



# Keeping our children safe from sexual abuse

Facilitator toolkit for discussion forums with community representatives



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Design by: Inis Communication.

Project Childhood is an Australian Government initiative to protect children from sexual abuse in tourism in Cambodia, Lao PDR, Thailand and Vietnam (2011-2014).



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with community representatives**

# Acknowledgements

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# Foreword



Tourism in the Greater Mekong Sub-region (GMS) continues to grow rapidly. In 2013, the countries of Cambodia, Lao PDR, Thailand and Vietnam welcomed 42.3 million international visitor arrivals, a 21 per cent increase on 2012. Tourism development is bringing many positive opportunities to the region and to communities.

At the same time, we sadly continue to see links between tourism and child exploitation. With the rapidly growing tourism industry and increasing mobility within the Association of South East Asian Nations (ASEAN) and the GMS in particular, we are seeing vulnerable children and their families attracted to tourism destinations to earn an income. Both girls

and boys can be easily seen working in and around the tourism industry in unsafe and unfriendly conditions. Not only are children who earn money from tourists by selling souvenirs or shining shoes less likely to go to school; but also they face heightened vulnerability to physical, emotional and sexual abuse. We know that both girls and boys are victims of sexual abuse, including in travel and tourism. We also know that travelling child sex abusers target children who work on the streets or in the informal sector. Abusers may otherwise approach vulnerable children by working in schools or residential care facilities for children. This is why we need to strength our protective mechanisms around children.

Through Project Childhood, the Australian Government has made a significant investment to combat this particular form of abuse. Project Childhood is an Australian Government initiative to combat the sexual abuse of children in travel and tourism in Cambodia, Lao PDR, Thailand and Vietnam (2011-2014). Project Childhood builds on Australia's long-term support for programs that better protect children and prevent their abuse. The project brings together World Vision and the United Nations Office on Drugs and Crime and takes a dual prevention and protection approach.

In implementing Project Childhood Prevention Pillar, World Vision is working with communities and the Governments of Cambodia, Lao PDR, Thailand and Vietnam to prevent both girls and boys from becoming victims of sexual abuse in travel and tourism. World Vision's research shows that there are major gaps in knowledge and understanding at the community level about what is child sexual abuse and how it can happen. This is a risk because we know that abusers take advantage of knowledge gaps and misunderstandings in order to access and abuse girls and boys. There is a clear need for accurate information to be shared with community members about sexual abuse and how to prevent it. Community Representatives play an essential role in

creating a community environment that keeps children safe from abuse and to prevent abuse from occurring and/or continuing. It is vital they have access to correct basic information on child sexual abuse, as well as understand how they can work together to build safe environments in communal environments such as schools, village halls, medical institutions and all other public areas.

The responsibility to protect children must be placed primarily on adults. Children are never to blame for their abuse. As members of the community in positions of authority, leadership and influence, Community Representatives are in an ideal position to respond and put safeguards in place to protect children's rights to protection from sexual abuse. This is why the *Keeping safe from abuse: Facilitator toolkit for discussion forums with community representatives* is such a valuable publication. It provides easy-to-follow guidelines and tools for facilitators to use to conduct a discussion forum with Community Representatives. The toolkit contains everything a facilitator needs to conduct the interactive session, in both formal and informal settings, with minimal equipment or technology. The materials in the toolkit have already been used in Cambodia, Lao PDR, Thailand and Vietnam by local government and community-based organisations. It is my hope that with this formal publication, this information will reach more and more government officials, village leaders, community police, social workers, youth workers, educators and other community members throughout the region and empower them to keep children in their communities safer from sexual abuse. I encourage the wide use of this publication and thank the Australian Government for their investment.



**Patrick Canagasingham**

Senior Director Operations

World Vision International – East Asia Regional Office

# Background

Project Childhood is an Australian Government initiative to protect children from sexual abuse in travel and tourism in Cambodia, Lao PDR, Thailand and Vietnam (2011-2014). Project Childhood brings together World Vision and the United Nations Office on Drugs and Crime. The program takes a dual prevention and protection approach.

World Vision partners with governments and communities to prevent children from becoming victims of sexual abuse in travel and tourism. Through information, education and communication, World Vision aims to equip community members, businesses and government officials with the knowledge and skills to make the tourism environment safer for children.

Drawing on research findings about community understandings of child sexual abuse, Project Childhood Prevention Pillar's education and communications provide culturally appropriate and up-to-date information to fill knowledge gaps and debunk myths and misconceptions about child sexual abuse that may leave children vulnerable to abuse. Community Representatives (duty-bearers within the community who hold positions of authority, leadership and influence) play an essential role to keep children safe from abuse and to prevent abuse from occurring and/or continuing. It is vital they have access to correct and up-to-date information on child sexual abuse.



# Purpose of the Discussion Forum Toolkit

The Community Representatives Discussion Forum is a short, flexible session to equip participants with basic knowledge and skills to keep children safe from sexual abuse in their community. The Discussion Forum can be convened and led by relevant government departments such as Ministries of Social Affairs (or their equivalent) or by community based organisations with established community relationships and experience on child protection issues. The Discussion Forum Toolkit provides facilitators with easy-to-follow guidelines and tools to conduct a two or three hour Discussion Forum with Community Representatives. The Toolkit contains all the basic essentials required to deliver the session. The content lends itself to both informal community gatherings at village or district level, as well as more formal professional training events at provincial or national levels. The facilitator should read the Discussion Forum Toolkit well before the event and use it to help prepare for the Discussion Forum. Adaptations and additions can then be made to tailor the materials to each audience. An electronic copy of the Discussion Forum Toolkit can be downloaded from: <http://www.childsafetourism.org> and <http://wvi.org/asiapacific/childsafetourism>.

# How to use the Discussion Forum Toolkit

The Discussion Forum Toolkit has three sections:

## Section 1: Getting started

This section provides everything facilitators need to know and prepare before conducting the Discussion Forum. It provides useful advice on participant selection, venue and equipment arrangements, and special guidance to address the sensitive topic of child sexual abuse.

## Section 2: Slide guide

This section provides step-by-step instructions to assist the facilitator to deliver all aspects of the Discussion Forum. The *Community Representatives PowerPoint Presentation* can be downloaded from <http://www.childsafetourism.org> and <http://wvi.org/asiapacific/childsafetourism> and should be reviewed and adapted prior to the Discussion Forum to include relevant national and/or local content. Should it not be possible to access a data projector or print out the slides on a flipchart, the facilitator can use the *Slide guide* as speaking notes. The *Slide guide* also provides suggested participatory activities as well as prompts for the facilitator to encourage participant discussion and/or reflection.

## Section 3: Appendices

The *Appendices* contain further tools to conduct the Discussion Forum, as well as to evaluate the event for further learning. These consist of:

- Takeaway cards for participants
- Participant attendance form
- Entry and exit quiz
- Entry and exit quiz response cards
- Entry and exit quiz analysis template
- Community Representatives case study scenarios
- My opinions form
- Post training report template

# Section 1 Getting started





# Getting started

## Who can facilitate the Discussion Forum?

As the Discussion Forum addresses the sensitive issue of child sexual abuse, it is important to carefully select facilitators who are equipped with suitable capacity and expertise to deliver this material.

It is expected that facilitators possess the combined knowledge and skills listed below:

- Specialist knowledge about the issue of child protection, with particular awareness of child sexual abuse.
- Significant experience in community education, facilitation, teaching and/or training.
- Ability to communicate clearly, effectively and achieve the learning outcomes through use of the proposed interactive methods.

Not only should facilitators be comfortable to talk about the subject of child abuse, especially sexual abuse, they must also be able to manage the associated difficulties which arise in such discussions. This includes technical questions and possible unresolved issues of participants who may have been abused themselves. Given that the subject matter of this Discussion Forum is related directly to the issue of sexual abuse, it necessarily relates to sexual relations between people, consensual or non-consensual. The utmost care and vigilance is required to ensure that facilitators do not directly or indirectly perpetuate any discriminatory attitudes or views, including in relation to sexual orientation and gender identity. The perpetuation of discriminatory views based on gender, sexual orientation, race etc. would not be in accordance with the international rights of children and would also contribute to the vulnerabilities that put children at risk of abuse. Special guidelines about conducting child protection training are included in this Discussion Forum Toolkit.

## Who should join the Discussion Forum?

This Discussion Forum is designed for Community Representatives. Community Representatives are duty-bearers within the community who hold positions of authority, leadership and influence, particularly in relation to children's issues. This Discussion Forum is therefore best suited for (but not limited to):

- Community leaders
- Teachers
- Social workers and youth workers
- Health workers, doctors, nurses, traditional healers

- Faith-based leaders
- Local police officers
- Community elders
- Village/district/commune officials/leaders
- Representatives of relevant mass organisations
- Local media persons



Luang Prabang, Lao PDR



Haiphong, Vietnam



Preah Sihanouk, Cambodia



Bangkok, Thailand

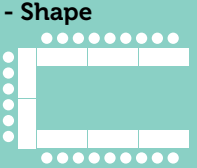
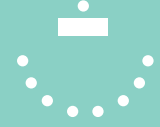
## What are the expected learning outcomes?

By the end of the discussion, Community Representatives should be able to:

- Understand what is child sexual abuse.
- Understand the impact of child sexual abuse on children, families and communities in the local and national environment.
- Understand that children who are victims of sexual abuse are never to be blamed for the abuse.
- Understand the specific issue of child sexual abuse in travel and tourism.
- Articulate their responsibilities to uphold children's rights to protection from all forms of abuse.
- Recognise indicators that suggest a child may be at risk of sexual abuse.
- Identify actions they can take to create a protective environment for children.
- Identify actions they can take if they receive information about a child at risk of abuse and/or information that a child has been sexual abused.
- Know how to start establishing basic mechanisms to help children and families who have already been victims of sexual abuse.



## What is needed to conduct the Discussion Forum?

<p><b>Participants</b></p>	<ul style="list-style-type: none"> <li>• The Discussion Forum is ideally suited for 20-25 participants. This allows for productive discussions and experience sharing. If numbers swell beyond 40 participants, group discussions and feedback can become long and more time will be needed for the Discussion Forum.</li> <li>• Sometimes it will be necessary to reach smaller or much larger groups. This is possible and the facilitator will need to adjust how to effectively elicit participation of the group. Due to the nature of the content, it is important to ensure that the participants are people who hold positions of authority, leadership and influence in the community.</li> <li>• It is also important to aim for a gender balance (i.e., inviting both women and men) when inviting participants to the Discussion Forum.</li> <li>• <b>Appendix 2</b> includes a <i>Participant attendance form</i> that can be used to record participant details.</li> </ul>
<p><b>Venue</b></p>	<ul style="list-style-type: none"> <li>• The facilitator should aim to provide an environment that is conducive to learning and which is convenient and comfortable to as many of the participants as possible. It is highly recommended that the location is familiar and neutral ground for the participants, i.e. local town hall, community centre, etc. Facilitators should take care to accommodate any special requirements for participants with disabilities.</li> <li>• If possible, seating at the venue should be arranged in a comfortable 'circle' or 'U' shape. These arrangements are more conducive to facilitate active discussions. Desks/tables are not essential for the Discussion Forum and participants may prefer to sit on the floor or ground. The content of the Discussion Forum also lends itself to formal training events, in which case participants should be seated at desks/tables and preferably in a 'cabaret' setting.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1199 753 1443" style="border: 1px solid #ccc; border-radius: 10px; padding: 10px; background-color: #e0f2f1;"> <p style="text-align: center;"><b>U - Shape</b></p>  <p style="text-align: center; font-size: small;">Often used for direct training from a facilitator</p> </div> <div data-bbox="798 1199 1088 1443" style="border: 1px solid #ccc; border-radius: 10px; padding: 10px; background-color: #e0f2f1;"> <p style="text-align: center;"><b>Group Circle</b></p>  <p style="text-align: center; font-size: small;">Suitable for informal training (no table)</p> </div> </div>
<p><b>Equipment</b></p>	<ul style="list-style-type: none"> <li>• Using visual aids can significantly increase participants' learning experience. Depending on available resources, various forms of visual aids can be used.</li> <li>• Where electricity and equipment is available, the facilitator may use a data projector and screen for presenting the <i>Community Representatives' PowerPoint Presentation</i>. In other cases, it may be more preferable and/or reliable to use printed aids. For example: the <i>Community Representatives' PowerPoint Presentation</i> can be printed on a large flip chart or the facilitator can handwrite key messages on large sheets.</li> <li>• Alternatively, the facilitator can easily conduct the Discussion Forum without the use of visual aids.</li> </ul>







<b>Participant handouts</b>	<p>The following handouts should be prepared for each participant:</p> <ul style="list-style-type: none"><li>• <i>Takeaway cards</i>: <b>Appendix 1</b>.</li><li>• <i>Entry and exit quiz</i>: <b>Appendices 3-4</b> (alternatively, this can be an interactive exercise using the <i>Entry and exit quiz response cards</i> at <b>Appendix 5</b>).</li><li>• <i>My opinions form</i>: <b>Appendix 8</b> (alternatively, this can be discussed verbally).</li><li>• <i>Community Representatives case study scenarios</i>: <b>Appendix 7</b> (alternatively, these can be communicated verbally).</li></ul> <p>These handouts and/or activities should be adapted as required to enable attendees with varying abilities to participate.</p>
<b>Other materials</b>	<ul style="list-style-type: none"><li>• Flip chart paper or chalkboard.</li><li>• Marker pens or chalk and duster.</li><li>• Soft ball (<i>optional</i>—for interactive introduction).</li></ul>












## How much time is needed to conduct the Discussion Forum?

The Discussion Forum is designed to take around three hours. However, if desired, it is possible to deliver the training over a longer period depending on exercises and the participatory approach taken. The Toolkit includes optional activities that can be used for longer events.

The following table sets out indicative time frames for each topic and activity and highlights optional activities in case of limited timeframes. Throughout the *Slide guide* (Section 2), essential slides are also marked with an ●

Module	Content	Essential	Optional	Timing	
<b>Introduction</b>	Opening ceremony		●	Up to 1 hour	
	Facilitator and participant introductions	●		15 minutes	
	Why are we here?				
	 Activity: Entry quiz	●		10 minutes	
<b>What is child sexual abuse?</b>	What is child abuse?	●		15 minutes	
	What is child sexual abuse?	●		15 minutes	
	 Question for reflection/discussion: What have you heard?		●	Up to 15 minutes	
	Impacts of child sexual abuse	●		5 minutes	
<b>What information do Community Representatives need to know?</b>	Who are the victims?	●		5 minutes	
	Who are the abusers? How do they operate?	●		20 minutes	
	What signs indicate a child may be at risk?	●		20 minutes	
	What are the links between digital technology and child abuse?	●		15 minutes	
	 Question for reflection/discussion: Risks to children's safety presented by digital technology			●	5 minutes
	What are the links between tourism and child abuse?	●		10 minutes	
	 Question for reflection/discussion: Risks presented to children's safety by growing tourism			●	5 minutes

Module	Content	Essential	Optional	Timing
<b>What responsibilities do Community Representatives have under law and policy?</b>	Relevant laws and policies	●		10 minutes
	 Question for reflection/discussion: Implications of national strategy/plan		●	Up to 15 minutes
<b>What actions can we take to better protect children?</b>	 Activity: How safe is my community?		●	Up to 10 minutes
	Open dialogue and communication	●		10 minutes
	 Question for reflection/discussion: Good examples of open dialogue and communication in our community		●	Up to 15 minutes
	Prevention strategies	●		10 minutes
	 Question for reflection/discussion: Good examples of prevention strategies		●	Up to 15 minutes
	Protection	●		5 minutes
	How to respond to a disclosure	●		15 minutes
	 Question for reflection/discussion: Process if a child is at risk		●	5 minutes
	 Activity: Case study scenarios		●	20 minutes
	 Activity: Building a child safe community		●	30 minutes
<b>Conclusion</b>	 Activity: Evaluation	●		10 minutes
	 Activity: Exit quiz	●		10 minutes
	Closing	●		5 minutes
	Closing ceremony		●	Up to 30 minutes

## Special guidelines for child protection training

### Take care to sensitively facilitate the discussion

Child abuse, especially sexual abuse, is a sensitive issue that will necessarily require reflection and consideration from the participants. Participants should be given the chance to talk about non-confrontational topics as set out in the *Slide guide* before starting the discussion about child abuse. By providing participants with a 'voice' during the introductory activities at the beginning, they will feel more comfortable to speak about the issue of child abuse as the Discussion Forum progresses.

### Come prepared with contact details for professional counselling or referral services

Be aware that some participants may be victims of abuse. It is useful to bear in mind that different people react differently to abuse; for example some will not have thought about it for a long time and the discussion may bring back traumatic memories.<sup>1</sup> It is important to be sensitive to this possibility at all times. If participants wish to speak about their personal experiences, invite them to do so in a private setting (during the break or at the conclusion of the discussion). Facilitators should come prepared with the contact details for professional counselling and referral services for participants who wish to discuss their situation in detail.

### Immediately report any disclosure about a child that may be experiencing abuse

It is possible that some participants may share information that indicates that a child may currently be experiencing abuse in their family, community or elsewhere. These disclosures must be treated seriously, with confidentiality, and in a timely manner given a child is at risk. Any such disclosures must be referred to appropriate local agencies (including non-governmental organisations and local authorities). The facilitator must be aware of suitable local referral agencies to investigate such disclosures.

**All disclosures must be reported immediately.**

### Deal sensitively with difficult questions and/or behaviours

It is important to consider and respect the participants' cultural background/s. However, culture should never be accepted as an excuse to justify child abuse.

Questions may arise about sexual orientation and gender identity. The facilitator should be prepared to respond to such discussions in a clear and direct manner. The facilitator should emphasise that all children have a right to protection, regardless of their sexual

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<sup>1</sup> It is common for persons who have suffered child sexual abuse to suppress memories of these experiences as a coping mechanism.

orientation and/or gender identity, and that stigma, discrimination or silence on issues of sexual orientation and gender identity may push some children into vulnerable situations if they are not supported within the community.

The facilitator should ensure that any statements made by participants that perpetuate myths or are not conducive to creating a safe environment for children are sensitively addressed. For example, comments about girls' clothing are not relevant to discussions and can perpetuate gender-biased attitudes that 'blame the victim'. The facilitator should not encourage these sorts of discussions and should instead focus on the key messages emphasised throughout the materials.

On occasions, the facilitator will encounter a participant exhibiting difficult behaviours (argumentative, constantly talking, negative attitude, disruptive, or someone who believes they know everything). To diffuse conflict, involve the participant in determining solutions to the problems they highlight. Avoid neglecting the other participants due to the behaviour of one participant.

At all times, it is essential to remind participants that a child should never be blamed for being the victim of sexual abuse.



# Section 2

# Slide guide












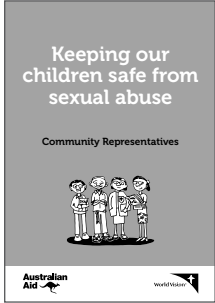
# Slide guide

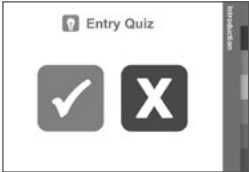

This section provides step-by-step instructions to assist the facilitator to deliver all aspects of the Discussion Forum. The *Community Representative PowerPoint Presentation* can be downloaded from <http://www.childsafetourism.org> and <http://wvi.org/asiapacific/childsafetourism> and should be reviewed and adapted prior to the Discussion Forum to include relevant national and/or local content. The PowerPoint Presentation is a tool to support the learning objectives and promote participants' retention of key messages during the Discussion Forum. If it is not possible to use these slides as a visual tool (such as on a data projector or printed out on a large flipchart), the facilitator can use the *Slide guide* as speaking notes.




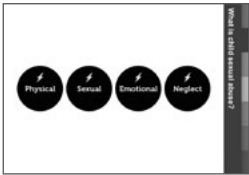
The facilitator should strive to create a dynamic learning environment by elaborating on the slides and inserting activities at recommended intervals. The *Slide guide* also sets out questions that the facilitator can ask to encourage whole group discussion and/or individual reflection depending on the participants and timing (signposted as '**Question for reflection/discussion**'). The *Takeaway cards (Appendix 1)* should be given to participants at the beginning of the discussion and referenced throughout the discussion. The facilitator should encourage participants to use the cards as a handy reference tool when they return to their homes and workplace and to share the information that they have learned with their family and colleagues. The facilitator may also choose to distribute the *Entry quiz (Appendix 3)* at the same time as the *Takeaway cards* and invite participants to complete the quiz at the relevant point in the discussion.

Slide	Key messages	Support notes
<b>Introduction</b>		
<p><b>Slide 1</b> ●</p> 		<ul style="list-style-type: none"> <li>• Introductory slide – can be displayed as participants are entering the Discussion Forum.</li> <li>• Localise this slide by adding the name of the community, the names of the facilitator and co-facilitators and, where suitable, by including the logo of any partner organisation.</li> <li>• If there is an opening ceremony with a formal opening speech, an additional slide can be made to reflect this.</li> </ul>
<p><b>Slide 2</b> ●</p> 	<ul style="list-style-type: none"> <li>• Good morning/afternoon.</li> <li>• Thank everyone for sparing their time to attend the Discussion Forum.</li> <li>• Facilitator to begin with brief, friendly introduction and to introduce any other people who are supporting the Discussion Forum.</li> </ul>	<ul style="list-style-type: none"> <li>• As very little time is allocated for the Community Representatives Discussion Forum, move quickly through this introductory module.</li> <li>• The purpose of the introductory module is to make the participants feel comfortable with the topic and provide them with an opportunity to introduce themselves and know about others in the group before addressing the more sensitive issues of child sexual abuse in subsequent modules.</li> </ul>
<p><b>Slide 3</b> ●</p> 	<ul style="list-style-type: none"> <li>• Explain that the training material has been developed by World Vision for Project Childhood Prevention Pillar, an Australian Government initiative to prevent child sexual abuse in travel and tourism.</li> </ul>	<ul style="list-style-type: none"> <li>• As relevant, the facilitator should make a brief reference to how the local community links to tourism (for example: it is a well-established tourism destination, a growing tourism destination, there is migration from the community to tourism destinations, etc.) This provides the background and context for the Discussion Forum.</li> <li>• Wherever possible, the facilitator should make it clear that child sexual abuse occurs even in communities where there is no tourism.</li> </ul>



Slide	Key messages	Support notes
<p><b>Slide 4</b> ●</p> 	<ul style="list-style-type: none"> <li>• Today I respect that you are professional representatives from this community.</li> <li>• Some of you know each other, but maybe there are some people you have not met.</li> <li>• To get to know each other, everyone is invited to introduce themselves by answering two easy questions: <ul style="list-style-type: none"> <li>– What is your name?</li> <li>– Where do you work?</li> </ul> </li> <li>• After the introductions are completed: <ul style="list-style-type: none"> <li>– Respect the high level of experience and professionalism in the room.</li> <li>– Acknowledge the varying sectors represented and the value of their experiences.</li> <li>– Encourage participants to share their experiences during the discussion.</li> <li>– Advise participants that the Discussion Forum can help them in their work.</li> <li>– Explain that the Discussion Forum will help participants exchange and expand their knowledge and skills to protect children from sexual abuse.</li> <li>– Explain that the Discussion Forum will also give them a platform and opportunity to work better together where possible.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To make this a more lively and interactive session, it is possible to begin the introductions by throwing a soft rubber ball to one participant. After they have introduced themselves they can choose the next participant by throwing the ball to them. Encourage participants to throw the ball to someone they have not previously met.</li> <li>• During the introductions, the facilitator should briefly acknowledge each person and take note of the different sectors represented (for example: education, health, law enforcement, faith based organisations, etc).</li> <li>• It is worth noting and remaining conscious of whether the participants know each other or not, and whether each participant understands their own role and responsibility and that of each other. Better mutual understanding helps them to work together to protect children.</li> </ul>

Slide	Key messages	Support notes
<p><b>Slide 5 •</b></p> 	<p><b>Why are we here?</b></p> <ul style="list-style-type: none"> <li>• As Community Representatives, many of whom are working directly with children, each one of you has an important role in protecting children from sexual abuse.</li> <li>• Through your professional roles: <ul style="list-style-type: none"> <li>– you are often the first people to recognise or identify signs that children are at risk of sexual abuse,</li> <li>– you are required to enquire and refer reports where needed, and</li> <li>– you can share information and help educate community members to try to prevent abuse from happening in the first place.</li> </ul> </li> <li>• As Community Representatives, each of you are ‘duty bearers’ with clear obligations defined by national law.</li> <li>• Even though you are professionals in your own fields, we understand that it can be difficult to talk about sex. Perhaps today is the first time for you to talk about these issues.</li> <li>• But, in order for our children to be safe, it is very important that we are informed about this problem and do not stay silent about child sexual abuse.</li> <li>• Simply by participating in this Discussion Forum, you are already actively taking steps to protect children in your community against child sexual abuse.</li> </ul>	<p>Refer to <b>Takeaway Card (Keeping children safe from sexual abuse)</b></p> 


Slide	Key messages	Support notes
	<p><i>Some requests:</i></p> <ul style="list-style-type: none"> <li>• I respect that you are all busy professionals, but as we only have a small time available today, please turn your mobile phones to silent and step outside/away for any urgent calls.</li> <li>• Everyone's contribution toward this topic is valued.</li> <li>• If you do not understand something, please say it and do not feel shy. It is very likely that there are other people who also do not understand. If it is more comfortable, you can also see me after the Discussion Forum.</li> <li>• If you have any concerns that a child may currently be at risk of sexual abuse, please let me know after the Discussion Forum and we can take action to protect him or her.</li> </ul>	
<p><b>Slide 6</b> •</p> 	<p> <b>Activity: Entry quiz</b></p> <p>Some of you already know a lot about child sexual abuse. But for some of you this is a new topic. To make sure we provide information that is most suitable and relevant for you, we would first like to ask some questions.</p> <p>Ask participants to refer to their copy of the <i>Entry quiz</i> and allow participants 3-5 minutes to complete. Then collect the forms.</p> <p>Depending on the participants, the facilitator can also conduct the <i>Entry quiz</i> as an interactive activity using the suggestions in the <i>Support notes</i> (right column).</p>	<p>The <i>Entry quiz</i> is found at <b>Appendix 3</b>. The <i>Entry quiz</i> forms the pre-training evaluation. If preferred, the <i>Entry quiz</i> and <i>Exit quiz</i> can be conducted as interactive sessions.</p> <p><i>Entry quiz – alternative interactive activities</i></p> <ol style="list-style-type: none"> <li>1. Distribute one set of the <i>Entry and exit quiz response cards (Appendix 5)</i> to each participant and ask the participants to raise a 'tick' card if their answer is 'yes', a 'cross' card if their answer is 'no' and a 'question mark' card if their answer is 'do not know' in response to each question in the <i>Entry quiz</i>. The facilitator (or assistant) will need to carefully record the number of ticks, crosses and question marks for each question on the template provided in <b>Appendix 6</b>.</li> </ol>

Slide	Key messages	Support notes
		<p>2. An easy alternative to distributing 'ticks', 'crosses' and 'question marks' is to divide the room in three. Place a tick in one area, a cross in another, and a question mark in the third. Ask participants to move to the section of the room according to whether they answer 'yes' (tick), 'no' (cross) or 'do not know' (question mark).</p>
<p><b>What is child sexual abuse?</b></p>		
<p><b>Slide 7</b> ●</p> 	<p>Before talking about 'child sexual abuse', we need to understand what is 'child abuse'.</p>	
<p><b>Slide 8</b> ●</p> 	<ul style="list-style-type: none"> <li>• Child abuse is any action (or non-action) that is not accidental and hurts a child or puts a child in danger.</li> <li>• Child abuse may result in actual or potential harm to the child's health, survival, development and/or dignity.</li> </ul>	<p>Refer to <b>Takeaway Cards (What is child abuse?)</b></p> <p>The facilitator should also refer to relevant definitions and sections in national law as appropriate.</p> 
<p><b>Slide 9</b> ●</p> 	<p>Child abuse can be understood in mainly four different forms, although there are often overlaps:</p> <p><i>Physical Abuse</i></p> <ul style="list-style-type: none"> <li>• Physical abuse occurs when a person purposefully injures or threatens to injure a child.</li> <li>• This includes hitting, punching, shaking, kicking, burning, shoving, suffocating, holding/tying down, poisoning or restricting a child's movement.</li> </ul>	



Slide	Key messages	Support notes
	<p><i>Emotional Abuse</i></p> <ul style="list-style-type: none"> <li>• Emotional abuse is persistent and severe emotional mistreatment.</li> <li>• Emotional abuse attacks a child's self-esteem.</li> <li>• It can take the form of name calling, threatening, ridiculing, intimidating or isolating a child.</li> <li>• All forms of child abuse have an emotional impact on the child.</li> </ul> <p><i>Neglect</i></p> <ul style="list-style-type: none"> <li>• Neglect is the extreme failure to provide a child with important aspects of care.</li> <li>• For example: not protecting them from exposure to danger or withholding medical attention, or not providing the basic things needed for their growth and development (such as food, clothing, shelter or emotional care).</li> </ul> <p><i>Sexual Abuse</i></p> <ul style="list-style-type: none"> <li>• Sexual abuse occurs when someone involves a child in a sexual activity by using their power over them or taking advantage of their trust.</li> <li>• Child sexual abuse includes all forms of unwanted sexual behaviour. This can involve touching or even not contact at all.</li> <li>• Child sexual abuse includes: <ul style="list-style-type: none"> <li>– making abusive images/ photographs/videos of children,</li> <li>– forcing children to watch or take part in sexual acts, or</li> <li>– forcing/coercing children to have sex or engage in sexual acts with other children or adults.</li> </ul> </li> </ul> <p>Today, we are concentrating on this fourth category of abuse – child sexual abuse. However, it is important to be aware that the four types of abuse are often interlinked and do not occur in isolation. For example: a child who is emotionally abused is often also neglected.</p>	



Slide	Key messages	Support notes
<p><b>Slide 10</b> ●</p> 	<ul style="list-style-type: none"> <li>• There are no precise statistics on the number of children who suffer sexual abuse.</li> <li>• It is difficult to know the numbers because people often do not report cases and often the cases are not counted. But it is estimated to be in the millions.</li> <li>• These children are from all socio-economic backgrounds, across all ages, religions and cultures.</li> <li>• Child abuse is not particular to this region. These problems occur in every country of the world.</li> <li>• It is common for children to experience many forms of abuse on a regular basis – rather than isolated cases of abuse. For example, a child may be neglected by the parents and move to the streets where they become victims of physical assault and suffer emotional and/or sexual abuse.</li> </ul>	<p>From a regional perspective, a 2012 review by UNICEF East Asia and the Pacific found:</p> <ul style="list-style-type: none"> <li>• The prevalence of severe physical abuse ranges from 9% to nearly 25% of children in the region.</li> <li>• Between 14% to 30% of both boys and girls have reported experiencing forced sex in their lifetimes.</li> <li>• Adolescents and adults who have experienced sexual and/or physical abuse as children are 4 times more likely to have thought of or attempted suicide than those without a history of abuse.</li> </ul> <p>(Source: UNICEF, <i>Child Maltreatment: Prevalence, Incidence and Consequences in the East Asia and Pacific Region</i>, 2012).</p>
<p><b>Slide 11</b></p> 	<p><b>?</b> <i>Question for reflection/discussion (optional):</i></p> <ul style="list-style-type: none"> <li>• Ask the group what they have seen or heard in their workplace, neighbourhood, community and media regarding child sexual abuse.</li> <li>• It is important to ask participants to share stories in a way that does not mention names or disclose identifying details of the victim or offender.</li> <li>• Through participants' stories, bring out some initial information on what Community Representatives already do to protect their children against sexual abuse.</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of this section is to start a conversation about what is understood about child sexual abuse. This also helps the facilitator understand a little about the local issues as well as the level of awareness within the group.</li> <li>• Discussion should not be forced if the group are not ready to talk or feel shy.</li> <li>• Allow the participants to share just a few stories.</li> <li>• Listen to the stories. If stories indicate that a child is currently at risk of abuse, advise the group that this is a serious current issue and that you will separately</li> </ul>


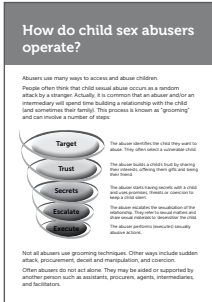


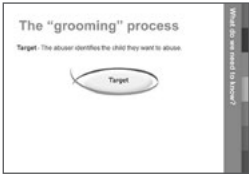
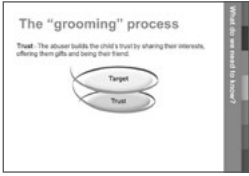
Slide	Key messages	Support notes
	<ul style="list-style-type: none"> <li>• In order to emphasise the local relevance, context and realities, the facilitator can also provide examples from media that sensitively highlight local and national cases of child sexual abuse. Particular aspects of the case studies can be highlighted which help to dispel myths about how child sexual abuse occurs, i.e. the abuser was a person in a position of trust, the victim was a boy.</li> <li>• It would also be helpful for the facilitator to share any national statistics or trends so that participants get a picture of what national experts or officials are saying on the subject.</li> </ul>	<p>Speak to the participant during the break (or at the conclusion of the Discussion Forum) to obtain more information to refer the case.</p> <ul style="list-style-type: none"> <li>• Take particular note of any information about what actions and behaviours the Community Representatives have to protect children in their community from sexual abuse. This can be referred to later in the session when there is discussion about responses.</li> </ul>
<p><b>Slide 12</b> ●</p> 	<ul style="list-style-type: none"> <li>• Child sexual abuse has serious impacts on children. These can result in short- and long-term damaging consequences.</li> <li>• Impacts on children can include: <ul style="list-style-type: none"> <li>– Physical (injuries, sexually transmitted infections (STIs), sexually transmitted diseases (STDs), substance abuse).</li> <li>– Psychological (mental health and emotional issues including depression, anxiety, suicide, self-harm).</li> <li>– Blame on the victim rather than the abuser.</li> <li>– Social problems (trust issues, inability to concentrate or form relationships, inability to socialise or gain employment).</li> <li>– Long-term consequences including entry into exploitation or undesirable 'work'.</li> <li>– Generational impacts on any children born from abusive relationships or after abusive relationships.</li> </ul> </li> </ul>	


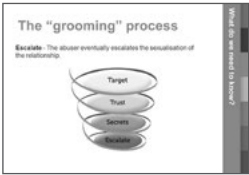

Slide	Key messages	Support notes
	<ul style="list-style-type: none"> <li>• The impact of abuse also extends beyond the immediate victims and impacts families and communities across generations.</li> <li>• Impacts on families can include:                             <ul style="list-style-type: none"> <li>– Stigmatisation of families.</li> <li>– Marginalisation or rejecting of the family from the community.</li> <li>– Damage to family reputation.</li> <li>– Culture of fear and mistrust.</li> <li>– Increased financial burdens due to necessity to care for victim of abuse.</li> <li>– Desensitisation to abuse.</li> </ul> </li> <li>• Impacts on communities can include:                             <ul style="list-style-type: none"> <li>– Negative reputation.</li> <li>– Climate of fear.</li> <li>– Escalation of social problems.</li> <li>– Negative impact on economy.</li> <li>– Entices other abusers to the community.es culture and traditions.</li> <li>– Diminishes culture and traditions.</li> </ul> </li> <li>• A child should never be blamed for the abuse he or she experiences or for the impacts that extend to families and communities. Any child who has experienced abuse should be actively assured that it is not their fault.</li> </ul>	



Slide	Key messages	Support notes
<b>What information do community representatives need to know?</b>		
<p><b>Slide 13</b> ●</p> 	<ul style="list-style-type: none"> <li>• What do we need to know about child sexual abuse? (move directly to next slide).</li> </ul>	
<p><b>Slide 14</b> ●</p> 	<p><b>Who are the victims?</b></p> <ul style="list-style-type: none"> <li>• Sexual abuse can happen to any child from any background.</li> <li>• Victims can be girls or boys.</li> <li>• According to the law, a child is anyone under the age of 18 years old. This means victims can be any age between 0–17 years. They can be infants, young children or teenagers.</li> <li>• Sometimes child victims come from disadvantaged circumstances. They might be poor, living on the streets/beach, not attending school, from ethnic minority communities or broken families. Victims have often experienced other forms of abuse in their home or on the streets.</li> <li>• However, victims may also come from middle and higher income families. They can be influenced by materialism and consumerism (often linked to peer pressure). They may be unaware of the dangers relating to their situation.</li> <li>• Third gender children or children who are exploring their sexuality can be at increased risk.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitators should collect and provide examples from their country that demonstrate the varying profiles of victims in terms of age, gender, location, etc.</li> <li>• Any examples from the media (without identifying victims personally) can be helpful here.</li> </ul>

Slide	Key messages	Support notes
	<ul style="list-style-type: none"> <li>• Children with disabilities (all types of disabilities) are at increased risk of abuse and special care and attention should be paid to protect these children. This includes physical disabilities, sensory disabilities (i.e. hearing or sight impairments), intellectual disabilities and psychiatric disabilities.</li> <li>• Children should never be blamed for their abuse. Adults are responsible for protecting children from sexual abuse. Sometimes blame is implicit or indirect. Any child who has been victim should be actively assured that they are never to blame for what happened to them.</li> </ul>	<p>Pay delicate attention to any prejudices or discriminatory attitudes that may be prevalent in order to emphasise equality for all children. The utmost care and vigilance is required to ensure that facilitators do not directly or indirectly perpetuate any discriminatory attitudes or views, including in relation to sexual orientation and gender identity. The perpetuation of discriminatory views based on gender, sexual orientation, race etc would not be in accordance with the international rights of children and would also contribute to the vulnerabilities that put children at risk of abuse.</p>
<p><b>Slide 15</b> ●</p> 	<ul style="list-style-type: none"> <li>• There is often a misunderstanding that boys cannot be victims of sexual abuse.</li> <li>• As a result, sometimes communities are more protective of girls than boys.</li> <li>• This can leave boys more vulnerable to abuse.</li> <li>• It also makes it difficult for boys to tell someone about abuse because of the social stigma and misunderstandings involved.</li> </ul>	<p>Research shows that often communities do not believe boys can be targeted for sexual abuse. This has serious consequences as for boys' well being and means that communities will not employ as vigorous protective mechanisms around boys comparative to girls.</p> <p>For example, it has been found that in some countries, boys are particularly vulnerable to trafficking for sexual exploitation because parents were more willing to let their sons migrate unsafely relative to their daughters.</p>
<p><b>Slide 16</b> ●</p> 	<p><b>Who are the abusers?</b></p> <p>People who sexually abuse children can be anyone:</p> <ul style="list-style-type: none"> <li>• Men or women.</li> <li>• Family members (fathers, mothers, uncles, aunts, cousins, grandfathers, grandmothers or other relatives).</li> </ul>	<p>The facilitator can elaborate with information from local/national/ international case studies. Case studies should be used to show varying profile of abusers who have been apprehended in the country.</p>


Slide	Key messages	Support notes
	<ul style="list-style-type: none"> <li>• Neighbours, friends or people in positions of trust (teachers, sporting club workers, medical staff, etc). Remember, most children are abused by someone they already know.</li> <li>• Strangers.</li> <li>• Other children and youth. It is important to be vigilant to sexual abuse committed sometimes by other children, who may also be older.</li> <li>• People from any community, country, any age, any occupation or religion.</li> <li>• The majority of abusers in any given community will be local.</li> </ul> <p>While it is not possible to identify a child sexual abuser by their appearance, it is possible to be aware of suspicious behaviour they display.</p>	<p>Again, it is important to emphasise the gender stereotype of abusers. While reported cases show that abusers are generally male, there is growing awareness that females also commit child sexual abuse and the impact on children is equally devastating.</p> <p>Point out that many sexual abuse cases are not reported for various reasons so the real picture of the issue is unclear.</p>
<p><b>Slide 17</b> ●</p> 	<p><b>How do child sex abusers operate?</b></p> <ul style="list-style-type: none"> <li>• There are a number of ways that abusers access children and commit the abuse.</li> <li>• People often think that child sexual abuse occurs as a random attack by a stranger. Actually, it is common that the abuser and/or an intermediary will spend time building a relationship with the child (and sometimes their family).</li> </ul>	<p>Refer to <b>Takeaway Card (How do child sex abusers operate?)</b></p>  <p>From studying the behaviour of child sexual abusers who were convicted by a court of law, researchers have been able to see clear patterns and similarities in how abusers operate. Most of this information is based on data from western countries and/or western offenders. More research is required to learn more about how offenders abuse children in Asia.</p>

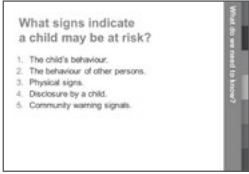
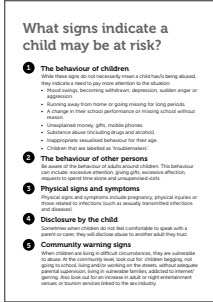

Slide	Key messages	Support notes
<p><b>Slide 18</b> ●</p>  <p>The "grooming" process Target. The abuser identifies the child they want to abuse.</p>	<ul style="list-style-type: none"> <li>• This process of building a relationship with the child and/ or his or her family is known as 'grooming' and can involve a number of steps.</li> <li>• First, the abuser observes and targets the child. They often select a vulnerable child.</li> <li>• A vulnerable child is one who may not be able to complain, is isolated or disconnected from trusted adults or marginalised by the community. For example, single parent households with many children, a child living away from family, a child with disabilities, a child feeling troubled with life, a child facing family violence, etc.</li> </ul>	<p>In some countries 'grooming' is a criminal offence in itself because it is recognised that it is harming children.</p>
<p><b>Slide 19</b> ●</p>  <p>The "grooming" process Trust. The abuser builds the child's trust by sharing their interests, offering them gifts and being their friend.</p>	<ul style="list-style-type: none"> <li>• Then, the abuser builds the child's trust by sharing their interests, giving them a lot of attention, offering them gifts and becoming their friend. Sometimes, this involves befriending the family.</li> <li>• For example, an abuser might befriend a single mother in order to gain her trust and get access to abuse her children. This can include offering financial support to the family, living with the family or providing financial support for the child (for their schooling or other requirements).</li> <li>• In most cases, the abuser has some kind of power over the child due to their age, maturity, physical strength, or position of power or control.</li> </ul>	




Slide	Key messages	Support notes
<p><b>Slide 20</b> ●</p> 	<ul style="list-style-type: none"> <li>• As the abuser builds their relationship with the child, they begin setting up secrets with the child to make sure the child will not disclose the abuse.</li> <li>• Often the secrets involve promises, threats or coercion. Sometimes the abuser calls this their 'special relationship' with the child. The child is usually emotionally abused and manipulated by the abuser.</li> <li>• For example, the child may feel that the abuser is the only person who understands him or her and becomes a confidant.</li> <li>• Children often have problems that they feel adults do not understand. So, children can be easily influenced when they interact with an adult that does understand them.</li> </ul>	
<p><b>Slide 21</b> ●</p> 	<ul style="list-style-type: none"> <li>• Timing can vary, but the abuser eventually escalates the sexualisation of the relationship. This can include exposure to sexual materials so that the child becomes 'desensitised' or less likely to feel shock or distress.</li> <li>• For example, the abuser might start touching the child or show her or him some pornographic images. Alternatively, the abuser may start talking with the child about sexual activities.</li> </ul>	
<p><b>Slide 22</b> ●</p> 	<ul style="list-style-type: none"> <li>• The abuser progresses to sexual touching and other sexually abusive behaviours.</li> <li>• Remember that child sexual abuse does not only mean penetrative rape. It can also be involve sexual activities that include touching or even no contact at all.</li> </ul>	


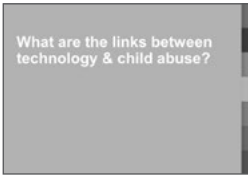
Slide	Key messages	Support notes
	<ul style="list-style-type: none"> <li>• The abuse may escalate over time starting with smaller things.</li> <li>• As this might take place over time, there is an opportunity to prevent the abuse from getting worse if the abuse is identified at this stage.</li> <li>• By this time, the child is already well 'groomed' and under the control of the abuser.</li> <li>• Grooming occurs in many different settings (home, school, sports clubs, parks, internet chat rooms).</li> </ul>	
<p><b>Slide 23 ●</b></p> 	<p><b>Sudden attack</b></p> <ul style="list-style-type: none"> <li>• Not all abusers use grooming techniques.</li> <li>• Other ways in which an abuser can access a child includes by sudden attack.</li> <li>• An abuser may attack a child suddenly seeing an opportune moment.</li> </ul>	
<p><b>Slide 24 ●</b></p> 	<p><b>Procurement</b></p> <ul style="list-style-type: none"> <li>• An abuser may pay someone to find a child to abuse. The procurer then targets the child or the child's family.</li> <li>• For example: if the abuser is from outside the community, they may use local networks or procurers to help them find and abuse children.</li> </ul>	<p>The facilitator can elaborate with information from local/national/international case studies.</p> <p>Some examples include:</p> <ul style="list-style-type: none"> <li>• Reported cases of local taxi or moto drivers that take abusers to brothels or other venues where children are exploited. Or where local drivers have brought children to abusers at their request for a fee.</li> <li>• There are also reports of organised networks and trafficking where children are transported within countries or across borders for sexual exploitation.</li> <li>• There are also cases of children, who are victims of sexual abuse themselves, introducing other children to their abusers.</li> </ul>





Slide	Key messages	Support notes
<p><b>Slide 25 ●</b></p> 	<p><b>Deceit and manipulation</b></p> <ul style="list-style-type: none"> <li>• Related to procurement, the abuser or procurer may deceive or manipulate the child or his or her family. This is particularly a risk where the child or family is in a difficult position.</li> </ul> <p><b>Coercion</b></p> <ul style="list-style-type: none"> <li>• This can relate to the ways mentioned but also can consist of blackmailing, threats and other forms of abuse.</li> </ul>	
<p><b>Slide 26 ●</b></p> 	<p><b>Who else is involved?</b></p> <ul style="list-style-type: none"> <li>• When we look at all the different ways that abusers operate, it is clear that often the abuser does not operate alone.</li> <li>• The abuser may be aided or supported by another person or persons to help him or her to access the child and commit the abuse.</li> <li>• These can include assistants, procurers, agents, intermediaries, facilitators and so on.</li> <li>• For example, in many identified cases a male offender will use his 'girlfriend' to help him procure and manipulate children. Children tend to trust women more. There are many cases where women have supported male offenders to abuse children. For example: as friends, girlfriends, 'mamasans', or as taxi-girls.</li> </ul>	<p>As relevant, the facilitator can also draw attention to the particularly concerning trend of children being sent away from their families to live in institutions or 'orphanages'. In some cases, parents and families have been convinced and/or agreed to send their children to 'orphanages' or institutes for better opportunities and education. Thinking they will be providing their children a better life, parents agree to send their children away from their protective environment and into an unsafe environment where they may be vulnerable to abuse.</p>


Slide	Key messages	Support notes
<p><b>Slide 27 ●</b></p> 	<p><b>What signs indicate a child may be at risk?</b></p> <p>There are five main signs to indicate a child may be vulnerable to abuse or have experienced abuse.</p>	<p>Refer to <b>Takeaway Card (What signs indicate a child may be at risk?)</b></p> 
<p><b>Slide 28 ●</b></p> 	<p><b>1. The child's behaviour</b></p> <p>Pay attention to the behaviour of children. There are signs that a child may be experiencing abuse.</p> <p>While these symptoms do not necessarily mean a child is being abused, they do present a good reason to pay more attention to the situation:</p> <ul style="list-style-type: none"> <li>• Mood swings, becoming withdrawn, depression, sudden anger or aggression.</li> <li>• Running away from home or going missing for long periods.</li> <li>• A change in their school performance or missing school without reason.</li> <li>• Unexplained money, gifts, mobile phones.</li> <li>• Substance abuse (including drugs and alcohol).</li> <li>• Inappropriate sexualised behaviour for their age.</li> <li>• Children that are often labelled as 'troublemakers'.</li> </ul>	<p>The main point is to observe a change in behaviour. It can be from 'good to 'bad'. Often children who start behaving 'badly' are not seen as potential victims and instead labelled as 'trouble makers'. This makes them even more vulnerable to ongoing abuse and often their complaints and reports are not believed. This is a tragic failure of our responsibilities towards them.</p>

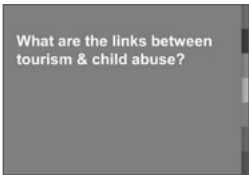

Slide	Key messages	Support notes
<p><b>Slide 29</b> ●</p> 	<p><b>2. The behaviour of other persons</b></p> <p>Be aware of the behaviour of all adults around children, including family members, friends, people in positions of trust, and strangers. This behaviour can include:</p> <ul style="list-style-type: none"> <li>• Excessive attention.</li> <li>• Giving gifts.</li> <li>• Excessive affection.</li> <li>• Requests to spend time alone.</li> <li>• Unsupervised visits.</li> </ul>	
<p><b>Slide 30</b> ●</p> 	<p><b>3. Physical signs and symptoms</b></p> <ul style="list-style-type: none"> <li>• Physical symptoms include pregnancy, physical injuries or those related to infections (such as sexually transmitted diseases).</li> </ul>	
<p><b>Slide 31</b> ●</p> 	<p><b>4. Disclosure by the child</b></p> <ul style="list-style-type: none"> <li>• Sometimes when children do not feel comfortable to speak with a parent or carer, they will disclose abuse to another adult they trust.</li> <li>• You may be the person they choose to speak with. It is important to listen, not blame them and tell the child that you believe him or her.</li> <li>• Younger children may disclose through non-verbal methods such as drawings, paintings etc.</li> <li>• We will discuss how to respond to a disclosure shortly.</li> </ul>	<p>It is also important to note that some child sex abusers go to great efforts to excuse or rationalise their behaviour by telling people 'it was an accident' or that the child 'misinterpreted' the situation. Some abusers emphasise that the child has lied about things in the past or been a 'troublemaker' or sexually promiscuous. These are attempts to discredit the character or reliability of the child victim. It is important for Community Representatives to be aware of this and not be dissuaded in their responsibility to the child. This is also why it is so important to reassure the child that you are listening to them and believe what they are telling you.</p>

Slide	Key messages	Support notes
<p><b>Slide 32 ●</b></p> 	<p><b>5. Community warning signals</b></p> <ul style="list-style-type: none"> <li>• While any child can be a victim of sexual abuse, some factors make children more vulnerable to abuse, including sexual abuse.</li> <li>• At the community level, for example, we should look out for:             <ul style="list-style-type: none"> <li>– Child begging, child vendors, children not attending school.</li> <li>– Children who have run away from home, children living on the streets or without parental supervision.</li> <li>– Children living in vulnerable families (ethnic minority, low economic status, internal migrants).</li> <li>– Children addicted to the internet and gaming.</li> <li>– Entertainment venues and tourism services with direct or indirect links to the sex industry.</li> </ul> </li> </ul>	
<b>What are the links between technology &amp; child abuse?</b>		
<p><b>Slide 33 ●</b></p> 	<p><b>Digital technology: what does this mean?</b></p> <ul style="list-style-type: none"> <li>• Every day, there are new developments in technology that provide incredible opportunities for us to access information and communicate with people around the world.</li> <li>• For example, today people do not only use mobile phones for talking. Through a mobile phone, people can also send text messages (i.e. SMS), speak to each other using video, send photos or videos to other people, use GPS navigation (i.e. maps), access the internet and much more.</li> </ul>	


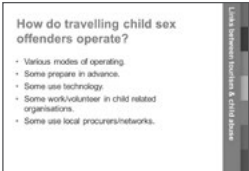
Slide	Key messages	Support notes
	<ul style="list-style-type: none"> <li>• The internet is an integral part of many people's lives. Put simply, the internet enables people to access or spread information, and communicate, through a worldwide collection of computer networks.</li> <li>• People can use the internet on computers, on mobile phones and on iPads, tablets or other portable devices. When people are on the internet or 'online', they can do a range of activities including: accessing or posting information, images or videos, view and send emails, send instant messages or chat with others, social networking (for example: making friends and communicating with friends through Facebook), and play games.</li> <li>• So when we are talking about 'digital technology', we are talking about all these tools, machines and systems, both physical and virtual.</li> </ul>	
<p><b>Slide 34</b> ●</p> 	<p><b>What risks are presented with new technology?</b></p> <ul style="list-style-type: none"> <li>• As with physical environments where children interact with adults, the digital world is another environment where children can potentially come into contact with people they do not know, which includes other children as well as adults.</li> <li>• Digital technology is becoming increasingly important for the newer generations. It is important for children to understand this technology to prepare them for adulthood where they may need to use this technology for their work and living. It is therefore important to understand the advantages and risks it can create.</li> </ul>	


Slide	Key messages	Support notes
	<ul style="list-style-type: none"> <li>Digital technology provides many positive opportunities for us and our children; However, like any new 'environment' we need to ensure our children know how to behave, are aware of the risks and know how they can protect themselves from risks, including child sexual abuse.</li> </ul> <p> <i>Question for reflection/discussion (optional):</i></p> <ul style="list-style-type: none"> <li>Ask participants to think of any possible risks to children's safety presented by digital technology.</li> </ul>	<p>Possible responses to answer the question of risks presented by digital technology include:</p> <ul style="list-style-type: none"> <li>Once we share information/ images on the internet, we cannot remove it.</li> <li>Children might share private information with strangers through digital technology.</li> <li>Children might become friends with people they do not know through digital technology and arrange to meet them.</li> <li>Abusers might use digital technology to groom children. Adult abusers pretend to be other children in order to build relationships and then deceive their victims and make sexual requests.</li> <li>Sexual images are shared via digital technology.</li> <li>Abusers use digital technology to identify the location and personal details of children.</li> <li>Abusers use digital technology to stay in contact and arrange meetings with their victims.</li> <li>Abusers use online games to target children and establish contact for subsequent sexual abuse.</li> </ul>

Slide	Key messages	Support notes
<p><b>Slide 35</b> ●</p> 	<p><b>How can adults respond to the risks presented with new technology?</b></p> <ul style="list-style-type: none"> <li>• Many adults say the digital world is moving too fast and they cannot keep up.</li> <li>• There are simple actions adults can take to enhance children's safety when they use technology such as computers, tablets, and/or mobile phones.</li> <li>• Help children understand that like when we talk to people face-to-face there are simple things they can do to keep safe when communicating through digital technology. For example: <ul style="list-style-type: none"> <li>– Advise children not to share personal details (such as phone numbers, addresses, names of schools etc) or personal images through digital technology.</li> <li>– All online profiles should have the highest privacy settings and no information should be publicly accessible.</li> <li>– Teach children about 'online reporting'. Many websites and applications (for example: Facebook, Twitter, YouTube, Instagram, Skype) provide easy ways to 'report' abusive users or materials.</li> <li>– Encourage children to tell you if they feel uncomfortable in their communications through technology.</li> <li>– Remind children that they should have control of their own information and what they see online.</li> </ul> </li> </ul>	<p>If a child is contacted through digital technology by someone who worries or upsets them, it is possible to make a report directly to the website or application through which the communication was made. For example:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.facebook.com/help/reportlinks">http://www.facebook.com/help/reportlinks</a></li> <li>• <a href="https://support.twitter.com/forms/abusiveuser">https://support.twitter.com/forms/abusiveuser</a></li> <li>• <a href="http://www.youtube.com/yt/policyandsafety/reporting.html">http://www.youtube.com/yt/policyandsafety/reporting.html</a></li> <li>• <a href="http://help.instagram.com/165828726894770">http://help.instagram.com/165828726894770</a></li> <li>• <a href="https://support.skype.com/en/faq/FA10001/how-do-i-report-abuse-by-someone-in-skype?">https://support.skype.com/en/faq/FA10001/how-do-i-report-abuse-by-someone-in-skype?</a></li> </ul>


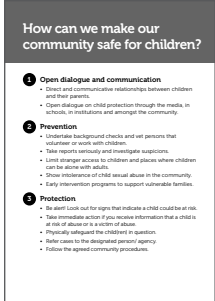


Slide	Key messages	Support notes
	<ul style="list-style-type: none"> <li>• Adults can also take action including:                             <ul style="list-style-type: none"> <li>– Monitoring and being aware of what children do through digital technology.</li> <li>– Asking children about the websites and chat rooms they visit.</li> <li>– Establishing suitable times for children to use the digital technology.</li> </ul> </li> </ul>	
<b>What are the links between tourism &amp; child abuse?</b>		
<p><b>Slide 36</b> ●</p> 	<ul style="list-style-type: none"> <li>• Tourism is increasing around the world and in this region.</li> <li>• Tourism growth can bring many benefits to the country and community.</li> <li>• Most visitors are responsible travellers and respect the local culture, environment and people when they travel or live in a country for a period of time.</li> <li>• However, there are some risks to children presented by increased visitor arrivals and tourism development.</li> </ul>	
<p><b>Slide 37</b></p> 	<p><b>?</b> <i>Question for reflection/discussion:</i></p> <ul style="list-style-type: none"> <li>• Ask participants to think of any possible risks to children's safety presented by growing tourism in their community.</li> </ul>	<p>Possible responses include:</p> <ul style="list-style-type: none"> <li>• Juxtaposition of different people and cultures can lead to conflict, abuse of power and/or money.</li> <li>• Children exposed to negative commercial influences.</li> <li>• Children may be used to earn income from tourists through begging or street vending. Living or working on the streets, children may be vulnerable to abuse.</li> <li>• Tourists may seek to visit places which should be restricted to trusted adults, such as 'orphanages', schools, homes, etc. Putting unknown adults in contact with children may leave children vulnerable to abuse.</li> </ul>







Slide	Key messages	Support notes
		<ul style="list-style-type: none"> <li>• 'Night entertainment venues' or commercial sex venues may increase to cater to tourists. Children may be lured into or otherwise be exploited in these venues.</li> <li>• Parents and carers may agree to offers by foreign tourists to house or educate their children or remove them from their protective home environment where they may be vulnerable to abuse.</li> </ul>
<p><b>Slide 38</b> ●</p> 	<ul style="list-style-type: none"> <li>• A small minority of foreigners use travel as an opportunity to sexually abuse children.</li> <li>• Travelling child sex offenders are tourists, travellers or foreign residents who commit child sexual abuse in the country or countries in which they are visiting or living.</li> <li>• While tourism can bring many positive benefits to our country and community, it is important that we are aware of the risks and that we protect our children from abuse by foreigners and local citizens.</li> <li>• The information we have already shared about child sex abusers is also relevant to travelling child sex offenders.</li> </ul>	
<p><b>Slide 39</b> ●</p> 	<ul style="list-style-type: none"> <li>• As discussed, child sex abusers operate in a number of ways. This is the same for travelling child sex offenders.</li> <li>• In the particular context of travel and tourism: <ul style="list-style-type: none"> <li>– Some abusers make advance arrangements to abuse children in specific locations.</li> <li>– Some abusers take advantage of holiday environments to abuse children.</li> </ul> </li> </ul>	<p>The facilitator can elaborate with information from local/national/international case studies. It is also important to reiterate that in any given community, the majority of abusers will be local.</p>

Slide	Key messages	Support notes
	<ul style="list-style-type: none"> <li>- Some abusers travel abroad to locations where children are reported to be available for sex.</li> <li>- Some abusers may regularly visit the country and stay months or years at a time. In this case they are not so much tourists but live like foreign residents with their own house or flat.</li> <li>- Some abusers use digital technology to abuse children in foreign countries (for example, through the use of 'webcams').</li> <li>- Some abusers work as volunteers, teachers or doctors in foreign countries and abuse children they meet through their work in charities, 'orphanages', schools, medical clinics, etc.</li> <li>- Some abusers will use local procurers and networks to help them find and abuse children. As noted, there is a range of people that may assist an abuser access and abuse a child.</li> </ul>	
<b>What responsibilities do community representatives have under law &amp; policy?</b>		
<p><b>Slide 40</b> ●</p> 	<p>As a Community Representative, you may be a 'duty bearer' with clear responsibilities defined by national law and policy.</p>	

Slide	Key messages	Support notes
<p><b>Slide 41</b> ●</p> 	<p>Provide a short outline of the most relevant laws and relevant responsibilities of Community Representatives under the laws and policies/strategies.</p> <p><b>?</b> <i>Questions for reflection/discussion (optional):</i></p> <ul style="list-style-type: none"> <li>• What implications does the national strategy/plan of action have for our work at the community level?</li> <li>• How does this influence our efforts to protect children from sexual abuse?</li> </ul>	<ul style="list-style-type: none"> <li>• The facilitator should research this information prior to the discussion and insert relevant information about the National Strategy/Plan of Action, particularly referring to those sections that relate to child sexual abuse and the nationally prescribed responsibilities of Community Representatives.</li> <li>• If appropriate, this section could be delivered by a suitable government representative.</li> <li>• Depending on the community context, relevant responsible tourism policies or frameworks could also be referred to.</li> </ul>
<p><b>What actions can we take to better protect children?</b></p>		
<p><b>Slide 42</b></p> 	<p><b>💡</b> <i>Activity: How safe is my community for children? (optional for full-day event)</i></p> <ul style="list-style-type: none"> <li>• Ask participants to complete the survey on the <i>Takeaway Card</i> and calculate their score.</li> <li>• Ask participants to hold up their hands if they received a score of '7'. Commend these representatives for their community's efforts to protect children. Also ask them some questions about how they are implementing their child protection measures and the success that has resulted.</li> <li>• Ask participants who scored '6' or less to put up their hands. Explain that they are in a prime position to take positive action to protect children from abuse.</li> <li>• Explain that some participants may not know all of the answers and this means that we need to develop a clearer idea of what the community is doing to protect children.</li> </ul>	<p>Refer to <b>Takeaway Card ('How safe is my community for children?')</b></p>  <ul style="list-style-type: none"> <li>• Prior to the training, the facilitator should collect answers to each of the questions in the test. Use this as a way to guide the Community Representatives when they are considering suitable actions they can take to build a protective environment for children.</li> <li>• Observe the level of awareness about the questions. This can also be reported in the Post-training report (<b>Appendix 9</b>).</li> </ul>

Slide	Key messages	Support notes
<p><b>Slide 43</b> ●</p> 	<ul style="list-style-type: none"> <li>As Community Representatives we need to be vigilant in our efforts to address child sexual abuse including in the context of tourism.</li> <li>The actions Community Representatives can take to protect children can be grouped into three main areas:             <ol style="list-style-type: none"> <li>Open dialogue and communication</li> <li>Prevention</li> <li>Protection</li> </ol> </li> <li>For each of these areas, we need to work together and collaborate.</li> <li>Let us look at each of these areas in more detail.</li> </ul>	<p>Refer <b>Takeaway Card (How can we make our community safe for children?)</b></p> 
<p><b>Slide 44</b> ●</p> 	<p><i>1. Open dialogue and communication</i></p> <ul style="list-style-type: none"> <li>Keeping silent about child sexual abuse is a major obstacle to keeping children safe.</li> <li>As we know, often children and adults do not share or report that they have been abused. In such cases the offender continues to abuse and the victims and community continue to be heavily impacted.</li> <li>Open dialogue and communication needs to take place at a minimum of two levels.</li> </ul>	<p>The facilitator should investigate and share local and national examples of open dialogue and communication which will be most suitable/ relevant to the community where the Discussion Forum is being held.</p>
<p><b>Slide 45</b> ●</p> 	<ul style="list-style-type: none"> <li>First, direct and communicative relationships between children and their parents/carers should be encouraged.</li> <li>Children should also be able to talk with other adults they trust if they feel unsafe.</li> <li>If you are ever in this position, it is important to listen, and never blame the child if he or she reports abuse.</li> </ul>	

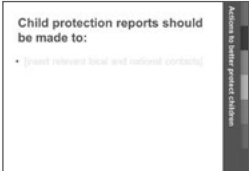
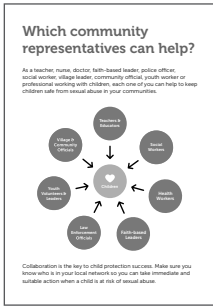

Slide	Key messages	Support notes
<p><b>Slide 46</b> ●</p> 	<ul style="list-style-type: none"> <li>• The second important level of dialogue is at community level.</li> <li>• As Community Representatives, we have an important role to play to raise awareness and stimulate open discussion and dialogue with children, families, communities and through the media.</li> <li>• We can encourage opportunities for open dialogue on child protection in schools, institutions and community centres.</li> <li>• This can include awareness raising and education for children and young people on how they can protect themselves from sexual abuse.</li> <li>• Open dialogue and communications helps to foster a changing attitude on a larger level.</li> </ul>	
<p><b>Slide 47</b></p> 	<p><i>Good practice example:</i></p> <p>There are many examples of public education and awareness raising on child protection. Often these take the form of education in mainstream media (such as radio, TV, newspaper) and also online. An online example is from the United Kingdom, where the Child Exploitation and Online Protection Centre has established an online site to provide information to children, parents and educators on how to keep children safe in the online environment.</p> <p><b>?</b> <i>Questions for reflection/discussion (optional):</i></p> <ul style="list-style-type: none"> <li>• What are some good examples of open dialogue and communication that are taking place in your community or country?</li> <li>• What other opportunities are there to build on these examples?</li> </ul>	<p>The facilitator should try to gather national or local examples relevant to the community. Local examples of open dialogue might include: road safety (i.e. need driving licence, we tell our children how to cross the road), flooding and weather warnings (how does community talk and prepare for this?).</p>




Slide	Key messages	Support notes
<p><b>Slide 48</b> ●</p> 	<p><i>2. Prevention</i></p> <ul style="list-style-type: none"> <li>• Prevention is better than cure.</li> <li>• Your efforts to proactively prevent child sexual abuse can protect a child from serious harm and damaging lifelong consequences.</li> <li>• Prevention strategies can be incorporated in many settings.</li> <li>• For example: schools, childcare facilities, playgrounds and other public areas.</li> </ul>	<p>The facilitator should investigate and share local and national examples of prevention activities that will be most suitable/ relevant to the community where the Discussion Forum is being held.</p>
<p><b>Slide 49</b> ●</p> 	<ul style="list-style-type: none"> <li>• Examples of prevention strategies in institutions include:             <ul style="list-style-type: none"> <li>– Undertaking background checks and vetting of persons employed to work with children, such as teachers. This includes for people from within the country as well as from abroad.</li> <li>– Taking reports of concerns seriously and investigating suspicions.</li> <li>– Limiting stranger access to children.</li> <li>– Limiting places where children can be alone with adults.</li> </ul> </li> <li>• These policies can be developed formally for all local institutions.</li> </ul>	
<p><b>Slide 50</b> ●</p> 	<ul style="list-style-type: none"> <li>• Expressing intolerance of child sexual abuse in the community. For example, at public events, in large meetings and through announcements where appropriate. This not only assures the community but also has a strong deterrence effect on potential abusers.</li> </ul>	



Slide	Key messages	Support notes
<p><b>Slide 51</b> ●</p> 	<ul style="list-style-type: none"> <li>• Another example of prevention is early intervention programs to support vulnerable families to help keep their children safe.</li> <li>• This includes where suspicions arise and reports of inappropriate behaviour are made. If action is taken immediately it can prevent further abuse from taking place.</li> </ul>	
<p><b>Slide 52</b></p> 	<p><i>Good practice example:</i></p> <p>In many countries it is mandatory for anyone who works or volunteers with children to be 'screened' or 'vetted' beforehand. Employers check with local/national police to see if the potential employee has any charges or convictions that would make them unsuitable for working with children (for example: any offences against children, drug offences, assault or violent offences).</p> <p><b>?</b> <i>Questions for reflection/discussion (optional):</i></p> <ul style="list-style-type: none"> <li>• What are some good examples of prevention activities that are taking place in your community or country?</li> <li>• What other opportunities are there to build on these examples?</li> </ul>	
<p><b>Slide 53</b> ●</p> 	<p><i>3. Protection</i></p> <ul style="list-style-type: none"> <li>• Protection is about identifying children at risk and taking appropriate action.</li> <li>• It is important to know what to do and how to react if you receive information about a possible case of abuse.</li> <li>• Ways in which you might receive information include: <ul style="list-style-type: none"> <li>– Your own suspicions.</li> <li>– Information from a child.</li> <li>– Information from an adult.</li> <li>– Indirect information from anyone.</li> </ul> </li> </ul>	




Slide	Key messages	Support notes
<p><b>Slide 54 ●</b></p> 	<p><b>How should you respond to a disclosure?</b></p> <p>If a child makes a disclosure that he or she has been abused:</p> <ul style="list-style-type: none"> <li>• Listen attentively to the child and treat him or her seriously.</li> <li>• Reassure the child that it is good that they are sharing this information and that they should in no way take any responsibility or blame for the situation.</li> <li>• Explain that you will need to share the information with relevant people to keep the child safe (do not promise to keep the information secret).</li> <li>• Do not become the investigator – unless you are a social worker or police officer, you have no investigative role.</li> <li>• It is okay to ask questions – but it is not okay to ask ‘leading questions’ (i.e. a question that prompts or encourages a particular answer).</li> <li>• Make a written report of what you heard as soon as possible after the conversation. It is important not to do this in front of the child. To avoid any confusion, anxiety or guilt, children should not overhear conversations about their disclosure.</li> <li>• The information should be treated confidentially and only shared with appropriate professionals.</li> <li>• Do not underestimate how important you are – but also avoid taking singular responsibility for addressing the situation.</li> </ul>	




Slide	Key messages	Support notes
	<ul style="list-style-type: none"> <li>• It is imperative that you pass the information to professionals who can assist with the situation. Other Community Representatives (including health, police, housing, charities and social services) may have already obtained information about the safety of the child. Taken together with a child's disclosure, this information may highlight critical concerns for a child's safety. If information is not shared amongst the relevant professionals, a child may be left in an unsafe environment with potentially catastrophic consequences.</li> <li>• Remember the safety of the child is the priority concern.</li> </ul>	
<p><b>Slide 55</b> ●</p> 	<p>Give contact details for local authorities and organisations to whom reports should be made.</p>	<p>Refer to <b>Takeaway card</b> ('<b>Which community representatives can help?</b>') and provide participants with local/national contact information.</p> 
<p><b>Slide 56</b> ●</p> 	<p><i>In summary:</i></p> <ul style="list-style-type: none"> <li>• Take immediate action if any information is received that a child is at risk of abuse or is a victim of abuse.</li> <li>• Physically safeguard the child(ren) in question.</li> <li>• Refer cases to the designated person/agency.</li> <li>• Follow the agreed community procedures.</li> </ul>	

Slide	Key messages	Support notes
	<p> <i>Question for reflection/discussion:</i></p> <ul style="list-style-type: none"> <li>• Check that all participants understand what the process is if they identify a child at risk.</li> <li>• The actual steps to take will depend on your position of authority in the community and your formal powers. For example, police officers have power to arrest and investigate crimes, including disrupting those involved in making children available for abuse.</li> <li>• The most important point in all cases is that the safety of the children is the prime consideration. For example, in a case of abuse, immediate action should be taken to physically protect the child. This may mean that the suspected abuser should be removed from the vicinity of the child. Unless the family is causing the harm, the child should not be taken away from his or her family.</li> </ul>	
<p><b>Slide 57</b></p> 	<p> <i>Activity: Case study scenarios</i></p> <ul style="list-style-type: none"> <li>• Divide the participants into small groups.</li> <li>• Mix the groups so that various sectors are represented in each group (for example: education, health, social work, law enforcement).</li> <li>• Provide each group a copy of one scenario from <i>Community Representatives Case Study Scenario Cards (Appendix 7)</i>.</li> <li>• Ask each group to discuss the case study and prepare responses to the questions provided on their handout. If time permits, you may give each group an additional case study.</li> <li>• Discuss each group's responses.</li> <li>• After each group presents, ask the other groups if they have anything to add.</li> </ul>	<p>The facilitator should select relevant case study scenarios from <b>Appendix 7</b> and make copies in advance.</p>

Slide	Key messages	Support notes
<p><b>Slide 58</b></p> 	<p> <i>Activity: Building a child safe community – our child protection plan (optional, for full-day event)</i></p> <ul style="list-style-type: none"> <li>• Depending on the size of the group and timing, this can be conducted as a large group discussion or a small group discussion.</li> <li>• Advise the participants that they are the new committee responsible for coordinating child protection in their community.</li> <li>• Advise them they now need to devise a one year plan. <ul style="list-style-type: none"> <li>– What are main factors that place children at risk of abuse (including sexual abuse) in this community?</li> <li>– What actions will you undertake in this community to protect children from abuse (including sexual abuse)?</li> <li>– What priority activities are needed to protect children from sexual abuse?</li> <li>– Which Community Representatives need to be involved in the network?</li> <li>– Who else will need to be involved?</li> <li>– Which sector will be responsible for leading/ managing the community network?</li> <li>– What will be the specific roles of each sector (for example: education, health, social work)?</li> <li>– What resources do you need?</li> </ul> </li> <li>• Discuss the responses.</li> <li>• Highlight the most valid ideas raised by the group and encourage them to pursue these ideas after the Discussion Forum.</li> </ul>	<p>Examples should include:</p> <ul style="list-style-type: none"> <li>• Policies in schools and medical centres.</li> <li>• Referral agreements between agencies and departments with agreed referral forms.</li> <li>• Confidentiality, privacy and safety of victim and family.</li> </ul>

Slide	Key messages	Support notes
<b>Conclusion</b>		
<p><b>Slide 59</b> •</p> 	<p> <b>Activity: Evaluation</b></p> <ul style="list-style-type: none"> <li>• So that we can keep improving our activities, we would like to ask for your feedback about today's session. Anyone is welcome to respond to these questions: <ul style="list-style-type: none"> <li>– Has this session been useful?</li> <li>– What was the most useful information you learned today?</li> <li>– Is there anything that we should change for future sessions?</li> </ul> </li> <li>• Alternatively, the facilitator can distribute the <i>My opinions form</i> (<b>Appendix 8</b>) for participants to complete.</li> </ul> <p> <b>Activity: Exit quiz</b></p> <ul style="list-style-type: none"> <li>• Now I would like to check if your answers to the quiz are different from the beginning of the discussion.</li> <li>• Distribute the <i>Exit quiz</i> (<b>Appendix 4</b>) and allow participants 3-5 minutes to complete. Then collect the forms (names are not necessary).</li> <li>• Then, state the correct answers to ensure everyone understands the key messages before they leave the Discussion Forum.</li> </ul>	<p>The <i>My opinions form</i> is found at <b>Appendix 8</b>. Copies of this should be made for each participant prior to the Discussion Forum unless the evaluation is conducted verbally.</p> <p>The <i>Exit quiz</i> is found at <b>Appendix 4</b>. Like the <i>Entry quiz</i>, it can also be undertaken interactively using the Response cards at <b>Appendix 5</b> or by having participants go to sides of the room labelled with a 'cross', 'tick' or 'question mark'.</p> <p>The facilitator should document answers to the evaluation question discussion and the <i>Exit quiz</i> (if undertaken interactively) so that this important information can be included in the <i>Post training report</i> (<b>Appendix 9</b>).</p>

Slide	Key messages	Support notes
<p><b>Slide 60</b> ●</p> 	<ul style="list-style-type: none"> <li>• Thank the participants for their attention and contributions.</li> <li>• Remind participants of the important role that they as Community Representatives can play in protecting children from sexual abuse.</li> <li>• Encourage the participants to use and share the information that they learned in today's discussion to build a protective environment for children.</li> <li>• Invite participants to connect and work together with the contacts listed during the session if they have any concerns about child sexual abuse.</li> <li>• Emphasise that by taking simple actions, we can make our community safer for children.</li> </ul>	



# Section 3 Appendices







## Appendix 1: Takeaway cards

**Instructions:** Copies of these cards should be made for each participant. Participants can take these away from the Discussion Forum to remind them of the key items they have learned. It is recommended that the Takeaway cards are copied in A5 or A6, double-sided card format. This will make them a more memorable and useable resource.

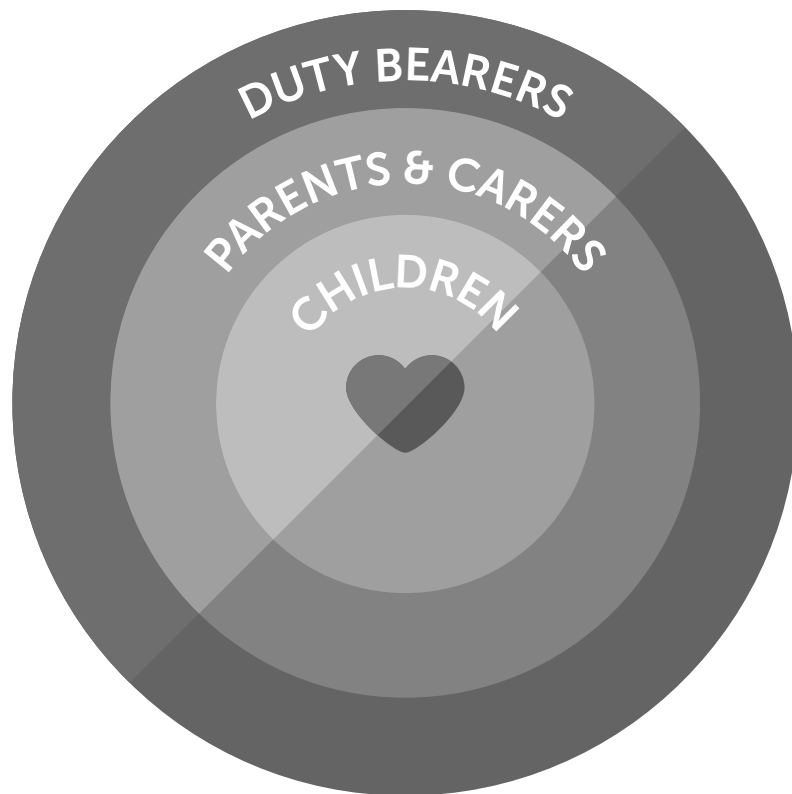
# Keeping our children safe from sexual abuse

## Community Representatives



# Protecting children is everyone's responsibility

A 'child' is anyone under the age of 18 years. Children need special protection. Everyone who has professional contact with children in the community (including teachers, health workers, social workers and youth workers, faith-based leaders, police officers, community officials) has an important role to play in preventing, identifying and responding to risks faced by children.



**Together we can build a child safe community.**

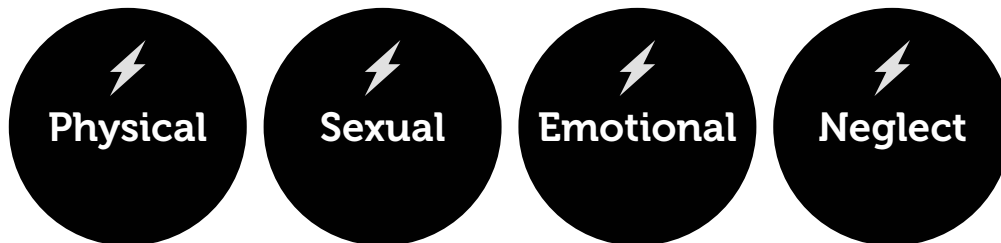
# What is child abuse?

Child abuse is any action (or non-action) that is not accidental and hurts a child or puts a child in danger.

Millions of children around the world suffer abuse every day. Child abuse occurs in every country of the world.

## Types of child abuse

There are four main forms of child abuse. Often, more than one type of abuse occurs at the same time.



## Impacts of child abuse

Abuse has serious effects on children and can result in long-term physical and psychological problems.

The consequences of abuse extend beyond the immediate victims and affect families, communities and broader society.

Children should never be blamed for their abuse or the impacts that extend to families and communities.

# What is child abuse?



Verbally abusing a child



Teasing a child unnecessarily



Touching a child where he/she doesn't want to be touched



Ignoring a child



Exposing a child to pornographic acts or literature



Forcing a child to touch you



Breaking down the self confidence of a child



Hitting or hurting a child – often to relieve your own frustration



Manipulating a child



Not taking care of a child, for example: unclean, unclothed, unfed



Using a child as a servant



Neglecting emotional needs of a child



Making your own child a 'servant' depriving of time for education / leisure



Hitting and ridiculing a child at school



Neglecting a child's medical needs



Neglecting a child's educational needs



Leaving a child without supervision



# What is child sexual abuse?

- Child sexual abuse occurs when someone involves a child in a sexual activity by using their power over them or taking advantage of their trust.
- Child sexual abuse includes all forms of unwanted sexual behaviour. This can involve touching or no contact at all.
- Child sexual abuse includes:
  - making abusive images/photographs/videos of children.
  - forcing children to watch or take part in sexual acts.
  - forcing/coercing children to have sex or engage in sexual acts with other children or adults.

# Did you know?

## **Child sexual abuse is a global problem**

Child sexual abuse occurs in all countries of the world. Even our community is not immune from child sexual abuse. The majority of abusers in any given community will be local.

## **Victims of sexual abuse can be girls and boys**

Both girls and boys can be victims of sexual abuse. Third gender children or children who are exploring their sexuality can be at increased risk. Children with disabilities (all types of disabilities) can also be at increased risk. Sexual abuse can happen to any child from any background.

## **An abuser is often someone known to the child**

Child sex abusers are often a member of the family, the community or someone in a position of trust.

## **Abusers can befriend victims and their families**

Abusers often build friendships with the victim and their family as a way to 'hide' their abuse.

## **Child sexual abuse can occur in the context of tourism**

A small minority of foreigners use travel as an opportunity to sexually abuse children. Travelling child sex offenders are tourists, travellers or foreign residents who commit child sexual abuse in the country or countries in which they are living or visiting.

## **Children often do not tell an adult about abuse**

For many reasons, children often stay silent about abuse. Look for signs, rather than waiting for children to report.

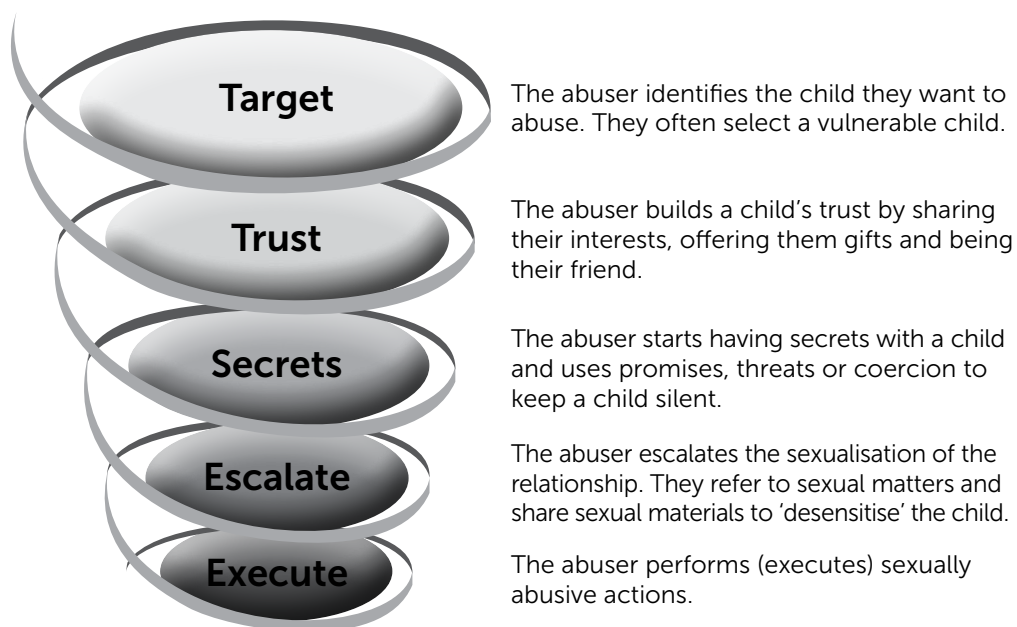
## **All children have the right to protection**

All children around the world have the right to protection from all forms of abuse. As adults, it is our responsibility to protect children from harm. Children should never be blamed for their abuse.

# How do child sex abusers operate?

Abusers use many ways to access and abuse children.

People often think that child sexual abuse occurs as a random attack by a stranger. Actually, it is common that an abuser and/or an intermediary will spend time building a relationship with the child (and sometimes their family). This process is known as “grooming” and can involve a number of steps:



Not all abusers use grooming techniques. Other ways include sudden attack, procurement, deceit and manipulation, and coercion.

Often abusers do not act alone. They may be aided or supported by another person such as assistants, procurers, agents, intermediaries, and facilitators.



# What signs indicate a child may be at risk?

## 1 The behaviour of children

While these signs do not necessarily mean a child has/is being abused, they indicate a need to pay more attention to the situation:

- Mood swings, becoming withdrawn, depression, sudden anger or aggression.
- Running away from home or going missing for long periods.
- A change in their school performance or missing school without reason.
- Unexplained money, gifts, mobile phones.
- Substance abuse (including drugs and alcohol).
- Inappropriate sexualised behaviour for their age.
- Children that are labelled as 'troublemakers'.

## 2 The behaviour of other persons

Be aware of the behaviour of adults around children. This behaviour can include: excessive attention, giving gifts, excessive affection, requests to spend time alone and unsupervised visits.

## 3 Physical signs and symptoms

Physical signs and symptoms include pregnancy, physical injuries or those related to infections (such as sexually transmitted infections and diseases).

## 4 Disclosure by the child

Sometimes when children do not feel comfortable to speak with a parent or carer, they will disclose abuse to another adult they trust.

## 5 Community warning signs

When children are living in difficult circumstances, they are vulnerable to abuse. At the community level, look out for: children begging, not going to school, living and/or working on the streets, without adequate parental supervision, living in vulnerable families, addicted to internet/gaming. Also look out for an increase in adult or night entertainment venues or tourism services linked to the sex industry.

# How safe is my community for children?

## Take the test

Please mark your answer with a tick ✓

Yes No

	Yes	No
1. I know how to identify signs that children may be at risk or experiencing sexual abuse.		
2. I know how to respond if children are at risk of abuse (physical, emotional, sexual abuse or neglect).		
3. I know the number to contact to refer and report cases of suspected child abuse (physical, emotional, sexual abuse or neglect).		
4. Children in my community receive appropriate education to protect them from sexual abuse.		
5. My workplace has a child protection policy and all staff are familiar with the application of the policy.		
6. My organisation educates the public on how to protect children from abuse (physical, emotional, sexual abuse or neglect).		
7. Our community has a network of service providers who work together to refer cases of child sexual abuse and protect child victims.		

### Results:

If you ticked 'Yes' for all of the above questions, Community Representatives are taking excellent steps to protect children. Keep up the good work!

If you ticked 'No' for any questions, refer to the next card for ways to build a protective environment for children in your community.

# How can we make our community safe for children?

## 1 Open dialogue and communication

- Direct and communicative relationships between children and their parents.
- Open dialogue on child protection through the media, in schools, in institutions and amongst the community.

## 2 Prevention

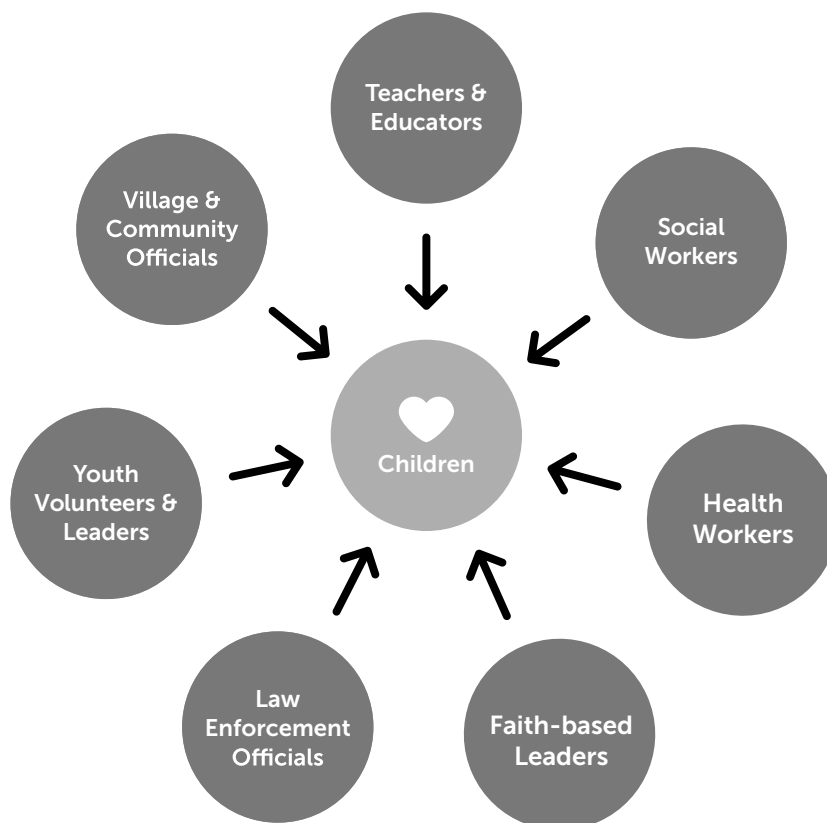
- Undertake background checks and vet persons that volunteer or work with children.
- Take reports seriously and investigate suspicions.
- Limit stranger access to children and places where children can be alone with adults.
- Show intolerance of child sexual abuse in the community.
- Early intervention programs to support vulnerable families.

## 3 Protection

- Be alert! Look out for signs that indicate a child could be at risk.
- Take immediate action if you receive information that a child is at risk of abuse or is a victim of abuse.
- Physically safeguard the child(ren) in question.
- Refer cases to the designated person/ agency.
- Follow the agreed community procedures.

# Which community representatives can help?

As a teacher, nurse, doctor, faith-based leader, police officer, social worker, village leader, community official, youth worker or professional working with children, each one of you can help to keep children safe from sexual abuse in your communities.



Collaboration is the key to child protection success. Make sure you know who is in your local network so you can take immediate and suitable action when a child is at risk of sexual abuse.



# Where can I get help?

Do you need more information? Or, do you know a situation where a child may be at risk of abuse?



Call the national child protection hotline

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Contact the local authorities

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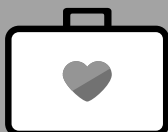


Contact a reputable child protection agency

.....

w: [childsafetourism.org](http://childsafetourism.org) and [wvi.org/asiapacific/childsafetourism](http://wvi.org/asiapacific/childsafetourism)

f: [facebook.com/ChildSafeTourism](https://facebook.com/ChildSafeTourism) t: [twitter.com/childsafetravel](https://twitter.com/childsafetravel)



**Child Safe Tourism**

Take action against abuse



## Appendix 3: Entry quiz

**Instructions:** Copies of this quiz should be made for each participant and distributed at the start of the session. The facilitator should collect the completed copies and keep them for analysis (using the template in Appendix 6) after the session. Alternatively, the quiz can be conducted interactively using the suggested ideas in the Slide guide.

Please read each question and select an answer.		Yes	No	Don't know
1.	Do you understand what 'child sexual abuse' is?			
2.	Does child sexual abuse happen in your community?			
3.	Is it only girls that are vulnerable to sexual abuse?			
4.	Does child sexual abuse usually occur suddenly by an unknown stranger?			
5.	Do children find it difficult to tell an adult about abuse?			
6.	Do you know the signals to look for that indicate a child may be at risk of abuse?			
7.	Do you know what actions you would take if you received information about a child at risk or abused?			
8.	Do you know the designated person/agency to report suspected cases of child sexual abuse? If yes, write the name and/or phone number here: ..... .....			
9.	As a Community Representative, do you have a responsibility to keep children safe from sexual abuse?			

## Appendix 4: Exit quiz

**Instructions:** Copies of this quiz should be made for each participant and distributed at the end of the session. The facilitator should collect the completed copies and keep them for analysis (using the template in Appendix 6) after the session. Alternatively, the quiz can be conducted interactively using the suggested ideas in the Slide guide.

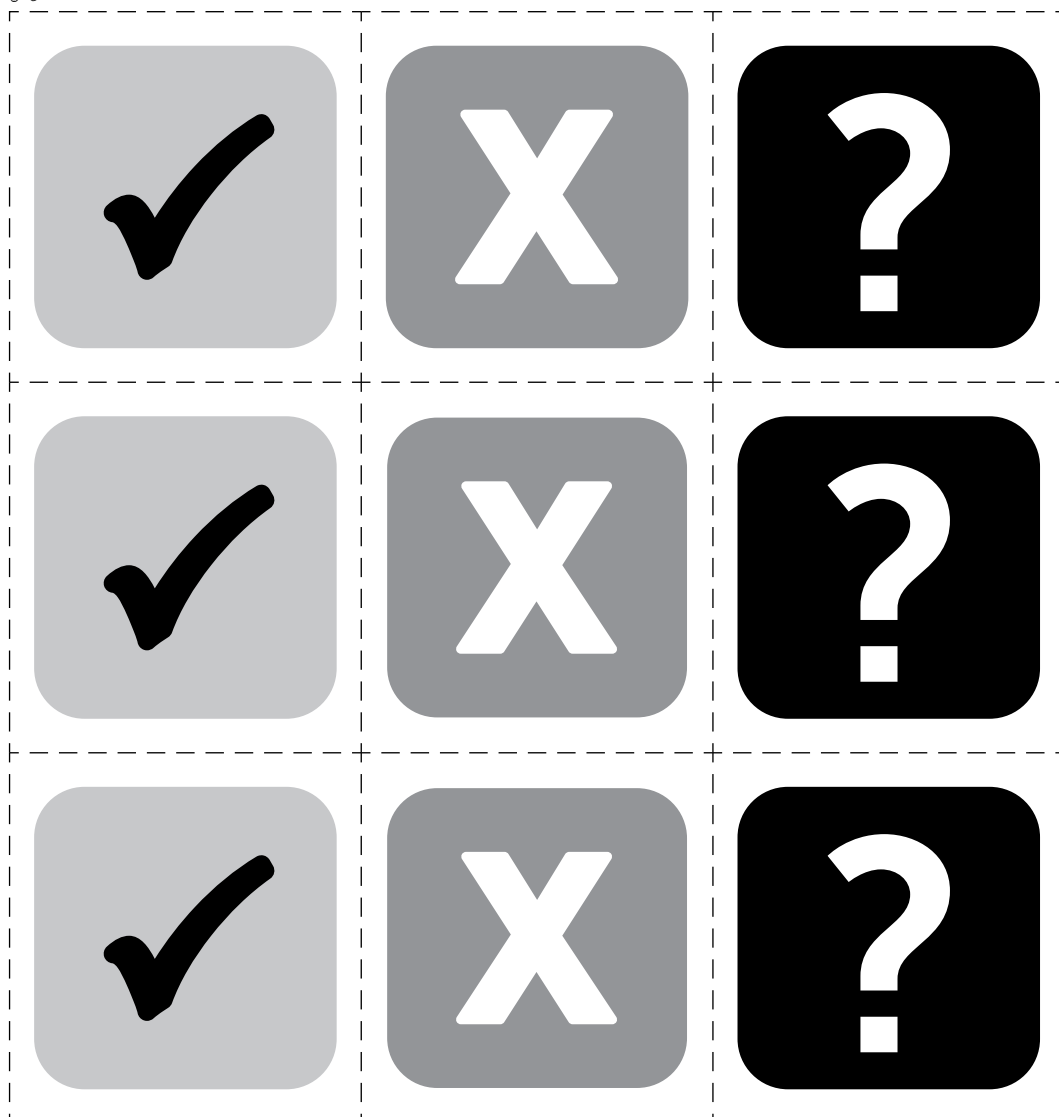
Please read each question and select an answer.		Yes	No	Don't know
1.	Do you understand what 'child sexual abuse' is?			
2.	Does child sexual abuse happen in your community?			
3.	Is it only girls that are vulnerable to sexual abuse?			
4.	Does child sexual abuse usually occur suddenly by an unknown stranger?			
5.	Do children find it difficult to tell an adult about abuse?			
6.	Do you know the signals to look for that indicate a child may be at risk of abuse?			
7.	Do you know what actions you would take if you received information about a child at risk or abused?			
8.	Do you know the designated person/agency to report suspected cases of child sexual abuse? If yes, write the name and/or phone number here: ..... .....			
9.	As a Community Representative, do you have a responsibility to keep children safe from sexual abuse?			



## Appendix 5: Entry and exit quiz response cards



**Instructions:** These cards can be used to conduct the Entry and Exit quiz as an interactive exercise. Each participant should receive a set of cards (one 'tick', one 'cross' and one 'question mark'). The facilitator can ask the questions in Appendix 3 and the participants can show their response using the cards (yes, no, or do not know). The number and types of responses should be recorded in the template provided in Appendix 6.



## Appendix 6: Entry and exit quiz analysis template

**Instructions:** The Entry/Exit quiz can be done in written or verbal form. This template can be used by facilitators to record verbal responses or can be used after the session to collate and analyse the written responses. The summary can then be included in Appendix 9: Post Training Report.

		<i>Insert number of respondents for each statement below</i>					
		<b>Entry Quiz</b> Beginning of Discussion			<b>Exit Quiz</b> End of Discussion		
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.	Do you understand what 'child sexual abuse' is?						
2.	Does child sexual abuse happen in this community?						
3.	Is it only girls that are vulnerable to sexual abuse?						
4.	Does child sexual abuse usually occur suddenly by an unknown stranger?						
5.	Do children find it difficult to tell an adult about abuse?						
6.	Do you know the signals to look for that indicate a child may be at risk of abuse?						
7.	Do you know what actions you would take if you received information about a child at risk or abused?						
8.	Do you know the designated person/ agency to report suspected cases of child sexual abuse? If yes, write the name and/or phone number here: ..... .....						
9.	As a Community Representative, do you have a responsibility to keep children safe from sexual abuse?						

## Appendix 7: Community Representatives case study scenarios

**Instructions:** The facilitator should review the scenarios and make adaptations as required to correspond with cultural norms and issues facing the particular community. Copies of these scenarios should be made before the Discussion Forum. Divide participants into small groups. Mix the groups so that various sectors are represented in each group (for example: education, health, social work, law enforcement). Provide each group a copy of one scenario. Ask each group to discuss the case study and prepare responses to the questions provided on their handout. If time permits, the facilitator can give each group an additional case study.



### Scenario 1

Recently, it has been identified that a 12-year-old child in your community is a victim of sexual abuse. In fact, the child had been abused for more than five years by a local health worker. During the court proceedings, a number of community representatives (including teachers, medical staff and social workers) said that they had suspicions for some time, but they were not sure what to do or they did not want to interfere.

1. *What would you as Community Representatives do if you suspect a child is being sexually abused?*
2. *How can you as Community Representatives better work together to respond to suspected cases of child sexual abuse?*



### Scenario 2

You are a school principal and have received complaints from teachers and children's parents about the behaviour of a 15-year-old boy at the school. Teachers say that the boy is often away from school and when he comes, he is noisy, disruptive and difficult to control. The parents of some of his classmates have complained that he is a bad influence on their children. At least one teacher has blamed this boy for equipment that is missing from the classroom. The school counsellor has reported to you that the boy has disclosed that a male teacher at the school showed him pornography on his mobile phone and tried to touch him. Given the boy's reputation, you are not confident he is telling the truth.

1. *What steps should you take now?*
2. *How can you improve processes in the school to respond to suspected cases of child sexual abuse?*



### **Scenario 3**

You manage a drop-in centre for local children and young people that are living and working on the street. Over the years, you have received a number of volunteers that help around the centre and spend time with the children. The volunteers also make donations to the centre and this has been vital for you to keep the centre operational. One recent volunteer has become particularly friendly with one of the young girls who visits the centre and you have learned she is spending time with him at his guesthouse.

- 1. What steps should you take now?*
- 2. How can you improve processes at your centre to ensure children are not put in contact with 'unvetted' adults (i.e. adults whose professional and possible criminal histories have not been checked for suitability for working with children)?*
- 3. Who should these processes apply to?*



### **Scenario 4**

As tourism continues to grow in your community you notice that children are increasingly visible in public places. Instead of going to school, children are working as vendors (selling souvenirs and snacks to tourists) and even begging from foreign and domestic tourists.

- 1. Explain the risks that children face in this situation.*
- 2. What can you as Community Representatives do about this?*



### **Scenario 5**

You are not aware of many cases of child sexual abuse in your community. But you have heard this problem is growing around the world, and you know through media that cases have been detected in nearby communities. You want to build a safe and protective environment for children in your community to prevent child sexual abuse.

- 1. In your sectoral groups (education, health, social work, law enforcement, etc.) discuss all of the things you can do to prevent and/or identify child sexual abuse.*
- 2. Now, discuss how you can cooperate with other community groups to further enhance the protective environment for children.*

**Scenario 6**

Tourism is growing in your community. As more foreign tourists come to your community, you see that the economic situation is improving. However, you have recently noticed that foreign male travellers are befriending young local women. Some of the young women are now living with foreign men. You have even heard whispers that the 'girlfriends' are inviting children from your community to stay at their houses.

- 1. What should the community do to keep children safe from sexual abuse by foreign travellers?*
- 2. What role can you play in preventing child sexual abuse by foreigners?*

**Scenario 7**

A single mother in your community has been grateful for the financial support she has received from a foreign couple over the last few years so she can house, feed and educate her children. The mother has advised you that the couple has now offered to take her eldest child to an 'orphanage' they run in the capital city so he can have access to better education and opportunity.

- 1. Explain the risks that the child faces in this situation.*
- 2. How can you as Community Representatives help parents and carers understand that, in most circumstances, children are best taken care of by their family?*

## Appendix 8: My opinions form

**Instructions:** Prepare a copy of this form for each participant. The copies should be distributed to participants in the concluding session. Alternatively, the facilitator can gauge participant’s responses verbally by asking a few simple questions such as: Has this session been useful? What was the most useful information you learned today? Is there anything that we should change for future sessions?

### My opinions

We value your opinions! Please share your honest feedback to help us improve our child protection work.

**1. What sector do you work in?**

- Government                       Business                       Community  
 Other, please explain:

**2. What is your gender?**

- Female                       Male                       Other

**3. Please rate the following:**

The facilitator was clear and the session was easy to follow	<input type="radio"/> Agree	<input type="radio"/> Neutral	<input type="radio"/> Disagree
.....			
The materials were useful	<input type="radio"/> Agree	<input type="radio"/> Neutral	<input type="radio"/> Disagree
.....			
The discussion improved my understanding of this issue	<input type="radio"/> Agree	<input type="radio"/> Neutral	<input type="radio"/> Disagree
.....			
The discussion motivated me to take more action to protect children	<input type="radio"/> Agree	<input type="radio"/> Neutral	<input type="radio"/> Disagree
.....			

**4. Which part of this discussion forum will be most useful for you in your work/life?**

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**5. What should we do to improve this Discussion Forum?**

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**6. Please write one thing you will do differently as a result of the information and resources you received during this Discussion Forum.**

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**7. Any other comments?**

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## Appendix 9: Post training report template

**Instructions:** This template should be used to consolidate the simple monitoring and evaluation tools used in the Discussion Forum. It should be completed by facilitators and shared with relevant managers/organisations to enable monitoring of learning outcomes and improvement of future activities.

### 1. Entry and exit quiz

Include summary of **Appendix 6: Entry and exit quiz analysis template.**

### 2. My opinions

Review 'My opinions' forms received to summarise the following.

#### 1. Sector and gender breakdown

Sector	Total number	Total - female	Total - male	Total - other
Government				
Business				
Community				
Other				

#### 2. Ratings

	Agree # and %		Neutral # and %		Disagree # and %	
The facilitator was clear and the lesson was easy to follow.						
The materials were useful.						
The discussion improved my understanding of this issue.						
The discussion motivated me to take more action to protect children.						



3. List selection of quotes answering "Which part of this discussion will be most useful for you in your work/life?"

.....

.....

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.....

.....

4. List selection of quotes answering "What should we do to improve this discussion forum?"

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5. List selection of quotes answering "Please write one thing you will do differently as a result of the information and resources you received at this discussion forum."

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6. List any other comments

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### 3. Facilitator's observations

*The facilitator's observations are an important part of evaluating and improving activities. Facilitators should observe how the participants respond to questions; how they engage in group activities; whether they appear interested; and whether they ask thought-provoking questions. This is one way of measuring participants' reactions, learning and behaviour-change.*

1. Please explain your overall impression of the training event.

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2. Please explain any issues you encountered.

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3. Were any important child protection issues raised?

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4. Please comment on participants' level of understanding and participation.

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5. What lessons have you identified for future events?

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6. How could the training and the training materials be improved?

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7. Is further training required? For whom? Why?

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Project Childhood is an Australian Government initiative to protect children from sexual abuse in tourism in Cambodia, Lao PDR, Thailand and Vietnam (2011–2014). World Vision has developed this Discussion Forum Toolkit for Project Childhood Prevention Pillar. Other education materials developed by Project Childhood Prevention Pillar include:



*Keeping safe from abuse:  
Facilitator toolkit for educating children and young people*



*Keeping our children safe from sexual abuse:  
Facilitator toolkit for discussion forums with parents and carers*



*Keeping children safe from abuse in tourism:  
Facilitator toolkit for tourism sector training*

Khmer, Lao, Thai and Vietnamese versions of these materials are also available, adapted for national contexts.

Children working and living in tourism environments are especially vulnerable to physical, emotional and sexual abuse. Community Representatives (duty-bearers within the community who hold positions of authority, leadership and influence) play an essential role to keep children safe from abuse and to prevent abuse from occurring and/or continuing. It is vital they have access to correct basic information on child sexual abuse.

The *Keeping our children safe from sexual abuse: Facilitator toolkit for discussion forums with community representatives* provides easy-to-follow guidelines and tools for facilitators to conduct a discussion forum with community representatives. The Toolkit is designed to equip participants with knowledge and skills to keep children safe from sexual abuse in their community and contains everything a facilitator needs to conduct the interactive session, in both formal and informal settings, with minimal equipment or technology.

Khmer, Lao, Thai and Vietnamese versions of this Toolkit are also available, adapted for national contexts.



## Child Safe Tourism

Take action against abuse

Project Childhood is an Australian Government initiative to protect children from sexual abuse in travel and tourism in Cambodia, Lao PDR, Thailand and Vietnam (2011-2014). Project Childhood brings together World Vision and the United Nations Office on Drugs and Crime. The program takes a dual prevention and protection approach.

