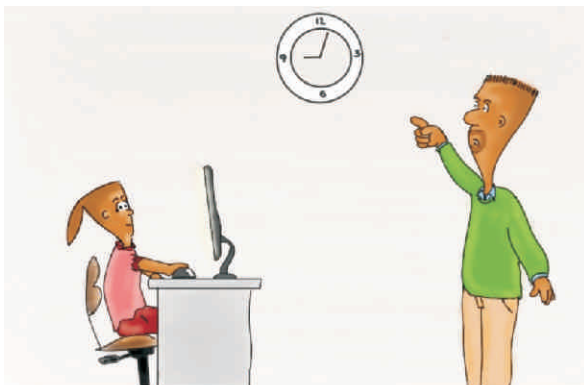
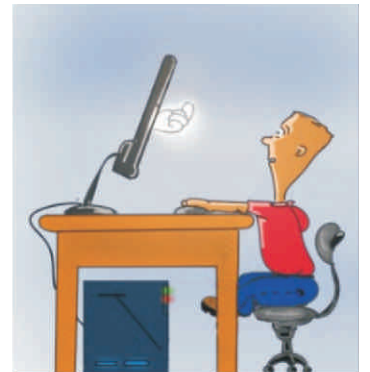
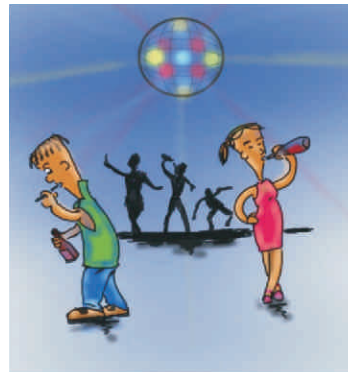
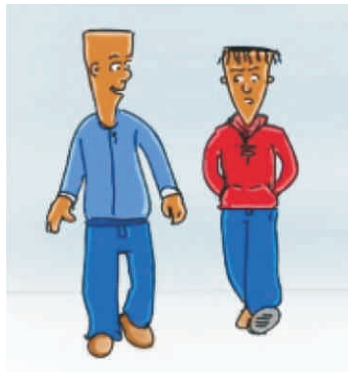


Student Workbook

Online Child Sexual Exploitation

Empowering Children for Protection from
Online Sexual Exploitation



FOR CHILDREN AGED BETWEEN
12-13 YEARS

Prepared by



Approved



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Introduction

Welcome to this training program aimed at empowering you as a child to safely use online media. We recognize that the internet provides lots of learning resources but also a threat of exploitation. This training focuses on protecting children from online sexual exploitation. Online Child Sexual Exploitation (OCSE) includes online grooming for offline exploitation and abuse, live streaming of children performing sexual acts on webcams and other devices, and distribution of child pornography using online platforms. These risks have been on the rise in Kenya and globally as access to internet and smart phones increase.

The training will be delivered in 10 sessions, one session per week of 35mins each. You are expected to gain knowledge and skills targeting three broad outcomes:

- i. Understanding online child sexual exploitation (OCSE)
- ii. What you can do to prevent OCSE
- iii. How to effectively respond to OCSE

This training program is a joint intervention by Terre des Hommes Netherlands (TdH-NL), the African Institute for Children Studies (AICS) and Childline Kenya (CLK). There is collaboration with the Government of Kenya (Department of Children Services, Communication Authority of Kenya, Ministry of Education, Kenya Film Commission, children, Private Sector among other stakeholders).

Feel free to give feedback on training and other training content that should be included.

Note that no personal information will be documented or shared during and after the training. You are not required to write your name, that of your parent or any personal identifiers in the materials you will submit to the facilitator.

Pre-Session: Welcome!

Let us hear from you

Activity one (5min):


In order of importance, please write what you really want to learn from this 10 week training (no. 1. being most important to you)?

1. _____
2. _____
3. _____
4. _____
5. _____

Hand this paper to the facilitator.

Activity Two (20min):

The facilitator will now give you a pre-session assessment to help determine the effectiveness of this training.

Activity Three (10min):

Facilitator to share the work-plan for the 10 sessions; and the follow-up activities.

A. UNDERSTANDING Online Child Sexual Exploitation (OCSE)

1.1 Lesson 1: What is child sexual exploitation?**1.1.1 Estimated time: 35min****1.1.2 Learning objectives:**

At the end of the session, you should be able to explain:

- a. Who is a child
- b. What are child rights and
- c. What is sexual abuse and exploitation

1.1.3 Pre-session activity

Power Walk:

1.1.4 Your Notes

Who is a child?

What are child rights?

What is sexual abuse and exploitation?

1.1.5 Wrap-up / key learning and action points

Please complete in duplicate papers what you learnt and what you would do differently from today

What I learnt	What I will do differently from today
What I wish should have been included in this class: 	

1.1.6 Homework

At home, request your parent or adult caregiver to explain to you the online platform that he or she would not want you to access, and the reasons. Write them down and bring to the next class for discussion. Do not write your name or parent's name in the paper.

1.2 Lesson 2: What is Online Child Sexual Exploitation (OCSE)?

1.2.1 Estimated time: 35min

1.2.2 Pre-session activity

Using the table below, read the statement and indicate if it is true or false.

Statement	True	False
1. Watching and distributing any cartoon movies to your friends is safe		
2. You have committed a crime because you have received an indecent photograph of your classmate		
3. As long as you are not meeting physically, there is no harm in sharing text messages about sex		
4. It is safe to share your nude pictures only with boyfriend or girlfriend who you really trust		
5. Spending more than 2 hours a day on an online platform can lead to online sexual exploitation		

1.2.3 Your Notes

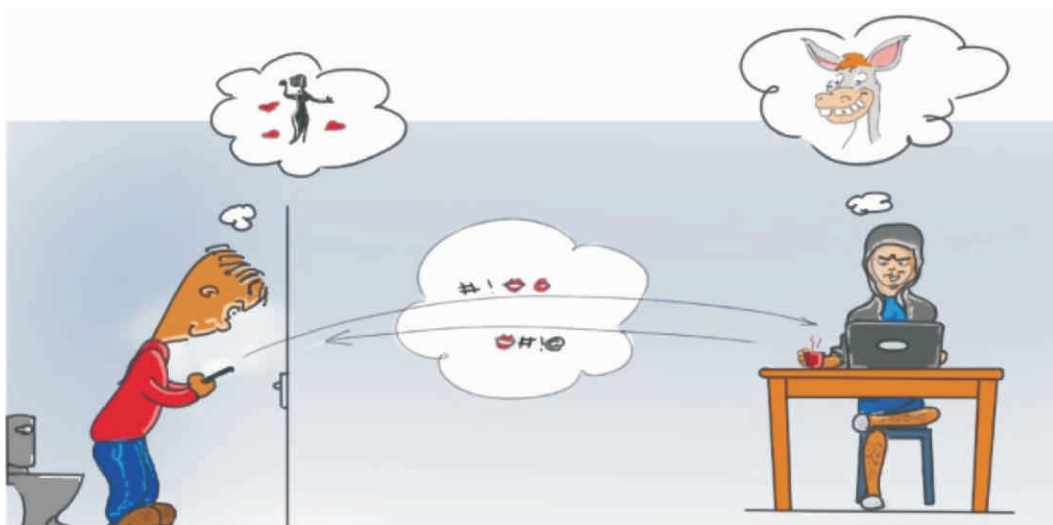
The following is a list of online platforms

1. _____
2. _____
3. _____
4. _____
5. _____



The following are forms of Online Child Sexual Exploitation (OCSE)

Form of OCSE	How it happens
Sex texting	
Sharing of naked pictures	
Online grooming in chat rooms	
Performing sexual acts live	
Sharing pornographic materials	
Sextom (extortion)	
Livestream online child sexual abuse	



1.2.4 Video

Watch the 3min animation video on *Episode 1 of Ode in school with a smart phone*

1.2.5 Wrap-up / key learning and action points

Please complete what you learnt and what you would do differently from today.

What I learnt	What I will do differently from today
What I wish should have been included in this class:	

1.2.6 Homework

Consider this hypothetical scenario: Your friends tell you in confidence that he/ she has been chatting with a new online boy/ girl friend who has been sending his/her nude pictures. The new friend has convinced him/her to take and send him similar pictures. What will you do? After you write your suggestions, discuss the same scenario with your parent or adult caregiver and write his/ her suggestion on a separate paper (do not show your parent your own suggested actions and do not change what you wrote). Summarize your discussion in the table below and bring them to your next class.

What I would do
1.
2.
3.

What my parent/caregiver suggests I should do?
1.
2.
3.

1.3 Lesson 3: Signs, Symptoms and Effects of Online Child Sexual Exploitation

1.3.1 Estimated time: 35min

1.3.2 Learning objectives:

At the end of this session, you should be able to;

- Identify signs and symptoms of OCSE
- Learn the effects of OSCE on victims

1.3.3 Pre-session activity

River of life

Your Notes

List and explain signs, symptoms and effects of OCSE.

a. You will know you are being exploited sexually online when you experience the following:

- Cyber bullying:
e.g depression, reclusive.....
- Being blackmailed.....
.....
- Luring by someone online.....
.....
- Fear of hurting your online friend if you do not give in to their demands.....
.....
- Someone is coercing, forcing or threatening you.....



b. When someone has been sexually abused and exploited through online related offences they experience mental trauma and exhibit the following signs and symptoms:

- Loss of trust
- Self-blame
- Post-traumatic stress disorder
- Crippling anxiety and clinical depression
- Mental health problems

c. If unattended the mental trauma can lead to the following destructive consequences:

- Alcohol and drug addiction
- Criminal activities
- Difficulty forming healthy relationships
- Separation from friends and family
- Poor performance in schools



1.3.4 Video

Watch a 3min animation video on Episode 2 of Ode meets Aya online

1.3.5 Wrap-up / key learning and action points

Please complete in duplicate papers what they learnt and what they would do differently from today

What I learnt	What I will do differently from today
What I wish should have been included in this class:	

1.3.6 Homework

Recall a situation that you personally know or have heard from your sibling or friend; write a short story of a person who has been negatively affected by use of online social media. Present this in the next class indicating the age of the person, what they did to expose themselves to the negative experience and what they did or could have done to prevent the occurrence

B. How a child can PREVENT Online Child Sexual Exploitation

1.4 Lesson 4: What can a child do on their own to remain safe online?

1.4.1 Estimated time: 35min

1.4.2 Learning objectives:

You should be able to list and explain actions that would expose them to risks of OCSE

1.4.3 Pre-session activity

Dora is 12. She is an only child. Usually when she gets home, her mother is still at work. Her father is rarely home because he works in Tanzania and can only come home for holidays. When she gets home, she is usually alone for long hours. Fortunately, Dora has a lot of friends to chat with online. Beginning a month ago, a person she has never met has been chatting with her consistently and has offered his friendship. He claims to be 15 but she has never seen him. He seems handsome. She has sent him her photos and he is always claiming that she is the most beautiful girl that he has ever seen. He chats with her for long hours and she is very grateful to have somebody who loves her online for company. A week ago, he asked her to send a nude picture. She was afraid. He sent her many messages every day and promised to always love her. She sent some nude pictures for she trusted him. Yesterday he insisted on meeting her and threatened to expose her nude pictures if she does not turn up alone in a certain house without telling anybody.

What can Dora do and why? Write your answer and discuss in a small group.

1.4.4 Class Notes

You can take the following measures to remain safe online:

- Be courteous and only send messages that are not hurting or embarrassing to others.
- Remember everything you post can be traced back to you. Therefore before you hit “click send” or “entre” think twice. Some information we post online can also be used to trace you.
- If you are not sure you would want older people whom you respect to read or watch you posted, then the rule is to not post such. If you know that your parent or teacher or your employer in future would not be amused by what you post, do not post it.
- Your private access setting must remain private. Do not trust a stranger to it, even your boyfriend or girlfriend.
- When people ask you to be friends online and you do not know them, DO NOT.

The facilitator should explain the following tips for reducing risks of OCSE as:



Figure : Adopted from www.kidsmart.org.uk/beingsmart

In addition, the following actions can also be taken to prevent OCSE:

- Don't agree to post sexualized messages and material for it can be used against you.
- Unused accounts can be a source of personal information for cybercriminals. Sometimes kids create an account with their first and last name or their birthday in the user name. Cybercriminals can patch these data points together and steal information from other sites that the individual uses. If you think you won't be revisiting the site, it's best to close the account.
- Avoid public Wi-Fi networks such as malls and coffee shops and always use a VPN when connecting to public Wi-Fi.
- Block strangers that you see trying to reach you online. Some can be dangerous
- Ask advice from someone you trust on how to bolster your defense with a password management program, which can remember unique passwords for all your accounts. Best of all, with a password manager, you only need to remember one password.

- Create strong passwords. Your password should not be something obvious like your favorite song or your pet's name. It should be a mix of random letters and numbers that would be difficult to guess. Use a different password for every site you log into, and change them every few months.
- Tell your parent, caregiver or a trusted adult if someone or something makes you feel uncomfortable or worried.

1.4.5 Video

Watch a 3min animation video on Episode 3 of Ode meets Aya online

1.4.6 *Discussion (Q&A)

Facilitator to invite the class to ask questions for clarification.

1.4.7 *Wrap-up / key learning and action points

Please complete in duplicate papers what they learnt and what they would do differently from today.

What I learnt	What I will do differently from today
What I wish should have been included in this class:	

1.5 Lesson 5: What can children do with their families to remain safe online?

1.5.1 Estimated time: 35min

1.5.2 Learning objectives:

The learners should be able to identify the protective role that family can play reducing a child's risks of OCSE

- to know that they have a responsibility to act cooperate with their parents to be safe online
- to understand ways in which they can co-operate with members of their family to remain safe online.

1.5.3 *Materials

1.5.4 *Pre-session activity

Play the telephone game:

Join a line of children seated or standing in line. One child should play the role of a child in a family and the other a parent/ adult caregiver. The child (should be positioned as the first person in the queue) should then whisper a message to the next, who whispers to the next till the end of the queue. The message should be told to the parent. At the end of the que, the last person should shout loud what they were told. The child who passed the first whisper message should be asked what they feel about any distortion of their message. The "parent" should be asked what they can do to protect their "child".

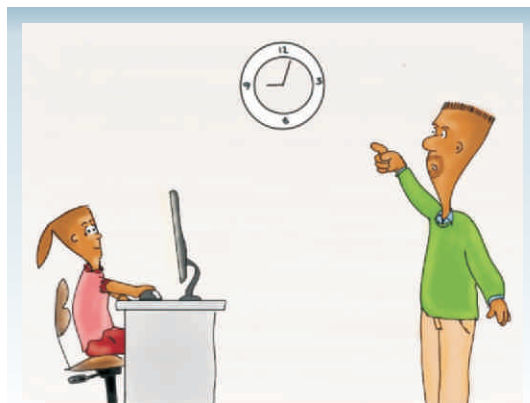
The idea of two lines is to bring in competition (time allowing) - that is, which line was most effective in passing the message. The game should bring out the challenge of trusting online media with several players to be accurate in communicating anyone's message

1.5.5 Your Notes

A good family should have the following measures to protect children from Online Child Sexual Exploitation:

1. _____
2. _____
3. _____

As a child, I should cooperate with my caregivers and adhere to the following rules:



- Be mindful about downloading the latest security updates and patches. Keep yourself and your family informed about new ways cybercriminals are doing business.
- Stay current and follow the news for any breaking threats.
- Know how much information is too much information.
- Make sure your home Wi-Fi system has a hard-to-crack password and consider security software that identifies "intruders" on the network.
- Ask your parents to teach you about phishing and to install and teach you to use a security program that recognizes and blocks dodgy URLs.
- Ask your parents for a child friendly application and set up a profile with them. Ask them to help you set it at private so that you are not visible to strangers and to ensure that your profile does not contain any overly personal information or images which could leave you vulnerable.
- Sit down regularly with your parents to show them your profile
- To be allowed into social network, children can be given cut-off time for social media and general phone use in the evening.
- Your smartphone and tablet need as much security protection as your PC. So do your thermostat, smart doorbell, home security system, and other internet-connected devices. Make sure you've got a security solution that helps protect all your connected device for it not only protects your home from malware, viruses, and other cyber-threats.
- The best security software programs offer 24x7 support. If you have any suspicion you've been hacked, ask your parents or elder sibling to call for help. A good security suite will have experts to help you resolve your problem
- Disable location services. Many phones and social media sites automatically use location services. To disable location services, go to "Settings," then "Privacy," then "Location Services" and make sure it's set to "Off. "Don't "check in" to places on Facebook or other social media platforms.

1.5.6 Video

Watch a 3min animation video on Episode 4 of Ode and the family

1.5.7 Wrap-up / key learning and action points

Please complete in duplicate papers what they learnt and what they would do differently from today.

What I learnt	What I will do differently from today
What I wish should have been included in this class:	

1.5.8 *Homework

At home, discuss with your parent or guardian on how much time is appropriate to watch TV or be on any other digital media per day.

Each child to list risks associated with overuse of online media.

1.6 Lesson 6: What can children do with their peers to remain safe online?

1.6.1 Estimated time: 35min

1.6.2 Learning objectives: The learners should be able to;

The learners should be able to understand how to prevent OSCE when engaged in social media with friend

- List the activities that children do to other children that place them at risk of OCSE
- Describe how children can support each other to remain safe from OCSE

1.6.3 *Materials

- Puzzles
- Pens

1.6.4 *Pre-session activity

Use the word puzzle game below. Read statements on how they should behave while online and use one word that best describes the statement to complete fill in the spaces in the puzzle.

The Statement

1. Do this only when it is factual
2. If you know you won't like the same done to you
3. Is contrary to or forbidden by law
4. I must do this
5. Is considerate of others
6. Direct one's mind towards something or someone



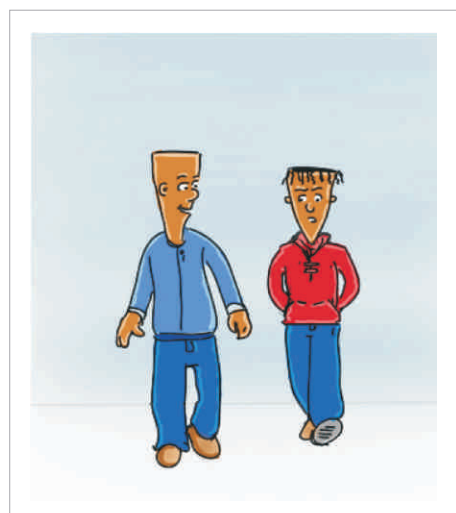
1.6.5 Your Notes

Things you can do to protect yourself and peers on online media

1. _____
2. _____
3. _____
4. _____
5. _____

Points to remember

- Do not respond to messages from strangers online
- Do not agree to meet with strangers you have only met online.
- Avoid joining private forums and chat rooms.
- Keep your friends list free of strangers and full of friends and family members.
- Avoid going on dating sites. If you're a teen interested in dating, try starting with someone you know.
- Do not disclose personal information in social media
- Block friends you know who bully you online or who coerce you to do or share information and materials you do not want
- Do not share messages, photos or images that you would not want disclosed. What appears private online is not always safe
- Be careful about long-term silent friend's online account that could have been as been hacked or suspicious
- Do not lie about your age to get into social media platform



- Respect on social media is a fundamental matter.
- Avoid sharing personal photographs and videos online..
- Do not post photos of yourself if you're wearing clothes with the name of your school or town on them.
- Avoid giving out your personal information. Don't give out your phone number or address to anyone online, ever. You also shouldn't share your social security number, the name of your school, or any information about your parents, family, or friends.
- Do not give out your password to anyone, including your best friend. Set your social media accounts to private.
- Make sure your Facebook and other accounts are set to private, which means that only your friends can see your posts and photos. If you leave your account open to the public, strangers can view your profile and potentially learn personal information about you.

1.6.6 Video

Watch a 3min animation video on Episode 5 of Ode and the friends

1.6.7 Wrap-up / key learning and action points

Please complete in duplicate papers what they learnt and what they would do differently from today

What I learnt	What I will do differently from today
What I wish should have been included in this class:	

1.6.8 Homework

The children will make a list of the names of the people who can protect them from any dangerous people when their parents are away after discussing with their parents. They will describe how they are related to each of these people next to each name.

C. A child's personal RESPONSE to Online Child Sexual Exploitation

1.7 Lesson 7: What are the available legal mechanisms for redress?

1.7.1 Estimated time: 35min

1.7.2 Learning objectives:

The children should be able to identify the legal provisions that they can use as a remedy after experiencing OCSE

1.7.3 Your notes

The following are legal mechanisms for redress in case you or your friend has experienced online child sexual exploitation.

- Children Act, Article 15, provides that they shall be protected from sexual exploitation and use in prostitution, inducement or coercion to engage in any sexual activity.
- Under Article 13 of the Children Act, a child shall be entitled to protection from physical and psychological abuse and any other form of exploitation and when a child becomes a victim of abuse he shall be accorded appropriate treatment and rehabilitation in accordance with such regulations as the Minister may make.
- A person who commits the offence of child phonography is liable, on conviction, to a fine not exceeding twenty million or to imprisonment for a term not exceeding twenty five years or both.
- The court is clear where in any proceedings in relation to an offence against or by a child, or any conduct contrary to decency or morality, a person who, in the opinion of the court, is under eighteen years of age is called as a witness, the court may direct that all or any persons, not being members or officers of the court, or parties to the case or their advocates, shall be excluded from the court.
- The court shall not make an order in respect to a child unless it considers that doing so would be more beneficial to the welfare of the child than making no order at all.
- Where the court is considering whether or not to make an order with regard to a child it shall consider the ascertainable feelings and wishes of the child concerned with reference to the child's age and understanding, the child's physical, emotional and educational needs, the ability of any person or institution to provide any special care or medical attention that may be required for the child, the likely effect on the child of any change in circumstances;
- In any proceedings concerning a child, whether instituted under this Act or under any written law, a child's name, identity, home or last place of residence or school shall not, nor shall the particulars of the child's parents or relatives, any photograph or any depiction or caricature of the child, be published or revealed, whether in any publication
- A court before which a child is brought, and especially where that child is not represented by an advocate, may appoint a guardian ad litem for the purposes of the proceedings in question and to safeguard the interests of the child.

1.7.4 Video

Watch a 3min animation video on Episode 6 of Ode at police station

1.7.5 *Wrap-up / key learning and action pointsno

Please complete in duplicate papers what they learnt and what they would do differently from today.

What I learnt	What I will do differently from today
What I wish should have been included in this class:	

1.7.6 *Homework

*At home they will discuss with their parents ways to ensure they are safe online and write them down

*Go and inquire about any child protection and rehabilitation centers near your home area and report their activities to the class the following day

Lesson 8: Where to access support services and other support networks that you can benefit from

1.8.1 Estimated time: 35min

1.8.2 Learning objectives: The learners should be able to;

- a.) List services necessary to protect survivors of OCSE
- b.) Map out child protection service providers in their community
- c.) Understand how to access available child protection services

1.8.3 Pre-session activity

Scenario: Three children will get each a desk. One will act as a judge. Another as a police officer. The third will act as a pastor. The other children are each given three cards with different colors to write down what they will tell each of the three actors to do if somebody took pictures of their genitalia and posted them online. They will hand over the cards to the respective actor. Then each of the actors will read out what is written on each card and the facilitator will ask the rest of the class if they agree.

1.8.4 What you should remember

- Police have a child friendly desk to receive children complaint and investigate case and also decide what kind of protection they require. Some police stations have a protection center. There are government and private rehabilitation centers where children can get a court order to be moved there when there is need.
- There are NGOs that offer support. Cradle offers court services and refers children to centers for protection.
- Childline Kenya provides children a platform to report cases of child abuse through voice and SMS at 116, Whatsapp line- 0722116116, Chat at www.childlinekenya.co.ke, through Email: 116@childlinekenya.co.ke and Facebook. Their Helpline offers counseling, rescue and placement into safe environment, follow up and provision of health care and search for justice.
- WanguKanja Foundation helps in restoration of dignity of sexual violence survivors and can be reached at +254-722 790 404.
- Gender based recovery center at Coast general hospital offers legal, medical and counselling services to victims of sexual exploitation and can be reached at 0722 208 652

1.8.5 Video

Watch a 3min animation video on Episode 7 of Ode the child rights advocate against OCSE

1.8.6 Wrap-up / key learning and action points

Please complete in duplicate papers what they learnt and what they would do differently from today.

What I learnt	What I will do differently from today
What I wish should have been included in this class:	

1.8.7 Homework

Request your family members that this evening after dinner, you will share with them key lessons that you have learnt from this training. That as a family you will try to set new rules on how household members will use online media. Bring a copy of the next class.

1.9 Lesson 9: What to do when you realize you have been sexually exploited online and how to support another child survivor of OCSE

1.9.1 Estimated time: 35min

1.9.2 Learning objectives: The learners should be able to;

- To identify when sexual exploitation has occurred
- To know what to do to address the harm in both immediate and long term
- To be empowered to support access for relevant remedies

1.9.3 *Pre-session activity

Divide the children into groups and tell them to identify whose duty it is in the outline below. If it is the duty of the government, write G, if it is the parents write P, if it is the child write C and if it is other members of society write S.

Duty	Government Responsible	Parent Responsible	Child Responsible	Society member Responsible
1. Provide guidance and support to the children to protect their rights				
2. Implement the rights of the child and make sure that the people who relate to the children follow the law				
3. Immediately report to the parents a person who has sent a video with sexual images				
4. Report to the police a person who has sexually abused a child and taken the video and posted online				
5. Avoid chatting to suspicious strangers online				

1.9.4 *Lecture presentation

When you have been a victim or another child needs your support, note the following:

- You should not feel scared or ashamed to tell a safe person, a trusted organisation, or the police what has happened, or is happening to you. A safe person is someone who has never hurt you. He or she could be a family member, friend, teacher, lawyer, doctor or social worker. If you do tell a safe person or a trusted organization to help you, they might have to tell the police what happened to you.

- Your right to be protected includes your right to be rescued from the sexual exploitation and abuse. Police have a duty to prevent and detect crimes and to help you in getting out of danger and away from people who hurt you. Often the police will work with other people such as social workers, doctors and others to make sure that all your needs are met and you are supported.
- You have the Right to decide if you want to officially complain about the person who hurt you. If you do, the police should investigate your complaint. Together with prosecutors, judges and lawyers, they should handle your complaint as quickly as possible, but the process can sometimes be long and tiring. If, at the end of the process the people who hurt you are found guilty, they should be punished.
- You have an important role in the legal process. You may have to tell your story more than once and you will probably have to go to court. This can be difficult, but taking part in the legal process should never be harmful to you. If you are asked to do anything during the legal process that makes you afraid or upset, speak up because special measures can be taken to help you.
- During the legal process you may want legal advice, help with translation, or just some information about how the legal system works. You can sometimes get this help for free at the hospital, police station, prosecutor's office, and courthouse or from your social worker. There are also community organizations, such as legal aid societies or children's rights groups, who can give you the help you need.
- You and your family have a Right to be protected from threats or harassment during the legal process. No one should try to make you change your story or take back what you have said.
- Police, prosecutors, judges and lawyers should ensure that no information that could help the public identify you (for example, your name, address, and picture) gets out. .
- You have the right to have your basic needs met, including food, clothing and shelter. You also have a right to receive or continue your education, and any care or support you may need, such as medical treatment and counseling. Receiving these services shouldn't depend on whether there is a criminal complaint or not.
- You have the right to know what is happening with your complaint. The information you receive should be in a language that you understand. You have the Right to ask questions at any time.
- You can start a process against the person(s) who hurt you to receive money or other benefits, to make up for the harm caused to you. You might also be able to receive money from the government to pay for any costs you have had or for any services you have used such as legal, medical, counseling and rehabilitation

1.9.5 Wrap-up / key learning and action points

Please complete in duplicate papers what they learnt and what they would do differently from today

What I learnt	What I will do differently from today
What I wish should have been included in this class:	

1.9.6 Homework

Request your family members that this evening after dinner, you will share with them key lessons that you have learnt from this training. That as a family you will try to set new rules on how household members will use online media. Bring a copy of the next class.

D. Lesson 10: Evaluating Effectiveness

In this session, the facilitator will summarize the key learning points and read out sample action points from households. Give each student the post training assessment questionnaire below. Thank all the students and inform that some follow-up activities will be undertaken by them with some support from the implementing partners in the project (TdH-NL; AICS and CLK).

Post Sessions Assessment (after 10 sessions of training)

To enable us assess the effectiveness of this training, we kindly request that you take 20mins to complete the assessment form below. Do not write your name in the paper, note that what you write will not be traced back to you, therefore be honest and where you find yourself uncomfortable, feel free to not answer.

SECTION A: Survey Site Information

To be Completed by the facilitator

Q.N.	Question	Coding
A 101	Enumerator/Facilitator ID	
A 102	Name of Enumerator/Facilitator	
A 103	Name of Field Supervisor	
A 104	Date of Interview [dd/mm/yy]	
A 105	Name of County	
A 106	Name of Sub-County	
A 107	Name of Ward	
A 108	Name of Location	
A 109	Name of Local Implementing partner (LIP)	
A 110	School ID	

SECTION B: Demographic Characteristics

Child to complete from section B

Q.N.	Question	Coding	Skip to question
1.	How old are you as at your last birthday?Years	
2.	Sex	Male Female	1 2
3.	Are you in primary or in secondary education?	Primary school High / secondary school	1 2
4.	Current class?	

Q.N.	Question	Coding		Skip to question
5.	Have you attend any School-based session on OCSE awareness?	Yes No	1 32	
6.	How many sessions of have you attended(pick from the list	One Two Three Four Five Other (specify).....	1 2 3 4 5 6	
7.	Do you understand what child sexual exploitation is?	Yes No Not sure.....	1 2 3	
8.	How will you rate your understanding OCSE in a scale of 1-5?	I do not completely understand I have little understanding Neutral I have good understanding I have high understanding	1 2 3 4 5	
9.	Do you understand the different forms of OCSE?	Yes No	1 2	
10.	Are you able to list or name different forms of OCSE?	Yes No	1 2	
11.	Are you able to tell when you are sexually exploited online?	Very frequently Sometimes Rarely Not at all Do not know Declined	1 2 3 4 5 99	

12.	Did you think the teachers and mentors can help you navigate the internet	Yes No Not sure	1 2 3	
13.	Do you think you have enough knowledge on where and how to get support from the service providers?	Yes No Not sure	1 2 3	
14.	I now know the actions to take to stop online sexual exploitation	Yes No Not sure.....	1 2 3	

SECTION C: Protective behaviors (Knowledge Attitude Practice)

15.	Which of the following describes you or measures you take to protect yourself?	Through the sessions I know the risks and consequences involved in online social platforms	1 2 Y N	
		I know how to be safe while online	1 2 Y N	
		I know where/how to get help in case I fall a victim of online exploitation	1 2 Y N	
		I know information to share and not share online Other (specify)	1 2 Y N	
		Decline	99	

SECTION H: Recommendations

In your own opinion, what can be done to protect children and young persons from online child sexual exploitation

Who	What
Child	
Parent/family	
Community	
Government	



Approved