

Facilitator's Guide for Participatory Awareness Raising Session with Secondary School Personnel – GLOBAL

This facilitator's guide is intended for use by GBV service providers recruited by the project to conduct awareness raising sessions with school staff, educators, parent representatives, and key school personnel. It should be used in conjunction with the tool titled: Preventing child sexual exploitation and abuse: Participatory awareness raising session for secondary school personnel.

1. Overview	
Workshop Aim:	To build school staff awareness of how they may respond to actual or suspected project-related child sexual exploitation and abuse.
Learning objective:	<p>By the end of the workshop participants will be able to:</p> <ul style="list-style-type: none">• Describe what child sexual exploitation and abuse is• Explain how development programmes can increase risk of CSEA• Recognize the importance of prevention and response to CSEA• List the conduct requires of all World Bank employees and contractors at all times.• Explain the role of schools in prevention and response to SEA• Recognize signs of SEA in CYP and communities

	<ul style="list-style-type: none"> • Describe how to report SEA safely and confidentially. • Develop a school action plan for prevention and response to CSEA
Target audience:	School teachers, management and representatives., etc.
Workshop Duration:	The full workshop includes approximately 8.5 hours of session time. Breaks are not included in this duration. Including breaks, the workshop can be delivered over one and a half or two days. The workshop can also be shortened, or extended, should more or less time be available.
Contextualization:	Add local examples and data to workshop sessions and slides. Update names in case studies and activities to the local context. Update local reporting mechanism details. Translate in to local language/s.

2. Facilitator Preparation

Key actions in advance of the workshop:

- Review the full workshop module.
- Decide the workshop duration and start and end times. Update the agenda based on the workshop timings.
- Edit slides, activities and handouts that will benefit from local contextualization **note - content that needs to be edited is highlighted in yellow*. This is essential for the following three slides, and recommended for any slides, activities and handouts that include names or locations:
 - Slide - National laws relating to child sexual exploitation and abuse.
 - Slide - Phone numbers for referral and reporting.
 - Slide - Data on national levels of sexual exploitation and abuse.
- Where available update global level data on rates and costs of sexual exploitation and abuse when new data is released at the global level.
- Check videos and find in local language, if available
 - Session 2.3 – Consent Video
 - Session 2.4 – CSEA and development projects
- Prepare flipcharts and print all activities and handouts – see the summary below and then use the workshop printing and preparation guide to complete all printing.

Flipcharts to be pre-prepared:

Flipchart no.	Session	Flip Chart Text
Flipchart 1	Session 1.3	Parking lot
Flipchart 2	Session 2.2 Flipchart 2 with two columns.	Column one titled “child sexual exploitation” Column two titled “child sexual abuse”
Flipchart 3	Session 3.3	Signs of SEA
Flipchart 4	Session 4.1“	Why do you think reporting of all CSEA concerns is important?”
Flipchart 5	Session 4.2	If you become aware of CSEA of a child, who would you report it to’?

Printing needs:

No.	Session	Printing – use the workshop printing preparation document
1	Session 1.1	Pre-test
2	Session 2.2	Printed copies of the <i>Unpacking CSEA cards</i> : Enough cards with the two types of harm (“child sexual exploitation” of “child sexual abuse”) as there are tables of participants; if you have six tables, you will want 3 cards with “child sexual abuse” and 3 cards with “child sexual exploitation”. One card with an example type of harm for each participant. Cut up the cards.



3	Session 2.5	<i>Why is prevention and response to CSEA important cards.</i> Print one set of cards per 4-5 participants. Cut up the cards to form sets of cards.
4	Session 3.3	<i>Being alert to signs of SEA in children – Case study The Silent Cry of Rupa.</i> Edit the case study to contextualize it to your content – change names, locations etc. Print one copy of the case study.
5	Session 5.1	Prepare the <i>Priya and web of referrals activity cards</i> . Write or print each of the roles on one side of a note card – so all participants can see the role of person. Write or print the details of actions this person takes on the other side of the card so that only the person playing the role can see.
6	Session 6.4	Print out of approach to maintain when a child or adult tells you about SEA.
7	Session 8.2	Workshop evaluation form.

3. Agenda Template

Time	Day 1	Day 2
	Session 1: Workshop Opening and Introduction 1.1 Workshop opening and introductions	Session 6: Reporting in practice 6.1 Reporting CSEA in practice activity 6.2 Communicating with a child or adult sharing a CSEA concern 6.3 Communicating with a child: approach to maintain 6.4 Participant pair role play
	Session 2: Understanding Child Sexual Exploitation and Abuse (SEA) 2.1 What is child sexual exploitation and abuse: Think Pair Share 2.2 Unpacking Child Sexual Exploitation and Abuse [Optional] 2.3 Key facts about SEA involving children – True or False 2.4 How can development projects increase the risk of child SEA 2.5 Why is prevention and response to CSEA important	Session 7: Action Planning 7.1 Forward planning


	2.6 Development Project Workers Code of Conduct – Preventing CSEA	
	Session 3: Recognizing Child Sexual Exploitation and Abuse 3.1 Is it a child sexual abuse concern? 3.2 Becoming aware of a CSEA concern 3.3 Being alert to signs of SEA in children 3.4 Being alert to increases in CSEA in your communities	Session 8: Wrap up and close 8.1 Wrap up 8.2 Workshop close
	Session 4: Responsibility to report 4.1 Why is reporting CSEA is important 4.2. How do I report CSEA concerns where there is a connection to the development project? 4.3 Reporting CSEA Quiz	
	Session 5: A focus on safe reporting 5.1 What do we mean by safe reporting? 5.2 The importance of <i>safe</i> reporting 5.3 Always report SEA incidents using the reporting mechanism 5.4 Safe reporting principles	




4. Facilitators Guide


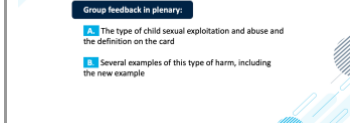
Time	Facilitators Guide	Resource needs	Slide
50 mins	Session 1: Workshop Opening and Introduction		
35 min	<p>1.1 Workshop opening and introductions</p> <ul style="list-style-type: none"> Show Title Slide “Responding to Child Sexual Exploitation and Abuse” as participants arrive. Before any introductions or opening speeches have all participants do the pre-test. The pre-test must be done before any presentations as the content raised in opening speeches can provide answers asked for in the test. (10 mins) Opening remarks by the Borrower, by the Bank, and any other relevant project manager/supervisor. (5 mins) Click to the next Slide “Ball activity”: Facilitators introduce themselves – provide name, role and a brief summary of experience. Facilitate the ball game activity for all participants to introduce themselves in. (20 mins) <div> <p>"The Ball Game"</p> <p>This activity introduces participants, sets the tone for collaboration, and highlights the shared responsibility of keeping children safe. It is interactive and ties directly into the workshop theme.</p> <p>Objective:</p> <ul style="list-style-type: none"> Help participants get to know each other. Emphasize the idea that schools and communities play a critical role in keeping children safe. </div>	<ul style="list-style-type: none"> Slides A ball of string Printed copies of the pre-test 	<p>Slide</p>  <p>Slide</p> 

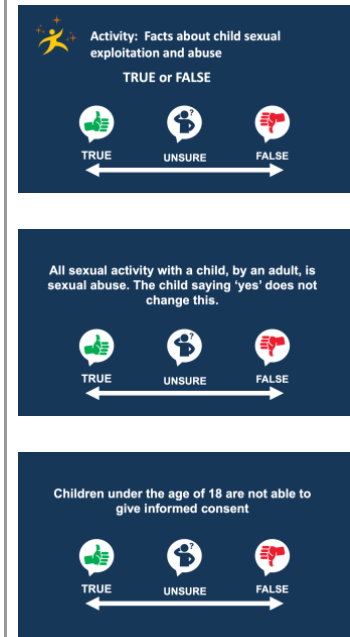
Time	Facilitators Guide	Resource needs	Slide
	<ul style="list-style-type: none"> Introduce the key theme: protecting children from harm, particularly child sexual exploitation and abuse. <p>Materials:</p> <ul style="list-style-type: none"> A ball of string. A slide with the opening question: "Who is responsible for keeping children safe?" <p>Instructions:</p> <ul style="list-style-type: none"> Start with Introductions <ul style="list-style-type: none"> Ask participants to sit in a circle. The facilitator begins by holding the ball of string, stating their name, role, and answering the question: "Who is responsible for keeping children safe?" Example: "I'm [Name], the facilitator. I believe teachers are responsible for keeping children safe." After answering, the facilitator holds onto the end of the string and throws the ball to another participant. Continue with throwing the ball <ul style="list-style-type: none"> Each participant catches the ball of string, introduces themselves, and answers the same question (e.g., "I'm [Name], a [job or role], and I believe parents are also responsible for keeping children safe.>"). After answering, they hold onto their part of the string and throw the ball to someone else. <p>Debrief</p> <ul style="list-style-type: none"> Discuss the web: <ul style="list-style-type: none"> Question to the group: "What would happen if one person in this web didn't take action to keep children safe?" (Answer: The web weakens or falls apart.) 		


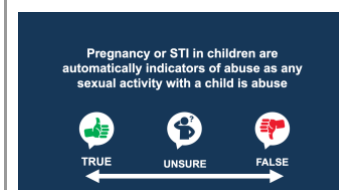
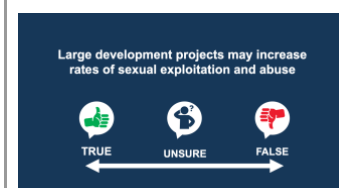

Time	Facilitators Guide	Resource needs	Slide																					
	<div><ul style="list-style-type: none">○ Emphasize that every participant has a role in maintaining the safety of children, just as everyone in the web contributes to its strength.• Transition into the workshop content: “Just as we’ve seen in this activity, keeping children safe is a shared responsibility. Today, we’ll discuss how schools, as key parts of the community, can help protect children from harm, especially in the context of risks related to the development/ construction project. It is a collective responsibility for all community members to keep children safe.”</div>																							
5 min	<div><h3>1.2 Workshop sessions, objectives, and, agenda</h3><ul style="list-style-type: none">• Briefly present the workshop sessions slide, explain the we will move through a series of sessions which will be covered by different activities.• Click to next slide and say <i>by the end of this workshop participants will:</i><ul style="list-style-type: none">- Know what project-related child sexual exploitation and abuse is.- Know how projects can increase the risks.- Know what, why and how to respond to child sexual exploitation and abuse relating to the development project.- Agree key actions to be done after the workshop.• Click to the next slide and remind participants how long the workshop will last and highlight timings for the day.</div>		<div><div><h3>Slide</h3><h4>Workshop Sessions</h4><div><div>1</div><div>Welcome and introductions</div></div><div><div>2</div><div>Understanding child exploitation and abuse</div></div><div><div>3</div><div>Recognizing child sexual exploitation and abuse</div></div><div><div>4</div><div>Responsibility to report child sexual exploitation and abuse</div></div><div><div>5</div><div>A focus on SAFE reporting</div></div><div><div>6</div><div>Reporting in practice</div></div><div><div>7</div><div>Action planning</div></div><div><div>8</div><div>Wrap up and close</div></div></div></div> <div><div><h3>Slide</h3><h4>Workshop objectives</h4><p>By the end of this workshop participants will:</p><div><div>1</div><div>Know what project-related child sexual exploitation and abuse is.</div></div><div><div>2</div><div>Know how projects can increase the risks.</div></div><div><div>3</div><div>Know what, why and how to respond to child sexual exploitation and abuse relating to the development project.</div></div><div><div>4</div><div>Agree key actions to be done after the workshop.</div></div></div></div> <div><div><h3>Slide</h3><h4>Workshop agenda</h4><table><tr><th>Time</th><th>Day 1</th><th>Day 2</th></tr><tr><td>8:00</td><td>Welcome and introductions</td><td>Reporting in practice</td></tr><tr><td></td><td>Understanding child sexual exploitation and abuse</td><td>Action planning</td></tr><tr><td></td><td>Recognizing child sexual exploitation and abuse</td><td>Wrap up and close</td></tr><tr><td>12:30</td><td>Lunch</td><td></td></tr><tr><td></td><td>Responsibility to report CSEA</td><td></td></tr><tr><td></td><td>A focus on safe reporting</td><td></td></tr></table></div></div>	Time	Day 1	Day 2	8:00	Welcome and introductions	Reporting in practice		Understanding child sexual exploitation and abuse	Action planning		Recognizing child sexual exploitation and abuse	Wrap up and close	12:30	Lunch			Responsibility to report CSEA			A focus on safe reporting	
Time	Day 1	Day 2																						
8:00	Welcome and introductions	Reporting in practice																						
	Understanding child sexual exploitation and abuse	Action planning																						
	Recognizing child sexual exploitation and abuse	Wrap up and close																						
12:30	Lunch																							
	Responsibility to report CSEA																							
	A focus on safe reporting																							

Time	Facilitators Guide	Resource needs	Slide
10 min	<p>1.3 Ways of working and housekeeping</p> <ul style="list-style-type: none"> Click to next slide and clarify any administrative and safety and security items. Run through any essential housekeeping issues – like per diems, food, toilets, fire exits etc. (Edit slide to reflect important housekeeping matters that (1) need to be raised in the context, (2) keep participants safe, (3) keep participants comfortable and attentive.) Agree ways of working, either run through key points or ask participants to contribute ideas and ensure the following are covered: time keeping, confidentiality, respect, phones off. Allow participants to add verbally anything they feel is missing to ways of working list. Point out the parking lot flipchart on the wall so that participants can note any issues that are unclear that we can address at the end of the day. Say: <i>We may cover topics that can be difficult and emotional topics: You may wish to share examples and experiences that are relevant as we go through the workshop. If anyone refers to individual examples, please remember that they should not identify any person, names, places or specific incidents. Confidentiality and privacy is important to make sure we are respecting people and not causing harm. This group is not a safe space to disclose your experiences of abuse or to report concerns. Later in the workshop we will look at how to report a CSEA concerns. If you need support with sharing a concern, reporting or something else related to children's safety or well-being, you can also talk with me/ a facilitator directly after the workshop.</i> 	<ul style="list-style-type: none"> Flipchart 1 with heading "Parking lot" 	<p>Slide</p>  <p>The slide is titled "Ways of working and housekeeping" and features a collection of icons arranged in two rows. The top row includes icons for a speech bubble, a clock, a document with a checkmark, a person at a desk, and a red prohibition sign over a document. The bottom row includes icons for a padlock, a car, a first aid kit, a coffee cup, and a red prohibition sign over a person.</p>
120 mins (2 hr)	Session 2: Understanding Child Sexual Exploitation and Abuse (SEA)		
20	2.1 What is child sexual exploitation and abuse: Think Pair Share		Slide


Time	Facilitators Guide	Resource needs	Slide
mins	<ul style="list-style-type: none"> Click to next slide “What is child sexual exploitation and abuse” <i>Think Pair Share</i> Ask participants to turn to their neighbour and in groups of 2 or 3 share their understanding of what we mean by, or what terms come to mind when we hear the words Child Sexual Exploitation and by Sexual Abuse. Allow 5-8 minutes. Come back together and ask for key points from groups to be shared (5-10mins) and note them on a flip chart. Say: <i>Around the world, in every context, some adults are harming children. Child Sexual Exploitation and Child Abuse are forms of harm to children.</i> <p>Click to next slide:</p> <ul style="list-style-type: none"> Click to reveal and read the CSEA definitions so we start the workshop from a common understanding: <ul style="list-style-type: none"> “A child is.... anyone under the age of 18 years. (Article 1 of the UN Convention on the Rights of the Child). This is always the case, even when national legislation is different. Child sexual abuse actual or threatened sexual activity with a child. All sexual harassment and any sexual activity with a child is sexual abuse. Child sexual exploitation any sexual activity with a child in exchange for money, gifts, food, accommodation, affection, status, or anything else that they or their families need.” 		 <p>Session 2: Understanding child sexual exploitation and abuse</p> <p>Slide</p>  <p>What is child sexual exploitation and abuse?</p> <p>Think Pair Share</p> <p>Slide</p> <p><i>click through the animations to reveal text one by one....</i></p>  <p>What is child sexual exploitation and abuse?</p> <p>Child anyone under the age of 18 years old.</p> <p>Child sexual abuse any actual or threatened sexual activity with a child. All sexual harassment and any sexual activity with a child is sexual abuse.</p> <p>Child sexual exploitation any sexual activity with a child in exchange for money, gifts, food, accommodation, affection, status, or anything else.</p>



Time	Facilitators Guide	Resource needs	Slide
30 min	<p>2.2 Unpacking Child Sexual Exploitation and Abuse [Optional]</p> <ul style="list-style-type: none"> Say: <i>To help prevent and respond to CSEA concerns, we need to be aware of types of CSEA. We are going to do an activity where we think about and recognise different types of CSEA.</i> Explain the activity: <ul style="list-style-type: none"> Each person will receive one card with an example of a type of harm. Participants should read the card and decide if it is sexual exploitation or sexual abuse. They should then find a table which matches the form of harm they have. After they have matched the card with the type of harm (sexual exploitation or sexual abuse) they should be in groups at the tables. In their groups they can each read aloud the card they have and discuss. After a few minutes ask the groups to also add any other forms of harm they know of or have seen in their communities that are the same type of harm (sexual abuse or sexual exploitation). After 5-10 minutes bring participants back to plenary. And click to next slide. In plenary ask each group to share: <ol style="list-style-type: none"> Their type of CSEA. The definition on the card. Several examples of this type of harm, including the new examples. Facilitator – using the prepared flip chart write each type of harm as it is called out in the appropriate column – sexual abuse or sexual exploitation. Ask all participants to share (shout out) any further examples of Child Sexual Abuse and of Sexual Exploitation in their country/ communities/ or linked to the development project that they are aware of or have heard about (for example on the news) and add these to the flip chart. <i>(Note. If</i> 	<ul style="list-style-type: none"> Flipchart with two columns. One column titled “child sexual exploitation” and one titled “child sexual abuse.” Printed copies of the unpacking CSEA cards: Enough cards with the two types of harm (“child sexual exploitation” of “child sexual abuse”) as there are tables. If you have six tables, you will want 3 cards with “child sexual abuse” and 3 	<p>Slide</p> <p>Activity: Unpacking child sexual exploitation and abuse</p>  <p>Slide</p> <p>Unpacking child sexual exploitation and abuse: Activity continued...</p> <p>Group feedback in plenary:</p> <ol style="list-style-type: none"> The type of child sexual exploitation and abuse and the definition on the card Several examples of this type of harm, including the new example 

Time	Facilitators Guide	Resource needs	Slide
	<p><i>necessary remind participants to not disclose identifying information (don't name person or place), just general info on the examples/what happens/kind of exploitation/abuse).</i></p>	<p>cards with “child sexual exploitation”. One card with an example type of harm for each participant. Cut up the cards.</p>	
25 min	<p>2.3 Key facts about SEA involving children – True or False</p> <ul style="list-style-type: none"> Say: we are going to do an activity. I will read aloud a statement about CSEA and you need to decide if it is true or false. Explain that after you read the statement you will say ‘go’ and participants will respond by moving to one part of the room for true, one part of the room for false and one part of the room for unsure. Click to next slide and read aloud the first statement slide and then say ‘GO’ and encourage participants to respond to the statement by moving to ‘true’, ‘false’ or ‘unsure’. Note: depending on the energy in the room you can also ask participants to respond by raising their hand, Repeat exercise for each statement by clicking through the slides. <p><i>Facilitator note – all slides are true</i></p> <p>Slide “All sexual activity with a child, by an adult, is sexual abuse. The child saying ‘yes’ does not change this.”</p>		<p>Slides</p> 

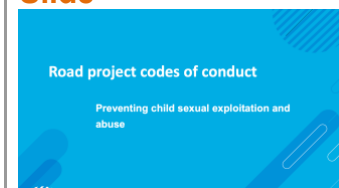
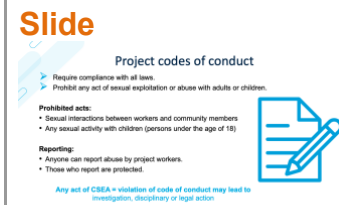
Time	Facilitators Guide	Resource needs	Slide
	<ul style="list-style-type: none"> After the vote, Say - this slide is true. Children do not understand consequences or have the emotional maturity to fully consent. <p>Slide “Children under the age of 18 are not capable of giving informed consent.”</p> <ul style="list-style-type: none"> After the vote, Say - this slide is true. Children do not understand consequences or have the emotional maturity to fully consent’ <p>Slide “Children are less likely to disclose (tell you about) SEA than adults.”</p> <ul style="list-style-type: none"> After the vote, Say - this slide is true. Children may not have means to communicate. May not understand what is happening to them. And they may be scared to tell anyone. There are many other reasons that act as barriers to child disclosure for example. <ul style="list-style-type: none"> ✓ Scared or told not to come forward ✓ Not know it is possible to seek help ✓ Not know how to ask for help ✓ Not know that support services are available <p>Slide “Pregnancy or STI in children are indicators of abuse as any sexual activity with a child is abuse.”</p> <ul style="list-style-type: none"> After the vote, Say - this slide is true. Child pregnancy is an automatic indication of sexual abuse and the presence of a sexually transmissible infection (STI) in a child is highly suggestive of sexual abuse, as it often indicates contact with infected genital secretions, blood, or other bodily fluids. However, exceptions do exist for example. <ul style="list-style-type: none"> ○ Syphilis can be transmitted from mother to child during pregnancy or at birth. - https://my.clevelandclinic.org/health/diseases/congenital- 		   <p>Slide</p> 

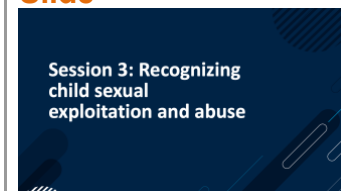

Time	Facilitators Guide	Resource needs	Slide
	<p><i>syphilis?utm_source=chatgpt.com</i></p> <ul style="list-style-type: none"> ○ Additionally, some STIs, such as human papillomavirus (HPV), can be transmitted through non-sexual means, including perinatal transmission and possibly through contaminated objects - https://wwwnc.cdc.gov/eid/article/27/3/20-2721_article ○ Therefore whilst detection of an STI in a child and/or an increase in STI rates are a cause for concern and should be monitored and reported, it is essential to consider these potential non-abusive transmission routes. <p>Slide: “Large development projects are associated with an increase in SEA.”</p> <ul style="list-style-type: none"> • After the vote, Say - this slide is true. And we will look more closely at why now. • Click to next slide and Say, “I am going to play a short video, “consent for kids”, it discusses what consent is, and how it is different for children.” • Play the consent for kids video - https://www.youtube.com/watch?v=h3nhM9UIJjc (2 mins 30 sec) • After the video, the facilitator explains to the group: “Children are considered unable to provide consent because they do not have the ability and/or experience to anticipate the implications of an action, and they may not understand or be empowered to exercise their right to refuse.” <ul style="list-style-type: none"> - “Saying “yes” under duress is NOT genuine consent.’ - “Mistaken belief regarding the age of the child is not a defense.” 		
5 Min	<p>2.4 How can development projects increase the risk of child SEA</p> <p>Say “today this workshop is focussed on SEA related to the implementation of the development project.”</p>	<ul style="list-style-type: none"> • Check video and find in 	Slide


Time	Facilitators Guide	Resource needs	Slide																								
	<ul style="list-style-type: none">Development projects have positive benefits for communities. However there is also an association between development projects, where there is a large influx of workers and increase in employment locally, and an increase in CSEA in the area.Adults working on the development project often have more power than children in the communities where the projects are.This can result in an increase in child abuse and exploitation. Any sexual activity – physical or verbal or threaten is sexual abuse and is illegal.Play the CPC video ‘What is Child Sexual Exploitation and Abuse? CPC and World Bank Learning Series’ up to 1m50s https://www.youtube.com/watch?v=0GWkcNmzST0	<p>local language, if available</p> <p>CSEA and development projects video link</p> <ul style="list-style-type: none">https://www.youtube.com/watch?v=0GWkcNmzST0	<p>Development construction projects may...</p> <ul style="list-style-type: none">Have positive benefits for communities, but also,Increase the risk of child sexual exploitation and abuse. 																								
30 min	<p>2.5 Why is prevention and response to CSEA important?</p> <ul style="list-style-type: none">Click to reveal each part of the slide Say:<ul style="list-style-type: none">CSEA prevention = be aware of CSEA and take action to reduce risks.CSEA response = child exploitation and abuse is safely recognised, reported, and responded to when it occursExplain that you will now split into groups of 4-5 participants. Each group will get a set of cards ‘Why is CSEA prevention and response important’ In your groups you have 15-20 minutes to:<ul style="list-style-type: none">Read the reasons.Add any reasons that are missing – using the blank cards.Rank the reason in order of importance. [Optional].Split into groups of 4-5. After 20 min return to plenary.In plenary ask how the exercise went? Were any reasons added – ask groups to share their points? Highlight that each of the reason is important, there is no specific order of importance. <p>Facilitator Note – there is no order of importance, the ranking is to get</p>	<ul style="list-style-type: none">Why is prevention and response to CSEA important cards. Print one table per 4-5 participants. Cut up the cards to form sets of cards	<p>Slide</p> <p>Activity: Why is prevention and response to child sexual exploitation and abuse important?</p> <ul style="list-style-type: none">CSEA prevention Be aware of CSEA and take action to reduce risks.CSEA response CSEA is safely recognised, reported, and responded to when it occurs. <p>Slide</p> <p>Consequences of child sexual exploitation and abuse</p> <table><thead><tr><th>Physical health consequences</th><th>Mental health consequences</th><th>Emotional and social consequences</th></tr></thead><tbody><tr><td>Physical injuries</td><td>Depression</td><td>Stigma</td></tr><tr><td>Self-harm</td><td>Self-harm</td><td>Isolation</td></tr><tr><td>Sexually transmitted infections</td><td>Self-harm</td><td>Isolation</td></tr><tr><td>Child pregnancy (pregnancy complications for adolescents)</td><td>Self-harm</td><td>Isolation</td></tr><tr><td>Unwanted abortions</td><td>Self-harm</td><td>Isolation</td></tr><tr><td>Physical</td><td>Self-harm</td><td>Isolation</td></tr><tr><td>Death</td><td>Self-harm</td><td>Isolation</td></tr></tbody></table> <p>Slide</p>	Physical health consequences	Mental health consequences	Emotional and social consequences	Physical injuries	Depression	Stigma	Self-harm	Self-harm	Isolation	Sexually transmitted infections	Self-harm	Isolation	Child pregnancy (pregnancy complications for adolescents)	Self-harm	Isolation	Unwanted abortions	Self-harm	Isolation	Physical	Self-harm	Isolation	Death	Self-harm	Isolation
Physical health consequences	Mental health consequences	Emotional and social consequences																									
Physical injuries	Depression	Stigma																									
Self-harm	Self-harm	Isolation																									
Sexually transmitted infections	Self-harm	Isolation																									
Child pregnancy (pregnancy complications for adolescents)	Self-harm	Isolation																									
Unwanted abortions	Self-harm	Isolation																									
Physical	Self-harm	Isolation																									
Death	Self-harm	Isolation																									

Time	Facilitators Guide	Resource needs	Slide
	<p>participants thinking.</p> <div> <p>Summary of reasons for reference:</p> <p>CSEA prevention and response is important because:</p> <ul style="list-style-type: none"> - All children, wherever they live have the right to be protected and free from all forms of violence, abuse and exploitation. CSEA is illegal. - CSEA harms the child and is never their fault - CSEA of a child has a ripple effect on families and communities bringing harm to many different individuals - CSEA negatively impacts on school attendance and ability to learn. - Physical health implications. Children who experience sexual abuse and exploitation are at higher risk of medical issues: unsafe abortion and miscarriage, fistula, HIV/AIDS, Sexually Transmitted Infections, asthma and diabetes. - Mental health implications. Children who experience sexual abuse and exploitation are at higher risk of experiencing Mental health concerns including eating disorders, substance use disorders, anxiety, depression, self-harm and suicidal thoughts and behaviors. - Financial Implications. Children who experience sexual abuse and exploitation are at higher risk of economic and social consequences. Such as victim blaming, stigma, rejection, loss of earning capacity and increased poverty. </div> <ul style="list-style-type: none"> Click to next slide and summarise the consequences of CSEA: <ul style="list-style-type: none"> Children who experienced childhood sexual abuse are at risk of experiencing physical health consequences, mental health consequences and economic and social consequences. <i>Childhood</i> sexual abuse is a significant risk factor for ill health. Children are at a higher risk of mental health concerns, eating disorders, self- 		<div> <p>Child sexual abuse is estimated to cost the world US\$36.8 billion per annum</p>  </div> <div> <p>Slide</p> <p>Globally, over 370 million girls and 240 million boys are estimated to have experienced sexual violence before the age of 18. <small>(WHO 2014)</small></p> <ul style="list-style-type: none"> - 1 in 5 girls - 1 in 7 boys - ...have experienced childhood sexual violence. <small>(Source: UNICEF 2010)</small>  </div> <div> <p>Slide</p> <p>Child sexual violence data from XXX</p> <ul style="list-style-type: none"> • XXX% population of XX under 18 years old (data reference year). • XXX% of girls in child marriage before 18 (data reference year). <ul style="list-style-type: none"> - XXX% of girls before 15. • In one year XX cases of child sexual abuse were reported (data reference/year) – reported cases are a minority of actual cases. </div> <div> <p>Slide</p> <p>Why is it important to address child sexual exploitation & abuse?</p> <div> <div> <p>Moral</p> <p>The physical and mental health consequences of exploitation and abuse for a child.</p> </div> <div> <p>Financial</p> <p>Costs to reduce (if these and others) including impact on GDP due impact on the project if girls recruited.</p> </div> <div> <p>Criminal / Legal</p> <p>It is illegal to engage in child sexual exploitation, abuse and harassment. May result in legal action – such as jail time.</p> </div> <div> <p>Educational</p> <p>May impact on a child's ability to learn and/or stay in school.</p> </div> </div> </div>

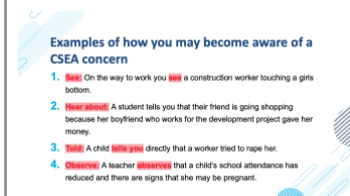
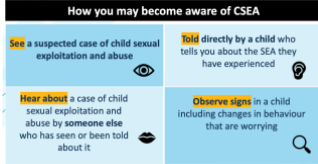
Time	Facilitators Guide	Resource needs	Slide
	<p>harm, substance use disorders, anxiety, depression and health concerns and complications including abortion and miscarriage, HIV/AIDS, STIs, asthma, and type 2 diabetes.</p> <p>(2023 study published in Nature Medicine cited in Together for Girls (2024) Break the Record Facts, Figures and Solutions, available at: https://cdn.prod.website-files.com/66df6c6290871ca4ab7ee952/671fd3232090f125c2e58492_TFG_The_Book_Digital_Spreads.pdf)</p> <ul style="list-style-type: none"> Click to next slide and say: <ul style="list-style-type: none"> Based only on reported cases, sexual abuse of children is estimated to cost the world US\$36.8 billion per annum. Physical, psychological and sexual harm to children lead to damages of up to \$7 trillion. This is calculated based only on reported cases, using data from 2010 and 2013. <p>(James Fearon, J. and Hoeffler, A. (2014) Benefits and Costs of the Conflict and Violence Targets for the Post-2015 Development Agenda, Post-2015 Consensus.</p> <p>Pereznieto, P., Montes, A., Langston, L. and Routier, S. (2014) The cost of the effects of violence against children in emergency contexts, ODI, CPWG, ChildFund Alliance)</p> <ul style="list-style-type: none"> Click next slide and say: <ul style="list-style-type: none"> Globally, over 370 million girls and 240 million boys are estimated to have experienced sexual violence before the age of 18. UNICEF (2024) <ul style="list-style-type: none"> 1 in 5 girls 1 in 7 boys ...have experienced childhood sexual violence. 		



Time	Facilitators Guide	Resource needs	Slide
	<ul style="list-style-type: none"> Click next slide and present CSEA data/context in local country (OPITIONAL) Click next slide and present the key reasons it is important to address CSEA: <ul style="list-style-type: none"> Moral: The physical and mental health consequences of exploitation and abuse for a child. Communities should care for their children. It is a child's right to live free of violence. Financial: Costs to nation (of illness and injury), impact on community economically. Criminal/legal protection: Illegal to engage in child sexual exploitation or abuse. Educational: May impact on child ability to learn. 		
10 min	<p>2.6 Development Project Workers Code of Conduct – Preventing CSEA</p> <ul style="list-style-type: none"> Explain that one prevention measure that the development project has in place is required standards of behaviour for all workers at all times, with clear consequences for engaging in any prohibited behaviour - either during or outside of working hours i.e. at any time. Say: <i>The Code of Conduct for development project workers clearly sets required conduct including actions and behaviour that are prohibited. All worker are required to sign their adherence to it.</i> Ask participants if they have a 'Code of Conduct' or 'Standards of Behaviour' for all workers in their school or place of work? Click to next slide and Say <i>The development project worker Code of Conduct</i> (click to reveal on slide): <ul style="list-style-type: none"> <i>Requires workers to comply with all laws</i> <i>Prohibits any act of SEA – including CSEA</i> This means that any act of CSEA – any sexual advance or activity – actual or threatened - by a development worker is a violation of the code of conduct. 		<p>Slide</p>  <p>Slide</p> 

Time	Facilitators Guide	Resource needs	Slide
	<ul style="list-style-type: none"> - Including in working hours and outside of working hours. • Summarise the prohibited acts. <p>Prohibited acts include:</p> <ul style="list-style-type: none"> - Sexual interactions between workers and community members - Engagement in any sexual abuse, exploitation or harassment – actual or threatened, and physical or verbal - with children (persons under the age of 18) • Take any questions – or where time does not allow – ask participants to write any questions they have on a flip chart to be covered later or after the workshop depending on time. 		
1 hr 10 min	Session 3: Recognizing Child Sexual Exploitation and Abuse		
20 min	<p>3.1 Is it a child sexual abuse concern?</p> <ul style="list-style-type: none"> • Explain that you will show a short scenario on the slide. Then you will ask everyone to vote on whether it is acceptable conduct or unacceptable conduct and CSEA. <p>Explain that all the scenarios are fictional but they are based on scenarios that do happen.</p> <ul style="list-style-type: none"> • Click to reveal the first short scenario: <ul style="list-style-type: none"> • Ask a participant to volunteer to read the short scenario aloud. • Ask participants “<i>Is this a CSEA concern, YES or NO?</i>” • Vote on the question ‘is this a Child Sexual Abuse?’ • Depending on the energy level in the room participants can vote either by <ul style="list-style-type: none"> • (i) moving to one part of the room for yes and one part of the room for no -, or • (ii) vote by raising their hands. • Count the votes 		<p>Slide</p>  <p>Slide</p>  <p>Slide</p>

Time	Facilitators Guide	Resource needs	Slide
	<ul style="list-style-type: none"> Give the short explanation and move to the next short scenario. <p>Facilitator Note for each Scenario:</p> <p>A project worker engages in sexual acts with a girl who is 16. He gives her gifts – like soap, perfume, make-up and telephone credit.</p> <ul style="list-style-type: none"> YES – any sexual activity with a child is sexual abuse, a child cannot consent to sexual activity and not knowing the age of a child is never an excuse. <p>Workers shout sexual comments at girls who walk past on their way to school. “Hey pretty girl, I like your body”</p> <ul style="list-style-type: none"> YES – any form of sexual comment to a child is sexual abuse. <p>A worker tells a 16-year-old girl that he wants to marry her.</p> <ul style="list-style-type: none"> YES – This is inappropriate. In addition, in many countries it is against the law to marry someone under 18 years old. The World Bank’s good practice note suggests that all contractor codes of conduct highlight that after employment on a project, marriage with a child is not acceptable. <p>A project worker notices a child walking barefoot near the construction site and gives the child a pair of flip-flops to prevent injury.</p> <ul style="list-style-type: none"> NO – This is not harmful and the worker is acting in a kind way. It is ok to interact with children, as long as there is no risk of harm. And there is no expectation of any kind of benefit for the worker if they help the child. <p>A worker starts a relationship with a 15-year-old girl living in the home where he rents a room, with the parent’s permission.</p> <ul style="list-style-type: none"> YES – Even if the parents approve, they cannot override laws designed to protect children from potential exploitation or harm. Parental consent does not absolve the worker from the legal and ethical obligations to 		

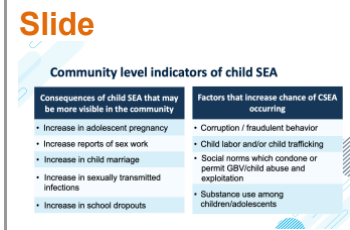
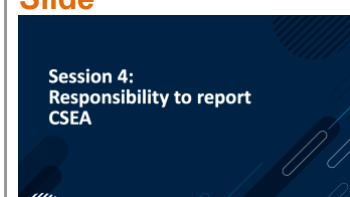
Time	Facilitators Guide	Resource needs	Slide
	<p>protect the well-being of the child.</p> <p>A child falls over walking past the construction site and a worker helps him up by the hand.</p> <ul style="list-style-type: none"> • NO – This is a normal and appropriate response to a child who may be hurt or in need of assistance. However, it is always important to keep any physical interaction with a child appropriate and professional, especially in environments like construction sites, where there may be risks to child safety <p><i>A development project employee touches a young boy who is an apprentice on the bottom. When he does not say no, he is asked to perform a sexual act.</i></p> <ul style="list-style-type: none"> • YES – Even though the boy doesn't verbally say "no," that does not imply consent. Children, especially in work environments, may feel powerless or intimidated, and their silence does not mean consent. • Asking the young boy to perform a sexual act is a clear example of sexual abuse or exploitation. This is illegal, immoral, and abusive behavior that violates the rights and dignity of the child. • Exploitation of Power Dynamics: A project worker in a position of authority has a responsibility to maintain appropriate boundaries. This constitutes an attempt to exploit the boy sexually. <p><i>A project worker shows a child images of child sexual exploitative material.</i></p> <ul style="list-style-type: none"> • YES – Showing or distributing images of child sexual exploitative material is a serious criminal offense in many jurisdictions and directly harms children by promoting and circulating abusive content. It constitutes a form of child sexual exploitation. Sharing such images is harmful to the children depicted in them and to other children as it may normalize abuse. It also harms the person viewing the material, as it perpetuates the cycle of exploitation and abuse. 		

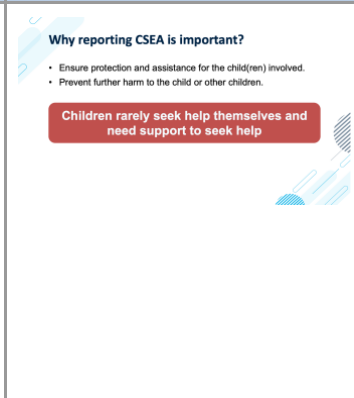

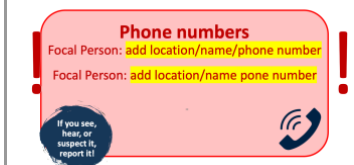
Time	Facilitators Guide	Resource needs	Slide
20 min	<p>3.2 Becoming aware of a CSEA concern</p> <ul style="list-style-type: none"> Ask participants how they might become aware of a case of CSEA in their schools or communities – how might they suspect a child has experienced sexual exploitation or abuse? Ask participants call out thoughts and not key points down. Say: So, you may become aware of a CSEA concern in four different ways. Let's review them! Click to reveal and read the first mini scenario on the slide – then ask in plenary 'in this scenario, how did you become aware of the CSEA concern'? Repeat for each of the four scenarios: <p>Scenarios</p> <ol style="list-style-type: none"> <i>On the way to work you see a construction worker touching a girls bottom.</i> <i>A student tells you that their friend is going shopping because her boyfriend who works for the development project gave her money.</i> <i>A child tells you directly that a worker tried to rape her</i> <i>A teacher observes that a child's school attendance has reduced and there are signs that she may be pregnant</i> <ul style="list-style-type: none"> Click to next slide and summarise that there are four main ways that you may become aware of a CSEA concern. These are See a suspected CSEA incident. Be told about a CSEA concern by an adult or child who has seen or been told about it . 		<p>Slide</p> <p><i>Click to reveal each point</i></p>  <p>Slide</p> 


Time	Facilitators Guide	Resource needs	Slide
	<ul style="list-style-type: none"> Hear directly from a child who tells you about SEA they have experienced. Observe signs in a child including changes in behaviour that are worrying. 		
20 min	<p>3.3 Being alert to signs of SEA in children</p> <ul style="list-style-type: none"> Say, as adults that work with children, you will often see the same children regularly and over time. One way you may become aware of a CSEA concern is by observing signs in children. Explain that signs won't necessarily confirm sexual exploitation or abuse but can alert us to there being a possible concern. Show the slide and explain that we will do an activity where we listen to a case study of a child, and whilst listening look out for any signs of SEA. Ask a volunteer to read aloud the Case Study 'The Silent Cry of Rupa': Give the volunteer the printed case study to read aloud, and remind participants to NOTE DOWN any signs of SEA they notice in the story. <p>Case Study: The Silent Cry of Rupa</p> <p>In a rural Nepali village, a construction project aimed to improve the road connecting communities. The project brought in migrant laborers, creating economic opportunities but also altering the community. Rupa, a 13-year-old girl, went to the local secondary school and lived with her parents, older cousin, and younger brother near the construction site.</p>	<ul style="list-style-type: none"> Printed copy of the case study 'The Silent Cry of Rupa' Prepared flipchart with heading "Signs of SEA" 	<p>Slide</p>  <p>Slide</p> 

Time	Facilitators Guide	Resource needs	Slide
	<p>Rupa's father worked as a mason on the project, and her mother ran a small food stall for laborers. The family was excited about the new road, as it promised better opportunities for their village.</p> <p>Rupa had always been a good student. Her teacher, Miss Meena, often praised her for excellent performance in math and science. But over the past few weeks, Miss Meena began to notice changes in Rupa.</p> <p>One day, Rupa came to class looking tired and she was unfocused during the lesson. When asked to solve a simple maths problem, her answer was wrong. When asked about her homework, she gave an excuse about being too busy helping her mother to do the work.</p> <p>Rupa's school attendance became irregular. Rupa start sitting at the back of the classroom, not with her friends. After another missed homework assignment, Miss Meena gently asked Rupa if everything was okay at home. Rupa hesitated, her eyes filling with tears, but she quickly shook her head and said she was fine. Miss Meena noticed some bruises on Rupa's arm. Rupa said she fell over in the playground, and that was how she got the bruises.</p> <ul style="list-style-type: none"> • In plenary ask participants if they noticed any signs of SEA in the story? Note them down on the prepared flipchart. • Ask participants for other signs they might notice in a child experiencing SEA. As which signs of SEA they think can be seen in the school environment - and which would for them (as school staff) be harder for them to see or know about. • Click to next slide and summarise that SEA signs include: <p>Behavioral Signs, for example:</p> <ul style="list-style-type: none"> • Sudden changes in behavior. 		

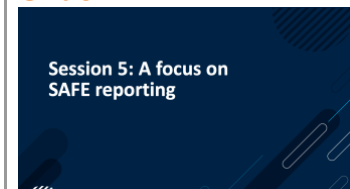
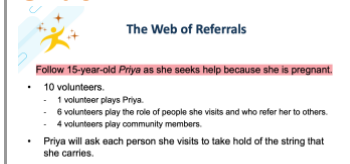
Time	Facilitators Guide	Resource needs	Slide
	<ul style="list-style-type: none"> • Age-inappropriate sexual behavior: Knowledge, language, play or drawings that are not age-appropriate. • Avoidance: Avoiding certain people, places, or activities without explanation. • Risky behavior: Running away from home, substance use or self-harm. • Changes in school performance: Declining grades or loss of interest in school. Difficulty concentrating or frequent absences. <p>Emotional Signs, for example,</p> <ul style="list-style-type: none"> • Mood changes: Depression, sadness, or excessive crying. • Low self-esteem: Feelings of guilt, shame, worthlessness, apologetic, self-blaming. • Nightmares or sleep disturbances: Bedwetting, especially if child had outgrown it. <p>Physical Signs, for example,</p> <ul style="list-style-type: none"> • Unexplained bruises, cuts, or injuries. Pain, bleeding, or discomfort in genital or anal areas. • Sexually transmitted infections (STIs): Pregnancy, or urinary tract infections. • Neglect of personal hygiene <p>Social Signs, for example,</p> <ul style="list-style-type: none"> • Isolation: Withdraw from peers, family, or trusted adults. Reluctant to engage in group activities or social events. • Association with older or exploitative individuals. Having unexplained expensive items, money, or gifts. <p>Verbal Signs, for example</p> <ul style="list-style-type: none"> • Explicit statements about inappropriate behavior or abuse. • Hints or indirect comments suggesting something is wrong. • Inconsistent or vague stories about injuries or changes in behavior. <p>Digital Indicators</p> <ul style="list-style-type: none"> • Inappropriate online behavior: • Excessive secrecy about online activity. 		

Time	Facilitators Guide	Resource needs	Slide
	<ul style="list-style-type: none"> Receiving or sharing explicit messages or images. Frequent communication with unknown individuals: Excessive texting or online chatting with strangers. Changes in device usage or passwords. 		
10 min	<p>3.4 Being alert to increases in CSEA in your communities</p> <ul style="list-style-type: none"> Say in many cases CSEA remains hidden, children don't tell anyone and there are no clear external signs. Because of this it is important to be aware of and look for early warning signs of an increase in CSEA in your schools and communities. These early warnings are called community level indicators. Show community level Indicator slide. Ask the group if they can add any other community level indicators they could be aware of? 		<p>Slide</p>  <p>The slide titled 'Community level indicators of child SEA' is divided into two columns. The left column, 'Consequences of child SEA that may be more visible in the community', lists: Increase in adolescent pregnancy, Increase reports of sex work, Increase in child marriage, Increase in sexually transmitted infections, and Increase in school dropouts. The right column, 'Factors that increase chance of CSEA occurring', lists: Corruption / fraudulent behavior, Child labor and/or child trafficking, Social norms which condone or permit GBV/child abuse and exploitation, and Substance use among children/adolescents.</p>
55 min	Session 4: Responsibility to report child sexual exploitation and abuse		
10 min	<p>4.1 Why reporting CSEA is important</p> <ul style="list-style-type: none"> Say: "If you become aware of suspected CSEA linked to the development project, or are concerned a child is at risk of SEA, you should take action by reporting it." Ask in plenary "Why do you think reporting of all CSEA concerns is important?" Note down answers on a flip chart. (5 min) Ensure the following points are covered: (<i>Click to reveal on slide</i>) <ul style="list-style-type: none"> Reporting CSEA concerns is important to help: <ul style="list-style-type: none"> Ensure protection and assistance for the child(ren) involved; Prevent further harm to the child or other children; <p>Highlight that <i>children rarely seek help themselves and need support to seek</i></p>	<ul style="list-style-type: none"> Prepared flipchart with heading: "Why do you think reporting of all CSEA concerns is important?" 	<p>Slide</p>  <p>The slide has a dark blue background with the text 'Session 4: Responsibility to report CSEA' in white. It also features a graphic of a paperclip and some faint lines.</p> <p>Slide</p>

Time	Facilitators Guide	Resource needs	Slide
	<p><i>help because:</i></p> <ul style="list-style-type: none"> - Children and/or families might be scared or told not to come forward. - Children and/or families might not know that it is possible to ask for help - Children and/or their families might not know how to ask for help. - Children and/or their families might not know that support or services are available. <ul style="list-style-type: none"> • Say that this means that if you suspect or know of a CSEA concern you should report it. 		
15 min	<p>4.2. How do I report CSEA concerns where there is a connection to the development project?</p> <ul style="list-style-type: none"> • In plenary ask participants ‘If you become aware of CSEA of a child, who would you report it to?’ Note responses down on flipchart. • Say ‘for the development project, there is a specific mechanism and focal point for receiving and professionally managing all CSEA concerns. This is called the grievance mechanism: • Click to next slide and show the reporting focal points names and phone numbers. • Say ‘these focal points have experience in handling child sexual exploitation and abuse concerns. If you have a CSEA concern you need to contact the Development Project Grievance Mechanism. You can do this by telephone, in person or in writing.’ • Facilitate a short discussion on if and how the grievance mechanism is different from local norms on reporting CSEA not perpetrated by people working for or with the WB/development project. • Highlight again that CSEA incidents happen in all countries and all communities and the importance of reporting all CSEA concerns, suspicions and incidents as well as general increases in indicators of 	<ul style="list-style-type: none"> • Prepared flip chart with heading ‘If you become aware of CSEA of a child, who would you report it to?’ • Add name and phone number of the reporting person to the slide 	<p>Slide</p>  <p>Slide</p> 


Time	Facilitators Guide	Resource needs	Slide
	<p>CSEA in the community – to help keep children safe.</p> <p>Facilitator Note: Forms should not be filled in by schools. This will be handled by the Grievance Mechanism reporting focal point. The Focal Point will ask you for any information you do have and they will document and address the concern from there onwards.</p>		
30 min	<p>4.3 Reporting CSEA Quiz</p> <ul style="list-style-type: none"> Say: we are going to take a quiz; I will read a question and each person needs to decide if the answer is Yes or No: <ul style="list-style-type: none"> If you think the answer is 'YES' move to this part of the room. If you think the answer is 'NO' move to this part of the room. Ask all participants to stand up and confirm they know where to go if their answer is 'Yes' and if it is 'No'. Do a practice questions e.g. 'Are you wearing blue today' 'Yes' or 'No' Click to reveal each question one at a time on the slides. After asking a question say 'GO' – allowing time for participants to answer the question by moving to 'YES' or 'NO'. After all participants have voted, reveal the correct answer and provide any needed explanation. <p>Facilitator guidance – questions and responses to give after the voting: Q1. If you become aware of a CSEA concern, should you take action by immediately reporting it? (answer- YES – reporting is essential to ensure children are protected, get the help they need, and that further harm to the child or other children is prevented) Q2. Do you need to know that it is true? (answer – NO) Q3. Do you need to have the details of who it happened to, when, where etc.,? (answer – NO – the GBV service provider will support this process)</p>		<p>Slide</p>  <p>Child sexual exploitation and abuse: Reporting Quiz</p> <p>Q1: If you become aware of a CSEA concern, should you take action by immediately reporting it? Yes</p> <p>Q2: Do you need to know that it is true? No</p> <p>Q3: Do you need to have the details of when it happened, where etc.? No</p> <p>Q4: Do you need any evidence that it happened? No</p> <p>Q5: Do you need to be sure that the person is under 18 years old? No</p> <p>Q6: Should you investigate? No</p> <p>Q7: Should also report changes in the community such as an increase in child pregnancy or child marriage? Yes</p> <p>Q8: Is it OK if I tell other people the details of the CSEA concern? No</p>


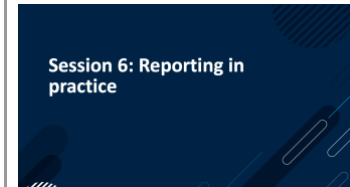
Time	Facilitators Guide	Resource needs	Slide
	<p>Q4. Do you need any evidence that it happened? (answer – NO – other actors will support this process if needed)</p> <p>Q5. Do you need to be sure that the person is under 18 years old (answer – NO)</p> <p>Q6. Should you investigate? (answer – NO – other actors will support this process as needed)</p> <p>Q7. Should also report changes in the community such as an increase in child pregnancy or child marriage? (answer – YES)</p> <p>Q8. It is OK if I tell other people the details of the safeguarding concern. (answer – NO) Highlight the importance of Confidentiality and Privacy - in order to protect the people involved, show respect, and to make sure that any investigation is fair and is not compromised. Explain that confidentiality means that we don't talk to friends or colleagues or other people about the details of the CSEA concern or report. This means you should not discuss the case outside of the person you report to. Think about how you would feel if people were discussing something bad that had happened to a child you know and care about!</p> <ul style="list-style-type: none"> • Explain that you will know if you see, hear, observe or are told something that does not feel right. It is important to trust your instincts and not over-complicate things by asking yourself a lot of questions. Reporting is always important. The GBV reporting Focal Point can put these things together and will take the next steps. • End the activity by explaining that reporting CSEA concerns without delay and safely (including maintaining confidentiality) is one way that we keep children safe and ensure we respond when harm does occur. 		
1hr 10min	Session 5: A focus on <i>safe</i> reporting		

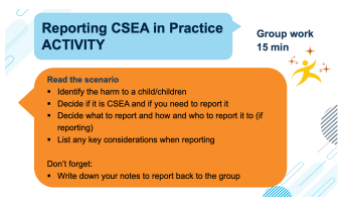
Time	Facilitators Guide	Resource needs	Slide
	<p>5.1 What do we mean by safe reporting?</p> <p>30 min</p> <ul style="list-style-type: none"> Say: “We are going to do an activity now called the web of referrals: We will follow a girl called “Priya”, she is 15 years old and is pregnant.” Say, “we need 10 volunteers.” <ul style="list-style-type: none"> 1 volunteer will play “Priya.” 6 volunteers will play the role of people she visits and who refer her to others. 4 volunteers will play community members. Priya will ask each person she visits to take hold of the string that she carries. Ask the 10 character volunteers to stand in a circle. When in a circle, the facilitator then assigns the roles to the volunteers giving each one a card with their character on it – assigning the roles on alternating sides of the circle - so the pattern of the referrals and the string crisscross the circle at the end. Ask the volunteers to hold their cards so that their role is showing to the rest of the group, and they can read the instructions on the back of the card. Tell participants that all the rest of the participants are community members. Community members should try to understand what is happening to Priya. Say: “We have a child called Priya. She is 15-years-old. She was raped and has thought for some time she might be pregnant. She is finally seeking help. Explain that she doesn’t know what to do, she is worried, but she goes to her mother for help. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Roles and Instructions on each card:</p> <ul style="list-style-type: none"> Child (On the back of card: Go to ‘Child’s Mother’ and explain what happened: You are a 16-year-old girl who has been raped by a man </div>	<ul style="list-style-type: none"> Prepare the Priya and web of referrals activity. 	<p>Slide</p>  <p>Slide</p>  <p>The Web of Referrals</p> <p>Follow 15-year-old Priya as she seeks help because she is pregnant.</p> <ul style="list-style-type: none"> 10 volunteers. <ul style="list-style-type: none"> 1 volunteer plays Priya. 6 volunteers play the role of people she visits and who refer her to others. 4 volunteers play community members. Priya will ask each person she visits to take hold of the string that she carries.

Time	Facilitators Guide	Resource needs	Slide
	<p>you don't know when going to the latrine at night. You don't know what to do)</p> <ul style="list-style-type: none"> • Mother (On back of card: Ask "what happened?", go with your daughter to the Teacher) • Teacher (On back of card: Ask "what happened?", then send child to the Gender Focal Point for support") • Project gender focal point (On back of card: Ask "what happened?", then send child to the doctor/clinic for health care) • Name of GBV service provider (On back of card: Ask "what happened?", then send child to Local health clinic for official medical report) • Local health clinic (On back of card: Ask "what happened?", then send child to [name of a specialist sexual health clinic] for official medical report) • Specialist sexual health clinic (On back of card: Ask "what happened?", then send child back to police) • Police #1 (On back of card: Ask "what happened?", then send child to Police # who specialise in cases affecting children and women) • Police #2 (On back of card: Ask "what happened?", then send Priya to GBV Service Provider in Dhading Besi to access shelter) • Shelter (Priya retells her story when she arrives at shelter to staff and all other residents.) <ul style="list-style-type: none"> • <i>Use the following instructions to guide the activity:</i> <ul style="list-style-type: none"> - TELL the 'child' to walk over to the person holding the 'Mother' card and to give her the end of the string to hold onto while the child keeps hold of the rest of the ball. The 'child' should tell her 'mother' what happened. <i>The mother then sends her to the 'Teacher.</i> - TELL the 'child' to walk over to the 'Teacher,' unrolling the ball of string. When she reaches the 'Teacher she hands the string to that person to 		


Time	Facilitators Guide	Resource needs	Slide
	<p>hold, but keeps the ball. She should explain what has happened so far and then listen to what the person says.</p> <ul style="list-style-type: none"> - And so forth... The 'child' re-tells her story each time and is directed by each participant in the circle to the person to go to next. - Meanwhile, all the community members are curious as to what has happened to Priya, and why she is visiting these other people. They are trying to listen and find out what she is telling each person she visits. - By the time the 'child' has followed all the instructions, she is in the middle of a tangle of string with all the different actors holding a piece of the tangle. She has also re-told her story multiple times and without any participation in the decision-making process. 		
20 min	<p>5.2 The importance of safe reporting</p> <ul style="list-style-type: none"> • In plenary click to next slide and ask the question on the slide to all participants "What do you think that experience would be like for Priya?" • Take responses from participants and use follow up questions to guide the reflection: <ul style="list-style-type: none"> - <i>How many times did 'Priya' have to tell her story? Why?</i> - <i>Who else might have heard or seen or talked about what happened to her? How might this impact on Priya?</i> - <i>What must this have been like for the 'Priya'? (the child tells the story 9 times)</i> - <i>How could we improve this situation? What would be a better approach</i> • Ensure the key points are covered: <ul style="list-style-type: none"> - She is doing it alone – scary and confusing – would help to have case manager accompany her. - She has to repeat what happened to her many times– distressing and traumatizing. 		<p>Slide</p>



Time	Facilitators Guide	Resource needs	Slide
	<ul style="list-style-type: none"> - She is being told where to go – who to see – not informed at each step or choosing - Repeating numerous times increases risk of breach of confidentiality, many people have many details and they are being spoken and can be overheard. • SAY: The exercise shows the following concerns which affect the safety and well-being of Priya: <ul style="list-style-type: none"> - Time being wasted in what is an urgent case - Lack of coordination among service providers - Breaches of confidentiality - Multiple interviewing which will do harm to the child - Most importantly, this exercise shows us is the importance of a strong reporting system to ensure the child meets a caseworker as soon as possible and before further harm is caused. - The girl in our exercise met a lot of service providers and has been through a lot, but no case management occurred. No case management agency has taken up her case. She has no case worker. There is nobody following any of the case management principles or steps to ensure she receives the support she needed. No consent/assent has been taken and the process has not been explained to her. 		
10 min	<p>5.3 Always report SEA incidents using the reporting mechanism</p> <ul style="list-style-type: none"> • Click to next slide and conclude the plenary discussion by asking the question: “What have we learned about making a safe report?” What does Priya’s story teach us about making a safe report? <i>Click to reveal:</i> <ul style="list-style-type: none"> - The reporting system in place ensures that one skilled focal point receives the case or report - The focal point registers the case/report confidentially one time and 	•	<p>Slide</p> <p>What have we learned about making a SAFE report?</p> <p>Always report SEA incidents using the reporting mechanism.</p> <ul style="list-style-type: none"> • The reporting system ensures one skilled focal point receives the case or report. • The focal point registers the case/report confidentially, one time, and manages the case/report. • The focal point supports the child, including by accompanying the child to any services/ agencies needed. 

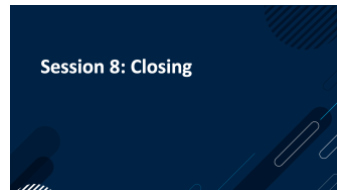

Time	Facilitators Guide	Resource needs	Slide
	<p>manages the case/ report</p> <ul style="list-style-type: none"> - The focal point supports the child, including by accompanying the child to any services/ agencies needed - Always report SEA incidents and concerns using the reporting mechanism 		
10 min	<p>5.4 Safe reporting principles</p> <ul style="list-style-type: none"> • Say there are three main principles to remember to ensure support safe reporting of CSEA. Click to reveal: <ul style="list-style-type: none"> - Safety: <i>Report immediately to the CSEA focal person. To prevent further harm to the child or other children and start the process of the child receiving support</i> - Confidentiality: <i>Do not talk about the concern or incident to others</i> - Best interests of the child: <i>Always put the child's safety and well-being first</i> 	•	<p>Slide</p> 
1hr 40 min	Session 6. Reporting in practice		
45 min	<p>6.1 Reporting CSEA in practice activity</p> <ul style="list-style-type: none"> • Click to next slide and say: we will split into groups. Each group will receive one short scenario and have 15 minutes to: <ul style="list-style-type: none"> - Read the scenario - Identify the harm to a child/children - Decide if it is CSEA and if you need to report it - Decide what to report and how and who to report it to (if reporting). - List any key considerations when reporting <p>Don't forget to</p> <ul style="list-style-type: none"> - Write down your notes to report back to the group. 	<ul style="list-style-type: none"> • Reporting CSEA in Practice Scenarios - Print enough for participants to share 1 between 2. 	<p>Slide</p>  <p>Slide</p>

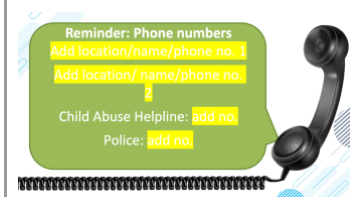
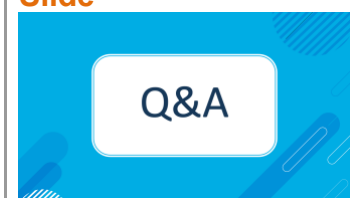

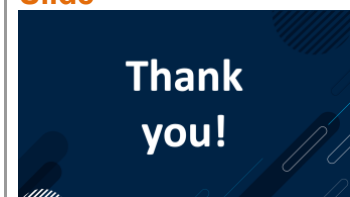
Time	Facilitators Guide	Resource needs	Slide
	<ul style="list-style-type: none"> • Divide the participants into groups of 4-5 and distribute one scenario to each group. (OR if preferable given dynamics in the training – read the scenario in plenary and decide on the action together. Where more time is available, more scenarios can be covered. If completing in plenary – adapt the instructions above and the steps below.) • Circulate around the groups as they work and guide as required. Let them know when they have three minutes of the group work left. • After 15-20 minutes of working, bring everyone back to the large group. Ask three groups to feedback on a scenario (three different scenarios). Give each group 5 minutes to report back on: <ul style="list-style-type: none"> - Briefly describe the scenario - Identify the harm to child/ren - Identify if this is a CSEA concern? - Say if a they need to report it - Identify who they will report to - List any key considerations when reporting • After groups have presented back. Say: How did you find it? Was it easy or hard? • Say: “The scenarios are very short and do not provide all of the details that you might want to have. Additional information is missing. Emphasise that when you become aware a CSEA concern or incident you will not have all the information. But you always have a responsibility to report the CSEA concern.” 		
20 min	<p>6.2 Communicating with a child or adult sharing a CSEA concern</p> <ul style="list-style-type: none"> • Click to next slide and say – sometimes a child might disclose (tell you) about CSEA that they have experienced themselves. Or sometimes, an 		Slide

Time	Facilitators Guide	Resource needs	Slide
	<p>adult might tell you about CSEA that a child they know has experienced.</p> <ul style="list-style-type: none"> - We are going to role play the interaction that may happen when an adult first receives a report. - Listen and watch our role play. If you see us doing something you think is wrong, - INTERRUPT our role play and correct us! - <i>Think about:</i> <ul style="list-style-type: none"> o What words are we using? o What body language are we using? o What actions did we take? • Two facilitators perform the role play when one facilitator is a child disclosing CSEA and one facilitator is a teacher in a school. • Adjust the role play based on the interruptions from participants. 		
10 min	<p>6.3 Communicating with a child: approach to maintain</p> <ul style="list-style-type: none"> • Click to next slide and ask for feedback on the role play in plenary using the following questions to guide the discussion: <ul style="list-style-type: none"> - How did the person receiving the case apply the principles? - What words did they use? - What body language did they use? - What actions did they take? • Say, “We have seen in the role play that how we communicate with a child or adult seeking help is important.” • Click to next slide and Say, “When communicating with a child or with someone seeking help for a child, maintain the following approach: <p>→ Safety: Confirm you are in a quiet and private place to talk. Make sure it is a place where others can see you, but not hear you.</p> <p>→ Non-judgemental: Stay calm and reassure them without passing</p>		<p>Slide</p> <p>Role play feedback in plenary</p> <ul style="list-style-type: none"> • How did the person receiving the case apply the principles? • What words did they use? • What body language did they use? • What actions did they take? <p>5 minutes</p> <p>Slide</p> <p>Approach to maintain in communication</p> <ol style="list-style-type: none"> 1 Safe 2 Confidential 3 Take action in the child's best interest using the reporting pathway <p>This means being...</p> <ul style="list-style-type: none"> • Non judgmental • Attentive • Comforting • Do not investigate

Time	Facilitators Guide	Resource needs	Slide
	<p>judgement.</p> <ul style="list-style-type: none"> * Attentive: Listen respectfully and carefully to what they are saying. * Trustworthy: Do not make promises you cannot keep such as saying “everything will be OK” when it is not within your control to assure a child’s well-being. * Comforting: Be calm and use comforting statements appropriate to the cultural context: * “I believe you” – builds trust * “I am glad that you told me” – builds a relationship with the child * “Thank you for sharing with me” – expresses empathy * “You are brave for talking with someone about this” – reassuring and empowering <p>→ Do not investigate: Ask only questions necessary to gain a basic understanding – who the child is and why they need help. Do not ask for details or sensitive information.</p> <p>→ Take action in the child’s best interest and according to the reporting mechanism: Tell them in an appropriate way what you will do next, give simple and accurate information that the child understands. If the child has a protection concern, explain that you will share this with someone that can help. Do listen to and consider the child’s views and wishes.</p>		
25 Min	<p>6.4 Participant pair role play - If time allows.</p> <ul style="list-style-type: none"> • Explain that we will now put it together. • In pairs, we will role play. One participant will be the victim and one will be the teacher who will practice responding to the child in a way which maintains the approach discussed. • Remember to pay attention to listening, the type of language used, the way the child is reassured, and how you make the report to the reporting mechanism. 	<ul style="list-style-type: none"> • Print out of approach to maintain when a child or adult tells you about SEA. One 	<p>Slide</p> <p>Activity: Pair role play</p> <p>Role play a response to a child telling you about SEA. 10 minutes</p> <ul style="list-style-type: none"> • In pairs • One participant is the victim • One participant is the teacher • Practice responding to the child and maintaining the approach <p>Remember to pay attention to:</p> <ul style="list-style-type: none"> • Listening, • The type of language used, • The way the child is reassured, and, • How you make the report to the reporting mechanism. 

Time	Facilitators Guide	Resource needs	Slide
	<ul style="list-style-type: none"> Split participants into pairs, provide the hand out and allow ten minutes to role play. Come back to plenary and wrap up the activity. Remind participants – remember: <ul style="list-style-type: none"> Always report immediately to the CSEA reporting mechanism CSEA often start with smaller violations – when these are not reported or addressed early, this enables further harm that can escalate over time. Always maintain confidentiality by only sharing details of the CSEA concern to the reporting point. Do not share details with friends or colleagues. When reporting, simply provide all information you know without investigating yourself. 	copy per participant.	
45 Min	Session 7. Forward planning		
45 min	<p>7.1 Forward planning</p> <ul style="list-style-type: none"> Click to next slide and give the activity Instructions: Participants can now work with others who are in similar roles and individually. If there are two or more participants from the same school or the same small community, they can work together to prepare joint commitments. Advise participants that each of them will individually write a draft of their own individual commitments under three headings: <ol style="list-style-type: none"> "We will put the poster...": Identify where in the school the awareness poster will have the most visibility (e.g., near the entrance, in the staff room, or outside the principal's office). "We will discuss child sexual exploitation and abuse...": Pinpoint opportunities in the school calendar (e.g., morning assemblies, parent- 		<p>Slide</p>  <p>Slide</p> 

Time	Facilitators Guide	Resource needs	Slide
	<p>teacher meetings, or during life skills classes) to educate students and staff.</p> <p>3. "We will say...": Draft precise, child-friendly language to explain what exploitation and abuse are and how children can seek help.</p> <ul style="list-style-type: none"> Split into groups and start the planning work. Facilitators move around the room, and use the following example prompts to help reflection: <ul style="list-style-type: none"> How can you make the message culturally appropriate and easy for children to understand? What support do you need from your school leadership to carry out these commitments? 		
20 Min	Session 8. Wrap up and close		
15 min	<p>8.1 Wrap up</p> <ul style="list-style-type: none"> Click to next slide and facilitate a brief 'Recap and Reflection': review the key points from the workshop, including the risks of child sexual exploitation associated with the development/ construction project and the role of educators in prevention and response. Ask participants the following questions: <ul style="list-style-type: none"> What were your key takeaways from this workshop? How do you see your role in protecting children from exploitation and abuse? Present the key summary points from the workshop (on slide): <ul style="list-style-type: none"> <i>Always report immediately to the CSEA reporting mechanism</i> <i>CSEA often start with smaller violations – when these are not reported or addressed early, this enables further harm that can escalate over time.</i> 		<p>Slide</p>  <p>Slide</p>  <p>Slide</p>

Time	Facilitators Guide	Resource needs	Slide
	<ul style="list-style-type: none"> - <i>Always maintain confidentiality by only sharing details of the CSEA concern to the reporting point. Do not share details with friends or colleagues.</i> - <i>When reporting, simply provide all information you know without investigating yourself</i> • Click to next slide and remind participants of the contact phone numbers for reporting cases or suspicions. • Check every participant has at least one copy of each of the posters. • Click to next slide “Q&A”: cover questions in the parking lot and any final Questions & answers. Address any pending questions that came up during the day. Ask if there are any additional questions. 		 <p>Slide</p> 
5 min	<p>8.2 Workshop Close</p> <ul style="list-style-type: none"> • Click to next slide, thank everyone for their participation and ask everyone to complete the workshop evaluation • Give each participant their certificate • Take a group photo • Click to next slide and close the workshop 	<ul style="list-style-type: none"> • Workshop evaluation forms 	<p>Slide</p> <p>Wrap up and close</p> <ul style="list-style-type: none"> • Evaluation • Photo • Certificates  <p>Slide</p> 



This tool is a product of the CPC Learning Network and includes lessons learned while supporting the executing agencies of transport projects in Nepal and Bolivia to address risks of child sexual exploitation and abuse. The projects were financed by the World Bank. The content of this tool does not necessarily reflect the views any of the World Bank, its Boards of Executive Directors, or the governments they represent. For more information and additional CSEA tools to support your work, visit: <https://www.cpcln.org/resources/six-actions-to-keep-children-safe-from-sea>