

An illustration of a young boy with dark brown hair, wearing a red long-sleeved shirt and blue trousers, jumping with his arms raised in a celebratory gesture. The background is a teal color with a network of white lines and dots, suggesting a digital or interconnected theme.

BRIDGING THE GAP

A Toolkit for Supporting Boys Affected
by Sexual Exploitation and Abuse

BRIDGING THE GAP

A Toolkit for Supporting Boys Affected
by Sexual Exploitation and Abuse

✓ Down to Zero
Fighting commercial sexual exploitation of children

terre des hommes 
stopt kinderuitbuiting



Girls first



FIGHT CHILD PROSTITUTION

DEFENCE for
CHILDREN  





Introduction

The 'Bridging the Gap' Toolkit includes several chapters, related to working with boys affected by sexual abuse and exploitation. The 'essential learning' exercises in each chapter of the guidelines document, includes 'signposts' and links to additional handouts and tools, which are placed in this resource pack. Clicking on the links in each session of the guidelines document, will take you to the specific learning materials required.

Additional materials include suggested methodologies for additional learning sessions, handouts and specific tools, which can be printed, copied and shared with participants. The resource handouts also include 'Links with Practice' exercises and summaries, and suggestions related to 'Bridging the Gap' Advocacy Activities.

The toolkit includes slide presentations, which include relevant summaries of key information from each chapter, which may be shared with groups of learners using a projector. This resource pack and the [slide presentations](#) are also arranged in separate chapters, reflecting the content of the guidelines document. We encourage you to browse through each chapter of this resource pack, to familiarize yourself with the content, and help you prepare.

Chapter 7 of the 'Bridging the Gap' guidelines document, also includes summaries and links to additional 'Global Resources', from a wide variety of sources.

Summary Of Content

Chapter 1 - Introduction & Preparation

1. About This Toolkit and How to Use It

2. Working With Boys - Self Assessment

Sociometry Graphics 2

3. Creating a Safe and Empowering Learning Environment

4. Essential Learning - Language and Terminology

Definitions & Glossary of Terms 6

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

1. Starting The Conversation & Preparing Your Team

Starting The Conversation Resource Sheet 14

2. Boys, Sexual Abuse & Exploitation Quiz

Boys, Sexual Abuse & Exploitation Quiz Sheet 17

Boys, Sexual Abuse & Exploitation Answer Sheet 19

Beliefs, Myths & Facts - Links with Practice 24

3. The Great Debate - Beliefs & Facts

Smileys 32

The Great Debate - Myths and Beliefs Cards 35

The Great Debate - Myths and Beliefs Fact Sheet 42

The Great Debate - Myths and Beliefs Resource Sheet 53

4. Inclusion Of Children With Disabilities

Disability Inclusion Resource Sheet 55

Disability Quiz 59

Chapter 3 - Essential Learning (Knowledge & Analysis)

1. The Other Side of Gender

The 'Other Side of Gender' Resource Sheet	62
The Messages That Make Men (Additional Activity)	67
Gender Expectations of Women and Men (Additional Optional Exercise)	70
The 'Other Side of Gender' Findings From Research & Practice	73

2. Understanding Boys & Their Development

Understanding Boys & Their Development Resource Sheet	76
---	----

3. Social Ecological Framework

4. Understanding Vulnerability & Risk

Vulnerability & Risk - Essential Learning Activities	80
Vulnerability & Risk - Cards	88

Chapter 4 - Essential Learning (Practice & Service Development)

1. Understanding The Signs of Exploitation & Abuse

Signs of Sexual Abuse In Children - Resource Sheet	106
Signs of Sexual Exploitation & Abuse - Implications & Links with Practice	108
Signs of Sexual Exploitation - Resource Sheet	111

2. Impact & Effects of Sexual Violence, Abuse & Exploitation

The Impact of Sexual Abuse & Exploitation - Resource Sheet	114
The Impact of Sexual Abuse & Exploitation - Case Scenarios	125

3. Disclosure

When Boys Disclose - The Do's and Don'ts - Resource Sheet	132
---	-----

4. Engaging Boys - Practical Strategies & Tools

Lifeline / River of Life Resource Sheet	141
Three Houses Resource Sheet	144
Mandala Resource Sheet	148

Body Map Resource Sheet	150
Life Raft Resource Sheet	152
Genogram Resource Sheet	155
 5. Speaking Out!	
Speaking Out! - Cards & Resource Sheet	158
 6. What Do Boys Say That They Need From Helpers & Supporters?	
What Do Boys Say They Need - Cards	169
 7. Assessment	
Assessment Guidelines - Resource Sheet	175
 8. Developing Flexible Support Plans	
Flexible Support Plans - Resource Sheet	181
 9. What Works In Building Resilience?	
What Works In Building Resilience - Resource Sheet	190
 10. Working With Families & Caregivers	
Conversations With Families - Resource Sheet	196
Collaborative Assessment & Planning Framework - Resource Sheet	204

Chapter 5 - LGBTQI Issues - Essential Learning

1. Supporting LGBTQI Children & Young People - Introduction	
2. LGBTQI & SOGIE 'Starting the Conversation'	
3. LGBTQI & SOGIE - Language & Terminology	
LGBTQI Terminology - Resource Sheet	210
 4. LGBTQI & SOGIE - Discrimination	
SOGIE Discrimination Resources - Identity Cards and Scenarios	214
 5. LGBTQI & SOGIE - Links with Practice and Advocacy	

Chapter 6 - Service Development

1. Developing Empowering Programs & Best Practice

S.M.A.R.T. Goals - Resource Sheet	219
Developing Empowering Practice & Services Infographic	222
Developing Empowering Practice - Foundation Stone Cards	224
Foundation Stones - Essential Principles of Best Practice	227


2. Solution Focused Inquiry To Support Development

3. Self Care For Service Providers

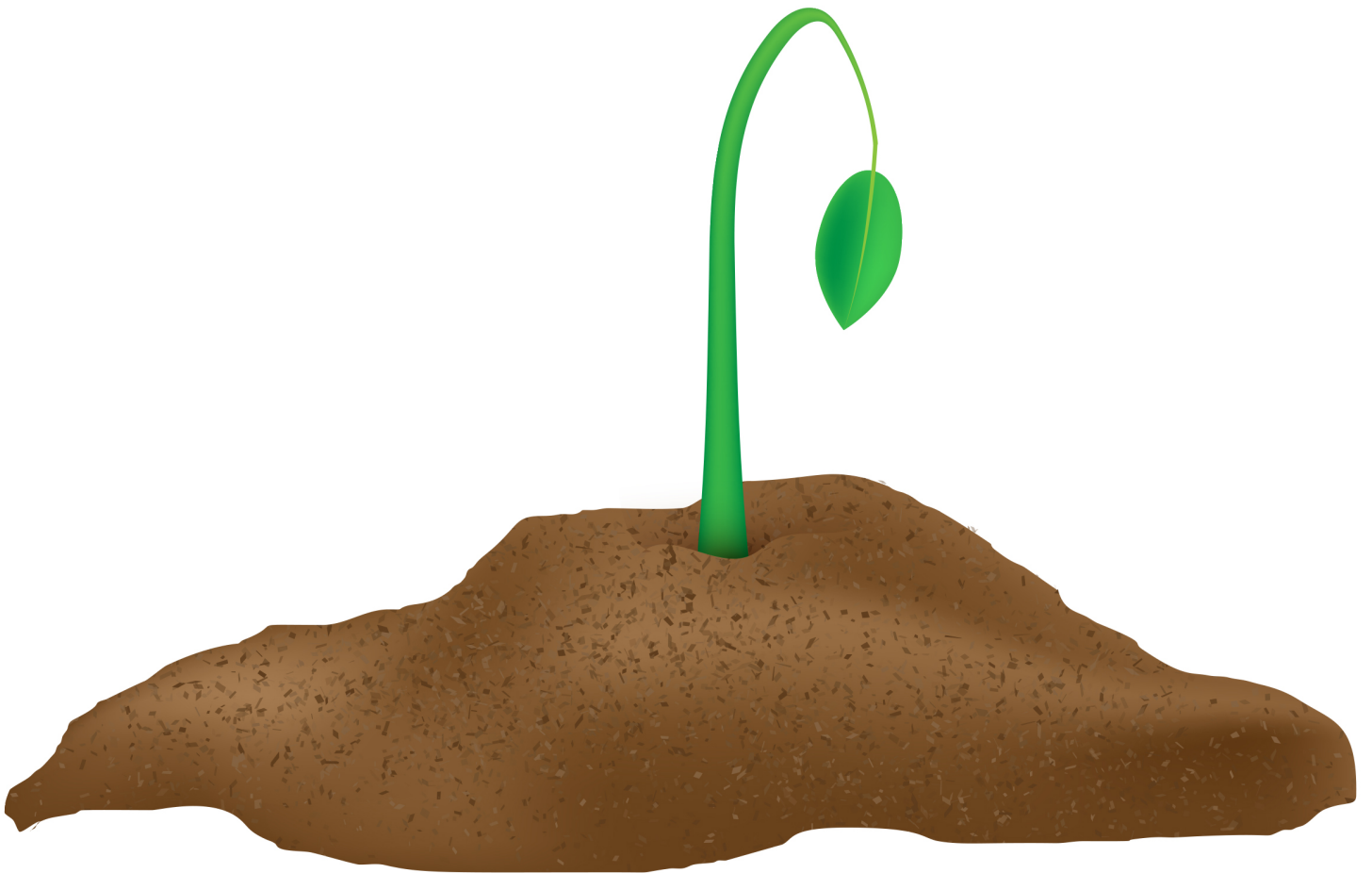
Self Care - Resource Sheet	231
Supervision - Resource Sheet	235

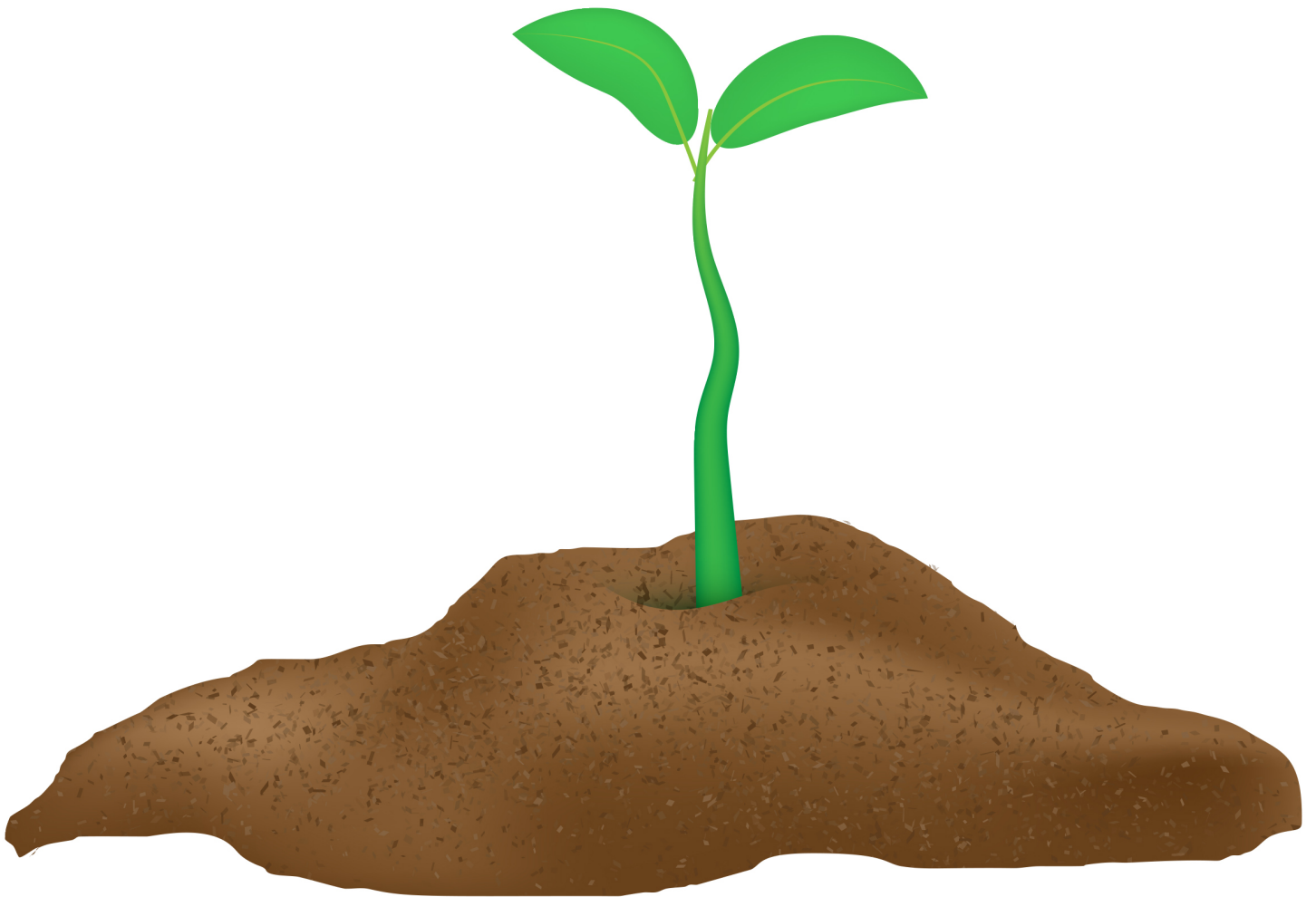
4. Working With Boys - Review

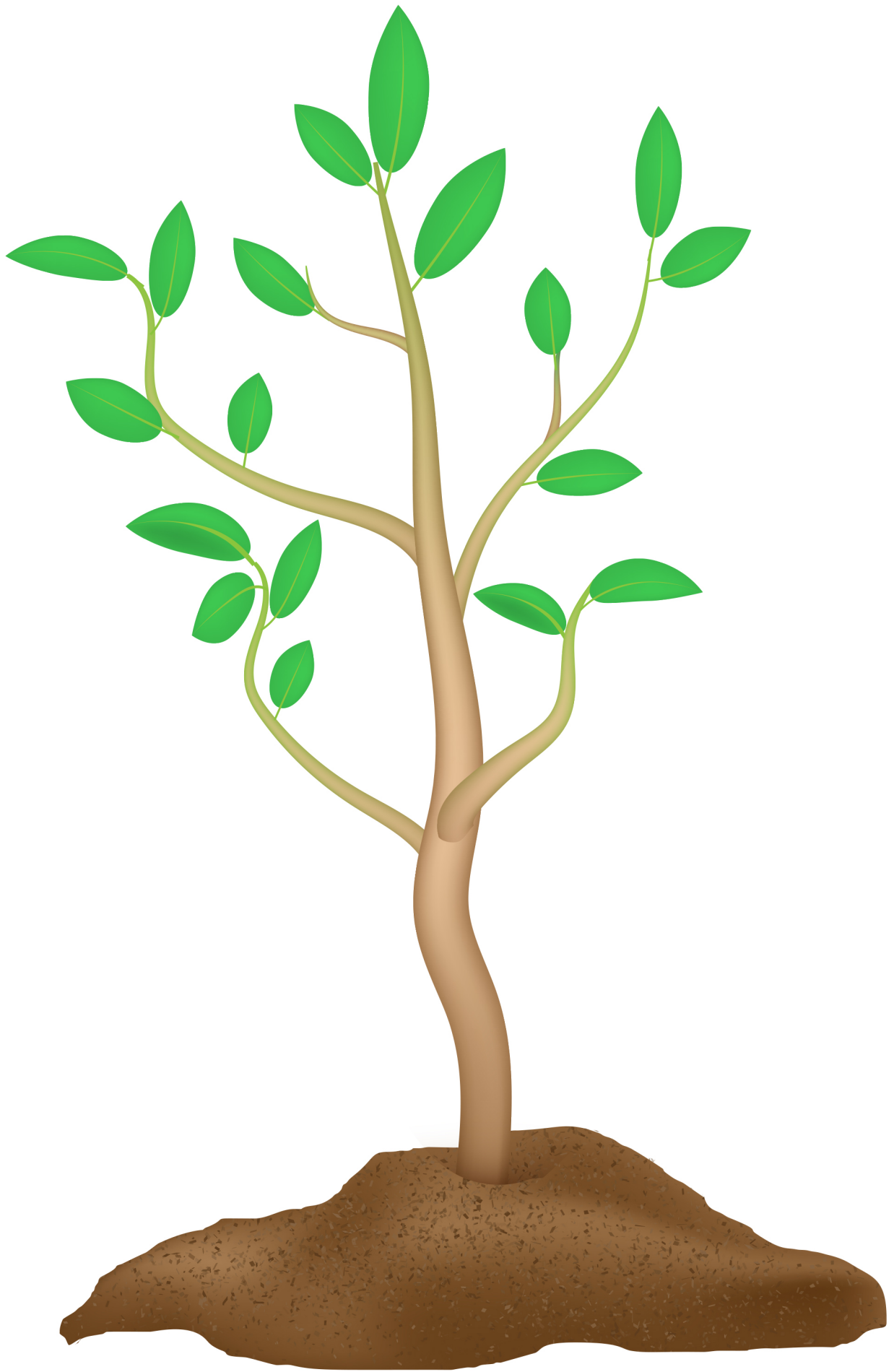


The background is a solid blue color with a complex, abstract geometric pattern. This pattern consists of numerous thin, light-blue lines that intersect to form a network of various-sized triangles and polygons. Scattered throughout this network are several solid blue circles of different sizes, some of which appear to be nodes or vertices in the geometric structure. The overall effect is a modern, technical, and interconnected aesthetic.

CHAPTER 01









Definitions & Glossary of Terms

Resource Sheet

When the idea for this toolkit was initially developed, the focus was going to be solely on 'sexual exploitation'. However, after discussion 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. This definition and glossary resource sheet has been enhanced to reflect that need.

This sheet draws upon a wide range of resources to provide information, some of which are more accessible than others. Links are provided to additional resources where appropriate.

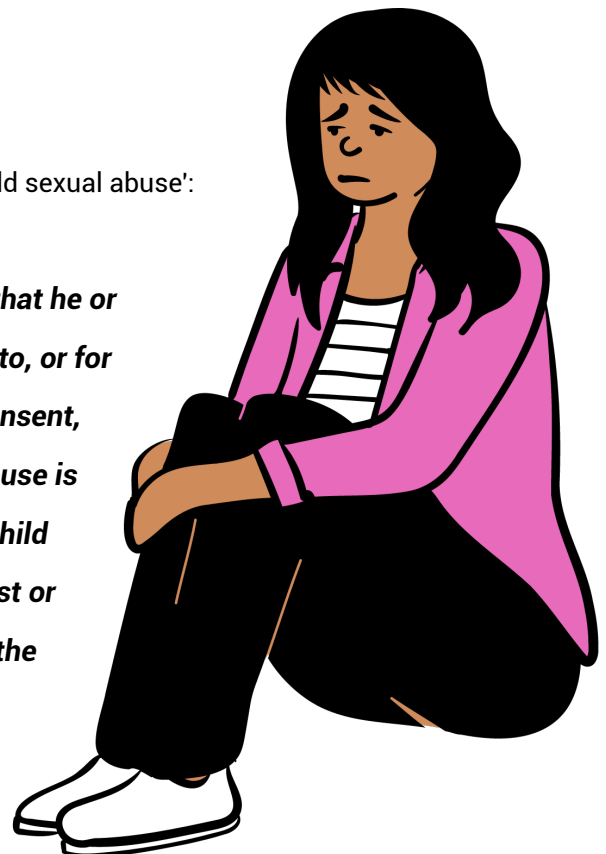
What Is Sexual Abuse?

When a child or young person is sexually abused, they're forced or tricked into sexual activities. They might not understand that what's happening is abuse or that it's wrong. And they might be afraid to tell someone. Sexual abuse can happen anywhere – and it can happen in person or online. It's never a child's fault they were sexually abused – it's important to make sure children know this.

Child Sexual Abuse

The World Health Organization (WHO) provides a detailed definition of 'child sexual abuse':

“Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violates the laws or social taboos of society. Child sexual abuse is evidenced by this activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person.”



This definition is useful, as it includes the possibility of harmful and abusive sexual behaviour being committed by children and young people under the age of 18 years. Emerging evidence from many contexts indicates that this is a serious problem which should be acknowledged and addressed.

Types Of Sexual Abuse

There are 2 types of sexual abuse – 'contact' and 'non-contact abuse'. Sexual abuse can happen in person or online.

Contact Abuse is where an abuser makes physical contact with a child. This includes:

- Sexual touching of any part of a child's body, whether they're clothed or not
- Using a body part or object to rape or penetrate a child
- Forcing a child to take part in sexual activities
- Making a child undress or touch someone else
- Contact abuse can include touching, kissing and oral sex – sexual abuse isn't just penetrative.

Non-Contact Abuse is where a child is abused without being touched by the abuser. This can be in person or online and includes:

- Exposing or flashing
- Showing pornography
- Exposing a child to sexual acts
- Making them masturbate

- Forcing a child to make, view or share child abuse images or videos
- Making, viewing or distributing child abuse images or videos
- Forcing a child to take part in sexual activities or conversations online

For further information, you can access the [NSPCC website](#) in the UK, which also contains additional information and links.

What Is Child Sexual Exploitation?

Child Sexual Exploitation (CSE) is a type of sexual abuse. When a child or young person is exploited, they are given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities.

Children and young people are often tricked into believing they're in a loving and consensual relationship. This is called **grooming**. They may trust their abuser and not understand that they're being abused and exploited.

Children and young people can be **trafficked** into or within countries to be sexually exploited. They're moved around the country and abused by being forced to take part in sexual activities, often with more than one person. Young people in **gangs** can also be sexually exploited. Gangs may use child sexual exploitation to exert power and control, for 'initiation' and use sexual violence as a weapon.

Sometimes abusers use violence and intimidation to frighten or force a child or young person, making them feel as if they've no choice. They may lend them large sums of money they know can't be repaid or use financial abuse to control them. Anybody can be a perpetrator of CSE, no matter their age, gender or race. The relationship between the exploited child and the abuser could be framed as friendship, a role model or a romantic relationship. Children and young people who are sexually exploited may also be used to 'recruit' or coerce other children to join groups.

Online Child Sexual Exploitation And Abuse (OCSEA)

Online sexual exploitation most commonly includes grooming, live streaming, consuming child sexual abuse material, and coercing and blackmailing children for sexual purposes. As technology advances, new forms of this crime emerge. Never before has it been easier for perpetrators to make contact with children, share images of abuse, hide their identity and profits – and inspire each other to commit further crimes. (ECPAT International).

Types Of OCSEA

Online child sexual abuse material

Accessing, possessing, producing and/or distributing images and/or videos of child sexual abuse. This crime is often referred to as "child pornography". There are billions of examples of this kind of material on the Internet today.

Grooming of children for sexual purposes

Developing a relationship with a child to enable their sexual abuse and/or exploitation, either online or offline. The proliferation of social media, messaging and live-streaming apps in recent years have seen a dramatic increase in reports of this crime.

Live-streaming sexual abuse of children

Using online video applications to view, and sometimes interact with the sexual abuse of children live. Some countries, such as the Philippines have become hubs for this kind of abuse in recent years, where poverty is causing some parents to abuse their own children for profit.

Sextortion - coercing and blackmailing children for sexual purposes

Producing and/or utilizing sexual images and/or videos depicting a child, for the purposes of sexual, financial or other personal gains. Offenders can be adults or peers of the victims – and sometimes the child sexual abuse material is self-produced through manipulation of the victim.

Research indicates that boys and girls are affected by OCSEA, but that boys and very young children are at risk of the most severe forms of online sexual exploitation. Additional information in relation to OCSEA can be found at the [ECPAT International Website](https://www.ecpat.org/).

Sexual Violence

The World Health Organization (WHO) in its 2002 World Report on Violence and Health defined **sexual violence** as:

"any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work".

According to the WHO, sexual violence includes but is not limited to **rape** ('physically forced or otherwise coerced penetration of the vulva or anus, using a penis, other body parts or an object.')

Other acts incorporated in sexual violence are various forms of **sexual assaults**, such as forced contact between mouth and penis, vulva or anus, or **acts that do not involve physical contact** between the victim and the perpetrator—for example, sexual harassment, threats, and peeping.

Sexual violence implies an element of **coercion**, which can cover a whole spectrum of degrees of force. Apart from physical **force**, it may involve psychological intimidation, blackmail or other threats – for instance, the threat of physical harm, of being dismissed from a job or of not obtaining a job that is sought. It may also occur when the person being attacked is unable to give consent – for instance, while drunk, drugged, asleep or mentally incapable of understanding the situation.

Sexual violence against men and boys

May include "Forcing a man or boy to take part in sexual acts, often humiliating ones; inflicting pain and/or damage to the genitals with the overt or covert threat of interfering with future sexual pleasure; and inflicting damage to the genitals designed to prevent future reproduction." ([Hidden Violence Report, Pawlak and Barker, 2013](#))

Sexual violence in conflict

In conflict settings sexual violence against women, men, girls and boys is strategically used by armed groups and militias in order to intimidate or drive out minorities, and/or gain access to land and resources. In some conflict areas sexual violence is used as strategy to serve political goals, inflict terror on ethnic groups, destabilize society, and prevent political participation. (Further reference to the use of sexual violence in conflict settings can also be found in this [2019 UN Report](#)).

Sexual Violence Against Children

Sexual violence against children involves both sexual exploitation and sexual abuse.

Within this broader framework it is important to consider different specific types of sexual violence against children, in order to develop different and focused protection and prevention strategies as well as case-specific responses to child victims.

From a child rights perspective, what matters is that the protection granted or sought through both legislation and policies be as broad and effective as possible, leaving no room for loopholes and securing all children's protection and freedom from harm.

[The Luxembourg Terminology Guidelines](#) for the Protection of Children from Sexual Exploitation and Sexual Abuse, is an excellent document (Available in English, Spanish, French, German and Turkish), and includes a wide range of definitions and terminology.

Other words and concepts that are important in the context of sexual abuse and exploitation of boys

Sex

The biological assignment made at birth between male and female (or sometimes intersexed), which is assigned based on a person's anatomical, hormonal, or chromosomal makeup.

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 themselves, 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 - male and female; 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 Norms

A "gender norm" is a behavior, social role, task 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. (e.g. men are the providers and protectors, strong, do not cry etc.)

Masculinity

Masculinity (also called 'manhood' or 'manliness') is a set of attributes, behaviours, and roles associated with boys and men. Although masculinity is socially constructed, some research indicates that some behaviors considered masculine are biologically influenced. (Additional terms, such as 'positive masculinity' have emerged in some settings, when used to address gender based violence, and fatherhood. This will be explored in more detail in the toolkit).

LGBTQI

LGBTQI stands for Lesbian, Gay, Bisexual, Transgender, Queer, Intersex. (This terminology has largely emerged from western countries and may not be used in all settings, and is further explained in more detail in Chapter 5 of the toolkit)

SOGIE

SOGIE, is an abbreviation combining sexual orientation, gender identity, and gender expression, has become one of the main reference terms to describe the LGBTQI community. It is now being introduced in many legal doctrines, in UN documents, and it is becoming popular in social media.

Its usefulness lies in its inclusiveness: The term “LGBTQI” is specific to lesbian, gay, bisexual, transgender, queer and intersex people, but SOGIE refers to characteristics **common to all human beings** because everyone has a sexual orientation and a gender identity. Everyone also expresses their gender, not just lesbian, gay, bisexual and transgender people.

Heteronormative

The term ‘heteronormative’ refers to assumptions of ‘heterosexuality’ being the only, or the only acceptable existing sexual orientation. This belief subconsciously influences behaviours, laws, gender roles and society, and often condemns any nonconformity, and may lead to discrimination, and in some cases, violence.

Homophobia

Refers to the dislike of, or prejudice against people who identify as ‘homosexual’. It is used to describe irrational, negative opinions about, and behaviour towards people who are perceived to be homosexual. Actions motivated by homophobia are likely to result in harm, discrimination and marginalization. Behaviours may include jokes, mocking, deliberate discrimination and violence, including that which results in serious injury and/or death. In some settings [consenting] same sex relationships may be criminalized and/or condemned by religious institutions and community leaders and influencers, resulting in violence, intimidation and incarceration. Evidence suggests that sexually exploited boys are often assumed to be gay or ‘homosexual’, and homophobia is likely to contribute to silencing victims. In addition, being gay, or perceived as gay, is recognized as a significant factor which leads to boys and youth being more vulnerable to sexual abuse and exploitation.

Transphobia

Transphobia is the fear, hatred, disbelief or mistrust of people who are transgender, or thought to be transgender, or those whose gender expression does not conform to traditional gender roles. Transphobia can prevent transgender people and gender nonconforming people from living full lives free from harm. Transphobia can also take many forms, including negative attitudes and beliefs, aversion and prejudice against transgender people, irrational fear and misunderstanding, derogatory language and name calling and bullying, abuse and violence. Transphobia can create subtle and overt forms of discrimination, leading to transgender people being denied jobs, housing or healthcare. The stress caused by transphobia can be very harmful, leading to depression, fear, isolation, feelings of hopelessness and suicide.

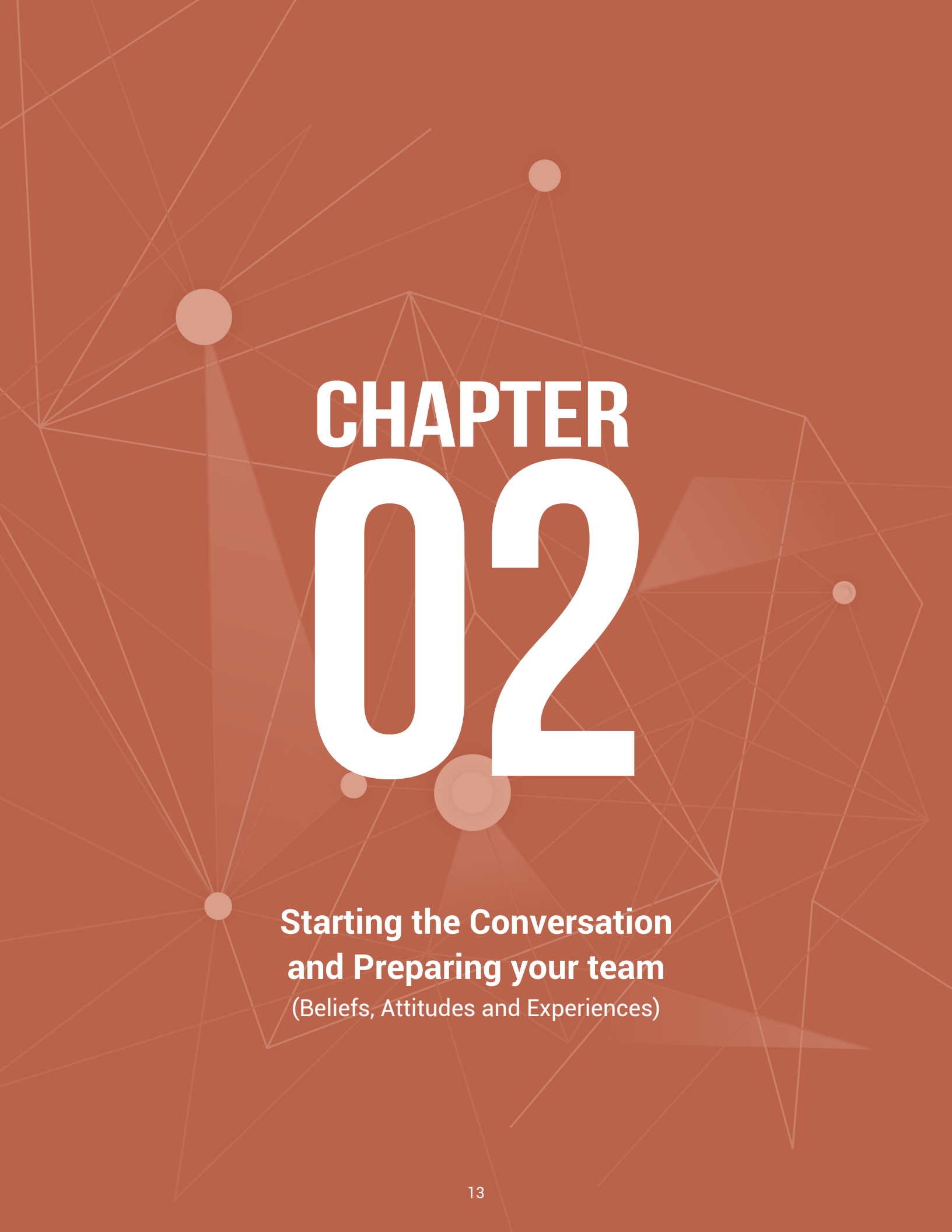


Barriers

In this toolkit, we use this term to refer to personal, organizational, structural and/or cultural factors that may create obstacles, preventing the development, availability and provision of effective support for boys affected by abuse and exploitation. This toolkit also refers to 'internal barriers', which are beliefs and attitudes that may influence behaviours towards boys. Many beliefs held by service providers and others may be harmful and discriminatory, thus preventing the provision of appropriate support. Physical barriers may also apply. Barriers may also refer to legislation and/or be evident within organizational policies which hinder boys affected by sexual abuse and exploitation from accessing support. In some cases, some beliefs held by boys may limit their ability to seek help, and may also be considered a barrier.

Marginalization

Marginalization refers to a situation where individuals or groups are unable to access the same rights, services and resources as other people, and it becomes very difficult to have a voice in society. Marginalization may be caused by policies and laws - but is often closely related to attitudes, beliefs and behaviours - resulting in treatment or a lack of attention, causing individuals or groups to be treated as insignificant or peripheral. Marginalization has a significant impact on health, wellbeing and human rights. In this toolkit, this term refers to boys affected by sexual exploitation and abuse, but it may also apply to ethnic or sexual minorities, homeless people, people with disabilities, or any other factor.



CHAPTER 02

**Starting the Conversation
and Preparing your team**
(Beliefs, Attitudes and Experiences)

Starting the Conversation

Resource Sheet

Exercise

This resource sheet provides a series of questions guiding practitioners to explore their experiences, strengths, and challenges related to working with boys.

This exploration may help clarify emotions the practitioner is unaware of, which could reveal hidden barriers, strengths, or possibly enable the group to identify important learning needs.

This exercise deliberately separates the two areas of inquiry to give a group the opportunity to reflect on their assumptions. These are 'Working with boys (in general)' and 'Working with boys affected by sexual exploitation and abuse'.

Part 1 - Working With Boys

Consider the following questions, recording your ideas to complete the sentence on the paper or flip chart.

Challenges

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

Strengths And Successes

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



My Organisation, Team or Alliance

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

What I Need To Know

Specific questions that I have about boys - and working with boys are (If you are not sure what to ask, this can be any aspect of your work. You could use the 5WH method to help you - asking Who? What? Where? When? Why? How?)



Group Sharing And Discussion

Share your ideas about challenges, strengths, organizational issues, and questions about working with boys in the larger group.

Part 2 - Boys At Risk of, or Affected By Sexual Violence, Abuse, And Exploitation

Now we will repeat the process and exercise - but this time we are going to focus on boys affected by sexual abuse and exploitation, including those considered to be 'at risk'.

Consider and reflect on the following questions, recording your ideas in the same way you did before.

Challenges

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

Strengths And Successes

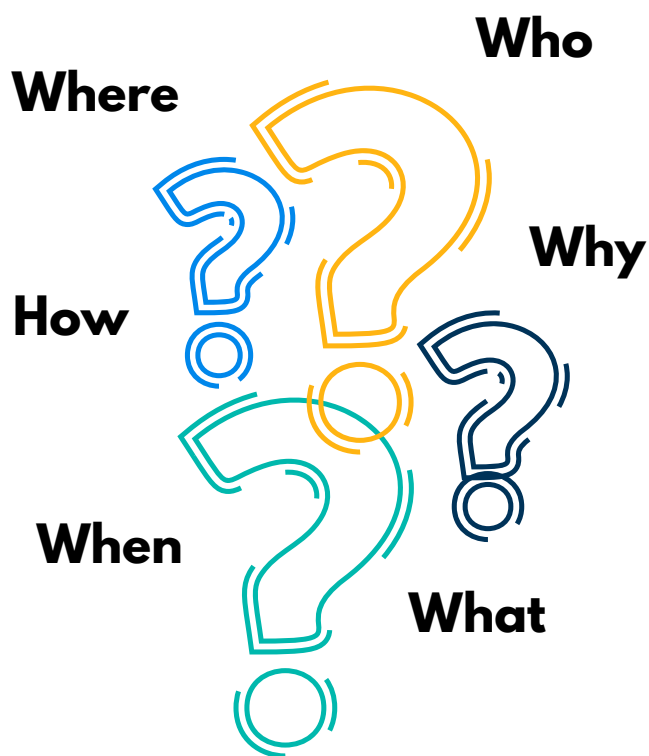
- The things I find easier and/or like about working with abused or exploited boys are when ...
- The things I enjoy most about working with abused or exploited boys are...
- The things that I find make it easier to work with abused or exploited boys are when they...
- I find it easier to work with abused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

The Organization, Team Or Alliance

- The things that my organization does well when working with abused or exploited boys are ...
- The things that my organization could do better when working with exploited or abused boys are ...

What I need to know

Specific questions that I have about boys affected by sexual abuse and sexual exploitation - and working with them are (You could use the 5WH method to help you - asking Who? What? Where? When? Why? How?)



Group Sharing And Discussion

Share your ideas about challenges, strengths, organizational issues, and questions about working with boys affected by sexual exploitation or abuse in the larger group.

Boys & Sexual Exploitation Quiz

Quiz Sheet

Please place an X in the box to indicate if you think the statement is True or False.

	STATEMENT	TRUE	FALSE
1.	The sexual abuse and exploitation of boys is rare - it is not a big problem.		
2.	Boys are strong, active and able to protect themselves, so if it happens - he must have wanted it.		
3.	The abuse and exploitation of boys is mostly a 'gay thing' - those involved are gay men and boys.		
4.	Boys involved in exploitation are just materialistic and after easy money and an easy life.		
5.	It is mostly foreigners that exploit and abuse boys, it is not part of our culture.		
6.	If a boy is exploited or abused he will become an abuser.		
7.	If a boy exploited or abused - it will make him gay.		
8.	Boys involved in exploitation with men have consented and are in control - they are taking advantage of men and their money.		
9.	Boys who are involved in exploitation are willing participants in prostitution and should be reported to the police, punished and/or expelled from the community.		
10.	If a boy is exploited or abused - it is not so serious like with girls - he does not lose honour or reputation, and he can recover quickly.		
11.	Only poor, uneducated boys are exploited and abused.		

	STATEMENT	TRUE	FALSE
12.	Boys involved in exploitation with older women are lucky - they are learning how to be a man - it's not really exploitation at all.		
13.	Boys are not shy to speak about these things like girls - it is easy for them to talk about it.		
14.	Children, and especially boys cannot be trusted to tell the truth, they lie a lot about sexual abuse and exploitation.		
15.	When boys are growing up, it is acceptable to touch and/or play with their genitals as a way of showing affection; it is not harmful in any way.		



Boys & Sexual Exploitation Quiz

Answer Sheet

This answer sheet contains the correct answers to the questions, with brief explanations and information. The issues raised in this quiz will be addressed in the rest of the toolkit in more detail.

	STATEMENT	TRUE	FALSE
1.	<p><u>The sexual abuse and exploitation of boys is rare - it is not a big problem.</u></p> <p>Global research suggests that 1 in 6 boys and men experience some form of sexual abuse or exploitation before the age of 18 years. In some settings, the prevalence rates are even higher. Less than 10% of victims report what happened, and most victims and survivors wait at least 20 years before telling anyone. Do you know the prevalence rate in your country?</p>		X
2.	<p><u>Boys are strong, active, tough and able to protect themselves, so if it happens - he must have wanted it.</u></p> <p>Boys are as vulnerable as any child and need protection. People mistakenly believe that boys are not vulnerable to sexual abuse- and think that boys do not need to be protected from sexual abusers in the way girls need to be protected. Assumptions of boys being "tough" and "able to protect himself" are inaccurate and unhelpful. In reality they may place boys at more risk of sexual abuse and exploitation, enable abuse to continue unnoticed, and stop boys from reporting sexual abuse or seeking help when they are victimized.</p>		X
3.	<p><u>The abuse and exploitation of boys is mostly a 'gay thing' - those involved are gay men and boys.</u></p> <p>Research and experience shows us that abusers and exploiters of boys can be anyone, including heterosexual men, women, other children and youths. Most abusers of boys are not gay men at all. Any boy can become a victim of sexual abuse. This is a very common false belief across virtually all cultures and contexts.</p> <p>When talking about sexual abuse of boys, we often find ourselves focusing on issues related to 'homosexuality' - rather than the abuse, exploitation and child protection.</p> <p>This is unhelpful, as we may not focus attention on those most likely to abuse or exploit children. We need to remember that we are speaking about children who need protection, and that abuse and exploitation is about 'abuse of power' not sexual orientation.</p>		X

STATEMENT		TRUE	FALSE
4.	<p><u>Boys involved in exploitation are just materialistic and after easy money and an easy life.</u></p> <p>When boys engage in exchanging sex for essentials like shelter and food this is called 'survival sex'. Society often judges that they are willing and active participants, or even views them as criminals. Boys in situations of sexual exploitation often face violence, coercion, or are groomed and sexually abused before they become involved in sexual exploitation.</p>		X
5.	<p><u>It is mostly foreigners that exploit and abuse boys - it is not part of our culture.</u></p> <p>Some people who abuse and exploit boys are foreign men who may travel to your country to abuse boys and girls - we may read about these cases in the newspapers and this is a very serious problem. However, the vast majority of exploiters and abusers are people who are born and live in that country. This includes men, but abusers can be women or other young people too. We need to make sure that children are protected against anyone who poses a threat to them.</p>		X
6.	<p><u>If a boy is exploited or abused - he will become an abuser.</u></p> <p>This is a common, false belief, even among some practitioners and researchers. The reality is that the vast majority of victims of abuse or exploitation do not go on to harm, exploit or abuse others. Many will continue to be abused or exploited. Many become protectors of others. The result of this false belief is that male victims of sexual abuse may be seen as a threat and not be offered the help they need. Boys may also avoid seeking help - because they know that other people believe this.</p> <p>Research has shown that child maltreatment is indeed a risk factor for adult sexual offending, but many sexual offenders were not abused, and the key message from research is that the vast majority of sexually abused children do not go on to be perpetrators.</p>		X

STATEMENT		TRUE	FALSE
7.	<p><u>If a boy exploited or abused - it will make him gay.</u></p> <p>There is no evidence at all that being abused or exploited will make a child gay. It is true that some boys who have been exploited or abused by men, or women, may be confused about their sexual identity, and may also believe this as a result of the abuse. Any boy can become a victim of sexual abuse, whether he identifies as gay or not.</p>		X
8.	<p><u>Boys involved in exploitation with men have consented and are in control - they are taking advantage of men and their money.</u></p> <p>In some cases it may appear that, or we may assume that children are actively involved in trading sex for money or other goods, and are to blame. In reality we should never consider that any child can 'consent' to their own exploitation by adults. The persons who are responsible are adults who seek out sex with children, not the children.</p>		X
9.	<p><u>Boys who are involved in exploitation are willing participants in prostitution, are immoral and/or gay - and should be reported to the police, punished and/or expelled from the community.</u></p> <p>Mostly adults, and others who are in a position of power and authority, create the demand for sex with children. Even if some children appear to have a degree of agency, control and choice, we should avoid and prevent boys being labelled, judged and discriminated against. We should never consider that any child can 'consent' to their own exploitation by adults. The persons who are responsible are adults who seek out sex with children, not the children. Children who are abused and exploited need our understanding and support and should not be punished or expelled from the community</p>		X

STATEMENT		TRUE	FALSE
10.	<p><u>If a boy is exploited or abused - it is not so serious like with girls - he does not lose honour or reputation, and he can recover quickly.</u></p> <p>When any child is sexually abused and exploited it has the potential to have a devastating impact on all aspects of their life - including their physical and mental health. All abuse is serious, whatever the sex or gender of that person. When boys tell us about how they feel - they also speak of shame, and loss of honour and reputation, similar to that of girls. Recovery from abuse and exploitation is not a 'one size fits all - quick fix'. All children need different kinds of support in the short and long term.</p>		X
11.	<p><u>Only poor, uneducated boys are exploited and abused.</u></p> <p>All children are vulnerable to abuse and exploitation. Some factors that will make boys more vulnerable to abuse are: Being involved in child labour, having a disability, having experienced other forms of abuse, including sexual abuse, being gay, transgender and gender diverse, being displaced, and living 'street based' lifestyles. This toolkit will explore vulnerability in more detail - as it is important that we understand it more fully, in order to direct resources and develop strategies to protect and support children.</p>		X
12.	<p><u>Boys involved in exploitation or abused by older women are lucky - they are learning how to be a man - it's not really exploitation at all.</u></p> <p>Although this belief is common, it is false. If we focus on the 'behaviour' of the exploiter or abuser (and not gender) for a moment, we can clearly see this is not helpful. Gender norms and expectations reduce the seriousness when women are involved, but in reality, there is nothing 'lucky' about being exploited or abused when you are a child. Whether the abuser is a man or woman, abuse and exploitation usually have serious consequences for the well-being and development of the child.</p>		X

	STATEMENT	TRUE	FALSE
13.	<p><u>Boys are not shy to speak about these things like girls - it is easy for them to talk about it.</u></p> <p>Research shows that in reality many boys feel great shame and try to hide what happened to them. Most never talk about what happened to them – often because they know that they will not be believed or mocked, or worry that they will be blamed, punished or suspected as being gay - and then face more discrimination. Sometimes boys may joke about the abuse and act as if they don't care about it. This can be confusing to people around them – we may think the boy is not harmed at all - and as a result we may not listen, pay attention or offer help. We need to understand that those are ways that boys use to protect themselves from the emotional impact the abuse has on them, and to protect themselves from the way others may see them if they show their true feelings.</p>		X
14.	<p><u>Children, and especially boys cannot be trusted to tell the truth, they lie a lot about sexual abuse and exploitation.</u></p> <p>Many children are often too traumatized, scared and ashamed to tell what happened and keep it a secret – often for a very long time. It is vitally important we believe children when they tell us about abuse. Others may not tell the truth because they may feel they have to protect the abuser or their own family. Abusers and exploiters often 'groom' children and those around them to make them confused, and disguise abuse as love and friendship. Grooming is designed to maintain the silence, and protect the abuser from discovery. Not telling the whole truth, or failing to remember everything, or finding it hard to tell does not mean a child is lying. It is very common for victims of all forms of abuse not to remember all the facts, 'block out' things in order to survive or be confused about what happened. This is to be expected and normal.</p>		X
15.	<p><u>When boys are growing up, it is acceptable to touch and/or play with their genitals as a way of showing affection; it is not harmful in any way.</u></p> <p>This behaviour by adults to boys is a common practice in many contexts, including India and some Southeast Asian countries - but the fact that this is common, does not make it acceptable. The people who say that this is acceptable are usually adults. But when we ask boys about this - they tell us that they do not like it, feel embarrassed, humiliated and ashamed; they also tell us that it confuses them and makes it hard to protect themselves from people who do want to hurt them - and they want adults to stop doing this! All children, girls and boys have a right to keep safe and avoid unwanted touching of their bodies.</p>		X

Beliefs, Myths, & Facts

Links With Practice

Each of the 'Links with Practice' shared below, relates directly with the topics, questions and answers from the quiz. They provide some suggestions for turning learning into positive action. This information can be used in many ways - you can share this sheet with the group, reading through each of the ideas - and identify how this knowledge and ideas can be included in your own strategies and work plans, and also be shared with others. You can also add your own ideas.

Or you can ask the team for their ideas first - by sharing the '**If we know that...**' statements and asking them to suggest their own ideas, and completing the '**We can...**' statements, then sharing the completed sheet with the group.

If we know that sexual abuse of boys is not a rare occurrence...

We need to...

- Be aware of these issues and develop strategies to include boys our work and protect them.
- Share accurate information with boys, their families, other organizations and communities, about sexual abuse and exploitation.
- Provide safe and confidential spaces for boys and families to share what happened and help them access the support they need.



If we know that...

boys are vulnerable and need to be protected from sexual abuse and exploitation just as much as girls do.

We can...

- Learn more about 'gender norms' and expectations in relation to boys, and how these influence us - and lead to abuse and exploitation of boys being minimized or ignored.
- Challenge these norms, by sharing accurate information, and help others understand that all children need protection and support.
- Engage with all stakeholders, including the media, to ensure accurate information is shared and that harmful attitudes and beliefs are changed.

If we know that...

that the idea of sexual abuse of boys being a "gay" issue is wrong:

We can...

- Educate ourselves, and avoid making assumptions based on myths that are potentially harmful. We need to carry out research to inform our practice.
- Identify, reflect on, and address any attitudes and behaviours that we have, that are homophobic.
- If boys do recognize themselves as gay, or are confused about their sexual identity, we can recognize the need to be accepting and supportive, and do our best to understand and help them. We need to remember that they are children first and foremost, and they have equal rights to understanding, support and protection.

If we know that...

We can...

boys involved in sexual exploitation, are not to blame for their situation:

- Establish trusting and safe relationships with children involved in exploitation, listen to them and understand the complex issues in their life, and the journey that led them to be exploited. We also need to tell boys that we do not blame them for what happened.
- Learn about what makes children more vulnerable to sexual exploitation and how to address the issues (and act to prevent abuse).
- Address and challenge our own assumptions and possible discriminatory behaviour - and help others (colleagues, parents and media) understand the realities that boys face.

If we understand that...

We can...

abusers can be women, youth, children and men:

- Commit to learning more, and share accurate information widely, and also reflect more on our own policies and practice, to ensure we are not leaving children isolated and unprotected.
- Help children understand the risks and work together to keep them safe.

If we know that...

We can...

most boys who have been abused will not become abusers:

- Challenge this unhelpful belief when we hear it. If we treat children as a potential abuser rather than a victim or survivor of abuse, we are not going to meet their needs - and potentially isolate children who need our support.
- Understand that boys are also aware of this belief, and how it may contribute to them keeping silent about their experiences and not seeking help. It is important that we challenge this harmful belief and share accurate information, contributing to a positive change.

If we know that...

We can...

sexual abuse of boys does not lead to boys being "gay":

- Challenge this belief, and other homophobic beliefs, attitudes and behaviour, wherever we come across it.
- Share accurate information and share the message that any person - gay or heterosexual have the same rights to respect, protection and support.
- Help children and parents understand the impacts and effects of abuse, and discuss and address their fears and concerns.

If we understand that... We can...

responsibility for sexual exploitation must be with the adults, not the children involved:

- Challenge the culture of 'blame' when we hear others making comments blaming children, and focus on holding abusers accountable.
- Help other people understand that abuse and exploitation are complex issues, and that blaming children discriminates and isolates them from help.
- Challenge harmful beliefs through education, awareness raising and advocacy.
- Make sure that in our services and community, children are supported, and abusers are held accountable.
- Work to establish safe communities where all children are protected and can easily access the support they need.
- Commit to creating safe alternatives and choices for boys and all children currently being sexually exploited.

If we understand that... We can...

sexual abuse of boys is just as serious as sexual abuse of girls:

- Communicate this to boys - and raise awareness with families, community members and other organizations.
- Accept that boys also need support and that we need to listen and learn more from boys, about how abuse and exploitation affects them.
- Access training and support to develop tools to assess and understand boys, and develop services that respond to their expressed needs.

- Remember that boys' needs may be different from girls' needs, and the way that we work with them may also need to be different.

If we understand that... We can...

any boy can be abused, and which factors make boys more vulnerable to sexual abuse...

- Develop services that respond to especially vulnerable children, and develop strategies to access them, such as 'assertive outreach' activities.
- Develop strategies that address specific vulnerabilities for the child, and within the family and community.
- Support vulnerable boys to connect with services that meet their varying needs.
- Share knowledge, develop links and collaborate closely with services that work with different populations (e.g. LGBTQI, children with disabilities, refugees etc.)

If we know that... We can...

sexual abuse can be perpetrated by women...

- Address and challenge unhelpful beliefs and gender norms that might dismiss sexual abuse of boys if the perpetrator is a woman or girl.
- Share accurate information with boys, families and community members.

If we know that...

We can...

boys experience shame and fear - and it is hard for them to speak about the abuse...

- Take time to build safe and trusting relationships.
- Create private and safe, judgement free spaces for boys to share and ask questions.
- Acknowledge the emotions of shame and fear with boys, and seek their ideas on safe sharing.
- Show that shameful experiences of any kind will not change the way we value boys.
- Show that we respect and value them when we interact and speak with them.
- Learn more about gender norms and how they influence boys behaviour, and develop appropriate and supportive responses.
- Identify boys strengths and support them to build up confidence.

If we know that...

We can...

children are protecting themselves by being silent, or sharing only parts of the abuse...

- Establish safe relationships and bonds of trust with the children that we work with; ask them what they need to feel safe.
- Use their ideas create safe and confidential environments for them to share their experiences once they are ready.

- Help them understand that when bad things happen, that we will listen and not judge them, and that they will be believed.

If we know that...

We can...

some traditional childrearing practices can be harmful to children:

- Commit to doing everything we can to keep children safe, and this includes protecting them from common or traditional child care practices that are harmful.
- Work with boys, parents and community members and leaders to raise awareness of this and other harmful attitudes and behaviours, and support them to develop appropriate responses.

'Bridging The Gap - Advocacy Tasks'

- Discuss in which settings participants will share their learning, and where and how they can do it: It could be in their own families, networks, and with colleagues, community members and with boys, to help promote discussion, learn and share accurate information about these issues.
- You can facilitate the quiz with others and/or use the information from the quiz answers to create posters and other resources to raise awareness within your own context. Over time you can add other issues that are common in the communities you work.
- You can work with boys to develop a quiz and/or posters and other resources that are more reflective of your own context, and seek their guidance to consider what accurate information to include. This is a helpful way to participate and give 'voice' to the children you work with.
- Ask the group to come up with other suggestions as to how they may use what they have learned. Once group members have completed an advocacy task, discuss at your next team meeting, and share useful learning experiences that will help others.



Agree



Disagree



Not Sure

The Great Debate - Myths & Beliefs

Cards

This sheet contains many beliefs and myths that are common in all settings, and can be used to prepare for facilitating the 'Great Debate'. They can be photocopied and (some or all) can be added to the 'wall of beliefs' that the group creates. **These are common beliefs in many settings - and all of them are inaccurate and unhelpful.** Over time you can modify this tool by adding other beliefs as you become more aware of them in your own context. Ideally, your team needs to be aware of all of these - but also prepare responses and answers - to be able to help other people become aware of factual information that is helpful and not harmful to boys. (Accurate information about each of these beliefs is provided in the answer sheet provided in the following pages of the resource pack).



Boys don't need help like girls - they just need to be tough, stop thinking too much and forget what happened

Boys involved in exploitation with men are in control - they are taking advantage of men and their money

Boys who are involved in exploitation are really willing participants in prostitution and should be expelled from the community

Abuse and exploitation of boys does not happen much - it's very rare



Boys are strong and able to protect themselves - he must have wanted it

It's not serious - he can recover quickly - not like girls

**If a boy receives money -
It's not abuse or harmful**

If a boy has an erection - it's not abuse and it proves he wanted it



Only gay men abuse boys

**If a boy is exploited or abused
he will become an abuser**



If a boy is abused or exploited by a woman - he's lucky!

If a boy is exploited by a woman it's not harmful

Women do not abuse boys

Only poor and uneducated boys get abused and exploited



It's mostly gay boys who are abused or involved in exploitation

It's only foreign men who exploit or abuse boys, not local men



Boys are difficult to help - they don't listen and don't want to talk

You can't trust boys to tell the truth about sexual exploitation and abuse

If a boy is exploited or abused - he needs punishing, he won't let it happen again

'Boys who are abused or exploited should be strong and get on with their life... they're not weak like girls'



Being gay and being a pedophile are the same thing

Children involved in exploitation are bad, they do not need our understanding - they just need discipline!



Boys involved in exploitation are just after easy money and an easy life...

If he is exploited or abused - he will become gay

Boys who are abused or exploited mostly get AIDS

If a boy is exploited or abused - it is not so serious like with girls - he does not lose honour or reputation and he can recover quickly



Boys are like 'pure gold' - when bad things happen, they do not lose value like girls

Boys who experience exploitation and abuse often joke about it, as if they do not care, so it is not a serious issue



**Boys who are involved in exploitation
do it because they choose to - it's not
a problem and just like other work**

**If a boy has an erection when he
is abused - it proves he wanted it
and liked it**

**If a boy does not ejaculate - its
not abuse**

**Boys' abuse and exploitation is a new
thing - just like a passing fashion**



**Boys don't experience
shame like girls**

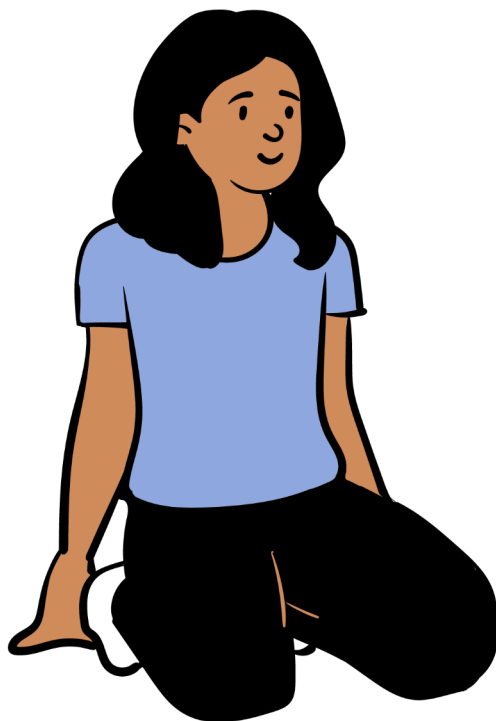
**Boys who self harm are just seeking
attention, we should ignore it**



**Boys who are exploited do it
for money and drugs**

**It's not exploitation - he's just
learning to be a real man**

**Children with disabilities are not at
risk of abuse, so are not a concern**



The Great Debate - Myths & Beliefs

Fact Sheet

This fact sheet includes many of the common myths and beliefs about boys who are affected by sexual abuse or exploitation, in juxtaposition with facts.

The sheet can be used in many ways for participatory activities - such as the exercise in "The Great Debate" session, as a handout for participants.

It can also be cut into individual cards, folded down the center and laminated. One side of the card can show the 'myth or belief' and the 'facts and accurate information' on the back, for a 'true and false' game.

Further, it could be used as a tool for participants in role plays, so they can prepare themselves for explaining accurate information to others. After reviewing and discussing these facts in the group exercise, practitioners can also use them for internal capacity building, or advocacy with community members and families they work with.

Myth or Belief	Facts and Accurate Information
<p>"Boys don't need help like girls - they just need to be tough, stop thinking too much and forget what happened"</p> <p>"Boys who are abused or exploited should be strong and get on with their life ... they're not weak like girls"</p> <p>"It's not serious - he can recover quickly - not like girls"</p>	<p>These myths deny the seriousness of sexual abuse of boys.</p> <p>In reality, abuse and exploitation has a significant impact on all children (boys and girls). Trying to 'block out' what happened may be very common as a coping strategy, especially when there is no help available. But in the long term, keeping painful thoughts inside can be harmful. Children affected by traumatic events, boys or girls alike, need safe environments and supportive people around them to listen and help them recover! Without help, children and youth are likely to experience a wide range of problems - related to health, mental health, sexual health, relationships, school or work, etc.</p>

Myth or Belief	Facts and Accurate Information
<p>"Boys are strong and able to protect themselves - he must have wanted it"</p>	<p>This myth places blame for the abuse on the victim. Some gender norms may suggest that boys should always be able to protect themselves, but this is not possible in most cases. Popular beliefs about who can or cannot be a victim of sexual abuse are very misleading. In reality all children, boys and girls are vulnerable. Abusers use force, violence, threats, coercion or use grooming strategies to gain a child's trust and abuse their victims. Even if children appear to willingly engage in the abuse, they lack the knowledge and power to consent. Adults and perpetrators are solely responsible.</p>
<p>"Boys involved in exploitation are just after easy money and an easy life..."</p> <p>"Boys who are involved in exploitation are really willing participants in prostitution and should be expelled from the community"</p> <p>"Boys who are involved in exploitation do it because they choose to - it's not a problem and just like other work"</p> <p>"Children involved in exploitation are bad, they do not need our understanding - they just need discipline!"</p> <p>"Boys who are exploited do it for money and drugs"</p>	<p>These myths dismiss the exploitation of boys and blames the victims.</p> <p>Boys are made vulnerable by life circumstances such as family violence, or being abused, or being homeless. Some boys engage in sexual exploitation to survive. Some use drugs to protect themselves from the effect of the exploitation, or to forget. This increases risk of further exploitation and abuse.</p> <p>Sexual exploitation of children exists because there are people willing to pay for sex. No child can consent to their own exploitation, even if they seem to willingly participate. The children involved in sexual exploitation have less power, fewer choices in life, and lack knowledge of the consequences involved (compared to the exploiters). Responsibility for the abuse and exploitation is always with the perpetrator.</p>

Myth or Belief	Facts and Accurate Information
<p>It's not exploitation - he's just learning to be a real man</p>	<p>This belief dismisses the victimization of boys and men.</p> <p>Boys have the same right to be protected from sexual abuse and exploitation as girls do. Boys can be victims of sexual abuse and exploitation, and these experiences are harmful. Coercion to take part in sexual activity is not about 'learning to be a man', it's abusive and harmful.</p>
<p>"Only gay men abuse boys"</p>	<p>This belief is inaccurate and homophobic.</p> <p>The idea that sexual abuse of boys is perpetrated mainly by gay men is harmful and wrong. Research indicates this is not the case at all. In fact abusers can be anyone - heterosexual men, family members, family friends, teachers, religious leaders, women, or other children. There are many misunderstandings about what "type of person" perpetrates sexual abuse and exploitation of children. Being gay describes a person with romantic and sexual interest in a person from the same gender. In general these are consensual relationships! Sexual abuse is not defined by the abuser's sexuality, but by their use and abuse of power.</p>

Myth or Belief	Facts and Accurate Information
<p>"Being gay and being a pedophile are the same thing"</p>	<p>A pedophile is a person who feels sexually attracted to children (but not every pedophile abuses or exploits children!), it is not the same thing as being gay.</p>
<p>"If he is exploited or abused - he will become gay"</p> <p>"It's mostly gay boys who are abused or involved in exploitation"</p>	<p>These beliefs are inaccurate and homophobic. Sexual abuse and rape may result in a boy being confused about his sexual identity. However, sexual abuse does not make boys become gay, and boys can be gay without being sexually abused.</p> <p>While boys who identify as gay may be more vulnerable to exploitation and abuse, there is no evidence to suggest that it is 'mostly gay boys' who are involved.</p> <p>Boys become involved in sexual exploitation because there is a demand for sex with boys.</p>

Myth or Belief	Facts and Accurate Information
<p>"If a boy is abused or exploited by a woman - he's lucky!"</p> <p>"If a boy is exploited by a woman it's not harmful"</p> <p>"Women do not abuse boys"</p>	<p>These myths deny the possibility that women or girls can be abusers - and also makes people think it is not serious when it does happen.</p> <p>These ideas are wrong because they focus on ideas about sex and gender instead of the abuse. It ignores the use of coercion, force, threats, confusion, and power. Women and girls can be abusers and exploiters, and it is harmful. Nobody is lucky to be sexually abused. Considering a boy who was abused "lucky" means dismissing the physical and emotional impacts and consequences he experiences from the abuse.</p>
<p>"Only poor and uneducated boys get abused and exploited"</p>	<p>This belief diverts our attention from protecting all boys</p> <p>Although poverty increases a boy's vulnerability to being sexually abused, it is not the only factor. Boys of any social status and of any educational level can become victims of sexual abuse and exploitation. We need to make sure that we protect all children and all boys from abuse and exploitation.</p>

Myth or Belief	Facts and Accurate Information
<p>"It's only foreign men who exploit or abuse boys, not local men"</p>	<p>This belief denies the reality that sexual abuse of children is often a local issue.</p> <p>Some people who abuse and exploit boys are foreign men who may travel overseas to abuse boys and girls - we may read about these cases in the newspapers and this is a very serious problem. However, most exploiters and abusers are people who are born and live in that country. This includes men, but abusers can be women or other young people, too. We need to make sure that children are protected against anyone and everyone who poses a threat to them.</p>
<p>"You can't trust boys to tell the truth about sexual exploitation and abuse"</p>	<p>This myth places blame on victims and reinforces negative gender stereotypes about boys.</p> <p>Many children are too traumatized, scared and ashamed to tell what happened and keep it a secret – often for a very long time. Others may not tell the truth because they may feel they have to protect the abuser or their family. It is vitally important we believe children when they tell us about abuse.</p> <p>Abusers and exploiters often 'groom' children and those around them to make them confused and disguise abuse as love and friendship. Grooming is designed to maintain the silence, and protect the abuser from discovery.</p> <p>Not telling the whole story, or failing to remember everything, or finding it hard to tell does not mean a child is lying. It is very common for victims of all forms of abuse not to remember all the facts, 'block out' things in order to survive, or be confused about what happened. This is to be expected and normal.</p>

Myth or Belief	Facts and Accurate Information
<p>"If a boy is exploited or abused - it is not so serious as with girls - he does not lose honour or reputation and he can recover quickly"</p> <p>"Boys don't experience shame like girls"</p> <p>"Boys who experience exploitation and abuse often joke about it, as if they do not care, so it is not a serious issue"</p>	<p>This belief dismisses the impact of sexual abuse on boys. Sexual abuse can be a humiliating and extremely traumatic experience. It can also be violent. It can be confusing. Shame and fear affect boys in very similar ways to girls. Silence, or making jokes, may be a way boys can protect themselves from their own emotions or other people's reactions. We must always take abuse seriously and make sure that victims and survivors receive help and support.</p>
<p>"If a boy has an erection when he is abused - it proves he wanted it and liked it"</p> <p>"If a boy has an erection - it's not abuse"</p>	<p>These beliefs place judgement on victims of abuse and deny their experience.</p> <p>These ideas focus on physical symptoms rather than abuse of power, coercion, threats, and confusion which perpetrators use to groom boys. Abusers may intentionally create pleasure for the victim, to confuse them. Abusers may also convince their victims that their physical reactions suggest they like and want the abuse.</p> <p>An erection or ejaculating are reactions to physical sensations and stimulation, and they can not be controlled or stopped willingly by the victims. Experiencing physical sensations such as an erection or ejaculation can make victims confused or cause deep shame.</p>

Myth or Belief	Facts and Accurate Information
<p>"Abuse and exploitation of boys does not happen much - it's very rare"</p> <p>"Boys abuse and exploitation is a new thing- just like a passing fashion"</p>	<p>Dismissing and minimizing the occurrence of sexual abuse is common but not accurate.</p> <p>Recent global research suggests that 1 in 6 boys and men experience some form of sexual abuse or exploitation before the age of 18 years. In some settings, the prevalence rates are much higher. We can no longer say that this is a rare occurrence. It affects millions of boys. It is estimated that less than 10% of victims report what happened, and most victims and survivors wait at least 20 years before telling anyone - as they are often frightened, isolated and ashamed - and often feel that there is no one safe to tell. Abuse and exploitation of all children - girls and boys has occurred for thousands of years.</p>
<p>"If a boy is exploited or abused he will become an abuser"</p>	<p>This is a common, false and harmful conclusion, even among some practitioners and researchers.</p> <p>The reality is that the vast majority of victims of abuse or exploitation do not go on to harm, exploit or abuse others. Many will continue to be abused or exploited. Many become protectors of others. The consequence of this false belief is that male victims of sexual abuse may be seen as a threat and not receive help, or boys may not ask for help because they think people will assume they are abusers.</p> <p>Research has shown that child maltreatment is indeed a risk factor for adult sexual offending, but many sexual offenders were not abused, and the key message from research is that the vast majority of sexually abused children do not go on to be perpetrators.</p>

Myth or Belief	Facts and Accurate Information
<p>"Boys are difficult to help - they don't listen and don't want to talk"</p> <p>"Boys who self harm are just seeking attention, we should ignore it"</p>	<p>These are examples of negative attitudes among practitioners creating barriers for boys to access help.</p> <p>Boys may express their need for help in many ways, this may include active behaviors, risk taking or self-harm. Self-harming should always be taken seriously.</p> <p>If practitioners experience difficulty getting boys to listen, perhaps other approaches to interact with boys are needed. Boys may feel more comfortable to engage and experience 'connection' through an activity rather than through talking.</p>
<p>"Boys who are abused or exploited mostly get AIDS"</p>	<p>This is a wrong conclusion. It is unhelpful and wrong to assume most boys who are abused or exploited are infected by HIV. This idea unnecessarily stigmatizes victims of abuse and exploitation as well as persons who have been infected with HIV.</p> <p>New HIV infections are, globally, higher in men than women (whether the men have been abused or not). This may be due to men, on average, starting sexual relationships earlier and having more sexual partners in their lifetime than women do. Sexual abuse and exploitation do put boys at risk of any type of STI and we need to help them access appropriate services for screening and treatment, if required.</p>

Myth or Belief	Facts and Accurate Information
<p>Boys are like 'pure gold' - when bad things happen, they do not lose value like girls".</p> <p>"Boys don't have a virginity to lose, so it doesn't matter as much".</p>	<p>This is a harmful belief towards both boys and girls.</p> <p>Sexual abuse impacts and harms boys and girls, even if some impacts differ, both boys and girls suffer from the consequences. Ideas of "virginity" create value statements that are deeply harmful to female victims of sexual abuse (suggesting they lose value), and dismiss the experience of boys.</p>
<p>"If a boy is exploited or abused - he needs punishing, then he won't let it happen again"</p>	<p>This is a harmful idea. Responsibility for sexual abuse and exploitation lies with the abusers. A child should never be blamed or punished for disclosing sexual abuse. A child who has been sexually abused needs empathy, safety, support, loving relationships and not blame!</p>

Myth or Belief	Facts and Accurate Information
<p>"Children with disabilities are not at risk of abuse, so are not a concern"</p>	<p>This is harmful, as it makes children with disabilities invisible and denies their right to protection and support.</p> <p>Global research indicates that children with disabilities are at great risk of abuse - and more likely to experience all forms of abuse, including sexual abuse, than their non disabled peers. Children with disabilities also experience significant problems being able to access help from child protection organizations. We need to do more to ensure that children with disabilities receive protection and support.</p>



The Great Debate - Myths & Beliefs

Resource Sheet

You can share this sheet with your team. It summarizes 'Links with Practice' and some ideas for using the resources in the 'Bridging the Gap' Advocacy Activities.

Links with Practice

If we know that...

many beliefs and myths discriminate against boys:

We can...

- Critically reflect on our own assumptions and be open to learning
- Learn and share accurate and helpful information
- Challenge our own, and other people's harmful ideas, beliefs, and behaviors
- Help develop more positive responses to boys
- Discuss our learning within our organization and community and find ways to improve ways of supporting boys

'Bridging the Gap' Advocacy Exercises

It is very important that we challenge harmful myths and beliefs about boys, sexual exploitation, and abuse, (wherever we find them) and provide accurate and helpful information. Unless we do that - little will change - and boys will remain isolated.

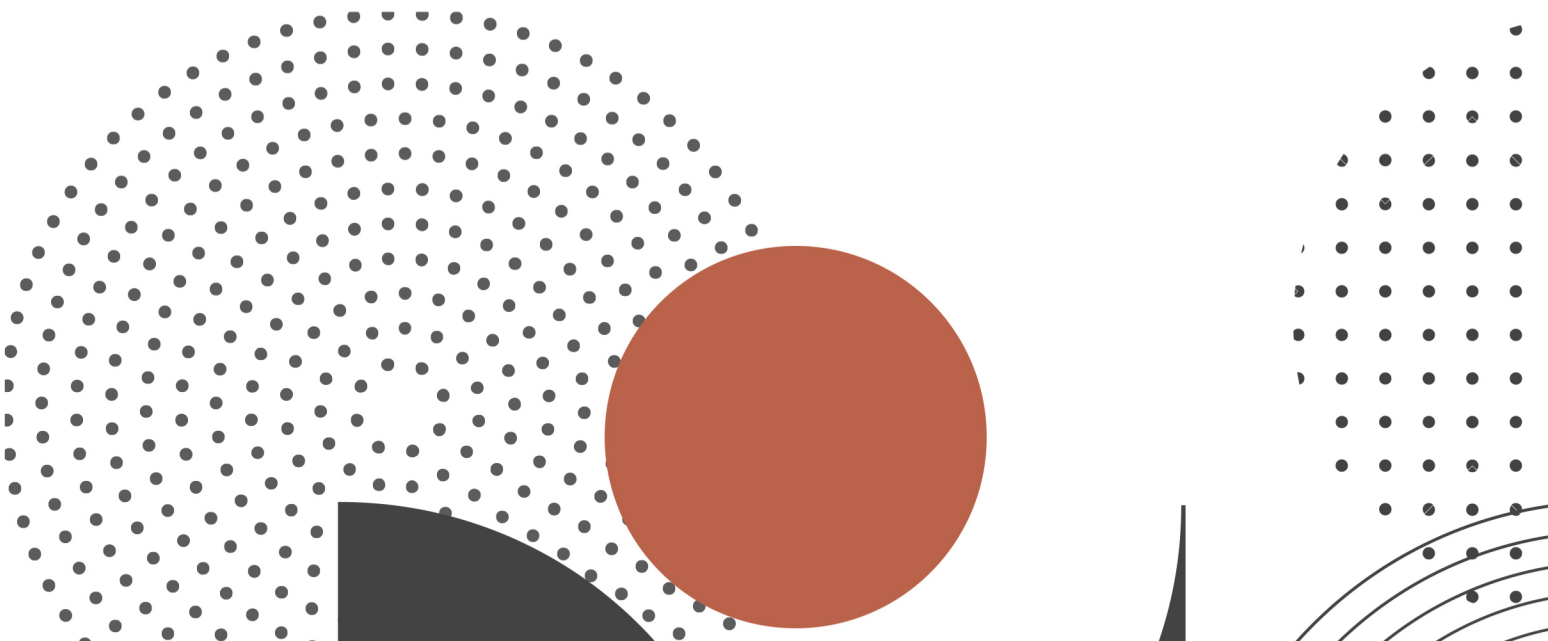
You can discuss in your team how you could use the resources from this session to develop awareness-raising and advocacy events. Some suggestions are provided below.

Participants can repeat the 'Great Debate' exercise in a variety of settings (e.g. with partners, community groups, local authorities, families and boys) using the same methodology, or make up their own ideas for activities using the [The Great Debate - Myths and Beliefs Cards](#) and the [The Great Debate - Fact Sheet](#). (This could include a Q and A style discussion, or quiz games, or making posters to challenge the myths and share accurate information?).

When we have more practice and experience of listening, challenging unhelpful and inaccurate beliefs and attitudes - and providing helpful information - we start to transform ideas, attitudes and behaviour - and also develop the confidence to advocate for children. This will lead to an increase in helpful and empowering attitudes and behaviour towards boys.

Once you have carried out advocacy activities - share your experiences with your team, considering some of the following questions.

- Who in the community did practitioners reach out to with advocacy activities?
- What were the most effective and successful ways used to share information?
- What subjects related to sexual exploitation interested the people in the community most?
- What successes and positive changes did practitioners experience during advocacy?
- How could they tell that people's attitudes were beginning to change?
- What plans do you have to return and build on that learning?



Disability Inclusion

Resource Sheet

This resource sheet includes useful information related to 'Links with Practice' and 'Bridging the Gap' Advocacy Activities, and links to other useful resources.

Remember that becoming more inclusive will take time, and requires commitment, planning, and resources. This resource sheet includes a number of ideas that will help you reach your objectives.

Links with Practice

1. After learning about important issues related to children with disabilities, ask the group to generate their own ideas for developing practice, using the statements ('If we know that...' and 'We can...') statements below.
2. Or share the completed resource sheet and work through each of the suggestions as a team, identifying how you can use them to guide the development of a strategy for positive change in your own organization. Some of the ideas below are easy steps - others may require time and other resources.

If we know that...

Children with disabilities have the same rights as all children, and we think that we can do better...

We need to pay more attention to disability and inclusion, and recognize that we are limited in our knowledge, strategies, and practice...

We can...

- Learn more about disability within our context ...
- Network and establish links with organizations specializing in disability and those representing children with disabilities...
- Discuss child protection issues with disability-focused organizations - and share mutual concerns and learning opportunities with them; share resources and develop collaborative approaches. (This does not cost you anything!) Collaborate with others to carry out research and mapping of risks and needs...

If we know that...

We can...

Children with disabilities face increased risks and vulnerabilities - but that children and their families fall through the gap' and miss out on protection and support...

- Build referral pathways and collaboration with specialist organizations; link case management procedures; establish and implement 'Twin Track' strategies.

If we know that...

We can...

Many disabilities are hidden (e.g. developmental), and that some of those disproportionately affect boys....

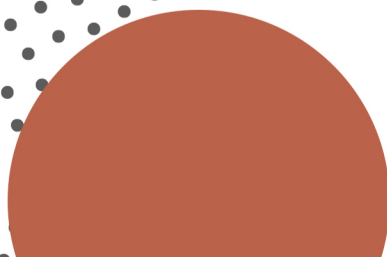
- Learn more about the 'hidden' disabilities and collaborate with specialists...

If we know that...

We can...

Our knowledge of legislation and the rights of children with disabilities, and how to use them to support children is limited.

- Share information in the team related to aspects of the UNCRC that relate to disability; Ensure your team is familiar with the UN Convention on the Rights of People With Disabilities (UNCPWD) and Agenda 2030; Ensure that copies of National Laws and Minimum Standards related to people and children with disabilities are shared and understood.



If we know that...

We need to become more committed to disability mainstreaming and inclusion and make change sustainable in our organization or team...

We can...

- Appoint a Focal Point within your team to address and guide the development of mainstreaming and inclusivity...
- Ensure that Child Protection and Inclusion is a regular agenda item in team meetings (Keep notes of specific questions, issues, needs, and requests and share with management and donors)...
- Review child protection policies and get help from specialist disability organizations, and those that represent children with disabilities to address the gaps...
- Carry out learning needs assessment related to working with disability, child protection and inclusion issues, and access training.
- Carry out a 'Disability Audit' of the organization's policies and practice - and use that to develop a longer-term strategy for mainstreaming disability and child protection issues within the organization, to ensure inclusion.
- Collect data related to referrals and cases where children with disabilities (and others such as parents with disabilities) receive services.
- Review your progress on a regular basis and share with management and donors... discuss these issues and ask how they can support and contribute to change...

Take-home messages...

Disability is created by society.

Children with disabilities face greater risk and are more vulnerable to abuse and exploitation in all its forms

Many disabilities are 'hidden'

Children with disabilities and their families often face additional barriers to accessing support and 'fall through the gap'

We can do better and need to make a commitment to including children with disabilities in our work.

Bridging the Gap - Advocacy Activities

Discuss with your team how you can develop activities and resources to raise awareness of disability, vulnerability, and inclusion within your own team, with children and families and/or community.

Suggestions may include:

- Sharing some of the resources in this toolkit with other organizations when you meet
- Include issues related to vulnerability and disability in existing training that you provide
- When developing materials, posters and your website - be inclusive of issues for children with disabilities
- Take part in activities on the [International Day of People with Disabilities](#)

Other Useful Resources

[WHO Fact Sheet](#)

[Global Partnership on Children with Disabilities Literature Review](#)

[Safeguarding Children with Disabilities](#)

Short Films related to the Social Model of Disability and Rights of Children

[SCOPE \(UK\)](#)

[Shape Arts](#)

[Unicef Film - Rights of Children with Disabilities](#)

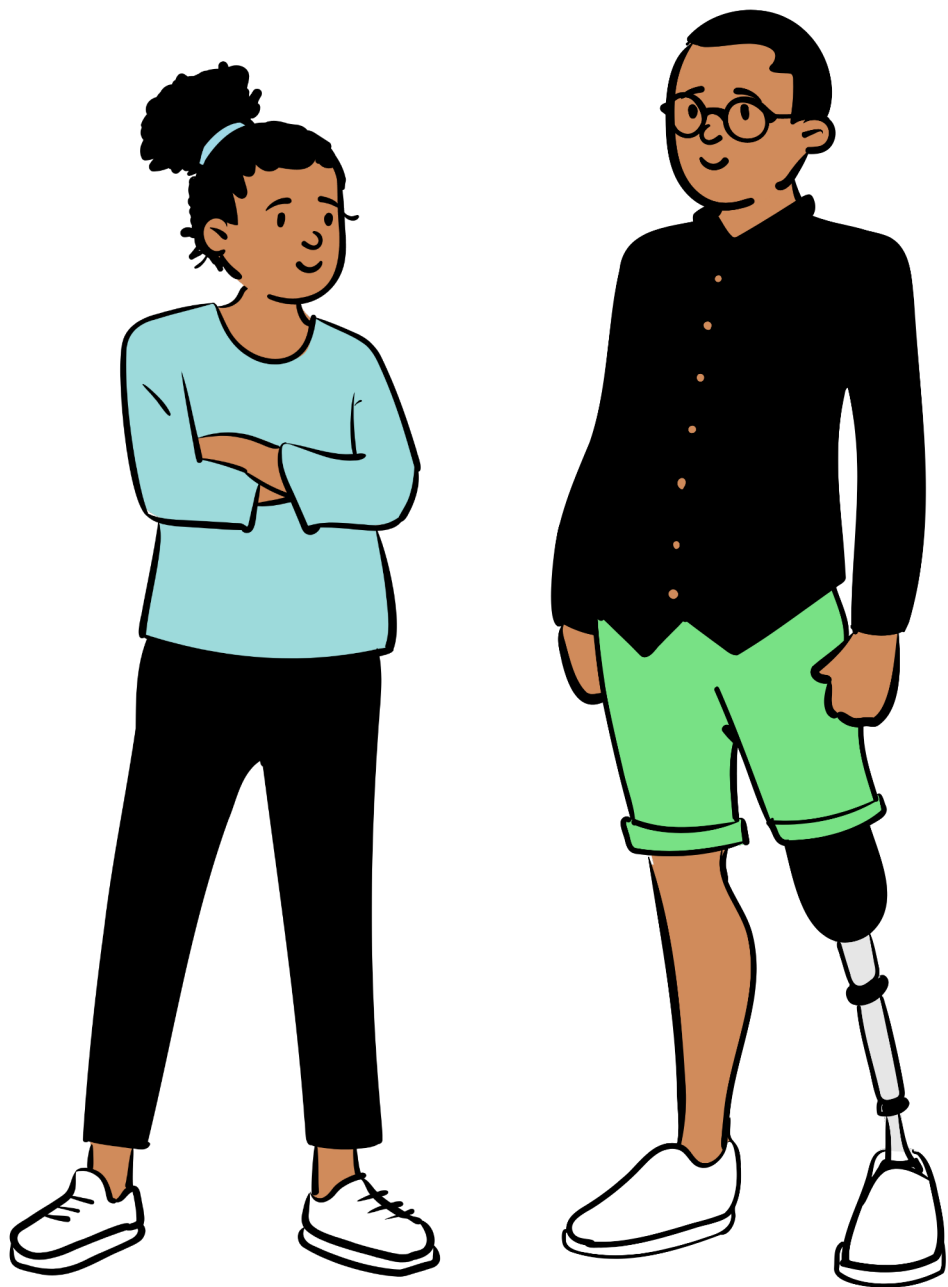
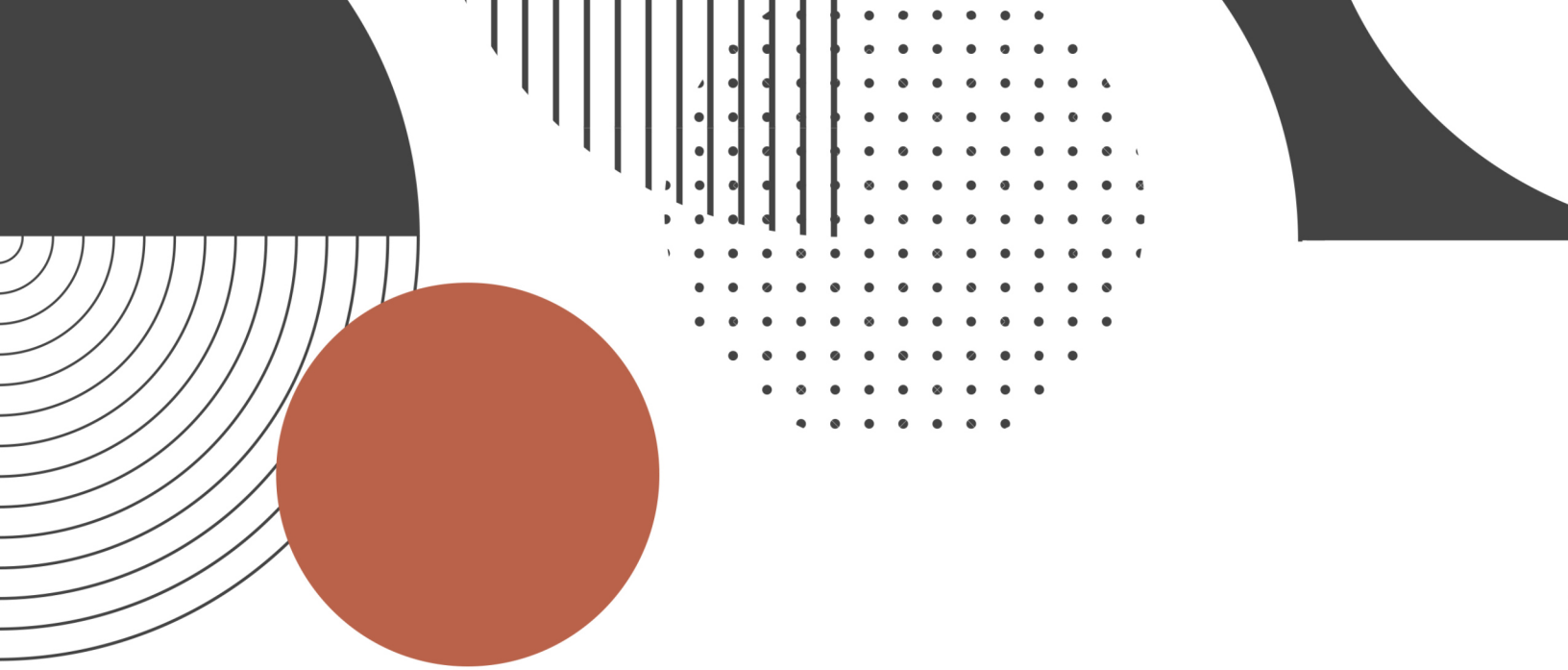
[Unicef - 'You and I' For Children with Disabilities](#)

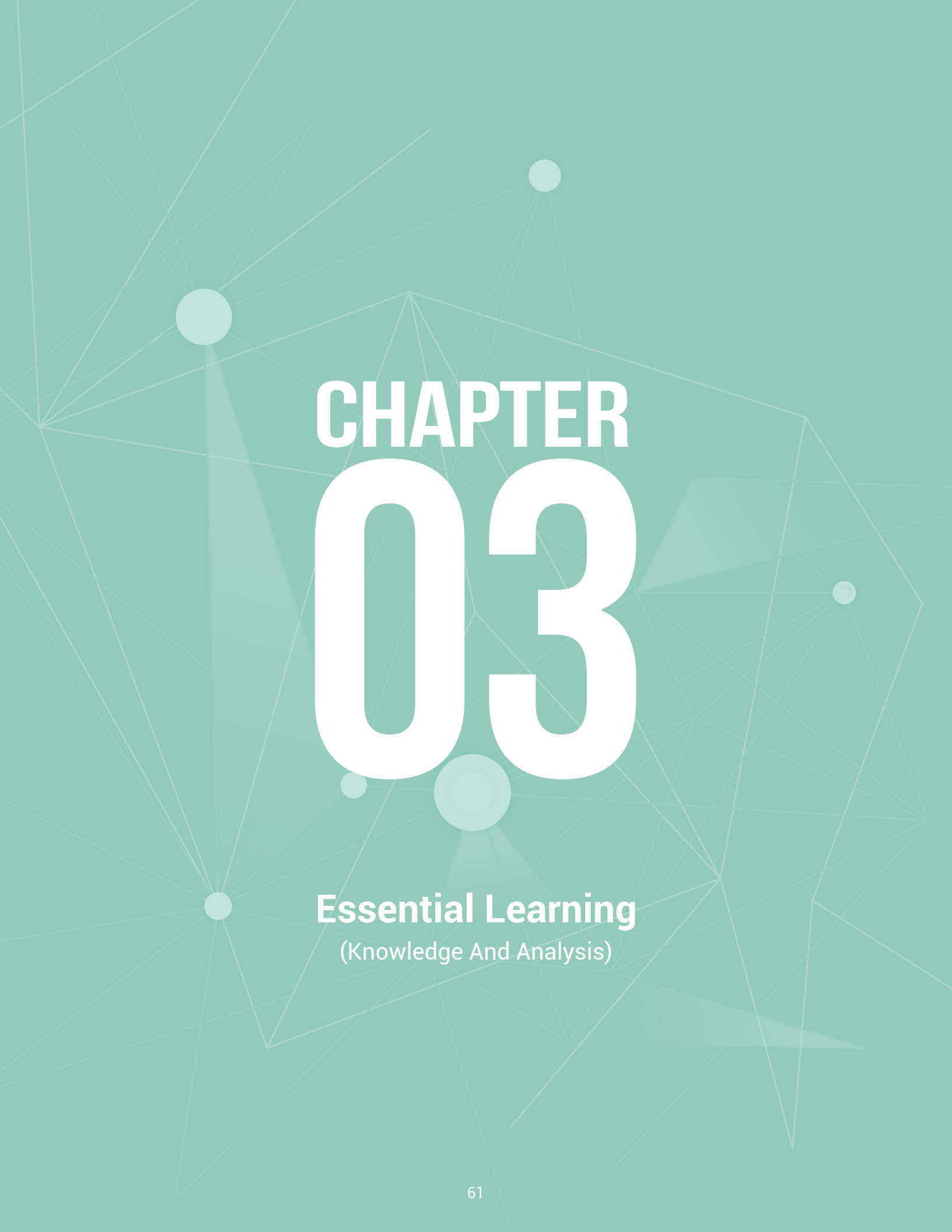
Disability Quiz

Quiz Sheet

This sheet can be used to carry out a quick quiz on some essential facts related to disability. You can ask the questions in the left-hand column, and ask participants to write their answers on a piece of paper. Then use the answers in the right-hand column to share when completed.

Question	Answer
1. What percentage of people in the world live with a disability?	15% (World Health Organization), although in some settings it may be higher or lower, depending on a range of factors.
2. Children with disabilities living in institutions generally receive good care and do not face increased risk (True/False?)	False. Research indicates that children with disabilities living in institutions face increased risk of all forms of abuse.
3. Risks of being abused and exploited for children with disabilities, is not so different from children without disabilities? (True/False)	False. Across all measures, the evidence reveals an increased risk for children with disabilities.
4. Girls with disabilities are far more likely to be abused than boys? (True/False)	There is mixed evidence - some studies show more boys or 'equal risk to girls', but girls are much more likely to disclose than boys.
5. In most settings, child protection services working with children with disabilities are well trained and provide good protection (True/False)	False - in all settings abuse is under-reported; children face many barriers to accessing services and low levels of understanding among practitioners
6. Can you guess the prevalence rate for sexual abuse, of deaf children living in Norway? (%)	A study carried out in Norway with adults revealed that 80% had experienced sexual abuse . This means that if you were a deaf child at that time - you were far more likely to be abused than not abused. See page 3



The background is a solid teal color with a network of thin, light teal lines connecting several circular nodes of varying sizes. The nodes are positioned at various points, creating a web-like structure. The text 'CHAPTER 03' is centered in the upper half of the image.

CHAPTER 03

Essential Learning
(Knowledge And Analysis)

The 'Other Side of Gender'

Resource Sheet

This sheet summarizes some of the essential learnings related to gender and boys, and ideally should be shared and read through with participants. It explores the 'Messages that Make Men' and provides an additional group exercise to explore these issues.

This sheet also includes additional resources and activities related to 'Links with Practice' and the 'Bridging the Gap Advocacy Activities'. We encourage you to consider this as the first step in learning - and use this sheet, and the resource section of the toolkit, including the additional resources, to enhance your learning.

'Messages That Make Men'

Boys and men learn a rigid set of ideas about what "being a man" means. These significantly influence their thinking, feelings and behaviours. Many of these messages are harmful to men and boys - especially when they are vulnerable and in need of support. When a boy is at risk, being abused or exploited, these are very likely to prevent him seeking help. They may also prevent parents, service providers and others from being able to recognize vulnerability in boys and provide appropriate responses.



Links with Practice



Resources Required

- Flip chart paper
- Marker pens



Approximate Time

90 minutes



Notes For Facilitation

1. Ideally the first step of this exercise is to share the statements from the handout below, in 'bold font' (The '**If we know...**' statements), and then elicit helpful ideas, by asking the group to complete the sentence '**We can...**', with the group providing helpful suggestions for responding.
2. Place several pieces of flip chart paper on the wall (Each with one of the statements written on it) and ask the group to move around the room, writing their ideas under each statement.
3. When the group has completed their task, share and discuss ideas, and consider how you may incorporate and include these in your work in future.
4. The second step of this exercise is to share and work through the list of ideas that are provided below (using this handouts or the slide presentation). These ideas have been compiled

from research and practice, from people already working with boys in a number of settings. This is what may be called 'evidence based practice'.

- Read through the list of suggestions and essential learnings below, and identify how they could positively influence your own work.
- Consider which ideas can be included in the development of approaches, strategies and policies in your own workplace.
- Identify additional resources and training needed to help you achieve this - and develop an 'action plan' to meet your needs.



If we know that...

gender norms create barriers for boys to be able to speak out and accept help...

We can...

- spend time with boys, build trust and find creative ways to listen to them, and understand their world and lived experiences.
- use some of the ideas from this toolkit to 'begin the conversation'; help them express what it is like to 'be a boy' - and keep listening...
- find ways to explore gender roles and expectations with boys, identify which ones are hard to live up to - and help boys to share how they may be unhelpful and harmful. (Some of the exercises in this toolkit can easily be modified and used to do this).
- seek boys own ideas to remove the barriers to accessing support that exist, incorporate them into our strategies and practice - providing 'boy focused' interventions and services that they are comfortable with.

If we know that...

boys are reluctant to share their problems, because they feel as if they are weak, or will be judged as 'weak'...

We can...

- help redefine help seeking as a 'sign of strength' - highlighting how it takes great courage to ask for support... and also share stories and examples from other boys and men, and resources that reinforce this...
- acknowledge that vulnerability and fear of asking for help may be present in our own lives - and explore and model helpful ways to seek help.

If we know that...

boys are fearful of speaking out - and need safe and confidential relationships, opportunities and safe spaces to be able to do that...

We can...

- ask boys to tell us what confidential, private and safe spaces look like to them - and design them according to their ideas.
- develop outreach activities to meet boys where they feel safe and comfortable; find safe ways for them to share, including activities that don't always involve sitting still and talking about feelings; consider using the 'Speaking Out!' resource in this toolkit.
- learn from other resources in this toolkit, such as the 'What boys say they need from us?', 'Speaking Out' and the 'Boys and Development' resources - and use them as a foundation of our work...

If we know that...

gender norms mean that some service providers may discriminate, and behave in ways that create barriers to boys seeking help...

We can...

- facilitate 'The Other Side of Gender' exercise, encouraging service providers to gain a deeper understanding of the power of gender norms, and the importance of changing their attitudes and behavior.
- help service providers to identify their own harmful beliefs and behaviors - and provide learning and support to develop positive responses; share accurate information relating to Myths, Beliefs and Facts about boys and sexual violence.

If we know that...

gender norms mean that some service providers may discriminate, and behave in ways that create barriers to boys seeking help...

We can...

- encourage them to actively listen and learn from boys, and work in collaboration with you to develop strategies, policies and working practices that challenge prejudice and provide support that fits with boys' needs.

'Bridging the Gap' - Advocacy Activities

There are endless ways that you can share the resources and (and repeat) the exercises included in this session, to help others reflect on their ideas about boys, gender and masculinity. This can be done with boys, parents, community members and others. Consider arranging workshops or events - and help your team and others transform your ideas into positive action.

Also use other materials from this toolkit to help people learn, reflect and make positive changes [\(such as this short film in Spanish, with English subtitles\)](#).

The 'Messages That Make Men'

Additional Activity

Some researchers have referred to the rigid ideas related to gender, boys and men, as the '[Man Box](#)' ([Promundo, 2017](#)), a useful resource which is available in English and Spanish. The Man Box refers to a set of beliefs, communicated by parents, families, the media, peers, and other members of society, that place pressure on men (and boys) to act a certain way.

Below is an additional participatory exercise that will help participants reflect on the gender norms impacting on them and those people around them.

The 'Messages That Make Men' Exercise

This exercise aims to build group awareness of male gender stereotypes, how these impact men and women, and how these are reinforced by men and women. There are examples from the 'Man box' above and other common gender norms. (This can be used in teams and adapted for community settings).



Approximate Time

90 minutes



Notes For Facilitation

1. Ask your group to stand in a circle (with a large space in the middle). Explain to the group that you will read some statements. Explain to the group that any person, whom a statement applies to, may briefly move into the middle. (Remind the group that teasing and mocking is against the group guidelines).

2. Now read a few statements from each section and allow time for group members to step into the middle of the circle if it applies to them.
3. Allow group members who have stepped into the circle, a moment to acknowledge each other, thank them for being brave or honest when you find it appropriate, and ask them to return to the circle.

Step into the middle of the circle, if...

(Start out with something general:)

- You are a parent
- You are an aunt or uncle
- You are a grandparent
- You are a sister or brother who has had childcare responsibilities

Now explain that we will move on to experiences with some specific gender norms. After each phrase, participants who entered the circle may move back to the outside of the circle, as they will have multiple statements that will apply to them.

Step into the circle, if at any time in your life...

- When you were a child you were told that you shouldn't cry.
- You have told boys that they shouldn't cry
- Growing up, you were told how to behave so that you become a 'real man'
- Growing up, you were told how to behave so that you become a 'good woman'
- Growing up, you were punished once or more times, for not meeting the expectation of being a 'real man' or a 'good woman'
- You have feared that others might think you are not in control and you have to pretend that you are
- You have avoided asking others for help, out of fear that they'd see it as a sign of your weakness
- You have been criticized for showing sadness or vulnerability
- You have reprimanded boys or other men for stepping out of the "gender box"
- You have criticized others or been impatient when they showed sadness or vulnerability

At the end of this group of questions, you may ask participants how these experiences affected them, or may have affected others.

Move on to attitudes about aggression.

Step into the circle if...

- Growing up, you saw men use aggression and/or violence to solve problems
- Growing up, you saw women use aggression and/or violence to solve problems
- You have used aggression or violence to get what you want at least once in your life
- A man has used aggression and violence against you or someone you care about
- A woman has used aggression and violence against you or someone you care about
- You have told boys to be strong and protect themselves
- You have heard people say that it is ok for men to use violence against their wife/partner and children
- You have heard people say that it is ok for women to use violence against their husband/partner and children

After these questions, you may ask participants how these experiences affected them, or may have affected others - their thinking, feelings and behaviour.

Move on to attitudes about sexual abuse, exploitation and violence.

Step into the circle if...

- You think men always want sex and can't control their desires
- You have heard people say that if a woman is abused it is probably her fault
- You have heard people say that if a girl is abused it is probably her fault
- You have heard people say that if a man is abused it is probably his fault
- You have heard people say that if a boy is abused it is probably his fault
- You know someone who was abused as a child
- You know someone that has been blamed for their abuse or exploitation

You may ask participants, when they step into the circle how these experiences will affect a person, or may have affected others - their thinking, feelings and behaviour. Hopefully the group should begin to see that many gender norms and attitudes that are linked to abuse and exploitation are unhelpful or harmful?

Conclude

Step into the circle if...

- You think boys should be allowed to cry
- You think boys and men who show vulnerability are brave
- You think we need to protect our boys and girls alike
- You want to help boys who were sexually abused and exploited
- You think that many of the norms and expectations we place on boys are unhelpful or harmful
- You think that many of the norms and expectations we place on girls are unhelpful or harmful
- You think it is important to challenge harmful attitudes related to gender and sexual violence

Ideally the facilitator can ask some participants about how they think and feel about the norms, and how it impacts on them or children.

Conclusion

Ask each member of the group to share a short reflection of their most important learnings.

Can they share how gender norms have impacted upon themselves? (In their own lives and work?)

Can they think of ways of how they might do things differently in their own lives, or with children they know?

To learn more about how harmful gender norms can be, in the context of boys who are sexually abused or exploited, please read [The 'Other Side of Gender' - Findings From Research & Practice](#)

Gender Expectations of Women & Men

Additional Optional Exercise

This exercise can be used as an alternative or additional exercise provided in the 'Other Side of Gender' section of the toolkit. The goal of this exercise is to consider gender expectations faced by women and men, and how they may influence attitudes and responses to sexual abuse and exploitation.

The first part of this exercise suggests working with men and women separately in small groups, which allows for a safer space to reflect on gender-based expectations in same-gender groups, for both their own and the other gender.

During this stage of the exercise, men and women will be using different colored marker pens based on their gender. This will create a visual image showing which gender expectations are placed towards women and men, both by women and by men.

The third part of this exercise discusses the influence these gender expectations may have on girls and boys who have experienced sexual abuse or exploitation.



Resources Required

- Flip chart paper
- Marker pens in two colors



Approximate Time

90 - 120 minutes



Notes For Facilitation

1. Write the title '**Ideal Woman - Traditional Expectations**' on one flip chart paper, and '**Ideal Man - Traditional Expectations**' on the other.
2. Ask participants to separate in female and male groups, and provide the 'ideal man' flip chart to the group of men, and the 'ideal woman' flip chart to the group of women.
3. Give marker pens of one color to the men's group, and marker pens of another color to the women's group.
4. Explain that they can create a poster by writing words, phrases, or drawing pictures to illustrate their ideas, based on the context in which they live and work. **(Allow 15-20 minutes for this).**

5. When they have finished, ask the groups to swap posters: Now the women can add their ideas to the 'ideal man' poster, and the men can add their ideas to the 'ideal woman' poster. Ask them to use the same color marker pens that they have used on the poster before. **(Allow 10 -15 minutes)**

6. Ask both groups to attach their posters onto the wall or place them so that they are visible to all participants.

7. Facilitate a discussion with the whole group, men and women **(15 minutes)**

- What are some of the main expectations identified for women? For men?
- What are the biggest differences in the expectations placed upon women and men?
- 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., there may be proverbs or songs reinforcing these). 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.

8. Now consider the following questions **(15 minutes)**

- Are the expectations realistic for all boys and girls to achieve?
- How might these expectations influence the identity of boys and girls as they grow up? (Seek examples: A boy or girl might think, in order to meet these expectations, I should, or shouldn't...)
- How easy or hard is it for a boy and girl to be 'different' from these expectations? (How would their parents, extended family, school, or community react if they don't meet the expectations?)
- How might people react if a girl shows behaviors that are associated with being typically male or a boy who shows behaviors that are associated with being typically female?
- How could these expectations limit things boys and girls do? (What barriers do they create? For example, seeking help, being listened to, making decisions about their own life, etc.)



9. Explain that many of these expectations may be helpful or unhelpful to boys and girls 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.
 - Possibly expectations towards men relate to proving that he is a 'real man', and expectations towards women relate to proving that she is a 'good woman'.

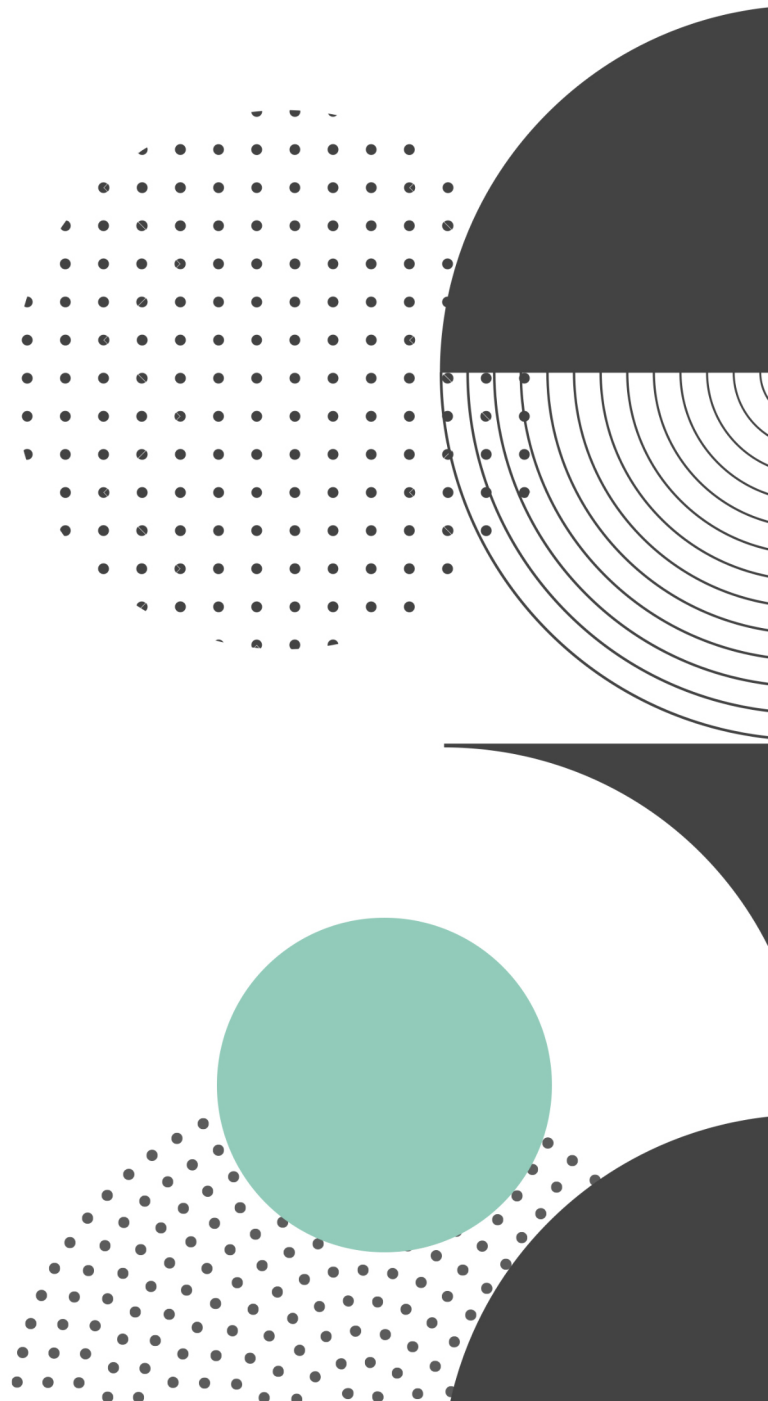
10. Now ask them to reflect on boys and girls at risk, or boys and girls who have experienced sexual violence, abuse, or exploitation - how will these expectations impact upon them?

- How could these expectations influence the behaviour of boys and girls who are affected by sexual abuse or exploitation?
- Which gender expectations represented in the posters, might boys and girls fear that they have failed to live up to, if they are sexually abused or exploited?
- How may these expectations influence the reaction of service providers, parents, and others when a girl or boy was sexually abused? Might the reaction be different for girls or boys? How?
- What barriers do these expectations create for boys?
- What barriers do these expectations create for girls?

11. Ask the group to circle the attributes that are unhelpful and potentially harmful to boys and girls on each poster, and share their ideas about what the results of this may be.

12. Consider and share ideas about how harmful ideas may be challenged or changed within our own organizations, with parents, communities, and across the social spectrum.

How could these ideas be built into our work and advocacy and awareness-raising messages?



'The Other Side of Gender'

Findings From Research & Practice

This resource sheet provides useful additional information relating to gender and boys, and also in relation to sexual abuse, exploitation, and violence. It includes selected information to help you have a solid foundation of evidence to support your work - and help you develop more 'boy sensitive' and empowering responses and programs.

Together we can use messages from research and practice to overcome the harmful impacts of gender on boys - to keep them safer and help them get the support they need!

How are gender norms harmful to boys?

The gender norms and gender expectations men and boys face are connected with **perpetrating and experiencing many forms of violence, as well as many other destructive behaviors**. In many contexts, the labels and pressures associated with mainstream masculinity have the effect of **entrapping and isolating** men and boys who, inevitably, fall short of these idealized, rigid notions of manhood (Greene, 2019).

[In 2017 Promundo](#) and Axe carried out research with young men aged 18-30 in three countries (the US, UK, and Mexico) - to understand the prevalence of harmful ideas about manhood and how broad the effects of these ideas are. The study confirmed how much young men continue to be told: **"being a man" means using violence to resolve conflicts, refusing to seek help even if they need it, and sticking to rigid gender roles**. It also confirmed that young men who believe in the most restrictive ideas about manhood are consistently **more likely to bully, binge drink, be in traffic accidents, harass, show signs of depression, and consider suicide**.

The 'Hidden Violence' Report

Researchers increasingly recognize the role of gender in sexual abuse and exploitation of boys and men. The pressure to live up to these ideas and norms often leaves boys feeling that reporting sexual exploitation, or asking for help following sexual violence makes them weak or "non-masculine."

The following conclusions from the ["Hidden Violence"](#) Report should provide some answers to the discussion about gender norms and help us think about what we need to do to change.

- Gender has a significant role in sexual abuse and exploitation of boys and men. The pressure to fulfill gender norms often leaves boys feeling that reporting sexual exploitation, or asking for help following sexual violence makes them weak or "non-masculine."
Disclosure for many is therefore not an option and they remain silent.

- Ideas about masculinity – such as being tough and unemotional – and attitudes surrounding same-sex relations, **can lead to under-reporting, limited attention, and a lack of services for male victims of sexual exploitation.**
- Parents, health care workers, teachers, and other duty bearers may hold prejudices related to sexual violence and boys, and behave in ways that are harmful.
- Both men and women were much more likely to “blame the victim” in the case of boys, believing that boys had more agency or freedom of choice to become involved in what some refer to as ‘sex work’.
- Many boys feel that they have little to gain from speaking out, and may, therefore, believe that silence protects them from further harm.

Other findings from global research indicates several key points:

- Gender norms increase boys vulnerability and risk
- Gender norms negatively influence boys help-seeking behavior
- Gender norms negatively influence the service provider’s ability to engage effectively with boys.

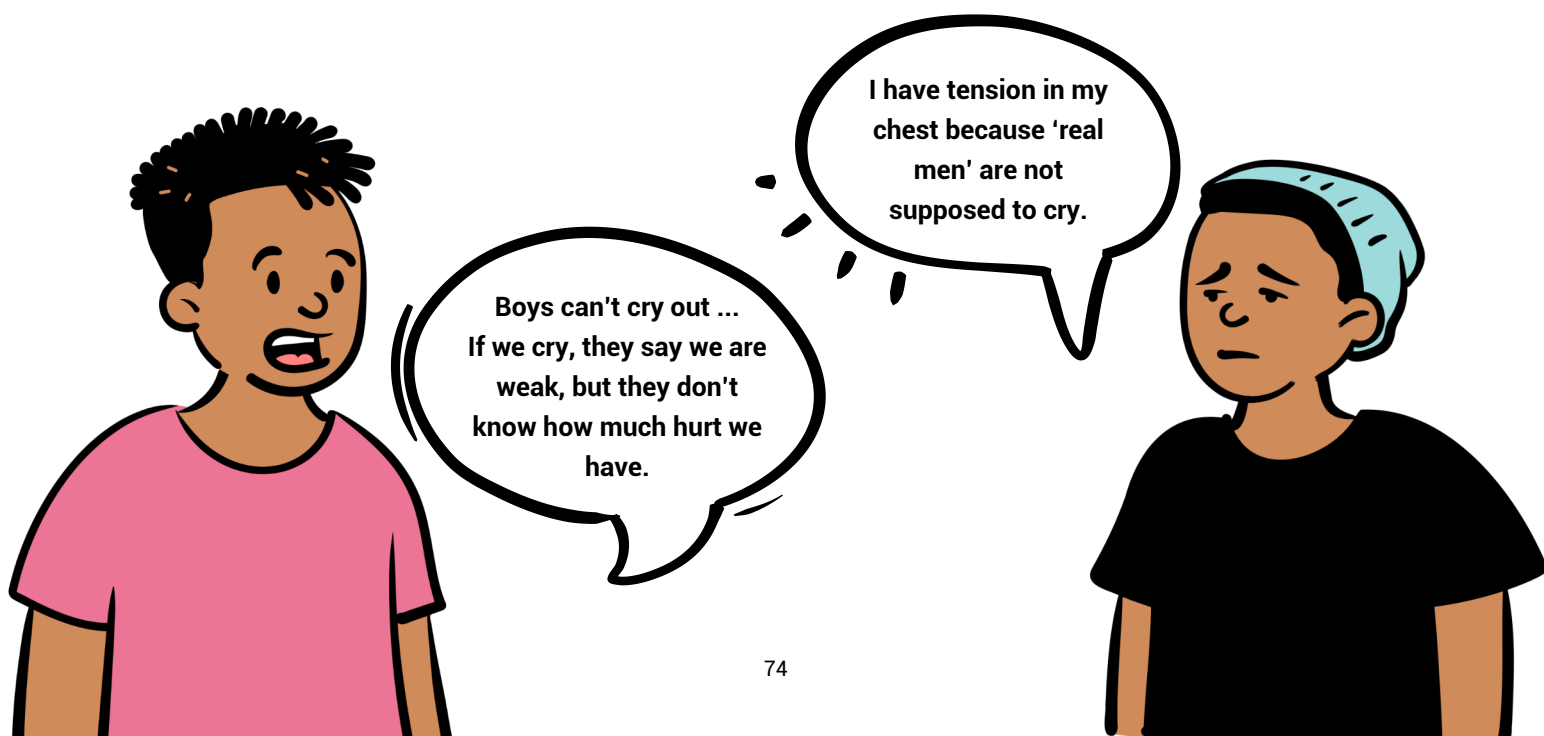
Conclusion

We need to reflect on what we can do, individually and collectively, to challenge and reverse the harmful effects of dominant gender norms - making it easier for boys to ask for, and access support.

Messages from Practice

Boys tell us that:

Oftentimes, the voices of boys are the most effective way of learning about the problems they face. These are just two examples taken from research in Cambodia.

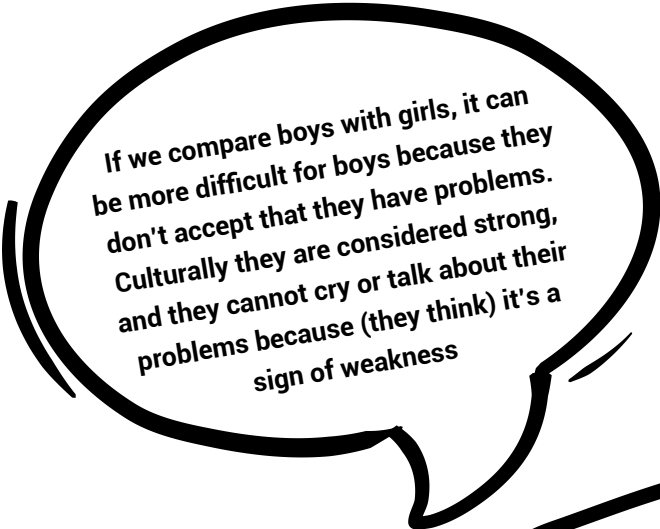


What do the boys that you know and work with tell you about their experiences, thoughts and feelings? How can you use what they say to help boys - and the people around them - to understand them better?

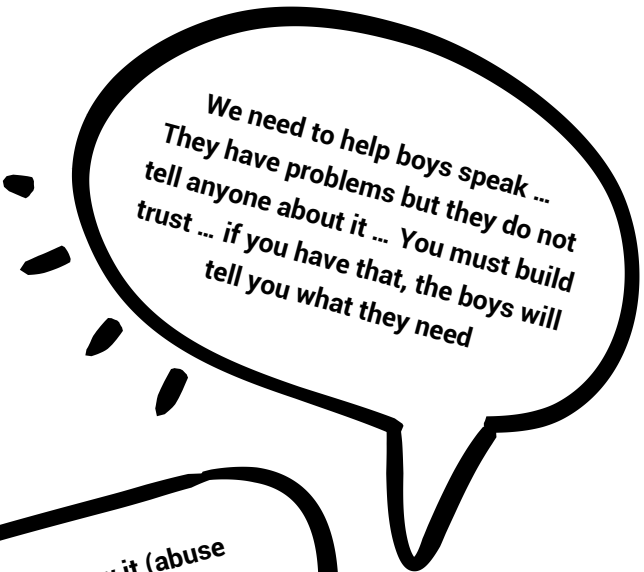
Service providers often have valuable insights:

We can also gain a great deal from listening to practitioners with experience of working with boys - what we may refer to as 'practice wisdom'. Here are a few examples from other countries.

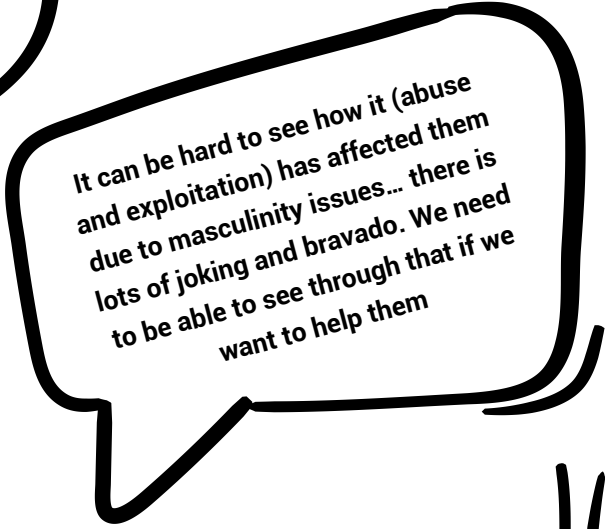
How might this help us understand boys more? How can we use this wisdom to help us meet the needs of boys?



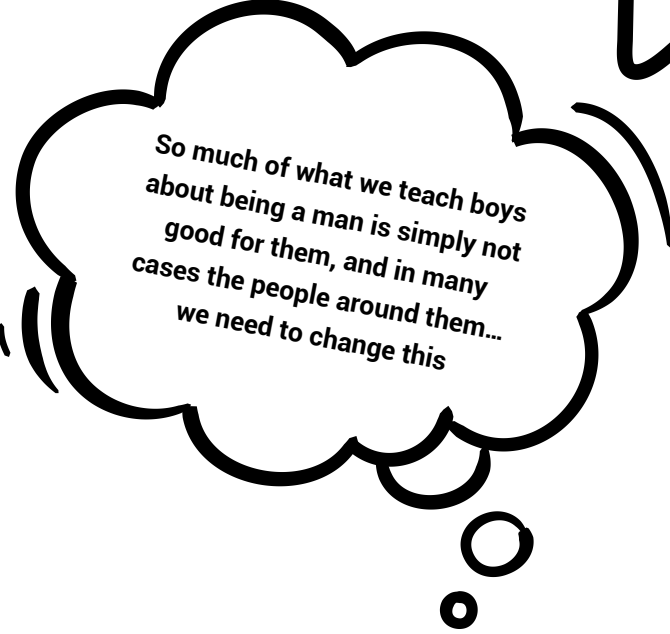
If we compare boys with girls, it can be more difficult for boys because they don't accept that they have problems. Culturally they are considered strong, and they cannot cry or talk about their problems because (they think) it's a sign of weakness



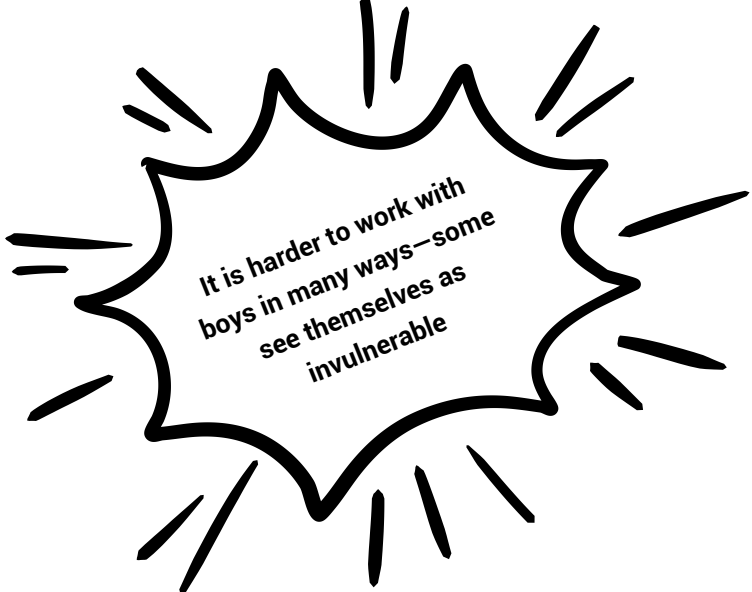
We need to help boys speak ... They have problems but they do not tell anyone about it ... You must build trust ... if you have that, the boys will tell you what they need



It can be hard to see how it (abuse and exploitation) has affected them due to masculinity issues... there is lots of joking and bravado. We need to be able to see through that if we want to help them



So much of what we teach boys about being a man is simply not good for them, and in many cases the people around them... we need to change this



It is harder to work with boys in many ways—some see themselves as invulnerable

Understanding Boys & Their Development

Resource Sheet

This resource sheet concludes the session on boys and development and provides important Links with Practice and 'Bridging the Gap' advocacy exercises.

Links with Practice

You can display the 'If we know...' statements on individual flip chart paper around the room, leaving space for the group to walk around, writing their ideas for changes in their practice on each flip chart paper. (Completing the 'We can...' statements). After the group has completed the task, guide them to share and consider ways that some of the ideas could be introduced into your workplace strategies and practice.

Alternatively, the following ideas for developing practice below, can be shared directly with the group using the handout or relevant slides, then discuss how they can be introduced in your own work. **(Allow at least one hour)**

If we know that...

boys may find it difficult to sit still and engage with us in conversations, based on 'traditional' counseling and helping methodologies - and have a need to be active...

We can...

- do something different - and avoid placing them in situations where they feel uncomfortable and unable to share...
- develop interventions that involve movement and activity, alongside providing opportunities for sharing; when they feel comfortable - they will tell you what you need to know.
- draw on ideas and suggestions from the 'Engaging with Boys' session in this toolkit, including the 'walking and talking' methodology
- use different tools to help them express their ideas and thoughts (The 'Speaking Out!' tool in this toolkit, drawing, writing, etc.)

If we know that...

We can...

boys may find it harder to communicate and need help to learn social skills to develop relationships and express their thoughts, feelings, and emotions...

- other find ways to communicate with boys that are effective, even if these ways are different than the ways we communicate with girls
- model 'pro-social' behaviours and social skills and practice them in fun role plays
- use different activities to help boys become aware of, and communicate their ideas and feelings, such as The 'Speaking Out!', 'What Boys Say They Need', and 'Three Houses' tools, included in this toolkit.

If we know that...

We can...

boys may have lower serotonin levels in their brains and need help relaxing and regulating their mood...

- help boost serotonin levels by encouraging and providing opportunities for a healthy diet (eating complex carbohydrates; avoiding caffeine and especially high energy drinks); Sunlight; Aerobic exercise; avoiding prolonged stress; remembering happy events.
- ask boys what they need from our services and programs to help them relax, and incorporate this in the development of our services
- identify what already works well in our work with boys, and build on this
- build programs where boys can experience engagement, belonging and structure, and guidance from positive male role models

If we know that...

We can...

boys have a natural desire for competition and activity...

- provide positive and structured opportunities for healthy competition such as sports and active games
- work with their energy and not against it - responding with understanding rather than blame when they are active
- guide boys to compete in ways and places that are safe
- set boundaries to establish differences between healthy competition such as play-fighting, and violence and threats, which are unsafe

If we know that...

We can...

when boys feel anxious, threatened, bullied or unsafe, this might increase their level of testosterone, and they may respond with aggression, we can...

- provide positive male role models who engage with boys
- model positive communication, problem-solving, and show that it is acceptable to ask for help
- challenge and prevent bullying whether it is among staff, adults, or beneficiaries, and model positive interactions
- provide positive outlets for energy and aggression, such as exercise, climbing, active games and fun
- discuss the 'Messages that Make Men', and how we can redefine them

If we know that...

being in a supportive environment lowers boys' testosterone levels and therefore their need to take risks and behave aggressively, we can...

We can...

- find ways for them to take 'calculated and safe' risks
- provide a structured and supportive environment that provides them with security and safety

'Bridging the Gap' - Advocacy Activities

Discuss in the group, how key about boys and development can from today should be shared with families and parents, or with other service providers and teachers. This may be discussions, presentations, or by making posters highlighting some of the most important points, illustrating how to get the most out of boys.

The information could also be shared within your organization with staff, or with donors, to help advocate for the importance of providing supportive services and resources that are sensitive to the needs of boys.

Work with boys to share essential information through child-friendly activities - so they can learn about development and understand more about themselves. Link this with other activities related to health, mental health, sexual health, and social skills development.

Vulnerability & Risk

Essential Learning Activities



Resources Required

- Risk & Vulnerability Cards
- A blank Ecological Framework image (2/3 pieces of flip chart paper)
- Marker pens, tape, A4 paper
- Slide Presentation



Approximate Time

6-7 hours



Background Notes

This resource sheet and the exercises it describes, altogether requires a significant amount of time to complete, possibly up to 6 - 7 hours (a whole day), dependent on the size of the group. The facilitator will need additional time to read through the sheet, prepare resources and plan the activities.

These 'Essential Learning' activities focus on risk and vulnerability factors that have been identified through research and practice with boys in global settings. These are provided below in the form of cards, with each providing information about a specific risk and vulnerability factor.

Ideally the cards should be photocopied, and printed on different coloured paper if possible - with each colour representing a different 'domain' e.g. Individual factors - Green; Relationships/Family factors - Yellow etc.

Not all of the risk factors may apply to your context, but they do enable us to learn about, and explore risk and vulnerability more deeply. This exercise will reinforce existing knowledge and 'practice wisdom', but also enable participants to recognize additional factors that they may not have considered before, and need to take into consideration, when planning their work.

We suggest that the most effective and interactive way to use the resource is to photocopy the cards, which could also be laminated if you have the resources.

The cards have been divided into groups that relate to each domain of the Ecological Framework - but be aware that some may apply to more than one domain (e.g. Gender norms, and poverty will influence individuals, families and communities and wider society).

The impact of each factor at individual, relationship/family, community and wider society levels, may also vary according to the context in which you live and work.

In the first part of the exercise, the group will use the cards to create a visual 'map' of vulnerability factors at each level of the Ecological Framework, enabling the group to gain a comprehensive and deeper understanding of risk and vulnerability. (Essentially what we are looking at is a visual 'risk and vulnerability analysis', which identifies issues that require interventions to address them).

Many cards include brief explanations related to each factor, to aid learning. This exercise also enables us to see how many factors are interlinked and related, within and across the domains of the Ecological Framework.

In the second part of the exercise, the group is asked to identify vulnerability factors in their community that need addressing in their current practice, and work together to develop strategies and possible interventions.



Notes For Facilitation

1. Introduce the session in your own words, using the notes above.
2. Place a large blank image of the Ecological Framework on the wall or the floor, depending on your preference. (2- 3 pieces of flip chart paper).
3. Divide the larger group into smaller groups of 3- 4 participants.

Share the cards among the groups (Individual and Economic; Family and Relationships;

Community; Wider Society). If you have colour coded the cards, you can shuffle the cards and share them equally among the groups.

4. Ask the groups to discuss and review the cards together - sharing and learning about vulnerability and risk. (Blank cards are also provided if the group identifies additional factors that are specific to their local context). Allow plenty of time to complete this task - dependent on the size of the groups and number of cards each group has. (We suggest at least one hour for this task).

Once they have done this, ask them to place each card on the Ecological Framework image, in the domain that it applies to. (15 minutes).

Once completed they should have a visual image, made of cards, that reflects a 'mapping' of risk and vulnerability for boys.

5. When completed, with guidance from the facilitator - the 'mapping' will enable the group to consider and reflect on the following. (Allow at least 30 minutes):
 - How wide ranging the risk and vulnerability factors are, across and between each domain
 - How complex the lives of boys are - when the risk and vulnerability factors combine to impact on their lives
 - How the different factors create significant challenges, problems and barriers for boys at each level of the Ecological Framework.
 - How the factors indicate the diverse needs of boys, that service providers need to take into consideration

- You can also identify and discuss any factors that are new to the group, or need further explanation.
6. Ask the group to think about the communities they work in - and which of the factors are, or could be relevant for their community. They can indicate this by placing small stickers on cards that apply, or adding a star in red on each card using a marker pen.
 7. Once completed - allow time for the group to discuss which of the factors that they believe they do and do not address in their work at this time. (In reality, many of the factors may be new to the group - and therefore not taken into consideration).
 8. Take a break before continuing with this session.
 9. The next step is for the group to start thinking about developing interventions that address some of the most significant vulnerability factors on the cards in the Ecological Framework.
 10. Divide the team into smaller groups to address the risk factors that are identified in specific domains (e.g. One group may address the Individual, another group Family/Relationships etc.). Alternatively, you may wish the whole group to focus on the Individual and Family and Relationships - and return at another time to focus on Community and Wider Society domains.

Distribute a few cards (maybe 6 - 8 initially) for each group to work on, or ask them to choose some of the most significant that apply to the communities in which they work. Provide each group with flip chart paper and pens to record their ideas. (Or they could record their ideas using a laptop and make slides, which can be shared with the group later).

To address the risk factors - we will use the '**Links With Practice**' methodology used throughout the toolkit, so for example: (A slide is also available to help illustrate the methodology.)



At the Individual Level

If we know that...

gay, transgender and/or gender diverse boys are often targeted...

We can...

- build trusting and safe relationships with these boys through outreach
- learn more about their 'lived experiences'
- raise awareness with boys about risk, keeping safe and what support is available
- network with organizations working in the LGBTQI community, and collaborate to develop interventions to keep boys safe.

At the Family/Relationships Level

If we know that...

his parents do not believe boys can be abused; have low awareness of the need to protect boys; and have often blamed and punished him...

We can...

- share accurate information with parents about boys, exploitation and abuse- using resources from this toolkit
- allocate a social worker to work with the family.
- help them develop positive parenting and protective/supportive capacities
- work in collaboration with other services to support and strengthen the family.

At the Community Level

If we know that...

the community fails to recognize boys as vulnerable or in need of help - due to traditional gender norms...

We can...

- facilitate community awareness raising events to highlight issues and risks for boys, and develop strategies to address them
- engage with children, youth, community and religious leaders to highlight and develop strategies to address harmful gender norms
- use your ideas and resources from this toolkit and to develop advocacy and awareness raising materials such as leaflets, posters
- engage with the media to raise awareness and share accurate information about risk and vulnerability.

At Wider Society Level

If we know that...

a lack of national research, data collection and information leaves a gap in social welfare and protection strategies...

We can...

- Lobby government and relevant ministries, and work in collaboration with donors and others to advocate for research
- establish links with research institutions nationally, regionally and globally to advance this work;
- collaborate with and gain support from international bodies already addressing these problems, including ['United for Boys'](#) and the ['South- South Institute on Sexual Violence Against Men and Boys'](#)

11. Allow plenty of time for the group to work through the risk and vulnerability factors (At least 90 minutes) - encourage them to identify possibilities for action that are realistic in your context. This task should not be rushed, as it will require the group to reflect, discuss and identify creative and innovative solutions.

The potential for us to address or respond to the impact of these factors will also vary, depending on many issues.

It may be that your organization focuses mostly on work with children and families for example, and/or that your capacity to influence events at community level is limited. If this is the case - build on your strengths to achieve small steps. Other organizations may focus more on advocacy and awareness raising at community, industry or government levels and have limited direct contact with children and families.

When the groups have completed their task, ask them to share their ideas, and provide opportunities for other participants to share additional ideas and potential solutions. (This may also require an additional hour, or more dependent on the numbers of groups, and how many ideas and possible solutions they generated).

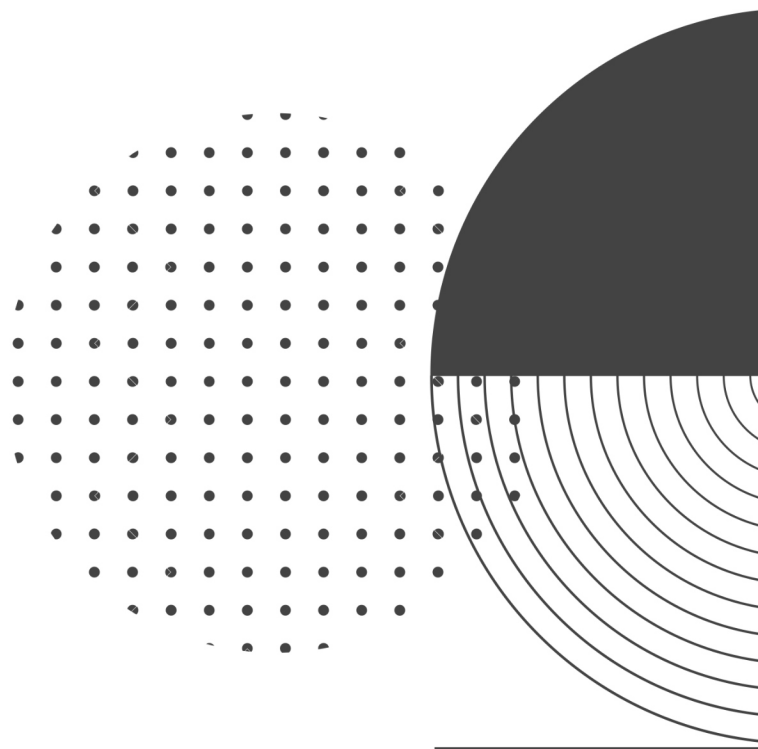
Keep a record of these ideas and have someone write them up - so that they can feed into the development of specific strategies and interventions for positive change.

This activity can be repeated at any time with additional risk and vulnerability cards - in order to develop more comprehensive and inclusive strategies.

12. Explain to the group that we recognise that it is often more challenging to influence events at the level of 'wider society', reaching some of the most powerful stakeholders - but this exercise will enable your team to consider opportunities for this.
13. We understand that identifying ideas and strategies is just one step in this process of development and that this has resource implications.

We suggest that to make your ideas become a reality your team will also need to put additional time aside for identifying what resources are required and develop a more detailed strategy and plan. To achieve this you will need the support of top management and donors.

You can use your own methodology to do this, or use a simple framework to develop a living 'action plan'. An example is provided below, and is also included in the slide presentation. (Your team or group will need to dedicate additional time to complete the task below, which could be part of this session - or you may also make plans to return to complete this task at a later time).



Domain	Risk Factor Identified	Potential Interventions/ Solutions	Resources Required
Family and Relationships	Violence and Abuse Within the Home: Lack of safety drives him out and onto the streets; victims of one form of violence are often vulnerable to further forms of violence and exploitation.	<ul style="list-style-type: none"> ● Risk and need assessment for the child & siblings; ongoing support. ● Identify safe spaces or alternative care, if not possible for the child to remain at home ● Assign a separate social worker to assess and support parents ● Counseling and other support services for parents 	<ul style="list-style-type: none"> ● Allocate social worker, case management ● Counseling for child and siblings ● Alternative accommodation options (extended family; foster care; short term shelter) ● Referrals and collaboration with other services for parents (e.g. Domestic Violence, alcohol, mental health, positive parenting, relationship counseling; income generation etc.)

'Bridging the Gap' - Advocacy Activities

As with all learning within the toolkit, it is important that we share our knowledge and learning with others - within our own organisation, families, communities - and with a diverse range of stakeholders.

There are many opportunities for using ideas and resources from this exercise, for example:

- Share information about risk and vulnerability with children, parents, community members and other service providers.
- Work closely with boys to develop your own community 'Risk and Vulnerability Mapping' - and share the findings with parents, community members, and other service providers, engaging them to identify ways to reduce risk, and increase protection and support for children.
- Share information about risk and vulnerability with law enforcement, government and media, as part of a wider awareness raising campaign perhaps?
- What other ideas can you suggest?

Vulnerability & Risk

Cards

The sheets below can be photocopied (and laminated if you wish), and cut into separate cards (Where possible use different colored paper for each domain, e.g. Individual & Economic - red, Family & Relationships - green etc.). Each card includes information on specific risk and vulnerability factors, and includes a brief explanation of how each factor may impact upon a child. You can also photocopy the sheet with all the cards for sharing in the group, for reference. Blank cards are provided for participants to write additional factors that may also be specific to their community.

Individual and Economic Factors

<p>Poverty</p> <p>Poverty, powerlessness, lack of choices in life, and vulnerability are closely connected</p>	<p>Poverty</p> <p>The boy may be the provider for his family and face pressure to continue being exploited</p>
<p>Poverty</p> <p>Sometimes making money is attractive – enables him to have a lifestyle and choices he could not have</p>	<p>Poverty and Survival</p> <p>Sexual exploitation as a way of surviving and staying alive</p>



Education

Disengagement from or lack of access to formal or informal education, results in less time spent in a safe environment

Education

Lack of education, knowledge and skills keeps him trapped in poverty

Easy Targets

Potential abusers know about the vulnerabilities too - and target these boys as a result of that knowledge

Confusion

Confusion about what has happened or is happening, and lack of information; the boy may not know it is exploitation, or think “it’s only me” and blame himself



Disability

Children with disabilities face a higher risk of being abused and exploited. Many disabilities are hidden. Barriers to accessing support and protection exist

Abuse and Exploitation ‘normalized’

Friends and peers may be involved in sexual exploitation, and/or abuse prevalence rates are high, therefore it appears normal



Gender Norms

Popular beliefs that it does not happen to boys, or is a 'gay' issue, and doesn't seriously affect boys - leads to a lack of protection

Physical Appearance

Boys who may present as having feminine characteristics more often targeted

Shame and Fear

Many boys feel that silence is the only choice they have, enabling abuse and exploitation to continue

Sexual Orientation and Identity

Gay, transgender and/or gender diverse boys are often targeted



Gender and Parenting

Boys are given more freedom than girls and therefore protected less; many parents do not believe boys are vulnerable

Gender Norms

Boys are expected to be strong and solve their own problems. Boys want to avoid being seen as 'weak' - this makes them reluctant to seek help



Self Awareness

Lack of accurate knowledge about self (Thoughts, feelings, healthy and safe sexual relationships & sexuality etc.) makes some boys easy to manipulate

Homelessness/Street Based Lifestyles

Lack of safety and protection puts boys at risk of all forms of violence, abuse and exploitation

Low Self Esteem

Many boys are locked in a 'cycle of abuse and exploitation' and believe that exploitation is the only option they have

Drug Misuse and Addictions

Before, during and after abuse and exploitation; drug use reduces capacity to protect self; boys may be reliant on exploitation for money to buy drugs; or use drugs to 'block out' the effects of abuse



Impacts and Effects of Abuse

Shame, embarrassment and fear of discovery = silence, which leads to continued vulnerability

Previous Experiences of Sexual Abuse

Boys who have experienced sexual violence and abuse, are several more times likely to be sexually exploited than their non abused peers



Experience Other Forms Of Abuse

Children who have already experienced neglect and abuse are exposed to more risk and have less protection

Children in Situations of Child Labour

Having fewer rights and protection, and reliance on others for survival increases their vulnerability

Influence of Pornography and Technology

The influence of pornography sexualizes children and young people.
Technology makes them vulnerable to exposure with perpetrators

Lack of Legal Status or 'on the move'

Fewer rights, and less protection. They may face additional discrimination, be targeted by perpetrators, or resort to 'sex for survival'



Boys may Externalize their Problems

Boys may act in ways that are considered anti- social and therefore blamed, seen as 'trouble' and punished instead of being supported

Gender and Parenting

In some cultures, touching of boys genitals considered a way of 'showing affection' - boys learn that their bodies are not their own- and find it harder to protect themselves



Institutional Care

Research in many countries indicates that a high proportion of children living in institutions are more vulnerable to, and experience abuse and exploitation

Detention

Being in juvenile detention increases the risk of boys being sexually abused, both during and after detention

Unaccompanied Minor Status

Refugees with unaccompanied minor status are highly vulnerable and lack protection. Boys vulnerability is often not recognized by service providers

Ethnic Minority

In many settings, minorities and others with less access to rights can be more vulnerable to abuse and exploitation



Family and Relationships



Violence and Abuse Within the Home

Lack of safety drives him out and onto the streets; victims of one form of violence often vulnerable to others

Gender Norms

Parents often do not believe boys can be abused; have low awareness of the need to protect boys; victims often blamed and punished when abuse is detected

Family Drug and Alcohol Misuse

Often leads to poverty, less care, supervision and protection for all children; strong links with violence and abuse

Lack of Warmth and Positive Parenting

Lack of loving relationship with parents - boys often have no one to listen and support them when they have problems



Illness, Physical & Mental Health Problems

May be linked to poverty, lack of parental protective capacity

Loyalty to Family

An exploited boy may hate what he does but may feel he must provide money for his family



Parents with Disabilities

Less capacity to protect children, poverty, likely to experience barriers to accessing support and child protection services

Exposed to Gang Culture

May be exploited as part of initiation, and for safety and protection from other forms of violence

Disjointed Families

Lack of continuity of care, poverty and safety

Friends and Peers Involved in Sexual Exploitation

Exploitation and abuse may seem more acceptable; many perpetrators target groups of boys and coerce them to recruit others to be exploited



Beliefs and Gender Norms

Boys often do not know who is safe to tell, fear being blamed for what happened, resulting in silence

Parents May Have Experienced Abuse or Exploitation

May 'normalize' abuse and exploitation, have their own problems, and a reduced capacity to protect their own children



Gender Norms

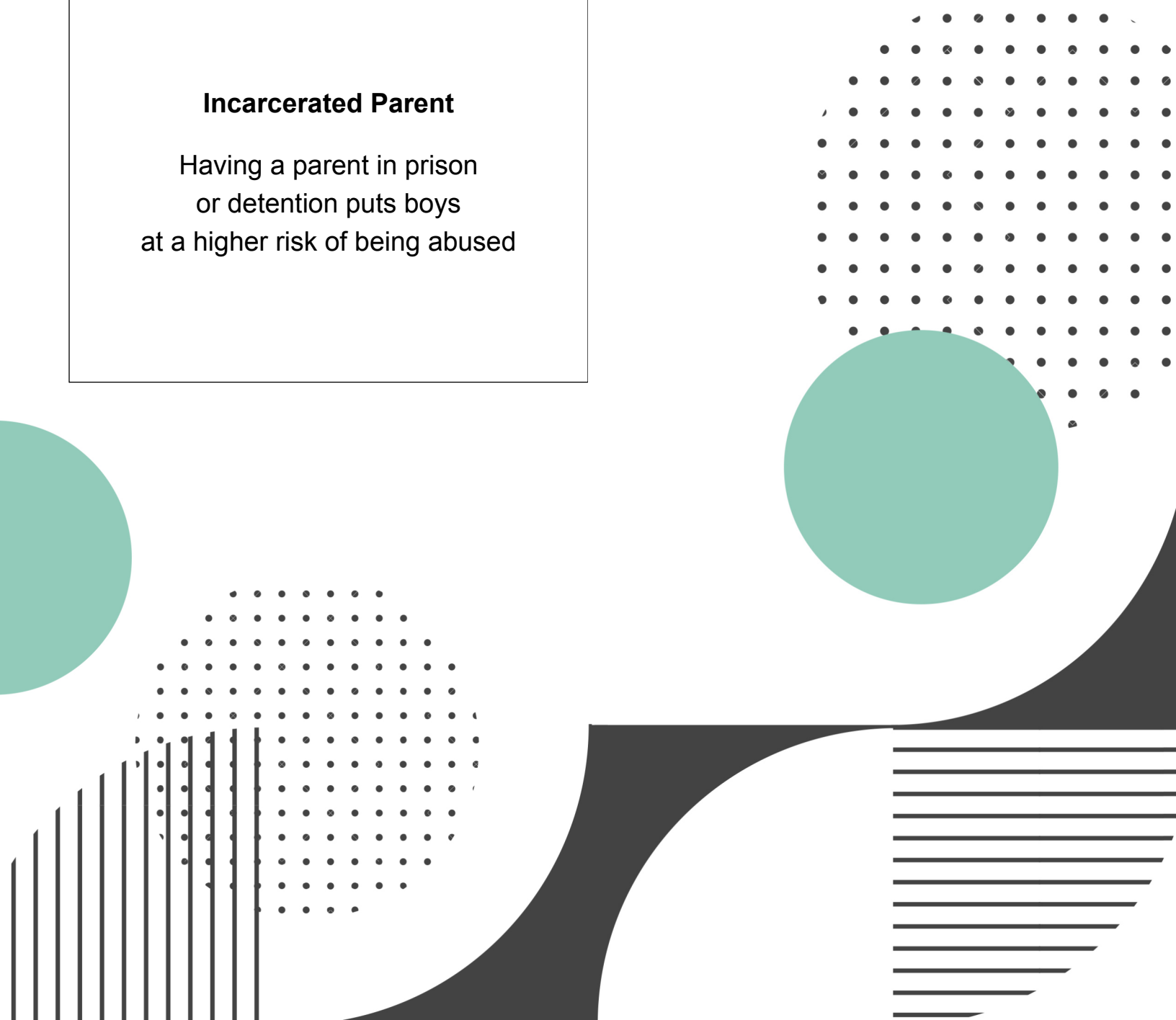
Assumptions and beliefs that it does not happen to boys, or is a 'gay' issue

Sexual Orientation and Identity

Gay, transgender and/or gender diverse boys often targeted. They may be blamed, and silenced

Incarcerated Parent

Having a parent in prison or detention puts boys at a higher risk of being abused





Few if any visible services for boys

Boys think that there is nowhere to go for help, so they may remain isolated, vulnerable and silent

Harmful Myths and Beliefs

Community fails to recognize boys as vulnerable or in need of help - partly due to traditional gender norms and cultural beliefs; many social responses are negative and contribute to the silence and isolation of boys

Lack of 'Boy Sensitive' and Gender Inclusive Social Supports

Available mainstream social support often fails to understand their situation or meet boys needs; lack of awareness, training and education for service providers related to 'working with boys'

Demand

There is a big demand for sex with children – but this if not often talked about or addressed, especially in relation to boys



Gender Norms and Social Isolation

Boys may be socially excluded and marginalized from sources of help

Failure to Recognize Boys Exploitation

Many see sexual exploitation as 'selling sex' – therefore not abuse, and think this is ok for boys to do/or criminalize and/or reject him. Results in many victims continuing to be exploited and abused



Hostile Attitudes to Exploited Boys

Attitudes often lack empathy and favour blaming and punishment

Discrimination - Sexual Identity

If he is gay, transgender or gender diverse - experiences discrimination, and many people may believe exploitation is deserved and/or acceptable

Gender Norms and Beliefs

Few if any prevention and awareness programmes for boys – leads to discrimination, isolation, more marginalization and social exclusion

Lack of Awareness

Many NGOs and authorities not concerned about this problem; responses to boys therefore inappropriate and insensitive; leads to more isolation



Gender Norms

When boys have problems, they may externalize their pain and 'act out', often labeled as a 'problem' and as 'difficult' to help. Leads to further isolation

Visibility of Sex Related Services in Communities

Normalizes exploitation, reduced protective capacity and concern for children; children may be seen as a commodity to exploit



Discrimination

Abuse of boys seen as a 'gay issue' and not something to concern us

Gender Norms

Views of boys and men – masculinity issues – seen as strong, able to protect, always ready for sex, the initiator or perpetrator but rarely a victim

Myths and Beliefs

Little is known about boy's abuse and the need to protect boys; Boys' abuse is not taken seriously by many; Influence of cultural views and gender norms helps keep boys quiet

Gender Norms

Abused boys often blamed for what happens to them; Boys therefore reluctant to speak out and seek help



Sexual Orientation and Identity

Gay, transgender and/or gender diverse boys often targeted. Changing a boy's sexual identity to reduce risk may be seen as a solution (It isn't)

Fear of the Consequences of Disclosure

Boys may be blamed, or know that they will not be listened or believed; boys don't want to go into institutional care if they disclose, so remain silent



Hostile Attitudes and Homophobia

Homophobia and discrimination keeps boys quiet (Boys worry people will think he is gay; boys who identify as gay know there is little to gain from reporting). Exploitation of boys who identify as gay or gender diverse, often viewed as acceptable, and not a crime

Disability

Lack of awareness of vulnerability of children with disabilities; barriers to accessing child protection support for children and parents; service provision often fails to acknowledge needs and children fall through the gaps

Hostile Religious, Political and Cultural Beliefs

Denial that boys can be abused or exploited; assumptions that it is consenting 'homosexual' behaviour; results in discrimination and criminalization in some settings. Victims have little to gain from disclosing

Female Perpetrators

Lack of information and common beliefs fail to recognize that women can also exploit or abuse boys, and that abuse by women is harmful



Tourism Settings

In countries and regions where tourism is popular, a range of factors combine to ensure children are vulnerable to exploitation - especially boys

Assumptions About Perpetrators

In many settings, perpetrators assumed to be 'foreign'. Beliefs that local people do not exploit or abuse boys. Reduces our capacity to protect children from those likely to abuse them



Outdated Legislation

Legislation may not recognize boys as victims at all, and criminalize boys who are abused and exploited. Results in fear, isolation, silence and lack of protection

Discriminatory Legislation and Attitudes

Same sex relationships may be criminalized, so any victim (gay or heterosexual) may have no protection and face criminalization

Low Awareness

Lack of research, data collection and accurate information leads to a gap in discourse, awareness, social welfare and protection strategies and services

Gender Norms

Little or no recognition of boys' vulnerability, abuse and exploitation - the issue remains 'invisible' to many



Cultural, Social and Religious Beliefs

Some traditional beliefs lead to discrimination against male victims and make it impossible to speak out

Donor Awareness

Some donors lack awareness and are not willing to commit resources to programmes for boys



Media Attitudes

Media often perpetuate harmful myths and beliefs, and therefore reflect and influence inaccurate and harmful attitudes about boys' abuse and exploitation

National and Global Development Policy

May be a reluctance to acknowledge the abuse of boys, possibly due to concerns that this will reduce commitments to women and girls, resulting in less attention and resources

Law Enforcement Capacity

Low capacity and awareness may result in lack of recognition, hostility and unhelpful attitudes and responses to boys - leading to a reluctance to report

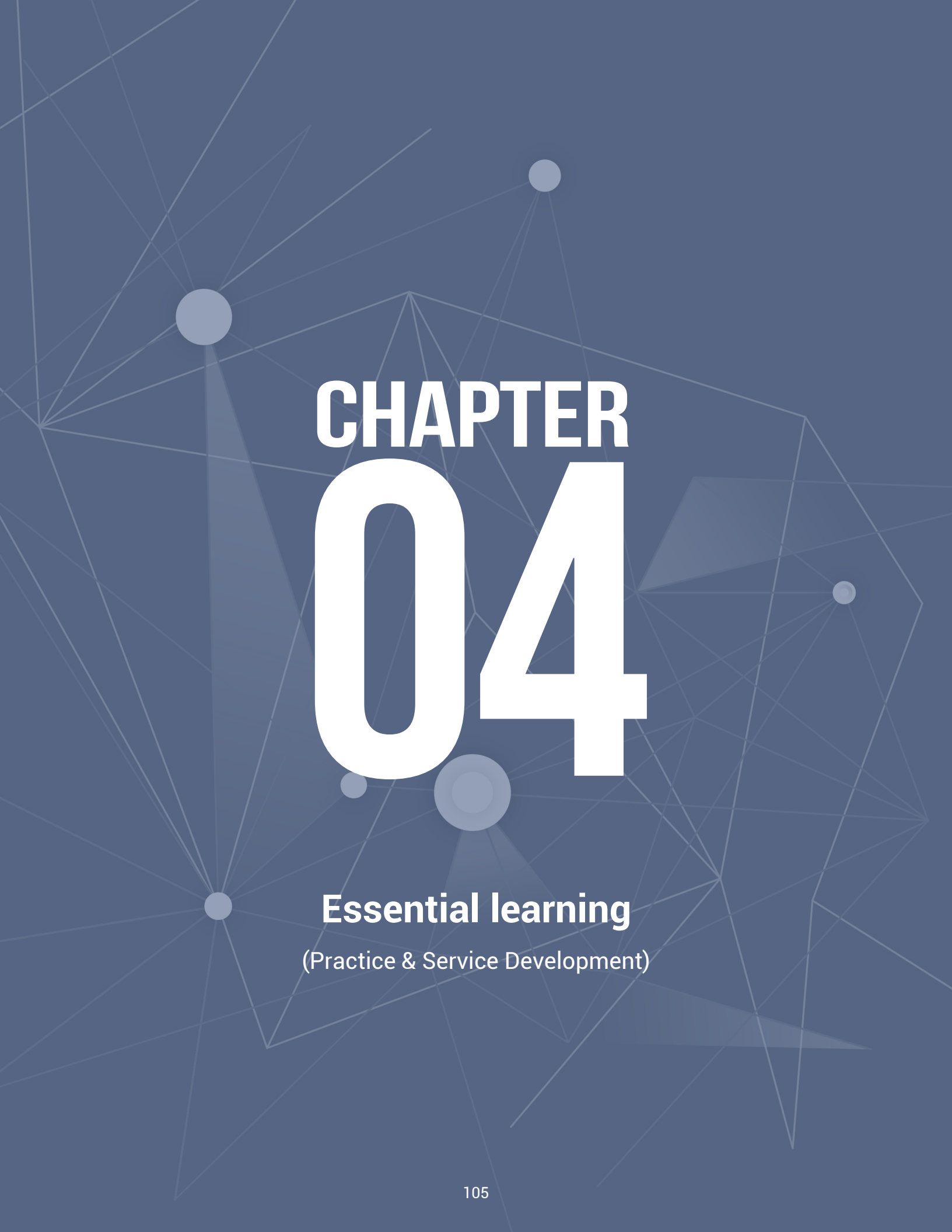


Blank Cards



Blank Cards



The background is a dark blue-grey color with a complex network of thin, light grey lines connecting various circular nodes of different sizes. Some nodes are larger and more prominent, while others are smaller. The lines create a web-like pattern across the entire page.

CHAPTER 04

Essential learning
(Practice & Service Development)

Signs of Sexual Abuse In Children

Resource Sheet

Since children often don't always feel safe to, or maybe unable to disclose sexual abuse, it is important to know some of the signs it may have taken place. Not all of these signs exclusively indicate that a child has definitely been sexually abused. Some behavioral and emotional signs could indicate that a child is suffering from other problems or difficulties.

Physical signs indicating possible sexual abuse could be blood or semen stains in underwear, injury, bruising or soreness to a child's genital area, private parts or anus, itchy genitals, sexually transmitted infections, or difficulty sitting, walking and going to the toilet.

Signs in children's sexual behavior

which may indicate sexual abuse, could be knowing more about sex than is developmentally appropriate, speaking about sexual acts, playing out sexual acts with toys, drawings that depict sex acts, or overly flirtatious and sexualized behaviour. Behaving sexually in an aggressive way towards other children, or showing sexual behaviors with animals, or extreme masturbation, or putting objects into their vagina or anus.

The signs in children's sexual behavior may appear 'strange', inappropriate, and make adults uncomfortable. Those behaviors then may result in the child being punished. It is important as supporters and carers that we understand that many of these signs are typical



responses to experiences of sexual abuse, and that we do not respond with judgment, but with attempts to understand, help, and support a child help and support a child.

Signs in children's non-sexual behavior that could indicate sexual abuse, might be nightmares and fears of going to bed and being scared in the dark, regressing to bed, wetting and soiling, refusing to be left alone with a particular person or people, being afraid of a particular person, developing fear of men or women in general, obsession with lighting fires, eating disorders or other problems.

They might run away from home, or display other significant changes in behaviour and emotions, including sudden outbursts of anger, isolating themselves and spending time alone, new problems with schoolwork, and problems concentrating.

Signs in children's emotions might include anxiety, anger, depression, and guilt. Children might be crying without obvious reasons, fearful without understandable causes, or keeping their emotions numbed, or have outbursts of anger that can't be explained.

Children with Disabilities

We have learned that children with disabilities are more likely to experience abuse than their non disabled peers. Depending on the impairment or disability, they may not always be able to communicate or explain what is happening to them. It is therefore important for you to observe their behavior and look for physical signs of abuse. If you need help communicating with children, you can work together with an organization or professionals that can provide help (e.g. sign language).



Signs of Sexual Abuse & Exploitation

Implications & Links With Practice

This resource sheet provides implications for practice, based on the learning and exercises on signs of sexual exploitation and abuse, and also provides 'Bridging the Gap' Advocacy exercises.

If we know that...

signs that boys may be abused or exploited are easy to misunderstand as typical 'teenager behaviour', or as 'trouble', or even criminal behaviour...

We can...

- make time to build safe relationships with these boys, and avoid blaming and judging them.
- keep an open dialogue with boys we work with, and be patient, so that when they trust us, they can share.
- engage with boys who display concerning behaviours; listen and pay attention to their various needs.
- make services available and easily accessible for boys and male youth - and show an interest in engaging them in services or programs, through outreach and other activities.
- keep the signs of abuse and exploitation in mind when we assess families, youth and boys for our services; help parents and other service providers understand these signs and develop more helpful responses, including referral pathways to dedicated services.

If we know...

how to recognise the physical signs of sexual abuse and exploitation...

We can...

- inform health and other services in the community about these signs, and develop pathways for referrals
- support parents and caregivers to understand what these signs might be and to take them seriously

If we know that...

families, communities, and many of us don't recognize sexual abuse of boys...

We can...

- we can acknowledge that sexual abuse and exploitation of boys takes many forms, and is not as simple as many people imagine.
- we can engage families, teachers, and other supporters - share our knowledge with them, and help them understand that the signs of abuse and exploitation are often misunderstood, but almost always a sign that children or youth are in need of our understanding, help and attention.

If we know that...

service providers can also be so influenced by gender norms, that we do not notice sexual abuse...

We can...

- learn more, and share information about the influence of gender norms from boys, and this toolkit about the influence of gender norms from boys and this toolkit.
- advocate within our organization to recognize the vulnerability of boys and understand more about how gender norms influence our own ideas and behaviour

'Bridging the Gap' - Advocacy Activities

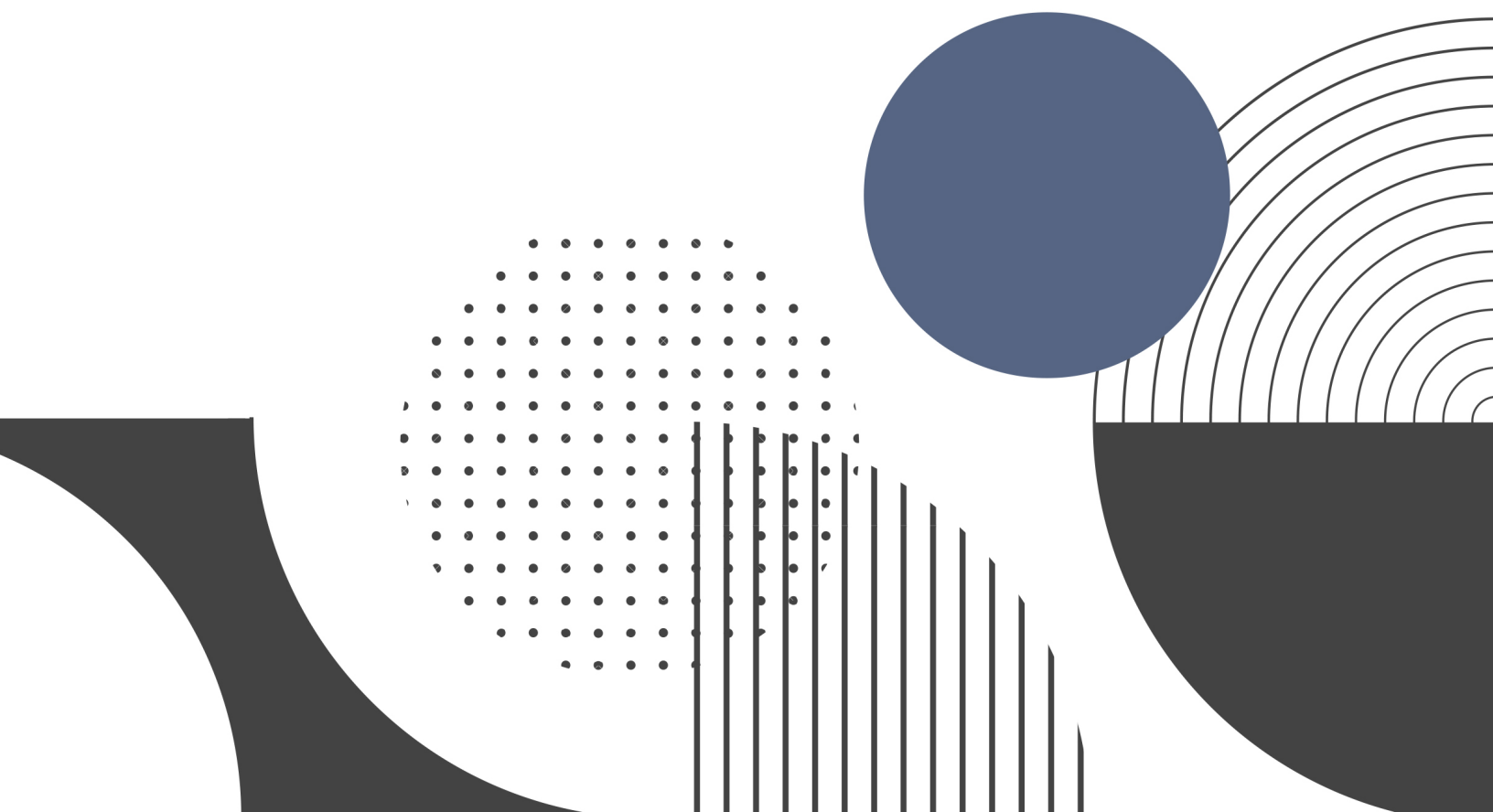
There are many possibilities for helping others understand about the signs of abuse and exploitation, we have suggested some ideas below, but your team can work together to create others.

One possibility for advocacy is to develop the specific 'behaviour or signs' in the form of cards - and discuss traditional responses in a participatory workshop for parents in the community. You could engage them in role plays too, to help them practice helpful ways of responding to, and supporting boys.

Practitioners could reach out to health professionals within their organization or in the community, and discuss the physical and behavioural signs of sexual abuse and exploitation with them, and discuss ways to respond appropriately, including making referrals to dedicated services.

Spend time with boys to discuss the signs of abuse and exploitation, using the resources from this session. (Be prepared for some to disclose their experiences and seek help).

Develop posters or other media with boys and youth, to share key issues about signs of abuse and exploitation, that are specific to your context - and include key messages about how to respond appropriately, and access support.



Signs of Sexual Exploitation

Resource Sheet

Many signs which indicate a child may be involved in sexual exploitation could easily be mistaken for “typical teenage behavior”. This can make it very difficult to identify that a child needs help.



Children or youth who are being sexually exploited may:

- Go missing from home, education, or work
- Be involved in abusive relationships, hang out with groups of older people, or have older boyfriends or girlfriends
- Spend time with anti-social groups, or with other vulnerable peers
- Get involved in gangs, gang fights, or gang membership
- Be fearful of a person or a group of people
- Have unexplained physical injuries
- Spend time at places of concern, such as hotels, bars, and other places where sexual exploitation may take place (Transport hubs, train stations etc.)
- Not know where they are, because they have been moved around the country
- Be involved in petty crime such as shoplifting
- Have access to drugs and alcohol
- Have new things such as clothes and mobile phones which they can't or won't explain

Please add any additional warning signs from your context to this list in the box below.

Important Take Home Messages

Victims themselves don't always recognize they are being abused and exploited.

Abusers can use grooming strategies to make victims believe that they are in a consensual and trusting relationship, or they create a dependency for victims, before or over time, while they abuse them. They may manipulate victims into protecting the abuser and questioning themselves, or believing that the abuse is normal, necessary, or that they are responsible for it, or have "deserved" it.

Adults don't always recognize and acknowledge sexual abuse and exploitation.

Abusers can groom parents, families or whole communities into giving them access to children, (there are many examples of teachers, doctors, orphanage managers, religious leaders, and other adults in positions of authority who sexually abuse and exploit children). [Popular beliefs](#) influence people's ideas about abusers (eg. all abusers are gay, evil, men, strangers etc.). This can prevent many people from seeing the reality that sexual abuse and exploitation of children happens in everyday life, and that a kind, successful or powerful person could be an abuser.

Gender norms may hide the reality of exploitation: Furthermore, gender norms influence ideas about victims (e.g. all victims are female, young, weak, attractive, innocent, or gay). This makes people being unable to recognize (and acknowledge) that a boy, or a child with a disability, or a person who doesn't meet the standards of 'attractive' can be a victim of sexual abuse. These beliefs sometimes make it hard to recognize sexual exploitation of boys even when warning signs are present.

Essential Learning from Practice with Boys

Instead of talking about feelings or seeking help, many boys will often use more 'active behaviour' to cope with problems – which can concern others. (e.g. alcohol or drug misuse, aggression, risk taking, running away etc.). They are often then seen as a problem, or 'trouble' - rather than someone needing help, understanding and support. They may be judged, blamed, punished and isolated from help as a result.

Many boys feel that asking for help is a sign of weakness, feel very ashamed and think they should solve problems alone. They can become isolated which may make their problems worse; many boys never disclose and continue to suffer in silence. On average most male victims wait twenty years or more before telling someone about what happened.

Many boys use humor and act as if they don't care in order to hide their problems. Other people find this confusing, so often assume that he is OK. We need to see 'behind the mask' and find ways to help them express their needs and concerns.

It is vital for people around boys (and those trying to help them) to understand the problems boys experience, and how they and gender norms can affect them – things such as losing face, pride, shame, embarrassment and feeling unmanly. Some boys might push 'helpers' away in a variety of ways, (Be angry, refuse help, or isolate themselves perhaps?) but we need to be patient and work through this.

Boys often think they are 'invincible' and will often only ask for help in a crisis (e.g. when they are very ill, or they feel suicidal). At times like this boys will be more receptive and accepting of support. This might mean they need different kinds of help. Immediate responses rather than being placed on waiting lists, and information which helps them understand that they are not alone, for example.

In order to change attitudes and improve practice for working with boys, service providers must recognize and confront their own biases. It is essential that we have a deep understanding of gender, masculinity and its relationship with sexual abuse, exploitation and help seeking.



The Impact of Sexual Abuse & Exploitation

Resource Sheet

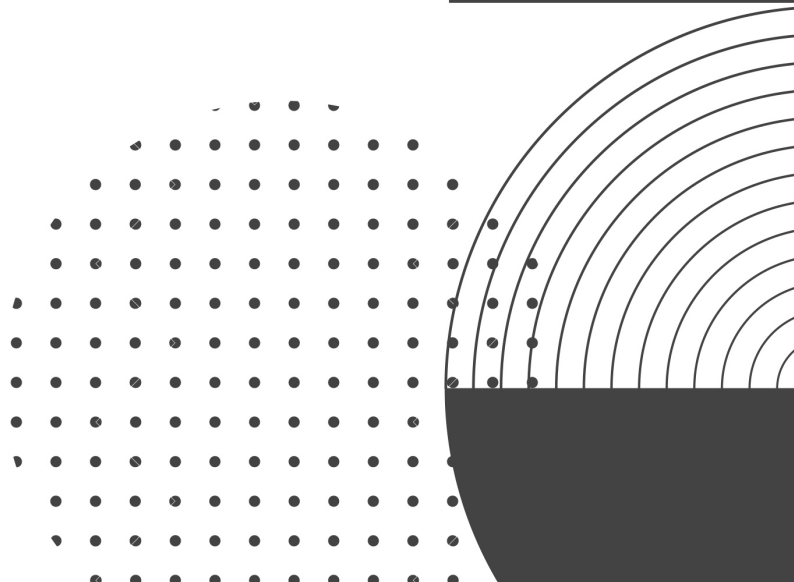
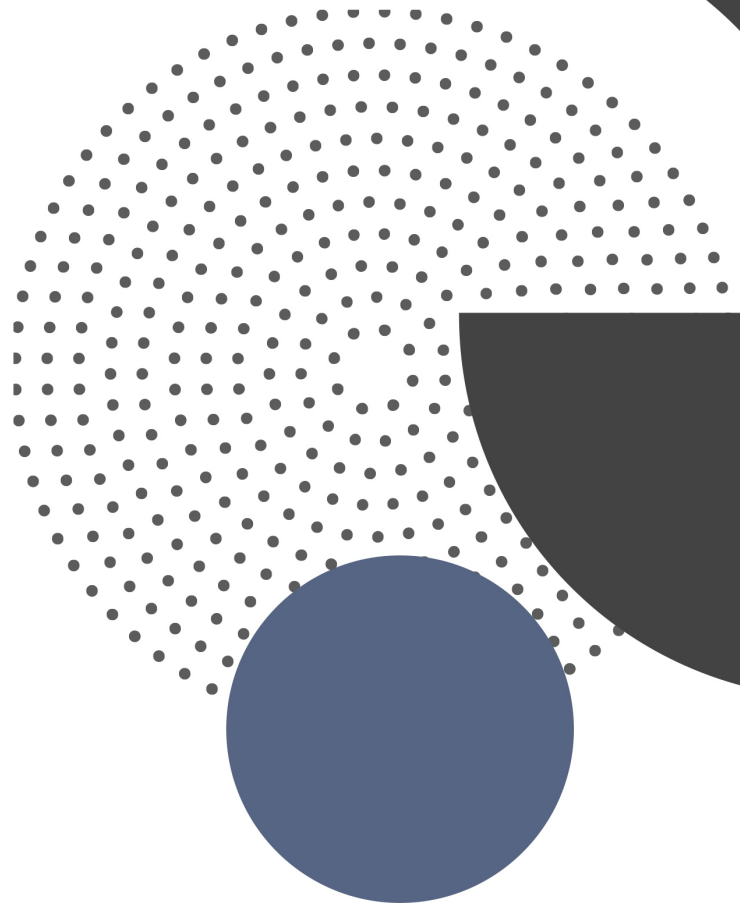
This resource sheet provides an overview of possible impacts sexual exploitation or abuse can have on boys and their lives.

It also includes 'Links with Practice' and the 'Bridging the Gap' Advocacy Activities. You could use this as a handout to share with your team or facilitate activities, based on the suggestions below.

As the exercise using case scenarios shows, sexual abuse and exploitation in childhood can impact on all areas of a boy's life. There are ways he will be impacted immediately, but some effects of the abuse and exploitation may become apparent much later on in his life. Boys may not always be aware that some of the emotions they are feeling, or ways they are behaving are related to abuse.

When considering the impacts that sexual abuse and exploitation can have on boys, it is important that practitioners remember that every boy's personality and experience is unique. Boys' reactions to sexual abuse will also differ from one another based on their personal context, previous life experiences, their environment and other factors.

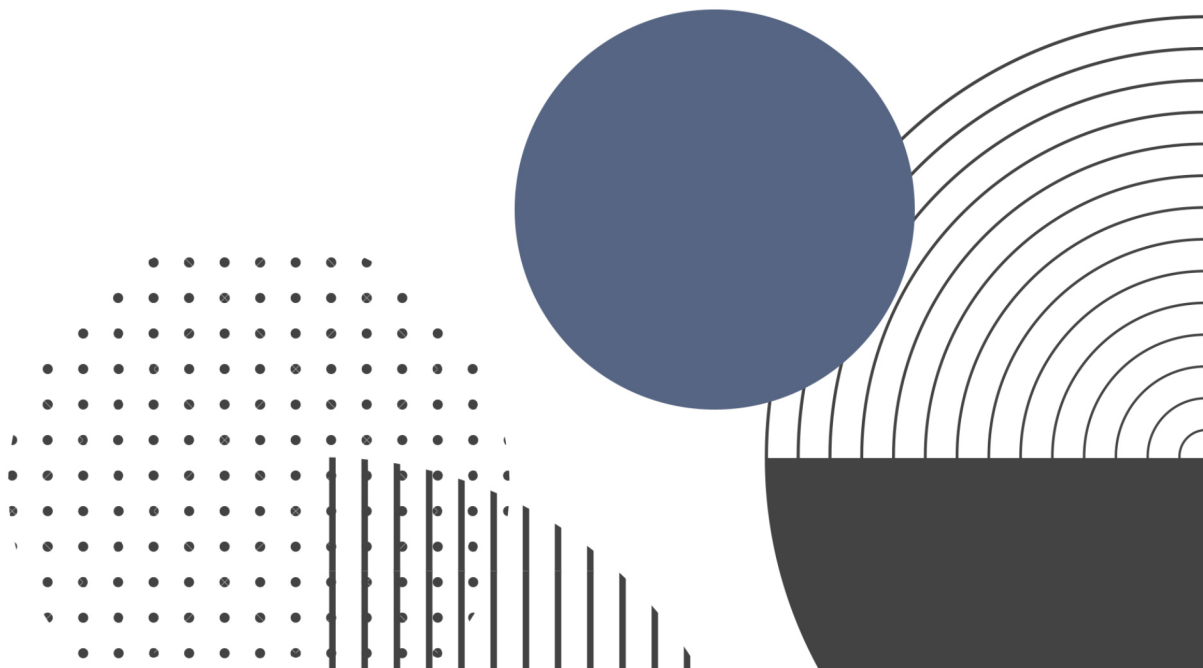
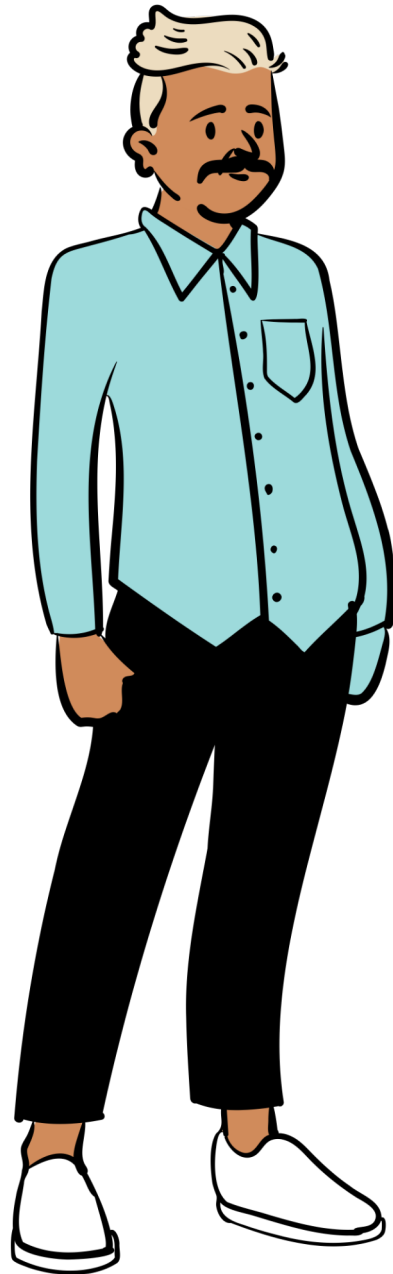
The purpose of this resource is to provide an overview of areas a practitioner working with boys who have been abused or exploited should keep in mind. They are



separated into the four domains of the Ecological Framework. The individual level further separates emotional and mental health, physical and medical, and behavioral impacts. Some examples of the impacts are noted as bullet points, others are further explained.

Although the possible effects a boy may experience are, in this document, separated within the Ecological Framework, please remember that in reality these different categories do not stand alone, they interact with one another.

For example, a boy who experiences emotions such as anxiety, anger and extreme fear after being abused, might feel that he can not talk about his experience because he knows people around him may judge, blame and criticise him. This emotional experience may lead to a change in his behavior, he may start taking risks and behave aggressively in his everyday life, which could impact upon his physical health, but would also influence the way his family, friends or community responds to him. This will also impact upon his emotional and mental health etc.



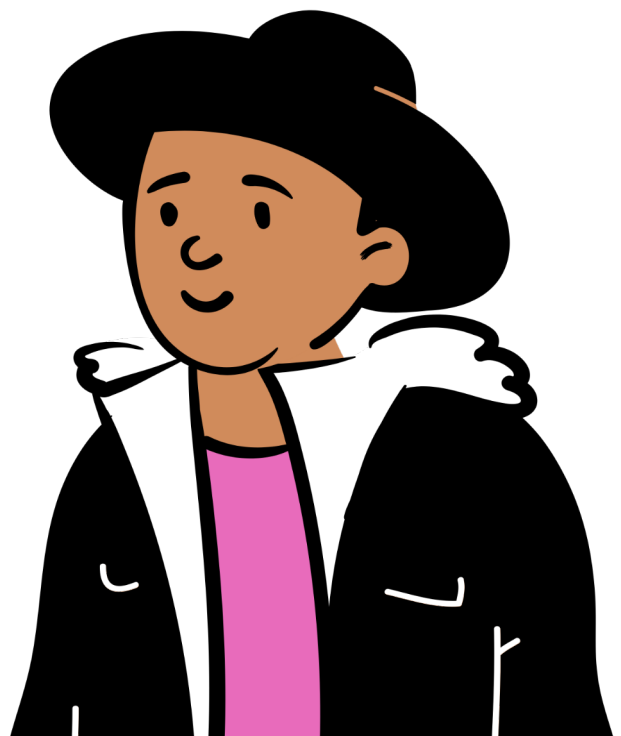
Impacts on the individual level

On the individual level, we have provided examples of ways sexual abuse and exploitation could impact on a boy's emotional health, physical and medical health, mental health and behavior. Survivors of sexual abuse and exploitation share that, without help, they may experience some of these emotional impacts for many years.

Emotional and Mental Health

Some ways sexual abuse and exploitation could impact a boy's emotional and mental health are:

- Intense shame
- Feelings of guilt or self-blame ("How could I allow this to happen?")
- Fears of "losing face", and concern about reactions from others (This may be related to gender norms and expectations for boys to be 'strong', 'fearless' and able to defend themselves; people may question his sexuality and/or suggest he 'wanted it')
- Feelings of anger and problems controlling emotions
- Loss of pride or confidence, feeling confused and unsure about his identity, including sexual identity
- Confusion about the abuse and who was responsible
- Confusion about safety and trust - making it hard to make and maintain relationships
- Some boys and men who were victims of sexual abuse in their childhood may live with extreme anxiety, or suffer from depression
- As a survival strategy, a child's or youth's brain may shut down memories of the abuse. The child may be unable to remember the abuse, or parts of it, for a long time. This is called 'dissociation' and can lead to problems with memory, or sudden flashbacks of the abuse, which can be very distressing.
- Trauma: Sexual abuse can be an incomprehensible or scary experience, and can cause emotional trauma to a child. This interferes with a child's healthy brain development, and can make the child's brain and body 'act' as if the child is in constant danger. They may have nightmares, panic, frequent stress reactions to 'normal' everyday situations, which may cause them to 'freeze', fight, or attempt to escape.



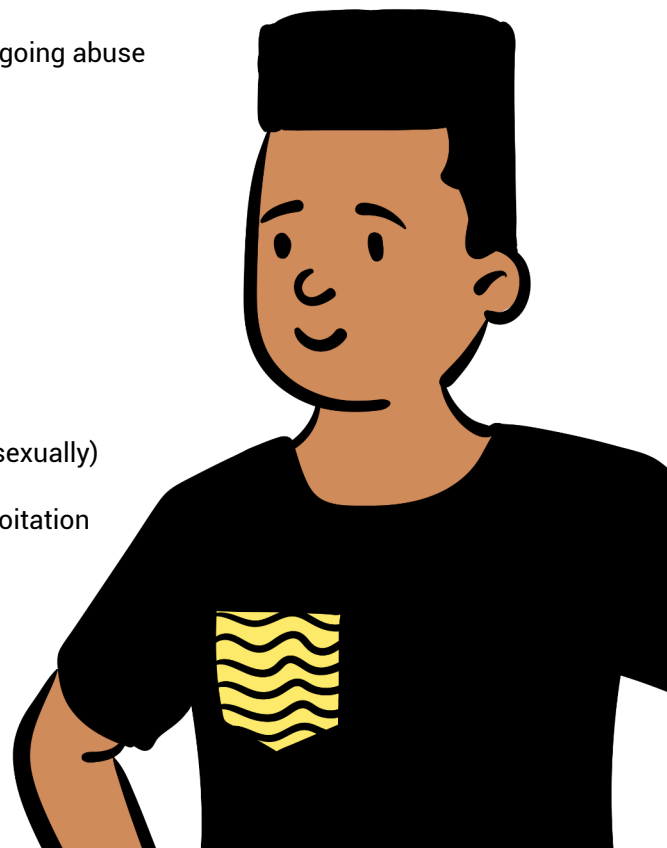
Physical

- Physical injuries
- Sexual health, sexually transmitted infections (STIs)
- Elevated blood pressure
- Sexual exploitation, abuse and other forms of trauma can lead to biological changes in the brain which may influence his behaviour. He may be more likely to 'act out' and behave aggressively, or take risks, or even harm himself or others.
- Elevated cortisol levels may lead to anxiety, depression, headaches, memory and concentration problems, problems with digestion, sleep problems
- Experiencing any form of abuse and a high level of stress over a long time can break connections in the brain, making it harder for a person to reason.

Behavior

Some of the ways that sexual abuse can impact on boys' behavior may provide an understanding about how boys may be misunderstood, judged and become isolated from help. Behaviors may include:

- Becoming withdrawn and isolated
- Pushing helpers away and refusing to accept help
- Remaining silent about the abuse or not disclosing for a long time
- Being fearful and 'hyper alert'
- Misusing drugs or alcohol in order to forget, numb or to cope with ongoing abuse
- Eating disorders
- Problems with sleep
- Anger, aggression, outbursts of violent behavior
- Self harm (Cutting, burning the skin etc.)
- Becoming sexually active in ways that are inappropriate for his age
- Sexual behaviours (excessive masturbation, promiscuity, acting out sexually)
- Being sexually abused or raped increases vulnerability to sexual exploitation
- May pay less attention to other activities (e.g. school, relationships)
- May neglect personal hygiene and general health
- Struggling with school and/or work - and everyday activities



Children with Disabilities

Whilst the issues around child sexual abuse and exploitation pertain to all children, the effects of sexual abuse on children with disabilities has additional complications. Research has shown that Children and young people who have disabilities are at an increased risk of being abused compared with their non-disabled peers (Jones et al, 2012). They are more vulnerable to abuse and in many cases, easier to silence and control than children without disabilities.

There are currently efforts underway to encourage parents/carers of children with disabilities to work in partnership to ensure that:

'Disabled children receive consistent, clear, accessible information on safe touch, choice and control, puberty, sex, relationships and abuse, and knowing how to let others know when they feel unsafe.' (NSPCC 2019). The full research study can be found [here](#)

The review confirms that children with disabilities are more likely to be victims of violence than are their peers who are not disabled. It also outlines steps that should be taken in terms of the prevention, protection and support of children with disabilities who are victims of sexual abuse.

Effects on the Family

The sexual abuse of a child can impact upon the whole family, and other close relationships, such as caregivers. Below are a few ideas of impacts and effects sexual abuse can have on the family, and how different families might react in different ways. Families will also need support with their own responses and with how to help their child.

Upon hearing their boys are being abused or exploited, parents and families may:

- Have feelings of guilt, self-blame, or feel that they failed to protect their children
- May become overprotective and restrict his freedom
- Respond by victim blaming - and may punish him
- May think their son is gay and blame him
- Deny the seriousness of the abuse or exploitation
- Have fears about the way others in the community may react if they find out about the abuse or exploitation, even more so if the abuser is a powerful or respected person
- Hide the abuse to maintain the family stability and reputation, and/or protect the abuser
- Experience feelings of helplessness, not knowing how to support the boy or what to say to him
- Families may worry that others knowing about the abuse will lead to blame and stigmatization of the child or the whole family.

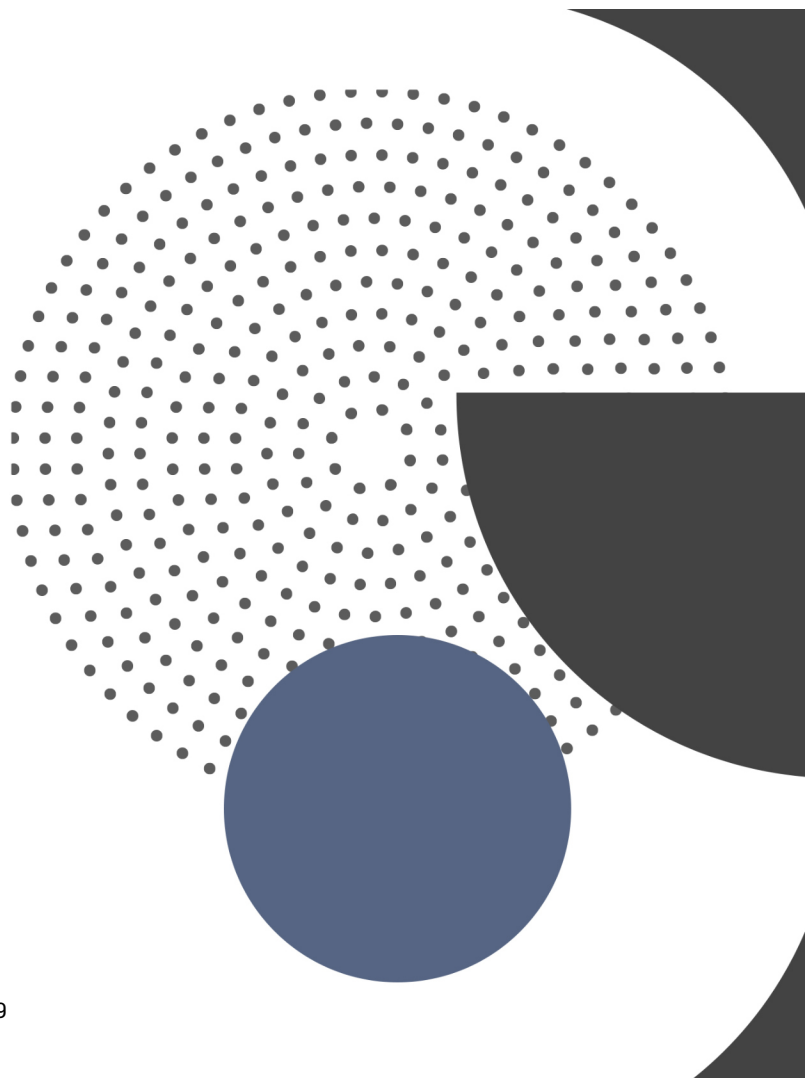
- Worry about a boys behaviour change and be eager to protect and support their boy
- Try to hold the abusers accountable by reporting to the police
- Need support to deal with their own emotions and ability to support their child.
- Be reminded of their own abuse as children, and also need support

Community

- May lack awareness about the realities regarding sexual abuse and exploitation of boys
- Community members may blame, tease or make jokes, also perhaps questioning a boy's sexuality
- May isolate him from community activities or seek to banish him from the community
- In some communities he may face sanctions or punishment, as he is perceived to have broken the law
- Boys may face discrimination for failing to fulfill the typical male stereotype (Gender norms)
- Some communities may misunderstand boys' needs for love, support, guidance and help
- May focus on a boy's antisocial or problem behaviours but not recognize his vulnerability

Society

- In some cultures boys may be labeled as gay and criminalised
- May respond to antisocial behaviour by punishing boys
- The costs to services systems, and through lost productivity, violence, crime and suicidality as a consequence of child sexual abuse are considerable
- Media - may perpetuate unhelpful gender norms, focus on sexuality, blame victims
- If the perpetrator is a woman - describe the abuse and exploitation in ways that describe it as 'having sex' rather than abuse (and therefore not harmful)



Links with Practice

You may share this with your team, and consider how you may use and incorporate some of the suggestions into your own work, or - as an exercise, share the 'If we know that...' statements with your team, and ask them to develop their own suggestions for action.

If we know that...

abuse and exploitation has the potential for a wide range of impacts, which are often confusing for boys and others...

We can...

- learn more about psychological, emotional, physical, health and other impacts, and how they may influence behaviours
- develop assessment and case management tools which take this into account
- help boys and service providers to understand the impacts of abuse, and that they are normal responses to abnormal events, that with support can be overcome
- develop referral pathways with a wide range of services and collaborate closely to ensure boys' needs are met by service providers, who have knowledge of boys' needs

If we know that...

social responses - and the way that people respond to boys can make the effects worse - further isolating them...

We can...

- share our knowledge and experiences, helping parents, other service providers and community members to avoid blaming - and develop empathy, knowledge and helpful responses.
- work more closely with parents, caregivers and others providing support, and help them to develop their capacity

If we know that...

many boys feel isolated, and are dealing with the impact of sexual abuse on their own without support...

We can...

- make sure that all services are more visible, welcoming and inclusive of boys
- learn more about 'Engaging with Boys' from this toolkit
- develop social media and other communication to help boys know that help is available
- provide 'assertive outreach' for boys at risk and affected by exploitation and abuse
- learn more about what boys say they need from services - by listening to them and using other resources in this toolkit.
- provide peer support groups for boys
- share accurate information and knowledge with service providers, parents and caregivers that helps them be more supportive
- collaborate to establish boys sensitive referral pathways with other services

If we know...

boys who have experienced abuse or exploitation may push helpers away...

We can...

- be patient, continue to build safe relationships and provide safe spaces...
- treat them as 'boys first', rather than only seeing them as victims of abuse, and develop holistic services...
- involve them in activities that are less threatening, so that when we have established trust, they can tell us what they need...
- work to develop more visible, gender inclusive, and 'boy sensitive' services that are built on a foundation of evidence (such as walk-in services or holistic programs for boys to develop skills, have fun, play sports etc.)
- help boys understand that asking for help is a strength, not a sign of weakness

If we know that...

boys often ask for help when they are in crisis, and need immediate help...

We can...

- learn to recognize these situations and make time to listen and respond
- develop 'crisis intervention' responses which avoid people being placed on waiting lists and can respond in the 'here and now'. (This could include 'drop in' services, helplines, flexible opening hours etc.)

If we know that...

gender norms can create shame, self blame and identity problems for boys who have been abused or exploited...

We can...

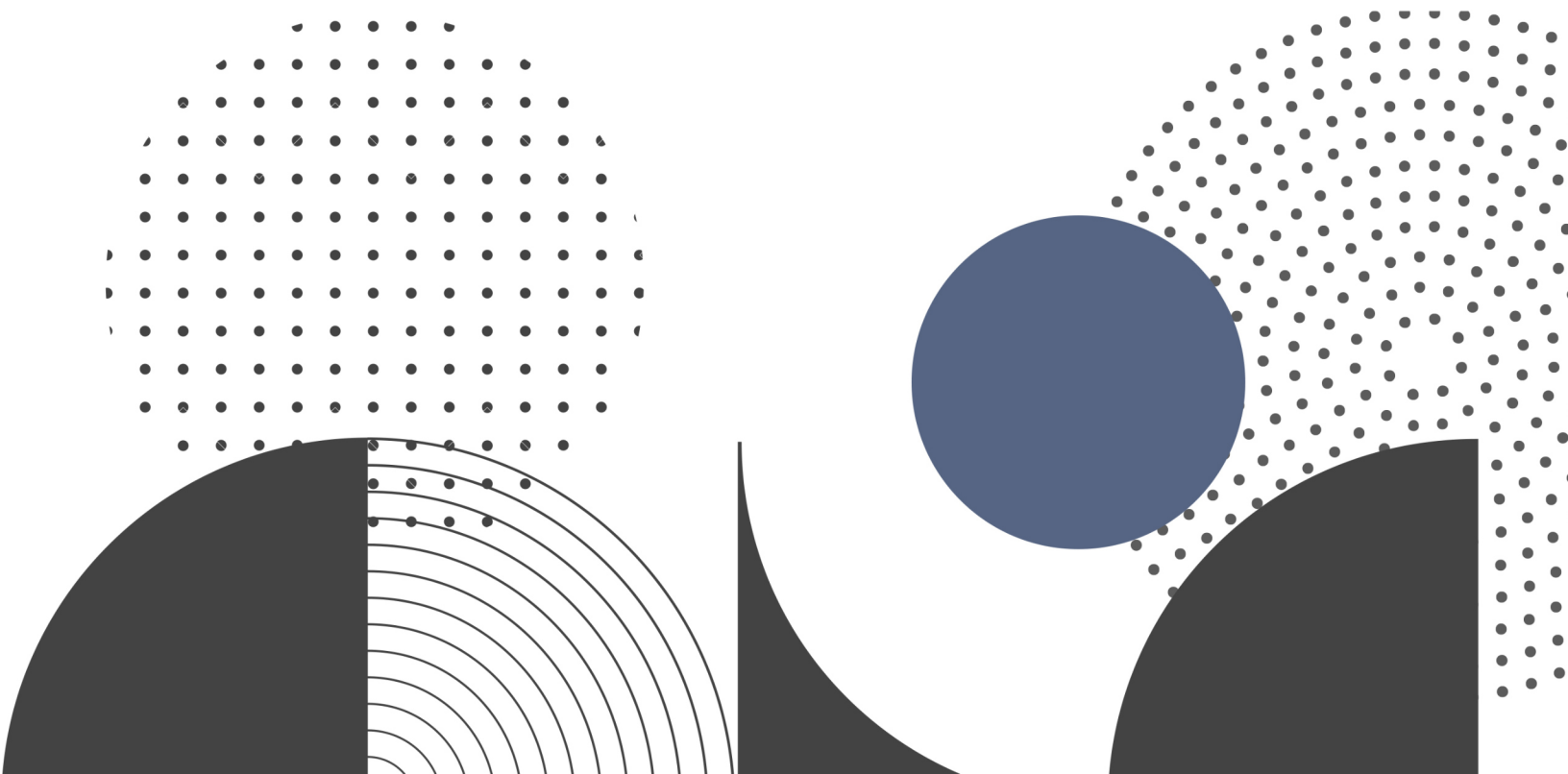
- challenge attitudes that reinforce unhelpful gender norms, such as 'boys are strong' and can cope - wherever we find them
- help boys understand that they are not alone, and that the way they feel is a normal response to abnormal and harmful events

If we know that...

some abused boys are more likely to be viewed as 'trouble' due to their behavior, rather than as persons struggling from the effects of abuse and exploitation...

We can...

- support boys and offer alternative ways for them to cope with difficult experiences.
- work with parents, caregivers and community members so they understand, are patient and provide support that meets boys needs.



'Bridging the Gap' - Advocacy Activities

Discuss what key messages about the effects of abuse and exploitation are important to share with other organizations, parents and community members, and in which settings, and how this information and learning can be shared. Some examples of possible activities are shared below:

Spend time with boys and share information about exploitation, abuse and its impacts, alongside information about how they can access services and support.

Since boys' behavior and reactions to abuse are so greatly misunderstood, it may be useful to advocate for boys and explore how other practitioners, NGOs or government services can recognise and address the needs of boys who are noticed for antisocial or criminal behaviours in the community.

The exercise with boys' stories can be adapted to your local context and repeated with groups of boys, children, parent groups, or other practitioners as an awareness raising activity. Develop and share 'key messages' on how to respond, which are supportive and avoid discriminating.

Collaborate with the local police or juvenile detention institutions, to ensure services or counseling is available for victims of sexual abuse who are in jails, juvenile detention or involved in petty crime.

The Impact of Sexual Abuse & Exploitation

Case Scenarios

The following stories are compiled from many different practice examples, to describe the different kinds of situations which a boy or young man may be exploited or abused.

You may substitute the names if you wish, with others to reflect names used in your setting. Please copy and share one scenario with each group - to reflect on the impact and effects. (These scenarios are also used in other sessions in the toolkit).



Mon is 12 years old and has three young siblings aged 6 months, 2 years and 4 years. His father drinks most days and sometimes works at the sea port on a casual basis, his mother stays at home to look after the children, so their income is very low. Each day after school Mon supports the family by collecting recycling materials such as cans and metal which he sells to the recycling site. One day a man in a car stops beside him and offers him a fruit drink. The next day, the same man meets him and drives him in his car, so Mon doesn't have to walk the whole way to the recycling site. He shows Mon pornography on his phone. He tells Mon that if he can do him favours, he can earn twice as much as he would get from recycling. The next day he waits for Mon and as he gets in the car, he touches Mon's genitals, and makes him touch him also. He drives to a secluded place and forces himself on Mon, and rapes him, which causes him a lot of pain. The man also films this on his phone. After he is finished, the man smiles and gives Mon some money. He tells Mon that he knows where he lives and where he works, and that he will wait for him the next day. He tells Mon to be a good boy and keep this a secret - and if he does not, he will be taken away from his family.



Tom, 10, ran away from home because his stepfather beat him regularly. He joined a group of homeless boys who beg at the markets during the day to earn money. At night they sleep in an old deserted bus station. They have to stay together because there are dangerous adults and criminals around at night. Sometimes at night the oldest boy in this group, who is 14, asks the other boys to perform oral sex on him. Tom knows that if he is alone on the streets, worse things may happen to him and he will not be safe. The other young boys say that it's not a big deal, not to worry about it, so Tom agrees.



Davy, 9, lives with his grandmother and uncle. They are poor and beg in the streets for money. They live in a shed in a field on the edge of town. Davy has to give the money he earns from begging to his grandmother. She often hits him and threatens to cut off his fingers if he does not bring enough money home, or plays like other children do. Sometimes she beats him without having a reason, and tells Davy he is a bad boy. He is very afraid of her. Sometimes when he is begging or out in the street alone, men approach Davy and take him to a hotel room where they do sexual things with him - touching, masturbation and sometimes penetrating him. For this, they give Davy money and he can buy toys, a phone, tasty food or share the money with his friends. When he has money Davy feels free to do things that make him happy and dreams about a better life.



Sonny is 14 years old and lives with his mother and older sister in a town where lots of tourists visit. He has not seen his father since he left home when he was 4 years old. His mother and sister have a small but successful business making clothes and are often busy, so he spends a lot of time on the streets. One day, Sonny meets two young women aged 19 and 20 who are tourists from another country, and they ask him to be their guide for the day- for which they will pay him. He agrees and at the end of the day goes with them to their guesthouse. They ask him if he will have sex with them, and after they have finished they give him \$20.



Bo is 17 years old and likes to dress and act in a feminine way. He is not sure if he is gay or not, as he has never had a partner or a sexual relationship with anyone before - but he is curious about having a relationship. He sometimes earns money by singing at wedding parties, as he has a very good voice. After one party he is approached by a man who is a party guest. They have a drink of beer together and talk, and Bo likes the attention and feels happy. After a time, the man asks him to go to a quiet place and have sex with him. Bo is nervous but agrees and follows the man to a field on the edge of the village. When he gets there, there is a group of 5 other men waiting. They threaten him with a knife and force him to perform oral sex on each of them and then, one by one, they rape and beat him violently. They also penetrate and rape him with a bottle. After they have finished, they leave him laying on the ground and walk away laughing.



Joe is 17 years old and used to live in a village in the countryside. When he was 12 years old one of his neighbors, a man over 60 years, asked him to help him do some work at his home. Joe agreed but was sexually abused by the man, which included rape. Over the next few years the neighbor abused Joe many times - he was scared and very confused but did not feel that he could tell anyone about what was happening. When he was 16, his older sister discovered him being abused and raised the alarm. Joe's sister and father were very supportive but other people in the village found out, and teased and mocked him. He was so ashamed and he ran away from home to live in the city. He now lives at the pagoda and attends college, so he can get an education and make a better life for himself. He is very poor and often has no money for food or tuition fees, so he feels that he has no choice but to go to the local park at night and meet men, and sometimes women, to have sex for money.



Piseth is 15 years old and lives with his parents and two younger sisters. They are a middle class family and live in a nice house. Piseth has been struggling at school with his grades but is afraid to tell his parents because he doesn't want to disappoint them. His male teacher (Sophea), who is also a friend of his father's, one day asks to meet Piseth to discuss his grades. Sophea tells Piseth that he will get good grades and avoid trouble with his father, if he agrees to have sex with him. He explains that this will be their 'secret' and that he (Piseth) will get into trouble if he tells anyone. Piseth agrees.



Joy and Rithy are brothers. They are 11 and 12 years old boys. They live in a very poor family. One day a man came to their home and said to their parents that he could find work for them across the border and they would send money home. Reluctantly, they agreed. After a few months working at the border, the boys were arrested by the immigration police and kept in a detention center with adults. There are no private showers. Some of the men in the detention center sexually abuse and rape the boys in the showers. Joy, who is only 11, is small and is very afraid. Rithy who is 12 is afraid too, but he is stronger and fights hard so they rape him less often. He fights to protect himself and his brother but often the men are stronger. After 10 months in the detention center Rithy and Joy are sent home.



In Peter's village there is a man who lives alone. He provides free computer and English classes to some of the local children, and also supports some of the families in the village with their businesses, so is very popular and people in the community respect him, and think he is kind. After the classes, he often gives teenage boys money if they let him masturbate them. Peter and his friends do not like this but usually allow him to do this. There have been rumors in the village for some time that the man likes to do this to boys, but most people, including many adults, just laugh and say it's not a serious thing. One day the man stands outside Peter's house, when his parents are out, and asks Peter to let the man touch him. At other times, Peter has allowed this, but today he is feeling sick and has a fever and wants to be left alone. The man breaks in through the open window and pushes Peter down, so he can touch and masturbate him, and perform other sex acts. Peter is very angry and upset, but he knows that most people think this is not a problem.



Jung is 14 and because his parents are both very sick, is living with his older cousin Tom (20). Jung looks up to and respects Tom very much, and is grateful for his support with accommodation and school fees at this difficult time in his life. One day, Tom persuades Jung to let him film him taking off his clothes and touch himself in a sexual way. Jung looks up to Tom and feels that he has to please him, so agrees to do this. Tom 'live streams' the film, which is watched by over 100 people, and he also uploads the film to a website.



Raphael is 13 years old, is an only child and he lives with his parents who are both blind. They earn extra income by renting out a room in their house, so there are often strangers staying with them. One man who lives there, called Hugo, is very friendly to the parents and often helps with household repairs, and sometimes gives them extra money when they need it. Raphael's parents like him very much and are grateful for his support. Hugo often comes to Raphael's room at night, and sexually abuses him, often causing a lot of pain. He often bleeds after the abuse. Hugo tells Raphael not to tell anyone, because no one will believe him - and he will be sent away from his family forever.



Sanjay is 14 years old. He had an accident when he was a baby, and fell from a second floor window. As a result he had brain damage - and he has limited movement and needs help with his personal needs such as bathing. He struggles with speech and people sometimes find it hard to understand what he is trying to say. His parents could not cope with him so sent him to a residential school when he was 9 years old. Even though he has impairments he is very clever - but feels like he is 'trapped' in his body. One of the female caregivers at the school often touches his genitals and masturbates him when she is helping him bathe. She said that if he tells anyone he will never see his parents again. He tried to tell another boy but could not find the words to describe what happened. He feels scared, angry and confused.



Sophally was born a boy and is aged 19 years. She is transgender and usually dresses as a man when she goes out shopping or visiting her family, as people will tease him, and his family will reject him. She was excited to be accepted by a popular ladyboy bar to perform on their weekly show on a Saturday night. It was the one time in the week when she felt accepted for who she was - a beautiful transgender woman. But she didn't realise when she went for the interview to lip sync (mime to the songs) that one of the problems of being a 'ladyboy' was that sometimes she was followed by 'admirers' after the show. If it was one person and she didn't like them she could usually handle that. However, on one occasion she was tricked into going back to someone's apartment and she was violently beaten and gang raped by four men, who said they wanted to show her 'how to be a real woman'. She begged them to use condoms but they laughed at her and refused. After it was over she left the apartment but was frightened to report what happened and did not know what to do.

When Boys Disclose - The Do's & Don'ts

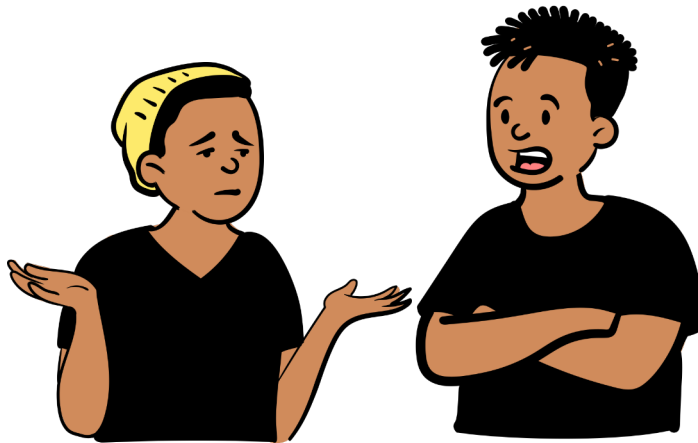
Resource Sheet

We have learned from children that other people's reactions to their disclosure can have a significant impact on them emotionally, and that it can be extremely hard for children to deal with unhelpful, insensitive and judgmental reactions.

If we are unable to respond in supportive ways that show empathy and communicate acceptance, a child may decide never to speak of his experiences again, and we may lose the opportunity to help him.

This resource sheet includes an exercise, which asks participants to identify unhelpful and helpful responses, to disclosure, of a practitioner in a role play, and then practice helpful responses using the guidelines that are provided.

The guidelines below are separated into "do's" and "don'ts" to highlight responses to disclosure that would be helpful (The do's) and responses that could be harmful or that are unhelpful to children, especially boys (The don'ts).



This exercise is important because it gives practitioners and service providers an opportunity to receive guidance on, and practice helpful and supportive responses towards victims and survivors who are sharing their experiences

The guidelines are provided as a handout that can be shared, and also a slide presentation if you wish to present them to the whole group together.

Although most of the content is related to boys who disclose experiences of sexual abuse or exploitation, much of the content can be adapted and for responses to other types of disclosures made by any child.

The resource sheet also provides Links with Practice and 'Bridging the Gap' Advocacy Activities, to support practitioners to implement their learning in their own context.



Resources Required

- [The Impact of Sexual Abuse & Exploitation - Case Scenarios](#)
- Guidelines for Disclosure Handout (Below)



Approximate Time

2 hours 30 minutes (Role Play); One additional hour for 'Links with Practice' and Advocacy activities.



Notes For Facilitation

1. Explain to the group that it is not always easy for a practitioner to know how to respond or what to say when a boy discloses that he was sexually abused or exploited. The next exercise will help them think about helpful and unhelpful ways to respond to boys when they disclose.

Ask for two participants to volunteer to role-play. Distribute the 'do's and don'ts' exercise handout to the two volunteering to role play only, but not the audience. (You will need to do this in advance so they can prepare).

The two volunteers need to choose a role:

- One volunteer will be role playing a boy from any case scenario provided, who attempts to disclose that he has been abused or exploited.

- The other volunteer will be role playing as a practitioner who uses as many **unhelpful responses** as possible from the do's and don'ts handout.

This exercise may cause strong emotions for the group member who is acting as a child attempting to disclose. Ask them if they are willing to try the exercise, and let them know that the other practitioner will use unhelpful responses, to demonstrate these to the team. Stop the role play if you notice that the person role playing the child, or anyone else in the room is feeling unsafe.

2. Ask the rest of your group to observe and note helpful and unhelpful behaviors, comments and responses they observe in the practitioner. Stop the role play after 5 - 8 minutes.
3. Ask the audience about their thoughts on the way the practitioner responded to the 'child', asking which behaviors the practitioner showed were helpful or unhelpful to the 'child'.
4. **Conclude the exercise explaining that the "practitioner" was asked to demonstrate unhelpful responses from the list and that they have modeled what we should not do.**
5. Distribute the Practitioner's Guidelines to all participants and give them time to read, in the large group or pairs. You may also use the powerpoint slide to share this information, reading through the different items, clarifying and responding to questions where appropriate. (The group may also wish to add additional ideas to the handout. Allow at least 30-45 minutes to share).

6. Once the group has done this, ask the participants to split up into pairs, find a space and role play a boy who is telling a practitioner from your organization about the abuse or exploitation he experienced, and a practitioner who responds to him. Make sure the practitioners know they should practice the “do’s” and eliminate the “don’ts” from their practice.
7. Give each pair 30 minutes for the role play and remind them to switch after 15 minutes, so both have time to act in the role of the child as well as in the role of the practitioner.

During the role play, the facilitator(s) should move around the room and observe the practitioners, and make notes on helpful responses you observe.

8. After the role play, ask the participants to return to the big group, and share feedback on helpful responses you have seen. Then invite participants to share:
 - When participants played the ‘boy’, which behaviours did the ‘practitioner’ use that felt helpful and supportive? How did that help?
 - Ask ‘practitioners’ what responses they noticed in the ‘boy’ when they were using helpful responses.
9. Encourage participants to continue practicing at other times until they feel confident.
10. To help the group disengage from their role in the role play, ask the group to stand in a circle and share their name, job title, and one detail about themselves (special skill, favorite food, hobby, etc.). This will help ‘ground’ them in the ‘here and now’.
11. Once you have finished the role plays and debriefed as a group, you can discuss the Links with Practice and Advocacy exercises below, with your team.



Guidelines for Disclosure Handout

Helpful behaviour - Things you should do	Unhelpful behaviors, things you should avoid doing
<p><u>Do respond in positive and supportive ways</u></p> <ul style="list-style-type: none"> • Listen carefully and attentively, and gently encourage and reassure him that you will listen without judging. • Communicate genuine empathy and acceptance • Stay calm • Give him time to speak as much (or as little) as he needs. • Reassure him that you believe his story • Thank him for telling you about what happened. • If a child has an impairment (e.g communication difficulties) - seek support from organizations that support children with disabilities, to help him communicate. 	<p><u>Don't try to control the communication</u></p> <ul style="list-style-type: none"> • Never put pressure on him to tell the story. He must be free to tell in his own time! • Don't ask too many questions, and never ask questions as if this were a police interrogation. • Don't talk too much or give advice. • Don't express shock, disbelief or other strong emotions - this may silence him. • Do not answer the phone when you are listening, or look at your watch (give him 100% attention!) • Don't assume that a child with an impairment or disability is not reliable, or think that it is too difficult to help them. He has the same rights as any child!
<p><u>Do help him to feel safe and in control</u></p> <ul style="list-style-type: none"> • Ask him what he needs at that moment to help him be safe • Discuss options and choices about what to do next • Be honest and realistic about what you can do to help • Be aware of your body language and be sure to appear calm. 	<p><u>Don't make him feel unsafe or take away his control</u></p> <ul style="list-style-type: none"> • Do not push him to do anything or decide for him immediately • Do not take away or deny his choices • Don't lie or exaggerate what you can do, not even to comfort him • Do not blame him for what happened or suggest that he may be responsible in any way for the abuse

Guidelines for Disclosure Handout

Helpful behaviour - Things you should do	Unhelpful behaviors, things you should avoid doing
<p><u>Do help him to feel safe and in control</u></p> <ul style="list-style-type: none"> • Respect confidentiality, also remembering that if he is still in danger, you will have to report this to stop the abuse from continuing. 	<p><u>Don't make him feel unsafe or take away his control</u></p> <ul style="list-style-type: none"> • Do not tell him to stop crying, or to stop thinking about the abuse. • Don't touch him without permission (even if you think he needs physical comfort).
<p><u>Help him gain access and connect to other services</u></p> <ul style="list-style-type: none"> • Provide information and offer to connect the child with other services he might need - food, shelter, medical services, or mental health support • Arrange follow up • Let him know how he can contact your service to get help in an emergency 	<p><u>Don't isolate, blame or ignore his needs</u></p> <ul style="list-style-type: none"> • Do not ignore what the child is telling you, or minimize the importance of it • Do not tell him that he must be mistaken about what happened • Do not tell them it is not serious because he is a boy (or it is less serious because he is not a girl), or if it happened just one time • Do not ask him if he is, or suggest that he is gay • Don't ask why he did not tell someone before now, or tell him that he "should have gotten better by now", especially if the abuse happened a long time ago • Never ask a victim of abuse why they did not fight back (especially if they are a boy) or blame him for not fighting back • Don't gossip or tell people who do not need to know
<p><u>Reporting and Documentation</u></p> <ul style="list-style-type: none"> • Make sure that you make accurate notes about what he shared • Follow the child protection and safeguarding policy in your organization to make sure the child is protected 	

Guidelines for following up after a boy has disclosed:

- Follow your organization's Child Safeguarding Policy and be clear about your responsibilities to report the abuse.
- Clearly explain to the child, what you need to do, and why.
- Accurately document everything that he told you as soon as possible
- If you think that the boy might be in immediate danger, or at risk of further abuse or exploitation - get help from your supervisor and consider involving local authorities, police and his family in order to protect him.
- Discuss and make a safety and support plan
- If you need help to process your own feelings - seek support from colleagues or your manager
- Don't assume that he needs to be placed in an institution - in most cases family and community based support is preferable (Assuming they are not involved in committing or facilitating the abuse).
- Let the boy know where and how he can access emergency support in your community (this could be your organization, hospital, police, lawyers, etc.). Support him to access services that he needs.
- Let him know when and how you will be in touch with him, and how he can contact you.
- Remember that disclosure is not a 'one off event', it is a process. You may need to find more time to help him share his story.

Links with Practice

You can carry out this as an exercise with your team - by providing them with the '**If we know**' statements - and asking them to think of helpful responses, and complete the '**We can..**' statements, OR share and read through this handout, also noting additional ideas. This information is also included on the slide presentation provided.

If we know that...

some service providers may not feel comfortable or confident listening to children talk about their abuse, or may think it is a simple thing to disclose...

We can...

- provide training related to disclosure, and learn about the important qualities of being a listener...
- make sure they take part in the Disclosure exercises included in this toolkit
- provide opportunities to have plenty of practice, role playing situations where they are the practitioner - and receive constructive feedback on how to respond in helpful ways to children...



If we know that...

boys often want people to notice and want to be asked - but find sharing problems, and disclosing abuse very difficult...

We can...

- make sure that we have built a trusting relationship and meet in a safe and private place
- be patient and allow plenty of time for children to share
- gently ask them about their experiences and avoid pushing them
- remember that disclosure is not a 'one off event' and is a process that evolves as the child trusts you more...

If we know that...

some children find it hard to explain their story by speaking...

We can...

- help them feel safe and become used to talking about many other things in their life first - such as interests, hobbies, and problem free talk etc.
- avoid putting pressure on them to share if they are not ready to do so
- use different activities and tools to help them share, such as the Lifeline, Body Map, Mandala, Speaking Out! and Three Houses, which are included in the next session of the toolkit - 'Engaging with Boys'



'Bridging the Gap' - Advocacy Activities

Colleagues, family and community members may not always have the skills or confidence required, to help them listen to children disclose painful stories about abuse.

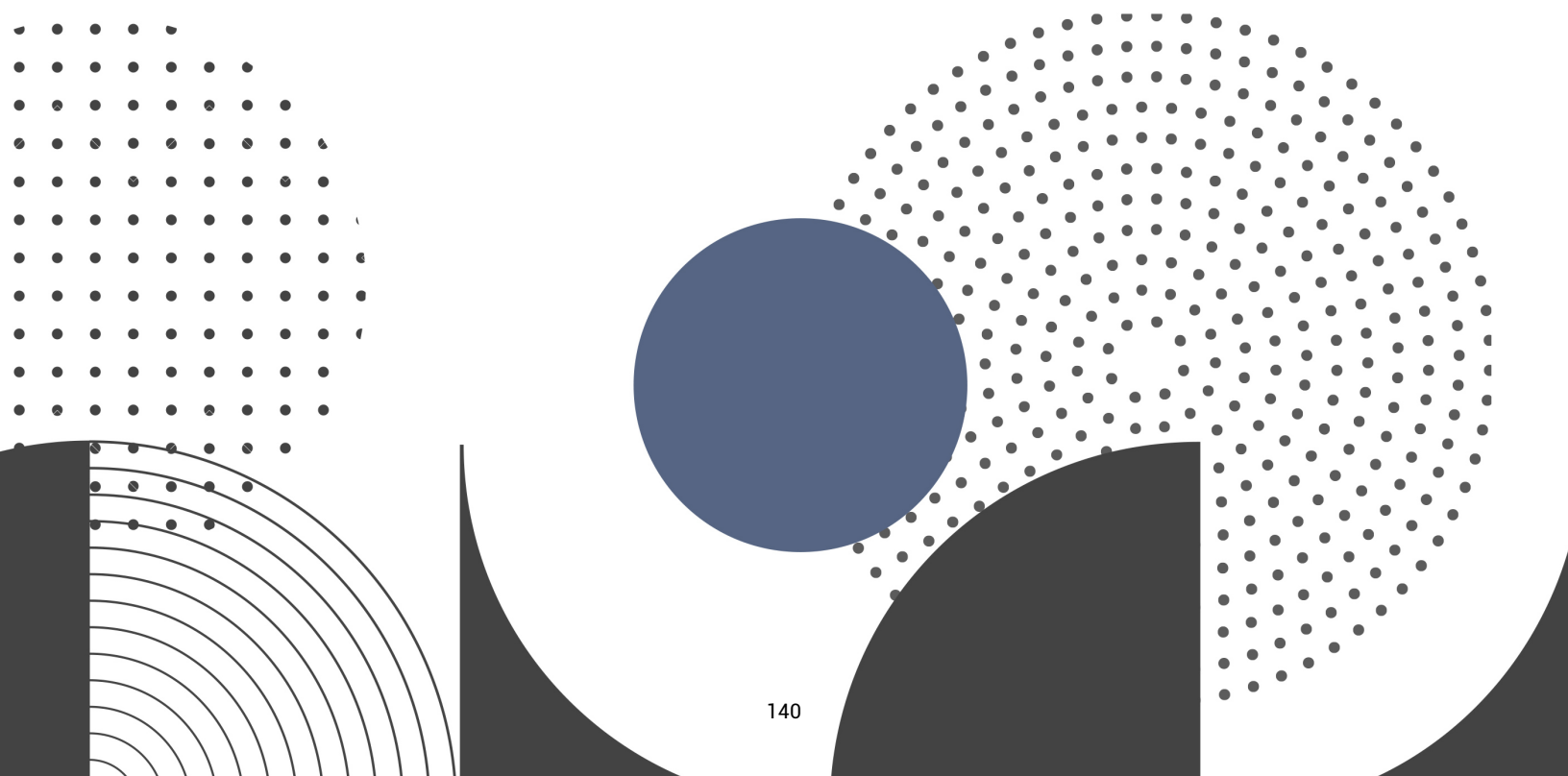
Some people may respond in 'traditional' ways that may blame, judge or ignore the child. Many 'social responses' can have a very negative impact on children, leaving them isolated and vulnerable to further abuse and harm.

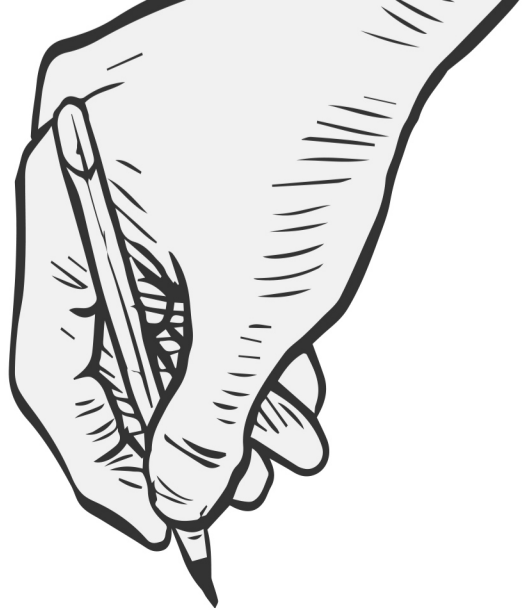
Discuss with your team what they think are the 'key messages' that they have learned, that are important to share with colleagues, authorities, community members, families and others, about disclosure.

Consider how these key messages can be effectively shared to encourage positive responses to children. This may be information leaflets, posters, social media campaigns, or awareness raising activities which are targeted at different groups.

Children and young people often avoid telling adults about what happened to them, preferring to tell trusted friends. Consider spending time with groups of children and youth, sharing information about exploitation, abuse, and helpful responses - and share information about how to safely access your services.

Make a plan to facilitate activities in the months ahead, and share your experiences and learning with your team.





Lifeline

Lifeline ('River of Life')

Resource Sheet

There are many different versions of this tool that can be used or modified, to suit the situation and context in which you work. The illustration on the previous page, provides just one example of how a Lifeline looks before it is completed.

(Essentially it is a blank piece of paper).



Objectives And Uses

A Lifeline can be used over a number of sessions with a child to help him or her share key events in their life. One of the advantages of this tool is that it involves 'activity', where the social worker can sit alongside a child, explain the tool, encourage him or her, and ask appropriate questions and listen as the lifeline is created. He can draw, write, use photographs if he has them - the possibilities are endless. Over time it will be possible to see how a child views his or her life journey through 'their own eyes'. In many cases, this may be more productive than simply asking about events, as many children will not feel comfortable doing this.



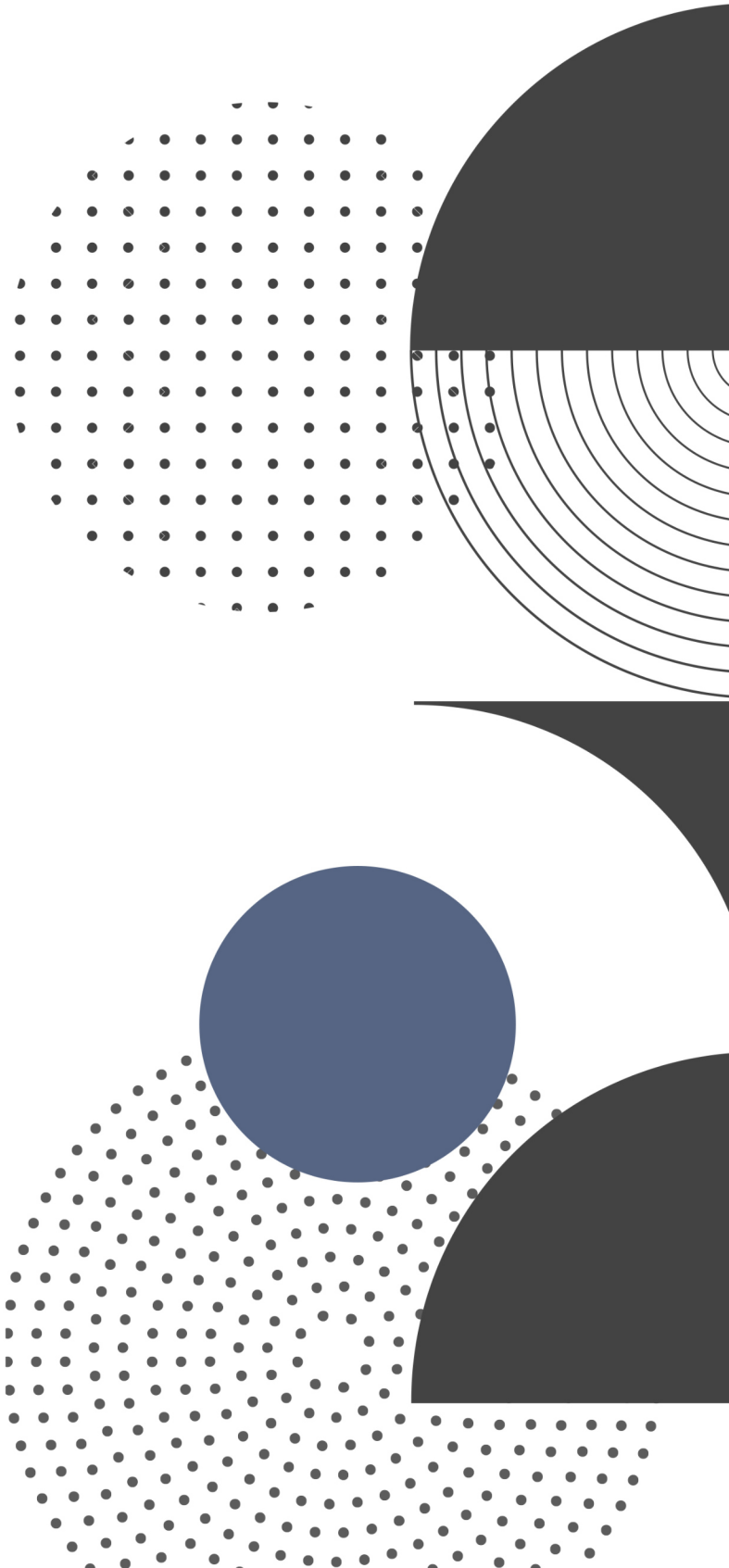
Background Notes

Make sure you have prepared well and feel confident to explain and use the tool; explain that you will keep the Lifeline in a safe place when you are not using it - just as you would their confidential case file; choose a private and comfortable setting in which to spend time with him; build trust and communicate respect for his ideas; explain your role clearly.



Resources Required

A3 or flip chart size paper, marker pens, crayons etc. (You may also use photographs, emojis and other art materials if you have them).





Notes For Using The Lifeline

You can make suggestions but allow him to participate fully and have control over what he includes and excludes, and chooses what to talk about. Allow plenty of time to complete the Lifeline over a number of sessions. Over time he will feel more comfortable to share.

The lifeline can describe key events - from birth (beginning at the left side) through to the present day, on the right side. (You can also leave some space on the Lifeline for future plans, hopes or dreams). Key events may include his birth, places he lived, birth of siblings, schools attended, successes, and memories of happy events and achievements. It is also possible to draw or write about his skills, abilities and talents, or share information about significant friends and other people in his life. As time passes and he feels more confident, with encouragement and support, he may wish to share difficult events and experiences that have also influenced his life - including loss, bereavement and other difficult or traumatic events. He could use emojis to represent his feelings, or write words to describe them.

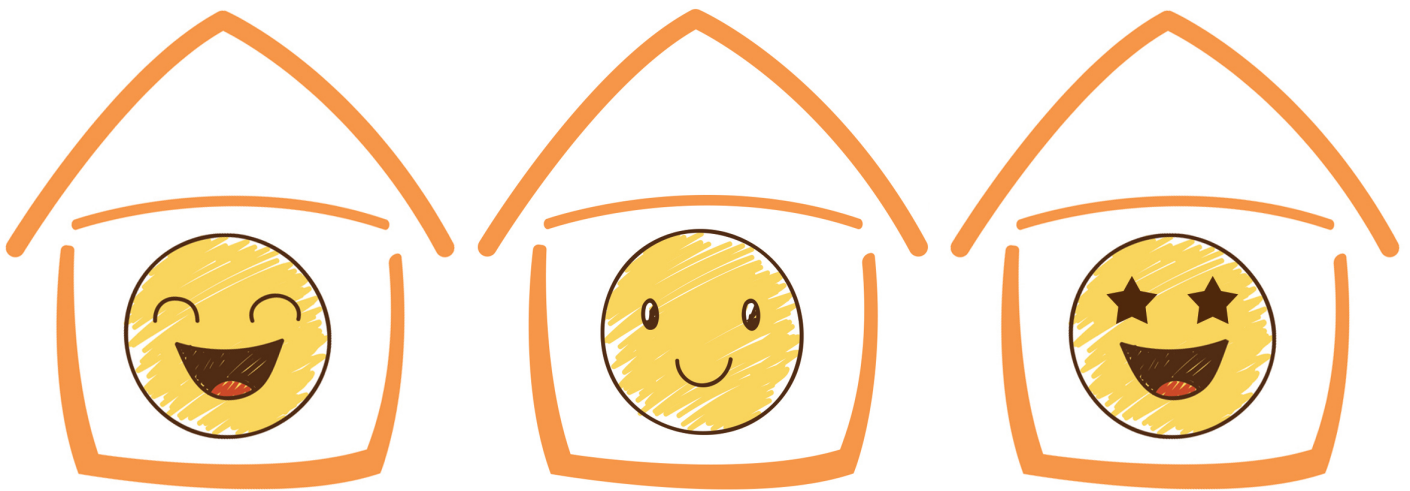
Over time you will begin to gain a deeper understanding of his life. It may be possible to ask about some of the difficult experiences, his thoughts, feelings, and what skills or talents he used to cope and solve problems. The Lifeline can be used to help build your relationship, understanding and contribute to your assessment. It is also possible to consider developing your ideas and help write a 'Life Story Book' over a longer period of time, details of which can be found by clicking on the following [link](#). The Lifeline can also be substituted by the 'River of Life', which uses the same concepts but using the image of a river, and the child's journey through life can be described as a journey down that river. Challenging and difficult events can also be illustrated by rapids, waterfalls and rocks, or predators in the water such as crocodiles.

Three Houses

Resource Sheet

The Three Houses tool was developed by Nicki Weld and Maggie Greening for child protection work in New Zealand. It was created so that practitioners can involve children's views in decisions that are being made about them.

The tool gives children an opportunity to explore their experience of things that are happening in their lives in their own words or drawings. The tool helps a child **externalize vulnerabilities and danger, identify strengths and safety**, and share **hopes and dreams** within the three houses. It can be used with children in many contexts and help to understand their 'inner world' and help assess their problems, strengths, needs and goals.



- The strengths and safety factors in the child's life will be represented in the 'House of Good Things'.
- The child's vulnerabilities and possible danger will be visualized in the 'House of Worries'.
- The third house, the 'House of Dreams' will explore a child's wishes and hopes, or what they would want their life to be like if all the 'worries' were resolved.

Practitioners should practice this in pairs or alone as a reflection tool, so that they become familiar and comfortable with using it.



Notes For Facilitation

Practitioners should have several pieces of paper (A3 or flip chart paper would be best) and a pen or colored pencils available. They should explain the tool to the child in a simple manner, and in age appropriate language, for example:

"We are going to draw three houses. One house for all the things that worry you or make you sad". (Draw a sad face in a square)

"One house for the things that are good in your life, and the things and people that make you happy" (Draw a happy face in another square).

"And one house for your dreams and the way you wish things would be like in the future". (Maybe ask the child which symbol they would like for the third house?)'

This tool is most effective if the practitioner guides the child with open ended questions (see examples below), and assures the child that they may use their own words or drawings to express how they feel about things happening in their life.

Practitioners can offer that the child may draw three big houses, or you can have pictures prepared. It is possible to start with any house, or switch their attention between different houses - but it is best to leave this up to the child to decide. The child should be encouraged to draw and write in each house. The child may respond verbally and then write, or draw their ideas about the questions into the appropriate house, and then explain.

The open ended questions you may ask, could address any important areas in a child's life and will be different based on the context and age of the child, and ideally, a conversation emerges between the practitioner and the child that flows naturally. If the conversation stops, the practitioner can suggest to move on to a new house, or ask more questions about something the child mentioned or drew into one of the houses.

Some examples practitioners could use or adapt are as follows:

Questions for the House of Good Things:

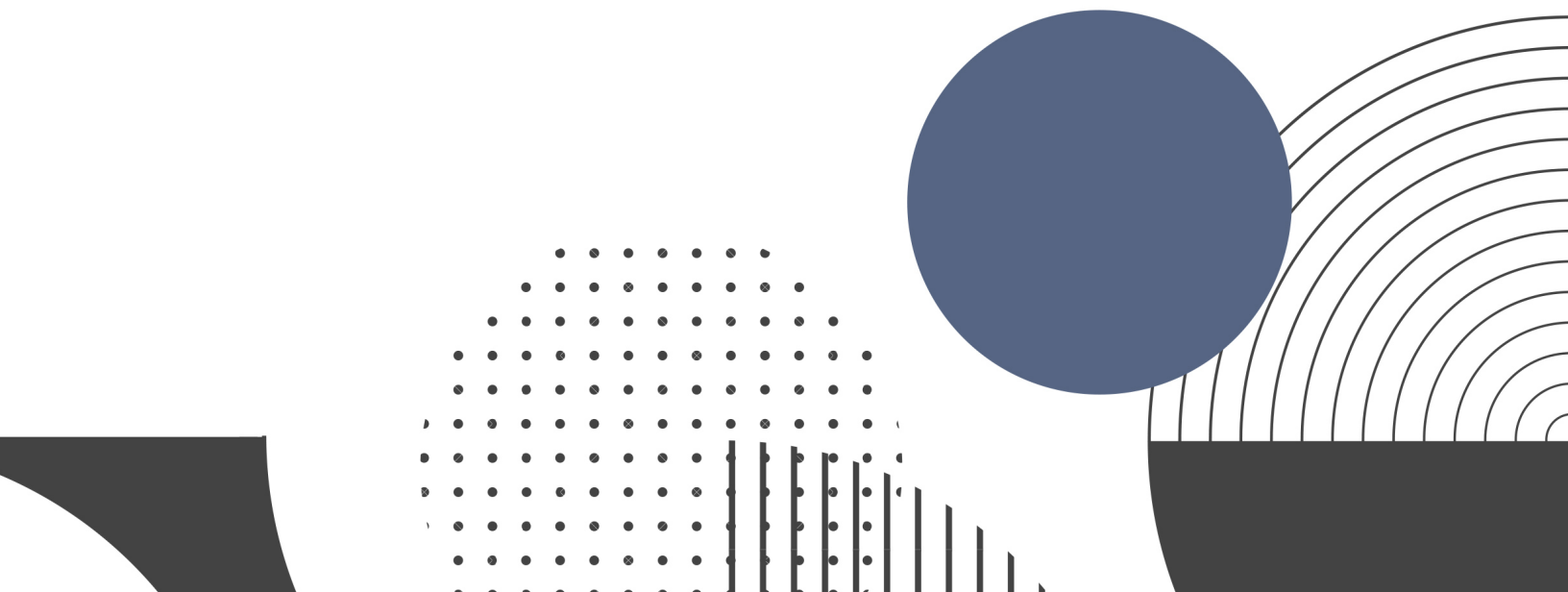
1. What are all the things that make you happy?
2. What are things you like to do?
3. Who are the people who care about you and love you?
4. Who is there to protect you and help you when something bad happens?

Questions for the House of Worries:

1. What are things that make you sad?
2. What things make you afraid?
3. What are things that make you angry?
4. What are things that happen to you or in your life that you don't like?
5. Who are the people that make you feel uncomfortable, or sad, or worried sometimes?

Questions for the House of Dreams:

1. What can the people who care about you and love you do to help you now?
2. If you could change 3 things that are happening in your life - what would you choose?
3. If you woke up tomorrow and all the bad things in your life had stopped, what would your life look like? Where would you be? Who would be with you?



This tool can be used in many different ways. To build relationships with children, to hear a child's views if their living situation needs to be decided on, or to understand the impacts and effects that serious experiences such as abuse or exploitation have had, and to understand the child's need, goals and hopes for the future.

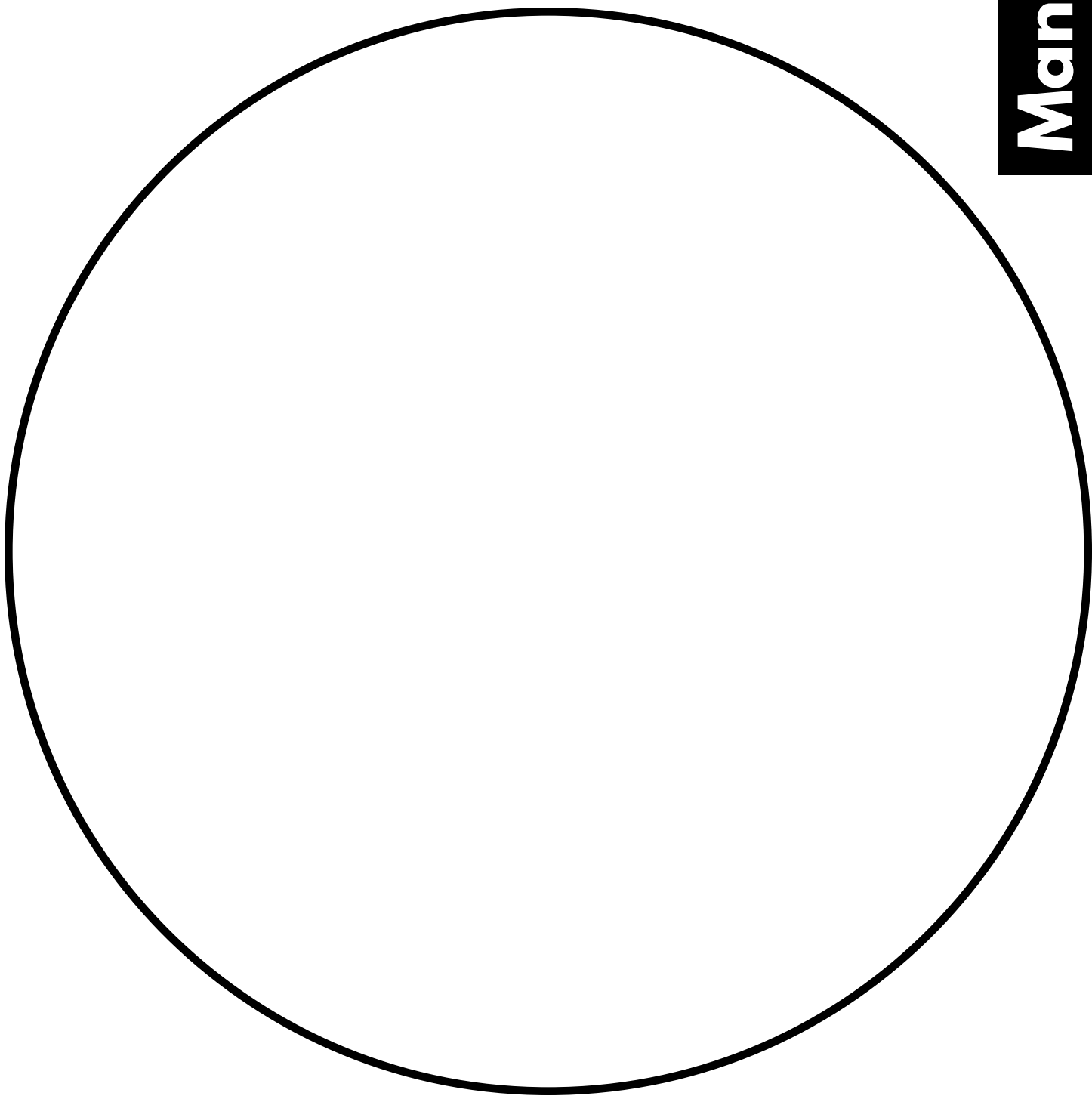
It is important that the practitioner accepts the child's views in the three houses and informs the child how the tool will be used, for example:

"Thank you, I understand your worries and your wishes a lot better now and will make sure that I..."

or "Now I understand that it is really important for you to ..., I will support you to make sure you can..."

"It is helpful to see and understand your hopes and dreams... so we can work together to ..."

A useful video, explaining how the Three Houses Tool can be used, is also available [here](#)



Mandala is a Sanskrit word meaning 'circle' and is a symbol of significance in the Hindu and Buddhist religions. They can be powerful symbols and also used within many spiritual and cultural practices. The Swiss psychoanalyst Carl Jung, is believed to have introduced Mandalas in the West, and often created Mandalas as a form of self expression and exploration of his internal world.

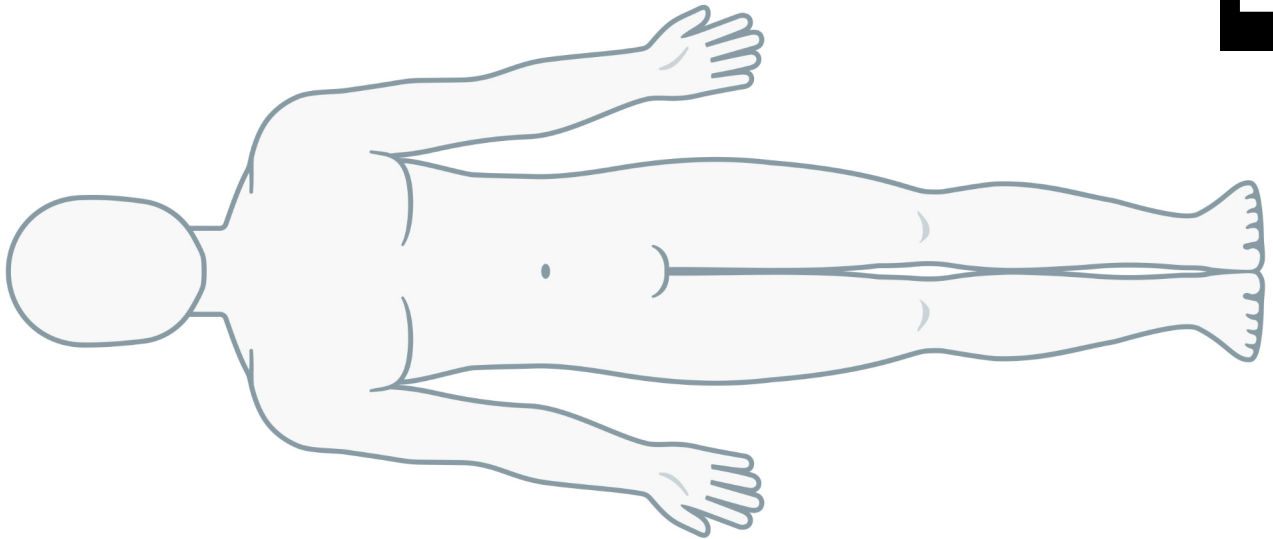
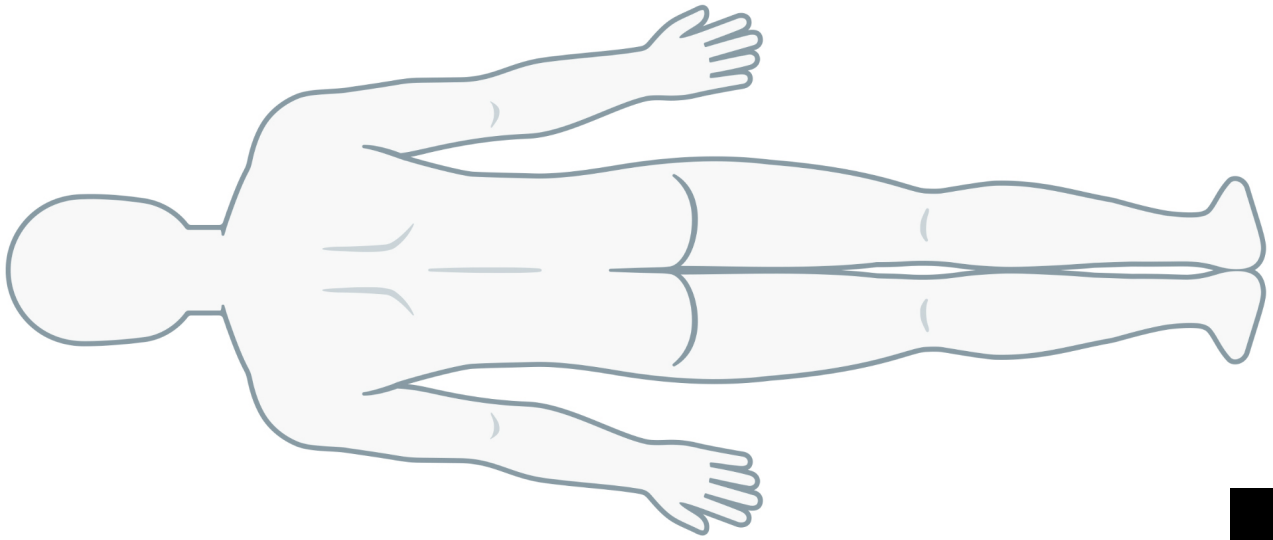
For the purposes of this toolkit, we make three suggestions of how it can be used to help identify and share their innermost thoughts and feelings. This may be useful as an activity with any child or adult, especially in situations where they may find it difficult to process and verbally express what is on their mind, which as we have learned, can be a significant problem for boys. People often find the process of drawing and filling in the Mandala relaxing and calming. The 'inner circle' also helps to provide a sense of 'containment' - perhaps like keeping something hurtful or harmful under control.

We recommend that you practice using the tool yourself first, reflecting on the benefits - and then practice with colleagues, friends or family members, so you become confident before using it with children. Ensure that you use the Mandala in a quiet and relaxed place, where you and the child can focus without being disturbed. Explain that this is not a test of how good they are at drawing, pictures can be simple scribbles. You do not need a lot of resources - just paper (or a printed copy of the Mandala from the toolkit), pencils and maybe some coloured crayons. It may also be helpful as a tool for you as a service provider, or your team to help you process your own feelings, as a self care strategy. Many people also find it useful as a tool for relaxation and self soothing on a regular basis.



Notes For Facilitation

- 1. Expressing thoughts and feelings:** You can ask someone to draw inside the circle 'how you feel today'. Once that is completed, you can gently ask them to help you understand what the picture means, acknowledge their feelings and consider ideas for addressing them.
- 2. Exploring the 'inner' and 'outer' life:** The 'inner circle' can be used to draw 'what is happening on the inside of you' and the 'outer circle' - what is happening in your life 'around you'. This will help both the child and you begin to make sense and understand the dynamics at play in their life.
- 3. Exploring problems and solutions:** The 'inner circle' can be used to draw problems and difficulties, which may be related to thoughts and feelings, events, relationships, health issues, concerns etc. It may then be possible to use the tool ('outer circle') to discuss, consider, and draw potential solutions.



Body Map

Body Map

Resource Sheet

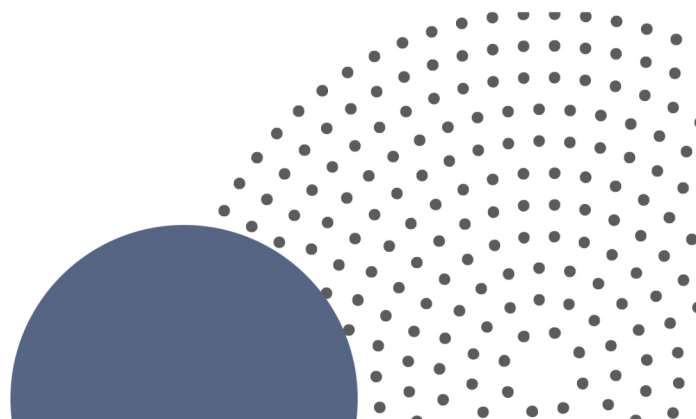
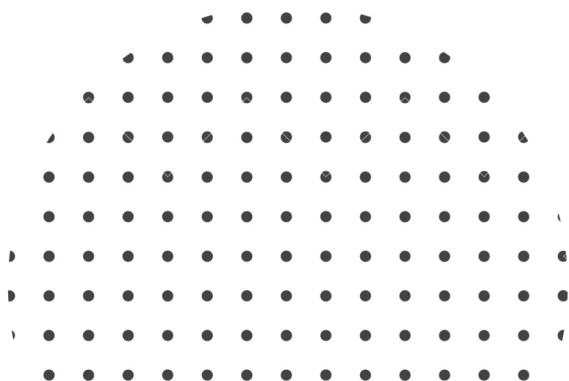
This simple Body Map includes two outlines of a person from the front and back. There are a number of ways that this can be used to help boys (and in fact any child or young person) share information and explain more about their experiences. This may be when a child is disclosing abuse for the first time, or be used more than once as you carry out an assessment of his needs and problems.

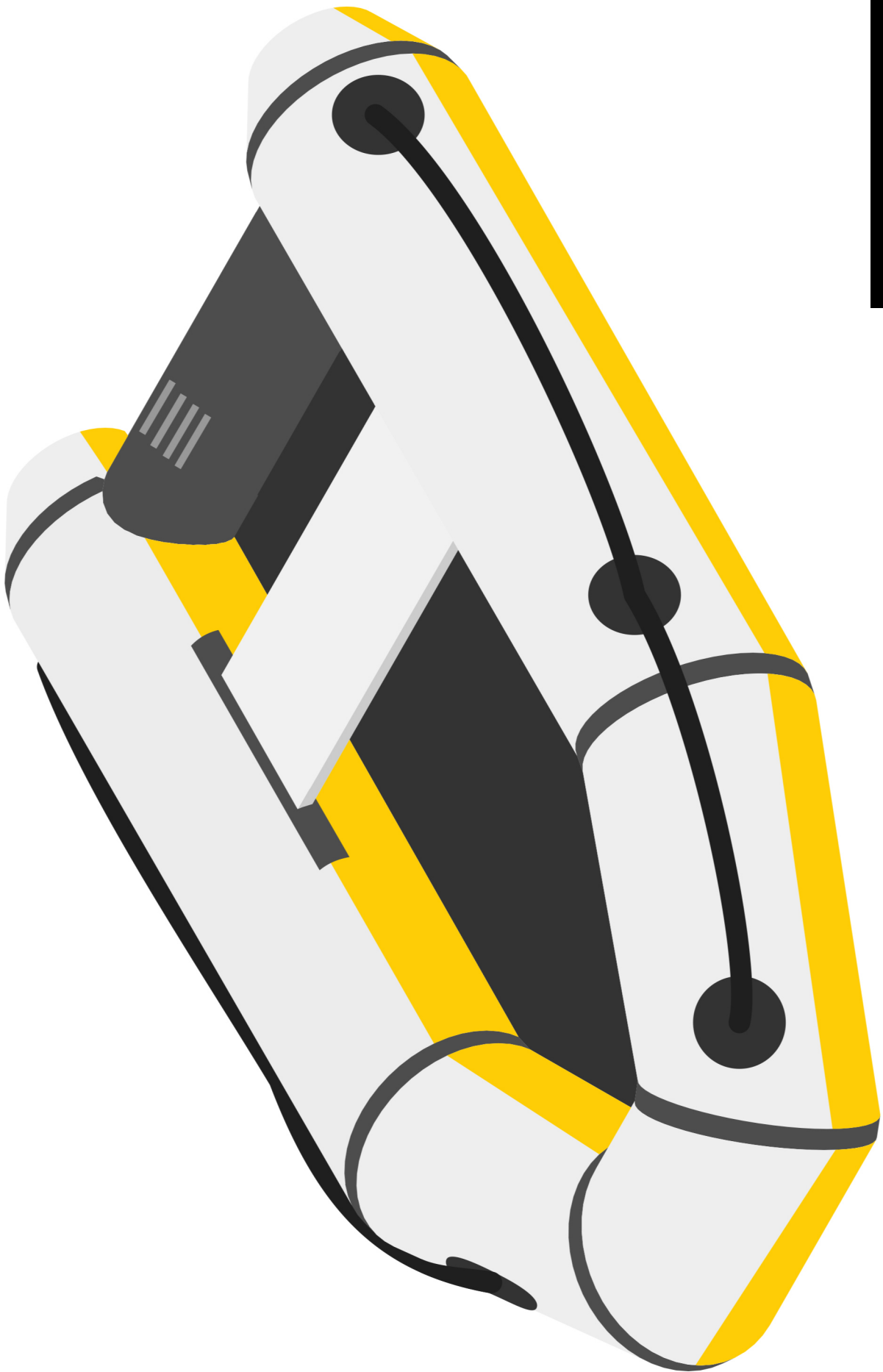
Children who have experienced abuse or exploitation will rarely feel comfortable if they are asked 'What happened?' and are expected to respond by explaining in words. They may experience great shame, or feel shy and embarrassed speaking to another person about what happened, and being expected to use sexual words and language to explain their story. They may also feel deeply upset when they are expected to describe their experience to another person. As we have also learned in the 'Engaging with Boys' session in this toolkit, some boys may also find it hard to find the words they need.

This tool has been developed to engage them in an activity, by sitting alongside them, and helping them share - using the Body Map in the following ways:

- 1. It can be used in a simple way for them to point to, or mark with a pencil where they were touched or harmed.**
- 2. It can also be used for them to identify parts of the body where they are feeling pain, or have injuries.**
- 3. Another way it may be used is to seek information related to problems, worries or concerns that they may have.**
They can share their 'thoughts' (writing or drawing next to the head), 'feelings' - (writing or drawing next to the heart), and use the body to share any physical problems, or behaviours that they are worried about. (You can carefully ask them to explain more about each of these, when they feel comfortable to do so).

You may also think of other creative ways to use this tool. You can keep this safely and in the child's case file and use it for further reference when you meet him again. Not every child likes to draw or write, so bear this in mind and use other tools if this is the case.





Life Raft

Building A Raft For Recovery

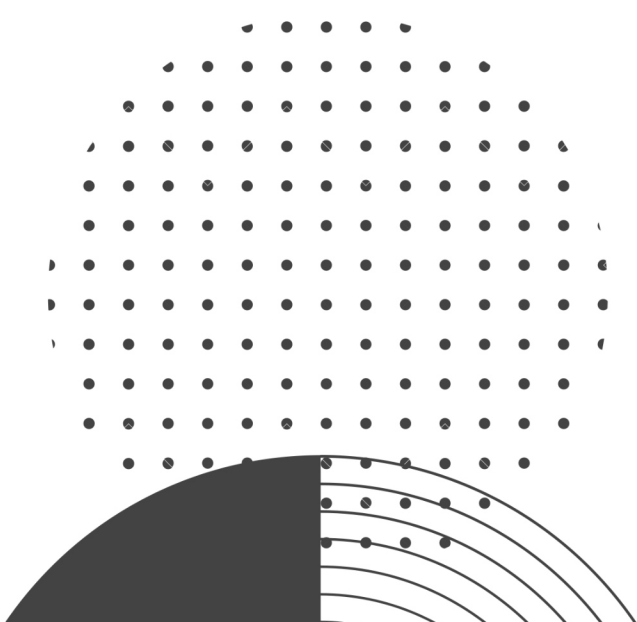
Resource Sheet

The impact of abuse and exploitation has the capacity to impact on every part of a child's identity. Helping a child to recover can be a long journey that can often feel very complicated. It is rarely a simple process - like 1,2,3 - and victims and survivors often face many problems along the way.

To illustrate this journey of recovery, we can perhaps see it as a journey down a river to the sea - and to help with this we will use the image of a 'life raft'. The aim is to travel down the river towards the sea, which is symbolic of recovery. As the child travels down the river, he will feel more able to solve his problems and as the pain gets less, and he will hopefully feel more in control, happier and more fulfilled. It is a difficult journey, but one that has been completed many times by survivors of abuse and exploitation.

Any hazards such as rapids or rocks in the water - are like a crisis or a specific problem. To be able to complete the journey he will need to travel in something strong and safe, for although the water will often be smooth, and the raft will simply glide with the stream, the rapids and rocks and other hazards will be difficult to get over. So he will need a strong and sturdy life raft to help him on his journey. Building the life raft for recovery can help him stay alive, get support, keep himself safe, help him control distressing feelings and emotions, and help him cope with other challenges and problems.

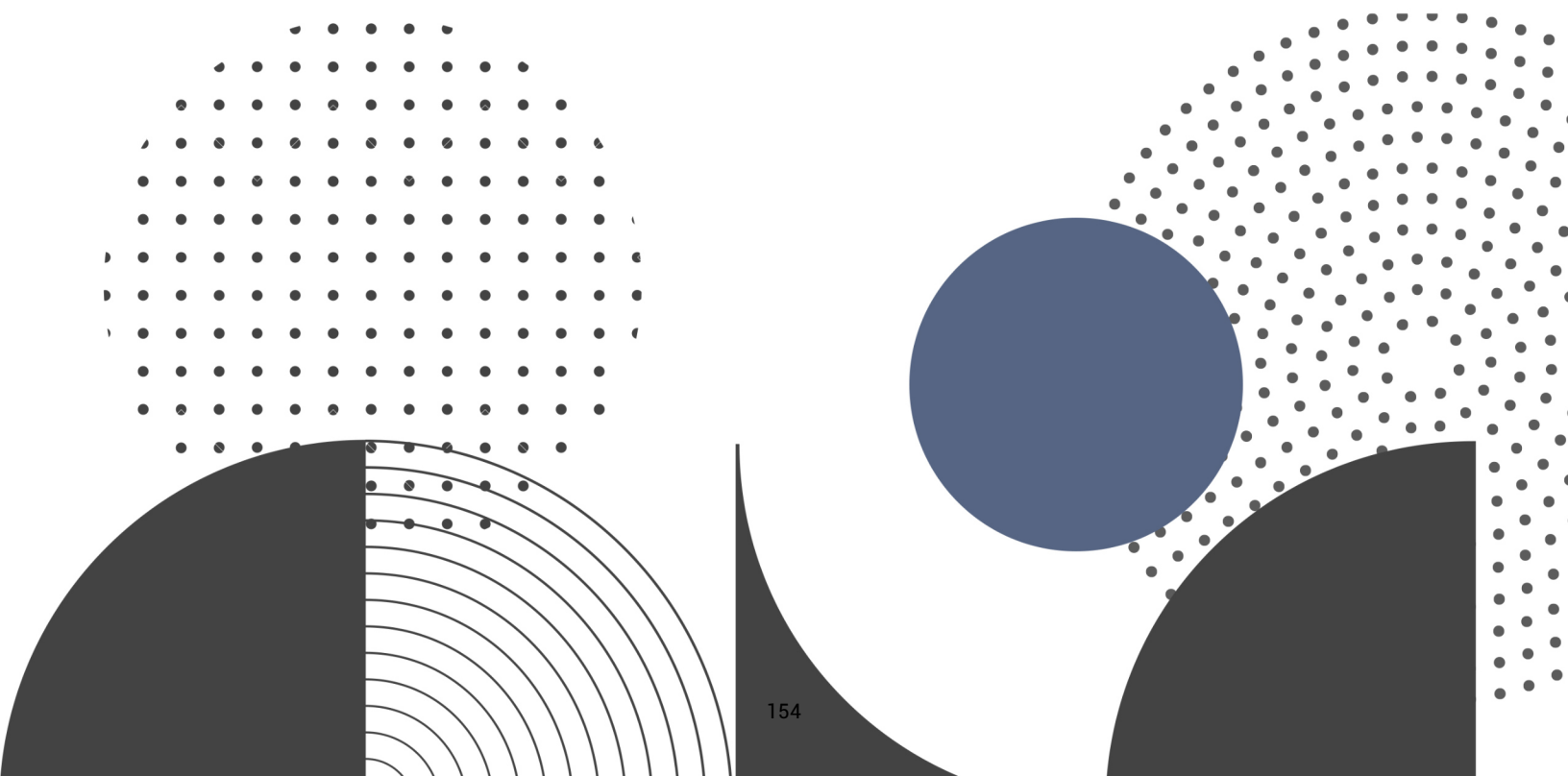
The life raft is just a simple image but it is symbolic, and the journey down the river can be used to help him identify some of the problems he may face (shame, guilt, anger, fears, drug misuse, self harm, low self confidence - which can be represented by rocks, rapids and crocodiles for example). He can use the simple image of the life raft - and add to it by drawing himself and other people that he wants to be his support team (or crew), on this journey (This may be a family member, a close friend, social worker or counselor, youth worker, mentor, teacher or a superhero).



You could ask him to explain what **qualities and strengths** that he and everyone else on the raft has, that will help him on his journey. (Determination, courage, loving personality, loyalty, honesty, safety, fun, ability to listen and help him solve problems etc.). This will help him identify his 'recovery team', identify what kind of support they can provide - and help him feel that he is not alone. He can build (draw) the raft with you, and/or share this when it is complete, with family members and other 'crew members'. In this way he can help them understand what he needs and from who. He can also add to his team as time passes. He could also draw supplies that he needs on his journey (good food, medication, games, activities or toys that are a comfort to him) that will sustain him on his journey down the river.

The life raft is just an image, and if it doesn't suit him - it could be replaced by a house, a castle, a ship, or a plane - anything that will help him feel safe, protected and able to survive and overcome the hard times until better times come. Please note that the previous page includes an image of what a life raft could look like - and you can photocopy and use this if you wish (and draw images, people, supplies on it) - but it may be preferable to ask the child to draw his/her own raft, as described above. You could also use a piece of flip chart paper to represent the river (The journey to recovery), and place the raft on it. As described above - specific problems and challenges can be represented by rapids, rocks and crocodiles.

(This tool has been adapted from the Male Survivors Self Help Pack, written by Ian Warwick and Mark Cresswell, Survivors Sheffield, England. Survivors Sheffield were the very first organization in the UK to provide services for adult male survivors of abuse, established in 1984)



Guidelines For Using A Genogram

Resource Sheet

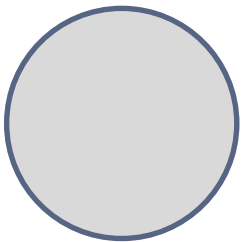
Genograms are useful to help us understand the way children and families are connected, for example in assessments. Genograms are in many respects like a 'family map' - a way to show who is in the family, and extended family, and their social relationships. Using a genogram allows practitioners to quickly assess, and understand who the important persons in a child's life or in a family are, and identify sources of support or problematic relationships. We can add any important information that we need to the genogram.

It is a useful activity to do with children on their own, to understand how they see their family and relationships, and ensure we understand their ideas, thoughts and feelings about family. Depending on the situation it can also be followed up after that, and/or completed with the child together with the parents, caregivers or the family. It is an easy way for a practitioner to learn about the family history and relationships.

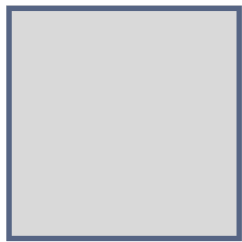
We use symbols to represent people in a genogram. You can draw the symbols, or have lots of symbols already cut out and laminated. They can then be placed on a sheet of paper.

The main symbols are:

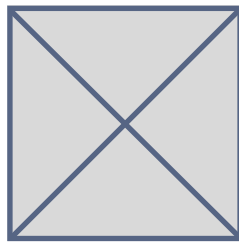
Circles to represent women and girls. **Squares** to represent men and boys. A **cross through a circle or square** represents a person who has died. A **double line around the square (boy) or circle (girls)** to represent the child you are working with (your client) in the genogram.



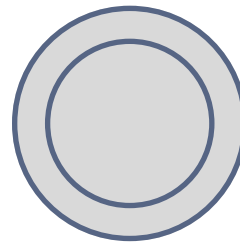
Woman



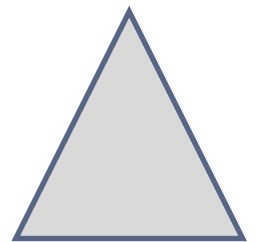
Man



Dead Person

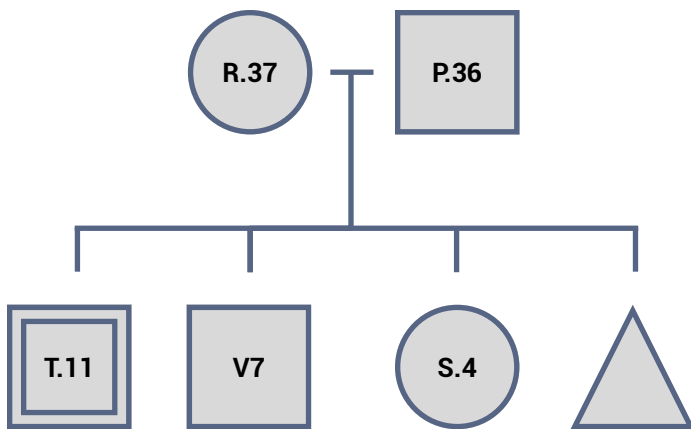


Focal Person



Unborn Child/Pregnancy

Genograms represent people within the same generation horizontally, and connect them with lines (e.g. parents who are married, siblings). The age, name or initial of a person may be written within the circle or square.



The image on the left could be an example of a simple family genogram representing **R**, and **P**, who are parents of sons **T**, **V** and daughter **S**, and that mother **R** is pregnant. (The numbers represent their age). We also see that the oldest son, eleven year-old **T** is our client in this family at this time. Genograms can be updated and changed over time.

Using genograms can also include grandparents, aunts, uncles, and further family members and depict complex family situations. (For example, if there are extended family members who live together in one house, you can draw a line around all of the members who live together).

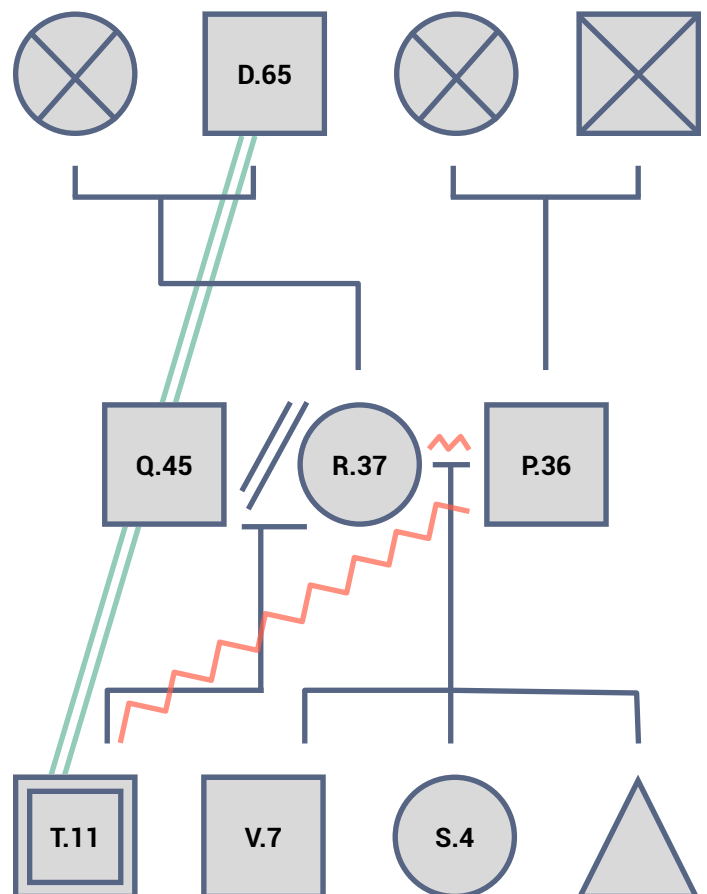
Different types of lines can be used to mark the quality of the relationship among family members.

We may use a red, jagged line to indicate violence or conflict between different family members. A green double-line to indicate a particularly close bond between different persons, and a short double line to indicate that a relationship has ended or been cut off.

Imagine that a practitioner has visited **T's** family in order to understand more about his family background, history, strengths and challenges in the family, and has now added to the genogram.

The practitioner has now found out that **P**, who was formerly believed to be **T's** father, is in fact his stepfather and biological father of the other children. **T's** biological father is **Q**, who used to be together with mother **R** in the past - double line between **Q** and **R**, to indicate that they are no longer in a relationship (Divorce)

We also see in the second, larger genogram, that the paternal grandparents and maternal grandmother are deceased, but **T**. has a very close bond with his maternal grandfather. This important relationship is a strength which could be further explored?



There appear to be issues with conflict or violence between R and P which can be explored - as they may contribute to vulnerability and safety of the client and his siblings? The genogram shows that that stepfather P. has a hostile or difficult relationship with his stepson, T. (This needs to be further explored with the child).

Genograms can be drawn in a quiet setting such as a counseling room in your office, alone with the child, or in the presence of the family. It can be useful to meet with the child alone in the first instance, depending on the circumstances, to make sure that he or she is able to share their own ideas freely, especially in situations where family relationships are difficult.

It is important that, as always, practitioners show an open, interested and non-judgmental attitude towards the people they are speaking with, to ensure that children don't feel embarrassed about what they share. (e.g. some children may have a step-father, but prefer to write as their birth father, as they may be embarrassed to share that their mother has had more than one relationship).

Many people like to speak about their family and extended family, and will have ideas and thoughts to add to the genogram as it is drawn by the child, practitioner, or together.

To practice genograms, practitioners should begin by drawing their own genogram.

1. Begin by drawing yourself (circle for women, square for men). Then, double the circle or square to indicate that you are the central person in this genogram, and write your initial or name and age.
2. Draw shapes for your siblings, if you have any. Ensure that they are in order of age: Older siblings will be on your left, so that the oldest sibling is farthest left. Younger siblings will be on your right, in order of their age.
3. Draw an upward line out of your symbol, and if you have any, your siblings symbol. Then draw a horizontal line to connect all siblings.
4. Draw your parents above you, and connect them to you and your siblings.
5. Draw your grandparents above your parents, and connect them with your parents.
6. If a person has died, still draw them on the genogram, but cross out their symbol.
7. Draw your spouse and your own children, if you have any.
8. Draw a green double line between persons who are particularly close.
9. Draw a red jagged line between persons who experience conflict at this time.
10. Now meet in appropriate pairs and show, and explain your genograms to each other.

Speaking Out!

Cards & Resource Sheet

Laminate and cut the cards individually, so you can use them as described in the session 'Speaking Out!'

I feel that I have lost power
and control of my life...

I am scared to tell other
people about what happened...



I feel that I have
lost confidence

I feel angry



People do not understand me

I wonder - is it
possible to recover?

I often feel
lonely and isolated

Other people don't think that abuse
of boys is serious or harmful



I am scared of seeing the
exploiter or abuser again in court

I am scared of going to court because
I do not understand what will happen
and I might say things wrong



I am scared that people will think
I am gay and that I will be in trouble
with the police

I worry that I will be blamed
for what happened

I wonder why do people
exploit and abuse boys?

I am confused about why I was
chosen by the abuser.



I sometimes joke about
it as if I don't care.
(It helps to hide my true feelings)

I worry that my body has
been damaged and that it will
never get better.



I am confused because I had an erection
at the time I was abused ... I was scared
but it felt good also and I wonder if this
means that I wanted it?

I get scolded or punished if I show
anger because people don't realize
that boys can be victims too.

I do not always know how to
say how I feel
(I am not used to using 'feeling' words).

My family need help to understand
what happened, and support me



I know where to get help...But I need
someone to go with me and help me
ask for it.

I feel low, sad and/or empty
and I am not sure why



People believe that boys have power and
control over the kind of life they lead.
(So we are blamed for what happened)

I don't want to tell anyone because
they will put me in a center - and I
need to stay with my family
and in my community

I feel ashamed of
what happened

I cannot talk to anyone about it
because I am expected to be strong.



Other boys or men, especially fathers,
act differently towards me
when they know what happened.

Sometimes boys feel angry and
aggressive because we can't let our
feelings out in other ways.



I worry in case I abuse or harm
others (I have heard people say
that it will happen).

I feel confused about
if I am gay or not.
(Some people say it can
make boys gay too)

I find it difficult to trust
anyone - especially adults

I find it difficult to relate
well with others.



I wonder why people help girls
but not boys?

I wonder why people do not
understand that boys exploitation
and abuse is serious?



I am not sure who is safe to talk to

When the exploitation and abuse
happens I felt scared and confused

I want to know
'Why did this happen to me?'

I just want to live a normal life – feel
safe, have good friends and
relationships and be happy – just like
other boys



I am afraid my friends will laugh and that
my parents will blame and beat me

I am scared that people will think that
I am gay - or that I might become gay



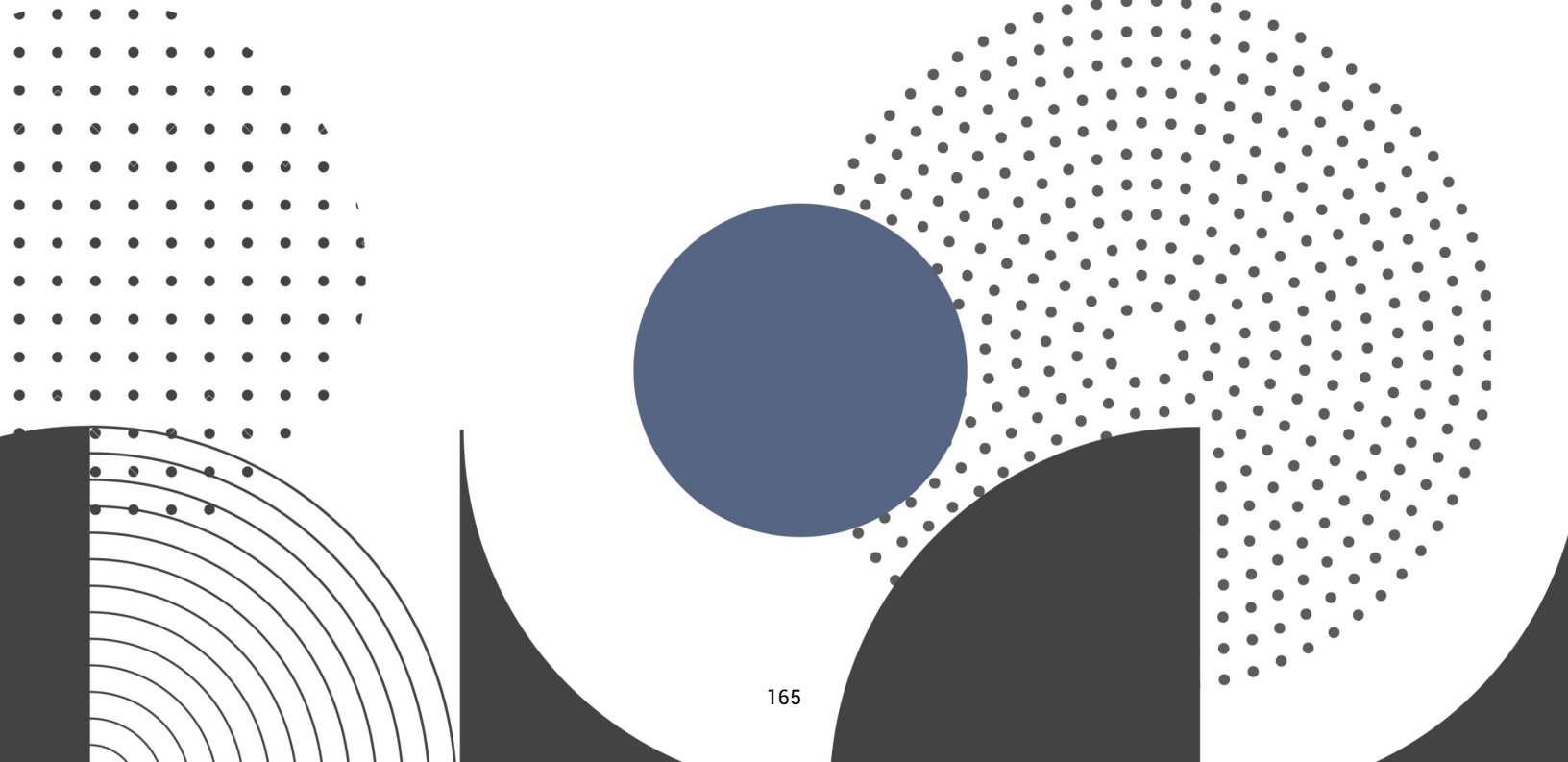
Sometimes I feel like I want
to hurt myself, or end my life

I am afraid that people in the
community will find out and laugh
or blame me



I feel guilty about what happened
and blame myself

People blame me for using drugs
but it makes me numb and
helps me forget



'Speaking Out! - Additional 'Links with Practice' Activity

The objective of this exercise is to help the team apply some of the learning (related to specific issues faced by boys), and reflect on what you as individual workers, or as a team, need to do to respond appropriately.

Guidelines for the exercise:

Working with your team as a group, or in smaller groups or pairs, distribute some of the 'Speaking Out!' cards and ask them to reflect and respond, writing their ideas on a table similar to the one below, which is provided as an example. Specific cards can be placed in the left hand column - and ideas written in the right hand column.

If we know that....	We can...

This can help generate solutions and ideas for improving your practice. You can add additional columns (not shown here), to identify the resources required and make a plan to implement change.

Your ideas can relate to the **individual child** (and therefore generate ideas for an individual plan to meet his needs), or be related to **your team or organizational interventions and strategy**.

Over time, it may be possible to turn these ideas into guidelines for working with boys and share them with others?

As you learn more about the boys in your context, you can add more cards to this resource - and carry out similar activities using the new information that you discover?

For example, in some contexts, boys say that:

'I Hate it and feel scared and angry when adults touch my genitals for fun' (Cambodia, India)

'I am worried because if I report the abuse, the authorities will take me away from my family and put me in a center' (India)

'I am frightened that when people find out about what happened they will expel me from the community' (Bolivia, Aymara communities)

This way, you can develop a helpful resource that is truly suited to your own context.

The table below provides some examples, and may also be copied and shared with participants, also using the slides provided.

If we know that...

a boy is afraid that his parents will blame and beat him...

We can...

- reassure him that what happened was not his fault.
- work closely with the parents (appoint a separate social worker for them) and help them identify and overcome their own harmful beliefs and understand that their child is not to blame.
- support parents to develop empathy, and supportive and non-violent responses to their child
- answer their questions and provide accurate information about grooming, abuse and its effects
- find out more about the family, and if violence is a common way for them to resolve conflict, assess their needs and provide support to help stop violence
- find out if other children in the family also experience violence and ensure that they receive protection and support.
- make referrals to other organizations for the child or parents, and collaborate, meeting regularly, to keep him and his siblings safe

If we know that...

a boy sometimes self harms and uses drugs to help him cope with his feelings...

We can...

- listen and keep listening; support 'safe sharing' but don't push him to talk
- help him understand that these are common responses to trauma, and that with the right support, he can overcome this and find safer ways of coping
- with his agreement, make a referral to a specialist service
- accompany him to appointments initially, so he learns that he is not alone and that you are part of his 'support team'
- identify positive ways he copes with feelings, positive areas of his life, and look together for ways to make more of them
- make sure your team has training related to 'self harm' and drug misuse, to identify the risks, triggers and are able to support the child

If we know that...

he hates it when adults touch his genitals for fun, or as a way of showing affection - but cannot get them to stop...

We can...


- discuss ideas and possible solutions with him
- work with parents to help them understand the harm this causes, and develop better ways to have fun and show affection, without shaming him...
- include key messages about this behaviour in advocacy and awareness raising; explain that 'culture' should not be an excuse to deny children protection from unwanted touching

What Do Boys Say They Need

Cards

These cards include information related to what boys say they need from service providers, family and community members - to help them recover from sexual exploitation and abuse.

Please photocopy these cards for the exercise. You may also laminate them if you wish.

 Confidentiality	Privacy
To be safe (Physically and Emotionally)	To be encouraged



For you to listen

Trusting and safe relationships

To be believed

**Easy access to services
without others knowing**



To be protected

Empathy and Understanding



To have choices

To be loved and cared for

To be empowered

A voice in things that affect me



Not to be judged

To be accepted



**Time
(Don't rush me)**

Not to be pushed into things

**Confidential street based
counseling and life skills**

**Help with education
and finding jobs**



**Calm and safe spaces
to stay**

**Helpline and online services for
boys that dare not meet in person**



Practical assistance

**Support groups to help us
feel that we are not alone**

Help for our family

We need to be taken seriously



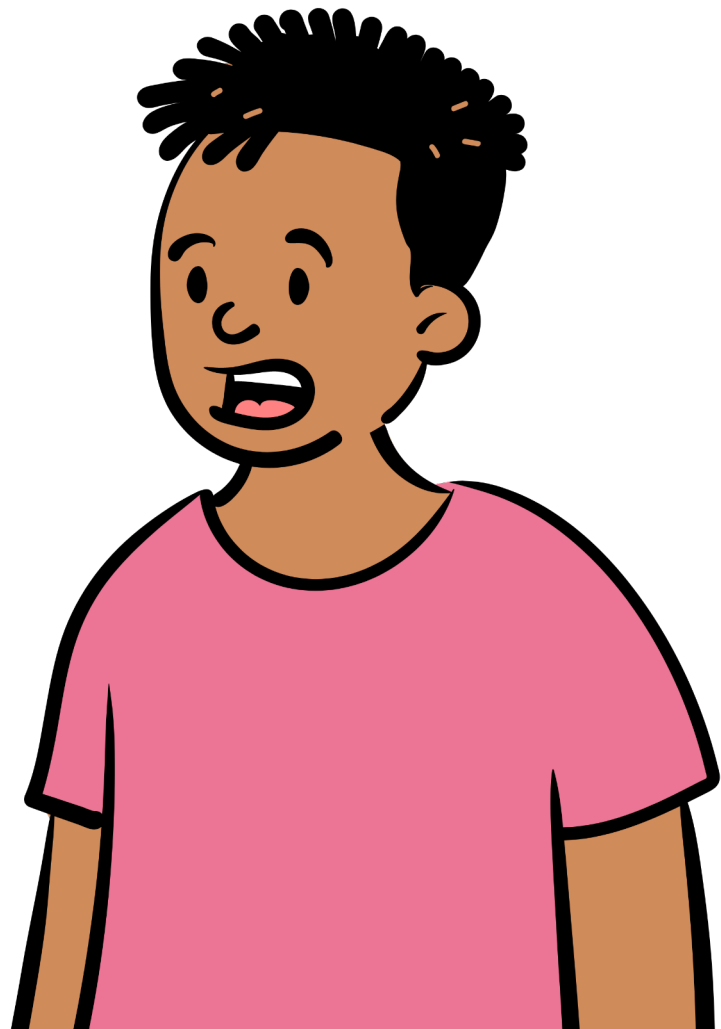
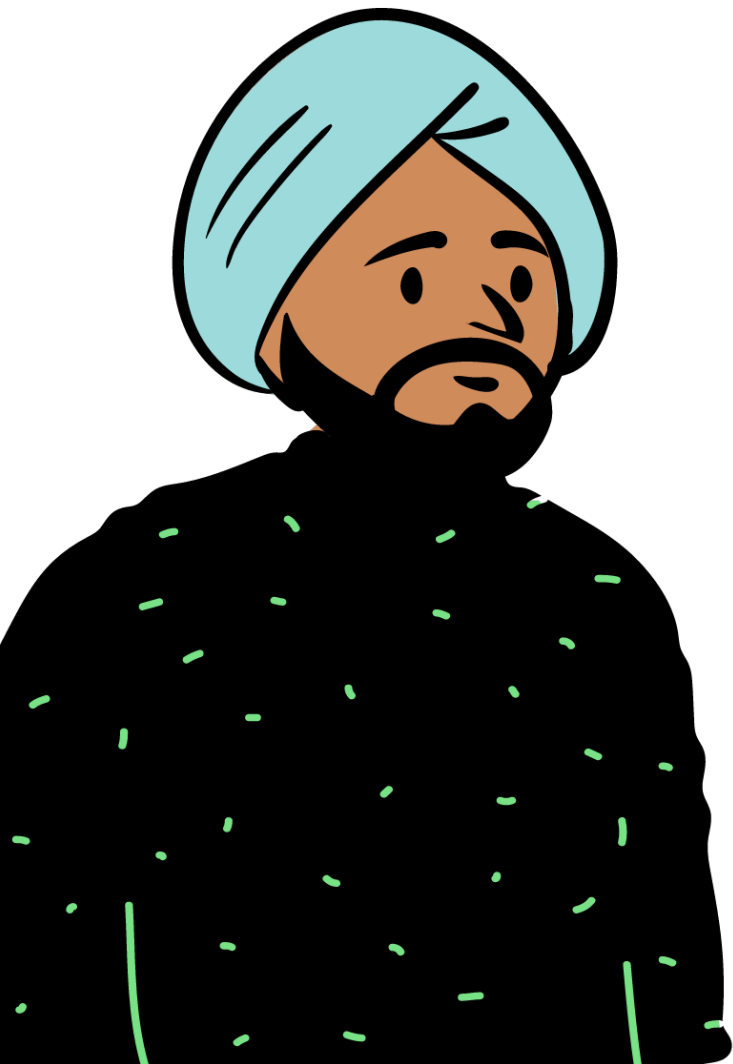
**Family and Community
based services**

**Help when we
are in a crisis**



Help to access other services
(Sexual health, drug, alcohol,
employment etc.)

No discrimination
(Based on disability, sexual identity,
Class, ethnic origin etc.)



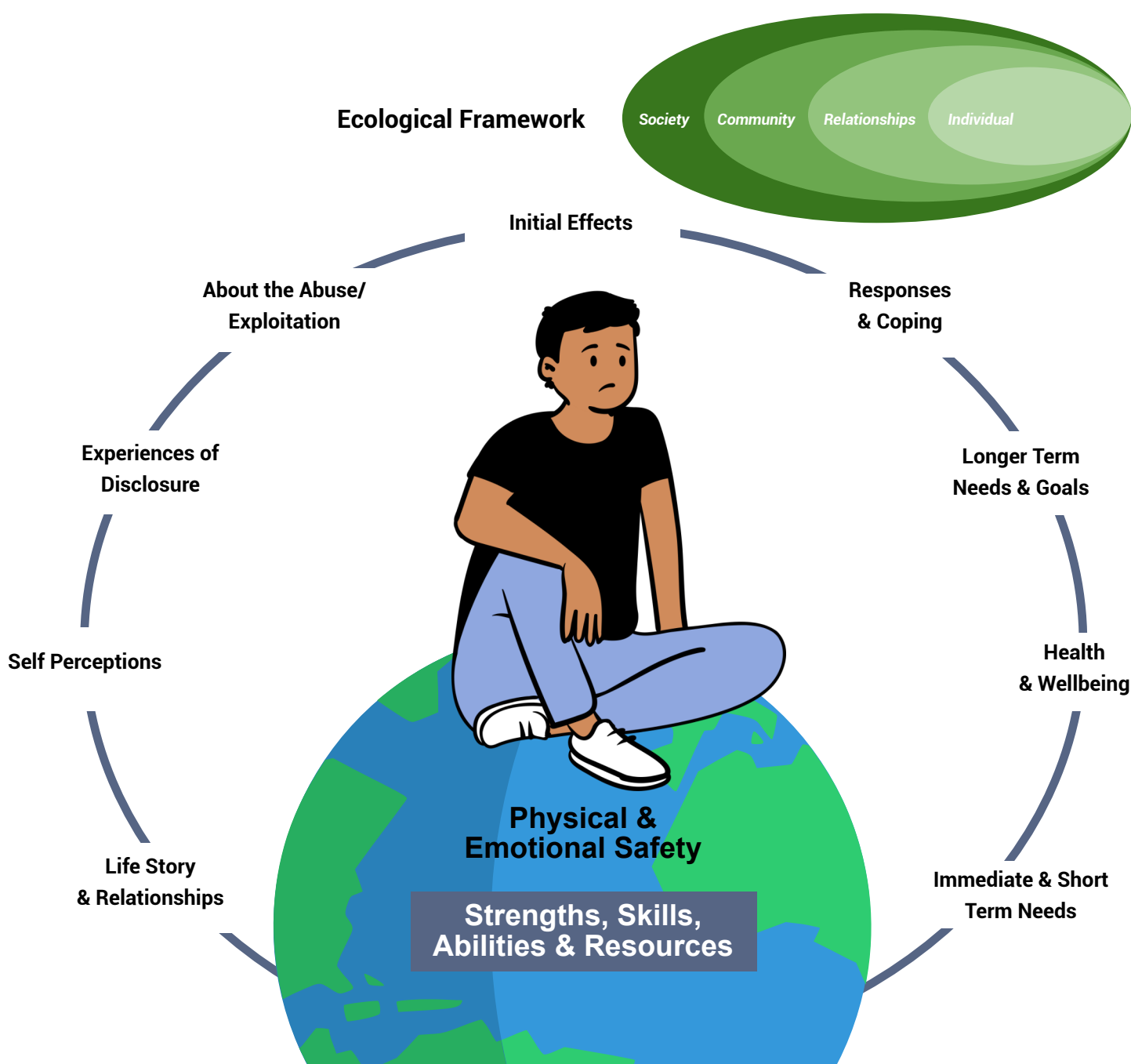
Assessment Guidelines

Resource Sheet

This resource sheet includes information related to the possible content of an in depth assessment, for boys who have experienced sexual violence, exploitation and abuse. This is a guide to help develop a deeper understanding of needs, strengths, problems and risks, which can contribute to the development of a flexible support plan. Use the Ecological Framework to reflect more widely when carrying out your assessment.

In the left hand column - the area of information required. (Additional space for notes is provided).

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

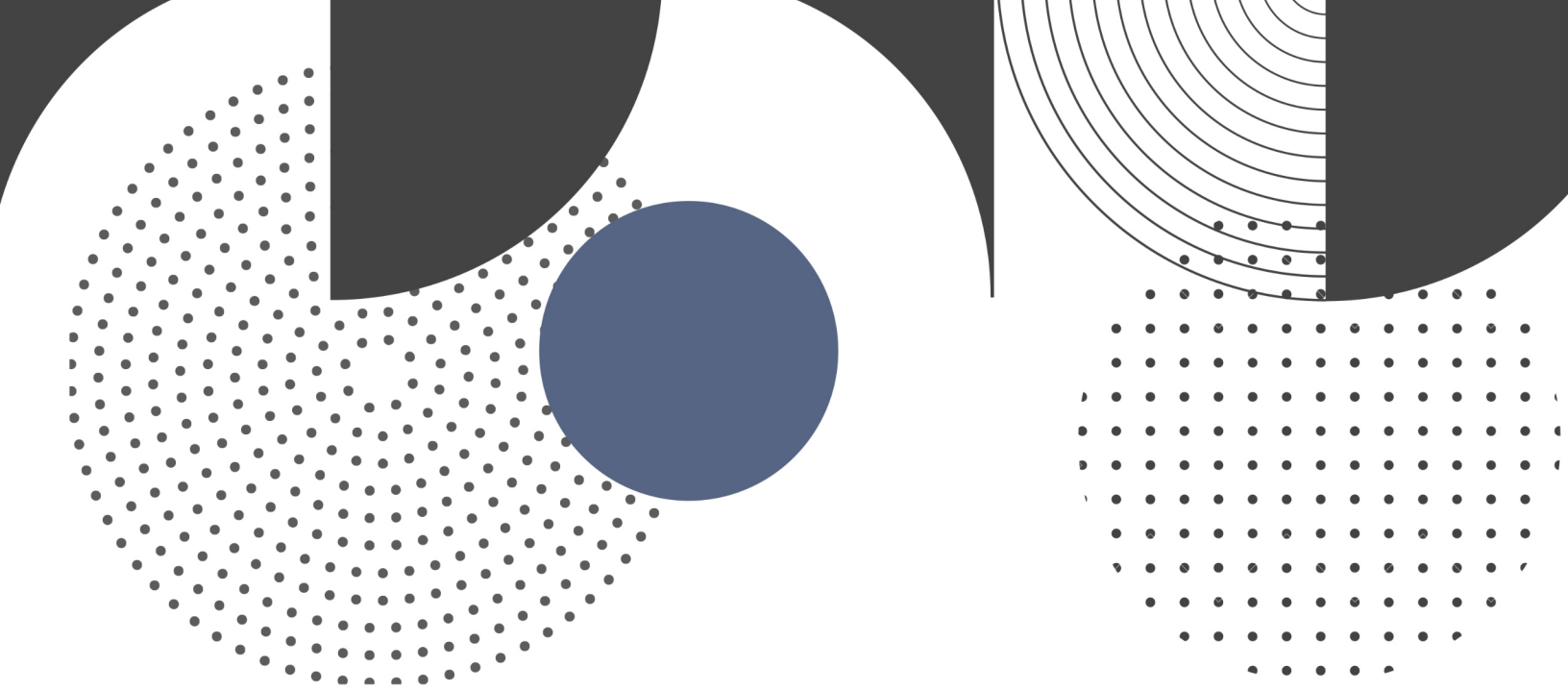


Assessment Topic	Outcomes and Suggested Methods or Tools
Physical and Emotional Safety	<p>Establishing safety is often referred to as the 'first step to recovery'. Identifies risks, vulnerabilities, strengths, resources, and important needs (related to self, other people, environment, community etc.) that require a response to ensure safety. May relate to immediate accommodation needs, and legal status.</p> <p>May use the Body Map, Mandala and Life Raft tools; listening to the child sharing thoughts, feelings and expressed needs; social worker's listening and observation skills. Family and other service providers may also be valuable sources of information.</p>
Life History and Relationships Life Before the Abuse	<p>Understanding life events, both positive and negative - before, during and after the abuse; what events and memories are important to the child and their influence on his life; understanding his 'lived experiences', his thoughts and feelings, and responses to them; identifying the risks and vulnerabilities, and strengths and resources that can be included in the support plan. (May be completed with the child and family members)</p> <p>Using sensitive questions and listening skills. Lifeline, Genogram, Three Houses tool.</p>

Assessment Topic	Outcomes and Suggested Methods or Tools
<p>Self Perceptions (how he views himself before and after the abuse)</p>	<p>Understanding how he saw himself, prior to the abuse, and sees himself now, as a boy or young man, after the abuse. Self perceptions may relate to his abuse experiences, thoughts, and feelings about his identity, gender, self confidence and esteem, strengths and abilities. May help identify long term, and more recent difficulties, needs and strengths.</p> <p>Using sensitive questions and listening skills.</p> <p>Lifeline, Genogram, Body Map.</p>
<p>Experiences of Disclosure</p>	<p>Understanding how the abuse was detected, reported and disclosed. Identifying helpful and unhelpful experiences, and the responses of others. (Positive and supportive disclosure experiences are essential to support positive recovery). His thoughts, feelings and responses to his experiences.</p> <p>Using sensitive questions and listening skills.</p>
<p>About the sexual abuse/exploitation</p>	<p>The child needs to be free to say as little or as much as he wants. (See session on Disclosure). Information may also be held by law enforcement, other service providers or family members.</p> <p>Useful to gain insight from the child about his 'lived experiences', perceptions, thoughts, feelings and responses. Helps us understand more about the context for what happened, important risk and vulnerability factors and potentially, identify self blame, and important questions he may have. Using sensitive questions and listening skills; Body Map, Lifeline.</p>

Assessment Topic	Outcomes and Suggested Methods or Tools
<p>Initial effects, problems, his responses and coping strategies, and the responses of others</p>	<p>Helps identify important needs that require immediate and longer term responses. Highlights coping strategies and responses that are unhelpful (e.g. self harm), and helpful, including internal/external strengths and resources that can support his recovery.</p> <p>Listening to the child, parents, caregivers; medical or psychological reports. Body Map, Mandala, Lifeline, Speaking Out!, Life Raft, and 'What Boys Say They Need' tools may be useful.</p>
<p>Immediate and short term needs</p>	<p>Overlaps with the above, identifying physical, emotional, practical and other support required, which helps contribute to building a comprehensive support plan.</p> <p>Mandala; Speaking Out! and 'What Boys Say They Need' tools; Listening to the child, parents, caregivers; medical or psychological reports.</p>
<p>Health and wellbeing, including disability issues</p>	<p>Identifies immediate and ongoing strengths, needs and referral options to ensure a comprehensive support plan. (e.g. HIV screening, nutrition, mental health, drug or alcohol misuse, self harm etc.). If the child has impairments or disabilities, will highlight the need for a referral to a specialist agency.</p> <p>Body Map, Mandala, Speaking Out! tools. Gaining information from the child; parents and family; other service providers; medical reports.</p>

Assessment Topic	Outcomes and Suggested Methods or Tools
Longer term effects, problems, needs, responses, and coping strategies.	<p>(Especially relevant if the abuse took place in the past). Makes a valuable contribution to establishing a support plan identified by him, which can be empowering and contribute to recovery. Will identify needs for referrals to, and collaboration with, other service providers.</p> <p>Mandala; Lifeline; Speaking Out cards; Listening to the child, parents, caregivers. Medical or psychological reports.</p>
Strengths, skills, abilities and resources	<p>Use the Ecological Framework to identify strengths and resources in each domain (e.g. self, family, relationships, friends, community etc.). May also use the Development Assets Profile as a guide (see Resilience session, and resources, Chapter 7)</p>
Longer term needs, goals and objectives.	<p>Developing a clear and flexible support plan, with clear goals agreed by him, to meet his varied needs, based on the priorities identified in the assessment.</p> <p>Identifying who should be involved, what specific resources and support is needed, when and how they can be provided. Use the Life Raft tool to help identify a support 'team' if appropriate.</p>



Flexible Support Plan

Resource Sheet

The Flexible Support Plan described below includes suggestions for essential areas of support for boys affected by sexual abuse and exploitation, under several headings. It also identifies suggestions for specific interventions or responses that may be required, in order to meet his needs.

This plan is 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 research and work experiences in various settings, and has the potential to be used in any context.

The plan should be flexible, recognizing that each child is an individual. Not all of the suggestions may apply to him - and should take into account that over time, his needs will change. The suggested interventions should be considered as a flexible guide only, and should not be imposed in a linear way, or as a 'one size fits all' model. It is essential that the assessment should also feed into the development of the plan, in order to meet his expressed and identified needs.

Underlying the services you provide are important guiding principles, which include 'establishing safety', 'strengths-based support', focusing on resources the child needs, and drawing on family, professional, and friendship networks. When working with children with disabilities, collaboration with specialist service providers is essential. We also need to understand that recovery is a gradual process.



Feeling safe - keeping safe - being safe

- Help him describe what 'safety' means to him (Physical and emotional).
- Work together to build a trusted 'support team' or 'circle of safety'. Clearly identify who needs to be involved, and what they can provide - the people (family, friends, support workers), places, and services that will help keep him safe and feeling supported. (Use the 'Life Raft' tool if it helps).
- Identify his personal strengths and resources - and how they can help maintain physical and emotional safety.
- Make plans for seeking help in an emergency, including practical and emotional support. (e.g. helpline access, a named person or key worker from his support team who can respond quickly, a safe space he can access when needed).
- Consider specific risks and vulnerabilities identified in the assessment - and what support and action are required to mitigate and address them.
- 'Being safe' - if there are any concerns or behaviours that may lead to him hurting himself or others (e.g. self-harm, suicide, aggression), identify what specific support is required to address them.

Telling the Story (being heard, being listened to and being believed)

- Consider and discuss, if and how he wishes to share, with whom, and what he needs to ensure safe disclosure over a period of time. Protect him from being pressured to share his story unnecessarily by others.
- Provide a safe and confidential space, opportunities, choices, and the people and resources for safe disclosure and sharing to take place. (e.g. counselor).
- Allow him to share as little or as much as possible - without placing pressure on him to share. (Make sure it takes place at his pace and without pressure - focus on the child or young person and not your organization's requirements)
- Consider using a range of methods and tools to help him express himself, in a way that is as comfortable as possible for him.
- Remember that sharing the story is not a simple or linear process, and may take a long time. (Revisit the learning in this toolkit related to Disclosure)

Placing Responsibility With the Perpetrator

- Identify and address thoughts, feelings and issues related to responsibility and self-blame. Help him to understand that what happened is not his fault, and always place responsibility with the perpetrator.
- Share accurate information related to vulnerability and risk, grooming, consent, and strategies used by abusers and exploiters to target vulnerable children. Apply this to his own situation, and support him to create new meaning and understanding.
- Identify and address blame by others (family, service providers, authorities, community members, etc.) and help them understand that what happened is not his fault. Help others to always place responsibility with the perpetrator.
- Explore his ideas and experiences related to social, cultural, and gender norms, and myths which discriminate against male survivors and victims, and provide accurate information, which places responsibility with the perpetrator.



Telling the Family (Where it is safe to do so) and Helping the Family to Support Their Child.

- Be aware that if family members are implicated in, or have enabled the abuse, you will need to carry out a 'risk assessment' and identify if, and how it is appropriate to work with them. (The suggestions below are based on the assumption that the family are not directly implicated).
- Always promote his choices - who to tell, how to tell, what, and when to tell (or not).
- Prepare for strong emotions and responses from family. (Self-blame, disbelief, blaming their child, anger at self and/or the perpetrator and/or child, etc.). Help them to develop understanding, empathy, and the skills to support their child appropriately. (Revisit the session on Conversations with Family, in this toolkit).
- Share accurate information with the family about grooming, informed consent, vulnerability, and cultural and gender norms that discriminate against their child. Help them understand the importance of confidentiality and safety.
- Support the family to identify, explore, and understand how traditional beliefs, gender norms and culture discriminate against abused boys - and what they can do to address that discrimination.
- Where relevant, consider if there are cultural or religious ceremonies that need to take place which may be supportive to the child and family. (e.g. in Buddhist cultures some children may consider a blessing ceremony at the local pagoda an important part of their recovery).
- Allocate a separate social worker to work with the family where possible. (Help the family to understand that what happened is not his fault and always place responsibility with the perpetrator).
- Carry out a separate Family Assessment to identify and address risks, vulnerabilities, strengths, resources, and needs. If there are other children in the family, include them in your assessment. Provide additional support services where required, to address the family's needs, especially where they contribute to vulnerability and risk. (e.g. poverty, parenting skills, violence, alcohol misuse, etc).
- Bear in mind that some parents may also have experienced sexual abuse, exploitation, or violence in their lifetime - and also require support.

Help with Legal Processes - Police - Court - Compensation

- Explain the legal processes, including what will happen at every stage, and how to access compensation.
- Always promote his choices at every step of the process, and make sure he has accurate information to enable him to make those choices.
- Protect him from discrimination within the legal system and advocate for his best interests at all times.
- Ensure that meetings with lawyers, police, and other criminal justice actors take place in a safe and confidential environment. Make sure he is supported and has someone with him at all times when attending meetings and court.
- Ensure child-friendly legal processes and best practice is followed.
- Follow up on compensation issues (e.g. payments for health or psychological support) to make sure that his rights are met.

How it (the abuse) happened

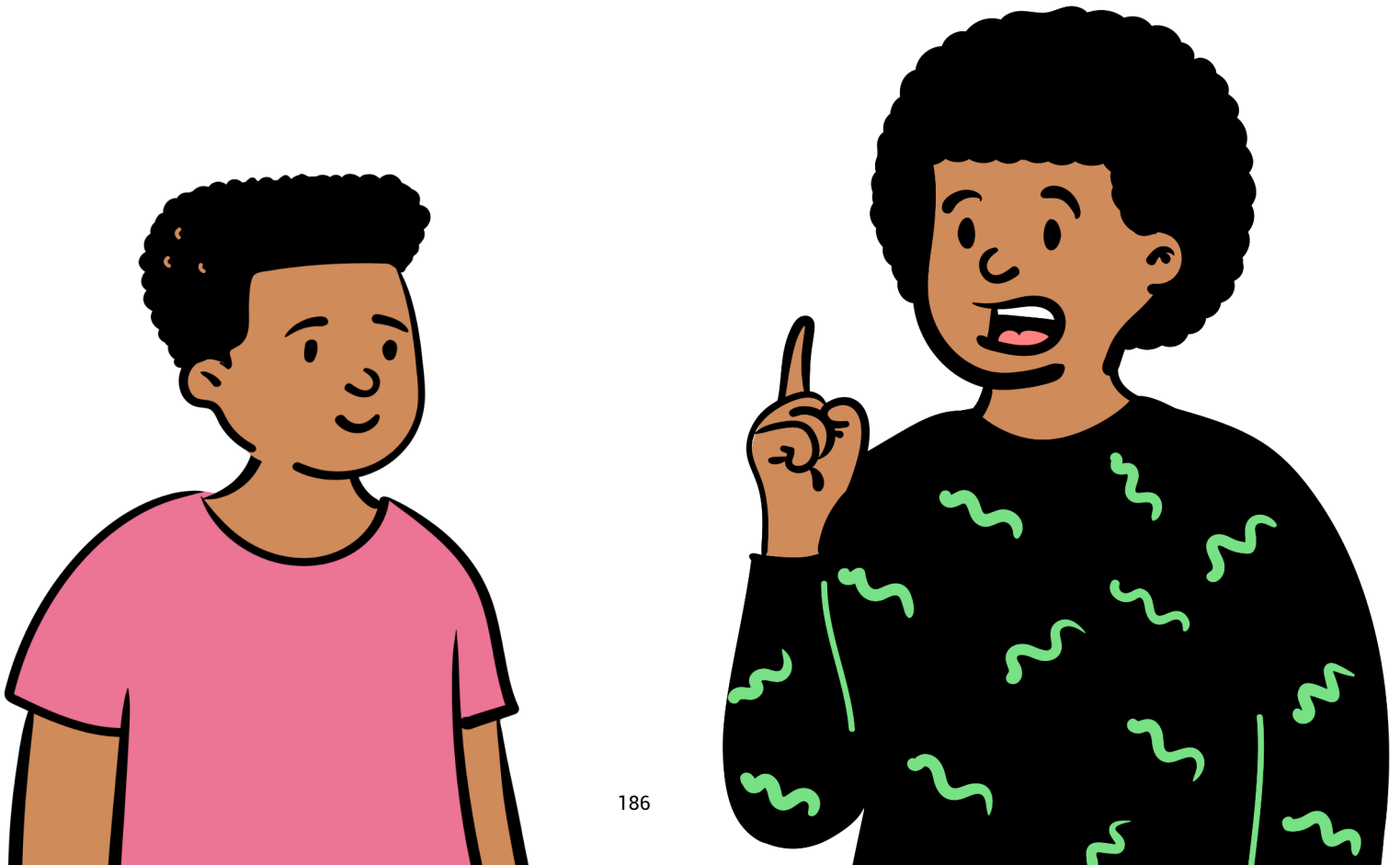
- (Overlaps with 'Telling the Story' and 'Telling the Family' above)
- Promote choice at all times (share as much or as little as he wishes)
- Ensuring safe and confidential environments for sharing
- Reassure him that it was not his fault.
- Encourage different ways to share (see 'Engaging with Boys' session for ideas), using a variety of tools and opportunities.
- Help him understand about grooming, informed consent, and avoiding self-blame.

Why it (the abuse) happened

- A question often asked by victims and survivors... help him identify the questions he has about why and how it happened, and find the answers together.
- Provide psycho education related to grooming, vulnerabilities, and risks - and make sure the responsibility is always placed with the perpetrator.

Understanding Gender Myths, Discrimination, and Oppression

- Explore his beliefs and understanding about 'being a boy' (gender norms, masculinity, sexuality) and how cultural and religious beliefs may influence him and others around him. Provide accurate, helpful, and supportive information to address harmful beliefs, and create new ones.
- Redefine help-seeking as a sign of strength and courage, and not as a weakness.
- If others around him (family, friends, service providers) display harmful beliefs and behaviours, challenge their discrimination, providing accurate, helpful, and supportive information.



Memories, Flashbacks, and Fears

- Allow time and space for him to share the specific memories, flashbacks, and fears that he is aware of, being careful not to minimize them.
- Help him understand that many of the things he may experience are normal responses to abnormal events. Provide psycho education on common responses to abuse and trauma.
- Help him identify and understand his physical and emotional responses and fears, provide helpful and accurate information that does not label or pathologize him.
- Identify and support the growth of healthy coping and response strategies, also finding ways to address harmful ones (e.g. self harm, solvent misuse etc)
- Identify who can support him when he needs help, (especially in emergencies) and remind him that he is not alone (Use the Life Raft tool to help)
- Consider referrals to specialist support services, where you do not have the expertise (e.g. psychological services that are familiar with supporting survivors of abuse - especially boys).

Anger and Feelings

- Support him to identify, acknowledge and understand his feelings, including anger, sadness, loss, grief, shame, etc. (Use different tools, including Mandala, the Body Map, Speaking Out! etc.)
- Help him understand that these are normal feelings and responses to abuse and trauma.
- Help him find safe ways to express and cope with his feelings; and safe ways to reduce and stop harmful coping strategies (e.g. self-harm; being aggressive to others, hurting self or others)
- Address gender norms that say that boys are supposed to cope on their own and can't ask for help, and redefine help-seeking as a sign of courage and strength.

Sex and Sexuality - Knowledge and Education

- Help him identify what questions and confusion he has, and provide accurate and helpful information that is non-judgmental. (This toolkit also includes useful information in the 'Links to Global Resources')
- Identify and address harmful myths and beliefs held by himself and others (e.g. it happened so he must be gay, he is gay - so that is why it happened; he will never be able to have a normal sexual relationship again, etc.)
- Provide accurate information and access to services and support, related to positive sexual health and healthy sexuality.
- If he identifies as gay, support his choices and affirm his identity and his rights; avoid discrimination, blame, and suggesting that recovery is a cure for being gay or that he needs to be 'normal'. Work in partnership with organisations working with SOGIE diverse youth to meet his needs.

Physical Pleasure and Related Confusions (e.g. having erections, or ejaculation when abused)

- Provide him with safe opportunities to identify and share any confusion and questions he has.
- Provide accurate information on physiological responses to abuse and the fact that this happened does not mean he wanted it, is to blame, or is gay, etc.
- Provide accurate information on positive sexual health and healthy sexuality.

Fear of Harming Others

- Provide safe and confidential opportunities for him to share any thoughts and feelings he may have, related to harming others. (e.g. can be related to physical, emotional or sexual harm)
- Acknowledge and reassure him that these may be common responses to being violated, abused, and exploited, exploring strategies for keeping safe and being safe.
- Access specialist counseling and support to help him overcome any harmful thoughts, feelings, and behaviors, and find safe ways to respond to his feelings. Discuss referrals to other male sensitive services that have a proven track record of working with these issues.
- Challenge discrimination and prejudice that he may experience from others, who seek to label him as 'bad' or as an 'abuser'.

Friendships and Peer Relations

- Identify friends and peers who can become part of his 'support team' and work together with them to provide help (Use the Life Raft tool if it helps).
- Discuss his interests and find opportunities to take part in community-based social activities, that provide opportunities for having fun and building safe and supportive peer relationships.
- Help him learn social skills, and the confidence needed for making and maintaining safe friendships.
- Support him to maintain healthy school and work relationships, where required.

Finding solutions for specific problems, responses, and difficulties related to coping

- Provide safe opportunities for him to share and identify problems, including drug or alcohol use, self-harm, sexual problems, eating disorders, difficulties sleeping, nightmares, body tension, etc.
- Help him to share his specific concerns, and provide support to identify the benefits of seeking help, and potential solutions (counseling, relaxation techniques, harm reduction strategies.)
- Share accurate and helpful information on other specialist services and support available (e.g. drug services, psychological services, etc.) and how he can be supported to access them.
- Collaborate with other services and with his consent, make referrals where appropriate.
- Support him to attend appointments, if required, until he feels more confident.

General support (Including other parts of life – e.g. school, work, relationships, etc.)

- Identify strengths and areas that he would like support, and make a plan to provide what he needs.
- Work together with family, close friends, and other service providers who can also provide boy sensitive services.

Once you have completed your assessment and developed a flexible plan, make sure that you review progress regularly - and more formally as part of your Case Management System.

What Works In Building Resilience

Resource Sheet

Defining Resilience	Resilience is important because
<ul style="list-style-type: none"> ● 'the capacity to recover from difficulties' ● 'positive adaptation in the face of severe adversities' ● 'the inner strength to overcome and bounce back from adversity'. 	<ul style="list-style-type: none"> ● 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 ● It can also protect us from the development of some mental health difficulties and issues ● It plays an important role in healing and recovery
Some of the various benefits of becoming more resilient are listed below	Summary of Key Messages from Research 'What Works in Building Resilience?'
<ul style="list-style-type: none"> ● Improved learning and academic achievement ● Increased confidence and self esteem ● 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 ● Improved physical health and lower mortality rate 	<ul style="list-style-type: none"> ● 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

(Adapted from 'What Works in Building Resilience?' Tony Newman, Baranardo's (2004))

The Development Assets Profile

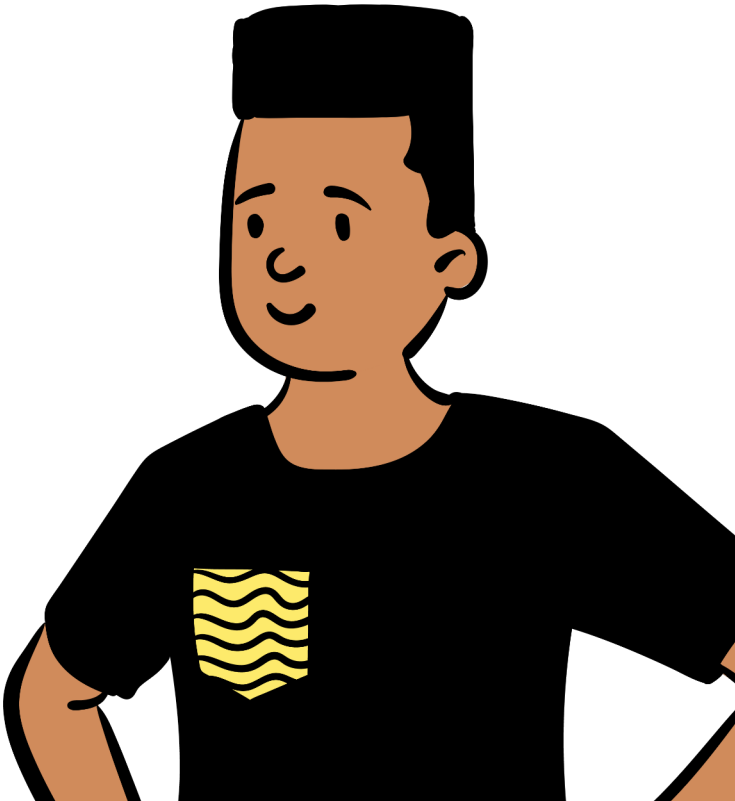
Another useful resource is what is called the ['Development Assets Profile' \(DAP\)](#) from the Search Institute. Search Institute has identified 40 positive supports and strengths that young people need to succeed.

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	Internal Assets relate to
Commitment to Learning Empowerment Boundaries and Expectations Constructive Use of Time	Support Positive Values Social Competencies Positive Identity

We recommend that you make 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.



Links with Practice

If we know that...

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

We can...

- help individual children identify who is important to support them, and what community based activities they wish to engage in.
- use the [Life Raft Resource Sheet](#) to help children identify their support network
- help children develop social skills and confidence to maintain and make new relationships



If we know that...

resilience can be promoted by 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)...

We can...

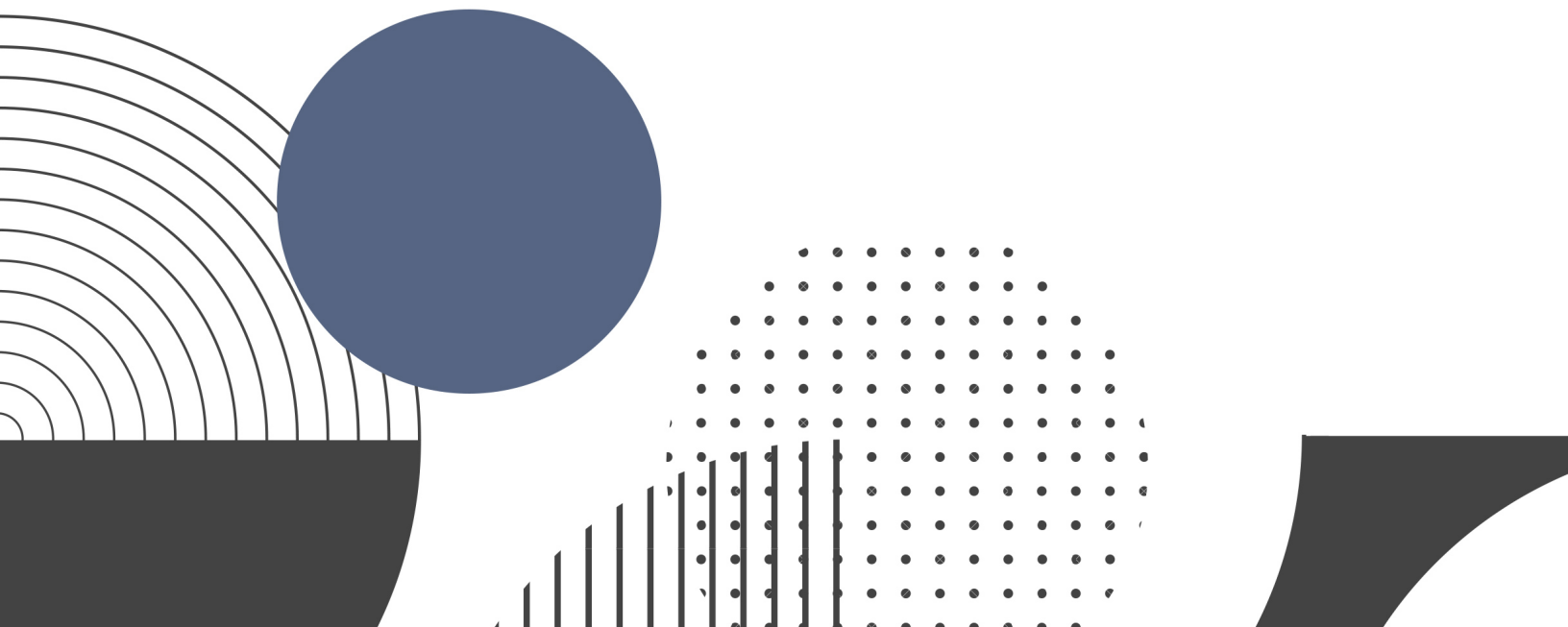
- work closely with families to help them understand the impact of abuse, and develop empathy and support skills
- appoint a separate social worker to support parents, and promote 'positive parenting' skills
- promote family and community based care, and avoid placing children in institutions
- make efforts to actively engage with fathers as well as mothers

If we know that...

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

We can...

- establish a mentor scheme with older boys and young men, who are safe and supportive
- make connections with other community based organizations, youth and peer support groups who already provide such programmes



If we know that...

We can...

resilience can be promoted by positive school experiences...

- Work closely with schools to help children re- enter school, and develop supportive approaches for the boys you work with
- Support and encourage children to attend 'catch up' education initiatives
- Help teachers to understand the specific needs of boys in schools (Brain science), from the 'Boys and Their Development' session.

If we know that...

We can...

resilience can be promoted by participation in a range of extra curricular activities...

- find out what interests boys have and support them to make connections and participate
- collaborate with a range of community based organizations, to provide choices and opportunities for boys you work for boys you work with to participate

If we know that...

We can...

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

- provide one to one counseling and support programmes
- establish peer support programmes to help survivors to support each other

If we know that...

We can...

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

- create links with community organizations to offer opportunities for 'voluntary work'
- encourage boys to take part in and jointly facilitate 'peer support' groups
- engage children to develop IEC materials, or self help materials for children affected by sexual exploitation and abuse

If we know that...

We can...

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

- support 'safe' risk taking activities where boys can learn new skills and achieve
- work closely with families to support the development of new opportunities to learn new coping skills
- support boys through counseling and informal support

If we know that...

We can...

resilience can be promoted by the incorporating ideas from the Development Assets Profile (DAP)...

- find time to learn more about the DAP, attend training events, and learn more about how to implement practical ideas into your own programs

Conversation With Families

Resource Sheet



Outcomes

Participants practice addressing unhelpful or concerning attitudes and behaviors in the family, related to boys, sexual abuse and exploitation.



Approximate Time

2.5 hours



Background Notes

Speaking about child sexual abuse can be difficult for any person, and is a very sensitive subject. Hearing that a family member, especially a child, has been sexually abused can be a shock for families. They may feel disbelief, concern, anger, guilt, confusion, or other strong emotions. Some parents, family members, or friends may deny or dismiss the abuse in order to maintain their life the way it is, and avoid the consequences that acknowledging and reporting the abuse would have. In other situations family members may not know how to respond in a helpful way. Families may also feel powerless, and fear loss of reputation, relationships or security. This exercise gives practitioners an opportunity to practice these difficult conversations with families.



Notes For Facilitation

1. The table below includes some examples of different types of response that families may have, when they discover that their boy was abused or exploited.
2. They are separated into responses that are likely to be a negative response to the boy, and others that are supportive of him.
3. Read the examples and if you wish, add more 'positive' and 'negative' responses that you would expect in your community.
4. Photocopy or print the responses, and cut them into separate cards. You can also laminate them if you have the resources to do so.
5. Keep the 'negative' responses together - but separate from the 'positive' responses, so you have two sets of cards.



Resources Required

- Flip chart paper, marker pens, tape
- [The Impact of Sexual Abuse & Exploitation - Case Scenarios](#)
- Family Response Cards (next pages)
- Adequate space for the group to take part in role plays.

Role play cards demonstrating negative responses	Role play cards demonstrating acknowledging, supportive responses
<p>Denial</p> <p>"I have known this person for a long time. They are a nice person and help our family a lot. This person would never sexually abuse a boy! I know that for sure. It is impossible. The boy is so ungrateful"</p>	<p>Acknowledging</p> <p>"It's hard to believe, because I thought this was a nice person. But I know sometimes abusers can seem like nice people. He has fooled us so that he could abuse our boy."</p>
<p>Denial</p> <p>"Our family are not "such people"! How can you say my relative is an abuser! The boy is lying, this could never happen in our family. I'm disappointed the boy would invent a story like this."</p>	<p>Acknowledging</p> <p>"I'm shocked and disappointed someone in my family has abused the boy. How could they do this? I always thought our family was a safe place".</p>
<p>Denial</p> <p>"The boy must be remembering wrong. I don't want to hear about this again. The boy has misunderstood what happened, I am sure. If he talks about it again we should punish him"</p>	<p>Acknowledging</p> <p>"Even though it is hard for me to hear this, I am sure the boy is telling the truth. We need to help him. But I am not sure how to help - what do we do?".</p>
<p>Denial and Blame</p> <p>"The child must be lying. He is always lying and getting into trouble. Don't believe him. You cannot trust the boy to tell the truth about anything."</p>	<p>Acknowledging</p> <p>"I know it is hard to talk about these things for him, so it must be true."</p>
<p>Blame</p> <p>"If it happened, it is the boy's fault. He must have wanted it. He is always naughty and getting into trouble. I knew he was a bad boy."</p>	<p>Supportive</p> <p>"He is vulnerable, and what happened is not his fault. People have taken advantage of him. It doesn't mean he is a bad boy."</p>

Role play cards demonstrating negative responses	Role play cards demonstrating acknowledging, supportive responses
<p>Enabling the abuse</p> <p>"If the boy reports this it will have very serious consequences for our family. He shouldn't report this. I'm sure he doesn't want his family to get into trouble."</p>	<p>Intervening</p> <p>"I think we need to report this, and deal with the consequences. We can not allow this to happen to him or other boys! As his family, we need to keep him safe."</p>
<p>Dismissing the abuse</p> <p>"Oh it's not so bad...he's a boy he can get over it, it's not a big deal. No need to report it and make more problems. He shouldn't say anything. It's not so important, let's leave it behind"</p>	<p>Taking it seriously</p> <p>"Whether a boy or a girl is sexually abused, we should always take it seriously. We need to make sure he is safe, and report it if this will help keep him safe. He should be allowed to talk about it."</p>
<p>Blaming the victim</p> <p>"If that really happened, it's because the boy is always out late! He has been drinking alcohol, sometimes even stealing. It's his own fault!"</p>	<p>Responsibility is with the abuser</p> <p>"Abusers take advantage of times where children are at risk. No matter what the child was doing at the time, it is not their fault."</p>
<p>Blaming</p> <p>"If this happened, it must be because there is something wrong with him. Maybe he is gay - and also really materialistic - he does this for money!"</p>	<p>Supportive</p> <p>"I don't understand why this happened, or what I should do ... but I love my son and will try to do my best to support him"</p>
<p>Denial and Blaming</p> <p>"That is impossible, boys can't be abused, it's just girls! If a boy can't protect himself then he's not a real man, he must have wanted it"</p>	<p>Acceptance and Support</p> <p>"I heard from others that this kind of thing can happen to girls and boys, but I never thought it could happen to my child. He must feel terrible. I will do everything I can to support him"</p>

**Role play cards demonstrating
negative responses**

**Role play cards demonstrating acknowledging,
supportive responses**



Exercise (Part One)

1. Explain to the group that in this exercise, they will have an opportunity to role play having conversations with family members of boys affected by sexual abuse or exploitation.
2. Break your group into small groups (maybe 3 - 5 people)

In this role play, we need:

- **A practitioner** (Social or Community worker, outreach team member etc.), who will be explaining what has happened to the child.
- **Family members** of the boy in the story who will respond to the news that he has been abused or exploited.
- In the role play, there can be more than one family member - for example, mother, father, older sibling, aunt or uncle, grandparent etc.

Pretend that the child is not present during the conversation.

Each 'family member' should clarify their relationship to the boy in the story, for example, a parent, grandparent, sibling etc.

3. Preparation - Practitioner

Choose one Case Scenario from the relevant resource sheet, used in the Impact and Effects session.

Read the scenario so you are familiar with the details. (Alternatively you may create your own imaginary case scenario, based on your work experience).

Before you start the role play, share basic information to the participants playing family members - for example, the name and age of the child etc., but do not share the details of the case. This will help them respond more naturally.

4. Preparation-Family members:

Each person playing the role of a family member - pulls two cards from the 'Family Responses' pack.

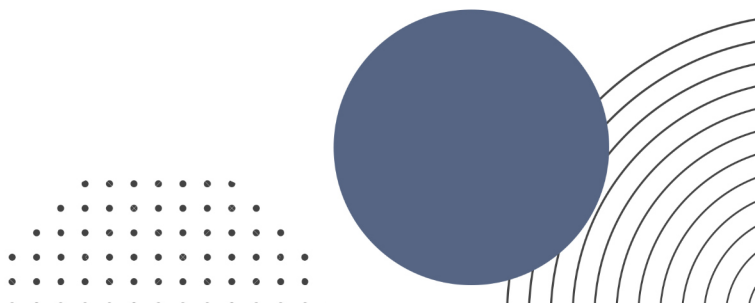
The cards can be used to guide them on how they will respond, once the 'practitioner' tells them the news the boy has been sexually abused or exploited.

Make sure that at least one or more participants playing a family member chooses at least two cards from the 'negative responses' pack. At least one participant can choose from the 'positive' responses pack.

Participants should read their response cards and keep it to themselves. The responses on the card can be used as a guide - and you can improvise also.

5. Note for Participants playing the role of a 'practitioner':

Whether you are a social worker engaged in preventive work, outreach, or work in an institution etc., during the role play please pretend that this is a conversation you would have in your context.



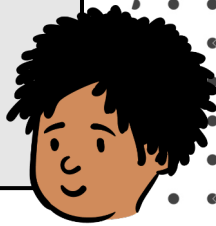
The Role Play Begins

Pretend that the 'practitioner' is meeting with the family of the boy in the 'story' who has been abused, and telling them what has happened.

Remember as the 'practitioner', you should introduce yourself as you would normally do in your work.

The 'family members' respond as guided by their cards and may improvise from there on.

Allow 5-10 minutes for the conversation, then stop.



6. The facilitator(s) of the session should move around the room or space and observe the role plays, and if possible make notes on helpful responses that they noticed from the person playing the role of 'practitioner'.
7. After the end of the role play, 'Family members' may reveal to the practitioner how their card guided them to respond, and then return the card to the stack.
8. The role play should ideally be repeated until every participant has had a chance to role play the practitioner. New scenario cards should be chosen. Those role playing family members should also pick new cards from the stack for each role play, and return it after each role play.
9. When you have completed the role plays - take time to 'de- role' and then take a break.

Exercise (Part Two)

10. Attach a flip chart on the wall.

11. Ask all participants to return to the large group.

Summarize that during the role play, every practitioner had to develop a strategy to communicate with family members of a boy who has been abused or exploited.

These conversations are often very difficult - probably even more so if the family member's response is not supportive of the boy.

12. Ask the practitioners to share a few of the family responses and behaviours that were very challenging for them in the role play. Make a note of these on the flip chart.

13. Ask other participants if they can add more challenging responses and behaviours that families with children affected by abuse or exploitation do in real-life. Add a few of these to the flip chart.

14. Then ask the participants if they can share strategies that they have used, either in the role play or in real life, when they have had difficult conversations with families when the family member was having an **unsupportive reaction**.

Ask them to think of a time they said or did something that helped engage the parent or family member who was previously denying, dismissing or blaming the child, so that they were able to change their perspective and become more supportive of the child.

Depending on the group's experience, they may have very many or very few strategies to share.

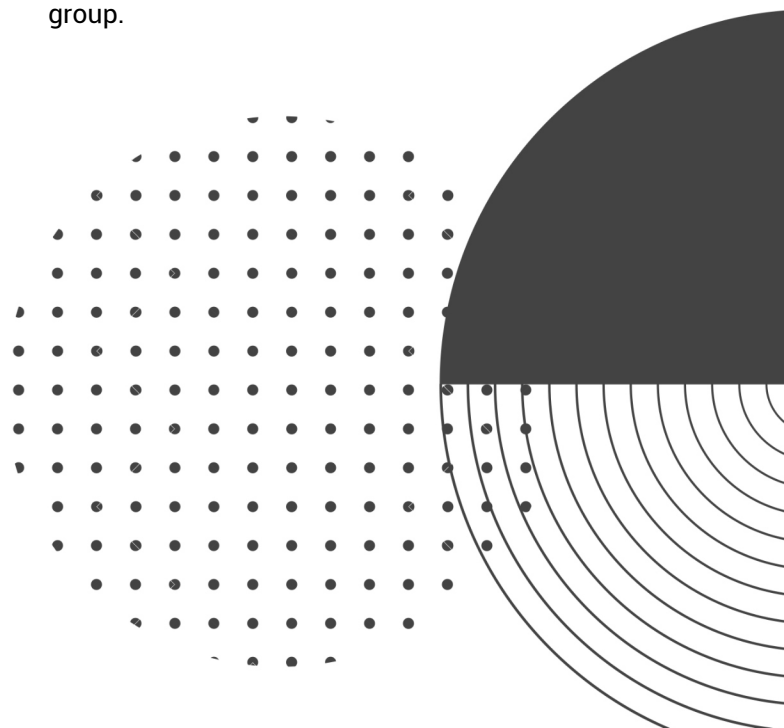
15. If the participants are struggling to share examples of effective strategies, remind them that it is hard for most practitioners to have these conversations and that this is an opportunity to share and discuss things that they tried in their role play or real life practice, and that worked well, even if they only made a small positive change.

16. Note any (helpful) strategies, shared by the practitioners on the flip chart.

17. Ask the group

- Which of these strategies could help when they have difficult conversations in the future?
- Suggest that the group chooses a few strategies that they would like to learn more about, and/or practice - and plan time to do this.

18. If there are participants in the group who are brave enough to share - allow them the opportunity to role-play their effective strategy in front of the big group.



Conclusions

End the session by reminding the group that talking about abuse and exploitation is very difficult. This is especially true when parents and caregivers have little knowledge or understanding, or may deny what happened, and/or respond in unhelpful and unsupportive ways.

It is important for those working with children and families to develop trusting relationships with parents, caregivers and other family members, understand the challenges and needs they have, and provide opportunities for them to learn accurate information about abuse - and respond and support their children appropriately.

Please remember that children with disabilities are also likely to need additional support, and we should always seek to collaborate with organizations working with children with disabilities - and organizations representing them, in order to meet their needs. Parents may also have disabilities which can affect their ability to protect and support their children, and also require additional support.

Many of the other resources in this tool kit that can be easily adapted and used in conversations with families. Some of these are listed below.

We suggest participants consult this list when they plan their work with families of children affected by sexual abuse or exploitation, and use the tools that are most helpful to them.

What is child sexual exploitation and abuse? Our definition at the beginning of the [Definitions & Glossary of Terms](#) is easy to understand and avoids blaming the child. This can be helpful for guidance when practitioners speak with families about abuse.

[Genogram Resource Sheet](#) can be a useful way to assess a family, identify possible sources of support in the extended family, and identify supportive and problematic family relationships and dynamics.

[The Great Debate - Myths and Beliefs Fact Sheet](#) is a helpful tool, since families are likely to be influenced by some of these beliefs, and will benefit from knowing accurate information.

Information and advocacy strategies related to [Vulnerability & Risk - Essential Learning Activities](#) factors can be revisited and modified to help parents understand, protect and support their children.

The [Speaking Out! - Cards & Resource Sheet](#) tool can help families understand how their boy is feeling and gain insight into helpful responses.

The [What Do Boys Say They Need - Cards](#) can also help parents and caregivers reflect on supportive behaviours in response to boys' expressed needs.

Collaborate Assessment & Planning Framework

Resource Sheet



Outcomes

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



Background Notes

The facilitator of this session should ideally be experienced in working with families and children. They will need to read through the guidelines below, and become familiar with the content before facilitating the session.

The impact of abuse and exploitation has a significant impact upon individual children and families. Children, parents and other family members are rarely, if ever prepared for its devastating effects. One of the most significant challenges faced by practitioners is that many parents and family members have little awareness, knowledge and skills to cope with the news that their child has experienced abuse or exploitation. They will require accurate information about abuse, emotional support, and guidance or advice to help them cope, and also to protect and support their child.

The collaborative assessment and planning framework (CAP) is a tool originally developed in Australia, by Sonja Parker and Phil Decter as a

strengths based and solution focused approach for child protection services. It has mainly been used in Australia, but has also been adapted for use in Singapore and European countries, with some application in Asia, although it is currently mostly used in statutory child protection services.

This resource aims to provide only a brief introduction to the collaborative safety assessment and planning framework, and does not replace thorough training. There are several excellent resource booklets available for free on the [CAP website](#) for practitioners who wish to learn more about this way of assessing risk and safety.

The aim of this tool is to explore and increase the safety and protection of children within the family or extended family, to strengthen families, and to prevent the institutionalization of children. It was designed to work alongside families, children and extended families from different cultural backgrounds, adopting a 'solution focused approach', to address strengths as well as harm, during the assessment of children's safety in the family.

Before practitioners start to try this approach, they should already have established a relationship with the families they are working with.

The Collaborative Safety Assessment and planning framework contains four main questions or areas of inquiry:

1. What has happened, or is happening, within the family that worries us?
2. What is going well within the family? (Related to keeping the child safe and preventing harm)
3. On a scale of 0 to 10, how safe is it for the children in the care of the family at this point in time?
4. What needs to happen for the children to be safe and well in the future?

The four questions allow a practitioner to consider strengths and protection within a family, as well as past harm done to children, or concerns of children being hurt in the future, when they make a judgement on a child's current safety.

The fourth question 'What needs to happen for the child to be safe in the future?' helps the practitioner engage the family in concrete plans for actions that will allow the child to be safe and protected in the future.

It is an example of a flexible tool that can be adapted to different contexts and help to facilitate open, clear conversations between practitioners and families. The practitioner can invite different family members, the child themselves, as well as authorities to have conversations about children's safety within the family.

This way of working also provides a framework for the practitioner to share their views and judgement of a child's current safety - about the concerns, or about existing strengths and safety.

Over time, the practitioner can explore the issues more deeply and form a bigger picture. An example of additional questions that could be asked about the different areas of inquiry can be found [here](#).



Resources Required

- Flipchart paper, A4 paper, pens, marker pens, tape.
- Copies of the Collaborative Assessment and Planning Framework
- [Safety Assessment - Additional Questions](#)
- [The Impact of Sexual Abuse & Exploitation - Case Scenarios](#)



Approximate Time

2 hours



Notes For Facilitation

This exercise contains a simplified example of a safety assessment and planning framework.

1. Introduce the session, using the notes above and the slides that are available.
2. Ask each participant to think of a boy they are, or have been working with in their context, who they are worried may be experiencing, or at risk of sexual exploitation or abuse. (Alternatively you may use [The Impact of Sexual Abuse & Exploitation - Case Scenarios](#) in this exercise)

3. Distribute a copy of the simplified example of collaborative safety assessment and planning framework to each person in the group. (See below - this can be photocopied, and also displayed using the relevant slide).
4. Introduce and share the framework and read the questions 1- 7 out loud one by one, together to clarify the meaning. (You can also display the framework using a slide).
5. Once the practitioners are clear, ask them to answer each question to the best of their knowledge, making short notes. Encourage the participants to work quietly, on their own.
6. When all participants have had time to answer the questions, ask them to form pairs for a role play. Each pair should now have two completed simplified assessment and planning frameworks.
7. Distribute a sheet with additional questions to each pair, and allow them time to look through the questions. (Allow sufficient time for them to do this - at least 30 minutes).

8. The Role Play: Explain that they will now take turns "sharing" their assessments.

In the role play, one participant will act as themselves, a **practitioner** on a family visit.

The other will pretend to be a **family member** (mother, father, grandparent, aunt, uncle etc.) of a boy who was sexually abused, exploited, or is at risk.

The practitioner's job in the role play is to try to share their assessment in a way that encourages the family member to collaborate, and ask further questions (Inspired from the additional questions sheet).

9. Explain that the practitioner should share their thoughts, and ask for the family member's thoughts on each category (1-7), but they do not have to be in that order.

The goal is to engage the family member into a planning process and decide together upon actions to increase the boy's protection from sexual exploitation.

10. Encourage the “practitioner” to begin engaging the family member by sharing the strengths before they speak about concerns.

Encourage the ‘practitioner’ to attempt to guide the family member with helpful questions, so that they can decide upon actions together.

The practitioner and family member, should then complete question 8 - ‘Goals and Actions’ together.

Allow 20 - 30 minutes for the role play.

11. Take turns so that each person in the pair has an opportunity to be the practitioner, using the safety assessment that they have completed.

The facilitator of this session should move around the room, observing role plays, and if possible, making notes on helpful interactions that they observe, or ideas they have for improving the process that they observe.

12. When the role plays have been completed, take a break.

13. Bring the larger group back together and ask the group members that played the role of family member to briefly share:

- What did the ‘practitioner’ do well to make you feel included in the planning?
- Which of the questions that the ‘practitioner’ asked you did you find most helpful, from the perspective of a boy’s parent/family member?
- What did the ‘practitioner’ do well at speaking about the subject of sexual exploitation and abuse of boys?

14. Discuss in the larger group:

- Was this a helpful tool? If so, how?
- How could it be adapted to help assessment and planning conversations with families who have boys affected by sexual exploitation or abuse? (Make a note of useful ideas to be incorporated into your planning).
- What additional support and learning needs do you have to become more confident and skilled to use the tool? ((Make a note of useful ideas to be incorporated into your planning).

15. Before closing the session, share the [CAP website](#) with the group, explaining that this includes a number of useful resources and leaflets that they can read, to help them learn more about this approach to working with families.



Simplified Example

Collaborative Safety Assessment & Planning Framework

Date and purpose of the conversation:

1. What has happened/is happening to the boy that worries you?

2. What is going well within the family?

3. What are the practitioner's concerns?

4. What barriers and/or complications prevent the family from providing more protection to the boy?

5. What strengths and resources are available that could increase the boy's protection in the future?

6. What are the practitioner's goals for their work with this boy's family?

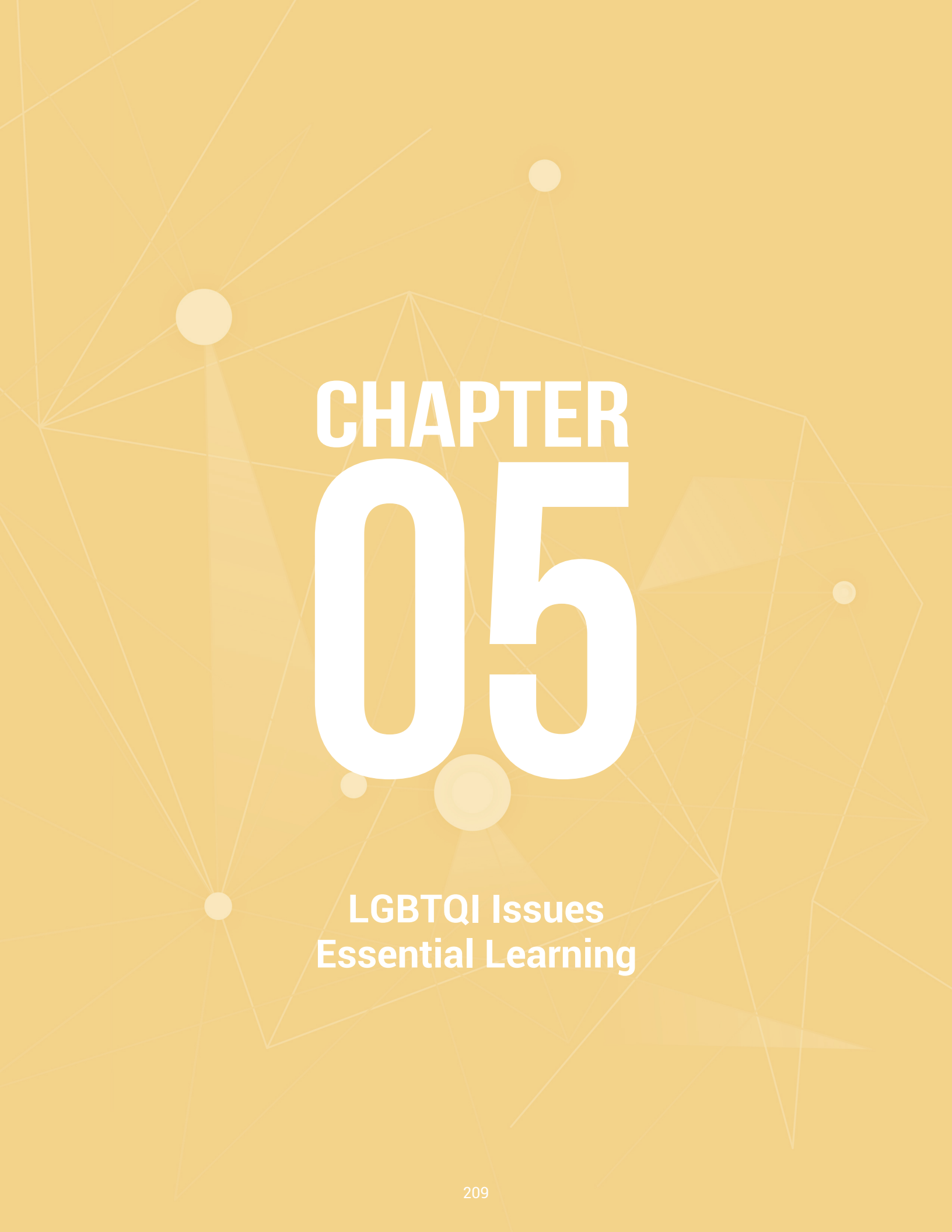
7. How safe is the boy within the family currently?

1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

1 = The boy is in immediate danger

10 = The boy is protected and supported

8. Goals and actions are decided by the family and practitioner.

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CHAPTER 05

**LGBTQI Issues
Essential Learning**

LGBTQI - Terminology

Resource Sheet

LGBTQI & SOGIE Glossary

There are many terms used to understand sex, gender, sexuality, and identity. Our experiences when preparing this toolkit indicate that service providers need help to clearly understand the language and concepts that exist in relation to LGBTQI and SOGIE.

This is necessary in order for us to develop and improve our responses in this area, and avoid the use of unhelpful, judgmental, or discriminatory words and terminologies that may create barriers and isolate children and youth from the support they need. If the language we use reinforces prejudice and discrimination, even if we use it in affectionate or joking terms, then we need to stop using it.

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.

The information below is based on a short definition list produced by [Vanderbilt University](#) that may be helpful in your work, and personal life.



A note about these definitions

Each of these definitions has been carefully researched and closely analyzed from theoretical and practical perspectives for cultural sensitivity, common usage, and general appropriateness.

We recognize that these terms have generally emerged from western and northern hemisphere countries and that they may not be common or accepted in all settings for a variety of linguistic, cultural, political, and contextual reasons. However, this resource provides an invitation to learn, and embrace new ideas and can be used to enhance your work with children and youth. We have done our best to represent the most popular uses of the terms listed; however, there may be some variation in definitions depending on your individual context.

Please note that each person who uses any term does so in a unique way. If you do not understand the context in which a person is using a term, it is ok to be curious. You can respectfully ask the user to explain what the term means to them, who uses it, and why.

LGBTQI

LGBTQI stands for Lesbian, Gay, Bisexual, Transgender, Queer, Intersex. (In some contexts Q may represent 'Questioning')

SOGIE

SOGIE, an abbreviation combining Sexual Orientation, Gender Identity, and gender Expression. It has become one of the main reference terms to describe the LGBTQI community. It is now being introduced in many legal statutes, in UN documents, and it is becoming popular in social media.

Its usefulness lies in its inclusiveness

The term "LGBTQI" is specific to lesbian, gay, bisexual, transgender, queer (or sometimes 'questioning' referring to those who aren't yet sure how they identify), and intersex people, but **SOGIE** refers to characteristics common to all human beings because everyone has a sexual orientation and a gender identity. Everyone also expresses their gender, not just lesbian, gay, bisexual, and transgender people.

LESBIAN

Women who experience sexual, romantic, physical, and/or spiritual attraction to other women.

GAY

Used in some cultural settings to represent men who are attracted to men in a romantic, physical, spiritual and/or emotional sense. Not all men who engage in same-gender sexual behavior identify as gay, and as such this term should be used carefully.

BISEXUAL or BI

A person who experiences sexual, romantic, physical, and/or spiritual attraction to more than one gender, not necessarily at the same time, in the same way, or to the same degree.

TRANSGENDER

A person whose sense of personal identity or gender does not correspond to, or is the same as the sex they were assigned at birth, or does not conform to gender stereotypes. Sexual orientation varies and is not dependent on gender identity.

QUEER

A multi-faceted word that is used in different ways and means different things to different people.

(1) Attraction to people of many genders. (2) A Person who doesn't conform to cultural norms around gender and/or sexuality. (3) A general term referring to all non-heterosexual people. While this term has historically been used as a discriminatory term, it has been somewhat reclaimed and embraced within western academic circles. However, due to this history (or perhaps painful individual experiences with

this term), some members of the LGBTQI community may feel uncomfortable with this term and be reluctant to use it.

QUESTIONING

An individual who is unsure of and/or exploring their gender identity and/or sexual orientation.

INTERSEX

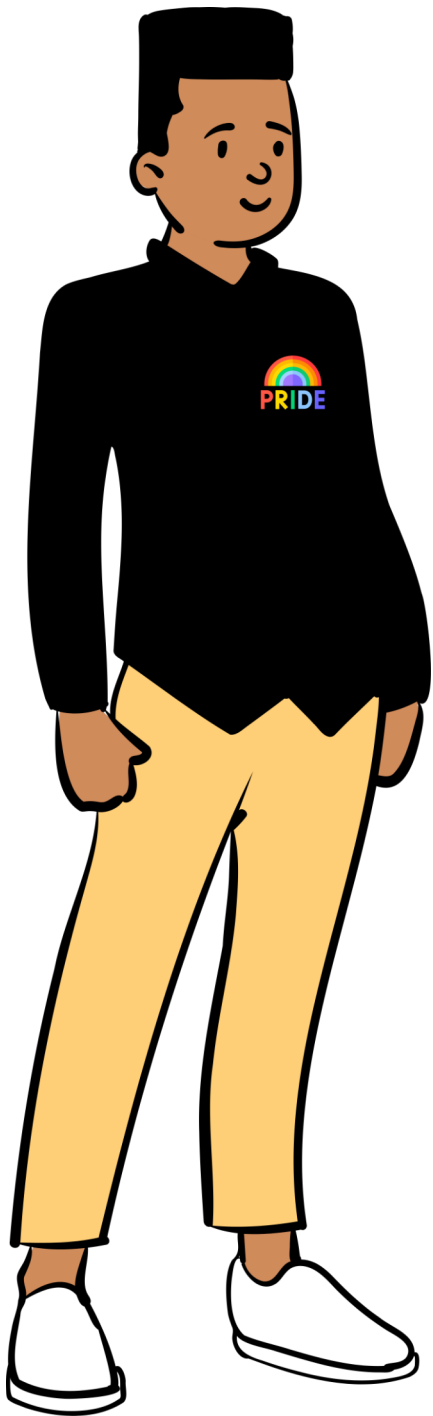
An umbrella term that describes people born with any of 30 different variations in sex characteristics including chromosomes, gonads, sex hormones, or genitals.

ASEXUAL

A person who experiences little or no sexual attraction to others and/or a lack of interest in sexual relationships/behavior. They may or may not experience emotional, physical, or romantic attraction. Asexuality differs from celibacy in that it is a sexual orientation - not a choice. People who are asexual may call themselves 'ace'.

HETEROSEXISM

Prejudice against individuals and groups who display non-heterosexual behaviors or identities, combined with the majority power to impose such prejudice. Usually used to the advantage of the group in power. Any attitude, action, or practice backed by an institutional power that subordinates people because of their sexual orientation.



CISGENDER

A person whose sense of personal identity or gender, does correspond to the sex they were assigned at birth.

LGBTQI ALLY

Someone who confronts heterosexism, anti- LGBTQI biases, heterosexual and cisgender privilege in themselves and others; believes that heterosexism, homophobia, biphobia, and transphobia are social justice issues.

[More on understanding and explaining SOGIE](#)

The resource section of the toolkit also includes additional links to resources, and organizations that may be useful for social workers and other practitioners to connect with. These include research reports and resources for working with diverse gender identity, children, and families.

SOGIE Discrimination Resources

Identity Cards & Scenarios

Questions/Statements

Step forward if you ...

1. Can talk openly with your parents about what social activities you did with your partner at the weekend...
2. Can speak about your partner with your work colleagues...
3. Can hold your partner's hand in public...
4. Can show affection to your partner in public...
5. Can kiss your partner on the cheek in public...
6. Can post photographs of you and your partner on Facebook.
7. Can get legally married to the person you love.
8. Can attend a place of worship with your partner, openly - as a couple - without facing prejudice.
9. Are able to legally own property with your partner.
10. Are able to talk openly about people that you are attracted to.
11. Are able to talk openly about your sexual preferences.
12. Can invite your work colleagues and family to a party at your home, to celebrate the anniversary of the relationship with your partner.
13. Can attend a family wedding and introduce the person you love as your partner.
14. You can have consenting sexual relationship, in private, within your own home, without risk of breaking the law.
15. You can have consenting relationship with your partner, knowing that you will NOT face any discrimination for doing so.

Individual Identity Cards

Please photocopy and cut into individual cards.



You are a 32 year old heterosexual man, and are married with three children.

You are a heterosexual woman, aged 22 years old who is currently dating. You have never had a sexual relationship.

You are a heterosexual man, aged 25 and not currently in a committed relationship, but have an active sex life.

You are a 24 year old bi-sexual female.



You are a 27 year old woman. Your family thinks you are heterosexual and single, and you are expected to marry soon. But you have been involved in a secret relationship with another woman who you met at University, for 5 years. You are very much in love.

You are a 29 year old heterosexual man. You are a professional musician, and in a band. You travel a lot for your work, and are sexually active.



You are a 37 year old married man.
You have been married for 12 years.
You identify as heterosexual, and also
like to have sex with other men.
Your wife or friends do not know.

You are a 32 year old man and your
parents are pressuring you to get
married and start a family. You have lots
of female friends and have had sexual
relationships with women in the past.
But you feel very attracted to other men
and have had several short term
sexual relationships with other men.

You are a 19 year old young man.
All of your male friends are
(to your knowledge) heterosexual and
sexually active. They talk about their
sexual conquests a lot. You are gay
and have no interest in relationships
with women.

You are 27 years old and bisexual,
you are sexually active and have sex
with more or less, equal numbers of men
and women. Two months ago, you found
out that you were HIV positive.



You are 27 years old and a relatively
famous boxer in your country, with a
high profile in the media. You are gay,
although you have only told your sister.

You are a 17 year old girl, and from the
age of 10 years have been attracted to
other girls. You have not had a sexual
relationship with anyone but did
experience sexual abuse as a child
when you were 13. The perpetrator
was a male relative.



You are a 19 year old man with a physical disability. You have quite an active life but have never had a partner. You spend a lot of time having 'online' sexual encounters with women.

You are a 19 year old transgender person. You have felt since you were young that you are really a woman, but in a man's body. You have started to explore whether you can do things to make your appearance more feminine.


You are a 30 year old woman.
You are happily married with 3 children.

You are a divorced heterosexual woman who has two children who have now grown up and left home. You are now in a relationship with your school sweetheart who is a widower. You plan to get married next year.



You are a heterosexual woman, aged 57, and have a large family with lots of grandchildren. You have been happily married for 34 years.

You are a gay man aged 37. You were married once to a woman many years ago, so people assume that you are heterosexual. You are in a relationship with another man, but keep it hidden, as your partner is a celebrity in the entertainment industry.

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CHAPTER 06

Service Development

S.M.A.R.T. Goals

Resource Sheet

Crafting S.M.A.R.T. Goals are designed to help you identify if what you want to achieve is realistic, and determine a deadline. When writing S.M.A.R.T. Goals, use concise language, but include relevant information. These are designed to help you succeed, so be positive when answering the questions.

If you decide to use this worksheet, each group can use a separate sheet for each of the 'foundation stones' of best practice. You can also use additional sheets of paper, or flip chart if you wish.

INITIAL GOAL	Write the goal you have in mind - in relation to each specific 'foundation stone'. (e.g. Ensure our services are 'Gender sensitive and include boy friendly approaches')

S SPECIFIC	What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?

M

MEASURABLE

How can you measure progress and know if you've successfully met your goal?

A

ACHIEVABLE

Do you have the skills, capacity and resources required to achieve the goal? If not, can you obtain them? What is the motivation for this goal?
Is the amount of effort required on par with what the goal will achieve?

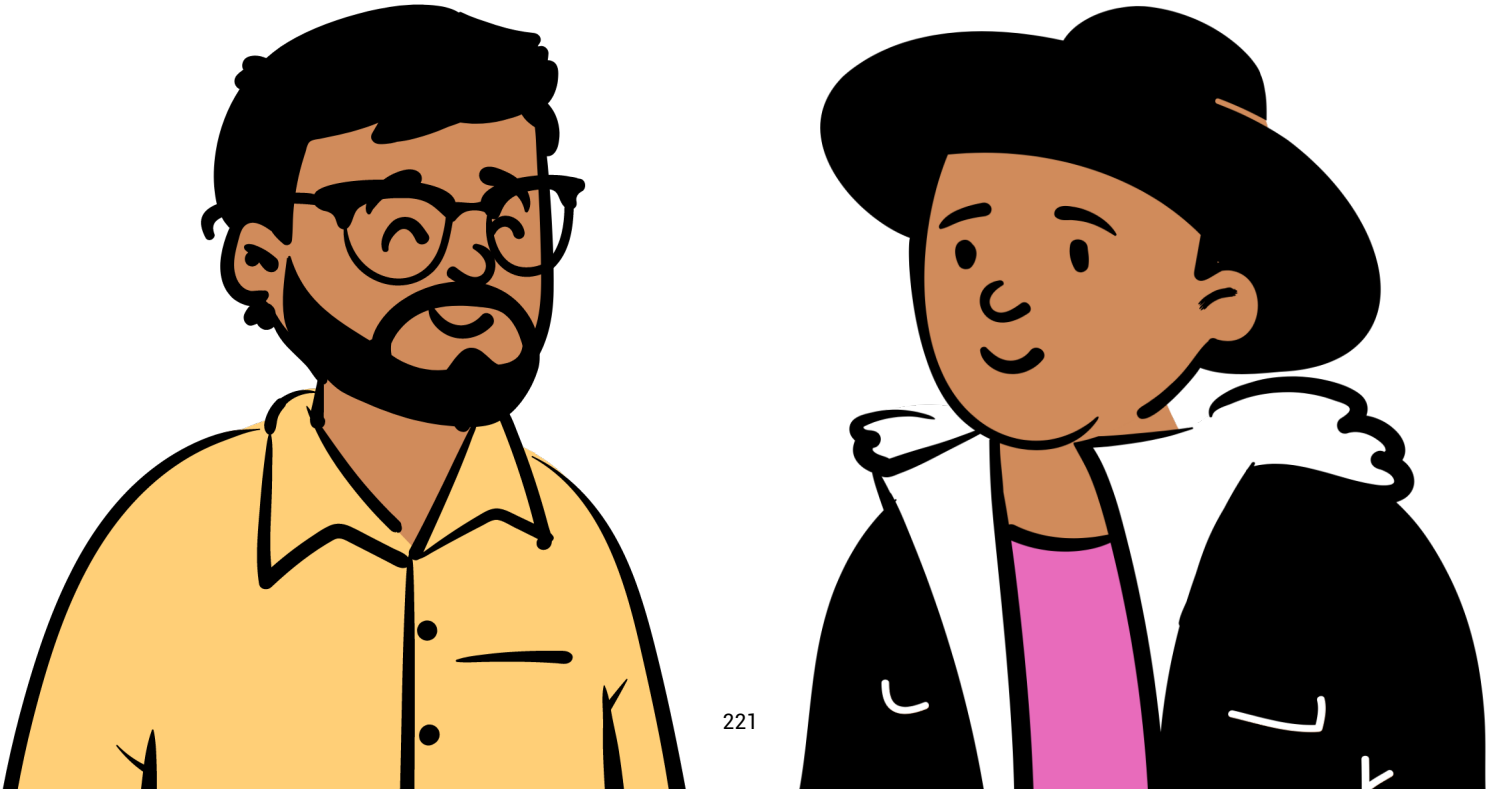
R

RELEVANT

Why am I setting this goal now? Is it aligned with the overall objective(s) of the team or organization?

<div>T</div> <div>TIME-BOUND</div>	What's the deadline and is it realistic?

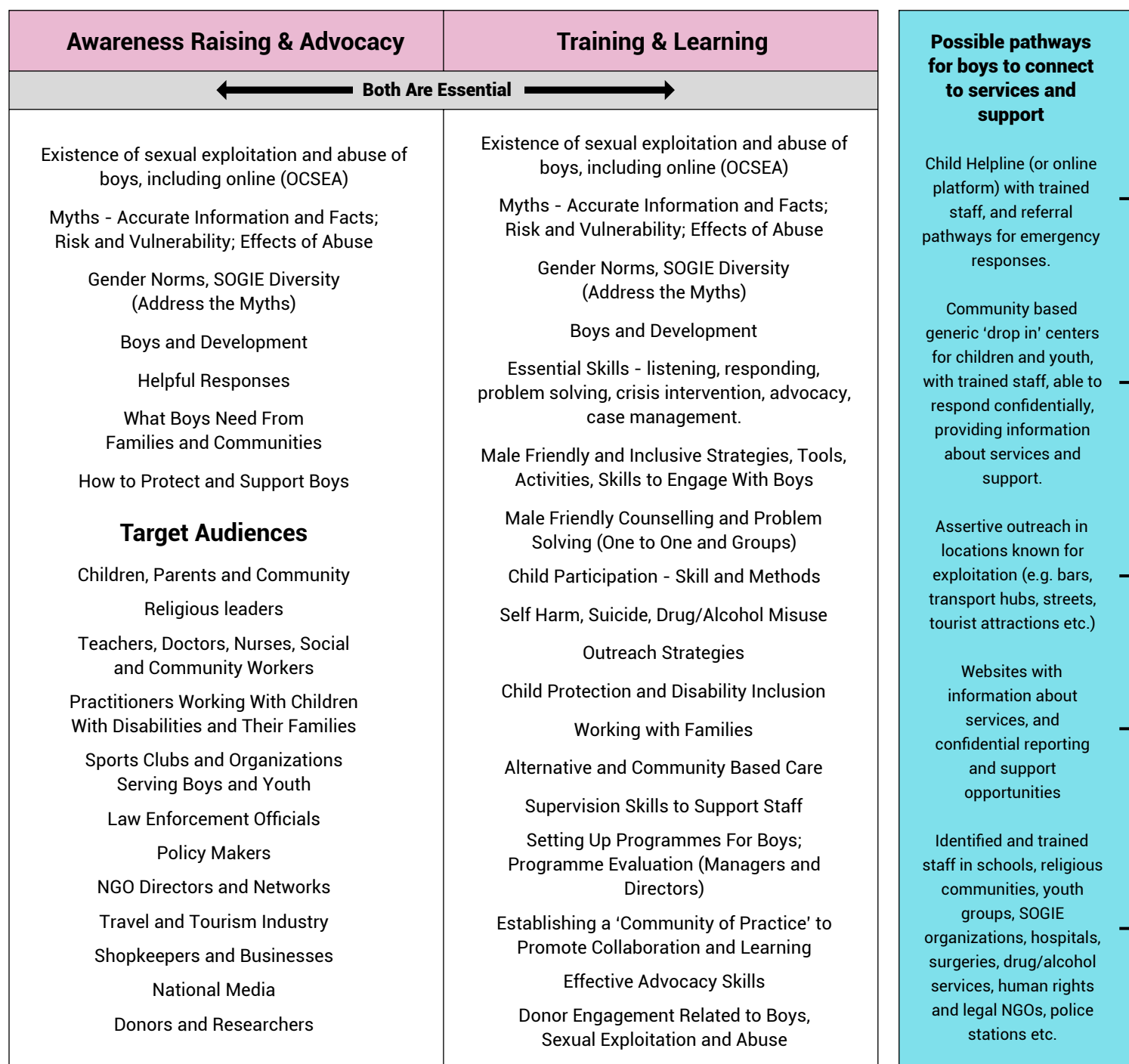
<div>S.M.A.R.T.</div> <div>GOAL</div>	Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed.



Developing Empowering Practice & Services Infographic

What boys say they need from services

To be safe and protected in my community	Help for my family	To be listened to and believed	Trusting relationships	Choices, options and the right to decide	Warmth, acceptance and empathy
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Principles of Best Practice - The 'Foundation Stones' for Developing Empowering Services to Meet the Expressed Needs of Boys

Community and Family based	Holistic and Inclusive	Inclusive of children with disabilities	Client and Person Centered	Gender Inclusive and Boy Friendly	Child Participation	Strength Focused
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Not to judge, ridicule or blame me	Acceptance for my identity (including SOGIE diverse)	Treat me with gentleness and respect	Keep my story confidential	Individual and group support
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Assessment	Where a boy might live when receiving services
Assessments of risk and need, strengths, boys' support systems should be made - before decisions are made about services required, and where they should be provided or received.	<p>At home with his family</p> <p>In community with relatives</p> <p>Foster care</p> <p>Community based small group home</p> <p>Supported housing (for older youth)</p>
Services that should be available (regardless of where he lives)	Indicators of Success and Recovery
<p>Assessment</p> <p>Crisis Services</p> <p>Counseling</p> <p>Case Management</p> <p>Medical and Sexual Health Services</p> <p>Mental Health</p> <p>Legal Support</p> <p>Future Planning</p> <p>Counselling and Support for Families</p> <p>Support Groups</p> <p>Alcohol and Drug Treatment</p> <p>Suicide and Self Harm</p> <p>Education/Vocational Training/Employment</p> <p>Life Skills (self care; self protection; making friends; sexual health; hygiene; health etc.)</p>	<p>Self Esteem</p> <p>Competence (ability to identify goals, plan and implement)</p> <p>Confidence</p> <p>Positive Relationships With Family and Friends</p> <p>Able to Manage Self</p> <p>Good Physical and Mental Health</p> <p>Healthy, Safe and Positive Sexual Relationships</p> <p>Ability to Face and Respond to Life's Problems</p> <p>Able to Protect and Care for Self</p>

Rights Based	Collaboration Among Service Providers	Evidence Based	No discriminatory attitudes and behaviours	Address prevention, protection and support	Effective Advocacy and Awareness Raising	Technical and Emotional Support for Staff
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Developing Empowering Practice

Foundation Stone Cards

Laminate and cut the cards individually, so you can use them as described in the session guidelines.

Family and community based
(avoid institutionalization)

Holistic and inclusive approaches
(not just focused on the abuse or
exploitation)



Inclusive of children with disabilities
and their families

Client and person centered interventions
and programmes (not one size fits all)



Gender inclusive
and boy friendly approaches

Includes genuine and meaningful
child participation

Strength focused
(drawing on strengths
and capacities to aid recovery)

Address human right, and the rights of
people with disabilities, LGBTQI



Collaboration among service providers
to meet varying needs

No discriminatory attitudes
and behaviours



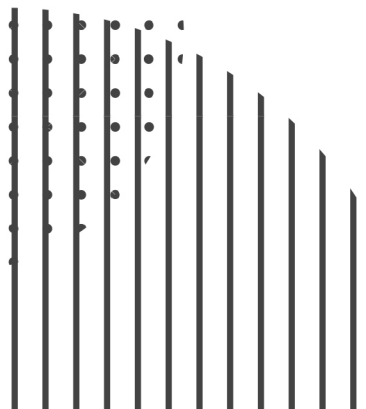
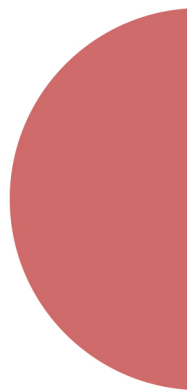
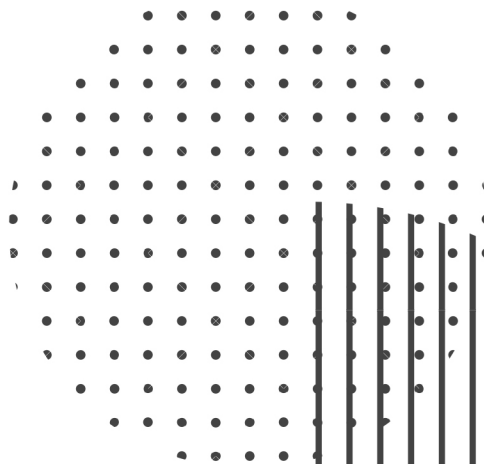
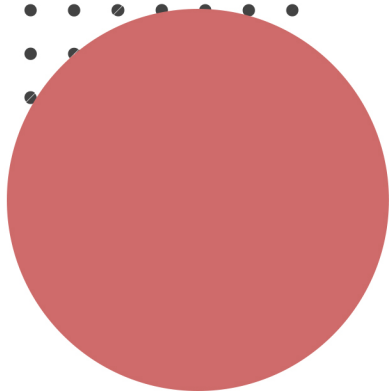
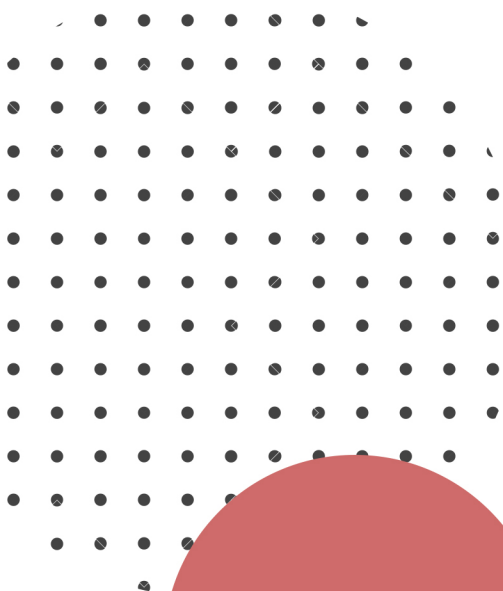
Identify and address prevention,
protection and support issues

Effective advocacy and awareness
raising with a wide range of stakeholders
(boys, families, community, government,
media, industry)



Technical and emotional
support for staff

Evidence based



Foundation Stones

Essential Principles of Best Practice

This handout provides a brief description of each of the 'foundation stones', and can be copied and shared to help with the task.

Community and Family based where possible (Avoid Institutionalization)

A common response when children are abused and exploited, is to remove them from their home and place them in an institution, irrespective of their individual situation. This is often done with the best intentions in mind, but may place children at greater risk of harm. It may be necessary in some situations, to remove a child from home for a short time, if the risks are considerable, or where family members are implicated in their abuse. However, we recommend that decisions should always be based on a thorough assessment of risk and need, and where possible, children should be kept out of institutions and placed with extended family members, foster carers (where services exist), and other forms of alternative and community based care. Your organization should prioritize working with families to strengthen family care, and support children in their families, and you will need to collaborate with a range of services to achieve this. We recommend the [Better Care Network](#) website, which includes a number of useful reports, toolkits and resources related to promoting and developing family and community based care.

Holistic and Inclusive

Children should not be defined only by their experiences of abuse and exploitation, and it is vital that services recognize the 'whole person'. Holistic care and support means developing and providing a comprehensive, individualized and flexible support plan, based on a thorough assessment of need, that meets the range of his or her needs. This requires close participation with each child, and his or her family, avoiding a 'one size fits all' approach - to develop 'tailor made' services and support. Support services will therefore need to work closely with other services (e.g. health, sexual health, legal, education/employment, leisure etc.), and develop effective referral pathways. Referral systems need establishing and strengthening in many settings, and other service providers will benefit from receiving training and support on working with male survivors.

Inclusive of Children with Disabilities and Their Families

We learned in Chapter 2 of the toolkit, how children with disabilities are at significantly greater risk of abuse and exploitation than their non-disabled peers, and that they experience significant challenges to accessing support when they need it. This effectively increases their vulnerability, and service providers need to address this neglected issue, and ensure that all children and their families have easy access to, and receive support. We therefore recommend revisiting the 'Links with Practice' in Chapter 2, and developing collaboration and 'Twin Track' approaches with organizations working with, and representing children with disabilities.

Client and 'Person Centered' Interventions and Programs

This means providing support services that are focused on the individual child or young person, developed as a result of safe and trusting relationships, and an appropriate risk and needs assessment. A number of factors (lack of resources, awareness, capacity etc.), may result in service providers having little choice but to adopt a 'one size fits all' approach. Change will require commitment, creativity and flexibility, and need to be addressed by individual staff, and within and across the organization. Many of the resources in this toolkit, especially Chapter 4, and including the 'Links with Practice' can support you to achieve this.

Gender Sensitive and Boy Friendly Approaches

Developing methods of engaging with, and working with boys, that take into consideration the influence of gender norms, and development (Brain science), increase the likelihood of successful engagement and positive outcomes. Chapters 3 and 4, 'Links with Practice', and additional resources, will help you transform individual work, and develop organizational strategies. Sharing learning, and collaborating with other service providers, to develop comprehensive approaches should also become part of your strategy.

Genuine Child Participation

Child participation should be integrated in a meaningful way, in all aspects of your work, from assessment - through case management, evaluation, research and project development. This is addressed throughout the toolkit, most notably in Chapter 4, which focuses on engaging with, and working with boys. Additional resources related to child participation can be found in Chapter 7.

Strength Focused

A focus on strengths and capacities to aid recovery, across the domains of the Social Ecological Framework, is a fundamental underpinning of social work theory and best practice. Drawing on resilience theory, and the Assets Development Profile, described in Chapter 4, and other resources in Chapter 7 will also support your work.

Address Human Rights, Child Rights and the Rights of People with Disabilities, LGBTQI

Rights based approaches should form the foundation of all work with children, adults, and families. Their influence on individual practice, organizational policies and strategies, and national minimum standards should be evident. It may be useful for organizations to carry out an 'audit' of strengths and areas of improvement required, in relation to rights conventions, and provide training where required. Promoting these approaches should also be incorporated into your advocacy and collaboration efforts with other service providers and authorities, to ensure the best possible outcomes for all.

Collaboration among service providers to meet varying needs

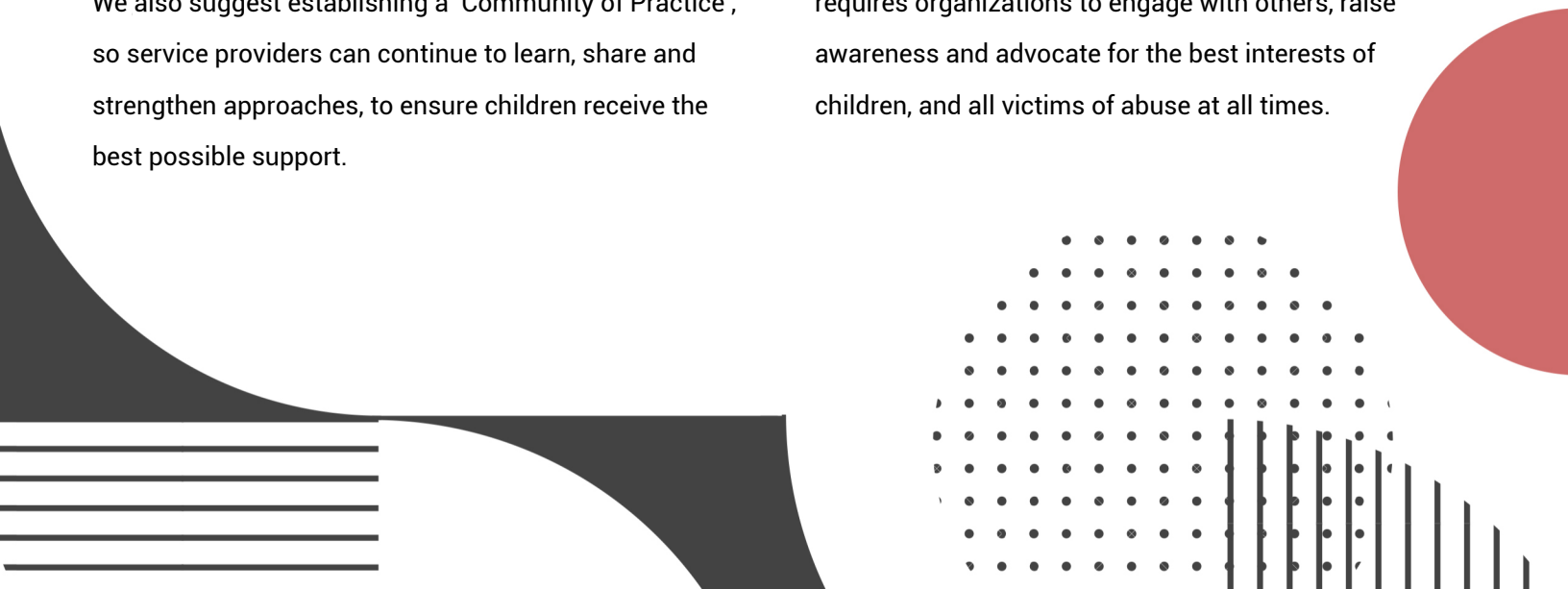
We have learned that children affected by abuse and exploitation have a wider range of needs, and meeting them requires effective collaboration, and in some cases, active co- working and 'twin track' approaches to achieve this. Evidence from many settings indicates that referral pathways and collaborative approaches are limited, and your organization can play an active role in establishing these. This may require sharing knowledge, information and resources from this toolkit with others. We also suggest establishing a 'Community of Practice', so service providers can continue to learn, share and strengthen approaches, to ensure children receive the best possible support.

Evidence Based

It is vital that services are established on the basis of evidence from your specific context. This should be gained from collaborating closely with children, families, community members, and other service providers to carry out action research, baseline surveys, evaluations, and gain feedback - to establish needs and effectiveness of programs. This may require working with donors and other committed institutions to meet your goals. In relation to individual work with children and families, establishing an effective case management system, and promoting meaningful participation is essential.

Zero tolerance policy towards discriminatory attitudes, behaviours and policies

Victims and survivors of sexual abuse and exploitation face discrimination across the social spectrum, which is harmful and often contributes to their vulnerability and continues abuse. This may be related to a number of factors, including gender norms, religion, cultural and social beliefs, ability, ethnicity and sexual identity. Service providers should strive to ensure this does not take place, and address it accordingly within their own organizations, and also among other service providers, within families, communities and wider society. This requires organizations to engage with others, raise awareness and advocate for the best interests of children, and all victims of abuse at all times.



Identify and Address Prevention, Protection and Support issues

Organizations and staff working with children and families, are ideally placed to understand the range of factors, risks, vulnerabilities and needs of children affected by abuse and exploitation. Services and programs may be limited in what they can provide, dependent on a range of factors (e.g. Vision and Mission, resources, capacity etc.). It is therefore important to develop close relationships and referral pathways with a range of service providers, and incorporate these into policies, strategies and everyday practice, to ensure that varying needs of children are addressed.

Effective Advocacy and Awareness Raising

Learning in this toolkit has identified how gender myths and other forms of oppression, across the social spectrum, create barriers and isolate boys from support, contributing to their vulnerability and abuse. Relatively little is known about the abuse and exploitation of boys in many settings, there is a need to 'transform' beliefs, attitudes and behaviour, and there is a vital role for you and your organization to play, in raising awareness and advocating for children. Many of the resources in this toolkit can be modified to help you achieve positive change. Activities ideally should include children, families, community members, religious leaders, law enforcement, government, media, industry etc.

Technical and Emotional Support for Staff

As identified throughout the toolkit, and especially in Chapter 6 - effective training, supervision and support for staff is vital, if we are to achieve the best possible outcomes for the children and families we work with. Training, support, supervision, and self care are essential and should not be considered as an 'optional extra'. Organizations have a responsibility to ensure appropriate policies and strategies are in place, and regularly reviewed.

Self Care

Resource Sheet

This resource sheet contains consolidated information about self-care in the helping professions, the impact that stress can have, and suggests some exercises that should be practiced in this session, and could also be incorporated into self-care in your organization on a regular basis.

Methodology

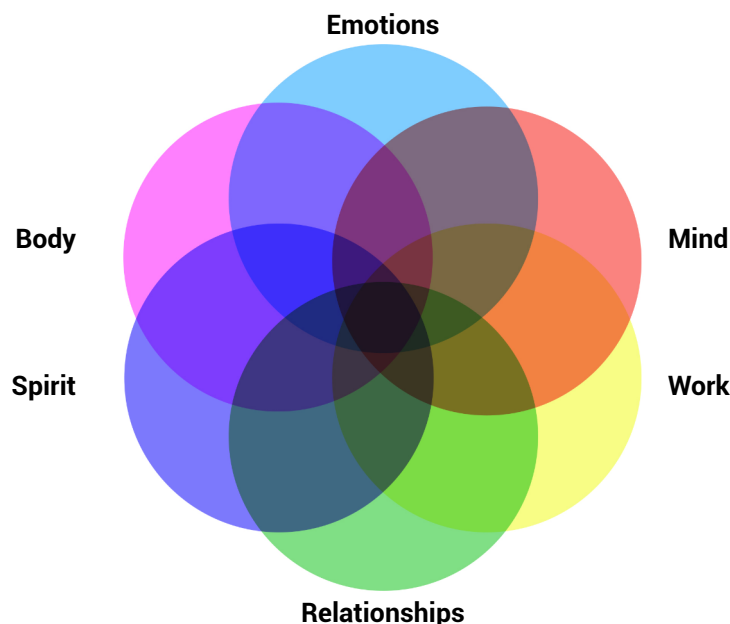
Read through each section with the group, one at a time. Stop for clarification and a brief discussion after each section, and then complete the exercise at the end.

How does self-care support a worker in a helping profession?

Self-care is widely recognized as essential for social workers, and should not be considered as an 'optional extra'. The literature indicates that self-care may not only be crucial in preventing secondary traumatic stress, burnout, and high staff turnover, but additionally supports staff in their overall health, well-being, and resilience.

The term Self-care encompasses activities and practices that workers can engage in on a regular basis, to manage stress and sustain our longer-term health and well-being. Self-care has been shown to increase worker effectiveness.

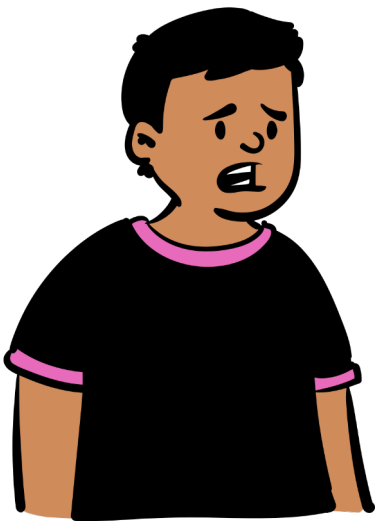
Self-care is not simply about reducing or addressing professional stressors. It is more about enhancing your overall mental and physical health. The University of Buffalo, in the US, suggest that workers should look at themselves on six dimensions:



The key here is to appreciate how these six dimensions interact. Whilst workers may focus on some aspects more than others, organizations should always strive to give workers the opportunity to:

- Take care of physical and psychological health
- Manage and reduce stress
- Honour emotional and spiritual needs
- Foster and sustain effective work and personal relationships
- Achieve a balance across one's personal and professional life

If workers do not care for themselves, they can suffer from negative factors, such as stress and compassion fatigue. These concepts are outlined below, along with steps to avoid and /or reduce the impact of these.

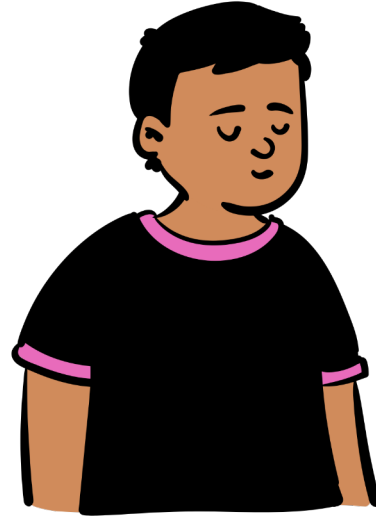


Stress

When workers feel stressed and overloaded, it can seem as if we are 'disconnected' from the present situation.

One potential solution for this is mindfulness, which involves direct and nonjudgmental awareness of the present moment. Mindfulness began as a form of

meditation, but it can be useful for social workers, in terms of putting them in '*the moment and addressing their experience in the here and now*'. Cindy Sanderson provides a useful introduction to mindfulness. This is about staying in the moment, calmly and focusing.



Mindfulness Exercise

Advise participants to be quiet. Get in a comfortable position that won't cause you discomfort, with your feet on the floor and your back straight but not tense.

Sit very still, breathing normally. Now, just focus and 'watch' your thoughts for a few minutes.

Don't try to force thoughts or think specific thoughts. Don't push some thoughts away or hold on tight to others. Just watch what your mind generates. If your mind wanders away from watching your thoughts, if you start to judge yourself ("*I'm terrible at this*"), or judge your thoughts ("*That's a stupid thing to be thinking*"), or judge the exercise ("*This is a real waste of time*") just notice your judgments and go back to watching your thoughts. Practice for five minutes.

Ask the group for feedback on the exercise. (e.g. How did you feel? What positive benefits did you notice? How could you include this in your daily routines?)

This is just one example of a simple mindfulness exercise, and there are further exercises on mindful breathing and meditation exercises contained in the resource section of this toolkit. We recommend sharing the resources, and encourage you to practice them on a regular basis.

Compassion Fatigue - and how to avoid it.

Compassion fatigue is quite common, and refers to emotional and physical exhaustion, leading to a diminished ability to empathize or feel compassion for others, often described as the negative cost of caring. This leads to the social worker being unable to respond to clients in a compassionate way.

This can develop from a combination of burnout, and secondary (vicarious trauma) from clients reporting their traumatic life experiences. A combination of burnout and secondary trauma can increase the incidence of compassion fatigue.

There are a number of steps that can be taken to avoid compassion fatigue.

Brainstorm Exercise

Ask the group:

What ten things do you think you can do to avoid compassion fatigue?

Write these up on the flip chart, clarifying the meaning where required. Reflect on those that can easily become part of your daily work and life routines.

Emphasize that not all of these suggestions for self-care are in the worker's control.

As you go through the items on the list, ask the group who is responsible for the different items at their workplace (e.g. self, the whole team, management team, HR Department etc.):

- Have a manageable caseload
- Know and set boundaries and limits
- Use as many "others" (colleagues, specialist referrals etc.) as possible in your work with clients
- Work as a team
- Take a "Mental Health Day" when needed.
- Laugh, joke, have time to unwind.
- Have a holistic approach to taking care of yourself – mind, body, feelings, spirituality.
- 'Let go' - do not allow stress, or take on others' stress, work to reduce anxiety, recognize choices.
- Have an understanding and supportive supervisor.
- Have supervision with supervisor and peers.
- Receive and give feedback with supervisor and peers.
- Read materials and attend workshops and training seminars related to compassion fatigue.
- Be assertive with feelings and concerns.
- Let people know your limits.

- Process, talk things out and find solutions.
- Talk to a healthcare professional if needed.
- Have a safe work environment.
- Stay organized.

Identify and share ideas in the group, about how your own ideas and those on the list, can be incorporated into your organization's policies and practice, to ensure a healthier workplace. Identify existing strengths, gaps, resources and action required, and by whom, to meet achieve these objectives.

Overall, take personal responsibility to ensure that issues related to self care become part of your everyday and regular practice, and make 'self care' a standing item on your team meeting agenda.

Also consider nominating 'focal points' in your team to make sure that your ideas have the recognition and status that they deserve!

Supervision

Resource Sheet



Outcomes

- Workers, supervisors or managers with various levels of understanding and experience of supervision, understand the basics of supervision
- Participants have the opportunity to practice one model of supervision through role play



Background Notes

The effectiveness of a person's work in a helping profession will depend to some extent on how well they feel, the level of stress they experience, and on the support they receive, related to their practice. Organizations can contribute to their worker's well-being and the quality of practice by providing regular, formal supervision carried out by a trained supervisor.

This resource sheet introduces essential elements of supervision according to the '[four factor supervision model](#)' developed by Tony Morrison, and concludes with exercises for the group. You can photocopy this sheet for each participant.

Methodology

Practitioners should read each section of the resource sheet, and then stop for a few moments, to discuss the content or any questions, and then try the exercise described at the end. (You may also use the slide presentation, if you wish to)

Supervision Definition

Tony Morrison provides the following definition:

"Supervision is a process by which one worker is given responsibility by the organization to work with another worker(s) in order to meet certain organizational, professional and personal objectives which together promote the best outcomes for service users"

Essential Components of Supervision

The supervisor is responsible for providing direction to the supervisee, who applies social work theory, standardized knowledge, skills, competency, and applicable ethical content in the practice setting.

The idea is that the social work supervisor serves as a pedagogue or 'educator' to the supervisee. This requires that the supervisor has had some formal training in supervision processes, and is an experienced worker.

Research has demonstrated that this is not always the case

'Many social workers have limited preparation for assuming a supervisory position, and little supportive assistance for performing their new assignment' (Kadushin, 1992)

The emphasis is on providing a safe space for supervision to take place.

'Supportive supervision is underscored by a climate of safety and trust, where supervisees can develop their sense of professional identity.' (US Social Work Standards 2013)

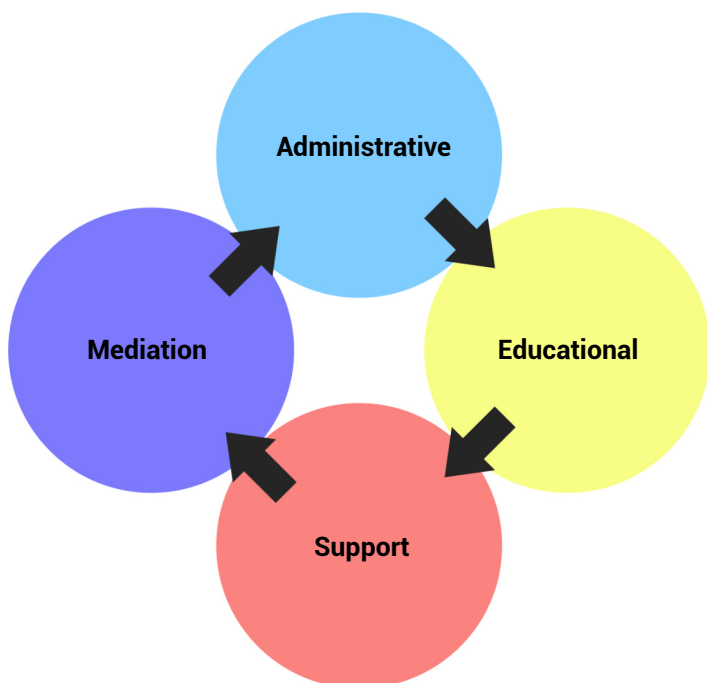
The effective delivery and use of supervision serves to

1. Protect clients
2. Support practitioners, both supervisor and supervisee.
3. Ensures that professional standards and quality services are delivered by competent social workers.
4. Ensure that clients receive competent and ethical services from professional social workers.

The most popular supervision model is The Four Factor Model, devised by Tony Morrison and subsequently built upon by Jane Wonnacott.

The facilitator should write the model up on a board, referring to the diagram below. The emphasis should be how the four dimensions of supervision interact. (You may also use the slide presentation to share with the group).

The 'Four Factor Model'



The specific terms used below, are those used in the US, and may vary slightly depending on the context in which you work. The American standards refer to the combination of the elements being essential for the development of competent, ethical, and professional social workers.

Administrative Supervision

This is the implementation of administrative methods that enable social workers to provide effective services to clients i.e. learning how to use a case management system.

Administrative supervision addresses agency policy, organizational demands, and focuses on worker competency. The danger here is that it can lapse into 'managerialism' and become excessively concerned with targets and micro-managing the worker, at the expense of other factors. This should be avoided at all costs and a balance between each of the elements should be found.

Educational

This focuses on professional concerns and relates to specific cases. It helps supervisees better understand social work philosophy and theory, help workers become more self-aware, reflect on their practice, and refine their knowledge and skills - and how this may be applied in specific cases.

Educational supervision focuses on continued professional development, and the training needs of a social worker to a particular caseload.

It includes activities in which the supervisee is guided to learn about all aspects of their work - including assessment, intervention, identification and resolution of ethical issues, ensuring empowering and inclusive practice, and evaluation/review, and ending of services.

Support

Supervisees are faced with increasing challenges that contribute to job stress, including the growing complexity of client problems, unfavorable physical work environments, heavy workloads, and emotionally draining environments such as primary and secondary (vicarious) trauma.

'Supportive supervision is underscored by a climate of safety and trust, where supervisees can develop their sense of professional identity and begin to find ways of addressing issues that get in the way' (National Association of Social Workers, USA, (2013).

Mediation

The task of mediation is to engage the individual, with the organization and to develop the professional relationships that the worker has.

Group Discussion

Ask the group if they wish to clarify any aspect of the 'Four Factor' model of supervision, or comment on any specific aspect.

If they have already experienced receiving supervision, have they benefited from the four factors of supervision described, or has the focus usually been on one or more of the factors?

What does the group consider to be the strengths of the model described?

There are also other types of supervision, described below. Take time to read through this with the group.

Clinical Supervision

Clinical Supervision is usually provided by a qualified psychological professional, (either a clinical psychologist, therapist or psychiatrist), when issues become too personal to discuss in the regular supervision provided in an organization. Ideally this should be available to staff in organizations, and provided on a confidential basis. Further, having an outside and independent person provide this kind of supervision, can greatly benefit practice.

Difference between therapy and supervision.

The support function of the social work supervisor, should always stay in the zone of supporting the supervisee's professional development. When it lapses into a 'therapeutic' mode, the supervisor should advise the supervisee of both of their roles and then, where appropriate, suggest additional therapeutic support for the worker.

Solution Focussed Supervision

Solution-focused supervision may be one of the easiest and most useful approaches to foster clinical and professional growth.

The approach can be used in two ways:

1. As time-specific, over the length of a supervisory relationship, or
2. As session-specific, in any one individual, or group supervisory session.
3. Setting goals are important for both the whole supervision process, and/or for just one session.

Solution-focused technique questions/statements such as the following, can be used to identify goals

- "What will you be doing differently three months from now?" (*A fast-forwarding question*)
- "What about your work would be most productive for us to focus on today?" (*For a supervisor setting a session-specific goal*)
- "I'd like to learn how to be more attentive to non-verbal behaviors." (*For a student setting a short-term, session-specific goal*)
- "What are you doing differently when you are more attuned to (aware of) non-verbal behaviors?" (*A supervisor's response; this technique of highlighting 'exceptions' can lead the social worker to build on what's already working*)
- "By the end of this semester, I'd like to be more confident using cognitive behavioral therapy." (*For a social work student setting a long-term goal*)
- "What would be the first thing you noticed if you were more confident?" (*A solution-focused field instructor might respond to the long-term goal*)
- "If you woke up tomorrow, and by some miracle you were the confident worker/counselor you aspire to be, what would be the first thing you notice?" (*A variant on the 'miracle question', commonly used in Solution Focused Practice*)

Role Play Exercise

Ask the group to divide the group into pairs.

Explain that one person will be the supervisor and one the supervisee. (Advise them that once they have asked the questions, they will swap roles).

The supervisor should set the mood of the supervision. In seeking to make the supervisee feel at ease, the supervisor could adopt a solution focussed approach to supervision.

They could begin the session with the following question

"If I ask you what you have been pleased to notice about yourself, in your work since we last met, what would you say has gone particularly well?"

Then follow up with the following four questions

"What's going well this week?"

"What's the best thing that you've done in your work since we last met?"

"Tell me about your cases. In what ways have you been successful?"

"How did you manage to be successful?"

(Ask follow up questions such as "and what else?", "can you tell me more about that?" etc., to encourage more reflection, sharing, and descriptions from the person playing the role of social worker).

The facilitator of the session can walk around the room or the space, observing each pair, and making notes on useful interactions and conversations.

Allow each pair to play each role, for 15-20 minutes. When each person has had the opportunity to play both roles, bring the group back together.

Facilitate a discussion in the group using the following questions as prompts

- How did you experience the role play?
- How is it helpful to ask about 'what works?' and what has been going well - compared to focusing on problems?
- What did you notice about yourself that was helpful, or interesting, as you shared your experiences?

Close this part of the session by explaining that Solution Focused Practice (SFP) can be applied to many aspects of our work - supervision, but also in direct work with children and families. Further information and resources related to SFP can be found in Chapter 7 of the toolkit.

