CHILDREN KNOW BETTER CHILD LED RESEARCH: GLOBAL SUMMARY REPORT

ECPAT INTERNATIONAL, 2025

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Better Participatory Action Research with Children on Sexual Exploitation in Bangladesh and Nepal.

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INTRODUCTION AND CONTEXT

The *Children Know Better* initiative is a pioneering pilot project designed to explore how meaningful child participation can transform the way societies understand, prevent, and respond to the sexual exploitation of children (SEC). Implemented by ECPAT International in partnership with the Association for Community Development (ACD) in Bangladesh and Child Workers in Nepal Concerned Centre (CWIN), the project piloted an innovative model of child-led participatory research, positioning children not as subjects of inquiry, but as researchers, analysts, and advocates.

The project was implemented between 2024 and 2025 across two countries; Bangladesh and Nepal, both of which face challenges related to child sexual exploitation. The initiative aimed to strengthen children's agency in documenting their lived realities and translating these insights into actionable recommendations for community leaders, policymakers, and institutions.

Globally, the project contributes to ECPAT's strategic priority of advancing evidence-based, child-led advocacy for ending sexual exploitation of children in all its forms. It also supports the implementation of the *Global Strategic Framework 2025 – 2029 developed by ECPAT International which has Meaningful Child and Youth Engagement as one of the key priorities,* reaffirming the commitment to valuing children as experts in their own lives.

The project was piloted in two sites with contrasting socio-cultural contexts:

★ In Bangladesh, the research was conducted in Rajshahi District (Godagari and Mohonpur sub-districts) with 25 child researchers (14 girls and 11 boys) aged 12–16, supported by 10 peer educators (five male and five female).

★ In Nepal, the study took place in Lalitpur Municipality (Wards 10, 21, and 22), engaging 21 child researchers (11 girls and 10 boys) and 10 peer educators.

Across both countries, more than 350 children and 50 adult stakeholders, including parents, teachers, community leaders, and law enforcement, participated in peer-to-peer interviews, focus group discussions, and validation sessions. The project generated powerful qualitative data on how children experience, perceive, and respond to sexual exploitation in their communities, while also piloting new models for ethical and safe child participation in sensitive research.

ECPAT International, 2025

RATIONALE AND OBJECTIVES

Despite global progress in developing legal frameworks and international commitments against child sexual exploitation, there remains a significant gap between policy and lived experience. Children's perspectives are rarely incorporated into research or policy processes. Where participation occurs, it is often tokenistic, adult-driven, or extractive.

The *Children Know Better* project was designed to address this gap. This project is grounded in the principle that children's knowledge is legitimate, and their participation is essential for designing effective protection responses. Their lived experiences provide granular insights into risks, power dynamics, and social norms that are often invisible to adult researchers and decision-makers.

THEORETICAL FOUNDATION: PARTICIPATION AS PROTECTION

The initiative emphasizes centering children's voices, collaboration with allies, learning and feedback loops, and evidence-driven advocacy. At its core, the *Children Know Better* project embodies the conviction that participation is an essential way to ensure protection. When children are meaningfully engaged in identifying risks, designing solutions, and influencing decision-makers, they strengthen both their own resilience and that of their peers and communities. By equipping children with information, skills, and confidence, participation becomes an empowering, preventive mechanism rather than a symbolic exercise.

METHODOLOGY AND IMPLEMENTATION PROCESS

The *Children Know Better* project was conceptualized as an action-research pilot that operationalized ECPAT International's commitment to meaningful child participation in research and advocacy. It employed a mixed-methods participatory design that placed children at the center of the process, supported by trained adult allies, safeguarding specialists, and local partner organizations.

PARTICIPATORY ACTION RESEARCH DESIGN

Both country pilots applied Participatory Action Research (PAR) Participatory Action Research with Children Training Manual principles, a cyclical process of inquiry, reflection, and action, led and guided by children and their lived realities. The design prioritized three fundamental commitments:

1. **Children as active agents:** Children defined research priorities, developed research methods and tools, conducted peer-to-peer interviews and focus group discussions, and led the data analysis and advocacy processes.

2. **Adults as enablers:** Adult facilitators, peer educators, and safeguarding focal points acted as resource persons; offering technical and emotional support while ensuring safety and ethical compliance.

3. **Evidence for advocacy:** Data collection and analysis were directly linked to the creation of advocacy messages and recommendations for local, national, and regional actors.

This participatory approach was underpinned by *do-no-harm* and *trauma-informed* principles, ensuring that engagement built children's confidence and agency while minimizing the risk of distress or retraumatization.

ETHICAL SAFEGUARDS AND CHILD PROTECTION FRAMEWORK

Given the sensitivity of the topic, the research was governed by a comprehensive Ethical and Safeguarding Framework co-developed by ECPAT International and its partners. This framework drew on ECPAT's global safeguarding policy and existing trauma-informed research standards.

Key safeguards included:

* **Informed consent and voluntary participation:** Children and their caregivers received clear, age-appropriate explanations of the project's goals, risks, and their rights, including the right to withdraw or decline questions at any time.

- **Safeguarding focal points:** Each project site designated a safeguarding focal person to receive, document, and respond to any protection concerns or disclosures.

- **Psychosocial support and referral mechanisms:** Though not led by counselors, children and adults were trained to recognize distress and had access to local referral services coordinated with community-based child protection mechanisms.

- **Confidentiality and anonymity:** No identifying information was recorded in data outputs. Stories were anonymized and coded to ensure privacy and protection from retaliation.

- **Safe spaces for dialogue:** All sessions were conducted in secure, child-friendly environments, often in schools or community centers, using participatory tools that allowed children to express themselves through drawings, storytelling, and metaphors rather than direct disclosure.

By applying these safeguards, the project demonstrated that ethical child participation in sensitive topics is both achievable and transformative, provided that adequate preparation, facilitation, and monitoring systems are in place.

COMPOSITION AND SELECTION OF CHILD RESEARCHERS

Each country team comprised 25 child researchers aged 12-16 years, supported by 10 peer educators (young adults aged 18–22). The selection process followed voluntary participation principles, conducted in collaboration with local authorities, schools, child clubs, and community organizations to ensure diversity across gender, socio-economic status, and educational background.

The inclusion of young peer educators was a critical innovation. These near-peer mentors served as bridges between child researchers and adult facilitators, reducing power gaps, fostering trust, and helping to maintain continuity across sessions. Their youthfulness enabled easier communication, particularly when discussing sensitive or taboo subjects like gender norms, sexual exploitation, and online safety.

TRAINING AND CAPACITY DEVELOPMENT

Before field activities, all participants underwent structured training designed and facilitated by ECPAT, CWIN, and ACD. A training manual on participatory action research with children was developed and contextually adapted. The sessions covered among others:

- Safeguarding fundamentals

- Understanding sexual exploitation and abuse of children (SEC)

- Participatory research methods (e.g., focus groups, participatory mapping, ranking exercises, and storytelling tools)

- Ethical data collection and privacy

- Communication and facilitation skills

- Advocacy principles and message development

This comprehensive preparation empowered child researchers to conduct the fieldwork with confidence, curiosity, and empathy. It also enhanced their critical thinking skills and understanding of the social dynamics surrounding child sexual exploitation and protection.

DATA COLLECTION AND ANALYSIS PROCESS

The data collection was entirely peer-led, with children conducting focus group discussions (FGDs) and key informant interviews (KIIs) among their peers and adults.

★ In Bangladesh, children engaged 189 peers and 26 decision-makers, including teachers, religious leaders, and transport workers.

★ In Nepal, they reached 169 peers and 25 adults, such as parents, law enforcement officials, and community representatives.

The discussions explored topics including:

★ Awareness and understanding of sexual exploitation

★ Online risks and digital safety

★ School and community environments

★ Gender norms and expectations

★ Barriers to seeking help and disclosing abuse

★ Perceptions of law enforcement and justice systems

★ Child participation in addressing the issue

Following data collection, both country teams participated in participatory data analysis workshops. Using visual and tactile methods; sticky notes, charts, storytelling exercises, and mapping, children collaboratively identified recurring themes and patterns. These sessions were co-facilitated by safeguarding and research staff to ensure both methodological rigor and emotional safety.

ADVOCACY PLANNING AND VALIDATION

Once findings were synthesized, child researchers worked with adult facilitators to translate evidence into advocacy strategies. They developed clear messages and recommendations targeting specific actors; governments, schools, communities and law enforcement. Both country teams then convened dissemination workshops with external stakeholders (including government representatives, teachers, and NGOs). These sessions ensured that conclusions reflected children's true perspectives.

CROSS-COUNTRY COLLABORATION AND GLOBAL LEARNING

Although Nepal and Bangladesh conducted separate research processes, ECPAT International ensured cross-country learning through virtual exchanges and joint technical support. The two national teams shared tools, research approaches , and facilitation materials. This structure allowed local implementation while promoting global coherence and learning, a model that can inform future scaling of child-led research across ECPAT's network.

KEY FINDINGS AND ANALYSIS: EMERGING THEMES ACROSS COUNTRIES

The *Children Know Better* project revealed a complex landscape of risks, perceptions, and power dynamics shaping children's safety and wellbeing in both Nepal and Bangladesh. While contexts differed, the findings shared striking commonalities, particularly regarding the normalization of violence, entrenched gender norms, online risks, and weak institutional responses. Through the lens of child-led research, the data paints a powerful picture of how children understand, experience, and envision solutions to sexual exploitation in their everyday lives.

CHILDREN'S UNDERSTANDING AND AWARENESS OF SEXUAL EXPLOITATION

Across both Bangladesh and Nepal, children described sexual exploitation and abuse (SEA) not through legal terms or professional jargon, but through the acts, emotions, and power dynamics they encounter in their daily lives. Their insights provide a critical, grounded understanding of how SEA manifests and how it continues to evolve in both physical and digital spaces. In their words, sexual exploitation and abuse mean "*any act done against a child's permission.*"

When asked to describe what harassment looks like, children pointed to behaviours they experience and witness most often:

- Whistling, name-calling, or using offensive words.

- Inappropriate touching, grabbing a girl's hand, or pulling at her clothing or scarf.

- Following, disturbing, or using "bad words" in public spaces.

These definitions are deeply tied to children's understanding of consent, a concept they articulated instinctively, associating harm with acts done "*without permission.*" Yet their framing also revealed strong gender biases: girls were overwhelmingly seen as victims, while boys were described primarily as perpetrators. However, the discussions also uncovered that boys experience harassment and coercion too, but are less likely to speak about it because of stigma and expectations around masculinity.

WHO ARE THE PERPETRATORS? A SPECTRUM OF EVERYDAY ABUSE

Children identified a wide range of perpetrators, from peers to authority figures:

- **Peers:** especially older students harassing younger ones within schools and madrasas.

- **Teachers:** both male and female who use grades, praise, or punishment as tools of manipulation or coercion.

- **Family members:** including relatives, who often use their authority or proximity to silence children.

- **Community actors:** such as shopkeepers, bus or rickshaw drivers, who exploit everyday interactions for sexualized misconducts.

These findings underline how sexual exploitation and abuse are deeply embedded in everyday relationships and hierarchies, not limited to strangers or criminal networks. Power and familiarity, not anonymity, often define the context of abuse.

FEELING SAFE – OR UNSAFE – IN SCHOOLS, HOMES, AND COMMUNITIES

While schools were often viewed as spaces of learning and friendship, children also identified them as sites of significant vulnerability. In both countries, children cited experiences of harassment by peers and teachers, and unsafe infrastructure, particularly toilets without locks, overcrowded classrooms, and poorly lit compounds. In Bangladesh, girls reported being teased or followed on their way to and from school, often by older men or boys. In Nepal, children spoke about *"unsafe shortcuts"* and *"dark roads"* near schools, where harassment and intimidation were common.

Despite these concerns, few schools had trusted reporting mechanisms. In both contexts, complaint boxes, counsellors, or child clubs were either absent or non-functional.

"If we tell teachers, they say 'ignore it', but that doesn't make it stop."

– Girl, Rajshahi, Bangladesh

Children also highlighted unsafe community spaces, such as marketplaces, public transport, and construction sites, where harassment was normalized and rarely challenged. In some cases, children said parents discouraged reporting out of fear of shame or retaliation, revealing a pattern of community silence that sustains impunity.

STAYING SAFE ONLINE: TECHNOLOGY-FACILITATED RISKS

Both research teams identified the digital environment as a growing frontier of exploitation. Children in Nepal and Bangladesh frequently used mobile phones for learning, social connection, and entertainment, yet most lacked guidance on safe usage. They described experiences of cyberbullying, online grooming, CSAM, and exposure to harmful content through social media, video-sharing platforms, and gaming sites. Boys often encountered violent or sexualized content, while girls faced persistent harassment and unsolicited messaging.

"Sometimes strangers send messages asking for photos. If we block them, they make new accounts."

– Girl, Bangladesh

"Boys are told not to complain, that it's a 'normal part' of being online."

– Boy, Nepal

These patterns echo global evidence on technology-facilitated sexual exploitation and abuse (TFSEA), where accessibility, anonymity, and weak moderation amplify risk. The findings underscored the urgent need for digital literacy programs and age-appropriate online safety education, especially for children in rural areas who often share devices with family members.

CHILD MARRIAGE: A HIDDEN FORM OF SEXUAL EXPLOITATION AND CONTROL

When describing their realities, children defined child marriage simply and powerfully as *"when a girl or boy is forced to marry before they are ready."* They shared that it is still common in both rural and urban areas, especially within low-income and religiously conservative communities. While girls were identified as more affected, children also highlighted that boys face early marriage too, often under family or social pressure. Both experience severe emotional, educational, and physical consequences.

Children explained that families often see marriage as a way to "protect" their children or restore social respectability, especially when they fear losing control over adolescents who they perceive as disobedient or distracted from studies. As one group noted, *"Parents think marriage fixes problems."* In this sense, marriage becomes not an act of love or maturity, but a mechanism of control, a tool used by families and communities to regulate children's behaviour and preserve social norms around honour and respectability.

The drivers: Fear, honour, and social pressure

Children's accounts reveal that fear and social pressure are the main forces sustaining child marriage:

- Fear of stigma and gossip: Girls are often married off when neighbours or relatives start commenting on their bodies, movement, or friendships. *"They say a girl is getting fat or old, that means she must marry soon."*

- Community surveillance: In both contexts, children noted how communities closely monitor girls' behaviour and dress, framing their growing independence as a threat to family honour.

- Religious and moral expectations: Children mentioned that parents sometimes justify early marriage on religious grounds, believing it prevents "sin" or social disgrace.

- Economic pressure: For many families, marrying off a daughter reduces household expenses or brings financial support through dowry.

- Restoring "honour" after abuse: Disturbingly, some children reported cases where girls were forced to marry their abuser after sexual harassment or assault, as a way to "make amends" and avoid stigma.

These insights demonstrate how child marriage operates as a social mechanism for risk management, deeply rooted in patriarchal norms, gender inequality, and collective pressure, all of which reinforce children's disempowerment.

GENDER NORMS, MASCULINITY, AND SOCIAL STIGMA

Gender emerged as a defining axis of vulnerability across both contexts. Children observed that girls face more visible forms of restriction and surveillance, while boys experience silent pressures to conform to strength, dominance, and emotional suppression. In Bangladesh, girls spoke of being blamed for abuse, facing stricter mobility controls, and being told to dress or behave "modestly." Boys, meanwhile, admitted that "no one believes boys can be abused."

In Nepal, participants linked these gendered expectations to cultural notions of masculinity that normalize aggression and discourage vulnerability.

Such findings highlight that harmful gender norms not only expose children to exploitation but also inhibit reporting, reinforce victim-blaming, and sustain cycles of silence. Addressing these requires gender-transformative interventions that engage men and boys alongside girls and caregivers.

THE ROLE OF FAMILIES AND COMMUNITIES

Families were recognized as both primary protectors and sources of silence. While many children said their parents provided emotional support, others revealed experiences where disclosures were dismissed, minimized, or punished. In both countries, children described parents warning them to "stay quiet" about abuse to avoid social shame. In Bangladesh, several girls shared that when they reported harassment, their families restricted their mobility rather than addressing the perpetrators. In Nepal, some boys said they were told to "be strong" and not show emotion.

> *"When we tell adults, they get angry with us instead of the person who hurt us."*
>
> – Girl, Nepal

Children called for open family communication and parenting programs that encourage listening, empathy, and non-punitive support, noting that family silence can reinforce stigma and perpetuate abuse.

DISBELIEF, STIGMA, AND VICTIM-BLAMING: THE SILENT DRIVERS OF HARM

One of the most consistent and disturbing findings across both Bangladesh and Nepal was the way children's experiences of abuse

are doubted, dismissed, or turned against them. This culture of disbelief, rooted in stigma, gender bias, and moral judgment, perpetuates cycles of violence and silence, making it one of the most insidious barriers to child protection globally. Children across both countries described how attempts to disclose abuse often lead not to protection, but to blame. Many shared stories of being accused of lying, provoking the abuse, or bringing shame to their families. In some cases, simply being the subject of gossip was enough to trigger punishment or even forced marriage.

Girls in particular reported being told that harassment or abuse was their fault, because of how they dressed, walked, or spoke. One girl recounted being told, *"Why does this happen to you? It doesn't happen to anyone else,"* after disclosing an incident to her family. Such responses not only silence survivors but reinforce a system where abuse is normalised, accountability is deflected, and perpetrators go unpunished. Children's testimonies illustrate how fear of disbelief is as damaging as the abuse itself, because it erodes trust in families, schools, and justice systems that should serve as protective environments.

CHILDREN'S EXPERIENCES WITH LAW ENFORCEMENT AND JUSTICE SYSTEMS

A recurring concern in both countries was the mistrust of justice institutions. Children described police processes as intimidating, bureaucratic, and unresponsive. In Bangladesh, participants said that reporting cases often led to further questioning, disbelief, or even retaliation. In Nepal, children spoke of corruption and discrimination in legal proceedings, where "rich people get away easily," and children's voices carry little weight.

> *"Even if we report, the police ask too many questions and make us feel guilty."*
>
> – Girl, Bangladesh

Children expressed a strong desire for child-friendly reporting mechanisms, such as private rooms in police stations, shorter case processes, and officers trained in trauma-informed communication. They also proposed school-based complaint systems as safer first points of disclosure.

PSYCHOLOGICAL AND SOCIAL IMPACTS OF SEXUAL EXPLOITATION

Children's narratives reflected profound emotional and psychological impacts. Feelings of shame, fear, anxiety, and isolation were common among those who experienced or witnessed exploitation. Many described sleeplessness, loss of concentration, and withdrawal from social activities, with some reporting a decline in school attendance and academic performance. These findings reinforce the need for psychosocial support services within schools and communities, and for educators to recognize early signs of distress. The research demonstrated that trauma does not end with the incident; it persists through social stigma, lack of justice, and the silence of those around the child.

IMPLICATIONS AND RECOMMENDATIONS FOR POLICY AND PRACTICE

The *Children Know Better* project demonstrates that child-led research is not only ethically feasible but also methodologically robust and policy-relevant. When children are trusted as researchers, their findings enrich our understanding of sexual exploitation dynamics, reveal blind spots in adult-led interventions, and generate fresh ideas for systemic reform. The following implications and recommendations provide a roadmap for institutionalizing child-led participation within broader child protection and governance frameworks.

REFRAMING CHILD PARTICIPATION AS A CORE PROTECTION STRATEGY

Across both countries, the project confirmed that meaningful child participation strengthens protection systems. When children are equipped with knowledge, skills, and structured platforms for engagement, they become active agents in identifying risks, mobilizing peers, and influencing duty bearers. However, current participation mechanisms such as school clubs and municipal committees often lack the resources, facilitation quality, and adult preparedness to function effectively.

Governments and partners should therefore:

★ **Institutionalize participation** by embedding child-led structures (e.g., school-based safety committees, child rights clubs, youth councils) within local governance frameworks and ensuring the structures and funded and facilitated to function well.

★ **Fund and sustain** these structures, ensuring they are not ad hoc or donor-dependent.

★ **Build adult capacity** on meaningful engagement of children in decision making using tools like ECPAT's GREATER Model, ensuring facilitators uphold ethical, inclusive, and trauma-informed engagement practices.

★ **Integrate feedback loops** where children can see how their inputs shape real decisions, preventing tokenism and maintaining trust.

Participation should not be framed as a "soft" component of child rights programming; it is a preventive mechanism that strengthens resilience and accountability across protection systems.

ADVANCING LEGAL AND POLICY REFORM

Both Nepal and Bangladesh have strong legal frameworks addressing child protection, yet these often remain fragmented or inadequately enforced. The findings highlight critical needs for legal harmonization, enforcement capacity, and child-friendly access to justice. Governments should:

- **Clarify and harmonize legislation** related to sexual exploitation, closing loopholes (e.g., "special provisions" for child marriage in Bangladesh) that perpetuate abuse.

- **Codify child participation rights** within protection and education laws, ensuring mechanisms for children to contribute to policy development at municipal and national levels.

- **Establish and fund child-friendly reporting and justice mechanisms**, including trained police units, dedicated help desks, and legal aid for child survivors.

- **Mainstream child protection within decentralization policies**, ensuring local governments are mandated and resourced to coordinate prevention and response.

International bodies and donors should support cross-border cooperation on child online safety, data governance, and law enforcement collaboration, given the transnational nature of online exploitation.

EMBEDDING DIGITAL SAFETY INTO CHILD PROTECTION SYSTEMS

The project's findings from both countries confirm that digital environments are integral to childhood, not optional extensions. Children are online to learn, socialize, and play but without adequate digital literacy or safeguards, they are exposed to significant risks. To close this gap, governments, technology companies, and civil society must move from reactive to preventive and systemic approaches. Key recommendations include:

1. **Integrate digital safety into school curricula** from early primary level, covering cyberbullying, grooming, consent, privacy, and critical thinking.

2. **Invest in national digital literacy campaigns** co-designed with children and youth, ensuring messages are engaging and locally relevant.

3. **Adopt Safety by Design principles** across digital platforms mandating child-friendly privacy defaults, ethical algorithms, and proactive content moderation.

4. **Strengthen reporting mechanisms** through partnerships between governments, CSOs, and tech platforms.

5. **Enforce platform accountability** through independent audits and child safety compliance certification.

Children's digital rights must be viewed as human rights, deserving the same protection and investment as offline environments.

ADDRESSING GENDER NORMS AND INTERGENERATIONAL POWER IMBALANCES

Harmful gender norms remain one critical driver of sexual exploitation. In both contexts, patriarchal attitudes, victim-blaming, and rigid expectations of masculinity perpetuated silence and shame. Governments and partners should adopt gender-transformative and intergenerational approaches to prevention, grounded in models such as ECPAT's *GREATER Model*, which promotes reflexivity

and respect for children's capabilities. Recommended actions include.

★ Designing **awareness and education programs** that address gender stereotypes and promote empathy, emotional literacy, and positive masculinities.

★ Engaging **parents, community leaders, and faith-based institutions** to challenge stigma and foster accountability.

★ Supporting **boys and men as allies** in prevention, emphasizing shared responsibility for child protection.

★ Establishing **intergenerational dialogue platforms** where adults and children jointly assess risks, co-design solutions, and monitor implementation.

By transforming the attitudes of adults, the protection system itself becomes more responsive, ethical, and sustainable.

BUILDING MULTI-LEVEL ACCOUNTABILITY AND COORDINATION

Fragmented coordination among institutions was a recurrent weakness. While community-level initiatives exist, they often operate in isolation from municipal, national, and digital governance frameworks. To address this, stakeholders should invest in multi-level accountability structures linking children's voices to formal systems. This includes:

★ **National child protection observatories** integrating child-led data into policy monitoring.

★ **Community reporting dashboards** managed jointly by children, schools, and municipal authorities.

★ **Cross-sectoral taskforces** uniting education, justice, ICT, and social welfare sectors.

Donors and international partners can reinforce this by prioritizing programmatic alignment and shared data systems, avoiding duplication and enabling continuous learning.

CONCLUSION

The *Children Know Better* initiative challenges us to rethink not just how we protect children, but with whom we develop protective environments. It shows that children, when equipped, supported, and respected, can diagnose the root causes of their vulnerability and co-create practical, contextually grounded solutions. True partnership with children does not dilute the quality of policy, it strengthens its precision, legitimacy, and sustainability.

If the child protection sector is serious about achieving lasting change, then partnership with children must move beyond rhetoric. It must shape research agendas, inform program priorities, and sit at the heart of decision-making. That requires humility from adults — to listen, to be influenced, and sometimes, to step aside.

If scaled, this model could redefine the global approach to child protection: from adult-centered design to intergenerational partnership, from reactive interventions to preventive systems, and from protecting children *for* them to protecting them *with* them.

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