

ECSA Working Tool



Working to protect children



ECSA Working Tool for developing a strategy to prevent child sexual abuse

Please refer to the document “Develop your Strategy” which can be downloaded from the ECSA web site. This Working Tool helps you record the steps detailed in that document.

Summary of steps

STEP 1. Begin

STEP 2. Describe the child sexual abuse problems your children are facing

STEP 3. Understand the context in which you are working

STEP 4. Find example interventions

STEP 5. Create an action plan to put your strategy into practice

STEP 6. Monitor, evaluate and share learning

Working tool and record of decisions

Step 1: Begin

List key partners

Organisation	Named contact person

Working together

- Note some of the key things partners have agreed
- What agreements have been made about power, respectfulness, and how to talk to each other?
- How will partners manage differences of opinion?
- Key roles and responsibilities in the partnership

Language and definitions

- It is important to agree on what is meant by child sexual abuse. What is included/excluded?
- A commonly accepted international definition of child sexual abuse is -

“...the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared, or else that violates the laws or social taboos of society. Children can be sexually abused by both adults and other children who are - by virtue of their age or stage of development – in a position of responsibility, trust or power over the victim.”

(World Health Organisation 2006)

Child sexual exploitation is included in this definition. A child is defined in the UN Convention on the Rights of the Child as anyone under the age of 18 years.

- Note any areas of disagreement or any exclusions

Your choice of language is important so it is helpful to agree on what terms you will use. Remember a person is only a “victim” during of the act of abuse. After the abuse they may be happier with a term like “survivor”. Also, an offender is not always an “offender”. Offenders can change their behaviour and learn to live safe lives. When young people do sexual abuse it is for different reasons to adults. So it is helpful to use the term “young people who have shown sexually harmful behaviour”.

- For example, will you -
 - o Use the term sexual violence or sexual abuse?
 - o Use the term survivor or victim?
 - o Use the term paedophile, sex offender or sex abuser?
 - o How will you describe young people who sexually harm other children?
 - o How will you describe young people who are paid for sex?

Vision

Shared goals and a clear purpose are important. Does your vision apply to a particular community, region or country? This is an example of a vision statement.

All children have the right to grow up free from abuse. We are working together to:

- *Prevent child sexual abuse from happening*
- *Protect those most at risk from child sexual abuse*
- *Detect the problem of CSA early and respond quickly when it happens*
- *Minimise the long term negative consequences*
- *Stop it recurring*

Key stakeholders/people who need to be involved

For example police, parents, religious leaders, youth workers, courts, survivors of abuse, children and young people.

Key Stakeholders	Who to involve

Step 2: Describe the child sexual abuse problems your children are facing

Type of CSA problem	Scale of problem Large/medium/small	Where does the CSA happen?	Who is at risk? By age, gender, ethnicity
<i>Eg sexual abuse by parent/carer</i>	<i>Eg large</i>	<i>Eg family home</i>	
1			
2			
3			
4			

For each of the above problems try to identify the causes, risks and safety factors in the following areas –

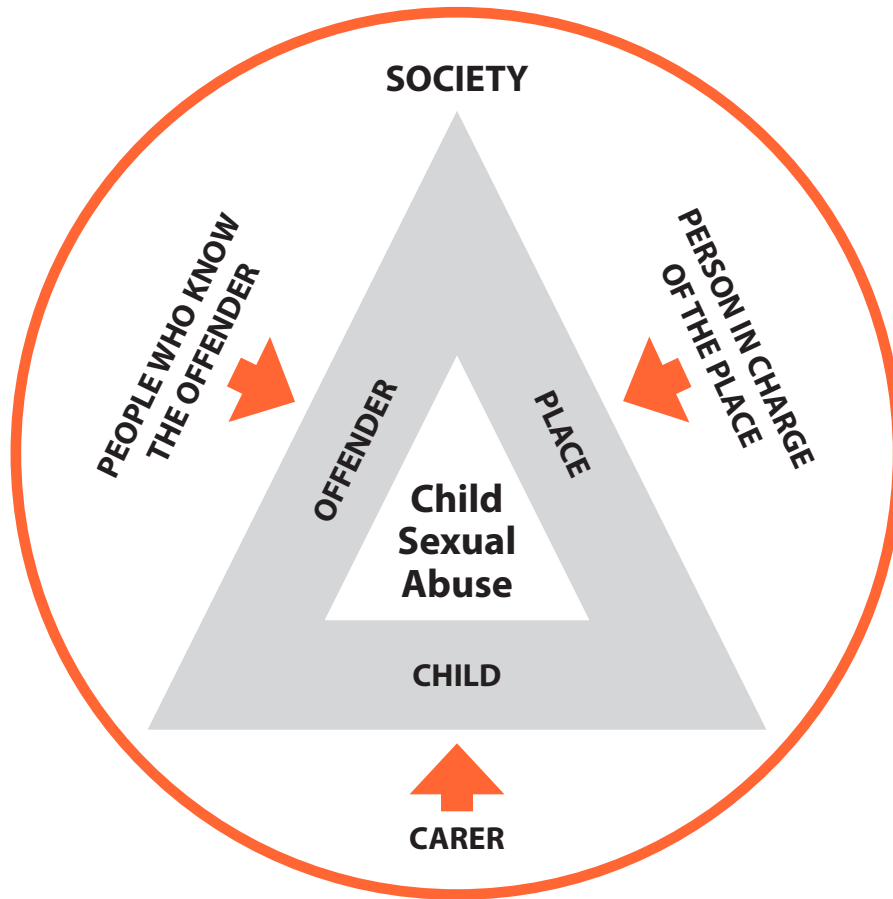
Problem 1

Area	Risk factors	Safety factors
Individual		
Relationship		
Community		
Society		
Situation		

Problem 2, etc.

Area	Risk factors	Safety factors
Individual		
Relationship		
Community		
Society		
Situation		

Use a different triangle diagram for each of the abuse problems. What needs to change, with each of the items on the diagram, for children to be safe?



What are the three most important child sexual abuse problems to change?

One

Two

Three

Step 3: Understand the context in which you are working

These mapping exercises will help you understand what is already in place and where there are gaps

Type of provision	What is already in place to prevent CSA?	Quality of provision (good/medium/poor)
Plans		
Laws		
Policies		
Community awareness		
Services for children who have experienced sexual abuse		
Services for parents		
Services for adult offenders		
Services for young people who have sexually harmed others		
Structures for agencies to work together		
Research/data on the size and nature of the problems		
Trained professionals		

Map existing interventions to prevent child sexual abuse

Target	For everyone, before abuse (Primary prevention)	For vulnerable groups, before abuse (Secondary prevention)	For people involved in abuse, afterwards (Tertiary prevention)
Offenders (and potential offenders)			
Children (victims and potential victims)			
Families/Communities			
Places (e.g. churches, sports clubs)			

Map the most significant local strengths, weaknesses, opportunities and threats to preventing child sexual abuse

Strengths	Weaknesses
Opportunities	Threats

Step 4: Find some example interventions

Search on the ESCA web site for interventions which could help with your problems (from step 2) and fill your gaps (from step 3).

Problem 1

Target	For everyone, before abuse (Primary prevention)	For vulnerable groups, before abuse (Secondary prevention)	For people involved in abuse, afterwards (Tertiary prevention)
Offenders (and potential offenders)			
Children (victims and potential victims)			
Families/Communities			
Places (e.g. churches, sports clubs)			

Problem 2, etc.

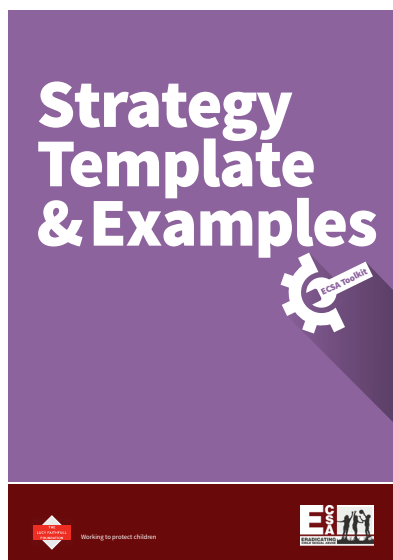
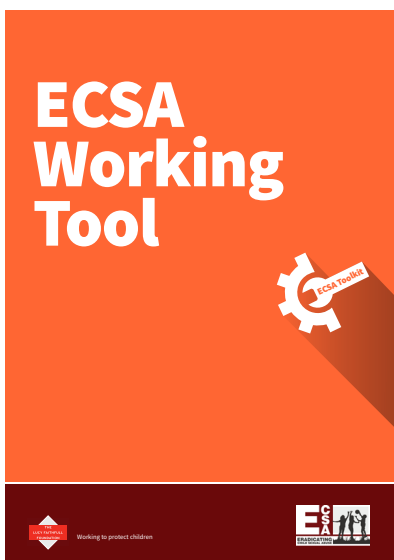
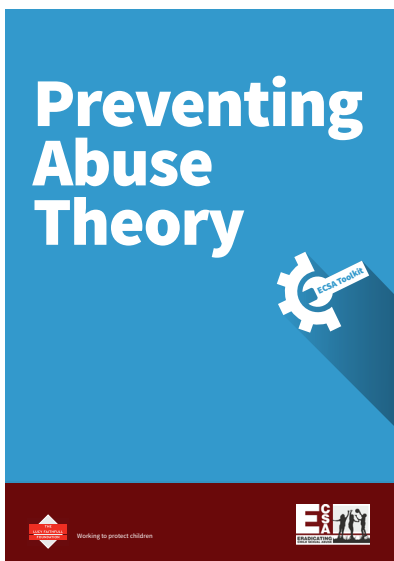
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Offenders (and potential offenders)			
Children (victims and potential victims)			
Families/Communities			
Places (e.g. churches, sports clubs)			

Decide which of these interventions to consider further. Think about relevance, cost, local capacity and skills, fit with culture and norms, evidence of effectiveness, flexibility to your situation.

Step 5: Create an action plan to put your strategy into practice

Step 6: Monitor, evaluate and share learning

ECSA Toolkit Publications



All of these publications are available to download via the ECSA website:
<http://ecsa.lucyfaithfull.org>



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