**TOOLKIT GUIDELINES** 

# BRICENCE THE CONFIGURE

A Toolkit for Supporting Boys Affected by Sexual Exploitation and Abuse













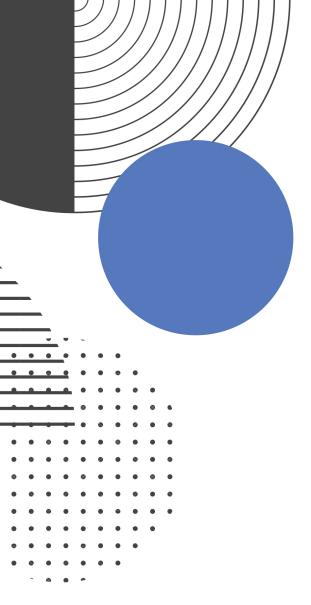
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**COOPERATION >** 

# BRIDGING The GAP

A Toolkit for Supporting Boys Affected by Sexual Exploitation and Abuse





### Introduction

The Down to Zero (DtZ) alliance is a partnership with the Dutch Ministry of Foreign Affairs (MoFA), led by Terre des Hommes, with Defense for Children-ECPAT, Free a Girl, ICCO Cooperation and Plan International Netherlands. The programme aims to end Commercial Sexual Exploitation of Children (CSEC) in eleven countries, by addressing the following four interrelated actors: children, community, government and the private sector.

The 'Bridging the Gap' tool kit, has been designed to support service providers develop and enhance their work with boys who are at risk of, and/or affected by sexual violence, abuse and exploitation, and their families and communities. The choice to address sexual exploitation, and sexual violence and abuse, and those 'at risk' is deliberate, reflecting the expressed needs of service providers and realities for boys living in communities. In addition, our experiences and research tells us that the differences between the specific issues are not always clear or obvious, and that the dynamics between them are often closely linked, rather than separate issues. We therefore aim to be inclusive in our approaches.

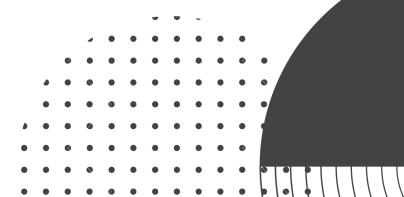
The focus on boys in this toolkit is not intended to overshadow the needs of girls, or to suggest in any way that the situation for girls is adequately addressed in any context, for that is not the case. However, as this introduction explains, in relation to boys - significant gaps in recognition, knowledge, awareness, and practice exist - and it is these 'gaps' that this toolkit seeks to address. The journey to developing this toolkit has been long, and has many influences, perhaps similar to your own journey to becoming a service provider in your own country? Although the abuse and exploitation of all children has existed for centuries, where boys are concerned, it continues to be shrouded in mystery, is often misunderstood and 'hidden in the shadows'. As a result, the sexual exploitation and abuse of boys is less likely to be recognized and accepted. Boys are less likely to be believed, protected and supported, often facing discrimination - and the implications of this are very serious. Thankfully, awareness of the issues for boys has been increasing globally in recent times, and in the settings in which you work. As a result, we have witnessed a significant demand for help from boys, and a need for resources for those seeking to protect and support them.

Practitioners and service providers are engaging with and listening to boys more, and learning a great deal. However, many service providers are also telling us that they need more help to meet boys' needs, as they do not always feel confident, often lack accurate information, tools and resources, and are not always sure where to begin, or know how to help. In all settings, traditional and influential social and cultural beliefs, gender norms, attitudes and behaviours, (and in some contexts - legislation), significantly impact on the visibility, recognition and acceptance of the issue. This restricts boys' ability to speak out and seek support - and our ability, and those of families and communities, to listen and provide it. This continues to leave many boys marginalized, isolated and vulnerable. The implications of this in the short and long term, in relation to all measures are significant.

A DtZ literature review (2017) related to child empowerment, revealed that 'little is known in general about the gendered experiences of all children related to sexual exploitation'. It indicated that less is known about boys - how they are victimized, the dynamics of sexual exploitation, how it affects them and their expressed needs. We know even less about boys who may identify as gay, bisexual, or transgender - or what in some settings is described as LGBTQI or SOGIE - and as a result they are further marginalized, vulnerable and isolated. A learning needs assessment of DtZ partners in the Philippines (2018) revealed a clear need for accurate information, tools, resources and learning opportunities for practitioners working in the field who provide services for male victims, including those who identify as SOGIE.

The ECPAT International Global Boys Initiative, identified that the sexual exploitation of boys 'represents a far more significant phenomenon than is commonly recognized, with evidence suggesting that in certain contexts, boys are just as heavily impacted, and sometimes more. Unfortunately, in spite of growing awareness, the available evidence suggests that the needs of boys are often unaddressed in programming in many contexts'

Overall, the aim of this toolkit is to provide opportunities and choices for those using it, to make positive contributions to the lives of boys, and their families and communities. The toolkit is not a substitute for 'in depth training' but will provide a foundation of learning, build on your existing strengths and resources, and provide opportunities for you to be part of positive change.



### Key Objectives Of The Toolkit

- To sensitize service providers and raise awareness on the vulnerability of boys to sexual violence, abuse, and exploitation, including those who identify as SOGIE diverse.
- To increase knowledge and help develop skills, approaches and confidence to work with boys affected by sexual violence - thus contributing to a transformation of ideas, attitudes and behaviours, and organizational responses in everyday practice.
- To provide practitioners with specific tools and resources that can be used in a variety of contexts, contributing to community dialogue initiatives, that support existing community-based mechanisms related to the sexual abuse and exploitation of boys. (Prevention, Protection and Support).

The toolkit was developed in the context of the DtZ program and includes modules with a range of content, exercises, information and resources for use by practitioners working with children affected by sexual exploitation, abuse and violence. It presents an invitation to you, your organization and communities, to become part of a global movement for change, one that will ensure that all children receive the protection and support that they so richly deserve. The toolkit is divided into separate documents, the '**Bridging the Gap' Toolkit Guidelines** (providing 'essential learning' on a number of topics) and also a '**Resource Pack'**, which links closely with the guidelines, providing a range of resources, documentation and additional learning exercises to enhance your practice. A clearer explanation of the content and how to use the toolkit is provided below.

We would like to take this opportunity to thank each individual and organization that has contributed to the development of this resource, supported by the Down to Zero Child Empowerment Working Group. They include the Ministry of Foreign Affairs of the Netherlands, Terre de Hommes Netherlands, Plan International Netherlands, Free a Girl, Defense for Children-ECPAT-Netherlands and ICCO Cooperation. The toolkit was prepared and written by Alastair Hilton and Giulia Cucci, and designed by Paul Austria. We would also like to acknowledge and thank Glenn Miles, Jarrett Davis and Guy Shennan for their guidance and support.



### **Summary Of Content**

#### **Chapter 1 - Introduction & Preparation**

Designed to introduce the toolkit, and help you prepare for the work ahead. Includes two 'Sociometry' exercises for individuals and teams to assess their capacity before using the toolkit, and an exercise on creating a safe and empowering learning environment. It also includes a 'glossary of terms' to guide your work, and focus on some agreed language and important definitions. *The estimated time to complete all exercises within this chapter is 3.5 hours, plus additional time for participants to read the 'glossary of terms'.* 

1. About This Toolkit and How to Use It	2
2. Working With Boys - Self Assessment	7
3. Creating a Safe and Empowering Learning Environment	11
4. Essential Learning - Language and Terminology	16

### Chapter 2 - 'Starting The Conversation' & Preparing Your Team

Focuses on 'Starting the Conversation' and preparing your team, and building a foundation for further learning. Exercises are devoted to exploring the team's beliefs, attitudes and experiences of working with boys who have experienced, or are at risk of sexual abuse and exploitation. This helps us begin to reflect on our own context, practice and communities, in a way that we may not have experienced before. Activities also focus on 'Inclusion of Children with Disabilities', to ensure that they are not 'left behind' and neglected in child safeguarding initiatives. *The estimated time to complete all exercises within this chapter is 11 hours, plus additional time for participants to read the relevant resource sheets*.

1. Starting The Conversation & Preparing Your Team	20
2. Boys, Sexual Abuse & Exploitation Quiz	24
3. The Great Debate - Beliefs & Facts	27
4. Inclusion Of Children With Disabilities	31

### Chapter 3 - Essential Learning (Knowledge & Analysis)

Sessions provide key signposts for developing empowering and gender inclusive services that are sensitive to boys' needs, exploring how culture, gender norms and biological development impact on boys and your work. The chapter introduces the 'Ecological Framework', identifying how it can be used to identify and address 'risk and vulnerability', and develop plans and strategies for keeping boys safe. *The estimated time to complete exercises within this chapter is at least 18 hours, plus additional time for reading relevant resource sheets.* (Teams may also require additional time to work on developing strategies to address risk and vulnerability issues).

1. The Other Side of Gender	38
2. Understanding Boys & Their Development	44
3. Social Ecological Framework	48
4. Understanding Vulnerability & Risk	52

### Chapter 4 - Essential Learning (Practice & Service Development)

This chapter is designed to help learners enhance existing practice with boys and families. Case studies are used to explore the 'signs of abuse and exploitation', the impacts, disclosure of abuse, and how we can support boys, and work with families to promote the growth of resilience. We explore the challenge of 'engaging with boys', introducing strategies and useful tools to transform your day to day work. *The estimated time to complete all exercises within this chapter is 50 hours*.

1. Understanding The Signs of Exploitation & Abuse	58
2. Impact & Effects of Sexual Violence, Abuse & Exploitation	66
3. Disclosure	70
4. Engaging Boys - Practical Strategies & Tools	77
5. Speaking Out!	89
6. What Do Boys Say That They Need From Helpers & Supporters?	101
7. Assessment	107
8. Developing Flexible Support Plans	113
9. What Works In Building Resilience?	116
10. Working With Families & Caregivers	125

### **Chapter 5 - LGBTQI Issues - Essential Learning**

Due to the significant degree of misunderstanding and discrimination related to this subject, we devoted a whole chapter to explore essential learning on this topic. We look at language and terminology, and how it is used in many contexts to discriminate against the LGBTQ community, and explore our own experiences, beliefs, attitudes - learning how to remove the barriers and work closely with others to improve our practice. This chapter also includes links to other useful resources for working in this field. *The estimated time to complete all exercises within this chapter is 11 hours.* 

1. Supporting LGBTQI Children & Young People - Introduction	136
2. LGBTQI & SOGIE 'Starting the Conversation'	141
3. LGBTQI & SOGIE - Language & Terminology	146
4. LGBTQI & SOGIE - Discrimination	155
5. LGBTQI & SOGIE - Links with Practice & Advocacy	160

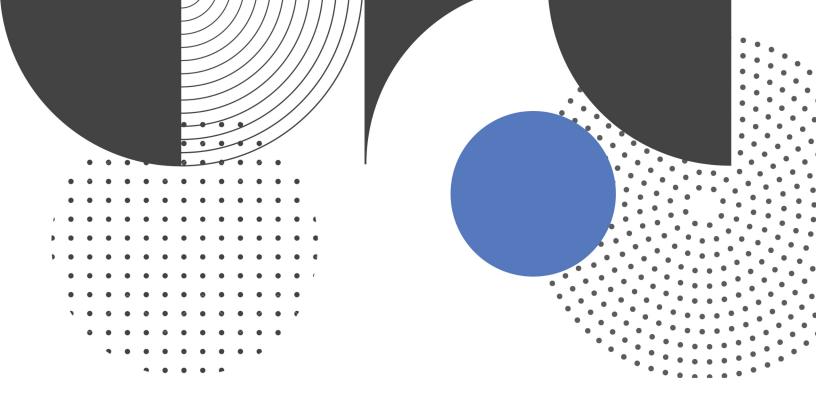
#### **Chapter 6 - Service Development**

Links existing knowledge, with new learning from the toolkit, and emerging themes from 'best practice' to provide a 'blueprint' for the development of strategies and services in the future. Includes a solution focused visualization exercise and addresses 'self care' for service providers. *The estimated time to complete all exercises within this chapter is 12 hours*.

1. Developing Empowering Programs & Best Practice	170
2. Solution Focused Inquiry To Support Development	175
3. Self Care For Service Providers	180
4. Working With Boys - Review	184

### **Chapter 7 - Additional Resources and Tools**

Shares links and summaries to a range of global resources including social work toolkits, web sites, short films, important research, and organizations specializing in work with boys and youth affected by sexual abuse, exploitation and violence.





# CHAPTER

# About This Toolkit & How To Use It

The 'Bridging the Gap' toolkit has been designed to be accessible, flexible and easy to use in a variety of contexts. It includes what we describe as 'essential learning' topics and is not a substitute for in depth training and study - but is designed to build on your commitment, existing practice and strengths within your team or organization. It provides an invitation for teams to embrace change by reflecting on their ideas and practice, learn helpful information, and apply this learning to their work, in order that boys receive the support and protection they need.

### How To Use The Toolkit

The toolkit is divided into separate documents, (a) the 'Bridging the Gap' toolkit guidelines and (b) the 'Resource Pack'. The guidelines document is divided into separate chapters, each providing guidance on numerous exercises, focusing on various 'essential learning' topics. Each exercise includes links to the appropriate support materials and resources, and additional learning opportunities contained within the resource pack. (The content is described in more detail below). The toolkit also includes a <u>slide presentation</u> for each chapter, where selected information from many of the sessions is included. The slides can be shared with participants, where you have the opportunity and resources to do so.

### Who Can Facilitate The Exercises?

Ideally each team or organization should identify one or two 'focal points' (possibly staff with experience of delivering services and facilitating learning activities), to take responsibility to read through the toolkit and familiarize themselves with the content. Their role will be to plan and prepare for facilitating activities and exercises with your team. As you progress others in your team can also be encouraged and supported to take responsibility for facilitating and leading learning events.

The focal points can choose specific exercises, make arrangements (such as venue, allocate time and logistics etc.) and use the guidelines to facilitate the sessions. Ideally, we recommend that teams should work through each chapter and exercise - reflecting, linking and building on their experiences over time, to create a firm foundation of learning. In some settings, where teams have more experience of working with boys, you may decide to select sessions which focus on specific issues - but we recommend that as far as possible, teams work through all chapters.

### **Commitment And Planning**

Working through this toolkit requires an organization's and team's commitment to devote time and plan regular learning sessions over the course of six months to a year. Some learning can take place in team meetings perhaps but ideally, regular learning events - where longer time is allocated for learning and development - should be arranged bi-weekly or monthly. You may also decide to arrange 'learning weeks' for more focused activities over a period of time. Once you have taken part in the exercises, learned and become familiar with the content - there are endless opportunities for you to also use the resources in your own networks and communities, empowering you to transform your learning into action and make a real difference.

### The Skills And Values Required By The Focal Point

- Commitment to life-long learning and change and to achieving social justice in relation to our work with boys, and all children.
- Preparation and planning skills. Facilitators will need time to read and prepare beforehand, and the organization also needs to support them with this responsibility.
- Confidence and skills to be able to draw the group together, guide them, and help people work their way through the materials and exercises.
- A commitment to make sure that everyone in the learning group has a chance to speak and be heard, and the ability to encourage those who are less confident.
- The ability to keep an eye on the clock and to work out roughly how to move from section to section so that you finish on time.
- The ability to 'think on your feet', innovate and be and flexible.

There may be other members of your team who would like to play a role in leading and facilitating sessions - but has not done so before, so why not let them try sharing the leadership and facilitation with someone more experienced? This toolkit provides numerous opportunities for collaboration, learning and development within your team.

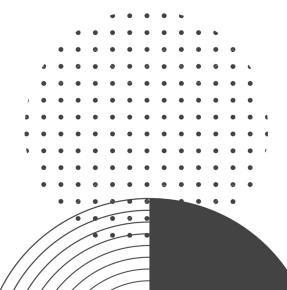


### **Summary Of Contents**

The toolkit includes two main documents, that may be printed, or accessed online.

- The first document is the 'Bridging the Gap' Toolkit Guidelines, which provides guidelines and explanatory notes for facilitators, identifying resources and time required. Each session includes focused exercises and activities - with suggested methodologies and steps for you to follow. Once you are familiar with these, they can be modified and amended to suit the context in which you work. Each exercise has links to resource and fact sheets, and additional learning tools and exercises. The toolkit also contains presentation slides to share relevant information.
- 2. The second document is the 'Bridging the Gap' Resource Pack, which contains the supporting documents linked to each exercise, such as, factsheets, tools and templates (many of which may be photocopied), and links to other resources, research and websites, which will also support learning and enable you to continue your professional development. The resource pack also includes additional learning exercises, including some related to 'Links with Practice' and 'Advocacy Activities'. This will enable you to to transform learning into action within your organization and the communities in which you work. Many of the resources and key learning is also included in the additional <u>slide presentations</u> provided for each chapter.

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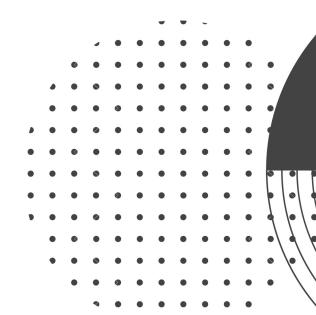
### Learning For Transformation

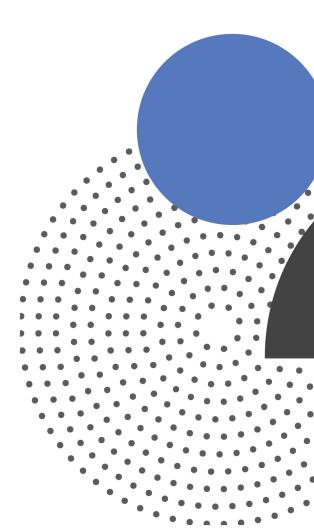
We understand that learning is limited if we don't put it into action - so each topic or exercise will include opportunities for reflection, learning and planning for action, including sharing and applying what you learn.

Over time, application may be related to yourself, your own families, your organization and team - and also within communities, with children, their parents and caregivers, community and religious leaders, practitioners, local authorities, government and the private sector and media. This resource will provide the tools to do that - but the application is down to you!

To make it easier - each 'essential learning' exercise includes suggestions of how to apply learning to your work, and develop your team or organization ('Links with Practice'), and also suggestions for sharing new learning with colleagues, networks and the wider community (The 'Bridging the Gap' Advocacy Exercises). We also encourage you to create your own activities that are suitable for your own context and setting. The toolkit is designed to avoid being 'prescriptive' (imposing fixed ideas and rules), as we recognize that there are no 'quick fixes' or 'one size fits all' approaches, especially when used in contexts as culturally and politically diverse as Africa, south and Southeast Asia and Latin America. However, underlying the toolkit are a set of values that seek to identify and challenge unhelpful attitudes, beliefs and behaviours that may lead to discrimination and harm. These include paying close attention to the rights of children, as described in the <u>UN Convention on the Rights of the Child</u> and a focus on the 'best interests of the child' at all times. Overall, we are committed to embracing diversity, inclusion and the promotion of safe and 'empowering' practice in all that we do.

It is important to acknowledge that for you to gain the maximum benefit from the toolkit requires the creation of a safe learning environment, one that encourages open and honest dialogue and a commitment to listening, participation, sharing and openness to learning. Without this, the toolkit will not be effective. Guidelines for achieving this are included in the following chapter.





# Working With Boys Self Assessment



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### Outcomes

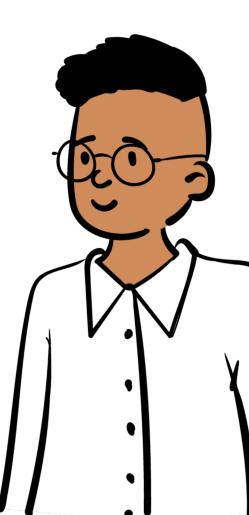
- Reflect and assess your team in relation to working with boys, prior to using the toolkit.
- Reflect on team member's self-assessment in relation to working with boys, prior to using the toolkit.
- Identify some goals for the team and individuals for working with boys.



### **Background Notes**

This toolkit includes different opportunities for teams, and individuals to learn about many issues related to boys, sexual exploitation, violence and abuse. Before we begin that journey, it can be useful to reflect on 'where we are now' in terms of knowledge, capacity and ability to deliver services - and later compare our ideas after we have learned together.

The two exercises described below provide opportunities for teams (and individuals within a team) to reflect and consider this. The exercises can be used as a simple baseline, and then repeated after using the toolkit, to reflect and evaluate change.The exercises use simple and active methodologies for people to share their ideas. (We may use the word 'sociometry' to describe this process - which is defined as a tool 'to study and measure relationships between people' but has been adapted for this toolkit to identify our current capacity and some of the reasons for this).





<u>Sociometry Graphics</u>

4 images of a tree (from seedling to mature tree)

- <u>Sociometry Handout and Presentation Slide</u>
- Slide Presentation Chapter 1
- A4 paper with numbers 1 10.



### **Approximate Time**

45 - 60 minutes

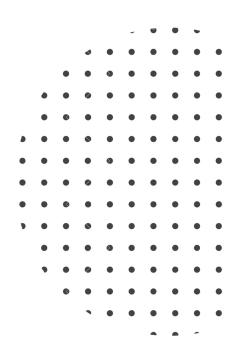
### **Notes For Facilitation**

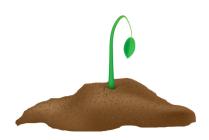
 Briefly explain the purpose of the exercise using the notes above.

### 2. Sociometry - Group or Team:

Place the four images of the tree (from seedling to mature tree) - on different walls of the room or space in which you are meeting.

- 3. Use the slide presentation image or handout, and the description provided, to explain what each image, from a seedling to a tree represents, as described below. Make sure that each person in the group clearly understands the meaning of each image before taking the next step.
- 4. Ask the members of the team or group to stand at the place in the room, near to the image which corresponds to the level of capacity that they think that your team or group has in order to identify, engage and provide services and support to boys (and their families) affected by sexual exploitation and abuse. (The first time you do this, it is normal for there to be some differences of opinion; allow discussion before agreeing as a team).





### Level 1 - Emerging

We are becoming aware of the issues that boys face and how they respond to sexual exploitation and abuse, but have limited training, experience, and engagement with boys and their families. We have more questions than answers.



### Level 2 - Growing

We have had some experience of working with boys and their families, the team is becoming more committed and there is a growing demand for our services. Our responses are still quite limited and we have a need to increase our capacity and resources, but we are improving. We have had some training but think that we need more learning opportunities and technical support, which will help us improve.



### Level 3 - Well Developed

We are working with boys and their families on a regular basis and feel equipped, knowledgeable, and confident, and are supported by our management team. We continue to identify areas of improvement and discuss ways that we can fill gaps. Feedback from boys and their families is generally positive. Team members are motivated, highly engaged, and committed - we feel that we are doing a good job.



### Level 4 - Mature

We have an excellent understanding of the issues relating to boys, and our services are of high quality. Our influence with others (donors, government, community etc.) is strong, and their commitment to this issue is also growing. We have a positive influence on other NGOs/CSOs and we are seen as a leader in this area. We have a comprehensive range of services that are 'boy sensitive' and are active in relation to advocacy and development within the community. We feel that we are making a really positive difference to people's lives. 5. When the group has made their choice of where to stand, ask them to briefly summarize the main reasons they made that choice - and share what hopes they have for change.

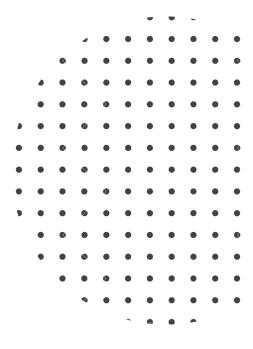
Each level describes some specific goals that your team can consider working towards.

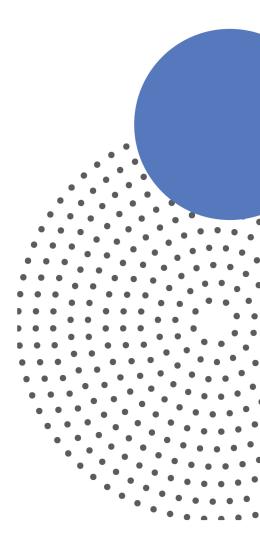
Allow time for the group to share some goals they may have as a team in relation to their work with boys. What could this look like in reality in your context? What ideas does the team have about how they might wish to achieve their goals and what resources might be required? Keep a note of ideas for future planning.

### 6. Sociometry - Individual

Now take the pieces of paper with the 1- 10 written on, and place them on the floor in a semi- circle. Explain that this is an individual exercise. Ask each member of the team to think about themselves, in relation to working effectively with boys who experience abuse and exploitation (e.g. knowledge, skills, confidence etc.) and place themselves at the number that they think corresponds to them at this time. The higher the number - the greater their capacity

- 7. When the group has chosen where they wish to stand, allow a few minutes for them to discuss and share their ideas relating to 'why they chose that number'. (This may relate to experience and levels of confidence, understanding of the issues, their level of comfort working with boys etc.)
- 8. Then ask the group to move to the number that they hope to achieve after they have taken part in toolkit activities (within a realistic time period, e.g. 6 months, and describe what they hope to have achieved by then. (e.g. "I hope that I will be able to...", or "I will understand....", "I will feel more confident to..." etc).
- 9. At the end of this exercise, you could ask every person to make notes on the choices and individual hopes that they have shared - and explain that at the end of our learning we will revisit this, to see how we have changed as a group and as individuals.





# **B**<br/> **Creating A Safe &**<br/> **Empowering Learning**<br/> **Environment**



### Outcomes

- Establish a safe learning environment for the team or group
- Help establish ground rules and group identity to support learning



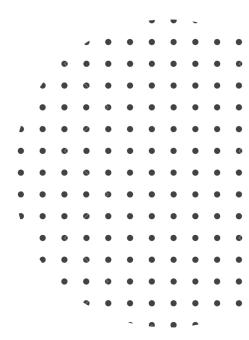
### **Background Notes**

Global Estimates indicate that one in four women and one in six men experience sexual violence or abuse of some kind before they reach the age of 18 years. In some settings, the numbers are much higher. Sexual violence, abuse, and exploitation can affect anyone and has the potential to have a devastating impact upon victims, survivors, families, friends, and communities in both the short and long term - and is not an easy subject to speak about. Often victims and survivors have little to gain from speaking out, and may face blame and discrimination, or even be in danger afte disclosing.

This means, and this is very important to understand, that in any group of people taking part in your workshop or activities - there are highly likely to be women and men who have experienced sexual violence, abuse or exploitation as children, and other forms of abuse or neglect. Many social workers and practitioners in other 'helping' professions commit to do this work, as they wish to help keep children safe, and maybe inspired by their own experiences. Some may have disclosed, but many may not have done so. Participants may also have family members or friends who have been affected. Discussing sexual violence may therefore provoke strong feelings and emotions, so it is vital that you create a safe, accepting, supportive and confidential environment to use this toolkit.

Other factors, including those related to gender, status, sexual identity, ability, and previous education and training experiences, may also influence whether members of a group feel safe to openly share and learn, and it remains vital that these are acknowledged and addressed.

Therefore, when working with your team or any group, you need to begin by explaining the points above and commit time to develop your own guidelines for doing this work. (Some will be very practical e.g. timekeeping, and 'listening' but others more nuanced - e.g. related to confidentiality and safety).





### **Resources Required**

- Flip chart paper or whiteboard
- Marker pens and tape.



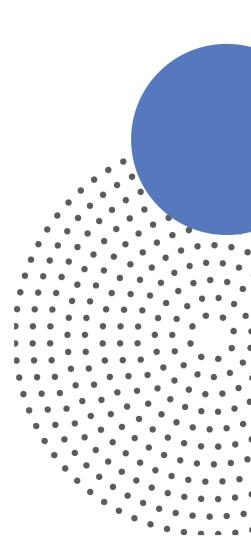
### **Approximate Time**

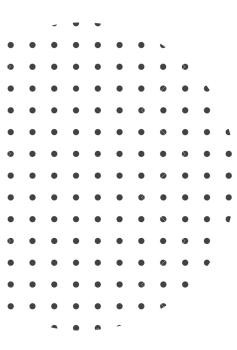
1 Hour

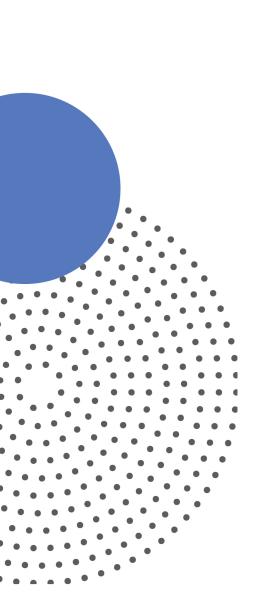


### **Notes For Facilitation**

- 1. Explain the outcomes of the session, using the notes above.
- Ask the group to split into pairs for a few minutes and discuss what guidelines they wish to have for their work in these exercises and to help create an empowering and safe environment; if it's easier, or desirable - have same-gender pairs, which may make it safer to discuss.







- 3. Ask the group to share and record their ideas on flip chart paper being clear about what each idea means in practical terms.
- 4. Some ideas for guidelines that ideally should be included, are listed below and are also included in the <u>slide presentations</u>. If these are not included in the list the group creates - suggest them to the group, also explaining why they are important.
- **Commitment to meeting** (Groups work best when everyone agrees to come to the sessions)
- **Commitment to participating** (Groups also work best when everyone contributes)
- **Safety** (Physical and psychological safety no unwanted physical contact or aggression, and also no verbal aggression, including teasing or laughing at others contributions in a way that devalues them, is permitted at any time)
- **Emotional safety** (If any group member becomes distressed or upset by the content of discussions, they may take a break from activities - and the group has a responsibility to show respect, care and compassion)
- **Confidentiality** (If and when people share personal stories and experiences, these should be respected, remain private and should not be shared outside the group. Some people have never disclosed anything personal in a group before and confidentiality helps them feel safe)
- Be respectful of others at all times (Even if you do not agree with someone's opinion, you should always behave in a way that is respectful and not do anything that makes a person feel uncomfortable, embarrassed or shameful. If someone says something that we disagree with, then agree to find a way of expressing that without aggression or being dismissive)

- **Consideration in speaking** (People who are confident about speaking in groups should not hog the time by talking too much, and encourage others to share)
- **Be open to learning** (Many of the ideas and information in this tool kit may be new and challenge your existing ideas and beliefs; be open to and accepting of new ideas. If we are not able to do this, it will create a barrier to learning and progress)
- Permission to make mistakes and be wrong (We are all learning and need to acknowledge, that in order to learn we have to take risks, and explore all ideas; all group members need to accept that making mistakes is a helpful way to learn and develop)
- Listen and value others contributions (Do not interrupt others when they are sharing, or have separate conversations when you should be listening. It helps everyone participate if their contributions are listened to by all)
- **Respecting people** (There may be many different views expressed. It helps our learning if we don't rush to judgment).
- **No disrespectful language** (At no time speak to or refer to others using disrespectful terms or language, even if it is disguised as humor)
- **Phones off or on silent.** (Only respond to calls in emergencies, we need to respect the learning environment and focus on learning)
- **Timekeeping** (Make sure that start and finishing times are respected by all. Good timekeeping also helps maintain group loyalty)
- **Be inclusive and supportive** (Avoid people feeling excluded based on gender, ability, age, status, role within the workplace, or sexuality, at all times)



- 5. Once you have compiled all the ideas, and agreed the guidelines, keep that poster visible and if possible, have someone type up the guidelines and share with each team member later.
- 6. Before you have finished, remind the group that they need to be committed to maintaining and respecting these guidelines in practice.

By agreeing helpful guidelines to support the work you are doing, you will contribute to creating a safe and empowering environment for all to take part in the toolkit activities. You may add other ideas as you go along.



# Essential Learning: Language & Terminology



### Outcomes

- Understand the importance of using appropriate language and terminology
- Introduce a Glossary of Terms to be used throughout the toolkit



### **Background Notes**

When the idea for this toolkit was originally conceived, the focus was going to be solely on 'sexual exploitation'. However, after dialogue with partners, the focus was widened to include children 'at risk' of abuse and exploitation and children who had experienced sexual violence and abuse. There are many reasons for this, not least that feedback from the field indicated that this is a complex area, with many overlaps - and a need exists to be more inclusive, recognizing the links between different forms of abuse. This definition and glossary section has therefore been developed to reflect that need.

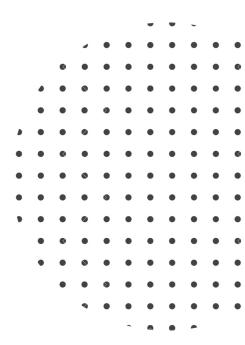
The power of language: The language and terminology we use are important for many reasons - as when we work with children affected by sexual violence, abuse and exploitation, we need to ensure that we are consistent and accurate in our use of language. In addition, the language we use can have a significant influence on the way the issues are perceived by children, adults, service providers, and community members. We need to make sure that we use language that is appropriate and does not apply inappropriate labels, or discriminate against individuals and groups. One example is that in many contexts, language such as 'child prostitute', 'child sex worker', and 'children selling sex' are used to describe children that are being sexually exploited. All of these terms imply that this is a legitimate form of work that the child has given his or her consent for. This language applies responsibility and blame to children, which is inappropriate, disempowering, and harmful. While some legal instruments and documentation may still use this terminology, in recent times, more appropriate language has been developed. Therefore the term 'Exploitation of children in/for prostitution' is considered for use without stigmatizing or otherwise harming the child, by emphasizing the exploitation.

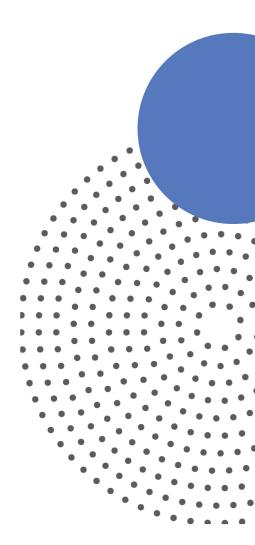
A very useful resource relating to language and terminology is the <u>'Luxembourg Guidelines'</u> developed by the Interagency Group on the 'Sexual Exploitation of Children', which are available in several languages, including Spanish, French and English. We recommend that for further learning and reference, you use this as a resource in the future.

#### Language and Terminology Gaps:

In some languages and contexts, words used in English may not always have an equivalent meaning. This toolkit uses English as its primary source, as it draws upon definitions used within the field of international development and social work. There may be other terminology which suits the setting in which you work, and the languages used within your context. In this case it may be important to reflect on the origins of language, its meaning and appropriateness for use. *If language disempowers children and applies unhelpful and stigmatizing labels, then we should avoid using it.* 

This section of the toolkit provides some working definitions which can be shared using the <u>Definitions & Glossary of Terms Resource</u> <u>Sheet</u> available, and these will be used throughout the toolkit. You can add to this glossary over time, to reflect your context and needs.







### **Resources Required**

- Strips of paper
- Marker pens, tape
- Definition & Glossary of Terms



### Approximate Time

90 minutes



### **Notes For Facilitation**

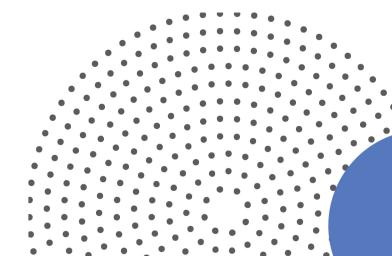
- Introduce the subject of language and terminology using the notes above, emphasizing the need to use language that is appropriate and does not apply inappropriate labels, or discriminate against individuals and groups.
- Share the resource sheet, with definitions and glossary terms. (This can also be done in advance, so that your team can read and keep it as a reference document).
- Discuss and clarify any misunderstandings.
- 4. Divide the group into pairs (gender-specific if that is more appropriate) and allow 20 minutes for them to discuss what terms and words may be commonly used to describe children and issues related to sexual violence, abuse, and exploitation in the setting in which you work. Write the words, terms and phrases on strips of paper, and when time is up, ask all pairs to stick their ideas on the wall.

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5. Ask the group to look at the words and terms, identifying which ones are potentially inappropriate, judgmental, discriminatory, and stigmatizing and place them in a group together. Discuss the origins of these terms and why they are inappropriate - and make a commitment to avoid using these in future.

Note: some people in the group may be resistant to change, and is to be expected. Other sessions in this toolkit will reinforce this learning. However, it is helpful to remind the group about the 'power of language', appropriate values, and the importance of using words that are respectful and inclusive, which enable others to live their life with dignity.

6. Similarly place all the words and terms which are appropriate, respectful, and non- discriminatory in another group, and make a commitment to using these in the future. You can add these to your organization's working documents and glossary of terms, and ensure that they are used in future learning events, and all aspects of your work, to promote a culture of respect within your organization and team.



# CHAPTER Office

### **Starting The Conversation And Preparing Your Team**

(Beliefs, Attitudes & Experiences)

# Starting The Conversation & Preparing Your Team



### Outcomes

- Reflect on personal attitudes, experiences, strengths and challenges working with boys.
- Reflect on organizational strengths, challenges and opportunities for improving work with boys.
- Identify specific questions and learning needs related to boys in general, and boys who experience abuse and exploitation.



### **Background Notes**

This exercise provides the group with the opportunity to reflect on their experiences, underlying attitudes and assumptions, in relation to two areas of inquiry. These are 'Working with boys' (in general) and 'Working with boys affected by sexual exploitation and abuse'. It is designed to help 'start the conversation' and provide a foundation for learning.

We initially focus on 'boys in general' as it is important to remember that the boys we work with, whether they are abused or exploited, are boys first and it can be unhelpful to define them only by their experience of abuse or exploitation. Reflecting on our attitudes about boys, abuse and exploitation are equally important, as many existing beliefs may be unhelpful or discriminatory, and act as a barrier to effective work. They may influence our own behaviours toward boys in both positive and negative ways It is vital that you do not skip this section, as it provides an opportunity to identify and discuss influential ideas, attitudes, beliefs and experiences related to boys. It is important to acknowledge any challenges and strong feelings we may have. If necessary, remind your group of their commitment to the guidelines created in the last chapter during all activities, to ensure that the environment remains safe and respectful when they share their own opinions and ideas.

### 💖 Resources Required

- Starting The Conversation Resource Sheet
- Marker pens, tape.
- A4 paper cut into strip
- Slide Presentation Chapter 2





 Introduce the session using the notes above. Explain to the group that, as a starting point of this learning journey, we need to begin by being honest about our individual and organizational barriers, and also identify existing strengths that we have, when engaging with and working with boys.

To do this, we need to reflect on our personal thoughts, feelings, attitudes and experiences. Our ideas can be based on experiences within our own family or community, and our work.

- 2. Separate the group into pairs or smaller groups, and ensure that there are separate pairs or groups for women and men. This is important as our different ideas and experiences as men and women are important to acknowledge. In some settings it may also be safer and more culturally appropriate for women to work in single gender groups.
- Provide each pair or group with sheets of A4 paper cut into strips, and a marker pen. Then share the first page of the resource sheet with the questions to be explored.
- Remind the groups that they will begin by focusing on working with boys in general, reflecting and answering the questions on part 1 of the resource sheet only. Depending on the size of the group, allow at least 30 - 45 minutes to discuss and record their ideas.
- Call the group to place their ideas on the wall with tape, under separate headings -'Challenges', 'Strengths', 'Organizational Issues', and 'Questions'.
- Once all their ideas are placed on the wall, ask the participants to look at the result of the reflection exercise and for 20 - 30 minutes, encourage discussion, such as:
- What similarities, common themes and/or differences do you notice?
- What are frequent or common challenges and what ideas do we have about addressing those? (i.e. what needs to change - and do we have any potential solutions?)

- Are there issues that are specific for men or women?
   (What does that mean we may need to do? What can men and women learn from each other that may be helpful?)
- What can we learn about **strengths** and effective interventions shared?
- What are the outstanding issues in relation to the organization (What does that mean we may need to do differently? What resource implications are there?)
- What do the proposed questions tell us about our group's learning needs? (How could these be incorporated into our capacity building plans? What similarities and differences do men and women have? What resources do we need to meet these needs?)
- Record the key ideas and where possible have these saved into a document, that you can keep and use for future planning.
- 8. Take a break before moving onto the next exercise.

Now ask the participants return to their small group and reflect on the questions on the second page of the resource sheet (part 2 of the exercise), this time shifting the focus onto **'boys affected by sexual abuse and exploitation'**. Give the group at least 30 -45 minutes to reflect and discuss, as they note their ideas, and ask them to address all the questions.

Call the group to place their ideas about challenges, strengths, organizational issues and questions they have regarding boys affected by sexual abuse and exploitation on the wall, under each heading.

- 10. Once all their ideas are placed on the wall, ask the participants to look at the result of the reflection exercise and for 20 - 30 minutes, encourage discussion, such as:
- What similarities, common themes and/or differences do you notice?
- What are the common challenges the team mention about working with abused or exploited boys and boys at risk and what ideas do we have about addressing those? (i.e. what needs to change?)
- Are there issues that are specific for men or women? (What does that mean we may need to do? What can men and women learn from each other that is helpful?)
- What can we learn about **strength**s and effective interventions? (How can we build on those?)
- What are the outstanding issues in relation to the organization (What does that mean we may need to do differently to work effectively with abused or exploited boys and boys at risk? What resource implications are there?)
- What do the questions asked about sexual abuse and exploitation of boys show us about our key learning needs as a team? (How could these be incorporated into our capacity building plans? What similarities and differences do men and women have? What resources do we need to meet these needs?)
- Record the key ideas and have these saved into a document, that you can keep and use for future planning and development.

### **Concluding The Session**

Explain to the group that this exercise has provided the opportunity to 'begin the conversation' related to boys and sexual exploitation and abuse, in ways that perhaps they have not done before.

These questions allow us to reflect on our own ideas and experiences. They are questions that we can and perhaps, should ask ourselves on a regular basis, and is a conversation that should continue over time.

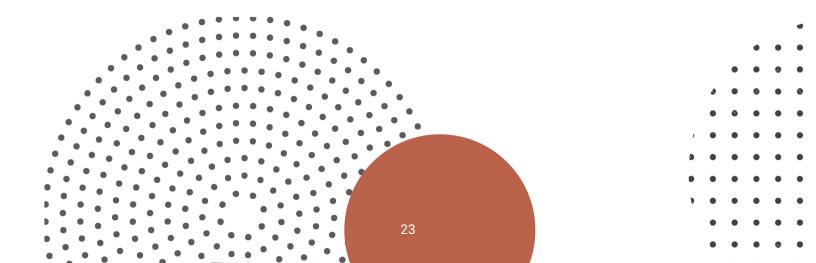
At the beginning of this journey of learning it is important to acknowledge and share our challenges and what we find difficult - and recognize our strengths and successes.

For example - some may consider boys difficult to work with, perhaps because they may find it frustrating if boys do not share their thoughts and feelings? Others may be frustrated that boys do not sit still, or do not appear to listen to them? Some staff may be anxious, fearful or concerned for their own safety, if some boys are aggressive when they are angry? Male and female staff may also have different challenges?

These concerns are understandable. However, if they remain hidden and we fail to acknowledge them and seek solutions, we may respond to boys in ways that are unhelpful and may push them away. It is important to be aware of these, and take wherever action is necessary to solve the challenges.

Equally - when sharing successes and strengths - some of the team may identify and share helpful interventions or strategies for working with boys, which can be useful for others to learn about and build upon. All teams have what we describe as 'practice wisdom' and we can build on this. Both male and female staff can learn from and support each other in our learning journey.

We will revisit these questions towards the end of the toolkit when we reflect on our learning and progress.



# Boys, Sexual Abuse & Exploitation Quiz



### Outcomes

- Participants are introduced to and consider common myths and beliefs related to boys, sexual abuse and exploitation.
- Participants begin to differentiate between harmful popular cultural beliefs - and accurate facts and information related to boys who are sexually abused or exploited.



### **Background Notes**

There are many deeply rooted and popular social and cultural beliefs and attitudes related to boys, childhood, masculinity, sexual abuse, and exploitation. They may both reflect and influence the way society views the issue, how seriously people consider the abuse of boys, and how they respond. They also influence behaviours, policies, and our practice towards boys.

It is a reality that many beliefs about sexual abuse and exploitation of boys lead to unhelpful responses and discrimination. For any male who is affected by abuse and exploitation, such beliefs also influence the way they see themselves, and becoming free of unhelpful myths is an essential part of their recovery.

If we want to help boys and young men who have been exploited and abused, an important step is to explore the dominant cultural and social beliefs about boys, sexual abuse and exploitation of boys within our own culture, and begin to learn accurate and helpful information. Parents, carers, and practitioners often tell us they are confused between beliefs and facts and that this makes it harder to help boys. As helpers, supporters, and practitioners whatever our role, we need to understand the truth and apply it in our work and daily life. It is also very important that we actively challenge myths and share accurate information. This is a small but very important step towards positive change.

This quiz is a fun way to begin to introduce and explore some of the most common beliefs and questions that are raised about this issue.



### **Resources Required**

- Boys, Sexual Abuse & Exploitation Quiz Sheet
- Boys, Sexual Abuse & Exploitation Answer Sheet
- Flip Chart/Whiteboard
- Marker pens



### **Approximate Time**

90 minutes (Quiz - 30 minutes; Additional 60 minutes required for exploring 'Links with Practice' and 'Advocacy Tasks')



### **Notes For Facilitation**

 Provide each participant with a copy of the quiz questions, and ask them to complete the quiz. Explain that this will be done anonymously, so there is no need to write their name. Allow between 5 and 10 minutes for them to complete it silently and fold it in half.

- When it is completed, collect all completed sheets, shuffle them, and then redistribute in the group. (Ideally, each participant will have a different sheet to the one that they completed)
- Read through each question, counting and recording on a whiteboard/flip chart the total number of 'True' or 'False' answers.
- 4. As you work through each answer and count the total numbers, ask the group if they think the beliefs identified are 'helpful' or 'harmful' to boys, and why. (In reality, all of the beliefs included in the quiz may be considered unhelpful and harmful, but it may indicate the need for targeted learning about some issues).
- Then, share accurate information from the answer sheet (or slides) in the resource section of the toolkit.
- 6. Some of the beliefs and myths are so deeply rooted, powerful, and influential, that some participants may struggle to accept the accurate information provided and be resistant to new information. This is to be expected, and other learning sessions will focus on these issues.
- Now use the resource sheet to explore <u>Links</u> with Practice - Beliefs, Myths and Facts and consider the 'Bridging the Gap' Advocacy Activities. This will help you to turn your learning into action for positive change.

#### **Key Learning**

All of the topics raised in the quiz reflect beliefs that are common in many contexts around the world, and that can often be very harmful to boys. They can lead to boys being judged, marginalized, punished, and facing discrimination. Many boys also know very well what people believe, so they may remain silent - and be denied the support that they deserve.

As a starting point, it is vital that practitioners, parents, community members, and boys themselves, have accurate and factual information to challenge harmful beliefs.

This is the basis of building safer relationships and spaces for boys. Only when we have achieved that, will we be able to provide them with the help and support they need.

To apply this learning, participants can practice role-playing scenarios - where they meet people who hold such strong opinions - and practice sharing and explaining accurate information. Active participation will help them feel confident to challenge discriminatory beliefs and advocate for boys in the future.



# The 'Great Debate' -Beliefs & Facts



#### Outcomes

- An active exercise enabling participants to:
- Identify common beliefs and myths related to boys, sexual abuse and exploitation.
- Learn accurate, evidence based information and facts.
- Gain experience explaining accurate information and challenging discriminatory beliefs.
- Planning advocacy activities.



#### **Background Notes**

This exercise is active and participatory, enabling the group to identify common beliefs and learn accurate information related to boys, sexual abuse and exploitation. It builds on our knowledge from the last session, where social and cultural beliefs and facts were explored in a quiz. This session provides opportunities for participants to practice their skills in debating and explaining to others.

In many settings, little is known about the sexual abuse and exploitation of boys. Relatively little research is available and service providers, families, communities and wider society gain their information from varied sources, which is not always based on accurate evidence or helpful information. This may result in survivors and victims being ignored, judged, disbelieved, and treated in ways that are not helpful and in many cases harmful.

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This exercise requires the facilitator to prepare beforehand, in order to identify and explain why certain beliefs are harmful and unhelpful to boys, and be prepared to challenge discriminatory attitudes, as part of the learning process.

#### Resources Required

- A4 paper cut into 4 strips
- Marker pens
- Red stickers or red marker pens, tape
- <u>A4 pictures depicting a 'happy face' (Agree),</u> <u>'unhappy face' (Disagree) 'confused face' (Not sure)</u>
- The Great Debate Myths and Beliefs Cards
- The Great Debate Myths and Beliefs Fact Sheet
- The Great Debate Resource Sheet



#### **Approximate Time**

2.5 - 3 hours



#### **Notes For Facilitation**

 Explain to the group that they are going to take part in an active exercise to identify, discuss and debate some of the most common beliefs in your culture and setting - related to boys, sexual exploitation and abuse. Once completed they will learn accurate information, based on research and practice, that will enable them to challenge harmful ideas and advocate for supportive responses and behaviour to boys.

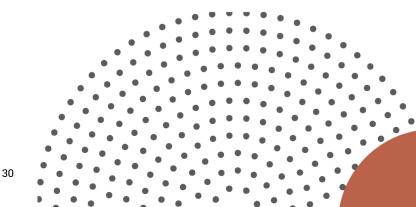
- 2. Ask the participants to split into pairs or small groups and think about some of the most common beliefs in their context relating to boys, sexual exploitation and abuse. As they share, ask them to summarize each of these beliefs, by writing it on a strip of paper. These ideas can be based on what they believe, what they have heard from others, read about in newspapers, or learned in other settings.
- You can help get them started by sharing one or two of the most common beliefs from <u>The Great</u> <u>Debate - Myths and Beliefs Cards</u> in the <u>Resource Pack</u>, as examples. (e.g. 'If abused or exploited - he will become an abuser', and/or 'Only gay men abuse boys').
- 4. Allow the groups or pairs 10 15 minutes to write their own ideas on strips of paper, and when they have completed this, ask them to stick all their ideas on a wall space together almost like building a wall.
- Take time as a group to discuss and reflect on what they have put on the wall with some of the following questions: (20 minutes)
  - What groupings, themes or categories do they notice? (are they related to sexuality; blame and responsibility; impact and effects; gender norms etc.)
  - Where does the group believe these ideas may originate from? (e.g. some may be considered as 'common sense'; proverbs; influenced by culture and religion; friends and family; colleagues; previous learning; media etc.)

- Now ask 'how sure are we that these ideas are factually accurate?' (In most groups there will be a degree of uncertainty among group members).
- Explain to the group that we are now going to take part in a participatory 'group debate'. Place the three emoji style faces on different parts of the room on a wall.
- Choose one of the most common beliefs (e.g. 'If a boy is exploited or abused he will become an abuser')
- Ask members of the group to stand near the picture which most relates to them, e.g. <u>'happy</u> <u>face' (Agree), 'unhappy face' (Disagree) or</u> <u>'confused face' (Not sure).</u>
- Facilitate a debate by asking people from the 'Agree' group to explain why they agree with the statement - and what evidence they have to support this statement.
- 10. Then ask people from the 'Disagree' and 'Not Sure' groups, also asking them to briefly explain why they think this, providing evidence to support their statements.
- 11. After this first stage of the debate ask the group, if - based on what they have heard anyone would like to change places (e.g. move from Agree to Disagree etc.). You may ask what was helpful or influential in helping them make a decision to move.

- 12. Then explain to the group that you will use the Fact Sheet to explain accurate information on the belief debated - which is based on research evidence from various settings. (Some group members may have difficulty accepting the facts. This indicates that the cultural and social beliefs around an issue are strongly influencing them. Encourage the group to be open to learn new things, and challenge judgemental and harmful attitudes if they arise.)
- 13. Repeat the debate exercise with a few more cards and statements from the wall also using the Fact Sheet to share accurate information about the specific belief you have chosen.
  (Estimated time for each debate topic 15 minutes).
- 14. When you have done that bring the group together again. Explain that many of the beliefs and information held by practitioners, families and community members may be inaccurate and potentially harmful. (e.g. 'if practitioners believe a boy will become an abuser, then we will treat them as a potential criminal and not as a victim, this is judgemental and harmful - as he will not receive the help he needs').
- 15. Provide the group with red marker pens (or red stickers if you have them) and ask them to place a red dot (or sticker) on the beliefs that they consider to be 'unhelpful' or 'harmful' to boys. Hopefully you will find that a high number of the beliefs are considered harmful.

- 16. Ask them to explain why some of the specific beliefs may be harmful and what the result of people in organizations, families and communities acting on this belief could be. (e.g. 'if people believe this, then... may happen, and the impact on the child may be...').
- 17. End the session and summarize by making the following points: (These are also included in a slide if you wish to share them with the group).
  - In reality many, if not most of the beliefs shared are very likely to be unhelpful and in many cases harmful and discriminatory.
  - Generally little is known about the sexual exploitation and abuse of boys - there is little research and there are significant 'gaps' in our knowledge - and the same is true of parents, community members and local authorities.
  - There are many very common or popular beliefs and myths related to this topic that fill those knowledge gaps. It is important to recognize that something being common or popular - does not mean that it is true.
  - Many of these common beliefs lead to discrimination which can make boys feel more isolated and keep them silent, or it can mean that boys who do speak out receive a negative response instead of the help they need.
  - These beliefs can also influence our own behaviour and practice, often in unhelpful ways.

- If we want to help boys and young men who have been exploited and abused, an important first step is to explore some of the dominant ideas and beliefs that exist in our communities, and begin to learn accurate and helpful information - and share them with others.
- Over time we can help fill in the gaps in knowledge and help create a body of accurate knowledge - leading us and others to develop empathy and understanding, and service responses that meet the needs of boys.
- 18. Share the Resource Sheet, which includes 'Links with Practice' and the 'Bridging the Gap' Advocacy Tasks. Read through the sheet and encourage the group to discuss plans to facilitate activities in their own setting - and report back to the group when they are completed. (Allow at least 30 minutes)
- 19. When the group has completed their learning from the toolkit - this tool can also be used again, to revisit the beliefs in a debate. You will then be able to compare and reflect on how your learning helps the group to explain important issues with more confidence and accuracy.



# Inclusion Of Children With Disabilities



#### Outcomes

- Understand how children with disabilities and impairments face increased vulnerability to sexual abuse and exploitation.
- Learn about the 'Social Model' of disability, most common types of disability and strategies for ensuring inclusion of children with disabilities in child protection activities.



#### **Background Notes**

All children are vulnerable - but global research tells us that children with any form of disability face **significantly higher** risk of experiencing of all forms of abuse and neglect, including sexual abuse and exploitation. However, generally a lack of data exists related to child protection and disability issues and as a result, their needs are often invisible to policy makers and service providers.

In all settings, child protection concerns (in relationto children with disabilities) are thought to be **under-reported** by and on behalf of children with disabilities. Research also reveals that children with disabilities, their families and advocates acting on their behalf, **experience significant barriers** accessing child protection systems and services. These barriers are not only physical - but also related to knowledge, attitudes, beliefs, behaviour, policies and practice. They may exclude and discriminate against children with disabilities, thus increasing their vulnerability. There may be many reasons for this, not least that relatively little is known about disabilities in general - and also specifically in relation to child rights and child protection. Inclusion of children with disability may be viewed as a 'separate' issue, or an 'optional extra'. (Disability is often also viewed as a 'medical' issue and therefore separate from what child protection service providers do - this needs to change if we are to make progress).

Child protection professionals in many settings often have little knowledge of disability - while those working in the field of disability, often have less knowledge of sexual abuse and exploitation. This results in all children with disabilities falling through the 'gap' and being less likely to receive recognition, protection and support.

A significant challenge for many service providers is how to be more 'inclusive' where children with disabilities, and their families are concerned - thus ensuring that all children have access to the prevention, protection and support services that are available.

This section of the toolkit provides an opportunity to reflect on your own work, shares information to raise awareness of important issues, and provides opportunities to consider how we can be more inclusive of children with disabilities.

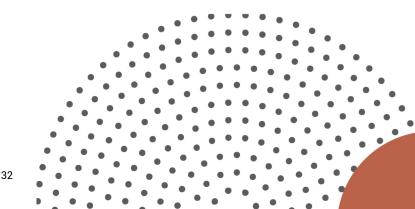
#### Please note that this is not a substitute for

**comprehensive training**. We strongly recommend that you also access additional training, and collaborate with specialist organizations working with children with disabilities, in order to develop your work and ensure that all children have access to services. Inclusion of children with disabilities can be as simple as ensuring that your organization and partners are aware of the existence of children with disabilities in the community, work to ensure they can access activities you provide, and refer them to specialized services when possible.

Being inclusive does not require that we are specialists in working with disabilities. But it does require us and our partners to be more aware of the issues and challenges and take action to ensure that we enable all children to receive protection and support. This will take time, commitment and resources but it is vital that we work to achieve it.

Therefore, this part of the toolkit dedicates specific time to learning essential facts and emerging issues related to Child Protection and Disability, in a conscious effort to provide accurate background information, and provide the motivation for change.

A commitment to being inclusive recognizes the UN Sustainable Development Goals, and the stated aim to 'leave no one behind', the UN Charter on the Rights of Children, UN Convention on the Rights of People with Disabilities and also the <u>2030 Agenda</u> related to inclusion of Persons with Disabilities. Links to all of these documents are included in the resource section of the toolkit.





- Disability Quiz Sheet
- Relevant Chapter 2 Slides
- Disability Inclusion Resource Sheet



#### **Approximate Time**

2.5 hours



#### **Notes For Facilitation**

- What do we know about disability? You may use the <u>Disability Quiz Sheet</u> as a fun way to help set the scene. Are there any facts that are new or surprising to the group? (20 minutes)
- 2. Introduce the session using the notes above.
- 3. Experiences of working with Children with Disabilities:

To help 'set the scene' ask the group to briefly share any experience they have of working with children with disabilities, in their work in child safeguarding and protection. **(Allow 10 - 15 minutes).** For example:

- What kinds of disabilities did the children have?
- What kind of child protection issues did the children experience? (Neglect, physical, emotional, sexual abuse and exploitation?)
- What were the greatest challenges and successes providing support?
- What kinds of difficulties accessing services did the children and their families experience?

Then explain to the group that we are going to focus on what we refer to as 'essential learning' to introduce and share important information related to working with children with disabilities - and child protection. We will do this by using a series of slides, and the notes below can be used as a 'script' to highlight the issues.

#### 4. Essential Learning:

#### The Social Model of Disability

As a starting point, it is important for us to reflect on how we and wider society understands disability. There are different ways that society looks at the issue of disability. They are described as the **'medical model'**, the **'charity model'** and the **'social model'** of disability. If we are to improve our work, it is helpful to learn a little about these.

Work through the slides on the Social Model of Disability with the group. (Allow 20 - 25 minutes).

Also if appropriate - after you have shared the slides, show one or both of the short films that summarize the 'Social Model of Disability', to summarize learning and hear the voices of people with disabilities.

#### SCOPE (UK) Shape Arts

#### Reflection

- What was new to you?
- How does the information in the slides make you think differently about disability?
- How is this relevant to you and your organization?
- What ideas do we have for addressing these?
- What can we do differently?

#### 5. Essential Learning: Types of Disability

Use the slides to share and talk through some essential facts about types of disability. This will highlight that many disabilities are not so obvious, and are hidden, with many that disproportionately affect boys. (Allow 30 minutes)

#### Reflection

- What was new to you?
- How does the information in the slides make you think differently?
- How is this relevant to you and your organization?

# Remind the group of the links between disability and abuse and exploitation:

- Children with any form of disability are at increased risk of all forms of abuse and neglect
- Discuss implications of this with the group? (for children and for us)
- What could we do differently?

#### 6. Why is inclusion important?

By inclusion - we mean making sure that all children and families in our communities can access services related to child protection and safeguarding. Could we do better? How?

# 7. Barriers to being more inclusive within our own organization:

Reflect on what we have heard and learned - don't just think about physical barriers but others too policies, strategies, working practices, knowledge and capacity. Share your ideas in the wider group. How do we remove the barriers and make our services more inclusive? It is not a simple process and may take time and resources...

However, the next part of the slide presentation may help us think about taking some important steps.

#### 8. <u>Twin Track Approaches:</u>

Talk through the slide presentation on Twin Track Approaches. Pay special attention to the slide related to 'What we can do to make the Twin Track Approach work well?' (Allow 30 minutes)

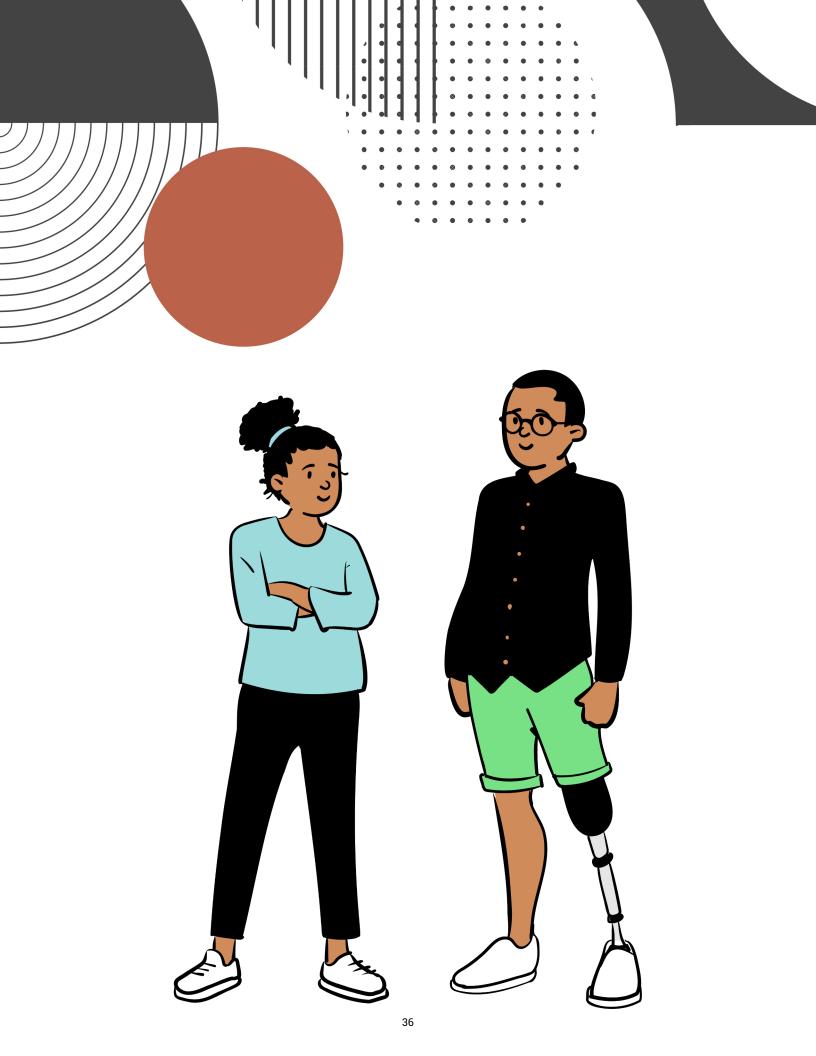
#### Reflection

What could I, or my organization do to establish a 'Twin Track Approach' with organizations working with children with disabilities - and with organizations that represent children with disabilities?

Make notes to help you plan for positive change and build them into your work plans and strategies.

- 9. End the session by showing the short <u>UN film on the</u> <u>10 Principles of good treatment of children and</u> <u>adolescents with disabilities</u>. Reflect and discuss in your team, if there are changes that you can make in your work to improve your own responses.
- Then share the <u>Disability Inclusion Resource Sheet</u> and read through it with the group, to learn more about 'Links With Practice' and the 'Bridging the Gap' Advocacy Activities.
- 11. Alternatively, arrange a separate learning session and dedicate time to discuss the implications of your learning, and use that to plan a strategy for responding to the needs of children with disabilities, and making your organization more inclusive. You could make a start by asking for a volunteer to become your 'Child Protection and Inclusion' focal point. This will help you dedicate time and resources to achieve your goals.





# CHAPTER OBJ

## **Essential Learning**

(Knowledge & Analysis)

# The 'Other side of Gender'



#### Outcomes

- Participants will learn how gender norms and ideas about manhood and masculinity impact upon boys in general, and those affected by sexual exploitation and abuse.
- Learn how some gender norms are harmful and create barriers to boys being able to seek and access support.
- Reflect on how gender norms also create barriers for practitioners working with boys - and begin the process of developing strategies for overcoming them.



#### **Background Notes**

In recent years we have become increasingly aware of how 'gender norms' shape and influence all aspects of the lives of women and girls, and also contribute to the discrimination and violence that they experience. While significant progress has been made to acknowledge and to address the harmful impacts of gender against women and girls, this work needs to continue. The <u>UN Sustainable Development Goals</u> have also identified the importance of achieving gender equality and empowering women and girls (SDG5), and this is something that we should all commit to.

However, many of us are less aware of how gender norms can disadvantage boys and men - and this becomes particularly important in the context of working with boys who are sexually abused and exploited. In many environments, gender norms contribute to boys' vulnerability, lead to discrimination and the silence that surrounds the issue, often leaving boy victims and survivors 'invisible'. This has a profound influence on boys, their families, communities, service providers and strategies to address violence against them.

Discourse related to gender and 'gender based violence' often does not address, or pay sufficient attention to the victimization of boys, often identifying them only as perpetrators. In addition, heteronormative expectations of men and boys, and homophobic, discriminatory attitudes to consenting same sex relationships, contribute to boys marginalization. These expectations make it harder for boys to speak out about abuse and exploitation, and limit recognition of the need for services that provide protection and support.

There is a need to advocate for more inclusive approaches to ensure that all children and young people - whatever their age, sex, gender, identity and ability - receive the protection and support that they deserve.

Therefore, this section of the toolkit focuses on gender in relation to boys and young men, providing us with a rare opportunity to explore what we will refer to as 'the other side of gender'. One that enables us to look through a 'gender lens' and reflect on how gendered expectations may influence boys and men, and especially those that are vulnerable.

It provides an opportunity for us to consider the social, cultural and other influences that boys live with, reflect on where they originate, and the expectations they place on boys in your context. In addition, we will consider how these may influence our own attitudes and behaviours - and those of boys themselves, families, communities and service providers.

Much of what we believe, and teach boys about "being a boy" or "becoming a man" is unhelpful in relation to many aspects of their life, and leaves them vulnerable, marginalized and isolated from support and protection. If we are to equip boys to survive and thrive in the world they live in, and adequately prepare ourselves to help them, this needs to change.

#### Resources Required

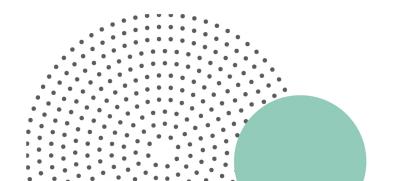
- Flip chart paper, marker pens, tape
- Slide Presentation Chapter 3
- <u>The 'Other Side of Gender' Resource Sheet</u>
- <u>The 'Other Side of Gender' Findings</u>
   <u>From Research & Practice</u>

(Please note that there are additional exercises and 'essential learning' included in the resource sheets that should be included as part of learning about this topic).



2 hours

(Plus additional time for exercises and learning on the resource sheets).



# Signal Notes For Facilitation

- Introduce the topic of this session using the notes above.
- Share the definitions that we will use for this exercise: (Available on slides)

#### Gender

Gender refers to one's understanding of themselves and their social roles in a society. It can be further broken down into identity and expression. Identity refers to how one understands themself, which may or may not align with their sex, and identity refers to the ways in which a person chooses to express themselves outwardly, which may align or not align with the sex assigned at birth. Most cultures use a gender binary, having two genders; those who exist outside these groups fall under the umbrella term 'non-binary' or 'genderqueer'. Some societies have specific genders besides "man" and "woman", such as the hijras of South Asia; these are often referred to as third genders.

#### **Gender Norm**

A 'gender norm' is a behavior or quality that society attributes to a particular sex. Gender norms change from culture to culture and throughout history, since they're based on the expectations of societies that are consistently evolving. **Anything society attributes to a particular gender, can be considered a gender norm.**  The next part of the exercise will ask the group to identify gender norms within your context that are related to boys and men. Since this toolkit addresses the gap in recognition and services for boys affected by sexual abuse and exploitation, the exercise in this session addresses male gender norms and how they influence boys and the responses towards them.

However, if groups prefer to address expectations towards both genders, there is an alternative exercise addressing gender norms that relate to both female and male gender expectations. <u>Gender Expectations of</u> <u>Women and Men (Additional Optional Exercise</u>

 Divide the larger group into smaller groups, each with flip chart paper and marker pens and ask them to draw an outline of a man or boy and make a poster with the title 'Ideal Man - Traditional Expectations'.

Explain to the group that they can create the poster by writing words, phrases or drawing pictures to illustrate their ideas, based on the context that they live and work in.

You may suggest some ideas to get them started if you like - maybe 'Strong, Independent and Fearless', 'Able to fight and use violence to solve conflict', or 'heterosexual'.

Allow at least 20 - 25 minutes for them to complete the task.

When they have finished, you can ask the groups to place the posters on the wall next to each other and share their ideas.

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- Highlight the most common expectations identified and compare any differences that emerge. Then facilitate a discussion (15-20 minutes):
- What might be the origins of these ideas where they come from?
- How are these ideas reinforced? (e.g. culture, socialization, media, education, political discourse, religion, colonial era legislation, etc.).
- Are there traditional proverbs, stories or songs that reinforce these ideas? (One example of this is from Cambodia where a popular song has the title 'Better to Bleed Than Cry" - in relation to a boy facing problems. The boy or man is expected to bear the pain and suffer without showing emotions or seeking help)

In some cases, it may be difficult to identify the origins, as many gender norms appear to have always existed. There may be relevant cultural, historical or religious factors that have a direct significance and influence. 5. Now consider the following questions (15-20 minutes):

Are the expectations realistic for **all boys and all men to achieve?** (If yes or no - seek explanations and examples.)

How might these expectations influence boy's and men's identity, thoughts, feelings and behaviours? (Seek examples, e.g. the expectation to be 'strong and cope with problems alone' may result in him not seeking help for medical and psychological problems, resulting in...)

How may these ideas about gender influence boys' ability to seek help?

How easy or hard is it for a boy to be 'different' to these expectations? (Seek examples)

How might a boy/man's family, friends, community, and school or workplace react if he fails to meet some of these expectations?

You may also ask some of the men in the group about how they feel being expected to live up to these ideas.  Explain that many of these expectations may be helpful or unhelpful to boys within the reality of their lives.

(Ideally the group should be beginning to reflect that many of these expectations are unhelpful and hard to maintain, especially when faced with problems, uncertainty, vulnerability and trauma).

Now ask them to reflect on **boys at risk, or boys who have experienced sexual violence, abuse or exploitation** - how will these expectations impact upon them?

What barriers do these expectations create for boys who need help?

How could these expectations influence the behaviour of boys who are affected by sexual abuse or exploitation?

How may these expectations influence the behaviour of service providers, parents and others? (e.g. how might they influence our willingness to help, or ability to recognize vulnerability and risk, or the needs of boys?)

(Hopefully the group should begin to see that many of the expectations of being a 'real man' are not helpful at all - they often encourage silence, and act as a barrier to seeking help when things go wrong; they can also hinder parents, caregivers and service providers from recognizing when boys are in need of help and being able to provide support). 7. Ask the group to circle the attributes that are unhelpful and potentially harmful to boys on each poster, and share their ideas about what the results of this may be. (e.g. a boy believing that he has to be strong, and solve his own problems - is likely to keep his secrets and not ask for help; if a boy has a sexually transmitted disease - he may avoid seeking medical help, with serious consequences;)

#### Conclusion

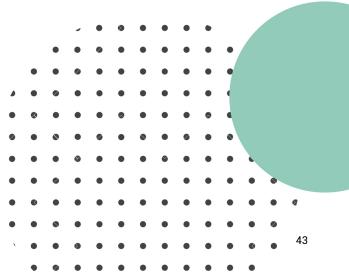
Gender norms shape the way that boys, men, women, girls, parents, caregivers, practitioners and community members think, feel and behave towards boys - often in ways that are not helpful.

They may think they are doing this to help boys become "real men" and prepare them for manhood in ways that will be accepted by society.

In virtually all cultures, boys and men are taught to be strong, be the 'providers' and that they can not be vulnerable, should avoid seeking help at all costs and solve their own problems. Therefore it is vital that we understand and address the influence of these gender norms (especially those that are unhelpful), as well as learn accurate information related to the impact of abuse. Only then will be able to help boys affected by sexual exploitation and abuse, in ways that are appropriate and sensitive to their needs.  The <u>'Other Side of Gender' Resource Sheet</u> provides more 'essential learning' and includes an exercise which explores the influence of gender more deeply; the sheet also includes 'Links with Practice' and suggestions for facilitating 'Bridging the Gap' Advocacy Activities'.

The toolkit also provides a <u>The 'Other Side of Gender'</u> <u>Findings From Research & Practice Resource Sheet</u> in relation to gender and boys. Please share these resources with the group you are working with, to enhance their learning. (These are also included in relevant slides).

9. The following section of the toolkit related to <u>'Boys</u> and <u>Development</u>' should also be used to help participants to gain a deeper understanding of boys, and how we can use this knowledge to engage them and meet their needs more effectively.



# Understanding Boys & Their Development



#### Outcomes

- Participants will reflect on observations of boys and girls behavior in their work
- Participants learn about biological aspects of boys' physical and brain development and how this influences behavior
- Participants reflect on their own practice and apply the learning about boys' development to their approaches to engage with and support boys



#### **Background Notes**

Anecdotal evidence from practitioners indicates that they may find it challenging to engage with, communicate and work effectively with boys. Some report that boys do not appear to listen or communicate well, that they cannot sit still, or may appear to lack the ability to concentrate. Some boys externalize their feelings, 'acting out' and may appear aggressive when they have problems - and as a result, service providers may encounter difficulties working with them.

This creates a 'gap' between boys and those with a responsibility to provide help, often resulting in boys being blamed, labeled as 'difficult' and marginalized. This section of the toolkit therefore aims to help us gain a deeper understanding of boys' behavior, by learning about how their biological development influences them. Training may not always prepare service providers adequately for understanding and working with boys. This session on boy's development builds on our previous learning which explored gender norms. In that session we learned that research indicates that boys are more likely to face blame when they are victims of sexual abuse, and are seen as less deserving of services, compared to girls. We know far less about boys, exploitation and abuse and they may also be treated as if they are potential perpetrators - rather than victims and survivors in their own right.

In the last decade or so, research about boys, their biological and neurological (brain) development has helped to provide insights into boys' behaviour and their responses to stress and trauma. Learning about this, and differences between boys and girls development, can help us improve interventions and services that support boys.

The evidence indicates that human behavior is influenced by biological factors, social and environmental factors and further shaped by cultural norms. So we can perhaps summarize this by acknowledging that nature, nurture and culture all have an important and influential role to play in child development and the behaviour of all children.

In this section of the toolkit we will therefore explore the biological factors that are specific to boy's development, aiming to understand the 'nature' of boys. Gaining insight into boys' biological development enables practitioners to have realistic expectations, and engage with boys in an effective, more empathetic and gender sensitive manner.

#### **Observation task**

If you have the opportunity before facilitating this session - ask the group to spend time observing children (boys and girls) of different ages and stages of development playing and socialising together. This could be in their own families, community or workplace - or somewhere such as a playground if that is possible.

Ask participants to sit and observe children playing, interacting, communicating for 20 or 30 minutes. (If this is not possible, they can still reflect on their observations of children, although it may be more difficult to remember specific things).



- Boys & Their Development Slide Presentation
- Understanding Boys & Their
   Development Resource Sheet
- Flip chart paper/whiteboard
- Marker pens



#### 3 hours

(With an additional hour for activities related to 'Links with Practice' and advocacy)

# **Notes For Facilitation**

- 1. Introduce the session using the notes above.
- 2. If the group has had the opportunity to carry out the observation task - ask them what they noticed about girls and boys when they observed them in the playground, workplace, community or family setting, including the similarities and differences they noticed in relation to:
- The games that boys and girls like to play in groups, or individually
- The toys that boys and girls choose to play with
- The way that boys and girls communicate (Social interactions)
- The levels of energy that boys and girls have
- How boys and girls use the space they are in
- How boys and girls resolve differences of opinion
- How boys and girls take turns
- Any other differences that they noticed

If the group did not have the opportunity to carry out the observation task - ask them what they have noticed about boys and girls when they have had the opportunity to observe them in the past.

 Write their ideas on a flip chart or whiteboard if you have one available and ask for examples to illustrate their observations, and highlight some of the differences.

# (Dependent on the size of the group allow at least 15- 20 minutes)

 Then ask the group for their ideas about why these differences exist, and what they think are the reasons or causes for this (10 - 15 minutes).

The group is likely to suggest a number of reasons - they may suggest it is due to 'socialization' and influence of gender norms perhaps? If so, seek examples of how that may play a role.

Other participants may suggest that 'culture' is influential - seek examples to illustrate that.

Some participants may may also suggest that 'nature' plays a role? If so - elicit examples of how that may be so.

- Explain to the group that in reality the way that children (boys and girls) develop is an interaction between 'nature, nurture and culture'. (Biology, our environment and also ideas, customs and social behaviour).
- 6. Explain that in recent years scientists, psychologists, educators and others have taken more interest in this area of study, and that we are going to use the <u>Boys & Their Development</u> <u>Slide Presentation</u> to share some 'essential learning' about boys and development. The slides have been prepared drawing on a number of useful resources and research, which are included in the resource section of the toolkit under the heading of 'Boys and Development'.

- 7. The slide presentation is quite detailed and lengthy, so you will need to allow plenty of time to share this, and work through each slide, using the notes provided in the note section of the slides. They act as a 'script' to read when you share each slide. **Allow at least 90 to 120 minutes to work through the presentation.**
- This will be followed up with additional learning and development opportunities using the 'Understanding Boys & Their Development Resource Sheet'.
- After you have shared the presentation, use the suggestions below to reflect on what you have learned and consider 'Links with Practice' (Keep notes to inform further learning and development). Allow at least 20- 30 minutes.
- What information did you consider to be new, surprising and/or interesting?
- How has the information shared helped you understand boys in your organization, community, or family better?
- Consider the way your organization works with boys. In which ways are boy's developmental needs being addressed well?
- Which parts of learning provide participants with ideas for making improvements or changes in the way the workplace interacts with boys?
- Are there any specific questions, or any aspect of the presentation that you would like to learn more about?
- 10. Take a break and when you return, explain to the group that we are going to spend time exploring links with practice from the <u>'Understanding Boys & Their</u> <u>Development Resource Sheet'</u>



# **B** The Social Ecological Framework As A Tool For Reflection & Analysis



#### Outcomes

- Participants become familiarized with the ecological framework as a tool for analyzing vulnerability and risk.
- Participants understand how adverse factors related to the individual, relationships, community, and society, interact in the context of interpersonal violence.
- Participants practice applying the ecological framework to their own life.



#### **Background Notes**

The purpose of this session is to learn about the <u>'Social</u> <u>Ecological Framework'</u>, which is a tool first developed by sociologists in the early 20th Century. The idea lying behind this model is that complex systems are made up of many parts, everything is connected, and everything can influence and affect everything else. It is not possible to understand the whole without recognizing how the component parts interact, affect and change each other within and across the different domains.

We have adopted this framework for use in the toolkit, as a way of helping us analyze and reflect on the world in which children live, and their experiences of sexual violence, abuse and exploitation.

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This tool can help us explore different issues in their lives - including the influence of culture, social attitudes and gender norms on their development - and also risk and vulnerability, the impact of sexual violence and exploitation and also help us consider ideas and plans for potential solutions and ideas for supporting children.

Some of your group may be familiar with this model, others may not - so it is useful to spend some time looking at and exploring this tool, so it will be easier to use later. <u>The Social Ecological</u> <u>Framework</u> has influenced developments and practice across many fields.



#### **Resources Required**

- A4 paper, pens
- Social Ecological Framework Diagram Slide
- Flip chart paper
- Relevant Chapter 3 Slides



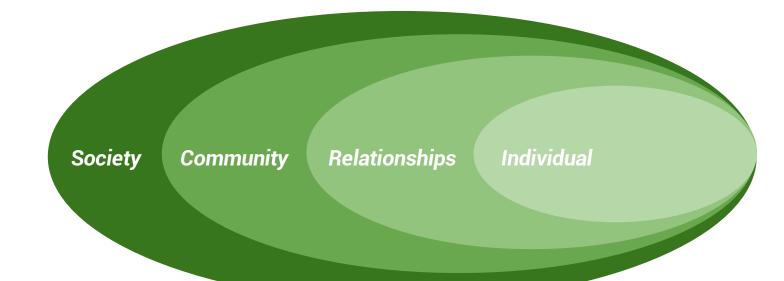
75 minutes



 Using the notes above, explain in your own words that we are going to learn about a tool that will help us to analyze, reflect and understand interpersonal violence in general, and in the next session, focusing on sexual violence against boys.

- Share the diagram of the Social Ecological Framework from the slide, clearly showing and noting each of the four levels (The individual, relationships, the community, and societal). Using the additional slide provided, share the summary of what each domain refers to, also using the notes below.
- 3. The ecological framework is based on evidence that no single factor can explain why some people or groups are at higher risk of interpersonal violence, while others are more protected from it. This framework views interpersonal violence as the outcome of **interaction** among many factors at four levels—**the individual, relationships, the community, and the societal (WHO / VPA, 2020).**
- 4. At the individual level, personal history and biological factors influence how individuals behave and increase their likelihood of becoming a victim or a perpetrator of violence. Among these factors are being a victim of child maltreatment, psychological or personality disorders, alcohol and/or substance abuse and a history of behaving aggressively or having experienced abuse.
- 5. Personal relationships such as family, friends, intimate partners and peers may influence the risks of becoming a victim or perpetrator of violence. For example, having violent friends may influence whether a young person engages in or becomes a victim of violence.
- 6. Community contexts in which social relationships occur, such as schools, neighborhoods and workplaces, also influence violence. Risk factors here may include the level of unemployment, population density, mobility and the existence of a local drug or gun trade.

- 7. Societal factors influence whether violence is encouraged or inhibited. These include economic and social policies that maintain socioeconomic inequalities between people, the availability of weapons, and social and cultural norms such as those around male dominance over women, parental dominance over children and cultural norms that endorse violence as an acceptable method to resolve conflicts.
- Explain that the Ecological Framework can also be used to look at causes or influences, impacts, and potential solutions - and we will use this framework in various exercises in this toolkit.
- We will firstly explore our own ideas and then share how the WHO (World Health Organization) have used the <u>framework</u> to analyze the causes of interpersonal violence.



#### **Ecological Framework**



- 10. Explain that there are many different factors that interact to cause violence and when we reflect on these causes, it can sometimes be complex, so this tool helps break things down.
- Place a piece of flip chart on the wall with a blank Ecological Framework, similar to the illustration below.

Ask the group to discuss for a few minutes what they think are the causes of interpersonal violence in each domain, in the communities in which they work. (Allow maybe 15 minutes for them to make notes).

You may also split the larger group into four smaller groups - each tasked to consider and discuss their ideas related to the causes of violence for just one domain (Individual; Relationships; Community; Society).

- 12. Then ask the group (or each smaller group) to write their ideas on the flip chart. (It is not important if everyone in the group agrees, or if the idea they have is factually correct - the purpose of the exercise is to encourage people to think and reflect on their ideas and assumptions).
- 13. When completed you should have a framework with lots of ideas in each of the four levels. Clarify items if you are not sure what they refer to; ask the group how they know this - their ideas may be based on research, something they read, or learned, or based on experience or assumptions.
- 14. Then explain that you will now show them the results of the WHO analysis, using the slide presentation available in the resource section of the toolkit.

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- 15. Check that everyone in the group understands the explanation, and respond to any questions. Explain that we will use this framework later to analyze vulnerability and risk factors related to boys and sexual violence, and throughout the toolkit to explore and analyze other factors, including the impact of abuse, and potential solutions.
- 16. Conclude the learning about the Ecological Framework with a fun individual exercise:

Explain to the group that they are going to spend some time reflecting on the question "What makes me happy?" and write their ideas, in each domain on a blank Ecological Framework diagram that they draw themselves, as a fun way to reflect on their own lives. (Allow 20 minutes and additional time for sharing in pairs or the wider group).

#### **Key Learning**

The WHO analysis of violence shows how complex issues are, and that there are no simple explanations. The ecological framework treats the **interaction between factors** at the different levels with **equal importance to the influence of factors within a single level**.

# Understanding Vulnerability & Risk



#### Outcomes

- Understand the importance of identifying risk and vulnerability factors to guide our work.
- Identify factors that make boys vulnerable to sexual abuse and exploitation.
- Participants are able to reflect on risk and vulnerability factors that are present within their own communities using the Ecological Framework.
- Begin to identify potential interventions and actions on an individual, organizational, and community level to address the vulnerability of boys.



#### **Background Notes**

If we wish to help boys and find solutions to protect them and help prevent exploitation, gaining an understanding of risk and vulnerability is an important first step. Practitioners working with boys often comment that they are not always certain of how to identify boys at risk, what the range of specific risks are, and how to engage with, and begin supporting them.

If we are to help protect boys and respond appropriately, it is therefore vital that we are able to understand what is often referred to as the 'Risk and Vulnerability' factors related to sexual violence, abuse, and exploitation. We also need to be alert to the risks across the social spectrum - recognizing that abuse and exploitation can take place at home, school, in the workplace, among their peer group, and in the community. With increased knowledge about vulnerability and risk, we will be able to guide our interventions more effectively.

In this session, we will use the Ecological Framework to identify risk and vulnerability factors and develop an understanding of how they are related to the Individual, Relationships, Community and wider Society.

This exercise provides an opportunity for participants to reflect on their existing knowledge and experience within their own context - identifying opportunities for engaging with vulnerable boys, and also learn more about wider risk and vulnerability factors based on global research and practice.

#### **Defining Vulnerability and Risk:**

In general, 'vulnerability and risk factors' are terms used to describe 'characteristics and circumstances of an individual, community, or system that make it susceptible to the damaging effects of a hazard'. These terms are not always so easy to understand in a second language, so they are simplified below.

- There are physical, social, economic, and environmental factors that can increase a child's vulnerability to sexual exploitation and abuse. We refer to these as 'risk and vulnerability factors'.
- The way that vulnerability and risk factors manifest (or show) themselves among boys may be similar and also different to girls, based on gender. Other factors could be age, ability, and identity of the child.

# How can knowing about risk and vulnerability help us?

We have already learned how unhelpful myths and beliefs attempt to offer a simple explanation with sexual abuse and exploitation of boys.

The lack of accurate information can hinder our work, so if we are able to find answers to the Who? What? Where? When? Why? and How? questions in relation to boys and exploitation, we can develop helpful interventions. These questions also apply to risk and vulnerability.

In reality, the factors that lead to sexual abuse and exploitation of boys are complex. Knowing more about them also allows us to understand the reality that boys are facing each day of their lives, learn where we may find boys at risk, how we can intervene to reduce the risk of sexual abuse and exploitation.

If we understand more about factors that make boys vulnerable to sexual abuse and exploitation, and in what way they are vulnerable, we can use this information to develop programs that accurately reflect boys needs and increase the chances of preventing exploitation before it happens. We will also know more about addressing ongoing risks and supporting boys who have already been exploited and abused.

One example of this is that research carried out in Africa indicates that males who experience sexual violence are four times more likely to receive money or goods for sex, compared to males who do not experience violence. Knowing more about vulnerability and risk can help us recognize the importance of 'early intervention' when supporting children.

# **Resources Required**

- Flip chart paper with the Ecological Framework
- Vulnerability & Risk Essential Learning Activities
- Strips of paper, marker pens, sticky tape.
- <u>Relevant Chapter 3 Slides</u>

#### 💮 Approximate Time

The initial exercise, and follow up sessions will require approximately 8 hours to complete.

#### $\overset{\wedge}{\searrow}$ Notes For Facilitation

- Introduce the outcomes and the topic using the notes above.
- Elicit ideas from the group as to their understanding of what risk and vulnerability factors are. Share the definition using the slides available, which also summarize the benefits of understanding risk and vulnerability.
- Explain that we are going to focus our attention on the risk and vulnerability factors in relation to boys who experience sexual abuse and/or exploitation in your own setting.
- 4. Place a large image of the Ecological Framework for analysis on the wall (e.g. two or three flip charts stuck together), clearly identifying the different domains (Individual, Family and Relationships, Community and Society).

 Ask the group to discuss in pairs or small groups,
 'Based on your work experience what factors do you think make boys more vulnerable to exploitation and abuse ?'.

Ask them to share their ideas about risk and vulnerability factors across each of the four domains and write them on strips of paper. (To help them get started you can suggest a few ideas if that helps). Allow 15 minutes, or longer if they need it.

- When they are ready to share with the wider group they can do so by placing their pieces of paper, with their ideas, on each domain.
- 7. Ask the group(s) to explain their ideas and how they think the factors they have identified may increase the risk and vulnerability of boys in their communities. (e.g. 'Boys living on the streets are more vulnerable because they have no safe place to live and need to find shelter and food to survive').
- Once you have done this, encourage more discussion among the group, using the prompts below (allow 15- 20 minutes, or more if you need it):
- Do they have examples from their work that they can share that illustrate the specific factors?
- Are there any factors that are new to them, and/or that need further explanation?
- Do they take these issues into account when planning their work - and if so, how? (e.g. targeting street living boys through outreach, doing assessments of risk and need, case management and service plans, etc.). If not - elicit ideas about how knowledge of these factors could be useful in their work.

- Are there any changes that they may consider making to their work as a result of this knowledge? (Over time the group can identify changes that they may need to make, related to the way they plan and carry out their work, and identify the resources needed to achieve this).
- Take a short break before moving to the next learning exercise.
- The Risk and Vulnerability cards exercise can be found by following the link provided <u>Vulnerability &</u> <u>Risk - Essential Learning Activities</u> This provides a detailed methodology.

Explain to the group that we are now going to look at some additional information related to 'risk and vulnerability' - taken from research and practice from different parts of the world.

The purpose of this is to compare and contrast and reflect on if, and how, some of these additional factors may be present within our own communities. There may be gaps and additional factors that the group has not considered, and it is important that these are taken into consideration.

When we learn more about the diversity of risk and vulnerability in relation to boys - we can begin to identify them within our own communities.

10. Understanding more about the vulnerabilities and risks faced by boys will help us to plan our interventions, services, and responses - and the additional activities will help you to work towards that.





# CHAPTER

## **Essential Learning**

(Practice & Service Development)

# Understanding The Signs Of Exploitation & Abuse



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#### Outcomes

- Participants know signs which are commonly present in children who have experienced sexual abuse.
- Participants know behavioural signs which may indicate a boy is sexually exploited.
- Participants explore how a child's gender may influence the way adults perceive signs of risk, exploitation and abuse, and how they respond to them.



#### **Background Notes**

In the previous session we explored vulnerability and risk factors - and how important it is for us to recognize them, if we are to bridge the gap between boys and sources of help and support. Service providers also often comment that boys who are at risk of, or who are being exploited and abused, do not easily disclose or use their services, and are not always visible. They also tell us that they may not know how to identify if a boy is being exploited - and when they do, may be unsure how to approach him, or know how to help him.

There may be many reasons that boys are reluctant to ask for help. They often hide the reality of their life at all costs, and often fear the consequences that will follow if they disclose what is happening. Service providers may be recognizing and responding to sexual abuse or exploitation of girls, or protecting girls at risk, but often do not have the same awareness towards boys at risk. As a result, many boys remain silent and isolated from support.



Taking our learning about boys' and development into consideration, we need to explore possible behavioral signs that may indicate reasons for concern that a boy may be sexually abused or exploited. Some of the signs relate to what children say, how they behave and how they play with, and relate to others. We can then follow up on what we observe, find out if they have any problems and respond in helpful ways.

This exercise will look at some common signs - and consider some traditional responses in relation to boys and girls, before reflecting and learning about more positive and helpful responses.

# Resources Required

- Flip chart or white board, marker pens, tape
- Slide Presentation Chapter 4
- Signs of Sexual Abuse In Children Resource Sheet
- Signs of Sexual Exploitation Resource Sheet
- Signs of Sexual Exploitation & Abuse Implications & Links with Practice



3 hours



- 1. Introduce the exercise using the notes above.
- Ask the group to brainstorm ideas on what they consider to be the 'signs' that may lead them to think a child or youth is at risk of, or being sexually exploited.

 Guide your group - 'based on your own work experiences'...

What are the signs that a child is at risk, or is involved in sexual exploitation in your context? (Boys and girls)

From the list that you have produced - which signs might apply to both boys and girls?

Which signs do you notice that relate only to boys, or only to girls?

Write the ideas on flip chart paper, highlighting those that may apply to both, or only to girls or boys. You can do this by circling the signs in different colours. (Allow at least 30 minutes).

4. Remind the group that in an earlier section of this toolkit on gender, we looked at how gender norms influence our expectations, our attitudes and beliefs about boys, and our behaviour towards them. While parents, caregivers and communities are often aware of the need to protect girls from sexual abuse, they are often far less aware, and less concerned about boys' vulnerability and need for protection from sexual exploitation.

Explain that this exercise is designed to help us to reflect on 'possible signs' that a child may be sexually exploited - and then to consider how boys and girls are viewed differently by parents, caregivers, or within the community, if they display these signs.

Prepare a flip chart or whiteboard with three columns.
 Write "Behaviour or sign" in the middle column,
 "Traditional responses to boys" on the right side, and
 "Traditional responses to girls" on the left.

With Girls Traditional responses mean that we are likely to think, say or do	Behaviour or Sign	<b>With Boys</b> Traditional responses mean that we are likely to think, say or do

 Using the table above - read each behaviour or sign that you identified out loud, and write it in the middle column - and ask the group:

"What would you consider a traditional response to be, in our community, if a girl displayed this sign or behaviour?"

"What would you consider a traditional response to be, in our community, if a boy displayed this sign or behaviour?"

Note a few ideas on the flip chart or whiteboard, then move on to the next sign, until you have completed the list. As you complete the exercise - you will probably notice that the responses are often different, based on gender. (Allow 30-45 minutes for this task). Note that it is oftentimes very common for our ideas about, and responses to girls and boys to be different. This can be influenced by gender norms but also other factors - including a general lack of awareness and concern for boys.

7. You can use the slide presentation provided to share some additional ideas - based on research and practice from other settings around the world. This is also presented in the table below as a guide for the facilitator (You can also print and share).

You can ask the group:

Are these signs and responses also common in your communities and workplaces?

Are there additional responses that you can share?

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#### With Girls...

Traditional responses mean that we are likely to think, say or do...

#### Behaviour or Sign



#### With Boys...

Traditional responses mean that we are likely to think, say or do...

"Is she being groomed and exploited?" (Victimized)	Gifts or Money that are unexplained	"He must have stolen it, or be up to no good" (Criminalized)
"I am worried about her she is vulnerable and needs protecting - it's a dangerous world out there!"	Missing or Unknown whereabouts	"He is defiant, doesn't follow the rules, he may be causing trouble and will need punishing?" "It's just boys being boys" "He can look after himself"
"She must have been 'spiked' by someone else, we must try and help and protect her from evil"	Showing the effects of drugs or alcohol	It's normal - he is just being a boy, learning how to be a man?", "He's bad" "He is breaking the law" (Criminalized) "He needs disciplining and punishing"
"This is worrying is she being groomed or manipulated?"	Older Male Friends	"Is he in a gang?" "He can take care of himself" "He's just growing up and learning how to be a man"

With Girls Traditional responses mean that we are likely to think, say or do	Behaviour or Sign	With Boys Traditional responses mean that we are likely to think, say or do
"I am concerned, is there something wrong?" "I should ask her about it"	Secretive behaviour	"It's just "boys being boys" "It's typical for his age group "I am suspicious he must be up to no good"
"There must be something wrong I need to find out"	Sudden behaviour changes	"He's just a typical moody teenager, ignore it - he will get over it" "Boys will be boys"
"Is there something wrong? Does she need help?"	Drop in grades at school	"He's lazy and needs to take school seriously"
"I am worried, she's at risk, I should call the police and report her missing"	Staying out late or missing	"He constantly breaks the rules and defies me" "Wait until he gets home, I will punish him"

With GirlsTraditional responses mean that we are likely to think, say or do	Behaviour or Sign	With Boys         Traditional responses mean that         we are likely to think, say or do
"She's a good girl, is she being used for sex?" "This is shameful for her to be having sex before marriage" "Somebody must be taking advantage of her?"	Repeated STIs/STDs	"He is learning to be a man - boys just being boys and learning about sex - but he needs to use protection!"
"She is a girl and vulnerable - she must have been forced or coerced"	Picked up by the authorities for involvement in exploitation	"He is bad, an active participant who is breaking the law" (Criminalized) "He's probably gay - therefore bad". (Demonized and dismissed)
"This is very unusual There must be something wrong I need to ask her what is wrong?"	Aggressive behaviour	"Typical moody teenager" Ignore it "How dare he defy me like that - it's not acceptable - I will show him who is the boss!"
"There must be something wrong I should find out"	Emotional Behaviour (e.g. crying)	"He's like a girl - he is weak and needs to toughen up, he should act like a 'real man'"

With Girls Traditional responses mean that we are likely to think, say or do	Behaviour or Sign	With Boys Traditional responses mean that we are likely to think, say or do
"There must be something wrong we need to speak to her and find out how we can help"	Self Harming	"He's just attention seeking ignore him and he will stop" "It's just a phase he is going through he will get over it"
"Something is not right here she is vulnerable and needs protecting" "Good girls don't do that kind of thing"	Talks about sex and/or pornography a lot	"He is just growing up, learning to be a man" "Pornography is OK, it never caused me any harm"
"Oh my God! This is terrible, the poor girl!" "We need to keep her safe" "Let's talk and see if we can help?" "We need to report this to the police and authorities" "This is awful she has lost her virginity, and this will affect her and the family reputation, we must not tell anyone" "We should send her to an orphanage or a center" "She encouraged this, she's always been a 'bad girl' "	Clear evidence of exploitation or abuse	"It can't be true it doesn't happen to boys!" "He is bad or gay he must have wanted it!" "He's just after easy money and an easy life!" "People will think our son is bad or gay - we need to get him to leave our home! He will bring shame on us" "I should beat him it is his fault - he won't do it again!" "Let's just do nothing - pretend it didn't happen" "Should we report this to the police?" "Boys aren't seriously affected by abuse - he will be fine"

- 8. Use the group's ideas and the responses to discuss:
- What are similarities and differences the group recognizes in "traditional" responses to signs of sexual exploitation when it happens to boys or girls?
- When boys are affected by sexual exploitation, how may gender expectations influence the responses to him? Are they helpful or harmful?
- What could be alternative, or perhaps more helpful responses when boys exhibit these behaviours or signs?
- Share the <u>Signs of Sexual Abuse In Children -</u> <u>Resource Sheet</u>, and <u>Signs of Sexual Exploitation -</u> <u>Resource Sheet</u> with the group. You can read them together, or ask the team to take them home to read and keep as a reference for their work.
- 10. The resource pack also includes an additional resource sheet related to <u>Signs of Sexual</u> <u>Exploitation & Abuse - Implications & Links with</u> <u>Practice</u> and 'Bridging the Gap' Advocacy Activities. You can share with your group and conclude by discussing the implications this learning has for practice, and what might need to change in your organization and your work with parents, children and others.

# **Children with Disabilities**

'What additional activities or measures can you take to ensure that children with disabilities and their families also benefit from, and are included in your work?'



# Impact & Effects of Sexual Violence, Abuse & Exploitation



# Outcomes

- Participants consider the impacts sexual abuse and exploitation has upon a boy's emotional and mental health, physical and medical health, behaviors and relationships.
- Participants understand how sexual abuse impacts on families, communities and society.



# **Background Notes**

Sexual abuse, exploitation and sexual violence is extremely traumatic and has the capacity to impact upon all aspects of a person's life, and has immediate, and long term consequences for any child. Many of the effects remain hidden or greatly misunderstood. It is important to recognize that in many cases, emotional and physical violence also co- occur with sexual violence. We have already learned that for boys, the sociocultural context in which abuse and exploitation takes place, and beliefs about masculinity, often lead to their experiences being minimized, or not being taken seriously.

In reality boys may experience deep shame, fear and confusion about their experiences. Research indicates that male victims of rape tend to have lower confidence and mental health problems. We have learned in the Boys and Development section of the toolkit, that boys may externalize their pain through behaviours, some of which are considered anti- social, such as defiance, anger, aggression or drug use.



Their behaviours are often misunderstood and viewed as 'dangerous' rather than a sign that they need help. Oftentimes this results in people's responses towards boys being judgmental, blaming, or punitive - further isolating them from support.

In many settings, attitudes about same sex relationships are hostile, or laws may criminalize consenting 'homosexual' behaviour. This can create further confusion and distract helpers from viewing this as a 'child protection' concern - focusing on 'sexual identity', rather than abuse, violence or exploitation. This may also reduce our capacity and understanding that a boy who has been abused and exploited is in need of protection and support.

Many victims and survivors may not understand what is happening to them, or how abuse is affecting them, and may also deny their experiences and/or go to great lengths to hide their experiences. All present significant challenges for boys and service providers. Overall support for boys experiencing exploitation and abuse globally is limited, and many social responses further isolate them. They may believe that there is little to gain from seeking help, even if services do exist, and are often left to deal with the impacts of the abuse alone.



- Marker pens, flip chart paper, sticky tape
- Relevant Chapter 4 Slides
- <u>The Impact of Sexual Abuse & Exploitation -</u>
   <u>Case Scenarios</u> (printed on paper and cut into strips containing 1 story each)
- <u>The Impact of Sexual Abuse & Exploitation -</u>
   <u>Resource Sheet</u>



3 hours

# $\stackrel{\wedge}{\swarrow}$ Notes For Facilitation

- Explain to the group that we are going to reflect on our own experiences of working with boys, to learn more about how sexual abuse and exploitation can impact on the lives of boys.
- Divide the group into smaller groups, and provide them with a piece of flip chart paper and a marker pen, and draw a simple outline of a body on the paper.
- Also provide each group with a case scenario, which are based on real cases from a variety of settings.
- 4. Ask them to read the scenario and discuss in their group, and reflect on their own experiences and existing knowledge, to make a poster that communicates what they think would be the impact and effects of sexual abuse and exploitation in relation to boys, based on the case scenarios. They may write words and also draw pictures to illustrate their ideas.
- 5. Guide the group to consider different types of impacts from the abuse or exploitation boys in their story may experience. Ask the participants to think of different ways boys could be impacted physically, medically, psychologically or emotionally. Allow at least 20 minutes.

(The design of the poster is for the group to decide but to help them, suggest that thoughts and psychological effects could be directed at the 'head' on the poster, feelings and emotions - to the 'heart', physical effects - different parts of the body etc.).

- 6. Now guide the group to consider how the abuse and exploitation might impact on the boy's behavior, and interactions with others. They can write their ideas on the poster also. Allow another 15 minutes.
- Once completed, the posters can be placed on the wall, and the group should read their case scenario out loud and present their poster to the wider group.
- Facilitate a discussion with the help of some of these questions (Depending on the number of groups, this may take some time - allow at least 15 minutes for each poster):
- What similarities and differences are there between groups?
- Are there specific factors in the case scenario that may lead to different impacts? (e.g. use of violence, relationship between the child and the perpetrator, previous life experiences etc.)
- Are there items that need further explanation?
- Are there any aspects of the posters that may be different if these were stories about girls being sexually abused? Which aspects would be similar?
- Are there some effects that may lead to boys being misunderstood, judged and treated harshly?

- What ideas does the group have about what a social worker or supporter could do, to help other people understand, and stop judging the child?
- Do the participants have questions, or need to know more about the content of the posters? (Circle these in red - and collate later to inform further professional development, training and capacity building)
- 9. Summarize the findings and take a break.
- 10. When the group reconvenes, remind them of the Ecological Framework (show the diagram), explaining that the last exercise focused mostly on the individual - and possibly on relationships (Family, friends, peers, school, work etc.).

Explain that we are going to share some resources and information <u>The Impact of Sexual Abuse &</u> <u>Exploitation - Resource Sheet</u> to understand more about ways that sexual abuse and exploitation impact on boys.

- 11. There are different ways you can complete this task. You may present and read through the slides as a group, and/or share the resource sheet for smaller groups to read together and discuss afterwards. The handouts can be provided to the groups as a resource, to keep and refer to in future.
- 12. When you have completed this task, the facilitator(s) should summarize the session, using the notes below. These notes are also summarized in the slide presentation provided in the toolkit.

### **Key Learning**

When a child is faced with and experiences sexual exploitation, abuse or violence, it has the capacity to impact upon **every part of their life**.

In many respects, the abuse becomes the foundation of their development, leading them to question every aspect of their identity.

This includes their perceptions of what is right and wrong, safe and unsafe. For boys, their ideas and understanding about their sexual identity can also be transformed by their experiences, often in harmful ways.

Practitioners should understand that the impacts that sexual abuse and exploitation can have on boys, also creates challenges for those trying to help them. Boys will find it hard to trust adults and share their thoughts and feelings - and they may show their pain through behaviours.

It is vital for people around boys, especially those trying to help them, to understand the problems boys experience, and how they affect them – especially in relation to losing face, pride, shame, embarrassment and feeling unmanly.

Some boys might push 'helpers' away in a variety of ways, (be angry, refuse help, self harm or isolate themselves perhaps?) but we need to listen, be patient, avoid making assumptions, and find ways to support them.

Boys may often think they are 'invincible' and some may only ask for help in a crisis (e.g. when they are very ill, or they feel suicidal). At times like this boys may be more receptive and accepting of support. They may also need different kinds of help compared to girls, and we may need to be flexible and creative in the way we provide it.

The effects of abuse are varied (e.g. medical, psychological, behavioural etc.) - and they will need different kinds of support from a variety of service providers, so we will need to build relationships and create referral pathways with other services, who can also respond sensitively to boys. These services may also need support and guidance on working with boys so there is an important role for you to play in raising awareness and advocacy.

## **Children with Disabilities**

We have already learned that children with disabilities are more vulnerable to abuse, but depending on their impairment or disability, may not be able to communicate or explain what is happening to them, or what they need. It is therefore important that you notice changes in behaviour, and are aware of physical signs that may indicate abuse is taking place. You can also connect with organizations working with, and representing people with disabilities to help children communicate (e.g. sign language) and collaborate closely, using the 'Twin Track Approach' that we learned about previously.

'What additional activities or measures can you take to ensure that children with disabilities and their families also benefit from, and are included in your work?'

For further information and activities relating to 'Links with Practice' and the 'Bridging the Gap' Advocacy Activities, please use <u>The Impact of Sexual Abuse &</u> <u>Exploitation - Resource Sheet</u>



# **G Disclosure**



## Outcomes

- Participants will be able to identify barriers to disclosure, and interventions and responses to overcome them
- Establish guidelines for practitioners to respond without causing harm when boys disclose



# **Background Notes**

As a part of the development of this toolkit, feedback from service providers indicated that they often find it hard to help boys share and express what is happening to them. There is a need for ideas and tools, to help practitioners support and encourage boys to speak out and share their experiences of sexual abuse or sexual exploitation. This is what we call disclosure.

What we do know is that all children, including boys, face immense difficulties sharing their experiences and may hide their experiences at all costs. Research indicates that less than one in ten male victims report what happened, and many victims and survivors often wait at least 20 years before telling anyone. Evidence from research also shows that boys 'want people to notice' and 'want to be asked' about what happened to them.

There are numerous reasons for the silence and reluctance to disclose, including community perceptions of sexual violence. Boys are often frightened of other people's reactions, (unhelpful responses such as people believing they are gay, and blaming or punishing them), and are often fearful of the consequences of speaking out (such as being sent to an institution, causing problems within the family, or that the perpetrator may act on his/her threats to maintain silence). Boys are also silenced by a 'culture of shame' and self blame, also linked to gender norms. Boys often do not know who to tell, or feel that there is no one safe to tell, and that there is little to be gained by disclosing.

It is important to recognize that emotional and physical violence often co- occur with sexual violence, so a child may also be suffering from the impacts of that, and showing signs of this. This may also affect their ability to disclose - but should be considered and noted by practitioners. In addition, practitioners need to be alert to the risks that abuse and exploitation can take place anywhere - in the home, school, among their peer group and in the community.

Evidence from practice and research indicates the importance of disclosure to reduce the psychological and physical consequences, so the importance of safe disclosure should never be underestimated. In order to achieve this, it is important to understand a child's concerns and create safe spaces, and trusting relationships, where disclosure can happen in a way that is safe for the child.

Service providers and others need to understand that failing to provide the right environment, responding inappropriately, or trying to pressure a child to share their story - can have damaging consequences. Research also suggests that the effects of disclosure on mental health depends on the reactions victims receive - with negative reactions being linked with higher levels of post traumatic stress. It is also important to understand that disclosure is not a one-time event where a child might share a 'full story' at one time. It is better to imagine a process over a longer period of time, where children gradually discuss parts of these events, and how they impacted on them.

This session will help the participants explore possible barriers to disclosure, and suggest how practitioners can change to make it safe for boys to share their experiences. It will provide guidance on helpful and unhelpful responses for practitioners if a child discloses, and provide them with opportunities to develop their skills. Other sessions in the toolkit, (e.g. 'Engaging with Boys'), also provide some useful suggestions and tools to help boys share.



- Flipchart, markers
- Relevant Chapter 4 Slides
- <u>The Impact of Sexual Abuse & Exploitation -</u>
   <u>Case Scenarios</u>
- When Boys Disclose The Do's and Don'ts Resource Sheet



#### 1 full day

This session should take one day to complete. Optionally, the session guide and the do's and don'ts role plays, could be separated into two halfday sessions which are carried out at different times.

# **Notes For Facilitation**

Exercise 1: Barriers to disclosure and ways to overcome them

- 1. Introduce the session by summarizing the background notes above.
- Explain that as a first step, the group is going to discuss "Barriers to Disclosure". This refers to reasons that might stop a boy, whether he is a child or youth, from disclosing experiences of sexual abuse, sexual violence or exploitation.
  - Ask the group to brainstorm: What are things that might make boys and men hesitate to disclose experiences of sexual abuse or sexual exploitation?
- Note their ideas on flip chart or white board.
   Some of the ideas may include (These are included in the slide presentation):
- Previous negative experiences of trying to disclose
- Not knowing what words to use and how to explain
- Not knowing who is safe to tell
- Feeling strong emotions
- Risk and fear of the consequences of telling
- Fear that they will not be believed, or blamed, or labeled as gay
- The impact of grooming and/or threats made by the perpetrator

- Shame, loss of honour and family reputation
- Not understanding that what happened was abuse or exploitation
- Lack of trust in others
- If they have a disability, they may have problems communicating what happened, or be less likely to be believed
- They may have tried to disclose before and not been believed or shamed by others
- 3. Divide the participants into smaller groups or pairs.
- 4. Explain to the participants that they will work together in smaller groups or pairs, using <u>The Impact</u> of <u>Sexual Abuse & Exploitation - Case Scenarios</u> used in the previous session. Allocate a different 'story' to each group. (You can choose those that you find most important in your context, or you may use anonymized versions of stories directly from your practice context).
- 5. Ask the groups to read their 'story' together and explain to them that the purpose of the following exercise, is to:
- consider the barriers that may prevent boys in the stories from asking for help or telling anyone about the abuse.
- think of ways they, as practitioners, could help boys overcome these barriers.

- 6. After every group has had time to read their 'story', guide the group to reflect on the barriers the boys in their stories may face, with some of the following questions, and make notes: (These questions are also included in the slide presentation if you wish to share them with the group)
- Imagine the boy or young man in your story decided to tell a person about what happened to them. How might his teachers, father, his mother, a sibling, or the police react?
- What might be a boy's fear about the way people in his family or community might respond, if they know he has been abused or exploited sexually?
- What do participants remember about how gender norms can create barriers for boys who have been abused or exploited? How might they apply in this story?
- What do we remember about boys' development, and how this relates to their ability to share and express their thoughts and feelings?
- If the abuser or exploiter is a family member, or trusted family friend, how might this influence the boy being able to disclose being sexually abused or exploited?
- What else do you think will put pressure on boys to stay silent about being sexually abused or exploited? How may they affect the boys in these stories?
- Are there legal consequences that a boy or man may fear, if he tells anyone about being a victim of sexual exploitation or abuse?

- 7. Return to the big group and ask each small group or pair to briefly introduce their 'story' and name some of the main barriers that might hold back the boy or young man from speaking out. (They can use flip chart paper to present their ideas if they wish).
- Summarize that we should be able to understand that there are many great barriers that act to prevent victims of exploitation and abuse from sharing. For many, even the thought of sharing may be too much to consider.
- Then explain that now, we will explore issues related to the benefits of disclosing. Let the group brainstorm answers for the following questions.
   (These questions are also included in the slide presentation if you wish to share them with the group)
- What do you think are the benefits boys, youth or men will have from disclosing their experience of sexual abuse or exploitation?
- Do you communicate these benefits to vulnerable boys in your own setting? (If so - how? If not - what could you do to address this?)
- What can your service provide to boys to ensure safety (a safe environment, safety from discrimination, safety from repercussions in the family/community) for boys to enable them to share their experiences of being sexually abused?
- Do you communicate this to boys? (If so how? If not
   what could you do to address this?)

- What are the support services your organization can provide to victims of sexual abuse and exploitation, if they choose to disclose or report to the police?
- Do boys in the community know about your service, and how they can safely access it (privately and confidentially), if they become victims of sexual abuse and exploitation?
- Do you think your service addresses the barriers described above? If so - how? If not - what could you do differently to address the barriers?
- Explain to the group that there are many things that service providers can do to create the right environment for boys to access services and seek support.

The barriers are so well known to boys - but the benefits of disclosing are likely to be less clear. It will not be sufficient to establish a service and expect boys to approach you.

Many service providers comment that they receive few referrals, and boys do not often ask for help. We therefore need to design and implement our services in ways that identify, address and remove the barriers that boys face, and create safe and welcoming spaces and services to meet their needs.

 The next part of the group exercise is to explore elements that enable boys to access services and seek support.

Read one item and the accompanying explanation at a time, and then give the group a few minutes to discuss examples of how they could achieve this in their own workplace. (These items are also included in the slide presentation if you wish to share them with the group, one by one). The statements and questions should guide them to come up with concrete answers. Collect your ideas on a flip chart.

**Safety:** Services need to provide a safe space that protects boys from negative attitudes and behaviours, or dangerous actions from perpetrators or the community, if they disclose that they have been abused or exploited. Safety can relate to physical and psychological safety (i.e. being safe - feeling safe)

- What can your service provide to ensure safety for the boy in the case scenarios you discussed earlier?
- What can we say or do, to promote and communicate safety to children that may need to use our services?

### **Empowerment and Promoting Choice**

When services provide information about what help and support is available, and offer boys genuine choices about what will happen to them after disclosure

What choices could your organization offer to the boy in the story? (e.g. the choice of filing a police report or not, having a male or female social worker, input into developing service plans, and deciding on a safe living situation etc.)

**Confidentiality** When services to keep disclosures confidential, and share information only to those who need to know, in order to protect children and report the abuse.

- Who would need to know, if a boy disclosed to us?
- What can you say or do to communicate, promote and ensure confidentiality?
- How does confidentiality promote safety?

**Anonymity** Services must protect the identity of victims and those that access their services.

 What can you do to ensure that the identity of those using your service is protected? (So that they are not 'outed' as victims; and can access your service privately, without drawing attention to themselves)

**Visibility and Acceptance** The issue of boys' abuse needs to be visible - and acceptance of children affected, widely communicated and known to boys and youth in the community.

Services need to provide easy ways for boys, youth and community members to access them at the moment of a crisis (hotline number, emergency stand-by, physical vicinity, mobile access points)

- If a boy from a story we discussed earlier were looking for help, how would he know where to find you and how to access your services?
- What can you do to communicate 'acceptance' and promote a welcoming and safe environment?

**Training** is vital, not an optional extra - and will increase capacity, reduce internal and organizational barriers:

The practitioner's attitude, behaviour and skill level may unknowingly create barriers to victims of sexual abuse who are trying to disclose or access services. (This may happen by not recognizing visual cues or signs of abuse in clients; not responding appropriately and sensitively; or a failure to refer correctly/follow up).

 What training and support would we need in order to help the boys in the story effectively? (Before, during and after his disclosure)

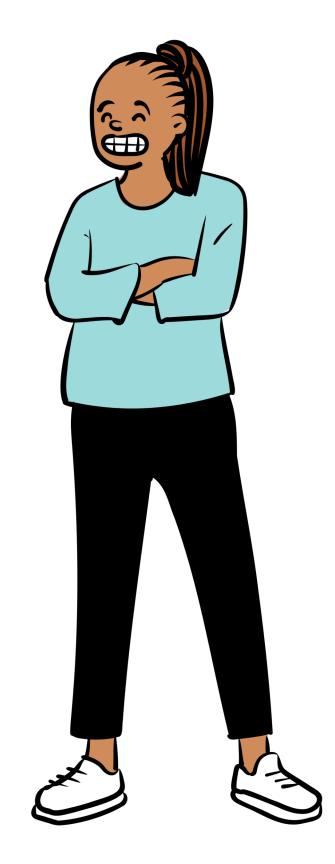


**Flexibility** A service will be used more if it is flexible and responsive to the needs of the person seeking help. (It may be important to provide an immediate response rather than place someone on a waiting list, provide urgent outreach, emergency accommodation etc.)

- What are the differences in needs that the boys in the stories might have?
- Which needs would our services be able to meet at this time?
- If we are unable to meet some of his needs, how can we support him to access other services?
- If the child has any impairments or disabilities, this may create additional barriers to accessing your service, and sharing. What can you do to help him and his family to overcome these barriers?
- 11. Keep the ideas you have collected on the flip chart and have them typed up, and use them to develop your future strategies and interventions. Write to your top management and donors to help gain support for the changes you need to make.
- 12. Move on to the <u>When Boys Disclose The Do's and</u> <u>Don'ts - Resource Sheet</u> where participants will learn helpful and unhelpful responses to a child's disclosure, and practice using helpful, supportive responses.

This resource is essential and the exercises should be completed before moving on to the next session, which will focus on 'Engaging Boys'.

This will introduce tools that can be used to support boys to share about their experiences through words, activities, play, or through use of writing and drawing.



# Engaging Boys - Practical Strategies & Tools



### Outcomes

- Gain insight into useful strategies and solutions for engaging with and 'connecting' with boys
- Learn how to use tools for engaging with boys, and helping them disclose and express their needs.



# **Background Notes**

Preparation for this toolkit involved research and consultation with service providers both within and outside of the DtZ partnership, who are working with children affected by exploitation and abuse, in a range of settings.

Evidence from research and practice consistently shows that boys' access to support is significantly influenced by gender norms, and other factors, which limit their help seeking behaviors, and their ability to access support. Boys are less likely to actively seek support than girls, they are also less likely to receive appropriate assistance from service providers when they do seek help.

Boys and young men's access to traditional health and welfare services, is often limited. Research in the US for example, indicates that the majority of cases of child abuse and exploitation voluntarily seeking help in hospitals, are female. In many settings, sexually exploited children often come to our attention through 'raid and rescue' type operations, interactions with law enforcement, or through high risk behaviours, substance misuse, violence and running away from home. These are often situations of crisis,



where boys are not always actively choosing to engage with, and utilize services for the exploitation and abuse they experience.

Service providers in virtually all settings, often have less experience of working with abused boys, and may work for agencies which have traditionally focused on girls, which are less aware of, and sensitive to boys' needs. Practitioners therefore often have less training, knowledge, skills and confidence in relation to working with boys who were sexually abused or exploited. It is common for practitioners to feel 'stuck' and unsure of how to engage with and support boys, and they may struggle to 'connect', build trust and encourage boys how to disclose and seek help. Gender norms and expectations, and organizational strategies also impact on service providers' ability to recognize abused boys or boys at risk, and provide support to them. Specialist programming is therefore limited. There is a clear need for information, strategies and tools to enable the 'gap' that exists between services and boys to be closed.

When we search for information about 'engaging with boys', many references refer to education based resources, which are often based on an understanding of 'brain science' and valuable practical experience of how to connect with boys. Other publications focus on 'engaging with boys' to 'prevent violence against women and girls' and/or projects engaging with men and boys to address gender based inequity in health. Both areas of work are important and provide valuable insights, and there is much we can learn that may be useful. However, relatively little 'practice based evidence' exists in relation to specifically engaging with boys affected by sexual exploitation and abuse. This section of the toolkit with therefore draw on four main sources of information to help us learn more about theories for 'engaging with boys', creating safe relationships and 'boy friendly' environments, and introduce practical approaches, activities and tools.

#### These include:

- Participants' own experiences and practice wisdom.
- Successful strategies from the fields of education, and work with boys and men in the fields of violence prevention and health.
- Knowledge about 'brain science' and what that tells us about 'connecting with boys'
- Practical tools and methods for working with boys affected by sexual exploitation and abuse, based on existing programmes.

While these topics stand alone from others in the toolkit, they also link with many of the other sessions. In the session on Risk and Vulnerability, for example, participants identified boys at risk, and developed some initial ideas on how to engage them. 'Engaging Boys' also builds on the learning from the last few chapters that have addressed signs of sexual abuse, impacts and effects on boys, and guidance on how to use helpful responses when boys disclose. Today's learnings are also complemented by the sessions related to 'What Boys Say They Need', and 'Speaking Out!' which follow this session. We believe that this focused learning will help enhance and provide opportunities to transform existing practice.



- Flip chart paper, marker pens
- Sticky tape
- <u>Relevant Chapter 4 Slides</u>



The exercises related to:

**Objective 1** - 'strategies and solutions' will require at least 6 hours

**Objective 2** - learning how to use specific tools, will require additional time for participants to practice using each tool.

# Signal Notes For Facilitation

- Introduce the session using the notes above, sharing the objectives and four sources of learning described.
- Ask the group 'How do we define what successfully 'engaging with boys' means?' Allow a few minutes for sharing ideas and write on the flip chart or whiteboard. Some suggestions may include:
- 'Connecting' with boys'
- When boys agree to spend time with us
- When boys use our services
- When boys trust us and listen to us
- When they share their stories and explain their problems and needs

- When we can work together and they participate to solve problems
- Ask the group to share, based on their experience of working with boys... 'What works, and helps us to engage successfully with boys?' Some ideas for discussion include:
- Outreach if you provide that what does that look like, and what evidence is there to show that it is effective?
- Ensuring confidentiality, safety, choices and empowerment? How do we do that?
- What specific tools or methods are helpful and effective for engaging with boys?
- What do boys tell us is helpful?

You could ask the group to share their ideas by making a poster on a flip chart, to summarize things that work well. It is important to recognize our own strengths and solutions, and build on those as we learn. (Allow 30 minutes).

4. If the team is struggling to think of ideas, you can also briefly remind them of the exercise you shared at the beginning of the toolkit - 'Starting the Conversation and Preparing your Team'. You can share some of the notes you made perhaps - relating to challenges and successes, highlighting those that focused on engaging with boys.



- 5. When they have completed the task, each group can place their posters on the wall and share their ideas.
- 6. The next stage of the session will focus on lessons learned from teachers and educators about successful strategies for engaging with boys. (You can share this by using the slides provided).

Share and work through each of the slides, discussing the ideas shared and make notes on useful strategies that you can adapt for your own work. (Allow at least 45 minutes to one hour).

Some group members may wonder why and how this may be relevant?

There are two main reasons for doing this.

- A great deal of emerging best practice in education draws on 'brain science' - and understanding how boys' brains work - and what stimulates and keeps them interested. We can utilize this to help us too.
- As stated previously boys are 'boys first' before they are exploited and abused - and we need to be holistic in our approaches, focusing on all aspects of their lives, not only on the exploitation and abuse.

Remember that key learning from the Boys and Development session tells us that from birth, boys are wired with higher energy levels, curiosity, and a natural born spirit to compete and win.

Brain science also proves that **'engagement and effort'** are critical motivational elements that we can build on. These elements are 'human friendly' so they are useful for working with girls too.

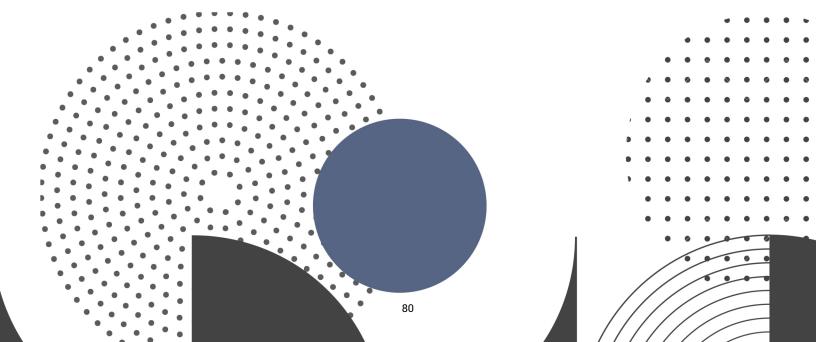
 Successful interventions from the field of education to engage boys include:

### Helping boys understand the "why?"

Boys (and girls) need to know the reason for learning something new. If they can connect the dots about why they need the new knowledge, they'll naturally be more motivated to learn! This connection supplies the extra "brain juice" required for motivation.

How could this be adapted and utilized for working with boys?

How can you explain to boys, the benefits of working with your project in relation to their whole lives, rather than focus only on the problems they face?



# Incorporate challenges and games in the curriculum.

This stimulates their caveman 'hunting' instinct. Many boys *naturally love competition game winning,* so the adrenaline rush that comes with reaching their goals motivates them to keep playing the 'game' of learning.

How could this strategy be adapted and utilized for engaging with working with boys?

### Include action and play!

Boys are simply hard-wired for it, they gravitate toward it.

The more you tap into their natural energy supply, the more interest they will display for learning.

Give them options to move around the room.

Encourage 'pairing' with a partner.

Encourage students to create their own games with the content.

How could this strategy be adapted and utilized for engaging, and working with boys?

### Use and build on humor!

Boys have a tendency to revert to comedy and general 'messing around', in many situations.

Humor activates the emotional region of their brain and it makes them feel comfortable.

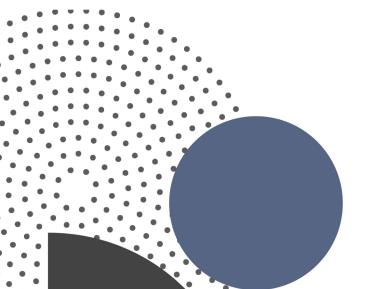
As a result, it will also *reduce any anxiety* he may have about school and in his ability to do well in that environment.You can make 'humor' –and other emotionally engaging activities—a simple routine.

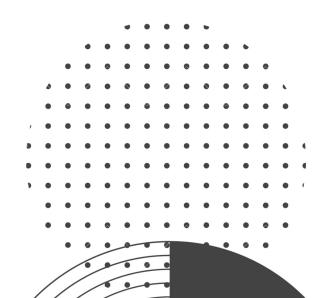
# How could this strategy be adapted and utilized for engaging and working with boys?

 Encourage the group to share and summarize their ideas about how some of these ideas could be introduced into the work that you do - and help to 'engage' with boys.

Make notes and share copies with the group later, as a reminder, to inspire them to use these ideas in their work.

9. Working with men and boys in health and violence prevention: what works and helps them engage?





Share the suggestions below (using the slide presentation) and make notes for how you can use some of these ideas to help you engage and work with boys. (Allow at least 45 minutes to one hour).

- Training service providers to work with men and boys

   recognizing that many have more experience of
   working with girls and women. (This enables us to
   overcome our fears, develop skills and confidence)
- Make spaces more welcoming to boys with materials and information about services focusing on boys.
- Provide alternative hours and entrances if possible to provide privacy, confidentiality and promote safety.
- Training other staff to be more 'welcoming' to boys (e.g. reception staff, guards etc.);
- Changes are easier to make when top management support changes and approaches
- **Outreach** in communities and spaces where boys spend their time
- Ensuring 'visibility' of services related to issues that affect them - ensuring links to confidential access. (Posters, media campaigns etc.)
- Provide information and actively communicate information about the what, why and how. (Helps reduce the barriers to accessing support).
- Work through the slides with the group, encouraging them to share their ideas about how some of these strategies could be introduced into the work that you do - and help you 'engage' more effectively with boys.



Make notes and share copies with the group later, as a reminder, to inspire them to use these ideas in their work.

# Findings from boys' sexual abuse and exploitation services indicate the value of:

- 11. Work through the following slides with the group, following the same process - encouraging discussion and making notes on how some of the following strategies and ideas could be utilized by your project. (Allow 45 minutes to one hour).
- Highlighting the visibility of the issues and services for boys (Breaking the 'culture of silence' - alongside accessible services)
- Genuine child participation and choices (Doing activities 'with' and not 'to')
- Highlighting privacy, safety, and confidential access to support (Using posters, media campaigns, conversations with boys etc.)
- Redefining help seeking as a sign of strength not weakness
- Providing out of hours and flexible services (Evenings, weekends, 'drop in' facilities)
- Ensuring helplines or online support is available
- Highlighting information about the who, what, why and how. (Who you are, what is available, what your motivations are, why you provide it and how it can be safely accessed)
- Highlighting the 'benefits' of accessing services (safety, non- judgmental support, improved health etc)

- Assertive outreach in communities and spaces where boys spend their time
- Linking awareness raising activities and campaigns with opportunities to easily access help
- Focusing on the 'whole person', not only abuse and exploitation
- Provide services that bring out their best linking with development and 'brain science', and the need for activities and energy.
- Using tools and activities to help him express his thoughts and feelings, which don't only rely on speaking (e.g. tools, drawing, writing, activity)
- Working with families, and others who are supportive
- 12. Encourage the group to share and summarize their ideas about how some of these ideas could be introduced into the work that you do - and help 'engage' with boys.

Make notes and share copies with the group later, as a reminder, to inspire them to use these ideas in their work.

13. As an alternative methodology - you could divide into three groups, each focusing on one specific area (e.g. evidence from health and violence prevention; education; sexual abuse services), and ask them to work through the relevant slides - preparing and making a presentation to the other groups - and sharing ideas for specific strategies for use in your own organization. This may require additional time but may be more participatory. 14. The next part of the session can be facilitated with the larger group, also using the slides provided and making notes on how this knowledge may be utilized in your own programme.

### 15. 'Brain Science' based innovations that support 'engagement' and 'connection' with boys:

In recent years science has also enabled us to appreciate the need to be innovative in our work with boys. The following information draws on a number of sources and evidence based practice from the field of psychology and social work, including the groundbreaking work of <u>Michael Gurian</u>, a US based mental health counselor and author.

You can use the powerpoint slides to introduce the main headings to the group - and the notes provided below, to explain. Allow at least 90 - 120 minutes for this.

(Alternatively, if you wish to engage the group in a more participatory exercise, you could divide the larger group into smaller ones, dividing the notes on the specific topics between the groups. They can discuss and prepare presentations for the other participants). **'Talking about Talking':** boys may find the expectation that they talk about painful events, thoughts and feelings extremely threatening. This can be related to gender and cultural norms - but also, as the parts of the brain required to process thoughts, feelings and language may also effectively be paralyzed by fear and anxiety, or less well developed than girls. So, helping him relax by engaging in 'problem free' talk, and also letting him know that you already understand that sharing and speaking is not easy for men and boys, will be beneficial. He will know that you are already on his side.

### Peripatetic counseling: the word

'peripatetic' in Greek means 'of or related to walking', based on the Greek philosopher Aristotle's teaching and mentoring style, where he took students on walks. Simply put - 'walking and talking' which helps to activate the brains of boys. Evidence from practice suggests this can be very helpful, with practitioners noting more progress than non 'male friendly' innovations. Physical movement stimulates the brain to activate the word and feeling centers of the brain that do not get activated, when a person tries to sit for long periods of time. As Gurian points out 'a great deal of bonding can go on when we are shoulder to shoulder, walking and

talking'.

Further, traditional counseling approaches where boys are expected to sit and face a counsellor, and look them in the eye and talk about painful events, thoughts and feelings may also be alien and threatening for boys, due to gender norms and expectations. You can also modify these approaches, for example by throwing a ball and taking turns to catch it, as you talk.

#### Outreach - or 'Habitat' and home visits:

Evidence suggests that you and your client can make more progress in one visit or meeting, than several appointments in a traditional office setting. You can observe him in his environment, gaining insight into his 'world' and lived experiences', understanding more about him than words alone express. It may enable you to observe the roots of problems, his assets, strengths and relationships. Visits also communicate respect and go some way to addressing power dynamics that may cause barriers when he visits you at your organization's base.

#### Use of games, exercise and sports:

consider engaging in fun and energetic activities, combined with breaks and opportunities for talking. His dopamine, adrenaline and testosterone levels will be activated due to the physical exercise and action. His brain is full of chemicals and activity, and potentially he will be better prepared for listening, talking, thinking and feeling.

How could these ideas and strategies be utilized for 'engaging with boys in your organization?

Discuss ideas in your group, and make a note of those that you would like to try.

### **Other Male- Friendly Innovations**

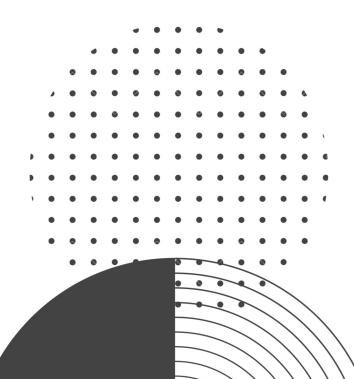
The following are 'brain based' and may increase effectiveness by helping boys feel 'neurally comfortable' and mentally awake, in ways that may 'mirror' their own habitat.

#### Humor and Fun:

Humor, jokes and having fun to build solid rapport and open emotional pathways. Some males test each other through use of jokes, and if you are unable to make and take jokes - you may lose his attention and respect. The issues we work with are very serious, but our work needs to include opportunities for fun too.

**Give him a 'squeeze ball'** to squeeze while you talk. This helps keep the brain stimulated and more able to process emotions and words, when he is talking about difficult problems.

**Doodling** while talking, can be a safe and comfortable way for boys to keep their brains awake, and help them pay attention to verbal and emotionally based tasks.



**Movement:** If you are meeting boys in a space at your office - let him move around the room while you talk. This might be walking, stretching or rolling on the floor, which can help keep male brains activated.

**Be patient** and allow him plenty of time to think before responding. Develop a habit for giving boys a lot of *'silence-and-think-time'* before they answer a question. Some boys may need a lot of space for silence in conversations, so they can transition between thoughts and feelings in the brain - then connect those feelings to appropriate words.

**Loud voices:** Boys may hear less well than girls. They may need a louder voice than you use with girls, and may talk in louder voices than girls. This is to be expected.

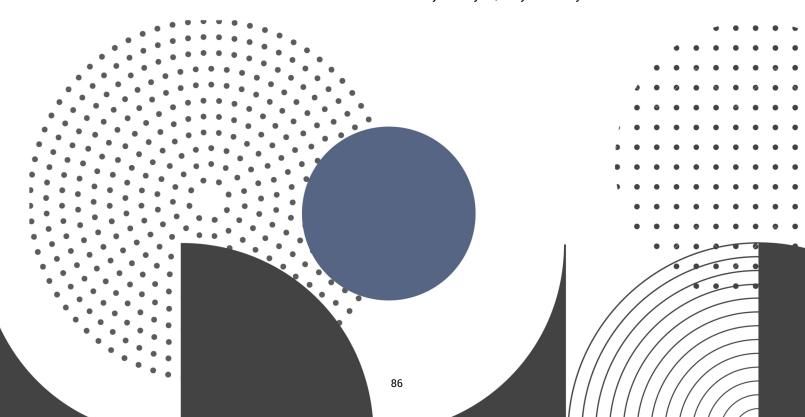
**Light:** Research tells us that due to the differences in the rods and cones in the eyes of boys and girls, boys may need bright light in the space you are working with them, so they can perform better in their thinking - talking tasks.

**Thoughts and feelings cards:** If he can read, consider using cards with key 'thoughts and feelings' written on them. Explain that these are common thoughts and feelings shared by others who have also experienced abuse, and ask if he can see any that apply to him. Some boys may find it easier to point to words initially, as it's safer. Explaining that these are common feelings experienced by other boys, also lets him know that he is not alone. For boys that can't read, you could use cards with emoji type images, or even use computer graphics to help him share.

**Utilize technology:** some boys may use smartphones, other technology and social media to keep in touch and communicate. Consider how your project might be able to do this also to keep in touch and be available for boys.

### Become known for working with boys:

Listen, learn, develop expertise and highlight this within the community and among boys. Provide opportunities for boys to engage with you in their communities. When they trust you, they will tell you what their needs are.



### Child participation and collaboration:

Seek boys' help in designing, developing and evaluating the services that you provide. Remember that boys are often blamed, or told what to do, and they are perhaps expected to be grateful for the service that they receive, even if it does not match their real needs. They can easily become isolated and marginalized - and may not easily trust adults, so if you wish to motivate him to work with you and connect, you will need to be different to those that he has met before. Genuine child participation and giving him a voice in decisions that affect him, taps into his expertise and also builds trust and mutual respect.

16. Many of the ideas shared above require very few resources - but do require practitioners to modify the way in which they work. Some of the ideas may need further discussion, planning and resources.

### **Discuss with the group**

Which ideas and strategies are new to them?

Which ideas can be easily adopted to help engage and connect with boys?

Identify any specific ideas that may require further training, support or resources.

Consider how you can work together to integrate your ideas into your work strategies and plans, and monitor and review their effectiveness.

Identify what resources and support from top management you may need, to turn your ideas into action.



17. The second objective of this session is related to 'Engaging with Boys - Practical Tools'.

When preparing this toolkit, service providers shared that a need exists for tools, methodologies and ideas to help service providers connect with boys, and help boys share their stories, experiences, thoughts and feelings - and express their needs.

Your team will also have experience of developing and using different tools that have proved useful in the past. We encourage you to make time to share your tools, ideas and experiences with your team, on a regular basis, highlighting 'what works'.

We have therefore included links below, to some tools that other service providers have found to be useful working with boys, in a number of settings across the globe. You may be familiar with some of these already.

They may be useful as an activity with any child, young person or adult, especially in situations where they may find it difficult to process and verbally express what is on their mind, which as we have learned, can be a significant problem for many boys.

We suggest that you make time to meet as a team, perhaps putting aside a whole day (or two half days) to introduce and practice each of the tools in the group, working alone and in pairs - before sharing and reflecting in the wider group. Once your team is familiar with each tool, you can use them with the children and young people that you work with.

Guidelines for the tools are available by following the links below. Each tool can be printed and shared with your team.

Lifeline / River of Life Resource Sheet <u>Three Houses Resource Sheet</u> <u>Mandala Resource Sheet</u> <u>Body Map Resource Sheet</u> <u>Life Raft Resource Sheet</u> <u>Genogram Resource Sheet</u>

# Conclusion

This session has enabled us to learn more about some important messages from research and practice, from diverse fields, as to how we can improve our approaches to engaging with and 'connecting' with boys. The ideas, strategies and interventions shared have proved to be very successful in a range of settings. We believe that they can also benefit you in your own programmes.

We suggest that you incorporate these ideas into your own work to experience how useful they can be. Over time, you can adapt these approaches to suit the specific context that you are working in, and build on your successes.

This concludes the learning from theory and practice for this session.

**5** Speaking Out!



### Outcomes

- Participants learn to use a tool which helps boys to identify and share their thoughts and feelings related to their experiences of exploitation and abuse, and support Assessments
- Use the tool to help parents and caregivers of boys understand more about their children
- Learn how to use the tool as an advocacy and learning resource for community members, service providers and others



## **Background Notes**

When we start working with boys who have experienced exploitation and abuse, it may not be easy to know where to begin, how to start the conversation and how to help them. This may be related to a lack of evidence, knowledge, experience, skills and confidence? In some settings we have the evidence of abuse but may not pay attention to it?

We have also learned that there are significant barriers and difficulties that prevent boys from sharing and seeking help - and others being able to provide it. This may be related to boys finding it hard to find the words to describe their experiences, fear of the consequences of disclosure, or experiencing negative responses when they have shared. Gender and masculinity norms often result in many boys thinking that they have little choice but to remain silent - and also limit the capacity of practitioners and others to respond. Boys may think that no one understands them, believing that silence is safer than speaking out. The 'culture of silence' that surrounds this issue effectively paralyses victims and survivors - and others with a responsibility to support them. When this happens boys continue to be isolated and vulnerable.

However, we are learning from research and 'practice wisdom' that when we develop close and trusting relationships, and provide a safe environment for sharing and listening, boys can and will speak out - and we can learn a great deal about their lives, fears, needs, hopes and their capacity for resilience and change.

This tool was originally developed in the UK by practitioners who also faced the challenge of encouraging boys to share, and has also been successfully used in a variety of settings with boys who experienced exploitation and abuse. One of its strengths is that it shares the 'words and voices' of other boys therefore helping them realize (possibly for the first time), that they are not alone in their experience - and helping them to identify their own problems through the voices of others. This can be an important first step in their journey from victimization, through disclosure, sharing and storytelling, to healing and recovery. As we have learned from other sessions in this toolkit, many boys often don't find it easy to find the words to describe their thoughts and feelings - and this tool describes how we might help them to do that, in a safe and participatory manner.

This session will introduce the tool - and share some ways that it can be used, including:

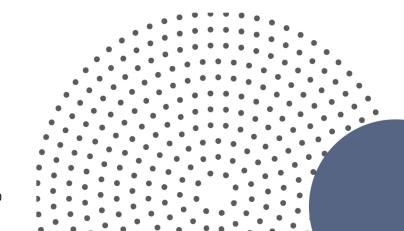
- With individual boys, as an assessment tool to help them identify problems and issues which are relevant to them, and how it may also be used with groups of boys in some situations.
- With colleagues, practitioners, parents and caregivers as a learning tool - to help them understand more about boys 'lived experiences' and what the world of an exploited boy is like.
- How it can be modified for use as an advocacy tool, for sharing information more widely.
- Helping your team develop their practice and strategies for working effectively with boys.



- Speaking Out! Cards & Resource Sheet
- Flip chart paper, marker pens, sticky tape
- <u>Relevant Chapter 4 Slides</u>



4.5 hours *Plus additional time for 'Links with Practice' activities.* 



# Signal Notes For Facilitation

- 1. Introduce the session using the notes above.
- Ask the group to briefly share what they have already learned and remember about boys - in relation to how hard it is for them to share and express their experiences, thoughts and feelings.
- Remind them that there may be many reasons for this - possibly:
- Gender norms and expectations of masculinity (being seen as weak) etc.,
- Not finding it easy to find the words and talk about problems (Neuroscience)
- Shame, guilt and fear of what will happen if they tell anyone (e.g. hostile social responses, being blamed, accused of being gay etc.).
- Not knowing who is safe to tell.
- 4. Remind the group that if we want to help boys, we need to develop trusting and safe relationships, provide safe environments, gain a deeper understanding (empathy) and provide support and services that keep them safe, and meet their individual needs.
- 5. Explain that you will share a series of cards with statements and words provided by boys, who have experienced exploitation and abuse in different settings. The statements were gathered by listening to boys about some of the problems and challenges that they have in their lives.

Divide the larger group into pairs or smaller groups, and equally divide the cards among the groups. The cards can be photocopied, cut out and laminated if you have the resources to do so. The cards can be found <u>here</u>. (They may need translating ahead of time into your local language)

Depending on the size of the groups, and the number of cards shared, allow plenty of time for them to read, share and discuss. (We suggest at least 30 minutes).

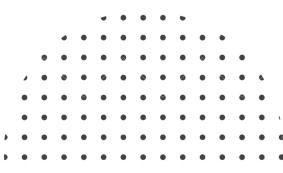
- 6. As the facilitator you can then stimulate discussion by asking some of the following questions (and also add your own if you wish). These questions are also available on slides, if you wish to share with the group on a projector.
- Are there statements that are new to you or surprising, or different from what you expected? Which ones?
- What categories of problems emerge? (e.g. related to the individual, family, community, or wider society; or thoughts, feelings, behaviors etc.)
- How may it be helpful to know these things? Could it make a difference to your work - if so how? What might you do differently in future as a result of knowing?
- Are their statements that are similar to what boys have told you before? Encourage the group to share their experiences - and elicit ideas about how they were able to respond in a helpful way.

- Explain to the group that there are some blank cards in the pack - and ask them to add any additional statements that they have heard from boys (based on their work), that may be useful to share in the group. (Write them in the 'first person' e.g. "I worry that I might have a sexually transmitted disease", or "I worry that I will not be able to get married and have a relationship in future").
- Share the new ideas in the group and encourage discussion as above.

You could ask the group to share the cards from their group with others - by using a large image of the Ecological Framework and placing each card on the domain that it applies to (Individual, Family and Relationships, Community and Wider Society).

When completed, this will provide a useful and powerful image of the challenges faced by exploited and abused boys. (Allow at least one hour for the discussion and creating the image).

- 7. Spend time in the group reflecting on how the information shared on the cards may relate and respond to some of the questions or confusions that they may have had before, at the beginning of the toolkit. (e.g. knowing what problems boys have, needing to know more about how to help them etc.)
- Explain that using the cards gives us an insight and understanding of the real 'lived experiences' of boys.
- 9. Take a break.



Using the cards to support direct work with children, families and service providers:

10. The next part of the session will help us focus on how we can use this tool with individual children, or groups; with colleagues or other service providers; with parents and caregivers; community members and others. The notes below provide guidance on how we can do this.

Once you are familiar with the tool, you may also develop your own ideas of how to use it too? The <u>Speaking Out! - Cards & Resource Sheet</u> also includes additional activities that can be used to improve individual and organizational responses, and make plans for change.

## Literacy

Not all children or parents will be able to read, which may pose a problem with using the cards with some individuals or groups. If this is the case, you could spend time working as a team, and with children, to draw pictures that communicate the main message conveyed in each card (some are easier than others of course).

So, for example - "I feel angry", could be an angry face emoji? Or "I feel I feel low, sad and/or empty and I am not sure why", could be a picture of a boy looking sad, and you can discuss and explain what each card means when you use them?

### Ensuring a safe environment

Remember that the child you are working with may not feel safe, or be concerned about sharing their innermost thoughts. He may have survived for a long time, and kept himself safe by staying silent. So you will need to ensure that you have a safe and trusting relationship - and use the tool in an environment that provides privacy and confidentiality.

Children may share and disclose things that they may never have spoken about before, and it could provoke strong emotions. Therefore be prepared to respond appropriately and sensitively. The guidelines from the 'Disclosure' session also apply when using this tool.

### **Role Plays**

The notes below include suggestions and explain how to use the tool. Participants will need time to read through the guidelines below, and then practice using the tool in role plays. (Photocopy the guidelines)

When practicing role plays - one person will adopt the role of a child and the other, the role of the person using the tool. (e.g. social worker, counselor)

Once you have completed a role play, take some time to debrief and then swap roles. (Allow at least two hours to complete role play exercises the first time).We suggest that you repeat and practice role plays as many times as you need, so you become familiar and confident explaining and using the tool.



### Using the tool to

# Help boys find their own 'voice' and share their thoughts, feelings and needs:

The methodology described below explains how you could use the cards with individual children as an 'assessment tool'. As we have identified in other sessions - boys find it difficult to speak about their thoughts and feelings, especially if someone is asking them directly - in a 'one to one' and 'face to face' situation.

Many boys respond more comfortably in a situation where they are involved in an 'activity' or 'task', where you can sit or stand alongside him - engaged in 'doing' rather than expecting him to look directly at you and speak.

You will need to read through the notes to prepare, and then conduct a role play with a partner, as referred to above.

- Explain to the child in language that he understands, that you have an activity you would like to share, to help understand more about his life and experiences.
- 2. Explain that you have some cards with the 'voices' (statements) of other boys from different parts of the world (who have also experienced exploitation and abuse), sharing some of their thoughts, feelings, ideas and questions. *This also provides an opportunity to help him understand that exploitation and abuse happens to lots of boys all over the world, and that he is not alone.*
- 3. We suggest not using all of the cards at one time (as this can be quite overwhelming to begin with) - so maybe a maximum of 10 - 12. If you know the child quite well (and have some idea already of some of the difficulties in his life), you could place some of the cards relating to his situation in the smaller pack.
- Place the cards on the floor or stick them on the wall, so that they are easily visible.

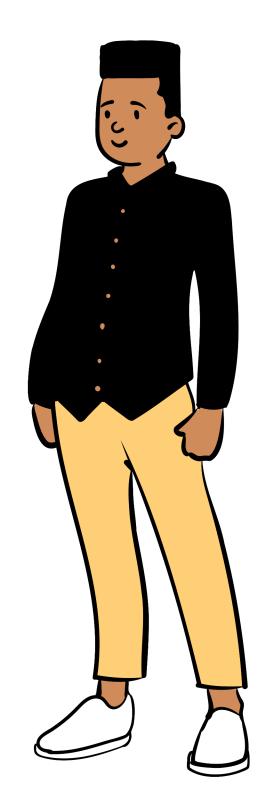


- 5. Take time to look through the cards with him, explaining the meaning if you need to - and ask if any of the cards are similar to what he may have experienced in his life. He can point to, or choose cards that apply to him, you can encourage him to ask questions and share ideas about the cards.
- 6. When he has chosen a few cards that apply to him, place them to one side. You can then gently seek more information and explanation from him about the content of the cards, and how they relate to his life. The cards he has chosen will represent some of the important problems, thoughts and feelings that he also experiences.

You do not have to complete this task at one meeting. You can meet him several times if you need to, gradually introducing more cards from the larger pack, so please allow plenty of time to do this.

When you have finished your meeting(s), explain that you will keep the cards he has chosen in a safe place and bring them to the next meeting, for follow up. You can then begin to start thinking of solutions and problem solving - drawing on his ideas.

7. Depending on his own situation, you may suggest that together, with his permission, you can share his cards with his parents or caregivers, to help them understand him - and discuss how they can provide support for the problems he has identified.



# Using the tool with Groups of Boys:

In some settings, boys may become drawn into exploitation and abuse by peers, and some perpetrators often exploit or abuse more than one boy at the same time, in groups. This may provide opportunities to work with and use the cards with groups, if it is safe to do so.

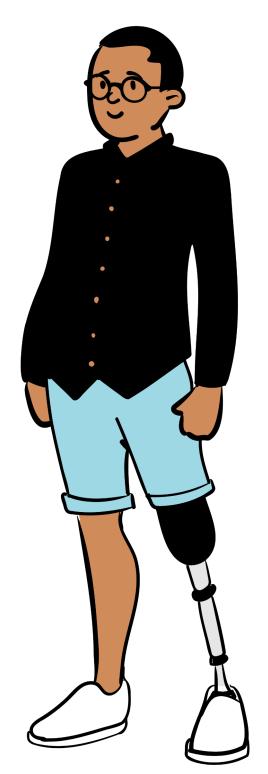
 If you decide to work with a group of boys who have been exploited or abused, it is advisable to have more than one facilitator - and you will need to ensure it is a safe environment to work in. You and your co-facilitator will need to have a good working relationship, be fully prepared and have planned the session(s) in advance.

You will need to facilitate the group in a safe and confidential space - also ensuring that there are not any boys in the group who have also been involved in abusing, exploiting or harming other boys in any way.

You will need to develop a selection criteria and make sure all boys provide consent to join the group. Ideally the boys in the group will have already received some individual support - and they should have someone available to provide one to one support if and when they need it.

Remember that many boys will need to be active, and may find it difficult to sit or stay in the same place for more than a short period of time, so build activity and movement into your group sessions or meetings.

 You will need to develop some guidelines (or rules) for the group, to provide a safe environment and structure. This may be related to keeping confidentiality, not teasing others, responding appropriately when group members became emotional, no physical contact, listening etc.



- You can explain the tool (similar to the way you do with an individual child), how it was developed and that it includes ideas from other boys.
- 4. Place cards on the wall, so the group can stand up, walk around the room and look at the cards. You can clarify the meaning if and when necessary. (It may be too overwhelming to use all the cards at some time so you could use some of the cards in one session, and remaining cards at other meetings).
- 5. You could ask the group to place small stickers, or write an X on the cards that apply to them. After a period of time, you will have a number of cards with X's - indicating how many children identify what is on the card, as a problem. Some cards will have more than others, and these can become priorities for discussion and problem solving in the group.
- 6. When working with the group to identify solutions, the cards can be used in different ways. For example, you can explore their ideas about how they might solve the problems, discuss their ideas for providing support to each other, talk about what help they need from other people, and answer the questions raised in the cards in the group.The possibilities are endless!
- 7. If you are working with boys that have not necessarily identified themselves as victims, you can use the tool to raise awareness of some of the problems and statements that other vulnerable boys have made, and reflect on ideas for solving them. This helps create safety and a 'safe distance' for discussing problems, without a child having to share his own story.

- 8. If you are planning on using the cards with individual children or groups - make sure you have plenty of practice, to become familiar with the tool - and plan your activity. The children you work with need to feel that you are confident and know what you are doing.
- We recommend that you also practice using the tool in 'role plays', so you become familiar with, and confident to use the tool.
- You can also work closely with boys to develop a new list of cards for your own community and context, using different languages and images.
- 11. Expect that after group sessions, some children may need additional support, or wish to approach you to discuss specific issues that were raised in the session. Include time at the end of your session to allow for this.



#### Using the tool with

### **Parents and Caregivers:**

Parents often lack accurate information about abuse and exploitation in relation to boys - and will have many questions and strong feelings. It can be difficult for them to know how abuse has affected their child, what his problems and needs are, are and how to support him. They may often wish to help, but not know how or where to begin? They may rely upon traditional ideas and approaches, some of which may be unhelpful or harmful. Using this tool can help them to begin to understand the range of problems children may experience, and develop genuine empathy and understanding.

### **Parents:**

In many cases, parents and children will not find it easy to talk about what has happened, preferring to stay silent and perhaps trying to 'forget'.

If you have worked with a child and used the cards to identify his problems, with his permission, you could meet with the parents together with him and share the cards.

You can help parents understand his specific problems, and what he needs from them to find solutions?

Parents may need additional help from you and/or their child to develop some ideas about what he needs. Together you can help them to improve their skills - such as listening, responding and supporting.

# **Groups of Parents:**

If you are working with a group of parents whose children have been exploited or abused, you may use the cards to help provide information (psycho education) about the sort of problems that their children may be experiencing.

You can also work together with them to develop ideas and skills for responding appropriately. This will also help them understand that they are not alone and help break their isolation?

They can also be encouraged to develop mutual support.

Be aware that this exercise may also trigger strong emotions in the group, as the reality of the effects of abuse become clear. Some parents may also have experienced abuse and exploitation, and this exercise may trigger memories of their own experiences. Be prepared to respond appropriately and sensitively.

#### Using the tool with

## With colleagues, other service providers and community members:

We know that in many settings, little is known about boys, sexual exploitation and abuse. In the absence of accurate information, people may often fall back on unhelpful myths and beliefs to make sense of, and respond to boys' abuse and exploitation?

In situations like this, it is also common to focus on the behaviour of a child, possibly blame him, and struggle to identify and respond to his real needs. As a result, social responses can be discriminatory and harmful, leading to further isolation.

You could use the tool to inform and educate others, as to the kinds of problems that boys face - and help them work to identify what changes they need to make in their own organizations and behaviour, in order to respond to the problems identified. Understanding what boys think and feel helps us develop empathy, break the culture of silence and shine a light on their needs.

You can develop your own activities, also using other resources from this toolkit to help educate and inform others. Spend time with your team developing and practicing ideas for using this tool and others in the toolkit.



### 'Bridging the Gap' - Advocacy Activities:

Spend time with your team or group to discuss ideas and make plans to facilitate advocacy and awareness raising activities in your community.

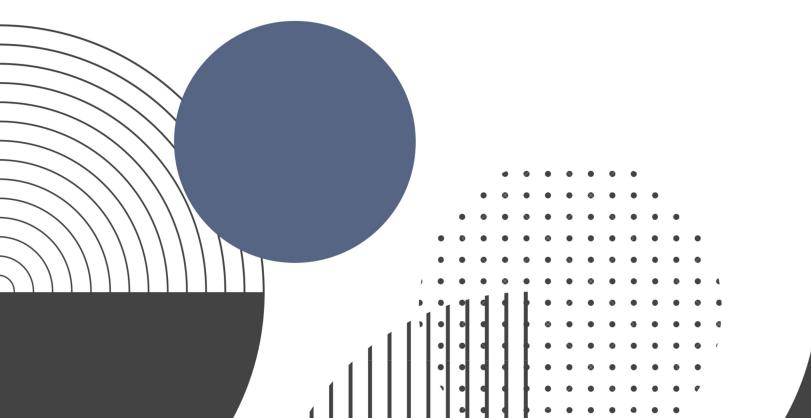
You can use the cards to develop key messages and also use other tools in this toolkit. (e.g. 'What Boys Say They Need').

#### Some suggestions include:

- Using some of the cards' messages to develop IEC and campaign materials for children, families, local authorities, community members and media.
- Use key messages in presentations and workshops for service providers and community members to increase understanding and reduce blame and discrimination.

## 'Links with Practice' and Developing Interventions and Strategies:

The <u>Speaking Out! - Cards & Resource Sheet</u> also includes a group activity for your team to use the ideas from this session, to help you reflect and develop your own practice, strategies and interventions. You may also use that to help other organizations to do the same.



# What Do Boys Say That They Need From Helpers & Supporters



### Outcomes

- Participants reflect on their own knowledge and work experiences related to what boys need from service providers, family, friends and other supporters
- Learn from research and practice what the expressed needs of boys are
- Begin to reflect on how we can apply this knowledge in practice



## **Background Notes**

Awareness of exploitation and abuse of boys is growing, and service providers face increasing demand for support from boys and families, presenting both opportunities and challenges. Practitioners show great commitment and a willingness to support boys, but may lack experience, while research and evidence based practice is limited in many settings.

Some practitioners tell us that they are not always sure where to begin with boys, and may lack knowledge, tools, skills and confidence to engage with boys, and develop service responses that meet their needs. Boys do not always find it easy to ask for and accept help, and may have difficulty expressing their needs. This creates a 'gap' between those most in need of help and those in a position to provide it. With this in mind, this session is designed to help participants reflect and build on their existing knowledge and experiences, and learn new information about the expressed needs of boys who have experienced exploitation and abuse, and then to begin to consider how these needs can form the foundation of individual and organizational responses.

The information shared in this session comes from research and practice in different settings and forms a vital part of the 'essential learning' within this toolkit. We can use these ideas to guide our work. If we want to develop truly empowering services, we need to make time to listen and learn from boys - and ensure their needs are central to the development of the services and interventions we provide.



- Flip chart paper; marker pens; tape
- What Boys Say They Need Cards
- <u>Relevant Chapter 4 Slides</u>



4.5 hours



- Introduce the session, using the outcomes and notes above.
- Explain that there are two parts to this session

   the first, reflecting on our experiences and
   existing knowledge and the second, drawing

on evidence from research and practice in various settings.

- 3. Depending on the size of the group, split into smaller groups. Provide each group with a piece of flip chart paper, and draw the outline of a boy on it, and explain that they are going to make a poster with the title 'The needs of sexually exploited and abused boys - and those at risk'.
- Explain that they should reflect on their own experiences of working with boys and think about what they already know about the needs of boys.

This is a very open question, but it may relate to types of service available, the type of environment the service is based in, it may be related to practical, medical and psychosocial needs and/or characteristics of helpers etc. The list is endless!

- Allow at least 20 30 minutes to complete the poster. (If they need more time, allow that)
- When the group(s) have finished ask them to place the posters on the wall and share their ideas with the wider group.
- As facilitator, you can encourage discussion by using some of the prompts below: (Allow at least 20-25 minutes)
- Share experiences, and how you learned about these needs (Practice, research, listening to boys?)
- Anything that is new to you, or needs further explanation?

- Are there any natural categories that emerge?
   (e.g. specific services, qualities of practitioners, health, psychological, practical needs etc.)
- Which ideas are part of a 'project framework' or strategy that already exists in your organization and which are based on experience?
- What do you do to engage and collaborate with boys and find out what they need? (Assessments? Listening? Case Management? Participatory group meetings? Action Research?)
- What ideas do we have to improve what we do, in order to understand boys' needs better?
- 8. Ask the group 'Which of the needs are you able and confident to meet at the present time in your team?' and 'What gaps do you notice in your ability to meet the expressed needs of boys at this time?'

Highlight in red the current gaps in needs that they are unable to provide. This may help you begin to identify ideas for how to develop your service responses in future.

- 9. Take a break.
- 10. Making it Personal: Move onto the next stage of the exercise. Explain that we are now going to look at some evidence from research - where boys were asked what they needed to help them recover - from service providers, parents and other supporters.
- Split the large group into smaller groups of 3 4 people or pairs. Shuffle the cards and share them equally.

Ask them to read through the cards in their group. (Allow at least 10 minutes or more, dependent on the number of cards each group has).

Then explain that in this exercise we move beyond the words and the theory - to explore the meaning in a very personal way.

12. Ask the group to work through the cards and reflect, on each card, using the following prompts:

'Imagine that you are a vulnerable person, or an abuse survivor who needs help - what would the item on the card look like in reality to you?'

For example, what does 'safety', 'empowerment', and/or 'trusting and safe relationships' mean to you, in your own life?

How would the service provider or parent behave towards you, in order to provide this?

What would you need from that person, for them to show or demonstrate this?

How would you feel when they meet this need?

Can you also highlight important links between different cards?

(e.g. how 'safety' may link with 'being respected' and 'having choices'?)

Allow 45 minutes to one hour to complete the task. (Dependent on the size of the group and number of cards; allow more time if the group needs it)

13. When you have had sufficient time to share your ideas, bring the large group back together. Each group can stick the cards on the wall, alongside the posters you made before.

- 14. Each group can share and summarize their cards and ideas with the larger group.
- **15. Ask the group:** Are there needs that are similar to the ideas from your own posters?

Which 'needs' on the cards are new, or surprising to you?

How can this information be useful to you in your work?

Summarize this part of the session by explaining that in order to understand the needs of boys, it is important and useful to reflect on our own needs when we are vulnerable too. All human beings, of any gender and of any age share a lot in common. If we remember this in our own work, it can be an important way of connecting with the boys that we work with.

- 16. Take a break.
- 17. Now explain to the group that we are going to reflect and think about your own organization or team, in relation to the information you have shared:

Explain that if we want to genuinely develop empowering services and responses that meet the needs of boys, we may have to make some changes in our personal behaviour and also in our own team or organization, and the way that we provide services.

This will require honesty, commitment, time, resources and a strategy to implement change.



# Guide the discussion using the following suggestions:

Imagine that you want to build and provide a service for boys, based on the needs expressed on the cards.

#### Which of the needs do you think you or your organization already meets and does well?

Which of the expressed needs are not met, or could be done better?

Can you think of ideas for changes you and your own organization will have to make?

#### What resources do you need to achieve these changes?

To help you identify ideas for change - can also draw a table similar to the one below on flip chart - and place the relevant cards that apply, in either of the two left hand columns.

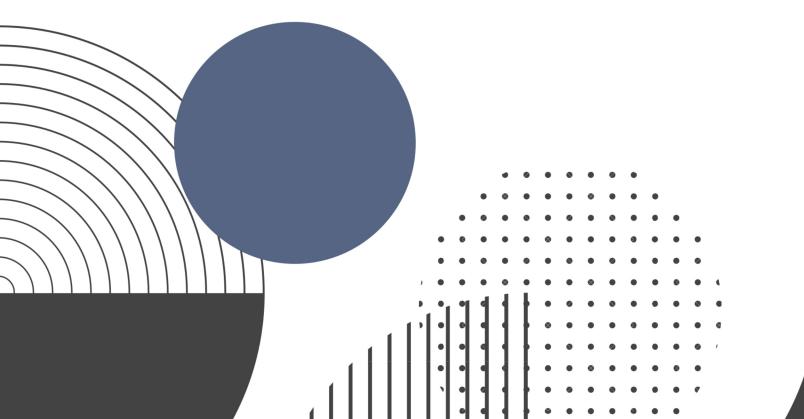
Needs we think that we already meet	Needs we do not meet - or think could be done better	Specific changes we need to make	Resources required to achieve change

- 18. Allow plenty of time for your team to work together on this task. (We recommend at least 90 120 minutes). When completed, write up the suggestions and ideas into a document, and write to your top management and donors, outlining your strategy for change.
- 19. Commit to following up on this task on a regular basis, to ensure that your ideas are operationalized.
- 20. The information from this session will also be useful for you to keep and use again when we look at 'Developing Effective Services and Approaches' in Chapter 6.
- 21. Thank the group for their work and contributions. The information below focuses on how you may use the tool to facilitate useful advocacy activities related to this session.

### 'Bridging the Gap' - Advocacy Activities:

Discuss with your team how you could use the 'What Boys Say They Need' cards to develop advocacy and awareness raising activities. Some suggestions are made below:

- Use the cards to design posters, leaflets or social media materials to share with families, community members, law enforcement, other service providers, media and donors.
- Share key issues with parents and caregivers, using cards or posters and support them to develop helpful responses to boys.
- Engage with individual boys and groups that you work with, to share some of the ideas from the cards - and support them to develop their own ideas, posters and materials - to provide them with a voice.
- Follow up with boys and seek their ideas on how you can develop and improve services to meet their needs.





# Assessment



### **Outcomes**

Participants understand essential components of assessment, for boys at risk of and affected by sexual abuse and exploitation.



# **Background Notes**

As your team has worked through this chapter of the toolkit, you have learned about how abuse and exploitation affects children, tools and strategies for engaging with boys, and started to understand more about their expressed needs. Your work as a service provider requires you to understand more about each child's problems, strengths and needs - and to develop a support plan to meet them.

#### **Case Management**

Your organization should have a 'case management' system in place. 'Case Management' refers to a mechanism, or system for ensuring a comprehensive program that will meet an individual's need for care and support, by coordinating and linking components of service delivery. It may not be possible for one service provider to meet all of a child's needs, so it will be necessary to identify and work with the child, his family, and a range of other services. Depending on the context in which you work, case management is likely to have different processes and stages which are likely to include referral (intake), screening, assessment, care and support planning, implementing the support plan, and monitoring and reviewing cases on a regular basis.



This session of the toolkit will focus on carrying out assessments of boys who have been affected by sexual violence, abuse and exploitation. It will draw upon existing learning, and explore ideas about what areas and issues we need to include in the assessments, to ensure that each child's specific needs, problems and strengths are identified. The session following this one, will explore how we can use this information to develop a support plan for each child.

Both sessions adopt a 'gender inclusive' approach, which acknowledges each child's identity as a foundation for carrying out assessments and providing support services. We also acknowledge that his experiences do not take place in isolation, and therefore utilize the 'Ecological Framework' to ensure that issues relating to the individual, his relationships, family and community are also addressed. This enables us to address the themes and essential components that we believe are important to explore in relation to work with boys, in each domain. You may already have systems and protocols in place - and this information and learning can be used to modify, enhance and improve your assessments and interventions.



- Flip chart paper, pens and tape.
- <u>Relevant Chapter 4 Slides</u>
- Assessment Guidelines Resource Sheet



3.5 - 4 hours

# Solution Notes For Facilitation

- Introduce the session using the notes above. The first part of this session focuses on exploring some of the basic principles related to case management and assessments, followed by focused activities related to assessments.
- 2. Ask the group to share their ideas about what 'Case Management' is, and as if they can suggest a definition. Hopefully your organization will already have a case management system in place, so you could use your own definition, and/or remind the group of the definition used to describe it. If you are working with a mixed group from different organizations, allow time for them to discuss and share their ideas.

You may also share the following definition if it is useful. (Definitions also available on slides).

'Case Management' refers to a mechanism, or system for ensuring a comprehensive program that will meet an individual's need for care and support, by coordinating and linking components of service delivery. The case management process, or steps, should include referral (intake), screening, assessment, care and support planning, implementing the support plan, monitoring and reviewing.

 Explain that in this session, we are going to focus on 'Assessment'. We will explore what it means in theory and in practice, when working with boys affected by sexual abuse and exploitation. 4. Ask the group for their ideas about 'assessment' - what they think it is, how they might define and explain it to others - and why it is so important. They can do this in pairs - sharing within the larger group - or you can write their ideas on a whiteboard or flip chart. Try to come up with a definition that everyone understands and agrees with.

You may also share this definition if you wish. Keywords have been highlighted in bold font.

'Assessment is an **ongoing process**, in which the client **participates**, the purpose of which is to **understand people in relation to their environment**; it is a basis for **planning** what needs to be done to maintain, improve or bring about change in that person, the environment, or both'.

- Explain that an assessment of a boy or young man, who has experienced sexual abuse: (Slides are available if you wish to share this visually with the group)
- Requires human relationship skills as well as administrative skills
- Needs the person carrying out the assessment to be able to be sensitive to the needs of each individual they are working with. (Avoiding a 'one size fits all' approach)
- Must take into consideration the individual in their situation - and that will include their gender, race, ethnicity, sexual identity, ability, religion etc.
- Needs to be 'holistic', taking into consideration the social situation - as well as the individual.

(e.g. Family and relationships, community, wider society, physical and social factors).

- Requires the worker to have knowledge about children, their development, abuse and exploitation and to be able to use a range of knowledge, tools and methods
- Needs the worker to have an awareness of how gender impacts upon boys
- Includes 'hard knowledge' such as facts but also thoughts, feelings and the workers own 'intuition'.
- Needs to be a participatory and safe process empowering the child to share and express his experiences, strengths, problems, needs and hopes.
- Needs to be shared and discussed openly with the person being assessed, involving true participation.
- Needs to adopt a broad 'needs led' approach rather than be 'resource led' (focusing on what is available), which may be 'prescriptive' (enforcing limits and rules).
- Needs to acknowledge that an assessment is not a 'one off event' - but rather a continuous process, that in many respects may never be complete
- 6. Explain that it may be difficult to follow 'needs led' approaches at all times when providing services especially when resources are limited. So we will need to be creative and flexible, develop referral pathways and work in collaboration with other

7. There are many different approaches or 'models' of assessment used by different professions (e.g. diagnostic tools used by psychiatrists), which may be given more value based on the power and influence that those professions hold.

This session will focus on ideas about assessment, based on established social work theory and practice, and experience of work with male victims and survivors from a variety of contexts.

 Explain to the group that some assessments may be described as an 'initial assessment', which will likely take place at an early stage of your involvement, and over a short period of time.

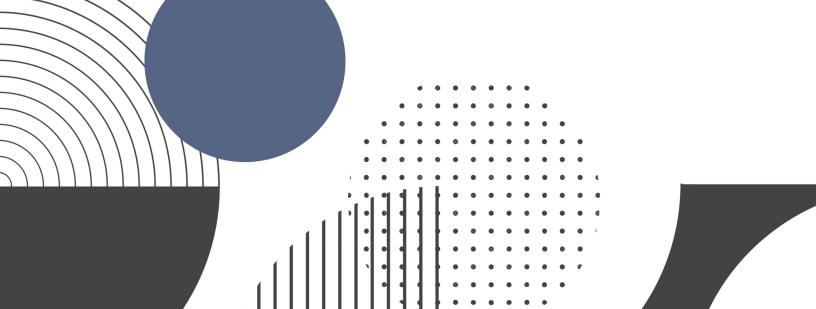
The aims of initial assessments may include (1) collecting basic information (2) providing information and advice (3) understanding presenting needs (4) providing simple direct services in the short term (e.g. medical care, legal advice, ensuring safe accommodation etc.). This will usually take place when we first receive a referral and meet a child.

- Explain that before we share information on 'in depth assessments' with boys affected by sexual violence, abuse and exploitation, we will discuss and share our own ideas in the larger group.
- 10. Divide the group into smaller groups, and provide each with a piece of flip chart paper.

Explain that their task is to reflect on what they think they need to know, or will be helpful, in order for them to carry out an assessment of a boy or young man, who has experienced sexual abuse or exploitation. They can make a poster which should:

- Illustrate their ideas using words, diagrams, or pictures.
- Highlight the issues or topics they need to know more about.
- Include specific questions they may be interested to ask.
- Draw on the 'Ecological Framework' (Individual, family, community etc.) to make sure that they ensure the assessment is inclusive and holistic.

Allow 30 - 45 minutes for them to complete the task.



- 11. When completed, ask each group to share their posters with the rest of the group and provide feedback on each poster. For example identify the strengths of each poster and identify any gaps that are obvious. They may also ask questions to clarify the content.
- Ask each group, what methods or tools they could use to find out the information, and the benefits of using them, sharing examples where possible.
   (e.g. Genogram - 'helpful for understanding family relationships' etc.)
- Ask each group, who would they need to talk to in order to carry out a thorough assessment? (e.g. the child, family, caregivers, school, other caregivers and service providers who know the child etc.)
- 14. Take a break.
- 15. Now explain to the group that you will use a slide presentation to share other ideas related to carrying out assessments of boys affected by sexual abuse and exploitation. Explain that these ideas have been developed through practice with work with boys in a number of different settings. (You may also provide the groups with a photocopy of the <u>Assessment Guidelines -</u><u>Resource Sheet</u> which includes the ideas relating to assessments).

As you share and read through this together, ask them to make notes on new ideas or other issues they wish to know more about, or questions they may have. 16. Explain that the suggested areas for assessment are presented in table form.

In the left hand column - the area of information required. (Assessment topic)

The right hand column - includes suggestions as to the benefits and purpose of gaining this information (Outcomes); methods and tools that could be used; sources of information. (The team may have other ideas and you can discuss these and add to the handout as you progress).

Allow plenty of time for sharing the information at least one hour to 90 minutes.

- 17. After sharing the slides, allow time for the group to reflect on the content of the Assessment Framework and share their opinions, ideas and experiences.
- Discuss the content of the framework and identify any content that they wish to know more about.
- How does this framework compare with the themes for assessment that they already have in their own organization? What are the similarities and differences?
- Are there ideas from this session that could be included to improve their own framework, or ideas from their own work that could improve this one? (If so, make a commitment as a group to make the required changes).
- Ask the group if they have any other ideas, for methods or tools to help carry out the assessment.
- Has this session identified any gaps in services available for boys that you work with? If so, how can you respond as a team to address the gaps?

18. Conclude this session by explaining to the group that this framework is just one idea that has proved useful to guide work with boys. It is not necessary to apply the framework in the exact order that it appears on the slides. As practitioners, they will need to be creative and flexible in their approaches, based on the circumstances in which they work, and the individual child concerned.

Remind them that an assessment is an 'ongoing process' and will take time - and that it should link with their existing Case Management systems and processes.

19. The learning session that follows this is related to developing a Flexible Support Plan for victims and survivors of sexual abuse and exploitation, which links closely with the assessment.

Ideally, support plans need to be 'needs led' rather than 'resource led'. This means that the plan should draw on the assessment, to ensure it is based on the needs of the child - and not on a pre-set menu of services that our organizations may already have in place.

Plans should always be flexible, so they can be adapted, and tailored to meet the needs of each individual, based on comprehensive assessments.

Our assessments may also identify gaps in service provision and can influence the development of our programmes and services.



# Developing Flexible Support Plans



### **Outcomes**

Participants are familiar with one example of a flexible support plan to support children affected by sexual abuse or exploitation.



## **Background Notes**

As service providers engage with boys to carry out assessments specific needs, problems, strengths and resources will emerge from the process. To respond to these, we need to develop a unique and flexible support plan with each child, which should draw on the content of the assessment.

This session explores one example of a plan for support, broadly based on the work of UK based researcher and practitioner Andrew Durham, and it is borrowed from his excellent book Young Men Surviving Child Sexual Abuse (2003). (See the resource section for more information). The plan has been modified and adapted for this toolkit, based on work experiences in a number of different settings, and has the potential to be used in any context.

This suggested plan does not include all of the issues and problems that a child or young person may need help with (these should become clear during your assessment) - but can act as a guide to our work, and open our minds to the possibilities of the help that survivors may need.

It is also important to remember that all of the children and young people

we work with are individuals in their own right, and what one person needs may be quite different to another. It may be tempting to offer exactly the same services to each child, (described as 'resource led' service provision), especially where there are resource limitations, or if we have limited experience of working with boys. This is understandable and may be common in some settings but it is important to base support plans on the evidence, information and knowledge emerging from each individual assessment.

There is no 'one size fits all' plan, or a simple 'A, B, C to recovery' to be imposed on victims and survivors of abuse and exploitation. Plans need to be based on a thorough assessment and reflect the diversity of each child. Each survivor will have his own unique story, identity, difficulties, vulnerabilities, needs, strengths, responses and skills. Equally, the context and environment in which he has experienced abuse, and in which you work, will raise additional issues to take into consideration.

This or any other plan for that matter, should not be imposed as a 'map' for recovery at the expense of the needs of the individual concerned, and should be used as a guide, in a flexible way.

Good social work practice involves adopting a genuinely empowering and 'person-centered' approach, enabling victims and survivors to actively participate and collaborate in the process. Children often have very little power or control when they are abused and exploited, and it is therefore vital that we promote empowerment, choice and self determination, as essential parts of the healing process.

Other key issues are the need for genuine flexibility and transparency (Openness and honesty) in our work.

The order in which the work will be undertaken, and the support provided, also varies depending on the individual circumstances of the child or young person, as will the time scale. Some children may need a range of services and supports provided at the same time, so working closely with each child, will help develop a support plan that fits closely with his needs.

Ideally plans should be reviewed with the child and others supporting him on a regular basis, and more formally reviewed as part of your Case Management System, at least every 3 months, or more often if required. Where possible, children should be also offered a choice about the gender of the social worker or counsellor who will support him.



- Flip chart paper, marker pens and tape.
- <u>Relevant Chapter 4 Slides</u>
- Developing Flexible Support Plans
   <u>- Resource Sheet</u>



3.5 - 4 hours

# Srift Notes For Facilitation

- 1. Introduce the session using the notes above.
- Explain to the group that we are going to explore ideas about developing a 'Flexible Support Plan' for helping boys affected by sexual abuse and exploitation.

 Ask the group to reflect and discuss their own ideas, about any specific interventions that they think are likely to be part of such a plan - and the kind of support a child will need to help him recover from sexual abuse and exploitation.

Write their initial ideas on a flip chart or whiteboard for everyone to see. Allow time for discussion, questions and explanation of specific issues that are shared by the group. (Allow 20-30 minutes).

- 4. Keep the flip chart paper with their ideas visible, and then explain to the group that we are going to explore a framework for a 'Flexible Support Plan'.
- 5. This can be shared in different ways.

For example, using the slides and/or the <u>Developing</u> <u>Flexible Support Plans - Resource Sheet</u> provided, in the larger group, reading through each section discussing the ideas and suggestions and making notes on the implications for your team.

Implications may relate to needing to modify your work practices, or the need to collaborate with other services where some needs cannot be met by your team, identifying additional learning needs, or the need for additional funding.

Alternatively, using a more participatory methodology, you may print the resource sheet, cut or divide it into separate topics - and share a few in smaller groups for them to discuss. They can then prepare a brief presentation outlining the ideas and content for the rest of the group. (Depending on the size of your group, this part of the session may take at least 2- 3 hours).

- When you have completed this task reflect and discuss the following questions as a group: (Allow at least 60 minutes)
- Which suggestions in the Flexible Support Plan are new to you, interesting, and may be helpful for including in your own interventions?
- How do you think the new learning can benefit the boys that you support? (Be specific, describing what learning, and how it may help)
- Are there additional ideas that you could add to the plan, or specific sections?
- As a team, what actions do you need to take, to incorporate the ideas for Flexible Support Plans into your work? (e.g. Changes to the way you plan and carry out work with boys, changes to your own documentation etc.)
- What other implications are there for you as a team?
   (e.g. additional learning needs, resources, the need to collaborate with other service providers etc.)

Make notes on your ideas and use them to influence the development of your strategies and services to support boys. Summarize your ideas in a short document, and share it with your Management team and donors, to gain support and access resources for developing your future work. Plan additional time as a team to operationalize your plans, and turn your ideas into positive action.

It may also be useful to share information about this with boys that you work with, and collaborate to gain feedback and additional ideas from them. Involving children in sharing their ideas and planning the development of services, will empower and motivate them, also helping them feel a sense of ownership.

# What Works In Building Resilience?



### Outcomes

- Participants have an understanding of resilience and factors that help build resilience in children affected by trauma, including sexual abuse and violence.
- Identify interventions and activities in our work, which can support the growth of resilience in children we support.



## **Background Notes**

All children are vulnerable to emotional or physiological stress. Where adverse and damaging experiences are continuous and extreme, and not reduced or mitigated by factors external to the child, resilience will be very rare.

We have learned in previous sessions how the identification of risk and vulnerability is important to help us reduce and prevent harm. We also need to pay attention to factors that promote well being, and opportunities for growth and adaptation, if we are to successfully help children overcome trauma, including sexual abuse and violence.

Resilience can be defined as 'the capacity to recover from difficulties' and 'positive adaptation in the face of severe adversities', or simply put 'the inner strength to overcome and bounce back from adversity'.

This session will provide opportunities for participants to learn about 'resilience', and what research and practice tells us can promote the growth of resilience. It will also link theory to our own practice - and consider ideas for interventions to promote resilience with children that we work with.



Additional information and resources for supporting your future work learning are also shared in 'What Works In Building Resilience - Resource Sheet' and slides that accompany this session.

# **Resources Required**

- Flip chart paper, marker pens, sticky tape
- What Works In Building Resilience- Resource Sheet
- <u>Relevant Chapter 4 Slides</u>

# 🧑 Approximate Time

Up to 3 - 4 hours depending on the size of the group.

# S Notes For Facilitation

- 1. Introduce the session using the notes above.
- 2. Then ask the group if they have heard of the word 'resilience' before, and if they are able to share their ideas about what it means. This may not be easy as the word 'resilience' may not always easily translate in other languages, or some members of the group may not have had the opportunity to learn about this before.
- If they need help with this you can share some of the definitions from the introduction:
- 'the capacity to recover from difficulties'
- 'positive adaptation in the face of severe adversities'
- 'the inner strength to overcome and bounce back from adversity'.

4. Another way of explaining what resilience is to share the following story.

Imagine there are two boys, both 8 years old, who live in the same town and go to the same school. One day they were traveling on the school bus and it was involved in a terrible accident. Both children escaped serious physical injury - but some of the other passengers were not so lucky. Many people had to be taken to hospital and receive urgent medical care. It was a very frightening and traumatic event for all.

The following week, both children returned to school and their 'normal' life but it soon became clear in the months ahead that for one of the children, there was something different to the way he was before. His grades started to fall, he found it harder to concentrate, he became more irritable, often felt anxious and found it hard to sleep and eat. He stopped socializing with friends and family, becoming more isolated.

The other child, after a short time appeared to carry on with life as normal. His grades were steady, his physical and psychological health thrived and he continued to live a life that appeared to be unchanged.

One child appears to thrive - while the other continued to have problems, and negative life experiences. 5. Ask the group if they can think of the reason that one child continues to succeed and the other appears to have such a hard life?

The difference is resilience - the factors that helped the child 'bounce back' and thrive after the traumatic accident.

Ask the group to share their ideas about the factors that they think may contribute to the growth of resilience. (These may be physiological (biological), or environmental).

At this point, it is not necessary to comment in detail on their responses. Use the notes below (and slides) to continue the session.

#### 6. Why is resilience important?

Ask the group to share their ideas about why resilience is important - and what are the benefits of it. At this point, there are not any 'right' or 'wrong' answers, but it is useful for the group to share.

Then, by speaking and/or using the powerpoint slides on resilience, share the following:

#### **Resilience is important because**

- It enables us to develop ways to protect against experiences which could be overwhelming
- It helps us to maintain balance in our lives during difficult or stressful periods
- Some health and mental health problems
- It plays an important role in healing and recovery

# Some of the various benefits of becoming more resilient are:

- Improved learning and academic achievement
- Increased confidence and self esteem
- Improved health and lower mortality rate
- Less absences from study or work due to sickness
- Reduced risk-taking behaviours (e.g. excessive drinking, smoking or use of drugs)
- Increased involvement in family or community activities
- Improved and positive relationships



#### 7. Different kinds of resilience:

Explain to the group that psychologists and researchers have suggested that there may be different kinds of resilience:

#### **Emotional Resilience**

The phrase 'emotional resilience' may be one which you have heard before?

It is quite a common term, which refers to how able we are to manage the emotional impact of stresses, difficulties and trauma in our lives.

However, there are different sorts of resilience which we develop, and need throughout different points in our lives.

#### **Inherent Resilience**

This is the natural resilience with which we are born.

This natural resilience protects us, and informs how we discover and explore the world; learn to play, learn and also to take risks.

This sort of natural resilience occurs a great deal within children under the age of about seven, (provided their development was not disrupted and they did not experience any sort of trauma).

#### **Adapted Resilience**

This type of resilience occurs at different points in our lives and is usually brought about through a difficult or challenging experience.

Being made redundant, and going out the next day to look for a new job, or the end of a relationship, and finding the strength to, over time, rebuild your sense of confidence to once again meet someone new.

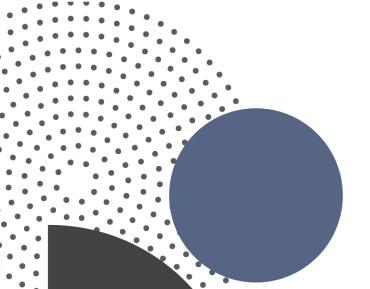
Adaptive resilience - is resilience which needs to be learnt and can give us the ability to manage stresses and pain.

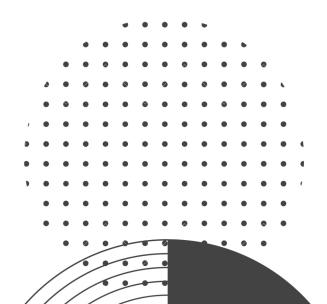
#### Learnt Resilience

This type of resilience is built up over time, and we learn to activate it through difficult experiences from our past.

Over time we learn to know when to draw on it, and to use it during stressful times.

It is through this resilience, which we learn, grow and develop our mechanisms for managing, and find ways to draw on strength we did not know we had, in times when we need it the most.





#### 8. What do we do to promote resilience in our work?

Ask the group, based on their life experiences and work with children and families:

'What do you do already, that you think may help support and encourage the growth of resilience in the children that you work with?

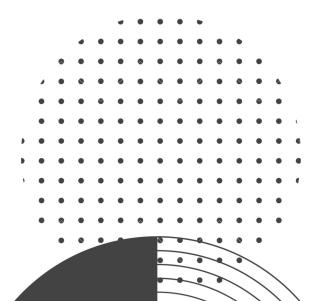
Write or draw their ideas on the flip chart.

Allow time for the group to share and describe what they do, and how they did it, to share their 'practice wisdom'. Other members of the group can ask questions to clarify what is shared. (Allow 20 - 30 minutes dependent on the size of the group and contributions shared).

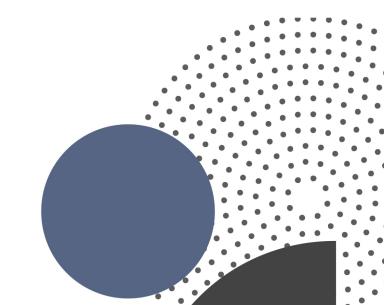
# 9. Summary of Key Messages from Research - 'What Works in Building Resilience?'

Explain to the group that you will now share some key messages from research and practice, which identify factors promoting resilience in all phases of the life cycle.

You may compare your own list to see which are similar, or different. You can provide, and ask for examples from the group, to aid their understanding.



- Strong social support networks
- The presence of at least one unconditionally supportive parent, or parent substitute (Some research shows that for abused children, fathers can play a very important role)
- A committed mentor or other person from outside the family
- Positive school experiences
- A sense of mastery, and a belief that one's own efforts can make a difference
- Participation in a range of extra curricular activities
- The capacity to reframe adversities so that the beneficial, as well as the damaging effects are recognized (e.g. "that was difficult - but you learned new skills")
- The ability or opportunity to 'make a difference' by helping others, or through part time work.
- Not to be excessively sheltered from challenging situations that provide opportunities to develop coping skills



10. Ask the group to reflect on their own ideas and this learning.

What ideas fit with what they already do in their work?

What ideas are new to them?

What do they find interesting and helpful?

Can they think of activities and opportunities that they could provide in their work, to help build resilience, based on the ideas shared above?

#### 11. Development Assets Profile

Share the following information with the group.

#### Another useful resource is what is called the

<u>'Development Assets Profile' (DAP)</u> developed by the Search Institute. (If possible, share the link through a projector on the screen, or share the link so participants can look on their own laptops or smartphones if they have one).

Search Institute has identified 40 positive supports and strengths that young people need to succeed.

Half of the assets focus on the relationships and opportunities they need in their families, schools, and communities (External assets).

The remaining assets focus on the social-emotional strengths, values, and commitments that are nurtured within young people (Internal assets).

#### **External Assets include**

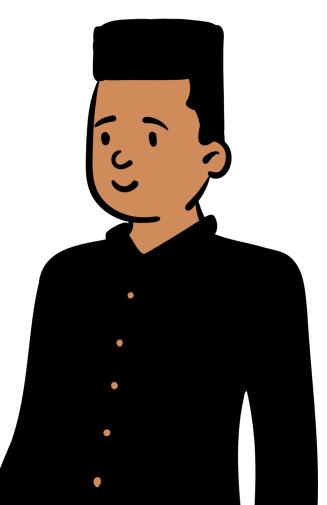
- Support
- Empowerment
- Boundaries and Expectations
- Constructive use of Time

#### Internal Assets relate to

- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity

We recommend that your team makes time to explore the DAP website to learn more about how the assets described, can be incorporated into your own programmes and work with children and families.

12. Take a break before continuing the session.



## **Links with Practice**

The next participatory exercise will help the group reflect on learning and 'practice wisdom', working together to develop ideas - about how your own organization can develop, and implement specific and focused activities to support the growth of resilience with children.

Using flip chart paper or a white board, you can create a table, similar to the one below and work together, in pairs or smaller groups, to identify specific activities and strategies for working with boys, to promote resilience.

Write the statements related to promoting resilience in the left hand column - and leave the right hand column ('We can...') blank. (Photocopy the statements below, and place one on each piece of flipchart paper).

There are 8 '**If we know...**' statements, so we suggest that you use a separate piece of flip chart paper for each statement, and use the right hand column for adding your ideas.

Divide the statements among the larger group, allocating 2 - 4 statements to each smaller group.

# If we know that...

resilience can be promoted by strong social support networks...

# If we know that...

the presence of at least one unconditionally supportive parent or parent substitute (Research shows that for abused children, fathers can play a very important role), promotes resilience...

# If we know that...

resilience can be promoted by the presence of a committed mentor, or other person from outside the family...

# We can...

We can...

# We can...

# If we know that...



positive school experiences...

# If we know that...

resilience is promoted by participation, in a range of extra curricular activities...

# If we know that...

resilience is promoted by the capacity to reframe adversities so that the beneficial, as well as the damaging effects are recognized...

# If we know that...

resilience is promoted by the ability - or opportunity - to 'make a difference' by helping others or through part time work...

# If we know that...

resilience can be promoted by not excessively sheltering children from challenging situations that provide opportunities to develop coping skills... We can...

We can...

We can...

# We can...

The '**We Can...**' ideas should be specific and focused - e.g. 'Help children develop social skills and confidence to maintain and make new relationships', or 'Establish a mentoring scheme' etc.

Depending on the size of the group, allow plenty of time for this activity (perhaps 10-15 minutes for each 'If we know...' statement), as the group needs to reflect on findings from research, and their own practice.

When the task is completed, ask the groups to share their ideas, and accept suggestions from other groups.

You can also share additional ideas from the relevant 'What Helps Build Resilience' slides and the <u>What</u> Works In Building Resilience- Resource Sheet, which includes other useful ideas.

Discuss and consider how you can include your ideas, and additional suggestions in individual case management and support interventions for the children you work with in future.

You can also write a letter to your management and donors, sharing your ideas to ensure they are included in organizational strategies, and to gain support and resources for new initiatives and training where they are required.

Before you end this session, spend some time looking at the suggested advocacy activities below, to consider how you may share your learning and ideas more widely.

### **'Bridging the Gap' Advocacy Activities**

Learning about resilience, its importance in the journey to recovery - and what we can do to promote its growth - provides us with endless opportunities for helpful advocacy.

Many of the ideas about promoting resilience, are focused on establishing positive and supportive relationships and connections, across the social spectrum - involving individual boys, families, friends, community members and organizations.

Discuss with your team and identify key advocacy messages, and that be shared with children, parents, other service providers, community members and others. These can be informal messages communicated in your everyday practice and conversations, or more formal and organized activities.

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Collate your ideas and turn them into positive action!

# Working With Families & Caregivers



### Outcomes

Participants understand the importance of families in prevention, and providing support to children and young people following abuse



## **Background Notes**

When developing the toolkit, partners indicated the need for more ideas and resources, and specifically - related to engaging and working with families of boys affected by sexual exploitation and abuse. Many of the resources and tools included in previous chapters, and sessions in this chapter, also describe how they can be modified for work with families on specific issues, including the effects of abuse, and what boys need to help them recover.

The structure of families varies greatly. In many cultures, families often group along kinship lines and kindred. They may include parents and children - but also grandparents, aunts, uncles, cousins or other relatives who live under the same roof, each with different roles, responsibilities and degrees of power and influence.

The influence of urbanization, industrialization and need for economic survival, also has implications for family structure and roles. Families may be organized in other ways, with smaller 'nuclear families', consisting of parents or grandparents caring for children, or one parent living with children, or a child may live with foster carers or caregivers in group homes. For the purposes of this toolkit, we use a wide and flexible definition - which includes the possibilities described above.

The way families are both defined and structured has implications for the work that we, the practitioners, do with them. Whatever the family structure, one thing that is common to all is that children, to a greater or lesser degree are reliant upon families and caregivers for meeting their basic needs - but not limited to physiological, emotional, safety needs and social support.

The family also has an important role in preventing child sexual abuse, or protecting and supporting their child who has been abused or exploited. But there may be barriers that prevent families and children from protecting and supporting children. Therefore understanding the practitioner's role in engaging families of children affected by sexual abuse, or children at risk is the focus of this session.



- Flip chart paper, A4 Paper, marker pens, sticky tape
- <u>Conversations With Families Resource Sheet</u>
- Collaborative Assessment & Planning Framework Resource Sheet
- Relevant Chapter 4 Slides



3.5 - 4 hours

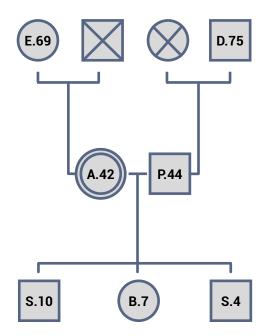
# Scheme Notes For Facilitation

- Introduce the session to the group using the notes above.
- Ask practitioners to briefly describe their role in the work with families of boys at risk, or boys who experienced sexual abuse or exploitation. List their ideas on the flip chart.
- Explain to the group that they will first have an opportunity to reflect on their own family, in order to prepare for this work with clients.

Provide each participant with a blank A4 sheet of paper to draw a <u>genogram</u> of their immediate and extended family.

If this is not possible, ask them to write their own name in the middle of a sheet of paper.

Then ask them to write the names of siblings, parents, uncles, aunts, cousins, grandparents, and other relatives - who played an important role to them growing up, around their name. (Allow 10 - 15 minutes).



- 4. Now ask them to draw thick double lines between themselves and persons they were very close with growing up, people they loved and trusted most, felt safe with, and supported by.
- 5. Then ask them to draw a jagged line between themselves and persons they didn't get on well with when growing up, or where they didn't feel that they had a safe and supportive relationship.
- 6. When they have completed this task, explain to the group that you would like them to:

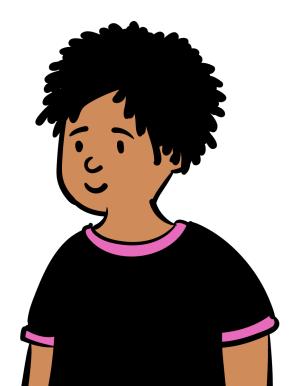
Imagine that you had something very serious happen to you in your childhood or youth, like sexual abuse or becoming involved in exploitation, and you had to discuss this with a family member that you trust.

(Be aware that there may be group members who have experienced serious life events, including abuse. They may or may not have disclosed or received support before, so this may be a difficult exercise for them. If any person feels uncomfortable doing this exercise, they may opt out. Provide appropriate support if and when required.)

Ask the group to think and reflect to themselves: (Allow 10 minutes)

- Who is the person you would have chosen to discuss it with?
- Who are the people you would have not wanted to know about it?
- Which people would have believed and protected you?
- What could these people do, to make you feel safe and protected?

- When completed invite the group to share some of their reflections, if they wish to:
- What were the qualities of the person they would choose to tell, or reasons for not telling others?
- What could people do to make them feel safe?
- Next, ask the group to think and discuss about families they work with, or see in the community, and write their ideas on a flip chart paper.
- What are the behaviours and actions you can see parents and families in your context and communities do in order to:
- Prevent their children from being sexually abused or exploited?
- Intervene if their child is sexually abused or exploited?
- Support the recovery of their child who was sexually abused or exploited?
- What unhelpful behaviors do practitioners see which might increase children's vulnerability or risk?



 Explain that research and practice experience tells us that the following factors (Relating to families) are important to help boys recover from abuse and exploitation.

Read these with the group, and see if they are consistent with the group's ideas (Add missing points to the group's flip chart):

- The family avoids blaming the child, and places all responsibility on the abuser
- The family helps the child feel comfortable to communicate: He feels that he can speak with them and share his thoughts, feelings, or fears with his family
- The child knows he can influence his situation, and has activities to keep him occupied, and give him a structure
- The child has the family's trust and love, affection and attention
- The child is consistently and appropriately supervised
- The family has economic security and a consistent home
- There are positive and supportive male role models in the family

Ask the group to share any other factors that they know about.

### **Key Messages**

#### Explain to the group that:

In all cultures, families are recognized as central to the fabric of the community and can be an enormous source of support for a child, and can contribute to the safety, resilience and recovery of children who have experienced abuse and exploitation.

Having at least one supportive relationship with an adult over time is an important factor for any child to recover from trauma.

But many families may struggle to help their abused boys, and will need help to support their children.

Many of the resources in this toolkit can be modified for use with parents to meet some of those needs and challenges. For example - addressing unhelpful myths and beliefs, understanding the needs of children, coping with behaviour problems, and knowing how to respond to emotional and support needs.

Families may also need support for their own problems, possibly related to income and access to resources, or for mental and physical health and relationships, including domestic violence. It may therefore be useful to consider allocating a separate social worker, to focus on their support needs.

Families of children with disabilities, or parents with disabilities, may need additional support. This may require you to work in collaboration with other specialist organizations.

11. Take a break before continuing with the session.

# Links with Practice

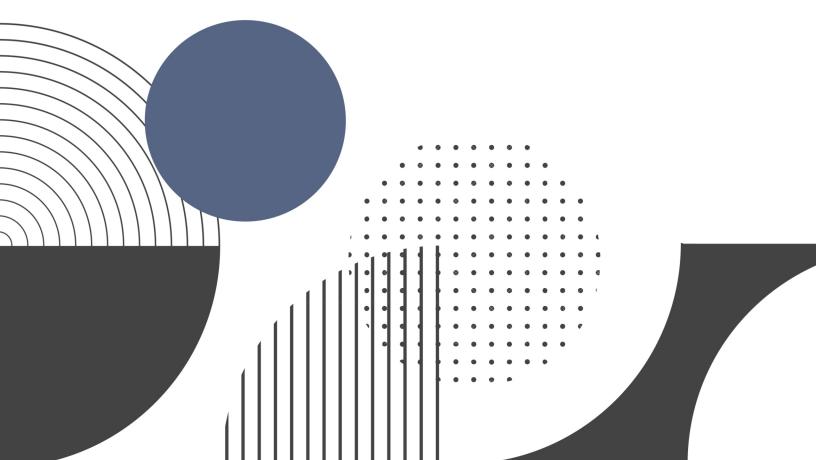
Explain to the group that you will share three paragraphs, with key information for working with families are provided below.

The paragraphs relate to 'Family Vulnerability', 'Family Responses' and 'Institutionalization of Children'. Each paragraph is placed on a separate page, so you can photocopy each page and distribute them.

Depending on the size of the group and your preference, you may facilitate this exercise with the whole group addressing all three topics, or divide the group into three smaller groups - each addressing one topic - allow at least 30 minutes to complete the task. (If working as a large group on all three topics, allow 90 minutes).

#### Ask the group/groups to:

- Read and discuss the content of each paragraph
- Then discuss and answer the questions to reflect on their role in supporting boys and their families, and how they can make a difference for the family and for the boys' life.



### Family Vulnerability

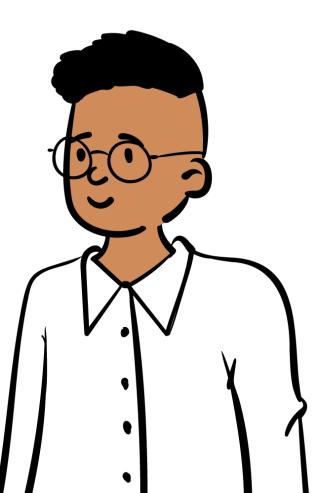
Each family will have strengths and resources - and weaknesses and needs. These may be related to a number of factors, including financial resources, gender and cultural norms, attitudes and behaviours, education, class or caste, ethnic origin, religion, health, disability etc. Some family members may not have the understanding or capacity to provide protection or support their child's emotional needs.

Previous sessions in this toolkit have identified and analyzed different risk factors that contribute to and increase a child's likelihood of experiencing sexual abuse and exploitation. Many of these are linked to a family's vulnerabilities, including poverty, parental alcohol or drug misuse, mental health issues, and violence.

Some of these problems may push a child outside of the family, where they spend time on the streets or drop out of school. Homelessness is a great risk factor for child sexual abuse and sexual exploitation. For example - research in the US indicates that 22% of homeless youth that were offered money for sex, and were approached on their first night of experiencing homelessness. Homeless youth interviewed indicated the lack of a supportive parent or family members as a driver of their homelessness.

# Respond to the following questions - writing your ideas on a flip chart.

- Now that we know this, what can we do in our role as practitioners to help reduce vulnerabilities in families?
- 2. How will our actions support vulnerable families?
- 3. How will our actions support boys at risk, or boys who have been abused or exploited?



### Family Responses

When sexual abuse or exploitation of their child has already occurred, hearing about this can be a shock for families. While some family members may act quickly to protect their child, report it and stop the abuse, others may feel disbelief, concern, anger, guilt, confusion, or other strong emotions.

Evidence from research and practice also indicates that where boys are concerned, in many settings, they are less likely to be believed and receive support. They may face punishment or suspicion, and are often perceived as 'allowing it to happen'.

In some cases families may already know about the exploitation, and have done nothing to prevent it, or they may have been groomed by the perpetrator and stay silent, or may also be involved as facilitators.

#### Discussing sexual abuse of boys can be difficult for families:

- 1. Abusers may have gained the family's trust in order to access children, and families may be unwilling to accept that a "kind person" or a friend could abuse or exploit children sexually.
- Parents may believe that boys are not vulnerable and are safe from any risk of sexual abuse.
   Parents may be affected by popular myths and beliefs about male sexual abuse and might fear that their boys are "weak", "bad", "gay", or fear about their own reputation as parents in the community.
- If the abuser is a known or influential person, (Including a family member) acknowledging and reporting the abuse is likely to change relationships and power dynamics within the family.

#### Respond to the following questions - writing your ideas on a flip chart.

- Now that we know this, what can we do in our role as practitioners, to help families who are experiencing shock, grief, or disbelief knowing their boy has been abused or exploited sexually?
- 2. How will our actions support families of boys in their struggle to deal with this difficult situation?
- 3. How will our actions protect boys who have been abused or exploited?

### Institutionalization of Children

Partners have shared with us that boys, or children who experienced sexual abuse or exploitation, are often afraid that if they tell anyone about this, or file a police report, they will be removed from their family and sent to live in an institution.

We believe that wherever it is possible and safe to do so, children should remain in their families and that the family should receive services and support to care for their children. If that is not possible, it is preferable for children to remain in community based care.

Research tells us that children grow up and heal best in a supportive family environment. Becoming separated from the people that they have connected and bonded with all their lives adds to the trauma of the abuse and exploitation, and living in an institution or orphanage greatly increases children's risk of abuse.

Therefore, working with families to reduce their vulnerability and strengthen them in the protection of their children is important for any practitioner working with children who have experienced abuse, exploitation, or are at risk.

# Respond to the following questions - writing your ideas on a flip chart.

- 1. Now that we know this, how can we plan our work with families so that we can avoid unnecessary institutionalization of children?
- 2. What support would families say they need so that they can care for their children at risk?
- 3. What would boys say they need so they can feel safe and protected in their family?



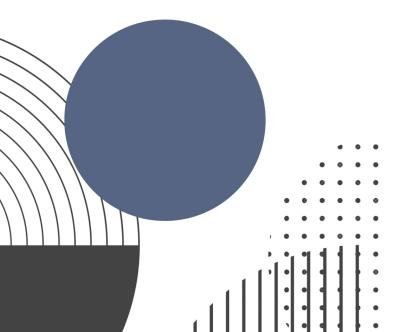
14. If you have completed this task in a large group, reflect on your responses and identify specific actions or changes that may need to take place in your strategies or working practices.

Consider if you need additional resources and what the next steps are to turn your ideas in action. Share your ideas with management and donors to gain support and develop a strategy for change.

15. If you completed the task in three separate groups, ask each group to present and share their ideas - and seek additional input. As above, reflect on your responses and identify specific actions or changes that may need to take place in your strategies or working practices.

Consider if you need additional resources and what the next steps are to turn your ideas in action. Share your ideas with management and donors to gain support and develop a strategy for change.

16. Explain that this session is now completed - but there are two more sessions related to working with families, described briefly below. These are placed in the Resource Pack and can be accessed using the links provided.



# **Conversations with Families**

Knowledge and learning is only useful if it can be applied in practice. For this reason, we suggest the group take part in a <u>Conversations With Families Role Play</u> exercise in the resource sheet accessed by the link.

### Outcomes

Participants practice addressing unhelpful or concerning attitudes and behaviors in the family

This will give the group the opportunity to practice their learning and try out the ideas they came up with in the links with practice exercise.

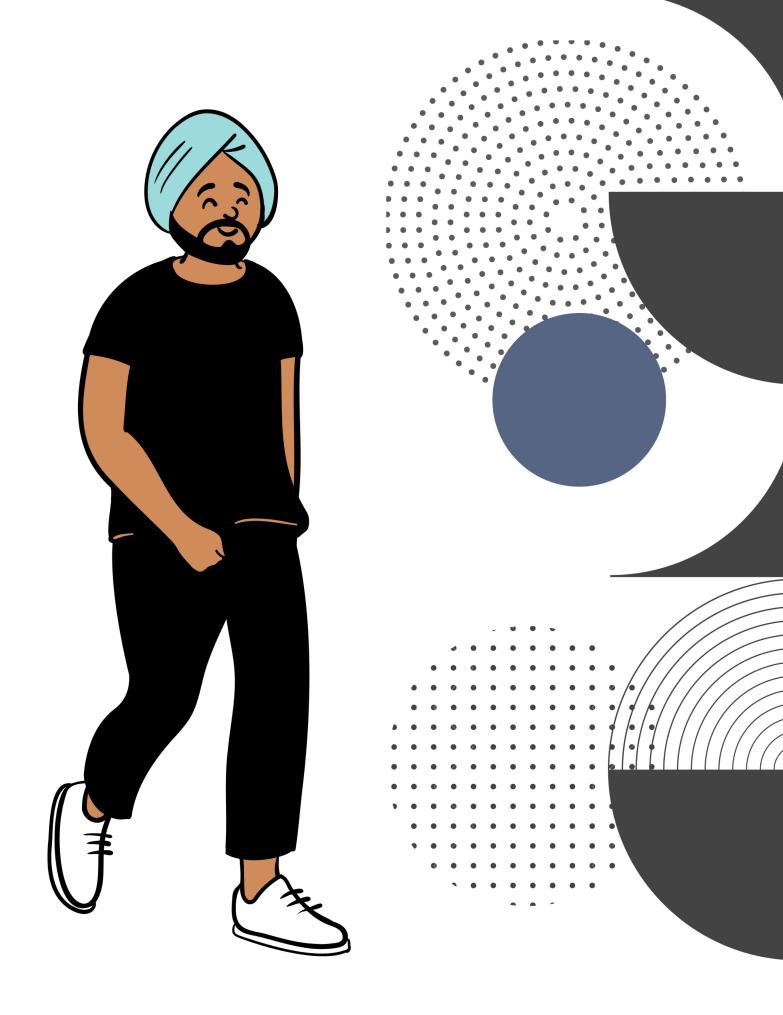
### **Family Safety Assessments**

For organizations having direct contact with families, there is a <u>Collaborative Assessment & Planning</u> <u>Framework - Resource Sheet</u> accessible through the link, which is based on the 'Partnering for Safety' approach.

### Outcomes

Participants develop and practice strategies to engage families in the prevention of boys' sexual abuse and exploitation.

This provides a simplified framework that allows practitioners to explore possibilities of building safety within the family, drawing on resources and addressing concerns about boys safety within the family.



CHAPTER

LGBTQI Issues Essential Learning

# LGBTQI Issues - Essential Learning

# Introductory notes

When we think of 'sexual identity' in relation to boys and men, our ideas may be informed by our cultural and gender norms, life experiences, religious beliefs, the political climate, and legislation in the contexts where we live and work. It is a reality in many countries that adults in samesex relationships and who identify as LGBTQI, (Lesbian, Gay, Bisexual, Transgender, Questioning, and Intersexed) face deeply entrenched prejudice, discrimination, and hostility and, in some settings, may be criminalized and face severe punishments. This also applies to LGBTQI boys and young men who are involved in exploitation.

LGBTQI children and young people often face violence, bullying, isolation, and other forms of discrimination, as well as a range of physical and mental health-related issues that result from the ways they are treated (including self-harm and suicide). Many children and young people learn, from a very young age, that 'heterosexuality' is the norm and if they do not fit into that identity, their world will not be a safe place. This discrimination and hostility increases their vulnerability to all forms of abuse - and isolates them from much-needed support, as we have already identified in the 'Understanding Risk and Vulnerability' session. One recent study in the US (2020) found that gay and bisexual teens are five times more likely to face abuse and violence than their heterosexual peers. When they are also experiencing sexual abuse and exploitation, the sense of fear and isolation is compounded.



Growing up can be a challenging time for all children and young people, as they transition into adulthood and establish their identity and role in life. When a child faces sexual abuse or exploitation, it can impact every aspect of their lives and, in many respects, the abuse can become the foundation of their development, forcing them to question every aspect of their identity. Their understanding of what is right and wrong, safe and unsafe, and perceptions of their sexual identity (especially for boys) can be transformed by their experiences, often in harmful ways, regardless of whether the boy identifies as gay or heterosexual.

Unfortunately, many people believe that the sexual abuse and exploitation of boys is a 'gay issue', and that the majority of perpetrators are gay men, and victims are either gay, or become gay, as a result of their experiences (all of which are demonstrably untrue).

Conversations with service providers and parents may therefore focus on issues related to the sexual identity of the child. This may distract our attention from the child as a person, and from the reality that they have been sexually exploited or abused. This is potentially very harmful. It is important to focus our attention and efforts on understanding, protecting, and supporting *all children* who have experienced exploitation and abuse, whatever their sexual identity.



In all countries (whether legislation criminalizes same sex relationships or not), a lack of awareness of the abuse and exploitation of boys, and confusion about sexuality, can lead to labeling, blaming, or misidentifying abuse as consent. We have learned in other exercises in this toolkit, how sexually exploited or abused boys often experience discrimination. Homophobic attitudes and behaviours can add to this, further isolating them and forcing them to 'live in the shadows'. Homophobic attitudes across the social and religious spectrum often mean that there aren't enough services for boy victims of sexual abuse and exploitation, regardless of their sexuality.

The position of DtZ is that, whatever the sexual or gender identity of a child or young person who experiences abuse or exploitation, they have the same rights as any other child to access support and protection. In many cases, they may need additional, specialist support, due to the prejudice and discrimination they experience. If a boy or young man identifies as gay, bisexual or transgender, it is vital that we do everything possible to be understanding, empathetic, and supportive, ensuring he receives the same rights and services as any other child or young person.

The exercises in this chapter are designed to 'start the conversation' and provide a foundation of learning upon which we may begin building and developing appropriate responses for boys who identify as gay, bisexual, or transgender. It is not designed to be a comprehensive training course and will not prepare your team for specialization in this area of work. However, alongside other sessions in this toolkit, it provides an invitation to transform your practice, and increase the possibilities of developing safer, and more inclusive, and empowering services for all boys and young men.



In countries with legislation that criminalizes same-sex relationships and prevents (or complicates) the provision of services to the LGBTQI community, you may need to discuss the way forward, assess risk, and establish a safe pathway for providing these crucial services. It may be useful to consult other organizations working in the field of gender and sexuality, and learn from their experience, as to safely negotiate this situation.

It is also important to acknowledge the <u>UN Convention on the Rights of the Child</u>, which establishes in international law that States Parties must ensure that all children – without discrimination in any form – benefit from special protection measures and assistance; have access to services, such as education and health care; can develop their personalities, abilities, and talents to the fullest potential; grow up in an environment of happiness, love, and understanding; and are informed about, and participate in, achieving their rights in an accessible and active manner.

#### The learning sessions in this chapter cover the following areas:

- 'Starting the Conversation' in relation to LGBTQI and SOGIE
- The Power of Language
- Discrimination and Prejudice
- Links with Practice, Advocacy, and Resources to ensure positive practice





# LGBTQI & SOGIE 'Starting The Conversation'



#### Outcomes

Participants identify personal and organizational challenges and strengths in relation to work with children and youth who identify as LGBTQI.

• Participants identify specific learning needs.



#### **Background Notes**

The facilitator should become familiar with notes for this chapter before proceeding. At the beginning of the toolkit in the 'Starting the Conversation and Preparing your Team' exercise, we explored participants experiences, ideas and attitudes related to working with boys in general, and boys affected by sexual abuse and exploitation. We utilize a similar methodology here, focusing on boys who may identify as gay, bisexual, transgender etc., within the context in which you work. This is essential to establishing a starting point and foundation for further learning.

A person's sexuality is central to their human identity and needs to be acknowledged in helpful ways, which avoid discrimination. It is vital to remember that the vulnerable boys and youth we work with, whether they identify as heterosexual, gay, bisexual or transgender, or who have diverse identities, are 'boys first' – and it is not always helpful to define them only by their sexual identity, especially when it may result in harm.



Boys who may identify as gay, bisexual, or transgender are, first and foremost, children and youth who need our unconditional acceptance, understanding, protection, and support. They are also individuals in their own right, and have unique experiences and needs that must be recognized.

Please bear in mind that in many contexts, little is known about sexual exploitation of boys, or LGBTQI issues. As we have learned in other sections of this toolkit, there may be powerful and deeply entrenched cultural and/or religious beliefs and attitudes related to the idea of same sex relationships. This is very common, but often unhelpful and potentially damaging. For some participants, this may be an emotive issue, which elicits strong ideas and opinions that may be overtly discriminatory and divisive.

In other settings, the discrimination may not be obvious, and participants may be convinced that they are open and accepting, but make jokes or playful comments about LGBTQI issues and people, or behave in other ways that may also lead to harm. We strongly advocate that all children, young people and adults, whatever their identity, are treated equally and with respect, in ways that preserve their dignity and safety.

The content of this toolkit and additional training may remedy some of these issues, but it is important to remember that we are working to support the needs of children and the principles of 'do no harm' apply in all cases. If at any time, you believe that a participant's beliefs, attitudes, or behaviour in relation to these issues make them unsuitable to work with vulnerable children at risk of, or experiencing abuse and exploitation, this will need to be taken into account, and further action may be required.

#### Ensuring safety within your group

At the beginning of the toolkit, we committed to creating a safe and empowering learning environment and developed guidelines for the group. They should be visible on the wall. Now is a good time to remind people of the commitments you made to maintaining a safe learning space, that is free from discrimination in all its forms.

There are likely to be people in your group who identify as LGBQTI. Some may be open about it and happy for others to know, while others may not, and decided to keep this private. In some settings, it may not be safe for people to be open about their identity. We need to be aware that any person who identifies as LGBQTI is likely to have experienced some form of discrimination, and possibly violence, at some point in their lives, due to their sexual identity. Some of the exercises and sessions in this chapter may trigger strong feelings and emotions. We must be prepared to maintain confidentiality, and be respectful and supportive at all times.



- Marker pens, tape, different colored A4 paper (cut into strips)
- Flip chart paper
- Slide Presentation Chapter 5



2 - 2.5 hours

# Signal Notes For Facilitation

- Introduce the session using the notes above.
   Take time to remind the group of the guidelines created at the beginning of the toolkit to ensure the environment remains safe and respectful.
- For the purposes of this exercise we will use the term 'SOGIE', which is an abbreviation combining Sexual Orientation, Gender Identity, and gender Expression.

Explain to the group that this has become one of the main reference terms to describe the **LGBTQI** community (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex). It is now being introduced in many legal doctrines, in UN documents, and it is becoming popular in social media.

 Explain that, when engaging with and working effectively with boys and youth who may identify as SOGIE diverse, we need to begin by being open about our own beliefs and attitudes, and identify individual and organizational barriers and strengths.

To do this, we need to reflect on our personal experiences, thoughts, feelings, attitudes and behaviours towards, and about boys who may identify as SOGIE diverse. Your ideas can be based on experiences within your own family or community, or your work.

 Split the group into pairs or small groups.
 Ensure there are separate pairs or groups for women and men. (Depending on the cultural context, it may be recommended for women and men to discuss in single gender groups). Provide each pair or group, with sheets of colored A4 paper, cut into strips, and a marker-pen. Each group should have a unique color to identify their group.

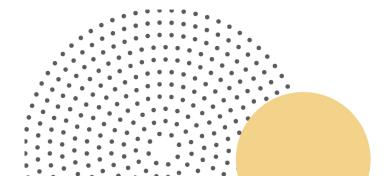
5. Ask the groups to discuss and reflect on the following questions, which can also be displayed using the relevant slides, or you may photocopy and distribute the questions. Note: the reflection questions are split into four separate topics and each group should spend time on all four.

Depending on the size of the group, allow at least 45 - 60 minutes for this exercise.

(Some participants may not have direct experience of working with gay, bisexual or transgender individuals. If this is the case, they can still answer, sharing the things that they 'think' apply to them)

#### Challenges

- The things that I find difficult and/or dislike working with SOGIE diverse boys are when...
- The things I am fearful of working with SOGIE diverse boys are...
- The things that I find make it harder to work with SOGIE diverse boys are...
- I find it harder to work with SOGIE diverse boys when
   I say or do...



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#### Strengths

- The things I find easier and/or like about working with SOGIE diverse boys are when...
- The things I enjoy most about working with SOGIE diverse boys are...
- The things that I find make it easier to work with SOGIE diverse boys are when they...
- I find it easier to work with SOGIE diverse boys when I say or do...

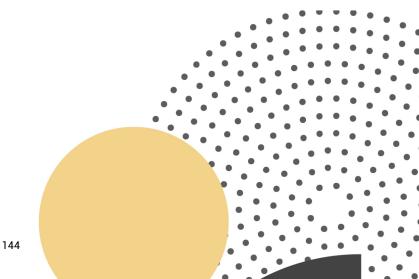
#### The Organization

- The things that my organization does well when working with SOGIE diverse boys are...
- The things that my organization could do better when working with SOGIE diverse boys are...

#### What I need to know

- Questions that I have about SOGIE issues and boys are...
- 6. When the groups have completed the task, place four pieces of flip chart paper on the wall with the headings 'Challenges', 'Strengths' 'The Organization' and 'What I Need to Know'. The groups can stick their ideas (strips of paper) on the relevant flip chart.
- 7. Encourage sharing, reflection and discussion in the larger group, and consider:
- What are the common challenges? What ideas do we have about addressing those? (*i.e. what needs to* change?)

- Are there any specific fears about working with SOGIE diverse boys reflected in the group's ideas?
- Are there challenges or fears that are specific for men or women? (What does that mean we may need to do? What can men and women learn from each other that is helpful?)
- What can we learn about strengths and effective interventions? (*How can we build on those*?)
- Are there strengths that are specific for men or women? (What can men and women learn from each other that is helpful?)
- What responses stand out in relation to the organization? (What does that mean we may need to do more of, and/or do differently? What resource implications are there?)
- What key learning needs do the responses identify?
   (How could these be incorporated into our capacity building plans? What similarities and differences do men and women have, if any? What resources do we need to meet these needs?)
- Record the key ideas and have these saved into a document that you can share with top management and donors, and keep them to help plan strategies and interventions.



#### **Risks and Concerns**

- We recognize that in some countries, legislation and/or influential religious or cultural beliefs, or the political climate may create concerns related to working openly with SOGIE and LGBTQI issues.
- In some settings there may be risks attached and staff may be concerned about this.
   Ask about any concerns that your team may have and record them.
- Elicit ideas about how your team may mitigate such risks and enable you to work effectively and safely with vulnerable boys who identify as SOGIE diverse.
- You can also refer to the notes in the introductory notes at the beginning of this chapter, including the references to the UN Convention on the Rights of the Child.
- Record your ideas and ensure they are also incorporated into your planning.
- 8. Thank the group for sharing their ideas and before closing the session, remind the group that:

Whatever the sexual or gender identity of a child or young person who experiences abuse or exploitation, they have the same rights as any other child to access support and protection.

Boys who may identify as gay, bisexual or transgender are, first and foremost, children and youth who need our unconditional acceptance, understanding, protection and support. They are also individuals in their own right and have unique experiences and needs.

Explain that the other exercises in this chapter will also help us consider solutions for addressing some of the challenges in this specific area of work.

# LGBTQI & SOGIE Language & Terminology



#### Outcomes

- Participants explore commonly used language and terminology used in your community to describe LGBTQI and SOGIE.
- Participants learn how the language we use is powerful and can both reflect, and lead to harmful attitudes and behaviour.
- Introduce language and terminology that is empowering and inclusive.
- Help participants link learning with practice, and identify useful advocacy activities.



#### **Background Notes**

This session helps participants to consider issues related to sexual identity and reflect on the **language and terminology** used in relation to 'LGBTQI and SOGIE' issues. The language we use is very powerful, both reflecting and influencing attitudes and behaviour across the social spectrum. Some important issues to help set the scene for this exercise, are explored below.

Ensuring group safety and support: This session may be challenging and difficult for team members that identify as LGBTQI, whether they are open about their choices, or if they have made a decision not to tell others. Therefore please bear this in mind when preparing to facilitate this session, and prepare well. Remind the group of the guidelines that you agreed at the beginning of the toolkit, related to creating a 'safe and empowering learning environment', and be prepared to provide support, if any group members feel uncomfortable or distressed for any reason. This is a responsible and ethical action to take, and is a requirement of all sessions in this toolkit. **Discrimination and Prejudice:** In many of the contexts in which we work, who identify as LGBTQI, often face discrimination and hostility within their communities, and from larger society, and in some settings they may even be criminalized or face severe punishment, if their identities are discovered.

Children and young people who may identify as gay, bisexual, or transgender, or those who are questioning their identity, also experience discrimination. Children and young people quickly learn that a male - female relationship (referred to as 'heterosexual' in many settings), is considered the norm (or heteronormative). In more traditional societies, this term may not be used, but male - female relationships may be described as 'normal', implying anything else is abnormal. Similarly, in many local languages there is no specific terminology for "heterosexual" male or female, and the term "real man" or "real woman" is used, this implying that anything deviating from heterosexual, is abnormal or wrong.

In many cases, when young people do not fit a heterosexual or cisgender identity, their world is not a safe place. The discrimination and hostility they experience also increases their vulnerability to all forms of abuse - and may isolate them from support from their families, peers, social welfare services and religious leaders. This mirrors the discrimination that they also experience as male survivors and victims of sexual abuse and exploitation - and could be described as a 'double jeopardy', where multiple layers of prejudice and oppression may exist.

The position taken by DtZ is that whatever the identity of a child or young person who experiences abuse or exploitation, they should have the same rights to access support and protection. In many cases, they may need additional help, due to the additional prejudice and discrimination that they experience. If a boy or young man does identify as gay, bisexual or transgender - we need to be understanding, empathetic and supportive.

As a starting point, we need to appreciate that understanding, and using helpful and non-judgmental language is the first step to creating a safe and empowering environment for all children and youth. In some conservative, traditional settings, there may be pushback, insisting that such a view 'promotes homosexuality'. This is not the case. On the contrary, this stance is focused on promoting the child's rights and ensuring that they feel safe, respected and heard.

There are many words and terms used to explain sex, gender, sexuality, and identity. Our experiences indicate that in many environments, service providers need help to clearly understand the language and concepts that exist in relation to LGBTQI and SOGIE, as a pathway to addressing prejudice and discrimination.

When the language we use reinforces prejudice and discrimination (even if we believe it is used in affectionate or joking terms), we need to stop using it, and replace it with more helpful language, which reflects understanding and communicates empathy and respect. To do otherwise may isolate children and youth from support.

Using respectful language - and refusing to use discriminatory language - needs to be a professional standard for those in helping professions, in order to avoid causing harm.



- Flipchart paper, A4 paper, marker pens, tape,
- LGBTQI Terminology Resource Sheet
- <u>Relevant Chapter 5 Slides</u>



3 - 3.5 hours

# $\sum_{i=1}^{n}$ Notes For Facilitation

- 1. Introduce the session using the notes above.
- Divide the group into smaller groups or pairs, and ask them to discuss and write down on post its or strips of paper - the words that are commonly used in your communities to describe males who are in same sex relationships, or who identify as gay, bisexual, transgender etc.

These should include slang terms, and modern or traditional words that are in common use. Some of these may be sexual words that also include reference to parts of the body, or sexual acts. All should be included. At the beginning of this exercise, it may be helpful to highlight that this is a 'filter free' exercise.

Note that some participants may feel uncomfortable sharing unsavory terminology. It may be helpful to reinforce that, regardless of whether social workers feel comfortable using these terms, you are probing for common terms, which young LGBTQI or SOGIE diverse people may hear, describing people like them. (Allow 15- 20 minutes for this task).

- When the time is up, ask them to stick their strips of paper on a space on the wall.
- Spend some time with the group looking at the words and encourage discussion using the following questions:
- Are there words that group members are not familiar with and may need explaining?
- What insights are there into the origins of these words? (Slang, religion, colonial era terms etc.)
- Do the words refer to (or reference) particular acts or parts of the body? (Do we do the same with people who identify as heterosexual? If not, why?)
- What images come to mind when you hear each of the words? Thinking about these mental images, what adjectives might describe them? (Are they generally viewed negatively or positively?)
- Who might you hear using these words (parents, older youth, religious leaders, other LGBTQI people?)
   How are they used in different contexts?
- Ask the group to identify words that have a judgmental or discriminatory meaning. (Circle those words with a red marker pen). It is not necessary for the whole group to agree.
- Ask the group to identify words that are used as a 'joke' (often by heterosexual people) or as a way to refer to gay people?

Some words used are hateful and extremely judgmental. Some members of the group may disagree with some opinions, suggesting that it is only used as a 'joke' or in a 'humorous' way - and not intended to be harmful.

In reality, many terms may be used as jokes - but humor is often used as a weapon to discriminate, belittle, shame and hurt people - especially towards men and boys who do not fit with the dominant gender norms.

#### 5. Ask the group to consider:

- What impact may hearing these words, have on a boy or young man who may identify as gay etc. (Helpful or harmful? How might this influence his self perception?)
- What impact may hearing these words have on boys who are in the process of developing their identities? (e.g. heterosexual boys, homosexual boys, or those questioning their identity)
- Many people assume that abuse and exploitation of boys is a 'gay issue'. What impact will hearing these words have on a boy or young man who has experienced exploitation or abuse? (Helpful or harmful? How might this affect him?)
- If a boy hears service providers using this language, will it help him to reach out for support, or might the words create a barrier for him?
- If we use this language, (even if we think it's just a joke and not intended to be discriminatory) - how may this influence our work with boys?

If we have colleagues who are LGBTQI (*some may have shared this, others not*), what impact could these words have on them?

What needs to change?

- 6. Summarize the session with the group reminding them that:
- The language we use is powerful it can have a significant impact - both in a positive and negative way. It can affect the children, young people and families we work with, as well as other colleagues.
- Many words used to describe same sex relationships are discriminatory and harmful - and create significant barriers to boys and young men (gay and heterosexual) when they are seeking support.
- Many commonly used words contribute to the conditions that enable discrimination to flourish; discrimination leads to isolation and harm.
- Some people may think that if we use the words in the form of a joke, that this is not harmful and 'just for fun'. We need to remember that humor and jokes are often a way to deliver harmful messages about individuals and groups - and we need to stop this.
- Harmful and discriminatory language disempowers children and makes them more vulnerable.
- If we come across harmful language we need to challenge it, and encourage and promote the use of language that is inclusive, respectful and empowering.

Using respectful language - and refusing to use discriminatory language needs to be a professional standard for those in helping professions in order to avoid causing harm.

7. Then share LGBTQI Terminology - Resource Sheet

Read carefully through the information as a group.

Discuss and clarify the meaning, and identify how these may translate to your own language.

Consider, if there are other words in your own language or dialect, that are inclusive, respectful and empowering that can be used? If so, modify the Resource Sheet and ensure that they are used in your work.

If you are unsure and need more guidance related to appropriate language or translation of materials, we recommend that you consult and collaborate with organizations working on gender and sexuality issues, and representing the LGBTQI community.



#### Links with Practice

- 1. We will now consider as a group, how our learning from this session links with practice, identifying practical ideas for positive change.
- 2. Using flip chart paper or a whiteboard (and working in the whole group, smaller groups or pairs), create a table and write statements under the heading 'If we know that...' and 'We can...' similar to the illustration below:

# If we know that...

a lot of the language used to describe same sex relationships is hateful and discriminatory...

## If we know that...

some language used to describe SOGIE diverse people, even in the form of jokes, is disrespectful and harmful...

# If we know that...

many exploited and abused boys and young men, also identify as SOGIE diverse people, and are isolated and face discrimination...

- 3. Use the following **'If we know that...'** statements and come up with your own practical ideas and solutions, and write them in the right hand column. (Allow 30 45 minutes)
- 4. When they have completed that task you can share the other suggestions, from the table below and add more ideas to your table. (The ideas below are also available to share using the relevant slides)

## We can...

We can...

We can...

a lot of the language used to describe same sex relationships is hateful and discriminatory...

 take personal responsibility not to use it, and use appropriate language in our professional and personal lives...

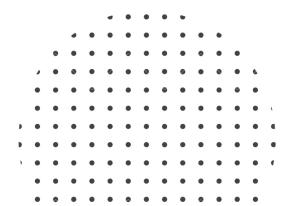
We can...

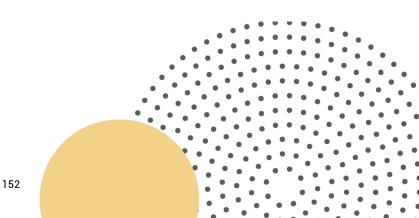
- challenge other people who use it and ask them to stop...
- use the Language and Terminology Resource Sheet to help them use respectful words and terms...
- meet with organizations representing the LGBTQI and SOGIE communities, and develop strategies to use appropriate language suitable for your context...

# If we know that...

some language used to describe SOGIE diverse people, even in the form of jokes, is disrespectful and harmful... We can...

- take personal responsibility to stop using language in this way...
- challenge other people when they do this and explain why jokes can be harmful...
- advocate for the use of language that is helpful, supportive, respectful and not harmful...





many exploited and abused boys and young men, also identify as SOGIE diverse people, and are isolated and face discrimination...

## We can...

- find ways to connect with them, build safe relationships and work together to provide confidential help...
- spend time listening to understand their 'lived experiences'...
- ask them what words and terminology they prefer to be used...
- challenge discrimination wherever we find it...
- develop closer relationships with organizations that represent SOGIE and LGBTQI people, to ensure that they receive help...

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 Once you have completed the exercise, have it typed up and write a letter to management, and meet to plan how your ideas can become integrated into your organizational values, strategy and practice.

#### 'Bridging the Gap' Advocacy Activities

Our knowledge and learning is limited if we don't use it to help us, and others to change the way they think and behave. In order to do this we have to take personal responsibility in our own personal and professional lives. We provide some suggestions below as to how you can transform your learning into positive action.

Provide your team members with a blank piece of paper and ask them to complete individually, by completing the following sentence, to make some personal commitments to change:

"After what I learned today I will ..." Then share your ideas in the larger group.

You can also spend time with your group and commit to sharing positive messages that challenge language, and other forms of discrimination against LGBTQI and SOGIE diverse people.

To do this, identify key messages from your learning, and how you can share them within existing and new activities. Consider how your own communication can reflect inclusivity and anti-discriminatory messages and language. For example:

- Developing IEC, awareness and campaign materials
- Incorporating key messages in existing activities with children, parents and communities

This could take the form of individual discussions, workshops, awareness and more formal advocacy activities? It could also involve working together with organizations that represent LGBTQI and SOGIE people to challenge discrimination.

# LGBTQI & SOGIE Discrimination



#### Outcomes

Participants understand how society's norms and values affect the daily lives of people who identify as LGBTQI or SOGIE

 Participants reflect on how these norms and values may impact on boys and young men who are at risk of, and affected by, sexual abuse and exploitation.



#### **Background Notes**

A significant minority of individuals identify as SOGIE diverse in the countries and communities in which we work. Research on this population is limited, especially in relation to sexual abuse and exploitation. What we do know is that people who identify as diverse often experience prejudice, violence, discrimination, and in some settings may and face significant social and legal sanctions. In many countries, men, women, and young people are therefore marginalized and isolated from sources of protection and support.

Where focused research has been carried out in the US, it indicates that negative attitudes towards SOGIE diverse youth places them at **increased risk** for experiences of violence (bullying, teasing, harassment and physical assault), and data reveals significant numbers of SOGIE diverse youth also experience sexual violence. Other sessions in this toolkit also reveal SOGIE children and youth to be highly vulnerable to sexual abuse and exploitation Anecdotal evidence from practitioners in many countries indicates that even less is known about boys or girls who may identify as gay, bisexual, or transgender, and are less able to provide protection and support to meet their needs.

People who identify as SOGIE diverse are members of every community around the world. They come from all walks of life, and include people of all races, ethnicities, ages, socioeconomic statuses, and religious groups. Understanding the perspectives and needs of SOGIE people should be always considered, in relation to all aspects of their lives. This is also true of SOGIE diverse children and youth, and especially in relation to sexual exploitation and abuse. If we are to achieve our goal of protecting and supporting all children and young people, then understanding their 'lived experiences', and identifying and understanding the prejudice and discrimination they face, is vital. Only then can we begin to inform and develop services that meet their needs. Therefore, this session dedicates time to explore and reflect on how a person who identifies as SOGIE diverse in your community, may experience their everyday life.

**Resources Required** 

- SOGIE Discrimination Resources Identity Cards
   and Scenarios
- <u>Relevant Chapter 5 Slides</u>



60 - 90 minutes

# $\checkmark$ Notes For Facilitation

- 1. Introduce the session using the notes above.
- Ask the group to stand in a line, alongside each other, across the width of the room or space you are using.
- Explain that each person will be provided with a card which will have a specific identity of a person on. Ask them to look at the identity card, but not share the identity with any other participant.

Distribute the cards to the group, ensuring that there is a mix of heterosexual and nonheterosexual identities shared.

- Explain that you will read out a short statement which starts with 'Take one step forward if you can...' - followed by a specific activity or behaviour.
- 5. Participants will need to reflect for a few moments and decide if it is possible to take a step forward, based on their assigned identity, the short statement, and the community and culture from which they come.

Explain to the group that if they are not sure, or have concerns about the safety of stepping forward, or whether their identity would face discrimination or disapproval, then they should not step forward and stay in the same place.

 Repeat the activity until the list of questions provided have been completed. At the end of this activity, you will find some participants will have taken several or many steps forward, and others very few.

#### **Reflections and Discussion**

- Ask the group to remain in the place where they are standing and share their thoughts and experiences using the following questions:
- For those at the front of the group: How was the exercise? How did you feel when you were able to move forward? Did you feel restricted at any point?
- For those at the back of the group, or those who were not able to move forward much (if at all): What were your thoughts and feelings about not being able to move forward? Were there some prompts that made you feel more restricted than others? When did you feel most restricted?
- Ask each person in the group to reveal their 'identity' to the rest of the group, one by one. It will soon become evident that those people with a heterosexual identity are at the front of the group, and those at the back, are not.
- 9. Explain to the group that this exercise reveals that people with a non heterosexual identity made their decision to step forward, or remain in the same place based on their perception of their freedom and safety, and considerations of possible disapproval, prejudice, discrimination, and/or social or legal sanctions, including potential violence or imprisonment.

It should become clear that social responses have the potential to be damaging to a person's life and force them to 'live in the shadows' and feel 'less than equal'. This is the result of discrimination.

Below there are some additional discussion activities and conclusions, that will help practitioners meet the learning outcomes from this session on discrimination of SOGIE diverse individuals.

10. Ask the group to return to their places and consider the following questions:

What have you learned about how much (or little) freedom people have in their lives, based on their sexual identity?

Reflect on the individual identity that you were assigned. What would be the most difficult or concerning situation for you? What do you think would scare you the most? What hurdles exist for the people at the back of the room, that do not exist for those at the front? Can you think of what you might be able to, do to improve your situation in society and improve your safety?

If you were the person described on the card and faced potential discrimination and other sanctions, what do you think you would want from family and community members to improve your situation?

In your role as a service provider - what does this exercise make you think that you could consider doing differently, to ensure equality and acceptance for SOGIE people, including children and youth?

#### Conclusions

- The group should be able to identify how: (These conclusions are included in the relevant slides, if you wish to share with the group)
- Sexual identity and the potential discrimination some people face, has a considerable impact on all aspects of their lives.
- Culture and institutions often both reflect and reinforce prejudice and discrimination, ensuring that non-heterosexual or non-cisgendered individuals may be forced to live their lives 'in the shadows'
- Sexual identity affects the way we live, the options we have, and often, our access to the same opportunities, services, and rights as heterosexual and cis gendered people.

# Final thoughts on discrimination

12. Read the next paragraphs aloud.

Now ... imagine you are a child or youth who is a gay, bisexual, or transgender person at risk of, or currently being, sexually exploited or abused...

You will already be aware of the discrimination, prejudice, and possible cultural or legal sanctions faced by SOGIE diverse people, and have likely already experienced this in your life.

You will already feel that you have to live your life hidden 'in the shadows' and on the margins of society. You may already face isolation and live in fear of the consequences of others finding out who you are.

Your experiences of abuse or exploitation will very likely increase your isolation.

You may even become more determined to hide your experiences for fear of being misunderstood, judged, and blamed (for instance, by those who assume that sex is always welcome and not-traumatizing, or that your sexuality is somehow to blame for the abuse/ exploitation).

Many victims also feel that they have no choice but to hide the reality of their lives.

The barriers to finding help and support appear to be significantly greater, due to their sexual identity.



#### 13. Statements from survivors of sexual abuse and exploitation:

End the session by sharing some statements from boys and young men (both gay and heterosexual) about the discrimination they face, due assumptions about, and attitudes to their sexual identity. Many of these statements indicate that many boys or young men are targeted because of their sexual identity:

"Some people think that we are gay because we sleep with the same sex... I wonder 'why do they think we are gay?' We dare not study in that school again and we flee because of the shame" (Heterosexual boy)

"It was very painful and frightening... it was forced and they had strength. They made me do this, as if they were angry with me... they saw me behaving like a gay person, so they hate me. They do drugs so they were very powerful. It hurt so much ... I was overwhelmed with confusion ... It was also very painful in my heart ... emotionally... Why does this happen to me?" (Gay young man)

"When I was 16 I used to make up like a girl, and my family was very angry, so I ran away to live with a friend and work selling sex. One day the police came and said that I was "destroying society". I was arrested and taken to the police station and threatened that if I performed a sex act, and made him happy, he would allow me to go, but if not, I would go to prison. On another occasion a group of four young men put a knife to my neck and threatened me to have sex with them. I couldn't refuse..." (Gay man).

"If a woman is raped, there are many people to help her and try to arrest the rapist, but for gay men being raped, no one cares. There are only people to scold them, laugh at them and consider it a normal thing. Ninety nine percent of gay men have been raped by use of force and violence" (Gay man)

"When I was 20 years old, about 10 males caught me and raped me in a field. When they came and took me, the villagers saw, but no one paid attention to this because they thought it was normal. I did not dare file a complaint because I was so ashamed" (Gay man)

# LGBTQI & SOGIE Links With Practice & Advocacy



#### Outcomes

Participants will identify strategies and interventions for engaging with and supporting SOGIE diverse and LGBTQI youth.



## **Background Notes**

You will have already spent time in this chapter, on exercises focusing on 'Starting the Conversation' in relation to working with SOGIE diverse boys and youth; Language and Terminology; and Prejudice and Discrimination. This will hopefully have provided you with opportunities to reflect on many of the issues that are important to take into consideration, when seeking to develop or enhance your work with SOGIE diverse youth.

This session focuses on drawing together some of the key learnings, messages and challenges from this chapter, and provides your team with opportunities to focus on developing ideas for positive change.

This will be achieved through exploring 'Links with Practice' and 'Bridging the Gap' Advocacy Activities'.



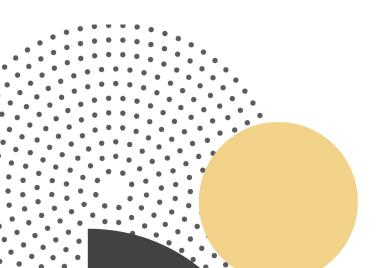
- Flip chart paper, A4 paper, marker pens, tape
- <u>Relevant Chapter 5 Slide</u>





# Scheme Notes For Facilitation

- Explain to the group the objectives of this session using the notes above.
- 2. Remind the group that the previous sessions have enabled us to:
- Identify potential strengths, challenges and internal and external barriers that exist, when seeking to support boys and SOGIE diverse youth
- Explore the importance of using nondiscriminatory and empowering language as a foundation of our work
- Reflect on how prejudice and discrimination, often deeply rooted within cultures, isolates and marginalizes SOGIE diverse people from protection and support.
- This interactive exercise provides opportunities for you to summarize and reflect on key issues and learnings within your workplace, context and community - and begin to develop ideas, strategies and plans to address them.
- Using flip chart paper, create a 'Links with Practice' worksheet with the group, similar to the one illustrated, and place it on the wall.





- Explain to the group that this task, if done well, may take some time and involves two stages:
  - A. identifying key learning
  - B. working together to identify strategies to address and respond to them.

This can become a 'living document', that you can change and update, to help you plan and review your progress in the months ahead.

Depending on your preference, work in small groups, pairs, or the larger group. Ask the group what the most significant learnings are, from taking part in the sessions related to SOGIE and LGBTQI issues.

Write your most 'significant learnings' (on small pieces of paper) and then place them in the **left hand column of your worksheet**.

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6. Once that task is completed, ask the team to work together to identify practical ideas to address the identified challenges and learning, and incorporate these into your practice interventions and strategies.

**These ideas can be written in the right hand column.** Allow plenty of time for this task, the team may need time to look at their notes, reflect, discuss and decide what to write.

7. Once completed, the ideas can be shared and discussed with the wider group, adding additional ideas and suggestions.

You can then share the suggestions provided below, by printing the sheet, and sharing with the group, or using the relevant slides. Some of the suggestions may be similar - but there may be additional learnings, ideas and strategies that the group wish to add to their own document.



we often use language and words to describe SOGIE diverse people that are disrespectful, communicate prejudicial attitudes, and are harmful to SOGIE diverse adults and youth...  refer to the actions identified in the SOGIE Language session for specific actions.

# If we know that...

our team is committed and motivated, but has limited understanding of SOGIE issues and this is a gap in our knowledge...



## We can...

- carry out a more detailed training and learning needs assessment, and provide training and additional support.
- identify resources to carry out action research in your community, and use that to build effective responses.
- make time to meet with and listen to SOGIE diverse youth, and actively encourage their participation in service development
- collaborate with organizations working with and representing SOGIE diverse people, to share knowledge and learning, and co-work cases

We can...

we need to improve the services that we provide to SOGIE diverse youth who are faced by sexual exploitation or abuse...

- appoint a focal point in the team, with allocated time and resources, to take responsibility for developing this work.
- collaborate and develop referral pathways with organizations that work with, and represent SOGIE diverse youth.
- develop 'Twin Track' approaches to service provision (Similar to that described in the 'Disability Inclusion' session).
- consider developing a specialist post, or staff
   exchange, with organizations working with SOGIE
   diverse youth.
- actively engage with SOGIE diverse youth affected by sexual abuse and exploitation, and encourage their meaningful participation in service developments.
- take part in joint advocacy and awareness raising events with LGBTQI partner organisations.
- discuss your needs, ideas and plans with management and donors, to gain support and resources.

organizations working with, and representing SOGIE diverse youth may have limited understanding of sexual abuse and exploitation, and child safeguarding issues...  network with organizations and apply the same activities identified above to collaborate and improve protection for children and youth.

## If we know that...

people assume that the sexual exploitation and abuse of boys is a 'gay issue' (i.e. perpetrators and victims are gay), therefore paying less attention...  commit to challenging those assumptions, and include key messages, sharing accurate information in your advocacy, awareness raising and training activities.

We can...

 focus on protecting and safeguarding *all children and youth* with equal commitment.

# If we know that...

some team members hold harmful attitudes, and/or demonstrate behaviour that may discriminate against SOGIE diverse youth...

- We can...
- adopt a 'zero tolerance' approach to any form of discrimination, and include that in organizational policies, including those relating to recruitment.
- integrate focused learning and support into continued professional development activities, linked to staff appraisals.

# If we know that...

people in the community have little knowledge about exploitation in relation to SOGIE diverse children and youth, resulting in discrimination...



 Develop materials and facilitate focused advocacy activities, that challenge discrimination, and provide accurate information and guidance to prevent it.

religious leaders and institutions discriminate against SOGIE diverse people...

 build relationships and engage them, highlighting children's rights, human rights and child protection priorities.

# If we know that...

we have little or no information and accurate data about SOGIE diverse youth, and sexual abuse and exploitation...  ensure that you keep accurate and disaggregated data within your own programmes.

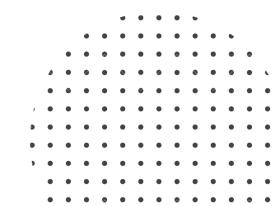
We can...

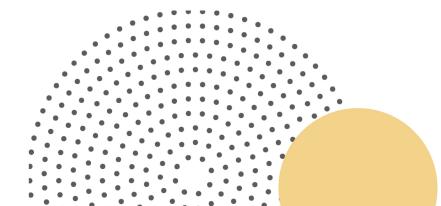
 collaborate with other organizations, institutions and donors to carry out research related to risks, vulnerabilities and needs.

# If we know that...

we have identified some specific interventions that are promising in engaging SOGIE diverse youth (e.g. assertive outreach; Apps; Confidential helplines)...

- We can...
- highlight progress and share through training and advocacy events.
- integrate promising interventions into your standard operating procedures, and continue to monitor and evaluate your work.
- collaborate with SOGIE diverse youth to develop, implement and evaluate your work.





#### We can...

some people believe that recovery from sexual abuse, means that a person has to become 'heterosexual'...

- adopt a 'zero tolerance' approach to these beliefs and associated behavior, as it is untrue, and damaging to victims and survivors.
- provide training and support linked to empowering interventions, that highlight acceptance of a person's identity.

# If we know that...

the political climate and legislation is hostile to working with SOGIE issues - and staff may be fearful of engaging in such work...



- Assess the risk, and seek guidance from organizations working in the field of <u>gender and sexuality</u>, and with SOGIE diverse youth, as how to respond to this challenge.
- provide support to your team, and enable them to focus on supporting *all children*, highlighting child rights and human rights perspectives.



8. Once you have completed the task with your team, summarize all of the information and steps you plan to take, and incorporate them into your work plans and organizational strategies. Write to management and donors, and meet them to cost and implement changes where applicable.

This is a significant challenge, and will require effort and a commitment from your team over a sustained period of time. This may be a good time to nominate someone from your team, and management, to be focal points to ensure your creative ideas are turned into positive action, for lasting change.

 Visit the <u>Links to Global Resources</u> Section of this toolkit - where you will find additional reports and resources for working with SOGIE diverse children and youth, and their families.

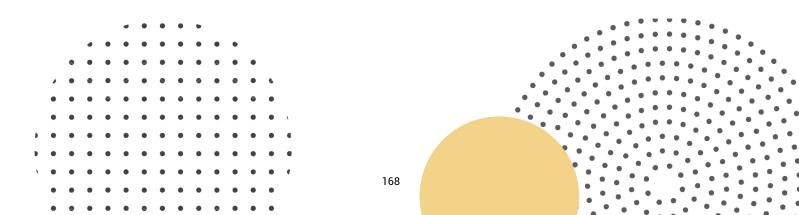
This includes a <u>short film</u> about a boy who came out as gay when he was 13 years old, who was groomed, and sexually abused and exploited by adults.

#### 'Bridging The Gap' Advocacy Activities

Discuss and identify some of the key challenges and needs within your own context, in relation to challenging discrimination against SOGIE diverse people, including children and youth affected by sexual exploitation, violence and abuse.

Identify the key messages that are required for different groups of stakeholders and actors, and discuss how these can be incorporated into your existing advocacy and awareness raising activities. This may apply to children, families, community members, local authorities and organizations, government, media and industry.

To help you do this, review the key 'conclusions' from this session, and others related to Language and Terminology, and Discrimination, and decide which of these could and should be used.



# CHAPTER O Chapter (1990)

**Service Development** 

# Developing Empowering Programs & Best Practice



#### Outcomes

- Participants identify the essential components of 'best practice' for services working with boys at risk, and affected by sexual exploitation and abuse.
- Teams reflect on their learning and existing practice and identify how they can enhance and develop their own policies, procedures and interventions.



#### **Background Notes**

While there is increasing awareness of the sexual exploitation and abuse of boys, there are relatively few services and interventions specifically designed with boys in mind. In some settings, services originally designed for girls and young women, are expanding their remit and adapting to increasing demand from boys and young men. Service providers are often very committed to helping boys, but may lack the appropriate knowledge, resources and guidance to move forward and consequently may not be 'male friendly' and gender inclusive. Boys experiencing abuse and exploitation are also not always consulted widely when services are developed, and as a result, they are less likely to meet their needs. In some settings, finding donors who are committed to supporting work with boys may also be a challenge.

This exercise is placed towards the end of the toolkit, in order that teams and organizations can reflect on, and incorporate learning from other sessions, including - but not limited to 'What boys Say They Need', 'Speaking Out!', 'Engaging with Boys', 'Inclusion of Children with with Disabilities' and 'LGBTQI Issues'. There are no shortcuts when developing services for male victims and survivors, no 'one size fits all' models - and development takes time. What may be appropriate in one setting, may not always be so in another, dependent on a range of factors.

However, this session provides the opportunity to learn and reflect on what we describe as the 'foundation stones' of good practice when working with boys, and provides links to other resources. The 'foundation stones' are essentially '**principles of best practice**' that ideally should be in place, to ensure that boys facing and experiencing exploitation and abuse can receive the support they need.

This session does not imply that one single organization should be able to provide and meet all of the requirements and consequently, all the needs of male victims and survivors, and it is essential to develop partnerships and collaborate with others to meet these goals. The needs of exploited children are varied - and the way they can be delivered is equally diverse. As an organization, you will also need to engage with, and gain support from your management team and donors to access the support and resources you need to fulfill your objectives.

Ideally this session should be facilitated before the 'Solution Focused Inquiry To Support Development', and form the basis of longer term planning and development.



- Flip chart paper; marker pens
- Developing Empowering Practice & Services
   Infographic
- Developing Empowering Practice Foundation Stone
   <u>Cards</u>
- Foundation Stones Essential Principles of Best
   Practice
- Slide Presentation Chapter 6



4 - 6 hours

# $\stackrel{\frown}{\sum}$ Notes For Facilitation

- 1. Introduce the session using the notes above.
- In many respects this exercise may be considered as an 'organizational audit', providing an opportunity to reflect on your current practice, in the context and environment in which you work, and the resources that you have available.
- 3. Explain to your group or team, that you are going to learn about what we will call the 'foundation stones', or ('essential principles of best practice') for working with boys affected by sexual exploitation and abuse. These 'foundation stones' have been developed by drawing on research and practice from organizations working with boys all over the world.

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They will help you to help identify strengths and gaps, and also develop ideas, strategies and plans for developing your own services.

- 4. We will begin by reflecting on each of the foundation stones, consider what they mean to us in our context, and assess where our organization is in establishing these. As a group, you will then identify the steps and resources required to meet these requirements, and develop an action plan.
- 5. Introducing the 'foundation stones' or ('Essential principles of best practice'):
- Write the 'foundation stones' on a flip chart or whiteboard, or place the cards from the resource pack on the flip chart. (You may also use the slides provided, which include some additional explanatory notes). The foundation stones are presented below:
- Community and Family based where possible (avoid institutionalization)
- Holistic and inclusive (the whole person not just focused on the abuse or exploitation)
- Inclusive of children with disabilities and their families
- Client and 'person centered' interventions and programs (not 'one size fits all')
- Gender sensitive and boy friendly approaches
- Genuine child participation (Development, case management, evaluation, research)
- Strength focused (drawing on strengths and capacities to aid recovery, including resilience theory and Assets Development Profile)

- Address Human Rights, Child Rights and the Rights of People with Disabilities, LGBTQI
- Collaboration among service providers to meet varying needs (medical, social, psychological etc)
- Evidence based (Participatory feedback; evaluations; action research)
- Zero tolerance policy towards discriminatory attitudes, behaviours and policies
- Identify and address prevention, protection and support issues (Linked to collaboration)
- Effective advocacy and awareness raising with a wide range of stakeholders (boys, families, community, government, media, industry)
- Technical and emotional support for staff
- Divide the larger group into smaller groups, and provide them with flip chart paper and marker pens.
   Distribute the 14 'foundation stones' cards among the groups, ensuring that all of them are included in the exercise.
- Ask the group members to reflect on the meaning of each foundation stone and what this would look like in action (when they are 'operationalized').

For example - 'an organization that is committed to this (Community and Family based services), makes sure that it does..... And provides...' They can write their ideas for each of the 'foundation stones' allocated to their group on flip chart paper. (Allow at least 20 - 30 minutes for them to complete the task for each 'foundation stone'). To support the work of the groups, we have also provided a resource sheet <u>'Foundation Stones - Essential Principles</u> of Best Practice', which can be photocopied and shared. It provides some additional notes to help you with this task.

- 8. Once this has been completed, each group can share their initial ideas with the larger group also seeking additional ideas and suggestions from other participants.
- 9. Ask group members to consider:

'Which of the 'foundation stones' do we think that we meet, or partially meet at this time - and which are unmet?'

'In relation to those that are either partially met, or unmet, ask the group to consider, what the reasons for this may be?' (i.e. lack of resources, internal or external barriers, need for more training etc.).

In many cases there will be several 'foundation stones' that are not, or only partially met, and the group can choose which of them, should be chosen as a priority for the next part of the session.

10. Once the group has chosen the priority 'foundation stones', distribute them among the smaller groups.

The groups will now work together to reflect once more, on what resources and actions are required, to reach your goals in relation to each 'foundation stone'.

You can ask the group to draw and use a worksheet similar to the one below, which can be drawn on flip chart paper, to record their ideas in relation to the 'foundation stones' that they are working on.

Foundation Stone ('Best Practice' Principle)	To achieve this we need to	Resources Required	Action Plan

Allow plenty of time for them to discuss, reflect and complete the task.

- 11. Alternatively, (or in addition at a later stage) the group can also use a <u>S.M.A.R.T. Goals Resource Sheet</u> to guide your work if you are familiar with this.
- 12. Once this has been completed, ask each group to present their ideas to the wider group and allow others to add other ideas to help achieve the goal. Work through each group's suggestions until the task is completed.

- 13. Then share the <u>Developing Empowering Practice & Services Infographic</u> (also available on a slide) to share information on what programme activities should, or could look like. The infographic also highlights the links between the 'foundation stones', and 'what boys say they need'.
- 14. Once you have done this, the group may wish to return to the planning document, and add more ideas.
- 15. Keep this information safe and have it typed up into a document that you and your organization can use to put your plan into action in the months ahead. Share it with top management and donors to gain support and resources to achieve your plans.



# Solution Focused Inquiry To Support Development



#### Outcomes

Participants are able to identify and share successful components of services that are appropriate to support the needs of boys affected by sexual abuse and exploitation.



#### **Background Notes**

By this stage, we have learned about many different topics related to the sexual exploitation and abuse of boys. This includes gender norms and biological development, the risks boys face, and how abuse and exploitation affects them. We have heard their 'voices' through exercises which inform us about the issues that they identify as important to them, and what they need from services and families. Additional learning has provided insights on how to engage and work with boys, and the essential foundation stones and strategies for developing effective services. Importantly, issues related to cross cutting issues such as Inclusion of Children with Disabilities and LGBTQI have also been identified. Many of the exercises have included reflection on 'Links with Practice' and 'Advocacy Activities' enabling us to consider how our learning can be applied.

This foundation of 'essential learning' is applicable in all settings. However, the way we interpret our learning and transform it into positive action will vary. We recognize that across and within different countries and contexts, there is no 'one size fits all' or 'cut and paste' solution to meeting the needs of exploited and abused boys. The way we develop and provide support may need to be different due to a number of variables, including resources, capacity, the environment, and the sociocultural and political context. This exercise is therefore designed for teams to reflect on their learning, experiences and practice wisdom, and begin the process of 'visioning' what accessible, empowering and high quality services for boys and their families will look like, in the specific communities in which you work. To achieve this, we have collaborated with one of the world's leading experts in 'solution focused' practice and development, to help you facilitate activities to help you achieve that goal.

This activity is also designed to ensure that everyone in your group has a voice, and can contribute in a meaningful way. This session also includes some suggestions of how you may adapt and use this exercise with children and parents.



- Flip chart paper; marker pens
- <u>Relevant Chapter 6 Slides</u>



2 hours



- 1. Introduce the session using the notes above.
- Explain that we are going to ask a number of questions to help us share our ideas about services for boys, and will go round the whole group, asking for their ideas and contributions.

Ask the first question, as follows (Also included in slide presentation):

"If I woke up tomorrow to an organization whose services for boys who have experienced sexual exploitation and abuse were just right, one thing I would notice is...

- Go around the group one by one, so that all participants have the opportunity to share at least one idea.
- After each person shares repeat what they say, thank them for their contribution and move onto the next person, asking them what they would notice. (You can write up the responses or key words and phrases on flip chart paper or a whiteboard).

Some answers may be quite generalized and not so specific, this is to be expected when they begin this process. So if someone says something like "I would notice better services", you could respond by asking the person or the whole group, follow up questions that help them describe a little more (Also included in relevant slides):

"What would you notice that was better?" or

"How would you know they are better?", then moving on to...

"What difference would that make?"

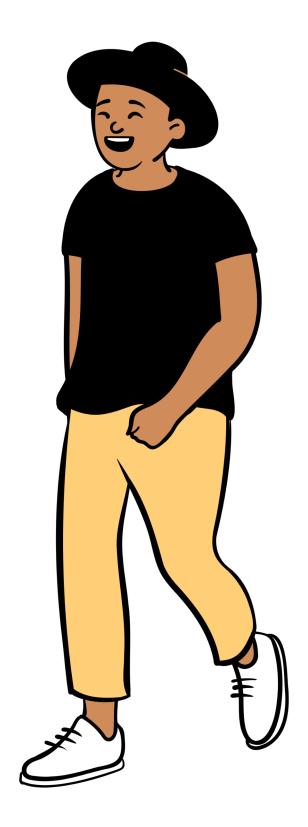
"How would you know it is making a difference?" and so on...

- 6. You could go around the group again, asking "What else would you notice?" repeating the task and responses OR split into small groups, asking them to generate lists of more answers and write them on flip chart paper. Allow at least 30 minutes for this group exercise, depending on the size of the group.
- 7. When they have completed the task, ask each group to share their ideas with the larger group, and ask similar follow up questions to 5 (above), helping them express their ideas about what would be better, how they would know it is better, what difference it would make, and how they would know it was making a difference etc.
- 8. Over time and with more sharing, the group should be able to begin to visualize what factors need to be in place to make services 'just right'. (Their ideas may relate to the physical environment, the choice of services available, essential needs such as 'physical safety', individual behaviour of service providers etc.). The possibilities are endless.
- The next thing to continue the exercise is to ask some of the following questions (Also included in relevant slides):

"What do you notice that is already right about the protection, support and services for boys?"

"What do you notice that our organization/team does well with boys?"

"Since I/we have started to work with boys, what signs of hope and success have we noticed, however small?"



Encourage participants to be descriptive in their responses, explaining in ways that make their ideas 'come alive'. It may be useful to make notes of your ideas, and have them typed up for supporting the development of your services, strategies and working practices.

By focusing on solutions, strengths, and 'what works' - and largely avoiding problem talk - we are able to identify helpful ideas, which we can build on to develop services.

This exercise can also be repeated on a regular basis, as your work and services develop over time. It can be very enlightening and helpful to make time to reflect in this manner.

10. If your team is also providing services for families, or boys who identify as gay, bisexual or transgender, or children with disabilities, you could also modify the questions in the following ways, and repeat the process described above, for example:

"If I woke up tomorrow to an organization/ community where conditions were just right to support the **families and caregivers** of boys affected by sexual abuse and exploitation, one thing I would notice..."

"If I woke up tomorrow to an organization/ community where conditions were just right to support **boys who identify as SOGIE diverse**, one thing I would notice..."

"If I woke up tomorrow to an organization/ community where conditions were just right to **support children with disabilities**, one thing I would notice..."



#### Using the methodology with Boys, Families and SOGIE diverse people

If you are working closely with families and boys affected by sexual exploitation and abuse, boys and young men who identify as LGBTQI or SOGIE diverse, or children with disabilities, it is also possible to engage them in similar conversations, by using, or modifying the following questions and using a similar process. This will increase and promote genuine participation and give them a voice in matters that affect them. For example:

*"If I woke up tomorrow and was receiving help from an organization, whose services for boys/ families who have experienced sexual exploitation and abuse were just right, I would notice...* 

"If I woke up tomorrow to a **family/community** where support for boys/families who have experienced sexual exploitation and abuse was just right, I would notice..."

"If I woke up tomorrow and **was receiving help from an organization** whose services for boys who identify as SOGIE diverse were just right, I would notice..."

"If I woke up tomorrow to a **family/community** where support for boys who identify as SOGIE diverse was just right, I would notice..."

"If I woke up tomorrow and **was receiving help from an organization** whose services for children with disabilities and their families were just right, I would notice..."

"If I woke up tomorrow to a **family/community** where support for children with disabilities was just right, I would notice..."

11. Hopefully the exercises described above can help those taking part take a step back, reflect and share important ideas on how to build on strengths and 'what works?' in the organization and communities in which you work.

This exercise is just one example of how to use 'solution focused' approaches with your team, (and with boys and families), to promote participation, support the development of your work and identify common goals, strengths and successes, when seeking to deliver empowering and inclusive services.

If you wish to use these ideas in your own work, photocopy this session and use it to guide your discussions.

For those that are interested, the resource section of this toolkit (Chapter 7) includes links to other resources and websites, learning and training, related to solution focused practice.



# Self Care For Service Providers



#### Outcomes

For participants to appreciate the importance of both informal and formal self care, and to know how to put self-care strategies in place.



#### **Background Notes**

Social work, by definition, involves the looking after/out for people. Workers can only do this well if they are physically and mentally well themselves. The term self-care refers to a range of strategies from:

**Informal** - exercise, eating well, ensuring appropriate rest, leisure and time out from work related activities with family and friends, and may include mediation and mindfulness techniques through to:

**Formal** activities such as workplace supervision, performance evaluation and development policies, coaching and training.

#### Why is self care important?

Working with survivors of sexual abuse is one of the most challenging aspects of child protection social work. Social workers who hear accounts of child sexual abuse and child rape may experience the child's trauma as if it were happening to themselves. This 'secondary' or 'vicarious' trauma is in and of itself, difficult to manage emotionally. Moreover, when faced with harrowing accounts of sexual abuse, some workers may be triggered into thinking about abuse that they may have experienced and/or witnessed. It is common for social workers to suffer from burnout, secondary/vicarious trauma, and as a result, their health, mental health and work performance suffers. This means that the worker does not serve the client to the best of their abilities, and successful outcomes are less likely to be achieved.

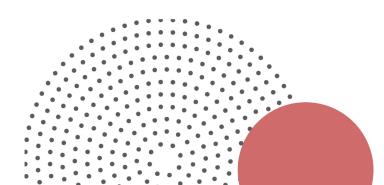
Social work is characterized by high incidences of absenteeism (through mental ill health), a low level of job satisfaction (due to workers feeling unsupported/ uncared for) and workers leaving the profession early, due to the stressful nature of the work.

In human resource terms, this means that more money is lost on sick pay, additional recruitment and other interventions, such as therapy for workers, which may not have been needed had workers felt more effectively supported and valued.

When workers are interviewed about leaving the profession, they repeatedly state that they would have been more likely to stay if they had:

- 1. Effective and regular supervision
- 2. Help with managing the traumatic nature of the work
- 3. Help with self-care generally

This session will therefore explore what workers can do, to more effectively care for themselves and how organizations can more effectively care for their staff.





- Flip Chart Paper, Marker Pens
- Self Care Resource Sheet
- Supervision Resource Sheet
- Relevant Chapter 6 Slides



4 hours

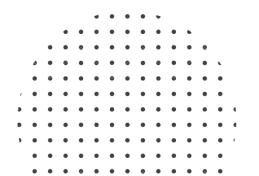
### $\checkmark$ Notes For Facilitation

- 1. Introduce the session using the notes above.
- 2. 'What is self-care?'

Ask the group what the term 'self care' means to them. Write the responses on a piece of flip chart paper.

Also ask them to identify any resources that they use, or are aware of, e.g. websites, mental well-being exercises etc.

3. Emphasize that working in social work may be stressful and traumatic, as social workers are faced everyday with the impact of physical abuse, sexual abuse, neglect and trauma. How the worker manages this trauma is conditional upon the amount of support that they receive.



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- 4. Break the group into two groups and facilitate a group exercise. Ask each group two questions:
- What do you do to ensure that you care for yourself?
- What does the organization do to ensure that you are supported?

Advise the groups that they should categorize the support mechanisms into formal or informal if possible, and group ideas together on the flip chart. (Allow at least 30 minutes, or longer if required. This is an important topic and should not be rushed).

When completed, the groups should come together and share their ideas. The facilitator should then compare and contrast the two groups' feedback, identifying similarities, differences, and clarifying information.

- The facilitator should focus on, and explore Self Care using the <u>Self Care Resource Sheet</u>, and return to the main session afterwards.
- 6. Explain to the group that, as the resource sheet has shown, supervision is an essential way for any organization to contribute to a worker's self care, particularly if they are working with serious issues such as children affected by sexual abuse, exploitation and violence.
- 7. Read the following statement to your group:

Regular and good supervision, preferably from an experienced and qualified social worker, who has undertaken additional training in supervision, should be provided to all social workers.



 Ask participants who have received formal supervision in the last month, to raise their hand.

If some don't raise their hand, then ask participants, who have received formal supervision in the last 6 months, the last year, or ever - since they have started their job.

- Explain that even though evidence suggests supervision is an important way of improving the worker's well-being and the quality of their practice, it is often a struggle for organizations to plan and implement supervision.
- 10. The following <u>resource sheet</u>, focusing on supervision, could help workers, supervisors or managers with various levels of understanding and experience of supervision, to understand the basics of what supervision is, and practice one model of supervision through role play.
- 11. Once you have completed the exercises, return to the main group.
- 12. Facilitate a closing discussion in the group, using some of the following questions as prompts (Make notes on flip chart):
- What did you find to be most useful and interesting about the models of supervision you learnt about?
- What would you like to learn more about in future?
- Are there any aspects of supervision that you think could be introduced into your organization to help support you as a team, and improve your work?

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• What do you need to achieve positive change?

Write up your ideas in a document. If you do not have a supervision system, or if you have one, but would like to develop your ideas and enhance and improve your organization's staff supervision support system, share them with top management and develop a strategy for implementing your suggestions.

13. Close the session, by going around the room, and asking each participant, for one activity that they can do this evening, related to self care. (Make this a regular habit perhaps in team meetings, and at other times).

# Working With Boys -Review



#### Outcomes

- Reflect and assess your team in relation to working with boys, after using the toolkit.
- Reflect on team member's abilities in relation to working with boys, *after* using the toolkit.
- Reflect on identified goals for the team and individuals, related to working with boys.



#### **Background Notes**

This toolkit has provided opportunities for teams and individuals to learn about many issues related to boys, sexual exploitation, and abuse. Now that you have concluded your learning, it may be useful to reflect on 'where we are now' in terms of knowledge, capacity and ability to deliver services - and compare our ideas to those **before** we learned together.

The two exercises described below are the same as those used before learning commenced, in Chapter 1. As before, the exercises use simple and active methodologies for people to share their ideas. (You may remember that we used the word 'sociometry' to describe this process - and it was adapted for this toolkit to identify your capacity and some of the reasons for this).

Remember that when you completed this exercise the first time - you made notes on any goals that you wanted to achieve. Please make sure your team or group have the notes that were made with them, as we will refer to these in this session.



- <u>Sociometry Graphics 4 images of a tree (from</u> seedling to mature tree)
- Sociometry Slides
- A4 paper with numbers 1 10



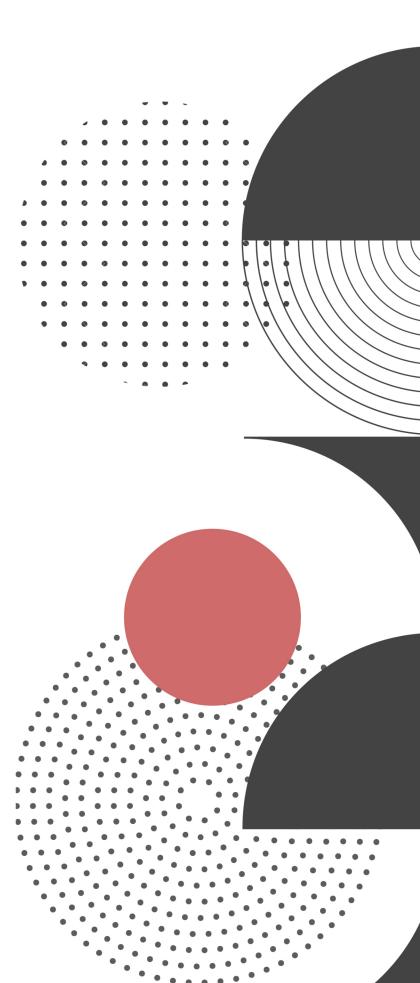
60 minutes

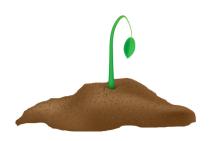
# Scheme Notes For Facilitation

- Briefly explain the purpose of the exercise using the notes above, explaining that we will use the same sociometry tools and methods, as we did before at the beginning of the toolkit.
- 2. Sociometry Group or Team:

Place the four images of the tree (from seedling to mature tree) - on different walls of the room or space in which you are meeting.

3. Use the slide images or the handout below, (if this is not possible), and the description provided, to explain what each image, from a seedling to a tree represents, as described below. Make sure that each person in the group clearly understands the meaning of each image before the next step.





#### Level 1 - Emerging

We are becoming aware of the issues that boys face and how they respond to sexual exploitation and abuse, but have limited training, experience, and engagement with boys and their families. We have more questions than answers.



#### Level 2 - Growing

We have had some experience of working with boys and their families, the team is becoming more committed and there is a growing demand for our services. Our responses are still quite limited and we have a need to increase our capacity and resources, but we are improving. We have had some training but think that we need more learning opportunities and technical support, which will help us improve.



#### Level 3 - Well Developed

We are working with boys and their families on a regular basis and feel equipped, knowledgeable, and confident, and are supported by our management team. We continue to identify areas of improvement and discuss ways that we can fill gaps. Feedback from boys and their families is generally positive. Team members are motivated, highly engaged, and committed - we feel that we are doing a good job.



#### Level 4 - Mature

We have an excellent understanding of the issues relating to boys, and our services are of high quality. Our influence with others (donors, government, community etc.) is strong, and their commitment to this issue is also growing. We have a positive influence on other NGOs/CSOs and we are seen as a leader in this area. We have a comprehensive range of services that are 'boy sensitive' and are active in relation to advocacy and development within the community. We feel that we are making a really positive difference to people's lives.

- Ask the members of the team to stand at the place in the room, near to the image which corresponds to the level of capacity that they think that your team or group has now (after they have completed learning)

   in order to to identify, engage and provide services and support to boys (and their families) affected by sexual exploitation and abuse.
- 5. When the group has made their choice of where to stand, ask them to briefly summarize the main reasons they made that choice - and if there has been a change from the previous choice, share their ideas about what has helped that change take place.

Previously, your team described some specific goals that they could work towards. *Remind the team of those goals* - and consider if they have been achieved or not.

Make a note of what has been achieved, and of any outstanding and new goals.

Your new goals can be used to plan additional team training and learning activities.

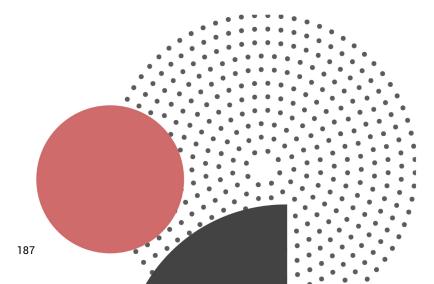
#### 6. Sociometry - Individual

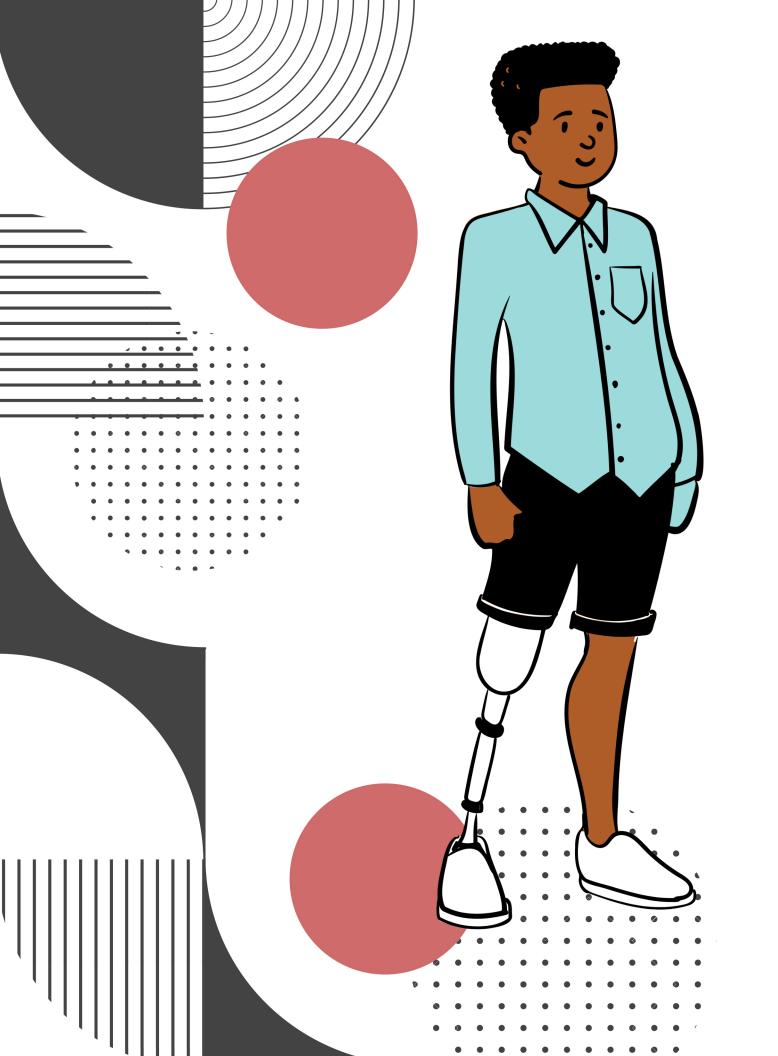
Now take the pieces of paper with the 1- 10 written on, and place them on the floor in a semi- circle. Remind the group that this is an individual exercise.

Ask each member of the team to think about what number they chose *before you started using the toolkit,* in relation to working effectively with boys who experience abuse and exploitation (e.g. knowledge, skills, confidence etc.) and place themselves at the number that they chose *before.*  7. Then explain to the group to think about what number they would like to choose now, *after using the toolkit and learning together, and move to that number.* 

When the group has chosen where they wish to stand, allow a few minutes for them to reflect on their ideas relating to 'why they chose that number' now. (As before, this may relate to experience and levels of confidence, understanding of the issues, their level of comfort working with boys etc.)

- Then ask the group to share and discuss their reasons for the change. For example 'I have moved from 3 - to 7 because...', 'I now feel that I have more knowledge and confidence in relation to...' etc.
- 9. Before using the toolkit, each group member was asked to make notes on the individual goals that they identified. Ask them to share their original goals and explain which ones they have achieved - and any *new goals* that they may have. These can also be used to make personal learning and development plans.
- 10. Make a note of all team and individual goals in a document and consider what plans and resources are required for achieving them. This can be shared with your management team and donors.





# CHAPTER

**Additional Resources & Tools** 

# **Global Resources**

We have compiled a number of additional resources, tools and websites to support your work. Some are designed specifically for children and young people, others aimed at social workers and others working with children, to develop knowledge and expertise. While many of the resources have been developed in western and northern hemisphere countries, including the UK and Australia, it is possible to adapt them to support your continued professional development, and introduce you to the growing 'global community' working with male survivors. This chapter also includes some key research studies focusing on the sexual abuse and exploitation of boys in various settings.

#### Films - Sexual Violence, Abuse & Exploitation of Men & Boys

#### <u>'I Will Believe' (Cambodia)</u>

(Khmer with English subtitles)

A short film in the form of a song, scripted, filmed and directed by Cambodian children as an advocacy tool to raise awareness of the issue of abuse and exploitation of boys. Includes key messages for helpers, supporters and community members. Could be used with boys to help them know that they are not alone, with practitioners and community members to raise awareness, and inspire your own efforts to make films and other resources with children.

#### Carlos' Story (Nicaragua)

(Spanish with English subtitles)

Short and inspirational film about a young man who experienced sexual abuse, highlighting some of the difficulties he experienced, and how he ultimately overcame his experiences to help others. Useful to share with boys to promote discussion and messages of hope, to support training and advocacy, and includes important messages for those wanting to help boys.

#### BBC video: 'I was groomed and sexually abused by 30 or 40 adult men'

#### (English with subtitles)

Based on a true story of a young gay man who was abused and exploited by adult men, but dismissed and even blamed by the authorities. Useful as a discussion tool and for sharing key messages.

# Survivor Stories: 'I was a victim of sexual abuse'

#### (English with subtitles)

A short film about a young Malaysian man who was sexually abused. Useful as a tool for promoting discussion.

#### <u>Seen and Heard: Spot the signs of Sexual</u> <u>Exploitation</u>

#### (English)

Made by the Children's Society in the UK, as a training resource for professionals. Includes a story about a boy who was being abused by a family member. Made for the British context but provides useful opportunities to discuss issues related to boys, including behavioral signs that a child is being abused, many of which are missed by service providers.

#### **BBC Panorama: Shamed Into Silence**

(English with subtitles)

Most people have heard about "honour abuse" of women but men can be hidden victims too. Coming from conservative religious communities, they can find themselves having to hide anything from sexual abuse to domestic violence to their being gay, because to speak out could dishonour their families.

#### ECPAT International: Are Boys Being Sexually Exploited?

#### (English with subtitles)

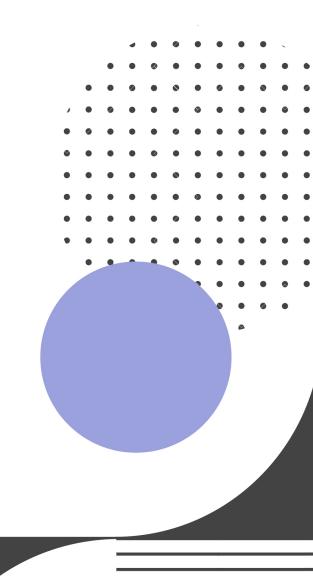
Short film highlighting a range of issues related to boys, including some key messages for how we can respond appropriately.

#### A Good Boy

A Good Boy is a powerful animated film about how a young street kid named Jason is entrapped by Bob, a pedophile. Bob befriends Jason and his family with money and gifts. He gains their trust and invites Jason on a little "business trip" where he abuses him. Out of a deep obligation to provide for his family, Jason keeps the abuse a secret until one day, Raffy, a street educator, helps him. Available from Stairway in English, Filipino, Cebuano, Spanish, Khmer, Thai, and French.

#### 26 Years in Silence.

Produced by Quebrar o Silencio, short animated film in Portuguese, with English subtitles, which provides helpful information related to the sexual abuse of boys.



#### Films - Sexual Violence Against Men & Boys In Conflict

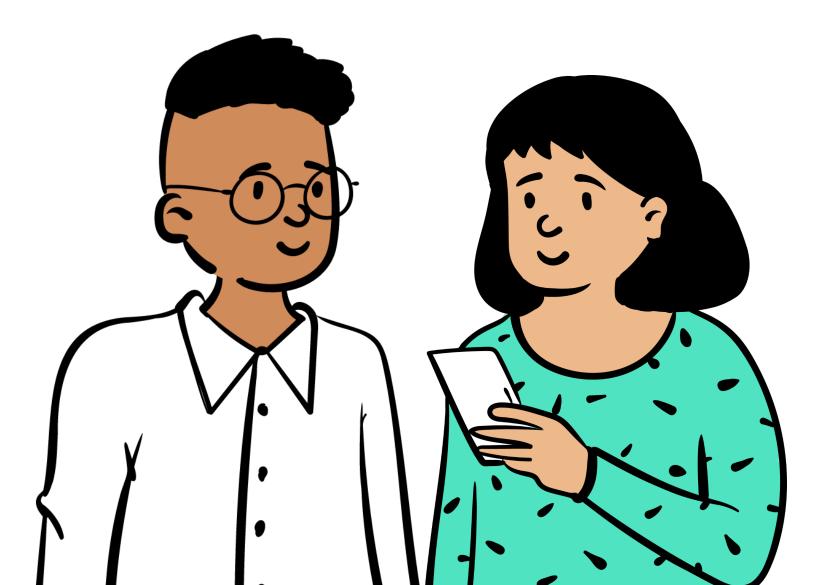
#### <u>'They Slept With Me' Refugee Law Project</u> (Uganda)

(English with subtitles)

A groundbreaking and powerful documentary highlighting sexual and gender based violence against men in conflict situations. Explores crucial issues to be addressed, and could be used in training and capacity development activities. Be advised that it includes scenes and accounts that could be distressing.

#### <u>'Gender Against Men' Refugee Law Project</u> (Uganda)

An advocacy-oriented documentary exposing the hidden world of sexual and gender based violence against men in the conflicts of the Great Lakes Region of Africa. Essential viewing for those interested in addressing sexual violence against men and boys. Be advised that it includes scenes and accounts that could be distressing.



# Research - Boys, Sexual Abuse & Exploitation

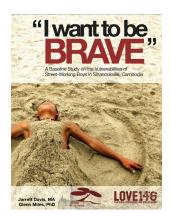
Research that focuses on the sexual exploitation and abuse, and sexual violence against men and boys is relatively rare in many settings. We need it to help us understand the issues and help us develop services and support. This section of the toolkit shares links and brief summaries of some of the key innovative and influential research that has taken place in recent years in relation to sexual abuse, exploitation and violence against boys. They have been carefully selected for their subject matter and relevance.

We recommend that you find time to explore the reports where possible. They provide an invaluable insight into effective research methodologies, and important themes and ideas for implementing findings in practice. We hope they will also inspire you to carry out your own research in future..



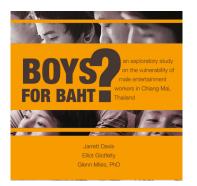
#### <u>Research on the Sexual Exploitation of Boys: Findings, ethical</u> <u>considerations and methodological challenges</u>

Published in April 2020 by Unicef, this literature review includes data from global studies carried out over the last 20 years. It explores the magnitude, causes, risk factors and consequences of the sexual exploitation of boys, and the ethical and methodological challenges of research on this topic. If you are wanting to learn more, planning to develop your own research, or seeking funding - and need to provide evidence to donors of the importance of this work - this is a very useful document.



#### <u>'I Want to be Brave' (Cambodia)</u>

Influential research, written in an accessible style, focusing on exploring the lived experiences and vulnerabilities of street living boys in Cambodia. For those interested in carrying out research, it provides a model on which to base your own work. For practitioners explores important issues related to gender, vulnerabilities, the impacts of abuse and makes important recommendations to inform the development of programmes.









A Briefing Paper by MenCare

#### 'Boys for Baht' (Thailand)

An exploratory and accessible study on the vulnerability of male entertainment workers in Chiang Mai, Thailand - which could also be utilized as a model for similar research in other settings. Importantly it highlights and challenges gender exclusive understandings of vulnerability in this sector. Findings reveal significant experiences of violence and abuse to be very common in this population, and provide recommendations for service providers and researchers.

#### 'They didn't help me; they shamed me' (Philippines)

An important contribution exploring the lived experiences and neglected issue area of vulnerabilities of 'street involved' boys in Manilla, Philippines. Reveals that two thirds of boys experience some form of sexual violence on the streets and within their communities. A useful model of research for others to follow in any setting, and makes recommendations for programme development and future research.

#### 'I thought it could never happen to boys' (Cambodia)

The very first focused and in depth research to focus on the abuse and exploitation of boys and young men in Cambodia. This groundbreaking study provides guidance on capacity building in research and practice, and the importance of listening to, and sharing the 'voices' of survivors.

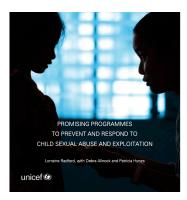
<u>'Hidden Violence: Preventing and Responding to Sexual</u> <u>Exploitation and Sexual Abuse of Adolescent Boys' (Latin America</u> <u>and Asia)</u>

Summarizes results from the report, prepared in 2012 by Promundo for the OAK Foundation. Includes contributions and case studies from Brazil, Nicaragua, Guatemala, Costa Rica, Jamaica and India. Useful insights into research methodologies, key issues and recommendations for developing work with boys and young men.

#### Sexual Exploitation of Children in Africa A Silent Emergency

African Child Policy Forum (ACPF) & OAK Foundation







#### Sexual Exploitation of Children in Africa - A Silent Emergency

Comprehensive and accessible report which summarizes key data and issues relating to vulnerabilities, prevalence, driving factors, legal and policy contexts providing recommendations. Limited in its inclusion of boys, which identifies the need for more research.

# Out of the Shadows: Shining light on the response to child sexual abuse and exploitation

Created with input from international experts, the Economist Intelligence Unit index draws on the latest available quantitative data and qualitative research. It is based largely on a country-level benchmarking index that evaluates how stakeholders are responding to the scourge of sexual violence against children in 40 selected countries.

#### Promising Programmes to Prevent and Respond to Child Sexual Abuse and Exploitation

This publication was commissioned by UNICEF to meet an identified need for a consolidated global document, outlining promising programme responses to prevent and respond to child sexual abuse and exploitation.

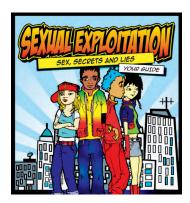
#### <u>Unholy Nexus: Male Child Sexual Exploitation in Pilgrim Tourism</u> <u>Sites in India</u>

Originally published in 2008, provides some important insights. Includes recommendations for further action.

#### **Additional Reading**

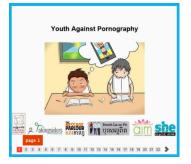
'Male Rape survivors suffer in silence: We need to help them talk'

#### **Resources For Use With Children & Young People**



#### 'Sexual Exploitation: Sex, Secrets and Lies. Your Guide

Published by the Dorset Police Authority in the UK, this short information pack is aimed at young people, including boys, to help them understand sexual exploitation. It features useful information on keeping safe offline and online, grooming strategies and the signs of exploitation. This could be used to inspire the development of your own resources with the young people you work with.



#### Addressing Pornography with Youth

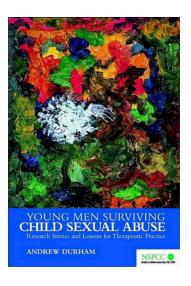
Pornography is becoming an increasing problem for youth around the world including Asia, through mobile phones, internet cafes and magazines. Research conducted in Cambodia indicates that youth see the dangers and are wanting to change. This flip chart was created by a consortium of NGOs concerned about the issue. The graphics can be downloaded to phones and iPads to use directly.The PowerPoint can be used to train trainers and the high definition illustration can be made into card flip charts that can teach children in classrooms, drop in centers, even under a tree!



#### **Good Touch - Bad Touch**

The Good Touch Bad Touch Puppets Flipchart Project was developed as a way of communicating about sexual abuse to school aged children in Asia in a creative way. The success of Good Touch Bad Touch has led to interest in other countries so a website is now developed for NGOs to download and use. This tool has the potential to be used in many settings and contexts, and may also inspire you to develop your own resources.

#### **Tools & Resources For Social Workers & Other Service Providers**



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# Young Men Surviving Child Sexual Abuse: Research Stories and Lessons for Therapeutic Practice

Andrew Durham (2003, Wiley Child Protection & Policy Series). Andrew Durham, a consultant social work practitioner, describes his original research undertaken with young men close to or in the midst of adolescence. The book features extensive narrative, as the life-story approach taken allows the young men to theorize their own experience and to understand how and why child sexual abuse has had a harmful and long-lasting impact on their day-to-day lives. Alongside the research stories, the author presents a theoretical framework for understanding male sexual abuse, as well as a wide range of accessible practice materials. This book will be invaluable to those working with children and young people who are recovering from child sexual abuse.

#### Social Workers Toolbox

A comprehensive and free online library of resources for social and community workers, and others working to support children. The topic areas covered are endless - including sexual abuse, exploitation, bullying, guides for parents, teen relationship guides, disability, sexual health, assessments and many more. Many of the resources focus on helping children express their thoughts and feelings and can be easily adapted and used in different settings. If you run out of ideas when working with children, young people and families - this can help overcome some of those challenges.

Free Social Work Tools and Resources: SocialWork for Direct Work with Children and Adults by Social Workers	
me Activities Adoption & Fostering Alcohol Assessment Bullying CSE& Sexual Abs	use Disability & Health
sestic Abuse Drugs Finances Law (UK) Mental Health Parenting Safety Videos	Martin Martin Contractor
ness would unge rearies Law (JA) Menaineaen rarening sarey voess	Wants & rearrys Totals
	Like us en Facabook
Life story beek templates & examples	Territ Social West Territ and
Guides	12.817 likes
Guides	
Making History: A Social Worksr's Guide to Life Books	B Like Page
An excellent guide for social workers on how to create a life strory	
bosk.	Catagories
	<ul> <li>_Everything</li> </ul>
Click here to view	<ul> <li>Activities</li> </ul>
LifeStoryWerks.arg	<ul> <li>Adoption</li> </ul>
- Linistorywend.org	<ul> <li>Adoption &amp; Fostering</li> </ul>
LifeStan-Works, pre website provides a very helpful stuide on how to create a life story book	<ul> <li>Alcohel</li> </ul>
from scraich	<ul> <li>Anger</li> </ul>
	<ul> <li>Anxiety</li> </ul>
Click here to view	<ul> <li>Assessment</li> </ul>
	<ul> <li>Assessment Children</li> </ul>
<ul> <li>Social Nork Handbook: Life story for work children and young people in care</li> </ul>	<ul> <li>Assessment Parents</li> </ul>
Guidance on life story work for social workers by Kent County Council Encludes an example	<ul> <li>Assessment: Wohes &amp; Feelings</li> </ul>
of a completed life story book)	<ul> <li>Ariso &amp; Atho</li> </ul>
or a completed line story booky	- Bullying
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	Children & Yount people
<ul> <li>Life Stary Work: A resource for fester carers, residential social workers, adoptive</li> </ul>	<ul> <li>CNI</li> </ul>
parents, and kinship carers, to support this work	CSI & Securi Abuse
	<ul> <li>Descension</li> </ul>
A guide for corers explaining what life story work is and how they can contribute to it	<ul> <li>Disability &amp; Health</li> </ul>
Cick here to view (download	- Dome

#### Life Story Resources

Found in the social workers toolbox, includes a comprehensive guide for doing 'life story' work with children and young people. Includes guides and templates for life story books.



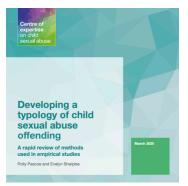
Children's participation toolkit for social workers and early help practitioners

### A youth participation best practice toolkit

Part two: Tools, methods, tips, exercises and suggested training workshops for youth participation programmes and projects aimed at the social and civic empowerment of vulnerable youth



# Learning



#### **Children's Participation Toolkit**

This booklet is intended to support social workers to involve children in the process of safeguarding in a positive, supportive and enabling way. The importance of the child's voice in child protection practice cannot be underestimated. Not only do children and young people have a clear right to express their views and to be involved in decisions about them, their views and wishes can be a powerful focus for intervening in family life in ways which promote positive change and maximize the potential for positive development.

#### Youth Participation - Best Practice Toolkit

Aimed at field facilitators and programme staff who are directly involved in the implementation of youth social and civic empowerment programmes, as well as youth who are already empowered and act as peer facilitators for other youth. This compilation of best practices, tools, methods, tips, exercises and suggested training workshops can be used to develop and improve programmes for youth.

#### **NSPCC Learning and Library**

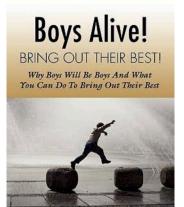
The UK based National Society for the Prevention of Cruelty to Children (NSPCC), have set up an online library which has access to research reports and endless resources on a wide range of topics. Generally focuses on the UK but also includes reports and research on global issues, including sexual exploitation and abuse. Searching for specialist research, information to guide your practice, capacity development, plan research or develop funding applications? This is the place to visit.

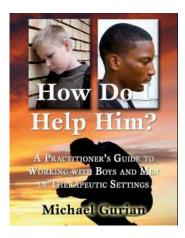
#### A Typology of Child Sexual Abuse Offending

From the Center of Expertise on Child Sexual Abuse (UK). The ways in which we describe 'types' or 'models' of child sexual abuse offending are not always consistent. A lack of shared definitions of the range of CSA creates challenges for understanding, research, prevention and disruption. This new typology of CSA offending (2020) focuses on the context of offending and reflecting different patterns of behaviour rather than focusing on the characteristics of either the perpetrator or the victim. Useful to support your training and strategy development.

#### CULTURE MSP MALE SURVIVORS

QUALITY STANDARDS FOR SERVICES SUPPORTING MALE VICTIMS/SURVIVORS OF SEXUAL VIOLENCE





#### Male Survivors Partnership (MSP) - Quality Standards (UK)

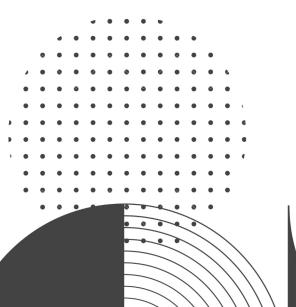
A very useful document for organizations providing services to male survivors of sexual abuse and violence. Developed by the MSP in the UK, the standards are applicable in all settings, and include standards related to 'Leadership and Governance', 'Access and Engagement', 'Service Delivery' and 'Outcomes and Evaluation'. To download the document, complete a short form at the website. You will then receive an email with a download link.

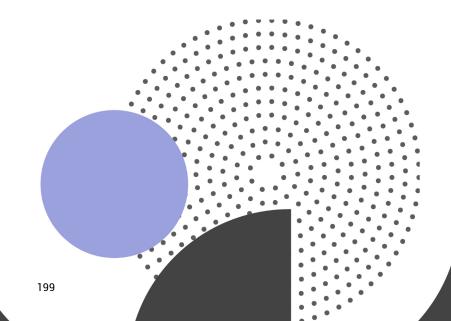
#### **Boys Alive! Bring Out Their Best!**

(Janet Allison, 2010) This practical, easy to follow guide invites parents, teachers and others working with boys to be active participants, understanding them, and channeling their energy through positive activities. Includes effective communication tools, and observation and journal exercises.

#### How Do I Help Him? A Practitioner's Guide To Working With Boys and Men in Therapeutic Settings

Michael Gurian (2011) Written by one of the world's foremost gender experts, this book provides new theory, practical models, and outcome based strategic tools for transforming mental health services and therapeutic settings.

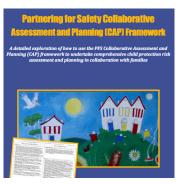




#### **Solution Focused Practice & Development**

#### Solution-focused practice

A toolkit for working with children and young people





#### NSPCC - Solution Focused Practice Toolkit

The solution focused practice toolkit provides inspiration for worksheets and activities to use, adapt or devise for the young people and children you work with. Developed by practitioners, it is available to download covering different aspects of solution focused practice.

#### **Partnering for Safety**

The "Partnering for Safety" (PFS) approach is a collaborative, safety-focused and family-centered approach to child protection assessment and planning. The PFS approach is a comprehensive practice approach that draws on evidencebased and innovative methodologies and tools from around the world, including Solution-Focused Brief Therapy.

#### **Developing Solution Focused Practice**

If you are looking for new ideas and practices for a team or organization you work in, or are responsible for, then solution-focused practice could be the way forward. It is a way of helping that focuses on people's hopes and preferred futures, and is suitable for work with boys in a range of contexts. The approach can be used in many more contexts than just therapy - including helping you reflect on, and develop solution focused strategies and initiatives within your organization.

#### JOURNAL OF SOLUTION FOCUSED PRACTICES

#### Journal of Solution Focused Practices

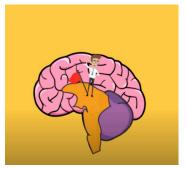
Online, open and free access to the SFP Journal, to support capacity building and learn more about how to apply solution focused approaches in your work.

#### **Trauma & Brain Development**



#### How do childhood experiences affect brain development?

A useful summary of brain development and how trauma can impact this. Includes links to resources and training.



#### The Limbic Brain and its Response to Trauma

(Short film in English with subtitles)

Useful summary to support learning related to the impacts and effects of trauma.

#### LGBTQI & Sexual Violence



#### **LGBTQI Survivors of Sexual Violence**

US based RAINN (Rape, Abuse & Incest National Network) website. Explains how people who identify as LGBTQI, also experience sexual violence, and may face different or additional challenges in accessing legal, medical, law enforcement or other resources than other populations. Includes useful information related to supporting LGBTQI survivors and links to other resources.



#### **Sexual Assault and the LGBTQI Community**

An article in the US based Human Rights Campaign website, focusing on sexual assault in the LGBTQI community. Includes links to other surveys, research and resources.



#### National Sexual Violence Resource Center

Sexual violence & individuals who identify as LGBTQ is an information packet containing nearly a dozen resources focused on serving, engaging, and collaborating with individuals and communities who identify as lesbian, gay, bisexual, transgender or queer or questioning (LGBTQ). The packet contains resources to support counselors, advocates, preventionists, technical assistance providers, and allied professionals committed to affirming all individuals and communities. The goals of this packet are to provide resources that will both strengthen work already being done, as well as assist organizations in discovering a place to begin program development.

#### LGBTQI resources in the NSPCC Library

A comprehensive library of resources, reports and guides, many of which are available online. Provides detailed summaries of many resources to help build knowledge and guide practice for working with young people who identify as LGBTQ, and their families.

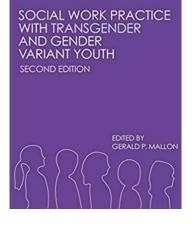


NSPCC

Learning

#### **Center for Disease Control and Prevention (CDC)**

Provided by the US based CDC, includes useful links to research and resources related to youth and LGBTQ issues.



#### Social Work Practice With Transgender and Gender Variant Youth

(Edited by Gerald P. Mallon, 2009). Addressing the specific challenges of transgender and gender variant youth from diverse races, cultures, social classes and religious backgrounds, this book offers practice guidance to help social workers and families learn more about the reality of transgender and gender variant youth's lives. Addresses individual practice, group work practice and family centered practice.

#### **Disability, Child Safeguarding & Inclusion**









#### NSPCC Fact Sheet - Safeguarding Deaf and Disabled Children and Young People

Useful summary of key issues, including risk and vulnerability, communication, assessments and direct work. Will increase knowledge and help your team to reflect on ways that you can improve your practice, and ensure that children with disabilities are not 'left behind'.

#### NSPCC Research Report - Protecting Disabled Children From Sexual Abuse

The study interviewed parents about how to keep children safe from sexual abuse, and what support they required. Also explores how parents have conversations with their children about sexual abuse, help and advice seeking and how other community groups engage with them to prevent sexual abuse.

#### <u>'Out From the Shadows' Sexual Violence Against Children with</u> <u>Disabilities (Research)</u>

Presented in an accessible style, recommended reading for those interested in understanding more about this subject and improving their responses to children with disabilities and their families. Includes a global overview, information on international frameworks to protect children, and focused research in four African countries.

#### WHO Fact Sheet

Provides a summary of key messages relating to disabilities and cross cutting recommendations to improve practice, from the WHO World Report on Disability. Very useful to help teams reflect on how they may develop their strategies, collaborate and to be more inclusive of children with disabilities.

#### WORLD REPORT ON DISABILITY



#### WHO World Report on Disability

The World report on disability provides global guidance on implementing the United Nations Convention on the Rights of persons with Disabilities (CRPD) and gives an extensive picture of the situation of people with disabilities, their needs and unmet needs, and the barriers they face to participating fully in their societies - which is very relevant to child protection services. The Report highlights a range of good practice examples which Governments and civil society can emulate, to help establish an inclusive and enabling society in which people with disabilities can flourish.

#### **Global Partnership on Children with Disabilities Literature Review**

The World report on disability provides global guidance on implementing the United Nations Convention on the Rights of persons with Disabilities (CRPD) and gives an extensive picture of the situation of people with disabilities, their needs and unmet needs, and the barriers they face to participating fully in their societies - which is very relevant to child protection services. The Report highlights a range of good practice examples which Governments and civil society can emulate, to help establish an inclusive and enabling society in which people with disabilities can flourish.

#### Short Films Related To The Social Model Of Disability

#### <u>Unicef Film - Rights of</u> <u>Children with Disabilities</u>

A short film and useful reminder that all children have the same rights, and includes 10 principles for their protection, wellbeing and development. The principles can be used to help develop your own approaches to ensure that all children receive the support they deserve. The web page also includes links to other useful materials and information.

#### **Shape Arts**

Short animated film with subtitles, exploring how the language we use, and how society can disable people with impairments. Recommended viewing for those wanting to address the barriers that society creates for people with disabilities.

#### SCOPE (UK)

A short and compelling film (English with subtitles) which explains the social model of disability. Essential viewing for those wanting to transform ideas about how people with disabilities are viewed.

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#### Resilience



# Search >

# <u>Resilience activities and worksheets for working with children and youth</u>

An article from PositivePsychology.com that includes links to a number of worksheets, and suggestions for activities and games, aimed at children, youth and adults, including Shame Resilience Theory (SRT) exercises.

#### The Search Institute 'Development Assets Profile' (DAP)

Search Institute has identified 40 positive supports and strengths that young people need to succeed. We recommend that your team finds time to explore the DAP website to learn more about how the assets described can be incorporated into your own work and programmes.



#### What Makes Resilience?

Short animated film, summarising what resilience is, may be useful to support learning and capacity development.



#### Africa: Fostering Resilience in Vulnerable Children

University of Wisconsin presentation, aimed more at policy makers and students, includes useful insights into what children need to support growth of resilience. Includes lessons learned that may be useful to bear in mind when developing service responses.

#### **Self Care Resources**



#### **Self Care Manual for Social Workers**

The School of Social Work at the University of Buffalo (2020) have produced a manual related to Self Care for social workers which is available for free, by following the link provided.



#### **Mindfulness Introduction**

The description of mindfulness that follows is for anyone interested in the topic, although it's written mainly for those of you brand new to the concept. It's drawn from the work of psychologist Marsha Linehan, Ph.D.

#### **Organizations Supporting Men & Boys**



#### **The Stairway Foundation (Philippines)**

With 30 years of experience and expertise working with children in the field of child protection in the Philippines, the Stairway helps protect children all over the Philippines and in several other South- and Southeast Asian countries. They are developing an online training platform with advanced e-learning, and aim to expand their reach into further parts of the world in the near future.



#### Living Well (Australia)

A comprehensive website with links to comprehensive resources for survivors and an eLearning portal with useful factsheets, films and tools that may be modified for use in various settings. Topics covered include 'Creating Communities of Support', 'Challenges in Supporting Survivors', and 'Gender and Sexuality'.



#### Survivors Manchester (UK)

One of the leading organizations working with men and boys in the UK, the website includes links to resources that may provide ideas and inspiration for developing your own materials.



#### Quebrar o Silencio (Portugal)

Based in Portugal, this organization works to support men and boys affected by sexual abuse and exploitation. The website is available in Portuguese and English and includes useful information and resources.



#### <u>The South South Institute on Sexual Violence</u> <u>Against Men and Boys (SSI)</u>

A global community established in Uganda in 2013, which holds international institutes on a regular basis. The Facebook page provides links to reports, short films and other resources from around the world.



#### <u>'United for Boys'</u>

United For Boys is a global campaign, facilitated by Family for Every Child, designed to change the way society tackles sexual violence affecting boys. There are a range of ways to get involved, from signing their Charter to sharing posts on social media.



#### **ECPAT International**

ECPAT is a worldwide network of organizations working to end the sexual exploitation of children. ECPAT works at all levels, supporting shelters for survivors, training and supporting law enforcement, influencing governments and conducting a wide range of research. ECPAT is currently engaged with developing global research which will focus on the sexual exploitation of boys.



#### <u> Refugee Law Project (RLP) - Uganda</u>

Based in Kampala the RLP have worked for two decades and are well known for their work in the field of sexual violence in conflict and displacement. Their groundbreaking work with men and boys affected by sexual violence led to the formation of the South- South Institute on Sexual Violence Against Men and Boys in 2013.



#### up! International

up! International is an NGO, founded in Bern, Switzerland in 2012 focused on exposing and eliminating all forms of violence. They are active in Asia and have initiated research on neglected issues, including the sexual exploitation of boys in Thailand and Cambodia.



#### <u> Urban Light - Thailand</u>

Based in Chiang Mai, Thailand, Urban Light have been providing services for boys and young men affected by sexual abuse and exploitation for several years, reaching over 5000 boys. Actively involved in groundbreaking research related to sexual exploitation.

#### Language and Terminology - The Luxembourg Guidelines



The Terminology Guidelines is an initiative by 18 international partners to harmonize terms and definitions related to child protection, including sexual abuse and exploitation. Provides insights into legal issues and appropriate use of terminology and language, to promote best practice in child safeguarding. An excellent resource that will expand your knowledge.

