

GVRC

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LIFE SKILLS TRAINING MANUAL

ON ONLINE CHILD SEXUAL ABUSE AND
EXPLOITATION MANUAL

Dear Teacher,

Hello and welcome to Online Child Sexual Abuse and Sexual Exploitation Manual. This Manual is designed to help you develop knowledge, skills and attitudes to enable you safeguard and promote the welfare of children who are at risk of being sexually abused and or exploited online. This Manual will be reviewed periodically to remain in tandem with emerging needs.

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i. ABBREVIATIONS AND ACRONYMS

AOIP	Any Other Interested Person
CAK	Communication Authority of Kenya
CLK	Childline Kenya
CM	Case Management
CM	Child Protection Management Information System
CRC	Convention on the Rights of the Child
CSEM	Child Sexual Exploitation Material
CREAW	Centre for Rigs Education and Awareness
CWD	Children with Disabilities
CWSN	Children with Special Needs
CWSN	Children with Special Needs
DGCSAM	Digitally Generated Child Sexual Abuse Material (DGCSAM)
GBV	Gender Based Violence
GRP	Gender Responsive Pedagogy
GVRC	Gender Violence Recovery Centre
KE-CIRT/CC	Kenya Computer Incidence Response Team Coordination Centre
KNAD	Kenya National Association of the Deaf
MOE	Ministry of Education
NCCS	National Council for Children's Services
NAF	Needs Assessment Forum
OSEC	Online Sexual Exploitation of Children
OCSAM	Online Child sexual Abuse Material
SGBV	Sexual and Gender Based Violence
SM	Social Media
SOB	Speak Out Box
TSC	Teachers Service Commission

i. COMMON TERMINOLOGIES USED IN ONLINE CHILD SEXUAL EXPLOITATION

Child Pornography - Any representation, by whatever means, of a child engaged in real or simulated explicit sexual activities or representation of the sexual parts of a child, the dominant characteristics of which is depiction for a sexual purpose.

Child Protection Management Information System- A computer system used to enhance coordination mechanisms to consolidate gains made regarding child care and protection

Child Sexual Abuse Material - Material depicting acts of sexual abuse and/or focusing on the genitalia of the child.)

Childs Tourism - Sexual exploitation of children in the context of travel and tourism.

Commercial Sexual Exploitation of Children - A form of sexual exploitation (of children) where the focus is specifically on monetary benefit through activities like production and consumption of child sexual abuse material ("child pornography"), prostitution of children, abuse and exploitation in the travel and tourism industries ("child sex tourism") and trafficking in children for purposes of sexual exploitation.

Cyber defamation - Using words or images or signals online to lower the reputation or prestige of the target.

Cyber harassment -Messaging abusive or other objectionable content to the target child or creating fake profiles in social media with the intention of targeting him or her.

Cyber intimidation - Communicating direct or implied threats through emails or messages in social media to inspire fear in the target child.

Cyber stalking - Following someone on Internet/mobile for causing inconvenience, or harassment/extortion, or for other illegal motives.

Digital literacy - The ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.

Digitally Generated Child Sexual Abuse Material- This is material representing children involved in sexual activities and/or in a sexualized manner.

Grooming - The process of establishing/building a relationship with a child either in person or through the use of the Internet or other digital technologies to facilitate either online or offline sexual contact with that person.

Mento-emotional activity- mixture of heightened feelings/thoughts hinged on sexual information/knowledge that

Online sexual harassment – Unwanted or unwelcome Sexual advances made via ICT

Sexting - Is a form of self-generated sexually explicit content used for the "exchange of sexual messages or images" that involves "the creating, sharing and forwarding of sexually suggestive nude or nearly nude images" through mobile phones and/or the Internet.

Sexploitation -The use of children in sexual activities for financial gains or any other form of consideration.

Smartphone- A cellular telephone with an integrated computer and other features not originally associated with telephones, such as an operating system, web browsing and the ability to run software applications including camera and video.

Socio-emotional effects: Attendant effects of online Child Sexual Abuse largely touching on a child's capacity to have healthy interactions with others and find peace, balance and comfort within self.

Social exclusion - Using online platforms to message the target child that he or she is not included with the peer group and its social activities.

Social media - A collection of online communications channels dedicated to community based input, interaction, content-sharing and collaboration.

Trafficking in persons - The recruitment, transportation, transfer, harboring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.



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iii. ACKNOWLEDGEMENT

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Executive Director
The Gender Violence Recovery Centre

This Manual comes to fill in a gap- to address a felt need in the management and response to Online Child Sexual Abuse in Kenya. It will give it the focus that is not provided in ordinary Manuals. The Manual covers what have been considered critical topics that have been identified through a Needs Assessment Forum (NAF) that was held at the Mountain Breeze Hotel in Manyatta, Embu County. The forum involved teachers from several counties of Kenya including Kisumu, Kwale, Nyeri, Nairobi, Mombasa. The Manual is in simple plain language and utilizes case studies from the consultants' own experiences and from the teachers themselves. Some of the Case studies cited are actually confessions of children and adults who were children at the time they experienced the events. The Manual seeks to enthuse teachers to read broad and wide around the subject of Online Child Sexual Abuse. Importantly, the Manual is easy to use and includes exciting activities and exercises to facilitate effective teacher interactions and higher absorption levels of the information during training as well as ignite creativity.

1.0 OVERVIEW OF CHILD PROTECTION

Information Communication Technology (ICT) is seen as a tool to propel countries to knowledge economies. In Kenya, 85.5% of the population uses mobile phones (34.8 million mobile subscribers) and 71.7% have access to the internet (29.1 million users). In essence, this is an indication that there are millions of children who are directly or indirectly, able to access some form of digital communication every single moment. The exposure to the mobile phone, coupled with the children's innocence, inexperience and the trusting nature of young increase the children's susceptibility to Online Sexual Abuse.

The accessibility of internet provides vast opportunities for young people to learn research and interact with friends. However, it also presents major risks. Whether uploaded voluntarily or through coercion and control, once published online, it is difficult to manage and remove content. Images can be replicated and circulated at an alarmingly fast rate. Self-generated child sexual images have the potential to remain online indefinitely where they can be shared among pedophile networks, used to blackmail, groom, exploit, harass, bully and humiliate the young person and even used to encourage the exploitation and abuse of others.

Recent research has consistently exemplified the depth and extent of online child sexual abuse. For instance, a study conducted by Plan International and the Cradle in Kenya established that 30.62% of the children interviewed had encountered sexually suggestive materials at least once on Facebook. Another 23.45% did not report the incident while 40% reported the issue but no action was taken. It's easier for children to access computers or a mobile phone at school, in cyber cafes and at home. Children are at a greater risk of being targeted due to their innocence and may be lured by the cyber criminals who the children know as 'friends' to post their photos on the web either according to what they have watched or what they may be told to do. Another study by Internet Watch Foundation (IWF) in 2012 found that 88% of the self-generated, sexually explicit online images and videos of young people that IWF analysts encountered had been taken from their original location and uploaded

onto other websites. The study aimed to establish a snapshot of how many self-generated, sexually explicit images and videos of young people there are online. It also sought to discover how much of this content was copied from its original source and put on other websites.

In less than 48 working hours, IWF analysts encountered more than 12,000 such images and videos spread over 68 websites. Most of the images and videos (88%) appeared on "parasite websites", meaning they were taken from the original area where they were uploaded and made public on other websites. These parasite websites had often been created for the sole purpose of offering sexually explicit images and videos of young people and therefore contained large amounts of sexually explicit content. This is closely corroborated in a study conducted by the Gender Violence Recovery Centre (GVRC), which established that the sources of information for children are mainly television (TV), Radio and mobile phones while the majority of children play games and meet new friends whilst using digital gadgets such as laptops and phones. It should be noted that use of ICT is also addictive to children and if they encounter curious images like pornographic materials, they are bound to get glued to them; oblivious of the effects.

These realities prompted the Communications Authority of Kenya to create the Child Online Protection Campaign, dubbed 'BE THE COP.

There are a number of different lenses through which we need to view Online Child Sexual Abuse in order to gain better understanding of the scale of the challenge facing society with regard to child sexual abuse images. This includes what we know about police-recorded offences; what we know about people's sexual interest in children and what we know about people's activity with regard to viewing child sexual abuse images and the children's own naivety and the attendant vulnerabilities.

The term Life Skills describes the knowledge, attitudes, and skills children need in order to make healthy decisions that lead to their safety and well-being. Life skills support children in building

their capacity for communication, decision-making, managing emotions, assertiveness, self-esteem building relationship skills and general self-protection. Additionally, life skills address the important elements exacerbating child sexual abuse and avail a psychological flexing ground for the child.

This Manual provides practical examples, case studies to help the teacher visualize, imagine or emotionally engage with the lessons therein. It also provides activities that intensify the trainee's engagement and interaction with other trainees as a means to bringing the learning closer home. This way, the teacher is helped to feel with the trainer and to consider that the issues raised are real and affect the children in their school environment and home in the same measure. The Manual addresses online Child Abuse in a peculiar Manner and allows the teacher to walk through the journey of online child abuse even as he/she is motivated to find practical solutions within his/her context to mitigate the challenge.

This Manual signals direction for protection of children from Online Sexual Abuse by the teacher in Kenya and other care-givers as it prepares them to face the realities on the existence of the vice.

The Manual is divided into Modules which also carry sessions, Case Studies and activities. The activities require participation of each and every participant as they contribute to learning and the desired outcomes. The groupings across the activities range from small groups of two to seven, so as to give participants a greater opportunity to engage with one another and the facilitators.

The Manual consists of six Modules which are intended to make it easy for the facilitator to navigate through the material/content. The Module content builds chronologically onto one another and it is therefore envisaged that using this chronology in the delivery of the training will add value. It is also advised that all teachers endeavor to read the Beacon Teachers Training Manual by Plan International; which covers general child abuse issues in great depth.

OBJECTIVES OF THE MANUAL

1. Create awareness among teachers on Online Child Sexual Abuse
2. Provide guidance for teachers on Online Child Sexual Abuse issues
3. Enlighten teachers on tell-tale signs of online child sexual abuse
4. Build teacher capacity to prevent and respond to Online Child Sexual Abuse

MIND JOGGERS

As we begin our conversations on Online Child Sexual Abuse, let us find out where we stand in our understanding of the subject.

1. Name three ways through which a child can be abused online
2. Identify three signs that a child is being abused online
3. What would you do if you became aware that a child was being sexually abused online?
4. Identify one piece of legislation protecting children in Kenya from Sexual Abuse
5. Explain the impact of online child sexual abuse on: i) the child ii) the family iii) community in general
6. What measures should be taken for effective prevention and response to Online Child Sexual Abuse?
7. What key considerations should be taken while protecting children from online child sexual abuse?

2.0 MODULE I: ONLINE CHILD SEXUAL ABUSE

Objectives:

1. Define Online Child Sexual Abuse
2. Identify the Common Ways through which Online Child Sexual Abuse is perpetrated
3. Identify the signs and symptoms that a child has been sexually abused online
4. Provide guidance on prevention and response to Online Child Sexual Abuse

Definition

Online Child Sexual Abuse refers to unfair, cruel or violent treatment perpetrated via digital media.

Modes of Online Child Sexual Abuse

The modes of online child sexual abuse are not different from the non-online except for the absence of actual physical contact. However, considering that sex is a highly mento-emotional activity, there is a sense in which online sexual abusers achieve exactly the same results as they would if the child were in close proximity with them. Ideally, the only difference is that there cannot be physical evidence such as finger prints or presence of spermatozoa on the child; even though the whole range of sexual abuse would have taken place. Online abusers work more with the child's psyche to achieve their perversion goals.

Activity1:

In plenary, discuss various ways through which Online Child Sexual Abuse occurs.

Here are a couple of examples:

Online Child Sexual Abuse	Examples						
	Exposure to sexual videos and other related materials	Online exposure to lyrics, narrations, poems, text messages, phrases, words that are sexual in nature	Online exposure to photos, pictures, drawings, tracings that have sexual innuendos	Causing children to touch themselves in a sexual manner or to touch own private parts while an adult watches them via skype	Causing children to produce sexual sounds on phone	Causing children to masturbate or have sex with one another while they are videotaped	Making sexual gestures to children on skype or some other media

NB: it should be understood that unlike physical abuse, sexual abuse by its very nature can be simulated online with the same socio--emotional effects on the victim.

Gone are the days when internet use was restricted to a few privileged individuals. Today, one can access internet whenever, wherever, provided that they have a smartphone and can afford data bundles. In some Kenyan towns like Nakuru, Wi-Fi is free just as in some of the public transport vehicles (matatus) in Nairobi. The abundance of smart phones, laptops,

digital cameras, television, music players, DVDs has widened the latitude for access to unwanted materials.,

Online child sexual abuse can be mainly physical and phonological. It is in image and sound. These sounds are audio records of sexual activities while

images are a visual record of the sexual activities whose actors may be adults or children. They can include 3D images, photographs, pseudo-photographs, animations, drawings, tracings, videos and films.

i) Watching A to Z of sex.

Traditionally, children were scared off sex and each one was made to understand it was a no go zone. Girls were scared off sex with the consequence of pregnancy. Today, human Rights and children rights movements have turned the tables on parenting. Technology has also laid the facts bare to the detriment of parenting-before you get to stage B in your parenting calendar, the child is in stage D. Easy accessibility to information technology has complicated matters and the fact that most of the gadgets are liberally available in the average home further compounds the issue.

ii) Child sexual abuse material

Child sexual Abuse Material (CSAM) refers to the materials displaying or alluding to sexual activities and/or showing or insinuating the genitalia. This may broadly include all other sexualized material or any material leading a child's mind to generate sex-related feelings/thoughts/ideas. These materials affect children of all ages, boys and girls and may in some cases even include infants. Pictures of nude men/women used as screen savers can be categorized in the same manner if such were exposed to children. Children with disabilities are not exempt from these.

iii) Digitally Generated Child Sexual Abuse/Exploitation Material

Digitally Generated Child Sexual Abuse Material (DGCSAM) refers to all forms of material representing children involved in sexual activities and/or in a sexualized manner, with the particularity that the material does not depict a real child, but rather an artificially created child, using digital tools. This is referred to as "Virtual Child Pornography" (VCP). Such digital materials may come in the form of cartoons, musicals, muppets, or some other type.

iv) Online grooming for sexual purposes

Grooming refers to a situation where an adult prepares a child for sexual abuse just in the same way dough is prepared in the making of dough nuts. It starts with seemingly innocent moves or actions that make the child believe that the groomer is more loving than the child's own caregiver. The relationship evolves step after step building one brick of trust onto another and another. Eventually the abuser gains ground and once confident that the child is fully in his/her box, he strikes with the abuse. Importantly, teachers and caregivers should be aware that this process may take anything from a few minutes to days or weeks or even months.

Online child groomers usually find their targets over the Internet or through some other digital format such as Instagram, WhatsApp email, skype; and seek to establish a relationship with a child to facilitate either online or offline sexual contact. It may include manipulation or incitement to take part in different forms of exploitative or abusive sexual activities, such as performing sexual acts in front of a video or a web camera. The videos so taken are distributed via social media through sites that specialize on child pornography or the production of child sexual abuse material or self-generated sexual materials which might include photos of self (for bigger children), taken in sexualized poses or displaying sexual organs of self. Such children would then forward such photos to the. It is to be noted that such activities may not be unlawful in certain jurisdictions.

Rather than using physical violence to coerce a child into sexual acts, perpetrators often rely on being seen as people with more authority and/or power than their victims, and as people who can provide money or goodies. Some of the offenders use threats and intimidation to gain compliance from the children.

CASE STUDY 1:

Talia, A class 8 pupil in one of the city schools in Kenya met a man called Jeremy online. Initially she was a bit apprehensive about telling the stranger about herself. After a couple of days of chatting,

she told him that home was boring. He told her he could pay for her to attend Zumba classes while her parents were away on a trip to the coast. 'Cool'. She responded. The following day, Jeremy sent her a receipt as proof of payment for the classes and Talia was over the moon. The day before she could start the classes, she logged on to a skype chat with him. To her shock, he appeared on the screen stark naked. He was unperturbed and told her not to worry since they were one. A combination of teenage curiosity and confusion got the better of the poor girl. She blushed several times in the course of their conversation that afternoon and even though she felt very uncomfortable at the beginning, by and by she fell into his scheme. He would teach her online sex. After all no one will find out and there is no risk of pregnancy! He encouraged.

Activity:

In groups of seven, discuss the incidents teasing out the critical issues of concern for child protection in this case study.

v) Sexting:

Sexting refers to the process by which someone intentionally shares sexually explicit messages, images or self-generated sexualized images of themselves through a text message on phone or via some other digital media. This may be consensual or nonconsensual. Either way, the effects are the same. WhatsApp has been a very popular social media for sexting. Once the information is released, it is not possible to control who views the material. Many children have found themselves viewing materials that were not originally meant for them.

Research findings have shown that 88% of self-generated, sexually explicit content of children was taken from its original online location and uploaded to a different Internet site, usually or often without the children themselves being aware. When children engage in experimental sexual behavior, such as consensually sharing self-generated images with their friends, it is important to remember that their activities and behavior are not the cause of online sexual exploitation by adults or others. However, it can increase the risk of a child becoming a victim of such exploitation. Responsibility for the exploitation

always remains with the offender who commits a criminal offence by downloading or sharing images of third parties without their consent. As religious leaders trying to protect children, it is vital to remember that we should never blame the children or make them feel responsible for what happened to the images after they were created.

CASE STUDY 2:

Jumanne, a primary school teacher walked into his class five classrooms one afternoon. As he approached the class, he was struck by the unusual silence. Class five Red was known for its noise making particularly if the teacher was late for even as brief a period as three minutes. The class had been nicknamed Kasuku class for its everlasting noise making. But this afternoon was different. At first Mr. Jumanne imagined they might have confused the lessons and gone for Physical Education (PE). He pushed the door softly. Shock on him! The children were gathered at one corner at the back of the class and had all their heads bending onto the same spot. So he tiptoed to the spot. The concentration was so high that none of the children had heard him get into the classroom and none of them saw him either. So he mounted himself onto a desk getting a glimpse of what the children were watching. To his embarrassment, the children, both boys and girls were watching pornography on a phone that he later learnt had been stolen from a parent a week before. The video had just been texted to the boy during break time. Kiko, the boy who had the phone had already texted the same video to eight other children, some in the same school but whose phones could not be traced by the teachers to this day.

Activity 1:

In groups of seven, identify the critical issues for Mr. Jumanne to deal with so as to redress the situation. And ii) Discuss the way forward for Mr. Jumanne and the school administration

Activity2:

Each group should present its deliberations in plenary.

Note to facilitator: Lead the participants to agree on the best options.

vi) Sextortion

Note to facilitator: Ask the participants to consult among themselves and come up with an explanation of what might constitute sextortion. Identify three of them to give their definitions

Sextortion also referred to as Sexual extortion is the blackmailing of a child with the help of (self-generated) images of that person in order to extort sexual favors, money or other benefits from him/her under the threat of sharing the material beyond the consent of the depicted child (e.g. posting images on social media or sending them to family members). This practice is emotionally debilitating and could cause a child to become a total slave to the sextortionist. Indeed, instances have been cited where the child became captive to the sextortionist out of fear that her nude pictures could be forwarded to her father. She knew her father would beat her to pulp if he ever saw such images of her. So she pledged total compliance to the offender; whose demands grew by the day.

vii) Online Sexual Exploitation of Children

(OSEC) can include (virtual) Child Sexual Abuse Material (CSAM), child pornography (such as production, distribution, downloading of sexed materials), grooming of children for sexual purposes, sexual extortion of children, and the live streaming of child sexual abuse in real-time.

ix) Live online child sexual abuse or live streaming of child sexual abuse in general

Online child sexual abuse is big business operating through go-betweens. Sometimes these intermediaries are a child's family member or people from the child's community, who force or manipulate the child to 'perform' in front of a webcam. An agreement is reached on a time and date when the offender will log in to view the abuse using a platform that supports live streaming of content such as Skype. Appointments can be made using chat messages, email or phone, with both parties agreeing on the price the viewer will pay. Very often, this will be paid in small amounts to avoid suspicion. In order to get the children to agree

to participate in such activities, offenders would align a whole range of irresistible goodies for the innocent children sometimes making big promises like organizing trips to Disney world. This kind of abuse takes place in private homes, Internet cafes, or "cyber dens" in or near the child's community. In some instances, the offenders are teachers who have seen a business opportunity here. Considering that teachers are highly respected and trusted by parents, they have become major targets for the child sexual exploitation merchants.



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3.0 MODULE 2: SIGNS, SYMPTOMS AND IMPACT OF ONLINE CHILD SEXUAL ABUSE

a) Signs and symptoms of Online Child Sexual Abuse

The behavioral and emotional signs and symptoms of Online Child Sexual Abuse do not differ much from those of the face to face sexual abuse.

i) Behavioral symptoms

Children, like adults, have different thresholds for containing pain and stress. Therefore, it is not all children that will come down with effects that will lead to some behavioral symptoms. Some of the children have the capacity to laugh off maltreatment and abuse and move on while others get heavily weighed down. Nevertheless, for those that might have less coping capacities the following behavioral effects might be experienced:

- Using the phone in seclusion (child always disappears to a lone corner once they get hold of a phone)
- Inextricable persistence to use the phone (some children borrow phones from guests)
- Touching self in sexual manner even in the presence of others
- Making sexual sounds
- Use of sexualized language
- Age inappropriate sex-related knowledge and expressions
- Behavior leaning towards enticing other children for sex
- Untidiness
- Juvenile delinquency,
- criminal behavior
- Abusive behavior which might be directed at other children as well as adults

ii) Emotional symptoms

The emotional symptoms of Online Child Sexual Abuse are the same as those experienced in the face-to face sexual contacts. These may include:

- Mistrust
- Powerlessness
- Depression, Anxiety, Eating disorders, Suicide attempts, uncontrolled Anger, Low self-esteem, Panic disorder
- Dissociative disorders, Attention Deficit/hyperactivity disorder, Post-Traumatic Stress Disorder(PTSD), Academic Achievement

Care givers and the significant others play a big role in the way a child deals with the abuse and therefore to a large extent determine the prognosis (course of healing) after an abuse.

CASE STUDY;

Liza, a class four pupil from a single parent has recently deteriorated in her performance and has been disappearing to some secluded parts of the school compound during breaks. Her mother is strict so Liza is always on a strict home to school and school to home schedule.

Group Activity:

1. In groups of five, discuss Liza as a group of concerned staff mates.
2. In the same groups, work out a three minutes skit in which you will engage Liza with a view to restoring her performance

b) The impact of online sexual abuse on children:

There are a number of ways in which child abuse images have a significant impact on children and young people. First, there are impacts on the child

who is depicted. Second, there are impacts on the children who see these images. Thirdly, there is the impact on the children who are told by other children what they saw; or upon who learnt actions by the targeted children are practiced. Even though there is not much research about this category, it is plausible.

The child depicted in the image is a real person who is a victim. And each time an image is accessed there is re-victimization, violation and degradation. The knowledge that their image can be repeatedly viewed and may never be removed contributes to the on-going trauma that victims face. There is evidence to suggest that fear of people viewing the content can prevent the victim from speaking out about their experiences and seeking help.

Pornography alters the attitudes of children and could cause them to grow up to be lenient towards sexual abuse, have distorted perceptions about sexuality, devalue the importance of monogamy in relationships and view monogamous relations as normal. In addition excessive consumption of pornography during adolescence distorts the normal personality development process and mis-informs a child about his or her sexuality, sense of self- worth and body that leave the child confused. Such children tend to suffer low self -esteem.

Children who are affected by excessive exposure to pornography tend to exhibit symptoms of sexual disturbance such as sexual pre-occupation, age inappropriate sexualized behavior, age inappropriate partners and use of coercion of peers to access sex. Such children are excessively curious about sexuality and some expose their genitals to others. Some may display sexual knowledge and behavior beyond that which is appropriate for their age. Very young children may act out adult sexual scenarios and behaviors in their play with other children or with their dolls and stuffed animals.

Sharing photos and images is part of everyday life for many people, but the increased speed and ease of sharing imagery has brought concerns about young people generating and sharing sexual imagery of themselves. A good case in point is a

class 8 girl who borrowed a phone from her form two friend during a Children's Conference at Multi Media University, Kenya, in 2013. In the process of handling the gadget, she stumbled on a video of the friend in a sexual interaction. This was the beginning of a long traumatic journey for the 13 year old.

The fact that ICT allows increased ease of access to children and young people via a multitude of platforms and devices; also escalates online abuse. The offender has greater access to control to continue the abuse; and offenders use past images, or access to images, to blackmail for more content – as well as to prevent disclosure. Children so involved would live under perpetual stress.

Risk factors for Online Child Sexual abuse

While online, people are readily able to conceal their identities. They have wide latitude to present the kind of images they would want the viewer to see. They present fake names, fake bios, fake photos and fake addresses. For instance, a girl recently discovered that the engineer she had been chatting with online was her high school boyfriend who wanted to assess her fidelity. The young man posted her pictures of a handsome Caucasian to whom she poured out her heart.

In today's world, children can easily access the internet without help from adults. Indeed, more children are able to access sites that adults do not even know they exist. Added to this is the ease with which children are able to share information online. It is real-time. You just click a button; and then you click and click and the clicking goes on and on and on.

i) Poverty

It is generally known that children from poor families have least care from their parents as they are unable to afford care givers and tend to leave their children unattended as they engage in their search for means of survival. This creates a big loophole for abusers to exploit. Whether in physical life or in online life, the degrees of susceptibility remain high.

Children from poor backgrounds have less access to digital gadgets so when they do get such, they are very fascinated. This fascination becomes a source of susceptibility in itself. They are also mostly ill equipped for negotiation as the survival instinct quickly takes the better of them. Indeed, persuading a poor child to strip so you can give them food or cash is almost a hundred times easier than doing the same to a child from an average family. Sex predators would usually promise such children support or even adoption from their poverty stricken homes.

ii) Idleness

As the saying goes an idle mind is the devil's workshop. In today's world, many children find themselves idle even in school. This can be attributed to several factors ranging from the rural-urban migration where children find themselves confined in small spaces and giving them little space to engage in child-like activities. Schools also tend to be too book-focused at the expense of play and this tends to wear the children down. Irrespective of the amount of homework given to children, that is still no work. Children require intense physical; energy/ calorie burning activities to stabilize their emotions. The lack of this sends them searching and whatever they might find to keep themselves busy carries the day. Unfortunately, what is readily available to fill the vacuum of idleness is technology; particularly the cellphone whose limitless and unguarded content has become a nightmare for parents.

iii) African Culture/ Christianity: Children obey your parents... (Ephesians 6:1)

There has been a lot of emphasis on obedience Vis a Vis reasoning and logic. Many children obey unreasonable instructions from superiors. Indeed, a story is told of a child who was sexually abused by a teacher in one of schools in Kenya's central region and the only explanation the child could give was that she obeyed the teacher's instructions to go to his house, to strip, to not tell anyone about the incidence. Children should be guided to understand the meaning of unlawful instruction. It is time to own up to the fact that not all adults are

well meaning and therefore children should not be all trusting.

iv) Poor parenting:

The average parent today, views parenting from a purely materialistic perspective. They worry more about material things than they worry about the emotional software of their children. Once they have provided food and shelter, they leave everything else to nannies and Any Other Interested Person (AOIP). Consequently, the children are growing without proper psycho-emotional anchorage creating a huge vacuum to be filled by abusers.

v) A child's personal disposition:

Children who are quiet and withdrawn are more likely to be targeted for abuse. The perpetrator knows well that it would take such a child a long time to disclose abuse as opposed to an outgoing one. In many cases, such children are already victims of rejection and maltreatment from the home front and anyone who offers some measure of love or friendliness elevates the child's psychological stature. The child can then be easily abused.

vi) Ignorance:

There seems to be confusion among many parents in Kenya about what civilization really is. Many parents and care givers are torn between the old and the new. The belief that children cannot access unworthy information on their own; when given electronic gadgets is farfetched while some parents see digital gadgets as a good relief from disturbance by the child.

vii) The Jurisdictional Challenge

The law on cybercrime would have to be governed by international law since cybercrime is an offence that traverses many jurisdictions. There are three general principles of International jurisdiction.

1. The nationality principle- allows a state jurisdiction over their citizens regardless of

where they are. e.g. if a Kenyan citizen who lives in Canada commits an act that amounts to an offence under Kenyan law, Kenya has authority to charge that person in a Kenyan court

2. The pure territoriality principle- states can make laws that operate in their own territory. This means that even if Kenya passed a law to prohibit public cyber cafes from hosting pornographic sites, this law will only work within Kenya.
3. The objective territoriality principle whereby a state may enact laws to regulate conduct which may occur outside of its jurisdiction

All these are good principles but their operationalization remains a big challenge. Competing interests and political power differentials cause states to want to be left alone to deal with issues within their jurisdictions. Unfortunately, the cyberspace is shared and criminal gangs based in North Pole or some other place will be committing online child sexual abuse in Kenya.

viii) Data Management

Currently, there is no national data on the issue of child online protection. As part of the policy development process, the government together with all the stakeholders should work towards consolidating data on the area of child online protection, document the findings and use it as a basis for policy development and stakeholder engagement. Adequate resources should be allocated for child protection.

SESSION 2: CHILDREN WITH SPECIAL NEEDS:

Children with Special Needs (CWSN) are as vulnerable to Online Child Sexual Abuse as other children. Perpetrators of OCSA would have a field day if they landed on a CWSN. It should be understood that many children with Special needs are inherently vulnerable as they are largely starved of love and appreciation; particularly in our society. Many families shun such children and would gladly

tuck them away with a cellphone just to avoid the distraction. It is also largely assumed that such children would not know what to do with digital gadget. Indeed, many parents tend to assume that children with physical impairments are not equal children and their assumption is that such children for instance would not have the same curiosity as other children. For instance, Nanna (not her real name), a girl who suffered polio as a child came from a very well on family. In fact, her mother was a teacher and her father a highly placed government official. Even though Nanna was doing poorly in school, the two well-educated parents always told her they understood her poor grades. They had assumed that she could not learn. To them, Nanna's disability was connected to her brain. So at the age of sixteen, Nanna had not learnt to read and write even though the system let her fall through to form three. It took the hand of a good teacher to help Nanna who today holds a degree in psychology.

Teachers managing CWSN must remain alive to the fact that there might be not much help coming from parents/guardians of CWSNs and provide extra support in inducting the children on self-protection. Nevertheless, teachers must never lose focus on the fact that the parent's role in child upbringing is still paramount. Indeed, schools should have special debrief session with parents of CWSN on the issue of Online Child Sexual Abuse.



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4.0 MODULE 3: PREVENTION AND RESPONSE TO ONLINE CHILD SEXUAL ABUSE:

The first important measure for stemming Online Child Sexual Abuse is in educating the children themselves. Children must not be left oblivious. Helping them appreciate that they also have brain and can contribute to their own safety is critical. However, there are a few guiding principles in dealing with the vice.

Guiding Principles:

The Guiding Principles are fundamental building blocks that inform and shape

The decisions made while designing and implementing a child protection

System. The principles become standards against which day-to-day practices are judged.

i) Best interests of the child.

This is to ensure that all the work undertaken and decisions made are for the meant purely for the welfare of the child.

ii) Meeting children's basic rights.

This includes food and nutrition, health, shelter, education, clean and safe drinking water among other related rights. Communities living in poverty must be given access to economic empowerment opportunities by the government to fend for their children.

iii) Efforts to protect and promote child rights must involve everyone-family, community, teachers

An effective child protection system ensures that services are located close to the family and community. Through such arrangements, informal networks of extended family, neighbors, and community members can be strengthened to care and protect children from violence and exploitation. Friends and neighbors are useful in monitoring children's online activities. For instance, Millie; during her brief visit to a family friend one evening; noticed that her pastor friend's son was

deeply glued to the computer. She observed that the boy took occasional glances at the mother (the kind of glance that tells you a child is doing something suspicious). Millie established that the nine year old was engaging in online pornography activities and when her friend stepped to the kitchen to fix a cup of tea, Millie took snapshots of the computer screen while the ten year old was at it. She later passed the images over to the mother via WhatsApp.

iv) Creating and building partnerships and effective relationships.

Meaningful partnerships will be promoted among key players such as health, police, education, relevant NGOs, children, parents, and guardians among others. This is to enable them know each other and build trust.

v) Non-discrimination and inclusion of marginalized children.

All children must be included in the initiatives aimed at ensuring child protection, regardless of their status and that of their caregivers.

vi) Child Participation.

The voices and opinions of children must be sought in all efforts aimed at addressing their needs. Deliberate effort must be made to involve children at all levels of the framework for child protection system.

vii) Accountability and Transparency.

Good laws and policies are not adequate in themselves. For effective child protection, the laws must be implemented and all duty bearers held accountable to them. All adults must be encouraged and pushed (where necessary, by the duty bearers, to protect children. By the same token, duty bearers in child protection must be open to scrutiny by different stakeholders and the general public. Where, failures and weaknesses emerge, there should be genuine efforts to address them and improve while appropriate monitoring and evaluation systems are applied against a carefully crafted Monitoring and Evaluation Framework.

In order to prevent online sexual abuse of children, one of the measures is to institute policies and school rules that control the use of such gadgets as cellphones within the school. This reduces the period a child might be in contact with a phone and pushes back the risk to the home space. Parents should also be encouraged to monitor the use of digital gadgets by their children.

Children who are affected by pornography need therapeutic support and there is general need for enhanced extensive supervision and control by parents, guardians and the school.

As computer is one of the subjects taught in schools in Kenya, it is now becoming apparent that every school should have an online child safety officer to provide surveillance while children use computers in the computer lab. There is a classic example in one school in eastern, Kenya region where the computer teacher was grooming a form two girl during computer classes. This would not happen if there was a surveillance system and all were made aware of it.

Whichever way we look at it, the best prevention against Online Child Sexual abuse is in training children to be their own self protectors. Training them to NOT chat with strangers online and to identify the tell-tale signs of potential abusers. The skills of assertiveness and decision making are also critical in this context.

Whereas the legislation on Children's Rights (Article 53) gives children the right to self-expression, such right if unguarded can be a risk. Children's online contacts must be closely monitored to reduce risks of abuse. On the same note, children must be taught a set of phrases to use if they sense danger. Such phrases could include:

- a) You think am naïve yeah...
- b) My mum/dad is on 24 hour watch over me
- c) Am always ware of child abusers

- d) I hope you are not trying to influence me to do wrong things
- e) Yes am with adult right here
- f) I shan't tell you more about myself cos you are not part of my family
- g) I don't accept favors from strangers

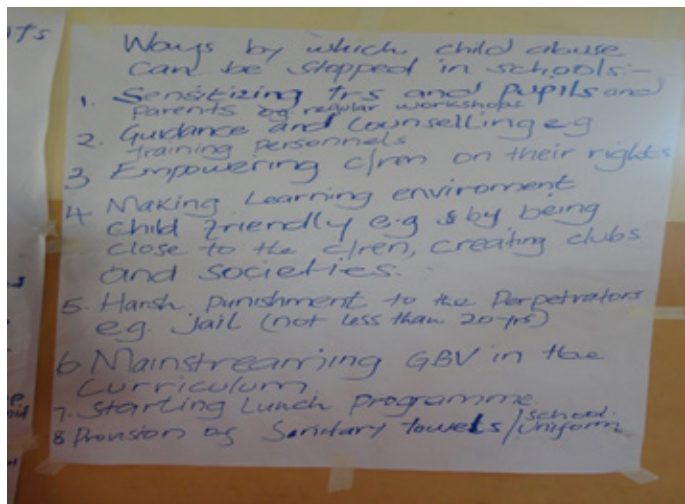
NB: These teachers should ensure these statements are on the lips of every child.

Children should also be encouraged to communicate their online encounters to their friends, teachers and family so as to minimize risks. Notably, abuse of a child online can have huge ramifications on a whole set of children within the abused child's circle.

As much as possible, teachers should take time to communicate the potential risks of online chats with the children they teach. For all purposes, teachers should discourage cellphones in school as much as possible and maintain surveillance on their learners.

Some parents have resulted to denying children access to the Internet, or imposing severe constraints on their time online or sitting with their children and insisting on seeing what they are viewing all the time. This approach amounts to a breach on Article 10: of the African Charter on the Rights of the Child which provides that Children have a right to privacy. Additionally, sitting to watch children so that they can do the right thing grossly diminishes their capacity to self-direct. It also creates a sense of mistrust. . It is important, therefore, to strike a balance across interventions which protect and empower children while providing opportunities to use digital platforms through well-informed supervision and allowing looking after themselves. Identifying and investigating offenders is difficult, as they are able to continually adapt technology to enable their sexual abuse and exploitation, and avoid detection. Since the Internet is not confined by territorial boundaries, most incidents of sexual exploitation of children online are multi-

jurisdictional, with offences being committed across or within multiple countries all over the world. This makes the issue even more complex.



Suggestions from teachers during a workshop on child protection held in Mombasa, Dancourt Hotel

Child abuse is reported through various channels right from family and community level through to the legal structures. Importantly, child abuse is reported internally and externally. An abused child might for instance report to an older child or an adult, might report to a teacher and in some instances even to a stranger provided they are made confident and comfortable enough to report such. Notably, there is self-reporting where the child him/herself narrates own abuse story to the reportee as opposed to second party reporter who obtains the story from whatever source and then does report on behalf of the child. Whichever the case, child abuse reports must be taken with the seriousness and must be acted upon with a sense of urgency.

When it comes to online sexual abuse, the matter is complicated by the convoluted systems available for pursuing offenders. It is therefore better to invest more in prevention than in response. For instance, in Kenya, the average police officer is not computer literate and even if they were, cybercrime investigation requires much more than basic computer skills leave alone the software. This is however not to say that victims should not report but to caution caregivers that it is better safe than sorry.

Even though there are complications to it, it should be understood that through sophisticated technology, images and messages deleted from phones, computers and some other machines can be retrieved for investigation. The establishment of the Kenya Computer Incident Response Team Coordination Centre (KE-CIRT/CC) has enabled the Communications Authority of Kenya to resolve cybercrime and to respond to criminal incidences experienced online. The Authority, a collaboration between government agencies and international organizations, has designated a section of the KE-CIRT to handle children's complaints relating to cybercrime.



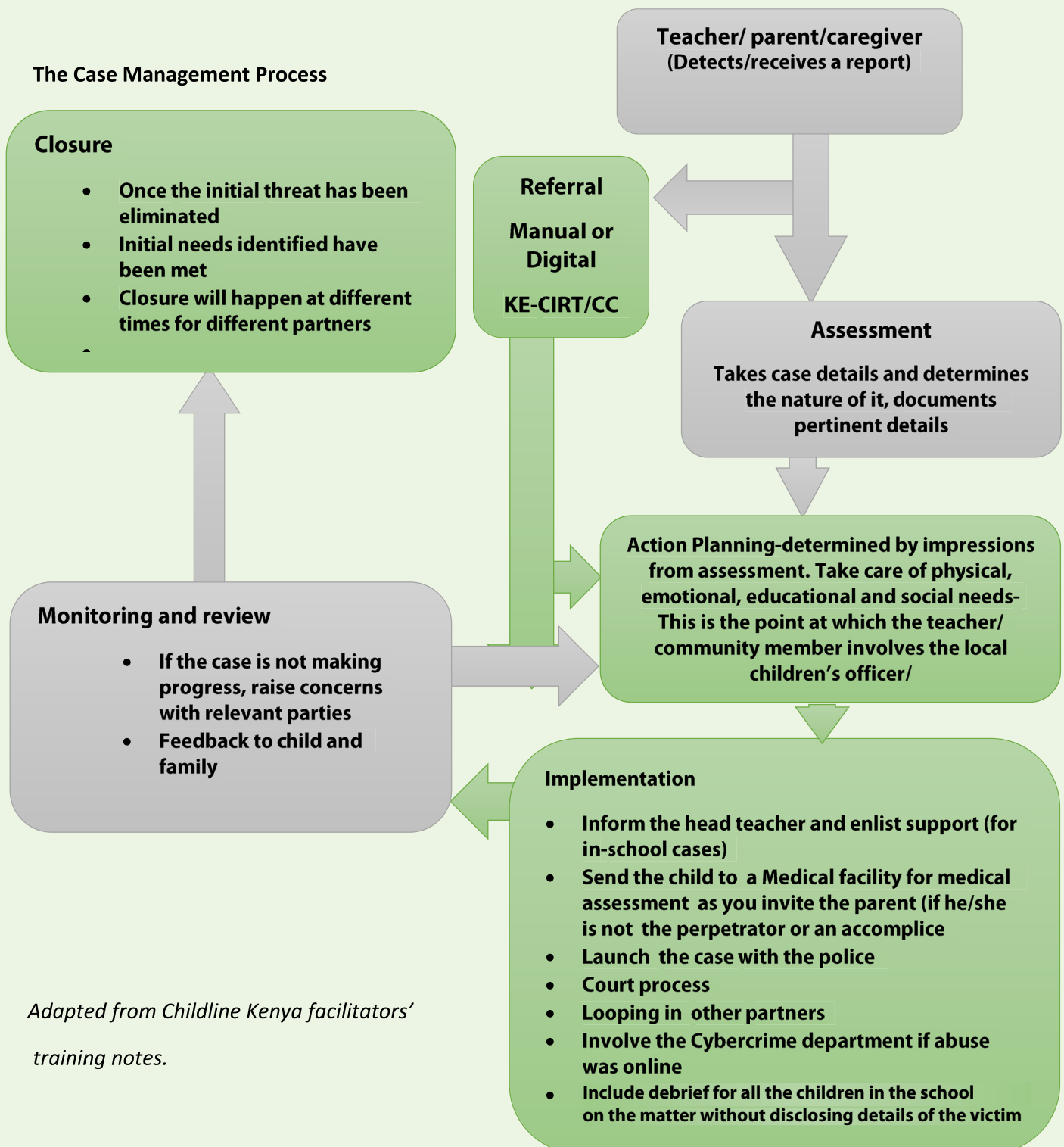
Teacher Rober Omwa, the Cordinator for Kisumu Beacons Movement together with president Ms. Millicent Odheche (in pink top) lead kids in Kisumu to know their rights

The Government of Kenya, through the Department of Children Services (DCS) has initiated measures towards prevention and response to Online Child Sexual Abuse. As such, there is a national referral system that helps to ensure that cases are managed within a specified framework.

REFERRAL AND RESPONSE MECHANISM

School /community level

Whether the abuse happened in school or at home, the trajectory remains the same. Once the report has been made, the same procedure is followed.



Adapted from Childline Kenya facilitators' training notes.

5.0 MODULE 4: LEGISLATION ON ONLINE CHILD SEXUAL ABUSE AND EXPLOITATION

As cybercrime tends to be a transnational crime, all states are dependent on international collaboration in order to guarantee a comprehensive prosecution of these crimes. This collaboration is significantly easier when the national legislation is harmonized and aligned. Unfortunately, harmonizing legislation requires similar understanding of issues, similar capacities not just to legislate but to follow through and ensure implementation. Even though the

Child Online Protection Act (COPA) a law in the United States of America, was passed in 1998 with the declared purpose of restricting access by minors to any material defined as harmful to such minors on the Internet, the law never took effect, as three separate rounds of litigation led to a permanent injunction against the said law in 2009. COPA required all commercial distributors of “material harmful to minors” to restrict their sites from access by minors. The challenge here is that some minors have the capacity to fake details online and access the very information! Very sophisticated systems such as finger identity might be required in order to bar children from accessing some sites- an investment not priority to many governments. It should also be appreciated that pedophilia is a booming business and there must be a stronger force to fight off online sexual abuse of children.

Kenya signed and ratified several international and regional treaties, which obligate the country to enact legislation in respect of the specific objectives and demands of the treaties and covenants. Even in instances where national legislation does not exist, the commitments in the ratified treaties and covenants oblige the citizens to comply. Such commitments include:

- UN Convention on the Rights of the Child (CRC), 15 (1989)
- Optional Protocol to the CRC on the sale of children, child prostitution and child pornography (OPSC), 16 (2002)

- African Charter on the Rights and Welfare of the Child (ACRWC), 18 and
- African Youth Charter (AYC).

Based on the international treaties and covenants, Kenya domesticated the provisions and came up with national pieces of legislation which later informed the provisions in the Constitution of Kenya (2010) Article 53 (1) and (2).

Under Article 53 (1) of the Constitution of Kenya (2010), every child has the right to:

- a) A name and nationality from birth.
- b) Free and compulsory basic education
- c) Basic nutrition, shelter and healthcare
- d) Be protected from abuse, neglect, harmful cultural practices, all forms of violence, inhuman treatment, and punishment and hazardous and exploitative labor
- e) Parental care and protection, which includes equal responsibility of the mother and father to provide for the child whether they are married to each other or not , and;
- f) Not to be detained except as a measure of last resort and when detained to be held:-
- g) For the shortest appropriate period of time and ;separate from adults and in conditions that take account of the child’s sex and age

The establishment of the Kenya Computer Incidence Response Team Coordination Centre (KE-CIRT/CC) has enabled the Communications Authority of Kenya to resolve cybercrime and to respond to criminal incidences experienced online. The Authority, collaboration between government agencies and international organizations, has designated a section of the KE-CIRT to handle children’s complaints relating to cybercrime.

The Children Act (Cap. 586, Laws of Kenya)

This section will cover pertinent provisions within the Children Act that relate to Sexual Abuse of Children.

Inherent right to life: The Government and the family have the responsibility of ensuring the survival and development of every child.

*Right to parental care-*Every child has the right to live with and be cared for by his/her parents.

Right to Education- Every child is entitled to free and compulsory primary education the provision of which shall be the responsibility of the Government and the parents. It should be noted that the teacher is at the center of this right. Sexual Abuse of Children grossly impairs a child's capacity to learn and therefore teachers must do whatever they can to protect children to enable them learn.

Right to health: Every child has a right to health and medical care of which parents and the Government shall have the responsibility of providing for. Health here should be viewed from the World Health Organization Definition of the complete well-being. Sexual Abuse of Children is as much a health issue as is Malaria and other diseases.

Right of Children with disabilities to be treated with dignity. Every child with a disability has a right to be treated with dignity, and to be given appropriate medical treatment, special care and education. As highlighted in the CWSN section, there must be deliberate effort to support and protect CWSN from online Child Sexual Abuse.

Protection from child abuse: Every child is entitled to protection from physical, psychological, sexual, neglect and any other form of exploitation including sale, trafficking or abduction by any person. It is immaterial whether the abuse is perpetrated on a face to face encounter or online.

Protection from sexual exploitation: All children shall be protected from sexual exploitation, prostitution, inducement or coercion to engage in any sexual activity and exposure to pornographic materials. As highlighted, perpetrators of Online Child Abuse are

all about sexual exploitation, coercion, inducement and prostitution.

Leisure and recreation. – A child has the right to leisure, play and to participate in cultural and artistic activities. This provision must be read alongside other provisions. While it might seem to contradict, the right does not take away a parent's/guardian's responsibility to ensure safety for the child. Unfortunately, some teachers/parents have insisted that the child has a right to leisure and recreation without paying attention to the risks involved in some of the modes of obtaining that leisure and recreation like watching pornography.

Right to privacy: Every child has a right to privacy subject to parental guidance. It is therefore erroneous for parents to insist on allowing children privacy in excess of the acceptable boundaries.

Children should be made aware that the law exonerates them from criminal responsibility this means that if a child of less than eight years performs an act or omission, which by law is defined as a crime like stealing or killing a person, or using pornographic material he or she cannot be held responsible for the crime. Children should therefore feel free to report such occurrences and seek support from well-meaning adults.



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6.0 MODULE 5: LIFE SKILLS:

Training children and strengthening their life skills remains one of the best ways of ensuring their protection. As it is not possible to always have an adult around the child and also considering that sometimes the care giver can turn to be the predator. Objectives:

1. Definition of life skills
2. Identify the range of life skills critical to children
3. Discuss how the absence of life skills impacts on children
4. Impart life skills on children

Definition of life-skills:

Activity 1:

1. Think of a situation when you were in trouble and how you navigated through it
2. What skill did you use to navigate through the problem?
3. What then would you say is the meaning of life skills?

Life skills play a critical role in a child's survival and well-being. It is commonly understood that children with good life skills tend to thrive better than those with limited ones. Life skills help a child to make sound judgment of a situation and to make an appropriate decision to handle the situation. In some instances, that decision may determine whether the child will fall victim to sexual abuse or not.



Session 1: Categories of Life skills:

Life Skills can be largely classified into three broad categories:

1. Skills of knowing and living with your own self.
2. Skills of knowing and living with others.
3. Skills of effective decision making.

The skills in each of these categories are important for ensuring that children remain protected in both their face to face social interactions as well as from online sexual predators. Let us now look at each of these categories in detail: In each of these skills, we shall focus on the what, Where, When Why and How (WWWH). As we embark on this discussion, it is important for each teacher to remember that success in the teaching profession in 21st century will largely depend on their ability to sustain sobriety among their learners at all times. Online sexual abuse can be a huge detractor to learning for children. It is also largely a contagious disease!

(i) Skills of knowing and living with one's own self.

Objectives:

By the end of this topic, the participant should be able to:

- Express the way they feel about their physical appearance
- Discuss personal unique attributes that make him/her different from others
- Demonstrate personal attributes that make him/her different from others
- Support children to develop the skills for knowing and living with their own selves

Self-awareness is the skill of having a thorough appreciation and understanding of self. Having

full knowledge of own strengths, weaknesses and potential. While it is possible to isolate these characteristic about self, it is important to be both inward and outward looking in order to give oneself a 360% bath. Asking people around you to give you ratings across a range of parameters would be a useful exercise. However, it might be difficult for little children to do this on their own so the teacher will need to guide them. Begin by asking children to talk about themselves i.e. what they like, how they express their joy/sadness, what they would do in different situations e.g. If someone snatched/spoilt/borrowed/ their item; then move to how other children feel about an individual child. This can be done in groups so that the children in a group can discuss self-awareness at their level,

Note to facilitator:

Divide the participants into groups of seven and ask them to discuss self-awareness and its characteristics (how does a person who is self-aware look like? Discuss the definitions of two of the groups and list down all the characteristics identified by the groups. The groups will most likely come up with the same details as those discussed below (not necessarily in the same order).

2. Self-awareness

Self-awareness can be viewed through two main windows:

- Knowing self
- Self esteem
- knowing and living with others
- coping with emotions

a) Knowing self

The value an individual attaches to self-determines how they deal with themselves and others. People who give a high value to themselves will easily ignore negative events and move on with their lives. They will also easily forgive and see their lives as always having higher premium than the negative forces of life. They are able to easily navigate through negativities. The implication here is that children who attach high value to themselves will easily deal with possible offenders-refuse to pay attention

to them or refuse to obey negative instructions. Religion here plays a big role. For instance, one girl was able to keep predators away by always quoting MY BODY IS THE TEMPLE OF GOD.

How to help children accept themselves

Activity1

Note to facilitator:

Group the participants in pairs and ask them to:

- i) Give each person a number and a strip of paper with a number*
- ii) On one side the individual will write three physical features they admire about themselves and place the written side facing down for the partner to write what they like about the person*
- iii) Collect the papers and list in tabular form what the individuals wrote of themselves and what their partners wrote*
- iv) Ask the participants to say what they feel has changed in them after the judgment by others*
- v) Find out how many participants are disappointed about any incongruence between what they love in themselves and what others said and ask them to find a position in-between.*
- vi) Ask the participants to come up with two affirmations for self-awareness e.g. I am beautiful the way I am.*

2. -coping with stress

Stress can be defined as an internal feeling of system defeat. An overabundance of internal weight in a person. Stress in life comes from different sources. Individuals react differently to stress depending on their coping capacities. Often times, adults ignore/trivialize events that cause stress for children. It is important to understand a child's world. The magnitude of impact for instance, following the death of a pet can be so huge that it could land the child in hospital.

Effects of stress from online child sexual abuse related stress

- i) Indifference
- ii) Low self esteem
- iii) Emotional fatigue
- iv) Emotional maladjustment
- v) Antisocial behavior
- vi) Aggressiveness

How to help children cope with stress:

Before we can think of helping children cope with stress, it should be noted that stress increases susceptibility to sexual abuse. Research has shown that sex is a stress reliever and that during stress, individuals are more likely to indulge in illegitimate sex. In order to effectively help children out of stress, we must first and foremost bring ourselves down to their level. Teachers are encouraged to bend/ kneel/ squat when speaking to children in order to bridge the size/height barrier and create a psychological age mate. That way, the psychological distance is minimized and it becomes easier for the child to communicate with the adult.

Activity:

In plenary, discuss symptoms of stress in children and how they can be helped to keep stress at bay.

Here are some of the suggestions that participants might bring out for dealing with stress.

- i) Understanding the source of the stress. Communicating effectively and affectionately with children helps them gain trust and be able to pour out their issues
- ii) Taking the child away from the stressful conditions/thoughts through engaging them in play/music or some other activity that redirects their thoughts
- iii) Peeking to children of similar age about the situation and encouraging them to dissuade the stressed child to get their thoughts from such

- iv) Encouraging the child to speak out about the stressful situation as many times as possible so as to dilute it and normalize it
- v) Cultivating healthy relations among pupils so that they can share freely
- vi) Use of peer helpers

CASE STUDY:

Baraka, a six year old boy was best friends with Bobby his little puppy. One morning, Christine the house help left the gate open. The neighbor's dog came into the compound and found little puppy waddling around the compound. The malicious dog bit little bobby on the neck without any provocation. Baraka, who was taking his Saturday afternoon nap was awakened by the screams of little bobby. He came out and found him bleeding profusely. He could not help watching little bobby wail to his death. He wept bitterly and would not be pacified. The next day Baraka had a terrible flu. Then his health continued deteriorating. Before the parents knew it, the boy had not eaten for three days. The doctor had to admit Baraka for a full week before his recovery.

Activity1:

1. In groups of seven. Discuss Baraka's possible stress points and list them down.
2. What should Baraka's parents have done to diminish the stress

Here are a couple of stress points you might come up with:

1. Why the house help had to leave the gate open
2. Why they would not give Bobby a decent burial and yet he was a member of the family
3. Whether he would ever find another puppy like bobby
4. How he would communicate to his friends in school on the matter

5. What his friends might think of him

In order to keep the stress at bay, the house-help, immediately upon realizing what had happened, should have apologized to Baraka and reassured him that daddy would get him another puppy. She should not have thrown the dead puppy into the trash bin as Baraka was watching. Baraka's parents should have taken time to reassure him and to help him understand it was an unfortunate event and that they would do everything to make sure it never happened again.

b) Self esteem

Self-esteem is one's awareness of all these about self. A person's self-perception is influenced by their relationship with:

- God
- other people,
- family members,
- peers
- school mates/classmates
- Culture
- loss and grief,
- illnesses
- education

High self-esteem enhances self confidence that enables a person to interact, participate and relate positively with others, animals and the environment in general.

Everyone at birth has the software for self-esteem. It is the language, nurture, social interactions, environment, significant others that shape a person's self-esteem either boosting it or diminishing it. It is evident that some educational institutions produce learners with higher self-esteem than others and it all has to do with the support services the learners receive to bolster their self-esteem.

Activity:

In plenary, discuss ways through which a teacher can boost a learners' self-esteem especially where they come from vulnerable backgrounds.

Here are a couple of approaches you might have elicited in your discussions:

i) Calling the child by name:

Calling a child by name sends the message you are somebody; and it makes a good beginning point especially with new children in class. Teachers who refer to their learners by name tend to develop a closer bond. As the child feels noticed/recognised, they begin to draw closer to the teacher and they begin to feel valued which boosts self-esteem

ii) Affirmations:

Affirmation refers to the force or strength accorded to a statement or action of another. It is to ratify or openly agree with. For instance, when a child walks into the classroom and the teacher says 'Whoa! James looks like a jet pilot today. I like the way you have given your head a clean shave. Clap for James everyone.' Here, the teacher might use the profession that James aspires to for the affirmation. This tells James that he can actually become what he aspires to be. In any case he already looks like one.

i) Recognition:

Children and human beings in general, like to be recognized particularly when they excel. For the teacher, it is important to pay attention to this fact.

CASE STUDY:

In 1974, a primary school teacher made this comment to a class three girl. Whoa, you have taken a lot of pain to make your hair. You are looking good as the girls from California girl's high school. At that point the class three girls did not know of the existence of such a school. So she purposed. She adopted the hairstyle as her signature hairstyle. Within that moment, the girl set herself up to go to the great school called California girls. She passed her Class seven examinations and was admitted to the very school which was her first choice. She would later continue her A level studies in the same school. That moment of recognition had ignited a fire about the school in the girl's psyche

Activity 1:

Discuss some of the common affirmations used by teachers in Kenyan schools.

Appreciation and recognition:

When children have accomplished a task well, it is good to appreciate them and even give them recognition. When this happens, they are motivated to continue with good deed. Their self-esteem is boosted. When they have not done well do not call them names. Speak to them in a manner that tells them that they are still capable of doing better if they try harder. For instance, Albie you can do better next time. You are an intelligent girl. Just focus.

CASE STUDY 2

In 2010 at Utawala Academy, in Nairobi, a teacher found a class five pupil drawing a picture on the board during her lesson to which she was late by about ten minutes. Instead of punishing the child, the teacher smiled and appreciated the picture. She told the other children in class to clap for Emmanuel, the boy who had drawn the picture. The teacher noticed that the boy drew a picture for her at break time every time it preceded her class. The boy's self-esteem was boosted as every time the teacher came in and found the picture, she thanked him and asked the class to appreciate him. Eventually he became one of the best artists in the school.

c) Coping with emotions

Emotions such as Love, joy, hate, anger, fear, jealousy, and desire can be destructive if not tamed. Importantly, we need to always remember that emotions have no social class, do not recognize other parameters like culture, religion, position and the like. Children should be taught how to effectively deal with different types of emotions and how to maintain a balance. You will probably have noticed some people who laugh when another person falls. This means that such people did derive joy from other people's lack of it. Children must be taught to exhibit the right emotions for the right reasons at the right time. You will probably have seen some young people kissing profusely in a shopping mall. In other instances, you might have come across adults who throw temper tantrums openly in public places to the extent of exchanging blows. This behavior is indicative of lack of capacity to manage own emotions hence the need to train children in their early years. For instance, teachers should not allow children to throw objects because they are

anointed. They should also be taught interpersonal space and human rights at the earliest age so that they realize they will not always have right of way.

CASE STUDY

Juliet, a class eight girl recently met a new boyfriend Ken Mutali. A banker, with one of the best banks in Kenya. Two months into the relationship the guy turned nasty and wrote this text message which was relayed to her through a midnight text message.

Juliet, you think am a fool right? I have accessed your phone and I now know who else you are dating you idiot! You don't even know how to make love. You are useless and ugly. Am forwarding to you those photos I took of you naked when you last visited me and I have intentions to send them out on WhatsApp. So Juliet woke up and read the message. Then there was a sexualized ping pong of messages that went on till morning causing Juliet to miss her school bus. When the teacher demanded to know why she was late to wake up, she blushed.

Activity 2:

1. Imagine that you are Juliet's teacher and dig out for the cause of lateness
2. In line with what you have learnt about coping with emotions, help Juliet write a text message response to Ken. Mutali's text message you are useless and ugly.
3. In groups of five, discuss how you will help Juliet cope with the emotions elicited by Ken's text message and the threat of her photos being circulated on social media.

v) Benefits of self-awareness:

It should be understood that self-awareness is the cornerstone of all life skills. People who are self-aware are able to navigate through life with ease. Some of the benefits include:

- i. Ability to attach high premium to self which eliminates chances of being overpowered by negativities
- ii. Self-acceptance

- iii. Is able to live and let live
- iv. Recognize differences between what is ours and that which belongs to others
- v. Understanding that we are all different and don't need to imitate others
- vi. Can take criticism positively even if it were negative
- vii. Minimizes conflicts
- viii. Acceptance of others
- ix. Gives one power to take charge of their lives

vi) Anger Management:

Definition of anger

Anger is a strong negative emotion resulting from resentment, annoyance, displeasure or hostility. According to Oxford Advanced Learners' Dictionary, *anger is a strong feeling that you have when something has happened that you think is bad and unfair. A strong feeling of being upset because of something wrong or bad that makes someone want to hurt another person.*

The internet is an anger manufacturing industry! Anger relayed through the social media can go to millions of people and if you were initially the target, the humiliation goes on and on and on. If you were the source, there will be millions and millions of people reading through your incongruence.

Children learn to react to anger from adults. Through observation method, a child notices that when something happens that Mummy or daddy did not like, he exhibits certain behavior. The child copies the reaction and waits for anger moments so he / she can practice the same. In homes where adults react to annoying situations through violence, children tend to be violent too.

- What might become if the child continues on that path?
- What will people think of my class control

abilities? What will people think of my pedagogical skills if the students don't get A's?

- Won't the child think be weak if I do not react?
- What will people say if they hear my wife has left me?

vii) Signs of anger:

Whether anger has been elicited by a text message or a video or a photo or just some face to face disagreement, the signs of anger can remain the same: These are:

- Emotional:** • Sadness • irritability • guilt • resentment • feeling like you need to hurt someone • needing to be alone • needing to isolate one's self • numbness
- Physical s:** Rapid heart rate • difficulty breathing • headache • stomachache • sweating • feeling hot in the face and neck • shaking
- Behavioral signs of anger include:** • clenching of fist • pounding of fist on any surface • pacing • raising one's voice • any act of aggression/passive-aggression
- Mental signs of anger include:** • difficulty concentrating • obsessing on the situation • thinking vengeful thoughts • cynicism

Some self-talk for keeping anger at bay:

Always teach the child to talk themselves out of the situation. A so what question is a good painkiller. Asking self-questions like what is the worst that could happen? What do I do from here? Is it worth my energy?

viii) Managing anger:

a) Relaxation techniques that you can do include:

Breathing Exercises deliberately controlling your breathing can help a person calm down. Ways to do this include: breathing through one's nose and exhaling through one's mouth, breathing from one's diaphragm, and breathing rhythmically. All

these done repeatedly for about two minutes will stabilize the system.

ii) Laughter is a medication. People who laugh at themselves and situations seldom fall victim to anger. It is good to train children to focus on the brighter side of life. Quickly forcing one's thoughts to pleasant thoughts about something totally different from the source of frustration helps take away energy from the current situation. Always teach children to laugh at themselves and move on quickly.

iii) Meditation is a way of exercising mental discipline by concentrating more intensely on a subject other than that causing annoyance. For instance, prayer has been known to work perfectly as the individual quickly finds a superior power to deal with the offending circumstances, The repetition of a mantra such as AM STRONG AM POWERFUL AND AM IN CONTROL OF MY DESTINY. Relaxation also helps relieve the tension that causes anger outbursts which have been seen as a way of deflecting the internal pressure created by the negative incident.

iv) Visualization: This is the use of mental imagery to induce relaxation. Some visualization exercise involves picturing a place of serenity and comfort, such as a beach or a garden. Here, the teacher could train children to close their eyes and imagine watching a nice cartoon or playing a nice game.

v) Art and Crafts: This can be used as a way of distracting self from the negative thoughts. For instance, the child can draw a picture of the offending situation in flames as a sign that it is over. A picture of a bird flying high in the sky can also depict that the child is way above the pettiness of projecting anger. It can also be a sign of peace. Teaching children to draw a white dove every time they were in an offensive situation can help them calm down. However, it should be noted that the said technique would only work if the child was in class or in an environment where they can sit down and draw.

vi) Three Reasons Approach:

Teach the child to do a HERE ARE MY THREE REASONS

FOR MAINTAINING MY COOL. These reasons vary and each child can have their own three reasons which they will quickly speak out in an instance of anger.

For example: Jeremy's three reasons for maintaining his cool are:

- a. My mother would be grossly embarrassed if I were to lose my cool
- b. Losing my cool is a sign of weakness
- c. Am brave-am gonna be a brain surgeon one day.

Activity 1:

1. Imagine a moment of extreme anger and write down your three reasons for maintaining your cool.
2. Read aloud your three reasons to the rest of your team
3. Identify any common reasons given and list them down
4. Paste your three common reasons on the wall
5. What do you learn about anger management using this method?

d) Skills knowing and living with others.

The skills for knowing and living with others include:

- Empathy
- Communication
- Problem solving

Objectives of the session:

1. Define empathy
2. Identify some basic dimensions of empathy
3. Discuss empathy enhancing mechanisms for children

Definition of Empathy

Empathy-It is the ability to understand what the

other person is experiencing and to be able to communicate this feeling in time. It can also be understood as be entering the perceptual world of the other person or his frame of reference and be sensitive to their feelings whether good or bad. It is a skill that enable us to feel with / and view situations from the other person's point of view.

Some Basic Dimensions of Empathy

Perceptiveness-A helpers responding skills are only as good as the accuracy of the perception on which they are based.

Know-how. Once you are aware of what kind of response is called for, you need to be able to deliver it. For instance, if you are aware that a client is anxious and confused because this is his first visit to a helper, it does little good if your understanding remains locked up inside you.

Assertiveness: Accurate perceptions and excellent know-how are meaningless unless they are actually used when called for. If you see that self-doubt is a theme that weaves itself throughout a client's story and search for a better future and if you know how to challenge him to explore this tendency but fail to do so, you do not pass the assertiveness test. Your skills remain locked up inside you.

No response-it can be a mistake to say nothing when a person says something significant to you, respond to it however briefly. If you fail to respond the person who has said it may think that what he/she has just said does not merit a response.

Distracting questions: some questions may ignore what the person needing help has said and feelings expressed and focus on the helpers' agenda to get more information.

Clichés -The helper may say something like "This work place is competitive. It is not Uncommon for issues like the one you are talking about to come up" -This is cliché-talk. It turns the helper into an instructor and may sound dismissive to the person seeking help. Clichés are hollow in effect; the helper is saying you really don't have a problem at all, at least not a serious one. It is like saying to the person-

you make no sense. You are whining. This does not help to support the person emotionally to get out of their distressing circumstances.

Sympathy-Being empathic is not the same as being sympathetic. An expression of sympathy has much more in common with pity, condolence. It denotes agreement whereas empathy denotes understanding and acceptance of the person with a problem. Sympathy is a form of collusion with the person being helped.

Situations that require empathy

- Poor academic performance;
- Interpersonal relationships;
- Loss of loved ones, property;
- Dealing with people with disabilities;
- Candidates preparing for examinations;
- Orphaned and vulnerable children
- People with debilitating ailments
- People living with HIV and AIDS (PLWHA);
- Internally Displaced People (IDPS);
- Excelling in academics and co-curricular activities

CASE STUDY:

Kristina, a class 8 pupil in one of the town schools had been online chatting with her new friend Carey Wiseman for a couple of weeks. The day she informed him that she had lost her mother in a road accident, he sent her all sorts of love proving messages including flowers and empathy kisses online. She was very touched. It was then she decided to give him all her full details including a disclosure on their impending school trip to the national museum the following weekend. Kristina was shocked to meet a shabby looking black man at the museum; who introduced himself as Carey. The man she had been chatting with online was white for all purposes and intend! It then dawned on her that she had been fooled.

Activity 1:

1. In groups of seven, discuss Kristina's options.
2. What do you see as Kristina's mistakes in her online interactions with Carey?

NB: Children need to be taught not only how to express empathy but also how to recognize exaggerated empathy. Dramatized empathy will always have too many additions and repetitions including unusual giftings. They must be taught how to disengage from fake people too.

ii): Communication:

The Objectives here are to:

1. Define the term communication and the communication process
2. Define the term effective communication
3. Identify various channels of sending and receiving information
4. Identify barriers to effective communication and ways of overcoming these barriers
5. Demonstrate ability to communicate effectively.

As adults, effective communication with children is paramount. Children also need to be taught how to communicate. They should be taught basic rules of communication not just in syntax and grammatical terms but also the decorum that goes with the use of word. Such basic words as please, thank you, sorry are critical.

Barriers to effective communication

- Poor listening habits
- Insufficient knowledge of the subject
- Biases and stereotypes
- Lack of interest
- Personal opinions
- Interruptions
- Religious and cultural differences
- Personality types
- Language barrier
- Age difference
- Health Status

Overcoming communication barriers

- Developing listening skills
- Overcoming stereotypes

- Observing simplicity as a value
- Speaking clearly
- Being open minded
- Exercising empathy
- Listening actively
- Paying attention to and being interested in the subject/message
- Willingness to respect other people's views
- Trusting and being non-judgmental
- Being clear and specific
- Being simple, brief and straight forward
- Ability to respond appropriately

iii) Problem solving:

Objectives:

1. Define problem solving
2. Describe situations that require problem solving skills
3. Demonstrate problem solving process
4. Identify values that assist in problem solving

The skill for problem solving enables a person to identify, analyze, understand an issue and think up an appropriate solution to the problem and action that solution. People with poor problem solving skills do not recognize problems until too late and when they do, they are unable to resolve them.

The steps to problem solving include:

Stating the problem {what is the problem and why is it to be considered a problem? What are the tenets of the problem?

- Hypothesizing {identifying and list all possible causes and effects- of the problem?}
- Experimentation { List down possible solutions to try out as solutions to the problem}
- Observe -List down the observations on possible sequel of deploying each solution
- Conclusions-Based on what your analysis gives you as a best fit for a solution to the problem,

write down your final verdict

- Apply the verdict as action to resolve the problem

Whereas in real life we do not go about dealing with problems through writing, even mental considerations and calculations fit as well provided that the sequence remains. This sequence may be applied within minutes, hours or days, weeks, months or even years depending on the nature of the issue. Even for cases that end up in court, this process is very useful. The person who opts to take the matter to court must have carefully gone through all the steps and arrived at that end as the best solution.

iv) Assertiveness:

Objectives:

1. Define assertive, aggressive and passive behavior
2. Differentiate between assertive, aggressive and passive behavior
3. Describe the advantages and disadvantages of each behavior

i) Definition:

Assertiveness is the ability to stand for yourself appropriately and to make sure that your relationship, however unequal in social or other ways reflects your assertive rights.

Assertiveness is a skill based on the idea that your needs, wants and feelings are neither more nor less important than those of other people, they are equally important. You have the feeling that you are not less important and other people are not less important than you

ii) Benefits of being assertive

- It provides the secure foundation for effective negotiation. Firm and calm in a dialogue
- Assertiveness facilitates communication and understanding.

- This gives people an opportunity to know you
 - It also helps with clarification of your stand on issues
 - Assertiveness helps with adjustment and adaptation in relationships especially when faced by challenges or changes.
 - Assertiveness helps you to ensure that you do not come away from situations feeling bad about yourself or leaving others feeling bad. The key here is to be fair to yourself and to others.
 - When you are assertive, you are able to be confident when interacting with others; hence you strengthen your relationships.
 - You are also able to resist peer pressure to engage in risky behaviors such as premarital sex, drug and substance abuse
 - Facilitates the making of choices, decisions that you are happy with, motivates
 - Develops integrity, promotes effective time use, stress, and reduces health problems such as high blood pressure.
- 6. manage criticism and complaints
 - 7. Use body language to back up communication including: gestures, eye contact.
 - 8. Say No with assurance.

iv) Managing Criticism:

We should train children to:

- a. Refuse to be labeled
- b. Agree with the critic and apologize appropriately and respectfully
- c. Ask for clarification in the event they are not clear with the communication
- d. Name the problem in a brief, specific and clear way.
- e. Stick to the facts and not engage in verbosity/ circumlocution
- f. State their feelings/impressions or opinions
- g. Remain calm. Feelings run high and obscure our vision of other people and distort our ideas of fairness.

iii) Building Assertiveness in Children

In order to promote assertiveness in children:

Here are some additional ways of strengthening assertiveness:

- 1. build a child's confidence and self-esteem, we should speak positive messages to them such as: you are good, you are strong, you are awesome, you are great
 - 2. teach a child to speak clearly, repeating any word or statement if necessary to clarify what he/she is communicating
 - 3. children should know how to demand their rights and speak in a firm but polite manner
 - 4. listen attentively to others (words, feelings and meaning)
 - 5. stick to the important points
- a) Posture- holding yourself straight
 - b) Eye contact - looking at people openly and not crowding them
 - c) Tone of voice
 - d) Gestures and movement
 - e) Facial expression
 - f) Leaving reasonable distance between you and others.
 - g) Helping children learn, understand and recognize that all people have the right to

dignity and respect. If we live by this we will be assertive, no matter how angry we become or how frightened we may be.

v) Assertive Behavior:

Assertive behavior is shown in a number of ways:

- Saying yes/no to those things you want to say yes/no.
- You do not say yes or no to please others or to get them off your back or to feel important.
- Only to what you believe in
- What you agree to should be more important to you than what you have to give up

vi) Refusal Skills

Refusal skills are important for healthy living. Some people associate refusal to rudeness but it should not be so. This has its roots in our African culture which teaches us at young age to agree or comply with everything adults or older persons say or do. This is a dangerous trend as it exposes children to abuse. In some instances, children know what is right but are unable to say no to negative instructions from older persons because of the cultural value on obedience. We must teach them that there is nothing wrong with refusing to do what is not right even if the instruction came from the oldest person!

1. Make it clear that you appreciate being asked. *"Thank you for asking me, that's nice of you"*
2. Acknowledge the other person's priorities and wishes, *"I know that is important, I understand the difficulty but am afraid I am not in a position to assist."*
3. Give a clear reason for your refusal. *"I am already committed over the coming weekend or"*
4. I need more time to reorganize my schedule
5. I would want to keep my promise so let me not commit for now
6. As an assertive person you need not make a decision if you have not thought through an

issue. Always ask for more time or to sleep over it. This will enable you to think through your priorities and sometimes even consult on the issue. This saves many regrets later.

vii) Values that enhance assertiveness:

These values are very important for helping children to deal with possible abusers and for their day to day survival:

1. Respect, Fairness, Honesty, Tolerance Humility, Love
2. Kindness, Responsibility, Simplicity,
3. Recognize the right to:
 - Say I don't know, say NO.
 - have an opinion and to express it
 - have feelings and to express them
 - make my own decisions and deal with the consequences
 - change my mind
 - choose how to spend my time
 - make mistakes
 - speak out

Assertive Persons:

- Depersonalize the issue
- Use "I" rather than "You" for instance... I realize I how I missed the point instead of you should clarify ...
- No blaming or accusing-for instance... Sometimes these issues can be overlooked and need to be looked at in more details to ascertain...instead of you did not fully consider the effects of ozonal depletion by human action in third wild....
- Say how you feel for instance. I feel frustrated by the repeated child abuse in this school in spite of all that I have done
- Clarify the problem. For instance...the main problem here is that most of the workers rely more on protection from godfathers instead of doing an honest job

- Present options

Factors that enhance assertiveness in children

- Having adults around to cheer and encourage children along
- Respect own needs and rights and those of others
- Effective communication skills
- Finding a middle ground to stand up for oneself without putting other people down
- Believing in the fundamental rights and freedoms

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7.0 MODULE 6: RELATIONSHIPS

Objectives:

1. To help children create valuable and meaningful relationships for positive growth and self-protection
2. To help children recognize the value of maintaining reasonable mutual relationships especially with parents, relatives and peers/friends
3. Help children distinguish between good and bad friends

It is important for children to understand that the relationships of love include parents, brothers and sisters, friends and peers as well as that special person – a boy or a girl, a husband or a wife

- Learn that love can be expressed in many ways by caring and helping
- Understand the difference between a good and a bad friend
- Understand that give and take in any relationship is important One: Network of Relationships
- Relationship Map
- Circle of friend's poem

True Love

Understand that different perceptions of the same situation may lead to conflict

Have better self-awareness regarding individual responses to conflict situation

- Communicate and manage strong emotions that contribute to managing conflict.
- Learn positive conflict resolution Methods
- Learn that creative ways of solving conflict lead to a win-win situation

Activity 1: Relationship map

Note to facilitator:

1. Give a chart paper to each participant and ask her/him to draw or write their name in the middle of the paper.
2. They will now draw shapes around their name or picture depicting all the people they have a relationship with and have regular communication. These could be friends, family or a community member.
3. Once all the shapes have been drawn, ask all participants to draw a line across over each shape where there is a broken relationship, one line if their relationship is strained, two lines for a mild relationship and three lines for the closest relationship.
4. Along that line each participant should write interesting things he/she discusses with this person regularly.

These maps should help the facilitator identify who is closest to participants and by extension what it would mean to take away such relationships. Also which relationships are to be diminished and which ones should be strengthened. The teacher should discourage those relationships where suspicious topics are discussed just as cross- generational friendships should be carefully monitored.

5. Ask the participants to paste their maps on the wall and sit for a moment.
6. Allow the participants to take a tour across all the maps and get a feel of the general landscape of relationships
7. It will be important to see for instance how many participants expressed their mothers/fathers/siblings as their closest relations and to see a range of topics commonly discussed.

NB: Be sure to explain that special relationships can be between two people of the same or opposite sex.

Note to facilitator:
Display the following poem on the board/wall

My Friends
My heart is large
Large enough to fit them all
Fit them lots and lots of friends

I have learnt to fit my friends
Each one of them into different pockets
So I can go with them different places
And different things to do
Without conflicts
Without fears
Without shields
Short term or long term
Friends are friends
After all is said and done.

Activity 1:

1. Read the poem aloud in unison.
2. What are the two critical things the poem says about friends?
3. Add another line to the poem to complete the lesson on relationships

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8.0 MODULE 7: ESTABLISHMENT AND MANAGEMENT OF KINGS AND QUEENS CLUBS

Overview

As we think about stemming Online Child Sexual Abuse, we must be prepared to employ different tools for communicating to children on their own rights and vulnerabilities and imparting upon them the relevant skills and attitudes for survival. The need to provide a platform for children to express themselves, acquire new knowledge, share their problems and find common solutions with their peers becomes necessary. A space where children can deposit their problems and collect solutions.

The platform of the Queens and Kings Club is meant to empower the children with skills and knowledge that will enhance their protection against all forms of abuse. The club is indeed a grooming ground for leaders of tomorrow. While many schools already have Child Rights Clubs in existence, it should be appreciated that many institutional managers have stigmatized clubs as they are a threat to old school administration where the teacher was always right and children were there to be seen and not to be heard. The Queens and Kings clubs have euphemized rights but will serve the same purpose. It should be appreciated that Kenya is still struggling with traditional structures that gave no space for self-expression among children. Ideally, schools that have Child Rights Clubs can comfortably convert to the Queens and Kings Club by changing the name and adopting the Queens and Kings Club guidelines.

AIMS AND OBJECTIVES OF THE KINGS AND QUEENS CLUBS

Aim;

To create a space for Children in school to learn, share and interact, so that they can participate in their own protection, detection, response prevention of child abuse. The clubs will also facilitate the children to be better developed to help themselves and contribute to the society by accessing their rights.

Objectives

The specific objectives of the Girls' Club are:

Objectives of the Child Rights Club are:

- Improve the levels of knowledge on child abuse among children in and out of school
- Educate children on their constitutional rights
- Sensitize the children on their responsibilities as children; first to their fellow children and to the adults and the state in general
- Train children on life skills and self-management
- Provide space for children for self-expression and ventilation on their concerns
- Encourage children to exploit their potential through artistic creations and expression
- Nurture leadership skills
- Keep children updated on all emerging issues affecting them
- Improve retention and completion rates of girls in schools by enhancing their protection from abuse including access to quality reproductive health rights
- Provide a secure and safe environment for children to socialize and enhance their educational achievement
- Enhance child participation in school and social activities and build children's confidence to speak against child abuse
- Promote safe moral values
- Promote democratic tenets, civic responsibilities and leadership skills through

advocacy processes undertaken by or with children participation

Some Materials to enhance communication during club meetings

- a) Flip charts
- b) Marker pens
- c) Masking Tapes
- d) VIP cards
- e) Pictures
- f) Newspaper cuttings
- g) Videos

BASIC ELEMENTS OF A QUEENS AND KINGS CLUB

Self-Esteem; this reflects the overall evaluation or appraisal of the child's own worth and the foundation of building confidence in children. Self-esteem include: self-worth, self-regard, self-respect, self-love (which can express overtones of self-promotion), self-integrity. All these will improve the belief in the ability to have a bright future. This is meant to make the children know that they can become anything they want to be in life.

Security; Children are more vulnerable to physical and emotional harm, therefore there is need to provide them with skills that will enable them to identify and protect themselves from all possible violence and harm through building self-confidence, speaking out and self-defense. Children should be trained on how to build their confidence which will make them speak out against all violence or abuse and defend themselves and others through taking appropriate actions, like running away, negotiation and shouting for help.

Life skills; Life skills build confidence, self-reliance and also provide more opportunities in life as regards their future hopes and aspirations. This will also inspire them to be strong and bold.

Activities covering this skill will teach them things that can be of economic value and make them more useful to themselves, their families, community and the society in general.

Social interaction: Interaction that will affect their bonding as children and increase their confidence. It deals with the fun aspect of the club, where the children have room to be involved in activities and actions of recreation and learning at the same time. The social interaction also deals with guidance on how the children can interact with various groups. These include interaction with the other boys and girls within the school, their peers within the community and adults within the community. In social interaction, the school should create a safe space for the children to interact with the wider schools, other clubs. This will create a space for sharing what the girls have learnt with their fellow students. For instance a member of the Kings and Queen's Club could be given one day in every week to come and brief the general school assembly on what they have been learning. There could also be a club exchange day in the school, where all clubs can cross-interact, for instance once in a month, Kings and Queen's Club and other clubs will interact for about 20 minutes. Thirdly, the space for school interaction with the community or external stakeholders could be used by the Kings and Queen's Club to display to the public, what they have learnt and what they can do.

Volunteerism; this refers to free will to participate in community service, starting with their school. It is important for the children to learn from an early age the importance of offering selfless service that will bring about development to the community. This must be strictly community service and not service to any individual and this must be under the strict guidance of the Kings and Queen's club patron. Safety should be a watch word in carrying out activities in this pillar.

Even though there are general objectives for establishing the Child Rights clubs, it is important for the lead teacher to put down his/her mission in writing (in consultation with the children); develop a concept paper and present this to the school head. You must use your charm/negotiation skills to get his/her approval. Note that it does not matter how noble your idea is. If the head teacher has not bought the idea, you do futile work! Chances are he/she might view this as an attempt

to undermine him/her or an attempt by the teacher to create visibility for self. Help such a head teacher understand that your visibility is his/her visibility and that the club will help in managing discipline among learners and ultimately improve performance.

Once the idea is sold to the school head, request a meeting to pitch the ideas to your colleagues during a staff meeting. The staff meeting can be called specifically to discuss this agenda. Prepare yourself well to pitch the idea with your colleagues. You must persuade them to join you in implementing this. The purpose of doing this is largely to ensure some of them are not deflating your tires. Many teachers try as much as possible to diminish the work of others because they view this as a way of remaining relevant.

Understanding your pupils:

In order for you to run an effective child rights club, it is important to have a thorough understanding of your learners. At face value, every teacher purports to know their learners. Unfortunately, many a times when children misbehave in school do teachers begin to take interest in such learners. Statements like I am shocked. I did not know Mwende can do such a thing are not uncommon.

Needs Assessment:

It will be important for the teacher to carry out some basic needs assessment of the children in the school to identify the specific needs of the children. This can be done through Focus Group Discussions with different representative groups of children. It will be necessary to have the groups confined to within specific classes initially. Thereafter, you can have one FGD with mixed children from various classes. You will then have a general discussion with teachers to verify some of the issues raised by the children as you listen to what else the teachers might want addressed through the children Rights club.

Analyze the information received to come up with a clear trajectory on the issues affecting the children that you will need to address through the child rights clubs.

Identify the general and specific needs of the learners and structure your program for the term to deal with each of the issues.

Be Creative:

As you set out to start the Queens and Kings club, you will need to be creative and innovative to attract and retain children in the club. It will be therefore necessary to have a variety of activities in which you will effectively involve the children. These activities may range from tree planning, having a child rights day where the children showcase their artistic creations, having some of the children drawings posted on the school notice board once a week, having some of the children lead the program at school assemblies, parents' days etc. Keeping the children always speaking about their rights also helps them keep an eye on any breaches on their rights.

Steps to formation of a Queen's and Kings Club

- 2 patrons-male and female selected by the school must be trained on child protection
- Explain what Kings and Queens entails to the school board of management
- Get buy-in of the school board of management and support of the head teacher
- Mobilize an assembly of all children in the school
- Explain what Kings and Queens Club entails to the assembly of students
- Allow the children think through this and get back to you after a while
- Mobilize interested children for their first meeting
- Explain to them children in details what it entails and their roles and responsibilities
- Give the children a consent form for their parents/guardians to fill and sign (where forms

are not available open a register for parents/ guardians to sign/thumb print

- Collect signed form/register and only register those that bring their signed consent form or have signed the register
- Organize a bonding session for all members of Kings and Queens Clubs in their first official meeting
- At the second meeting facilitate the Kings and Queens members to elect their officials, based on suggested positions listed below (do not influence their choice)
- Organize the children and their elected leaders to jointly nominate 2 board members from among the board of management or the community. Note that the nominated board members must be people that are highly respected in the community and will bring value to the Kings and Queens Clubs
- The club can then be formally inaugurated and they can kick start their routine activities

Membership to the Club

Membership of the Queens and Kings Club is voluntary and open to all interested children in school irrespective of their age, religion or ability; from upper Primary (Primary 4-8) Classes. All interested pupils/ students shall fill a membership register, after consent given by parents/ guardians. This is necessary to ensure the buy-in of such parents/ guardians and to secure their support for Queens and Kings Activities the children will be engaging in. As much as possible screening of children before they join the club should be avoided. However, continuous membership will depend on each registered member meeting up with agreed code of conduct of the club. Since membership is voluntary, the ideal number to the membership of the group should be between 25-35 children per club. The code of conduct will naturally help to screen serious club members from the non-serious ones.

Code of conduct

For the Queens and Kings Club to function effectively, it requires a code of conduct to guide its operations. You will therefore need to work with the children to come up with a code of Conduct that is acceptable to them. The following points will guide you in developing an appropriate Code of Conduct; which every King and Queen will focus on. In finalizing the code of conduct, the community peculiarity must be put into consideration. The finalized and adopted code of conduct will therefore guide the Kings and Queens's activities, meetings and way of life within and outside the school. The club members should observe the following:

- a. Presence at meetings all the time.(Punctuality)
- b. Well behaved attitude at meetings.
- c. Obedience to club rules
- d. Respect for all club leaders
- e. Active participation at club forums
- f. Neatness
- g. Documented recording of club meetings
- h. Respect for each other's opinion
- i. Elections shall be conducted in fairness to all contestants
- j. An injury to one is injury to all
- k. The rights of any member will not be deliberately denied them
- l. Disagreements shall be settled amicably by club officials
- m. Respect the school rules and regulation.
- n. Note that the school rules and regulations supersede the Kings and Queens code of conduct

Leadership Structure of the Club

The Kings and Queens Club should choose their own officials without interference from the patrons or board members. The Kings and Queens officials will be elected at a meeting of the club with the guidance of the club patrons. Tenure of office shall be one year owing to the fact that students/pupils will normally change class or pass out of school after each academic year. Officials shall include:

1. The President

Shall preside over meetings of the club and shall in agreement with other officials take decisions regarding the operation of the club.

2. The Vice President

Shall support the President and preside over club meetings in the absence of the President.

3. General Secretary

The General Secretary shall take record (minutes, attendance) of all activities and other engagements of the club. This includes meetings, visits by external personalities, school debates and other activities. He/ She shall also keep the records of such minutes and correspondence in safe custody within the school environment.

4. The treasure

The Treasurer shall keep the financial resources of the club in conjunction with the club patrons. He/ She shall be a signatory to the club account with the President and the secretary. He/ She shall be the custodian of the club cash requisition form, which will be used to withdraw or pay in money (in the custody of the patron).

5. Financial Secretary

The Financial secretary shall keep the record of financial transactions of the club. This includes keeping an income and expenditure book among others. She shall present financial report to the Kings and Queens members or any required group, from time to time.

6. Chief Whip

She shall be responsible for ensuring compliance to the code of conduct of the club and ensure

appropriate disciplinary actions are taken against offenders and these actions are compiled to.

7. The Public Relations Officer

The Public Relations Officer shall be the Information officer who will disseminate information about the club to other groups in and outside the school.

8. Speak-Out Box Managers

This position has 2 children (boy and girl) officials who will be responsible for opening Speak out Boxes (SOBs) in the presence of the patrons on agreed times and days. They will ensure that all issues raised in the SOBs are recorded and a response plan has been put in place. They will be required to keep most cases anonymous and to maintain utmost confidentiality.

How to Select Club Patrons

In selecting patrons, the school administration must be involved in identifying a suitable Queens and Kings patrons based on certain qualities as outlined below. The school must select two patrons- male and female in line with the National Gender Policy and also to encourage children of all sexes to fully participate in club activities. However, such teachers selected as patrons must be of high moral standing. Teachers suspected of pedophilia must not be allowed to function as patrons of Q&KCS. This will also boost the confidence of parents and the community on the working relationship between the children and the 2 patrons. Note that in highly sensitive issues, only the patron of the same sex should interact with the affected children.

In cases where all teachers are of the same sex in the school, a member of the Board of Management (BoM) should be engaged. After the patrons have been selected, the Teachers Service Commission should be informed especially at the local level; so that transfers of these teachers can be minimized. The Director, Gender Violence Recovery Centre will engage TSC on this matter once this initiative is launched.

Qualities of a good Patron

In selecting the Kings and Queen's Clubs patron, the following qualities should be considered;

- Must be a volunteer
- Must have 2 teachers-male and female
- Should be trained on child protection issues
- Ability to work with young people
- Must be humble, down to earth and trustworthy
- Should be dynamic, take initiative easily and highly enthusiastic
- Must possess good communication skills both written and oral.
- A good confidant – respects confidentiality
- Good facilitation skills
- Must possess good leadership skills

Role of Club Patron

- Provide overall coordination of club's meetings
- Encourage active participation of children in the club activities
- Identify role models and experts for skill training and career talks
- Reinforce the objectives of Kings and Queen's Clubs
- Help build team spirit and trust within the group
- In addition to the roles of the Kings and Queens Clubs, she should ensure the following:
- Help the club members to do right — not wrong.
- Look for ways to make new ideas work — not for reasons they won't.
- Show interest in Kings and Queen's members' ideas and initiatives.
- Help the club to win, and take pride in each other's victories.
- Speak positively about members of the club to each other at every opportunity.
- Maintain a positive mental attitude no matter what the circumstances.

- Act with courage, as if it all depends on you.
- Do everything with enthusiasm and participation — it is contagious.
- Treat the children as friends

Board of Management representative

Each Kings and Queens Club will have a representative from the board of management. His/her role shall include but not limited to:

- 1) Act as a role model to members of the Kings and Queens Clubs
- 2) Give support to the club in terms of moral and material needs.
- 3) Supervise the Kings and Queens patrons
- 4) Facilitate the scale up of children's issues to the Board of Management and other relevant bodies, for quick actions.

Possible Topics for Discussion

The following topics have been suggested for discussion in the Kings and Queens Clubs. These topics are not in any way exhaustive; more topics could be added depending on the school. Various tools/methodologies must be deployed in treating these topics. Understanding the cultural and religious context/ sensitivity is also important before any tool is being deployed.

- 1) Gender – Differences between sex and gender roles
- 2) Child protection-definitions, forms, consequences, reporting, responding and prevention
- 3) Personal Hygiene – Self care
- 4) Sexual Maturation and Sexuality
- 5) Healthy relationships- with themselves, peers, and members of the opposite sex
- 6) Minimizing Risky behavior

- 7) Team building – Building trust
- 8) My Body – Use of body maps
- 9) Clothing and appearance (how to dress)
- 10) Talent development
- 11) Friendship - How I relate, being my own friend, getting along with others
- 12) Peace education/civic education
- 13) Leadership skills
- 14) Life skills
- 15) Violence against Girls
- 16) Setting personal/life goals – where I have been and where am going
- 17) HIV/AIDS and other STIs- What is HIV/AIDS, HIV transmission and prevention, staying safe and HIV free, where to find help, stigmatization
- 18) Simple First Aid techniques
- 19) Agents of Change
- 20) Role models – experience sharing and story telling
- 21) Career talk – What I want to be in future
- 22) Guidance and counseling
- 23) Simple Home management tips
- 24) Financial management – savings, simple budget
- 25) Vocational skills
- 26) Community service, including service to motherland

Training Needs for Patrons

The Kings and Queens Club patron should be a qualified person who can provide leadership, motivation and direction to the Queens and Kings Club. The ability for the patron to perform his/her duties effectively; is premised on his/her deep understanding of the following areas;

- 1) Club Management
- 2) Education Rights
- 3) Gender
- 4) HIV/AIDS
- 5) Leadership
- 6) Sexual Maturation and sexuality
- 7) Violence Against Girls (VAG)
- 8) Career talk
- 9) Vocational skills
- 10) Health Talk
- 11) Counselling
- 12) Resource Mobilization
- 13) Human right and education
- 14) Knowledge on legal provisions governing child protection

The list above is also by no means exhaustive. Also, appropriate training programs should be provided for the facilitators periodically to update their knowledge.

Meetings

The Kings and Queens patron and the school authority shall agree on the appropriate time and place for the club to meet. This will also depend on the school and environment. It is advisable for the Kings and Queens Club to meet at least once a week or once in two weeks as decided by the school. The Kings and Queens Club shall identify a safe place (In the classroom or school hall) for a minimum of one hour under the close supervision of the patron. The school authority must ensure that the time set aside for the meeting does not clash with teaching periods.

During their meetings they will take attendance, develop their own agenda and undertake activities under the supervision and guidance of the Patron

Core Activities

The Queens and Kings Club is similar to other kinds of social groups or clubs within the school, however, one major thing that differentiates them is the activity and actions that they are involved in. This is unique in the sense that the Queens and Kings Club may organize similar activities done by other clubs, such as drama, sports, debating and much more, but this does not make the Queens and Kings Club a drama club or a sports club or a debating club. On the other hand, individual Queens and Kings Members are free to belong to other school clubs, alongside being a member of the Kings and Queens club, depending on the school rules on club membership. However, care must be taken not to over-commit.

The activities of the Kings and Queens Club are structured by:

Objectives of the club; One of the objectives of Queens and Kings Club is building the confidence of children; this will have activities such as Pep talk, debate exercise, career talk contributing to achieve that objective.

Pillars of the Queens and Club Kings; One of the pillars of the Queens and Kings Club is volunteerism; this will have activities such as community service activity (such as community sanitation), tree planting, soil; conservation.

In school and out of school activities; All activities that the girls and boys will be engaged in, can either be done within the school premises, for instance debate, PEP talk or outside the school premises, for instance Advocacy visits to i) village head ii) Local chief iii) the local Community Based Organization.

For the purpose of this manual, we are focusing our activity breakdown based on our five pillars of Volunteerism, Security, Life Skill, Self Esteem and Social Interaction.

Self Esteem

1. Drama (role play, skits)
2. Debate

3. Career show/talk (teacher, doctor, lawyer)
4. Advocacy visits (to community leaders, to government on girls needs and school needs)
5. Discussions (various topics)
6. Club Camp
7. Extra Morale (special extra lessons like lessons in Math, English)
8. Exchange visits
9. Cultural shows (fashion display, dancing, art shows)
10. Music performance
11. Role modeling
12. Trainings (some topics like HIV/AIDS, gender, will require outright trainings from the facilitators)

Security

13. 1. Sports (athletics, martial arts)
14. 2. Club Camp
15. 3. Role modeling
16. 4. Negotiation skills
17. 5. Debate, interaction and discussions.

Life Skills

18. 1. Career show/ talk (teacher, doctor and lawyer)
19. 2. Discussions (various topics)
20. 3. Vocational activities (bead making, catering activity and farming)
21. 4. Club Camp
22. 5. Role modeling
23. 6. Fund raising

Social interactions

24. 1. Drama (role play, skits)
25. 2. Debate
26. 3. Club Camp
27. 4. Exchange visits
28. 5. Cultural shows (fashion display, dancing, art shows)

29. 6. Music Performance
- 30.

7. Sports

Volunteerism

31. Community service (sanitation, participation in community project)
32. Advocacy visits (to community leaders, to government on girls needs and school needs)
33. Resource Mobilization (fund and other resources)
34. Campaigns (send my friend to school, neatness and hygiene)

Expected Outcome

The expected outcome is broken into two categories; outcome for the Kings and Queens Club members themselves and outcome for the school/ community.

Queens and Kings Club members

- Capacity of members on various rights, confidence built.
- Children taking actions towards realizing their rights and creating safe spaces for their learning in school
- Children's confidence built towards improved performance and increased self-worth.
- Sense of volunteerism imbibed in members of Kings and Queens Clubs
- Increased opportunity for members of Kings and Queens to be economically self-reliant in future
- Children's capacity for self-defense enhanced.
- Increased leadership skills in members of the Queens and Kings clubs
- Increased participation of children in school and community activities

School/Community

- Improved Learning environment as a result of advocacy actions of Kings and Queens Club.
- Actions taken by School management and government officials against perpetrators of child abuse.
- Increased ERC as a result of GC acting as role models to other community girls.



We bring back meaning to the lives of survivors and their families

9.0 PARTICIPATORY MONITORING AND EVALUATION OF QUEENS AND KINGS CLUBS

There has to be a structured Participatory Monitoring and Evaluation (M&E) of the Kings and Queens Club and their activities. The following steps can be taken towards ensuring an effective Participatory M&E of the Clubs.

- Identify common indicators of change that will be measured at the end of the day. This will include:
 - Number of boys and girls that are in the Queens and Kings Clubs in the School
 - The average performance of the boys and girls both in Queens and Kings and other school
 - The enrolment, retention and completion rates of girls and boys in the school
 - Cases of violence reported by girls and boys in the school
 - Number of boys and girls participating in schools co-curricular activities and their level of participation
 - Number of boys and girls volunteering in community and school services
 - Number of actions taken against perpetrators of child abuse
 - Level of understanding of members of Queens and Kings on common gender, Child abuse and other related GC topics (as listed above)
 - State of school infrastructure, such as number of toilets, class rooms, table and chair, playground and number of learning material
 - Number of teachers: male and female
 - Number of girls in leadership position
 - Number of girls that got pregnant and returned back to school
 - Number of advocacy actions taken by the members and other school systems as a result of activities of the Queens and Kings Clubs
 - Number of club activities boys and girls are engaged in and number of girls and boys engaged in such activities
2. Carry out a baseline survey on identified indicators and document these.
 3. Set targets for each identified indicator that the Queens and Kings Club will achieve at a specified time. For instance, in six months' time, 2,000 trees will have been planted and maintained
 4. Monitor and support agreed activities of the club,
 5. Periodically collate current information on identified indicators and fill against the indicators
 6. Identify trend of change or otherwise and reflect on the factors in support or against these changes.
 7. Identify actions that need to be taken to achieve the desired change that the process targets.

Who should be involved in the Participatory Monitoring and Evaluation process?

The following groups should be involved in the Participatory M&E process:

- Members of the Kings and Queens Clubs
- The Kings and Queens facilitator
- Matron of the Kings and Queens Club
- Members of the Board of Management

- NGO or Organization supporting the Kings and Queens process
- Government officials and
- Community members

Each group identified above would play a role in the Participatory M&E processes listed. However, as much as possible, either the club patron or board member should ensure active participation of each group in the various roles. When there is an NGO or external organization involved in the Kings and Queens' process, they should ensure that adequate technical support is provided to the Kings and Queens towards effective Participatory M&E. On the other hand, the government should support the Kings and Queens process to ensure their success and also ensure the patrons and head teacher are all held accountable or they are made to see the success of the Kings and Queens as part of their deliverables.

Documents to be kept by the GC

- Members Register
- Minutes book
- Activity record book
- Financial register
- File for correspondences
- Monitoring and Evaluation reports file

KEY CONSIDERATIONS FOR ESTABLISHMENT AND MANAGEMENT OF QUEENS AND KINGS CLUBS

1. Orientation workshops for facilitators should not be a one-off event.
2. There is need to train several teachers in the rights and responsibilities of the child from each school where a Kings and Queens Clubs are formed or are to be formed.
3. There is need for standard rules for facilitators on the depth of their involvement in facilitating club activities for community, basic and high schools.
4. There is need for rules governing the use and ownership of the teaching manuals and other

materials belonging to Kings and Queens Clubs.

5. Need to create stability and strengthen institutional memory in the Kings and Queens Clubs by encouraging pupils in lower grades to hold executive positions, and
6. There is need for a Code of Conduct for Kings and Queens Clubs designed with the active participation of children.

LAUNCH OF THE QUEENS AND KINGS CLUBS:

Whatever stage of the process you might be at, it will be important to organize for a launch of the Q&KC. Discuss the launch with the school head at least two weeks before the launch and agree on an appropriate date when this might be done during a morning assembly or after classes in an afternoon. During the launch, the patron should present the Q&KC Mission and Vision and its objectives and make a clarion call for membership and support from all. By this time, the club should already have started operations and should have a substantial number to make an impression to the rest of the school.

During the launch, the objectives of the club should be read out for all to understand and details given for membership. Even though such event should be brief, it must be made colorful so as to attract children to the agenda. Where possible, have two or three board members attending.

MIND JOGGERS:

Do you remember these questions? Now with the newly acquired knowledge, go back to your original answers and see if your responses to each one of them are the same. Where they differ, kindly add the new information.

1. Name three ways through which a child can be abused online
2. Identify three signs that a child is being abused online
3. What would you do if you became aware that a child was being sexually abused online?
4. Identify one piece of legislation protecting children in Kenya from Sexual Abuse
5. Explain the impact of online child sexual abuse on: i) the child ii) the family iii) community in general
6. What measures should be taken for effective prevention and response to Online Child Sexual Abuse?
7. What key considerations should be taken while protecting children from online child sexual abuse?

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PROTECTION OF CHILDREN FROM ONLINE SEXUAL ABUSE MANUAL VALIDATION PARTICIPANTS- 20TH MARCH, 2018

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The Nairobi Women's Hospital,
Magadi Road opposite
Fairmatt Supermarket

Kitengela Branch

The Nairobi Women's Hospital,
Namanga Road,
MK Arcade

Nakuru Hyrax

The Nairobi Women's Hospital,
Nairobi – Nakuru Highway behind
Tusky's Hyrax Building

Nakuru CBD Branch

The Nairobi Women's Hospital
CBA Centre
Kenyatta Avenue

GVRC

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