



**RIGHTS BASED
SELF DEVELOPMENT
PROGRAMME**
Training Handbook



THE SISONKE RIGHTS BASED SELF DEVELOPMENT PROGRAMME MANUAL

was funded by:



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INTRODUCTION

Sisonke received funds from the Red Umbrella Foundation to launch a Rights Based Self Development programme for its members in five provinces. This handbook serves as a handbook for training for Sisonke members on the different aspects of movement building. The purpose of this programme is meant to capacitate Sisonke members on activism, consciousness, the meaning of power, outreach and mobilisation. The programme is structured in such a way that members become more aware of their roles and responsibilities in terms of becoming leaders and experts on advocating for sex worker's human rights. This handbook allows you to follow what the trainer is saying and can also be used as a hand book for to refer to in the future.

The blank spaces are for you to answer questions, note down information that you may forget at a later stage and for you to make notes on.

SEX WORK

1. Please read the following case study about Ntombi, a young sex worker from Durban.
2. Afterward, answer the questions that follow

CASE STUDY EXERCISE:

Ntombi is a 26-year-old woman who lives in Berea in Durban with her boyfriend Thabo and their 3-year-old son, Lindo. Thabo has a job at a nearby garage and Ntombi is studying at college. On weekends Ntombi works in a brothel called Happy Endings. The madam at Happy Endings has an agreement with a few of the local hotels. When a businessman from the hotel requests a sex worker, the madam sends one of her girls. The madam agrees on a price with the client beforehand, when the client specifies what kind of girl he wants, and what kind of sex he wants. The madam then informs Ntombi of what the client wants, and it is Ntombi's job to provide this to the client's satisfaction. Sometimes the client demands things that he has not paid for or agreed to with the madam. For example, the client may ask Ntombi not to use a condom, offering to tip her generously. Ntombi knows that she only gets paid a portion of what the client pays the madam, and the cut that goes to the hotel, so it is very tempting to take the tip and not use a condom. Ntombi is on the contraceptive pill, so she doesn't worry about getting pregnant.

SEX WORK & THE LAW

INSTRUCTIONS:

1. What are the myths about sex work?

2. Why they think sex work is illegal?

- Sex work is illegal in South Africa
- This means that it is an offence to sell sex, buy sex, and to engage in other sex work-related behaviour (under the Sexual Offences Act 23 of 1957)
- Additionally, clients are criminalised (according to the Criminal Law: Sexual Offences and Related Matters Amendment Act 32 of 2007), and brothels are criminalised (under the
- Business Act 71 of 1991) in South Africa
- South Africa is, however, in a state of law reform, with many of the apartheid-era laws that govern sex work under review
- These proposed revisions follow many international settings in which sex work is decriminalised or legalised

DEFINE THE FOLLOWING:

1. Criminalisation :

2. Decriminalisation:

3. Legalisation:

4. Partial Legalisation:

HUMAN RIGHTS VIOLATIONS

QUESTIONS FOR DISCUSSION

1. What are human rights violations?

2. What human rights violations do sex workers face?

CASE STUDY: NWABISA IS A SEX WORKER

Nwabisa was arrested for being a nuisance in public. Whilst Nwabisa was resisting arrest she was slapped across the face and thrown in the police van. She was taken to a cell where the toilet was not working, she was not given any blankets and she was not allowed a phone call.

INSTRUCTIONS:

- Discuss what human rights violations Nwabisa experienced whilst she was in the holding cell.
- Ask the Sisonke member to share their experiences with human rights violations or abuses.

Note: Reassure the members that what is shared in the space remains in the space

WHAT RIGHTS DO SEX WORKERS HAVE WHEN THEY ARE ARRESTED?

This section informs Sex Workers of their rights when they have been detained.

QUESTIONS FOR DISCUSSION

1. Can you think of the rights sex workers have when they are arrested

2. Are sex workers rights different from non-sex worker rights?

3. Have you been arrested before?

4. Were you treated fairly?

A SEX WORKER HAS THE RIGHT TO:

- Remain silent; a sex worker does not have to tell the police anything about the alleged offence
- Not to be compelled to make a confession or admission; A sex worker cannot be forced to confess to being a sex worker or to admit to selling sex at the time of the arrest
- Be brought before a court within 48 hours; A sex worker who has been arrested has the right to be brought before the Magistrate within 48 hours of being arrested e.g. If he/she is brought in on a Friday afternoon they need to appear before the Magistrate on Monday morning or be released. They should also be charged with an offense when he/she appears in court
- Be informed of the reason for being detained; a sex worker has a right to be informed of the crime he/she allegedly committed
- To consult with an Attorney; a sex worker has right to choose someone to represent them in court and to communicate with that person

- When an individual has been arrested there is a paper that they are given at the police station that they are required to sign. This paper informs the accused of their rights and serves as proof that they were informed of their rights
- Be detained in conditions consistent with human dignity; a sex worker has the right to be detained in a facility where there is adequate accommodation, food and medical treatment.
- Be visited; a sex worker has the right to be visited by their spouse or partner, their closest family member, their religious counsellor and their Doctor
- A fair trial; when a sex worker is charged with a crime, they have the right to be presumed innocent, have a public hearing, to be given enough time and information to respond to the charge, to be tried in a language that they understand and to be present at the trial.

ACTIVITY

INSTRUCTIONS:

- Have heard stories from sex workers whose rights have been violated?

- Are you aware of what services their Legal Aid affiliates have to offer to sex worker's?

- Are you familiar with the Police cards and the "Know Your Rights" booklet?

- Do you find them useful?

HUMAN TRAFFICKING

INSTRUCTIONS:

1. What do you know about human trafficking?
2. What is the difference between Human Trafficking and Sex Work?

DEFINITION:

Human trafficking is recruiting, harbouring, obtaining or transporting a person by means of force, fraud or coercion for the purpose of sexual exploitation, commercial sex acts or labour exploitation.

MYTHS:

1. It is important to dispel certain myths about trafficking.
2. Trafficking is not smuggling or forced movement.
3. Trafficking does not require transportation or border crossing.
4. Trafficking does not only happen to foreign nationals or undocumented immigrants.
5. Trafficking does not require physical force, physical abuse or physical restraint.
6. Traffickers are not solely strangers or members of organized crime groups.
7. Sex Trafficking is not the only type of Trafficking where Sexual Violence is present.

Suggest examples to the trainer of what human trafficking is?

POLITICS

All social relationships and dynamics are political, from the home to the corridors of government. The perception that politics is only the privilege of those in formal political powers ends up excluding and isolating people who have the right to challenge these powers. It can perpetuate people's sense of powerlessness about their ability to create change. They end up losing hope.

POLITICS ACTIVITY (1 HOUR)

The purpose of this exercise is to demystify politics and develop a broad definition that envisions politics as a process of negotiation and decision making occurring in all aspects of life.

INSTRUCTIONS:

1. This exercise has two parts
2. The first part involves you as members calling out words that you associate with the word "politics"
3. The trainer will note these words down and conduct a group discussion
4. The second part involves forming small groups to analyse four illustrations

SECTION TWO: POWER

Getting to understand power may begin as a personal process where the simple act of talking about it openly can help people grapple with the controversy and discomfort surrounding the topic. The following two exercises help to initiate reflection about power by focusing on personal assumptions and encounters with power. They encourage people to identify their own sources of power as a way to challenge narrow views of power and powerlessness.

POWER ACTIVITY

To explore personal experiences with power and powerlessness and what they tell us about alternative sources of political power.

INSTRUCTIONS: (TIME: 2 HOURS)

1. Your trainer will give you a large sheet of paper and markers
2. Draw a line down the middle
3. On one side draw a situation that has made you feel powerful
4. On the other side draw a situation that has made you feel powerless
5. Explain your drawing to the group
6. Even though we are all not experts at drawing it is often a more effective way of reflecting about and expressing emotions
7. Having to think creatively about how to express yourself often makes you think about experiences vividly with fresh eyes

THE LIST COMBINES RESPONSES FROM SEVERAL COUNTRIES.

COMMON RESPONSES FOR "SITUATIONS THAT MAKE YOU FEEL POWERFUL"	COMMON RESPONSES FOR "SITUATIONS THAT MAKE YOU FEEL POWERLESS"
overcoming fear or a feeling of ignorance by pushing myself to take action	disrespect and putdowns
recognition by others of what I did	being ignored
finding a creative way to solve a problem that seemed unsolvable	being stereotyped and denied opportunities
being able to handle a difficult assignment/ project	to prove oneself
succeeding as a leader	lack of control

There are many different of forms of power can you think of any?

Explain the following to the members:

The intimate realm of power has to do with one's sense of self, personal confidence, psychology, and relationship to body and health. For an individual woman, the experience of power and powerlessness will be different, based on race, class, or age, and may even be contradictory in different realms of her life.

For example: a woman politician who appears confident in public may accept a subordinate role in her family; she may even survive abuse in her private relationships while keeping up with the demands and image of her public duties.

Power can be defined as the degree of control over material, human, intellectual and financial resources exercised by different sections of society. The control of these resources becomes a source of individual and social power.

It is exercised in the social, economic and political relations between individuals and groups. It is also unequally distributed - some individuals and groups having greater control over the sources of power and others having little or no control.

Different degrees of power are sustained and perpetuated through social divisions such as gender, age, caste, class, ethnicity, race and through institutions such as the family, religion, education, media, the law.

AWARENESS

AWARENESS-RAISING

Awareness-raising is understood to be a constructive and a force for change. To raise public awareness of a topic or issue is to inform a community's attitudes, behaviours and beliefs with the intention of influencing them positively in the achievement of a defined purpose or goal.

AWARENESS-RAISING CAMPAIGNS

An awareness-raising campaign is a broadly organised effort to change attitudes or behaviours based on the ability of stakeholders to communicate the same message to a variety of audiences using a range of approaches. A good example of an approach is when Sisonke has a sex worker march. This makes sure that the community is aware of sex worker issues. It is important to begin with self-awareness before we can reach out to communities.

INSTRUCTIONS:

1. Get a pad of paper and pen/pencil
2. Be in a relaxed mode
3. Write down a starter word: Pain, Fear, Success, (you can use other words that illicit intense inner emotions from the participants)
4. Ask the participants what this word means to you them
5. Tell the participants to write it down and ask them for a personal experience regarding this word
6. Do the same for three more words

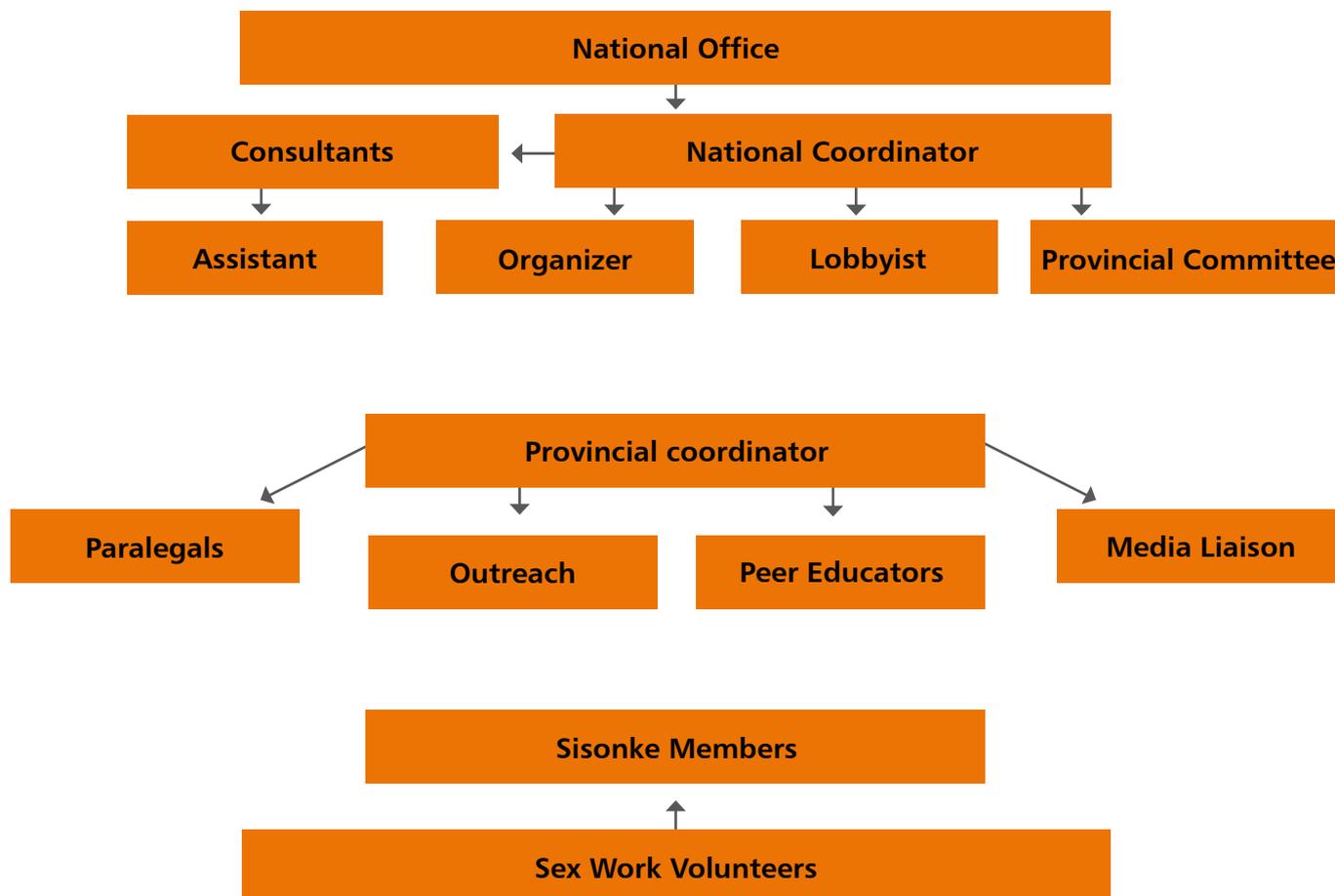
Ask Volunteers to share what they wrote about the words.

Inform the participants that being self-aware about one's movement makes the fight for what we believe in personal and important.

MOVEMENT BUILDING

Ask the members what they think a movement is?

Inform them that:



Movements can be made up of range of different factors.

What makes us part of a movement is the sense of common cause with the vision and agendas of a movement:

Movements may include formal organisations such as trade unions and other labour-based associations, community groups, religious institutions, student groups

The actions of movements are sustained over time; individual events (e.g. a protest march, a thematic campaign) form part of the broader movement activism.

Movements are born in different circumstances.

SECTION THREE: ADVOCACY

INTRODUCTION:

Explain what the areas that are to be covered for the day are:

- Advocacy
- Outreach and Mobilisation
- Campaigning – Organising a March

GROUND RULES

Go through the ground rules and take this time to discuss tea and lunch break times

ICE BREAKER – INTERVIEW GAME (10 MINUTES)

1. Break the group into two person teams (have them pick a partner that they know the least about).
2. Have them interview each other for about twenty minutes (You can also prepare questions ahead of time or provide general guidelines for the interview)
3. They need to learn about what each other likes about their job, past jobs, family life, hobbies, favourite sport, etc.
4. After the interviews, reassemble the group and have each team introduce their team member to the group.
5. This exercise helps them to learn about each other.

ADVOCACY ACTIVITY

INSTRUCTIONS: (TIME: 1- 1/2 HOURS)

To explore how different definitions of advocacy reflect different values, aspirations, and political views.

1. Divide participants into small groups and give each a copy of the drawings on the next page
2. There are two sets of drawings showing different ways of doing advocacy
3. Provide for training or planning effort, it is helpful to begin with participants' definitions in order to learn more about their political views and questions
4. If participants are unfamiliar with advocacy, you may need to take a step back

Before doing this exercise, you can describe examples of advocacy or ask them to read a few brief case examples, and then discuss some of the distinguishing features

Write the following instructions in a hand out or write on flipchart paper.

DISCUSSION STEPS AND QUESTIONS

1. Describe what is happening in each box.
2. Compare the roles and actions of the organizers and the citizens in each scenario.
3. Describe the power relationships in each, who has more and who has less control over the process?

OUTREACH AND MOBILISATION ACTIVITY

There are two types of advocacy, Advocacy, where organizers speak on behalf of the “voiceless” and advocacy where organizers work with the “voiceless” to speak for themselves.

Ask the group how does Sisonke use both forms of Advocacy?

Outreach and Mobilization are linked to Advocacy and the activities that build citizen participation enable excluded groups to advance their rights and hold decision makers accountable

Ask the group what they understand about Outreach? Allow the group to give their suggestions.

Inform them that: Outreach includes a wide variety of strategies - participatory planning and organizing, media, education, mobilization, and direct recruitment - that aim to gain the support and direct involvement of constituencies and to build their capacity as active citizens.

Ask the group what they understand about Mobilisation? Allow the group to give their suggestions.

Inform them that: Mobilization engages people as political protagonists and includes activities that build and use the strength of numbers and organization.

AS SISONKE MEMBERS IN ORDER TO MOBILIZE YOU NEED TO BE PREPARED BEFORE YOU MOBILISE:

- Clarity and agreement about the issue they are addressing and why
- Knowledge of how the political system can help address their issue
- Strategies and skills to articulate demands and alternative solutions
- Organization to give them a base of collective power from which to speak;
- A sense of identity with a broader campaign, and an understanding of how their actions link with other advocacy strategies
- An understanding of the power dynamics in which they operate and the risks they may face

PLANNING CITIZEN MOBILISATION (2 - 3 HOURS)

Note to trainer: make a copy of this page and hand it out to the group

- This activity assists groups in developing strategies for citizen mobilization
- Using the questions below, design a mobilization plan.
- You must identify the what, why, who, where, and when of the action and weigh the potential risks and opportunities for your organization.
- If the action involves risks, specify how you will minimize them.

The following questions review much of what was covered in the planning chapters and may help you design your mobilization plan.

1. What is our issue? Who does it affect and how? Do we need further research to find out more about it?

2. What is our proposed solution?

3. Who is responsible for the problem and what would we like them to do?

4. Which government agency or department deals with this problem? Which official in that agency makes the decisions affecting this problem? Who are the other stakeholders? Who would oppose or support a solution?

5. What can we do to get the attention of the relevant officials? What is the political risk involved in different options? Are there ways to lessen the risks? What can we accomplish by each of the different options?

LEADERSHIP SKILLS & QUALITIES ACTIVITY (1 HOUR)

Being an effective leader, especially one committed to building citizenship and empowerment, requires an understanding of one's own personal qualities and skills and relations with others. Providing people with opportunities to discuss leadership and identify their own leadership potential can help them recognize their own abilities and consider taking on new responsibilities.

INFORM THE GROUP THAT:

- To explore effective leadership and identify individual potential for leadership
- To assist people in reflecting on their own strengths and weaknesses as leaders and in determining what aspects of their leadership could be improved

MATERIALS:

- Dot Stickers
- Flipchart
- Markers

1. Divide participants into small groups and ask them to brainstorm what qualities and skills an effective leader should have.
2. Ask the groups to report back on their lists in plenary, record their answers on newsprint, and then ask the group to add any that may be specific to leadership focused on advocacy
3. Give each participant five small stickers and ask them to prioritize the qualities and skills named in the list by placing a sticker next to the five they consider most important
4. When you compare the lists and identify the top 10 qualities and skills
5. Ask everyone to reflect on these different characteristics and write down some of their own strong points and some that need improvement or further development
6. In small groups, have everyone discuss one of their strengths and one of their weaknesses as well as ways that they might improve or develop their qualities to become more effective leaders.

PLANNING A MARCH

1. Set up a task team with clear roles and responsibilities
2. Organise a team leader who will be the contact person/liaison for the march with Police officers
3. Allocate tasks to task team members (Thobile is responsible for organising t-shirts and caps)
4. Select a member who will be able to deal with the Media and liaise with Sweat Media and Communications person (radio and television interviews, consent forms, photographs)
5. Set a Date, Venue (the route, from point A to point B), Time of the march and the duration
6. Discuss who you are targeting (who is the message for e.g.: Police and the theme is Police Harassment)
7. Discuss what kind of a march is it (having a theme), is it human rights based, violence based or 'Decriminalise Sex Work Now'
8. Assess what kind of budget you have
9. Allocate budget to planning Materials and equipment
10. Mobilise Sisonke members to help with planning (for example painting messages on the posters as well as serving as marshals to keep demonstrators safe)
11. Organise with the Advocacy Manager/Co-ordinators issues around Permission for the March

WHAT KIND OF MATERIALS AND EQUIPMENT DO YOU NEED:

- Posters
- Flyers
- Pamphlets
- Masks
- Umbrellas
- Water
- Loud Hailer
- First Aid Kit
- Banners
- Placards
- Paint and Paint Brushes
- T-shirts
- Whistles
- Condoms
- Goodie bags
- Card Board
- Caps

MEDIA

Marshalls and the Media person should be mind full of journalists and photographers during the march who may want to capture sex workers for stories.

Make the demonstrators aware of this.

WEATHER

Choose a time in the year where the weather is warm like Summer or Autumn.

Closer to the time of the march make sure that you are aware of the weather and temperature that day.

Be aware that bad weather means that the posters might get wet, so if it is raining then cover the cardboard with clear wrapping paper.

MARCH DAY

1. Have a meeting before the march to ensure that everyone understands their roles and responsibilities. Also inform task team members to be aware of violent reactions and those who might want to antagonise the police
2. Ensure that you have access to a legal centre and that they are on standby should any conflict arise
3. Ensure that the Marshalls have visited and are familiar with the route that demonstrators are going to be "travelling" along
4. They are responsible for keeping demonstrators safe from traffic
5. Marshalls should wear luminous traffic bibs and have whistles
6. Marshalls are also responsible for distributing water to demonstrators so have a vehicle nearby to transport the water and to keep the First Aid kit safe
7. Discuss transport and meal options with Sisonke Co-ordinator
8. Have a debrief where Sisonke members who attended the march and task team members discussing how they felt about the march, what was learnt, what can be done different.

OUTREACH AND DEVELOPMENT

ACTIVITY

INSTRUCTIONS:

1. Ask the members what their understanding of outreach is?
2. Ask the members why is outreach important?
3. Ask the members what happens on outreach?
4. Ask the members who their target is on outreach?
5. Note these down on the board then follow up with any information that they may have left out

MATERIALS

- Markers
- Flipchart

DEFINITION:

Outreach is an organisational activity whereby staff members of the organisation engage with sex workers, their clients, controllers and other industry role players in the field, with the purpose of support, education, mobilisation, and referral.

Outdoors: these are outdoor sites where sex workers may be reached. They include streets, truck stops, taxi ranks, CBD, suburbs, and pavements adjacent to bars, all night petrol stations, all night café's, beach fronts in coastal areas, and main traffic routes

Indoors: These are indoor venues, also known as agencies, studios, massage parlours and brothels. They are usually located inside buildings, private houses, flats, or rooms in budget accommodation venues. Indoor sites also include clubs, bars, shebeens and taverns, as well as adult worlds/sex shops.

OUTREACH AIMS TO:

1. To provide a comprehensive outreach service to sex workers around health and human rights, including HIV/TB/STI prevention and care.
2. To mobilise sex workers to access the organisation's full range of services – which may include: creative spaces workshops, life skills workshops: training; counselling; legal counselling; health screening, and referral to services

PREPARATION FOR OUTREACH:

- Ensure that a monthly Roster/Schedule is generated
- Team leaders are to ensure that the outreach team has a briefing and debriefing session.

BRIEFING SESSION MATTERS:

1. How are people doing?
2. What is the schedule for the day/night
3. Use these times to familiarise yourselves as peers with the pamphlets (e.g. what is SWEAT? What is douching?) this allows you to keep the information fresh in your minds
4. Create and discuss a theme (condom demos, human rights, health)
5. Remind each other that outreach is an opportunity to mobilise sex workers
6. Remember if at any point during outreach you're not sure of anything, inform the service user that you will get back to them, it is better if you're not sure of anything to follow up at a later time

DEBRIEFING SESSION MATTERS:

1. Ensure all outreach forms are filled in correctly
2. Ensure that all outreach forms are handed in the same day
3. Discuss issues you may have had filling in the information
4. Discuss issues you may have had during outreach (e.g. difficult service users, community police harassment)
5. Come up with solutions to matters arising
6. Issues with mobilising sex workers to be discussed

NOTE TO TRAINER:

Some of the following may not be available in the province but it is still important to mention in case they gain access to these materials

Check list with the following (checklist is supposed to be conducted in advance, preferably at the beginning of the day, depending on your outreach schedule):

- Clip board
- Pen
- Outreach forms
- Pamphlets for distribution (know your rights, helpline sticker, safer sex)

LIST OF EMERGENCY NUMBERS

1. Police Station
2. 24hr emergency clinic/hospital
3. 24 hr emergency number/s: 10111
4. Help line Number
5. Paralegals in the province
6. Airtime is loaded

CONDOMS

- Male condoms
- Female Condoms
- Lubrication (*if applicable*)

CELL PHONE

NOTE TO TRAINER:

Cell phone allows the team leader to follow up on outreach activities. It allows the leader to assist you from a distance in case there are emergencies. Check in whenever you arrive at a new location

1. Have one phone outreach that is loaded with airtime
2. Use small amounts of airtime, for monitoring purposes (e.g.: (R30)
3. Ensure that the airtime is loaded before

TRANSPORTATION

NOTE TO TRAINER:

(depending on the set up of the host organisation, as trainer find out prior to this section of training whether travelling allowances are provided especially for night outreach and tailor this section according to the information you received.)

- Remittance forms
- Petrol
- Vehicle is in good condition
- Portable First Aid Box

INDOOR OUTREACH

1. Be aware the environment is different
2. Be familiar with material as you have to deliver the content in a short space of time
3. Dress code is different
4. Nominate peers who are charismatic, proactive and outspoken due to the nature of the environment
5. Look for creative ways to engage with the sex workers in the established (e.g. using flavoured condoms and the same language to get them to engage with you)
6. Present yourself as though you are on the same level as them, do not be forward because their defences will be up
7. Keep the clipboard in the car and try to remember the numbers as sex workers are put off by "student types"
8. In the event that a sex worker has a health or human rights issue, always ensure that you have taken their name, surname, contact details as well as their address. This allows you to follow up and gives you options to try and locate them.

NEW AGENCY:

- When you have discovered a new agency (these could be in newspapers)
- First call explaining: sweat service and then ask to meet for an official "meet & greet"
- Two peers meet with the manager/owner of the agency (for safety purposes)
- Work on nurturing relationship

OLD AGENCY:

- If this is an agency you have been to before always call to find out if they need anything (e.g. condoms, lubrication)
- If your organisation offers other services, you can follow up with the manager/owner (e.g. testing, counselling)

OUTDOOR OUTREACH

- Be alert
- Be aware that sex workers do not present as the stereotypical “high heels and short skirts anymore”
- Safety in numbers
- Never go on outreach by yourself
- Be mindful of sex workers who are under the influence of drugs or alcohol
- Stay out of confrontational situations
- If you feel that you’re in danger move away and get to safety
- If you feel that the service user could get agitated or aggressive walk away
- Do not confront pimps or controllers
- In the event that a sex worker has a health or human rights issue, always ensure that you have taken their name, surname, contact details as well as their address. This allows you to follow up and gives you options to try and locate them.

If at any point during the outreaches, you come across a sex worker who is in a difficult situation (could be health, counselling or human rights related) contact the sweat helpline if you are unable to refer them to someone in your area. Assist the service user in calling the sweat helpline whilst they are present

INDOORS OUTREACH:

1. Ensure you know where the venue is, and landmarks
2. It is useful to phone the agency to make a time that is convenient
3. Have your goody bags ready, prepared with the contents

4. Have a male and female demonstration set for safe sex demonstrations
5. If there is security outside the agency (gate keeper) –let him know you are there to give condoms, etc. –the security are important contacts, and you need to work with them
6. Always have pen and paper on you
7. Scan the agency before you enter –street, cars, people near by
8. Run your workshops, or listen to stories.
9. Often in agencies the girls might complain about the manager. In this instance you might want to talk to the manager alone.
10. Always ask the girls how business is going, and talk to them about sex work issues in general.
11. Here your own experience is an advantage. Sex workers like talking about sex and their clients.
12. Always follow up indoor visits so the agency feels served
13. If the agency does not allow you in, leave the goody bags, which should include a helpline sticker, and the services your organisation offer.
14. Never force your way into an agency

24HOUR
HELPLINE

0800
60 60 60

or SMS “Please call me”

071 357 7632





Sex Workers Education and Advocacy Taskforce (SWEAT)

19 Anson Street
Observatory
Cape Town
7925
South Africa

T 021-448 7875
Help Line: 0800 60 60 60
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www.sweat.org.za

