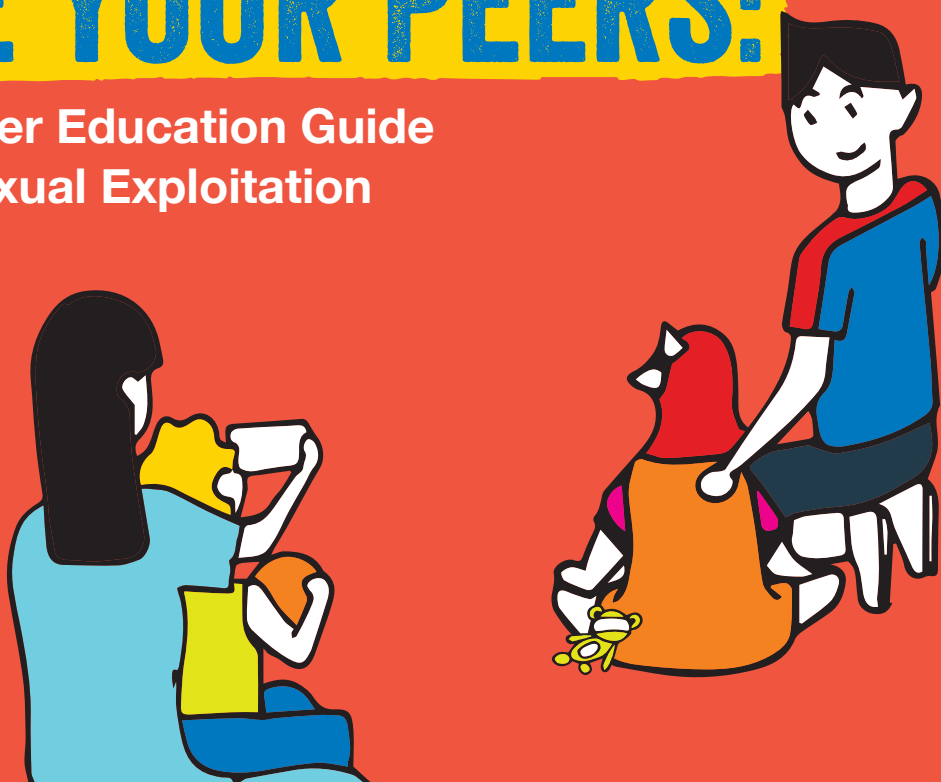


FACE YOUR PEERS:

A Youth Peer Education Guide
Against Sexual Exploitation



FOREWORD

As part of our commitment to protecting children and advancing their rights, Plan International Philippines continues to strengthen its efforts to contribute to the eradication of the commercial sexual exploitation, including the online sexual exploitation, of children. The fight against exploitation requires a multi-stakeholder and multi-sectoral approach that involves children and young people themselves. We need young people to speak out and foster an environment of healthy and open discussions on exploitation. We need young people who have the confidence and capability to stand up for themselves and their peers.

Through **Face Your PEERS: A Youth Peer Education Guide Against Sexual Exploitation of Children**, we hope to equip young people with the tools and skills to spark discussions on sexual abuse and exploitation, educate and raise awareness among their peers, and eventually become advocates for change.

With information on the concepts and definitions related to CSEC, OSEC and peer education, activity resources, timely do's and don'ts and other helpful tips, this youth peer education guide will help young people combat sexual exploitation of children, and empower themselves and other children and youth.

DENNIS O'BRIEN
Country Director

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Balaod Mindanaw	Balay Alternative Legal Advocates for Development in Mindanao
BCPC	Barangay Council for the Protection of Children
CFIS	Child-Friendly Investigation Studios
CHIPS	Child Health and Intervention and Protective Service
CHR	Commission on Human Rights
CIU	Crisis Intervention Units
CSEC	Commercial Sexual Exploitation of Children
CSO	Civil Society Organization
CSPC	Committee on Special Protection of Children
CPUN	Child Protection Unit Network
CWC	Council for the Welfare of Children
DOH	Department of Health
DOJ	Department of Justice
DOJ-OOC	Department of Justice Office of Cybercrime
DSWD	Department of Social Welfare and Development
DTI	Department of Trade and Industry
ECPAT	End Child Prostitution and Trafficking
IAC-ACP	Interagency Council Against Child Pornography
IACAT	Inter-Agency Council Against Trafficking
ICT	Information and Communications Technology
IFRC	International Federation of Red Cross and Red Crescent Societies
IJM	International Justice Mission
IOM	International Organization for Migration
IRC	International Rescue Committee

LCPC	Local Council for the Protection of Children
LGU	Local Government Unit
LSWDO	Local Social Welfare and Development Office
NBI	National Bureau of Investigation
NGO	Non-Government Organization
NRC	National Research Council
OJJDP	Office of Juvenile Justice and Delinquency Prevention
PACT	Philippines Against Child Trafficking
POEA	Philippine Overseas Employment Administration
PNP	Philippine National Police
PNP-ACG	Philippine National Police Anti-Cybercrime Group
PTSD	Post-Traumatic Stress Disorder
OSEC	Online Sexual Exploitation of Children
QC-SSDD	Quezon City Social Services Development Department
R.A.	Republic Act
RCCs	Rape Crisis Centers
STDs	Sexually Transmitted Diseases
TESDA	Technical Education and Skills Development Authority
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations International Children's Emergency Fund
US	United States
VAW	Violence Against Women
VAWC	Violence Against Women and Children
WCPU	Woman and Child Protection Unit
YPE	Youth Peer Educator

INTRODUCTION

OVERVIEW

In a perfect world, every child would be happy and healthy, free from hunger and want, and safe from neglect and abuse. They would grow up to reach their full potential to actively participate in the society. Today, that is not always the case. Millions of children live with the risk of abuse and exploitation. In fact, many children and youth all over the Philippines experience what is called Commercial Sexual Exploitation of Children (CSEC) and Online Sexual Exploitation of Children (OSEC). These forms of exploitation can leave long-term and devastating effects on young persons, which lead to developing physical, emotional, social, and psychological problems that threaten their futures.

While these topics are sensitive, it is important to discuss them to help children and youth be aware, to empower them with the right tools to protect themselves, and give them the proper support at such a critical developmental period. All of us: whether children, youth, and adults—have the responsibility to foster an environment that will help children and the youth speak out, participate openly, and be encouraged to lead healthy discussions about CSEC and OSEC.

As a young person who has the capacity to serve as a peer educator, you have the opportunity and potential to serve as a role model to your fellow peers by helping them become more informed and equipped to avoid abuse and exploitation. As a peer who understands the concerns of your fellow peer, your support in discussing these issues can lead to lives being saved, and more children able to protect themselves.

The **“Face your PEERS: A Youth Peer Educators Guide Against Sexual Exploitation of Children”** is a Youth Peer Educators’ Guide (YPE Guide) that aims to incorporate the principle of peer education as an effective approach for empowering children and youth on issues related to sexual abuse and exploitation.

Specifically, this YPE Guide aims to:

- Increase the awareness of children and youth on sexual abuse and exploitation, particularly on Commercial Sexual Exploitation of Children (CSEC) and Online Sexual Exploitation of Children (OSEC) through mutual sharing of information and experiences among themselves.
- Increase the capacity of children and youth to tackle and prevent sexual exploitation through peer-to-peer learning sessions.
- Establish a support mechanism among children and youth especially among the victim-survivors of sexual abuse and exploitation.

This guide will help you—the reader, and other young people understand various concepts related to CSEC and OSEC, and provide advice on how to deal with online and commercial sexual exploitation, and stop it before it happens. It will also help young people like you to give other children and youth easy to understand and comprehensive guidance that can be shared, practiced, and used.

WHO SHOULD USE THIS GUIDE

This guide is intended for Filipino boys and girls, young men and women, aged 12-24 years old who are interested in becoming a peer educator on the topic of CSEC and OSEC. Adult readers can also benefit in the information and activities provided in this guide.

This guide can be modified to fit other cultures and languages.

HOW TO USE THIS GUIDE

The YPE Guide contains three modules that aim to raise the awareness of potential peer educators like you, on topics of CSEC and OSEC. This guide will help build your skills in peer education so that you can share what you have learned to other young persons and help them get the support they need.

First, it is suggested that you read Module 1 on Becoming a Peer Educator. It will help you understand what peer education is, and why it is important. It will also help you gain knowledge on the role of a peer educator, and show how you can prepare for it. This Module will also teach you strategies on how you can communicate with your peers, and show how you can care for yourself while you help others.

Next, proceed with Module 2 on Understanding the Commercial and Online Sexual Exploitation of Children, which will introduce you to the concept of CSEC and OSEC. It will explain what CSEC and OSEC is, and present relevant research and data. It will detail how young persons are exploited, and how exploitation affects them. It will enumerate the signs and symptoms of CSEC and OSEC that you must look out for. It will give you a background on the perpetrators of CSEC and OSEC, as well as the vulnerabilities of young persons to CSEC and OSEC. Module 2 also details factors that help prevent CSEC and OSEC, and the local child

protection mechanisms in the Philippines. The module ends by sharing with you how to report cases and suspicions of CSEC and OSEC.

Finally, Module 3 on Establishing Support Mechanisms will provide you with the resources to help support other young people, especially those who have been sexually abused and exploited. It will provide you with tips on protecting yourself and your peers from CSEC and OSEC. It will describe the process of disclosure of young persons, and how you can respond to them. Support resources are provided at the end of the module.

Each of the modules include a set of objectives that lay out what you expect to learn. It also contains activities that will help in internalizing the information provided.

These modules have been created in the hopes of dispelling fears around the topic of commercial and sexual exploitation. A child or youth who is empowered and confident to speak out about the topic will be able to face their fears and peers.

Are you ready to embark on your journey of becoming a peer educator on CSEC and OSEC?

Turn the page to face your fears, and **FACE YOUR PEERS!**

A NOTE TO THE USERS OF THIS GUIDE:

The activities in the YPE Guide has been pilot tested in three cities in the Philippines, namely: Pampanga, Valenzuela, and Tacloban. The pilot tests were conducted in 2018 with children who had no prior awareness or formal learning on CSEC and OSEC, children with previous training, and victim-survivors of CSEC and OSEC.

While the term youth peer educator is used, this module is not only intended for formal educational sessions. Children and youth using this Guide can benefit from the modules by becoming advocates of preventing CSEC and OSEC in their own little way. May it be through daily conversations; discussions in schools, households, and communities; or simply becoming more aware on the issue.

A section on Disclosures (Section C. If It Happens to My Peer: Disclosures of CSEC and OSEC) is provided in this Guide. However, the objective of becoming a peer educator is not solely about encouraging disclosures of CSEC and OSEC, especially when children and youth survivors are not ready. This resource material aims to raise children and youth's awareness on the topics of CSEC and OSEC. This is so that they can have the confidence and willingness to talk about it, and if the situation calls for it—report or refer cases encountered to the appropriate barangay, organization, or child protection system as necessary.

While becoming a youth peer educator is voluntary, it is recommended that children who are victim-survivors first be provided with proper care, attention, and psychosocial support for healing before committing to becoming a peer educator. This is to ensure that the welfare of children is put first, before they take on the responsibilities of becoming a youth peer educator.

Lastly, peer educators should be reminded to have a direct contact to a child protection focal person to immediately report disclosure or possible risk. It is also important for YPEs to understand that simply relaying information on a case or suspicion of CSEC and OSEC is enough. The burden of deciding what to do after, rests on the Child Protection Point Person who is trained to assess protection-related violations.

MODULE 1:

BECOMING A PEER EDUCATOR

By the end of this module, you will be able to:

- Define what peer education is
- Describe the benefits of peer education
- Enumerate the roles of a peer educator
- Identify ways on how you can prepare to be a peer educator
- Identify strategies on how you can communicate with your peers
- Describe ways on how you can care for yourself as a peer educator





USING YOUR IMAGINATION



Duration
10 minutes



Materials
A chosen item by the facilitator



Procedure

1. The children will form a circle, and be told to keep quiet and observe.
2. The facilitator will introduce an item to the children and each person in the group will think of ways to use the item aside from its usual purpose.

For example: if the thing introduced is a book, the children will each take turns acting out an activity other than reading. A child may act as if the book is a “food” by pretending to eat it, or a “pillow” by pretending to sleep on it.

3. The other children in the group will try to guess what the child is using the item as.
4. They will all take turns in using the item.

KEY MESSAGES & QUESTIONS

- What did you feel when it was your turn to act out? Did you feel any pressure?
- This activity helped us think on our feet and become more resourceful by using our imagination. This also helped us become more calm amidst pressure by staying silent while waiting for our turn. Acting also helps us become more confident in front of our peers.
- These skills I mentioned are what you need, in order to go through the next activities as peer educators.



Notes for Facilitator

1. Choose items which are simple, such as those used in day-to-day activities. This will help boost the imagination and creativity of the group. Suggestions would be: pail, book, ball, or an empty box.
2. Do not choose an item that is sharp, dangerous, or breakable like pencils, scissors, or items made from glass, etc.
3. Refrain from using items that are usually considered sacred and important for religious or cultural groups, such as the Bible, sacred figures, etc.



IDENTIFYING SOURCES OF STRESS AND ITS PHYSICAL MANIFESTATION



Duration
30 minutes



Materials
Manila paper, markers, crayons, metacards: orange, green and yellow

Goal of the activity:

To identify sources of stress and their physical manifestation and be able to respond to them.

Warm-up

1. While still formed in a circle from the previous exercise, the facilitator will ask the group to reflect about their most unforgettable moments in the past year and say it in a sentence.
2. Each child will take turns saying the sentence that reflects their most unforgettable moment. For example: "My most unforgettable moment is when I passed my English test."

KEY MESSAGES

- Some of the most unforgettable experiences in our lives are filled with different emotions like excitement, joy, or sometimes sadness.
- Despite having different sources of stress/joy in our lives, an important part of growing up is learning how to manage and deal with these emotions with resilience and strength.



Procedure

1. The children will be divided into 2 groups (or more, depending on their number)
2. In the manila paper provided, the groups will draw a child using art materials.
3. The facilitator will ask the children to reflect on their sources of stress. To express this, the children will draw their stressors on the manila paper beside the child. Alternatively, they can also write a word or phrase that describes their stressor on an orange metacard and place it beside the child.
4. After that, the facilitator will ask the children to reflect on what they feel in their body when they experience stress. They will write it down in one word or phrase on a green metacard, and place it on the part of the child drawing's body where the stress is felt. (Example: Headache will be written down on a green metacard and placed on the head of the child drawing)
5. After this, the facilitator will ask the children to think about what they can do to heal from each of these stressors. They can write their suggestions on yellow metacards and place them beside the green metacards, corresponding to what they feel.

KEY MESSAGES & QUESTIONS

1. What is stress? According to the Cambridge Dictionary, it is “a great worry caused by a difficult situation.”
2. Stressors can be different for each person.
3. The stressors in our lives can be felt in our bodies—as shown in the examples you provided.
4. We can heal from these stressors, but first, we need to identify it, and do something about it. For example, you can tell other people about what is bothering you and what is stressing you.
5. You can also look out for indications that you are already stressed, based on the examples you provided. For example, if you feel your eyes burning while in front of the computer, maybe it's time to take a rest. If you are working late on your homework and you missed dinner, maybe you should take a break and get something to eat.
6. You can be a friend to lean on for others who are stressed as well. Look out for physical signs that your friends are stressed. Maybe you can help them by talking about it.

BODY SCAN MEDITATION

Let's all do this together!

- Meditation is also a great tool for stress reduction. It can be done by sitting in a cross-legged position with your hands resting lightly on your knees (palms may be facing up or down), eyes closed.
- Start by taking deep breaths... Inhale from your nose, exhale through your mouth. Put your hand on your stomach. You should feel your belly rising as you inhale, and emptying out as you exhale. Let's do this for 5 breaths.
- Now, let us let go of our thoughts at the moment and focus on our breathing. Let go of what you are thinking at the moment. Focus on the breath. Notice if you are frowning your brow, let go of any tension on your forehead... Relax your face.
- Release any tension from your neck. If you notice that you are shrugging, bring your shoulders down.
- Bring your awareness to your chest. What sensations do you feel as the air goes through your nose, throat, and belly? Pay attention to your exhalation and gently release the air through your mouth.
- Bring attention to your arms, sitting bones, legs, and feet. Notice the tiny sensations that signify that you are alive and present. Imagine the blood running through your veins, the muscles that help you move, and the sensation that you feel on your skin as the air touches you...
- Now gently open your eyes, put your hands up, and stretch. You can shake your hands up and down. Gently stretch your neck forward, backward, and side to side. Put your legs in front of you and bend down, touching your feet if you can—any part of your leg will do. Feel your lower back lengthening in this position and then slowly let go.



Notes for Facilitator

- Be aware and observant. If a child is exhibiting discomfort and stress from the discussion, take this as a cue to introduce stress reducing and grounding exercises, such as deep breathing, shaking hands, moving facial muscles, or stomping feet.

PEER EDUCATION

WHO

Peers are young persons who are in a similar age, background, or interest as you (IFRC, 2010).

WHAT

This guide will aid you in becoming a peer educator by providing you with actionable steps on sharing information and communicating with your peers.

HOW

Peer education may occur through one-on-one settings or small groups. They can be as formal as educational sessions or as informal as daily conversations (IFRC, 2010)

WHY

Becoming a peer educator will empower you to help other young persons learn about the issues of online and commercial sexual exploitation of children.

WHERE

Peer education sessions may be held in a range of settings, such as schools, clubs, or communities (IFRC, 2010).

A. WHAT IS PEER EDUCATION

Peer education is the process of teaching and sharing information to individuals similar in age, background, and interest. Peer education influences peers' knowledge, attitudes, beliefs, or behaviors to help improve their wellbeing (IFRC, 2010).

B. BENEFITS OF PEER EDUCATION

Peer education can be a rewarding activity for young persons like you. It will provide you an opportunity to contribute to positive difference in the lives of your peers, and work towards significant change in your community (IFRC, 2010).

As a young person, you spend a lot of time with friends and peers, where you influence each other on the way you talk, dress, or act. You also share a lot of ideas with them, and sometimes confide in them with your problems. A lot of times, we find great release in telling another trusted person about what is bothering us. It is also important to find a group of friends who can provide you with good advice and important information.

More often, we are open and at ease in sharing information to people who are our peers because we know that they understand us. And this may make discussing sensitive matters easier.

It is beneficial for the community to have peers who are educated and informed on issues related to CSEC and OSEC. Having a support system composed of peers whom you can trust can help empower children and youth to express themselves and help other young people get involved and become more aware. One young person who is empowered and informed can have a domino effect of affecting the lives of many.

C. THE ROLE OF A PEER EDUCATOR

Once you decide to become a peer educator, you will have the opportunity to share information with your peers in a way that raises awareness. You can serve as a role model for others—encouraging, inspiring, and supporting young people in changing misinformed beliefs. In this way, you will be able to support your peers especially those who have experienced sexual abuse and exploitation who might be feeling fearful and alone.

As a peer educator, you can also...

- Encourage other young people to join peer-to-peer discussions
- Share important information through day-to-day conversation with family and friends
- Become a facilitator in peer education sessions
- Comfort a peer in distress
- Help a peer get support from a trusted adult or child protection officer

NOTES FOR FACILITATORS: GROWTH MINDSET

As a facilitator, you may encounter children and youth who have experienced so much challenges in their lives that they feel disempowered to learn new things.

In the research of **Dr. Carol Dweck** (2006) in her book **MINDSET: THE NEW PSYCHOLOGY OF SUCCESS**, she talked about two mindsets: the fixed mindset and the growth mindset.

Simply put, the **fixed mindset** is the belief that our personality, skills, and intelligence are fixed and there is little we can do to change it. The **growth mindset** on the other hand is when a person believes that through effort and perseverance, one can learn new things and improve.

As a facilitator, you can encourage children and youth to **LEARN** the **SKILL** of becoming a peer educator. One might think that, “Since I am shy, maybe I will not be a good peer educator.” Or, “I am such an introvert, there is nothing I can do to be more outspoken.” Emphasize that becoming a peer educator is a skill that can definitely be learned and practiced. Encourage children and youth to continue developing their character of persistence, and to not be afraid to ask for help.

D. QUALITIES OF A GOOD PEER EDUCATOR

Being a peer educator does not happen overnight. However, constant practice helps build skills and qualities which aid in becoming a good peer educator. A good peer educator has a **HEART** for others. Consider the following qualities of a good peer educator, which any one of us can practice:

H - HELPFUL

Be kind to your peers, and lend a hand when they need help. A gesture of help does not need to be grand. It could be in the form of giving advice, or helping your fellow peer with the load of his work to make things easier for him or her.

Examples of helpful qualities:

1. Staying longer on a particular discussion in order to help your friend understand the topic.
2. Providing advice to a peer who does not know what to do with his or her situation.
3. Helping a friend get help from a social worker or a trusted adult after telling you that he or she has been abused.

E - EMPATHIC

A peer educator is empathic. You should develop '**empathy**' or the ability to understand and share the feelings of others. You can show your empathy to your peers by listening to them without holding any judgment. Show empathy by putting yourself in the shoes of your peer. Let them know you understand by telling them that it is okay to feel that way and they are not alone.

Examples of being empathic:

1. Listening to your peers no matter how long or difficult it is for them to explain.
2. Telling your peers that you understand what they are going through, and how difficult it might be.
3. Showing genuine concern and releasing any judgment towards your peer.

A - APPROACHABLE

Being friendly and easy to talk to are some of the ways by which you can be approachable. Becoming an approachable peer can positively influence others. Young people can easily come to you for advice or share with you their concerns. Through this, you can spread awareness on CSEC and OSEC. Children who have experienced exploitation may have reservations in approaching other people because they have undergone trauma. Showing a calm and good-natured attitude can make your peers at ease with sharing their experience with you, or even when they are just asking for advice.

Examples of being approachable:

1. Having a calm nature, not aggressive.
2. Having a smile on your face when talking to your peers.
3. Being accommodating to your peers.

R - RESPECTFUL

Show your peer that you care about their feelings and wellbeing. Children who have experienced sexual exploitation often have a feeling of low self-esteem and self-worth. As a peer educator, you need to be respectful to your peers for them not to feel offended. Some of your peers might need more time to open up, and you have to respect this process. Being respectful means that everyone is included in the conversation, regardless of age, sex, disability, and cultural background.

Examples of respectful attitudes:

1. Being patient to a peer who does not want to share, or is very shy.
2. Being sensitive towards a peer who may have disability.
3. Adjusting your vocabulary in order for your peers to understand the topic more.

T - TRUSTWORTHY

Be someone whom your peers can trust and rely on, at times even with sensitive concerns. If you are unsure of what to answer to your peer when he or she is asking a question, you need to be honest. Speak and act truthfully. Do not be afraid to get help when needed.

Examples of being trustworthy:

1. When a peer discloses an abuse but tells you not to tell anyone, ask your peer what he or she wants to happen, and encourage them to get help from a service provider. Explain why it is important to get help. (See Module 2 Section H. Reporting Cases of CSEC and OSEC, Page 53 for Why it is important to report.)
2. Sharing truthful and factual information.
3. Not talking about your peers behind their backs.

Overall, a good peer educator with a HEART must be a role model for their peers. YOU can lead and inspire by example. Following the examples enumerated above may also help you become a better person. Remember that we may not be able to embody these qualities overnight, but constant practice will help us develop them over time.



E. PREPARING TO BE A PEER EDUCATOR

When you become a peer educator, try your best to be prepared physically, mentally, and psychologically, especially given the sensitive topic that you will be sharing with your peers.

The following are some of the things you can do prepare for becoming a youth peer educator:

1. Forming a Youth Peer Educator team of facilitators

It is important for you to form a team of peer educators. Since the discussions are sensitive, you need help from other youths to moderate the discussion. Having a team of at least three (3) peer facilitators will assure you that you can support one another in addressing the needs of your fellow peers. The tasking between the three of you should also be well-defined. It is best that there are two facilitators and one observer in the group. While the facilitators are moderating, the observer can check for signs of discomfort with the other peers. He or she can advise the facilitators to take a break from the session to have some breather.

2. Learning and reviewing the sessions

Have a basic understanding of CSEC and OSEC. Reviewing the sessions will help you become more confident in sharing information to your peers. Make sure that you give accurate information to your peers.

3. Practice sharing information

You may practice discussing topics (even when they are not CSEC and OSEC related), with your friends or family until you feel confident that you can share what you have learned with your peers. You can also practice the Strategies for Peer to Peer Communication outlined in the next section.

4. Assess your own capacity

Be emotionally prepared to discuss sensitive topics with your peers. There may be sensitive matters about CSEC and OSEC that you will need to process with them. If you feel that you are not yet ready to do so, it is definitely understandable. You may ask a trusted adult or another peer for assistance, until you feel comfortable.

5. Do not hesitate to seek more information

If you feel that you do not understand the topic or you need more information, do not hesitate to ask trusted adults for help. You may also do your own research on the area. Part of being a peer educator is continuously learning and seeking new information that can improve your knowledge.

6. Set a plan for reporting and referring cases of CSEC, OSEC, or child sexual abuse ahead of time

Since disclosures are unpredictable, familiarize yourself with the protocols for reporting or referring cases of CSEC and OSEC. Setting up a plan among you and your YPE team of facilitators will help you become prepared. (See Module 2 Section H. Reporting Cases of CSEC and OSEC on Page 53).

7. Find a good setting for your peer education sessions

Peer education sessions should be held in a place that is comfortable for you and your peers. It should be a place that is safe and quiet so that you can have conversations freely without distractions.

Characteristics of a good setting:

1. **Comfortable environment** – good temperature and ventilation, with enough space so that you can sit properly with enough distance from one another.
2. **Safe setting** – choose a location where trusted adults can easily find you in case of an emergency. Do not choose a location that is far from establishments and is difficult to find. Make sure to choose a location that has cellular or internet signal.
3. **Quiet and private location** – make sure your location is quiet enough so that you can hear each other talking, and private enough so that you can share personal information without being conscious about it.



POSITIVE RESPONSE ACTIVITY



Goal of the activity

To teach the skill of positively responding to a distressed peer through speech.



Materials

Speaker (blue) and Responder (pink) metacards (See Annex G for Speaker and Responder materials)



Duration

15-10 minutes

Warm-up Mirroring Exercise

The children will be grouped into pairs. Each pair will mirror the movement of their partner, without telling each other what they will do next, and without touching each other. They will mimic their partner's movements the best way they can.



Procedure

1. The children will be grouped into two: the speaker (S) and the responder (R). They will be asked to fall in line according to their group, and face each other.
2. The facilitator will give S (blue) and R (pink) metacards with a written statement. They will read it quietly and internalize.
3. S's metacard (blue) will contain a situation that expresses an emotion. S's role is to act it out. An example statement would be: You are upset because you were not allowed by your parents to join the camping trip in school.
4. R's metacard (pink) will only contain information describing S. He or she will not know what S is supposed to say. For example, R's metacard will contain the statement: Your friend appears upset.
5. S will be the one to speak first. As the responder, R's role is to respond positively to the situation acted out by S.
6. The facilitator will remind R to maintain eye contact with S and have a calm and reassuring voice.

EXAMPLE

S: "I hate my dad! He did not allow me to go to the camping trip again!" (with furrowed brows and an angry voice)

R: "It's okay—maybe your dad has a good reason for not allowing you to join. He might just be worried about you."



Notes for Facilitator

1. Ideally, the facilitator should prepare enough metacards with scenarios so that the S group can have a try at being the responders and the R group can have a go at being the speakers.
2. The processing may be done after the next activity: Emotion Charade.



EMOTION CHARADE



Goal of the activity

- (1) To understand emotions of distress and learn the skill of making quick decisions; and
- (2) to learn how to provide positive response to peers experiencing distress.



Materials

2 small blackboards/whiteboards, dry erase pen/chalk, dry eraser/regular eraser



Duration

15-20 minutes



Procedure

1. The children will be grouped into two. Each group will choose one representative to act out a particular emotion.
2. The role of the group members is to identify, as fast as they can, a positive response to the emotion being presented in front of them.
3. The first group to write their answer down on their whiteboard/small blackboards and raise them up, will receive one point. The group with the most points will win the game.

KEY MESSAGES/QUESTIONS:

Positive Response Activity:

1. Which was more difficult? To be the speaker or responder? Why?
2. As a responder, was it difficult that you don't know what S will say?
3. As a speaker, did you find release when you were able to express yourself?

Emotion Charade Game:

1. Was it difficult that you were not able to talk about the emotion given to you?
2. It is possible to identify and respond to a stressful or distressing emotion even without the person in distress telling you what is bothering them.
3. As a peer educator, it is important to build the skill for identifying the emotions of your peers through empathy and physical signals, so that you can respond to them promptly.

For the two activities:

1. There are skills you can build to be able to positively respond to symptoms of distress and these can be verbal and non-verbal. You can use either of the two to respond to your peers.
2. Learning to decide what to say or do for a friend who is experiencing a difficult situation is an important life skill.
3. As a peer educator, you need to use your HEART to help you respond positively to negative situations.

F. STRATEGIES FOR PEER-TO-PEER COMMUNICATION

As a peer educator, it is important to communicate effectively with your peers. A supportive environment should thrive among you and your friends so that you are free to share your feelings with each other. Peer-to-peer communication is also useful in sharing new information among yourselves.

Do's and Don'ts of Peer-to-Peer Communication:

DONT'S	DO'S
<p>❌ I am negative during conversations.</p> <p><i>"Everyone is talking at the same time... No one is listening to me. I am feeling left out and disrespected. Maybe I shouldn't be here. I will just ignore everyone."</i></p>	<p>✅ I create a supportive learning environment.</p> <p>Develop trust and friendship with your peers. Through this, an environment of support can be fostered. Reflect on these trust and friendship statements:</p> <ul style="list-style-type: none"> • <i>I trust that my peer will be listening.</i> • <i>I trust that my peers are telling me the truth.</i> • <i>Friends support each other through good times and bad times.</i> • <i>I support my peer's decisions.</i> • <i>I will moderate the conversation so that everyone can speak.</i>
<p>❌ I am too close to my peer.</p> <p><i>"I like being close to my friends. When they are sad, I put my arm around their shoulder. When I feel bad, I want a hug from my parents. Maybe that's what my other peers want because that's what I want."</i></p>	<p>✅ I maintain appropriate distance.</p> <p>Not all children want to be physically close with their friends. Until they say it's okay, it is best to assume that your peers need space from you. If you are wondering what a good distance is, it is always best to ask the person. It is possible to communicate "caring" by showing it in other ways. Show your friend you care. Reflect on these caring attitudes:</p> <ul style="list-style-type: none"> • <i>What if my peer has experienced abuse? He or she may need space for healing.</i> • <i>Other children or adults may not like touching or closeness with strangers because of their culture.</i> • <i>Other young girls may not want to be physically close with other boys in the group, and that's okay.</i>

DONT'S	DO'S
<p>✘ I present ideas however I want them.</p> <p><i>"Maybe it's okay to present this table to my peers, even if I don't understand this myself. I'll just ask them later on..."</i></p>	<p>✔ I present topics in a simple and understandable way.</p> <p>One of the goals of becoming a peer educator is sharing information that they will be able to remember and internalize. Present ideas in a clear way. Always remember: <i>clear is understandable.</i></p>
<p>✘ I am too close to my peer.</p> <p><i>"I want to make my peer feel better but I don't know what to do... maybe I should make things up so that she feels better for now."</i></p>	<p>✔ Be honest about what you know and what you don't know</p> <p>There may be times in discussions when someone will ask you about a topic you don't know about. When this happens, it is okay not to have the answers right away. You can tell your peer that you don't know the topic and research on it later. On the other hand, if you know the topic to be factual, feel free to share them. <i>Always be honest about what you know, or what you don't know.</i></p>
<p>✘ I disrespect my peers.</p> <p><i>"I am bored. I just wish that my peer finishes talking so I can leave. Maybe if I keep on glancing at my watch or playing with my phone, he will get that I am no longer interested to talk."</i></p>	<p>✔ Be respectful and sensitive.</p> <p>How can I be more respectful and sensitive? Here are some ways:</p> <ul style="list-style-type: none"> • <i>I will be respectful to my peers. Some of them may come from backgrounds different from mine.</i> • <i>I will not be judgmental about my peer's decisions.</i> • <i>I will not say something which might hurt their feelings.</i> • <i>I will not make my friends feel different or pity them when they share their problems.</i> • <i>When someone is taking too long to explain, I will be patient, I will not interrupt my peer while talking.</i>

LET'S PRACTICE ACTIVE LISTENING SKILLS!

Let's help our friends be heard by practicing active listening skills. It is not just our ears which can be used for listening. We can use our eyes, our smile, our speech, and even our body movement. We can use active listening techniques to show our peers that we listen (Tang, 2014).

1. **Encouraging actions** - These actions will show that you are interested in what your peer is saying. This will encourage your peers to share their thoughts. They can be verbal and non-verbal:

Examples:

Verbal: Speak	Non-verbal: Do
"I see."	<i>Looking at your peer in the eyes.</i>
"Uh huh."	<i>Leaning forward.</i>
"I understand."	<i>Nodding your head as if to say "yes".</i>

2. **Asking questions** - You can ask questions to your peer to show that you are interested in what he/she is saying.

Examples:

"Tell me more about that, it seems interesting."

"What are your concerns and worries about this situation?"

3. **Mirroring/echoing** - Mirroring is when you repeat what your peer said, to show that you are trying to understand them. This also serves as a prompt for your peer to continue what he or she is saying. It should be short, focusing on the key words they said. Avoid overusing this technique as it may be irritating or cause frustration with your peer.

Examples:

Your peer says: "I'm having a difficult time at home"

You respond, "You're having a difficult time at home?"

Your peer says: "I feel mad at my siblings."

You respond, "You feel mad at your siblings."

4. **Clarifying** - Clarifying is checking that your understanding of what your peer said is correct. This technique can be used to make sure that you do not misunderstand or confuse what your peer told you.

Examples:

"What did you mean when you said...?"

"Is this the concern as you see it?"

5. **Paraphrasing** - Paraphrasing is when you rephrase what your peer said, so that he or she feels that you understand what they are communicating with you. When using this technique, do not raise your own ideas or question your peer's thoughts, feelings, or actions.

Examples:

Peer: "My grandfather died last night. I am devastated."

You: "You're feeling really sad because your grandfather passed away... I'm sorry to hear that."

Peer: "I failed my Math test again. I'm not sure I'll make it until next sem."

You: "You did not meet the requirements, but you can always try again."

Through these strategies, you can help your peers who are experiencing a difficult period in their lives. You may use these active listening techniques not only during peer education sessions, but in your day-to-day interactions.



ACTIVE LISTENING SKIT



Goal of the activity

To understand and practice active listening skills.



Duration

10 minutes



Procedure

The children will be grouped in threes. They will show a short skit with the following elements:

1. A friend in distress
2. Using one of the active listening skills to respond to his or her friend in distress



DESIRABLE QUALITIES OF A PEER EDUCATOR



Goal of the activity

To identify the desirable and undesirable qualities of a peer educator.



Materials

Metacards with examples of strategies, manila paper, markers (See Annex H for sample material)



Duration

15 minutes



Procedure

1. Folded metacards with examples of desirable and undesirable strategies in becoming a peer educator are placed inside a small box.
2. The children will draw metacards from the box and place their answer on the right column heading (desirable/undesirable) on the manila paper.
3. They will also be asked to add a desirable and undesirable quality or strategy, and place their metacards on the manila paper under the right heading.

G. ETHICAL CONSIDERATIONS

As a peer educator, it is important for you to abide by the following ethical behaviors in order to make sure that your peers are respected.

1. **Confidentiality** - You should respect your peers' right to confidentiality and privacy. This means that you cannot share personal stories that your peers tell you without their knowledge. However, when you suspect that your peer is being abused, exploited, or in danger, you may report it to authorities or ask someone you trust to report it. (See Module 2 Section H. Reporting Cases of CSEC and OSEC on Page 53).
2. **Voluntary participation** - Your peers' participation in peer education sessions must be voluntary. This means that they were not forced by you or anyone else to attend and participate, and they can withdraw their participation at any time. While you may invite them to peer education sessions, you cannot force them to attend or pressure them to share their stories if they do not want to.
3. **Informed consent** - During formal peer education activities, you have to ask your peers' consent to participate. Prepare **Informed Consent Forms** that can be signed by your peers. Also, note that you cannot take photographs or videos of your peers without their consent.
4. **Respect towards culture, gender, religion, and age** - As a peer educator, be mindful in considering your peer's culture, gender, religion, and age during conversations. For example, younger children may not understand difficult words, therefore simple explanations are needed. If children belonging to a particular cultural tribe or religion are made fun of by other peers in the group, it is your responsibility to mediate them. When a peer is not comfortable discussing about his or her gender, there is a need to respect this decision as well.

WHAT IS AN INFORMED CONSENT FORM?

An **informed consent form** is a document which will signify your peers' consent or willingness to participate in a peer education activity. After agreeing to its terms, your peer will sign the document. Afterwards, you may collect the papers and keep them as a proof of their participation. The following details are included in the document:

- That their participation is voluntary. No one forced them to participate in the activities.
- That they are free to leave the activity at any time.
- That they give consent to have the activities be recorded (i.e. audio, photo, video), documented, or written down.

If some of the participants are minors (children under the age of 18), their parents or guardians have to be notified of their participation through **parental/guardian consent forms**.

H. SELF-CARE FOR PEER EDUCATORS

While it is fulfilling to support your peers, share information with them, and be a friend to lean on—**do not forget to take care of yourself**. When other people share difficult problems with us, it often leaves us feeling sad and heavy. Whenever you feel that way, follow these self-care techniques that can help you be at ease. If you have been doing these techniques but you feel that they do not work; it is best to contact a health care professional or counselor to get help.

Take care of your body, brain, and thoughts!

Here are some physical, mental, and psychological self-care methods you can follow (Health Service Executive, n.d.; Rainn, n.d.):

BODY

(Physical)

Maintain a healthy diet.

According to research, the food you eat affects your mental health. Eating a diet filled with fruits, vegetables, rice, beans, nuts, and seeds can aid in protecting your mental health.

Exercise. Engaging in physical activity keeps your physical and mental health in good shape. Keeping active aids in sleeping, and improving your mood. It helps in reducing stress and boosting the body's energy levels. Aside from these, regular exercise contributes to looking and feeling better, thus helping you become more confident.

Sleep for 7-8 hours per night. Sleep aids in restoring the brain and body. Sleep is important for your mental health. A person is not able to work productively without a good night's sleep. Continuous insomnia or sleep disturbance can result to feeling tired, irritable, and having a hard time concentrating on tasks.

BRAIN

(Mental)

Maintain your school and work responsibilities. While being a peer educator may take some time from you; continue to be mindful in balancing school and/or work responsibilities.

Develop a healthy school or work routine. One way to do this is to focus on a particular task without distractions (such as your phone and the internet). Take short breaks in between heavy tasks. These can help improve your mental clarity.

Work on a new hobby or something creative. Doing something new or creative can help relieve anxiety, develop your confidence, and make you happier. You may choose to engage in activities such as writing, singing, painting, cooking, sports, etc. Do not limit yourself to these activities mentioned. Find something that you are passionate about.

THOUGHTS

(Psychological)

Don't be afraid to express your feelings. When you feel down, it is okay to seek your friends and family members. Tell them what you feel or what is bothering you. You may also contact a counselor for support.

Avoid being too hard on yourself. Remind yourself that this is the best you can do right now and it was the best you could do at the moment. If you fail, you can try next time and learn from your mistakes.

Create and maintain relationships with your family, friends, and your community. These relationships will serve as your foundation to help you cope with the hardships you experience. Taking care of your relationships is essential in maintaining positive mental health.

Save some time for yourself. Reflect on your feelings, and take some time to relax. You may try downloading free meditation apps or researching meditation playlists from the internet. You may also try the meditation exercise provided below.

If you are experiencing the following...

- Feeling sad and hopeless
- Feeling worn-out and drained
- Lack of interest on things
- Feeling alone, and estranged from your friends, family, or colleagues
- Blaming oneself, feeling embarrassed
- Feelings of self-doubt and failure

...It is best to approach your parents, teachers, counselors, friends, a community mental health worker, or a psychologist who can help you process your feelings. Talking to other people can help make a difference on how you feel.

MEDITATIVE SELF-MASSAGE

When you are feeling stressed, you can try doing a meditative self-massage. It's easy—you only need a pillow and a quiet space where you can be alone.

Sit comfortably on your pillow in a cross-legged position. It is best to practice on the floor or a safe, flat surface. Practice breathing in through your nose and out from your mouth. Watch your belly expand and contract as you breathe. Breathe slowly and heavily. Do this for 5 times.

Proceed with the self-massage by rubbing your hands until they feel warm. Once they are warm, start by placing your hands on your hairline and temples, massaging them with enough pressure. Go through your ears, massage your jawline by rubbing them upward. Warm your hands again by rubbing them.

Massage your shoulders in circular motion. Bend your body forward and massage your toes, going up to your legs. Stretch your body where you feel tight and tense. Continue breathing in and out steadily. Notice how you feel after your meditative self-massage. Do a second round if you feel that you need more time to focus on other parts of your body.

MODULE 2:

UNDERSTANDING COMMERCIAL AND ONLINE SEXUAL EXPLOITATION OF CHILDREN

By the end of this module, you will be able to:

- Define CSEC and OSEC
- Describe the scope of CSEC and OSEC
- Understand how CSEC and OSEC occurs
- Describe the effects of CSEC and OSEC
- Identify the signs and symptoms of CSEC and OSEC
- Describe the characteristics of perpetrators of CSEC and OSEC
- Identify the factors that make a young person vulnerable to CSEC and OSEC
- Define what resilience is and identify the factors that could prevent CSEC and OSEC
- Describe the local child protection mechanisms in place
- Know how to report cases of CSEC and OSEC





RIGHTS SNAPSHOTS

Adapted from: Teaching for Children's Rights: Rights, Wants, and Needs Card and Activity Kit by UNICEF Canada



Goal of the Activity

To know and understand children's rights under the United Nations Convention on the Rights of the Child, and be able to understand that these rights should be protected at all times.



Duration

10 minutes



Materials

Manila paper with 2 columns: PROTECTED and DENIED, tape, cut-outs with written scenarios, handouts on the United Nations Convention on the Rights of the Child (UN CRC) (See Annex A for UNCRC Handouts, and Annex B for Protected and Denied scenarios)



Procedure

The children will be given cut-outs with scenarios written on them. On a manila paper with a matrix having two columns: PROTECTED and DENIED, each child will stick the scenarios on the manila paper under the column where they think it is appropriate. They will be handed copies of the United Nations Convention on the Rights of the Child to serve as their guideline.

KEY MESSAGES

1. All children are entitled to live a safe and happy life under the UN CRC. However, children all over the world experience situations where their rights are endangered. Among these threats is the threat of sexual exploitation.
2. In order for us to protect ourselves, we need to learn more about when abuse and exploitation happens. This knowledge can also empower us to help other children when we become Youth Peer Educators.



DEFINING CSEC AND OSEC GAME



Goal of the Activity

To know and understand the definition of CSEC and OSEC.



Duration

15 minutes



Procedure

The children will be grouped into two, each will be given with a manila paper having 2 columns: Term and Definition. Under these two columns are metacards with terms and definitions for CSEC and OSEC that do not match each other. The task for each group is to organize and match them so that each row will have a perfectly matched terminology and definition. The group will race to finish first.



Materials

Manila paper with 2 columns: Term and Definition, print-outs with CSEC and OSEC terminologies and definitions (See Annex C for Terms and Definitions cut-outs)

KEY MESSAGES

1. These are the definitions of CSEC and OSEC in the Philippines. It is important that we are aware of these definitions to know when our life and other children's lives are under threat by these forms of abuse and exploitation.
2. CSEC and OSEC are sensitive topics that need to be explained carefully to fellow peers. This section will present definitions and examples of both.

A. DEFINITION OF CSEC AND OSEC

Child sexual exploitation happens when a person or a group abuses and manipulates a child into engaging in sexual activity. The child may be forced to engage in sexual activity in exchange for money, clothes, shoes, new things, or any needs and wants of the child. On the other hand, the abuser may also gain from the sexual exploitation of a child by receiving money or becoming more powerful by using the child as a means to earn money and favors. Perpetrators may also use technology to achieve their ends. Any form of sexual exploitation is punishable under the Philippine laws. (ECPAT International, 2016; International Rescue Committee, 2012; Department for Education, 2017)

Remember: Even when it seems that the child is agreeing to perform sexual acts, sexual exploitation exists because the abuser was able to manipulate and deceive the child into engaging in these acts, leading the child to believe that it is his or her choice—to be able to earn money to provide for the family, pay for his or her tuition fees, buy new things, or return a favor. The child may even be made to feel guilt for not being able to do so, and be made to feel ashamed for his or her selfishness when this happens.

There are two forms of child sexual exploitation: Commercial and Online.

COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN (CSEC)



Commercial Sexual Exploitation of Children (CSEC) is a form of sexual exploitation where sexual activity with a child is exchanged for money, material things, or favor of any kind. Perpetrators may be persons or groups, whose aims are to gain money and power from these transactions. (ECPAT International, 2016; Protacio-De Castro, n.d.).

CSEC may happen in the following ways:

1. Exploitation of Children for Prostitution (Republic Act No. 7610)

Exploitation of children for prostitution happens when children are influenced, deceived, and manipulated by adults or groups to engage in sexual acts in exchange for profit, money, or any kind of favor. When a child is trafficked or kidnapped, they may also be subjected to exploitation through prostitution.

Examples of exploitation of children through prostitution:

- Adults serving as “clients” who would pay money to engage in sexual acts with children.
- An adult manipulating a child to make him or her engage in sexual acts with another adult.
- Taking advantage of a child’s innocence, relationship, or closeness in order to influence them to engage in sexual acts.

- A child may also be offered with money, gifts, and favors to engage in child prostitution. An adult may use violence in order for a child to agree.
- Advertising or inviting other adults to indulge in sexual activity with a child.
- Managing a business, house, resort, or building that offers sex for adults with children. Any person who is found to be inside these establishments, or alone with a child, will also be considered as an abuser, and may be punished by the law.

2. Child Sexual Abuse Material (Republic Act No. 9775)

Child sexual abuse materials are sexualized materials in the form of video, audio, poster, written material, and any other kind of representation that show children doing or pretending to be engaged in sexual acts. Children do not need to engage in physical sexual activity. Simply having a child pose for photos or be videotaped acting in a provocative manner is already considered as exploitation through child sexual abuse material. Similar to other forms of exploitation, children are also lured into appearing in exploitative materials through enticement with money, gifts, and favors.

Examples of exploitation of children through child sexual abuse material:

- Adults accessing child sexual abuse material through the internet—in internet cafes, in chat rooms, and social media groups.
- Pictures and videos depicting child sexual exploitation saved in disks and files, and sold to other adults for money.
- Producing exploitative materials as a business.
- Having a child touch him or herself and be videotaped or photographed.

3. Trafficking for sexual purposes (Republic Act No. 10364)

Trafficking of a child for sexual purposes happens when an adult or group recruits and transports a child in order to trade him or her with another adult, for the purpose of engaging in sexual acts, and in exchange for money or profit.

Children who are trafficked are usually unaware that they will be sold or exchanged. They are lured and deceived by the trafficker with lies. They are told that they are being taken to see a family member, or be given gifts in order for them to agree. Traffickers can befriend the child in order to take advantage of their closeness. Family members and relatives may also be the traffickers themselves. Because of this, the child may lay his or her trust towards these people, and become unwilling subjects of exploitation.

Examples of exploitation of children through trafficking for sexual purposes:

- Children being transported away from their homes, even in other countries, to work for other adults through sexual activities.
- Children taken to another location to appear in videos or photos where they are performing sexual acts.
- Children made to work in a house or business establishment away from their homes, where they cater to other adults who want to engage in sexual activity.

ONLINE SEXUAL EXPLOITATION OF CHILDREN (OSEC)



Online Sexual Exploitation of Children or OSEC is the buying, selling, possession, distribution, transmission and production of visual, audio, or written materials that show sexual abuse or exploitation of a child or minor for themselves or another person. A perpetrator may access these through photos, videos, and live streaming. He or she is usually not physically present (in front of the victim), but is connected through the internet with a computer or through mobile devices. (ECPAT International, 2016; RA 10175, 2012; RA 7610, 1992; Protacio-De Castro, n.d.)

Examples of online sexual exploitation of children:

- Children performing sexual acts in front of a camera, where a client is watching on the other side through internet connection.
- Phones and computers used to advertise sexual services through chat rooms, instant messaging applications, online forums, emails, personal and group websites, and social networking sites.
- Examples of CSEC in the previous section which are done through the internet.
- Advertising children and young persons in a Facebook group as 'available' for sexual services.
- Sending emails to with attachments filled with photos, videos, and links to websites that contain sexually explicit content concerning children. He or she may exchange these images for money with other people.
- A foreigner asking for nude pictures from a child in exchange for money.
- A child performing sexual acts in front of a web camera, where a man is watching.
- Receiving online calls, video calls, and chat messages which are sexually charged.

OTHER EXAMPLES OF CSEC AND OSEC SCENARIOS

Child sexual exploitation is not limited to the examples provided above. Some examples do not involve touching, and can happen online or face to face.

Other examples of CSEC and OSEC include:

- A parent or family member selling his or her child to adults to be used for child sexual abuse material, cybersex, or actual sex with another adult.
- Joining social media groups that invite children as “models”.
- A high school or college student earning money by joining social media groups that allow him or her access to “clients”.
- An older woman recruiting students to be part of a group that can provide sexual services to other adults that serve as clients, in exchange for paying for their tuition fees.
- A middle-aged adult pretending to be a teenager in order to persuade another teenager to send sexually charged photos or naked pictures.
- A teenager forced to engage in prostitution in order to support his or her family.
- Being told that you will be working for a clothing factory but actually being sold abroad to a trafficking syndicate.
- A group of friends who will convince you to come to a party where you will have fun but be asked to take drugs and eventually provide sex in exchange.
- An adult offering to help you pay for tuition fees but will ask for sex in return.

B. FACTS AND FIGURES ON CSEC AND OSEC

CHILDREN AND YOUNG PEOPLE ARE VULNERABLE TO SEXUAL EXPLOITATION.

Children of the Philippines

Research from 2010 show that **40%** of the Philippine population are children. That's almost half the population

35.5% of them, about a third, are living in poverty.



This means that a lot of children do not have access to enough food, clothing, shelter, sanitation, medicines, medical attention, and education.

About two in every ten children, **18.9%**, who have been involved in CSEC reported that they started between the ages 18 and 25 years old.

Others, **15.9%**, reported to have started between the ages of 15 and 17 years old. In the survey, it has been recorded that poverty might have affected the child's decision to be involved in CSEC.

Not all children are able to complete their basic education.



Only **78.6%** are able to complete their schooling. Children and youth aged 15-24 years old experience dropping out because of financial problems.



Because of poverty and lack of basic education, children and youth are vulnerable to situations where they can be abused. Adults who are capable of exploitation can take advantage of these children and youth, and their need for money, basic needs, and access to education

CHILDREN INVOLVED IN COMMERCIAL SEXUAL EXPLOITATION HAD ATTENDED SCHOOL AT SOME POINT AND CAN READ AND WRITE

88.7%, so about nine in every ten children involved in CSEC cases, are not attending school. Either because they could not afford it or they are not willing to attend school.



Almost half, **46.3%**, were high school undergraduates and none had graduated from college.

CSEC AND OSEC IN NUMBERS

100,000 Filipino Children are estimated to be brought into prostitution each year. (Global Monitoring Status of Action against Commercial Sexual Exploitation of Children, ECPAT International, 2011)

The Philippines is a source country, and to a lesser extent a destination and transit country for men, women, and children subjected to sex trafficking and forced labor. (Trafficking in Persons Report, US Department of State, 2018)

1,275 women and children were rescued by IJM in partnership with law enforcement agencies in the Philippines. (IJM website, accessed December 2018)



1 OUT OF 5 Filipino children suffer from sexual violence at home, in school and in the community. (National Baseline Study on Violence against Children: Philippines, CWC, 2016)



1 OUT OF 3 human trafficking victims is a child. (Global Report on Trafficking in Persons, UNODC, 2016)



8 OUT OF 10 Filipino children are said to be at risk of online abuse and bullying. (Perils and Possibilities: Growing up Online, UNICEF, 2016)

C. SIGNS, SYMPTOMS, AND EFFECTS OF CSEC AND OSEC



VIDEO SHOWING



Duration

10 minutes



Goal of the Activity

The videos show signs, symptoms, and effects of CSEC and OSEC.



Suggested videos:

- Speak Out: Sexual Exploitation of Children Online by ECPAT International: <https://www.youtube.com/watch?v=oNA8owPOR3U>
- “I sent pictures to a boy I liked and shouldn’t have” by Storybooth: <https://www.youtube.com/watch?v=92QBpFKeXcU>
- Hindi Ito Kuwentong Pambata by Jessica Sojo (OSEC documentary) uploaded on Facebook by GMA: <https://web.facebook.com/kapusomojessicasoho/videos/hindi-ito-kuwentong-pambata/331645974239655/>
- Red Leaves Falling - A Story of Child Sex Trafficking by Stairway Foundation: <http://www.stairwayfoundation.org/gallery/red-leaves-falling-a-story-of-child-sex-trafficking/>
- A Good Boy by Stairway Foundation

KEY MESSAGES AND QUESTIONS

- What did the children who experienced CSEC and OSEC feel, based on the video?
- How did the children show signs that they have been abused and exploited?
- What were the effects of the abuse and exploitation towards them?
- As Youth Peer Educators, it is important that we are aware of the effects of CSEC and OSEC to children and youth to better understand how to help them.

SIGNS AND SYMPTOMS OF CSEC AND OSEC

A child may show signs that he or she is being abused or exploited. Indications of child sexual abuse and exploitation may be grouped into physical, behavioral, and sexual (Miller et al., 2007).

PHYSICAL

- Rashes in the genital area, which might be an indication of disease caused by sexual contact with different adults
- Sexually transmitted diseases (STDs)
- Headaches
- Chronic stomach pains
- Urinary tract infections
- Emotional
- Anger
- Anxiety
- Rebellion
- Depression
- Dissociative symptoms
- Suicidal tendencies

BEHAVIORAL

- Bedwetting
- Nightmares
- Irritability
- Eating problems
- Compulsive washing and/or masturbation
- Secretiveness
- Refusal to attend school/work
- Unwarranted fear of people and places
- Withdrawal
- Running away from home
- Acquisition of money, clothes, mobile phones etc. without plausible explanation
- Excessive receipt of texts/ phone calls
- Returning home under the influence of drugs/alcohol
- Frequenting areas known for sex work
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Concerning use of internet or other social media
- Reenactment of abuse behaviors

SEXUAL

- Seductive behaviors
- Unusual interest, or avoidance of sexual ideas
- Drawing of sexual acts
- Encouraging other children to perform sexual acts

Note: It is possible that child sexual exploitation may occur without any of these signs and symptoms. Moreover, some of these indications mentioned may be present in a child who is not involved in CSEC and OSEC. It is still important to be alert and be vigilant over your peers, and not to assume right away. Ask how your peers are doing and always listen.

EFFECTS OF CSEC AND OSEC

Child sexual abuse and exploitation negatively affects every aspect of a child's life. Child sexual abuse and exploitation are proven to have an effect on:

- Physical and mental health and well-being
- Education and future employment prospects
- Family relationships
- Friendships
- Relationship with their own children

If not detected early, child sexual abuse can have long-term effects. In some circumstances, these effects may remain until the child becomes an adult, affecting his or her relationships. Likewise, children abused end up having difficulty fitting in the society and may become offenders themselves. This is why it is very important to report cases of abuse and exploitation in order to help victim-survivors be provided with healing care, medical attention, and justice.

Among the impacts of abuse are psychological, physiological, cognitive, interpersonal, behavioral, economic, and social (Miller et al., 2007; ECPAT International, 2008; Stairway Foundation, Inc., n.d.):

1. Psychological effects - Children who have been abused or exploited are likely to experience psychological problems. For instance, they are likely to experience depression, which involves prolonged feelings of sadness and/or a loss of interest in activities once enjoyed (Ramiro, et al, 2018; UNESCAP, 2001). Children who have been sexually abused and exploited are also five times more likely to attempt suicide than those who have not.

Other psychological effects that they may experience include:

- Low self-esteem
- Feelings of guilt and shame
- Fear, anxiety, nightmares
- Eating disorders
- Substance abuse disorders (alcoholism, drug addiction)
- Post-traumatic stress disorder (PTSD)
- Self-harm

2. Physiological effects - The sexual abuse and exploitation of a young person may lead to pregnancy. During such delicate pregnancy of a young woman, she may experience reproductive health problems that may lead to death. According to the World Health Organization, these complications are one of the leading causes of mortality among 15-19-year-old girls all over the world who experience abuse. In addition, some teenagers may resort to abortion. Since this practice is illegal in the Philippines, they may seek abortion in unsafe conditions, making them vulnerable to health complications, and may result in death (WHO, 2013).

3. Cognitive effects - Sexual abuse and exploitation can also cause the child to experience cognitive issues including:

- Attention and memory problems
- Impaired intelligence
- Learning difficulties which may result in poor academic performance

4. Interpersonal effects - Sexual abuse and exploitation also affects the person's ability to have meaningful relationship with other people. These effects may appear when the child develops into an adult.

These may include:

- Problems in communicating
- Insecurity in relationships
- Unstable intimate relationships

5. Behavioral effects - Behavioral effects of abuse and exploitation often show as unlawful conduct or violating common rules or regulations in society.

This may include:

- Doing poorly in school
- Causing fights
- Becoming more violent
- Becoming more promiscuous

6. Economic effects - A child's experience of sexual abuse and exploitation also has economic costs. If the child gets pregnant, she may be forced to drop out of school to take care of the baby, or look for a job to support the baby. This decreases the young person's chance of a good future (ECPAT International, 2008).

7. Social Consequences

As a result of CSEC and OSEC, children are often left to deal with stigma coming from the community with being branded as a "victim", especially with the conservative view in the Philippines towards young mothers who got pregnant due to child sexual abuse. Because they are treated differently, they often have difficulty forming relationships and interacting with others.

For some children, securing employment and education might be difficult. For others who are already in school or employed, they may have a hard time fitting in and focusing on their responsibilities. This is even more notable when they do not receive the proper support to deal with the trauma they have experienced from the abuse and exploitation. All these can lead to financial insecurity, which can add to the psychological burden they are already experiencing. Hence, social consequences that result from CSEC and OSEC can severely affect the well-being of a young person. (ECPAT International, 2008)



WHO IS THE PERPETRATOR?



Duration

15-20 minutes



Goal of the Activity

To know and understand the characteristics of perpetrators of CSEC and OSEC.



Materials

Manila paper answer sheets (See Annex F for the answer sheet sample), metacards with T and F written on it



Procedure

1. The children will be grouped into two (or more, depending on the participant size).
2. They will be provided with a manila paper answer sheet, where there are items containing statements that describe CSEC and OSEC perpetrators. A blank is provided before each number, where they will answer whether these descriptions are true or false.
3. Metacards with the letters T and F will be provided. The children will put T on the blank if their answer is "true", and F if their answer is "false".
4. The group who finishes first will be the winner.

KEY QUESTIONS

- Which answers did you get wrong? Which answers did you get right?
- Do you see a pattern to understanding what the usual description of a perpetrator is?
- What are the common misconceptions of who a perpetrator is?



D. PERPETRATORS OF CSEC AND OSEC

WHO ARE 'PERPETRATORS'?

People who commit sexual abuse and exploitation are called '**perpetrators**' or '**offenders**'. There is no way to predict exactly who would be a perpetrator among us.

Perpetrators and offenders come from various backgrounds. They can be male, female, young, or old. They can be family members (parents, grandparents, uncles and aunts, cousins, siblings, among others), people in authority (teachers, pastors or priests, government officials), children, or strangers. Children fear speaking up when the perpetrator is someone close to them because they are afraid that they will not be believed when they speak up. This is the reason why some abuses take longer before it is discovered (International Rescue Committee, 2012).

WHY ARE THERE PERPETRATORS?

Sexual abuse and exploitation is an abuse of power. This excessive need to assert power over another, more vulnerable person such as a child is one of the reasons why sexual abuse and exploitation take place.

Some people and groups commit sexual abuse and exploitation for economic gain. In the individual level, factors such as the personality, upbringing, culture, and prior abuse (experienced by the perpetrator), must be taken into consideration to understand why perpetrators commit these crimes. These factors are not justifications for any adult to commit such an act. Anyone who sexually abuses or exploits a child must be punished under the law.

Some children who become perpetrators do not understand that they are already committing sexual abuse, because they might have experienced the same thing when they were growing up and feel that it is normal. One might think that since they are young, there is no need to make a fuss out of reporting it, but these children should be provided with help as well, having experienced abuse themselves.

Local contexts, cultures, situations, and characteristics of the people involved play a role in the dynamics of child sexual abuse and exploitation. Hence, these cases are very complex and at times different from one another.

CHARACTERISTICS OF PERPETRATORS OF CSEC AND OSEC

In studies conducted regarding the characteristics and motivations of perpetrators of child sexual exploitation, some of the other findings include the following (Walker and Pilinger, 2018) (Protacio-De Castro, n.d.):

Sex and gender	The perpetrators are mostly males: heterosexual, bisexual, and homosexual.
Age	<p>The age range of the perpetrators are from 12-85 years old, with the population highest in the 18-24 range.</p> <p>In the Philippines, younger customers are found to be more violent and abusive.</p>
Nationality	Some of the perpetrators exploiting children and young people in the Philippines come from foreign countries (German, French, Kuwaiti, Arabic, American, Chinese, Korean, Mexican, Indian, and Lebanese nationals).
Employment	<p>Employment characteristics of the perpetrators are diverse. Most of them come from positions of authority. Some include well-educated professionals, others have little education; some are law enforcers, teachers, doctors, military men, and some are members of the clergy (priests).</p> <p>In the Philippines, some of the perpetrators work in banks, construction firms, business process outsourcing ventures, and airlines. Some were government employees and politicians.</p>

MOTIVATION OF PERPETRATORS OF CSEC AND OSEC

According to a study by Walker and Pilinger (2018), the following serve as some of the motivations of perpetrators of CSEC and OSEC:

- To access images for personal reasons with no intention of sharing
- To purchase child sexual abuse material for personal desire
- Have interest in having sex with a minor
- Curious with OSEC (which may lead to addiction)
- Actively involved in the abuse of children and producing sexual abuse images of minors for other users
- To groom minors through the use of child sexual abuse materials
- To make a profit by selling or distributing child sexual abuse material
- Criminally minded and intend to trade images for money
- Motivation to control others (more common with those involved in trafficking children)

What happens when a child is the perpetrator?

According to Republic Act No. 9344 or the **Juvenile Justice and Welfare Act of 2006**, if a child who is under the age of 15 commits sexual abuse, the child will not be punished by any offense. The child's age is considered to be exempt from criminal liability, but he or she will be required to go through a community-based intervention program or be sent to a "Bahay Pag-asa", while their cases are pending.

The Bahay Pag-asa is a 24-hour child-caring institution where children who commit crimes before they are 15 years old are offered a place to stay while waiting for the court's final decision on their cases. This establishment is handled by Local Government Units and NGOs.

If the perpetrator is a child between the ages of 15 and 17, he or she will also be exempt from criminal liability and will go through an intervention program. If the child was proven to have acted with discernment¹, he or she will go through court proceedings (under RA 9344). The child, however, will not be exempt from civil liability².

E. VULNERABILITY TO CSEC AND OSEC

Common factors or characteristics make some children and youth more likely to experience sexual abuse and exploitation. Note that not all children and young people with these vulnerabilities will experience child sexual exploitation. Child sexual exploitation can also occur without any of these vulnerabilities being present.

VULNERABILITY TO COMMERCIAL SEXUAL EXPLOITATION

Both girls and boys are at risk of CSEC, but there are certain characteristics of children, the society, and the environment they live in—that make them more likely to be commercially exploited by people and groups (IOM and NRC, 2013; Bryan, 2014; Greenbaum, 2014; OJJDP, 2014; Department of Education, 2017; Stopitnow.org, n.d.; UNICEF, 2016):

¹ **Discernment** under the law, means that the child could tell right from wrong and can understand the consequences of doing the wrong thing.

² **Civil liability** means that you have to pay for a wrong that has been committed, such as: the cost of a property that has been destroyed, the cost of the repair for a damage, or the cost of the medical bills of an injured person, among others.

Below are some of them:

Household	<ul style="list-style-type: none">• Lack of parental supervision/absent parents• Single headed households• Family conflicts• Children whose parents have mental illnesses or are alcohol or drug dependents• Homelessness• Children living with family members who are engaged in illegal sex trade (Withers, 2017)
Gender	<ul style="list-style-type: none">• Being gay, bisexual, transgender
Societal condition	<ul style="list-style-type: none">• Poverty• Lack of access to education and employment opportunities• Sexual objectification or portrayal of women and girls in a sexual manner through media (UNICEF, 2016; McCall, 2012)
Environment	<ul style="list-style-type: none">• Children in conflict and emergency situations• Living in an economic zone• Living in post-disaster areas• Living in areas with a lot of transient male populations (such as tourist spots)

The Link between Disability and Sexual Violence among Children

According to UNICEF, children with disabilities are more vulnerable to sexual violence compared to their peers, especially young girls who are not able to communicate verbally. (Jones, et.al., 2012)

Studies have shown that children will try to communicate their abuse through actions, which are sometimes not recognized immediately. Some cases were identified only through physical indications such as messy appearance, crumpled and soiled clothing, and unusually anxious and upset attitude. (UNICEF, 2016)

The risk for sexual violence among children with disabilities are heightened because of:

- Abuse or violence not being detected or disclosed early.
- Perpetrator being someone close to the child or someone who spends a lot of time alone with the child.

VULNERABILITY TO ONLINE SEXUAL EXPLOITATION

Undeniably, our world is now more interconnected through the internet, mobile devices, and social media. It is now easier to communicate and transfer information from one person/place to another. Though this has benefits, it can also be used for dangerous ends. This is apparent with cases of child sexual abuse materials being produced and circulated in the internet (Health Economics Canada, 2010).

The following factors make online sexual exploitation of children more likely among children and youth:

- Sharing of personal information through the internet
- Interacting with strangers online via instant messaging or chat rooms
- Emailing or posting photos online
- Visiting adult-content websites
- Agreeing to meet with someone in person whom they met online
- Joining Facebook groups, chat groups, and open groups in social media apps
- Online gaming
- OSEC disguised as online job postings



F. RESILIENCE AND PROTECTIVE FACTORS

According to the Interaction Child Protection Task Team, **‘resilience’** is the capacity of people and communities to live through and recuperate from difficult times. To illustrate this, imagine a bamboo that sways and bends with the wind. A bamboo is so strong that it can withstand typhoons. It stays firm and rooted on the ground.

Young people who are able to keep themselves healthy regardless of the hardship they have experienced are considered resilient (International Rescue Committee, 2012).

Children’s resilience result from a combination of their personal qualities, how they handle their experiences, and the factors in a child’s environment that keeps them safe.

The latter are called ‘protective factors’. These factors allow children to endure and recover. They can occur at various levels: individual, family, community or societal level (Australian Institute of Family Studies, 2017).

Some protective factors that help in reducing incidence of child abuse and exploitation include (Australian Institute of Family Studies, 2017; International Rescue Committee, 2012):

- **Individual factors:** social and emotional competence, attachment to parent/s
- **Family factors:** Positive attitude of parents or guardians, strong and supportive parent-child relationship, family cohesion, adequate housing and a sufficient and secure source of income.
- **Societal factors:** Positive social connection and support, access to health and social services.

As a peer educator, you can help children handle the effects of CSEC and OSEC by building on their resiliency.



A SUPERHERO FOR OTHERS



Goal of the Activity

To internalize resilience and understand how this can be applied in our lives.



Materials

short bond paper with a printed drawing of a bamboo (See Annex D for the bamboo outline), colored markers



Duration

15-20 minutes



Procedure

1. The children will be provided with the activity materials.
2. The facilitator will ask the children to reflect on: **“What is your everyday superpower and how would you use it to help other people?”** Our everyday superpowers are our skills, talents, things we are good at—that we want to cultivate even further. The bamboo drawing represents each child. The child will put their name on the bamboo, and write their superpower as a heading of the page. For example: “My superpower is having a hardworking attitude.”
3. On the sides of the bamboo drawing, the children will put phrases to illustrate how they will use their superpower to help other people. Alternatively, they can also use drawings to describe it. For example: “I will use my extra energy after school to help my mom make dough before the bakery opens the next day.”
4. The children will explain their answers.
5. The facilitator will present scenarios of resilience and ask the children what they think the superhero's superpower is.

KEY MESSAGES AND QUESTIONS

- Who is your favorite superhero? Why? What does he or she do with his or her superpower?
- All of us are born with superpowers—these are innate goodness that we just need to use and cultivate so that other people can benefit from it.
- What do you think will happen if we don't use our superpowers?
- Are you ready to be a superhero every day?
- Here are examples of superheroes. What do you think are their superpowers?

Superhero 1:

Edna has been a social worker for 30 years now. She has helped countless victim-survivors of abuse and sexual exploitation to cope with trauma and start a new life. As a child, Edna was sold by her parents to a cybersex den in the city. She used to perform sexual acts for foreigners. She was eight years old at that time. She was rescued three years later and has made it her life's mission to help other people like her. At 55, Edna is still working in the field—helping young children start their life anew, just as she promised she would, years ago.

Superhero 2:

Michael was sixteen when he first set foot on a foreign land. He was trafficked from the Philippines to Thailand to work as a male sex worker. At twenty-one, Michael was able to escape from the establishment where they were housed. He contacted the Philippine embassy in Thailand and was able to go home. He received a scholarship from an NGO and now works as a teacher. Sometimes, he lends his services as a motivational speaker for free.

Superhero 3:

At a young age, Stella and her friends were deceived by an adult to “work” in bar where they were sexually exploited. The girls were from poor families and were mostly minors. A year into it, Stella and her friends decided to report the establishment to the authorities. A raid happened, where the girls were rescued. The manager of the bar was arrested. After receiving counselling from DSWD, Stella was able to enroll in a TESDA barista course. She now works as a barista in a coffee chain. Her goal is to put up her own small coffee shop where she could help victim survivors like her find a source of employment.

G. LOCAL CHILD PROTECTION MECHANISMS



TELLING A STORY



Goal of the Activity

To identify trusted persons whom children can trust to tell about situations of abuse and exploitation.



Materials

colorful markers, printed drawing of a child with a heart in the middle (See Annex E for print-out of the drawing of a child)



Duration

15 minutes



Instructions

1. The facilitator will ask the children: *“If someone tells you their story/if you want to tell someone a story of a CSEC or OSEC scenario, who would you tell?”*
2. The children will each be given a bond paper with a printed outline of a child with a heart in the middle. The children will write their answer on the bond paper. Their answers could be persons, organizations, or any trusted adult they can think of.
3. They will be asked to write their answer nearest to the heart, or in the middle of the heart for those they would tell immediately—signifying the person or organization they trust the most, and then farthest away for those they are least likely to tell about their story.
4. The facilitator will ask the children to explain their answers.

KEY MESSAGES

- There are many people out there whose work is to help you deal with cases of CSEC and OSEC.
- It is important to know who you can trust to help you refer cases of CSEC and OSEC.
- Referring cases of CSEC and OSEC is important in making sure that justice is served and the victim-survivor receives healing, care, and medical attention.

LOCAL CHILD PROTECTION MECHANISMS

Child protection mechanisms include laws, policies, services, and local practices that serve to protect children and youth from harm.

LEGISLATION AND POLICIES

In the Philippines, laws, policies, and programs are present in order to protect children from violence, exploitation, and abuse. This is to make sure that children will grow up having the right foundations for development. In fact, this is ingrained in the Philippine Constitution, which contain the backbone of all laws of the country. This means that the Philippine government should, at all costs, be able to protect children from any harm that can affect his or her well-being.

Here are some of the laws and policies that protect children from CSEC and OSEC in the Philippines:

Law	Explanation
Philippine Constitution Section 3, Paragraph 2	<i>"The State shall defend the right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development."</i>
Presidential Decree 603 (1974): Child and Youth Welfare Code	<p>The law states the rights and privileges that children and youth enjoy in the Philippines. It also provides the responsibilities that the government and other institutions have towards children and youth.</p> <p>This law has resulted in the formation of the Council for the Welfare of Children (CWC), which is a body that is responsible for providing services, projects, and plans for children. The CWC is currently attached to the Department of Social Welfare and Development. A Local Council for the Protection of Children (LCPC) is present in every barangay council. This local council is tasked to work together with the CWC to plan and advocate for children and youth.</p>
Republic Act 7610 (1992): Special Protection of Children Against Child Abuse, Exploitation, and Discrimination Act of 1992	<p>This law protects children from all forms of abuse, neglect, cruelty, exploitation and discrimination, which can hinder a child's development.</p> <p>This law also provides punishments for people who inflict harm towards children. Moreover, this law has prescribed a program for preventing child abuse, exploitation, and discrimination.</p>
Republic Act 9231 (2003): Anti-Child Labor Act of 2003	This law states that children below 15 years old are restricted from being employed, while children above this age who are employed have restricted working hours. This law also expands children's access to education, including social, medical, and legal assistance.
Republic Act 9208 (2003): Anti-Trafficking in Persons Act of 2003	This law provides for the policies to eliminate and punish human trafficking, especially of women and children. This law also contains the means or mechanisms to support people who have been trafficked, to ensure that they recover, become rehabilitated, and are reintegrated in the society.
Republic Act 9262 (2004): Anti-Violence Against Women and Their Children Act of 2004	The Anti-Violence Against Women and Their Children Act of 2004 is a law that provides guidelines on protecting women and children. These are based on the Philippine Constitution, Universal Declaration of Human Rights, the Convention on the Elimination of all forms of Discrimination Against Women, the Convention on the Rights of the Child, and other international human rights conventions the Philippines is part of.

Law	Explanation
Republic Act 9775 (2009): Anti-Child Pornography Act of 2009	This law defines the crime of child pornography, and provides punishments for those who violate it. The also law prohibits the exploitation of a child in sexually exploitative performances and materials. It also states that children should not be forced to engage or be involved in child sexual abuse material in any way.
Republic Act 10175 (2012): Cybercrime Prevention Act of 2012	The Cybercrime Prevention Act provides the definition of Cybercrime, and includes the means by which it can be prevented and investigated. Among the cybercrime offenses identified in the law are cybersquatting, cybersex, child sexual abuse material, identity theft, illegal access to data, and libel.

SERVICE PROVIDERS

Service providers are organizations which aim to provide various services to capacitate children and youth, provide medical care, protect children and youth from exploitation, and respond to cases of child exploitation and abuse. The following are some of the service providers for children and youth on OSEC and CSEC:

Service Provider	What they do
Department of Social Welfare and Development (DSWD)	<p>In order to help victim survivors of child sexual exploitation, the Department of Social Welfare and Development (DSWD) works with center-based and community-based programs and services. They also provide:</p> <ul style="list-style-type: none"> • emergency shelter • basic needs • psychosocial counselling <p>The DSWD also operates Crisis Intervention Units (CIU), which help children and families in emergency situations. It provides:</p> <ul style="list-style-type: none"> • livelihood support • medical assistance • educational assistance • transportation assistance • burial assistance
Rape Crisis Centers (RCCs)	<p>Rape Crisis Centers (RCCs) aim to provide rape victims with:</p> <ul style="list-style-type: none"> • psychological counselling • medical and health services • and legal aid <p>The establishment of RCCs was mandated by the Rape Victim Assistance and Protection Act of 1998 (RA 8505).</p>

Service Provider	What they do
Woman and Child Protection Units (WCPU)	<p>In 2013, the Department of Health (DOH) issued an Administrative Order which mandated all government hospitals to establish Woman and Child Protection Units (WCPUs) to aid women and children abused.</p> <p>Currently, there are 94 WCPUs in 50 provinces and 10 cities in the Philippines. They are providing extensive support to victims of sexual violence in a child-friendly and gender sensitive facility, with experts coming from different backgrounds.</p>
Child Protection Unit Network	<p>The Child Protection Unit Network is a network of units which have been established at various regional and provincial hospitals which provide services for children and youth who have experienced sexual abuse.</p> <ul style="list-style-type: none"> • Among some of the services they provide are: • medical examination • interviewing child victims with video cameras • psychiatric visits • therapy sessions • home visits from on-site social workers
Philippine National Police Anti-Cybercrime Groups (PNP-ACG)	<p>The Anti-Cybercrime group or PNP-ACG of the Philippine National Police keeps a collection of information on all crimes where information, communication, technology (ICT) has been the medium. The Investigation Cybercrime Division of the National Bureau also investigates cyber-related crimes and keeps an Incident Response Team and Digital Forensic Section.</p>
Civil Society Organizations (CSOs)	<p>Many CSOs are present in the Philippines that do research, public campaigns, and policy advocacy work to prevent abuse among children and youth.</p> <p>They also offer services such as:</p> <ul style="list-style-type: none"> • medical and psychological care for children who have experienced abuse; and • educational and legal assistance
Child-Friendly Investigation Studios (CFIS)	<p>In order to ensure a more child-friendly method of conducting testimony with children who have experienced abuse, Child-Friendly Investigation Studios were created in the Philippines. Managed by the VAWC Division of the National Bureau of Investigation (NBI), these studios provide support during legal proceedings involving sexual abuse of children. Some of their main services are:</p> <ul style="list-style-type: none"> • legal services • medical support • psychological and rehabilitation services

All the service providers mentioned, including the local government units, work together in protecting children and improving their capacity to protect themselves from child sexual abuse. Some local governments are able to provide temporary shelter, counseling, financial and educational assistance towards children who have experienced sexual abuse. Moreover, local governments coordinate with service providers including the private sector in order to reach more children affected, and strengthen the advocacy against CSEC and OSEC on the ground.

CASE MANAGEMENT FOR CHILDREN INVOLVED IN CSEC OR OSEC IN THE BARANGAY

Adapted from the Protocol for Case Management of Child Victims of Abuse, Neglect, and Exploitation by Committee for the Special Protection of Children (CSPC) and Department of Justice (DOJ) (CSPC and DOJ, n.d.)

WHO

- A Barangay Child Protection Council member (BCPC) is in charge of receiving cases of CSEC and OSEC
- If the reporter is not the victim-survivor, the reporter will be interviewed
- If the reporter is the victim-survivor, he or she will not be interviewed. Instead, the child will be referred for immediate medical attention if necessary. Only the personal information of the child will be collected, such as: name, address, and date of birth. Only the designated BDPC member will interview the child. The child should not be interviewed in the presence of the offender.

WHEN & WHERE

- The Local Social Welfare and Development Office (LSWDO) will be contacted within 24 hours, and the case will be referred to the social worker for validation and assessment of the complaint.
- If the LSWDO Officer is unavailable and the child is at great risk (e.g., the alleged perpetrator lives under the same roof and no one in the household is protecting the child, there is threat to the safety of the child and his or her family), the child will be directly endorsed to the barangay captain, city/provincial crisis center, or a non-government organization (NGO) temporary shelter for an emergency overnight or weekend placement.
- A report will be made by the barangay (to the LSWDO) on the endorsement of the child in the center or shelter.

WHAT

The report will be kept confidential and recorded in a separate blotter exclusive for child abuse and domestic violence cases.

MOVING FORWARD

If the request includes assistance for filing a case, the child will be referred to the police for the conduct of a proper investigation and arrest of the alleged perpetrator.

H. REPORTING CASES OF CSEC AND OSEC

WHY IS IT IMPORTANT TO REPORT CASES OF CSEC AND OSEC?

Reporting cases of commercial and online sexual exploitation is absolutely important. Here are the reasons:

- 1. To help the victim-survivor get the justice they deserve.** Providing any detail of a CSEC and OSEC suspicion or case is enough to trigger an investigation from the authorities. Any form of sexual abuse and exploitation is illegal and perpetrators should be punished with the full force of the law. However, the legal processes in place to protect victim survivors will not push through, if the case is not reported.
- 2. To facilitate healing and moving forward.** Medical, psychological, and legal help from mandated government agencies are freely available for survivors of CSEC and OSEC. It is important for survivor children to be connected with these agencies, in order for them to gain access to opportunities for healing and begin moving forward.
- 3. To help stop the cycle of abuse and exploitation.** The cycle of abuse and exploitation will continue if the child remains under the care of the perpetrator or if the offender is left at loose. A case unreported also means that other children are in danger of falling prey to these criminals. Reporting cases of CSEC and OSEC help stop the spreading of abuse and exploitation.

WHO MAY REPORT CASES CSEC AND OSEC?

Any person may report a case of child abuse, neglect, or exploitation. The report may be made verbally or in writing. (Committee for Special Protection of Children, 2014)

Any person who reports must provide basic information such as:

- Name, age, address or whereabouts of child victim
- The reasons that child may be at risk or in an abusive or exploitative situation
- The alleged perpetrator.

However, any relevant information that a child is being abused or exploited shall be enough to start any action and investigation.

If you suspect that your peer has experienced or is experiencing child abuse, neglect, or exploitation, you may report it. However, it is understandable if you do not feel comfortable doing so. In this case,

you may ask a trusted adult to help you report it.

The following government workers have the duty to report all incidents of possible child abuse:

- Teachers and administrators in public schools
- Probation officers
- Government lawyers
- Law enforcement officers
- Barangay officials
- Corrections officers
- Other government officials and employees whose work involves dealing with children.

The following are mandated to make a report, either verbally or in writing, to DSWD/LSWDO within forty-eight (48) hours, the examination and/or treatment of a child who appears to have suffered from abuse:

- Head of any public or private hospital, medical clinic and similar institutions
- Attending doctor and nurse

TO WHOM SHOULD THE CASE BE REPORTED?

The report may be made to any of the following:

- Department of Social Welfare and Development (DSWD)
- Commission on Human Rights
- Local Social Welfare and Development Office (LSWDO) of the municipality, city, or province
- Philippine National Police
- National Bureau of Investigation
- Other law enforcement agencies
- Punong barangay or tribal leader
- Barangay kagawad
- Any member of the Barangay Council for the Protection of Children (BCPC)
- Barangay help desk person or violence against women (VAW) help desk officer.

When a report is received, the concerned agencies shall do their lawful duty to cooperate with other agencies in order to effectively implement the Philippine laws such as the RA 7610 and other child-related laws.

What to do when reporting cases of CSEC and OSEC:

1. If you suspect that a peer or a child is experiencing child abuse, neglect, or exploitation, you may report it to the people in authority mentioned above. You can also ask a trusted adult to help you report it if you feel uncomfortable reporting it yourself.
2. If you don't know what to do with the information you have and you are unsure about the decision you need to make, seek advice from a trusted adult. You may also seek help from the people in authority mentioned above, or any person working in the field of child protection.
3. If your friend discloses an abuse to you and he or she does not want you to tell anybody, you may reassure your friend that feeling afraid or fearful is valid. However, the right thing to do is to tell the authorities so that the cycle of abuse stops. The longer it takes for your friend to disclose, the more opportunities there are for abuse or exploitation to happen again. Through disclosing, your friend can receive the proper psychological care in order to heal.
4. If your friend tells you about an abuse happening but threatens you that if you tell anyone, he or she will hurt him or herself, take a step back and breathe. Being threatened can be overwhelming and may cause you to feel panic. It is not expected that we can handle complex situations on our own. Your friend may need counselling because of the intense emotions that he or she is feeling—at times, our reassurance might not be enough to convince them to disclose their abuse to another adult. This is not your fault or anyone else's. Seek help from a trusted adult, a psychologist, an adult working in the field of child protection, or any of the authorities mentioned.
5. If you have decided to push through with the report on your own, be prepared with your report by taking note of the child's:
 - Name, address, whereabouts
 - Reasons why the child is in an abusive or exploitative situation
 - Who the suspected perpetrator is


If these data are not complete, you may still push through with the report with any information you have. Remember: any information about abuse or exploitation of a child is enough to trigger an investigation from the authorities.

A large, stylized illustration in white line art on a red background. It depicts several hands of different sizes and orientations, some holding a heart shape, symbolizing support and care. The hands are drawn in a simple, sketchy style.

MODULE 3:

ESTABLISHING SUPPORT MECHANISMS

**By the end of this module,
you will be able to:**

- Discuss ways you can protect yourself and your peers from CSEC and OSEC
 - Describe how you can respond to survivors of CSEC and OSEC
 - Discuss the process of disclosure of survivors of CSEC and OSEC and why they may not disclose
 - Identify possible support and treatment services for survivors of CSEC and OSEC
- 
- A cartoon illustration of a girl with long blonde hair tied in pigtails with a large bow. She is wearing a blue shirt and blue pants. She is holding a large red heart with both hands. The illustration is in a simple, friendly style.

A. PREVENTING CASES OF CSEC AND OSEC

TIPS ON PROTECTING YOURSELF AND YOUR PEERS FROM CSEC AND OSEC

There are ways by which you and your peers can protect yourself from CSEC and OSEC. You may learn and share them with your friends and family members. Here are some of them (Daniels, n.d.; Bethesda, n.d.; Alam Ba U, n.d.; Department of Education, 2017):

1. Establish safe personal boundaries

Establishing safe personal boundaries mean that you need to keep a certain amount of space in between you and another person in order to protect yourself.

Imagine yourself covered in a big transparent bubble, large enough for you to move comfortably. Within that bubble, no one should be able to touch you. In your bubble, only **you** get to decide how you should be seen. The same boundaries should be present even with another child, or people whom you know.

Remember the following rules in establishing safe personal boundaries

- No one should look at the private parts of your body.
- No one should ask you to look at the private parts of their body.
- No one should touch the private parts of your body.

- No one should ask you to touch the private parts of their body.
- No one should show you pictures of private parts on the TV, in magazines, on the computer or on a cellphone.
- No one should talk to you in a sexual way, whether in person, through a call, text, chat, or video message.

Note: *Doctors sometimes need to see private parts of your body for the purpose of a health examination. Nurses and doctors are trained to medically examine children and young persons. However, they are mandated to explain to you when and why this is needed. Usually, they will do this in the presence of another nurse, your parent, or guardian. Do not be afraid to voice your discomfort when this happens. Ask your doctor and nurse to explain more, when you are not aware of the medical process.*

2. Saying “no” is okay.

When someone is trying to burst your personal bubble, you have the power to say “no”. Sometimes, we are afraid to say “no” because we might disappoint the other person, especially when they are close to us. However, your safety is a priority at all times. When someone is trying to break your safe personal boundaries, it should immediately be met with a negative reaction. Saying no is always an option on the table.

3. Take note of early warning signals of sexual offending.

Sexual offenders could be anyone around us. Take note of the following behaviors that are early signs of sexual offending. Some of these actions may be considered as harmless, but they can potentially lead to sexually exploitative behavior.

Early warning signals of sexual offense:

- Singling you out from other children and making you feel special.
- Offering to help you with activities that you can otherwise do by yourself, and may include physical contact, such as: putting your seatbelt on without asking you, putting lotion and ointment on your skin, massaging and rubbing your back, putting your jacket on, or putting your necklace on for you.
- Accidentally touching your private parts, but in a way where it could have been avoided. It may seem accidental, but it was not. Like brushing your breasts or your buttocks, body contact, etc.

- Touching you and saying that the person is just checking how far you’ve grown
- Entering your room and pretending it was an accident; opening the door without knocking when you are undressing or taking a bath; telling you not to lock the door when you are bathing.
- Talking to you about their private parts and sexual details of their life.
- Unnecessarily giving you compliments, in a sexual way.
- Asking you if you want to learn more about sex and telling you that they could teach you by demonstrating or showing you pornographic material.
- Asking you or your friends if you have had any experience with sexual acts and telling you to detail them.
- Acting like a child, and treating you like an adult.
- Giving you special gifts, money, favors, and making you feel that you need to repay them.
- Getting jealous with other people around you and telling you not to hang out with them.
- Telling you to keep your interaction a secret.
- Coming into your bedroom at night, or watching you sleep for no reason.

REMEMBER: If you are currently experiencing any of these early warning signs of sexual offending from another person, do not hesitate to contact the authorities mentioned in Module 2, Section G. You may also check the Support Resources section at Section D of this module.

Sexual Abuse can be Preceded by ‘Grooming’

Sexual grooming is a process where a perpetrator deceives and entices the child in order to achieve sexually exploitative ends. The offender will find ways to gradually gain the trust of the child, the child’s parents, family members, and guardian—as a way to ensure access to the child. This can also be done through the use of technology and the internet. (RA 9775, 2009)

The process usually occurs as follows:

- The perpetrator selects a victim, which can be based on appeal or attractiveness, ease of access, or perceived vulnerabilities of the child.
- The perpetrator attempts to gain access to the child by working on ways to be closer to him or her.
- The perpetrator gains the trust of the child, his or her parents/family members/guardian.
- The perpetrator introduces and desensitizes the child to touch, escalating to sexual touch and inappropriate behavior.
- The perpetrator manipulates the child through threats or trickery to keep the sexual abuse secret.

These perpetrators are often persons whom the child knows. They may be family members, friends, relatives, or influential community members. The perpetrator can also be someone the child associates with in school, in organizations, or in external activities he or she participates in.

The perpetrator is also usually someone who holds power over the child. This could be in terms of age, experience, size, strength, adult status. Because of this, he or she is able to manipulate the child to gain trust, or create fear in the child to be able to coerce him/her.

Grooming may not occur in all CSEC and OSEC cases. In some, there is no element of trust, but only fear and coercion.

4. Do not let anyone force you to keep silent.

Perpetrators will take advantage of their authority to make you keep an abuse a secret. One of the reasons is because the abuser does not want anyone to know of their sexual offense. Certainly, what he or she did is illegal and punishable under the law. This is the reason why there should be no shame in telling the authorities about sexual abuse. You are in the right position. You have the strength in you to remain firm.

Is someone asking you to keep a “secret”?

Why is someone making you keep a secret?

A CSEC or OSEC perpetrator will ask you to keep an offense a “secret” because it is wrong. There are no other ways to justify these acts. They are illegal. Whoever does these need to face the full consequences of their actions.

Why is it wrong to make the offense a secret?

Making you keep the offense a secret is designed to give you burden and shame. It is wrong to put anyone in a position where they are made to carry guilt around them with a heavy heart. Not only is this morally wrong but illegal and abusive.

I don't want to keep this secret anymore, but I am afraid no one will believe me.

It is understandable that you feel fear at the moment, especially the fear that no one will believe you. Perpetrators can manipulate their targets so that they are fearful and they will not report. However, this is YOUR story. You were there, and you know what happened was wrong. There are people out there who can be trusted to tell your story to, and help you recover and heal. Do not let your fear of what people will say or react, get in the way of you seeking help and recovering.

The secret should not stop with you. If the abuse remains a secret, the opportunity to receive the appropriate support and help may be lost. This situation is very scary and confusing, but the step towards healing is getting help and trusting people who have handled similar situations in the past. If and when you are ready to tell this secret to someone, see Module 2, Section H on Reporting Cases of CSEC and OSEC for reporting and referrals. You can also ask a peer educator to help you contact an adult you can trust to help you.

5. Take care of your online presence.

The personal safety boundaries mentioned in #1 should also extend to our online presence. While the internet is an important tool for communicating and accessing information, it can also be used to lure children and young persons into CSEC and OSEC. These can be done through anonymous friend requests and chat messages in Facebook, email, and social media applications. Some offenders assume other identities to get closer to their targets. Perpetrators can do this while remaining unknown. This makes it hard for a lot of perpetrators to be caught and punished. Taking care of our online presence is important in order to prevent CSEC and OSEC.

Follow these tips in maintaining online safety:

- Do not accept friend requests from people you do not personally know.
- Do not share personal information such as: where you live, your whereabouts, or if you are alone, to a stranger.
- Always remember your online passwords and do not allow anyone to have them.
- Review your privacy settings in your social

media accounts. Make sure you know which content is shared publicly, and which ones are for friends and family only.

- Do not accept messages from people you do not know. Even from other children. Some adult perpetrators pose as children in order to access their target.
- Do not open links to websites when you are not sure what they contain.
- Verify job postings online by doing research on the organization that is offering it.
- Do not join Facebook secret groups from strangers.

If you experience uncomfortable things online:

- Do not reply. Leave the chat immediately. You may take a screenshot of the conversation to show to the proper authorities.
- Ask for help. Do not hesitate to contact your friends and family when you feel that someone is making you feel uncomfortable online.
- Change your profile settings to maintain more privacy. You may also temporarily deactivate your account.

B. IF IT HAPPENS TO ME: RESPONDING TO CSEC AND OSEC ENCOUNTERS

This section will examine the number of ways to respond to scenarios of CSEC and OSEC when it happens to you. The following scenarios are examples of CSEC and OSEC. These dilemmas are common and certainly complex. Read through these situations to understand how you can respond, in case you encounter them.



SCENARIO 1

What will I do if a friend invites me to offer sexual services in exchange for money?

Your friend knows that you are short on cash because your mother is sick, you need to pay your tuition fees, and your brother needs school allowance. Your friend invites you to earn “easy cash” by simply spending time with another man after school hours. Your friend tells you that nothing wrong will happen. It will be very fast and you can earn money for your family afterwards.

How will you respond to this situation?

It seems inviting to agree to your friend, especially with the mention of “easy money”. However, spending time alone with a stranger can potentially lead to dangerous scenarios that can expose you

to rape, violence, and worse, death. Remember that your own safety and security is more important than physical or material things. Your life cannot be replaced.

There are many non-government organizations that offer scholarships, paid internships, or paid volunteer positions in the Philippines. You may contact your school or inquire in your local government unit for scholarships or part-time work available. The best way to help your family is when you are safe and healthy. It is best to engage in legally recognized work that will not put your life in grave danger.



SCENARIO 2:

What will I do if a stranger asks me to work as a “model”?

While walking home from school, a stranger calls your attention. He casually asks you if you want to be a model because you are beautiful and seem perfect for the job. You are interested with the offer since you need cash for a school project. You think it would be cool to be a model. The person tells you that he belongs to legitimate agency and talks about all the talented, big-time models they have handled in the past. Impressed, you said that you will think about it. The person gives you their business card and asks for your address and number, in order to contact you.

How will you respond to this situation?

First of all, never provide your contact number and address to a stranger. Politely ask for time to think and walk away. The thought of working as a model may seem fun. You would think that it is a good opportunity to earn money while still in school, and the business seemed legitimate because of the successful models the stranger claims to have

handled. However, immediately responding to this job offer without conducting a background check of the agency is risky. It is best to keep yourself away from any harm and avoid jumping into opportunities immediately. Some illegal businesses pose as legitimate agencies in order to invite young persons in. However, these may be ploys to engage you in child pornography or sex trafficking.

If being a model is a career path you want to take, there are many modelling agencies that are verified to be legitimate businesses under the Department of Trade and Industry (DTI). You can check with the DTI if the agency you have chosen is indeed, a real one. Lists of modelling agencies are also available on fashion blogs and magazines, you just have to do your research.

You may contact the Department of Trade and Industry at (02) 751- 3330.



SCENARIO 3:

What will I do if I receive an offer to work abroad by an unregistered organization?

You have been looking for a job for the past months. You have just graduated college and you want to help your family financially. You come across an establishment that offers employment for Filipinos outside the country. You inquire inside and learn that the application process is fast and easy. The placement fee is reasonable, even lower than the usual. The person in charge tells you, *“You can even pay the placement fee later after you get your first salary. The job is a sure thing—we’ve done background checks on all the employers listed in our agency.”*

How will you respond to this situation?

If you’re planning to work abroad, check the agency you are dealing with. Make sure that they have the necessary licenses and permits to operate the business. You can also check the

legitimacy of the business through government agencies and embassies. For example, contact DTI or Philippine Overseas Employment Agency (POEA) and ask if the particular agency is registered. You can also contact the embassy of the country that you want to work in, and inquire if the agency is legitimate.

Do not deal with any person who is not an authorized representative of the agency. If you live in the province, make sure to call the agency and check if they have a provincial office that have authorized representatives.

You may contact the Department of Trade and Industry at (02) 751- 3330 and the Philippine Overseas Employment Agency at (02) 722-11-44 / 722-11-55.



SCENARIO 4:

What will I do if my parents, guardian, or family member encourages me to visit dating websites or perform in front of the camera?

Your parents have been out of work for a while. Because of this, you can only afford to eat once a day, and your parents could not afford to send you and your siblings to school. You want to help your family make a living, but there are no other opportunities you know of for children like you. Your mother encourages you to join a dating website to date foreigners. She tells you it is safe because it is only online, nothing can possibly happen to you; and you would get money out of it, enough to keep a roof on your head and food on your table. You really want to help your family.

How will you respond to this situation?

Similar cases have been around for a while and some are still happening now. However, engaging in such actions have been known to cause harmful consequences like psychological issues (Read more on Module 1, Section C. Signs, Symptoms and Effects of CSEC and OSEC). It may be true

that no physical contact can happen for the mean time, but this can escalate to potentially dangerous situations where the person behind the camera will let you do dangerous things or worse, visit you in person and inflict violence towards you.

It is difficult to get out of this situation when your family members are the ones asking you to do it. You might feel really confused and pressured. However, there are people you can seek help from. Do not hesitate to contact child protection officers, the barangay, or a trusted adult to help you get out of this situation. The best way to help your family is when you are safe, and through work or other legally recognized opportunities.

See Module 2 Section H. Reporting Cases of CSEC and OSEC, Page 53 on seeking help from the proper authorities.



SCENARIO 5: What will I do if my boss offers an “alternative” method of payment for the money I borrowed from him or her?

You have been working part-time as a cashier in a grocery store for months. You like your job, and your boss is very kind to you—he treats you differently from the other employees, praises you, and singles you out from the others to give you compliment for your hard work. Since you notice that he is kind to you, you borrow PHP 5,000.00 from him when your father got sick and you need to pay for the hospital bills. He lends you the money and tells you that you can pay any time. Three weeks later, your boss calls you to his office and asks about the money you borrowed. You tell him you still don’t have it, and he tells you, “No worries, we can settle this another way.” He invites you to “sleep over” at his house in exchange for the payment of your debt.

How will you respond to this situation?

First of all, this kind of response from your boss is illegal. Do not be afraid to say “no”. There are instances when you fear having to disappoint an individual particularly those who have been kind to you, or those in positions of authority. However, in situations where you feel uncomfortable and where you feel like the individual has a bad intention, do not hesitate to say “no” and leave immediately. Moreover, your boss might have been “grooming” you (See Module 3 Section A. Preventing Cases

of CSEC and OSEC, Page 58 for the Box on Grooming), and some of his previous actions might be early signs of sexual offending (See Module 3 Section A. Preventing Cases of CSEC and OSEC, Page 58 for Tips on Protecting Oneself and Peers from CSEC and OSEC, item # 3 on Early Warning Signals of Sexual Offending).

If your boss has an immediate manager, you may report this incident to the office concerned. If he is the owner or there are no other higher positions above him, you can seek help from the Women and Children Protection Desk of the barangay, and report the incident.

According to **Republic Act No. 7877** sexual harassment in the workplace is committed by any person who holds an authority and influence over another and demands, requests, or requires any sexual favor from his/her subordinate. This sexual favor is made as a condition in the status of employment of the individual, or the granting of promotions, compensations and privileges, wherein turning down the demand/request/requirement leads to the employee’s discrimination or deprivation of opportunity or simply affects the employee in an unfavorable way.

C. IF IT HAPPENS TO MY PEER: DISCLOSURES OF CSEC AND OSEC

Our friends and peers may not tell us that there is something wrong. Sometimes, a call for help might be hidden through their actions. Responding to CSEC and OSEC cases should be met with care. Learning about responding to disclosures is important to understand how to handle these situations when they arise.

What are the ways by which a child communicates that he or she has been sexually abused or exploited?

Disclosure means that a child communicates that he or she has been abused. These may be done in many different ways. Sometimes, a child may try to say it in ways that are not verbal, but leave behind clues for the people around him or her to decipher. The process of communicating may take time. We need to be patient and careful not to push a child back and really listen to what the child has to say. (International Rescue Committee, 2012)

Keep in mind that a young person who feels encouragement from peers, family members, or guardians have a higher possibility of getting better and recovering from the experience. It is important that you watch how you interact with your peer when they share their experience and show utmost respect with their ways of coping.

Here are some questions we may ask our peers if we observe that something is wrong:

- “Is there anything you want to talk about?”
- “I notice that you’ve been very quiet lately. Is there something bothering you? Do you want to talk about it?”
- “You seemed upset when we talked about that. Are you okay?”

Adapted from Mc Elvaney, R. (2016). Helping children tell about sexual abuse. London; Philadelphia: Jessica Kingsley Publishers.

Note: If a peer refuses to talk or share how he or she felt, let them know that it is okay if they are not yet comfortable to share how they feel. However, they can always call you or an adult they trust to talk about what’s bothering them.

DIFFERENT FORMS OF DISCLOSURE

1. **Direct Disclosure** - when the child or the family contacts the service provider directly.
2. **Indirect Disclosure** - when it is not the child or family member that directly discloses the abuse. Example:
 - When a witness discloses that he or she saw a child being abused and reports it
 - When a child contracts a sexually transmitted disease, or is pregnant and is discovered through check-up
 - It can also include verbal, written or graphic hints that show signs of abuse, e.g. journal writing, drawings, and artwork that appear to be about abuse
3. **Voluntary Disclosure** - when a child voluntarily communicates information on his or her abuse to the service provider.
4. **Involuntary Disclosure** - when a family member or caregiver learns about the abuse of the child, and this is reported but the child does not want to do so.
5. **Third Party Disclosure** - when a child communicates information about an abuse happening to another child.
6. **Disguised Disclosure** - when the child isn't ready to tell you that they are being abused, and so pretends that it is happening to another child.
7. **Disclosures with Conditions** - when the child says that they will tell you about something that is happening to them if certain conditions are met. Example: When a child tells you that, "I will tell you something that is bothering me but you should never tell it to anyone or else I will commit suicide."

Despite the variety of ways by which disclosure happens, it is crucial for you to understand that your peers have different ways of disclosing CSEC and OSEC cases. There is no single right way to disclose an abuse. Your reaction on his or her disclosure is important and may affect his or her willingness to participate in seeking support.

FREQUENT CAUSES WHY CHILDREN DO NOT COMMUNICATE ABUSE AND EXPLOITATION

Children may be hesitant to communicate their experiences of abuse. These may be due to the following reasons (International Rescue Committee, 2012):

1. **Fear.** The child might feel afraid of what might happen when they report the abuse. They are afraid that they will send someone to jail or that they will have to go through a difficult process. They may also be afraid that they will not be believed that they are telling the truth.
2. **Guilt and Self-blame.** The child might feel as if it was his or her fault on why the abuse happened. The child might think that the abuse was deserved because he or she did not stop it from happening; or that the child was the one who invited the abuse in the first place, and that he or she had no right to report it since he or she deserved the abuse.
3. **Manipulation.** Sexual abusers abuse power. They do so by making children feel as though they owe something to the abuser for acting kindly or giving them gifts, favors, or paying their tuition fees. This might discourage the child to talk about his or her abuse.
4. **The perpetrator is someone close to the child.** When the perpetrator is a family member or someone close to the child, this might discourage the child from speaking out for fear that this might ruin their family, or put that person in jail.
5. **Age.** The child might have been too young to understand that he or she has been sexually exploited. If it happened when they are younger and the abuser was someone very close to them like a family member, they might think the behavior was normal and not a cause for concern. Young children might also not be able to clearly express, through language, that they have been abused.
6. **Disability.** Children with physical, learning, and mental disability might not be able to disclose or speak about their abuse because they might not be aware that what they are experiencing is abuse; or they are not able to describe what happened to them; or reach out to a service provider.

Why is the fear of reporting about cases of sexual abuse and exploitation rampant?

Many victim-survivors of abuse and exploitation are filled with fear: fear that they will not be believed, fear that they will only cause trouble, fear that they may be wrong. In many cases, this is where non-reporting stems from. The culture of silence is common in cases of sexual violence, especially when accompanied by threats coming from the perpetrator. (UNICEF, 2016)

In fact, in a survey conducted by Banez (2015) involving 384 girls in Davao City communities, it was found that the cause of non-reporting was the hesitation of the victims for fear of troubling the family or experiencing punishment. The results also showed that girls involved in illegal activities and drug use were reluctant to report sexual violence experienced for fear of punishment and incarceration.

TIPS ON HOW TO POSITIVELY RESPOND TO DISCLOSURES FROM PEERS

1. **Listen.** Let your peer speak. This is their chance to tell their story. Practice the active listening skills you learned from Module 1, Section F. Strategies for Peer-to-Peer Communication.
2. **Remain calm.** React sensitively. Maintain a calm and peaceful atmosphere to aid your peer in opening up. Do not respond with anger or they might feel that you are angry towards them. If you show disgust, they might think that you are disgusted with what happened to them.
3. **Show your peer that you know that he or she is telling the truth.** It is helpful to show language of support such as “I know what you are saying is the truth,” or that “It is not your fault that is happened.” Having the assurance that they are being taken seriously is a big step to healing.
4. **Tell your peer that what he or she feels is valid.** Oftentimes, your peer might feel that he or she should not be feeling this way, or that what happened was not a case for concern, when in fact, it is. When they express fear or they feel despair, tell them that it is okay to feel that way, and they are not alone. Let them know you understand.

Taking Care of Your Reaction.

When you suspect that your friend or peer is trying to tell you that he or she has been sexually abused, be careful of your reaction. Your reaction might cause your peer to stop talking and blame him or herself for the abuse. It is never the victim's fault why he or she was put in that situation. Do not be overly angry or passionate. This may cause him or her to retreat as well.

Examples of reactions that you should avoid:

- “You should not have gone with that person in the first place.”
- “Why were you wearing that outfit anyway?”
- “Why did you allow that to happen?!”
- “You should have been more careful!”
- “I am so angry with that person! He deserves to be punished!”
- “Why didn't anyone help you?!”
- “Why are you only telling me now?”

5. **Provide reassurance and comfort to your peers.** You can do this by communicating that:
 - You appreciate their courage to tell their story;
 - You are with them;
 - They should not be afraid to approach you with their concerns; and
 - There are other children who have experienced the same thing and have completely recovered, and are doing well-- there is hope in their situation.
6. **Be understanding and kind.** Your peer may be experiencing difficulty in expressing themselves. Avoid correcting the words that your peer uses while disclosing. Let them say it the way they feel most comfortable.

7. **Do not force your peer to tell you details they are not ready to tell.** It is okay if they do not give you the exact details, such as where the abuser touched them, or if he or she is sure of her facts. Avoid asking why the CSEC or OSEC case happened because this might make your peer feel blamed instead of supported.
8. **Be honest.** If you are not sure of the information you hold, do not hesitate to tell your friend that you do not know, or that you are not aware. Do not make up answers just so your peer will feel better.
9. **Give your support.** Let your peer feel that he or she is not alone. Make them feel that you are with them. Ask your peer what he or she wants to happen at the moment and what kind of support he or she needs. Disclosing the abuse may take a toll on your peer and what he or she needs the most is all the support he or she could get from friends and family.
10. **Provide peer with options for next possible steps, and encourage him or her to report.** One important thing you can do for your peer is to encourage him or her to report the abuse to service providers, authorities, or ask someone you trust to help you report the abuse. Your peer needs to understand that he or she does not have to go through what happened alone, that there are people, such as service providers, who are capable and will help him or her heal and move forward.

Words of support and encouragement.

Here are some sample statements you can say to reassure your peers:

- Statement that builds trust: "I believe you."
- Statement that strengthens your bond with your peer: "I am glad that you told me."
- Statement that expresses sympathy: "I am sorry this happened to you."
- Statement that is non-blaming: "This is not your fault."
- Statement that reassures and empowers: "You are very brave to talk with me and we will try to help you."

Adapted from International Rescue Committee (IRC) & UNICEF. (2012). Caring for Child Survivors of Sexual Abuse: Guidelines for Health and Psychosocial Service Providers in Humanitarian Settings. Retrieved from www.unicef.org/protection/files/IRC_CCSSGuide_FullGuide_lowres.pdf

TIPS ON HANDLING CHALLENGING DISCLOSURES

1. Disguised Disclosure

A disguised disclosure is when a child masks their disclosure through a story of “someone else”. For example, the child might say, “I have a friend who has experienced this...”, but he or she is actually referring to him or herself.

How to handle this situation: The child is probably not ready to divulge the abuse. However, make sure to provide them advice, and give actionable and practical tips.

2. Disclosure with Conditions

A disclosure with conditions is one where a child provides conditions in exchange for delaying the referral of the abuse. This may be driven by the fear or perceived consequences of referral. For example, a child might say, “Do not tell anyone, or else, I will commit suicide.”

How to handle this situation: A peer might not be able to handle this alone because of the nature of the condition, such as the child hurting him or herself. When you encounter this, it is best to contact a child protection officer or psychologist to seek help in order to provide psychosocial support to the child. You may also contact a trusted adult who can refer you to mental health professionals.

3. Disclosure in front of peers who may not be comfortable with it

What will you do if suddenly, a peer begins to disclose a CSEC and OSEC case in front of other children?

Tips on handling this situation: Look for cues that other audiences/peers are not comfortable with the topic. If they are, let the child continue. But if other peers are not comfortable, try to change topic in a nice way, or try to subtly divert it. Reassure the child that you can talk about it alone after the session. More importantly, refer your peer to another child protection professional in order for the child to access psychosocial support.

D. SUPPORT RESOURCES

Supporting your peers through an experience of CSEC and OSEC can be quite an overwhelming experience. Should you or your peers need any assistance, there are government agencies, non-government organizations, and other resources that can help.

To report any cases of CSEC or OSEC, you and your peers may contact the following agencies:

Government Agency	Contact Number
Department of Social Welfare and Development (DSWD) or the Child Health and Intervention and Protective Service (CHIPS)	Contact Number/s: Telephone Number: (02) 951 71725 Address: Batasan Complex 1121, Quezon City, Philippines Website: https://www.dswd.gov.ph/
National Bureau of Investigation (NBI) Anti-Child Abuse, Discrimination, Exploitation Division	Contact Number/s: Trunkline: 523.8231 to 38 Address: NBI Building, Taft Avenue, Ermita Manila, Philippines 1000 Website: http://nbi.gov.ph/ Anti-Human Trafficking Division Contact Number/s: Direct Line: 521-9208 Email: ahtrad@nbi.gov.ph Anti-Violence Against Women and Children Division Contact Number/s: Direct Line: 525-6028, 302-7623 Email: vawcd@nbi.gov.ph Cyber Crime Division Email: ccd@nbi.gov.ph
Commission on Human Rights - Child Rights Center	Contact Number/s: Telephone Number: (02) 294-8704 Mobile Number: +63 936 068 0982 Address: SAAC Building, UP Complex, Commonwealth Avenue, Diliman, Quezon City, Metro Manila Website: http://chr.gov.ph/

Government Agency	Contact Number
Philippine National Police (PNP) Operation Center	Contact Number/s: Telephone Number: 722-0540 or your nearest police station Address: Camp BGen Rafael T Crame Quezon City Metro Manila 1111 Philippines Website: http://www.pnp.gov.ph/
Department of Justice (DOJ) Task Force on Child Protection	Contact Number/s: Mobile Number: (+632) 523 8482 to 98 Address: Padre Faura Street Ermita, Manila 1000 Republic of the Philippines Website: https://www.doj.gov.ph/
Child Protection Network (PGH)	Contact Number/s: Telephone Number: (63-2) 4043954 / 525-5555 loc. 7008 Address: Mezzanine, Tropicana Apartment-Hotel 1630 Guerrero St., Malate 1004 Manila, Philippines Website: http://childprotectionnetwork.org/programs
Your nearest local social welfare office or the Local Barangay Council for the Protection of Children, BCPC Quezon City	Contact Number/s: Quezon City Emergency Hotline: 122 Address: 2nd Floor Tesda Building Pook Amorsolo, Barangay U.P. Campus Quezon City, Philippines
Local Government of Quezon City	Contact Number/s: Landline: +63 2 988-4242 Address: Elliptical Road, Brgy. Central Diliman Quezon City Website: www.quezoncity.gov.ph
Social Services Development Department, Quezon City	Contact Number/s: Telephone Number: (02) 988 4242 Address: Molave Youth Home Bldg, City Hall Compound Website: http://www.quezoncity.gov.ph/index.php/about-the-city-government/departments/163-social-services-development-department-ssdd

For cases specific to OSEC, you may contact the following:

Government Agency	Contact Number
Philippine National Police Anti-Cybercrime Group (PNP- ACG / PNP Angelnet)	Contact Number/s: Emergency number: 117 Landline: +63 2 414 1560 Website: info@acg.pnp.gov.ph
National Bureau of Investigation (NBI Cybercrime Division)	Contact Number/s: Landline: +63 2 523 8231 to 38 (local 3454 & 3455) Email: ccd@nbi.gov.ph
Department of Justice Office of Cybercrime (DOJ-OOC)	Contact Number/s: Landline: +63 2 523 0628, +63 2 521 8345, +63 2 524 2230 Email: cybercrime@doj.gov.ph
Interagency Council Against Child Pornography (IACACP)	Report online: http://iacacp.gov.ph/report-to-us-2
Department of Social Welfare and Development (DSWD)	TEXT DSWD <space> BLOCKCHILDPORN <space> web address to 2327
Department of Information and Communications Technology (DICT)	Contact Number/s: Telephone Number: 920-0101 local 1004 Address: C.P Garcia Ave., Diliman, Quezon City Philippines 1101 Website: http://dict.gov.ph/

You may also seek the help of the following non-government organizations:

Government Agency	Contact Number
Luzon	
Plan International	Contact Number/s: Landline: +63 2 813 0030 Address: 4th floor Bloomingdale Building, 205, Salcedo, Legazpi Village, Makati, 1229 Website: http://www.plan-international.org/philippines
End Child Prostitution, Child Pornography & Trafficking of Children for Sexual Purposes Philippines (ECPAT)	Contact Number/s: Landline: +63 2 920 8151, +63 2 441 5108 Address: 143 Anonas Extension, Sikatuna Village, Diliman, Quezon City 1101 Website: http://ecpatphilippines.org
Philippines Against Child Trafficking (PACT)	Contact Number/s: Landline: +63 2 929 0347, +63 2 355 4773 Address: Room 316 Philippine Social Science Center, Commonwealth Avenue, Diliman, Quezon City 1101 Website: http://pact.org.ph
Bantay Bata 163	Contact Number/s: Telephone Number: (02) 929 0967 Address: 137, Mother Ignacia Avenue, Quezon City, 1100 Metro Manila Website: https://corporate.abs-cbn.com/lingkodkapamilya/bantay-bata
IACAT 1343	Contact Number/s: Telephone: 1343 (Call (02) 1343 if outside Metro Manila) Website: https://www.1343actionline.ph/
Visayas	
Children's Legal Bureau	Contact Number/s: Landline: +63 32 253 3627, +63 32 255 8016, +63 997 247 7522 Address: 10 Queen's Road, Barangay Kamputhaw, Cebu City 6000 Website: http://clbph.org
Mindanao	
Balay Alternative Legal Advocates for Development in Mindanaw (Balaod Mindanaw)	Contact Number/s: Landline: +63 88 880 3216 Address: 32E Kalambaguhan-Burgos Streets., Barangay 15, Cagayan de Oro City 9000 Website: http://balaodmindanaw.org

For more information regarding CSEC and OSEC, you may visit the following websites:

AlamBaU.ph

www.AlamBaU.ph

A Philippine online network that safeguards young children from sexual abuse through educating, aiding and connecting its stakeholders.

Europol

www.europol.europa.eu

The European Union's law agency organized to fight against serious crimes and safeguard the EU citizens.

Child Safe Net

www.childsafenet.org

A non-governmental organization that aims to make technology safer for children and young people.

End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes

www.ecpatphilippines.org

An organization working to ensure a community free from all forms of commercial sexual exploitation through the process of ending child prostitution, child pornography and trafficking for sexual purposes.

Day One

www.dayoneri.org

A Rhode Island agency dealing with issues of sexual assault and providing services to the community such as treatments, interventions, education, advocacy and prevention services.

International Labour Organization

www.ilo.org

A specialized agency of the United Nations setting labour standards, developing policies and programmes promoting satisfactory work for all.

Motivating, Inspiring, Supporting and Serving Sexually Exploited Youth

www.missey.org

A platform seeking to end the commercial sexual exploitation of children by providing the victims of CSEC support and services as well as advocating a systemic change for the youth.

NSPCC

www.nspcc.org.uk

An organization providing support and protection to children who are victims of child abuse.

National Center for Missing and Exploited Children

www.missingkids.com

A clearinghouse and report center for all issues related to the prevention of child victimization.

Office of Juvenile Justice and Delinquency Prevention | US Department of Justice

www.ojjdp.gov

The official website of the United States of America's Department of justice containing information about CSEC and the department's programs on child sexual exploitation.

The Global Initiative Against Transnational Organized Crime

www.globalinitiative.net

A network of independent global and regional experts working together on issues such as human rights, democracy and governance.

The Children's Society

www.childrenssociety.org.uk

An organization that campaigns for the rights of children and young people.

TheCode.org

www.thecode.org

The Code of Conduct for the Protection of Children from Sexual Exploitation in Travel and Tourism educates and provides the tools to the tourism industry to aid in preventing sexual exploitation of children.

UNICEF | Office of Research Innocenti

www.unicef-irc.org

A global research center for children promoting the concerns of the most vulnerable children.

United Nations | Human Rights

www.ohchr.org

An organization that promotes and protects human rights for all.

Unifying the Response to Commercial Sexual Exploitation of Children

www.csec-response.org

A resource website connecting stakeholders, sharing information on CSEC and helping victims of CSEC.

Youth Advocate Programs, Inc

www.yapinc.org

An organization providing resources and different youth and adult services such as welfare, advocating, and raising funds.

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