

Annex 2: SUFASEC Case Stories

Story I

1. **Project name:** Step Up the Fight Against Sexual Exploitation of Children (SUFASEC)
2. **Story title/description:** Youth Champion for the Prevention of Child Sexual Exploitation
3. **Rights holder's name:** Bo (name changed to protect identity)
4. **Rights holder information:** Brief description/information about the rights holder (age, family, location, livelihood)

Bo (a pseudonym used to protect her identity) is an 18-year-old Thai youth originally from Nakhon Si Thammarat Province in southern Thailand. Her parents separated when she was young. Later, her mother remarried and relocated to Chiang Mai Province with her new husband, where they had two additional children together.

Three years ago, Bo moved to Chiang Mai to live with her mother and stepfather. She currently resides in a household of eight family members. Her stepfather works as a hired truck driver transporting fruit, while her mother earns income through small-scale trading. During the COVID-19 pandemic, the family was severely affected economically, significantly reducing their already limited income.

Bo is currently in Grade 12 (Matthayom 6). Her second younger brother is studying in Grade 7 (Matthayom 1), and her youngest brother is in Grade 4 (Prathom 4). Despite both parents working, the household income remains insufficient to cover the family's expenses.

Recognizing the financial strain on her family, Bo has begun planning for her future education carefully. She intends to apply for student loans and pursue higher education while minimizing expenses in order to reduce the financial burden on her parents. Her determination reflects not only resilience but also a strong sense of responsibility toward her family.

5. **Problem/challenge:** Describe the problems/challenges the rights holder was facing before the intervention. Provide situation context information if needed.

Many students in Bo's school community still lack adequate knowledge and understanding of grooming and Sexual Exploitation of Children (SEC). Before becoming involved in prevention activities, Bo herself observed that discussions about these issues were limited, and students often did not recognize warning signs or know how to assess potentially harmful situations. This gap in awareness placed many adolescents at risk of being persuaded, manipulated, or deceived into exploitative situations without fully understanding the consequences.

Within her school environment, peer influence—particularly from friends or senior students—was identified as a significant risk factor. Some students trusted people within their close social circles or perceived certain invitations as opportunities to gain money, material items, or social acceptance. Without a clear understanding of the legal implications and long-term impact of sexual exploitation, young people could unknowingly enter situations that exposed them to further harm, including trafficking-related risks.

Bo also became aware of cases in which grooming was carried out by individuals known to the child—people whom students trusted or interacted with regularly. Such grooming often developed gradually through emotional bonding, secrecy, or dependency. This process frequently caused confusion, guilt, or fear, discouraging children from speaking out. As a result, incidents were often left undisclosed, and affected students did not receive timely protection or support.

Recognizing these challenges, Bo understood the urgent need for greater awareness and preventive education within her school. She realized that strengthening knowledge about bodily autonomy, grooming

tactics, and self-protection skills was essential. At the same time, she saw the importance of creating safer and more confidential spaces where students could seek help with confidence. These realizations later shaped her commitment to becoming actively involved in promoting the prevention of Sexual Exploitation of Children within her school community.

6. **Intervention/respond by partner:** Describe the specific information/activities/support the rights holder received/participated connected to the problem/challenge above.

Through her involvement as a member of the **SUFASEC's Children and Youth Council**, Bo gained the opportunity to actively contribute to the project, implemented by TLSDF. With structured guidance and institutional support, she became part of a youth-led movement driving concrete preventive measures at both school and community levels. The initiative focused on raising awareness about grooming and the prevention of Sexual Exploitation of Children (SEC) among students and young people.

As an active youth leader, Bo participated in organizing and facilitating peer-to-peer awareness activities in her school and surrounding community. Through the "peer helping peer" approach, she helped deliver sessions on bodily autonomy, personal boundaries, recognizing grooming warning signs, and identifying safe pathways for seeking help when encountering risky situations. By communicating as a fellow student rather than as an authority figure, Bo was able to foster trust, reduce power imbalances, and create more open and relatable discussions among her peers.

Recognizing the need for safe and confidential spaces, Bo also contributed to the establishment and operation of the "Youth Corner." This initiative created both offline spaces within the school and accessible online channels where students could speak openly, seek advice, and support one another. Emphasizing privacy, confidentiality, and respect for dignity, the Youth Corner functioned as an initial safeguarding mechanism and a referral entry point for cases requiring further assistance.

Bo's work was supported by school administrators, teachers, and local network partners, including the District Quality of Life Development Committee. Through this collaborative effort, she not only strengthened preventive awareness among her peers but also contributed to reinforcing local child protection mechanisms. Her journey reflects the transformative potential of youth leadership in advancing the prevention of Sexual Exploitation of Children within school and communities.

7. **Result/outcome/change:** Describe positive changes in the rights holder's life because of the intervention.

Through her participation in these activities, Bo developed a much deeper awareness of the issue of Sexual Exploitation of Children (SEC). She came to recognize that this was not a distant or abstract problem, but one closely connected to her own community context. Living in a border area characterized by multiple layers of vulnerability, she observed that many children still lack adequate knowledge, understanding, and self-protection skills to navigate risky situations safely.

This heightened awareness became a strong source of motivation for Bo to take on a leadership role as a student peer leader. She expressed a clear commitment to sharing the knowledge and skills she had gained with fellow students and members of the community, thereby contributing to tangible prevention efforts at the local level. By acting as a youth advocate, she helped extend the impact of the program beyond individual learning to broader community awareness.

In addition to contributing to others, the experience significantly strengthened Bo's personal development. She became more confident, more willing to think critically, speak openly, and express her views constructively. She developed the ability to voice her opinions and take on a meaningful role in advancing activities that benefit children and the wider community.

8. [Photos: Please collect 3-5 pictures of the rights holder for the story. Please attach these separately.](#)
9. [Consent form: Please attach a consent form separately.](#)

Story II

1. **Project name:** Step Up the Fight Against Sexual Exploitation of Children (SUFASEC)
2. **Story title/description:** The participation of the SUFASEC Youth Council in Strengthening Child Protection Against Online Risks and Sexual Exploitation of Children (SEC)
3. **Rights holder's name:** Din (a pseudonym used to protect his identity)
4. **Rights holder information:** Brief description/information about the rights holder (age, family, location, livelihood)

Din (a pseudonym used to protect his identity) is an 18-year-old Thai youth of diverse sexual orientation. He is currently studying in Grade 12 at Fangchanupathum School in Fang District, Chiang Mai Province. Din's hometown is Mae Ai District, Chiang Mai Province, where he continues to reside. The area is located along the Thai–Myanmar border, a region characterized by complex social and economic vulnerabilities.

Din has one sibling and is the second child in his family. He grew up in a household with limited financial resources. His parents work in agriculture, and the family's income is unstable, largely dependent on crop yields and seasonal harvests each year.

Despite these challenges, Din is highly active in extracurricular and community-oriented activities. He has a strong interest in social engagement and youth advocacy. In 2024, he joined the SUFASEC's Children and Youth Council as a committee member and has since played an ongoing role in advancing the project "Standing Together to Eliminate Sexual Exploitation of Children." Through his continued involvement, Din has contributed to youth-led efforts aimed at preventing Sexual Exploitation of Children (SEC) and strengthening child protection within his community.

5. **Problem/challenge:** Describe the problems/challenges the rights holder was facing before the intervention. Provide situation context information if needed.

Before becoming actively engaged in prevention efforts, Din faced significant challenges similar to those experienced by many young people in his border community. There was a widespread lack of knowledge and understanding about the risks associated with communicating with strangers online. Many adolescents—including Din himself—were unaware of the patterns and tactics that could lead to Sexual Exploitation of Children (SEC), whether in digital spaces or through offline interactions that originated online. This limited awareness heightened vulnerability to manipulation, coercion, or harassment, as young people were often unable to accurately assess potential risks.

Another key challenge was the absence of structured and systematic preventive education within the school environment. Discussions on self-protection from sexual exploitation were limited, and students were not adequately equipped with essential skills such as refusing inappropriate communication, recognizing grooming warning signs, or identifying safe and accessible reporting channels. Without these competencies, children remained exposed to preventable risks.

Din also observed cases in which children were subjected to grooming by individuals they knew or trusted. However, fear, uncertainty, and the lack of child-friendly reporting mechanisms discouraged disclosure. The absence of confidential, safe, and accessible complaint systems further reflected gaps in local child protection structures. In a border area marked by social and economic vulnerabilities, these systemic weaknesses posed compounded risks for children and adolescents.

Collectively, these challenges underscored the urgent need for context-responsive preventive mechanisms, stronger awareness among teachers and parents, and safer learning environments—both online and

offline. For Din, confronting these realities highlighted the structural barriers that must be addressed to strengthen child protection within his community.

6. **Intervention/respond by partner:** Describe the specific information/activities/support the rights holder received/participated connected to the problem/challenge above.

In 2024, Din joined the SUFASEC Youth Council and has been actively engaged for two consecutive years in advancing the project “Step Up the Fight Against Sexual Exploitation of Children (SUFASEC).” Through this involvement, he participated in regular coordination meetings, awareness-raising campaigns, and advocacy activities focused on preventing Sexual Exploitation of Children (SEC) and addressing online risks.

As part of these efforts, Din had opportunities to represent children’s voices in multi-stakeholder platforms and consultations with partner organizations. Notably, he contributed to the Thailand Children’s Consultation on the ASEAN Regional Plan of Action on the Elimination of Violence against Children (RPA on EVAC), where he provided inputs and recommendations to inform the drafting process of the RPA on EVAC. He also participated as a youth speaker in panel discussions, including the session on Children and Artificial Intelligence (AI) in ASEAN Policy during Safer Internet Day Thailand 2026, where he shared perspectives on emerging digital risks and the need for stronger child protection measures in the context of rapidly evolving technologies.

In addition, Din provided information regarding cases and risk patterns related to grooming within his school context. His engagement contributed to strengthening early warning mechanisms, facilitating coordination for assistance, and supporting appropriate referrals of affected children into formal child protection processes. Through these structured activities and platforms, Din received not only knowledge and capacity-building support but also meaningful opportunities to participate in policy dialogue and community-level safeguarding responses.

7. **Result/outcome/change:** Describe positive changes in the rights holder’s life because of the intervention.

Din’s participation as a member of the SUFASEC Youth Council under the project “*Standing Together to Eliminate Sexual Exploitation of Children*” has led to significant and clearly observable changes in his life. Most notably, he has gained accurate and comprehensive knowledge regarding the prevention of Sexual Exploitation of Children (SEC). He now possesses a deeper understanding of risk patterns, grooming tactics, and appropriate preventive measures, enabling him to better assess potentially harmful situations.

This increased knowledge has strengthened Din’s confidence in sharing what he has learned with fellow students both within his school and in the wider community. He has actively transmitted knowledge and practical self-protection skills to peers, contributing to broader awareness and resilience-building among children and adolescents.

In addition, Din has developed greater courage and a stronger sense of social responsibility. He is now able to report incidents when he encounters cases of grooming or suspected exploitation and is confident in serving as a youth advocate to coordinate and refer information to relevant authorities and protection mechanisms. His proactive role has contributed to timely intervention, appropriate referrals, and strengthened safeguarding responses for affected children. Through this process, Din has evolved from a participant into an active agent of change in promoting child protection within his community.

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