MINISTRY OF LABOUR AND SOCIAL PROTECTION

DIRECTORATE OF CHILDREN SERVICES

REPUBLIC OF KENYA

TRAINING MANUAL FOR SOCIAL SERVICE WORKFORCE ON ONLINE CHILD SEXUAL EXPLOITATION AND ABUSE (OCSEA)

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TRAINING MANUAL FOR SOCIAL SERVICE WORKFORCE ON ONLINE CHILD SEXUAL EXPLOITATION AND ABUSE (OCSEA)

Foreword

The online world is changing rapidly. In Kenya, the internet is widely available, with 3 in 10 households having access in the home. With the increasing use of technology in our daily lives, the risk of Online Child Sexual Exploitation and Abuse (OCSEA) has also increased, making it even more important for us to educate ourselves and others. OCSEA is a global and national emerging issue requiring a multi-sectoral approach.

The findings of the Assessment of National Response to Child Online Sexual Exploitation in Kenya (2019) and the Disrupting Harm Report (2021) indicate a need for more awareness on OCSEA among the social service workforce. These findings have informed the development of this manual for frontline workers on OCSEA and how to address it.

This manual is a comprehensive guide that provides valuable information and tools to help identify, prevent and respond to OCSEA. It covers a wide range of topics, including types of online abuse, the grooming process, the signs and indicators of abuse as well as the legal and ethical considerations of reporting abuse. Additionally, it captures measures to minimise and manage stress, fatigue and burnout in the social service workforce. It will be used for both initial and refresher training.

The manual is aimed at enhancing the capacity of the social service workforce as stipulated in the National Plan of Action to Tackle Online Child Sexual Exploitation and Abuse 2022-2026. It will ensure OCSEA prevention and response is included in pre-service and in-service training for the social service workforce. In particular, the manual will enhance the capacity of the social service workforce to prevent and identify OCSEA as well as respond to and deliver quality, efficient and comprehensive support services and referrals for victims of OCSEA.

The manual emphasises the importance of collaboration and networking among Ministries, Departments and Agencies (MDAs), County governments and other non-state actors. By taking proactive steps to safeguard children from harm, we are not only fulfilling our mandate but also making a significant contribution to the protection and well-being of children in the digital age.

The Ministry of Labour and Social Protection is committed to the full implementation of this manual and will continue providing the necessary support and guidance throughout the process.

Hon. Florence Bore
Cabinet Secretary
Ministry of Labour and Social Protection

Preface

The Ministry of Labour and Social Protection, through the Directorate of Children Services in conjunction with Child Fund, has developed this manual for training the social service workforce on Online Child Sexual Exploitation and Abuse (OCSEA). The manual creates an understanding of the digital world, noting the resultant opportunities while acknowledging the threat of online child sexual exploitation and abuse, considering the global movement towards universal internet connectivity. The training aims to equip the social service workforce with the necessary knowledge, skills and attitude to manage OCSEA cases effectively.

The Training Manual is structured into nine modules, with Module 1 focusing on understanding the digital world, which covers the availability and use of digital tools to communicate on the internet. Module 2 highlights emerging trends related to internet use by children in the context of OCSEA, while Module 3 seeks to analyse data trends at the national level and disaggregated data in relation to age and gender internet penetration, digital platforms and locale.

Module 4 covers the international, regional, and national legal and policy framework on OCSEA, while Module 5 explores ways of preventing OCSEA and outlines the roles of the different actors, with Module 6 looking at various OCSEA reporting mechanisms.

Module 7 addresses response and support for OCSEA victims while Module 8 stipulates the case management process and reintegration for OCSEA victims. Module 9 concludes by equipping social service providers with knowledge and skills necessary for their self-care management.

Each module outlines the following:
- Introduction
- Purpose
- Expected Learning Outcomes
- Plan
- Activities
- Facilitator's notes
- Key Learning Points
- References

It is worth noting that OCSEA is a dynamic and evolving field influenced by technological advancement, changing regulations and emerging trends. I believe that this manual proves to be a valuable resource as we make the internet safe for children.

Joseph M Motari, MBS

Principal Secretary

State Department for Social Protection and Senior Citizens Affairs

Message from the Country Director Childfund Kenya

Online Child Sexual Exploitation and Abuse (OCSEA) is a grave violation against children rights. It robs them of experiential learning, which was the sole purpose of making the world a global village through the invention of the internet. This heinous act cannot be tolerated any longer! As a nation, we must unite to protect our children against all forms of violence presented online.

Recognizing the urgent need for action, ChildFund worked in collaboration with the government and other stakeholders in designing this comprehensive manual to act as a roadmap for frontline workers who respond to OCSEA. This manual will serve as a vital resource in empowering these heroes on ground with the knowledge and skills necessary to identify, respond to, and combat OCSEA.

However, this manual is more than just a compilation of guidelines. It is a symbol of hope—a beacon of light in the face of darkness. It represents our unwavering commitment to safeguarding the well-being of our children and securing a brighter future for them. With this manual, we hope to create a network of vigilant individuals who can proactively address online sexual exploitation of children, ensuring that no child falls through the cracks of our society.

To achieve this, the manual offers a comprehensive framework on prevention, detection, reporting, and victim support. It equips our frontline workers with the necessary knowledge to recognize the warning signs, identify potential victims, and intervene promptly. It also provides guidance on how to navigate the complexities of reporting these crimes and connecting survivors with the necessary support services.

Nonetheless, we must acknowledge that this fight cannot be waged by frontline workers alone. We must engage every sector of our society—the government, law enforcement agencies, educational institutions, the new media, technology companies, parents, and guardians. Through partnership, we can build a solid wall of protection around our children, shielding them from the dangers lurking in the digital world.

This marks the beginning- a pivotal moment in our collective journey to eradicate Online Child Sexual Exploitation and Abuse from our society. It is a call to action- a rallying cry for change. I implore each user to take this manual to heart, to study it, and implement its strategies in your respective domains.

Let us stand united against this grave injustice, because the children of Kenya and the whole World deserve nothing less than our steady commitment to their safety and well-being. Together, we can Connect, Champion, Challenge and create a Change for a future where every child can thrive and grow to realize their potential, unburdened by the shadows of any form of online exploitation and abuse.

Alice Anukur
Country Director
ChildFund Kenya

Acknowledgements

Shem Nyakutu

Secretary Children Services

Directorate of Children Services

Table of Content

Acronyms

AHTCPU	-	Anti-Human Trafficking and Child Protection Unit
AI	-	Artificial Intelligence
CA	-	Communications Authority of Kenya
COP	-	Child Online Protection
CPIMS	-	Child Protection Information Management System
CPVs	-	Child Protection Volunteers
CSAM	-	Child Sexual Abuse Material
CSOs	-	Civil Society Organizations
DCI		Directorate of Criminal Investigation
ICT	-	Information, Communication and Technology
IoT	-	Internet of Things
ISPs	-	Internet Service Providers
IWF	-	Internet Watch Foundation
KE-CIRT	-	Kenya Computer Incident Response Team
KFCB	-	Kenya Film Classification Board
KPS	-	Kenya Police Service
MDA	-	Ministries, Departments & Agencies
MoH	-	Ministry of Health
NCMEC	-	National Centre for Missing and Exploited Children
NGAO	-	National Government Administrative Office
NPA	-	National Plan of Action
OCSEA	-	Online Child Sexual Exploitation and Abuse
SEGEM	-	Self Generated Exploitation Material
TOR	-	The Onion Router
VAC	-	Violence Against Children
ICTA	-	Information Communication and Technology Authority

Definition of Terms

App: A short form for application, referring to a computer program or piece of software designed for a particular purpose that can be downloaded onto a mobile phone or another device

Burnout: A syndrome conceptualised as resulting from chronic workplace stress that has not been successfully managed (WHO, 2019).

Case: A situation or circumstance that negatively affects the child.

Case management: The process of ensuring that an identified child has his or her needs for care, protection and support met. This is usually the responsibility of an allocated social worker who meets with the child, the family, any other caregivers and professionals involved with the child in order to assess, plan, deliver or refer the child and/or family for services, and monitor and review progress .

Case manager: This is the person who takes the role of coordinating all the efforts and service providers involved in the case management process. In this guideline, the children's officer at the Department of Children's Services is the case manager unless there is an emergency situation where humanitarian agencies can become the case managers.

Case worker: This is a key worker trained in child protection systems who has been authorized to maintain responsibility of the case from identification to closure.

Child: An individual who has not attained the age of eighteen years (Children's Act 2022)

Child Sexual Abuse Materials (CSAM)- include, but are not limited to, "any representation, by whatever means, of a child engaged in real or simulated explicit sexual activities, or any representation of the sexual parts of a child for primarily sexual purposes", as well as the use of a child to create such a representation. CSAM can be broadened to include sexual exploitation of children in travel and tourism; online enticement; trafficking of children for sexual purposes; child sexual molestation; misleading domain names or words; and solicited or unsolicited obscene material sent to a child.

Child sexual exploitation is a type of child abuse that happens when a child is performing, and/or another (or others) are performing on them, sexual activities sometimes in exchange for something including food, accommodation, drugs or substances, affection, money, or gifts.

Commercial sexual exploitation of children comprises sexual abuse by an adult and remuneration in cash or in kind to the child or a third person or persons. The child is treated as a sexual object and as a commercial object. It constitutes a form of coercion and violence against children and amounts to forced labour and a contemporary form of slavery.

Cyber/cyberspace/online space: Involving, using, or relating to computers, especially the internet.

Cyberbullying: Harassment via the use of digital technologies or digital space, which can take place on social media, messaging, and gaming platforms and on mobile phones. It is repeated behaviour, aimed at scaring, angering or shaming those who are targeted. Examples include spreading lies

about or posting embarrassing photos of someone on social media; sending hurtful messages or threats via messaging platforms; impersonating someone and sending mean messages to others on their behalf. Face-to-face bullying and cyberbullying can often occur alongside each other but cyberbullying leaves a digital footprint – a record that could prove useful and provide evidence to help stop the abuse.

Cyber tipline: This is a report submitted to the National Centre for Missing and Exploited Children (NCMEC). NCMEC gathers leads and tips regarding suspected online crimes against children and forwards them to the appropriate law enforcement agencies.

Dark Web: Intentionally concealed content accessed through web browsers designed to protect individuals' identities, for example through encryption. The Onion Router (TOR) is one such example. However, as noted by the Global Commission on Internet Governance, the Dark Web also gives freedom of information to individuals, which is particularly important to those in repressed regimes.

Grooming: Means establishing a relationship of trust or emotional connection with a child, either personally or through electronic means, with the aim of manipulating the child or adult care giver and which relationship may facilitate sexual contact or other child abuse that promotes, induces or normalizes sexual activity or behaviour among or with children.

Live-streamed child sexual abuse: Refers to video communication from a live broadcast stream in which a child or children consciously interact sexually with another person remotely over the internet without permanent recording the communication.

Obscene materials: Include any book, magazine, film, video or audio tape or print or electronic or social media or other medium which is targeted at or is likely to fall into the hands of children and which consists wholly or mainly of stories in pictures with or without addition of written matter or video films and cassette tapes which contains pictures or stories which portray harmful, morally repugnant, or sexually explicit information, such as-

- the commission of crime;
- acts of violence; or
- incidents of repulsive or indecent representation or immoral characters.

Online Child Sexual Exploitation and Abuse (OCSEA): refers to all child sexual abuse crimes that are committed using Information Communication Technology (ICT) OR and the internet. The sexual abuse and exploitation can either happen online or offline with the help of the internet.

Reintegration considerations: The process of a child without parentalcare making what is anticipated to be a permanent transition back into his or her biological family or where this is not possible to another form of family based care and community (usually of origin), in order to receive protection and care and to find a sense of belonging and purpose in all spheres of life. This does not encompass adoption process.

Self-care: The intentional time and practices taken by an individual to nurture themselves physically, mentally, spiritually, and emotionally on a continuous basis geared towards improving the service provider's overall health and wellbeing.

Sexting: Refers to sharing of sexual, naked, or semi-naked images or videos of themselves or others or sending sexual messages. It is online abuse if a child or young person is pressured or coerced into creating or sending these types of images.

Sexual exploitation: Refers to "Any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another".14 For children, it is important to remember that both the victim and the perpetrator may be under the age of 18.

Sexual extortion: Refers to the blackmailing of a person with the help of (self-generated) images of that person in order to extort sexual favours, money, or other benefits from her/him under the threat of sharing the material beyond the consent of the depicted person (e.g. posting images on social media).

Key Terminologies

Child pornography

(1) Any person including a juristic person who –

a) Knowingly displays, shows, exposes or exhibits obscene images, words or sounds by means of print, audio-visual or any other media to a child with the intention of encouraging or enabling a child to engage in sexual acts;

b) Sells, lets to hire, distributes, publicly exhibits or in any manner puts into circulation, or for purposes of sale, hire, distribution, public exhibition or circulation, makes, produces or has in his or her possession any obscene book, pamphlet, paper, drawing, painting, art, representation or figure or any other obscene object whatsoever which depict the image of any child;

c) Imports, exports or conveys any obscene object for any of the purposes specified in subsection (1), or knowingly or having reason to believe that such object will be sold, let to hire, distributed or publicly exhibited or in any manner put into circulation;

d) Takes part in, or receives profits from, any business in the course of which he or she knows or has reason to believe, that any such obscene objects are, for any of the purposes specified in this section, made, produced, purchased, kept, imported, exported, conveyed, publicly exhibited or in any manner put into circulation;

e) Advertises or makes known by any means whatsoever that any person is engaged or is ready to engage in any act which is an offence under this section, or that any such obscene object can be produced from or through any person; or,

f) Offers or attempts to do any act which is an offence under this section, is guilty of an offence of child pornography and upon conviction is liable to imprisonment for a term of not less than six years or to a fine of not less than 500,000 shillings, or to both, and upon subsequent conviction, for imprisonment to a term of not less than seven years without the option of a fine.

(2) This section shall not apply to —

a) A publication that is proved to be justified as being for the public good on the grounds that such book, pamphlet, paper, writing, drawing, painting, art, representation, or figure is in the interest of science, literature, learning or other objects of general concern;

b) Any book, pamphlet, paper, writing, drawing, painting, representation, or figure which is kept or used bona fide for religious purposes;

c) Any representation sculpted, engraved, painted, or otherwise represented on, or in any ancient monument recognized as such in law; and,

d) Activities between two persons of over 18 years by mutual consent.

Child prostitution

Any person who commits any of the following offence(s) is guilty of child prostitution;

a) Knowingly permits any child to remain in any premises for the purposes of causing a such child to be sexually abused or to participate in any form of sexual activity or in any obscene or indecent exhibition or show;

b) Acts as a procurer of a child for the purposes of sexual intercourse or for any form of sexual abuse or indecent exhibition or show;

c) Induces a person to be a client of a child for sexual intercourse or for any form of sexual abuse or indecent exhibition or show, by means of print or other media, oral advertisements or other similar means;

d) Takes advantage of their influence over, or their relationship to a child, to procure the child for sexual intercourse or any form of sexual abuse or indecent exhibition or show;

e) Threatens or uses violence towards a child to procure the child for sexual intercourse or any form of sexual abuse or indecent exhibition or show.

Cyber harassment

A person who, individually or with other persons, wilfully communicates – either directly or indirectly – with another person, or anyone known to that person, commits an offence if they know, or ought to know, that their conduct —

a) Is likely to cause that person apprehension or fear of violence to them, or damage or loss on that person's property; or,

b) Detrimentally affects that person; or,

c) Is in whole, or part of, an indecent or grossly offensive nature and affects the person.

Exploitation

Definition Includes but is not limited to;

a) Keeping a person in a state of slavery;

b) Subjecting a person to practices similar to slavery;

c) Involuntary servitude;

d) Forcible or fraudulent use of any human being for removal of organs or body parts;

e) Forcible or fraudulent use of any human being to take part in armed conflict;

f) Forced labour;

g) Child labour;

h) Sexual exploitation;

i) Child marriage;

j) Forced marriage

Protection from sexual exploitation

A child shall be protected from sexual exploitation and use in prostitution, inducement or coercion to engage in any sexual activity and exposure to obscene materials.

Promotion of sexual activity with a child

Occurs when a person, including a juristic person;

a) Manufactures or distributes any article that promotes, or is intended to promote, a sexual offence with a child; or,

b) Supplies or displays to a child any article which is intended to be used in the performance of a sexual act with the intention of encouraging or enabling that child to perform a such sexual act, is guilty of an offence and is liable upon conviction to imprisonment for a term of not less than five years, and where the accused person is a juristic person, to a fine of not less than 500,000 shillings.

Social Service Workforce

This is an inclusive concept referring to a broad range of governmental and nongovernmental professionals and paraprofessionals who work with children, youth, adults, older persons, families and communities to ensure healthy development and well-being.

MODULE 1

Understanding the digital world in relation to Online Child Sexual Exploitation and Abuse (OCSEA)

Introduction

The digital world refers to the vast interconnected network of digital devices, software, and data that is available to us through the internet. It encompasses everything from social media platforms, online shopping sites, and streaming services to cloud computing, Artificial Intelligence, and the Internet of Things (IoT), among others.

Purpose

To increase the level of awareness of the digital world and related concepts, benefits, risks and vulnerabilities in society.

Expected Learning Outcomes

By the end of this module, the participants should be able to:

- define OCSEA and other related terms,
- demonstrate how OCSEA manifests itself in the digital world,
- appreciate the digital world and its impact on society.

Plan

This module will take 1 hour.

Table 1.1: Content and Duration 1 hour.

Topic	Content	Training methodology and activities	Duration	Resources
Introduction	Description . Purpose. Expected Learning. Outcomes.	Plenary	10 mins	Flip Charts, Marker Pens, Projector Masking tapes Training Manual Vipp cards
Introduction to OCSEA	Definition of OCSEA and other related terms	Q & A Plenary sessions	10 min	
Manifestation of OCSEA	Forms of OCSEA	Q & A Group work Plenary discussion Brainstorming Lecture	20 Mins	
Digital world and its impact on children	• Understanding the digital world • Impact of the digital world on children	Group work Plenary sessions Lecture Plenary discussions	20 Mins	

Activities

In groups, the participants to:
- define OCSEA and other related terms,
- explain how OCSEA manifests itself in the digital world and its impact on the children.

Facilitator's Notes

Online Child Sexual Exploitation and Abuse

This includes Child Sexual Abuse Materials (CSAM), live straming of sexual abuse, online grooming of children for sexual purposes, sexting, sextortion, online coercion and blackmail, possession, production and sharing of indecent images of children and prohibited images. Other emerging cyber related crimes include cyberbullying of and by children, online radicalisation, children addicted to pornography, identity theft/impersonation, and exposure to inappropriate content online such as gambling.

How OCSEA manifests in the digital world

CSAM/Child pornography

Any person including a juristic person who:
i. knowingly displays, shows, exposes or exhibits obscene images, words or sounds by means of print, audio-visual or any other media to a child with the intention of encouraging or enabling a child to engage in sexual acts;

ii.   sells, lets to hire, distributes, publicly exhibits, or in any manner puts into circulation, or for purposes of sale, hire, distribution, public exhibition or circulation, makes, produces or has in his or her possession any obscene book, pamphlet, paper, drawing, painting, art, representation or figure or any other obscene object whatsoever which depict the image of any child;

iii. imports, exports or conveys any obscene object for any of the purposes specified in subsection (i), or knowingly or having reason to believe that such object will be sold, let to hire, distributed or publicly exhibited or in any manner put into circulation;

iv. takes part in or receives profits from any business in the course of which he or she knows or has reason to believe, that any such obscene objects are, for any of the purposes specified in this section, made, produced, purchased, kept, imported, exported, conveyed, publicly exhibited or in any manner put into circulation;

v.   advertises or makes known by any means whatsoever that any person is engaged or is ready to engage in any act which is an offence under this section, or that any such obscene object can be produced from or through any person; or,

vi. offers or attempts to do any act which is an offence under this section, is guilty of an offence of child pornography and upon conviction is liable to imprisonment for a term of not less than six years or to a fine of not less than 500,000 shillings, or to both, and upon subsequent conviction, for imprisonment to a term of not less than seven years without the option of a fine.

Cyberbullying

This refers to harassment via the use of digital technologies or digital space, which could take place on social media, messaging, and gaming platforms and on mobile phones. It is repeated behaviour aimed at scaring, angering or shaming those who are targeted. Examples include spreading lies about or posting embarrassing photos of someone on social media; sending hurtful messages or threats via messaging platforms; impersonating someone and sending mean messages to others on their behalf. Face- to-face bullying and cyberbullying can occur alongside each other but cyberbullying leaves a digital footprint – a record that could prove useful and provide evidence to help stop the abuse.

Cyber Sex Trafficking

This includes forcing a child into sexual exploitation using coercion, force or fraud and the abuse is streamed live via webcam, video, photography or any other digital media. Social media and online gaming platforms are increasingly being used by predators to meet, groom, and abuse children and adolescents. Pop-up pornography and sex videos are rampant on different social media platforms. Online predators ask children to share naked pictures and put them on various social media platforms.

Live streaming of sexual abuse

This refers to video communication from a live broadcast in which a child or children consciously interact sexually with another person remotely over the internet without permanent recording the communication.

Online grooming

This means establishing a relationship of trust or emotional connection with a child, either personally or through electronic means, with the aim of manipulating the child or adult care giver. This relationship may facilitate sexual contact or other types of child abuse that promote, induce or normalise sexual activity or behaviour among or with children.

Sexting

It refers to the sharing of and/or receiving sexual, naked, or semi-naked images or videos of oneself or others. It is online abuse if a child is coerced into creating or sending these types of images.

Sextortion

This is the act of blackmailing of a person with the help of (self-generated) images of that person in order to extort sexual favours, money, or other benefits from her/ him under the threat of sharing the material beyond the consent of the depicted person (e.g. posting images on social media).

Rapid Growth and Benefits of the Internet

The internet and rapidly evolving digital communication tools are bringing people otherwise spread all over the world closer together. Children are increasingly conversant with and dependent on these technologies. The fast pace of mobile phone use has resulted in the increased internet user to 40% of the population. UNICEF's State of the World's Children 2017: Children in a Digital World report shows that one in three internet users is a young person below the age of 18 and 71% of persons aged 15 - 24 have access to online material, making them the most connected age group worldwide. It is estimated that Kenya has experienced a 676% increase in internet use since 2005. In 2020, Kenya recorded the highest internet penetration rate in Africa. In Kenya, 3 in every 10 households have internet in their home and access is growing exponentially. The Communications Authority of Kenya estimates that mobile phone use is currently at 108% with a total of 61.96 million subscribers.

Undoubtedly, the internet is a powerful tool for children to connect, explore, and engage in creative and empowering ways. Besides enhancing social interaction, other benefits the digital world presents include access to education, training, entertainment, and jobs, which could help break intergenerational cycles of poverty, and access to news and information sources that can help protect their health, safety, and rights.

Children's social relationships seem to be enhanced by digital technology, especially since most of their social circle is now online. Evidence on physical activity is mixed, and better research is needed in this area.

Risks and Threats of the Internet

Along the substantial opportunities the digital age brings, it comes with diverse range of risks and harms. Digital technologies have increased the scale of child sexual abuse and exploitation. Child sex offenders have increased access to children through unprotected social media profiles and online gaming forums. Technological advancements have allowed individual offenders and trafficking

rings to evade detection through encrypted platforms and the creation of false identities which has enabled them to pursue multiple victims at the same time.

Children are not only at risk from adult exploitation but also from children as they are also able to obtain sexual and intimate photos of peers and share them with or without the individual's consent. Digital advances have meant that bullying is no longer left at the school gates; rather ,cyberbullying is now a new method for bullies to hurt and humiliate their victims with the click of a button. Words and images posted online that are designed to cause harm are also difficult to delete, thereby increasing the risk of re-victimisation.

Concerns have also been raised about the amount of time children spend on digital technology and its effects on their physical activity and mental health. Evidence suggests moderate use of digital technology can be beneficial to children's mental wellbeing, whereas excessive use can be detrimental.

One of the risks is the misuse of the internet and digital technologies for the purpose of child sexual exploitation and abuse.

Online grooming, sharing of child sexual abuse material, and live- streaming of child abuse are crimes against children that need urgent, multi-sectoral and global responses. In Kenya, while all children are at risk of online abuse and exploitation, some are more vulnerable, including children with disabilities. A common assumption is that girls are more at risk than boys, and concerns about boys are downplayed because it is assumed there will be less harm, yet boys may be less likely to talk about their concerns or only share with their peers as they are less likely to be monitored.

Consideration must be made to the potential radicalization of children online, particularly those who are vulnerable because they lack recognition or validation at home. Children living in, or from refugee and displaced communities are reported to face risks of OCSEA during transit and as they arrive in Kenya due to their multiple vulnerabilities such as online trafficking.

In Kenya, children have low levels of awareness on the risks posed by internet use as well as limited knowledge about how to get support or report online abuse concerns/disclosures. Most children understand the risks in relation to cyberbullying but are less aware of the potential risks of sexual abuse in the online space. Children are reportedly widely engaged in 'online dating' (a term used by children) but tend to not view online grooming as abuse because there is no physical meeting or touching takes place.

Online grooming was the highest reported OCSEA concern for children as reported to ChildLine Kenya in 2019. As such, more needs to be done to address online abuse such as sexting, sextortion, posting, and grooming.

Consideration must be made to the potential radicalisation of children online, particularly those who are vulnerable because they lack recognition or validation in their homes. Children living in, or from refugee and displaced communities are reported to face risks of OCSEA, either while on transit to Kenya due to online trafficking or are exposed to OCSEA on arrival.

"Online grooming was the highest reported OCSEA concern"

Emerging Challenges

With increased progress being made towards universal internet connectivity, it is even more pressing to invest in children's safety and protection online. Governments around the world are increasingly acknowledging the threat of online child sexual exploitation and abuse, and some countries have taken steps to introduce the necessary legislations and put in preventive measures in place.
These crimes are usually captured in permanent records in the form of digital images or videos and are perpetually reshared online, victimising children over and over again. As risks of harm continue to evolve and grow exponentially, prevention and protection have become more difficult not only for governments, public officials, and providers of public services to children, but also for parents and caregivers as they try to keep up with their children's use of technology.

At the same time, pressure is mounting on the technology industry to put the safety of children at the heart of design and development processes, rather than treating it as an afterthought.

In Kenya, smartphones and home internet options have become more affordable and online platforms, services, apps, and games encourage online interaction. Most children in Kenya have access to the internet through a smartphone, tablet, or computer in or outside of the home. Children learn new skills rapidly, and the internet provides visual and ready information for a tech- savvy generation. In rural areas and low-income urban areas, offline structures such as cyber cafes and video dens exist and, in most instances, these especially target children and young people.

The online world is for many parents and caregivers, a reality that they have little knowledge of, or do not have the time or capacity to monitor. Nevertheless, there are many opportunities for building children's knowledge of online risks and tools to stay safe online, including engagement with and through online meet ups and discussions.

Key Learning Points

- Internet use has both positive and negative influence on children. When used well, it can be a powerful tool for children to connect, learn and engage in creative and empowering ways.
- Internet exposes children to certain risks and threats such as online grooming, sextortion, live streaming, among others.
- More research is needed on the effects of digital technology on children's physical activity, mental health and radicalisation.

References

https://ca.go.ke/wp-content/uploads/2021/06/sector-statistics-report-q3-2020-2021.pdf

The State of the World's Children 2017: Children in a Digital World https://www.unicef.org/media/48601/file

MODULE 2

Emerging trends in Online Child Sexual Exploitation and Abuse (OCSEA)

Introduction
This module highlights internet usage by children and the resultant emerging trends in OCSEA.

Purpose
To sensitise the participants on the emerging trends of OCSEA as a result of rapid internet connectivity.

Expected Learning Outcomes
By the end of this module, the participants should be able to:
- describe the emerging trends in OCSEA,
- demonstrate the extent of internet usage by the children.

Plan
This module will take 1 hour.

Table 2.1: Content and Duration 1 hour

Topic	Content	Training methodology and activities	Duration	Resources
Introduction	Description . Purpose. Expected Learning. Outcomes.	Plenary	10 mins	Flip Charts Projector Masking tapes Disrupting Harm (DH) Report Training Manual
Internet usage by children	The extent of internet usage by the children.	Lecture Q & A Plenary sessions	30 mins	
Emerging trends	The dynamic nature of technology	Group work Plenary sessions Lecture Focus group discussions	20 mins	

Activities

In groups, the participants should be able to:

(i)   identify the emerging trends in OCSEA,

(iii) discuss the extent of internet usage by children.

Facilitator's Notes

Internet usage by children

Findings from the Disrupting Harm in Kenya report (2021) indicate that 67% of children aged 12–17 in Kenya are internet users. This figure rises from 55% among children aged 12-13, to 62% among children aged 14-15 to 83% among children aged 16-17. The discrepancy in use among boys and girls is almost the same. In rural areas, 64% of children are internet users compared to 80% in urban areas.

Figure 2.1: Internet use by children (Disrupting Harm in Kenya Report (2021))

Among internet-using children, 60% go online at least once a week. As is the pattern in other countries around the world, 59% of older children are more frequent users. Boys go online more frequently than girls. Children living in urban areas use the internet more frequently than children in rural areas.

Trends in OCSEA

Impact of Covid-19 in accelerating the growth of internet connectivity globally

There was rapid connectivity to the internet during Covid-19 period as most learners were required to access educational materials online. Therefore, most Internet Service Providers (ISPs) lowered their tariff rates in making the internet accessible and affordable to all. According to Kenya's Digital Masterplan 2022-2032, fibre optic cable would be deployed to 40,000 schools and other learning institutions, 20,000 government institutions, and 13,000 health facilities across the country. The government announced plans to deploy 100,000 Kms of fibre optic infrastructure across the country..

Gaming

Proliferation of digital games gives platforms for online grooming where children may be exposed to sexual content and sexual predators. Gamers can now chat in-app with fellow gamers and take advantage of children online..

Webcam child sex tourism

This is the newest form of child exploitation, where adults pay directly and view live streaming video footage of children in another country performing sexual acts in front of a webcam. (Source: Cedarville University, 2014) This could be linked with organised criminal group activities and is a significant emerging threat..

Virtual Reality

This is a computer generated environment with scenes and objects that appear to be real, making the user feel they are immersed in their surroundings. This environment is perceived through a device known as a virtual reality headset or helmet.

Simulation sex sites are forms of virtual reality that allow users to choose their avatar (human or non-human) and can interact with other users' avatars in virtual worlds with varying degrees of fantasy. Some research suggests that virtual sex in virtual worlds differs from text-based contact through chatrooms, as the use of real voices has been found to heighten the sense of authenticity during virtual sex..

Chatrooms

Free text chatrooms are where users can interact with each other without having to register. This poses a risk to the child as they can easily meet predators on the platforms

Availability of Self Generated Exploitation Materials (SEGEM)

There is a growing trend in child offenders chatting and convincing children to record and share images / videos of themselves while naked or when engaged in a sexual activity either alone or with another child.

Anonymity and Encryption

Technological advancements in end-to-end encryption continues to prove difficult for law enforcement agencies to tap onto hidden messages between predators and children.

Key Learning Points

- Rapid advancement in ICTs has given rise to OCSEA.
- The entertainment industry is being used by online offenders to groom children for abuse using cartoons, animated movies, online games, virtual reality, among others.
- There is internet penetration in rural and urban areas with more boys accessing the internet than girls (DHS, 2021).
- Advancement in the end-to-end encryption has made it difficult for law enforcement agencies to prosecute perpetrators of OCSEA.
- The internet is dynamic and requires constant efforts in ensuring that all actors are able to respond to any emerging trends.

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MODULE 3

Children in the context of Online Child Sexual Exploitation and Abuse (OCSEA)

Introduction
This module seeks to analyse the data trends at a national level and the disaggregated data in relation to age, internet penetration, digital platforms and locale. Statistics available from Child Helpline Kenya and the Disrupting Harm Report in Kenya show an increase in OCSEA cases over a 5-year period.

Purpose
Helps to demonstrate the patterns, trends and possible areas of interventions.

Expected Learning Outcomes
By the end of the module, the participants should be able to:
- identify areas of high risk to reduce online child vulnerability,
- evaluate the online risks in order to inform appropriate interventions.

Plan
This module will take 2 Hours

Table 3.1: Content and Duration 2 hours

Topic	Content	Training methodology & activities	Duration	Resources
Introduction	Description . Purpose. Expected Learning. Outcomes.	Lecture	20 min	Power point presentation Flip chart Projectors Masking tape Pens Training Manual
Statistics	• National statistics. • Barriers to internet access for internet-using children. • Activities children engage in online. • Experiences of risky online activities. • Recorded OCSEA cases 2018-2021.	Lectures Plenary discussions	45 min	
Session activity	Identifying the local or thematic areas of potential high risks to online child exploitation and abuse.	Group discussion	15 min	
	Discussion on identified local or thematic areas. Interventions to reduce the high risks.	Plenary Group discussions	25 min	
Key points	Summary of the module's learning points.	Plenary discussions	10 min	

NATIONAL TRENDS ON OCSEA
Internet access in Kenya

Data from the Disrupting Harm household survey in Kenya 2021 suggest that 67% of 12 to 17 -year-olds in Kenya are internet users – i.e. they have used the internet within the past three months. COVID-19 accelerated internet penetration and usage by children.
This figure rises from 55% among children aged 12-13 and 62**%** among children aged 14-15 to 83% among children aged 16-17. Boys and girls are just as likely to be internet users. In rural areas, 64% of children are internet users compared to 80% in urban areas. Among internet-using children, 60% go online at least once a week, with older children being the more frequent users. Boys go online more frequently than girls. The survey also indicated that children in urban areas use the internet more frequently than children in rural areas.

The following chart displays the most popular social media platforms, offering a comprehensive overview of the evolving digital landscape. It highlights the diverse range of platforms catering to different user preferences and showcases the ones that have gained significant attention and engagement in Kenya.

Chart 3.1: Most Popular Social Media sites

Children experience on OCSEA

Chart 3.2: Children experience on OCSEA

Table 3.2: Activities Children engage in online at least once a week (Disrupting Harm Kenya 2021)

Online activities	Total	12-13	14-15	16-17	Boy	Girl
Watching videos	57%	56%	61%	53%	58%	55%
Using social media	51%	33%	52%	63%	55%	47%
Using instant messaging	39%	24%	36%	54%	45%	35%
Playing online games	34%	44%	33%	27%	40%	28%
Watching a live-stream	34%	38%	34%	30%	36%	31%
School work	32%	28%	31%	37%	32%	32%
Searching for new information	25%	16%	26%	31%	30%	21%
Following celebrities and public figures on social media	20%	11%	20%	26%	21%	19%
Searching for news	19%	11%	21%	24%	24%	15%
Talking to family or friends who live further away	17%	13%	16%	21%	18%	16%
Participating in a site where people share their interests	15%	9%	17%	18%	17%	14%
Searching for information about work or study opportunities	13%	8%	11%	20%	13%	14%
Creating their own video or music	11%	12%	11%	10%	10%	11%
Searching for health information	10%	8%	9%	12%	10%	10%
Seeking emotional support	7%	4%	6%	9%	6%	8%
Looking for information on local events	6%	4%	8%	7%	8%	5%
Discussing political or social problems	6%	3%	6%	8%	6%	5%
Creating a blog or website	3%	1%	3%	5%	3%	4%

The following line graph illustrates the number of reported cases of online child sexual exploitation and abuse from the year 2018 to 2021 in Nairobi, Mombasa, Kisumu and Nakuru. This graph aims to provide an overview of the trends and changes in the prevalence of these concerning cases over the four-year period. Online child sexual exploitation and abuse have emerged as significant challenges in recent years, posing threats to the safety and well-being of children in Kenya. By examining the data represented in this graph, we can gain insights into the magnitude of the issue and the need for proactive measures to combat this form of exploitation and protect vulnerable children in the digital realm.

Chart 3.3: Data on OCSEA (Data Source: Childline Kenya)

The following pie chart depicts the distribution of reported cases of Online Child Sexual Exploitation and Abuse (OCSEA) in Kenya between the years 2018 to 2021. This chart offers a visual representation of the various forms in which these distressing incidents have occurred, providing valuable insights into the patterns and prevalence of OCSEA within the country.

Chart 3.4: Forms of OCSEA cases reported between 2018-2021

Barriers to internet access for internet-using children

50% of children — Paying for internet and data is too expensive

45% of children — The device they use to go online is being used by someone else.

22% of children — Parents don't allow them

21% of children — Limited electricity where they live

19% of children — Slow connection or poor signal where they live

7% of children — Teachers don't allow them

5% of children — Always have access

3% of children — Other barrier

Chart 3.5:Barriers to internet access

Activities

1. Group discussion

In groups, participants to identify the current online platforms where children are at high risk of exposure to online child sexual exploitation and abuse (OCSEA).

2. Plenary discussions

Discuss the possible interventions that can be used to reduce the high risks of OCSEA under each online platform identified in (1) above.

Key Learning Points

- Data from Child Helpline Kenya shows that OCSEA cases have been on the rise in the last 5 years.
- COVID-19 accelerated internet penetration and usage by children.
- Children are increasingly engaging online with both strangers and people they are familiar with.
- Children both in rural and urban setups are equally susceptible to online risks.

Reference

https://www.end-violence.org/sites/default/files/2021-10/DH%20Kenya%20Report.pdf

MODULE 4

Legal and Policy Framework on Online Child Sexual Exploitation and Abuse (OCSEA)

Introduction
This module covers the international, regional and national legal and policy framework on OCSEA.

Purpose
The module seeks to enhance participant's knowledge on available legal and policy provisions that protect children from OCSEA.

Expected Learning Outcomes
By the end of this module, the participants should be able to:

- identify the policies and laws for the prevention of OCSEA,
- demonstrate understanding of the safeguards available to children,
- apply existing laws and policies to protect victims of OCSEA,
- analyse existing gaps in the legal framework to inform reforms.

Plan
This module will take 1 hour 55 minutes.

Table 4.1: Content and Duration 1 hour 55 minutes

Topic	Content	Training methodology & activities	Duration	Resources
Introduction	Description Purpose Expected Learning outcomes	Lecture. Q&A.	20 Min	PowerPoint slides
Legal and Plicy Framework	International and Regional legislation addressing OCSEA		60 Min	Flipchart papers
	National legislation addressing OCSEA			Pens
	Policy framework addressing OCSEA			Notebooks
Session Activity		Group work	20 min	Sticky notes
Key Learning Points	Summary of the module	Plenary sessions	10 mins	

Facilitator's Notes

Kenya has domesticated international instruments in Article 2 (6) of the Constitution of Kenya, 2010. This means that all international instruments that Kenya has ratified become law in Kenya and thus enforceable by the Kenyan Legal System. It places international laws as among the legitimate sources of law on Kenya.

International Instruments Addressing OCSEA

Kenya is a signatory to the following international instruments:
- United Nations Convention on the Rights of the Child (CRC) (entered into force on September 2nd, 1990). ratified on July 30, 1990.
- The UN CRC Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography (not yet ratified) (entered into force on January 18, 2002).
- International Labour Organization Convention 182 on Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour (ILO Convention 182).
- General Comment Number 25 (2021) on children's rights in relation to the digital environment.
- General Comment No. 7 on Article 27 of the ACRWC.

Regional Laws and Policies addressing OCSEA

Kenya is a member of the African Union (AU) and a signatory to the following regional instruments:

- African Charter on Rights and Welfare of the Child (entered into force on November 29, 1999), ratified on July 25, 2000.
- African Youth Charter adopted June 2006 by the Executive Council of the African Union Commission at its 6th Ordinary Session in Banjul, (August 8, 2009, ratified on January 23, 2014).
- African Charter on Human and Peoples Rights (entered into force on October 21, 1986), ratified on January 23, 1992 (also known as the Banjul Charter).
- Declaration of Principles on Freedom of Expression and Access to Information in Africa, issued by the Special Rapporteur on Freedom of Expression and Access to Information in Africa (April 30, 2019).
- East Africa Child Protection Policy 2016.

National Legislations and Policies addressing OCSEA

Though not exhaustive, the following are the main laws and policies that address OCSEA in Kenya:

I. Kenyan Laws Addressing OCSEA

- The Constitution of Kenya, 2010

  o **Article 28**: Right to human dignity
  o **Articles 49**: and 50: Rights of an arrested person and right to a fair trial
  o **Article 53**: Rights of the child and the best welfare principle

- The Children Act, 2022
- Computer Misuse and Cybercrimes Act, 2018
- Data Protection Act, 2019
- Victim Protection Act, 2014
- Counter-Trafficking in Persons Act, 2010
- Sexual Offences Act, 2006
- Films and Stage Plays Act, Cap. 222
- Penal Code, Cap. 63 Laws of Kenya
- Kenya Information and Communication Act, 1998

The laws in Kenya provide a framework of acts or omissions that constitute online sexual exploitation and abuse offences and protection mechanisms that can be deployed to children who are victims of those offences. The laws are aimed at regulating the actions of the citizenry and through stipulating the punishment for commission of the offences, they act as a deterrent to commission of the offences.

Table 4.2: Breakdown of the various laws relating to OCSEA;

Act	Section/Regulation	Provision
The Children Act, 2022	Section 2 Definition	Definition of grooming, child abuse.
	Section 22(3)(c) Protection from abuse	It specifically provides: Any person who: Proposes or solicits to meet a child for the purpose of engaging in sexual activities. Transmits or causes to be transmitted any obscene material, or otherwise makes it accessible to children. Subjects a child to online abuse, harassment or exploitation, whether through social networks, playing online games or by use of mobile phones or other electronic devices. Online abuse includes cyberbullying, grooming and solicitation, cyber enticement, cyber harassment and cyber stalking.
	Section 144 Children in need of care and protection	Outlines children in need of care and protection including a child who has been sexually abused or is likely to be exposed to sexual abuse, exploitation including prostitution and pornography.
Computer Misuse and Cybercrimes Act, 2018	Section 24	Creates the offence of child pornography to include publication, production and any form of sharing, creating and possession of CSAM.
Sexual Offences Act, 2006	Section 2 Definition of indecent act	Defines indecent acts which includes exposure or display of any pornographic material to any person against his or her will.
	Section 16 (1)	Makes it an offence to facilitate, trade in, possess, benefit from CSAM or child pornography.
	Section (16) (3)	Explains what an obscene image is, including a visual, audio or audio-visual representation depicting: i. A child engaged in sexual explicit conduct. ii. A person who appears to be a child engaged in sexually explicit conduct; or realistic images representing a child engaged in sexual activity.
	Section 16 A	Defines sexual communication with a child.

Kenya Information and Communication Act, 1998	Section 46H(2)(c) of the Act	Requires the Commission shall prescribe a watershed period programming when large numbers of children are likely to be watching or listening to programmes.
	Section 46I (2)	Requires broadcasters to submit content for classification and to abide by the outcome of the classification.
	(Consumer Protection) Regulations, 2010 Regulation 9	Outlines the duties and responsibilities of parents, legal guardians and licensees to block access of children to harmful content.
	(Broadcasting) Regulations, 2009 Regulation 20	Requires a licensee to ensure that due care is exercised in order to avoid content that may disturb or be harmful to children.
Data Protection Act, 2019	Section 33 (1)	Gives provision on protection of data relating to a child. The same should be in a manner that protects and advances the best interest of a child and with the necessary consents.
	Section 33 (4)	Requires a data controller or a data processor to provide counselling or child protection services to a child and may not be required to obtain parental consent.
Victim Protection Act No. 17 of 2014	Section 4 (2)	Outlines the general safeguards and protection of victims. Outlines rights of victims, which include legal representation, dignity and respect, protection from victimisation, special provisions for vulnerable victims.
	Section 11	Outlines the duties and responsibilities of any person handling a child victim.
	Section 17	Outlines rights of vulnerable victims.
	Section 18	Outlines rights of child victims.
	Section 23	Provides compensation of child victims, where applicable.
Counter - Trafficking in Persons Act, 2010	Section 2	Defines exploitation and trafficking for sex exploitation.

Films and Stage Plays Act CAP. 22	Section 15 (1)(a)	Mandates the KFCB to give consumer advise having due regard to the protection of women and children against sexual exploitation or degradation in cinematograph films and on the internet
	Section 17	Lists the types of films unsuitable for children.
	Section 17 (4)	Creates offences for contravening the provisions of the Act.

2. Policy Framework addressing OCSEA

- National Plan of Action to Tackle Online Child Sexual Exploitation and Abuse in Kenya, 2022–2026
- International Telecommunications Union Guidelines on Child Online Protection, 2021
- National Prevention and Response Plan on Violence against Children in Kenya, 2019 – 2023
- The National Information Communication Technology (ICT) Policy 2020
- The National Plan of Action against Sexual Exploitation of Children in Kenya 2018 – 2022
- The National Standard Operating Procedures for the Management of Sexual Violence against Children, 2018
- The National Monitoring and Evaluation Framework towards the Prevention of and Response to Sexual and Gender-Based Violence in Kenya, 2014
- The Framework for the National Child Protection System in Kenya, 2011
- The National Children Policy Kenya 2010
- The National Prevention and Response Plan on Violence Against Children in Kenya, 2019 – 2023
- Kenya is a member of the WeProtect Global Alliance.

Activities

Activity: Understanding laws that address different forms of OCSEA.
In groups, ask the participants to identify the sections of the laws that address the following different forms of OCSEA:

- Child Pornography/CSAM
- Grooming
- Live streaming
- Sexting
- Sextortion
- Cyberbullying

Ask each group to also identify the penalties that relate to the offences they have identified.

Key Learning Points

- There is a comprehensive legal and policy framework at the international, regional and national levels addressing OCSEA.
- The national laws dictate the offences and their corresponding penalties. The punishments and penalties for OCSEA offences are severe.
- Regional and International laws do not provide penalties for OCSEA offences.
- Different manifestations of OCSEA have been identified in the legal framework.
- The existing international, regional and national laws and policies have sought to prevent OCSEA, provide necessary safeguards and given guidance towards the implementation of laws and policies to protect victims of OCSEA.

References

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UN CRC https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child

MODULE 5

Prevention of Online Child Sexual Exploitation and Abuse (OCSEA)

Introduction
OCSEA has severe and harmful impact on children, therefore, prevention is of utmost importance. This module focuses on prevention of OCSEA, highlighting the WeProtect Model National Response to prevent and tackle OCSEA.
It also outlines the roles of the different actors in prevention of OCSEA.

Purpose
It is aimed at equipping the participants with knowledge on preventive strategies, roles and responsibilities different actors play in preventing OCSEA.

Expected Learning Outcomes
By the end of this module, the participants should be able to:
- demonstrate understanding of WeProtect Model National Response strategies on prevention of OCSEA,
- explain the role of different actors in preventing OCSEA.

Plan
This module will take 2 hours.

Table 5.1: Content and Duration 2 hours

Topic	Content	Training methodology and activities	Duration	Resources
Introduction	Description Purpose Expected Learning Outcomes	Presentation Plenary sessions	5 Minutes	Trainers manual Powerpoint presentation Flip charts Marker pens
Weprotect model national response for prevention and tackling OCSEA	Policy and legislation Criminal justice Society and culture Victim support and empowerment Industry Research on data	Lecture	45 Minutes	
Roles of different actors in preventing OCSEA	Children Parents and caregivers Community Civil society Government Private sector	Group activity Brainstorming Presentation	45 Minutes	
Key learning points		Lecture/ presentation	10 Minutes	
Q/A			15 minutes	

WePROTECT MODEL NATIONAL RESPONSE STRATEGIES FOR PREVENTION OF OCSEA
Introduction

The model highlights the different capabilities that can lead to significant outcomes for protecting children from OCSEA. It acknowledges that this cannot be addressed in isolation and a wider set of capabilities to prevent online child sexual exploitation and abuse are required to ensure a complete national response.

The capabilities within the model are:

- Policy and Legislation
- Criminal Justice
- Society and Culture
- Child and Survivor Participation
- Technology Industry
- Research and Insights
- International Collaboration

Policy and Legislation

These are combination of legislations, rules and policies needed to help protect children from sexual exploitation and abuse online, and to help make the internet a safe space for them to explore. These includes policies, laws and regulations enacted by Government, as well as policies and procedures in the private sector. Kenya has enacted different legislations that criminalise online child sexual

exploitation and abuse. This ensures that there is highest level national commitment to child sexual abuse prevention, and a comprehensive understanding of child sexual abuse within the highest levels of government and law enforcement.

Criminal Justice

The ability to identify and assess risks to children online, prevent harm where possible and prosecute offenders is essential. A legal system, enforced by trained police officers and prosecutors, helps protect children online. Reporting mechanisms can help support enforcement so that users can report suspected concerns. Additional tools include shared access to international databases, particularly those regarding child sexual abuse material, and offender targeting methodologies.

This capability ensures that there is effective and successful child sexual abuse investigations, convictions and offender management, law enforcement and judiciary have the knowledge, skills, systems and tools required to enable them to perform victim-focused investigations and secure positive judicial outcomes. The system also facilitates the management of Child sexual abuse offenders to prevent reoffending.

Technology Industry

Safe technology can prevent, detect, block, report and remove illegal and exploitative material, live streaming, and grooming. Technology tools can be used to deter and detect offenders, as well as identify and protect victims.

Online tools can work many times faster than humans to identify and detect abusive material, as well as track down platforms and websites used to share this material. Safety technology could also be used to assess risks and help limit the vulnerability of children online. The technology industry can contribute to building a safer internet to children by:

* developing tools to prevent, detect, block, report, and remove illegal and exploitative material online,
* putting in place procedures to take down CSAM,
* setting up processes to enable timely identification and reporting of OCSEA.

Society and Culture

Society has a big impact on how child sexual exploitation and abuse online is generally perceived and, consequently, on how its response is shaped. It could play a crucial role in making sure that individuals and organisations understand children's online safety dynamics and need to be able to identify concerns, promote and support reasonable child safety features and act protectively online where necessary.

Child and Survivor Participation

Children voices are critical when designing programmes that prevent them from OCSEA.
Their views can be collected through children forums such Kenya Children assemblies. Young adult survivors can choose to share their stories and experiences with suitable support to develop a collective force for change.

International Collaboration

A coordinated response between different sectors, industries and countries is needed to prevent child sexual exploitation and abuse online, and safeguard children. Open international collaboration from the outset helps to improve the chances of success in preventing abuse and protecting children. This includes shared access to international databases, particularly those regarding child sexual abuse material and offender targeting methodologies; formal data-sharing frameworks; high value

Research and Insights

Technology is advancing fast, creating many benefits but also associated risks that need to be addressed. As the methods that offenders use to contact children and produce/view/share child sexual abuse material evolve, so should be the strategies to prevent children from accessing thesame. Investing in researching and implementing innovative solutions using, for example, Artificial Intelligence(AI) and machine learning. Systematic and coordinated identification, monitoring, management and mitigation of all online threats and risks for children is crucial to strengthening and safeguarding them both online and offline and to reducing the possibility of harm.

Activity

Divide the participants into groups to brainstorm the roles of the different actors in preventing OCSEA and present at the plenary:

     Group I: Children
     Group II: Parents and Community
     Group III: Government
     Group IV: Private Sector and Civil Society Organizations

As they give their feedback to the group, make reference to the table below:

Facilitator's Notes

Roles of different actors in preventing OCSEA

Children
i)   Children should not physically meet anyone they interacted with on the internet without a trusted adult supervision.
ii)   Children should know how to report any cases of abuse or attempted abuse.
iii) Should be aware of their rights and responsibilities.
iv) Children should learn to be safe from OCSEA and any other forms of abuse by using gadgets that are authorised by their parents and keeping off from adult sites. Children should Keep their personal information private from strangers.
v)   The above applies with assumptions that the child has been sensitized on OCSEA. The roles and responsibilities should not be used to blame a child if he/she falls a victim.
vi) Should create awareness on OCSEA issues to fellow children.

Parents, Caregivers and Teachers

i) Put in place a digital family agreement: Agree on house rules about internet use and personal devices, giving particular attention to issues of privacy, age inappropriate websites, bullying and stranger danger.

ii) Include parental controls on gadgets used by the children.

iii) Be familiar with the internet sites used by children and monitor children's activity online.

iv) Educate children on the risks associated with sharing personal information; face to- face meetings with a person/s met online; posting photographs online; making use of the webcams; etc.

v) Encourage open communication with their children and discuss good and bad online content.

vi) Report incidences of OCSEA to relevant authorities for appropriate intervention.

The community

This category includes community leaders, women/men groups and youth groups, political leaders, religious leaders, Community Health Workers, Child Protection Volunteers (CPVs), National Government Administration Officers(NGAO), Nyumba Kumi cluster representatives, paralegals, among others. Their roles include:

i) creating awareness about OCSEA at the community level,

ii) providing support to families and caregivers by creating a network of resources and services,

iii) reporting abuse within the community to relevant authorities Assisting in investigation of OCSEA cases,

iv) provide safe spaces for OCSEA survivors,

v) advocating for child protection policies and laws that prioritize the safety and well-being of children,

vi) strengthening families: By promoting positive parenting practices, family support, and healthy relationships, the community can contribute to building strong, resilient families,

vii) collaborating with various stakeholders, including government agencies, NGOs, schools, healthcare providers, and law enforcement, to create a coordinated response to child protection issues.

Civil Society Organisations

CSOs' key responsibility is to support and complement the work of the government. Their roles include:

i) resource mobilisation and provision of needed services to enhance children protection from OCSEA. This is done in collaboration with relevant government departments,

ii) supporting the government to build the capacity of service providers and communities on OCSEA,

iii) providing child-friendly services and safety nets to children and their families e.g. temporary shelter, psychosocial support, economic and social support, legal services, etc,

iv) creating awareness on OCSEA at all levels,

v) conducting studies and research on trends and emerging issues on OCSEA to inform proper interventions and policies.

The Government

Their roles and responsibilities include:

i)   formulating and enacting laws, policies and guidelines on child online safety,

ii)   coordinating and implementing the policies and guidelines,

iii)   developing and implementing child online protection programs through the relevant government ministries, departments and agencies,

iv)   monitoring and evaluating child online protection programs,

v)   conducting studies and research on trends and emerging issues on OCSEA to inform proper interventions and policies,

vi)   allocating resources to online child protection programs,

vii)   regulating content through relevant government agencies,

viii) creating awareness on child online protection.

The private sector

The private sector includes Internet Service Providers, ICT hardware and software manufacturers, content creators, exhibitors and distributors, media,publishers, hospitality industry, transport industy, among others.

Their roles include:

i)   ensuring ICT devices have embedded parental controls and reporting mechanisms,

ii)   implementing operational policies, standard operating procedures and community guidelines that are geared towards protection of children from OCSEA,

iii)   creating awareness of OCSEA among their consumers and stakeholders,

iv)   empowering consumers on safe use of services, applications and ICT devices to prevent OCSEA,

v)   partnering with government in implementation of OCSEA programs,

vi)   collaborating with other industry players in implementing COP programs in the prevention of OCSEA.

Key Learning Points

This module demonstrates the application of the National Response Model in preventing OCSEA. It also highlights the role of different stakeholders in prevention of OCSEA.

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Online-Child-Sexual-Exploitation-and-Abuse-in-Kenya-2022-2026.pdf

https://www.judiciary.go.ke/download/the-children-act-2022/

MODULE 6

Reporting Mechanisms for Online Child Sexual Exploitation and Abuse (OCSEA)

Introduction
Reporting of OCSEA cases is critical in eradication of abuse and exploitation of children on the online space. Various mechanisms are in place to ensure OCSEA cases are reported and investigated effectively and efficiently. This module aims at outlining the different OCSEA reporting mechanisms.

Purpose
The purpose of this module is to enhance participants' knowledge on the various reporting channels and platforms.

Expected Learning Outcomes
By the end of this module, the participants should be able to:

* discuss the available reporting channels of OCSEA,
* demonstrate the ability to use the available OCSEA reporting channels.

Plan
This module will take 2 hours 20 minutes.

Table 6.1 : Content and Duration 2 hours 20 minutes

Topic	Content	Training methodology and activities	Duration	Resources
Introduction	Description Purpose Expected Learning Outcomes	Presentation	5 mins	Powerpoint presentation Flip chart Marker pens ICT devices Laptop Tablets Mobile phones
Group activity	Demonstration: Participants to identify and demonstrate how In-app reporting process works.	Practical session	45 mins	
Reporting Channels	• In - app Reporting tool • National Child Helpline (116) • Directorate of Children's Services • DCI-AHTCPU • Kenya Police Service • National Government Administrative Offices (NGAO) • Communications • Authority-KE-CIRT • Kenya Film Classification Board (KFCB)	Lecture Practical session Discussions.	50 mins	
Key messages	Summary of learning objectives Summary of reporting channels available	Mini-lecture	10 mins	
Question and Answer	Questions	Question and answer	10 mins	

Activity

The participants to mention various reporting mechanisms.

Reporting Mechanisms for OCSEA

Below are the available reporting channels for OCSEA cases and related concerns:

1. In-app Reporting tool

Social media applications have embedded mechanisms of reporting violations on community guidelines. These are tools within the applications that enable users to report online child protection issues directly to the service providers. e.g. In reporting violations on various social media platforms, the following steps apply:

- Open the app
- Go to the video/post that you want to report
- Tap on the three dots/lines on the post
- Scroll to tap on REPORT

Settings

Help

Report a problem

Choose what your report is about

Give information + Add a screenshot of the issue

2. The National Child Helpline (116)

The National Child Helpline **(116)** offers referral and psychosocial support to OCSEA victims. Reports to Child helpline can be made through;

Calling **DCS toll free number 116**

Child Helpline 116 - Kenya

@childlinekenya

0722116116

@childlinekenya

116@childlinekenya.co.ke

https://childlinekenya.co.ke

One should fill the online form illustrated below

Chat with us!

Use the form below to send us your questions or concerns and a counsellor will contact you as soon as possible..

Your name

Your e-mail

Your question/concern

Send

3. Directorate of Children's Services

The Directorate of Children's Services has offices at the national, county and sub-county levels with officers who respond effectively towards protecting children in the online space. The public can walk into any sub-county children's office and report Online Child Sexual exploitation and Abuse cases in addition they can call the **toll-free number 116**.

4. Directorate of Criminal Investigation Anti-Human Trafficking and Child Protection Unit (DCI - AHTCPU)

The DCI Child Protection Unit is the investigation agency that uses a multisectoral approach to handling OCSEA cases. The unit can be reached through the **Fichua kwa DCI Hotline no; 0800 722 203 (Toll-free)**.

The AHTCPU offices can also be accessed physically at the DCI Academy - South C and **DCI Regional Office - Mombasa**. The unit supports other child protection cases by investigating and presenting perpetrators to courts for prosecution.

The DCI in collaboration with Internet Watch Foundation (IWF) have an OCSEA reporting portal. IWF website https://report.iwm.org.uk/ke. The website offers an option to report cases anonymously within which offending content from websites and emails can be made.

A website address if fed into the portal and reported content pulled down as soon as investigations on the matter are completed.

5. Kenya Police Service hotline

The Kenya Police Service operates a toll free hotline 112/999/911/0800730999 that offers emergency assistance and referrals.

6. National Government Administrative Offices (NGAO)

The National Government Administrative officers are available at every level in the community. This is a crucial office where OCSEA cases can be reported and referred. In collaboration with Children Advisory Committee, these offices can enhance sensitization on child protection programs and referral of OCSEA cases.

7. Communications Authority of Kenya- KE-CIRT

Kenya Computer Incident Response Team (KE-CIRT) is responsible for the national coordination of cyber security and serves as Kenya's national point of contact on cyber security matters.
They have an online reporting portal through their website that handles OCSEA cases. https:// ke-cirt.go.ke/

Screenshot of CA ke-cirt Reporting Portal

The website provides a platform to report incidents, vulnerabilities and child online incidents.
Reporting parties fill out a Child Related Cyber Incident Reporting Form and submits it.
The public can also reach out to Ke-CIRT via their **Hotline Number 0703042700 , 0730172700 (Not a Toll Free Number)**

8. Kenya Film Classification Board (KFCB)

The Board is mandated to regulate the creation, broadcasting, possession, exhibition and distribution of film and broadcast content with a view to protect children from premature exposure to adult and potentially harmful media content.
OCSEA content falls under Sex and Nudity thematic area in the Film Classification Guidelines.
KFCB can be reached through   this number **0711222204** , during working hours ,they can also be reached through live chat on www.kfcb.go.ke or info@kfcb.go.ke

Key Learning Points

- It is essential to report all OCSEA cases. This can be done using various available reporting channels.
- Social service providers should have a good understanding of the available reporting channels of OCSEA and how to use them.

References

https://childlinekenya.co.ke/

https://report.iwf.org.uk/ke/report,https://ke-cirt.go.ke/,http://www.kfcb.go.ke/

MODULE 7

Response and Support for Victims of Online Child Sexual Exploitation and Abuse (OCSEA)

Introduction

Response and support services help to prevent and reduce the harmful effects of abuse and exploitation in children's lives. An effective and comprehensive response and support strategy ensures that children who have experienced violence or are at risk of violence receive appropriate, timely and child-friendly services that address their safety, health and social needs and ensure justice.

Purpose

The purpose of this module is to enlighten participants on the roles of various actors in response to child online abuse and exploitation.

Expected Learning Outcomes

By the end of this module, the participants should be able to:

- apply the WeProtect Model in response and support of OCSEA survivors,
- analyse the roles of the various actors in responding to OCSEA.

Plan

This module will take 1 hour 55 minutes.

Table 7 .1 : Content and Duration 1 hour 55 minutes

Topic	Content	Training methodology and activities	Duration	Resources
Introduction	Description Purpose Expected Learning Outcomes	PPT Presentation	15 min	PPT Presentation Flip Charts Mark pens Printed Case Study Flip Charts Mark pens
Group Activity	Case Study & Role Play: To be done in groups	Printed Case Study and Questions	20 min	
Model National Response (MNR)	Policies & Legislation Criminal Justice Child & Survivor Participation Society & Culture Technology Industry	PPT Presentation	40 min	
Roles of different stakeholders in preventing OCSEA	Children Parents and Caregivers Social Service Workforce Health system actors Justice System Actors Education ICT industry Community Level Support	PPT Presentation	40 min	

Activities

i.   Case study
ii. Role play

Facilitator's Notes

The Model National Response (MNR)

The Model National Response (MNR) stresses the importance of engagement and collaboration of different stakeholders as key in protecting children online. The model looks at the following response mechanisms:

Policies & Legislation

This model emphasises on the need for comprehensive and effective legal framework to prosecute offenders and protect children from all forms of sexual exploitation and abuse in line with International Human Rights Standards. This includes strengthening existing child centered policies and interventions. The willingness to work and coordinate the efforts of, multiple stakeholders to ensure the enhanced protection of victims and an enhanced response to child sexual abuse offending. Legal provision to protect children engaged in consensual sharing of sexual content from criminalisation where appropriate (plenary discussion)

Criminal Justice

i. Law Enforcement Officers, prosecutors and the Judiciary have the needed skills and expertise in tackling OCSEA and in providing solutions for investigating encrypted content, keeping   a victim-focused approach.

ii. There is shared access to international databases and the will to collaborate and to develop technology solutions to investigate offenders.

iii. The necessary steps are put in place to prevent re-offending of those in the criminal justice system nationally and internationally.

Child & Survivor Participation

i. The social service workforce should have a planned, integrated and multi-stakeholder support for victims and survivors.

ii. Services should be inclusive and sensitive to:
   a) age
   b) gender
   c) sexuality
   d) disability
   e) ethnicity

iii. Child helpline services should be accessible to all children, nationwide, toll-free, available 24/7, voice and text based, offering confidential support and counseling with appropriate referral mechanisms. Counselors should have specific training on online child safety.

iv. There should be psychological support for the frontline workers who are accessing image databases, child protection workforce, and hotlines dedicated to victim support and empowerment.

v. Provision of measures to allow children and victims accessible support in compensation, legal remedies and complaints procedures.

vi. Guidelines for frontline professionals on emerging and complex issues such as child "self - generated" sexual material.

Society and Culture

i. Offender support systems; need for specialised support for children displaying harmful sexual behaviour.

ii. Informed and ethical media reporting; evidence-based and sensitive reporting that respects victims' and survivors' rights and dignity

Industry Response

i. Procedures for timely removal of child sexual abuse material when a company confirms its presence.

ii. Need for statutory protections for industry to report child sexual abuse, including content transmission to law enforcement or a designated agency.

iii. Industry engaged in developing solutions to prevent and tackle child sexual abuse.

iv. The public can proactively report child sexual abuse offences and the industry has the power and willingness to block and remove child sexual abuse material online and proactively address local child sexual abuse issues.

v. The industry should develop child protection and safeguarding policies, further due diligence should be conducted and remediation that address child sexual exploitation and abuse online done.

Activity 1: Case Study

Hekima, a 15 year old girl and her friend Amina, are in a girls' soccer team that was set up by their coach, Pepa, who is 30 years old. Hekima and Amina come from Gogo slums, a low income settlement, and one of their dreams is to join an international female soccer team and represent their country. They joined the team during the April holidays. This was after learning of Pepa's soccer team and making a request to join the girl's team. Pepa acknowledged the talent of the two girls and their vulnerable background and requested their parents to have them stay with him while he supports them in polishing their talent as well as supporting them academically. When they moved to Pepa's house, they noticed that he would crawl to their beds and touch them inappropriately. On several occasions, he made sexual advances and threatened them with dire consequences to discourage them from telling their parents. Pepa has also been recording the girls while they are naked performing sexual acts promising to give them money to support their families in return. He promised them that no one would know of the photos.

Divide the participants into groups while undertaking the activity: Read and respond to the following;

1) What support services will the victims/survivors of OCSEA require?
2) Participants to identify different actors who will be key in responding to this case effectively?
3) What is the role of each actor in responding to this case of OCSEA?

Facilitator's Notes

Prevention and response of OCSEA requires a multi-sectoral approach, this is aimed at harnessing the capabilities of the different sectors in child protection. The following are the roles of different stakeholders in responding to OCSEA:

Table 7. 2 : Roles of different stakeholders in responding to OCSEA

Service provider	Roles
Children	• Not abuse or harm other children whether online or offline. • Report OCSEA incidents to a trusted adult for example caregiver or teacher. • Use internet-enabled gadgets positively and responsibly.
Parents and Caregivers	• Report OCSEA incidences. • Linking child victims/survivors to the appropriate referrals. • Accompanying child victims' survivors to get child protection services. • Equip themselves and their children with the knowledge and skills on OCSEA and rules and regulations governing internet usage. • Providing safe environment for children online through parental controls and supervision.

Social Service Workforce It comprises of children officers, Child Protection Volunteers (CPVs), probation officers, counsellors, gender officers, social workers and social development officers.	• Rescue and placement of child victims/survivors. • Documentation of OCSEA cases. • Provide effective, efficient and quality psychosocial support services to victims their families on Online Child Sexual Exploitation and Abuse. • Support the justice actors in providing timely assessment reports on ensuring children in conflict with the law are supported. • Support in reintegration programs for child survivors/offenders and their families where relevant. • Provide efficient and effective referrals and linkages for victims and perpetrators of online child sexual exploitation and abuse. • Link child survivors and their families to relevant social protection programs and household economic strengthening programs. • Awareness creation on OCSEA.
Health system actors The health system actors include medical practitioners, clinical psychologists, counsellors, nutritionists, social workers, community health volunteers and community health workers.	• Help with identification of OCSEA cases. • Provision of timely, victim-centered, trauma-informed, culturally responsive and comprehensive medical services to victims of OCSEA. • Provide psychosocial support to victims of OCSEA • Support in the documentation (P3 and PRC forms) of prosecution evidence. • Provide referrals and linkages for victims and perpetrators. • Provide accurate, corroborated and non-compromised expert witness to cases related to Online Child Sexual Exploitation and Abuse. • Increase and sustain state and non-state mental health professionals to support victims of OCSEA.
Justice System Actors The justice system actors include law enforcement i.e. police, prosecutors, Judiciary, defence lawyers, probation and aftercare officers, children officers, Kenya Prison Service and statutory children institutions.	• Investigate cases of OCSEA. • Monitoring of the Internet and web activity for early detection and takedown of Child Sexual Abuse Material(CSAM). • Provide efficient and effective referrals and linkages for victims and perpetrators (children offenders) of online child sexual exploitation and abuse. • Hold perpetrators and facilitators of online child sexual exploitation and abuse to account. • Expedite cases of OCSEA in the justice system. • Development of a comprehensive and responsive victim/witness protection system that addresses issues related to witness safety. • Enforce a victim/child center approach to ensure that the victim gets justice and support. • Support rehabilitation and reintegration of perpetrators and facilitators of Online Child Sexual exploitation and abuse back to the community to prevent re-offending. • Development and maintenance of an effective offender management system to increase quality of services and minimum standards.

Education Education actors include Ministry of Education, Teachers Service Commission and National Parents Association.	• Identify, report and refer cases of OCSEA. • Create safe spaces for children in schools and community. • Offer psychosocial support to the survivors of OCSEA. • Build the capacity of teachers to identify and respond to OCSEA cases. • Build the capacity of the learners to enable them to identify and report cases of OCSEA. • Create awareness on OCSEA.
ICT Industry They include KFCB, CA, ISP, Media and ICTA.	• Identify and report OCSEA and COP concerns to relevant actors. • Expedite notice and take down procedures of inappropriate content. • Ensure a safer and age appropriate online environment. • Create awareness on issues of online safety of children. • Amplify issues of OCSEA through investigative journalism. • Ethical and accurate reporting, adhering to legal guidelines. • Evidence-based and sensitive reporting that respects victims' and survivors' rights and dignity.
Community Level Support The community level support actors include Child Protection Volunteers, Community Health Volunteers, Lay Volunteer Counsellors, Religious leaders and any other person involved in responding to issues of child protection in the community.	• Report OCSEA incidents and support parents to protect their children from OCSEA. • Offer psychosocial support to victims of OCSEA . • Support rehabilitation and reintegration programs for offenders. • Ensure awareness and dissemination of correct information and messaging on OCSEA at the community. • Promote positive cultural values that do not normalise violence.

Activity 2: Role play

Divide the participants into groups, each group to do a role play on the roles of each actor discussed.

Key Learning Point
Victim/ survivor response and support requires a multisectoral approach/ efforts for effective child - centered interventions. This section stresses on every actor's role in ensuring that OCSEA cases are dealt with.

References
https://www.weprotect.org/model-national-response/
https://www.socialprotection.go.ke/wp-content/uploads/06/2022/National-Plan-of-Action-to-Tackle-Online-Child-Sexual-Exploitation-and-Abuse-in-Kenya-2022-2026pdf
https://www.weprotect.org/model-national-response/
https://www.judiciary.go.ke/download/the-children-act2022-/

MODULE 8

Case Management for Online Child Sexual Exploitation and Abuse (OCSEA)

Introduction

Case management is the process of ensuring that an identified child has his or her needs for care, protection, and support met. This is usually the responsibility of an allocated case worker who meets with the child, the family, any other caregivers, and professionals involved with the child to assess, plan, deliver or refer the child and / or family for services, and monitor and review the progress to attain sustainable reintegration.

In this module eight steps in case management will be discussed and the process of rehabilitation and reintegration for children who have gone through OCSEA will be highlighted.

Purpose

To provide conceptual and operational knowledge to case manager and case workers on the rehabilitation and reintegration of children who have undergone OCSEA.

Expected Learning Outcomes

By end of the session, the participants should be able to:

- apply step by step guide to Case Management of children and families in OCSEA cases,
- implement the rehabilitation and reintegration strategies for children who have undergone OCSEA.

Plan

This module will take 2 hours.

Table 8. 1 : Content and Duration 2 hours

Topic	Content	Training methodology & activities	Duration	Resources
Introduction	Description Purpose Expected Learning Outcomes	PPT presentation	10 mins	Printing paper Felt pens Sticky notes Flip chart Notebooks Projector Laptop
Case management Process	**Step 1:** Identification of the child **Step 2:** Child Assessment **Step 3:** Family Tracing and Assessment **Step 4:** Development of Case Plan **Step 5:** Implement Plan **Step 6:** Reunification/ Placement **Step 7:** Regular Monitoring **Step 8:** Case Closure	Role play, Question & Answer, Case studies, Video clip, Pictorial analysis, Group discussion (Facilitator to choose Appropriate methodology	1hr 50min	

Activity

Case Studies

a) The facilitator to provide different case scenarios that highlights OCSEA such as sexting, online grooming, live streaming of the sexual abuse of a child and sextortion.

b) The participants to discuss the case studies clearly highlighting the steps of case management and reintegration.

CASE MANAGEMENT PROCESS

Step 1: Identification/intake

Identification is the process of ascertaining that a child is a victim of OCSEA. At first contact with the child, a case worker/ should establish a rapport with the child and consider the child's immediate safety and basic needs. The stage involves identifying, receiving, and recording the case further the case worker shall liaise with the relevant agency for takedown of the case and further preservation of the digital evidence. The case worker shall consider the following indicators to determine whether a child is a victim of OCSEA.

i. A change in online habits, the child could be spending more time online than usual or less time than usual.

ii. Changes in mood swings (angry, distant, upset) after being online or on request to come off their device.

iii. Isolation: Becoming secretive about their online habits including what they are doing on the mobile phone and who they are talking to additionally maybe hostile when someone else takes their phone.

iv. Using more inappropriate language and having increased knowledge on sex beyond their age.

v. The child may seem to be more engrossed in communicating or chatting online with a new 'friend' whose details they may seem secretive about.

vi. Children may seem constantly having money which is unaccounted for or receiving 'gifts' but will not share where they got it from or who gave it to them for example digital currency

vii. Increased trust in online identities and may consider meeting strangers' offline.

viii. Children may be spending more time away from home or going missing from home.

ix. Children identified as victims of child sex tourism and child trafficking

Case Record Sheet/ the necessary intake forms should be filled and uploaded on CPIMS. The more comprehensive the information gathered by the case worker the more it will help plan for intervention.

Step 2: Child Assessment

Child Assessment: A systematic, holistic evaluation of the situation of a child, taking into consideration the specific needs of the child, risk/vulnerabilities, as well as the strengths of and resources available to the child. Child Assessments explore issues related to development, any known disability, socio-economic status, health status, nutrition, shelter, psychosocial wellbeing, education and protection that affect the child. At this stage the case worker shall further establish the online vulnerabilities which involves assessment of the ocsea manifestation, child online activity, accessibility, any caregiver guidance and awareness on navigating the internet safety..

Step 3: Family Tracing and Assessment

Tracing: Efforts made to locate the child's parents and extended family to preliminarily evaluate their ability and willingness to receive the child shall apply in cases where the child has been separated from their family.

Family Assessment: A process for identifying the specific needs and strengths/resources of a family. Family Assessments explore issues related to socio-economic status, health status, disability, nutrition, shelter, psychosocial wellbeing, education and protection. It is important to assess individual children, as well as conditions affecting the primary caregiver and household as a whole. The case worker should further assess the parents/caregivers ability to offer parental supervision to the child while on the digital space, his/ her knowledge on digital control measures such as parental controls, family link App, having a schedule on how much time the child spends online and taking note of the child's behavioural changes after being online.

Step 4: Case planning

This stage involves identifying the strategies that will address the needs in the various domains of the child which includes: health and development, psychosocial wellbeing and community belonging, protection and safety, child caregiver/ mentor relationship and attachment, economic status and Education. Case planning is an interactive process involving meaningful participation of the child, his/her family and the case worker in decision making. At this stage many caregivers instinctively react to online risks by restricting their children's internet use in a bid to protect them. Such restrictive practices might reduce children's exposure to online risks in the short term, but it also reduces their digital skills and familiarity with the online environment in the long term. Therefore, during case planning, the caregiver is guided on positive skills development and Supportive mediation which could include engaging in activities together, talking to children about their internet use, and educating them about the risks that exist online and how best to avoid them. In these ways, we allow children to benefit from the many useful activities and skills that the internet has to offer, while providing parental guidance and support.

A case plan must be well documented and those working on the case should identify goals, objectives and tasks with clearly defined responsibilities and time frames for meeting the goals. Where the case requires comprehensive input from other stakeholders, a case conference can be convened.

Step 5: Implementation

This is the stage during which the case plan is put into action. It includes providing direct services to the child and family using the available resources to meet the identified needs or linking the child and family to an appropriate service provider (referral) which may include medical support and psychosocial support. It is important to note that some cases of OCSEA may not require rescue therefore the intervention can be done in the home environment. For the children separated from their families, reunification/ placement will take place upon successful implementation of the initial care/case plan.

Step 6: Reunification/placement

Reunification is the process of bringing together the child and family or previous care-provider for the purpose of establishing or re-establishing long-term care . Placement is a social work term for the arranged out of home accommodation provided for a child or young person on a short- or long-term basis. This particular step shall only apply to children who experience OCSEA and separated from their families.

Step 7: Regular Monitoring

This process involves regular monitoring, reviewing of the case plan and obtaining regular feedback from the child, caregivers and service providers. It determines whether services are addressing the identified needs of the child effectively and whether needs have changed over time. Follow-up to confirm service provision can take place through home visits, phone calls, emails, and visits to the service provider. Case conferences can be convened at this stage to assess whether goals and objectives have been attained.

Step 8: Case closure/ Transfer

This is the process whereby, after carefully reviewing the goals, outcome and circumstances of the case, the case worker and case manager decides to close it. A case can be closed on the following grounds:
1) After the set goals have been achieved
2) Death of a child
3) Relocation of the family to a new place so that they are untraceable
4) Child and the family are unwilling to continue with the case
5) There are no grounds to go against their wishes (in the best interest of the child).
6) Transfer. If an organization is unable to continue offering services, or if the child has moved from one region to another before the case is closed, then the case should be transferred to another service provider. It is advisable that both the current and new case worker hold a session to introduce the new service provider to the child and the family.
7) When a child attains 18 years unless under special circumstances as provided in the law.

Note: The case manager is free to re-open the case if the need arises.
Even though the steps of case management are standard, actual case management needs to be scenario based as cases are very diverse/dynamic.

Case management is a structured, interactive, and dynamic process that starts from intake and continues to case closure. It ensures comprehensive, quality care in the provision of services to children. It aims at building relationships among the child, family, and child protection stakeholders. It includes ongoing analysis, decision making and record- keeping ensuring that the identified safety and developmental needs of the child are met.

This also includes developing an exit strategy and case closure. Throughout the process, the child and the family should be well informed and actively involved in the exit strategy.
The facilitator to remind the participants of the case management process which entails eight steps, namely: identification/intake, Child Assessment, Family tracing and Assessment, case planning, implementation, Reunification/ Placement, Regular monitoring and case closure/ Transfer. These steps will be highlighted briefly in this module.

Case management process is standard for all care and protection cases and therefore OCSEA cases will largely follow the same process with adaptations depending on different OCSEA scenarios.
Reintegration of child survivors who have been removed from home for care and protection as well as integration in a safe environment at home.
Reintegration of rehabilitated child offenders/children in conflict with the law.

Reintegration considerations

The process of a child without parentalcare making what is anticipated to be a permanent transition back into his or her biological family or where this is not possible to another form of family based care and community (usually of origin), in order to receive protection and care and to find a sense of belonging and purpose in all spheres of life. This does not encompass adoption process.

Facilitator's Notes

The following text provides scenarios which may occasion for reintegration;

Where a child has been removed from home - "The process of a separated child making what is anticipated to be a permanent transition back to his or her family and community (usually of origin), in order to receive protection and care and to find a sense of belonging and purpose in all spheres of life." (Interagency Group on Children's Reintegration (2016). Guidelines on Children's Reintegration).

Where a child is receiving care and support recovering from OCSEA while still at home - children will require social integration as they may be abused within their homes which might not necessarily require their rescue. The victims/survivors will require support to be re-socialized and integrated within the home and the community

Where a child is the offender - supporting rehabilitated offenders to resume normal life out of the institution and not to reoffend.
Special categories of children will require targeted and specialized interventions. These include street connected children exposed to OCSEA. The victims/survivors will require specific programs set to complement the general programs by addressing the unique needs posed by the selected groups of children.

Reintegration should be supported by good and responsive rehabilitation that seeks to have a holistic process involving practical, emotional, education / training, and social support to enable the child/ individual to have a "safe, dignified and sustainable reintegration into society and a normalized life". All steps of case management will be critical for a successful and sustainable reintegration.

Rehabilitation considerations
Rehabilitation is the process of reforming children who have undergone OCSEA to re-socialize into the society. The goal is to address all of the underlying causes of child protection concerns in order to ensure child victims and offenders are restored back into stable state. This can take a multi-disciplinary approach or services in assisting the identified child to achieve best possible functioning, coping capabilities, promoting independence and participation in society.

In order for child offender rehabilitation to be effective the offender needs to take responsibility for the offence and has to be willing to change. This can be realized through interventions geared towards addressing the factors responsible for deviant behavior, which must be presided by the assessment of risk and needs and development of a Care Plan. Rehabilitation process interventions and the development of appropriate Care Plan are informed by assessment which further guides intervention strategies.

Some of the strategies to be applied based on the child's need include:

a)   problem solving techniques (Art therapy),

b)   pro-social modelling,

c)   crisis interventions,

d)   interpersonal relation building skills,

e)   motivational interviewing skills,

f)   counselling,

g)   relapse prevention.

h)   education,

i)   employment program and any other techniques and skills that may respond to the needs of the child offender including applying a multi-sectoral approach.

Referral should be undertaken when it becomes evident that additional and or alternative progammes or adjustment in intervention for the offender is required.

Case Management Process Flowchart

Chat 8.1 : Case Management Process Flowchart

Key Learning Points

- Case management is a structured, interactive, and dynamic process with eight main steps that starts from intake and continues to case closure.
- Reintegration is guided by certain key considerations.
- Special categories of children will require specialized interventions to address their unique needs.

References

Blueprint for Rehabilitation and Social Reintegration Programmes for Children in Conflict with the Law in Kenya (2021)

Case Management for Reintegration of Children to Family and Community - Based Care - 2019.

Guidelines for Child Protection Case Management and Referral in Kenya (2019)

National Plan of Action to tackle OCSEA - 2022 - 2026

Probation and Aftercare Practice Guidelines - 2022

MODULE 9

Self-care for Online Child Sexual Exploitation and Abuse (OCSEA) social service providers

Introduction

Self-care is the intentional time and practices taken by an individual to nurture themselves physically, mentally, spiritually, and emotionally on a continuous basis geared towards improving the service providers' overall health and wellbeing.

Frequently listening to the trauma of OCSEA survivors, empathising and caring for them can take a toll on the service providers' wellbeing, subjecting them to burnout. This is more pronounced, if resources are insufficient to meet the needs or if the provider has a history of violence. It is important to recognize when work is negatively impacting on the providers' health and take the steps to address the negative impact.

Purpose

The purpose of this module is to equip the participants with knowledge and skills to identify burnout, its causes and effective self-care management.

Expected Learning Outcomes

By the end of the module participants should be able to:

- identify the causes, signs and symptoms of burnout,
- explain the prevention and treatment strategies of burnout,
- describe the benefits of self-care,
- discuss the referral mechanisms for continued support and collaboration.

Plan

This module will take 3 hours.

Table 9. 1 : Content and Duration 3 hours

Topic	Content	Training, methodology and activities	Duration	Resources
Self-care	Activity No. 1: Screening Introduction and definition of terms	PPT Presentation Group Activities Question and Answer Plenary Session	35 min 20 min 40 min	Projector Flipcharts Self-care assessment tool (TherapistAid.com)
	Activity No. 2 Causes of burn out among social service providers Signs and symptoms for burnout		35 min 25 min	
	Activity No. 3 Management of burnout		25min	
	Activity No. 4 Referral Process			

Activities

1) Burnout screening. The facilitator will help the participants administer, score and interpret the results of the burnout screening. Refer to the link below: https://blocksurvey.io/templates/self-assessments/maslach-burnout-inventory.

2) Define the terms (self-care, burnout etc)
   - Identify causes, signs and symptoms of burnout among the social service providers.
   - Physical symptoms
   - Emotional symptoms
   - Psychological symptoms
   - Behavioural symptom

3) Group activity: (Ice Breaker)

4) Feeling – The facilitator will ask the participants to reflect and identify a feeling that has been predominant in the past two weeks and asks them to draw the feeling. To debrief this activity, ask the participants to share the feeling and any associated causes.

Socio –cultural practices

Causes of burnout among social service providers:

a) Work related
   - a lot of work with limited resources and support
   - inadequate psychological first aid, training and capacity building.
   - work environment related challenges

b) Social – Economic related
   - family issues
   - socio-economic factors
   - social - cultural practices

c) Individual characteristics of burnout
   - personality type
   - adverse childhood experiences and trauma (traumatic experiences)
   - individual, values, beliefs and attitudes

11.3 Signs and symptoms of burnout

Signs and symptoms of burnout are classified in the following broad categories**:**

- physical symptoms
- emotional symptoms
- psychological symptoms
- behavioral symptom

Refer to the chart below:

PHYSICAL
- Sleep problems
- Appetite changes
- Shortness of breath
- High blood pressure
- Headaches

MENTAL
- Forgetfulness
- Lack of Concentration
- Disorganization
- Pessimism
- Indecisiveness

EMOTIONAL
- Irritability
- Tension
- Anger Outboursts
- Depression
- Anxiety
- Suicidal Ideation

BEHAVIORAL
- Change in eating and pattern
- Absenteeism
- Unkemptness
- Poor time management
- Reduced productivity
- Substance abuse
- Social withdrawal
-Disengagement or detachment from the world around you.

Chart 9. 1: Signs and symptoms of burnout

Other symptoms include:

- Compassion Fatigue
- Secondary Trauma ("I feel hurt and afraid, too!")

9.2 Management of burnout

Management for burnout is a multi-prong approach that includes, psychotherapy, psychological supervision, self-care and medication for severe cases. Refer to the following chart for self-care strategies:

Chart 2 : Components of Self-care

Physical
- Nutrition
- Sleep
- Exercise
- Water intake
- Medication
- Relaxation techniques

Spiritual
- Prayer
- Meditation
- Faith community
- Forgiveness
- Finding purpose and meaning

The Goal
To feel vital and balanced, free from depression and anxiety

Lifestyle
- Work-life balance
- Relaxation
- Setting attainable goals
- Fulfilling work
- Time with nature
- Leisure

Mental/Emotional
- Positive self-talk
- Positive beliefs
- Maintaining a gratitude journal
- Psychotherapy
- Self – awareness

Social Support
- Family
- Friends
- Faith communities
- Support group
- Community service/charitable work.
- Recreational team activates.

Chart 9. 2 : Components of self - care

Other management strategies Include:

Mandatory supervision for psychological first aid support for all social service providers. It is highly recommended that this supervision and debrief is done on a quarterly basis to avoid worker burnout. Supervision and debrief can be done at:
- individual,
- group,
- peer supervision levels.

Referral is an integral part for the social services providers
Forms of referral include but are not limited to:
- psychiatric and medical care
- care skills and capacity
- building supervision and counselling
- rehabilitation and management

Activity 4

The participants identify organisations and agencies in the locality, the services they provide, contact persons, telephone and email contacts. This activity will also help identify if the service is free and charges related.

Referral Networks for Social Workforce

- Public Service Counseling Helpline: 020 6900030 (Operating time: Monday - Friday 7:00 am -7:00pm)
- Government Agencies: KPS, DCI, MOH et al.
- Counselling Centres
- Rehabilitation Centers
- Red cross - 0800720577, 1199

Activity 5

Relaxation exercise
The facilitator will walk the participants through a breathing in relaxation activity.

Key Learning Points

- To understand the different causes of burnout
- Awareness on signs and symptoms on burnout
- Burnout is preventable
- Various burnout intervention strategies
- Appreciation of different referral pathways

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Acknowledgements

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