**Workshop Printable Materials for Participatory Awareness Session with Secondary School Personnel**

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| These workshop printable materials are 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. **Unpacking Child Sexual Exploitation and Abuse Cards –** Session 2.2

**Preparation note: prepare the matching game**

* Review to ensure that that the layout is correct for printing (i.e. a card is not split across two pages).
* Print the ‘Unpacking Childs Sexual Exploitation and Abuse cards’ table.
* Prepare the cards so that there is **(**A). Two cards with the definition of the type of harm and (B). As many example of the types of harm so all participants receive one card.
* Ensure that there are enough cards for one card per participant.
* Cut up to make a set of cards.
* Shuffle the card

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| **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. | **Child Sexual Abuse**Any actual or threatened sexual activity with a child.All sexual harassment (verbal, non-verbal or physical conduct of a sexual nature) 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. | **Child Sexual Abuse**Any actual or threatened sexual activity with a child.All sexual harassment (verbal, non-verbal or physical conduct of a sexual nature) and any sexual activity with a child is sexual abuse. |
| **A parent letting an adult sexually abuse their child in return for food, money or other items** | **Showing or sending a child pornographic photos or videos** |
| **An adult charging other adults to have sex with a child** | **Encouraging or forcing a child to perform sexual acts** |
| **Bribing a child to make or send photos or videos of themselves or other children in their underwear, partially dressed or naked** | **Encouraging or forcing a child to masturbate or touch themselves, or someone else in a sexual way** |
| **Exposing a person’s genitals to a child** | **Performing sexual acts in a child’s presence** |
| **Making a child have sex with someone for financial gain** | **Making a child touch someone else’s gentles**  |
| **Encouraging a child to take part in sexual activities by giving them gifts** | **Making sexual comments to a child – in person, by phone, online, or using any technology.** |
| **An adult asking a child to send sexual images in return for gifts or payment** | **Indecent touch e.g. touching a child’s leg, bottom, breasts or genitals** |
| **Making a child perform a sexual act to protect or benefit someone important to the child** | **Controlling a child and making them have sexual conversations in exchange for money** |
| **An adult making a child have sex in return for a ride home** | **Taking indecent images of a child** |
| **An adult buying a child dinner then telling the child they have to ‘pay’ for the meal by performing sexual acts on the adult/s** | **Putting objects inside the vulva, vagina, mouth or anus of a child** |
| **An adult telling a child that he is her boyfriend and that he will ‘break up’ with her if she doesn’t have sex with him** | **Putting body parts (e.g. finger, hand, penis) inside the vulva, vagina, mouth or anus of a child** |
| **An adult forming a friendship with a child and offering gifts such as food, or make-up, before talking to the child in a sexually explicit way** | **Watching a child undress, bath, or use the bathroom** |
| **An adult giving a child phone credit in return for photos of the child in their underwear** | **Touching a child in a sexual way** |

1. **Why Prevention and Response to CSEA Important Cards -** Session 2.5

**Preparation note: prepare the sorting activity**

* Review to ensure that that the layout is correct for printing (i.e. a card is not split across two pages).
* Print the ‘Why is prevention and response to CSEA important cards table - one table per four participants.
* Cut up the cards to form a set of cards.
* Prepare one full set per 4 participants.

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| **All children, wherever they live have the right to be protected and free from all forms of violence, abuse, neglect and exploitation. Child Sexual Exploitation and Abuse is illegal.** |
| **Sexual Exploitation and abuse harms the child and is never their fault.** |
| **Sexual abuse of a child has a ripple effect on families and communities bringing harm to many different individuals** |
| **Child sexual exploitation and abuse negatively impacts on school attendance and ability to learn.** |
| **Negative physical health implications.****Children who experience sexual abuse and exploitation are at higher risk of medical issues. For example, unsafe abortion and miscarriage, fistula, HIV/AIDS, Sexually Transmitted Infections, asthma and diabetes.** |
| **Negative 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.** |
| **Negative 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.** |
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1. **Being alert to signs of SEA in children –** Session 3.3 Case study The Silent Cry of Rupa

**Preparation note:**

* Edit the case study to contextualize it to your content – change names, locations etc.
* Print and cut out one copy of the case study.

**Case Study: The Silent Cry of Rupa**

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.

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.

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.

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.

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.

1. **What do we mean by SAFE reporting?** – Session 5.1

Priya and the web of referrals

**Preparation note: prepare the web of referrals activity cards:**

* Edit the activity cards to contextualize them to your content – change names, locations etc.
* Review cards to ensure that that the layout is correct for printing (i.e. a card is not split across two pages).
* Print the cards.
* Fold the cards in half so there is a clear ‘font’ and ‘back’ (- in the activity all participants should be able to see and read the font of the card, whilst only the person playing the role can see the back of the card).

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| Front of card:**Priya – 15 years old** | Back of card: She has been seeing a contract worker. He gives her gifts and treats her nicely. She is pregnant. |
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| Front of card:**Priya’s mother** | Back of card: Ask “what happened?”, go with your daughter to the Teacher. |
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| Front of card:**Priya’s teacher**  | Back of card: Ask “what happened?”, then send Priya to GBV service provider for case management support. |
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| Front of card:**Project gender focal point** | Back of card: Ask “what happened?”, then send Priya to the doctor/clinic for health care. |
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| Front of card:**GBV service provider in xxx (add location here)** | Back of card: Ask “what happened?”, then send Priya to Local health clinic for treatment and official medical report­ |
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| Front of card: **Local health clinic** | Back of card: Ask “what happened?”, then send child to OCMC for official medical report­ |
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| Front of card:**OCMC** | Back of card: Ask “what happened?”, then send child back to police |
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| Front of card:**Police #1** | Back of card: Ask “what happened?”, then send child to Police # who specialise in cases affecting children and women |
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| Front of card:**Police #2** | Back of card: Refer to GBV Service Provider in Dhading Besi to access shelter |
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| Front of card:**Shelter -** GBV service provider in xxx (add location here) | Back of card: Priya retells her story when she arrives at shelter to staff and all other residents. |

1. **Reporting CSEA in Practice Scenarios -** Session 6.1

**Preparation Note: prepare the scenarios**

You can use the scenarios as they are or adapt the scenarios to your context /participants. You need to select/adapt or/and develop four scenarios for use in the workshop.

* Select/adapt/develop scenarios to contextualize them to your content – change names, locations etc.
* Print and cut out the required number of each scenario before the workshop (e.g., one different scenario for 4 groups with one copy per 2-3 participants).
* Each group will receive one scenario only (unless you have time to extend this session, in which case groups can receive a second scenario).
* The possible response is to guide the facilitator and is not for participants. Print one additional full copy of the table for you - to assist with facilitating the discussion at the end of the session.

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| **Scenario One: Ramesh**Ramesh is a driver for the development project He transports goods to project sites including food and building supplies. Between driving Ramesh often waits at project sites. He passes time by talking to children and adults. Over time he made friends with one boy. He offers the boy rides in the work vehicle and sometimes gives him packages from the supplies he transports. You follow Ramesh on social media and notice Ramesh posted a topless photo of the boy on his social media account.  |
| **FOR *FACILITATOR ONLY:**** *Identify the harm to a child/children RAMESH is in a position of power over the boy. He has a car and access to food and items the boy may need or want. Ramesh has a picture of the child without clothes on and has posted it publicly on social media.*
* *Is this a CSEA concern? YES . This is a CSEA concern and against the development project Codes of Conduct. It is a form of exploitation, including possible sexual exploitation, and is never acceptable. Rameshs position as a driver for the development project gave him access to resources that put Ramesh in a position of power over the boy. Ramesh misused the development project resources he had access to (the car and food and building items) for his personal benefit – to form a relationship of trust with the boy. Ramesh then used his positions of trust and power for his personal gain.*
* *Say if a they need to report it: YES*
* *Who they will report to: Use the development project CSEA reporting mechanism.*
* *List any key considerations when reporting: Report as soon as possible, do not investigate, do not gather further details or evidence, maintain confidentiality - do not talk about the CSEA concern to colleagues or friends.*
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| **Scenario Two: Nabin**Nabin is on the Parent Teacher Association of a school in Thakre. In the evening Nabin regularly visits a tea house near his home. Since the development project began he has noticed something change in the tea house, many young girls now come in with construction workers. The construction workers call the girls their ‘girlfriend’, buy them food and drinks and give them small gifts.  |
| **FOR *FACILITATOR ONLY:**** *Identify the harm to a child/children. Adult men who work for the construction project are connecting with local girls, gaining their trust and using their position to take them out, buy them food and drinks and give them gifts.*
* *Is this a child sexual exploitation and abuse concern? YES . This is a child sexual exploitation and abuse concern. Nabin has seenmultiple adult workers taking children out, buying them food and drinks and giving them gifts. This is against the development project Code of Conduct and is a Sexual exploitation and abuse concern.*
* *Say if they need to report it: YES*
* *Who they will report to: Use the development project CSEA reporting mechanism.*
* *List any key considerations when reporting: Report as soon as possible, do not investigate, do not gather further details.*
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| **Scenario Three: Aarav**Aarav works with the development project. He hires workers from the local community. Aarav is very friendly and you have heard some of the girls at school saying that he contacts them by text message sometimes. Sarita, a 15-year-old girl, asks to speak to you. She tells you that Aarav has been saying things to her about her appearance and what he wants to do to her. Sarita shares that that she doesn’t feel good about the way he talks to her and tells you that he also touches her in ways that make her feel uncomfortable.  |
| ***FOR FACILITATOR ONLY:**** *Identify the harm to a child/children. An adult man is contacting a teenage girl by text message. Aarav has been making sexual comments to Sarita and has also met up with her and touched her in inappropriate ways.*
* *Is this a child sexual exploitation and abuse? YES. This is a child sexual exploitation and abuse concern and against the development project Codes of Conduct. It is a form of exploitation, including possible sexual exploitation, and is never acceptable. Aaravs position working with the development project gave him access to the community that he used for his personal gain.*
* *Say if a they need to report it: YES*
* *Who they will report to: Use the development project CSEA reporting mechanism.*
* *List any key considerations when reporting: Respond to the child – reassure her that she has done the right thing by telling you. Explain that you will need to share this with someone else who will help. Never promise a child to keep something to yourself or make any other promises you cannot keep. Do not ask for more details or probing questions. Report as soon as possible, do not investigate, do not gather further details or evidence, maintain confidentiality - do not talk about the CSEA concern to colleagues or friends – only the person/s you report the concern to.*
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| **Scenario Four: Anjali**Anjali is a teacher in a local school. In many years of teaching there have been few adolescent pregnancies in school going children. Since the start of the development construction project, she has noticed a distinct increase in adolescent pregnancies. In the past few months, three school girls, all under 17 years old, have left school due to being pregnant.  |
| ***FACILITATOR ONLY:*** * *Identify the harm to a child/children: Since the start of the development project there are indications in the community that adolescent pregnancy has increased. There has been a distinct increase in children becoming pregnant and in school drop out of girls.*
* *Is this a child sexual exploitation and abuse concern? YES. This is a child sexual exploitation and abuse concern. Anjali noticed a distinct increase in adolescent pregnancies since the start of the development project. An increase in adolescent pregnancies in the project areas is a Red Flag. It is a community level indicator of an increase in Child Sexual Exploitation and Abuse in the area.*
* *Say if they need to report it: YES*
* *Who they will report to: Use the development project CSEA reporting mechanism.*
* *List any key considerations when reporting: Report as soon as possible, do not investigate, do not gather further details or evidence.*
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1. **Communicating with a child seeking help: approach to maintain** - Session 6.3

**Preparation note: prepare the matching game**

* Print one per participant and give as a handout at the end of session 6.3

**When communicating with a child or with someone seeking help for a child, maintain the following approach:**

* **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.
* **Non-judgemental**: Stay calm and reassure them without passing judgement.
* *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*

* **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.
* *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.
1. **Workshop evaluation form**

Print a workshop evaluation form of your choice for each participant.





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>