



# Keeping our children safe from sexual abuse

Facilitator toolkit for discussion forums with parents and carers

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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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parents and carers**

# 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's and communities.

At the same time, we sadly continue to see links between tourism and child exploitation. With the rapidly growing tourism industry combined with 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 and exploitation, 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 in the GMS. 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. Project Childhood takes a dual prevention and protection approach and brings together World Vision and the United Nations Office on Drugs and Crime to address this serious issue.

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. In fact, parents and carers had the least knowledge and understanding of all community members. 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. It is vital that parents and carers have access to correct and up-to-date information on child sexual abuse so that they can better protect their children from harm and educate them about how they can keep safe. The role of parents and carers to protect children from harm is the most important.

This is why the *Keeping safe from abuse: Facilitator toolkit for discussion forums with parents and carers* is such a valuable publication. It provides easy-to-follow guidelines and tools for facilitators to use to conduct a discussion forum with parents and carers of children and young people. 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 parents and carers throughout the GMS and empower them to keep their children safer from sexual abuse. I encourage the wide use of this publication and thank the Australian Government for their investment.

A handwritten signature in black ink, appearing to read 'T. Costello', with a stylized, cursive flourish at the end.

**Tim Costello**

Chief Executive Officer  
World Vision Australia

# 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. It is vital that parents and carers have access to correct and up-to-date information on child sexual abuse so that they can better protect their children from harm.



# Purpose of the Discussion Forum Toolkit

The Parents and Carers Discussion Forum is a flexible and accessible session to equip participants with basic knowledge and skills to protect children in their care from sexual abuse. The Discussion Forum Toolkit provides facilitators with easy-to-follow guidelines and tools to conduct a two hour Discussion Forum with parents and carers. All the basic essentials required to deliver the session are contained in the Discussion Forum Toolkit. Facilitators should read the Discussion Forum Toolkit well before any event and use it to help prepare. 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 *Parents and Carers' 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
- My opinions form
- Entry and exit quiz response cards
- Entry and exit quiz analysis template
- 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 and best-suited for parents and carers of children (i.e. any person under 18 years of age). This includes:

- The participation of one or both parents. Where possible, both mothers and fathers should be encouraged to attend.
- For various reasons, children are sometimes not in the full-time care of their biological parents. The Discussion Forum is also designed for carers. Carers include biological relatives, foster parents, grandparents and other responsible adults who provide care for children.




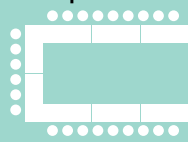


## What are the expected learning outcomes?

By the end of the Discussion Forum, parents and carers should be able to:

- Understand what is child sexual abuse.
- Recognise how children can be at risk of sexual abuse.
- 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.
- Understand how they can better keep children safe from sexual abuse.
- Take proactive protective actions and behaviours to keep their children safe from sexual abuse.
- Know what to do when faced with a concern about child sexual abuse.
- Identify useful support mechanisms at the local and national level that they can contact if they need assistance.

## 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.</li> <li>• Given the sensitive nature of the topic and the potential different responses from females and males, it may be appropriate to divide participants into gender groups for the Discussion Forum. As noted, equitable representation from both mothers and fathers and female/male carers should be encouraged. Often the scheduling of the session has a considerable impact on participation (by females and males). For example, experience has shown that depending on the rhythm of the community, sessions planned for the evening or the weekends may or may not elicit more persons.</li> <li>• As the Discussion Forum is designed for adult participants, suitable alternative activities with appropriate adult supervisors should be arranged for children, nearby if possible. Some of the information shared during the session may not be suitable for young children.</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. It may be necessary to conduct the Discussion Forum outdoors in some instances. In such settings, the facilitator should arrange as much privacy as is possible.</li> </ul> <div data-bbox="459 1459 739 1693"> <p><b>Group Circle</b></p>  <p>Suitable for informal training (no table)</p> </div> <div data-bbox="796 1459 1076 1693"> <p><b>U - Shape</b></p>  <p>Often used for direct training from a facilitator</p> </div>





<b>Equipment</b>	<ul style="list-style-type: none"> <li>• The facilitator should be aware of participants' varying levels of literacy and abilities and adjust methods of delivery and learning tools accordingly.</li> <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>Parents and Carers' PowerPoint Presentation</i>. In other cases, it may be more preferable and/or reliable to use printed aids. For example: the <i>Parents and Carers' 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 can 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 response cards</i>: <b>Appendix 5</b>. Or, if the facilitator wishes to conduct the entry and exit quiz in written form, copies of <b>Appendix 3 and 4</b> should be made for each participant.</li> <li>• If the facilitator wishes to gather feedback in written form, copies of <b>Appendix 7</b> may be prepared for each participant. It is recommended, however, that the facilitator gathers feedback 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 – for interactive introduction</i>)</li> </ul>








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

The Discussion Forum is designed to take around two hours. However, if desired, it is possible to deliver the training over a longer period depending on exercises and the participatory approach taken.

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>	Facilitator introduction	●		5 minutes
	Participant introductions		●	Up to 15 minutes
	Why are we here?	●		5 minutes
	 Activity: Group brainstorm on what parents/carers do		●	Up to 10 minutes
	 Activity: Entry quiz	●		10 minutes
<b>What is child sexual abuse?</b>	What is child abuse?	●		20 minutes
	What is child sexual abuse?			
<b>How can we better protect children?</b>	1. What information do we need to know?			
	Who are the victims?	●		5 minutes
	Who are the abusers? How do they operate?	●		20 minutes
	What are the impacts of child sexual abuse?	●		5 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?	●		5 minutes
	 Question for reflection/discussion: Risks to children's safety presented by growing tourism		●	5 minutes



Module	Content	Essential	Optional	Timing
	2. How can we speak to our children about keeping safe?			
	 Question for reflection/discussion: What protective behaviours do you encourage?	•		10 minutes
	Building an open and trusting relationship	•		5 minutes
	Speaking to children about sex and sexual matters	•		10 minutes
	Teaching protective strategies	•		15 minutes
	3. What signs indicate a child may be at risk	•		5 minutes
	4. Where to go for help?			
	Community resources	•		5 minutes
	 Activity: Mapping our community resources		•	Up to 15 minutes
	 Activity: Making a plan of action		•	Up to 15 minutes
<b>Conclusion</b>	 Activity: Evaluation	•		5 minutes
	 Activity: Exit quiz	•		10 minutes
	Closing	•		5 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, 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 before or for a long time and the discussion may bring up 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 (or children) may currently be experiencing abuse in their family, community or elsewhere. As a child is at risk, these disclosures must be treated seriously, with confidentiality, and in a timely manner. 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 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 orientation and/or gender identity, and that stigma, discrimination or silence on issues

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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.

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 and not ignored in the first instance. 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 Discussion Forum Toolkit.

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 the 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.



# Notes

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## Section 2

# Slide guide




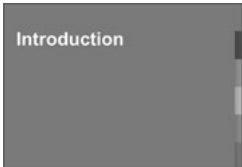











# Slide guide

This section provides step-by-step instructions to assist the facilitator to deliver all aspects of the Discussion Forum. The *Parents and Carers' PowerPoint Presentation* can be downloaded from <http://www.childsafetourism.org> and <http://wvi.org/asiapacific/childsafetourism> and should be reviewed and adapted 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.

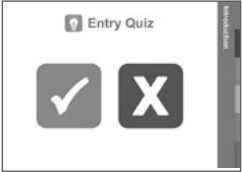

The facilitator should strive to create a dynamic learning environment by elaborating on the slides and inserting activities at recommended intervals. The *Takeaway cards (Appendix 1)* should be given to participants at the beginning of the discussion and referenced throughout the discussion. The facilitator should encourage participants to use the *Takeaway cards* as a handy reference tool. Participants can use the *Takeaway cards* to share information with their family and community after the Discussion Forum. If using a written *Entry quiz*, 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.




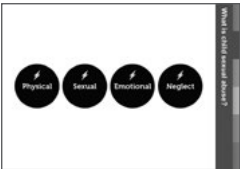
Slide	Key messages	Support notes
<b>Introduction</b>		
<b>Slide 1 ●</b> 		<ul style="list-style-type: none"> <li>• Introductory slide – can be displayed as participants are entering the Discussion Forum.</li> <li>• Localise this slide by adding the name of the community, the names of the facilitator and co-facilitators and, where suitable, by including the logo of any partner organisation.</li> </ul>
<b>Slide 2 ●</b> 	<ul style="list-style-type: none"> <li>• Good morning/afternoon/evening.</li> <li>• Thank everyone for sparing their time to attend the Discussion Forum.</li> <li>• Remind participants that through attending this Discussion Forum they are acting in the interests of their children/children they care for.</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 Discussion Forum, move quickly through this introductory module.</li> <li>• The purpose of the introductory module is to set the tone that their attendance is something they are doing for their children.</li> <li>• This section also helps participants feel comfortable with the topic and provides them with an opportunity to speak in front of the group about non-confrontational issues before addressing the more sensitive issues of child sexual abuse in subsequent modules.</li> <li>• The two optional group activities in this module (<i>Participant introductions</i> and <i>Group brainstorm</i>) should be performed quickly and without the need for lengthy elaboration.</li> </ul>
<b>Slide 3 ●</b> 	<ul style="list-style-type: none"> <li>• Explain that this education 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 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>  <p>Who are you?</p>	 <p><i>Activity: Participant introductions</i> (optional – only if participants do not know each other)</p> <ul style="list-style-type: none"> <li>• We understand that most of you are parents or carers of children (anyone under 18 years old). 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>– How many children and young people are you caring for?</li> </ul> </li> <li>• The facilitator should briefly acknowledge each person and keep a running total of the number of children.</li> <li>• At the conclusion of all introductions, the facilitator can: <ul style="list-style-type: none"> <li>– Make a comment about the many years of parenting experience in the room.</li> <li>– Acknowledge the total number of children cared for by those in the room.</li> <li>– Advise participants that this Discussion Forum is specifically designed to help them to protect children from sexual abuse.</li> <li>– Commend everyone for the fact that by being in this session they are already taking steps to protect their children against abuse.</li> <li>– Encourage participants to share their experiences during the discussion.</li> </ul> </li> </ul>	<p>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.</p>



Slide	Key messages	Support notes
<p><b>Slide 5 ●</b></p>  <p>Why are we here?</p>	<p><b>Why are we here?</b></p> <ul style="list-style-type: none"> <li>• Today, we are going to briefly discuss how we can keep children safe from sexual abuse.</li> <li>• As parents and carers, we know it can be difficult to talk about sex with our children. Probably our own parents never talked to us about sex, and 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 fully informed about this subject. This also means that we cannot be silent about this subject.</li> </ul> <p><i>Some requests:</i></p> <ul style="list-style-type: none"> <li>• Everyone's contribution about this topic is valued.</li> <li>• If you do not understand something, please say. It is very likely other people also do not understand. If it is more comfortable, you can also see me after the Discussion Forum.</li> <li>• If you know a situation where a child is currently at risk of abuse, please let me know after the Discussion Forum so that we can take action to protect him or her.</li> </ul>	<p>Refer to <b>Takeaway Card (Protecting children is everyone's responsibility)</b></p> 
<p><b>Slide 6</b></p>  <p>What do you do for your children?</p>	<p> <b>Activity: Group brainstorm (optional)</b></p> <ul style="list-style-type: none"> <li>• Acknowledge that parenting is a full-time and challenging job.</li> <li>• Ask participants to call out all of the things that they do for their children every day.</li> <li>• Points may be written on flip chart paper by the facilitator/co-facilitator or a willing member of the group.</li> </ul>	<ul style="list-style-type: none"> <li>• This can be initiated as a brief, good-humoured activity where the participants are encouraged to discuss all of the things that they do for their children. It provides participants with a 'voice' in a non-confrontational setting during the early part of the course. This helps participants to feel comfortable when talking about more serious sexual issues as the discussion progresses.</li> </ul>


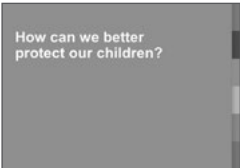
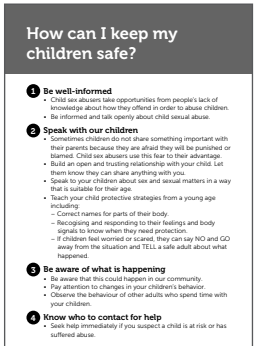





Slide	Key messages	Support notes
	<ul style="list-style-type: none"> <li>• Acknowledge that participants are very busy and that a significant responsibility as parents and carers is to protect children from all types of harm.</li> <li>• Explain that while we clearly understand how to protect our children from some forms of harm (like how to cross the road safely, how to behave near fire) we know many parents and carers are unsure how to keep their children safe from sexual abuse.</li> <li>• Today's session is designed to give you more information on how you can keep your children safe from sexual abuse.</li> </ul>	<ul style="list-style-type: none"> <li>• Responses could include: cleaning their mess, sending them to school, teaching them household jobs, helping with homework, providing them with food, clothes, keeping them safe, etc.</li> </ul>
<p><b>Slide 7</b> •</p> 	<p> <b>Activity: Entry quiz</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The facilitator can select one of the simple, interactive activities described in the <i>Support notes</i> (right column) to test participants' current knowledge. This has been found to be more suitable for parents and carers and is also more time-effective than doing a written activity. If preferred, the written <i>Entry quiz</i> (<b>Appendix 3</b>) can be distributed.</li> </ul>	<p>The <i>Entry quiz</i> forms the pre-training evaluation. It is recommended the <i>Entry quiz</i> is conducted as an interactive activity as outlined below. Alternatively, the written <i>Entry quiz</i> (<b>Appendix 3</b>) can be used.</p> <p><i>Entry quiz – interactive activities</i></p> <ol style="list-style-type: none"> <li>1. Distribute one set of the <i>Entry and exit quiz response cards</i> (<b>Appendix 5</b>) 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> <li>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).</li> </ol>

Slide	Key messages	Support notes
<b>What is child sexual abuse?</b>		
<b>Slide 8 ●</b> 	<ul style="list-style-type: none"> <li>Before talking about 'child sexual abuse', we need to understand what is 'child abuse'.</li> </ul>	
<b>Slide 9 ●</b> 	<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> 
<b>Slide 10 ●</b> 	<p>There are four main forms of child abuse, 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> <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> </ul>	


Slide	Key messages	Support notes
	<ul style="list-style-type: none"> <li>• It can take the form of calling a child hurtful or degrading names, 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 their basic needs (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 no 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 11 ●</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>• 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 abuse.</li> </ul>	<ul style="list-style-type: none"> <li>• In order to emphasise the local relevance, context and realities, the facilitator should provide examples from media that sensitively highlight local and national cases of child sexual abuse.</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>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 girls and boys have reported experiencing forced sex in their lifetimes.</li> <li>• Adolescents and adults who have experienced sexual and/or physical abuse as children are four 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 12 ●</b></p> 	<ul style="list-style-type: none"> <li>• Child sexual abuse is against the law.</li> <li>• Children have a right to protection from sexual abuse under national laws in South East Asia.</li> <li>• Children also have rights to protection from all forms of abuse under international laws – you may have heard of the United Nations <i>Convention on the Rights of the Child</i>, which all countries in South East Asia have ratified.</li> </ul>	<p>The facilitator should research information about the legal frameworks within the country prior to the Discussion Forum and briefly present:</p> <ul style="list-style-type: none"> <li>• What are the relevant laws?</li> <li>• How has the law been applied in the country?</li> </ul> <p>Simple outlines of the United Nations <i>Convention on the Rights of the Child</i> could also be shared if necessary.</p>



Slide	Key messages	Support notes
<p><b>Slide 13</b> •</p> 	<ul style="list-style-type: none"> <li>• Child sexual abuse is a sensitive topic. It is something we do not want to think about. As a result, many people are confused about the topic. Many people think that it is a distant problem that does not affect them, their neighbourhood or their family.</li> <li>• As people do not like to talk about child sexual abuse, there are many myths about child sexual abuse.</li> <li>• Child sex abusers take opportunities from people's lack of knowledge about how they offend in order to abuse children. This is why it is important for us to be informed and talk about it.</li> <li>• Information and dialogue makes us stronger as individuals and as a community to protect our children.</li> </ul>	
<h2>How can we better protect our children?</h2>		
<p><b>Slide 14</b> •</p> 	<ul style="list-style-type: none"> <li>• As parents and carers, we have the most important role in protecting our children.</li> <li>• There are simple steps that we can all take to prevent child sexual abuse and build a protective environment for children. These can be divided into four categories:             <ol style="list-style-type: none"> <li>1. Be well informed about child sexual abuse.</li> <li>2. Speak with our children.</li> <li>3. Be aware of what is happening.</li> <li>4. Know who to contact for help.</li> </ol> </li> <li>• When we have done all we can to make our own children safe in the home, there is more we can do together as a community to make it safer for children. This includes our schools, playgrounds and anywhere else that children go.</li> <li>• Today we will look at each of these 4 actions in more detail.</li> </ul>	<p>Refer to <b>Takeaway Card (How can I keep my children safe?)</b></p> 

Slide	Key messages	Support notes
<b>1. What information do we need to know?</b>		
<b>Slide 15 ●</b>  <p>1. Be well informed about child sexual abuse.</p>	<ul style="list-style-type: none"> <li>To protect our children, we need to be well informed about child sexual abuse.</li> <li>Accurate information makes us stronger and better equips us to build protective environments and respond when children face problems.</li> </ul>	
<b>Slide 16 ●</b>  <p>Who are the victims?</p> <ul style="list-style-type: none"> <li>Girls and boys.</li> <li>Aged between 0-17 years old.</li> <li>Any economic bracket – although frequently poor.</li> <li>Any education level – although often little schooling.</li> <li>Can be migrant children, marginalised children, children with disabilities.</li> <li>Often victims of other forms of abuse.</li> </ul>	<p><b>Who are the victims?</b></p> <ul style="list-style-type: none"> <li>Abusers can target any child from any background.</li> <li>Victims can be both boys and girls.</li> <li>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>Third gender children or children who are exploring their sexuality can be at increased risk.</li> <li>Children with disabilities can also be at increased risk. This includes all types of disabilities such as physical disabilities, sensory disabilities (i.e. hearing or sight impairments), intellectual disabilities and psychiatric disabilities.</li> <li>Child sexual abuse can affect any child, in any family.</li> <li>Children should never be blamed for their abuse. Sometimes blame is implicit or indirect. Any child who has been a victim of abuse should be actively assured that they are never to blame for what happened to them.</li> </ul>	<p>The facilitator should collect and provide examples of victims' backgrounds from their country that demonstrate the varying profiles of victims in terms of age, gender, location, etc.</p> <p>Any examples from the media (without identifying victims personally) can be helpful here.</p> <p>Pay delicate attention to any prejudices or discriminatory attitudes that may be prevalent in order to emphasis 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>
<b>Slide 17 ●</b>  <p>Girls and boys are both vulnerable to sexual abuse.</p> <ul style="list-style-type: none"> <li>Girls and boys are both vulnerable to sexual abuse.</li> <li>Sometimes there is a misunderstanding that boys cannot be victims of sexual abuse.</li> <li>This can leave boys more vulnerable to abuse.</li> </ul>	<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 targetted for sexual abuse. This has serious consequences for boys' well-being and means that communities may not employ as vigorous protective mechanisms around boys comparative to girls. 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>







Slide	Key messages	Support notes
<p><b>Slide 18 ●</b></p> 	<p><b>Who are the abusers?</b></p> <ul style="list-style-type: none"> <li>• It is not possible to describe what an abuser looks like.</li> <li>• People who sexually abuse children can be anyone: <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> <li>– Neighbours, friends or people in positions of trust (teachers, school staff, 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> </li> <li>• While it is not possible to identify a child sex abuser by their appearance, it is possible to be aware of the suspicious behaviour they display.</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> <p>Again, it is important to draw attention to the gender stereotype that exists about 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>

Slide	Key messages	Support notes
<p><b>Slide 19 •</b></p>	<p><b>How do child sex abusers operate?</b></p> <ul style="list-style-type: none"> <li>• Abusers access children and commit abuse in a number of ways.</li> <li>• People often think that child sexual abuse occurs as a random attack by a stranger.</li> <li>• 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>
<p><b>Slide 20 •</b></p>	<ul style="list-style-type: none"> <li>• This process of building a relationship with a child and/or his or her family is known as 'grooming' and can involve a number of steps.</li> <li>• First, the abuser 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 recognized that it is harming children.</p> <p>As relevant, the facilitator can make reference to local laws.</p>

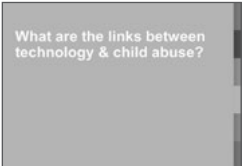
Slide	Key messages	Support notes
<p><b>Slide 21 •</b></p>  <p>The "grooming" process</p> <p><b>Trust.</b> The abuser builds the child's trust by sharing their interests, offering them gifts and being their friend.</p> <p>Target</p> <p>Trust</p>	<ul style="list-style-type: none"> <li>• Then, the abuser builds the child's trust by sharing their interests, 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>	
<p><b>Slide 22 •</b></p>  <p>The "grooming" process</p> <p><b>Secrets.</b> The abuser starts having secrets with the child to make sure the child will not disclose the abuse.</p> <p>Target</p> <p>Trust</p> <p>Secrets</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>	


Slide	Key messages	Support notes
<p><b>Slide 23</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 24</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 involve sexual activities that include touching or even no contact at all.</li> <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 25</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 that 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>	


Slide	Key messages	Support notes
<p><b>Slide 26 •</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.</li> <li>• 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>
<p><b>Slide 27 •</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 already mentioned but can also consist of blackmailing, threats and other forms of abuse.</li> </ul>	
<p><b>Slide 28 •</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 in which 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> </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
	<ul style="list-style-type: none"> <li>For example, in many identified cases, a male abuser 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><b>Slide 29 •</b></p>  <p>The slide contains a table with three columns: Children, Families, and Communities. Under Children, it lists Physical (Injuries, sexually transmitted infections (STIs), sexually transmitted diseases (STDs), substance abuse), Psychological (mental health and emotional issues including depression, anxiety, suicide, self-harm), Blame on the victim rather than the abuser, Social problems (trust issues, inability to concentrate or form relationships, inability to socialise or gain employment), Long-term consequences including entry into exploitation or undesirable 'work', and Generational impacts on any children born from abusive relationships or after abusive relationships. Under Families, it lists Stigmatisation of families and Marginalisation or rejecting of the family from the community. Under Communities, it lists Negative reactions (Ostracism or rejection, Social problems, Negative impact on economy, Disruption of community, Disruption of culture and traditions).</p>	<p><b>What are the impacts of child sexual abuse?</b></p> <ul style="list-style-type: none"> <li>Child sexual abuse has serious impacts on children.</li> <li>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> <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> </ul> </li> </ul>	

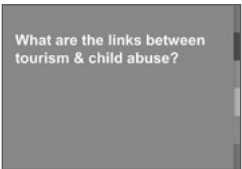





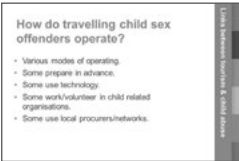
Slide	Key messages	Support notes
	<ul style="list-style-type: none"> <li>– Damage to family reputation.</li> <li>– Culture of fear and mistrust.</li> <li>– Increased financial burdens due to necessity to care for victim of abuse.</li> <li>– Desensitisation to abuse.</li> <li>• Impacts on communities 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.</li> <li>– Diminishes culture and traditions.</li> </ul> </li> <li>• A child should never be blamed for 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>	
<p><b>Slide 30</b></p> 	<p><b>What are the links between digital technology and child abuse?</b>  <i>(optional – depending on local context)</i></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> <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> </ul>	<p>Depending on the local context, the facilitator may decide this topic should or should not be included. It may be sufficient to make brief references to risks associated with digital technology in other parts of the discussion.</p>

Slide	Key messages	Support notes
	<ul style="list-style-type: none"> <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 31</b></p> 	<p><b>What risks are presented with digital technology?</b> <i>(optional – depending on local context)</i></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> <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>	

Slide	Key messages	Support notes
	<p data-bbox="486 278 829 338"> <i>Question for reflection/ discussion (optional)</i></p> <p data-bbox="486 354 841 439">Ask participants to think of risks to children's safety presented by digital technology.</p>	<p data-bbox="886 278 1248 358">Possible responses to answer the question of risks presented by digital technology include:</p> <ul data-bbox="886 374 1268 1316" style="list-style-type: none"> <li data-bbox="886 374 1210 459">• Once we share information/ images on the internet, we cannot remove it.</li> <li data-bbox="886 475 1210 560">• Children might share private information with strangers through digital technology.</li> <li data-bbox="886 576 1239 693">• Children might become friends with people they do not know through digital technology and arrange to meet them.</li> <li data-bbox="886 709 1239 907">• 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 data-bbox="886 923 1210 983">• Sexual images are shared via digital technology.</li> <li data-bbox="886 999 1268 1084">• Abusers use digital technology to identify the location and personal details of children.</li> <li data-bbox="886 1100 1239 1185">• Abusers use digital technology to stay in contact and arrange meetings with their victims.</li> <li data-bbox="886 1201 1239 1316">• Abusers use online games to target children and establish contact for subsequent sexual abuse.</li> </ul>



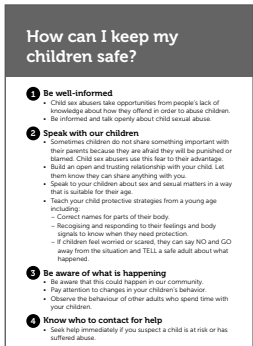
Slide	Key messages	Support notes
<p><b>Slide 32</b></p> 	<p><b>How can parents and carers respond to the risks presented with digital technology?</b> <i>(optional – depending on local context)</i></p> <ul style="list-style-type: none"> <li>• Many adults say the digital world is moving too fast and they 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
	<p>Parents and carers can also take action including:</p> <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>	
<p><b>Slide 33 •</b></p> 	<p><b>What are the links between tourism and child abuse?</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 34</b></p> 	<p> <b>Question for reflection/discussion (optional)</b></p> <p>Ask participants to think of any possible risks to children's safety presented by growing tourism in their community.</p>	<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 35</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 relevant to travelling child sex offenders.</li> </ul>	
<p><b>Slide 36</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> <li>– Some abusers travel abroad to locations where children are reported to be available for sexual abuse.</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>


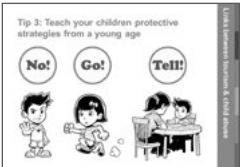





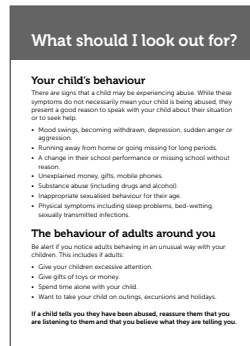
Slide	Key messages	Support notes
	<ul style="list-style-type: none"> <li>– Some abusers may regularly visit the country and stay months or years at a time. In this case they are not so much tourists but live like foreign residents with their own house or flat.</li> <li>– Some abusers use digital technology 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>2. How can we speak with our children about keeping safe?</b>		
<p><b>Slide 37</b> ●</p>	<ul style="list-style-type: none"> <li>• By being vigilant and aware, parents and carers can reduce risks of child abuse.</li> <li>• By being aware of and interested in all relationships your child has with adults, you can help create a level of protection for your child.</li> <li>• Abusers can target children who are neglected or who have trouble in their home environment.</li> <li>• But all children are still at risk, even those that come from a loving and supportive family.</li> <li>• Another key way we can help better protect our children is by fostering open communicative relationships and speaking to our girls and boys from a young age about how to keep safe.</li> </ul>	<p>It is 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. This is also why it is so important to reassure your child that you are listening to them and that you believe what they are telling you.</p>

Slide	Key messages	Support notes
	<ul style="list-style-type: none"> <li>• It is equally important to have these conversations with both our girls and boys as both are vulnerable to abuse.</li> <li>• For example, in our education sessions for children, we encourage children to identify 'safe adults' they are able to talk to in case they feel in trouble.</li> <li>• Children should be able to come and share their feelings with you without fear of rebuke.</li> <li>• Sometimes children do not share something important with their parents because they are afraid they will be told off or be blamed. Abusers use this fear to their advantage.</li> </ul>	
<p><b>Slide 38 •</b></p> 	<p><b>?</b> <i>Question for reflection/discussion</i></p> <ul style="list-style-type: none"> <li>• Ask the participants what sorts of things they have taught their children about keeping safe from sexual abuse? What safety messages and protective strategies do they encourage?</li> </ul>	<p>The facilitator can take a note of participants' responses that are good practice and incorporate them into future Discussion Forums.</p> <p>The facilitator should be careful to clarify and gently correct any messages or strategies that are based on myths. The facilitator can reiterate that abusers take advantage of these misunderstandings to gain access to and abuse children.</p>
<p><b>Slide 39 •</b></p> 	<ul style="list-style-type: none"> <li>• At some point in their life, children generally become curious about sex and they understand it is a 'taboo' or prohibited subject.</li> <li>• Sometimes, their curiosity leads children to find and share incorrect information about sex that they access from each other or through digital technology.</li> <li>• Conversations with our children about sexual issues are difficult. But, if we stay silent, our children are at risk.</li> </ul>	<p>Refer to <b>Takeaway Card (How can I keep my children safe?)</b></p> 


Slide	Key messages	Support notes
	<ul style="list-style-type: none"> <li>• Children will learn about sex whether or not we want them to. Children will seek information from other sources and the information they receive may be incorrect, even dangerous. Sometimes adult abusers take advantage of children who do not properly understand sexual issues.</li> <li>• We must create suitable opportunities to speak with our children, both girls and boys.</li> <li>• Of course, the way we speak to a three-year-old about these issues is different to how we speak to a 17 year old. But, there are age and developmentally appropriate conversations we can have.</li> <li>• This is why we should also encourage our schools to give formal sex education to children.</li> <li>• As parents we should also take up our responsibility to give informal education about sex at home.</li> <li>• Now we will share some ideas on how to speak with our children about these topics based on international research and experience.</li> </ul>	<p>Research shows that sometimes values prohibit parents, children and especially girls learning about and discussing puberty, sex and sexuality. Limited information about sex and protective behaviours may contribute to a child's vulnerability to abuse.</p>
<p><b>Slide 40 •</b></p> 	<p><i>Tip 1: Build an open and trusting relationship with your children.</i></p> <ul style="list-style-type: none"> <li>• Encourage your children to speak to you about issues. Often this starts by asking your children how they are and whether there is anything they would like to talk about.</li> <li>• Building open communication channels is vital so children feel comfortable to share concerns with you.</li> <li>• When your children do speak, make sure you listen and respond sensitively.</li> <li>• Let them know that if they ever want to share anything with you, they can and should not fear being punished.</li> </ul>	<p>There are cases where children have not told their parents about abuse because they were afraid of being reprimanded for going somewhere they should not have been. If possible, the facilitator should find case studies to share with participants.</p>

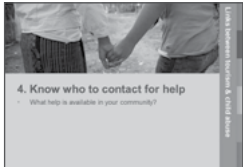



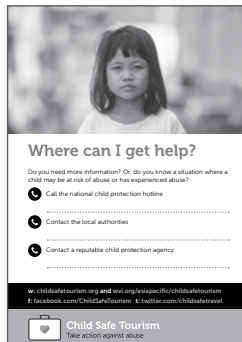
Slide	Key messages	Support notes																
<div>Slide 41 ●</div> <div><div><div>Tip 2: Speak to your children about sex and sexual matters in a way that is suitable for their age and stage</div><table><thead><tr><th>0-3 years</th><th>4-5 years</th><th>5-9 years</th><th>9-12 years</th></tr></thead><tbody><tr><td>• Correct names of body parts, including genitalia</td><td>• Correct names of body parts, including genitalia</td><td>• Reproductive system</td><td>• Sex, fertility, and pregnancy</td></tr><tr><td>• Gender differences</td><td>• Reproductive system</td><td>• Puberty</td><td>• Intimacy and relationships</td></tr><tr><td></td><td>• Gender and identity</td><td>• Different sexual orientations</td><td>• Safe sex and contraception</td></tr></tbody></table></div></div>	0-3 years	4-5 years	5-9 years	9-12 years	• Correct names of body parts, including genitalia	• Correct names of body parts, including genitalia	• Reproductive system	• Sex, fertility, and pregnancy	• Gender differences	• Reproductive system	• Puberty	• Intimacy and relationships		• Gender and identity	• Different sexual orientations	• Safe sex and contraception	<div>Tip 2: <i>Speak to your children about sex and sexual matters in a way that is suitable for their age and stage.</i></div> <ul style="list-style-type: none"><li>• This includes discussions about body changes, sexual health and positive relationships.</li><li>• When parents share this information, it prevents confusion and misinformation. We know that abusers take advantage of misinformation to access children.</li><li>• Of course, many parents feel uncomfortable or embarrassed talking about sex, but there are some ways to make it easier.</li><li>• It can be less awkward if you introduce the topic when your child is very young and answer questions simply and naturally.</li><li>• Also remember that it can be embarrassing and awkward for the child(ren) too!</li></ul>	<p>International research suggests the following information as age-appropriate:</p> <p><b>0-3 years of age</b></p> <ul style="list-style-type: none"><li>• Teach children the correct names of body parts, including genitals.</li><li>• Begin teaching the difference between public and private body parts.</li><li>• Be open to gender questions, particularly around differences.</li></ul> <p><b>4-5 years of age</b></p> <ul style="list-style-type: none"><li>• Explain what different body parts do, including the genitals.</li><li>• More detailed information (rules, if you prefer) about appropriate vs. inappropriate touching of yourself and others, and private and public touching and talking.</li><li>• Offer information about gender and society (why are boys and girls sometimes separated, why are they often treated differently) whilst being clear that both are equal.</li></ul> <p><b>5-9 years of age</b></p> <ul style="list-style-type: none"><li>• Children should know the basics of reproduction.</li><li>• Provide information about puberty (changes to body, ejaculation, erections, menstruation).</li><li>• Explanations of different sexual orientations and identities.</li><li>• If asked, you should be willing to offer accurate information about different sexual acts with minimal details.</li></ul> <p><b>9-12 years</b></p> <ul style="list-style-type: none"><li>• Detailed information about sex including safer sex and how to decide when to start being sexual with others.</li><li>• Information about intimacy and sex in relationships.</li><li>• Support media literacy and how messages about sex and gender in society may skew beliefs and not reflect lived experience.</li></ul>
0-3 years	4-5 years	5-9 years	9-12 years															
• Correct names of body parts, including genitalia	• Correct names of body parts, including genitalia	• Reproductive system	• Sex, fertility, and pregnancy															
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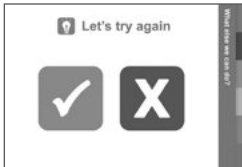

Slide	Key messages	Support notes
<p><b>Slide 42 •</b></p> 	<p><i>Tip 3: Teach your children protective strategies from a young age.</i></p> <ul style="list-style-type: none"> <li>• This includes teaching children the correct names for parts of their body. This helps children become aware of their body and gives them adequate vocabulary for describing potentially abusive situations.</li> <li>• It also includes helping children understand that it is not okay for another person to see or touch the private parts of their body, unless they are injured or need help.</li> <li>• Children should also be encouraged to become more aware of feelings and their body signals (for example, butterflies in tummy, feeling hot, feeling like crying, shaky knees, racing heart, and dry mouth, etc). Recognising and responding to body warning signals can help children understand when they need protection.</li> </ul>	<p>The facilitator may refer to <i>Keeping safe from abuse: Facilitator toolkit for educating children and young people</i> (available for download at <a href="http://www.childsafetourism.org">http://www.childsafetourism.org</a> and <a href="http://wvi.org/asiapacific/childsafetourism">http://wvi.org/asiapacific/childsafetourism</a>) which provides step-by-step instructions to deliver protective behaviours education to children in three age groups (5-7 years old, 8-10 years old and 11-17 years old).</p>
<p><b>Slide 43 •</b></p> 	<p><i>Tip 3: Teach your children protective strategies from a young age (continued)</i></p> <ul style="list-style-type: none"> <li>• Another effective strategy to start teaching children from a young age is 'NO, GO, TELL'. This is a strategy to employ when a concerning situation is identified.</li> <li>• Teaching your children they have the right to say 'NO' if someone asks them to do anything they feel is wrong or frightens them.</li> <li>• Where they can, they should GO from the situation.</li> <li>• Let them know they should TELL you or another adult if something happens that they do not like.</li> <li>• Children need frequent opportunities to rehearse these skills so they can use them in an unsafe or potentially abusive situation.</li> </ul>	

Slide	Key messages	Support notes
<b>Slide 44 •</b>  <p>Tip 3: Teach your children protective strategies from a young age</p> <ul style="list-style-type: none"> <li>• 'Happy' versus 'unhappy' secrets</li> <li>• Bribes and threats</li> </ul>	<p><i>Tip 3: Teach your children protective strategies from a young age (continued)</i></p> <ul style="list-style-type: none"> <li>• Another important thing children should be taught is the difference between 'happy' and 'unhappy' secrets.</li> <li>• Teaching children to distinguish between 'happy' and 'unhappy' secrets and to always TELL you about secrets that bother them or are a burden is essential.</li> <li>• As we have discussed, sexual abuse of children is rarely a 'one-off'. Abusers rely on ongoing secrecy for abuse to continue.</li> <li>• Older children can be taught about bribes and threats.</li> </ul>	
<b>Slide 45 •</b>  <p>Tip 3: Teach your children protective strategies from a young age</p> <ul style="list-style-type: none"> <li>• Help children identify safe adults they can go to if they ever feel unsafe or worried</li> </ul>	<p><i>Tip 3: Teach your children protective strategies from a young age (continued)</i></p> <ul style="list-style-type: none"> <li>• We can also help our children identify safe adults in the family and our community that they can go to if they ever feel unsafe or worried.</li> </ul>	
<b>3. What are signs that indicate a child may be at risk?</b>		
<b>Slide 46 •</b>  <p>3. Be aware of what is happening</p> <ul style="list-style-type: none"> <li>• Do not think this cannot happen in your community or family.</li> <li>• Be aware of changes in your child's behaviour.</li> <li>• Observe the behaviour of other adults who spend time with your children.</li> </ul>	<ul style="list-style-type: none"> <li>• If we ignore the issue of child sexual abuse, we place children at greater risk. It is important to be aware that this could happen in our community.</li> <li>• We should pay attention to our children's behaviour and to that of adults around them.</li> </ul>	<p><b>Refer to Takeaway Card (What should I look out for?)</b></p>  <p><b>What should I look out for?</b></p> <p><b>Your child's behaviour</b></p> <p>There are signs that a child may be experiencing abuse. While these symptoms do not necessarily mean your child is being abused, they present a good reason to speak with your child about their situation or to seek help.</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>• Physical symptoms including sleep problems, bed-wetting, sexually transmitted infections</li> </ul> <p><b>The behaviour of adults around you</b></p> <p>Be alert if you notice adults behaving in an unusual way with your children. This includes if adults:</p> <ul style="list-style-type: none"> <li>• Give your children excessive attention</li> <li>• Give gifts of toys or money</li> <li>• Spend time alone with your child</li> <li>• Want to take your child on outings, excursions and holidays</li> </ul> <p><b>If a child tells you they have been abused, reassure them that you are listening to them and that you believe what they are telling you.</b></p>



Slide	Key messages	Support notes
<p><b>Slide 47</b> ●</p> 	<p>Pay attention to your child's behaviour. There are signs that a child may be experiencing abuse. While these symptoms do not necessarily mean your child is being abused, they do present a good reason to speak with your child about their 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>• Physical symptoms including sleep problems, bed-wetting, sexually transmitted infections.</li> <li>• Children that are often labelled as 'troublemakers'.</li> </ul>	<p>This is not an exhaustive list and of course, as parents, the audience would generally know their children better than anyone else.</p> <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>
<p><b>Slide 48</b> ●</p> 	<p>Be alert if you notice adults behaving in an unusual way with your children. This includes:</p> <ul style="list-style-type: none"> <li>• Excessive attention.</li> <li>• Gifting toys or money.</li> <li>• Spending time alone with your child.</li> <li>• Taking your child on outings, excursions and holidays.</li> </ul>	

Slide	Key messages	Support notes
<b>4. Where can we go for help?</b>		
<b>Slide 49</b> ● 	<ul style="list-style-type: none"> <li>• There have already been many positive steps to keep children safe from sexual abuse in the country and region.</li> <li>• As parents, you know best that if a child is at risk, your most important priority is to protect the child.</li> <li>• Help is available for you in your community.</li> </ul> <p> <b>Activity: Mapping our community resources (optional)</b></p> <ul style="list-style-type: none"> <li>• Invite parents to contribute to a group diagram or mind map* of the kinds of support services available within the community for people who have concerns about child abuse or have experienced abuse of some kind (for example: Department of Social Affairs, Child Helpline, community health centre, schools, police, etc.).</li> </ul> <p>*Example of mind map:</p> 	<p>The facilitator can add examples of positive steps to protect children at local and/or national level. For example:</p> <ul style="list-style-type: none"> <li>• Many local organisations can help you navigate processes and give you the right information. Some may also be able to provide support.</li> <li>• The government provides support to families to ensure their children's well being.</li> <li>• The government supports a helpline that girls and boys, families and other citizens can call to get advice and information on issues that concern them.</li> <li>• The government has laws to protect children and prosecute people who harm children.</li> <li>• The police monitor and investigate cases.</li> <li>• The courts prosecute abusers.</li> <li>• The provincial government conducts campaigns.</li> <li>• There is a hotline number to report suspected cases of child sexual abuse.</li> </ul> <p>The facilitator should obtain and provide the contact details for all relevant services and reporting mechanisms in the local area.</p>
<b>Slide 50</b> 	<p>Give contact details for local authorities and organisations that parents and carers can contact for assistance.</p>	<p>Refer to <b>Takeaway card ('Where can I get help?')</b> and provide participants with local/national contact information.</p> 

Slide	Key messages	Support notes
<b>Making a plan of action</b>		
<b>Slide 51</b> 	 <b>Activity: <i>The parents' plan</i> (optional)</b> <ul style="list-style-type: none"> <li>• If time allows, divide the participants into groups of 5-6.</li> <li>• Advise the participants that they are the new committee responsible for coordinating child protection in their community.</li> <li>• Ask them to make a plan of all of the activities they would initiate to keep children safe in the community. Allow five minutes to prepare the plan.</li> <li>• Invite each group to share their plan.</li> <li>• After each group has shared their plans, commend the groups for the innovative ideas and encourage them to go ahead with implementing the most practical ideas in their communities.</li> </ul>	Plans could include: <ul style="list-style-type: none"> <li>• Encouraging sex education in schools.</li> <li>• Implementing child protection policies in schools.</li> <li>• Not marginalising or stigmatising children or other victims of abuse in the community.</li> <li>• Being more vigilant of suspicious characters and reporting.</li> </ul>
<b>Conclusion</b>		
<b>Slide 52 •</b> 	 <b>Activity: <i>Evaluation</i></b> <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.</li> <li>• 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> </ul> <p>Alternatively, the facilitator can distribute the <i>My opinions form</i> (<b>Appendix 7</b>) for participants to complete. This is likely to take more time and may be challenging for participants with varying levels of literacy. The simple verbal format is recommended.</p>	<p>The <i>My opinions form</i> is found at <b>Appendix 7</b>. Copies of this can be made for each participant prior to the Discussion Forum.</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 through using the <i>response cards</i> 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 can be included in the <i>Post training report</i> (<b>Appendix 8</b>).</p>

Slide	Key messages	Support notes
	<div data-bbox="415 284 476 344"></div> <p><i>Activity: Exit quiz</i></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 session.</li> <li>• Undertake the <i>Exit quiz</i> interactively or using the written form at <b>Appendix 4</b>.</li> <li>• Then, state the correct answers to ensure everyone understands the key messages before they leave the Discussion Forum.</li> </ul>	
<p><b>Slide 53 •</b></p> <div data-bbox="158 776 395 943"></div>	<ul style="list-style-type: none"> <li>• Thank the participants for their attention and contributions.</li> <li>• Remind participants of the important role they can play in protecting children from sexual abuse.</li> <li>• Encourage the participants to use the information that they learned in today's sessions to build a safe environment for children in their community.</li> <li>• Invite participants to connect 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 improve the protections for our children.</li> <li>• Remember to thank any other supporting staff such as co-facilitators, helpers, volunteers etc. who have assisted with the session.</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.



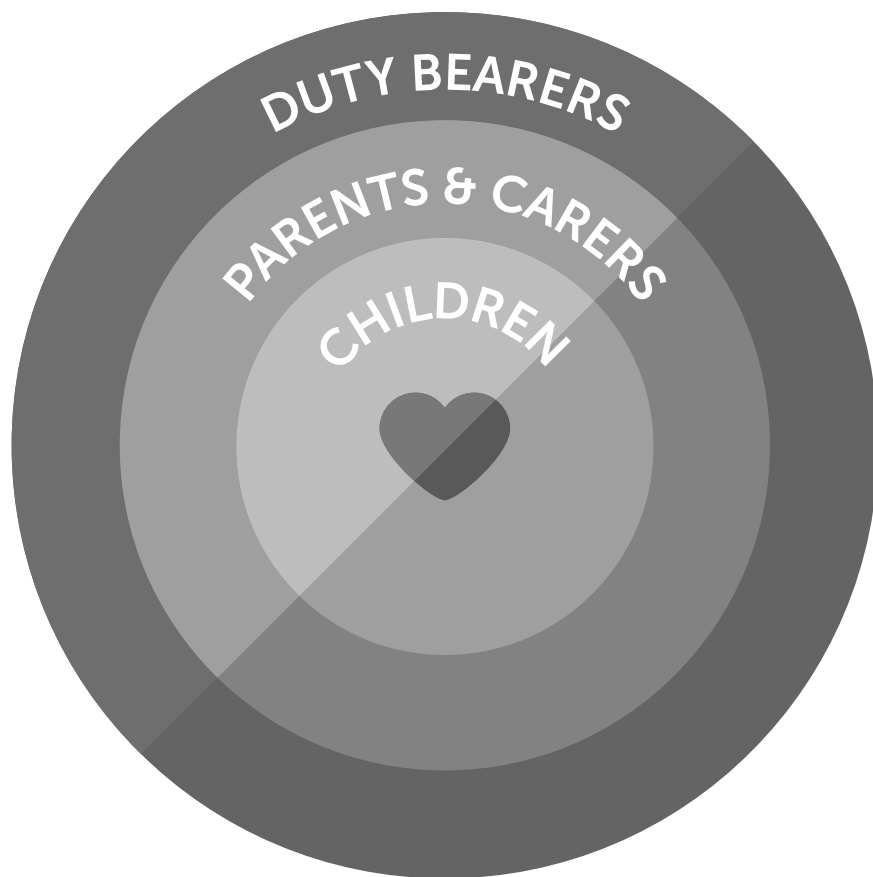
# Keeping our children safe from sexual abuse

**Parents and Carers**



# Protecting children is everyone's responsibility

A 'child' is anyone under 18 years of age. Children need special protection. Parents and carers are the primary and most important protectors of children.



**The role of parents and carers is the most important to keep children safe from abuse.**

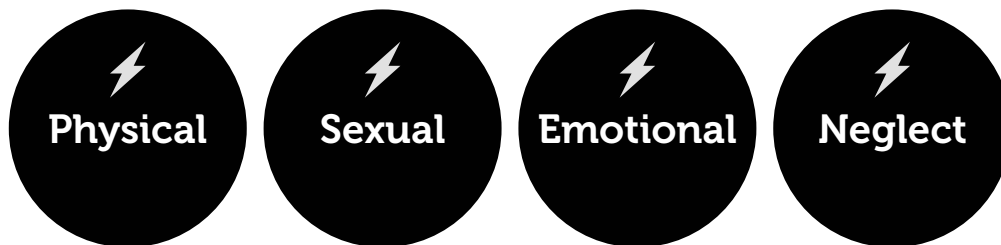
# What is child abuse?

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.



## Impact 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 can I keep my children safe?

## 1 Be well-informed

- Child sex abusers take opportunities from people's lack of knowledge about how they offend in order to abuse children.
- Be informed and talk openly about child sexual abuse.

## 2 Speak with our children

- Sometimes children do not share something important with their parents because they are afraid they will be punished or blamed. Child sex abusers use this fear to their advantage.
- Build an open and trusting relationship with your child. Let them know they can share anything with you.
- Speak to your children about sex and sexual matters in a way that is suitable for their age.
- Teach your child protective strategies from a young age including:
  - Correct names for parts of their body.
  - Recognising and responding to their feelings and body signals to know when they need protection.
  - If children feel worried or scared, they can say NO and GO away from the situation and TELL a safe adult about what happened.

## 3 Be aware of what is happening

- Be aware that this could happen in our community.
- Pay attention to changes in your children's behavior.
- Observe the behaviour of other adults who spend time with your children.

## 4 Know who to contact for help

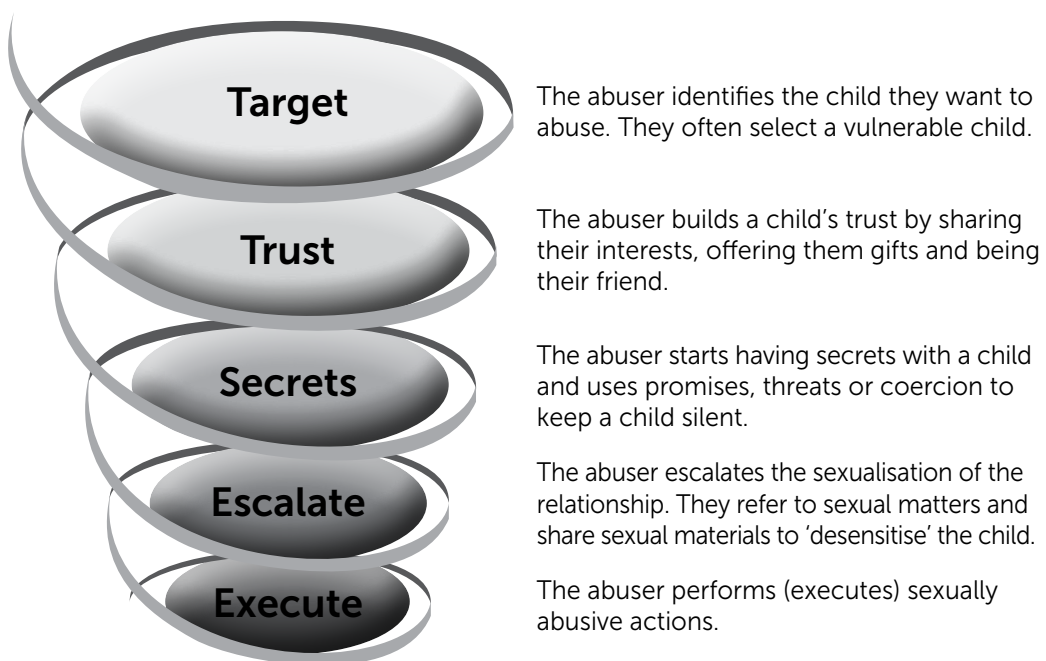
- Seek help immediately if you suspect a child is at risk or has suffered abuse.



# 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 should I look out for?

## Your child's behaviour

There are signs that a child may be experiencing abuse. While these symptoms do not necessarily mean your child is being abused, they present a good reason to speak with your child about their situation or to seek help.

- 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.
- Physical symptoms including sleep problems, bed-wetting, sexually transmitted infections.

## The behaviour of adults around you

Be alert if you notice adults behaving in an unusual way with your children. This includes if adults:

- Give your children excessive attention.
- Give gifts of toys or money.
- Spend time alone with your child.
- Want to take your child on outings, excursions and holidays.

**If a child tells you they have been abused, reassure them that you are listening to them and that you believe what they are telling you.**



## 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 or has experienced abuse?



Call the national child protection hotline

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Contact the local authorities

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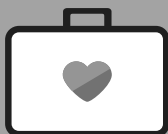


Contact a reputable child protection agency

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**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 2: Participant attendance form

**This template can be used to record the details and key information about participants.**

Discussion Forum Location: \_\_\_\_\_

Discussion Forum Date and Time: \_\_\_\_\_

[illegible]

## Appendix 3: Entry quiz

**Instructions:** It is recommended that the Entry quiz is conducted verbally. It is also possible to conduct the quiz in written form, in which case 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.

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 some things you can do as a parent/carer to help to keep children safe from sexual abuse?			
8.	Do you know who to contact if you think a child may have been abused?			

## Appendix 4: Exit quiz

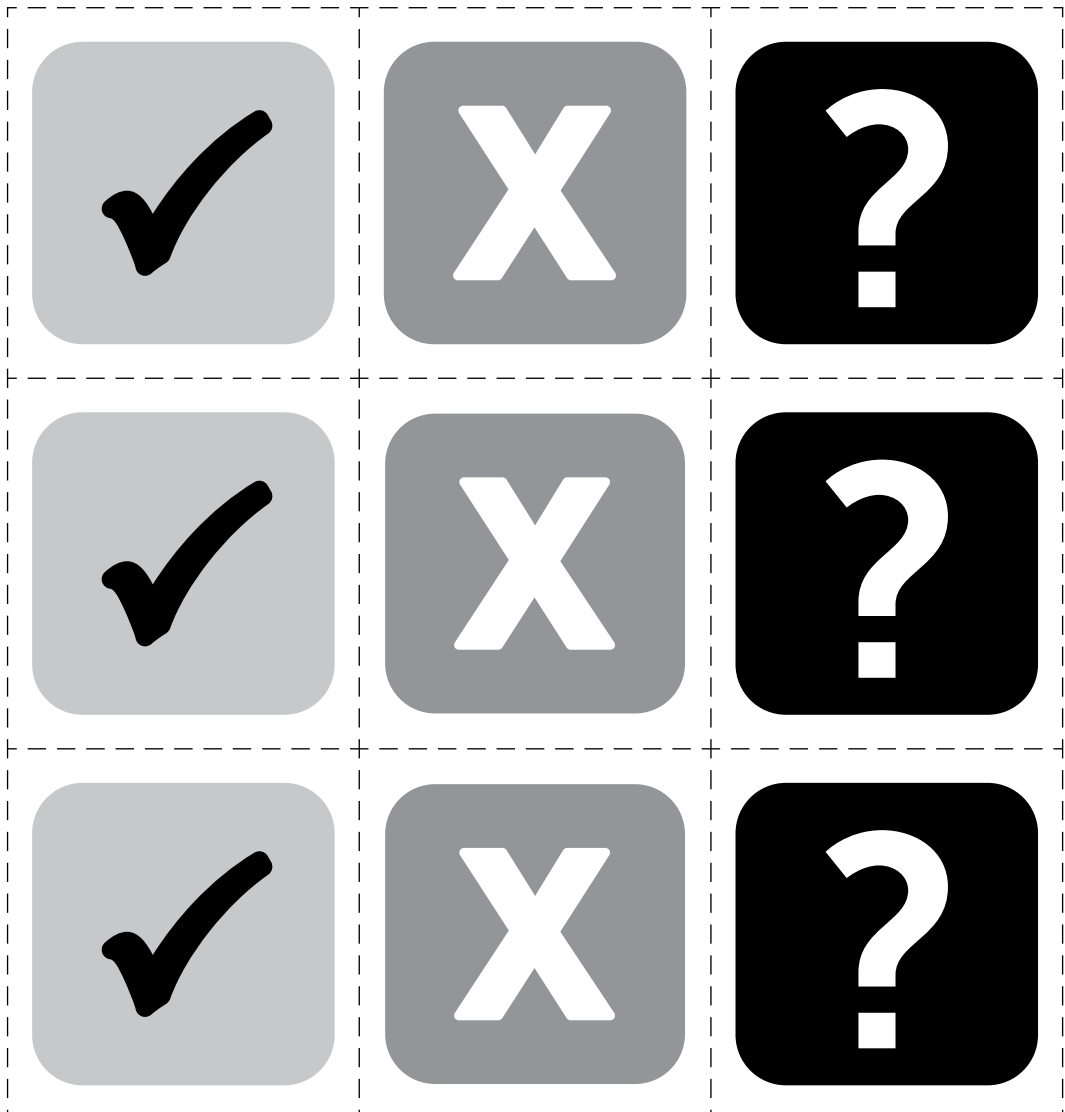
**Instructions:** It is recommended that the Exit quiz is conducted verbally. It is also possible to conduct the quiz in written form, in which case copies of this quiz should be made for each participant and distributed at the end of the session. The facilitator should collect the completed copies and keep them for analysis (using the template in Appendix 6) after the session.

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 some things you can do as a parent/ carer to help to keep children safe from sexual abuse?			
8.	Do you know who to contact if you think a child may have been abused?			

## 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 (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		
							
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 some things you can do as a parent/ carer to help to keep children safe from sexual abuse?						
8.	Do you know who to contact if you think a child may have been abused?						

## Appendix 7: 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? This verbal approach is recommended.

### 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

- ☐ Agree
 ☐ Neutral
 ☐ Disagree

The materials were useful

- ☐ Agree
 ☐ Neutral
 ☐ Disagree

The discussion improved my understanding of this issue

- ☐ Agree
 ☐ Neutral
 ☐ Disagree

The discussion motivated me to take more action to protect children

- ☐ Agree
 ☐ Neutral
 ☐ 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 8: 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/Exit quiz analysis.*

### 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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# Notes

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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 community representatives*



*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. It is vital that parents and carers have access to correct and up-to-date information on child sexual abuse so that they can better protect their children from harm.

The *Keeping our children safe from sexual abuse: Facilitator toolkit for discussion forums with parents and carers* provides easy-to-follow guidelines and tools for facilitators to conduct a discussion forum with parents and carers. The Toolkit is designed to equip participants with knowledge and skills to protect children in their care from sexual abuse 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.

