

KNOWLEDGE PROTECTS!

**INFORMATION BROCHURE FOR PARENTS AND GUARDIANS ON
SEX EDUCATION AND PROTECTION AGAINST SEXUAL VIOLENCE**

This brochure for parents has been developed within the framework of the project “**PREVENTION BARRIER-FREE**” and is intended to accompany parents and guardians of all children and teenagers.

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 Bundeskanzleramt

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Ostschweiz



Children, teenagers and young adults with disabilities, impairments or language and cultural barriers are at particular risk of experiencing sexual violence.

**Parents and guardians can contribute to the safety of children and teenagers:
this brochure aims to support them in the process!**

Key components for the protection against sexual violence are emotional and sexual education, the teaching of children’s rights and the rights of people with disabilities and the knowledge about advice and help services.

What are we actually talking about?

There are different names given to forms of sexual violence; these include:

- **Sexual abuse:** Sexual abuse of children and defenceless persons is used above all in criminal law and in the vernacular (contentious among experts).
- **Sexual violence:** Sexual actions against the will of another person (through violence, threat, pressure, manipulation, etc.). Sexual violence primarily occurs in the close social environment through known/related perpetrators.
- **Sexualised violence:** Violence with a sexual component in the broadest sense, e.g. hitting a man's penis, pinching a woman's breast.

Depending on the context, even broader terms are used, e.g. sexual exploitation.

Sexual violence does not usually start out of the blue. Sexual violence is a process. It commences with a disregard for a sense of modesty and for physical boundaries.

Sexual harassment: This differs from other forms of sexual violence. Sexual harassment is deemed to be any form of unwanted sexual attention. Words, wolf whistles, looks, touches, etc. It mostly occurs in public or semi-public spaces, in pubs, on public transport, in the park or at the swimming pool, etc. The majority of perpetrators are strangers.



- **Sexual transgressions** can occur unintentionally. For example, when a sense of modesty and privacy is ignored when changing babies' nappies or caring for children. Stress and time constraints also increase the risk. When transgressions have occurred, these need to be taken seriously and reflected upon so that they can be avoided in future. All children and teenagers have a right to have their boundaries respected and complied with!
- **Sexual assaults** are intentional, planned sexual transgressions. Here, boundaries of modesty and privacy of children and teenagers are deliberately crossed. The focus is on the satisfaction of own needs (e.g. touching children in their private areas, asking children about their sexual experiences, observing children when they wash or get changed). If children have not experienced up to now that their boundaries of modesty are carefully observed and respected by parents and guardians, it is easier for perpetrators to commit assaults!
- **Sexual violence** includes all sexual actions that are forced with violence (manipulation, threat, pressure...) or are committed against persons who cannot agree to these actions (e.g. children, people with disabilities, persons incapable of providing resistance...). Under the law, these violent acts are referred to as offences against sexual integrity and self-determination.

A selection of these offences has been summarised in the legal brochure "**Recht Sexy**".

You can download or order this brochure at www.hazissa.at.

It becomes clear that we already have to intervene in transgressions in order to prevent serious incidents of violence!

That is why a careful handling of distance and proximity, boundaries and transgressions is necessary from a young age.

The transitions between transgressions, assaults and violence are very frequently fluid, which is why it is often difficult to recognise when violence begins.



What is sexual violence against children and teenagers?

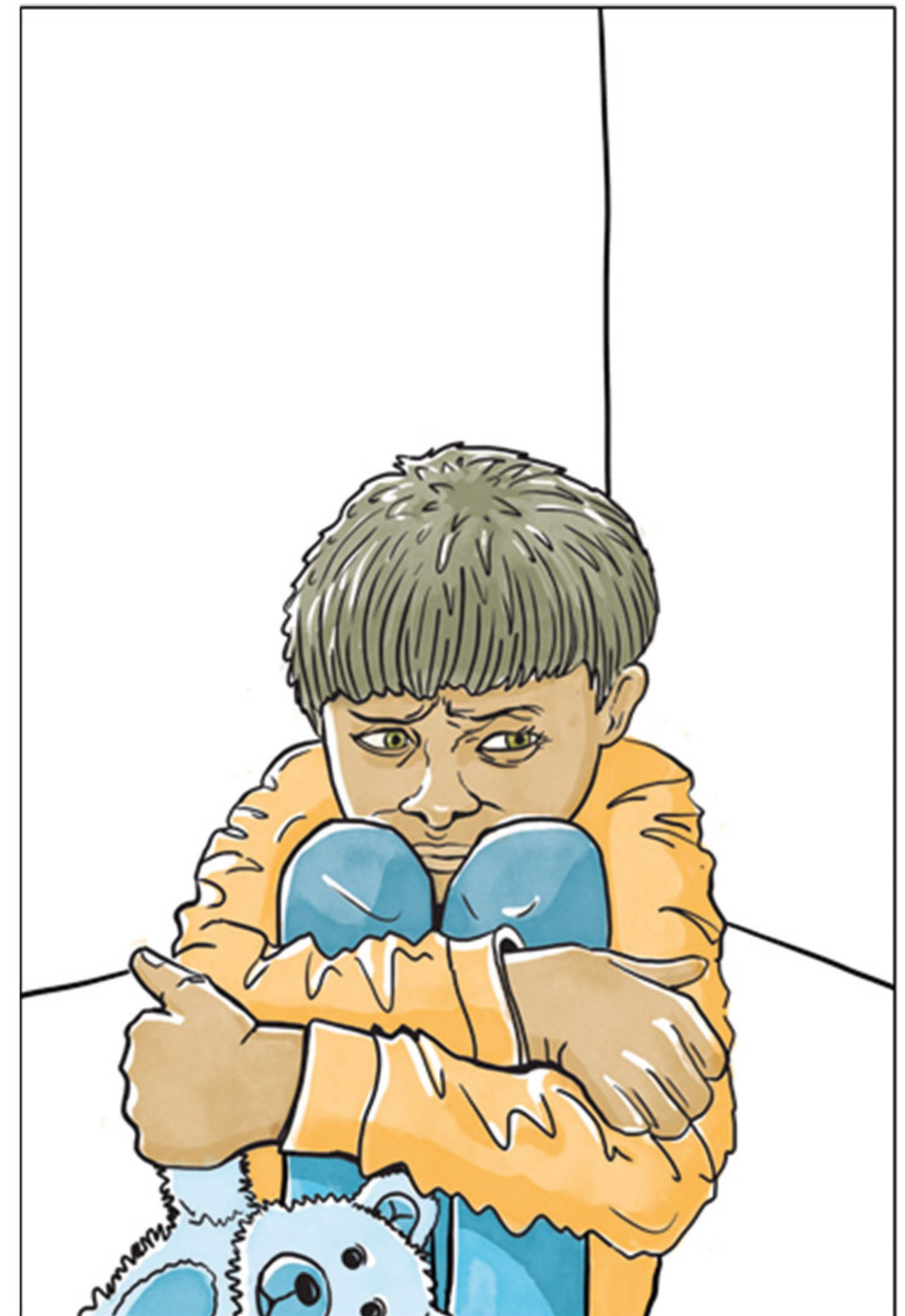
Sexual violence is sexual comments or sexual actions that are directed against children/teenagers or are committed against them. In around 95% of cases, perpetrators are caregivers and persons of trust from the close social environment of the child/teenager who are male in most cases.

This makes clear that warnings such as “Never go off with a stranger!” and “Never talk to strangers!” are not suitable to protect children against sexual violence!

Perceiving strangers as potentially bad people and persons of trust as generally good people is the opposite of what studies and crime statistics show.

Around one in five of all girls and one in eight boys experience sexual violence.

Around two thirds of those affected experience sexual violence over a lengthy period of time.



Frequently, transgressions, assaults and violence also occur among children of the same age.



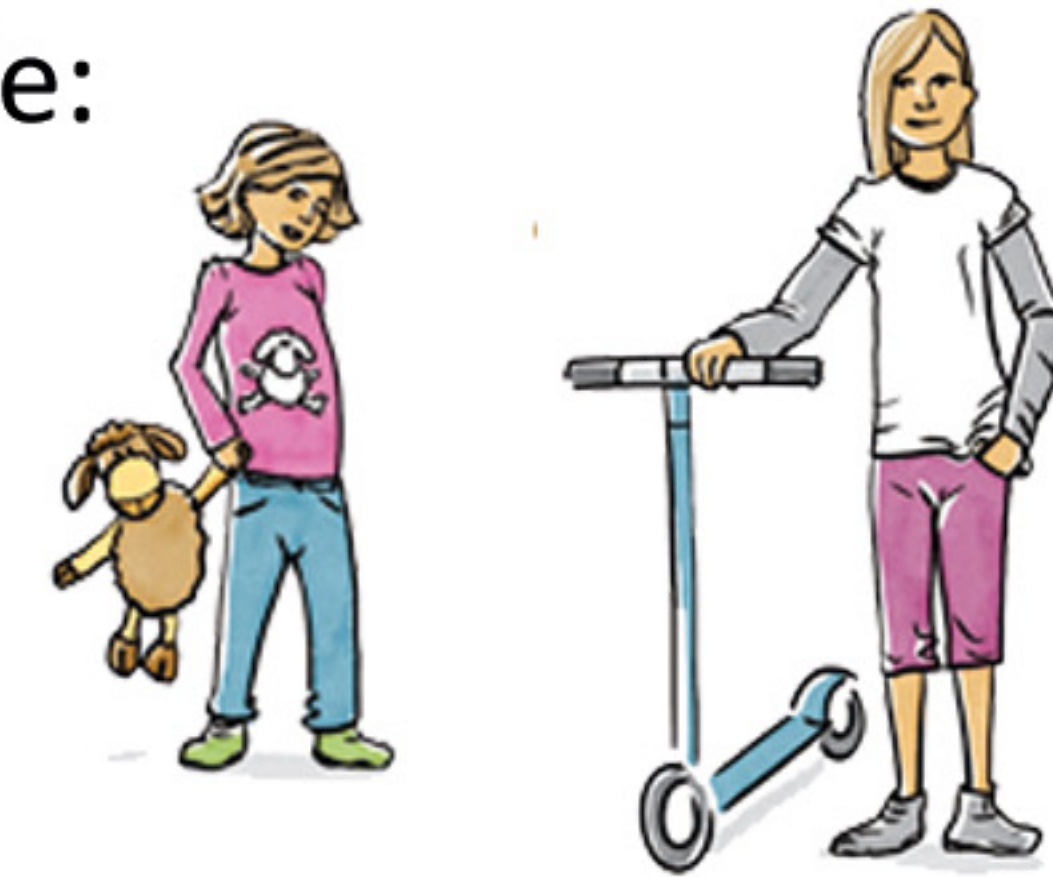
Children and young people with disabilities, impairments, barriers and gender identities that deviate from the standard are frequently at risk of being affected by sexual violence.

However, they are also particularly at risk of showing offensive or violent behaviour!

How can I protect children and young people against sexual violence?

Many components contribute to the protection of children and young people:

- strengthening and involving children and young people,
- enabling self-effectiveness,
- implementing children's rights,
- proactively promoting emotional and sexual education,
- providing information about forms of violence and possibilities for help and support, etc.



Prevention of sexual violence is an attitude that is characterised by respect and freedom from violence and is not a one-off measure. Children and young people gain experience of how to handle boundaries of modesty and privacy in their everyday life. For example, when dealing with parents, guardians, assistants, teachers and caregivers.

Young people have to experience in everyday life that their rights and boundaries are respected. This gives them the strength to get help when these boundaries are disregarded.

A key basis for the protection against violence are **children's rights** which are anchored in the constitution in Austria and the **UN Convention on the Rights of Persons with Disabilities** that assure special protection to children and teenagers with disabilities or psychological impairments.

All people have rights!

Empowerment and participation

Empowerment means strengthening people. Involvement and co-determination (participation) have a key role here. Participation and co-determination result in children and teenagers being able to have the experience that they can shape their life themselves (self-effectiveness). This makes children stronger, more self-confident and more robust (resilience).

Co-determination is a children's right. All children and teenagers have the right to co-determination in all topics that affect them and to say what they think.

Of course there are decisions for minors that have to be taken by parents as part of their responsibility for raising a child. For instance, when it concerns medical care, obligation to attend school, hygiene, etc.

However, in families, schools and organisations, there are also decisions that can be taken jointly, e.g. questions of living together, days out or meals. Areas in which children can decide themselves are particularly important. This starts with infants and kissing and cuddling and continues with teenagers and adults whether and with whom they want to have hugs and kisses or want to start a relationship with.

Provision of information

All people have the right to information appropriate to their age and development regarding all topics that affect them. This also includes information about violence and about where they can get help when they need support.

Important help organisations are:

- child protection centres and child and teenager advocacies
- advice centres for people with disabilities
- advocacy for people with disabilities
- centres for the protection against violence
- social workers responsible for the respective place of residence.

In the appendix, you will find additional points of contact that can offer help and assistance.

Tip!

Think about which persons could be points of contact if you suspect or experience violence (relatives, caregivers, ...) and which help organisations there are in your region!

Emotional and sexual education

An emotional and sexual education corresponding to the age and the development of the child is the basis for work preventing sexual violence.

Emotional education means being able to express feelings, wishes and needs. But also noticing and respecting the feelings of others with consideration and empathy. Violence-free communication and skills in resolving conflicts are important components of emotional education.

The goal of comprehensive sexual education is that children, teenagers and also adults know about their body and sexuality and can talk about it.

Children and teenagers with cognitive limitations must be offered special and individual opportunities to develop an understanding for their body in simple language or in the form of pictures and signs. They thus are thus given the opportunity to express themselves or to say when they feel ill at ease with somebody or are touched against their will.



Children's rights

Children should be familiar with their rights.

Children's rights apply equally for ALL children.

The following children's rights are particularly important for protection against violence:



- Every child has the right to protection and care. The child's well-being is the priority.
- Every child has the right to appropriate participation and consideration of their opinion in line with their age.
- Every child has the right to information appropriate to their age and development regarding all topics that affect them.
- Every child has the right to a violence-free upbringing. All forms of violence are prohibited.
- Every child with a disability has the right to the protection and care that takes their special requirements into account. Equality in all areas of daily life must be guaranteed!

Sexual human rights

Sexual human rights apply equally for ALL people.

The following sexual human rights are particularly important for young people:

- the right to sexual freedom and autonomy. Every person may freely live their sexuality, without violence, force, exploitation, injury, torture or abuse.
- the right to sexual equality. Nobody may be discriminated against due to gender, age, religion, sexual orientation, physical or psychological illness.
- the right to sexual desire and the expression of sexual feelings. Nobody may prohibit a person from having sexual desire and the right to feelings, love, communication, touch, etc.
- the right to in-depth sex information and comprehensive sex education. Every person has the right to good sexual education and sexual health care.
- Every person has the right to decide themselves whether and with whom they wish to enter into a partnership or marriage.
- Every person has the right to decide themselves whether and how many children they wish to have.

Own sexual needs may not be enforced at the costs of others!

UN Convention on the Rights of Persons with Disabilities

The UN Convention on the Rights of Persons with Disabilities, which entered into force in 2008, aims to ensure the equal participation of people with disabilities and psychological illnesses in society. The five principles of the Convention are creating awareness, accessibility, participation, individualisation and diversity as well as inclusion and living spaces. The most important rights of the UN Convention of the Rights of Persons with Disabilities include:

- The right to respect of intrinsic dignity, individual autonomy including the freedom to take own decisions and independence in the sense of self-determination.
- The right to full and effective participation in society and inclusion in society.
- Also people with disabilities have the same rights with regard to family life and appropriate assistance in carrying out their parental responsibility.
- The right to respect for the difference of people with disabilities or illnesses and the acceptance of these people as part of human diversity and of mankind.
- The right to non-discrimination.
- The right to equal opportunities.

Sexual education

Sexual education is often referred to as the basis for work preventing sexual violence, and rightly so! Only when children can talk about “normal” sexuality can they also talk about sexual violence, put their trust in somebody and ask for help.

Psychosexual development starts at birth and lasts until adulthood. Depending on age and stage of development, different content and topics are conveyed.

What should children know when?

Sex education does not happen in a single conversation in which sexual intercourse is explained.

Sexuality is more than sexual intercourse.

Relationships, sexuality, love and feelings should regularly be talked about. These topics are important from infancy and accompany us all our life!



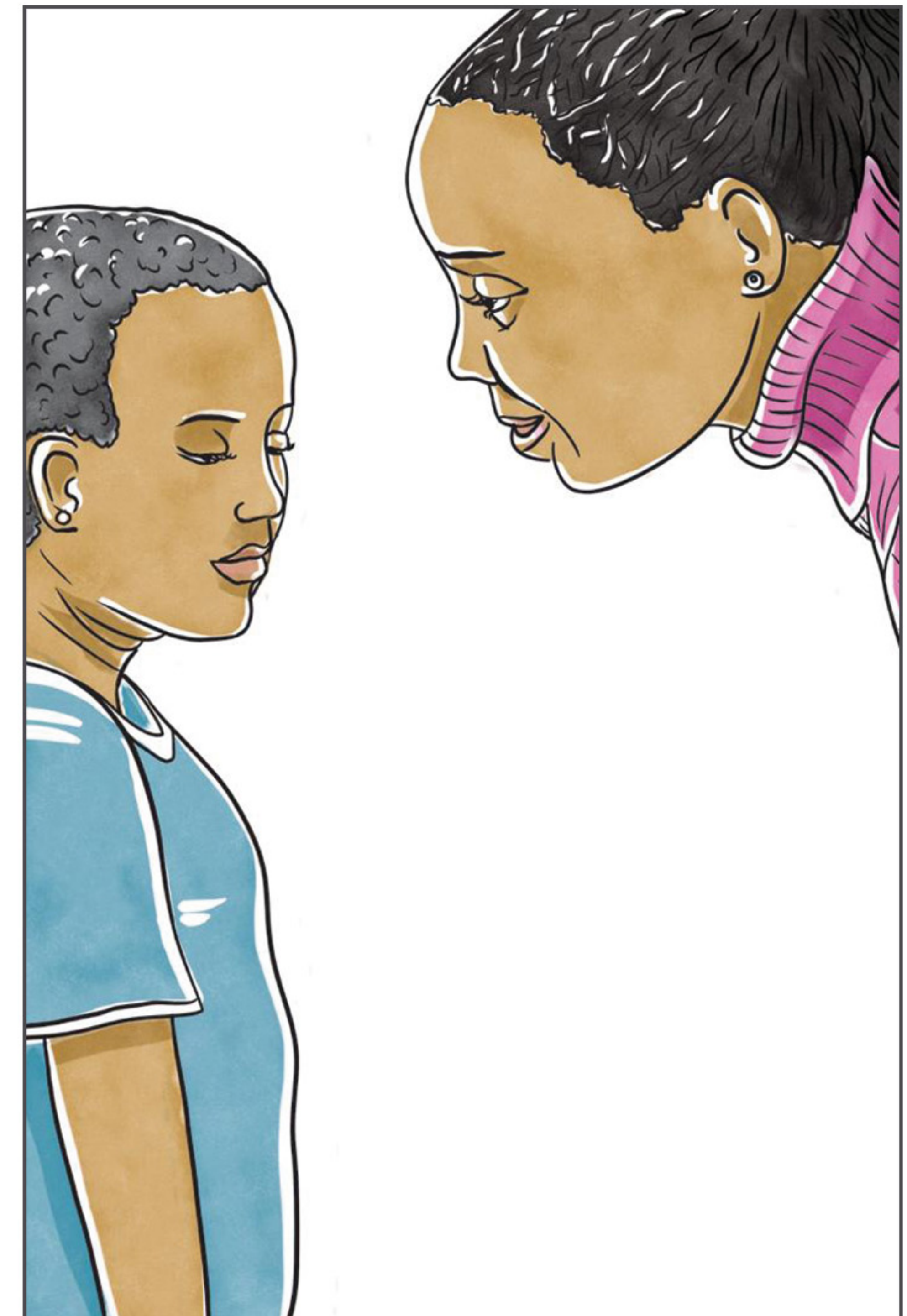
Not all children ask questions:

Even if children do not ask any questions (or are unable to), they have the right to in-depth information about their body, physical processes, sexuality and (sexual) violence. Children learn something, even if we do not talk to them: namely that sexuality is a taboo subject and they do not have any points of contact for this topic!

Discuss experiences in everyday life (e.g. when a baby is born, where has it come from?) Or when your child finds a tampon or a condom and wants to know what it is).

Parents help their children with short answers appropriate for children. In this way, children can collect knowledge about the topic of sexuality and body in a manner appropriate to their age. These discussions should not just involve facts.

Feelings and values, such as equality, respect and freedom from violence, are also associated with the topic of body and sexuality and should be discussed.



Child sexuality vs. adult sexuality

Child sexuality is fundamentally different from adult sexuality!

Some people think that sexuality is only something for adults. But sexuality develops from birth and is much more than sexual intercourse!

**Sexuality is part of personality development;
this extends across an entire lifetime.**

Kissing, cuddling and tickling are very sensuous and pleasurable experiences. Children and teenagers learn through their interaction with each other, with their parents, caregivers, teachers, assistants, etc. They also learn through observation and playing. They watch how parents and adults interact with one another.

They thus learn how relationships are conducted and how to express affection, love and respect. When playing with dolls and friends, it becomes visible what children are currently thinking about and the game can be used to gradually educate the child further and to answer questions.

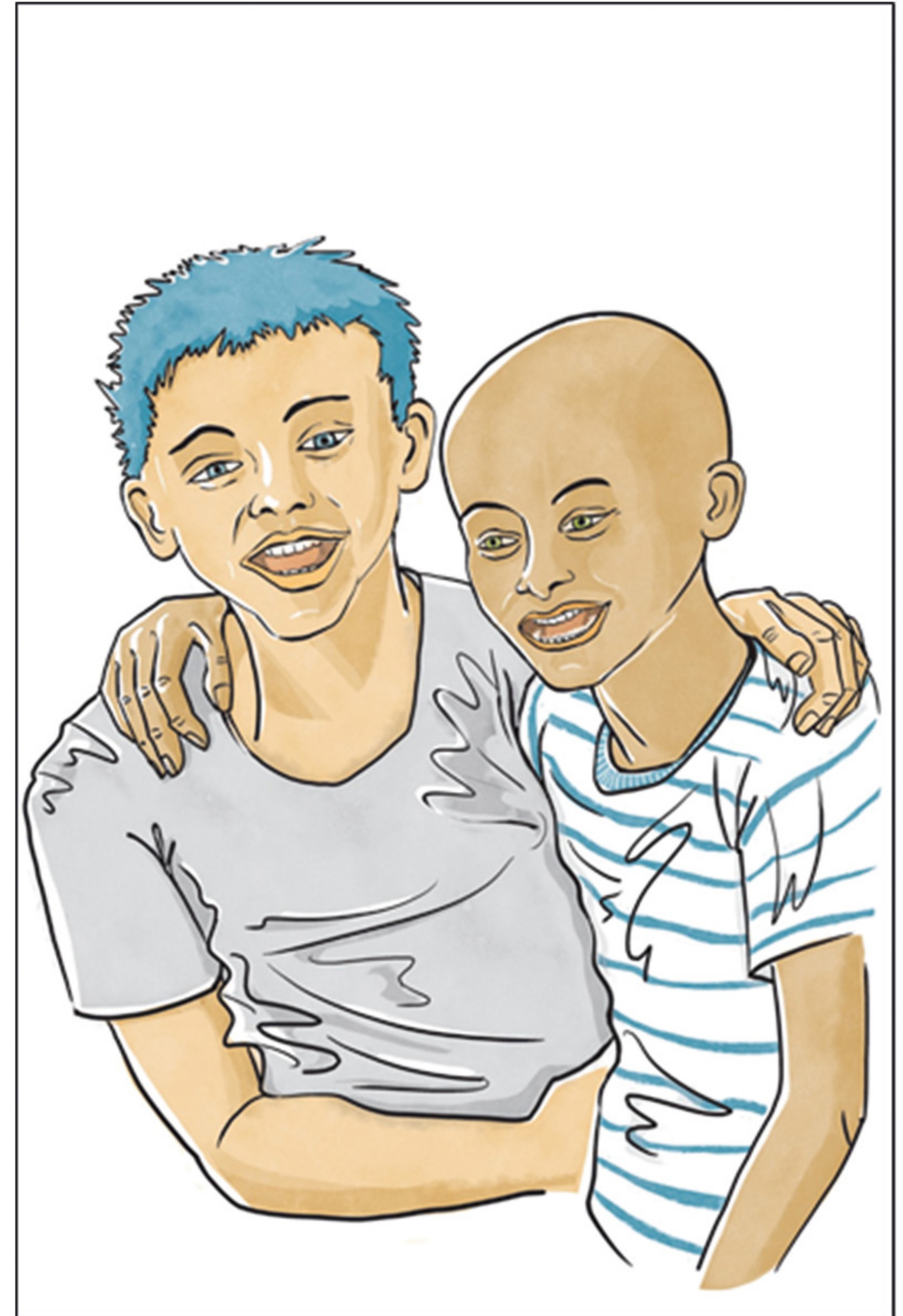


Child sexuality is fundamentally different from adult sexuality!

In child sexuality (“doctor games”, “father-mother-child games”, body games) it is not about relationships or satisfaction, but rather about contact and social learning. Children are curious and want to explore their own body and that of their playmates.

The transition to adult sexuality is done gradually during sexual maturity (puberty). Only from this point in time can young people understand the sexuality of adults and knowingly opt for or against it!

In Austria, this point in time is reached at the age of 14. From then onwards, “adult sexuality” with other persons who also have to be old enough is permitted.



Me and sexual education ...

Sexual education has a lot to do with a person's own history:

How did your family deal with sexuality (e.g. with nudity, cuddling, love, affection)? How did you experience sexual education and information in your parental home and at school? Whom did you talk to about these topics? What are your own ideas with regard to masculinity, femininity, diversity, love and relationships? In addition to the family, cultural, religious and social norms also play a role. Not every expression of sexuality is permitted or tolerated in every society. Different norms, boundaries and ideas can also harbour potential for conflict!

Our own experiences influence what we can talk about or what we consider to be improper. If we are aware of and reflect upon our own attitudes and approaches to sexuality, we can talk more appropriately and openly with children, teenagers and young adults about it.

Work and professional boundaries also play a role and must be recognised and reflected upon.

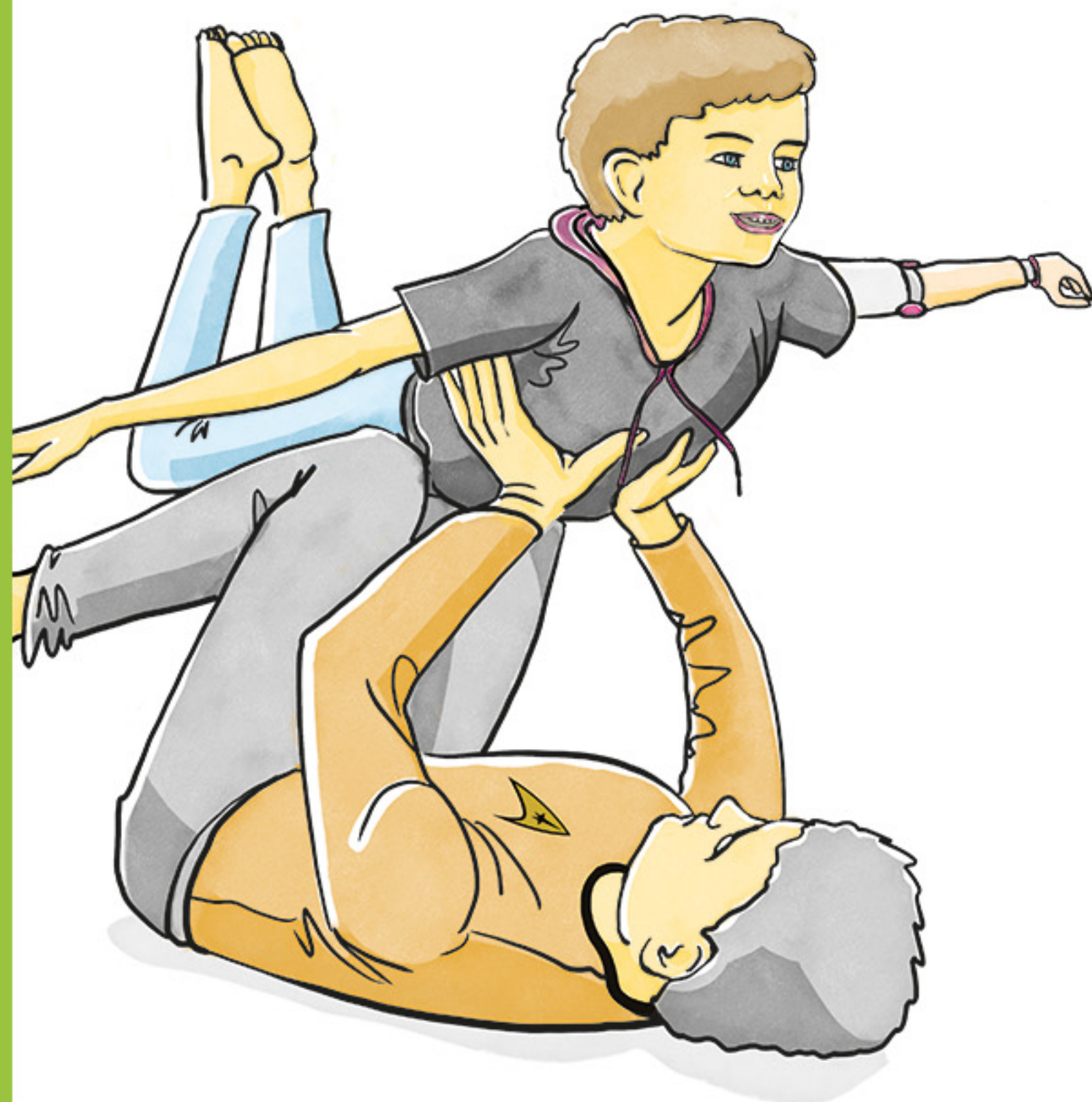
Pay attention to boundaries! Parents and caregivers also have boundaries and do not want to, or should not, share everything with their children, teenagers and clients.

Kindergarten, school, sports association, etc.

In all organisations in which children or teenagers are supported, accompanied, educated or housed, the handling of proximity and distance, physicality and sexuality is important.

What contribution can institutions make?

- a positive attitude, openness and exchange on the topic of sexuality and on sexual education in the institution with parents and guardians.
- rules for interacting with one another and for child sexuality (“doctor games”, body games, etc.) which can be dealt with in the groups in a manner appropriate to the children's age.
- respectful and reflected handling of children’s boundaries (physical boundaries, boundaries of privacy, professional boundaries,...), example: code of conduct!



- inclusion of the topics of sexuality and protection against sexual violence into pedagogical concepts and in initial and further training.
- Developing a concept for the organisation for protecting against violence.

Allow yourself to be accompanied by specialist organisations for child and teenager protection and for prevention when drawing up concepts to protect against violence!

What is even “normal”?

Child sexual development in the years between 0 and 6

Exploring body and senses, trying themselves out and getting to know themselves

Children...

- discover themselves and their environment with all the senses.
- discover their own body and play with it, have an increasing interest in their own gender
- notice that there are different bodies.
- develop their own wishes and ideas and want to enforce these (autonomy phase).
- want to take their first own decisions.
- experience strong feelings: love, joy, embarrassment, anger, jealousy, etc.
- are interested in the bodies of other children: “doctor games”, body games, “father-mother-child games” are practised.
- learn the rules of child sexuality (“what is OK, what is not OK”).
- try out different roles.
- enjoy dealing with their own body and showing it.
- develop a feeling for boundaries of modesty and privacy.
- collect knowledge about their own body, themselves as a person and about physical processes.



How can I support the development of my 0-6-year-old child?

- Offer games for all the senses, e.g. playing with water or mud, see-sawing, dancing, hopping, cuddling, etc.
- Encourage and accompany role play, “mother-father-child games”, dressing-up games, reflect on own gender roles and ideals.
- Name all parts of the body, also the genitalia, e.g. when changing nappies, bathing and dressing. Provide symbols and words for all parts of the body also in supported communication!
- Do not prohibit touching the body or touching own genitalia. But create rules and a secure space for this (e.g. in own room).
- Facilitate the perception of the body in a holistic form. Offer children times in which they can experience “nudity” in a protected space. For example, facilitate “nappy-free” times when children receive incontinence care.
- Sexual education with picture books and materials. With supported communication, provide symbols and words for sexuality appropriate to the child’s age.
- Take questions seriously and answer them (“It is OK for you to ask me. I seek information when I don't know something!”)
- Explain how to wash and look after one’s own body. When looking after a child, announce touch and explain what is being done.

- Respect the wishes and boundaries of the child, even if not all of the child's expectations can be met.
- Do not prohibit sexual behaviour of the child; explanations appropriate to the child's age are important for the development of their personality. Create moments when children can be amongst themselves! Agree rules and boundaries (rules for "doctor games").
- Respond calmly and assertively to provocations and terms of abuse. Talk about which feelings they trigger. Teach the child that respect is expected from everybody.
- Take feelings seriously, patience with outbursts of emotion, promote (verbal) expression of feelings, also in supported communication.
- Usage of digital media appropriate to the child's age and for a limited period of time – communication-assisted usage of media, appropriate to the child's development, organise in a diverse and secure way! Digital media (TV, PC, mobile phone, etc.) are harmful to children under the age of 3!

Physical interactions are part of children's normal development!

Just as all children are different, so is their sexual behaviour too!

- There is a large bandwidth of sexual behaviour in childhood; this has a different significance to that of adult sexuality.
- The majority of children have "physical/sexual" interactions with other children of around the same age ("doctor games", "body games", "exploratory games") in all age groups, frequently around the age of 3 - 4.
- From pre-school age (development of a feeling of embarrassment, knowledge of social rules), physical curiosity/activity moves to a private space/room.

Child sexuality differs fundamentally from adult sexuality - sexual intercourse is not a part of child sexuality.

Practices of adult sexuality are relevant from sexual maturity (puberty) and permitted by law from the age of 14 (“full legal sexual age”).



There are clear rules for “doctor games”!

“Doctor games” are part of the psychosexual development and start in infancy.

As also with other games, there are rules:

- Nobody may be forced.
- Nobody may be injured.
No objects may be pushed into body openings (anus, vagina, nose, ear, mouth).

- “Doctor games” are “private” and not “public”. The boundaries of modesty of all participants (also people watching and other persons!) must be complied with and respected.
- Children should be roughly the same age (up to approx. 2 years difference in age).
- Practices of adult sexuality are not part of child “doctor games”!
- Pay attention to hygiene: Don’t forget to wash your hands!
- If the rules of “doctor games” are not complied with, adults must intervene.

Children should know that they are entitled to help.

When do adults have to intervene?

When...

- children are involved in “doctor games” with children who are clearly at an advantage or disadvantage.
- children try to persuade or force others to participate in “doctor games”.
- children hurt themselves or others in the process.
- children develop pressure with regard to keeping secrets.
- children ask others to carry out practices of adult sexuality.

Violence is not tolerated in our country! Talk about it!

It must be clear that violence (e.g. physical violence, sexual violence, mental violence such as spreading rumours, insulting somebody, excluding others, etc.) is not tolerated. Stop violence amongst children immediately and make your position clear!

When boundaries are crossed (e.g. looking under a girl's skirt, groping, sexual jokes or insults), this is not funny or a harmless game!

**Children have to learn that violent conduct
is not OK - practise communication and
conflict resolution skills!**

The message is:

„Assaults and violence are not permitted in our country!“





Der Neinrich

Edith Schreiber-Wicke
© 2002 Thienemann



Sina und Tim

Ursula Enders, Ilka Villier
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Erbsenklein Melonengroß

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Wir können was, was ihr nicht könnt

Ursula Enders,
Dorothee Wolters
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Child sexual development in the years between 6 and 10

Changing feelings and body

- Boundaries of modesty develop, increased need for privacy.
- Gender roles are tried out, role models are experienced.
- Authority and strength become tangible.
- Friendships and social relationships develop, particularly in same-gender groups, and become increasingly more important.
- First signs of early puberty develop.
- There are the first infatuations and puppy loves.



How can I support the development of my 6-10-year-old child?

- Strengthen social skills such as consideration and empathy (sensitivity).
- Allow independence.
- Encourage the expression of feelings, needs and empathy.
- Do not evaluate “prepubescent” emotional outbursts. Stay calm, set boundaries and praise positive behaviour.
- Encourage sexual education appropriate to the child also outside of school.
- Critically question gender roles. Support the child in their individuality.
- Talk about the development and change in the body. Prepare the child for puberty.
- Possible deviation between physical and mental development – children sometimes prefer to play with younger children due to interests. Accompany sexual play behaviour particularly closely. Stop offensive behaviour, agree clear boundaries and rules.

Every child is unique and develops at their own pace. That is why sexual development does not always run the same for every child. This development is a process from birth to adulthood.



Von wegen Bienchen und Blümchen!

Carsten Müller, Sarah Siegl

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Klär mich auf

Katharina der Gathen

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Mädchen, Junge, Kind

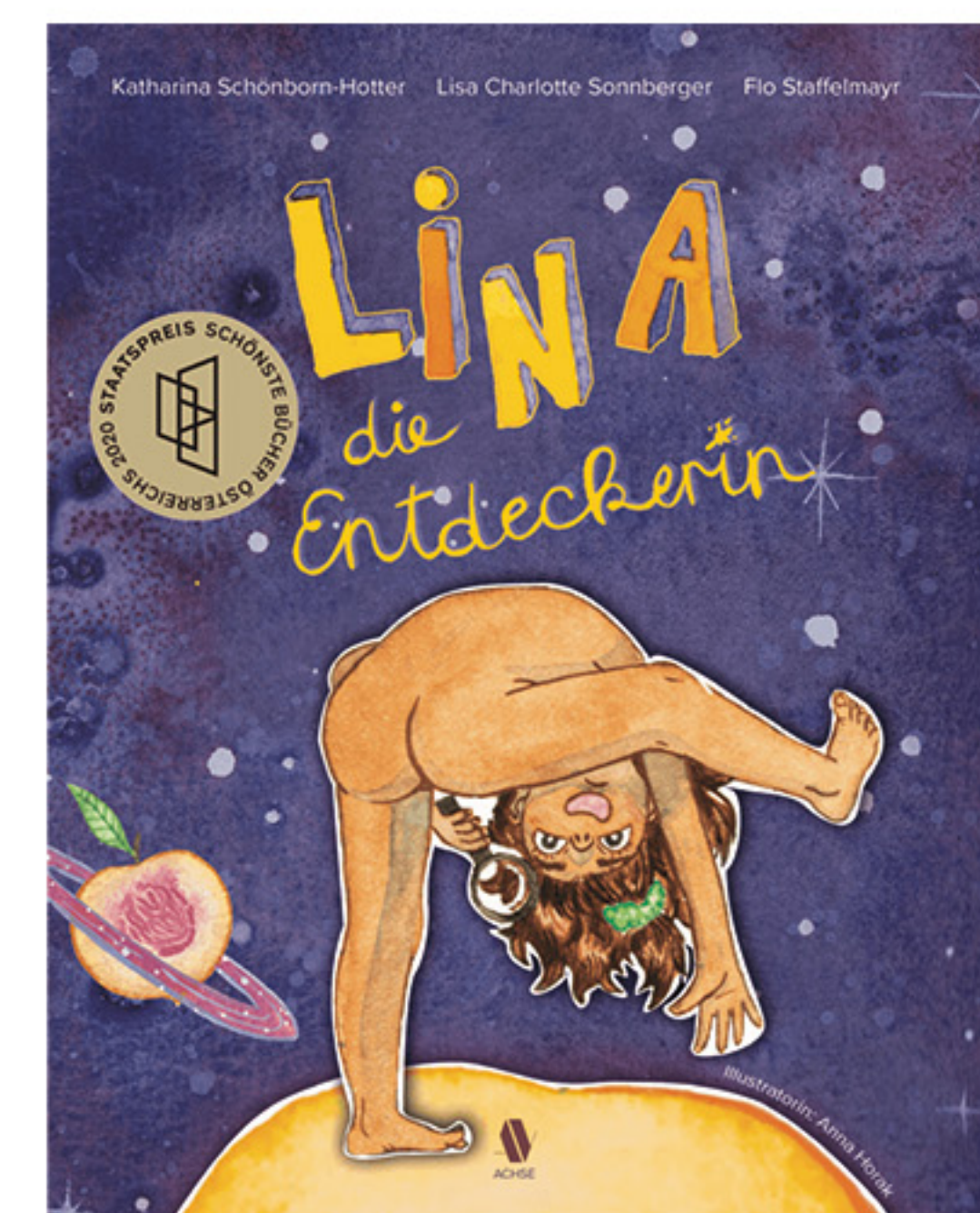
Daniela Thörner

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Lina, die Entdeckerin

Schönborn-Hotter, Sonnberger & Staffelmayr

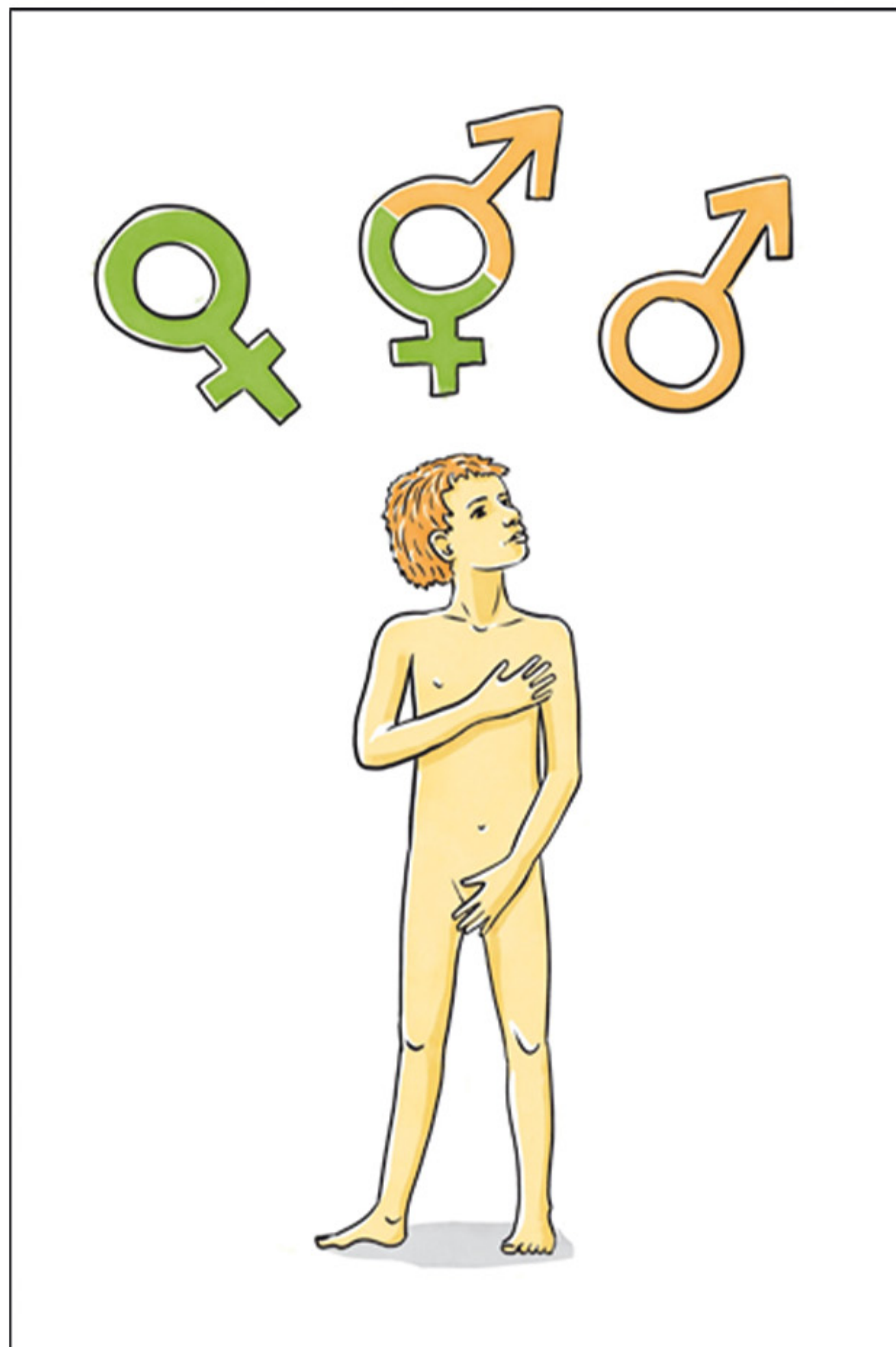
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Sexual development of young people aged between 10 and 14 years old

Early puberty begins

- Noticeable physical, cognitive and emotional change.
- Social relationships and a circle of friends become ever more important.
- Safeguarding privacy (also in the family) is accorded greater importance.



- Social roles, sexual orientation and sexual identities are questioned and tried out.
- Increased interest in adult sexuality regarding the topics of contraception, physical functions, hygiene, relationships, pregnancy, sexuality, love, etc.
- Girls may experience their first period. Cycles still tend to be irregular.
- First ejaculation at night for boys.
- Increased interest in self-pleasure/masturbation.

Care with the topic of pornography!

Pornos are prohibited for young people under the age of 18!

How can I support the development of my 10-14-year-old child?

- Offer access to appropriate information (books and materials).
- Offer discussions, for instance on
 - healthy relationships: consent in relationships, violence-free communication and resolution of conflict, etc.
 - Gender roles and diversity: Ask about their own role models and attitude to gender diversity.
 - Developments in puberty: How do the body, relationships and interests change?
- Sensitive handling of the physical, cognitive and emotional developments of your child – avoid degrading, ridiculing or ignoring privacy.
- When the development of physical and cognitive skills is very different:
 - Explain the processes in the body in a manner appropriate to development. Repetition is important!
 - Accompany emotional development needs with corresponding offers in line with development.
 - Allow your child to try out social roles through role play. Create space for co-determination.
 - Pay attention to privacy and boundaries of modesty when looking after your child!

Preparation for responsible, self-determined adult sexuality:

The better children are informed and educated, the later they have their “first time”, the better they use contraception and protect themselves against sexually transmitted diseases.

Find out about services on sexual education, for instance in the Sexual Education Network of Styria (www.netzwerk-sexuelle-bildung-steiermark.at).

Legal sexual age in Austria

From the age of 14, teenagers are of “legal sexual age”. This means that they may determine themselves whether and with whom they become sexually active. Of course only if all are old enough and in agreement! If one of the persons is only 13, the other person may not be more than 3 years older (i.e. a maximum of 16).

Age of criminal responsibility

From the age of 14 onwards, teenagers are “of a criminally responsible age” or also “liable when they commit an offence”. This means that they can be prosecuted under criminal law for criminal actions. Whether an administrative transgression (e.g. the non-compliance with the Youth Protection Act) or a breach of criminal law (e.g. sexual harassment, physical injury, etc.) is committed - young people from the age of 14 are responsible for their own actions!

Conscious handling of mobile phone, PC etc.!

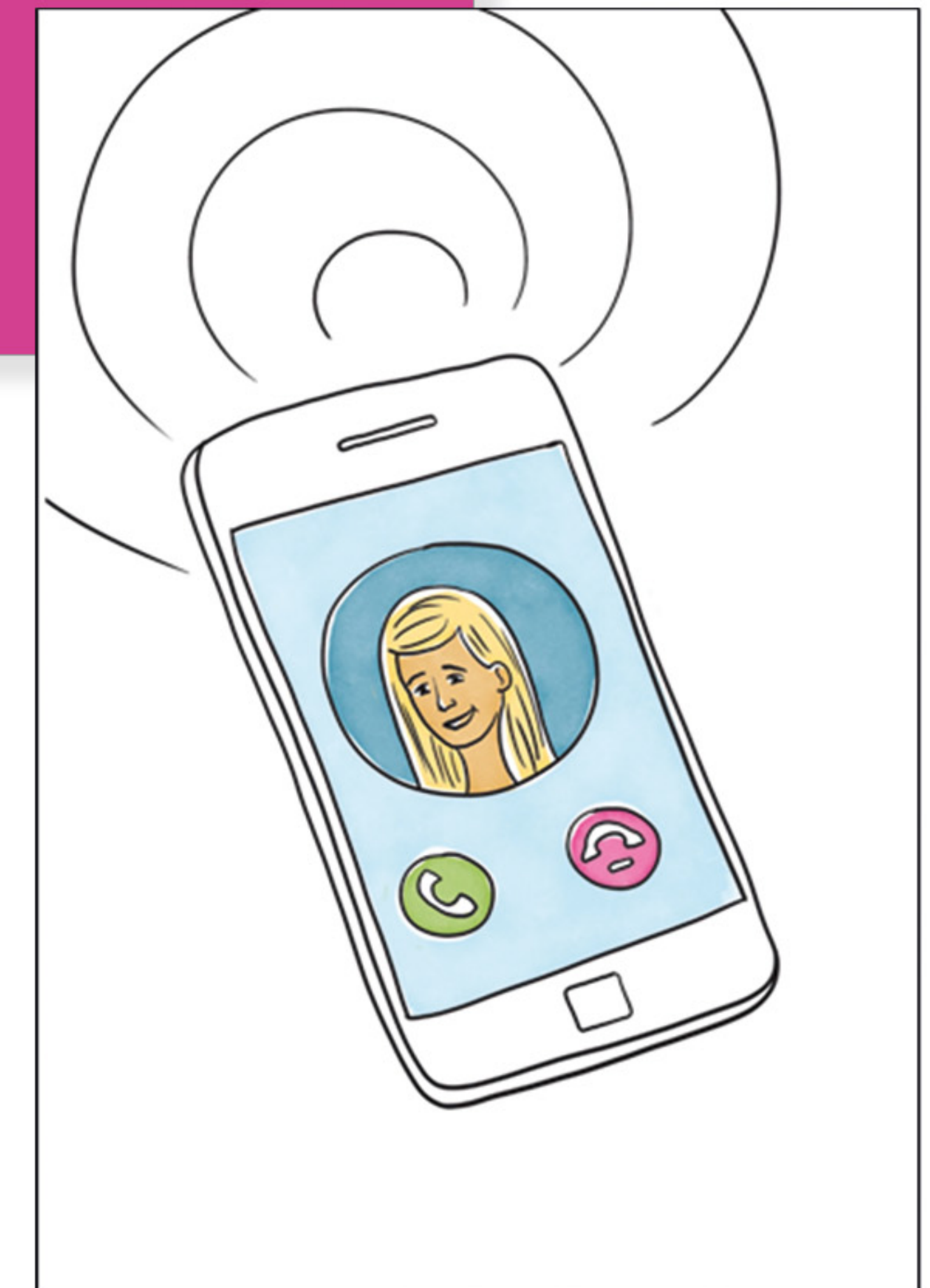
Children and young people use various digital media. Particularly the Internet offers a host of possibilities but also many dangers. **However, handling it has to be learned!**

Adults are responsible for protecting their children from content that is not suitable for their age. Pornography (the presentation of sexual acts) and depictions with violence can harm the psychosexual development of children. They change ideas of sexuality and can encourage sexual violence.

Minors (under the age of 18) may not watch, own or download pornos or forward them to other people!

Be interested in what your children are listening to and watching. Acquire media competence yourself and teach this! Speak to children about the content that they are dealing with.

On www.saferinternet.at, you will find tips and support for children, teenagers and partners for safe interaction with digital media.



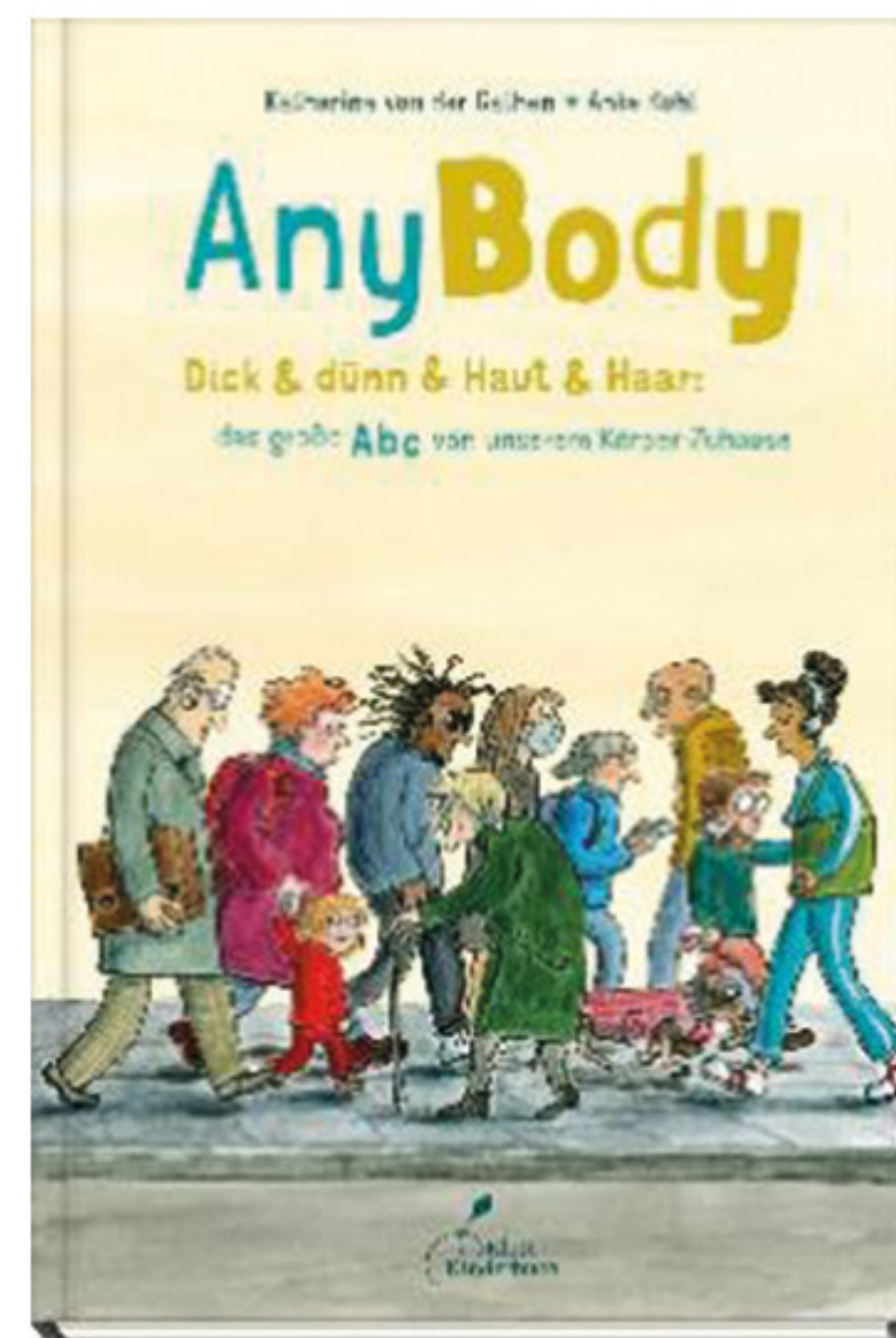


Sei ein ganzer Kerl
Jessica Sanders
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Schamlos schön
Nina Brochmann,
Ellen Støkken Dahl
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AnyBody
Katharina von der Gathen,
Anke Kuhl
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Wie ist das mit der Liebe?
Sanderijn van der Doef
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Sexual development of young people aged between 14 and 18 years old

Teenagers are right in the middle of puberty. Their body is increasingly becoming that of an adult. With girls, puberty frequently starts a bit earlier.

- Sexual maturity is in full swing.
- The voice breaks, particularly among boys.
- Increased hair growth on the body, for instance under the arms. Also in the face, particularly in boys.
- Cycles become more regular.
- Increased interest in sexual relationships (childhood sweetheart).
- Frequently acne on the face and on the back due to hormonal changes.
- Teenagers increasingly obtain information from the Internet or from their peer group.
- Parents take a back seat as a source of information.

In order to protect teenagers from content that could harm them, retain interest in the world that teenagers live in.

Ask questions and check media used jointly with teenagers.

Convey media skills!

- Development step partnership: first teenage relationships.
Remain in contact with teenagers!

Offer discussions on relationships, ideas and ideals, reflect with teenagers on positive but also negative relationship patterns and experiences.

Remember that assaults and violence frequently happen in first teenager relationships.

Topics for examining this can be equality, consent, respect, ideals, boundaries, etc.

But also dealing with frustrations or jealousy has to be practised.

The balance between own needs and the needs of the partner is a major challenge.

- Question beauty norms and constrictive gender roles.





**Make Love
Ein Aufklärungsbuch**

Ann-Marlene Henning, Tina Bremer-Olszewski
© 2017 Goldmann



FAQ YOU - Ein Aufklärungsbuch
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Das Jungfernhäutchen gibt es nicht

Oliwia Hälterlein & Aisha Franz
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Erster Sex und große Liebe.
© 2017 Österreichische Jugendinfos



Sexual development of young adults aged between 18 and 25 years old

In young adulthood, physical development has been completed. In psychosexual development, young people have developed a sexual identity and gained first relationship experiences. Now it is about developing and practising relationship skills further; the balance between own needs and wishes (self-love) and the needs and wishes of the partner must be found.



- Adulthood brings new responsibilities with it; from the age of 18, young people are deemed to be of full legal age under the law.
- Gradually pursue independence and self-preservation capacity, develop any necessary support network, facilitate financial independence.
- Facilitate opportunities for self-organisation and for helping to shape life in all areas.
- Education about human rights and sexual human rights.
- Take questions regarding wanting a baby seriously – Talk about tasks, possibilities and responsibilities in this regard.

- Extend possibilities for creating relationships.
- Make future plans with the young adults.
- When living with assistance or in facilities: Clear rules for the relationship to care staff and assistants, (sexual) self-determination, concepts to prevent violence...



Make More Love
Ein Aufklärungsbuch für Erwachsene

Ann-Marlene Henning, Anika Keiser
 © 2018 Goldmann

Sex verändert alles
Aufklärung für Fortgeschrittene

Ann-Marlene Henning
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Sexuality in people with disabilities

Sexuality in people with disabilities, psychological illnesses or other impairments is frequently burdened by social prejudices and taboos. This constitutes a particular challenge for those affected. But also for the people who accompany them.

Parents and other caregivers are called upon to give their adult children the necessary education that they need to be able to live their sexuality in a responsible and self-determined manner.

Sexuality does not have the same importance for everybody.

A whole diversity of influences can make experiencing sexuality difficult.
Some of these hindering influences can be:

- Sexuality as a taboo topic.
- Lack of sex education, particularly for people with disabilities, psychological illnesses and other impairments.
- Lack of opportunities in order to gain experience appropriate to the child's age and development (from "doctor games" to teenager relationships).

- Restrictions in the area of body functions and structures (spasticity, paralysis).
- Disparities in dependency and power through life-long care support, frequent medical examinations, therapies from infancy, ...
- Institutional care (lack of private space and privacy in facilities, lack of opportunities for co-determination, no possibility to live relationships...).
- Neurological diversities and accompanying changes in sensory perception and the processing of stimuli (autism spectrum, ADHS, ...).
- Gender diversities and associated stigmatisations (intersex, transsexuality, ...).
- Medication that has an influence on the metabolism and on certain functions of the body.
- Language barriers (assisted communication, foreign languages).
- Family and societal values:
 - When people with disabilities have to be a “child forever”.
 - “Caring violence” – as a balancing act between protection and self-determination.
 - When young adults cannot freely choose their partner.



Child and youth advocacies in Austria

Home: www.kija.at

Centres for the protection of children in Austria

Tel: 0664 / 887 36 462

Mail: info@oe-kinderschutzzentren.at

Home: www.oe-kinderschutzzentren.at

Centres for the prevention of violence in Austria

Tel: 0800 700217

Home: www.gewaltschutzzentrum.at

Advice centres for women and girls

Tel: 01/595 37 60

www.netzwerk-frauenberatung.at

Advice centres for men

Tel: 0800 400 777

www.maennerinfo.at



Advocacy for persons with disabilities in Austria

Tel: 0800 / 80 80 16

Mail: office@behindertenanwalt.gv.at

Home: www.behindertenanwalt.gv.at

Ombudsman Board

Tel: 0800 / 223 223

Mail: post@volksanwaltschaft.gv.at

Home: www.volksanwaltschaft.gv.at

Ombudsman for persons with disabilities in Austria

Tel: 0650 / 408 58 12

Mail: ressl@vereinbehindertenombudsmann.at

Home: www.vereinbehindertenombudsmann.at



Other ombudsmen and advocacies can be found at:

www.oesterreich.gv.at/themen/leben_in_oesterreich/ombudsstellen_und_anwaltschaften.html

“Rat auf Draht”, telephone advice for children and young people

Free of charge from all over Austria, 24 hours: Tel: 147

Mail: 147@rataufdraht.at Home: www.rataufdraht.at

Ö3-careline

From all over Europe daily from 4 pm – midnight: Tel: 116 123

Help chat | www.haltdergewalt.at

Women’s helpline against violence

Tel: 0800 222 555

Mail: frauenhelpline@aodef.at Home: www.frauenhelpline.at

Police emergency number | Tel: 133

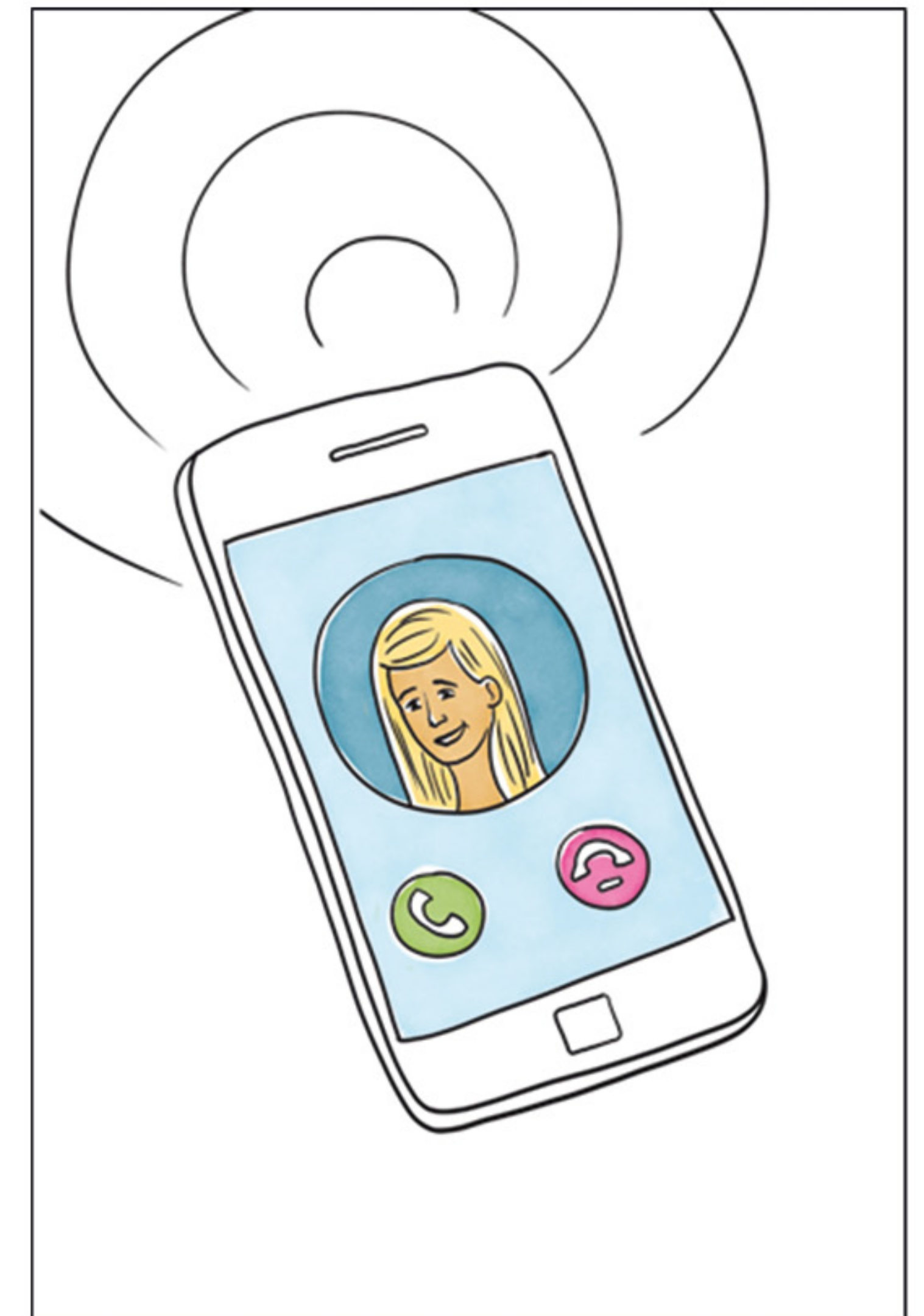
Emergency number for the deaf | Tel: 0800 133 133 by SMS

European emergency number | Tel: 112

European emergency number for children | Tel: 116 111

24-hour emergency number for women | Tel: 01 71719

24-hour emergency number for men | Tel: 0800 246 247



Verein Hazissa, Karmeliterplatz 2/2, 8010 Graz.

Mail: office@hazissa.at Home: www.hazissa.at/praevention-barrierefrei

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Hazissa is a specialist organisation for the prevention of sexual violence and offers

- brochures and information materials,
- information evenings and parental education,
- further training, lectures and workshops,
- team consultations and supervisions,
- accompaniment in the creation of protection concepts in institutions.

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