



**STOP! Sexual child abuse prevention:
New methods, topics and approaches
in European context**



Stop! Toolbox

Adult education training materials

STRATEGIC PARTNERSHIP ERASMUS+

PREVENTION OF CHILD SEXUAL ABUSE:

NEW METHODS, CONTENT AND APPROACHES IN A EUROPEAN CONTEXT

Co-funded by the
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of the European Union



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Adult education training materials

Editor/Coordination:
Akademie Klausenhof, Klausenhofstr. 100, 46499 Hamminkeln, Germany,
www.akademie-klausenhof.de

Project partners:
die Berater, Austria, Unternehmensberatungs GmbH, Wipplingerstraße 32/Top 23-25, 1010 Wien
<https://dieberater.com>

Active Citizens Partnership, Greece, Georgiou Gennimata 9, Thessaloniki 561 21,
www.activecitizens.eu

Pro Educatione, Romania, Szek Str. 147, 530203 Miercurea Ciuc
www.proeducatione.ro

Magenta Consultoria Projects SL, Spai, Calle Venezuela Num 1 Piso Bj Pta. Dr, 33213 Gijon
www.magentaconsultoria.com

CESIE, Italy, Via Benedetto Leto 1, 90040 Trappeto
www.cesie.org

Empowering Children Foundation, Poland, Ul. Walecznych 59, 03 926 Warszawa
www.fdds.pl

Catholic Youth and Adult Education Association (KIFE), Hungary, Kolozsvári tér 12/b, 6725 Szeged
www.kife.hu

STOP! Prevention of Child Sexual Abuse: New Methods, Contents and Approaches in a European Context
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1. The Challenge of Abuse and the Project Stop!

Child sexual abuse is a serious phenomenon in Europe - and beyond. The figures speak for themselves: 18 million children are estimated to be affected by sexual abuse, according to the European report on preventing child maltreatment.¹ The European Parliament has explicitly stated in a study that a "culture of prevention" is lacking at European level².

Here, the European dimension of the issue is clearly highlighted. The first key finding of this study is: „Development of a ‘culture of prevention’ around child sexual abuse is missing at EU level, and Member States’ practices vary considerably in this field. Despite some promising results in some Member States where specific and targeted programmes have been implemented, there is no consensus on what works to prevent child sexual abuse and what intervention programmes are effective in preventing recidivism.”

STARTING POINT LANZAROTE CONVENTION

The starting point of this project is the "Lanzarote Convention" of 2007, the "European Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse" of the Council of Europe.³ The project is explicitly in line with Article 5 (1) of the Convention, which stipulates awareness raising and training for all those working in the field of child and youth work.

This project is in the field of non-formal adult education. I.e. it refers to a non-professional context in which adults further educate themselves, acquire new competences, strengthen their personality or creativity. Accordingly, the project is aimed at all those who are involved with children in their environment, e.g. at holiday camps, in sports clubs, in music work or in scouts. Beyond that, however, all (adults) should be familiar with the basics of prevention and also be able to react appropriately when confronted with suspected cases. Child protection concerns everyone!

LEARNING IS THE BEST PREVENTION

Learning is the best prevention: The more people know about the consequences of child abuse, about protection concepts, the behaviour of perpetrators and victims, the more effectively sexualised violence against children can be curbed. This has also been shown by a new study⁴.

The content and methodology were designed to be correspondingly broad: basic and practical knowledge is imparted, combined with concrete cases and examples which, accompanied by strong images, are also intended to be emotionally moving. Images, especially when they generate feelings, are much more

¹ World Health Organization 2013: European report on preventing child maltreatment

² Europäisches Parlament 2017: Combating sexual abuse of children

³ Lanzarote Konvention, siehe <https://www.coe.int/en/web/children/lanzarote-convention>

⁴ Julia I. Rudolph, Melanie J. Zimmer-Gembeck, Kerryann Walsh 2022: Recall of sexual abuse prevention education at school and home: Associations with sexual abuse experience, disclosure, protective parenting, and knowledge. In: Child Abuse & Neglect 129

memorable than purely cognitive knowledge. In addition, there is self-reflection, which should establish a connection to the learners' lifeworld and their own attitudes.

Basically, the material is designed to be used informally - individually and online. In informal learning, a crucial role is to maintain the willingness to learn and motivation. Therefore, the Stop! learning platform was built according to the gamification principle, i.e. you get little "badgets" - little stars and an indication of the score achieved. Gamification or "serious games" is a current trend in curriculum development to break down complex subjects into small, easy-to-learn elements and provide them with rewards like video games. The goal is then, for example, to reach the next level or to crack the high score.

The partners involved are adult education institutions that are either familiar with the development of e-learning tools or are active around the topics of prevention, (sexualised) violence and child protection. Together, they created the most adequate and responsible learning and knowledge offerings possible on the sensitive topic.

This brochure offers various materials that can be used especially in face-to-face seminars and for preparation. First of all, these are descriptions of the current situation in the respective project countries. These descriptions have been written by the partners in the project for mutual information. Readers thus get an authentic view of the situation in the countries. The structure of these contributions is the same, the style and approach is different and individual. This is followed by information on how the learning platform, the most important product of the project, is designed and how it can be used and applied. Finally, materials are presented that can be used well in face-to-face teaching: A collection of case studies, videos, PowerPoint slides and a learning comic.

These products were developed by eight project partners in the three-year project "Stop! Child Sexual Abuse. New methods, topics and approaches in European context" (2019-1-DE02-KA204-006166, 1.11.2019-31.10.2022).

Partners of this project were:

Akademie Klausenhof (www.akademie-klausenhof.de): This further education institution in Germany (North Rhine-Westphalia, 330 employees) offers a comprehensive programme in the field of general and vocational further education. This ranges from training and vocational orientation courses for young people with learning disabilities to integration and language courses, school-leaving certificate courses for young migrants, youth welfare with inpatient accommodation, and general adult education. As a facility with about 600 overnight places, the Klausenhof has decades of experience in caring for young people. In addition, the house regularly conducts prevention training. This was the starting point to launch this project. Klausenhof developed the concept, wrote and submitted the application, coordinated the entire project, was responsible for the financial management and was involved in all outputs accordingly.

die Berater Unternehmensberatungs GmbH (www.dieberater.com) focuses on adult education, vocational training and human resource development. die Berater®, headquartered in Vienna, was founded in 1998 and today employs around 350 people at more than 33 locations throughout Austria. Education and training is the core business of its broad portfolio. die Berater is one of the largest private educational institutions in Austria and was awarded the Austrian State Prize for Adult Education. Its services are aimed at private individuals, national and international companies and organisations of all

sectors and sizes, as well as the public sector including the Austrian Public Employment Service (AMS). An important field of work is EU projects and project consulting.

the consultant has taken over the implementation of the learning platform, in particular the programming and coordination of the content.

The **Pro Education Association** (www.proeducatione.ro) is an umbrella organisation of Christian adult education providers from the area of the Archdiocese of Alba Iulia, Romania, based in Miercurea Ciuc. It forms a professional network for 15 member organisations that provide formal and non-formal education for broader and diverse target groups. This includes topics such as youth welfare and prevention and crisis and violence prevention as well as child abuse prevention (member associations Aradat and Caritas Alba Iulia). The member organisations reach about 25,000 people a year with their programmes, mostly the Hungarian minority from Romania in the Szeklerland region and Transylvania. The most important activities of the umbrella organisation are mainly the organisation of professional conferences, general meetings, further training, support for members and participation in projects.

Pro Educatione has mainly developed modules of the learning platform, created videos and contributed to the collection of materials.

CESIE (www.cesie.org) is a non-profit, non-political and non-governmental organisation based in Palermo (Italy), founded in 2001. CESIE works to promote cultural, social, educational and economic development at local, national, European and international levels. CESIE is active in six thematic areas: higher education and research; rights and justice; adults, migration; schools; youth. CESIE has 60 staff members.

CESIE developed modules of the learning platform, created videos and was responsible for methods and the collection of materials.

The NGO **Empowering Children Foundation** (www.fdds.pl) was founded in 1991. From the beginning, it has focused on supporting abused children, their families and caregivers through direct psychological, psychiatric, legal and social support through its nationwide network of drop-in centres. ECF runs education, publication and research programmes and has implemented numerous awareness campaigns and prevention programmes, as well as acts of abuse against children and prevention of threats from children on the Internet. The foundation also operates a helpline for children and young people. After 27 years of activity, ECF is the national expert in the field of child sexual abuse prevention.

The Empowering Children Foundation worked as an internal evaluator - all content and presentations were checked for accuracy and quality by the foundation. It also developed modules of the learning platform and texts for the collection of materials.

Magenta Consultancy (www.magentaconsultoria.com) is an educational and European consultancy institution (ten staff) founded in 2003, specialising in the promotion of gender equality and social development at regional, national and European level. Magenta Consultancy works in the field of school, youth, vocational, higher and adult education not only directly with learners but also with professionals.

The programmes focus mainly on the subject areas: Gender equality and violence prevention, social inclusion, psychological and physical health, drug prevention, access to the labour market, entrepreneurship, literacy, empowerment and key competences.

Magenta Consultancy developed modules for the learning platform, contributed to the collection of materials and created videos.

The **Catholic Association for Youth and Adult Education** (KIFE, (<http://kife.hu>) is a nationwide umbrella organisation comprising 29 organisations and 3 individuals. The Catholic Association for Youth and Adult Education (KIFE, (<http://kife.hu>) is a nationwide umbrella organisation of 29 organisations and 3 individuals. Its aim is to provide a forum for youth and adult education organisations and initiatives in Hungary and across the borders. The focus is to support the member organisations, especially in improving the quality of education and projects.

KIFE, has developed modules for the learning platform, contributed to the collection of materials and produced videos.

2. Situation in the project countries

Austria

Author: die Berater

The issue of sexual abuse is a very sensitive one and society has observed and discussed prevention measures much more closely and controversially in recent years. It was only shortly that there was an emotional public discussion about the topic on the activities of the Original Play association in individual Austrian Kindergartens. The focus was very much on the question of which persons / associations / institutions are suitable to deal with topics of physical perception or sexuality with children.

MASSIVE CRITICISM OF SEXUAL EDUCATION WORKSHOPS

OFFERED BY THE PRIVATE ASSOCIATION „TEENSTAR“

School

Prevention begins in childhood. At latest in primary school, the first pedagogical programmes for the prevention of violence or sexual abuse are offered. The situation at Austrian schools has only recently changed, triggered by massive criticism of sexual education workshops offered by the private association „Teenstar“: „Teenstar“ describes itself as „a programme that offers young people orientation in the areas of personality development, friendship, love and sexuality“ in order to „contribute to the positive shaping of the future of our young people“. It held about 100 workshops in 2019 alone. The association promotes highly problematic views regarding sexuality and gender identities: Among other crude theories they teach that homosexual orientation can be „cured“ and „changed“ by therapy, that masturbation leads to loss of self-confidence, and they strongly recommend to restrict sexual intercourse or marriage etc.⁵

Before this specific incident, the situation in Austrian schools was the following: Since school administration happens at federal state level, the Federal Ministry of Education makes recommendations for useful materials and there was specific cooperation at the regional level with providers of various workshops and training courses. A consequence was the new „Grundsatzlerlass Sexualpädagogik“ („Fundamental decree sexual education“) for Austrian schools that states that parents must agree in advance to the use of external offers on the subject. In addition, teachers must be present in the classroom when the programme is carried out. This had not previously been the case, as many teachers also felt that pupils would not express themselves freely on certain topics when their teachers were in the class-room. In July 2019, there was a parliamentary resolution that saw the responsibility for sex education in schools - and thus also the topic of abuse prevention - exclusively in the hands of the teachers.

As a result of this development, sexual education - including measures for prevention of sexual abuse – is now mainly in the responsibility of teachers. The Austrian Federal Ministry of Education provides guidelines

⁵ <https://www.derstandard.at/story/2000091902029/sexualkundevereinteenstar-wird-aus-schulen-verbannt>

for sexual education⁶ as well as additional teacher qualifications and recommendations for working materials to be used in schools.⁷

THE TEACHING PRINCIPLE „SEXUAL EDUCATION”,

RELEVANT COURSES FOR TEACHERS ARE OFFERED AT ALL TEACHERTRAINING UNIVERSITIES IN AUSTRIA

Sexual education as an educational and teaching task is anchored in all curricula as a teaching principle or as an area of education: - „health and physical activity” - and as a thematic focus in certain compulsory subjects. Sexual education priorities are anchored in compulsory subjects of the various school types, e.g. in subject teaching (elementary school), in biology and environmental studies (new secondary school, general secondary school, general special school, educational institute for kindergarten education), religion (BAKIP), psychology (VET school), psychology and philosophy (HAK: Secondary College for Business Administration). In order to develop an appropriate methodology and didactics for the implementation of the teaching principle „Sexual Education”, relevant courses for teachers are offered at all teachertraining universities in Austria.

Sexual abuse can occur in different contexts, frequently through abuse in church and sport. Here Austrian youth organisations have responded by offering specific counselling and prevention programmes for awareness-raising on the issue:

Churches

The „Framework for the Catholic Church in Austria for dealing with abuse and violence” defines Prevention as an important keyword and gives guidelines for the recruiting of staff, continuous further education and trainings in the field of self-reflection, reflection of the own sexuality, responsibility. In addition to that, regional offices for Prevention of Abuse and Violence have been established as well as a Commission for Church Abuse Victims.

Also, the Protestant church provides guidelines and specific training for staff and volunteers – especially for those who want to work with children and/or youth.

Sports organisations

SPORT UNION, one of the main Austrian umbrella organisations in sports has developed a code of honour to create a safe environment and a climate of respect in which they are protected from attacks and abuse, they emphasize that respect and security is an important focus of the SPORTUNION. In 2013-2015 SPORTUNION, together with the Sports University of Cologne and ENGSO Youth, took over the lead part in the EU project „Sport respects your rights”. Since 2015, the project has been involved in the working group for measures against sexualised violence in sport, STOP! which is developing an action plan. Apart from this, further qualification of multipliers and sports educators they see an important task, also to prepare them to act as contact persons and confidants in the event of abuse in a sports environment.⁸

⁶ https://www.bmbwf.gv.at/Themen/schule/schulrecht/rs/1997-2017/2015_11.html

⁷ <http://www.schulpsychologie.at/psychologischegesundheitsfoerderung/sexuelle-gesundheit/empfehlenswertematerialien>

⁸ <https://sportunion.at/de/sportwelten/praevention-vonsexuellem-missbrauch>

Austrian Scout Association

For many years, the World Scout Organisations WAGGGS and WOSM have been engaged in the programme „Safe from Harm" on the crossing of personal borders, violence and sexual abuse against and among children and adolescents. A project group of the PPÖ (Austrian Scout Association) has worked through numerous information brochures and working aids from home and abroad, from scout associations, church institutions and many other children's and youth organisations, as well as read numerous specialist books on this very extensive subject area. The result of this work is a policy documents including guidelines for scout group leader - offering an overview on topics like border violation, assault and abuse and supports scout group leader in awareness on abuse – to identify, name and act upon incidents of abuse.⁹

Parents

The majority of cases of sexual abuse occur in families or with relatives. It is therefore important to inform, sensitise and, above all, strengthen children outside this environment. Nevertheless, it is important to involve parents in prevention work. At parents' evenings, basic knowledge on the subject of sexual abuse is to be conveyed to girls and boys, and prevention principles with practical examples from everyday educational life are to be presented and explained. By involving the parents, it could be achieved that of children and young people in particular, a children's and young people's attorney's office has been set up in every Austrian state on the basis of the UN Convention on the Rights of the Child. Sexual abuse is one of the topics the KJIA focuses on and provides information brochures and guidelines for pedagogues and educators, also including legal aspects of child abuse.¹⁰

GEWALTINFO.AT

GEWALTINFO.AT is an initiative of the Austrian chancellor's office (Österreichisches Bundeskanzleramt) and the Federal Ministry of women, Family and Youth and serves as an Austrian information and service platform to combat violence of any kind.¹¹

die Möwe – child protection centre

The aim of the prevention work of die Möwe is to prevent violence against children and adolescents from the outset and to create framework conditions in which every child can grow up healthy and safe through training and further education. With prevention services, die Möwe addresses schools and other educational institutions and work with children and young people as well as parents and educators. A further pillar of the Möwe prevention work is the offer „Frühe Hilfen Wien" (Early Help Vienna), which provides families with early and low-threshold help to cope better with stressful situations in everyday life.¹²

„Selbstlaut" – Special Unit against Sexualised Violence against Children and Adolescents

They inform parents about how they can strengthen and protect their child against sexual assaults and sexual violence in everyday life, how parents can react when their child talks about assaults and why age-appropriate sex education is an essential component in preventing sexual violence even among preschool

⁹ https://ppoe.at/fileadmin/user_upload/Downloads/Sicherheitshalber/sicherheitshalber_Grundsatzdokument.pdf

¹⁰ https://www.kija-ooe.at/Mediendateien/Sexueller-Kindesmissbrauch_aktuell.pdf,
https://www.kija-sbg.at/fileadmin/_migrated/content_uploads/Feuer-spucken.pdf

¹¹ https://www.gewaltinfo.at/themen/2017_03/sexueller-missbrauch-an-kindern.php

¹² <https://www.die-moewe.at/de/angebote/pr%C3%A4vention>

children. Selbstlaut also provides further training for pedagogues, teams and institutions., and organizes sexual education projects.¹³

Samara: Association for the Prevention of Sexualised Violence

The samara association has been working since 1992 to prevent various forms of violence among children and young people. They work in workshops with girls and boys, offer information evenings STOP! for parents and guardians as well as further training for professionals. They stress the principles of profound sexual information, gender sensitivity, and transculturality.

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Activities, Initiatives and Workshops

Vienna health insurance organisation – WGKK:

- Project „Go for it - Trau dich“ – Workshops, organised in schools for the prevention of violence and sexual abuse¹⁵
- Gender Sensitive Workshops for Women - Prevention of Violence in Love Relationships¹⁶

Sexual education resources

- Austrian Federal Ministry of Education, Science and Research¹⁷
- Österreichisches Institut für Familienforschung /Austrian Institute for Family Studies¹⁸

¹³ <https://selbstlaut.org/was-wir-anbieten/praevention/>

¹⁴ <https://selbstlaut.org/was-wir-anbieten/praevention/>

¹⁵ <https://www.wgkk.at/cdscontent/?portal=wgkkversportal&contentid=10007.764840&viewmode=content>

¹⁶ <http://www.gewaltpraevention-noe.at/projekte/geschlechtsspezifische-angebote/angebote-fuererwachsene/geschlechtssensible-ws-fuer-frauen.html>

¹⁷ <http://www.schulpsychologie.at/psychologische-gesundheitsfoerderung/sexuellegesundheit/empfehlenswerte-materialien>, https://www.bmbwf.gv.at/Themen/schule/schulrecht/rs/2019_05.html

¹⁸ https://www.oif.ac.at/fileadmin/user_upload/p_oif/andere_Publikationen/sexueller_Missbrauch__U_Eberblick_zu_praxisbezogenen_Projekten_und_Angeboten.pdf

Germany

Author: Akademie Klausenhof

Figures and status, special national characteristic

According to crime statistics, there are about 14,000 cases of sexual child abuse in Germany every year. The trend of officially known cases is decreasing: in 2000, 20,000 cases were known. Only about every 15th to 20th abuse is reported to the police, of which every fifth case comes to trial, only about 1% of cases of abuse come to court. The number of actual cases is therefore about 300,000 annually. Girls are about three to four times more likely to be affected by sexual abuse than boys. Most offenders are men (9: 1). Much sexual abuse is committed in the home or in the immediate vicinity of the victims. There is no uniform perpetrator profile. An essential motive is the desire to exercise power and to experience the feeling of superiority through the act. For some perpetrators, a sexual fixation on children is added (pedosexuality).

Studies show around 200,000 victims at the Catholic and Protestant churches.¹⁹ Just as many in the field of sports. One third of professional athletes in Germany reported attacks.

The topic of child abuse in Germany is present in public since two scandals and their publications in newspapers: 1999 it was discovered that in a well-known boarding school of the progressive pedagogy approach children were abused for decades (Odenwald school). In 2010 it became public that in Catholic schools priests abused children. From this time on the debate on this topic gain political and social significance. Especially in the area of the Catholic Church, which is particularly affected by the scandal and the discussion, a lot has happened since 2010. On one hand, the abuse scandal has caused many people to quit the Catholic Church. Since then, the Catholic Church has lost more and more credibility and importance as a social force. The abuse scandal has significantly increased this momentum. Meanwhile, the German Catholic Church is a pioneer in the field of prevention work (see below).

SEXUAL ABUSE OF CHILDREN ARE SERIOUS CRIMES

THAT ARE CURRENTLY SHAKING THE PUBLIC IN GERMANY

Sexual abuse of children are serious crimes that are currently shaking the public in Germany. At the beginning of 2019, it had become known that at least 40 children between the ages of four and 13 were sexually abused at a campsite in Lügde in North Rhine-Westphalia for over ten years. The case Lügde is one of the biggest sexual abuse cases in the last decades.

Meanwhile, the sensitivity to behavior towards children has increased significantly. This mainly concerns areas that are directly related to children (care, school, sports, etc.). In this context, the Internet plays a role in which children come into contact with perpetrators (cybergrooming), with pornographic material or become victims of cyberbullying. Since the tightening of the data protection becomes more and more attention on the publication of child photos on social media (approximately of school excursions etc.). In the domestic environment, the legal prohibition of corporal punishment (since 2000) plays an important

¹⁹ MHG Study 2018 Forschungsprojekt Sexueller Missbrauch an Minderjährigen durch katholische Priester, Diakone und männliche Ordensangehörige im Bereich der Deutschen Bischofskonferenz, https://www.dbk.de/fileadmin/redaktion/diverse_downloads/dossiers_2018/MHG-Studie-gesamt.pdf

role. The „right to corporal punishment" of the parents was abolished. This gave the child a physical shelter for the parents.

In Germany, the legal provisions should be tightened, especially in the area of sexualised violence on the Internet.

Institutions and their activities

The most important institutions are the youth welfare offices. All cities and municipalities have their own offices, which care only for the well-being of children and adolescents. If there is a suspicion of child abuse, the youth welfare office must become active. The Youth Welfare Office can also take children out of the family in the worst case and give them to a children's or youth home. Child protection has priority. The youth welfare office has the task to observe and support difficult families.

If a case becomes known to the police, the police must prosecute the case, even against the will of the parents. The police have victim protection officers who take care of these cases.

There are also many counseling centers (such as the Caritas, child and youth telephone) that can be contacted.

At the federal level, there is an Independent Commissioner for Child Sex Abuse Issues.²⁰

The victims of abuse cases in the Catholic Church have joined forces in the „Eckigen Tisch", which is also active internationally (Ending Clergy Abuse, ECA). There are many different clubs and initiatives such as „For abuse e.V." for those affected and to educate and combat abuse.

Prevention activities in general and prevention trainings

The most important element of prevention work is „protection concepts". Parts of such a concept are present in more than half of all institutions and organizations, but comprehensive concepts can only be found in a few educational institutions. These include, for example, training for professionals, prevention programs for children and adolescents, information evenings for parents, internal and external complaint options and an action plan in case of suspicion.²¹

Numerous organizations have been providing training in the field of „Prevention of Sexual Violence" for many years. Among them are clubs that are also active in victim counseling, but also other counseling centers. In all Catholic dioceses, there are prevention officers. All employees of Catholic institutions dealing with children and adolescents must undergo prevention training.

Further needs and challenges

In Germany, the subject has been discussed intensively for ten years. Many things have happened on different levels. But there are still too few institutions that have developed and apply comprehensive protection concepts. Therefore, legal requirements and additional resources are required for kindergartens, schools or even sports clubs, so that protection and help become a matter of course everywhere. Also, the compensation of victims and the treatment of those affected is not optimal.

²⁰ <https://beauftragte-missbrauch.de/>

²¹ DJI 2019: Monitoring Report on the Prevention of Sexual Violence

Hungary

Author: KIFE

According to criminal justice statistics, the trend of officially known child abuse cases is decreasing in the last years: in 2015, the number of child abuse cases were 1516, while in 2016 this number was 1405, slightly lower than in the previous year. In 2016, criminal courts processed 9841 cases, in which the victims were children and out of that, 712 cases were of child sexual abuse.

According to the official crime statistics concerning registered child violence cases from 2013 to 2018, the tendency is decreasing, as mentioned above (Table 1).

Criminal case	2013	2014	2015	2016	2017	2018
child pornography	4913	26	144	56	46	24
child prostitution exploitation	-	-	3	6	15	3
recruiting	2	2	3	5	5	4
sexual assault	72	86	75	105	106	52
sexual violence	19	104	150	178	178	69
sexual coercion	4	13	19	27	15	13
sexual abuse	9	80	65	85	96	48

Table 1: The number of criminal cases committed against 0-13 years old children²²

THE GENERAL PROBLEM IS THAT A HIGH PERCENTAGE OF

SEVERE CHILD ABUSE CASES DO NOT EVEN GET TO THE INVESTIGATION PHASE

However, the general problem is that a high percentage of severe child abuse cases do not even get to the investigation phase, therefore they are not visible in the statistics. The real proportion of such latent cases require further research. The lack of credible data on the actual number of child abuse cases is still problem. Due to high latency, the figures of crime statistics are unlikely to reflect the real number of incidents. The emotional traumas often remain unresolved, affecting the latter life of the victim. The number of psychologists available to provide care is also limited, and this creates a highly challenging situation both for victims and for child protection, especially in rural areas and smaller towns.

The statistics of national child welfare services show a detailed picture of child abuse (involved sexual abuse) cases from the last decade (Table 2).

Number of abused children Within family				Number of abused children Outside of family		
Year	physically	psychologic ally	sexually	physically	psychologic ally	sexually
2009	3163	6107	222	863	867	122
2010	2414	5046	257	773	752	126
2011	2316	4773	252	582	656	102

²² Hungarian Criminal Statistical System, <https://bsr.bm.hu/>

2012	2031	4368	265	501	605	86
2013	2053	3726	288	359	344	83
2014	2128	3421	185	411	337	114
2015	2099	3372	334	379	304	100

Table 2. The number of abused children cared by child welfare services from 2009 to 2015

According to data in 2015, 88% of cases happened within families, 58% of children abused within family were also victims of psychological abuse, 36% of physical abuse, and 6% of sexual abuse. There is a specific tendency in cases that does not happen within the family. Every second case is physical abuse towards children and out of the investigated and treated cases, 434 were sexual abuse towards children.

Special national characteristic

According to Child Right Report Hungary 2017, sexual abuse towards children was constantly dominating public opinion and discussions during the year. It is a positive outcome that several laws were applied by the Parliament, aiming at prevention, while the media coverage of „children/violence” cases were unprecedentedly high.

One-third of written reports on violence against children focused specifically on sexual violence, while the number of media publications on the issue increased by 400 percent in recent years. It is (partly) due to this process, that while the number of children becoming victims of crime generally decreased, more children experienced sexual abuse. This most likely does not mean that the number of these crimes increased, rather that more child sexual abuse cases were disclosed in 2017, which is definitely a positive change. In over 90% of child sexual violence cases, a person who is in a position of trust abuses the child. This is further supported by the findings of a criminal procedure against the director of the children’s home in Bicske, 2016, where many of the child victims told in public how an adult who was taking care of them abused them. In 2017, this case became public.

Professional forums began the discussion about the situation of children from various situations, such as children separated from their families, living in childcare institutions. By this, they raised awareness of issues.

THE MAIN PROBLEM IS THAT ONE IN EVERY THREE CHILDREN

IS DISPLACED DUE TO THE FINANCIAL SITUATION OF THEIR FAMILIES

The main problem is that one in every three children is displaced due to the financial situation of their families, and despite the legal regulation – due to insufficient capacity – children under 12 are still being placed in children’s home instead of foster care.

Another issue is that the country lacks professionals in childcare institutions who could help victims of child abuse process and treat the traumas they suffered. Apart from abuse of children in their families, abuse cases in institutions (children’s homes) dominated public reports.

Institutions and their activities

In Hungary, there are youth welfare offices in cities and municipalities, which care for the well-being of children and adolescents. If there is any suspicion of child abuse, the youth welfare office must report it to

authorities. They can also proceed to legal actions and take the child from the family and settle them at homes ran by the state or church.

There are also many counselling centres and phones that can be called free of charge (Kék Vonal, operated by the Child Crisis Foundation and OKIT*) that can be contacted.

Prevention activities in general and prevention trainings

In 1997, the first step was made towards child prevention, namely the recognition of children's rights and the Hungarian Child Protection Act.

In 2015, The Council of Europe's Lanzarote Convention on Protecting Children from Sexual Exploitation and Sexual Abuse came into force in Hungary. The Lanzarote Committee sends out thematic questionnaires regularly to seek and value the views of children about the prevention of sexual violence, and their protection.

In 2017, the first overall analysis was completed on all of the significant event related to children's rights. The professional team of „Hintalovon” Child Rights Foundation compiled this report in 2016. This report also contains a chapter about child abuse.

In 2018, Hungarian Child Rights Ambassadors, as a response to the Council of Europe questionnaire, made a video about the information they received on online safety and sharing sexual contents on the internet. Their video was submitted to the monitoring body of the Lanzarote Convention.

In 2019, the first child rights symposium was released. The symposium took place in Pannonhalma, where in 2014, in Hungary's most prestigious church-run boarding school for boys, the Benedictine High School had been hit by a sex abuse scandal after it emerged that a teacher had been „inappropriately touching” his students. The highly popular secondary school teacher, who had since left the order, is said to have used his close relationship with students to carry out the abuse. After this scandal, professionals started a campaign against child abuse, and they started to organize awareness raising conferences. Experts on the issue, such as church representatives, school directors, teachers, psychologists, psychiatrists, and other professionals were invited. Even abused people took part in the conference. The main aim of the event was to break taboos with an open and honest discussion.

Organisations and services

Useful internet platforms and overviews:

- <https://www.segelyszervezet.hu/en/activities-hungary/bantalmazottak>
- <https://www.kek-vonal.hu/index.php/en/services>
- <https://yelon.hu/>
- <https://unicef.hu/helpapp/>
- <https://hintalovon.hu/>
- <http://www.gyermekbantalmazas.hu>

Videos:

The ecumenical aid organization made a short video to show how the children are abused in their families: https://www.youtube.com/watch?time_continue=1&v=HfGoDZRdlo&feature=emb_logo

Keep violence out: https://www.youtube.com/watch?v=xu5wte_qOoQ

Greece

Autor: Active Citizen Partnership

Current Situation Concerning child sexual abuse in Greece

The Magnitude of the Problem

Greece lacks a coordinated system for dealing with child sexual abuse victims, thus increasing the risk of retraumatization, the chairman of the Council of Europe's Lanzarote Committee has told Kathimerini newspaper in 2018.

ONE OF THE MAIN PROBLEMS IS THAT THE COURT PROCESS

IS EXTREMELY LENGTHY AND OFTEN TRAUMATIC FOR THE VICTIMS

„Greece has a bad record in child protection,” said George Nikolaidis, who is elected chair of the agency which promotes measures to prevent sexual violence, to protect child victims and to prosecute perpetrators. One of the main problems is that the court process is extremely lengthy and often traumatic for the victims, said Nikolaidis who also serves as director of the Department of Mental Health and Social Welfare at the Institute of Child Health in Greece and scientific director at the day center of the Greek nonprofit organization The Smile of the Child.

The International Conference entitled „Child Sexual Abuse: Next Steps in the Holistic Support of Children” was held on 28th of February 2019 in Athens. It shed light on the dramatic increase of the child sexual abuse on a global scale. Indicatively, according to the BECAN survey on the violence against children, 1 out of 6 children in Greece will fall victim of sexual abuse at a certain point in their lives, 1 out of 13 children will be subject to physical abuse from a perpetrator, whereas 1 out of 30 children will experience a rape incident or a rape assault. At the same time, according to the World Health Organization 1 out of 4 adults has fallen victim of abuse as a child, on a global level, while in 80% of the cases the abusers belonged to the family or wider family environment of the child.

A key conclusion of the more than 700 participants who took part in the conference was the fact that the cases of child sexual abuse are not reported. In Greece alone only 1 out of 1,000 cases is estimated to be reported to the authorities or child protection services, whereas in 2018 „The Smile of the Child” received only 4 reports on sexual abuse cases out of 729 reports that were made in total to the National Helpline for Children SOS 1056.

The issue of sexual abuse within and outside the family has not been researched adequately. A previous study by ICH²³ on domestic sexual abuse which was conducted in 25 cases derived from the Greek Public Prosecutor's Office for Juveniles in Athens, showed that the majority of the victims were females: 21 girls and 4 males (ages: 3-15 years old, mean: 10.9 years). The duration of the sexual abuse until it was reported to the Public Prosecutor's Office ranged from 1 month to 8 years. In most of the cases (15 cases) the perpetrator was the father of the victim, while in 5 cases the perpetrator was another person who had a close relationship with the child (stepfather, mother's intimate partner, godfather, and cousin). The cases that were recorded more frequently to the Public

²³ Agathonos, Tsibouka & Zolota, 1999

Prosecutor's Office were families with low socio-economic level and rarely families of medium and high socio-economic levels.

Conventions and optional protocols

The Convention on the Rights of the Child (United Nations General Assembly, 1989) adopted by the National General Assembly in 1989 was the first legally binding international instrument on the rights of children. Greece signed the Convention on January 26, 1990 and ratified it by law on December 2nd 1992 which upon ratification, has the status of national law. The most important article of the Convention regarding CAN is article 19(1) where it is provisioned that the 'States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury of abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parents, legal guardians of any other person who has the care of the child.

The National Children's Rights Observatory was established by law in 2001 under the jurisdiction of the General Secretariat for Youth, a division of the Ministry of Education. The Observatory's Mission is to monitor and promote the implementation of the Convention on the Child's rights provisions in Greece. The Observatory concerns all children under 18 years old and in particular children whose rights are violated and become victims of violence and exploitation inside and outside the family environment.

National Laws

As already noted there is no law in Greece dedicated exclusively to child abuse and neglect. However the following national laws contain provisions about child abuse and neglect:

Parliament Law No 3500/2006 on Combating Domestic Violence: The law punishes sexual abuse and sexual assault of minors by adults to whom they have been entrusted or whose care they are under. It also includes an explicit prohibition of physical violence against minors as a means of punishment in the scope of child upbringing. In article 1(3) it is stated that a victim of domestic violence is also the juvenile in front of whom the violent acts are committed.

Parliament Law No 3328/2005: According to article 21(1) any form of corporal punishment on students in secondary schools is explicitly prohibited if they misbehave.

Parliament Law No 3064/2002: To combat human trafficking, crimes against sexual freedom, children pornography and in general financial exploitation of sexual life and assistance to the victims of such crimes.

National Action Plans

National Action Plan for the Rights of the Child: In May 2007 the Minister of Health and Social Solidarity presented the core contents of the National Action Plan for the Rights of the Child. This was the first Attempt in Greece to launch such an Action Plan. However, it has not been implemented yet and the announced Plan had many limitations regarding the protection of children.

National Action Plan on Reproductive and Sexual Health 2008-2012 Ministry of Health and Social Solidarity. This Plan aims among others to decrease domestic violence and sexual abuse. It is provisioned for a) the implementation of a national information campaign on prevention of sexual abuse (Axis 2, Action 1), b) the revision of the existing legal framework aiming to establish stricter penalties for perpetrators of domestic violence. c) The development of a monitoring registry for domestic violence by the development of a pilot monitoring registry for domestic violence in two hospitals in Greece. d) Sensitization of professionals on

sexual health and domestic violence and e) the development of manuals for early diagnosis of domestic violence. However, nothing from the above provisions has started to be implemented.

Other provisions about CAN

Civil Code: Sexual abuse falls mainly under provisions of civil law, more specifically, acts of violence committed by parents against children (article 1537 of the Civil Code) or deprivation of the exercise of that right (articles 1532-1533 of the Civil Code). In urgent cases, where there is immediate danger for the physical and mental health and integrity of the child, protection measures can be ordered by the Prosecutor (Article 1532). Furthermore, the child has the right to be represented in legal proceedings by the person(s) having parental custody (Civil Code, Article 1510).

Penal Code: Penal Code contains provisions aimed at the protection of minors against violence inside and outside the family, cause of damage to the minor's health, abandonment, neglect, maltreatment, exploitation and indecent. Penal Code, Retrieved 10 November 2009.

THERE IS NOT A CENTRAL INSTITUTION WHERE SOMEONE CAN REPORT A CASE

Child Protection System in Greece

Someone can report a case of CAN or suspected CAN to various organizations/institutions, such as: Police, Social Welfare Organizations, Health Services and NGO's . As a result there is not a central institution where someone can report a case, on the contrary he/she can go anywhere as everyone accepts accusations about CAN. All of these institutions can report the accusations to the Public Prosecutor for Juveniles. Prosecutors must investigate all reports regarding incidents of abuse and neglect of children and the Public Prosecutor is the only one who has the authority to order investigation/assessment which may be ordered to be done either by the Police, professionals of Forensic Medical Services and/or Mental Health /Psychosocial Services and/or by the Municipalities 'Social Services. If a case is documented it starts the legal process.

The organizations for CAN belong to Health and Social Welfare System, the Justice and the Public Order System as well as to Non-Governmental Organizations. However there no effective coordination and cooperation among organizations that either belong to the same System or to different systems because there is not a central agency responsible for coordination and monitoring of the various organizations offering services to victims. Also, the data collected are heterogeneous due to the fact that they are collected base on the responsibilities of each organization. The institutions that have a key role either to intake CAN reports or mainly to assess child abuse cases are the Social Welfare Organizations and Social Services of Municipalities, Health, Child Health and Child Psychiatry Services, as well as the Police and Forensic Medical Services. Other organizations related to the subject have usually a more peripheral role.

Social Welfare Organizations: This category includes the Directorates of Social Welfare of the Prefectural Self – Administrations, the Social Services of Municipalities and Social Care Services that are supervised by the Ministry of Health and Social Solidarity.

- The National Centre for Social Solidarity (E.K.K.A.) is supervised by the Ministry of Health.
- Telephone Line for Immediate Social Aid'197' which operates 24 hours, 7 days a week.
- Social Support Centers: which are established at the Prefectures of Athens and Thessaloniki and operate on a daily basis.
- Crisis Management Service
- Immediate Social Intervention Service

- Short – term Shelters
- The Children’s Ombudsman was established by law 3094/2003 and has the right to receive reports and complaints about child abuse.
- Services of Health, child health and Child Psychiatry: for the majority of physical and sexual abuse cases
- Child and/or adolescent psychiatric clinics of hospitals either affiliated to Universities or not. (Ntaou Pentelis, Agia Sofia, etc)
- Community Mental Health Centers for adults and some of them for children which either belong to the National Health System, (CMHC of Pagrati) or the Mental Health and Research Center of Greece.(CHHS of Vironas) not only in Athens but in other big cities of Greece.
- The Institute of Child Health ‘Spyros Doxiadis’ offers specialized services on prevention and public health and develops research and education activities in the scientific field of child health. It is a governmental agency supervised and funded by the Ministry of Health and Social Solidarity.
- Legal and Public Order Services which are responsible authorities for accepting accusations and undertake the investigation and penal prosecution of accusations regarding child abuse.
- The Police Authorities also undertake actions for the protection of abused women and children.

Non-Governmental Organizations: as there is a lack of governmental social and support services for child abuse the NGOs are trying to cover this gap.

- The Child’s Smile: offers child protection, provides services and offers housing and legal protection to children all over Greece via the free 24hours/7 days a week , National Helpline ‘1056’ and other facilities and services.

Other NGOs that provide services for CAN are: ARSIS, EPLYPE, the Support Center for Children and Family, the Children’s SOS Villages in Greece, the ELIZA Association etc.

Finally, apart from the Child’s Smile National Helpline and the Helpline of E.K.K.A, there is also another National but not for free helpline, the ‘11525’(Together for Children) which operates daily from 9.00 to 21.00 aiming to provide help to children and adolescents.

Another Help line for free is the European Helpline of Support to Children and Adolescents „ 116111” from Monday to Friday from 14.00 to 20.30

It was identified in 2015 by a study that there is a great overlap in the responsibilities of these organizations involved in child abuse and neglect.

Conclusion

THERE IS NO COORDINATION AND COOPERATION AMONG

ALL INSTITUTIONS THAT ARE INVOLVED IN CHILD PROTECTION

There are no child protection services and no central agency designated to supervise the various state provided services. Contrary to that, several government agencies are responsible for providing social services to families and children and there are in general, several child protection organizations and institutions of various legal status types, character and orientation. There is no coordination and cooperation among all institutions that are involved in child protection and thus the Judicial authorities, health services etc due to their inability to coordinate their interventions, often leads to the revictimiation

of the already victimized children and their families who also run from organization to organization without receiving the necessary help. It is a fact that there is no discrete Child Protection System in Greece with specifically defined regulations and services.

Furthermore, as there are no guidelines or a common protocol to be followed, professionals are very reluctant to report cases and they are also not mandated to report cases of child abuse. Due to this gap, often professionals have to try to find ad hoc resources in order to „do their job” namely to protect children.

On the other hand some professionals in all sectors are not specially trained on child abuse cases. In other words the problem in Greece is rather complex, contradictory and the problems are often, difficult to be solved. The major problem in dealing with child abuse cases in Greece can be summarized as follows:

- The magnitude of the problem in Greece is yet unknown due to the lack of primary data and epidemiological studies.
- Lack of staff in the relevant institutions, as well as the unclear duties among the professionals and /or institutions.
- Lack of professionals’ training and supervision
- There are no regulations regarding monitoring and evaluation of institutions and professionals who are involved in child protection.
- Lack of uniform criteria for screening diagnostic and classification criteria and regarding handling of cases, lack of a common protocol and guidelines.
- Lack of legal immunity for professionals (professionals can be subjected to suits by offenders and thus discouraged to report).
- Existence of very few shelters for abused children.
- The insufficient legal framework, the lack of family courts and the underdeveloped institution of foster care.

Italy

Author: CESIE

Figures and status, special national characteristic

According to the Council of Europe Campaign to stop sexual violence against children, about 1 in 5 children in Europe are victims of some form of sexual violence. The abuser, in 70% to 85% of cases, is usually somebody the victim knows and trusts. Many are the forms of child sexual violence recognised, from sexual abuse within the family circle, child pornography and prostitution, corruption, to solicitation via Internet and sexual assault by peers.

In Italy, sexual abuse and exploitation of minors is also a worrying and expanding phenomenon; indeed, this phenomenon is very complex not only because it includes many forms of abuse but also because the abuser belongs often to the immediate family. Moreover, sexual exploitation often occurs online across multiple borders, when victims and offenders happen to be in different countries.

2015 Statistics „National Survey on child and teens abuse in Italy” („Indagine Nazionale sul maltrattamento dei bambini e degli adolescenti in Italia”) reveals how the intensity of the phenomenon of child abuse in Italy is not far from other European Countries. The survey shows that 9.5 out of 1,000 (91,272) children are taken in charge for maltreatment and it highlights deep differences across the country, 9.8 in the North, 11.6 in the Centre, 8.4 in the South; also, abuse occurs more frequently in metropolitan areas. When considering foreign children under care for abuse, the survey shows that they are more than double if compared to the Italians; indeed, out of 1,000 foreign children resident in Italy, 20 have been taken in charge by the Social Services for abuse, compared to 8.3 Italians.

THE STUDY SHOWS THAT DEEP NEGLECT

IS DOCUMENTED ON MORE THAN HALF OF THE ABUSED CHILDREN

The study shows that deep neglect is documented on more than half of the abused children, and it is consequently identified as the most common type of abuse and it includes inappropriate child care practices (such as Munchausen Syndrome by Proxy, chemical abuse). The second most common type of abuse regards children witnessing violence at home and it affects about 1 out of 5 abused children. Moreover, abuse not always means physical violence, indeed emotional abuse exceeds physical abuse of more than a third, with a percentage of 11.5% as opposed to 7.7%, even if it is often more difficult to recognise. The least occurring type is sexual abuse, affecting less than 5 out of 100 abused children. This last data shows, according to the survey, a problem of scarce „culture” of monitoring of violence, in which the real data seem hidden and hard to calculate. There is also a lack of training for practitioners, including those in the sectors of education and health, who should be able to recognize and take charge of cases that they intercept daily.

The difficulty in monitoring the phenomenon is also caused from the different forms of sexual violence and its characteristics. According to the survey conducted by the Italian Parliamentary Committee on Children (Commissione Parlamentare Infanzia) child prostitution in Italy is a growing phenomenon but difficult to measure because of the high mobility of child prostitution and the variability of migration flows due to the fact that Italy is one of the major transit country in Europe for migration and human trafficking.

Also, other spreading phenomena of violence against minors in Italy, difficult to monitor, are related to sex tourism, Webcam Child Sex Tourism, grooming, that is about building trust with a child to gain access to him/her alone, sexting, that is sending sexually explicit messages, photos, or video via mobile phone, computer, or any digital device.

In July 2018, Save the Children Italy published a Report, „Little Invisible Slaves”, on the situation of the underage migrants in Italy. The report provides alarming data regarding trafficking and abuse against young migrant victims. According to the report, during 2017 the minors victims of trafficking and exploitation included in protection programs in Italy were 200, 196 girls and 4 boys. It emerges that the Italian Regions mostly affected by the phenomenon are Sicily (with 66 minors put under protection), Campania (29) and Veneto (19). Overall, 46% of all the underage migrants recorded in the country has been sexually exploited (Equal Opportunities Department, National Anti-Trafficking Plan). 93.5% of them are Nigerian girls between 16 and 17 years of age.

Institutions and their activities

Children's rights in Italy ensue from International Law and are largely determined by international treaties. The main agreements that have resulted in the set of rights crystallised by the Italian law are the United Nations Convention on the Rights of the Child and the 2012-2015 Council of Europe Strategy for the Rights of the Child. Italy also ratified the Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse (Lanzarote Convention) in 2012. When it comes to Institutions in Italy for the protection of minors and fight against abuse of minors, the following Institutions can be described as the main ones:

Department for Family Policies (Dipartimento per le Politiche della Famiglia), is the body of the Italian Government for the promotion of government actions aimed at ensuring the implementation of family-friendly policies in all areas and at guaranteeing the protection of the rights of the family in all its forms and generational problems. It includes the National Observatory on Families, a technical and scientific support body for the development of national family policies;

Department for Equal opportunities (Dipartimento per le Pari Opportunità), is the authority of the Italian Government responsible for coordinating regulatory and administrative initiatives in all matters relating to the design and implementation of equal opportunities policies;

Observatory for the fight against paedophilia and child pornography (Osservatorio per il contrasto della pedofilia e della pornografia minorile), in collaboration with the Departments described above, since 2016, has the duty of monitoring data and information on the activities carried out by all public administrations to prevent and combat sexual abuse and exploitation of children.

National Observatory for Children and Adolescents (Osservatorio nazionale per l'infanzia e l'adolescenza) coordinates central administrations, regions, local authorities, associations, professional bodies and non-governmental organisations dealing with children. It includes the National Centre for Documentation and Analysis for Childhood and Adolescence, which conducts research and monitoring aimed both at analysing the living conditions of children and young people through the collection of data and information, and at analysing the evolution of certain significant phenomena;

Ombudsperson for the Protection of Children and Adolescents (Autorità Garante per l'infanzia e l'Adolescenza), was established with the Law No. 112 of July 12, 2011 in order to ensure at the national level, the full implementation and protection of the rights of children and adolescents in accordance with the provisions of the Convention. The Ombudsperson „promotes the implementation of the New York Convention and other international instruments on the promotion and protection of the rights of children and adolescents, the full application of the European and national legislation in force on the promotion of the protection of children and adolescents, as well as the right of minors to be received and educated primarily in their families and, if necessary, in another family environment”.

Coordination of Services against Child Maltreatment and Abuse (Coordinamento Italiano dei Servizi contro il Maltrattamento e l'Abuso all'Infanzia – CISMAI), established in 1993, on the initiative of several centres active in Italy in the field of the protection and care of minors. It promotes coordination and exchange between public and private centres and services working in the field of prevention and treatment of child abuse;

State Police - Children's Office of the Crime Division (Ufficio Minori), was established in May 1996 with the aim of providing initial and valuable support to children in distress and their families;

State Police - National Centre against Online Child Pornography (Centro Nazionale Contrasto Pedopornografia On-line), the primary objective is the defence of children on the Internet, through monitoring services to find out clandestine virtual spaces containing images and videos of children abused. Usually, the continuous monitoring focuses on the research of websites that may represent a source of danger for young people online;

Istituto degli Innocenti in Florence is the oldest Italian public institution dedicated to the protection of children. The Institute works on the analysis, promotion of children's culture and training through research, policy monitoring, documentation, information on issues relating to childhood, adolescence, families, motherhood and the condition of women.

Prevention activities in general and prevention trainings

State Police Online: when it comes to online child pornography, the State Police conducts complex prevention operations and an assiduous monitoring activity online, which involved, in 2018, 33,086 websites reported, of which 2,182 are blacklisted. Also, the Police recorded 437 cases of minors „grooming” that led to the reporting of 158 people and to the arrest of 19. In May 2019, an agreement was signed in Rome between the State Police and Cisco Systems Italia to improve the security of Internet users’ surfing.

National counselling and listening HelpLine 1.96.96 Telefono Azzurro Onlus: Line 1.96.96 and the Telefono Azzurro ch@t are free helplines for children and teenagers up to 18 years of age who feel the need to talk about their difficulties with a and ask for competent help. Also the adults can use the free helpline for help and advice in managing negative and/or uncomfortable experiences of children. The 19696 line and the ch@t are confidential and secure spaces. Line 1.96.96 is active 24/7; chat is active from Monday to Friday (8-22) and Saturday/Sunday (8-20).

CISMAI offers trainings and seminars on the prevention and fighting of child abuse for professionals and non.

CESIE organises prevention trainings and activities within different projects:

- Judex, to improve the skills of professionals involved in representing children in judicial proceedings through trainings which take into consideration children’s rights, their developmental needs, and social background. A Justice & Rights for Children (JRC) manual has been produced contemplating, in a child-friendly manner, information on judicial procedures and children’s rights;
- SAFER, to prevent, encourage reporting and combat gender-based violence (GBV) against children through educational resources and training materials for teachers;
- BASE, to contribute to the development and sustainability of inclusive support services in cases of GBV against girls by empowering migrant/refugee women as cultural advisors and the development and implementation of a capacity building programme for professionals on communication with migrant/refugee GBV victims;
- STIR, to document the incidence, impact and dynamics of online, offline experiences of partner violence and views on prevention. An accessible web-based and downloadable app was created which guides the user in a journey to explore different aspects of relationships, to assess their partner’s and their own behaviour in a relationship, and to find out how they can ask for help if they need it;

- CONVEY, to educate and contribute to behavioural change of young people in the field of sexual violence, harassment and gender stereotyping by developing an educational simulation game and a pilot creative programme of gender equality and sexual education, critical digital media literacy.

Further needs and challenges

The official data outline a phenomenon that remains little known in its real size. Indeed, many cases of violence are not reported. Moreover, these data show only the incidence of maltreatment, indeed they concern the reports submitted in the course of each year, referring to the new cases, thus, it does not include the total number of people who, at a certain date, report to have suffered episodes of abuse during their childhood.

ITALY SHOULD CREATE A NATIONAL SYSTEM

TO MONITOR AND COLLECT DATA ON VIOLENCE AGAINST CHILDREN

The United Nations Committee on the Rights of the Child (CRC), that monitors implementation of the Convention on the Rights of the Child by its State parties, issued in February 2019 its periodic report on the situation in Italy. On the one side, the experts of the CRC noticed and underlined some positive improvements, especially on initiatives to raise awareness on gender-based and sexual violence against children. But, on the other side, the Committee regrets that Italy has not been set up a national system of data collection, analysis and dissemination and a research agenda on violence against and ill-treatment of children yet. With reference to the target 16.2 of the Sustainable Development Goals, and to general comment No. 13 (2011) on the right of the child to freedom from all forms of violence and to its previous recommendations (CRC/C/ITA/CO/3-4, para. 44), the Committee issued the following recommendations to the Italian State:

Taking into consideration the 2015 national survey on the ill-treatment of children, Italy should create a national system to monitor and collect data on violence against children, in particular on all cases of domestic violence against children and on violence against children in marginalised and disadvantaged situations, and commit to undertake an exhaustive assessment of the size, causes and nature of such violence;

Strengthen awareness-raising and education programmes, with active participation of children; introduce a comprehensive and accurate definition of violence against children in legislation; encourage community-based programmes with the aim to prevent and tackle domestic violence, child abuse and neglect, with an involvement of victims, volunteers and community members, and providing them training programmes and other forms of support; ensure that child victims of violence receive specialized care, support and appropriate reparation.

Spain

Author: Magenta Consultoria Projects SL

Figures and status

Book II of the Spanish Criminal Code, titled Of crimes and their penalties, contains the crimes against sexual freedom and indemnity. Within that title, Chapter II focuses on sexual abuse and Chapter II BIS discusses sexual abuse and sexual assault on children under sixteen.

The Spanish Criminal Code states in article 181 that it will be assumed as sexual abuse “The person that, without violence or intimidation and without consent, will perform acts that threaten the liberty or sexual indemnity of another person” and continues that “non-consensual sexual abuse are those acts committed on people who are deprived of consciousness or whose mental disorder is used to abuse them, as well as those acts that are committed by cancelling the will of the victim through the use of medicines, drugs or any other natural or chemical substance suitable for this purpose”.

The description of this crime continues in the following article, 182, indicating that sexual abuse it is also “when a person, intervening deceit or abusing of a recognized position of trust, authority or influence on the victim, performs acts of a sexual nature with a person over sixteen years and under eighteen”. In situations where carnal access occurs the penalty will be higher.

The Criminal Code, due to the importance of the matter and the need for protection of minor’s rights, adds a section dedicated to abuse and aggression to children under sixteen. But in this case it directly focuses on the sexual aspect: „The one who will perform acts of a sexual nature with a child under sixteen, will be punished as responsible for sexual abuse of a minor with the prison sentence of two to six years “. When committed with violence or intimidation the penalty will increase, and the same in the case that there is carnal access with the victim.

Legal terminology aside, we can say that sexual abuse is a manipulation of children and adolescents, their feelings, weaknesses or needs, based on an inequality of power. It uses a very intimate and highly sensitive part of people, their sexuality, at a time when it is in development and in which children and adolescents do not yet have the necessary skills to understand the implications of what is happening. Sexual abuse is understood as the participation of children or adolescents, dependent and immature, in sexual activities that they are not in a position to understand, that are inappropriate for their age and their psychosexual development, for which they are unable to give their consent and that transgresses taboos and family and social rules”. The example of abuse and inequality of power is very clear when in cases of sexual abuse, the person being abused does not resist or shout and even collaborates and actively participates.

SEXUAL ABUSE OF CHILDREN AND ADOLESCENTS IS

WITHOUT A DOUBT A TRAUMATIC EVENT

Sexual abuse of children and adolescents is without a doubt a traumatic event whose experience is elaborated from the individuality of the boy or girl, and therefore both the symptoms that give it away and the consequences in the short and long term can vary greatly between one victim and another. The consequences are variable in each boy and girl. However, between 6 and 8 victims out of 10 are affected in the short term to a different degree, and in a high percentage of cases the effects are so intense that they cause relevant clinical symptoms.

The problem of sexual crime is of great importance and, as already stated in various international studies such as the one carried out by the Council of Europe, where they state that between 15 and 20% of minors suffer some type of sexual abuse before they turn 18, Spain is no exception and a recent report from the Save the Children organisation entitled „Eyes that do not want to see” states that only 15% of cases are reported and that 70% of complaints do not exceed the investigation phase, leaving out the oral trial.

National characteristic

All the research done in our country on the subject yield similar data: between 10% and 20% of the population have been victims of sexual abuse in their childhood. One of the most relevant studies that explored this subject, provided the fact that, among the 2000 respondents, 18.9% admitted having been victims of child sexual abuse (15.2% of men and 22.5% of women). Other subsequent studies, although carried out on a different quantitative sample, present a slightly lower figure, but not very different, which demonstrates the prevalence over time of this problem, and which also shows that it is not being addressed adequately. Despite this and as it has already been stated, it is estimated that 15% of cases are not reported, so there are many cases that are not known and that, therefore, cannot be included in the statistics.

The Ministry of Health and Social Services has a tool, the Unified Registry of cases of suspected Child Abuse, which provides data on the modality of abuse. It is a mere statistical tool, which serves to have information on the number of cases: in 2015, it registered a total of 687 suspicions.

The Health Service and Social Services Ministry also provides data on the incidence of child sexual abuse in Spain: the number of sentences has increased from 2012 to 2015, from 135 to 229; the number of open procedures is much greater, and in that same period of time it increased from 824 to 1239. When looking at the data provided by The Central Registry of Punishments of the Ministry of Justice, in that same period of time, we know that that people who are serving prison sentences for Child sexual abuse crimes has risen from 56 to 202.

Institutions and prevention activities in Spain

Minors have a safe social environment and their basic, affective and emotional needs covered, preventing risk situations that they may suffer and adopting the necessary measures in order to avoid these situations, or taking action in case it happens. Among its lines of work is the intervention in case of any kind of unprotecting, mistreatment or abuse in childhood.

Centres of Local Social Services: They are the most direct access point to citizens and constitute the first level of action of the public social welfare system, in response to any social need. Their main feature is that they are addressed to the entire population of a specific municipality. A multidisciplinary team works in these centers, made up of professionals from the field of social sciences: social workers, social educators, psychologists. They develop prevention and social intervention programs. Among their multiple functions, it is the prevention and detection of child abuse and the immediate intervention in case they are aware of any case of abuse. It is compulsory in all the Spanish territory to have centres of local social service in those municipalities with more than 20,000 inhabitants.

EITAF (Technical Intervention and Family Support Team): This is a child protection service responsible for monitoring the child's condition. The objective of EITAF is to guarantee the well-being of children and adolescents and the satisfaction of their basic needs. They must intervene in the case of a situation of lack of protection or if a child has suffered or is suffering abuse.

Juvenile Prosecution Service. It also works at the autonomous level.

Guardia Civil. The Civil Guard includes an entire section on child sexual abuse on its website, explaining how to identify when this situation is happening, what steps to take when reporting, what is the support that children will receive, and when a protection order may be requested. The phone numbers to go to also vary by autonomous community, but can be consulted by calling 091. In addition, if you are aware of a situation of child sexual abuse, you can help by calling 062 or writing to collabora@guardiacivil.org.

Children's Observatory. It is a Working Group created by Agreement of the Council of Ministers on March 12, 1999, in accordance with Law 6/1997, on the organisation and operation of the General State Administration, Ministry of Health, Consumer Affairs and Social Welfare. It is based on a centralised and shared information system with the capacity to monitor and track the well-being and quality of life of the child population and the public policies that affect children in relation to their development, implementation and their effects on said population. Its purpose is networking, from a perspective of intersectoral collaboration and coordination of all public and private institutions, aimed at the defence and promotion of children's rights.

The Children's Observatory has carried out numerous studies, campaigns and action protocols in relation to child sexual abuse. One of the most important documents they have made is the „Guide to good practices for the prevention and protection of child sexual abuse and exploitation" and the report on „Child Abuse in the Family in Spain”.

It also created the **PrevenSI** project. It is a specialized resource in the prevention of child sexual abuse, born as a result of a long period of analysis of the problem and possible strategies to intervene. The tools with which it will deploy its activity will be organised and coordinated through a specialised web platform that will be presented in September of this year. The web will have several resources such as an online and telephone service line, among others. It is also planned the simultaneous deployment of a citizen awareness campaign with video spots and various resources.

Save the Children Spain. A fundamental organisation for the protection of children. They work to ensure that all children survive, learn and are protected from violence. They have also carried out studies that have allowed to know data regarding child sexual abuse in Spain.

One of the most recent studies carried out by the NGO is called „Eyes that do not want to see" and analyses the situation of the problem in Spain, how it is faced and the mistakes when acting against it.

They emphasize that the judicial process is affected by a series of judgments when there is a case of sexual abuse of a child or adolescent, and that due to these mistakes these cases continue to reproduce, and by extension, the children are not properly protected.

UNICEF is another NGO that has actively participated in the development of materials for the prevention of child sexual abuse. One of its most recent campaigns, of 2018, consists of five different guides around the prevention of child sexual abuse in sports.

ASPASI. It is an association created in Madrid, with the intention of giving information, training and tools to society about child abuse. The association has specialized psychological therapy, talks about sexual abuse and bullying, teaches workshops, carries out awareness campaigns... They have conducted a Guide with tools and information to prevent child sexual abuse „Prevention is the best protection. How to prevent child sexual abuse" They have also collaborated in the publication of two stories: *Your body is your treasure*, and *What color are your secrets?*, in which the little ones are taught to decide on their bodies, promoting emotional expression in childhood, preventing sexual abuse and helping to be approached naturally.

FAPMI. It is the representative in Spain of the ECPAT International Network, the largest global network specialized in the prevention of Child and Adolescent Sexual Exploitation (ESIA). FAPMI carries out activities

aimed at the prevention of ESIA that include research, training, dissemination of knowledge and best practices. FAPMI represents several international networks in Spain: ECPAT International, The Code, the International Society for the Prevention of Child Abuse and Neglect, and coordinates in Spain the „One in Five” Campaign of the Council of Europe for the prevention of sexual violence against children, and the WWSF Campaign in Spain „19 days of activism for the prevention of violence and abuse against children”.

ANAR Foundation (Assistance to Children and Adolescents at Risk). It is an NGO dedicated to the promotion and defense of children and adolescents at risk and homelessness through the development of projects within the framework of the United Nations Convention on the Rights of the Child. This NGO offers a large number of help services: ANAR Homes, shelters for children and adolescents; the ANAR Telephone for Assistance to Children and Adolescents at Risk, which offers psychological, social and legal assistance; the ANAR Telephone for Adults and the Family, which guides adults on issues related to minors; ANAR Email and ANAR Chat, which make use of new technologies, providing additional channels that give assistance to both children and adults. The foundation also carries out important studies and reports on the situation of minors and adolescents in Spain, and provides training in schools and high schools.

#RompeSuAbuso. It is a mobile application launched in 2018 in Spain. It is dedicated to giving support and recovery to victims of these abuses. It is an initiative that aims at prevention, and at minimising the impact and consequences when abuse occurs, as well as providing sufficient tools to prevent such situations from occurring. It also offers information on what steps to take when asking for help.

Further needs and challenges

In this brief study on the situation of child abuse it is not only important to cite the current Spanish landscape in relation to the state of the matter and the institutions and organizations that work to combat this injustice, but also to mention what are some of the needs and some future challenges for this problem. Both the rigorous report of Save the Children „Eyes that do not want to see” - focused on Spain - and the one made by WHO „Prevention of child abuse: what to do and how to obtain evidence” - globally - agree that child molestation is preventable, and that the fact that it continues to occur responds to a lack of attention to prevention by research studies and policies.

70% of people who suffered child abuse in Spain told someone about it, but in most cases nothing happened. More education is needed on what the abuses are so that both the victim and their environment know how to identify the problem properly and as quickly as possible, and to be able to exercise adequate resistance. Proper prevention reduces cases of child sexual abuse by half. A case described in this study, Sara's, shows that if she had previously known the reproductive system and the implications associated with it, she could have been aware of her situation much earlier, and could have prevented her situation from prolonging so much in time - five years.

A GREATER INSTITUTIONAL COMMITMENT IS NEEDED,

AT STATE AND REGIONAL LEVEL, TO IMPLEMENT MANDATORY PROGRAMS

Many of the programs aimed at the training and prevention of child sexual abuse do not have public funding and depend on the will of organizations, which makes it difficult for these programs and actions to reach the whole world, being carried out only by those who get, on their own, the means to do it. Therefore, a greater institutional commitment is needed, at state and regional level, to implement mandatory programs that educate both minors and adults in this area. If the commitment is residual in some organisations and

it is not extrapolated to the institutional bodies, the situation can never be addressed in a broad and effective way.

In other countries, prevention programs have been shown to reduce both the number of cases and the prevalence over time. In addition, not only institutions would be necessary, but the collaboration and training of fathers and mothers is also essential for them to get involved.

Therefore, it would be necessary to introduce in the educational curriculum a mandatory program that informs children of these issues, in a practical and adapted way, and reserve a more reflexive and analytical part for the training of fathers and mothers. Along with this, more foster homes and, in general, more free help resources are also necessary in Spain, since only five Autonomous Communities have them. Therefore, it is necessary that these services do not depend directly on organisations and, if they do, they need to be properly subsidised to carry out the necessary actions. Institutional support is again necessary in this area, to provide universal and free help to all children; a help, on the other hand, that needs to have no filters: that not only contemplates, for example, intrafamily violence, but also addresses all the child's environments to deal more effectively with the problem.

Poland

Author: Empowering Children Foundation

Figures and status, special national characteristic

At the end of 2018 the Empowering Children Foundation has conducted a nationwide research, that – concerning the problem of child sexual abuse – has given the following results:

Burdensome sexual experience:

- verbal sexual abuse – experienced by 10% of the respondents
- online grooming – 9%
- exhibitionism – 9%

Sexual abuse:

- Unwanted peer touch – 4%
- Sexual contact (before age of 15) with and adult – 2%
- Unwanted touch from the known adults – 2%
- Unwanted touch from the unknown adult – 2%

The sexual abuse has been experienced by 7% of the respondents. 3% have experienced it in the year proceeding the research. It has been more often experienced by girls, than boys (10% vs 5%, $p < 0,01$).

National characteristic

The main problems concerning the issue of child sexual abuse are the lack of systemic sexual education, dedicated child protection services and child protection policies in institutions. The responsibility for child

safety is scattered among institutions and departments. Polish government hasn't implemented any of the Lanzarote's Convention recommendations for child sexual abuse prevention.

Education of professionals

There is no obligatory education on the problem of child sexual abuse for professionals and students of child-related study fields. The Empowering Children Foundation has started the programme of implementing child protection standards in the institutions working with children ("We protect Children" programme). Part of the programme are the staff trainings on identification, intervention and prevention of sexual abuse. Formerly, the programme has been started in the cooperation with the Ministry of Education, but in 2016 the Ministry has stopped cooperation in that field. The Empowering Children Foundation is still running the programme, inviting institutions that are interested in getting the special certification on voluntary basis. So far there over 4200 institutions (schools, kindergartens, nurseries, organizations etc.) that implemented the child protection standards in the frame of the programme. The adult education with the programme is being hold as trainings, e-learnings and publications (all provided by the Empowering Children Foundation). Each year the Empowering Children Foundation train ca. 5000 of professionals.

Desk research on the child sexual abuse prevention tools in Poland

Only five organizations in Poland have developed original projects aimed at prevention of CSA (two from Warsaw) in the real world and online. Little works targeting adult potential offenders. Little CSA prevention programs targeting parents and local communities.

OFFENDERS AND POTENTIAL OFFENDERS

a. Teenagers: Programs and resources aimed at promotion of healthy and respectful youth relationships: „I don't accept violence. Prevention of sexual violence and victimization at school. Manual, leaflet and lesson scenarios for secondary schools” - „Ponton – sex educators group”:

b. Adults: Very little ONGOING prevention projects explicitly addressing adults

POTENTIAL VICTIMS

Personal safety education programs targeted to children:

GADKI („The TALKS”) - prevention programme for children aged 4-11 by Empowering Children Foundation. The project is targeted to parents of children aged 4-11. GADKI is an acronym hiding 5 simple safety rules:

G – gdy mówisz Nie, to znaczy NIE (Saying NO means NO)

A – alarmuj, gdy potrzebujesz pomocy (seek for help)

D – dobrze zrobisz mówiąc o tajemnicach, które cię niepokoją (it's good to talk of what upsets you)

K – koniecznie pamiętaj, że twoje ciało należy do ciebie (remember your body belongs to you)

I – intymne części ciała są szczególnie chronione (intimate parts are under special protection)

Campaign tools:

- Website - gadki.fdds.pl
- brochure guide for parents with inside leaflet for children

- animated movie for children „GADKI z psem” („Talks with a dog”)
- lesson scenarios for children aged 4-7 (30’) and 7-11 (90’)
- workshop scenario (2h) for parents

Preventive education program „**Chronimy Dzieci**” for children aged 4-12 („We protect Children”) by Empowering Children Foundation. The program embraces comprehensive system of scenarios for children of 3 stages (4-6, 7-9, 10-12 yo). Aim: to raise awareness among children on the possible threats and to develop the abilities of self-protection.

„**Sieciaki.pl**” – www.sieciaki.pl online service for children aged 6-13, promoting safe and respectful behaviours on the web (addressing also the issue of grooming) – Empowering Children Foundation.

Sheeplive project (Owce w sieci) - prevention programme for children aged 8-10 – Empowering Children Foundation. The project focuses on the safety of children and youth, in particular the risks related to the internet, mobile phones and new technologies. The project serves as a prevention tool for children, wittily shows teenagers a mirror of their improper behaviour and gives adults an opportunity to learn.

„**Don’t lose**” („Nie prze-graj”) – program targeting commercial sexual exploitation of young people – for children and young people aged 13-18 – Empowering Children Foundation. The program includes 4 lesson scenarios with videos (45 min each) and a board game. The game „Don’t lose” is an interactive tool, which stimulates discussion with youth about how to behave and react in various difficult and risky situations, which they may encounter.

„**Let’s remember it and take care of ourselves**” (Pamiętajmy, o siebie dbajmy) - prevention programme for children aged 4-7 – Komitet Ochrony Praw Dziecka, Poznań. 20 minute puppet show for children on safety. Puppets Tola and Krzys tell children stories concerning: good and bad secrets, privacy, safe and unsafe touching, contact with strangers. After the show children receive two booklets.

„**Safe kids**” (Bezpieczne dzieciaki) – Stowarzyszenie „Blżej dziecka”, Warsaw - prevention programme for children aged 8-10. The program aims at strengthening protection factors reducing risks of sexual abuse. During 4 lessons (45 min each) children should learn how to: identify risky situations, identify safe and unsafe touch, child rights, saying „no”, intimate body parts, seeking help and support, bad and good secrets, etc. Program includes trainings for teachers and workshops for parents.

Other educational resources - **Publications for children and teenagers** on safety, healthy relationships and online risks and possible threats:

Title	Author(s)	Publishing House	remarks
Dziewczynka, która przestała się uśmiechać	Gilles Tibo, Zau	GWP	
NIE LUBIĘ ŁASKOTEK. Prawo dziecka do mówienia NIE	Aboff Marcie , Poklewska-Koziełto Ewa (ilustracje)	GWP	out of print
Zuzia nie korzysta z pomocy nieznanego	Schneider Liane	Media Rodzina	
Buziak? Nie!	Barbara Rose Ilustracje: Volker Fredrich	Wydawnictwo Sam	

Moje ciało należy do mnie	Gudrun Dittrich, Ursula Hagedorn, Martina Neukirch- Seibert	Prószyński i S-ka	
Dobre i złe sekrety	Elżbieta Zubrzycka	GWP	out of print
Zły dotyk. NIE	Delphine Sauliere, Gwénaëlle Boulet	Muchomor	
Już nie chcę całusów! Kasia uczy się mówić NIE	Jana Frey, Betina Gotzen-Beek	Jedność	out of print
POWIEDZ KOMUŚ! Co każde dziecko powinno wiedzieć	Elżbieta Zubrzycka	GWP	out of print
Maks nie rozmawia z obcymi	Tielmann Christian	Media Rodzina	
Nie pójdę z nieznanym	Dagmar Geisler	Zielona Sowa	out of print

Public situations

- “Chronimy Dzieci” (“We protect Children”) – program of implementation of child protection policies among schools, kindergartens and organizations working with children – Empowering Children Foundation - Chronimydzieci.pl
- „Dont’ lose” - campaign against sexual exploitation during EURO Cup 2012 – Empowering Children Foundation (as described on 2.4)
- Campaign „Don’t look away” – aims at addressing the issue of CSA in tourism, to witnesses. Materials: internet spot, leaflets, websites, luggage tag, reporting tool (8 cases in Poland): <http://www.reportchildsextourism.eu/>
- <http://stopseksturystyce.fdn.pl/strona-glowna/>
- Child protection policy in hotels – Code of Conduct - Cooperation with Accor Hotels in implementation child protection policy and procedures in hotels to prevent child sexual abuse.

Ecological systems

- E-learning for parents and professionals – How to protect children from sexual abuse (Empowering Children Foundation) - <https://www.stopwykorzystywaniu.pl/pl/>
- Social campaign „Careful parents” – Empowering Children Foundation - Aim: campaign about the importance of parental presence and guidance while protecting children from online threats. The campaign is focused on the problem of online grooming.
- Books for parents, addressing the issue of CSA prevention - Agnieszka Stein – „Nowe wychowanie seksualne”, Mamania

Selective PREVENTION

Street working activities in vulnerable parts of Warsaw (Praga and Wola districts) – Warsaw Animators Group

„Mobile school” in Warsaw courtyards targeting street children.



Mobile School's outreach strategy is based on stimulating a child's emancipation. It targets the child's strengths, talents and possibilities, and encourages the child to trust in his or her unique skills. Thus children become the central actors in their own lives.

Traditional outreach work focuses on the problems of the child. Mobile School turns this on its head: they look for the positive in a child: 'What are you good in? What are you proud of?' They aim to allow the child to reflect and communicate more openly about his or her situation. By doing this consciously, the child can more easily form a better self-image and gain a better understanding of the environment, possibilities and identity. Such self-consciousness allows the child to make well informed choices concerning the future.²⁴

Indicative PREVENTION

Child Advocacy Centers Network – lead by the Empowering Children Foundation. The Network is composed of 3 child advocacy centres functioning in 5 cities (Warsaw, Gdańsk, Starogard Gdański, Białystok i Głogów). The Empowering Children Foundation is the initiator and leader of the Network. Centres in Warszawa, Gdańsk and Starogard Grański are established and carried out by the Empowering Children Foundation. Place in Głogów is run by Stowarzyszenie dla Dzieci i Młodzieży „SZANSA” and place in Białystok – by Stowarzyszenie Pedagogów i Animatorów „Klanza”. All the centres have the same complex service for children that have experienced CSA or violence: psychological, medical and legal help.

Warsaw Network of Assistance to Sexually Abused Children: 19 psychological and counselling centres, 3 NGOs working in the field of child protection. An initiative directed at professionals helping child-victims of sexual violence, aimed at improving access to legal and psychological support available to families in crisis and hoping to integrate and enhance cooperation of multiple entities working in this field. Activities:

- Regular trainings for the network in scope of legal and psychological support to children victims of CSA and their families
- Supervisions
- Conferences

Initiated and led by the Empowering Children Foundation with the cooperation of Municipality of Warsaw.

The Empowering Children Foundation's approach - We work in the Smallbone matrix approach in planning child sexual abuse prevention activities.

Addresses	Universal prevention	Selective prevention	Indicated prevention
Offenders	<ul style="list-style-type: none"> • general prevention • developmental prevention 	<ul style="list-style-type: none"> • Interventions to teens and men from the risk group 	<ul style="list-style-type: none"> • Early indication • Individual prevention • Offenders therapy
Victims	<ul style="list-style-type: none"> • Education on personal safety • Building resistance 	<ul style="list-style-type: none"> • Building resistance and serving with 	<ul style="list-style-type: none"> • Minimising consequences

²⁴ <http://gpaspraga.org.pl/me.php?id=6>

		support to children from the risk groups •	• Preventing revictimization
Situations	<ul style="list-style-type: none"> • Limiting risky situations • Control increase 	• Situational prevention in endangered areas	<ul style="list-style-type: none"> • Safety strategies • Institutional interventions
Local community & family	<ul style="list-style-type: none"> • Education of the local community • Local offers of family support 	<ul style="list-style-type: none"> • Neighborhood watch in societies at risk • Support to families at risk 	<ul style="list-style-type: none"> • Interventions in families, schools, etc. • Offenders registries, local information

LEARNING AND TRAINING IS

THE BASIC PREVENTION TOOL

Learning and training is the basic prevention tool that can raise the awareness on the problem, teach identification and prevention. It's the only way to empower professionals and make them be ready to react in 'cases', prepared and motivated to work with students and parents in teaching personal safety strategies.

Romania

Author: Pro Educatione

Figures and status

We have statistics from the part of stakeholders and experts (Éva László, psychologist - Association Artemis and Babes-Bolyai University and Association COMMA); National Authority for Social Assistance and Child Protection (agency in every county, belonging to the county councils); Child Helpline (is an ONG founded by the company Romtelecom and member of the Child Helpline international network); National Authority for Children's Rights and Adoption.

„In Romania yearly half thousand children get raped.” (Éva László in an interview)

„In Romania every day a child gets raped.” (Beatrice Anne-Mary, Ass. COMMA)

In terms of measures taken against child sexual abuse, Romania has the lowest overall score in the European Union. On the scale of 40 countries where analyses has been taken place, our country is on the 21st position, after Tanzania, Kenya and Uganda.

In 2017 the National Authority for Child Protection has recorded the following:

- over 15000 cases of abuse,
- the most cases, 8000, has happened in the rural area.
- In the same period there has been recorded:
- over 1000 cases of physical abuse,
- over 1700 cases of emotional abuse and
- over 760 cases of sexual abuse.

THE OFFICIAL NUMBER HIDES

OTHER HUNDREDS OF UNRECORDED CASES

Two thirds of abused children are living in rural area, half of them are being abused in their own family. In almost 20% of the children abused are under 3. However, only few cases get to court. The criminal prosecution of the aggressor has began for only little over 900 cases in total, in one year. All the reported and recorded cases are only a part of the abuse happening in Romania, because the official number hides other hundreds of unrecorded cases.

Harghita county: 38 cases were recorded in 2018 by the Authority for Child Protection for HR County

According to the The Child Helpline: in 2017 there has been over 110.000 calls.

Causes: 1. emotional abuse, 2. engligence, 3. physical abuse

Sexual abuse in 2017: 54% percent of the aggressors are adults from outside the social environment of the child, earlier this number was much lawer, so much more agressors were familymembers or relatives of the children.

About the callers of the Child Helpline:

- 66% girls
- more than 60% come from rural area
- the age of children who called: 13-16 years old, if other person calls for a child the age of the victims 6-12 years old.

In 2016 according to the National Authority for Children's Rights and Adoption there were 14.323 abuse cases against children and 665 from this cases of sexual abuse. 4,6% from all kinds of abuse cases.

Research of the Organization „Prevenirea Violentei“ and University Babes-Bolyai, Cluj, P4P project

46% of the children aged 9-18 wouldn't tell anyone if they would become victims of sexual abuse. Causes: 1. because they are afraid that things would get worse, 2. revenge of the aggressor, 3. shame, 4. who they can turn to, 5. they don't believe him.

Question Where to seek help?

- 74.5% talking to someone personally
- 13,5% telefon helplines

Who respondent thinks is the best type of person to help children if they are experiencing violence?^{€25}

- 67% listens and takes children seriously

²⁵ https://en.wikipedia.org/wiki/Kidnapping_of_Alexandra_M%C4%83ce%C8%99anu

- 51% patient
- 50% believes what children say
- Caracal case and its context
- The kidnapping of Alexandra Măceșanu:

Fifteen-year-old Alexandra Măceșanu went missing on 24 July while hitchhiking from her village Dobrosloveni to Caracal. She was kidnapped by the car's driver, 65-year-old mechanic Gheorghe Dincă, who raped and beat her. While in captivity in Dincă's house, Alexandra managed to call 112 three times, with a phone she found in the room. The first call happened at 11:05 a.m., 25 July. During all three calls the operators and the police officers spoke to her in an ironic and condescending tone, while Alexandra was begging for their help and said several times that she was scared. The police succeeded to identify the house by 2 a.m. the next day (26 July); despite this the police forces, together with the prosecutors agreed upon the common decision to wait four hours before using the search warrant to enter the building, even though the law did not even require them to have one. The police arrested Dincă, who confessed he murdered Alexandra, as well as 18-year-old Luiza Melencu, who disappeared in April. An official statement from DIICOT, the agency investigating the case, announced that Alexandra's DNA was identified in „dental pieces” found in Dincă's barrel. The press has presented the case as a one off, but the story has a context: the sexism and the misogyny in our society.

Domestic violence in Romania:

- yearly there are nearly 200 women who die due to domestic violence,
- every 30 seconds there is a women beaten,
- every third women has been already a victim of verbal, physical or sexual abuse.

The unprofessional reaction of the authorities:

The reactions of the call operators and policemen showed that the authorities are unprepared to support somebody in crisis, to react professional in an emergency situation, the knowledge is missing about a professional call answering.

According to expert Éva László: there are a lot of negative experiences with the authorities' professional approach to the cases of sexual abuse, including human trafficking with the goal of sexual exploitation. But in the last 20 years there was very little change in this field:

- lately there has been some openness to change the laws or to change the attitude;
- trainings and conferences were organised to learn a professional point of view;
- multidisciplinary approach was initiated.

But we have to accept that these institutions are only the exceptions, not the generality. „There are basic information and principles missing from the system. And this is very sad, because calling 112 helpline is one of the first advice we give to victims or family members.”

„There is no straight, exponential change, a progression.”

The omission of the authorities:

- it took 18 hours 55 minutes from the emergency call to find the location
- police did not intervene after the location had been identified, as the prosecutor authorized the search from 6 a.m. Under current law, this would not have been absolutely necessary, as under

Article 159 (14) of the Criminal Code, in special cases, searches may be started without a warrant if it is suspected that a person whose life or its integrity is endangered (point b). So the police could have taken the necessary steps without the prosecutor's permission.

- the police did not take the parents seriously from the first minute. The father was threatened to pay for the damage caused by the procedure if his daughter is with his lover. Police showed the same attitude in April when the parents of the other murdered girl announced the disappearance of their daughter. Then the parents were reassured that their daughter had probably found her prince.

POLICEMAN HAS THE SAME

MISBELIEFS AS ANY OTHER PERSON

Association COMMA:

„There are very little reported cases of abuse, for example a policeman can spend a whole year working without facing similar cases. We expect them to already know what they haven't been taught. Policeman has the same misbeliefs as any other person. In Cluj there are only 5-8 women who report abuse against them, so they have no experience.”

Right after the case appear on social media the confessions of a psychologist from the National Authority for Child Protection, regarding the sexism of police: she evaluated the situation of nearly 200 girls who were raped, and worked together with police and prosecutors, she writes a lots of citations how ironic and disrespectful policemen and prosecutors spoke about the victims and the cases. Blaming the victims is an admitted attitude in these institutions.

Mentality: The views regarding the missing of the girls: they escaped for sure, she's at her lover, she is to blame, she chose to leave, why she was hitchhiking

(Minister of Education Ecaterina Andronescu has been dismissed after remarking that „young girls should know better than to get in cars with strangers". The case also highlights the fact that insufficient public transport is a serious problem in the Romanian countryside, where hitchhiking plays an important role in transportation.) Blaming the victim is very frequent in public discourse, too. There are a lot of myths and bad attitudes, lack of knowledge of the basics.

Topic of prostitution:

- Ignoring obvious matters: talking about who becomes a prostitute is only one side of the matter, what happens with the consumer and buyer of the sexual services?
- Ass. COMMA: „Prostitution is illegal in Romania, but everyone knows in every town where you can find sex workers. Usually women are forced to prostitution. What is to do, what if you would go to police, but you can't in fact, because you are the one committing a crime? Romania is not ready yet to legalise sex work, rather it would be good to change the fact who is being sent to court.”
- WE HIGHLY RECOMMEND: the documentary of Cecília Felméri, realised with the professional help of Artemis Association

EN subtitles: <https://www.sperantelavanzare.ro/>

IT subtitles: <https://www.sperantelavanzare.ro/it/>

Lack of sexual education in Romania

- few parents consider it important to have sexual education or prevention activities for children.
- in 2016 the Chamber of Deputies received a new law proposal: prison sentence from 3 months to 2 years for pedagogues, who are offering sexual education classes for children in kindergarten, elementary or primary schools, without having the parents' or legal guardian's approval. The proposal was formulated in 2016 by Ninel Peia, ex PSD deputy.

Free access of children to the Internet is typical

- Children have free access to the internet, and by this to pornography (in Romania is very easy to access these types of information, and a big part of these materials are being produced in Romania).
- a third of the children who are using the internet has viewed at least once short movies of sexual character
- 1600 children in Romania have reported being witnesses or victims of online abuse, including child pornography. In most cases, the victims haven't even turned 10 years. And the aggressors are often family members.
- 54% of children between the ages of 12-17 say that they have been abused emotionally or have been offended in the virtual space. At the same time, 43% of them are admitting that they have received messages with sexual character, 61% feeling uncomfortable with something seen on the internet.

Special Romanian problem: Children left behind by working migrants

Year by year we follow the statistics of children left behind by one or both parents, leaving abroad. For a few years now, these parents need to report their leaving to local authorities. In the year 2017, according to statistical data, there were around 95.000 children left behind, but it's hard to estimate the real numbers, because not every parent is reporting that they are leaving their child at home. According to the survey of the Minister of Education, this number is already 153.000, but this doesn't contain the children under school age or children left for the period of seasonal work. According to a previous research (2008) this number was 350.000 and the number of children left behind by both parents was 126.000.

The area of Moldova has high numbers of left behind children, but also in Harghita county the official number is 1677, in Mures County is 3914.

Although these children are more vulnerable, this topic is still missing from the different training, spiritual or consciousness developing programs which are held for parents, families. Not by accident. Because parents living and working abroad are hard to reach by the schools of their children, it's quite unlikely that during their short stay at home they would spend time on different training or spiritual programs.

Teenage mothers, children having children

Salvați Copiii: 12.906 young woman gave birth to their first child before turning the age of 19 years

- 3657 of them are having already their second child at this age
- 673 haven't even reached 19 years when giving birth to their third baby.

In 2018 there has been a decrease in the number of teenage mothers, but the situation is still worrying. In 2017 the number of mothers aged between 15-19 years in 2017 was 18.173, last year it was 17.307, the number of mothers under the age of 15 years has been 743, in 2018: 674.

VERBAL AND PHYSICAL VIOLENCE IS STILL

A TOLERATED PEDAGOGICAL METHOD IN ROMANIAN SCHOOLS

Violence in schools

“How should we teach violence prevention in schools, when teacher are aggressive? How to develop violence prevention programs in the education system, when adults, the school refuses to accept bigger changes?

Can be a violence prevention program introduced in a school, where the teacher can go teach being under the influence of alcohol, the teacher can humiliate a child?” (Éva László)

Verbal and physical violence is still a tolerated pedagogical method in Romanian schools.

- 86% of children has said that they are admonished, criticized when are doing something wrong,
- 33% have been insulted by teachers,
- 7% has said that they have been beaten by the teachers.

Physical abuse happens double amount of times in the rural area, among the boys and especially among Roma children.

In our schools the group coercion is present on a quite high level, there is a lot of bullying and cyber bullying and on this field Romania was on the first place in 2011 in Europe.

Cases resolved in our courts

An investigative article in the Romanian media from November 2019 says: 3 of 4 cases of sexual acts with child victims are judged in the Romanian courts as consented facts

When a minor under the age of 15 is sexually abused in Romania, the chances for a national court to place a rape on the offense are reduced. Statistics: About one in four chances. If the aggressor does not leave traces to prove the physical constraint, the judges in most cases leave the premise that the sexual act took place and with the acceptance of the child victim. Association Voci pentru Democratie si Justitie: analysis of cases between 2011-2015

The minor victims of the cases being resolved in our courts: the prosecutors are sending 7 files every day to the courts, which are about criminal offence against 11 children. This way, somebody is sent to court every day for abusing physically a child, an other for sexual abuse against a child and an other one for killing a child. Yearly, there are over 4000 children victims of different criminal offenses.

The real number of criminal offense against children is unknown, because there are offenses that are never discovered. At the same time, there is a part of these offenses which can't be proved. In the end, for other offenses, the prosecutors decide it is not necessary to be sent to court.

In Romania, between 2011-2015, there has been over 11000 cases sent to court, regarding minors or adults who have committed offenses against a number of over 19.000 children. The statistics show that every day

there is an offender sent to court for killing a child. We have approximately a number of 200 cases of children being hit or injured physically every year. One is killed monthly after being beaten.

Children are used more and more for child pornography - films or photos - this results in sending over 75 people to court yearly, this is 6 times more than five years ago. There are cases in the court for child traffic for over 250 children per year.

Researches, awareness, advocacy prevention: initiatives and best practices

Foundation Salvați Copii

Researches, campaigns and advocacy activities of the organization Salvați Copii in the field of domestic violence and bullying:- <https://www.salvaticopiii.ro/ce-facem/protectie/protectie-impotriva-violentei>

- social-qualitative research realised in 2017: „Analysis of the system of identification and referral of abuse in the case of children under the age of 11". It highlights the ways of recognizing, identifying and reporting the phenomenon of child abuse, neglect and exploitation under the age of 11 years.²⁶
- the Romanian safer internet programme is called Ora de net: <https://oradenet.salvaticopiii.ro/>: trainings for teachers from the whole country, few participants from every school inspectorate which can multiply their knowledge in schools

Association Artemis:²⁷

Artemis was the first organization in Cluj County to offer specialized assistance to girls and women affected by abuse and violence.

- Psychological support for victims of violence,
- Social support for victims of violence
- Legal support for victims of violence
- Trainings
- Data Production / Studies / Research
- Advocacy

Organization for gender equality: ALEG²⁸

- Counseling / Psychological support, information and awareness, advocacy and lobby
- COMMA Cluj: support for victims of sexual abuse, sexual health education
- <https://www.facebook.com/weareCOMMAro/>
- Webpage and videos: <https://www.sexulvsbarza.ro/>
- -Social theatre:
<https://transcena.ro/?fbclid=IwAR2cTKAaU3GZqgytQYuOtir7J7x0gS07CExBax7hMJ08ijAhaVsfXxxjxFc>

Best practices for violence prevention and sexual education in the network Pro Education:

²⁶ <https://www.salvaticopiii.ro/sci-ro/files/a4/a4afa9be-8055-4320-b96b-ae9a0dda39fa.pdf>

²⁷ <https://cease-project.eu/project/artemis-the-association-of-women-against-violence>

²⁸ <https://aleg-romania.eu/despre-noi/>

Location: office in the famous pilgrimage place Csíksomlyó, network members: 15 catholic organizations, active in the field of adult education, from the territory of the Diocese Alba Iulia - Transilvania, mostly from the region Szeklerland (Harghita and Covasna counties): mostly Hungarian population

Association ÁRADAT: The Violent Side of Life (Az élet ERŐszakos oldala): educational program on domestic violence, school settings, in the field of relationships for young people aged 14-18. A prevention activity that aims to raise awareness of the importance of the topic, encourage mutual respect and develops well-functioning, non-violent relationships, and ensures teenagers with information on the forms and consequences of domestic, school and partner violence.

In the previous years (2017-2018), 3000 young people reached per year in Harghita, Covasna, Maros and Cluj, Bihor and Sălaj counties.

A total of 24 professionals were trained who held workshops in 48 schools.

At the end of October, there will be training courses in Oradea and Miercurea Ciuc. There will be 3000 workshops held in 10 counties.

Archdiocesan Pastoral Centre for Families of Alba Iulia:

Happier Families Programme: 22 volunteers hold activities in 14 localities for 30 classes. 214 workshops for 720 students. The volunteers are trained yearly and they meet for exchange 2 times a year.

Ciklus Show: is a Hungarian sexual education programme, trainers have accredited training. In the last years there were appr. 20 workshops held.

Activities for online safety organized by the Association Pro Educatione²⁹:

2017:

- publication with local experts
- training for pedagogues and parents, în partnership with the Spectrum Educational Center; trainers: workers of the Hungarian Safer Internet Programme (appr. 80 participants)

2018:

- conferences for experts, working group, in partnership with the local University Sapientia and Spectrum Educational Centre <https://sec.ro/en/home/pagetyetab/0/6/homepage-homepage>
- training for trainers on internet safety, December 2019

Foundation Juventutti: Staying Safe Online Programme for children attending secondary school

2016-2019: 260 homerooms and 25 parent-teacher conferences, 4700 pupils reached with the participation of 36 schools and 4 organizations took place in 24 settlements

ERŐD Bullying prevention programme: started in September 2019: runs in fast every school of the region Csík, a programme which accompanies classes during for 4 years, from the 5th class till the 8th

Trainings of Caritas Alba Iulia and Kedves Rita SA in the field of violence prevention: Austrian expert Joseph Hälzl was invited to hold trainings for appr. 30 persons (workers of Caritas and other organizations)

²⁹ <https://www.facebook.com/proeducatione/>

- handbook for counselors translated and published
- conference on violence prevention, November 2019

Pedagogues and psychologists use very often Hungarian materials:

- story book and webpage: Lili és a bátorság
- webpage, application and chatline: <https://yelon.hu/>, <http://nane.hu/>
- articles from the Szilvia Gyurkó, expert in childrens' rights <https://wmn.hu/szerzo/gyurko-szilvia/>
- Hungarian films: On the Quiet (Szép csendben), I Hope You'll Die Next Time (Remélem, legközelebb sikerül meghalnod)

Legal context

In Romania the child protection law (Law nr. 272/2004, republished) is the main legislation that covers the topic of any type of abuse on children, there is no separate law regarding sexual abuse on children. In this law there are procedures that stipulate the steps that needs to be followed in case of suspected abuse. The provisions of CSA are regulated by various legal acts, especially the Criminal (Penal) Code and the Criminal Procedure Code are the two legal frameworks. These two documents were modified and completed in October 2020.

Promulgated by decree nr. 811/2020 becomes Law nr. 217/2020 on the 29 of October 2020 – a law approved by the Romanian Parliament which contains only small changes, however intends to catch up with the EU regulations and recommendations.

Contains the modification and completion of law 286/2009 regarding Criminal (Penal) Code in the following respects:

- The changes made in the Criminal (Penal) Code refer mainly to the penalties for sexual assault against minors - these being increased and tightened.
- The normative act introduces the sexual intercourse with a minor and the rape of a minor in the category of crime for which there is no statute of limitation.
- The minor's age in all cases where previously it was 13 years – this was changed to 14 (where it was 15 years, that was changed to 16)
- The recruitment, transport, transfer, accommodation or reception of a minor for the purpose of his exploitation is punishable by imprisonment from 5 to 10 years, together with the prohibition of exercising certain rights.
- When CSA is committed by a family member or by a person living with the victim or by a person in whose care, protection, education, security or treatment is the minor - or in other obviously vulnerable situation due to mental or physical disability, a situation of dependence, a state of physical or mental incapacity or another cause - the punishment in these cases is imprisonment from 7 to 12 years, together with the prohibition of exercising certain rights.
- If CSA is committed by two or more persons together or by a person who has previously committed crime against the freedom and sexual integrity of a minor or crime of child pornography the special limits of punishment shall be increased by one-third.
- If CSA is committed by family members, persons living with the victim, persons taking care of the victim or caretakers of disabled children who already committed crime against the freedom and sexual integrity of a minor or crime of child pornography, the special limits of the punishment shall be increased by another one-quarter.

- Sexual intercourse, oral or anal intercourse with a child committed by coercion, making it impossible to defend him/herself or to express his/her will, or taking advantage of this state, is punishable by imprisonment from 5 to 10 years, together with the prohibition of exercising certain rights. • There is a penalty of imprisonment from 9 to 18 years together with the prohibition of exercising certain rights, if the CSA resulted in the death of the victim.
- Punishments are also higher in cases of recruitment of minors for sexual purposes or sexual corruption.

The new law contains the modification of article 223 of the law 135/2010 regarding Criminal Procedure Code with this additional regulation:

- The measure of preventive arrest of the defendant may be taken if the evidence shows a reasonable suspicion that he committed an intentional crime against life (inclusive blackmail, rape, sexual intercourse with a minor, recruitment of minors for sexual purposes).

To sum up: specialists of the field consider this new law and the tightening provided by it as necessary but rather minor and formal change, while urge other actions to be taken on multiple levels. To this later question/need there are some happenings from year 2020 that connect to the evolution of the general Romanian situation.

- An addition to law 272/2004 - Child Protection Law about sexual education in schools was debated on multiple levels during year 2020. Debates were about the title of the subject: the text of the law defined this subject as „sexual education”, while to the pressure if some church interests it was changed to „health education”, and only a few hours discuss the questions of sexual education. Furthermore, the subject did not become obligatory, classes can be visited by children only if their parents (or caregivers) give their permission or ask for this subject. The orthodox church had quite a lot pressure on this issue, they representing the „no need for sexual enlightenment in school” opinion. According to 272/2004 Child Protection Law local schools should resolve to have at least 1 hour activity in every semester that is related to health education and inclusively sexual education. (According to specialist, 1 hour activity is still not enough to discuss these topics in an adequate depth.)
- Journalists reported about no substantive change being happened in respect of the protection of women and children (nor at legislative level, either in other official respects) in this 1 year passed (between July 2019 and July 2020) after the „Caracal case” (discussed also above in this paper). They sum up as institutional impotence that is still characterizing the Romanian contexts of CSA.
- „It is shocking how we (we as professionals, community, society, mass media) can not/are not able to support someone in crisis” says Éva László psychologist. According to her opinion petitions, law change proposals, trainings, campaigns are our tools to act in this respect. Judiciary we cannot get adequate answers, our institutional powers are naturally limited. This is why the existence of counselling centers, and psychological services is very important, professionals learn and develop rather in groups and collaborations with international professionals, meetings and knowledge exchanges serve learning about notations/signaling systems. This is what continues and goes further year by year, together with small-scale projects aiming social sensitization and teaching and learning about CSA.

3. The learning platform: methodological approach, evaluation and use

Methodological approach

The core of the project was the development of an online learning platform that combines different aspects:

The **target group** is lay people who deal with children and young people in various capacities. While in many countries there are now professional structures and appropriate further training and education for professional staff, further training offers for lay people are rare - although they are often the ones who notice sexualised violence against children, could avoid worse by reacting appropriately and could themselves control their behavior towards children according to the prevention and empowerment concepts. First and foremost, those who have to deal with children and adolescents e.g. in holiday camps, in work in religious communities in sports clubs or voluntary activities for schools and kindergartens are addressed. It is absolutely recommended and necessary that those who have responsibility for children and are in direct contact with them familiarise themselves with the topic of abuse prevention. Sexualised violence against children is by no means a marginal phenomenon that can be left to professionals. Boundary violations and assaults can happen anywhere and at any time; at any time, suspicions could arise or children could report such incidents. Moreover, it is ultimately a compulsory task for everyone to deal with the topic.

The learning platform is designed accordingly. It does not refer to clearly defined contexts, such as school or leisure time, but is designed in such a way that it takes up everyday situations and at the same time conveys knowledge intensively.

It is therefore recommended to use the learning platform in the following situations, for example:

- As a young adult you will take over a group in a camp, e.g. in the scouts.
- As a student you are given to give private lessons.
- You are a social pedagogue and start a new job with an organisation that runs a local meeting centre.
- As a babysitter, you sometimes look after the children of adults.
- You work in a fast food restaurant where children and young people often come in.
- They are the leader of a children's choir.
- They do voluntary work for the school, e.g. supervising excursions with the children or helping to serve meals at school.
- You are the coach of a children's and youth football team.
- You work voluntarily for a church congregation and go along as a carer on a holiday camp.
- You have children of your own.

- You are a teacher in a school.
- You work as a priest for a religious community.

In many organisations, prevention training is now mandatory - such as in all organisations and congregations of the Catholic Church in Germany. The Stop! learning platform is organised in such a way that it can be used as a supplement to these trainings. For this purpose, the project has developed methodological suggestions and materials. An important target group are therefore participants and trainers of such trainings.

In **terms of content**, the project focuses on the following areas:

- Child abuse in Europe - basics and manifestations, child protection in Europe
- Victims - risk groups, behaviour of victims, consequences of abuse for victims
- Perpetrators - behavioural patterns and approaches, "typical" perpetrators, motives
- Reaction - correct behaviour in acute situations, legal issues
- Prevention - protection concepts in organisations, further prevention measures
- Empowerment - strengthening children, sexual education, resistance against assaults

On the learning platform, detailed knowledge and recommendations for action are given for each of these lessons. As far as possible, the content relates to general, not country-specific aspects. The modules can also be worked through separately as desired.

The **methodological approach** attempts on the one hand to do justice to the format of informal learning and at the same time to promote responsible action. The following methodological aspects have been taken into account:

General:

- Mix of different methods offered in a steady and clear rhythm per lesson.
- Mix of action-based examples (case studies), presentation of expertise and expressive, stories
- Professionally and artistically high-quality, expressive picture stories in comic style (self-reflection stories) with high reading appeal
- Emotional appeal through picture stories, factual presentation when conveying subject knowledge so that content is also retained in the long term (emotional content is better retained than pure subject knowledge.)
- Immediate presentation of solutions with explanations, if necessary.
- Use of gadgets (points and stars for correct solutions) according to the gamification principle, possibility to query the "score/achievement level".
- Final "quiz" with questions to consolidate knowledge
- Possibility of repetition. As with most online tools, the modules can be used as often as desired. It is recommended that after a period of several days, especially the parts with subject knowledge are run through a second time.
- All elements are linked to further information for self-study. It is particularly important that the learners deal with the current situation in their own country. For this purpose, the contributing partners have each written a text which can be found in this guide.

Click on the right answers. Which answers are correct?

- ✓ Girls are sexually abuse more often than boys (+1)
- ✓ Children who do not have supportive parents, close relationship with them are being sexually abuse more often (+1)
- Children very often do not disclose sexual abuse
- ✗ Children are always afraid of the offender (-1)

1/3 [Show solution](#) [Retry](#)

8 / 8

Frage 4
Bisher nicht beantwortet
Erreichbare Punkte: 1,00
Frage markieren
[Frage bearbeiten](#)

Children who witness or are the victims of other traumatic experiences (such as domestic violence between other family members, child neglect, cruelty to animals) are significantly less likely to be sexually abused.

Bitte wählen Sie eine Antwort:

Wahr

Falsch

[Vorherige Seite](#) [Nächste Seite](#)

Examples of learning management within the chapters (above) and at the end of each chapter as a quiz

Expertise

- Reduction to essential facts, avoidance of long text passages, clear core statements
- Direct linking of presentation of content with questions to be answered
- Questions without reference to the presented content (as motivation) and transfer questions without pure repetition of the previously presented facts
- Mix of general and specific questions/content
- Factual presentation of knowledge areas with few illustrations etc.
- Case studies are given for each topic, also with corresponding questions (right or wrong?)

Who can be a victim and additional risk factors related to the child itself, to the family system, and to the environment.

Child sexual abuse is widespread among boys and girls and has been identified to have harmful consequences for the children's emotional and physical development. Child sexual abuse can be experienced by any child although some risk factors for sexual abuse have been identified.

Risk factors make some children more likely to experience sexual abuse than others who are not exposed to these factors.

1 / 10 ▶

Which of the following options needs to be considered first (as directing principles of response) in case of CSA?

- Consulting a psychologist as soon as possible.
- The abuse should not be kept secret.
- ✓ The abuse needs to be stopped. (+1)
- ✗ Finding out as much information as possible about the abuse. (-1)

0/2 Show solution Retry

1 / 3 ▶

Example of presentation and retrieval of expertise (Lesson 2: Victims)

Self-reflection stories

- Concrete references to the reality of life and everyday situations
- Artistically high-quality graphics with strong emotional expression (e.g. of affected victims)
- Presentation and evaluation of different options for action ("How would I act in this case?")
- Representation of different options for action, each of which is evaluated. This also makes the complexity of the situations clear.



Example of a reflection story

Quality and correctness

Especially with this sensitive topic, the accuracy of the learning content, the presentation and the thematic approach is extremely important. The project has therefore implemented internal quality assurance to ensure that the content is up to date. The following measures were taken to achieve this:

- One partner took on the role of internal, process-oriented evaluator. This was the organisation Empowering Children Foundation ECF from Poland (<https://fdds.pl>). This is a nationwide non-governmental organisation that offers a comprehensive range of services in the field of child protection and prevention of sexualised violence. The organisation has a network of counselling centres in Poland, a helpline and offers direct support to families in need and in cases of suspicion. Two female experts from the NGO management took on the task of reviewing all texts and products in the various phases of their creation (from the concept to the last final version), especially for the criteria of factual accuracy, child and victim protection and thematic focus. The texts were written in small working groups - and always coordinated with the evaluators.
- The technical implementation was done by an organisation (the consultants) that specialises in the development of online learning platforms.
- All partners tested the first version of the learning platform or had it reviewed by experts.
- The learning platform was used and tested in a training for the partners' staff.

Technical use of the learning platform

The Stop! learning platform was created with the Moodle programme, which is widely used in educational work. Anyone who has ever used a learning platform of the open source programme will probably find the

structure and appearance familiar. Since Moodle is a modular system, curriculum developers and also teachers can create a virtual learning environment relatively easily. In this project, a learning video (the picture stories) was integrated in addition to the standard elements.

The following aspects should be considered when using the system:

- A **login** is required to use all elements. There are no problems with registration. This is to enable personalised use, for example in terms of the amount of points achieved or the possibility to continue in the same place after logging out. There is also a guest access, but then the quiz cannot be used at the end of each module. Data protection is guaranteed, of course, and no data is passed on or used for other purposes.
- There are **eight language versions** of the online course: English, German, Polish, Hungarian, Spanish, Italian, Greek and Romanian. These are largely the same - except for some national variants.
- There are **six lessons** plus a **collection of materials**, e.g. Powerpoints.
- Most of the elements are programmed to be *immediately understandable*.
- The learning units are **structured** as follows: There are six lessons (modules), these divided into three sections except for Module 1: A sequence of technical information with questions (1), a video story in comic style for self-reflection (2) and a quiz with questions on the topic (3). Section 1 is again divided into individual chapters, which are displayed on the left as a table of contents, and individual slides. The number of slides per chapter and the progress is shown below each slide. To call up the individual slides, click on the blue/grey bars below the slide. If there is a small circle, then there are questions/tasks there. The story consists of a story and reflection questions and the corresponding answer options.
- Each chapter is preceded by an explanation of how to **use the functions**.
- In the case of **the questions on the topic** (3), one first works through all the tasks, submits them and then receives an overview of the score and the correct or incorrect answers. If one has logged in, the results are retained.
- **Accessibility:** Care has been taken to ensure that the writing is legible (font, contrast) and that overall not too much text is used. The video stories in particular are well suited for people who have difficulty with text. There is also a standard feature of the platform with various accessibility settings.
- **Other functions:** The learning platform also has a forum, which becomes interesting when many users make entries there. In the left menu bar, the links "Badges" and "Competences" are irrelevant. "Dashboard" takes you back to the overview with your own course entry, "Home" to the general home page. There is also a calendar function (irrelevant), the possibility to upload your own files (which could possibly be relevant for courses).



Begonnen am	Mittwoch, 18. Mai 2022, 07:41
Status	Beendet
Beendet am	Mittwoch, 17. August 2022, 13:21
Verbrauchte Zeit	91 Tage 5 Stunden
Punkte	3,00/9,00
Bewertung	3,33 von 10,00 (33%)

Frage 1
Falsch
Erreichte Punkte 0,00 von 1,00
Frage markieren

Das Risiko des sexuellen Missbrauchs ist bei Kindern, deren Eltern arbeitslos sind, höher.

Bitte wählen Sie eine Antwort:

Wahr

Falsch ✘

Die richtige Antwort ist 'Wahr'.

Frage 2
Richtig
Erreichte Punkte 1,00 von 1,00
Frage markieren

Kinder in Familien, die sich kulturell unterscheiden, werden eher Opfer von Kindesmissbrauch.

Bitte wählen Sie eine Antwort:

Wahr ✔

Falsch

Die richtige Antwort ist 'Wahr'.

Test-Navigation

1	2	3	4	5	6

[Seiten einzeln anzeigen](#)

[Überprüfung beenden](#)

Presentation of the quiz results (questions on the topic)

4. Implementation examples

The Stop! material can be implemented well as blended learning or as a pure face-to-face course.

In contrast to individual learning, these social formats offer the possibility for people to exchange their experiences directly. Especially with the sensitive topic, such offers are helpful and can bring about sustainable learning success.

Furthermore, it is very advantageous if authentic teachers with relevant experience lead the training. These can also be people who are directly involved with sexualised violence against children, for example in counselling centres. The trainers from the field can use the existing Stop! material and can thus focus more on the role as authentic professionals.

In any case, it is essential to ensure that the training is implemented by qualified personnel, i.e. experts in the field of prevention work.

Based on the six existing modules, an easy-to-implement scheme emerges: First, the participants go through the module in an individual learning phase. This usually takes 30 minutes. Afterwards, each participant can contribute their practical experiences and ideas. This is finally complemented by the trainer's input - preferably from their own experience. It is advisable to use real case studies to complement the knowledge imparted and the fictional examples for discussion.

The learning objectives result from the sequence of the online modules (see chapter 3).

The PowerPoint templates (see last chapter) can also be used for classroom training. It also makes sense to give each participant a printed version of the comic strip template. This way, the individual topics can be reflected on again individually and offline.

A three-day training could take the form described in the programme scheme, which has already proven itself in practice during the project phase.

Stop! Training (three days)

Day 1

10:00 – 10:30	Welcome coffee, introduction, warming-up	Trainer
10:30 – 12:00	Presentation of each partner, experience with the topic: individual, in the institution, in the country, learning needs	Each participant
12:00 – 12:30	Introduction Stop! Project	Trainer
12:30 – 13:30	Lunch	
13.30 – 16.00	Unit 1: What is child abuse	Individual online learning
	Coffee break	
	Discussion and reflexion: Unit 1	Trainer / 4 learning groups
16.00-17.00	Fresh up your knowledge: Child abuse in Europe	Trainer



Day 2

9.30 – 10.00	Good morning, looking back day 1	Trainer
10.00 – 12.30	Unit 2: Victims, 3: Offenders	Individual online learning
	Coffee break	
	Discussion and reflexion: Unit 2, 3	Trainer / 4 learning groups
12:30 – 13:30	Lunch	
13.30 – 17.00	Unit 4: Reaction	Individual online learning
	Coffee break	
	Discussion and reflexion: Unit 4	Trainer / 4 learning group

Day 3

9:30 – 10:00	Good morning, looking back day 2	Trainer
10.00 – 11.00	Unit 5, 6: Prevention, Child empowerment	Individual online learning
	Coffee break	
11:00 – 12:30	Discussion and reflexion: Unit 5,6	Trainer / 4 learning groups
12:30 – 13:30	Lunch	
13:30 – 15:00	Prevention: Examples and needs	Trainer, each participant
15:00 – 16:00	Evaluation / Feedback Stop!	

Stop!-Training as Blended Learning

All participants will receive the link with appropriate instructions to work through the online training one week before the seminar starts.

The classroom training could best have the following structure:

Day 1

10:00 – 11:00	Welcome, introductions
11:00 – 12:30	Input: video from the collection of materials, followed by joint discussion about own experiences
13:30 – 15:00	Discussion and extended inputs on Lessons 1 (What is child abuse?), 2 (Victims), and 3 (Offenders).
15:30 – 17:00	Discussion of case studies from the lessons, collection of own experiences and current cases.
17:30 – 18:00	Discussion round with an expert / affected person

Day 2

9:00 – 10:30	Discussion and extended inputs on Lessons 4 (Response), 5 (Prevention), and 6 (Empowerment).
11:00 – 12:30	Presentation of a prevention concept from practice (expert)
13:30 – 15:00	Role plays in small groups: What do I do in a case of suspicion?
15:30 – 16:00	Final discussion, application of what has been learned in one's own practice

5. Case Studies

Unit 1: What is child sexual abuse?

<p>Case study 1</p>	<p>Ann is a primary school teacher that really cares about children, not only about teaching them, but also about protecting and strengthening them. Once a while she tries to spend a few minutes to talk about an important topic, that will make children think in a different way.</p> <p>It was the “World Day Against Child Abuse” and Ann decided to spend the whole day speaking and discussing with her students about how to protect themselves when others are not there to protect them. They talked about acts that sometimes others are doing, but the children might not like. She let them know that is okay to say “No” to a hug when they don’t feel comfortable. Also, she advised children to ask others to “Take two steps back” when they don’t agree with other people moves.</p> <p>One day, while she was walking in the school corridor, she listened to a girl saying, “Mr. John please take two steps back”. The voice was coming from the school’s director’s office. Ann knocked the door and entered before receiving any answer. She found the director hugging and holding the child. Ann took the girl out of the office and went back to talk with the director about the incident. When asked him to apologize, he threatened her that she would be fired. Now, she is thinking if she should convene a general school assembly and speak or say nothing and keep an eye on the director.</p>
<p>Self-reflection Questions</p>	<p>Is it an abusive condition? If yes, what kind?</p> <p>How do perpetrator operate?</p> <p>How did the teacher try to protect her students? Was it helpful?</p> <p>Did the teacher acted in the correct way?</p> <p>What would you do in her place?</p>
<p>Feedback answers</p>	<p>In this case the director is acting in an inappropriate way towards the student. Although the teacher cannot know exactly what happened she understands that the child was not accordant. The condition can be considered as abusive as the director forced the child to come closer to him. (See Unit 1- Is it an abusive condition?)</p> <p>The teacher has tried to protect her students before any incident happen. Is important that educators have knowledge on the threats children might face, so they can protect them. Obviously, Ann’s advice was helpful in this case to prevent a worse ending. It is important to educate children, presenting them how they can recognize instances of abuse. (Unit 5 – Summary.1)</p> <p>The teacher faced a dilemma on how she should handle the situation. On the one hand she would lost her job, but on the other hand she is afraid that an incident might happen again. A lot of times both the victims and the witnesses keep silence because their afraid. Moreover, in this case the teacher didn’t have proof and her word was against the director’s word.</p>

Sources	Unit 1 – What is child abuse? Unit 5 - Prevention
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Case study 2	<p>Damla is a 15-year-old girl coming from Syria. She lost his family due to the war and now he lives in refugee camp, before being transferred in a center for unaccompanied minors.</p> <p>Several groups of volunteers are entering the camp everyday to help refugees, provide them with clothes and services. One of the volunteers is Ivan that helps the accompanied minors enter the center faster, as living in a refugee camp is dangerous for a child.</p> <p>One day Ivan came in contact with Damla to inform her that she wouldn't stay in the camp for long and asked her to give him her papers to run the process. The girl told him that he doesn't need to do anything, and she has already ensured a really nice place to stay. When Ivan asked for more information, she answered that she cannot say more because is a secret and she is afraid that they will replace her with another child. She just said that the man asked a photo and today she is waiting for a message with the place she will the man she talked. She asked Ivan again to keep is a secret.</p> <p>Ivan asked to see the photo and noticed that the man had ask her to wear an open neck t-shirt. He immediately contacted the camp guards not to let the child go out of the camp and he was waiting until she receives the message. When this happened, he found out that a van was waiting her in a place far from the road. The man wasn't from an organization. When the police open the van's back door found two more young girls.</p>
Self-reflection Questions	What signs of possible abuse do you see?
	How the volunteer understood that something is going wrong?
	How do perpetrators operate?
	What would you do in this situation?
	Which EU law protects the child?
Feedback answers	<p>The girl had to send a photo through her mobile phone wearing an open neck t-shirt. It is obvious that the man would not ask for a photo without anyone knows and especially a photo like this one. Also, Damla is acting suspiciously as she is keeping a secret and is afraid to share it.</p> <p>In this case the perpetrator is pretending that will satisfy the child's needs. He knows that the girl wants to live in a better place, and "offers" help. He is threatening the child not to say anything because somebody else will take her place and calling her to keep it a secret. (Unit 3 – Offenders)</p> <p>Of course, he did not have good intentions. He could be a member of a children trafficking ring or pushes girls into prostitution, but the situation is not clear enough.</p>

	<p>However, the volunteer needed to investigate the case and identify what is happening, as more children seem to be in danger.</p> <p>The EU Action Plan for Accompanied Minors (2010-2014) is designed to prevent and protect accompanied children and guarantee safety and a better life for them.</p>
Sources	<p>Unit 1 – What is child abuse?</p> <p>Unit 3 – Offenders</p> <p>The EU Action Plan for Accompanied Minors</p>

Unit 2: Victims

Case study	<p>Giorgia is a 12-year-old girl who attends the 2nd year of middle school in a small town in northern Italy. Over the first year of middle school, Giorgia proved to be a lively and easy-going young girl, extremely confident and with lots of friends even outside of the classroom. She was also a good student, with excellent marks and never afraid to intervene in group discussion.</p> <p>During the second year, some teachers noticed she started having difficulties in homework and tests, but they couldn't figure out the problem. They noticed that Giorgia was often out of sorts, standing on the sidelines and never participating during lessons. They also noticed that she began to use colourful language, often talking about sexual topics and telling stories with sexual overtones to her classmates. Other parents complained that their children were coming home reporting them the stories that they heard from Giorgia. One day, Giorgia showed explicit pictures of herself - distinctly taken by another person - to her classmates.</p> <p>Having heard about this, one teacher and the school principal arranged a meeting with Giorgia's parents to inform them about the issue, the risks and the negative implications that this could entail. When asked if they suspected that Giorgia had a close relationship with an adult friend, the parents didn't seem surprised but provided no answer. They dismissed the concerns saying that their daughter had a very creative and imaginative mind and school shouldn't worry too much about that.</p> <p>The teacher and principal became even more concerned after observing the parents' attitude.</p>
Self- reflection Questions	What signs of possible abuse do you recognize?
	What would you say to the child if you were her teacher / principal of the school?
	How would you act in this case?
	What are the best strategies for dealing with a child who struggles to disclose?
	Do you know where to go to ask for help and to whom?



<p>Feedback answers</p>	<p>In this case study, there are several signs of possible abuse:</p> <ul style="list-style-type: none"> - Changes in child’s behaviour: the young girl suddenly stops being cheerful and starts to be down, withdrawn and disengaged. - School problems and learning difficulties: poor academic performances and lack of concentration might be a sign of something more serious. - Sexual knowledge inappropriate for the child’s age: the young girl uses adult words for sexual activities or private body parts, shows unexpected knowledge for sex and exhibits sexually-explicit behaviour. <p>None of this evidence is incontrovertible proof of sexual abuse. However, the lack of parental attention legitimately alerted the teacher and the principal, who decided to further investigate the case.</p> <p>The teacher and principal could have tried to talk directly with the young girl, offering a safe space for possible disclosure or supporting her to contact somebody she would feel safe to talk to.</p> <p>Some schools have a psychologist within their teams. Consulting with a specialist is always a good idea. In this case, the school psychologist could have been involved from the beginning for a professional assessment.</p>
<p>Sources</p>	<p>Learning content of unit 2 (Victims) and unit 4 (Reaction)</p>

Unit 3: Perpetrators

<p>Case study</p>	<p>Mr. Rossi is a 41-year-old owner of a well-known dance studio in Milano.</p> <p>The studio is famous for its excellence: it has trained some of the best dancers in the region and has won many prizes. As a dance instructor with a long-standing career behind him, Mr. Rossi is respected and admired by his young students, who often compete for his attention. Sometimes this ‘attention’ includes private tutoring after regular classes.</p> <p>One day, after a private lesson, a colleague witnesses Mr. Rossi taking photographs of a young student and persistently touching her under the pretext of teaching her some new dance moves. Although he finds the behaviour strange, the colleague walks away without doing anything. After all, Rossi is the boss and his popularity puts him above suspicion.</p> <p>One month later, the same colleague receives a complaint from another young dancer, who claims Mr. Rossi sent her unwanted explicit text messages over the last year. The girl also reports that she had not previously disclosed the coach’s behaviour because he insisted that she keeps quiet.</p>
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	Having received this information from the student, the colleague speaks with Mr. Rossi and demands an explanation. The coach denies everything and tries to convince him that nothing wrong has happened.
Self- reflection Questions	What signs of possible abuse do you see?
	Why was the young girl not trusted?
	How do perpetrators operate?
	What would you do in this situation if you witnessed a possible case of abuse?
	Do you know any authority you could report this situation to?
Feedback answers	<p>In this case, it's clear how the coach used his fame and reputation to subjugate some of his students, who saw him as a role model.</p> <p>Mr. Rossi puts great efforts to establish a personal relationship with some of his victims and once he has built an emotional connection with the students, he would blackmail them, praising or humiliating children in front of the whole class. At the same time, Mr. Rossi befriends the children's parents so he can more easily access their child.</p> <p>Overall, it appears that the coach used his authority to conceal his unprofessional and ambiguous behaviour. Thanks to his position of power, Mr. Rossi frequently breached the safeguarding policies with impunity and covered up any possible clue.</p> <p>Despite no formal allegations have been made, the concerns that arose around Mr. Rossi's behaviour suggest that he can be potentially harmful to young people. Considering the hints that came to light, the colleague of Mr. Rossi should have alerted the children's family and contacted the relevant authorities/institutions. By not promptly reporting the fact, he failed to protect the children and allowed the perpetrator to carry on his abuses.</p>
Sources	<p>Unit 3 – Perpetrators. Online Platform</p> <p>Erooga, Marcus. "Developing and Implementing a Low-Level Concerns Policy: A Guide for Organisations Which Work with Children", 2020.</p>

Unit 4: Reaction

Case study	<p>Ella is a 13-years-old girl who lives in a small village in the rural countryside of Romania together with her parents. She is a good student, she has good social relationships with her mates. Her physical appearance signs a well-developed teenage girl.</p> <p>Among her friends on a social media platform there is a 24 years old boy, whom she knows from the village, and whom she used to chat online occasionally. One day the boy asks her to send a photo about her breasts. While she is hesitating a bit she finally sends that photo, to that, as a response she gets a photo about the boys penis. Scared from this response she deletes the photo. But remains nervous and her mother observes the change of her behaviour. They managed to talk, so the mother finds out about what happened.</p> <p>Not knowing exactly what to do or whom to turn to the mother decides to speak with the school psychologist and ask for advice. Here she is directed to the child protection services, where she is advised to report the case to the police.</p>
Self-reflection Questions	<p>How would you act if you were Ella's mother?</p> <p>Where would you go to ask for help? Whom would you ask help?</p> <p>What signs of possible abuse do you recognize?</p> <p>What would you say to the child?</p> <p>Do you know which national/European law would apply to this case?</p> <p>Which signs in the child's behavior may indicate sexual abuse?</p>
Feedback answers	<ul style="list-style-type: none"> - It is the adults' responsibility to protect the children. Parents are expected to take the steps which lead to the abuse to be stopped. So they need to talk to their child about how to remain distant from the abuser. Furthermore, they have to search (need to know) where to direct/turn in order to report the case. - It is country specific which/what kind of child protection services are in charge of such cases (so every adult should get information in this regard). However, reporting the case to the police is the most common/important first step. - Internet-based child sexual abuse, it is creating and distributing sexual images of the child online, online grooming, engaging in sexually explicit behaviours with a child online. The child's changed behaviour gives signs of possible abuse. - It is not her fault, it is the adult's fault. She should keep distance from the abuser. And she should talk with her parents (or with a trusted person)/educate herself about how to observe and prevent potential further abuse/abusive situations. - The UN Convention on the Rights of the Child defines the human rights of children and the correlated obligations of the states. The Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse (2007). Directive 2011/92/EU of the European Parliament and of the Council of 13 December 2011 on combating the sexual abuse and sexual exploitation of children and child pornography.

Sources	<p>- Learning content of unit 1 (What is Child Sexual Abuse?), unit 4 (Reaction) and unit 6 (Child Empowerment).</p> <p>https://www.d2l.org/education/5-steps/step-5/</p> <p>https://learning.nspcc.org.uk/child-abuse-and-neglect/child-sexual-abuse</p>
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Unit 5: Reaction

Case study	<p>A summer camp takes place near a small village. Children - aged between 8-12 - and the staff sleep in tents near a house they can shower, use the toilet and cook in. Before the arrival of the children, the staff has a special training in which they talk about child safeguarding policy, potential harms and prevention as well. Each and every adult - even the ones who only cook for the children - are aware of the needs of children, how to take care of them, they have knowledge about abuse and prevention, they know the signs of abuse - and what to do if they notice one or more of them - and they know how to respect each kid's needs and boundaries individually.</p> <p>On the first day, when the children arrive, Jess - one of the leaders - feels so excited. In the camp children are separated into 5 groups. She is the head of group number 2. She is happy to meet with them, to get to know them. She helps them say goodbye to their parents. Sometimes it is hard to be separated from parents, especially if it is a new situation, like summer camps. She knows it very well, so she is there for them, giving a safe environment. She talks to every parent of the children she is responsible for. She needs to be aware of each and every child's special needs and see the background they are from.</p> <p>In a summer camp it is never easy to find the best roommates for each other especially if the children do not know each other yet. In this camp, children have time to get to know each other, the first part of the day they do some fun activities in which they can find out who is the best roommate - in this case a tentmate - for them. So when it is time to set up tents and find their home for the rest of the camp, children and adults together can find the best case scenario for everyone. In this case children experience that their opinion is important, that no adult can do anything to them that contrasts their will.</p> <p>The camp goes well, children are having fun times, but a few of them are homesick. Jess knows that it is a common feeling. Children can feel sad, homesick and it is ok. She does not want to solace them immediately, but she is there for them, giving them a safe place. She respects their feelings, helps them to notice and accept these feelings. So the children know that Jess can accept any feelings, or hard story. That she is strong enough to bear something even harder than homesickness. She asks the children about their needs, like what do you need right now? She does not give them hugs or kisses without question. If they say they need a hug, she gives them. Or if they say I just need to stay in silence, she status with them. So she teaches them to pay attention to their feelings,</p>
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	<p>and say out loud their needs, they can learn that their body belongs to them and no one should touch it unless they asked for it or gave permission.</p> <p>Sometimes Jess must act much more actively. For example when children mocking each other, or when they play hare and hounds when there is someone who does not like to be touched. It is extremely important that this need can be expressed by a child and be respected and accepted by others. An adult must help in this case as well, so no child remains alone. There are several types of activities in which children can learn about respecting others' bodies and accepting boundaries, but sometimes it is enough to have an open conversation about it, like Jess does. After the game she sits down with the children and they talk about things they like and they do not like. Some People hate spinach, some people hate loud music and others hate being kissed or even touched by strangers. She helps them empathize with each other and be sensible for different needs of others.</p> <p>As you can see from this story, prevention is not one huge speech by a professional adult. It is in our daily actions and conversations. So as non-professionals, we do have responsibility in showing the possibly best example, teaching respect the children's body, teaching talk about feelings, express hard feelings.</p>
<p>Self-reflection Questions</p>	<p>How would I act in this case?</p> <p>Where to go to ask for help and to whom if solving a problem like above is way too hard for me?</p> <p>What would I say to help children feel comfortable and safe?</p> <p>How can I realize if I am giving solace for a child too early?</p> <p>Is this hug important for me or for the child?</p> <p>Am I usually asking for permission if I want to hug/touch a child? For example when I help them. How can I be aware of the needs of each and every child?</p> <p>How can I be a role model? Can I accept my body and be aware of my feelings?</p> <p>How would I act in this case?</p>
<p>Feedback answers</p>	<p>How would I act in this case? I would attend the special training. When the children arrive, I would help them say goodbye, feel comfortable in the new situation and I would give special attention to give the children a safe place. I would pay special attention to children's special needs, I would respect their boundaries and would help them to respect others'. With my role I would teach them to realize feelings, be aware with their own body, express their needs and boundaries. I would not be afraid of intervention situations where someone is uncomfortable or is harmful for a child. I would be open for a conversation with children about anything they are interested in. I usually would like to be empathic and open minded.</p> <p>Where to go to ask for help and to whom if solving a problem like above is way too hard for me? My supervisor and colleagues in the camp.</p>



	<p>What would I say to help children feel comfortable and safe? I am here and listening to you. All my attention is yours. You do not have to say anything you do not want to. I will keep your secret unless you are in danger, but I will share with you each and every step we should take and I will not leave you alone. I will help you if needed.</p> <p>How can I realize if I am giving solace for a child too early? I am feeling bad about a child's feelings. I want them to be happy immediately. I can not bear their pain. So I focus on my hard feelings and not on the child's.</p> <p>Is this hug important for me or for the child? I stop and examine myself. I ask myself do I need to for this hug, or it gives the children safety/love/help/etc.?</p> <p>Am I usually asking for permission if I want to hug/touch a child? For example when I help them. Yes, I usually ask for permission if a child needs help so I have to touch them.</p> <p>How can I be aware of the needs of each and every child? I talk to their parents, ask them about their child's special needs, for example food intolerance, the reaction for separation, earlier camping experiences, fears and anything the parents think is important to know.. I try to observe children's behaviour and how they act with peers.</p> <p>How can I be a role model? Can I accept my body and be aware of my feelings? I am working on my acceptance towards myself. It is not perfect, but it do not has to be perfect, It is ok to have hard days too. I usually realize my feelings and can control them if needed. I am stable enough to give children a body positive attitude and I can bear mine and their hard feelings too.</p>
<p>Sources</p>	<p>Unit 1 – What is child abuse? Unit 5 - Prevention</p>

Unit 6: Empowerment

<p>Case study</p>	<p>At a school, students are fulfilling a survey conducted by a teacher about study habits and lifestyle, as part of mentoring tasks. One part of the questionnaire includes questions related to suffering stress due to different types of bullying. The teacher, out of curiosity, decides to read first the answers of a student whose behaviour is quite confrontational, who has a very poor academic performance and who tends to isolate herself from her classmates. The teacher is surprised to read that the student has answered certain questions which indicate, without any doubt, that she may have been a victim of sexual abuse.</p> <p>Shocked, at first the trainer thinks that this answer might be a call for attention, given that the child is reprimanded a lot for her grades and behaviour, and that she must feel alone since she doesn't have many friends either. After all, she is a girl who seems to have trouble keeping up with the class and has difficulty developing efficient study habits, so she may just want to feel important for a moment.</p> <p>The questionnaires are for the use only of the teacher as a tutor so, at first, she hesitates on what to do. The law and the school's protocol oblige her, as a teacher</p>
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	<p>and as a guardian, to report any suspicion of abuse to the management, in order to protect the child. But her doubts still hold her back a little. She considers discussing it directly with the child but, given that she often reprimands her because of her behaviour and grades, she does not think the child would open up easily, even if the abuse truly occurred. How could she ask her? After some reflections, she decides to talk to school management. They sure know the protocol to apply if the abuse was committed in the centre, and who to talk to if it was outside.</p> <p>The school finally contacted the parents, who, after talking to their daughter, discovered that the girl had indeed been abused. They filed a complaint against their abuser, who turned out to be the ex-partner of one of their relatives. The man was convicted and sentenced to prison after it was discovered that he had also abused a girl's cousin.</p>
<p>Self- reflection Questions</p>	<p>How would I act in this case?</p> <p>Do you know where to go to ask for help and to whom?</p> <p>What signs of possible abuse do you recognize?</p> <p>What would you say to the child?</p> <p>Do you know which national/European law would apply to this case?</p> <p>Which signs in the child's behaviour may indicate sexual abuse?</p> <p>What would you do to let the child know that what she has suffered is not right, and that she can –an should– tell an adult?</p> <p>How can you help improve this child's self-esteem?</p> <p>Do you think the child is being able to deal with the emotions that have caused her to be abused? How could you help her in this respect?</p> <p>Do you think the child has a safety net available to protect her from future abuse?</p>
<p>Feedback answers</p>	<p>I would inform the school right away, to put in motion the protocols necessary to protect the victim from her abuser until he is arrested. The safest option is to always believe the minor in cases like this.</p> <p>I would go directly to the centre's management team, or to the centre's social worker, if there is one.</p> <p>The sudden change in the student's academic performance, as well as her moodiness, disruptive and isolating behaviours are signs that something serious is affecting her.</p> <p>I would talk to her alone, so that I could have a relaxed conversation. I would let her know that she is in a safe environment, and that her responses to the survey concern me, letting her know that I can help her in that situation.</p> <p>No</p> <p>I would meet with her to discuss it between the two of us, or perhaps discuss it with the class as a whole, to explain personal boundaries. I would try to give them examples</p>



	<p>of how to control these boundaries and explain how to detect abuse of these boundaries, always being careful not to make them think that it might be their fault. In addition, I would explain that they can and should communicate these situations, without feeling ashamed about it.</p> <p>To improve their self-esteem, I would try to develop exercises and activities in class that require the active participation of the victim (together with their classmates, of course), where their opinions matter and they can make decisions. In this way, her self-esteem and the feeling that she matters will increase, as well as her conflict management skills. Such actions, as mentioned in Module 6, help children develop healthy interpersonal relationships.</p> <p>I don't think she is, as it is shown by her disruptive behaviour and bad academic performance. I think talking to her to make her feel supported can make it easier for her to talk about her emotions and learn to deal with them.</p> <p>If, after talking to the parents, who were unaware of the abuse, they have acted quickly and appropriately, I believe they will be able to help her to cope.</p>
<p>Sources</p>	<p>https://apps.who.int/iris/bitstream/handle/10665/44228/9789243594361_spa.pdf;jsessionid=276827C86962E00B65D87C0FFD936131?sequence=1 Unicef. Promoting children's participation in democratic decision-making. https://www.unicef-irc.org/publications/pdf/insight6.pdf</p>



5. Further methods

For the purpose of an active engagement of the participants, it is advisable to use participatory methods, to involve participants into the discussion and in the transfer of knowledge based on sharing professional experiences. Frontal lectures should be kept to a minimum to avoid the risk of distraction and lack of motivation. „The more the participants are engaged and stimulated mentally, emotionally, and physically, the more likely they are to learn and to retain what they have learned”.

1. **Roleplay:** is a method used for exploring the issues involved in complex social situations, considered a derivative of a sociodrama³⁰. It is possible to use this method in different learning environments and for various topics³¹.
2. **Cooperative Learning:** is an instructional strategy in which students work together in small groups and on a common task that can have different levels of difficulty. Cooperative learning helps students to actively participate in their learning, instead of listening and memorizing.³²
3. **Arts-Art expression:** is a powerful educational tool that integrates artistic activities in trainings and curricula³³ which usually results in excellent learning outcomes, lower stress levels and a positive classroom experience.³⁴ Art therapy is often used when working with children and has shown that art enables children to express their feelings and opinions and better understand their own emotions.³⁵
4. **Games - Testimonials - Case studies Scenarios – problem solving:** students are asked to write down problems and the teacher picks the most complex to be addressed. Students will then address the problem as a class and take different steps to solve it, as looking for alternative solutions, determine the best strategies for solving, etc.³⁶
5. **World Café method:** is a methodology used to facilitate large group discussions around a specific topic and can be modified to address a wide variety of issues, using an environment that resembles a café.
6. **Simulation Game method:** Participants receive a profile of their role, information on the process of the simulation game and information on specific interests and positions concerning the situation. They are asked to represent the interests of their role and to assume responsibility for the virtual institution, network or project during the game. This means that they need to make decisions, take leadership positions, lead teams, cooperate with project or network partners or compete with other institutions. Thus, the participants determine the results of the simulation game themselves. Simulation games are open, creative and self-regulated processes of learning.

³⁰ Maier, Henry W. (1991). Role playing: Structures and educational objectives. *Journal of Child and Youth Care*, 6(4), 145-150.

³¹ Blatner, A. & Blatner (1997): *The Art of Play: Helping adults reclaim imagination and spontaneity* (3rd ed.). New York: Brunner-Routledge-Taylor & Francis.

³² Johnson, D. W., & Johnson, R. T. (1999). *Learning together and alone. Cooperative, competitive and individualistic learning* (5th ed.). Boston, MA: Allyn & Bacon.

³³ Rinne, L., Gregory, E., Yarmolinskaya, J., & Hardiman, M. (2011). Why Arts Integration Improves Long-Term Retention of Content. *Mind, Brain, and Education*, 5, 89-96.

³⁴ Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2012). *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies* (Research Report 55). National Endowment for the Arts.

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³⁶ H. Crean, Deborah B. Johnson (2013): Promoting Alternative Thinking Strategies (PATHS) and Elementary School Aged Children’s Aggression: Results from a Cluster Randomized Trial. *American Journal of Community Psychology* 52(1-2):56-72.

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European Commission 2020: EU strategy for a more effective fight against child sexual abuse: <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020DC0607&from=EN>

European Commission: Legislation to prevent and combat child sexual abuse, https://home-affairs.ec.europa.eu/whats-new/campaigns/legislation-prevent-and-combat-child-sexual-abuse_en

Council of Europe: Children's Rights, <https://www.coe.int/en/web/children>

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Rudolph, J. I.; Zimmer-Gembeck, M. J.; Walsh K. 2022: Recall of sexual abuse prevention education at school and home: Associations with sexual abuse experience, disclosure, protective parenting, and knowledge. In: Child Abuse & Neglect 129

Smallbone, S; Wortley, R. 2017: Preventing child sexual abuse online. In J. Brown (ed.): Online Risk to Children: Impact, Protection and Prevention. London: Wiley.

Stop Child Abuse – Trace an Object: www.europol.europa.eu/stopchildabuse



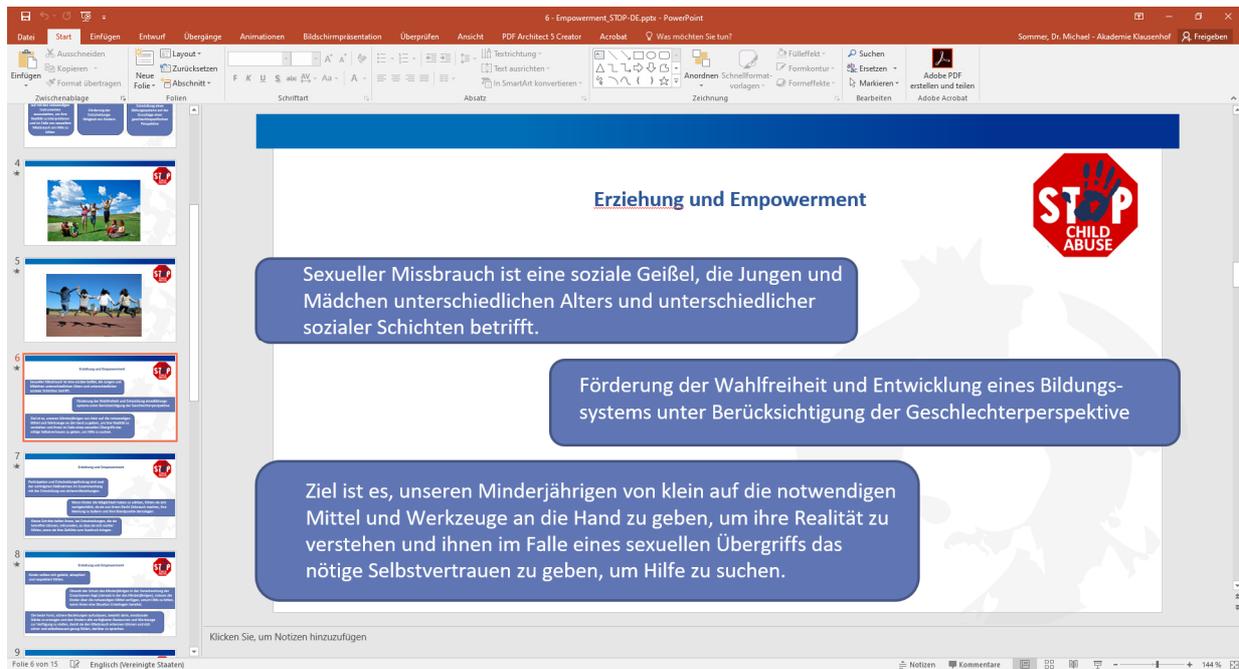
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WHO 2018: European status report on the prevention of child maltreatment,
https://www.euro.who.int/__data/assets/pdf_file/0017/381140/wh12-ecm-rep-eng.pdf

7. Coursework material

Powerpoint-slides

PowerPoint slides are also available for the individual lessons in all project languages (DE, EN, IT, ES, RO, HU, POL, GR). These can be downloaded from the project homepage <https://www.stop-child-abuse.net>. They refer to the key messages of each lesson.



PowerPoint slide from Lesson 6 "Empowerment".

Comic

The video story in the learning platform became a comic book (20 pages). The booklet can be used online or professionally printed (300 dpi) or as a home printout.



Two pages from the educational comic strip "Stop! How to prevent child sexual abuse".

Videos

An important additional source of material are various videos in which, for example, experts report on their experiences or various aspects of the topic are visualized. The videos are available in the original language with English subtitles (homepage <https://www.stop-child-abuse.net>).

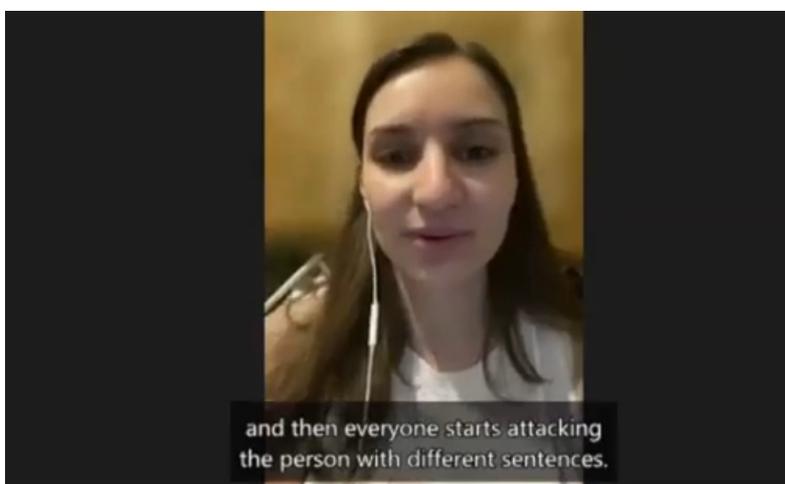
The following videos are available:



Statement on the topic of empowerment of children / dealing with affected children by Ellen Peters-Gonska, prevention trainer and head of the youth welfare department (outpatient and inpatient) of the Akademie Klausenhof



Interviews with young people and adults on the topics of the internet, social media, perpetrators and recognising abuse (Magenta, Spain).



Personal experiences of young people with the issue of physical closeness and abuse (Pro Education, Romania)



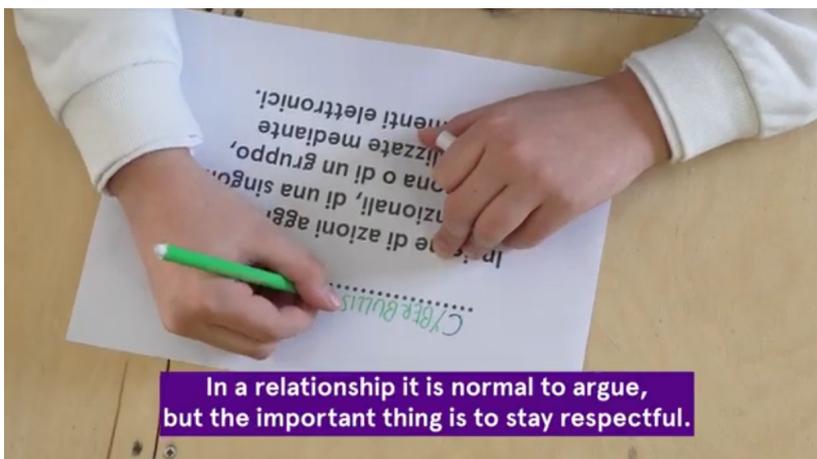
Opinions and experiences of young people about victims of child abuse (KIFE, Hungary)



Expert interview on child abuse and internet/social media (Empowerment Children Foundation, Poland)



Interviews with teachers about prevention and recognition of abuse (die Berater, Austria)



Example of a school lesson with children on violence (CESIE, Italy)



Example of a lesson with teenagers on the topic of sexuality and abuse (CESIE, Italy)



Expert interview on prevention (ACP, Greece)