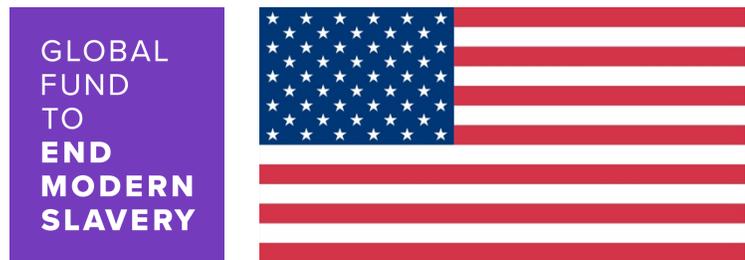**Final Report**

Global Fund to End Modern Slavery (GFEMS) Kenya COVID-19 Situational Analysis Report – CSEC

DATE
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PRESENTED TO:
Global Fund to End Modern Slavery

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LIST OF ACRONYMS AND ABBREVIATIONS

CHTEA	Counter Human Trafficking Trust-East Africa
CSEC	Commercial Sexual Exploitation of Children
FGD	Focus Group Discussion
GFEMS	Global Fund to End Modern Slavery
HAART	Awareness Against Human Trafficking Kenya
IJM	International Justice Mission
ILO	International Labour Organization
KII	Key Informant Interview
NGO	Non-Governmental Organization
NORC	NORC at the University of Chicago
TdH	Terre des Hommes

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EXECUTIVE SUMMARY

The onset of the global COVID-19 pandemic exposed CSEC survivors to additional adverse situations, making them even more vulnerable to safety and health risks. Travel restrictions, lockdowns, and loss of other forms of income have introduced new challenges for CSEC survivors and the programs that support them. NORC conducted a situational analysis to assess the immediate, short-term, and long-term impacts of COVID-19 on vulnerable populations in GFEMS subrecipient program areas, as well as to provide actionable recommendations for implementing partners to adapt existing programming to address the needs of vulnerable populations. The findings and recommendations presented are drawn from data collected in March and April 2021.

Methodology
The research team employed qualitative methods to gain a deeper understanding of the impact of COVID-19 on children engaged in CSEC in Kenya. Qualitative data collection methods included semi-structured key informant interviews (KIIs) with GFEMS subrecipients, two focus group discussions (FGDs) with CSEC survivors disaggregated by gender, and a desk review of relevant literature to inform the COVID-19 timeline as it relates to border closures, lockdowns, curfews, school closures, and associated nationwide protocols.

Findings
The assessment team found that the COVID-19 pandemic exacerbated the vulnerability of CSEC survivors. School closures, loss of income, limited income-generating activities, border closures, and movement restrictions had far-reaching effects on the economic and psychosocial well-being of CSEC survivors. The COVID-19 pandemic had severe impacts on CSEC survivors who were involved in CSEC before the pandemic and survivors whose exploitation began during the pandemic. Findings suggest that school closures, increased economic instability, and the rise of online exploitation contribute to increased CSEC prevalence, decreased psychosocial well-being, and greater urgency for alternative training or income-generating activities. Lastly, movement restrictions and curfews complicated efforts to identify, support, and refer CSEC survivors to needed services.

Recommendations
Several recommendations emerged from this situational analysis. In addition to GFEMS subrecipient programming, it is imperative to 1) train law enforcement in survivor-centered approaches for addressing CSEC; 2) implement routine, high-quality data collection mechanisms to identify children engaged in CSEC; and 3) expand alternative economic opportunities for youth. With respect to GFEMS subrecipient programming, findings from this assessment indicate that the following recommendations may help to address the challenges introduced or compounded by the COVID-19 pandemic:

- Expand psychosocial support for CSEC survivors to address feelings of shame and compounded isolation brought on by the pandemic
- Repair relationships with law enforcement and validate experiences of survivors who experienced violence during enforcement of lockdown measures
- Conduct targeted awareness-raising efforts with boys engaged in CSEC
- Improve mechanisms for aggressively tackling the increasing prevalence of online exploitation, particularly during the pandemic
- Continue to strengthen relationships with child protection units and justice systems

1. INTRODUCTION

NORC at the University of Chicago (NORC) and the Global Fund to End Modern Slavery (GFEMS) are currently undertaking several research activities to assess the prevalence of commercial sexual exploitation of children (CSEC) in Kenya. In addition to prevalence, research activities also seek to understand the effects of CSEC on individuals and communities, as well as the potential for GFEMS-funded programming to mitigate some of these effects. Given the complexity and dynamic nature of these issues, it is critical that these rigorous research activities are informed by the evolving local context.

The onset of the global COVID-19 pandemic exposed CSEC survivors to additional adverse situations, making them even more vulnerable to safety and health risks. Travel restrictions, lockdowns, and loss of other forms of income have introduced new challenges for CSEC survivors and the programs that support them. As such, additional research is required to understand the impacts of COVID-19 on target populations, the implications of these impacts on programs implemented by GFEMS's subrecipients, and the extent to which programming can adapt to meet other emerging needs.

To supplement current research activities, NORC conducted a situational analysis to assess the immediate, short-term, and long-term impacts of COVID-19 on vulnerable populations in program areas, as well as provide actionable recommendations for implementing partners to adapt existing programming to address the needs of vulnerable populations.

Recognizing that this research took place at a particularly challenging and important time, and given the team's understanding of the impacts of COVID-19 in Kenya, the research methodology was appropriately refined to ensure feasibility of data collection.

2. METHODOLOGY AND LIMITATIONS

Research Methodology

To answer the research questions, the research team employed qualitative methods to gain a deeper understanding of the impact of COVID-19 on children engaged in CSEC. To mitigate potential bias in the data, the team triangulated findings across data sources. Qualitative data collection methods included semi-structured key informant interviews (KIIs) with key stakeholders and subrecipients, two focus group discussions (FGDs) with CSEC survivors disaggregated by gender, and a desk review of relevant literature to inform the COVID-19 timeline as it related to border closures, lockdowns, curfews, school closures, and associated nationwide protocols. With feedback from GFEMS, NORC developed KII and FGD instruments with questions tailored to each stakeholder group.

All data collection was led by NORC staff with support from Kantar, NORC's subcontractor in Kenya. Kantar is based in Nairobi and supports all of NORC's in-country, in-person data collection. Qualitative interviews were administered by NORC staff and were documented with detailed notes. KIIs were conducted in English, whereas FGDs were facilitated in Kiswahili, audio recorded, transcribed, and translated for analysis. Given the travel and social distancing challenges associated with COVID-19, all interviews were conducted virtually via Zoom. In-country focus groups were administered by Kantar staff members, who ensured that all participants were adhering to COVID-19 safety protocols, including social distancing, and required masks during discussion. A breakdown of KII respondents and FGD groups are in Annex A.

Desk Review

The desk review constitutes a critical data source for the situational analyses. In order to conduct this study and gather relevant information in an efficient and timely manner, we used a rapid systematic review of gray literature tied to our research questions. The rapid review method was most appropriate, as it provides more opportunity to gather time-bound perspectives that can be quickly implemented into existing activities (Temple University Libraries, 2021). Our team relied on credible newspaper articles, media reports, government and international organization COVID-19 response statements and policy briefs, white papers, and blogs from research institutions and reputed policy experts.

To structure our search and ensure reliability of information gathered, the research team developed an online search methodology and internal databases of relevant sources in consultation with GFEMS and our subject-matter experts. The team searched for terms related to border closures, school closures, Kenya's tourism industry, and the dynamics of internal movement restrictions. These terms helped to establish timelines and to identify when children engaged in CSEC began to be impacted by different changes in local and international movement regulations. In parallel to this evidence-gathering effort, the research team gathered perspectives from researchers during webinars and academic talks focused on the impact of COVID-19 on vulnerable children in Kenya. Finally, the desk review included a review of GFEMS subrecipients' program documents to guide the recommendations proposed in the report.

Key Informant Interviews

The research team complemented the findings from the desk review with qualitative data collected through semi-structured KIIs with key stakeholders and subrecipients. In consultation with GFEMS,

NORC began the data collection process by defining a list of key stakeholders. We obtained insights from local non-governmental organizations (NGOs) and international organizations to understand the multifaceted impact of COVID-19 on CSEC. However, several respondents were unable to participate or were unresponsive within the timeframe.

Focus Group Discussions

In addition to the above, the study included focus groups with participants of subrecipient programming. Building on relationships established during scoping activities, NORC and Kantar coordinated with GFEMS subrecipients to recruit participants for FGDs. NORC conducted two gender-disaggregated focus group discussions with boys and girls engaged in CSEC. Kantar staff recruited focus group participants through GFEMS subrecipients. In order to participate, focus group participants had to reside in Kwale or Kilifi[1], be aged 13-17, and be actively engaged in CSEC. Participants were a mixture of in-school and out-of-school children, as well as children who resided with caregivers and children who did not. Focus group discussions were moderated in Kiswahili by experienced female moderators with training in trauma-informed research. Moderators were also accompanied by female note-takers. Focus group discussions were held in a meeting room at the Basilea Hotel in Mtwapa, as recommended by findings from NORC's scoping activities in 2020. There were 8 participants in the focus group with boys and 13 participants in the focus group with girls. All discussions were administered in Kiswahili, recorded, translated, and transcribed.

Analysis

The team used an inductive, data-driven approach to analyze data from the KIIs and FGDs. Given the smaller sample of this study, the assessment team used a grounded theory approach in which notes from KII notes and FGD transcripts were analyzed through memos. Analytic memoing is a process by which researchers review raw data to highlight themes across data sources, identify outliers or turning points, and document contextual factors that provide more insight into observed trends (Given, 2008). All data are reviewed in their original form, with memos inserted directly into the document in the form of comments.

While reviewing FGD transcripts, researchers initially focused on broad themes related to movement restrictions, buyer availability, and school closures (See Annex C for more information). We used memos to identify the implications of themes across different CSEC populations; this included differences between girls and boys and between children who reside with their families and those who do not. Memos also enabled us to identify relationships between and across broad themes and sub-themes, including stressors related to changes in health or safety concerns, changes in social dynamics, and increasing economic uncertainty. Themes related to school closures, border closures, and economic uncertainty were preset, while additional themes related to social dynamics, stressors, and safety concerns emerged from the data. Annex 3 contains the full list of themes that informed the analytical framework.

To analyze KII notes, the team adopted a similar strategy, highlighting similar broad themes in the margins of interview notes and documenting areas where different organizations highlighted similar challenges, adaptive strategies, and changes in their approach to supporting CSEC survivors. The team

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[1] For confidentiality reasons, the research team did not document which respondents came from Kilifi and which came from Kwale.

triangulated findings among focus groups, desk review, and KIIs to develop the findings explored in this report.

Limitations

Constraints related to COVID-19. Research was conducted during the COVID-19 pandemic, which prevented travel by the US-based NORC team and required virtual interviewing for KIIs. It is possible that stakeholders that declined may have been more willing to participate if approached in-person, as some respondents may have been unable or unwilling to participate in interviews from their homes.

Selection bias. Given the purposive nature of the KII sample, selection bias was minimal. However, the time and availability restrictions made it difficult to include government stakeholders. As such, these perspectives are not included in this report.

Despite best efforts to identify a central location for focus group discussions, it is possible that the distance to the focus group venue resulted in an overrepresentation of respondents from Kilifi, as the travel from Kwale to Mtwapa is more time-intensive.

Response bias. Interviews relied on self-reports about perceptions that may be biased due to social desirability or to stakeholders and focus group discussants wanting to provide the answers they thought the research team wanted to hear. Given the sensitivity of the research topic, it is possible that focus group discussants were hesitant to reveal the full range of their experiences and opinions. To mitigate this limitation, the research team outlined confidentiality and anonymity guarantees to all participants and ensured that interviews took place in a private setting.

Limited literature on medium- and long-term impacts of COVID-19. The majority of available literature focused on the short-term impact of COVID-19 on various populations. Given that long-term effects of COVID-19 on CSEC survivors continue to emerge, there is limited peer-reviewed literature or long-term studies that focus specifically on these populations. As such, our desk review relied heavily on recent articles and opinion pieces.

3. FINDINGS

The assessment team found that the COVID-19 pandemic exacerbated the vulnerability of CSEC survivors. School closures, loss of income, limited income-generating activities, border closures, and movement restrictions had far-reaching effects on the economic and psychosocial well-being of CSEC survivors. The COVID-19 pandemic had severe impacts on CSEC survivors who were involved in CSEC before the pandemic, as well as survivors whose exploitation began during the pandemic. Findings suggest that school closures, increased economic instability, and the rise of online exploitation contribute to increased CSEC prevalence, decreased feelings of safety, and greater urgency for alternative training or income-generating activities.

School Closures

Anecdotal data from key informants suggest that, prior to the pandemic, most CSEC survivors were enrolled in school. However, survivors revealed that the trauma experienced as a result of involvement in CSEC affected their academic performance and retention, and this prompted both boys and girls to drop out when they fell behind. Boys who remained in school coped with their trauma through drug use to reduce anxiety and improve academic performance.

R4: Mostly we deal with adults, so we usually have that guilt that we are still young and you have been lured in such businesses.

R2: We are still students, and these things usually happen during the holidays, so when you get back to school, you can barely concentrate on your studies which will affect your performance… you lose your concentration in class, and starting having some weird thoughts, so we usually take some certain pills that make you feel normal and relaxed and prevents you from having those thoughts. [The drugs] are called Streeter, if you use them you become active and alert.

- CSEC FGD, Boys, 14-17 years old

GFEMS subrecipients emphasize the critical role that schools play in monitoring and supporting CSEC survivors. Interviewees highlight how schools provide viable referral mechanisms for children who are suspected to be engaged in CSEC. For example, Terre des Hommes (TdH) and Kesho Kenya's programming focuses on formation of child rights clubs that train youth on their rights and how to seek referral services for a variety of abuses, including CSEC. Additionally, teachers would be trained to identify children who may be engaged in CSEC and to administer survivor-centered counseling in these cases. However, school closures delayed the deployment of these activities. Even with school reopenings this year, the prohibition of extracurricular activities meant that child rights clubs could not take place. At the time of interview, subrecipients were unable to develop any group-based activities outside of school.

School closures exacerbated conditions for CSEC survivors who were already at risk of dropping out of school altogether and widened existing gaps in academic performance and retention. Although many schools shifted to online learning to enable the continuation of lessons, children in lower socioeconomic areas were unable to access online lessons and fell far behind and were lured to illicit income-generating activities such as drug trafficking and sexual

exploitation (Njeru, 2021). Other studies also indicate that socioeconomic inequality increased exploitation among poor children who were unable to access their lessons (Parsitau and Jepkemei, 2020).

People don't want to go back to school… Because when you are school you will always think about [your experience]. School and sex work don't go hand in hand. This is why most girls drop out of school. When you go to school you won't get jobs either.

- CSEC FGD, girls, 13-17 years old

Following school reopenings in January, anecdotal data indicate significant numbers of dropouts, with notable gendered differences. While boys were more likely to remain out of school due to their involvement in informal income-generating activities (such as driving boda-bodas or day-to-day employment), the majority of girls that remained out of school did so due to pregnancy and forced early marriage. As of June 2020, some estimates report increases in teen pregnancy of 40-70% compared to the same period in 2019 (Global Citizen, 2020; Reuters, 2020). The increase in pregnancy rates is also partly attributed to increased rates of gender-based violence. Preliminary findings suggest that many early marriages are in direct response to the economic hardships presented by COVID-19, as "families have been forced to marry off their younger daughters to wealthier families to help relieve the financial pressures at home, exposing them to sexual abuse and early pregnancy" (African Network for the Prevention and Protection against Child Abuse and Neglect, 2021). Among CSEC survivors, girls expressed a low desire to return to school due to shame, inability to focus, and negative feelings about future prospects. Boys express similar concerns as girls but appear more optimistic about alternative education opportunities, such as vocational school.

These findings indicate concerning trends, especially for girls. GFEMS subrecipients suggest that school closures have made girls more vulnerable to sexual abuse by community and family members. Combined with increasing rates of pregnancy and early marriage, GFEMS subrecipients and other child protection stakeholders are concerned that the majority of children who were already vulnerable to dropping out will remain permanently out of school and become increasingly difficult to identify and monitor. Further, girls who were subjected to early marriage are now under control of their spouses and less likely to seek support services, despite continued engagement in CSEC, spousal abuse, and other forms of exploitation.

The buyers were concerned about getting infected [with COVID-19] and therefore took precautions to avoid infections. They are mostly of better economic status and are concerned about their health and that of their children. For us in the ghetto, we are just concerned about making money. We do not pay much attention to the Covid19.

- CSEC FGD, boys, 14-17 years old

Increased Economic Instability

Before the pandemic, the tourism industry in Kenya employed around one million workers, or around 9.2% of total workers (Page, 2021). Many families in Kenya's coastal regions rely on tourism-related businesses such as taxi services and hotels for their income. Families often earn low wages and live with economic uncertainty, creating rife conditions for exploitation well before the pandemic. The introduction of border closures and movement restrictions resulted in an overall loss of an estimated 80 billion shillings in June 2020 (Government of Kenya Ministry of Tourism), as families across Kenya experienced significant losses in income. In the coastal hotel industry, many workers were laid

off as hotel occupancy dipped to as low as 7% from the usual 88% (Reuters, 2020). Focus group discussants who resided with their parents noted that many of their caregivers work in or with hotels and have been out of work with no alternatives.

Focus group discussants, GFEMS subrecipients, and emerging literature all point to increasing CSEC prevalence. Anecdotal evidence suggests that this is consistent across children who were previously not engaged in CSEC, and exploitation is more frequent for those who were already engaged in CSEC. NGO respondents and FGD discussants indicate that children who are newly exploited are pressured by immediate and extended family members to enter CSEC to support the purchase of food and other day-to-day expenses. KII respondents highlight that this is especially concerning given that it reinforces the normalization of CSEC at the family and community level. Desk review findings and GFEMS subrecipients reveal that, before the pandemic, it was common for girls who resided with their families to enter CSEC at the encouragement of their family members to purchase sanitary napkins, books, and other personal needs. The COVID-19 pandemic introduced a dynamic in which children are increasingly pressured to engage in CSEC to support their families and supplement pandemic-induced income losses.

While literature and KII findings point to an increase in prevalence for both boys and girls, girls report that fewer of their peers are engaged in CSEC due to rises in pregnancy, while boys report that more of their peers are involved in CSEC because of decreasing availability of other economic opportunities.

Vulnerability to violence from adults

Economic uncertainty and border closures have increased vulnerability to violence from buyers, law enforcement, and other adults. First, increases in the number of children in CSEC and decreases in the number of buyers created dynamics in which buyers engaged in even more exploitative practices. The departure of international buyers left only *Kenya kimbo*, which are local buyers around the community. These buyers offered significantly lower rates and became increasingly violent as the pandemic progressed. Girls reported that their buyers often refused to pay or use protection and became violent if girls protested. Boys reported similar challenges but with lower rates of violence. For boys, many buyers have increasingly refused to use condoms. Given the scarcity of buyers and vulnerable economic conditions, many boys have opted to oblige and schedule visits to clinics after interactions with buyers. In these instances, boys note that there are discreet clinics that provide testing and treatment services.

There is a day I was caught red handed. My friend and I were locked up. When we reached [the police station], each one of us was beaten with a stick. Everyone was beaten to the extent of crying for help. They said we should not go back to find customers again.
- CSEC FGD, girls 13-17 years old

I used to work at night, and the police men were so brutal during the curfew time, so it really affected me.

-CSEC FGD, boys 14-17 years old

Stakeholder interviews also report that the reduction in the number of international buyers created tensions between adult sex workers and exploited children. According to TdH, children were often threatened by adult sex workers who felt they were competing for the same buyers.

Next, CSEC survivors experienced vulnerability to violence from police officers enforcing curfew restrictions. When caught outside after curfew, both boys and girls were beaten in public areas and detention centers. In an effort to reduce their chances of running into the police, male CSEC survivors made arrangements with their buyers to spend the night in hotels and other locations, and then return home in the morning. Girls did not report using this strategy to

avoid police. Given safety concerns, and that a greater proportion of female CSEC survivors reside with their families, it is likely that this arrangement was not a viable option for girls. These experiences with police have negative implications for justice-oriented services for CSEC survivors. As a result of these experiences, CSEC survivors report feeling less comfortable with law enforcement. Concurrently, International Justice Mission (IJM) staff members report that pandemic-induced delays in legal proceedings resulted in significant challenges and decreased trust of the justice system. Survivors with pending cases against buyers are frustrated with delays in an already slow legal process and have largely given up on their cases. This presents a significant challenge for building trust in the legal system's ability to remediate cases of violence, trafficking, and exploitation.

Alternative sources of income

School closures, increased threats of violence, and economic uncertainty have created greater demand for alternative sources of income among the CSEC population. At the same time, the pandemic negatively impacted the availability of already limited alternative sources of income. During the pandemic, girls sought alternative sources of income through hair plaiting, masonry, house girl duties, and laundry. A few girls in the community were successful in opening new boutiques and shops, and these hired their peers to work in support of these shops. Boys supplemented earnings with occasional work in trash disposal, transporting crates of soda, and dishwashing. However, these earnings were not enough to support the loss of income at the family level, where most earned half of what they earned before the pandemic. According to TdH, a forthcoming detailed labor market assessment is necessary to understand the landscape of available alternative income-generating activities in light of the lost opportunities in tourism-related work due to the pandemic. This assessment would also enable concise identification of the types of opportunities that would be most effective at motivating youth to leave the sex industry.

Like this National Youth Service jobs, 'Kazi kwa vijana,' you are eligible if you under 18 but you still have to have money to bribe them before you get the job. So, you get someone with an ID and use it to get your payment.

-CSEC FGD, boys 14-17

Focus group participants express interest in alternative income-generating activities such as cleaning roads, digging holes, and participating in the Kazi Kwa Vijana program.[2] In their view, these opportunities offered earnings similar to what they were accustomed to, with less risk of trauma and disease. However, these opportunities were extremely limited during the pandemic and have remained limited over time.

Rise in Online Exploitation

Globally, the COVID-19 pandemic has increased vulnerability to online grooming and exploitation. In April 2020, estimates showed a 200% increase in the number of posts on known child sexual abuse forums (The Telegraph, 2020). Trends in Kenya also showed an increase in online exploitation of children at the onset of school closures, movement restrictions, and border closures. Focus groups, desk review findings, and interviews indicate children are exploited by international and local buyers alike. International buyers use apps like Facebook, Instagram, and WhatsApp to connect with children in

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[2]Launched in 2009, this is a government program aimed at employing urban and rural youth in labor-intensive public works projects like road maintenance, water harvesting, afforestation, and waste collection. Program targets unemployed youth who have had some schooling.

various ways. Focus group discussants report using Facebook to contact international buyers they met in person before the pandemic. In these cases, buyers often initiate contact and ask for nude photos or videos of children engaged in sexual acts with other children or adults. Both boys and girls report using social media platforms to connect with prospective and previous buyers. Boys report using WhatsApp to buy membership to groups that connect them with potential buyers, or they buy contact information of potential buyers from third-party sellers. In addition to exchanging photos and videos, stakeholders note that buyers use online platforms to groom children all over the country, with intentions to exploit them in person once travel restrictions are lifted (McCool, 2020).

Focus group participants expressed concerns about the safety implications of their involvement in online exploitation, noting that they felt safer engaging with buyers in person. They emphasize that, while online engagement has fewer risks for violence and contracting disease, they are concerned about photos or videos of themselves circulating on the internet for others to see. However, there are gendered differences in the concerns children have about online exploitation. While girls are equally concerned with the permanence of online exploitation, they also highlight fewer physical safety concerns about online exploitation. Boys expressed a preference for in-person interaction with buyers. This is partly due to the fact that many boys fear their interactions with male buyers being publicized due to social stigma associated with men who have sex with men.

Online is safer because the risk you face from physically meeting them is avoided. You just use the online platform and it's over.

-CSEC FGD, girls, 13-17 years old

According to TdH, the increase in online exploitation is much higher among children who reside with their parents, as they have more consistent access to the internet and smartphones. TdH interviewees also note that some international buyers encourage children to open separate social media accounts to share photos and videos. Currently, there are limited mechanisms for identifying and supporting children who have been exploited online. However, TdH and Kesho Kenya are working with investigative units to create more awareness about online exploitation and to implement structures for identifying and supporting children who are exploited online.

Decrease in Available Support for CSEC Survivors

Findings from FGDs and KIIs highlight that CSEC survivors have a wide range of needs, and support for CSEC survivors often requires a combination of health, psychosocial, and economic support. During the pandemic, CSEC survivors noted that organizations that were previously available to support their immediate needs were no longer available. While these services did not specifically target CSEC survivors, they were trusted and offered critical support. Boys and girls note that many organizations who previously offered immediate support such for food and health were no longer available during the pandemic, resulting in greater vulnerability. This support was especially critical for CSEC survivors who did not reside with their families, as they did not have consistent access to food and day-to-day supplies.

R4: There was an organization that used to help those who are under 18 years old and have gone through trauma like rape. But since Corona came, the organization is no longer active. The organization was about guiding and counselling the youth, like you could be called and counseled, like those living with foster parents who were mistreating them, and sometimes you could be offered jobs, so they were helping us.

R2: We were being given bread on Sundays, but the place shut down when corona started.

-CSEC FGD, boys, 14-17 years old

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Further, key informants highlight that the pandemic has complicated their ability to provide in-person, situation-responsive support to CSEC survivors. Previously, NGO staff could canvass neighborhoods to provide immediate support for health and living expenses and to identify new CSEC survivors. Given the delicate dynamics of providing support for CSEC survivors, identifying and gaining trust with new survivors while adhering to safety protocols has been much more difficult. Some NGOs report conducting outreach in the form of phone calls and messages to CSEC survivors who had previous contact with the organization. In these instances, NGOs have reminded survivors of available services related to psychosocial support and health service referrals. NGOs have also encouraged survivors they already work with to refer other survivors to them. However, newly engaged CSEC survivors have been reluctant to seek services. As such, organizations remain limited to providing psychosocial support to survivors who already had a previously established relationship.

4. RECOMMENDATIONS

In this section, we provide a synthesis of recommendations for improving support of CSEC survivors. We then provide overarching conclusions and cross-cutting recommendations for GFEMS to consider as they engage stakeholders.

General Recommendations

Train law enforcement in survivor-centered approaches for addressing CSEC. At the start of the pandemic, dusk-to-dawn curfews and movement restrictions were put in place. Focus group discussants note that these restrictions make it difficult to identify buyers, as they would previously find buyers at night. As previously noted, boys and girls were beaten severely when they were found out past curfew. During focus groups, boys and girls note that this level of punishment made them even more afraid of the police and less likely to seek help from them in the future. This has negative implications for the ability of justice-oriented efforts to identify perpetrators and initiate reports. It is critical that stakeholders allocate time and resources to rebuilding trust between CSEC survivors and law enforcement and to training police officers to address CSEC in ways that do not re-traumatize survivors. As movement restrictions ease, it is imperative that law enforcement officers focus punitive efforts on perpetrators and not CSEC survivors.

Implement routine, high-quality data collection mechanisms to identify children who are engaged in CSEC. There are a lot of missing data about CSEC survivors, making it difficult to identify areas of most need. This was worsened during the pandemic, as previous methods of identifying survivors through neighborhood canvassing and school monitoring were no longer options. While there are efforts to improve mechanisms for identifying CSEC survivors (such as NORC's 2021 prevalence survey), routine data collection will be necessary to keep up with the quickly changing dynamics within CSEC. Further, the pandemic demonstrated that online sexual exploitation is on the rise and makes it more difficult to identify CSEC survivors and perpetrators. Future data collection efforts should also include mechanisms for monitoring online grooming and exploitation.

Expand alternative economic opportunities for youth. Findings show that most CSEC survivors are driven by the earning potential that CSEC presents. During focus groups, CSEC survivors highlighted that they are not partial to specific working opportunities, and if presented with opportunities with similar earning potential, they would opt for those instead. Alternative income opportunities should also ensure that youth with limited education can equally participate.

Programming Recommendations

Expand psychosocial support. CSEC survivors feel a lot of shame about their involvement in CSEC. Feelings of shame were compounded by feelings of isolation that children who remained in CSEC felt during the pandemic. Despite the normalization of CSEC at the community level, the majority of survivors report feeling disconnected from their families, schools, and other activities due to their trauma. This affects their desire and ability to go back to school or engage with alternative training programs. This will be especially critical for survivors whose exploitation began during the pandemic. While organizations like TdH have been successful in providing virtual support for survivors with whom they engaged before the pandemic, it has been difficult to identify and gain the trust of new survivors. The

expansion of psychosocial services would enable newly engaged children to receive support once it is safe to meet in person and to feel validated in their experiences. This support should also include referrals for drug abuse, as many survivors use drugs to cope with their trauma.

Repair relationships with law enforcement and validate survivor experiences. Recent negative experiences with law enforcement will require targeted efforts to build trust, especially in light of newly established child protection units in Mombasa. To achieve this, program staff must work together to validate survivor experiences with law enforcement during the pandemic and to make intentional efforts to identify ways to build trust in the justice system overall while managing expectations about current and future justice system delays.

Raise community and caregiver awareness of the long-term health effects of CSEC engagement. Given the normalization of CSEC at the community level, awareness efforts should highlight the long-term physical and emotional health effects of CSEC engagement. These efforts should also highlight the safety risks of online exploitation, including the risk of photos or videos being circulated beyond the intended receiver. Awareness-raising efforts should also highlight the impact of CSEC engagement on motivation and ability to participate in school and other education-related activities.

Conduct targeted awareness-raising efforts with boys engaged in CSEC. Findings suggest that boys engaged in CSEC are more likely to use drugs to cope with their trauma and less likely to seek support for psychosocial services. Additionally, boys that are engaged with male buyers face a lot of stigma about their experiences, which creates additional hesitation to engage with support services.

Identify mechanisms to aggressively tackle online exploitation. Program staff should draw from survivor knowledge of entry points into online exploitation. These efforts should also identify common grooming practices that may leave children vulnerable to trafficking, and other forms of exploitation. This would enable program staff to strengthen awareness raising activities around online exploitation.

Continue strengthening relationships with child protection units and justice system actors. While efforts are under way to establish strong linkages with justice system actors, these have been hampered by limited availability of government actors and the inability to hold in-person meetings. Once it is safe to do so, IJM should continue to conduct awareness-raising and relationship-building efforts.

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ANNEX A: Interviews and Focus Groups

Table A: Subrecipients Interviewed

No.	Stakeholder Type	Organization	Number of staff interviewed
1	CSEC	IJM	2
2	CSEC	Terre des Hommes	1

Table B: Focus Group with Girls

Date Of Focus Group	27/03/2021
Number Of Participants	13
Respondent Residence Location	Kwale and Kilifi
Age Range	13-17 years
Venue	Basilea Hotel (Mtwapa, Kenya)
Moderator Name	Joan Mwaka
Name Of Note Taker	Cynthia Riziki

Table C: Focus Group with Boys

Date Of Focus Group	28/03/2021
Number Of Participants	8
Respondent Residence Location	Kwale and Kilifi
Age Range	14-17 years
Venue	Basilea Hotel (Mtwapa, Kenya)
Moderator Name	Joan Mwaka
Name Of Note Taker	Cynthia Riziki

ANNEX B: Interview Instruments

KII Instruments

Draft Interview Protocol for CSEC Stakeholders

Respondent Background Information

1) Can you briefly describe your role within your organization's interventions to support CSEC survivors?
    a. Does your organization also support children who are at risk of entering CSEC? In what capacity?
2) What were some of the immediate impacts of the pandemic on your organization? *[probe: staffing, work locations, funding, work load, etc.]*
    a. How have your GFEMS-funded activities changed as a result of the pandemic?
    b. How have other activities changed as a result of the pandemic?
    c. Did your day to day responsibilities change in any way?

General CSEC Background Information

Now I would like to ask you a few questions to understand how CSEC is organized in the community.

3) Broadly, how is CSEC organized in your community? *[Interviewer note: this question is reserved for respondents who were not interviewed during the FA]*
    a. What is the typical age range of minors who are engaged in CSEC?
    b. Are minors engaging in CSEC independently or is their engagement organized/facilitated by adults? *[probe: family members, community members, pimps, etc.]*
    c. How much money do minors typically earn from CSEC activities?
        i. Who retains the money that has been provided in exchange for sex? If split, how is the share determined?
    d. What areas/regions/neighborhoods are CSEC activities concentrated in?
4) Who are the typical buyers of CSEC? Are there specific sub-groups of buyers known to be typical buyers of CSEC? *[probe: truckers, tourists, etc.]*
    a. Are buyers aware of local laws on soliciting sex and age of consent?
5) What are some alternative income-generating opportunities for youth in the community? Are there any gender differences in the availability of such opportunities?
    a. How do youth typically find these opportunities?
    b. What challenges do youth in this area experience when in search of income-generating activities? *[Probe: age, mobility, working hours]*
    c. In your experience, what types of opportunities have youth expressed the most interest in?
6) Prior to the pandemic, how did CSEC survivors who were ready to leave CSEC do so?
    a. In your experience, are there any catalysts or drivers that enabled youth to leave? *[probe: gender differences]*

   b. What challenges did youth who wanted to leave CSEC experience? Are these challenges different for girls, compared to boys? *[probe: stigma from family or community members, pressure from other youth in CSEC, fear of pimps]*

   c. Are exit patterns or paths different for youth who reside with their parents? How so?

   d. Does your organization maintain contact with youth who leave CSEC? How so?

7) Before the pandemic, were you aware of any situations where youth who left CSEC re-entered?

Impacts of COVID-19 on CSEC

Now I would like to ask you a few questions about how COVID-19 has impacted the nature of CSEC here in Kenya.

Overall CSEC Framework/Structure

8) Broadly, how has the pandemic affected children engaged in CSEC?

   a. Was there a shift in the CSEC framework/structure following the onset of the pandemic? If so, in what ways? *[probe: age range of minors, mode of engagement, location, payment, buyers, etc.]*

   b. What were some of the immediate concerns for children in CSEC? *[probe: safety, health, legal and social protection, income, etc.]*

     i. Are these concerns different for children who do not reside with parents or family members? In what ways?

   c. Have school closures affected CSEC prevalence? In what ways?

CSEC Buyers

9) Over the last 10 months, how has the availability of buyers changed?

   a. Has there been a change in the typical group of buyers?

     i. Does this have any implications for children's safety? How so?

COVID-19 Related Movement Restrictions

10) How have curfews and movement restrictions affected children currently engaged in CSEC? *[probe: differences between children who reside at home vs. those who live independently or under control of pimps]*

   a. To your knowledge, have curfews and movement restrictions put children more at risk of being confronted by law enforcement officials?

11) What were the implications of movement restrictions for children who wished to return to their home communities?

   a. How did youth navigate these? Were there any available sources of support?

12) How have movement restrictions affected children's potential recruitment into CSEC?

   a. Has the manner in which children are trafficked from other parts of the country changed? If so, in what ways?

   b. Have moment restrictions impacted children who reside with their families differently? How so?

13) To your knowledge, did foreign nationals travel back to this area when restrictions were lifted? How did this impact children engaged in CSEC?

14) *[if not mentioned previously]* Are there more children being exploited online at this time?

   a. Are there any differences between how children residing with parents are exploited online, compared to those who do not reside with parents?

      b.   What concerns does online exploitation present for children's safety?

      c.   Does your organization have mechanisms for identifying and supporting children who are exploited online? Please describe.

      d.   *[if no]* How do you believe this can be achieved?

Support for CSEC Survivors

Now I would like to ask you a few questions about how the pandemic has affected the way you support CSEC survivors.

15) Thinking back to the start of the pandemic, did CSEC survivors contact your organization with concerns about COVID-19? What kind of questions or concerns

      a.   Has the pandemic affected how your organization identifies children in need of support? In what ways?

16) It is our understanding that the majority of CSEC survivors prefer in-person contact. How has your organization supported survivors when in-person support was not possible?

      a.   What challenges did this present for your organization?

      b.   Has your organization engaged in any online outreach for CSEC survivors? Please explain.

17) Does your organization presently provide support to youth seeking education or training opportunities? In what ways?

      a.   What types of education or training opportunities are youth in search of?

      b.   How has COVID-19 affected the way this support is provided?

18) To what extent has the pandemic affected the services or shifted/altered your organization's prioritizes?

      a.   Were there increased demands for specific services? *[probe: psychosocial counseling, education and training, job placement]*

19) Earlier you mentioned that children who leave CSEC were motivated by *[summarize response from 6a]*. Has the pandemic changed this in any way?

      a.   Has the pandemic impacted the types of challenges youth encounter when they leave? In what ways?

      b.   For youth who left their home communities, has the pandemic affected the dynamics of reintegration into home communities? In what way?

      c.   Has the pandemic affected your organization's ability to keep in touch with youth who leave CSEC?

Future of CSEC

Now I would like to ask you some questions about how the pandemic has affected the future of CSEC.

20) Have you observed any immediate effects of the recent school reopening measures?

      a.   Among which demographics are these effects most prevalent?

21) As you think beyond the pandemic, which changes do you believe are likely to remain for a long time?

22) Does your organization plan to continue any adaptations to service made during the pandemic? What are they?

      a.   Why do you believe these adaptations are important to maintain?

23) What do you believe will be the most salient needs for children in CSEC moving forward? *[probe: safe housing, employment opportunities, etc.]*

a. How are these different from before the pandemic?
b. In your opinion, how can current programming shift to better support the current needs of CSEC survivors?

Those are all of my questions today. Would you like to add any other points about how the pandemic has affected children in CSEC?

CSEC Kenya – Focus Group Discussion Protocol

[*Materials: flip chart-size paper, markers, multi-colored post-it notes; tape recorder*]

Thank you for taking the time to participate in this Focus Group Discussion. We are grateful that you are giving us your time. First, let me introduce the team: [*facilitator, note taker, and others should introduce themselves*].

NORC at the University of Chicago and Kantar are planning for a future survey with youth involved in Kenya's sex industry. Right now we are doing research on how the pandemic has affected youth in the sex industry. We have asked you here today to learn from you in order to learn how to improve the support available to youth. During today's discussion, we will be asking you to draw on your experiences and knowledge of youth doing sex work in this community to help us understand how to better support youth.

While we will be asking questions about youth in general, there is a risk that some of the questions may lead you to recall your own personal experiences and become emotional or upset as a result. Please know that your well-being is very important to us and if at any point you do not wish to answer a question or continue in the discussion, you are free to not participate or leave all together and there will be no consequences. Your participation is entirely voluntary. Deciding not to answer a question or to leave the group won't have any impact on our relationship, on getting any referrals or services, or on receiving compensation for your time today.

This focus group discussion will take about 90 minutes. We have [*food, drink, restrooms, etc.*] for you in order to make your participation more comfortable.

We are taking extra precautions to adhere to current public health guidelines so as to minimize our COVID-19 related risks. These include: face masks, hand sanitizer, and sitting the required distance apart. Again, if at any time you do not feel comfortable, you are welcome to excuse yourself without any questions or consequences.

We know your time is valuable. To compensate for your time today, we will provide 500 KSH for your participation in this discussion. Besides this compensation, there are no direct benefits to you for participating in this study. However in the future, this study may help social services organizations design projects that better meet the needs of youth in sex work.

● Do you have any questions? [*Check with each respondent*]
● Do you agree to participate? [*Get verbal consent from each respondent*]

We would like to audio record these discussions and take notes. The recordings and the notes will not be shared with anyone outside the research team and your names will not be recorded in any way. We hope this makes you feel comfortable to express your ideas freely.

● Will you allow us to record this discussion? [*Check with each respondent*]

If, at a later time, you think of any questions about the study, you may contact Kantar or NORC. We will provide you with contact information for each organization.

[*Start recorder*] Before we begin, I would like to go through some basic ground rules:

- First and most important, please be respectful of your fellow participants. This means not interrupting or talking over each other and respecting each other's opinions or ideas, even when you disagree. This also means keeping everything said here today strictly confidential. Please do not tell anyone outside this room about others' participation or about the things that they say. Second, we chose this focus group format because we want to hear a variety of views and perspectives. Please help me to create space for all people to speak and participate. You are also encouraged to react to and build upon what each other say. This should be an interactive discussion, not a group interview.
- That said, we have a lot to cover today so it is important that the conversation remain focused on the specific questions and topics of discussion. Please try to keep on point and avoid unrelated tangents.

DYAD ICE BREAKER (10 minutes)

Let us begin with an ice breaker. Please turn to the person next to you and take a few minutes to share with each other your favorite song or musical group. [*Wait until volume in room is high*] Does anyone want to share their partner's response?

A. PRE-PANDEMIC

As previously mentioned, we are trying to understand how the pandemic has affected the day to day life of youth like yourself. First, we will begin with some brief questions to understand how things were before the pandemic.

1. We understand some youth belong to different groups. Which groups are you aware of?
   a. Who is in charge of these groups?
   b. Is it beneficial to be part of a group? Why do you say this?
   c. How did youth join each group?
   d. Are there youth who are not in groups? Why might that be the case?
2. Before the pandemic, how did youth identify new buyers? *[probe: common locations in the community, online, network, etc.]*
   a. Who were the primary buyers? *[probe: domestic vs. foreign]*?
   b. Do youth find local buyers in the same way as foreign buyers? Please explain.
   c. Do boys find new buyers in the same way as girls? Please explain.
3. What concerns might youth have about their safety? *[probe: concerns about violence, health (pregnancy, HIV/STIs, substance use), legal trouble]*
   a. How did youth keep themselves safe while with buyers?
   b. Where could youth go if they didn't feel safe, got hurt, or needed medical assistance?
   c. Were there any shelters available for youth in need of assistance? Where were they?
4. Please tell me about the types of social services that were available to youth. *[probe: reproductive health, legal services, counseling, vocational training, etc.]*
   a. Which social services were most important to youth like you?
5. What are some reasons youth might want to find work in different areas?
   a. What types of work options were available before the pandemic? What do you think of these options? *[Moderator: list work options on whiteboard]*
   b. Of the options that are available, which ones were most appealing? Why is this?

    c.   Are there work opportunities that youth wanted to find, but were not available? What were they?

B. EARLY PANDEMIC PERIOD

Now I would like you to think back to when the pandemic first began.

1. Did the government enforce any pandemic related restrictions? What changes or restrictions do you remember the most? *[probe: movement restrictions, curfews, closures, social distancing]*
   a. How did you find out about these restrictions?
   b. Did you have any questions about the restrictions? Was there anyone you could go to if you had questions?
   c. Were there any restrictions or changes that made you worried? What were your concerns?
2. Now I would like for you to think about how the start of the pandemic affected youth like you? In your opinion, what was the biggest impact?
   a. Did you notice any changes in the number of youth involved in the sex industry? What did you see? *[probe: gender, age]*
3. Let's take a moment to think about the different groups of youth in your community. *[Moderator; name some groups mentioned in A1]*
   a. How did the start of the pandemic affect these groups?
   b. Were some groups affected more than others? Why do you think that happened?
   c. Did conflicts between groups change, or stay the same? Please explain.
4. Did the start of the pandemic affect how youth found buyers? Please explain.
   a. *[if changes expressed]* How did you feel about this change?
   b. Who were the primary buyers at the beginning of the pandemic? Were there differences in the availability of buyers? *[probe: foreign vs. domestic, male vs. female]*
5. Did the start of the pandemic affect the times youth could find buyers? Please explain.
   a. How did youth manage curfews and other pandemic related restrictions?
6. Did the start of the pandemic affect youth's earnings? Please explain.
   a. Were there any changes in the amount of money youth earned now compared to their pre-pandemic earnings? Please describe.
   b. [if less] do you know of any youth who tried to find other work? What kind of work did they engage in?
   c. [if less] did youth receive financial support from any organizations or individuals during this time?
7. I would like you to think of the organizations that youth trust, and go to for support. At the beginning of the pandemic, were there any changes in the types of services they offered? [if yes, ask following]
   a. What were these changes?
   b. How did these changes affect youth?

8. Do you feel that the curfews and restrictions affected your safety in any way? Please explain.
   a. Did you notice any changes in how frequently youth were exposed to violence?
   b. Did you notice any changes in the places you felt safe? *[probe: areas youth felt safe prior to the pandemic they no longer feel safe in, and vice versa, new areas that offer safety]*

C. AUGUST 2020 - PRESENT

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Now we will be discussing the time period between August 2020 and now.

1. First, let's think back to August 2020, which is around the time international travelers were allowed to come to Kenya.
    a. Did you notice any changes in the number of tourists in this area? Please explain.
    b. How do you think youth felt about this?
2. Did these changes affect how youth found new buyers? Please explain.
   Do you know anything about youth who find buyers online?
    a. How does this usually work? Who arranges online meetings?
    b. How do youth feel about this? *[probe: safety, money, etc.]*
3. Currently, what are your primary safety concerns? *[probe: safety from violence, health safety, online safety, legal protection, etc.]*
    a. How do youth manage these concerns?
    b. Do you know of any support available to help youth with these concerns?

D. SUPPORT SYSTEMS & ALTERNATIVE INCOME OPPORTUNITIES

Now we would like to ask a few questions about the types of services and support that are important to youth. Please remember, there are no right or wrong answers. We are only interested in understanding how youth can be supported better.

1. Some of you may have received support from an organization in the area during the pandemic, or had a friend who did. This could be support with expenses, healthcare, or counseling. As you think back, which kind of support do you think was most helpful?
    a. Why was this so helpful?
    b. How do you think organizations can better support youth involved in the sex industry?
2. We understand that some youth want to leave the sex industry, but are afraid to, or do not know how.
    a. What are some reasons youth may want to leave this industry?
    b. Where can youth who want to leave this industry find more information about ways to do so?
    c. In your opinion, why might youth be afraid to leave this industry?
3. We understand that some youth come from other parts of Kenya to look for work on the coast, and want to return to their home communities. Some want to remain on the coast, and others want to move to other cities.
    a. In your opinion, what are some reasons youth would want to return to their home communities?
    b. Are there some youth who want to return to their home communities, but are afraid to? Why is this? Is there anything that would make them less afraid to return home?
    c. Are there some youth who **do not** want to return to their home communities? Why do you think this is?
    d. Are there some youth who want to leave this area to go somewhere different from their home community? Where would they like to go?
4. We understand that some youth want to leave the sex industry and find different opportunities, such as training, education, or work. What kind of training or work is available to youth right now?
    a. Is there anywhere youth can go for help with finding training or work opportunities in other industries?
    b. What challenges do youth experience when trying to access these opportunities? Are these challenges the same for girls and boys?

      c.   What are some reasons youth may not want to pursue such opportunities? *[probe: fear, pressure from peers/family/pimps, loss of income]*

5.   Have you heard of anyone looked for work in [*Moderator: recall work options mentioned in D3]* after the pandemic began*?* Were they successful?
      a.   In your opinion, were there more youth looking for different types of work when the pandemic began? Which areas of work were youth most interested in?

6.   Are there work or training opportunities that youth would like to access, but have been unable to?
      a.   In your understanding, what are the requirements to enter this type of work? *[probe: education requirements, skills requirements]*
      b.   What challenges do youth experience when searching for such opportunities?
      c.   Are you aware of any programs or services that can help with this?

7.   Now I would like for you to think of services or opportunities you believe would help youth like you. Let's think of services or opportunities you would like to see, but they are unavailable. All ideas are welcome.
      a.   Can you think of training programs that would help youth? *[Probe each idea: how would this help youth?]*
      b.   Can you think of work opportunities that are unavailable to youth, that youth are interested in? How could a program or service help youth find work in these areas?
      c.   Do you think youth are interested in programs that provide s

E. CLOSING
   1.   Beyond what has been discussed, are there any other important things you would like to discuss about how the pandemic affected youth?

Thank you very much for your time!

ANNEX C: Analytic Framework

	Sub-theme 1	Sub-theme 2
Alternative education or training programs	*Accessibility of education and training programs*	
Changes in CSEC engagement dynamics	*Online exploitation*	*Changes in in-person engagement*
Coping strategies for CSEC-related stressors	*Substance use*	*Other coping strategies*
Economic uncertainty	*Individual strategies for managing economic uncertainty*	*Family strategies for managing economic uncertainty*
Gendered dynamics	*Pregnancy and early marriage*	*Coping strategies*
Health safety	*Concerns about contracting COVID*	*Concerns about contracting STIs*
Income-generating activities outside of CSEC	*Accessibility of available opportunities outside of CSEC*	*Opportunities youth are interested in*
Movement restrictions	*Curfews*	*County-to-county movement restrictions*
Physical safety	*Threats of violence from buyers*	*Threats of violence from other adults*
Pressure to engage in CSEC	*Pressure from adults (inside and outside family)*	*Economic drivers*
Psychosocial health	*Impacts of COVID on psychosocial health*	*Impacts of CSEC engagement on psychosocial health*
School closures	*Factors contributing to dropout*	*Support needed for re-entry or other education programs*
Support (psychosocial, economic)	*Perceptions of available support*	*Impact of COVID on support provision*