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Focus Group Discussion Guide

Session Plan for Child Sexual Exploitation and Abuse Consultation with Adolescents

(Approximately 2.5 hours)

This session plan for consultations with adolescents is intended for use by GBV service providers recruited by the project if consultations with adolescents are required. It must be used in conjunction with the tool titled: Decision tree: When and How to Consult With Adolescents.

# Deciding when to consult with children

As explained in the [World Bank’s Good Practice Note:](https://thedocs.worldbank.org/en/doc/6f3d9ddc6010c4221315dd1282958e41-0290032022/original/SEA-SH-Civil-Works-GPN-Third-Edition-Final-October-12-2022.pdf) *Addressing Sexual Exploitation and Abuse and Sexual Harassment (SEA/SH) in Investment Project Financing involving Major Civil Work*, paragraph 45**[[1]](#footnote-1)**, direct consultation with children (including adolescents) on issues related to sexual exploitation and abuse is strongly discouraged due to the potential for harm. In rare cases, it may be important to consult with adolescents, for example when (i) projects have been assessed as high or substantial risk of sexual exploitation and abuse; and (ii) when children are the primary project beneficiaries or clearly affected by the project.**[[2]](#footnote-2)** Before making a decision to consult with adolescents, it is important to ensure that there is adequate staffing, safety and services to manage risks, using the tool titled: “when and how to conduct consultations with adolescents”.

**Key actions necessary prior to starting any consultation about child sexual exploitation and abuse with adolescents:**

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| **Done (X)** | | **Action** |
| **Staffing:** | | |
|  | Ethical recruitment of staff with adequate training | |
|  | Facilitation training or verification of skills for all those facilitating | |
| **Informed consent / assent** | | |
|  | Procedures to obtain informed consent / assent developed and implemented. (Including explain session and purpose fully) | |
|  | Consent forms signed and returned by all participants prior to starting session. | |
| **Referral pathways:** | | |
|  | A protocol for handling referral of cases should any child sexual exploitation and abuse be disclosed during discussions. | |
| **Confidentiality:** | | |
|  | Protocols on confidentiality - for data collection, for staff to maintain all discussions confidential, for recording conversations, for storage or sharing of any information | |
|  | A safe and confidential space in which to hold the discussions | |
| **Consultation:** | | |
|  | Clear objectives and expected outcomes | |
|  | A group discussion guide | |
|  | A discussion facilitation protocol | |

Consultations are needed throughout the life cycle of the project, not only during preparation.

# Adapting the tool

The Focus Group Discussion guide set out in section C, below, has six main parts:

* Introduction
* Ice Breaker
* Discussion on the benefits of the project
* Session on sexual exploitation and abuse risks
* Discussion on best way to consult with diverse children in the area
* Calm down activity

You should select the activities and sets of questions depending on the stage of the project cycle and your project needs.

* You must always run the introduction, ice breaker, and calm down activity
* We suggest that the benefits of the project could be discussed each time you meet with children
* You should run the “Discussion on best way to consult with diverse children in the area” when you first start the project. On longer projects you may want to discuss this again halfway through the project.
* Whilst you may get information on new risks and mitigation strategies if you run the “Session on sexual exploitation and abuse risks” more than once, this needs to be balanced against all possible risks associated with discussing this subject. It is suggested this level of discuss on this sensitive subject is not run too often, maximum once at the outset of a project, then at mid-term.
* Adapt the role play and questions in Part 5 “Session on sexual exploitation and abuse risks” carefully based on the context and any possible risks.

# Focus group discussion guide

## Introduction (10 mins)

**Note**: All highlighted fields need to be updated to tailor the workshop to your project.

Thank you for coming today.

I am [insert name] and I am a [insert your job title/qualification].

**The project:** I am here today because The Government [of country] and The World Bank are working together to carry out a project called “[name of the project]” This is a [description of the project : ex road building] project in your area. We have organised this discussion with you to hear what risks you think children may face when the road is being built.

What you tell us will help us to get ideas on how we can make the project safer for children in your community. We care about what you have to say and will carefully record your ideas so that we can include it in a report that we will share with the [name of government department or ministry e.g. Department of Roads] and the World Bank.

**Privacy:** No-one will know who has told us the information discussed here today. Your views and stories will be entirely anonymous, and your identity will be protected. We will not mention any names.

We ask also that you do not tell others who else was in the session with you today. And you do not share things that others have said in trust with the group.

**Voluntary participation:** Taking part in this discussion today is entirely voluntary, that means it is up to you. If at any point you are distressed or uncomfortable in any way, if you want to leave the room, or if you want to take back or change something you have said you can do this at any time. You do not need to share anything that you do not feel comfortable sharing in a group discussion.

We know the subject we are discussing today can be hard to talk about. We want you to feel safe to share stories with us. The [people you don’t know] in this room are the [for example : researchers and translators] who are all ready to listen and to believe everything you have to say. Feel free to share any story or idea that you have. All your thoughts are valuable.

If you or someone you know has experienced abuse or harm and needs support or services, please let us know privately after the session and we can refer you to services that can provide support.

**Practicalities:** The session will run for about 1 hour and thirty minutes. The toilets are …

## Ice Breaker (10 mins)

**Equipment:** A ball – can be a rolled-up ball of paper, or a real ball. Make sure it is not too large or hard, you don’t want to hurt anyone.

1. Participants are asked to stand in a circle.
2. The facilitator starts with the ball in their hand.
3. They explain that this is a quick game to create a new way for participants to refer to each other. We will not be using our real names. Instead, we will be identifying people by their favourite activity or thing.
4. Ask all the participants to think of an activity or object they love. This can be for example, football, cooking, the sun, stars, flowers, etc.
5. The facilitator starts by miming their favourite activity / thing then everyone else copies the mime.
6. The facilitator then throws the ball to another participant who mimes another activity or thing.
7. The facilitator should emphasize that each person should suggest a different activity. Sadly, even if lots of people love football, we cannot call everyone football as a nickname today.
8. Each time someone has mimed their activity or thing, everyone else must copy the mime.
9. The ball then has to be thrown to another participant who has not had the ball yet and has not identified an activity / thing they like.
10. In turn each participant repeats this process until everyone has had a go.
11. The facilitator then gives each participant a sticker with a symbol for the activity they like doing – asking the group to remind them what that was.
12. For the rest of the session, all participants will be known by their favourite activity/thing, not their names.

## Discussion on the benefits of the project (30 mins)

Explain to the children that it is important to understand how community projects, like those financed by the World Bank, impact the lives of children. This project may improve [roads, schools, health facilities, water supply, and sanitation] which can have significant effects on children's well-being, education, and daily lives. We want to ask you about your experiences and how the project has influenced your lives.

1. **What do you like most about the changes in your community, since the project began? Are there new buildings, roads, or spaces? Are these good or bad?**
2. **Have you noticed any good changes / improvements in your school since the project started?**
3. **Is it easier for you to get to school or other important places now? If yes, how??**
4. **Has your daily life and routine changed in any way?**
5. **What changes, if any, have you noticed in how safe you feel in your community since the new roads or buildings were constructed?**
6. **How has the project affected how you spend your time, whether for playing or learning?**
7. **How has the project influenced how you feel day to day?**
8. **How has the project changed the way you and your friends spend time?**
9. **How do you think these changes in your community might affect your life as you grow up?**
10. **Has the project brought any new risks or dangers to the community?**

## Session on sexual exploitation and abuse risks (60 mins)

**Role Play (10 mins)**

Facilitator explains that to start off the discussion we will watch a short play. The following ‘script’ is an outline only and should be adapted – it is expected that the role play will be modified to describe a type of sexual exploitation and abuse and context in which sexual exploitation and abuse might normally occur in that specific location.

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| **Story to be acted out:** | |
| Read out the background to the story:  *“Ali is a 35-year-old builder from [name location where contractors are likely to come from]. He will be working to help construct the road in [name of village]. Ali has left his wife and family behind in [location where contractor comes from]. Ali spends his days working on the construction site. In the evening, he is tired and hungry. Before he goes back to his guesthouse, he eats in a restaurant, Himal Amit Café. He sees a girl, Lila, there ever evening. Lila is 15 years old. She lives and works in the Café. She helps serve the food and clear the tables.”* | |
| **Then together 2 facilitators should act out a scene in the restaurant in the evening:** | |
| Ali | *“Good evening, Lila, please may I have [name of a local dish/food] for dinner, as usual.”* |
| Lila: | *“Of course.”* |
|  | Lila should look shyly to the floor. |
|  | Lila brings a plate of food to Ali. |
| Ali: | “*Thank you, Lila. This look delicious. Like you. You are always so beautiful.”* |
| Lila: | “*Thank you, Ali, sir”* |
|  | Lila stands in a corner of the room whilst Prema eats his food. |
| Ali: | He eats his meal and pushes his plate away. Then calls over Lila.  *“Thank you, Lila, I am finished, you can take my plate away.”* |
| Lila: | Lila comes to the table to take Ali’s plate away. She is looking down at the floor as she does this. |
| Ali: | He touches Lila on the buttocks and says:  *“Lila, my room in my guesthouse is messy and quite cold. Do you think you can come back with me to my room, help me to make it more welcoming.”* |

**Discussion of Role Play (50 mins)**

1. **At the end of the role play the Facilitator should discuss the following questions:**

* *What do you think about this play?*
* *Have you heard of this kind of behaviour in your community?*

1. **Facilitator to explain that for us, this is a form of child sexual exploitation and abuse.**

* *Facilitator state that all persons under 18 years old are children.*
* *In general, children cannot consent to sexual activity.*
* Children can only be considered to consent to sexual activity when (I) they are adolescent (ii) activity is with someone close in age and (iii) it is with someone unrelated to the project.

* *Explain, using language that is suitable to the context and for use with children, how sexual exploitation and abuse are defined.*

1. **Facilitator should now ask the children the following questions:**

* *Is anyone at fault here? Who?* Emphasise that the adult road worker is in the wrong, not the child.
* *Is the [road] worker committing a crime? What should happen to them?*
* *Are there other kinds of behaviour like this that happen in your community?*
* *Who is most at risk of sexual exploitation and in this community/area?*
* *Where does this kind of abuse happen?*
* *Where could the child go to get help?*
* *What would you do if you heard about this kind of thing happening to a child?*
* *What might stop the child from asking for or getting help?*
* *What can we do to prevent this kind of thing from happening to children here?*

**Wrap up** by reminding the participants that we will try to give advice to the Department [*e.g.: of roads*] so that they design the project in a way that children do not get hurt. And put in place systems for children and adults to complain about any ways in which the project is causing harm or problems for children, their families, and the community.

## Discussion on Best Way to Consult with Diverse Children in the Area (20 mins)

**Equipment needed:**

* A large cardboard box
* A poster or large piece of paper pinned on the wall
* A phone that can play the sound of the radio or a podcast
* A4 Paper

Facilitators are to act out the following different roles.

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| ROLE PLAY |
| **Adult 1:** Walk from the right side to the left side of the room. Pretend to be listening to listening to the radio as you walk / dance along across the room. Adult 2 of stage can pretend to be the radio, or use a phone that is playing the sound of a podcast / news item on the radio.  **Adult 2:** Walk from the left side of the room to the right side of the room. Pretend to be looking at something on your phone, then say out loud *“I love TikTok, I learn so many interesting things there”*  **Adult 1:** Walk from the left side of the room to the right side of the room. Pretend to be reading a newspaper as you walk. Say, *“wow, I cannot believe that. I forget to read the newspaper one day and look at everything that has happened in the world.”*  **Adult 1 and 2:** both walk to the middle of the room. Place a big box on a table and both sit and watch the box. Say to each other things like, *“Did you know that is against the law now” “no. And what that lady did to help those people, wow, did you hear that. He is such a good person; it is great he helped those people that way.”*  ***Adult 2*** *stand up and walk to the wall (where the poster / piece of paper has been placed before the session). Look at the poster for a little time. Adult 1 should be looking at adult 1. Adult 2 should then signal to adult 1 to come over and look at the poster with them.*  **Facilitator should conclude this series of role plays by saying:**  *“People use a lot of different ways to communicate and learn new information these days. Here we have seen the options of radio, TikTok, newspapers, television, and posters. We want to hear a little bit about how children and adolescents communicate in this area. Maybe you use these methods. Maybe there are others way you learn about facts and share information with each other.”* |

**Following the role play the facilitators should ask the group the following questions:**

* Ask: “Which types of media do you use here? What ways do you share information and learn new facts?
* Facilitator should write each new type of media down on a separate piece of A4 paper
* Each piece of paper should be placed on the floor
* When no more new forms of media are being called out ask the group “Which media do you use most often?”
* Ask for a volunteer to come up and rank the different types of media in order – from most popular (that they use most often) to least popular. They can be laid out on the floor or pinned on the wall. Indicate where is the highest/most popular and where to put the lowest/least popular.
* All the group should guide the ranking. Throughout, if necessary, remind the volunteer to listen to the whole group. Two forms of media can be placed at equal level.
* When all the different types of media have been ranked. Check that all the group is happy with this order.
* Ask the participants: “Do you think that there are some groups of children who are less able to get information from [name the most highly ranked media]?”
* “If yes, which children are harder to reach using this media?”
* “If yes, how can we get information to these children that are harder to reach?”

**Wrap up** by saying that we will try to share information about the project in ways that children/adolescents use.

## Calm Down Activity (5 mins)

The facilitator explains that this session may have brought up lots of emotions and feelings. This is absolutely normal and to be expected. This last session is to help us let go of these emotions.

Choose the activity that is best for the participants, from the activities below. Choose the activity that is best for the group based on the discussion that was had during the session, and the context.

* For example, if there have recently been large storms that causes distress, the storm activity is not a good choice.
* If the discussion was very emotional you may want to do the windstorm and talk about letting bad feelings blow away in the wind.
* If you think the group is serious, but not too emotional, you can do the slow dance, as this can help the participants to laugh and have fun before they go.

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| **Calm down activities:**  **Choose one from the following three activities** |
| **Windstorm:**  Have all the participants stand up in a circle. Tell them they will pretend to be trees in a windstorm. Have them stretch their arms in the air, tell them they their arms will be the branches of the trees. And that their fingers are the leaves.  Now tell them there is wind that is blowing their arms as branches would. Describe a strong windstorm, the wind is blowing fast, and the arms have to move violently. Now the storm is moving away. The wind is slowing slightly. Tell the participants to gradually slow down. Finish as the wind calms and blows softer and the tress are almost still with leaves only rustling a little bit. |
| **Slow the dance down:**  Tell the participants to think of how they normally dance. Put some music on. Then ask all the participants to show us their normal dance. Stop the music. Tell the participants when the music starts again, they will have to do that same dance, but much slower. Get them to dance in slow motion for 30 seconds, and then they can rest. You can then start the music again and ask them to do the dance again, but even slower this time. You can repeat as long as the group is still enjoying dancing. |
| **O Kabita!**  Everyone in the group has to take it in turn to say “O Kabita!" Each person has to say it with a different emotion, in a different way. For example, the first person can say it with anger, the next with fear, the third with laughter, and so on. |
| **Rain storm:**  The goal is to create the sound of a rainstorm using only our bodies.  This requires no speaking   * Ask everyone to sit in a circle on the floor, you should also sit in the circle. * You will begin an activity, then the person to your right will join in, then the person to his/her right will join in, etc. until it creates a wave all around the circle.  Once it reaches back to you (the leader) you begin a different activity, and this creates a second wave. * Tell the participants that they are to carefully copy the movements of the person to their left, and not switch activities until that person switches.  Try to encourage them to not focus on “the leader”, but instead on the person to their left. * Activity 1:  Rub your hands together.  (This is the wind) * Activity 2:  Tap one finger on the palm of your hand.  (These are the first raindrops.) * Activity 3:  Tap all 4 fingers.  (Many more rain drops.) * Activity 4:  Full out clapping.  (It’s getting more intense!) * Activity 5:  Slap on the floor, or your thighs.  (Thunder enters!) * After a big crescendo, repeat all the activities in reverse order as the storm dies down, until you’re rubbing hands together. * Then quietly stop, and there should be absolutely silence. |

## Closing (10 mins)

To finish the discussion:

* Thank the participants for their time and for talking with you today.
* Repeat that everything that was talked about today is confidential - no names will be shared with anyone else outside the room.

The facilitator should end by explaining that the session is now coming to an end. Participants can now either:

1. Go home.
2. Meet with the facilitators for more in-depth discussions on the subject we were discussing as a group, in the strictest confidence.
3. Meet with the [*e.g. Protection Focal Point]* to report any abuses that they are aware of, on the understanding that these will be followed up.

1. **World Bank.** (2022). Addressing sexual exploitation and abuse and sexual harassment (SEA/SH) in investment project financing involving major civil works: Good practice note (3rd ed.). World Bank Group. <https://thedocs.worldbank.org/en/doc/6f3d9ddc6010c4221315dd1282958e41-0290032022/original/SEA-SH-Civil-Works-GPN-Third-Edition-Final-October-12-2022.pdf> [↑](#footnote-ref-1)
2. Paragraphs 44, 45, and 48 of Addressing sexual exploitation and abuse and sexual harassment (SEA/SH) in investment project financing involving major civil works: Good practice note (3rd ed.). Ibid. Paragraph 45 *"Children are also stakeholders and their viewpoints on the risks and impacts of a project should be included. However, consulting directly with children on SEA/SH issues as part of stakeholder consultations or other assessments is strongly discouraged. It is recommended to consult instead with adults representing organizations that work for and with children and that represent the interests and rights of children. In the very rare cases where such consultations may be justified or particularly important (i.e. when children are primary project beneficiaries or clearly affected by the project), projects are recommended to resource support for highly qualified people with significant training and experience consulting with children to allow for their safe participation. Such engagement may include outreach to youth-led organizations, clubs, or adolescent groups where these are active."* [↑](#footnote-ref-2)