LEAGUE

Limiting online sexual Exploitation and Abuse Gender based on Underaged boys by Educating experts

D2.1 Training materials

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Project

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During the pandemic the number of the reported cases of sexually exploited and/ or abused children has significantly increased. Hence, the aim of the LEAGUE project is to address these issues by raising the awareness and by elaborating tools to effectively face the novel concerns.

On the 23rd of **February** 2022 was held the kick-off meeting of the LEAGUE project, which is funded by the CERV programme of the European Commission and coordinated by Law and Internet Foundation (LIF). The specific target group of LEAGUE are boys aged 10-18 as well as their parents, educators and other relevant professionals The aim of the two-year project is to prevent online child sexual abuse of boys, to strengthen the capacity of the professionals and to increase attention as well as online safety. The LEAGUE consortium consists of five organisations from five different EU countries, namely: Austria, Bulgaria, Greece, Italy, and Slovenia.

During the course of the project the consortium will develop:

- a series of national and international trainings targeting professionals as well as parents and educators with the aim of educating them on the issue and introducing them to the state-of-the-art knowledge.

- an online Platform and Chatbot offering peer-to-peer support for boys aged between 10 and 18 years.

Disclaimer: The content of this publication is the sole responsibility of the authors, and in no way represents the view of the European Commission or its services.

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Introduction

To whom are these training materials addressed at?

This training materials are addressed at psychologists, carers, social workers, law enforcement and other relevant actors that will be involved in the International Trainings (T2.2) and to teachers, school psychologists, parents that will take part in the National Trainings (T2.3).

Furthermore, the document will be made available to other relevant actors working with children to prevent and tackle the involvement of children into online sexual abuse and exploitation including the mitigation of Internet-related risks.

How to use the training materials?

These training materials have been developed as a reference framework for the implementation of the International Trainings (T2.2) and National Trainings (T2.3) that will be conducted during the project lifetime for improving general competence and to share knowledge and prevention methods about online safety for children, and boys in particular. Partner organisations will use the training materials and adapt their content to train participants on the topic.

The training materials present general information about Online Child Sex Abuse (OCSA) and focus on identification mechanisms, preventive measures and support strategies related to OCSA.

This training materials have been created within the framework of the project "Limiting online sexual Exploitation and Abuse Gender based on Underaged boys by Educating experts" (LEAGUE) project. However, the training activities and resources collected in the module can be a relevant source of inspiration for all those who need to strengthen and broaden their knowledge on the topic.

What is the objective of the trainings?

The aim of the trainings is to raise awareness of professionals, teachers and parents working with and for children, in particular boys regarding prevention and support methods to be adopted when dealing with potential victims or children, in particular boys at risk of online sex abuse.

What is the structure of the training materials?

The training materials include main sections:

1. **General overview:** An introduction to the topic considering vocabularies and terminologies related to child sexual abuse with a focus on OCSA and the effects of COVID-19 pandemic on OCSA.

2. **Identification:** The main factors that could cause or increase the risk of OSCA will be analysed considering which children are particularly at risk and why, and exploring behavioural signs that can help to spot an OCSA victim.

3. **Prevention:** For the prevention of abuse by addressing the needs of children who might be at risk and considering the main preventive strategies for OCSA.

4. **Support mechanism.** For the support of victims or potential victims of child sexual abuse and OCSA, in particular the reporting steps that need to be taken to help child victims of sexual abuse and mapping supportive programmes and available opportunities. Each section includes a theoretical presentation of the content, some guidelines to foster discussion and practical activities to critically reflect on lessons learned (under the Annex section). The majority of the activities are based on materials produced from previous EU funded projects implemented on the topic (Children First project, STOP! Project, ISEX), while the EU CORDIS platform provided a consistent database for the research of relevant projects on the topic.

Each section includes a theoretical presentation of the content, some guidelines to foster discussion and practical activities to critically reflect on lessons learned (under the Annex section). The majority of the activities are based on materials produced from previous EU funded projects implemented on the topic (Children First project, STOP! Project, ISEX),[1] while the EU CORDIS platform[2] provided a consistent database for the research of relevant projects on the topic.

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[1] Children First, accessible at: *https://childrenfirst.info/the-project/*; Stop, accessible at:
https://stop.dieberater.com/login/index.php; ISex, accessible at: *https://isex-project.eu/*
[2] Accessible at: *https://cordis.europa.eu/*

1) General overview

The first section of the training will provide information, relevant data and statistics on child sexual abuse focusing on OCSA in Europe and highlighting the impact of COVID-19 and the dramatic increase in reports of OCSA over the last years. Furthermore, to frame the topic of discussion general definition about basic but relevant terminology on the topic will be provided (e.g. who is a child, the concept of the best interest of the child) together with an analysis of different types of child sexual abuse.

With the development of the technologies from one side and the COVID-19 pandemic on the other, the online distribution of child sexual abuse material reached alarming levels. Indeed, the isolation and alienation conditions due to the COVID-19 crisis led both children and offenders to spend more time online. However, while the number of children accessing the Internet has increased significantly over the recent years, awareness activities regarding the potential risk of the Internet remains low and ineffective increasing the risk of online sexual abuse and exploitation.

Learning objectives

- Comprehend basic terminology related to child sexual abuse

- Understand the main actions considered as child sexual abuse

- Recognise the main forms of online child sexual abuse

Suggested activities to be implemented during the National & International Trainings

- Module 1 — Group discussion

- Module 1 - What is child sexual abuse? - Exercises

- Module 1 — Case studies

Further information

The following information should be taken into account by partners as background information and to complement activities proposed in the present guide.

FURTHER INFORMATION

According to Interpol's International Child Sexual Exploitation database (ICSE)[3] in 72.5 percent of the cases where victim gender was recorded, 64.8 percent of unidentified media files depicted female children, 31.1 percent depicted male children and in 4.1 percent both male and female victims.

When boys were depicted in the abuse, it was more likely to be severe or involve paraphilic themes.

WHY IS THIS IMPORTANT?

It is often considered that most victims of sexual abuse and exploitation are girls. However, the significant proportion of boys depicted in unidentified images and videos in the ICSE Database invites closer attention to this group.

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[3] Interpol, International Child Sexual Exploitation database,
https://www.interpol.int/Crimes/Crimes-against-children/International-Child-Sexual-Exploitation-database

64.8%
of unidentified victims were girls

31.1%
of unidentified victims were boys

Boys and girls were present together in **4.1%** of images and videos recorded as unidentified

35%
of the media depicted at least one male victim of abuse/exploitation

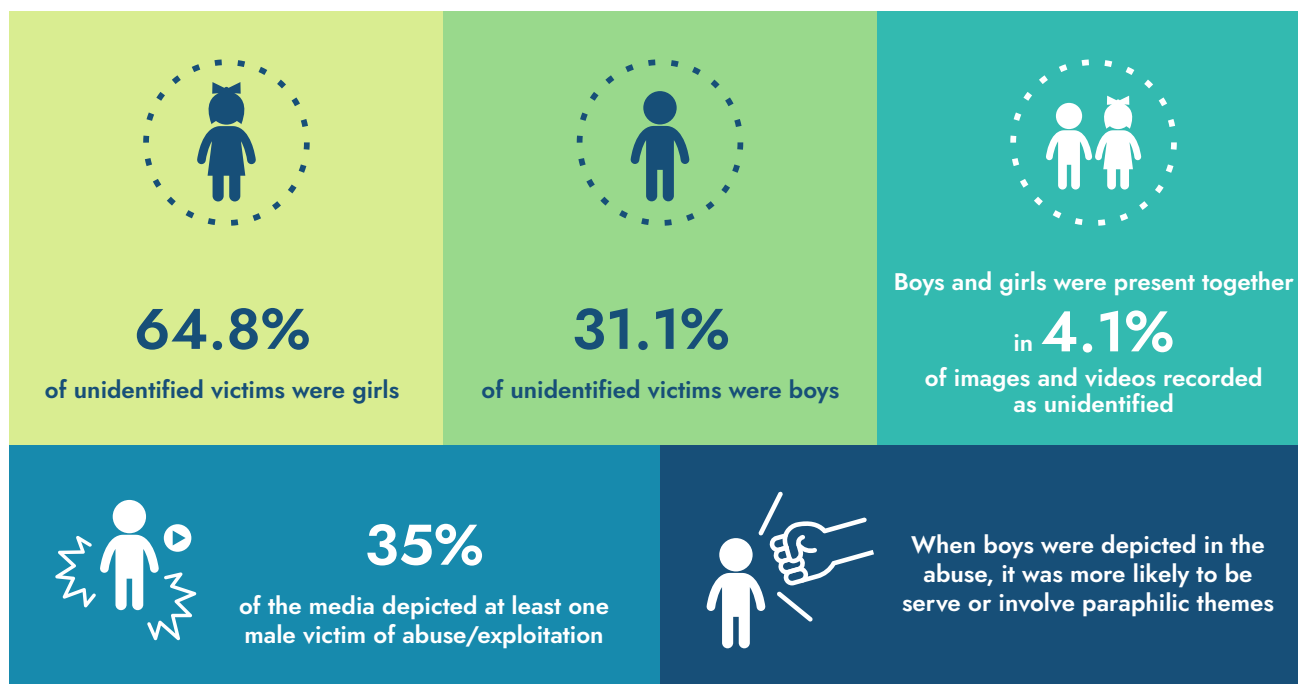When boys were depicted in the abuse, it was more likely to be serve or involve paraphilic themes

Figure 1: A Focus on the Victim's Gender

Moreover, the following documents could also be used as a source of relevant information:

1) Child, https://home-affairs.ec.europa.eu/pages/glossary/child_en

2) Best interest of the child, https://home-affairs.ec.europa.eu/pages/glossary/best-interests-child-bic_en

3) Child Sexual Abuse, https://home-affairs.ec.europa.eu/policies/internal-security/child-sexual-abuse_en

4) Internet Watch Foundation Annual Report 2021, https://annualreport2021.iwf.org.uk/

5) What do you mean by child sexual abuse, https://www.parentsprotect.co.uk/what-is-child-sexual-abuse.htm

6) Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse, EU Directive 2011/93, https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32011L0093

7) Trends in online child sexual abuse material, https://ecpat.org/wp-content/uploads/2021/05/ECPAT-International-Report-Trends-in-Online-Child-Sexual-Abuse-Material-2018.pdf

8) Exploiting Isolation: Offenders and victims of online child sexual abuse during the COVID-19 pandemic, https://respect.international/wp-content/uploads/2020/07/EXPLOITING-ISOLATION-Offenders-and-victims-of-online-child-sexual-abuse-during-the-COVID-19-pandemic.pdf

9) Sexual abuse of boys, https://annualreport2021.iwf.org.uk/Trends/SexualAbuseBoys#boysChart-2

10) Technical report: Towards a Global Indicator on Unidentified Victims in Child Sexual Exploitation Material - February 2018, https://www.interpol.int/Crimes/Crimes-against-children/International-Child-Sexual-Exploitation-database

4 ECPAT International and INTERPOL (2018), Towards a Global Indicator on Unidentified Victims in Child Sexual Exploitation Material,
https://ecpat.org/wp-content/uploads/2021/05/TOWARDS-A-GLOBAL-INDICATOR-ON-UNIDENTIFIED-VICTIMS-IN-CHILD-SEXUAL-EXPLOITATION-MATERIAL-Summary-Report.pdf

2) Identification

The second section of the training will provide information how to identify child sexual abuse situations. The main factors that could increase the risk of child sexual abuse will be analysed reflecting on different scenarios that could lead to this condition.

Furthermore, essential knowledge will be shared on how to recognise signs of online sexual abuse and how to identify abusive behaviours carried out by perpetrators/offenders.

Learning objectives

- Reflect on risk factors of sexual abuse

- Recognise symptoms when dealing with a victim

- Identify the right options for dealing with victims

- Reflect on own capacity to recognise a perpetrator

- Identify the right options for dealing with perpetrators

Suggested activities to be implemented during the National & International Trainings

- Module 2 - Group discussion

- Module 2 - Victim identification and risk factors

- Module 2 - Case studies

- Module 2 — Role play

- Module 2 — Break the myth about the characteristics of perpetrators

- Module 2 — Perpetrator identification

Further information

The following information should be taken into account by partners as background information and to complement activities proposed in the present guide.

Signs of online grooming	Warning signs to spot if a child has been groomed online
Sending many messages to a child	Secrecy about who they are talking to
Telling the child to keep their conversations a secret	Unusual distractedness or preoccupation
Asking questions to see if a child is alone in a room	Withdrawing and appearing quieter or sadder
Sending sexual messages that could be disguised as compliments or questions about past sexual experience	Abrupt mood swings
Trying to get personal information about the child or where they live	Inability to turn off phone resulting in worry or stress
Manipulating children to send photos or blackmailing them with photos the child may have already sent	Sleep deprivation

Figure 2: Online Grooming Warning Signs[5]

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[5] Innocent Lives Foundation. Everything You Need to Know about Online Grooming.

https://www.innocentlivesfoundation.org/everything-you-need-to-know-about-online-grooming/

Moreover, the following documents could also be used as a source of relevant information:

1) Child Sexual Abuse, *https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4413451/*

2) Warning Signs in Children and Adults,
   https://www.parentsprotect.co.uk/warning-signs-in-children-and-adults.htm#WARNING%20SIGNS%20IN%20CHILDREN

3) Recognising the Warning Signs in Adults - Parents Protect Learning Module 9, *https://www.youtube.com/watch?v=BmFcdp2M8V4*

4) Identifying the Signs of Online Child Sex Abuse,
   https://www.incibe.es/en/stop-child-abuse/identifying-signs-online-child-sexual-abuse

5) Online Grooming-Spot the Warning Signs,
   https://dollysdream.org.au/wp-content/uploads/2021/07/Factsheet-online-grooming-spot-the-warning-signs-FINAL.pdf

6) Identify Child Abuse, *https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/identify.aspx#c*

7) Healthy Sexual Development in Young People,
   https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/sexual-behaviour-children/

3) Prevention

In this section we will reflect on the importance of preventive strategies for child sexual abuse and the importance to foster safe sexual and intimate relationships to avoid abuse and exploitation.

Several models of prevention can be considered for the development of child sexual abuse prevention programs. These programs could be applied to different key actors: potential victims (children), parents, potential offenders (perpetrators) and community members working in the field of child protection.

Learning objectives

- To learn how to prevent unhealthy relationships

- Get to know what adults can do to prevent child sexual abuse

- To learn about the main preventive strategies for child sex abuse

Suggested activities to be implemented during the National & International Trainings

- Module 3 - Group discussion

- Module 3 - Setting safe boundaries

- Module 3 - Brainstorming on Digital Consent

- Module 3 - Strategies to protect children

- Module 3 - Awareness campaign on online child sexual abuse

- Module 3 - Case studies

Further information

The following information should be taken into account by partners as background information and to complement activities proposed in the present guide.

The Four Preconditions Model asserted that four preconditions needed to be met in order for child sexual abuse to occur: (1) an offender with a predisposition to sexually abuse a child; (2) the ability overcome any internal inhibitions against acting on that predisposition; (3) the ability to overcome external barriers, such as lack of access to the child or supervision of the child by others; and (4) the ability to overcome any resistance or reluctance on the part of the child.

Each of these preconditions could be linked to relevant prevention strategies addressed to the offender but also to potential victim and the community in general.

Figure 3: Finkelhor's precondition model[6]

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[6] David Finkelhor,Carlos A. Cuevas, Dara Drawbridge (2016), The Four Preconditions Model,
https://onlinelibrary.wiley.com/doi/abs/10.1002/9781118574003.wattso002#:~:text=The%20Four%20Preconditions%20Model%20asserted,ability%20to%20overcome%20external%20barriers

Four Pre-conditions to child sexual abuse
Adapted from: D. Finkelhor, Child Sexual Abuse:
New Theory & Research 1986

Thoughts

Sex with a child

Motivation
"Wanting to"

Internal Inhibitors
Conscience &
Consequences

External Contraints
Grooming Others
Creating Oppurtunities

Overcome Victim Resistance 'Gaining Compliance & Preventing Disclosure'

Figure 4: Four Pre-conditions to Child Abuse[7]

1. Motivation	* Psychological, social and welfare services support of groups and individuals at risk
2. Internal inhibitors	* Effective information about consequences for offenders and victims * Effectiveness of law. Awarness of sanctions
3. External constraints	* Social awareness of the problem * Social control * Guardians' knowledge about threats and protection
4. Overcoming victim resistance	* Education of children how to avoid threats and how to seek help * Building child self-esteem

Figure 5: Prevention of Child Sexual Abuse[8]

The following documents could also be used as a source of relevant information:

1) Lessons learned from child sexual abuse research: prevalence, outcomes, and preventive strategies, https://capmh.biomedcentral.com/articles/10.1186/1753-2000-7-22?optIn=false

2) Normative sexuality development in childhood: Implications for developmental guidance and prevention of childhood sexual abuse, https://www.researchgate.net/publication/245022218_Normative_sexuality_development_in_childhood_Implications_for_developmental_guidance_and_prevention_of_childhood_sexual_abuse

3) Child Sexual Abuse Prevention, https://www.nsvrc.org/sites/default/files/2012-03/Publications_NSVRC_Bulletin-Child-sexual-abuse-prevention.pdf

4) Prevention Grooming, https://www.goodplayguide.com/tech-tips-esafety/preventing-grooming-advice-for-parents/

5) Four preconditions to child sexual abuse and prevention strategies linked to each preconditions, materials from STOP project (https://www.stop-child-abuse.net/project/results/)

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[7] Lucy Faithfull Foundation, Steps towards prevention, available at: https://ecsa.lucyfaithfull.org/stepstowardsprevention

[8] Training material from STOP! — Sexual child abuse prevention: New methods, topics and approaches in European context, https://www.stop-child-abuse.net/project/results/

4) Support

In this section we will learn more about sources of resilience in child responses to abusive behaviours and conditions. Suggestions for what parents and caregivers can do to promote resilience in children will be offered. Furthermore, the main support services related to child sexual exploitation will be considered to foster discussion on the topic and to reflect about innovative supportive strategies.

Learning objectives

- To apply appropriate tools and best practices to support victims or potential victims of child sexual abuse

- To consider multi-agency cooperation with local and national agencies in cases of child sexual abuse

- To learn how to respond to young people who have been harmed online

Suggested activities to be implemented during the National & International Trainings

- Module 4 — Reaction — Exercises

- Module 4 — Practices to promote survivor centred response

- Module 4 — Local and national support services

- Module 3 - Strategies to protect children

- Module 4 — What to do if you witness?

Further information

The following information should be taken into account by partners as background information and to complement activities proposed in the present guide.

	A concise guidance as to the first steps to be taken to support a child and help the investigation.
1	First of all, **comfort the child**. Explain to the child that what has happened to them is a crime, and the person that has been in correspondence with the child is an offender
2	**Discuss the next steps with the child.** Explain to the child that it is important to tell his or her parents or legal representatives about what has happened.
3	**Find out how far it has gone.** Some offenders attempt to arrange an offline meeting with the child, and if this meeting has already taken place, contact sexual abuse could have been committed. In this case, the first step is to take care of the child's health, i.e. either call an ambulance or bring the child into a hospital for examination.
4	Parents and children would often destroy the correspondence with the offender, and all the materials and the child's account that was used for such correspondence. **This must not be done.** This way crucial evidence that can help find the offender will be destroyed; at the same time the offender will still have all the materials and can renew the blackmailing.
5	**Have screenshots taken of all the correspondence** with the offender in all social media and messengers, as well as screenshots of the account used by the offender and featuring the offender's ID or phone number. Please make sure the date and time of the communication are visible on the screenshots. These needs to be done without delay as in some messengers (e.g. Telegram), messages can be removed without leaving any trail.
6	Make it clear to the child and parent, **that one must contact the relevant authorities** in order to punish the offender, stop the circulation of the materials featuring the child, prevent similar crimes in the future, find other victims and help them.
7	**Help the child and parent inform the relevant authorities** about the crime.
8	In any case and regardless of the parent's consent, **the specialist should inform law-enforcement agencies** of the established or alleged sexual exploitation of the child.
9	It is important to **provide the law-enforcement agencies with maximum details**, including the e-mail, account details, name (real name, or account name), phone
10	**Provide the parents with contacts** of organisations in their area of residence that can help a child victim of abuse and exploitation.

Figure 6: First Steps to Abuse Response

It is important NOT to destroy the correspondence between the child and the offender until the information has been passed over to the law-enforcement. Make screenshots of all the correspondence, and document as much information about the offender as possible.

Should any activities be identified related to the recruitment of a child into OCSE or human trafficking, support must be provided to the child, and information must be passed to the law enforcement agencies.

Figure 7: First Steps to Abuse Response II[9]

The following documents could also be used as a source of relevant information:

1) Parent & Carers Information Booklet,
https://www.family-action.org.uk/content/uploads/2020/03/Parent-and-Carers-Booklet-Web-Version.pdf

2) Global Response Against Child Exploitation, https://www.grace-fct.eu/

3) Tutor of Resilience training modules, https://pearlsforchildren.eu/wp-content/uploads/2022/06/Facilitator-Guide_ENG.pdf

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[9] Avdeeva V. P., Ruppel A. F., Slyusareva M. G., Odinokova V. A., Rusakova M. M., Eritsyan K. Yu., Zakharova Yu. P., Vaaranen-Valkonen N., Laitinen H-L., Viksne G. Protecting children from CSE and recruitment in human trafficking online: Training Module — St. Petersburg: RPO "Stellit", 2020, p.11 https://patverums-dm.lv/svs/uploads/files/training_module_en.pdf

Annex I Activities

Module 1 – Child sexual abuse (General overview)

A.1 - Group discussion

Time	1 h
No.	Any number of participants
Materials	• Flipchart • Pen • Pencil
Objectives	• To share personal and professional knowledge regarding the topic • To assess participants knowledge on the topic
Key Point for discussion	1. How many forms of offline and online child sexual abuse do you know? 2. According to you, what are the main effects of sexual abuse on children? 3. What do you think online child sexual abuse indicates? 4. How do you think the COVID-19 pandemic increased criminal activities related to online child sexual abuse?
Debriefing	Ask participants about their experience from this activity and what new things they learned from other participants as well as if there is something that impressed them.

A.2 - What is child sexual abuse? - Exercises

Time	1 h
No.	Any number of participants
Materials	• Sheets • Pens/pencil • Flipcharts
Objectives	• To strengthen participants' knowledge about child sexual abuse. • To get to know the main activities qualifying as child sexual abuse. • To understand which are the main factors that could lead to child sexual abuse.
Instruction	• Prepare some cards with the exercises below to be delivered to the participants. • Divide participants in small groups (4-5 persons) and ask them to fill together the exercises. The exercises' solutions for the trainer are provided at the end of the document *(p.84)*. • Invite each group to share their answers to the questions and ask them the reasons for their answers. • Suggest them the right solutions.
Notes for the trainer	To debrief, you can give participants further explanation on the topics covered in the exercises. Here is some useful information: **1. Notes — Child sexual abuse** Child sexual abuse is a particularly serious crime that has wide-ranging and serious life-long consequences for victims. In hurting children, these crimes can also cause significant long-term harm at both social and personal level. As proven, children can be sexually abused by persons they know and trust and often by whom they depend on. Child sexual violence can take many forms and can happen within family (called **incest child sexual abuse**) or outside family, mostly by the adult person the child knows and trust, or unknown or peers. Children can abuse other children. This is generally referred to as **peer-on-peer sexual abuse** and can take many forms. This can include (but is not limited to): • bullying (including cyberbullying); • sexual violence and sexual harassment; • sexting and initiating. Besides that, child sexual abuse can take the form of commercial sexual exploitation - not only in exchange of money but also of other goods or meeting others needs including using children for pornography.[10] **2. Notes - What is a child?** According to the Convention of the Rights of the Child a child is every human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier.[11] The term is understood as including any person who is under the age of 18 years, but even the Lanzarote Convention remains silent with regard to sexual consent, leaving it up to the States to legislate on the matter which in European countries is most often set at 14,15, or 16 years (EU Directive 2011/93).[12] **3. Notes — What is child sex abuse?** The involvement of a child or an adolescent in sexual activity that he or she does not fully comprehend and is unable to give informed consent to, or for which the child or adolescent is not developmentally prepared and cannot give consent, or that violates the laws or social taboos of society. Children can be sexually abused by both adults and other children who are — by virtue of their age or stage of development — in a position of responsibility or trust or power over the victim. It includes incest which involves abuse by a family member or close relative.[13]

[10] European Commision, EU strategy for a more effective fight against child sexual abuse (2020), *https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52020DC0607&rid=10*

[11] The United Nations Convention on the Rights of the Child (1989),
https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_PRESS200910web.pdf?_ga=2.78590034.795419542.1582474737-1972578648.1582474737

[12] Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse (2007), p.3 *https://rm.coe.int/1680084822*

4. Notes - *Actions are considered as child sexual abuse according to child's sexual abuse European convection*

According to the Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse (the Lanzarote Convention), the following actions are criminalised:

- Engaging in sexual activities with a child who, according to the relevant provisions of national law has not reached the legal age for sexual activities.
- Engaging in sexual activities with a child where:
  - Use is made of coercion, force, or threats.
  - Abuse is made of a recognised position of trust, authority, or influence over the child, including within the family.
  - Abuse is made of a particularly vulnerable situation of the child, notably because of a mental or physical disability or a situation of dependence. [14]

4. Notes - *Main actions considered as child's sexual abuse*

- Sexual acts that involve penetration
- Verbal sexual abuse
- Touching the child's breasts or genitals
- Making a child touch the perpetrator's breasts or genitals.
- Voyeurism (that is, when a perpetrator looks at a child's naked body)
- Exhibitionism (that is, when a perpetrator shows a child his/her naked body)
- Showing a child pornography or using a child in the production of pornography
- Child sexual exploitation, such as trafficking or child prostitution
- Internet-based child sexual abuse, such as creating, depicting and/or distributing sexual images of children online; or stalking, grooming, and/or engaging in sexually explicit behaviours with children online.
- Sexual exploitation of children in the context of travel tourism

Main actions considered as online child's sexual abuse

- **Child pornography** - Any material that visually depicts a child engaged in real or simulated sexually explicit conduct or any depiction of a child's sexual organs for primarily sexual purposes.
- **CSAM: Child Sexual Abuse Material** - Child sexual abuse material refers to any content that depicts sexually explicit activities involving a child. Visual depictions include photographs, videos, live streaming, and digital or computergenerated images indistinguishable from an actual minor.
- **CSAI: Child Sexual Abuse Imagery** - CSAI may at times be used interchangeably with CSAM, but as the term implies it refers specifically to images (not all CSAM contains imagery, it could be an audio file, for example). This may include still images, video, or live stream content.
- **Grooming** - the action by a paedophile of preparing a child for a meeting, especially via an internet chat room, with the intention of committing a sexual offence.
- **Image-based sexual abuse** - the act of "having private, sexual images created and/ or distributed without consent
- **Sextortion** — a type of blackmailing in which you are being intimidated that your nude photos will be revealed.

5. Notes - *Main characteristics that increase the likelihood of a child to be sexually abused*

Risk determinants are defined as those characteristics of an individual, parents / carers, family or environment / society that increase the likelihood that children will be abused. Assessing these identifiers is useful as it allows child contact professionals to identify families where there is a higher risk of child abuse and / or to be neglected and in continuous to become victims of sexual abuse. Finding high-risk families makes the implementation of appropriate and timely interventions easier.

More specifically, hazard detectors can be organised into a system with four main axes:
- the child
- the parents / carers
- the family
- the environment / society.[16]

[15] As defined by Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse. Available at: *https://rm.coe.int/1680084822*

[16] Inspired by the Online Training material from STOP! — Sexual child abuse prevention: New methods, topics and approaches in European context, *https://stop.dieberater.com/*

Exercise Cards

1. Child sexual abuse

Guess whether the following sentences are True or False

1. One in five children is a victim of sexual violence in Europe.	True	False
2. Child sexual abuse cannot affect him/her in the long run.	True	False
3. Usually, perpetrators of a child sexual abuse are someone children do not know.	True	False
4. Child sexual abuse can take the form of pornography.	True	False

2. What is a child?

(Insert a number) According to the UN Convention on the Rights of the Child, a child is considered any person who is under the age of _____ years.

3. What is child sexual abuse?

Select the correct answer

○ Kindergarten children touching their private parts.
○ Sexual activity between a 17 and 18-year-old children.
○ A sexual activity between a child and an adult.
○ The involvement of a child or an adolescence in sexual activity that he or she does not fully understand or give consent to.

4. According to the Lanzarote Convention which actions are considered as child sexual abuse and therefore criminalised?

Select any possible answers

☐ Engagement of a child in sexual activity without having completed the legal age for such action.
☐ Forcing a child to have sexual activity.
☐ Mental or any kind of manipulation.
☐ Abuse is made by a person of recognised position of trust.

5. Please highlight which of the following actions should be criminalised according to the Lanzarote Convention?

☐ A sexual activity between two people at the age of 20.
☐ A father prostituting his daughter for money.
☐ A disable child being mistreated by his siblings.
☐ A 25-year-old person being bullied.
☐ A sexual activity of a person under 18 with an adult in exchange of food and home.

6. Which of the cases below can lead to child sexual abuse?[17]		
Guess whether the following sentences are True or False		
1. Society with racist and discriminatory views.	True	False
2. Parents who do not spend a lot of time with their children.	True	False
3. A family where parents always fight, and one parent is violent towards the other.	True	False
4. Social isolation (e.g. lacking an emotional support network).	True	False
5. A history of abuse in the family.	True	False
6. A child's poor performance at school.	True	False
7. Disability of either a parent, or caregiver, or child.	True	False
8. Country of origin.	True	False

Link each of the following case of online sexual abuse to its description

1. Child pornography	a. A paedophile of preparing a child for a meeting, especially via an internet chat room, with the intention of committing a sexual offence.
2. CSAM	b. A type of blackmailing in which you are being intimidated that your nude photos will be revealed.
3. Sextortion	c. A situation where one is setting up a fictitious online profile, most often for the purpose of luring another into a fraudulent romantic relationship
4. Catfishing	d. Any material that visually depicts a child engaged in real or simulated sexually explicit conduct or any depiction of a child's sexual organs for primarily sexual purposes.
5. Grooming	e. Any content that depicts sexually explicit activities involving a person seeming a child. Visual depictions include photographs, videos, live streaming, and digital or computer-generated images indistinguishable from an actual minor.

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[17] Inspired by the Online Training material from STOP! – Sexual child abuse prevention: New methods, topics and approaches in European context, *https://stop.dieberater.com/*

A.3 - Case studies

Time	2 h
No.	Any number of participants
Materials	- Flipchart - Laptop - Sheets - Pen
Objectives	To help participants reflecting how to behave in a situation on online child sexual abuse representing different scenarios
Instruction	- Prepare a power point presentation with the case studies you can find below (or simply refer the case studies to the participants). - Write down the participants answers on a flipchart.
Case studies	**Case study n.1** Katerina had just started at the age of 13 to use online platforms to keep in touch with her friends living far away. One day she received a friend request from a woman with the same name as her favourite teacher in high school. Since she had not seen her in years they started chatting about their lives. As the woman was gaining Katerina's trust, she was asking for photos of her and her family since the woman had missed all family members. Then she started asking specifically for photos of Katerina mentioning how beautiful she was. *Questions & reflections for participants* - Are there signs or risks of sexual abuse in the woman's behaviour? **Case studies continues** They were talking every day from morning to night. The woman was mentioning that Katerina should not tell anyone about their secret conversations. They continued exchanging photos, songs, and their news. One day her mum discovered this chat and went straight to the police. The police started an investigation and discovered a child-pornography ring with almost 500 people behind it *Questions & reflections for participants* - According to you is this a warning sign for a child sexual abuse case? - What are the main signs to consider these behaviours as abusive? - If you were her mother or father, how would you have handled the situation? - How do you think children should be educated regarding the safe use of online platforms? **Case study n.2** The English teacher was famous for being polite to everyone in the village. He grew up in the village but left to live abroad for a couple of years. When he decided to return, he started working as an English teacher. He was the only one around, so everyone was trusting him in regards to the education of their children. In the beginning everything seemed fine as the teacher was arranging group classes in the municipality building. Things got strange when he claimed that children have different knowledge of the language, so he had to split the class into groups and it would be more convenient to him if children could come to his place one by one. *Questions & reflections for participants* - Are there signs or risks of sexual abuse in the woman's behaviour?

Case studies continues

No one in the village had understood what was going on until one of the children decided to talk. The girl asked her mother to talk and as she confessed: *"The teacher starts doing weird things when I am around. He touches me all the time and then he touches himself. Sometimes he takes photos of me. He says that it is really hot in the room and if I want, I can take off some of my clothes."* The mom got furious and ran to the teacher's place to ask more.

Questions & reflections for participants
- Can the teacher's behaviour be considered as a criminal offence?
- What were the warning signs to predict that that was not a safe situation for the children?
- Did the mother make the right decision by immediately running to the teacher's place? What would you have done in her place?

Case study n.3

Nick at the young age of 15 was sent to a summer camp to practise his football skills as a professional career in one of Europe's greatest teams was knocking on his door. The first days were super fun, making new friends, playing football, enjoying the strict practice, but the fun days would soon be over. His coach was having bigger dreams for Nick and was always pushing him further. When all his teammates were going to sleep Nick was asked to stay a bit longer. As Nick testifies *"It started with some short punching and ball throwing, but I thought it was normal. Football can be a tough sport and one should make himself numb to any kind of wounding. Then he started videotaping me playing football and the moments he was beating me as well. Still thought it was normal, he was my coach and my parents had invested a lot of money on this summer camp"*. Things started exacerbating when Nick called his parents and asked to return home as he could not handle it anymore. That night the coach asked Nick to visit him in the office. This was strange to Nick, because he was asked to do so after midnight, but still, he went. When he entered the office, the coach locked the door and started touching him, initially on the head and then on other parts of his body. Nick was shocked and tried to leave when the coach asked him to stay and see a movie about a famous football star. As they were watching the movie, the coach suddenly changed the movie into a weird video showing child pornography to Nick. Nick started screaming and asking to leave the office.

Questions & reflections
- When do you think the first worrying signs concerning the coach's behaviour appeared?
- According to you what are the harmful practices regarding child sexual abuse perpetrated by the coach?
- Could the coach be accused of child pornography because he started videotaping him while playing football?

Case study n.4

Sophia was 13 when she met a boy who said he was 18, at her cousin's 21st birthday party. *"I thought he was gorgeous, it was really exciting,"* she said. At first, he treated her well, but soon he started to control her, isolate her from her family and she spent a good amount of time alone isolated from her friends and family. When somebody asked if he hits her often, she said: *"Just when I wouldn't do something, he wanted me to do"* She paused, then added in a small voice: *"So, yeah, often."* When the police came to rescue Sophia, they told her the man was 34, and had a criminal record for child abuse. *"I said they were lying,"* she said. *"I thought I was in love, I thought it was normal."* As she confessed later in her testimony, Sophia was forced to stay in front of the computer and show parts of her body in front of the camera.

Questions & reflections for the participants
- According to you do the men can be accused of sexual abuse even if they had a relationship?
- What kind of sexual abuse the men can be accused of?
- According to you, how could the family have prevented what happened? Should they have considered some warning signs?

Case study n.5

Amelia was 15 when she met her first 'boyfriend', John. He — in his 30s — bought her expensive presents that she usually brought home to show to her parents, picked her up in his car, told her he loved her but to not tell anyone about their relationship. But he soon changed. He became weird and was asking her to make some videos while they were having sex. She trusted him and started to do what he had been asked for. Two weeks later, Amelia found her photos and videos in an online platform for adults.

Questions & reflections for participants
- How should the parents understand/recognise that something bad was happening in Amelia's life?
- When could Amelia firstly understand/recognise that the relationship she had with John was not healthy?
- On the basis of trust, Amelia would do anything John asked her for. However, when an adult asks to video record a physical and intimate moment, trust is not always enough. How do you think children should be educated on it?

Case study n.1

- An adult asking for a photo from someone who is under 18 years old is a warning sign for child sexual abuse.
- An adult asking for photos from a minor, making comments about his/her physical aspect/appearance and asking her/him not tell anyone about their conversations is considered as an abusive behaviour.

Case study n.2

- The teacher's behaviour can be considered as criminal offence because his perpetrated sexual and physical assault against a minor.
- The first warning sign was to ask children to go to his place one by one.
- It is not useful to immediately face the perpetrator. It is always best to report to a reference person in the school that could handle the situation and then denounce him to the police.

Questions & reflections
- When do you think the first worrying signs concerning the coach's behaviour appeared?
- According to you what are the harmful practices regarding child sexual abuse perpetrated by the coach?
- Could the coach be accused of child pornography because he started videotaping him while playing football?

Case study n.3

- The first warning sign arouse when all his teammates were going to sleep, and Nick was asked to stay a bit longer and when one night the coach asked Nick to visit him in the office after midnight.
- The harmful practices regarding child sexual abuse perpetrated by the coach, physical and sexual assault in the office and showing child pornography to Nick.
- He could not be accused of child pornography for videotaping Nick while playing football because these are not images showing a child in sexual or sexually explicit situations.

Case study n.4

- Yes, because he had a relationship with a 13-year-old minor.
- The man can be accused for: sexual exploitation, child pornography and voyeurism (*looking at a child's naked body*).

Case study n.5

- The expensive presents Amelia brought home were warning signs for her parents.
- From the request to tell anybody about their relationship.

Module 2 - Identification

A.1 - Group discussion

Time	1 h
No.	Any number of participants
Materials	• Flipchart • Pen • Pencil
Objectives	• To reflect how recognise warning signs of child sexual abuse (from both sides, children and perpetrator). • To reflect on risky factors of sexual abuse. • To reflect on own capacity to identify a perpetrator.
Key points for discussion	1. According to you, which are the main signs of unhealthy or inappropriate behaviour towards a child's sexuality? 2. How do we identify warning signs in adults? 3. How do we identify warning signs in children? 4. If you suspect that there might be a situation of abuse, how would you react? 5. What are the main signs and effects of grooming? 6. What do you think are the main characteristics of a perpetrator? 7. According to you what are the main signs to identify OCSA?
Debriefing	Ask the participants about their experience from this activity and what new things they learned from other participants as well as if there was something that impressed them.

A.2 - Victim identification and risk factors- Exercises

Time	1 h
No.	Any number of participants
Materials	• Sheets of paper • Pens/pencil • Flipcharts
Objectives	• To recognise risk factors for child sexual abuse • To identify signs of abuse • To detect children's reaction on abuse
Instruction	• Prepare some sheets with the exercises to be delivered to the participants. • Divide participants in small groups (4-5 persons) and ask them to fill in together the exercise cards. Solutions for the trainer are provided at the end of the document (p. 85). • Invite each group to share their answers to the questions and ask them the reasons for their answers. • Suggest them the right solutions and promote discussion on the topic.
Notes for the trainer	To debrief you can give participants further explanations on the topics covered in the exercises. Here some useful information: ***1. Notes Risk factors for sexual abuse - Individual factors:*** Child sexual abuse is widespread among boys and girls and has been identified to have harmful consequences to the child'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. Individual factors are characteristics of the child's physical and psychological functioning, which may influence how the child relates to others: • disability, including intellectual/learning disability: children with disabilities are more vulnerable to sexual abuse than their peers, • low self-esteem, • gender: girls are more likely than boys to be sexually abused. Importantly, however, the number of sexually abused boys might be more underestimated than the number of girls (as boys find it more difficult to tell others about such experiences), • age: school-age children are the most likely to become victims of sexual abuse, which is not to say, however, that other ages exclude the possibility of abuse. ***2. Notes. Risk factors for sexual abuse - Family Factors and environmental factors are characteristics of the family system's functioning:*** • negative atmosphere at home, parental divorce, • growing up in conflicted families, • lack of parental support, • highly punitive discipline, • a parent's physical or psychological absence: lack of parental attention, growing up with a single parent, a parent's unavailability, disability or disease, • other problems in the family.

Sexual abuse is statistically more likely to occur in families affected by problems such as physical abuse of children or domestic violence between other family members, child neglect, cruelty to animals, traumatic experiences, and losing a significant other.

Environmental factors for child sexual abuse might be
- the family's social isolation, e.g. poor or missing ties with the social environment,
- cultural difference, which may increase the family's social isolation due to the commonly occurring language barrier.

3. Notes - Benefits in recognising signs of child sexual abuse:

Knowing risk factors for child sexual abuse and their effective recognition make it possible to:
- identify children who are more vulnerable to sexual abuse,
- stop child sexual abuse,
- plan preventive efforts targeted at children and their families.

4. Notes - Signs in child's behaviour that may indicate sexual abuse:

A child who experiences sexual abuse may display the following symptoms:
- begins to avert staying alone with one of the family members or a specific person;
- shows unexpected fear of a certain adult or doesn't want to contact him/her;
- clings to a person and crosses their boundaries if the offender seduced the child;
- tries to talk about the abuse in an indirect way — by using hints and clues (such as saying that he/she has been asked to keep a secret; asking restless questions about the family falling apart; or investigating whether dad can really be taken away — if this concerns incest);
- describes behaviours of an adult that indicate that this person is trying to seduce that child in order to sexually abuse them;
- seems to be down and withdrawn, complains about physical problems that have no medical justification;
- has sleep problems, nightmares;
- begins to be aggressive and/or presents self-harming behaviour;
- shows health problems that indicate sexual abuse — pain in the vulva/anus region;
- doesn't want to go to school or suddenly loses the ability to concentrate and begins to have problems with learning;
- bedwetting or soiling;
- begins to behave aggressively;
- loses appetite;
- develops low self-esteem;
- doesn't want to play/spend time/socialise with peers;
- shows atypical sexual behaviours, masturbates in public, uses new adult-like words for sexual activities or private body parts, shows unexpected adult knowledge for sex, initiates play mimicking various forms of sexual activity, caresses others in ways that cross their intimate boundaries;
- other changes in the child's behaviour are also alarming — e.g., when a quiet child becomes hyperactive or an open, extrovert child becomes withdrawn.

5. Notes — Symptoms and signs

The level of symptoms, such as anxiety, depression, signs of post-traumatic stress disorder, school problems, learning difficulties, auto-destructive behaviours or psychosomatic symptoms, in sexually abused children varies.
The intensity of the manifestations depends also on the relation between the perpetrator and the child. It is also known that more manifestations appear in children who haven't received support from their caregivers after disclosing the abuse or in cases where the caregivers actually denied that any abuse happened.
Factors that could be associated with sexual abuse could be also caused by stressful events in a child's life, such as parents' divorce, death of a member of the family, of a friend or beloved animal, school problems, moving to a different place and loosing friends, domestic violence, etc. However, the co-existence of such symptoms in a child should draw a caretaker's attention and urge him/her to take a closer look at the situation by asking for further information.
Generally, in older children more symptoms manifest than in younger ones. The amount and intensity of the consequences depend also on the type of experienced sexual abuse, e.g. with/without penetration, use of force, frequency and duration of the abuse.
One should also keep in mind that sometimes the signs of abuse may be very subtle, unnoticeable to those around the child, they may not appear at all or they may occur later in the child's life.

6. Notes - Children's reaction on abuse

Disclosing sexual abuse is a difficult and burdening experience for a child. Children who have been sexually abused have a whole range of feelings: fear, shame, sadness, helplessness, anger (both towards the offender and towards themselves), and guilt.
Few children tell an adult about an incident of abuse at the time of the incident, most children disclose abuse with big delay, some of them wait until adulthood and some never tell anybody.
This is the reason why adults need to be aware of that, able to recognise the perpetrator's patterns and signs in the child's behaviour that may be alarming, and able to react.
One type of disclosure is purposeful or intentional disclosure, typical of older children. The child decides to tell someone about what has happened to them, sometimes after discovering that another child (or more children) has been victimised by the same perpetrator.

Other types of disclosure include:
- Accidental disclosure — when it is not the child's intention to disclose the experience of abuse; the child says or reveals something by chance, triggering the discovery by others in the environment; this type is typical for younger children.
- Tentative disclosure — when the child wants to see how their story will be reacted to, so they may start talking and then withdraw, or they talk about the abuse as something that has happened to a friend.
- Partial or gradual disclosure is also typical. Thus, delayed, incoherent disclosure and withdrawing of what they have said are characteristic of victims of this kind of offence.

When asked, the child may initially deny, then, perhaps and sometimes, talk about the experience, then withdraw, and finally confirm the abuse again.

7. Notes - Disclosure

The child may not want to talk about the experience of sexual abuse. The reasons for non-disclosure are different:
- Avoids stress by not talking about this painful subject.
- Feels guilty and ashamed (internalising the offender's thoughts — the victim believes that it has provoked the abuse, feels worthless, thinks they have betrayed the mother or another caregiver, perpetuates their feeling of inferiority).
- The offender has forbidden the child to tell anyone.
- Fear of the unknown.
- Fear of the consequences of disclosure.

The main predictors of non-disclosure are:
- emotional closeness with the perpetrator;
- the perpetrator is a family member;
- young child;
- living with a substance-abusing parent;
- the more invasive and traumatic the abuse, the less likely the victim is to disclose it.

It may also be possible that the child is willing to share the abusive experience with someone. Reasons for disclosure could be:emotional closeness with the perpetrator;
- protecting themselves from further abuse;
- protecting others (siblings) from abuse;
- consequences for the offender;
- spontaneous disclosure, something special about the situation.

The main predictors of disclosure are:
- the perpetrator is a stranger;
- duration (1 incident, 1 day);
- parent-led education.

Exercise Cards

1. Individual child factors include...?

Guess whether the following sentences are True or False
- ☐ age, self-confidence, gender, sovereignty;
- ☐ disability, low self-esteem, gender, age;
- ☐ low self-esteem, age, family status, education.

2. Family factors include ... ?

Select the right answers
- ☐ negative atmosphere at home, conflicts for parental divorce, lack of parental support, highly punitive discipline;
- ☐ disability within the family, family status, level of education, parent's absence;
- ☐ lack of money, same sex parents, violence in the family, parental divorce.

3. Knowing risk factors for child sexual abuse and their recognition, enables us to?

Select the right answers
- ☐ call the police;
- ☐ ask the children more specific questions;
- ☐ identify children who are more vulnerable to sexual abuse;
- ☐ stop child sexual abuse;
- ☐ plan preventive effort targeted at children and their families;
- ☐ make classroom activities about the danger of sexual abuse.

4. There are three categories of risk factors for sexual abuse. Guess the right ones?

Select the right answers
- ☐ individual child factors;
- ☐ family factors;
- ☐ environmental factors;
- ☐ poor school performance.

5. What are the signs in the child's behaviour that can indicate she/he is experiencing sexual abuse?

Select the right answers
- ☐ bedwetting or soiling;
- ☐ he/she wants to be with peers all the time;
- ☐ he/she loses appetite;
- ☐ he/she is extrovert;
- ☐ he/she doesn't get along with classmates;
- ☐ he/she starts having sleep problems;
- ☐ he/she seems to be down.

6. Symptoms and signs

Is sexual abuse predictable?

Answer:
☐ yes, always;
☐ no, never;
☐ sometimes, there are signs that can lead to believing that.

Are the signs always similar or may vary?

Answer:
☐ the intensity is variable;
☐ the signs are always very noticeable;
☐ they can be unnoticeable.

What might be the reasons behind the intensity of the manifestation of symptoms?

Answer:
☐ the child's behaviour;
☐ the child's age;
☐ the kind of relationship between the perpetrator and the child;
☐ social status of the child's family.

7.Children's reaction on abuse

Drop the right answer to complete the sentences	*Answers to drop in the right place to complete the definition:*
• Delayed, incoherent disclosure and withdrawing of what they have said are characteristic of victims of this kind of offence. When asked, the child may initially deny, then, perhaps and sometimes, talk about the experience, then withdraw, and finally confirm the abuse again .... • When it is not the child's intention to disclose the experience of abuse; the child says or reveals something by chance, triggering the discovery by others in the environment; this type is typical of younger children .... • When the child wants to see how their story will be reacted to, they may start talking and then withdraw, or they talk about the abuse as something that has happened to a friend..	 • Accidental Disclosure • Tentative disclosure • Partial or gradual disclosure

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8.Disclosure [18]

Choose if the following sentences are true or false		
If the perpetrator is a family member, this can be a predictor of disclosure.	True	False
One of the reasons of non-disclosure is to avoid stress by not talking about painful situation.	True	False
Emotional closeness with the perpetrators is the reason for disclosure.	True	False
Grooming is a predictor of disclosure.	True	False

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[18] Inspired by the Online Training material from STOP! – Sexual child abuse prevention: New methods, topics and approaches in European context, *https://stop.dieberater.com/*

Time	2 h
No.	Any number of participants
Materials	• Flipchart • Laptop • Sheets • Pen
Objectives	• To help participants reflecting how to behave in a situation on online child sexual abuse representing different scenarios
Instruction	• Prepare a power point presentation with the case studies you can find below (or simply refer the case studies to the participants). • Write down the participants answers on a flipchart.

Case studies

Case study n.1

Lena is a girl of 12 years old and she is shy and very passionate about sports. She practised oriental martial arts in a sports club. Her coach told the girl's parents that she was very talented and he offered additional individual practice. After each group practise Lena stayed alone with the coach in the empty club. Sometimes he showed her new exercises, sometimes training videos, and sometimes – pornographic materials. He offered her special massages that will supposedly give her extraordinary power when fighting. The massages required the child and the coach to undress and massage each other's private parts. She didn't tell anything about it to her parents because they are very proud of her and happy for the efforts and talent she is showing. The girl is really stressed and often tired. She is confused and doesn't want to practise martial arts anymore. She keeps saying she needs to miss her martial arts training because she has to do her school homework. Her parents are very disappointed and went together with Lena to ask to her coach if there was any problem within the sports club. She denies and gets nervous and angry every time they ask.

Questions & reflections for participants
• Are there any signs of risks of sexual abuse in the girl's behaviour?
• Do you think that it is difficult for the girl to disclose? Why?
• Do you think Lena's parents' way to help her share is advisable? Why?
• Is the age and the personal character of Lena affecting the way she reacts to sexual abuse?
• Is the nature of Lena's relationship with her coach affecting the way she reacts to the abuse?

Case study n.2

Mark is 11 years old and he is a member of an online fan group of his favourite band. He usually spends up to an hour a day chatting with other members of the fan group. However, lately he spends many hours locked in his room using the laptop and when he leaves his bedroom, he is always standoffish and brusque with everybody. Furthermore, he is experiencing loss of appetite and he usually does not finish what his parents cook for him. Therefore, his father asks Mark to share with him what is going on, promising his child that will not tell anybody what Mark will reveal and he will keep the secret between them

Questions & reflections for participants
• Are there any signs of risks of sexual abuse in Mark's behaviour?
• Do you think Mark's father's way to help him disclose is advisable?

Case study n.3

Sarah is 12 years old and she is dyslexic. To keep up with the lessons she has a support teacher that helps her doing her homework. During the COVID-19 pandemic she often wrote to him asking him for further information about the homework. He has always been very helpful but lately he started to ask Sarah to do video calls and instead of helping her with the homework he started to ask about her private life (if she had a boyfriend, if she shared her bedroom with a brother or sister or if she was alone). Sarah started to feel uncomfortable but she trusted her support teacher. Therefore, she continued to talk with him even if he kept on asking about Sarah's personal life. One day during a video call with Sarah he suddenly took off his clothes and he started masturbating. She was shocked and did not talk about it with anybody even when during another video call, he asked her to take her clothes off too. Sarah's mother noticed that something was happening in her daughter's life so she decided to read Sarah's secret diary and she found out what was happening between her daughter and the support teacher. Concerned and worried about the situation she confessed to Sarah that she read her diary and started to fill Sarah's diary with questions asking for every detail. When she finished with the questions she added: *"Sarah if you do not tell me everything to me something worse could happen"*.

Questions & reflections for participants
- At what point do you believe Sarah might have realised that the support teacher's behaviour was starting to become suspicious?
- Do you believe that Sarah's mother's reaction was appropriate?
- Do you believe that it is productive to ask an abused child any minimal detail?
- What emotions do you think the mother's last sentence might have triggered in Sarah?

Case study n.1

- Risks of sexual abuse in the girl's behaviour: she was often stressed, and she got nervous and angry when her parents asked her to miss her martial arts.
- It is suggested for the parents to be cautious and patiently, to help the child to disclose by finding the right moment to ask their child what is going on.
- Children may react to sexual abuse in various ways; the character, frequency and severity of the symptoms depend on children's age, individual traits, the experience itself and other people's reaction to the disclosure. They also depend on the child's previous experience in coping with stress, the nature of the relationship with the offender, and whether the child feels its life or health is threatened.

Case study n.2

- Risks of sexual abuse in Mark's behaviour: he spends many hours locked in his room, he is always standoffish and brusque, he is experiencing loss of appetite.
  If the child says that he/she will tell you something, but you need to promise that you wouldn't tell, never agree to that. If the child discloses the abuse, it is not a good move, because you either keep the promise and can't help the child or break the promise in order to protect the child and the child loses trust in you and in other adults. It is better to tell that there are things that cannot be keep as secret if someone is doing wrong things to him/her.

Case study n.3

- The support teacher's behaviour was starting to become suspicious when he started to ask about Sarah private life.
- It is important not to ask the child about all the details — they may need more time or feel embarrassed or frightened. The desire to investigate the situation to the smallest detail may be an obstacle to disclosure. The child will have to tell the whole story to a professional, anyway. Do not dramatize, but also do not pretend nothing has really happened or suggest the child should forget about the whole thing as soon as possible. Do not downplay what the child is telling you, but also try not to create an atmosphere of great tragedy because suffering this will cause anxiety and distress in the child.

Notes for the trainer

A.4 - Role play

Time	30 minutes
No.	Any number of participants
Materials	• Flipcharts • Sheets • Pens
Objectives	• To be able to respond to warning signs of a child who is in risk of sexual abuse, or he/she has been already abused. • To learn how to respond to disclosure.
Instruction	• Present the background scenario you can find below to the participants. • Ask participants to divide into small groups of two or three people. • After the scenarios have been presented, take 5 minutes for reflection and let them reflect in groups how the story should continue. • Ask them to continue the story in front of the audience.
Scenarios for discussion	**Scenario 1** You are a volunteer and in your free time you work in a summer centre. One day Olivia, a girl of 10 years, also comes to you telling you that she doesn't like John, the volunteer that usually plays with the children in the afternoon because he sends her "weird" photos on Telegram. Indeed, when he enters the room Olivia always gets pale and doesn't want to play with anybody. You are worried about this situation and you will then decide to speak with her. *Imagine a conversation with Olivia to discover what is happening.* **Scenario 2** You are Luke's mother. Luke, a boy of 11 years old, recently spends many hours using his mobile phone and when it rings, he usually goes to his bedroom, locks the door, and stays there for hours. When you call him, he usually gets nervous and angry and does not want to speak to anybody. Therefore, you believe that it is time to talk with him. During the conversation he reveals that somebody asked for his photo online but he withdrew. He started to be worried about the consequences of the revelation and he said that it did not happen to him but to his friend. *Imagine how to continue the conversation with your son to help Luke reveal what is happening without being concerned about the consequences.* **Scenario 3** You are a single father, therefore you often used to leave your daughter (Serena) with your sister and her husband while you were busy with work or housework. In the recent months Serena started finding new excuses for not going to her uncle's place but since you believe they are the most reliable persons you know you usually found ways to convince her to go there. During COVID-19 and due to the lockdown, you all had to stay at home. During that period, you noticed that when Serena spent more time on her computer, she usually did not want to have dinner, she got nervous and during the night she peed in the bed even if she's 8 years old. You were quite sure with all these warning signs that something worrying was happening therefore you talked to your daughter. She revealed that her uncle abused her when she went to his place and now, he keeps on abusing her, commenting with bad words under her posts on social media and sending her nude photos. You get really angry and nervous because you could never have imagined that a member of your family could do something to your daughter. *Imagine how to react to your daughter's disclosure and how not to let your negative emotions overwhelm you.*

Notes for the trainer

Scenario 1

When asking questions, make sure they are not leading/suggestive, blaming the child or challenging their credibility. You may begin the conversation with: "Can you tell me what happened?" Whatever the child's response is, stay calm and composed. Repeat the child's words and encourage them to elaborate, e.g. by saying: *"Tell me about it"*.
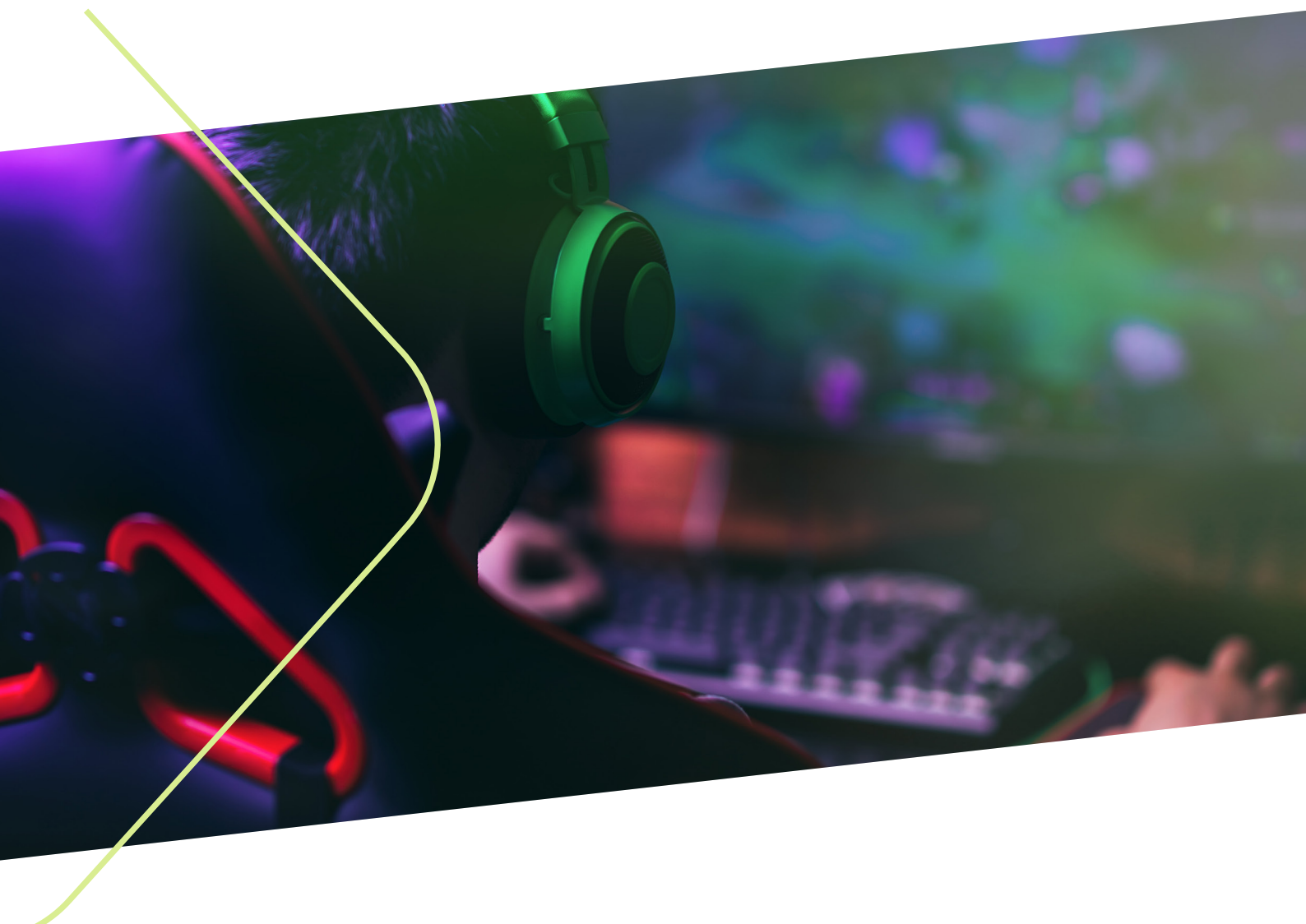*"What happened next?" "And then?" "Please go on"*, etc.

Scenario 2

You will help the child deal with their difficult emotions when you assure them that:

- you believe them,
- it is not their fault,
- the perpetrator is the person responsible for the situation (the one who should be blamed)
- you will take action to protect them and stop the abuse.

Scenario 3

Talking about sexual abuse is especially difficult for the child if the perpetrator is someone close to them. When you identify the warning signs, and the child discloses the abuse you can feel lost and do not know what to do. You may find yourself looking for help in dealing with strong emotions such as shock and anger. You might need support in dealing with the situation while investigating the situation.

A.5 - Bust the myth around OCSA [19]

Time	1h
No.	Any number of participants
Materials	• Balloons • Paper • Pen • Flipchart
Objectives	• To learn how to identify a perpetrator. • To analyse widely shared but false beliefs about OSCA.
Instruction	• Inflate the balloons with small sheets of paper in them. On the papers, write beliefs regarding the characteristics of OCSA. • Make a circle with all participants. • Identify an assistant from the group who will determine the person who will burst the balloon. • Each balloon must be transmitted clockwise. • When the assistant says STOP, the person who holds the balloon should burst it in the fastest way, read aloud the statement and say their opinion — do they agree or not? • Ask the group's opinion. Also, let's think about what people usually comment on, what the public attitude is (what is the general belief). • If the participant faces difficulties or can't answer, the responsibility falls on the participant sitting next to him on the left. • The facilitator must have read the facts in advance and be ready to answer if the participants do not understand what the problem might be about the particular myth. • This activity has to be repeated until all balloons you have prepared are exhausted. **Examples for beliefs** **1. Belief: A child that is groomed online does not have the same psychological trauma of a child who has been physically abused.** **1. Fact:** Seducing a child on the Internet, the perpetrator can seek a chance to meet the child in reality and sexually abuse him/her or use the child for creating child pornography. Although grooming does not always conclude with real-life contact with the victim, it is always harmful towards the young person. According to therapists, typical consequences of Internet-based seduction of a child match those of post-sexual abuse trauma. **2. Belief: It is always true that people who have been abused in the past will abuse others.** **2. Fact:** Sometimes sexual abuse is committed by people who have been abused in their childhood. However, most victims of child sexual abuse never commit such crimes in their adult life. **3. Belief: Being a single parent does not mean that your children are at higher risk of online grooming. Every child is exposed to equal risk.** **3. Fact:** The child of a single parent may be at higher risk of grooming. In such situations, perpetrators may offer financial and other help in order to build a close relationship with the child's family, or a close relationship with the single mother. **4. Belief: Lonely children are not at risk of online grooming because they could not find real friends online** **4. Fact:** Lonely children are easy targets for online abusers because they are vulnerable and often feel more at ease to speak with someone online rather than in real life. **5. Belief: Abusers are usually old men belonging to poor social classes.** **5. Fact:** It is not possible to characterise a typical OSCA perpetrator. Abusers can be from all social groups and everyone can be a victim of online violence. It can happen in every family, ethnic group, within poor or rich societies and at all ages

6.Belief: People who are addicted to alcohol and drugs are usually perpetrators. Drugs and alcohol are cause of sexual abuse.
6.Fact: Alcohol and drug consumption can lead to aggressive and abusive behaviour by lifting inhibitions. This is not itself a cause of sexual abuse, it just makes it easier for some people to act according to a predisposition they already have.

7. Belief: Usually the offender is unknown to the victim.
7. Fact: Research shows that in about 80% of the cases the offenders are known to the victims and often they are part of the victim's family.

8. Belief: It is difficult for a perpetrator to create a close relationship with the victims through online interactions
8. Fact: New technologies make it easier for perpetrators to build a close, intimate relationship with a child without the parents' knowledge. Contact with the perpetrator can take the form of an emotional relationship in which the perpetrator assumes the role of a boy /girl and strives to arouse in the child's feelings of falling in love, or a mentoring relationship in which the perpetrator plays the role of a person full of understanding, support and the will to teach the child.

9. Belief: It always happens that when a child is at risk of sexual abuse, or he/she is already abused, the care providers immediately detect the danger and act accordingly
9. Fact: Sexual abuse almost exclusively takes place in secrecy. The remaining members of the family — including the other parent, if one is the perpetrator — usually do not even suspect that something is not right. Sometimes, even if they notice some cues that the child may be experiencing abuse, they convince themselves that nothing wrong is happening, they are more likely to believe the denying perpetrator than the child. In order to keep the abuse a secret, the perpetrator may use the child's natural feelings of fear, shame or guilt connected to what is happening; he/she will often impose silence on the child using blackmail, threats or punishments. Sometimes the perpetrator will bribe the child, or convince him/her that what is happening is absolutely normal.

Debriefing

To debrief you can give participants further explanation on the topics covered in the exercises. Here some useful information:

How do the perpetrators operate?

The perpetrators of child sexual abuse often make great efforts to get close to children and gain their trust. They may put a lot of pressure on children to keep the abuse a secret.
They often become the child's false friends, confidant, and the most important figure in the child's life, understanding the child's problems and sharing their interests. They slowly sneak into a parent's position, "stealing" the child emotionally and physically. Of course, there are also offenders who put the child under pressure, threaten them, use physical violence, and make the child feel scared and helpless. Perpetrators may also put much pressure to make the child keep the abuse a secret.

Grooming

Grooming is a process in which the perpetrator builds a relationship with the child, with the intention of sexual abuse. Offenders can choose children who are shy, do not have good relations with their peers, and feel lonely.
Initially, at early stages of their contact with the offender, many children feel favoured, better than others, and charmed by the attention they are given.

The perpetrators can try grooming children in any situation where they come into contact with children. They can also seduce children online — the goal is to lure, seduce and then sexually abuse the child. The COVID-19 pandemic exacerbated the risk for children to enter in dangerous contacts while using chat forums, online social platforms such as FB, Instagram, etc., also via online games, where young people reveal personal information that can be used by the perpetrator.
The process of child grooming online is a complex phenomenon - the duration, intensity of contact and the way it proceeds depends both on the personality and needs of the perpetrator as well as on the needs and behaviour of the victim. In order to achieve his/her goal, the perpetrator builds a close relationship and emotional bond with the child, using various techniques of manipulation and in many cases falsifying his/her identity, e.g. lying about age etc. [20]

A.6 - Perpetrator identification

Time	30 min
No.	Any number of participants
Materials	• Pens/pencil • Flipchart • Laptop
Objectives	• To learn how stereotypes regarding perpetrators' characteristics could lead to misconception and mistakes
Instruction	Initiate a group discussion on the following questions: • Who can be a perpetrator? • To what to pay attention to when observing adults' online relationships with a child?
Debriefing	To debrief you can give participants further explanation on the topics covered in the exercises. Here some useful information: **Who can be a perpetrator?** It is impossible to characterise a typical perpetrator of child sexual abuse. Such people do not differ in appearance and in personality traits from others. They can come from any social background and from any profession (sometimes because of an easy access to children they choose a profession which gives them such opportunities). The offenders can be of any age. It happens that older teenagers behave sexually towards much younger children (it is not peer to peer behaviour). Research shows that many of the offenders have their first onset of sexual abuse below the age of 21. Perpetrators can also occupy influential positions, giving the appearance of respectable members of the society. They may sexually abuse their own children, children from their extended family or other children. They may initiate sexual contacts with a child they do not know, but research shows that in about 80% of the cases the offenders are known to the victims. Child sexual abuse perpetrators may be seen as pleasant, warm-hearted and caring towards children. This helps them build close relationships with children and abuse them, often without ever being suspected or uncovered. Most perpetrators are men (around 90%), but some are women. It is hard to believe that someone we know — and like — can be a child sexual abuse perpetrator. However, since it can happen, we should know what to be aware of in order to protect children. We would rather easily believe that a person who is alcoholic, unemployed or homeless will be the abuser, but not the person we respect, like or know very well. **To what to pay attention to when observing adults' online relationships with a child?** You should be aware of adults or persons much older than the child who keep intense contact with the child via social media or other communication tools. Even if it is a person you or the child rely on, the child and the care providers should always be cautious when: • The online interactions become too frequent. • Questions regarding the private and intimate sphere are asked during the online conversations. • It is asked to keep their communication a secret. [21]

[21] Inspired by the Online Training material from STOP! — Sexual child abuse prevention: New methods, topics and approaches in European context, *https://stop.dieberater.com/*

Module 3 - Prevention

A.1 - Group discussion

Time	1 h
No.	Any number of participants
Materials	• Flipchart • Pen • Pencil
Objectives	• To share personal and professional knowledge regarding the topic. • To assess the participants knowledge on the topic.
Instruction	Initiate a group discussion on the following questions: • Who can be a perpetrator? • To what to pay attention to when observing adults' online relationships with a child?
Key point for discussion	Round participants in a circle and initiate a discussion on prevention of OCSA. 1. Who do you think should be the main target groups of an OSCA prevention programme? 2. The four preconditions of child sexual abuse can be linked to different prevention strategies, could you reflect on further prevention strategies linked to each precondition? 3. *Share and explain Finkelhor's precondition model p.12 to participants and then let them answer.* 4. Please reflect and share some tips to prevent online grooming.
Debriefing	Ask the participants about their experiences from this activity and what new things they learned from the other participants as well as if there was something that impressed them.

A.2 – Setting safe boundaries [22]

Time	2 h
No.	Any number of participants
Materials	• Sheets • Pens/pencil • Flipcharts
Objectives	• To acquire awareness of personal boundaries to prevent and avoid abusive behaviour, among others. • To understand that the general perception of what is personal, our body and sexuality can be very different from one person to the other. • To learn that people's reactions to the invasion of personal boundaries are unique.
Instruction	• Ask the participants about their experiences from this activity and what new things they learned from the other participants as well as if there was something that impressed them. • Inform them that you will read instructions to them and they will need to follow them. The first instructions will be: *"Face each other. Now Number 1 get one step closer to Number 2".* • Now explain that they may feel uncomfortable when following some of the instructions you will give. If at any time either the person doing the action or the person receiving the action feels uncomfortable, they do not have to follow the instruction, or they can communicate their unease to the other person in the couple through gestures. Nobody is allowed to speak. • Read out loud the following instructions, one by one, allowing some time each to perform: *(a) "Number 1 and Number 2, look into each other's eyes and hold each other's look during the whole exercise if you can.* *(b) Number 1, put your hand on Number 2's shoulder. [provide some time]. Now release.* *(c) Number 2, put your hand on Number 1's shoulder. [provide some time]. Now release.* *(d) Number 1, with your hand, feel the face of Number 2, explore the shapes of their face. Stop."* *(e) Reverse instruction for number 2.* *(f) "Number 1, get one step closer to Number 2. [Allow some seconds]. Now get one step back.* *(g) Reverse instruction for Number 2.* *(h) Number 1, use your hands to go about the silhouette of Number 2, from head to toe, slowly.* *(i) Reverse instruction for Number 2.* *(j) Number 1, go around to the back of Number 2, and give them a massage on their shoulders and back.* *(k) Reverse instruction for Number 2.* *(l) Number 1, caress the hair of Number 2.* *(m) Reverse instruction for Number 2.* *(n) Number 1, take the hand of Number 2 in your hands. Feel every inch of their hand, from the wrist to the nails, and back.* *(o) Reverse instruction for Number 2.* *(p) Number 1, hug Number 2."* *(q) Break the pairs.* You may repeat the exercise after mixing the pairs, or go straight to the discussion. **Ask all participants to come into a circle.**

Discussion points	- How did Number 1s feel? - How did Number 2s feel? - What was the most difficult instruction to follow? - Did they not follow some of the instructions? Why do they think it was harder to follow some instructions rather than others? [If you did a second round of instructions after changing the pairs] How was it different, if it was, when your partner changed? Why do you think it was different? (because of different/same sex, different/same culture, different sensibility/understanding of personal space and boundaries?
Debriefing	Explain that the purpose of this activity was to explore individual comfort zones, and understanding own boundaries as well as those of others. What each individual deems as okay for themselves, may not be okay for someone else, and may put them in discomfort. To identify one's own personal boundary helps to create safe and respectful situations offline and online preventing us from finding ourselves in abusive conditions. In practical terms: - Each one of us feels safe in different situations and contexts and with different conditions. - Being able to identify/being conscious about our own boundaries, in terms of what does not make us feel safe, is a first step towards feeling at ease and avoid dangerous interaction. - Being able to communicate and set boundaries, e.g. when you do not feel at ease anymore, is a very important step towards regaining safety and feeling at ease again. Manifestations of OCSA may occur in various surroundings, face-to-face and online, and under various forms. Spreading technologies create opportunities for children to be connected all the time, at the same time creating threats to experience sexual abuse and exploitation. Due to the global pandemic of COVID-19, some children will have faced or witnessed increased online harassment as a result of increased Internet use and the use of different social media and learning platforms. Online sexual harassment and intimidation may occur in different forms (cyber-harassment , non-consensual sexting, sex trolling etc.) and may also occur within children in the same age group. Therefore, to prevent online violence within peers is crucial to teach children about the true meaning of consent and safe relationships considering to apply sexual education and health programmes in their educational path. *As a final point, you may ask if anyone wants to comment on any of the points, or if anyone has any additional learning points.*

A.3 - Brainstorming on Digital Consent

Time	2 h
No.	Any number of participants
Materials	• Post-its and pen for each participant; • Flipchart paper and markers; • Tape or removable putty to stick flipchart papers on the wall.
Objectives	• To explore the concept of consent in a collaborative way.
Instruction	• Print a definition of digital consent. Here is an example from https://www.nsvrc.org/blogs/digital-consent-boundaries-and-everyday-consent-online: "digital consent is a way to refer to sexual consent that happens through screens."[24] • Invite participants to finish the sentence "Digital consent is NOT….", writing their answers individually on post-it papers with one answer per post-it; • Collect the Post-its and stick them on the flipchart, or transcribe them if they are not easy to read; • Create a consensual definition together or distribute the printed definition, read and check if it feels complete, or if participants need to develop it further. Example of reverse brainstorming on consent. Digital consent is not about: • Not agreeing / refusing before sending explicit messages or texts. • Coerce or pressure someone to send photos or record sexual acts. • An agreement that is given when one is not in a position to do so: for example, when a person is under pressure. • An agreement established at the beginning that will never change. If consent has been established at the beginning the interlocutors are not obligated to agree to do it again. • An agreement between an adult and a person under the age of 15. • A negotiation. • Not listening to one's limits and/or the limits of others.[25] • Something taken for granted when you and the interlocutors already know each other.
Debriefing	To debrief you can give participants further explanation on the topics covered in the exercises. Here some useful information: **A pathway for respectful online spaces with consent** From apps to online dating websites, there are many ways people are connecting online. Although you aren't talking face-to-face with someone, consent still needs to be communicated along the way. You should always consider how your actions might make another person feel and ask questions if you don't know. Unlike in-person interactions, there may not be body language cues, like eye contact, that can indicate how someone is feeling. So, when we communicate online, it's important to develop new ways to recognise others' boundaries and give them the space to recognise our boundaries as well. If we shift from making assumptions to clearly communicating our boundaries and asking questions when we're not sure, we can create a pathway to more respectful online spaces. We show respect for ourselves and for others in everyday ways when we practice consent. Consent sets a baseline for using our actions and words to demonstrate the value of others through respecting their limits. Consent gives us a framework for how to communicate boundaries and understand how our choices impact others. **What is consent?** Consent occurs when someone gives permission for something to happen or agrees to do something. When you ask someone for consent, they need to know specifically what they're agreeing to, so make sure what you're asking is clear. Consent also needs to be voluntary, so those who are agreeing should be doing so freely and 100% by their own choice, without pressure, guilt, or coercion from the person asking.

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[24] Digital Consent, Boundaries, and Everyday Consent Online, https://www.nsvrc.org/blogs/digital-consent-boundaries-and-everyday-consent-online
[25] Activity inspired by Online Training Material of ISex project, https://isex-project.eu/resources/

Consent in online contexts and situations

When it comes to sexual activities that take place through screens, such as sexting, sending nude photos, or connecting for in-person physical sex, digital consent is a baseline for moving forward. Digital consent is a way to refer to sexual consent that happens through screens. Just like in real-life sexual encounters, consent should be an on-going conversation when communicating digitally. Although you aren't talking face-to-face, you should always consider how your actions might make another person feel and ask questions if you don't know.

We can practice digital consent by:
- Asking permission before sending explicit messages or texts.
- Respecting the decisions of others once you ask. It's never okay to coerce or pressure someone to send photos or record sexual acts. If someone says no after you ask for digital consent, respect their choice and move on.
- Understanding that everyone has boundaries around meeting up in real life. If you've met online or on via an app, make sure you both agree on the next steps and feel safe and comfortable with meeting up in person. Regardless of what others expect, everyone has the right to decide what is best for them and to act on those values.
- Asking each time. Getting digital consent is important every time — even if your partner agreed to something before, they are not obligated to agree to do it again. [26]

[26] Digital Consent, Boundaries, and Everyday Consent Online https://www.nsvrc.org/blogs/digital-consent-boundaries-and-everyday-consent-online

A.4 – Strategies to protect children

Time	1 h
No.	Any number of participants
Materials	• Pen/pencil • Paper sheets
Objectives	• To critically reflect on OCSA preventive strategies.
Instruction	• Divide participants into groups of two-three persons. • Ask each group to draw a picture of a young person of a specific age, sex and situation. Then ask them to write on one side of the picture the things that put this particular young person at risk of OCSA and on the other side the preventive strategies/tools that could protect him/her. • Ask participants to show the photos and discuss how we can increase the protective factors and reduce the risk factors.
Debriefing	Sexual abuse can happen to children of any race, socioeconomic group, religion or culture. There is no fool proof way to protect children from sexual abuse, but there are steps we can take to reduce the OCSA risk. Some precautions we can take to help protect children from sexual abuse are supervision: • **Supervision**. Supervision for young children can be a significant factor for preventing unwanted contact and online grooming. Many incidents occur when a child is using the internet alone, without supervision. This could include: uploading private information or images, making in-app purchases by mistake, engaging with online child sexual offenders, in extreme cases. Supervision can involve: making sure a parent/carer is in the same room as their child, while they are online, not allowing devices to be used alone in a closed room, or after a certain time, regular conversations and monitoring their child's online activities. • **Teach children about boundaries.** Let the child know that no one has the right to show intimate parts to them or make them feel uncomfortable talking about topics they are not willing to talk about. The abuser may try to confuse the child about right and wrong convincing the child to talk about topics he/she does not want to talk about. • **Teach your child how to talk about their bodies and have open conversations with children about our bodies and sex.** Teach children the names of their body parts from an early age. Many abusers tell children the abuse is "okay" or "a game but to openly talk about sex with a child gives him/her them the ability to communicate when something is wrong.[27]

[27] 5 Steps to protecting our children, https://www.nsvrc.org/sites/default/files/publications/2018-10/FINAL_D2L_5-STEPS-BOOKLET.pdf

A.5 – Awareness campaign on online child sex abuse

Time	2 h
No.	Any number of participants
Materials	• Sheets • Pens/pencil • Flipcharts • Laptop
Objectives	• To be able to communicate in general how to prevent OCSA.

Instruction	• Explain what an awareness-raising campaign is:
	• An awareness-raising campaign is a process that seeks to inform and educate people about a topic or issue with the intention of influencing their attitudes, behaviours and beliefs towards the achievement of a defined purpose or goal.
	• Ask them to create a plan/presentation for an awareness raising campaign on the OCSA prevention and exploitation. Participants should reflect on:
	  • **goals or problems to be addressed** – the long-term outcome you wish to achieve and/or the problem you wish to address;
	  • **objectives** – the short-term outcomes they wish to achieve;
	  • **target groups** – the relevant groups or individuals they wish to target with their messages;
	  • **messages** – the information they wish to convey to raise awareness and to sensitise on the topic;
	  • methods, tactics to raise awareness – consider the most effective methods or tools to deliver the messages to the target group(s). e.g.: radio, television, video, film, the internet, social media, mobile phones, newspapers, newsletters, leaflets, poster campaigns;
	• Ask the participants to present the plan for their awareness campaign on a power point presentation or a flipchart; leave room for discussion and confrontation asking them for example why they decide to address that specific target groups or why they believe the channel/tools they chose for their awareness campaign are more suitable than other.

Debriefing	Identifying the individuals or groups to which the awareness campaign should be addressed is of paramount importance. Target groups may include children, parents, educators, teachers, political and legal stakeholders, the media and the general public. Once identified, it may be possible to survey or assess the target group's initial level of awareness through small focus groups. The results of the assessment can be utilised to tailor the awareness-raising campaign and its messages appropriately and to evaluate the impact of the campaign in the future. Key messages for the target audience should be clear, concise, consistent, compelling and simple, helping to ensure that they are memorable to the target audience. In developing key messages, it is suggested to conduct research on how a particular target group forms opinion and who or what influences them. For example, if an awareness campaign on the informed use of social media is addressed to teenagers between 13 and 17 years old it will not be beneficial to conduct the campaign through press releases or newspapers but it will be more useful to spread the campaign through social media. In general, the most popular methods to raise awareness are: • production of educational resources such as reports, studies and infographics; • participation in events such as thematic discussions, roundtables, seminars, webinars, workshops, conferences, debates, vigils, exhibitions and demonstrations; • production of audio-visual material such as television, video and documentary film; • the use of internet, including online forums, petitions, groups and interactive websites, as well as social media platforms such as Facebook, Twitter, Instagram.; • using wireless communication such as mobile phones and text messaging, which are valuable for people living in societies where freedom of information and association is limited; • engaging the media through press releases, briefings, newspaper articles and opinion pieces, and conducting media campaigns; • networking (online and offline) including creating and maintaining a network of contacts to share and disseminate information to build awareness around the specific topic. [29]

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[29] Raising Awareness through Public Outreach Campaigns, *https://www.sdgaccountability.org/working-with-informal-processes/raising-awareness-through-public-outreach-campaigns/*

A.6 - Case studies [30]

Time	1 h
No.	Any number of participants
Materials	• Flipchart • Laptop • Sheets • Pen
Objectives	• To help participants reflect how to behave in a situation on child sexual abuse representing different scenarios.
Instruction	• Prepare a power point presentation with the case studies you can find below (or simply refer the case studies to the participants). • Write down the participants answers on a flipchart. • Promote discussion and exchanging of ideas between partners.
Case studies	Each of the following case studies will help participants to reflect on the importance of creating healthy and safe relationships to prevent sexual abuse and exploitation. **Scenario 1 — Iman** Iman is 14 years old and he is a second-generation immigrant from Syria. He comes from a conservative family and is the youngest of his four siblings. Although Iman's level in Greek language is satisfactory, he has not yet been able to establish substantial friendships with other Greek-speaking students. He, along with the rest of the refugee children, is marginalised by the students' community because of his nationality. Nevertheless, he enjoys playing football and is also a very good runner. Iman is gay but because of his conservative family background and discrimination he has been facing as a Syrian in a Greek school, he decided to hide his sexuality. He is afraid that his sexuality will upset his family, drive his friends away and make him the laughing stock of the whole school. Iman had been online texting with an older guy (16 years old) and has admitted to him that he is gay and would like to go out on a date or to simply ask a few things about homosexuality. Somehow, the news got out and a boy from Iman's classroom started bullying Iman at school about his homosexuality using verbal, psychological and physical abuse. It is Friday afternoon, Iman has just got back home from football practice and plays on his phone. Suddenly, he receives a text message from an unknown number. It is one of Iman's classmates who claims to know everything about Iman's sexuality and threatens to tell everyone about it. Message on screen: "I know your secret! If I see you tomorrow, you will suffer." 1. *What would you advise Iman to do?* 2. *Have you ever faced or observed a similar situation? What actions did you take to resolve it?* 3. *Create an alternative ending to this scenario.* **Scenario 2 — Emma Holton** Emma Holten was just 17 when her life changed. She woke up one morning in 2011, completely unaware that the night before during a party with her schoolmates at home, some guests had hacked her email, changed the password and leaked the new password online. They were able to access and poke around in her email and Facebook accounts. Someone found some private photos that she had sent to a boyfriend. When Emma woke up the following morning, her nudes were online. After a few hours, an anonymous message asks her to privately send nude photos telling her that if she does so, the online photos will be deleted, perpetrating to Emma what is known as sextortion.[31] 1. *What would you advise Emma to do?* 2. *According to you, which strategies could prevent this situation?*

Scenario 3 — Katjia

Katjia has feelings for Tim, an older boy that attends her school. Tim is the most popular guy in school and he is a big hit with the girls. He knows Katja has always had a thing for him so one day he decided to text her. Katja is thrilled to text with him but at one point the conversation starts to make her feel uncomfortable. When the conversation starts being intimate, Tim decides to send Katjia sexually explicit videos and sexually images online without Katja's consent. Despite Katjia now answering in a detached and cold way, Tim does not stop sending unwanted images.
She would like to ask him to stop sending those photos and videos but she is afraid that if she asks for it he won't write to her anymore and he will tease her with his friends.

1. *What would you advise Katjia to do?*
2. *According to you what's wrong with Tim's behaviour?*
3. *Imagine a final scenario to solve this situation.*

Module 4 - Support

A.1 — Reaction — Exercises

Time	1 h
No.	Any number of participants
Materials	• Sheets of paper • Pens/pencil • Flipcharts
Objectives	• Learn how to react to victims of child sexual abuse.
Instruction	Initiate a group discussion on the following questions: • Who can be a perpetrator? • To what to pay attention to when observing adults' online relationships with a child?
Key point for discussion	• Prepare the exercise cards below to be delivered to the participants. • Divide participants in small groups (4-5 persons) and ask them to fill together the exercises. Solutions for the trainer are provided at the end of the document (p.91). • Invite each group to share their answers to the questions and ask them the reasons for their answers. • Suggest them the right solutions and promote discussion on the topic.

Exercise Cards

1. Child disclosure

Guess whether the following sentences are True or False

To be able to start providing help for the child, adults/non-professionals need to identify should be aware and acknowledge their emotional state.	True	False
If a child does not manifest strong reactions to sexual abuse, it is not required to call a professional.	True	False
Initial disclosure of children always happens with someone they are familiar with.	True	False
When the child tells you about the abuse, immediately go to the person committing the abuse.	True	False
The best is to assure the child that they had done nothing wrong and they have nothing to be ashamed of.	True	False
Once the child discloses it is always better to keep the fact only within the intimate circle.	True	False

2. Which of the below needs to be considered first (as directing principles of reaction) in the case of CSA?

Thick the right answer
☐ a psychologist should be urgently called;
☐ finding out as much information as possible about the abuse;
☐ the abuse needs to be stopped;
☐ the abuse should not be kept secret.

3. What is the first thing we need to do when a child discloses to us about a sexual abuse they have suffered?

Thick the right answer
☐ ask details about the abuse;
☐ believe and listen;
☐ promise anything;
☐ being empathic.

5.With whom can we consult in a situation of CSA disclosure?

Thick the right answer
☐ (child/school) psychologist;believe and listen;
☐ children's neighbours;being empathic.
☐ social worker (if the family is under the supervision of social workers);
☐ Child Protection Directorate.

6. What is a correct attitude, how to motivate a child to undertake professional help?

Thick the right answer
☐ Blaming the child for the abuse they've suffered.
☐ Asking the child to report the case by itself.
☐ Encouraging the child and explaining that it wasn't their fault.being empathic.
☐ Protect from further abuse - reporting to the authority.

7. What a sexually abused child is expecting from us?

Thick the right answer

☐ Us sending them back to the abusive environment.
☐ Us believing him and listening to them.
☐ Appreciation that the child trusted us and disclosed this experience (although it was difficult to do it).
☐ Talking about this with their peers, asking if they have noticed something.

8. Which of the following is a don't in our relationship with a sexually abused child who has disclosed to us?

Thick the right answer

☐ Hugging and cuddling the child, against their will.
☐ Taking them to meet with the abuser.
☐ Trying to spend time with the child outside talking about the abuse.
☐ Talking about physical contacts, improper touches in relationships.

9. Which of the following sentences is true?

Thick the right answer

☐ An aggressive child might have suffered abuse in the past.believe and listen;
☐ Sexual abuse always happens in a placement centre.
☐ The younger the child is, the deeper the trauma will be.
☐ It is good if the keyworker dealing with the case is the same sex as the offender.

10. What can we do in case the child shows signs of self-harm?

Thick the right answer

☐ Asking for psychological/psychiatrist assessment/support.children's neighbours;being empathic.
☐ Diminishing or belittling their feelings.Child Protection Directorate.
☐ Contacting the parents, the parents need to know what is going on.
☐ Ask the child not to self-harm and believe it will not happen again.

A.2 - Practices to promote survivor centred response

Time	1 h
No.	Any number of participants
Materials	• Sheets • Pens/pencil • Flipcharts
Objectives	• To learn how to effectively react to victim disclosure.
Instruction	• Prepare a list of reactions that could arise when an adult learns about a child's involvement in OCSA and write the reactions on different post-it. • Divide a flipchart in two columns. In the left column write *What to do* and in the right column write *What not to do*. • Ask participants to place in the left column actions that adults (parents, teachers, educators, professionals etc) should undertake when online sexual abuse happens while place in the right column actions that adults should avoid in order to be really supportive for the child. Participants can refer to real cases they face in their work or experience **Below are some reactions to write on the post-its. You can add more.** • Do believe them. • Trivialise or minimise the violence because it happened online and not in real life. • Explain to the child that it is important to tell his or her parents or legal representatives about what has happened. • Expect them to make decisions quickly. • Do allow the person to take back some sense of control in their life by allowing them to make decisions on what to say and do. • Do be honest and trustworthy. • Provide the law-enforcement agencies with maximum details including the e-mail, account details, name of the online account of the victim. • Do be aware of and set aside your own biases and prejudices. • Destroy the correspondence with the offender and all the materials and the child's account that was used for such online correspondence between the abuser and the child. • Exploit your relationship as a helper. • Carry out proactive identification activities (e.g., ask immediately to show the conversation he/she had with the abuser, push for disclosure). • Do listen to what they have to say and take anything they say seriously. • Tell him/her to do not talk with anybody else about what he/she shared with you. • Do not blame the victim. • Do nothing at the beginning to understand if what the child told to you is true or not. • Do not trust in the child's strength in disclosing the incident. • Deal with the child's disclosure by yourself. Nobody knows the child better than you, neither a professional trained in psychosocial care. • Do not judge them and what they tell you. • Do help the survivor to plan for safety. • Promise to the child that things will be solved soon. • Tell them what to do or take decisions on their behalf. • Do inform them about all available options for services, and the benefits and potential consequences of accessing them. • Ask the survivor to tell you all the details of what happened to them. • Do make it clear to the survivor that even if they refuse help now, they can still access help in the future.

Debriefing	Explain to participants that when sexual exploitation and abuse happens, adults need to react quickly and offer appropriate help and support to children affected. **When a child discloses to you is important to:** ● Listen carefully to all they say. ● Tell them you believe them and it's not their fault. ● Let them know you will do everything in your power to help them, but do not make promises. ● Let the child know that you will need to tell someone to help keep them safe. Though this may upset the child, it is very important that you act protectively and in the child's best interest. [32] ● Do not force them to talk about it, you are there to listen to what they want to tell you. ● Do not use direct or leading questions. ● Do what you need to do to make the child feel safe. Importantly: follow your obligation to report as soon as practically possible. ● Let the child feel that you will always be at him/her disposal if she/he feels to tell you more.[33] Furthermore, if you are concerned about the possibility that your child, or a child you know is at risk of OCSA, it's important to act on it, collecting evidence of what is happening, as long as it is safe to do so. **When making a report, it is helpful to collect evidence before the content is removed to show exactly what happened. This includes:** ● Screenshots/photos of the conversation (remember to not screenshot, save, share or distribute any explicit images of the underage person as this is an offence). ● Record of social media details (including account profile, profile usernames and URL of profile). ● Webpage addresses (URLs). ● Dates and times. ● Any other information you have about the interaction or suspect. It's important to capture this information before blocking or deleting the user or you may lose important evidence. [34]
Adaptation for the National Trainings	The trainer could inform participants about the national reporting procedures for OCSA.

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[32] The principle of "the best interest of the child" is implemented in Article 3 (1) Convention on the Rights of the Child (CRC), which provides that "in all actions concerning children, whether undertaken by public or private social welfare institutions, court of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.", https://www.humanium.org/en/the-principle-of-the-best-interest-of-the-child/

[33] Responding to a Disclosure of Sexual Abuse https://bravehearts.org.au/about-child-sexual-abuse/responding-to-a-disclosure-of-sexual-abuse/

[34] Australian Centre to Counter Child Exploitation, https://www.accce.gov.au/help-and-support/how-and-what-to-report

A.3 – Local and national support services

Time	1 h
No.	Any number of participants
Materials	• Laptop • Wi-fi /Internet Connection • Pen/pencil
Objectives	• To get to know the relevant OCSA support services at local and national level.

Instruction	Ask participants to mention OCSA support services available in their region/ country.
	• Then invite participants to search on the Internet for local and national support services dedicated to OCSA child victims and their family.
	• Ask participants the following questions:
	  • Do you already know the work of these support services?
	  • How already existing support services could improve their actions towards online child protection?
	  • According to you, what kind of support services are missing in your national context? (e.g. government activities and financial support to address child sexual exploitation and abuse online, affordable medical and psychological assistance, easy access to legal support, programs to support parents of OCSA child victims, helplines to report inappropriate and criminal activities that have occurred to children online)
	  • What you could do from your standing/ position/ role to contribute to closing existing gaps in the system?

Debriefing	Explain to participants how important it is to identify and recognise competent organisations that deal with OCSA to define an empowerment path for child victims of OCSA. Different organisations have different expertise and can support psychological and medical assistance, legal counselling, reporting of evidence, families and caregiver's assistance and support, etc. Non-professionals can search for information even online (if they lack this specific knowledge and experience that is needed in such situations), on web pages dedicated to help children (helpline pages, NGO pages specialised in child protection, websites or applications that teach about forms of abuse, Child Protection Directorate sites, etc.). Such pages are available in almost all countries. There are helplines for children and youth in each country; those helplines also serve as helping children communicate about their thoughts or burdens. Present these services to the participants. ### Present support services at local level in partner countries **For instance, in Italy:** • **Stop-it** is a service that allows Internet users to anonymously report the presence of child pornography online, filling a form with the available information; STOP-IT[35] , Save the Children Italia, • **The 19696 helpline promoted by Telefono Azzurro Italia[36]** is a free service that provides: listening and practical support to children and teenagers under 18, concerning any issue or need related to either troubling situations or emergencies. It also offers counselling and support to the families or adults who want to discuss any topic related to childhood and adolescence. Supportive mechanisms for OCSA victims is one of the topics covered by their actions.[37]
Adaptation for the National Trainings	Trainers from each partner countries should present services available in their national context.

[35] More information available at: https://stop-it.savethechildren.it/

[36] More information available at: https://azzurro.it/cosa-facciamo/

[37] During the national trainings the trainer will present only the support services relevant for their national context.

A.4 - What to do if you witness?

Time	1 h
No.	Any number of participants
Materials	• Sheets of paperWi-fi /Internet Connection • Pen/pencil • Flipcharts
Objectives	• To reflect on appropriate tools and best practices to support victims or potential victims of child sexual abuse.
Instruction	• Present different scenarios and let participants answer the questions that follow the scenario. **Scenario 1** Your son just told you that someone accessed his mobile phone gallery and spread intimate photos of him and his girlfriend on their classmates' WhatsApp group. • *What would you say to reassure him?* • *How will you handle the situation without compromising your son's relationship with his classmates?* **Scenario 2** Alex is 13 years old. He has health problems and he often does not go to school. He neither has many friends, nor a good relationship with his peers. His social life is online. On a forum linked to a football team he met a new "friend" called Fred, a guy a bit older than him. At first their relationship was limited to an exchange of football news. After some time, Fred proposes to Alex to play a game: taking and exchanging photos of different parts of their bodies via text message. He soon sends Alex a photo of his penis asking him to do the same. Alex does not realise that this is not just a game and, although a little confused, he sends him a photo of his own. One day in class, Alex forgets his mobile phone on the desk. He receives a message from Fred. A volunteer who works at school approaches the boy's desk. His attention is caught by the phone and he sees a preview of the message, a photo depicting intimate parts.[38] • *How will you inform your student's parents about the situation?* • *What would you suggest them to do?* **Scenario 3** Mark is 15 years old and he has started using a dating app to meet new girls. One day he starts talking to Serena, a 14-year-old girl who lives far away from him. Although Mark has never seen Serena, he trusts her and they always have meaningful conversations. One day Serena asks Mark to send her nude photos. Thus, he sends his photos and asks the same but she did not answer his request. Mark still trusts Serena. One day she asks to open the webcam and he obeys. That day he realises that Serena is not a girl of 14 years old, but a man of 45 years old. Mark closes the webcam immediately and one week later he decides to you (his teacher) what happened. • *Who do you think should be contacted to protect Mark?* • *What kind of support do you think Mark needs?* • *Who should be contacted to retrieve Mark's nude photos?* Now ask participants to think of and write down at least 3 specialists, institutions where you could refer OSCA child victims. **Then ask participants the following questions:** • Does your organisation/institution have formal, informal cooperation with these kinds of institutions? • If not, how could you make contacts and learn about procedures of referral and how could collaboration between practitioners and different experts be enhanced in order to tackle OCSA?

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[38] Inspired by the Online Training material from STOP! — Sexual child abuse prevention: New methods, topics and approaches in European context, *https://stop.dieberater.com/*

Module 1

A.1 - What is child sexual abuse?

Question: True or False		
One in five children is a victim of sexual violence in Europe.	**True**	False
Child sexual abuse cannot affect him/her in the long run.	True	**False**
Usually perpetrators of a child sexual abuse are someone children do not know.	True	**False**
Child sexual abuse can take the form of pornography.	True	**False**

Question: What is a child?

According to the UN Convention on the Rights of the Child, a child is considered any person who is under the age of **18** *years.*

Question: What is child sexual abuse?

- Kindergarten children touching their private parts.
- Sexual activity between a 17 and 18-year-old children.
- A sexual activity between a child and an adult.
- The involvement of a child or an adolescence in sexual activity that he or she does not fully understand or give consent to.

Question: According to the Lanzarote Convention which actions are considered as child sexual abuse and therefore criminalised?

- Engagement of a child in sexual activity without having completed the legal age for such action.
- Forcing a child to have sexual activity.
- Mental or any kind of manipulation.
- Abuse is made by a person of recognised position of trust.

Question: Please highlight which of the following actions should be criminalised according to child's sexual abuse European convention?

- A sexual activity between two people at the age of 20.
- A father prostituting his daughter for money.
- A disable child being mistreated by his siblings.
- A 25-year-old person being bullied.
- A sexual activity of a person under 18 with an adult in exchange of food and home.

Questions: Please indicate if the following sentences are TRUE or FALSE Which of the cases can lead to child sexual abuse?		
Society with racist and discriminatory views	**True**	False
Parents who do not spend a lot of time with their children	True	**False**
A family where parents always fight, and one parent is violent towards the other.	**True**	False
Social isolation (e.g. lacking an emotional support network).	**True**	False
A history of abuse in the family.	**True**	False
A child's performance at school.	True	**False**
Disability of either of a parent or caregiver or of a child.	**True**	False
Country of origin	True	**False**

Link each of the following case of online sexual abuse to its description

1 – D
2 – E
3 – B
4 – C
5 – A

Module 2

A.2 - Victims Identification and risk factors- Exercises

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1. Individual child factors include?

Select the right answers
- age, self-confidence, gender, sovereignty
- disability, low self-esteem, gender, age
- low self-esteem, age, family status, education

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2. Family factors include?

Select the right answers
- negative atmosphere at home, conflicts for parental divorce, lack of parental support, highly punitive discipline;
- disability within the family, family status, level of education, parent's absence;
- lack of money, same sex parents, violence in the family, parental divorce.

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3. Knowing risk factors for child sexual abuse and their recognition, enables us to?

Select the right answers
- call the police;
- ask the children more specific questions;
- identify children who are more vulnerable to sexual abuse;
- stop child sexual abuse;
- plan preventive effort targeted at children and their families;
- make classroom activities about the danger of sexual abuse.

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4. There are three categories of risk factors for sexual abuse. Guess the right ones?

Select the right answers
- individual child factors.
- family factors.
- environmental factors.
- poor school performance.

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5. What are the signs in the child's behaviour that can indicate she/he is experiencing sexual abuse?

Select the right answers
- bedwetting or soiling;
- he/she wants to be with peers all the time;
- he/she loses appetite;
- he/she is extrovert;
- he/she doesn't get along with classmates;
- he/she starts having sleep problems;
- he/she seems to be down.

6. Symptoms and signs

Is sexual abuse predictable?
Answer:
- Yes, always.
- No, never.
- Sometimes, there are signs that can lead to think that.

Are the signs always similar or may vary?
Answer:
- The intensity is variable.
- The signs are always very noticeable.
- They can be unnoticeable.

What might be the reasons behind the intensity of the manifestation of symptoms?
Answer:
- The child's behaviour.
- The child's age.
- The kind of relationship between the perpetrator and the child.
- Social status of the child's family.

7. Child's reaction on abuse

Drop the right answer to complete the sentences

- Delayed, incoherent disclosure and withdrawing of what they have said are characteristic of victims of this kind of offence. When asked, the child may initially deny, then, perhaps and sometimes, talk about the experience, then withdraw, and finally confirm the abuse again Partial or gradual disclosure

- When it is not the child's intention to disclose the experience of abuse; the child says or reveals something by chance, triggering the discovery by others in the environment; this type is typical of younger children Accidental Disclosure

- When the child wants to see how their story will be reacted to, so they may start telling and then withdraw, or they talk about the abuse as something that has happened to a friend Tentative disclosure

8. Notes - Disclosure[39]

Choose if the following sentences are true or false		
If the perpetrator is a family member, this can be a predictor of disclosure	True	**False**
One of the reasons of non-disclosure is to avoid stress by not talking about painful situation	**True**	False
Emotional closeness with the perpetrators is the reason for disclosure	True	**False**
Grooming is a predictor of disclosure	True	**False**

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[39] Inspired by the Online Training material from STOP! — Sexual child abuse prevention: New methods, topics and approaches in European context, *https://stop.dieberater.com/*

Module 3

A.1 - Prevention

How can we prevent the sexual abuse? What does prevention in this topic mean?

Question: What can be a possible way of preventing sexual abuse?

Answers:
- It is one big speech about sex.
- It is the prohibition of talking to strangers.
- It is a conversation between children and caregivers about body, health, feelings, relationships and sex.

Question: Why is it so hard to start dealing with this topic?

Answers:
- It's hard to believe that somebody can hurt a child.
- It's hard to imagine that it can be my child/my student who could be affected.
- I have no ideas what can I do to prevent the abuse.
- It is very complicated and I have no patterns how to do it.

Question: What should I know about child sexuality?

Answers:
- It is not even with sex.
- It is developing and there are different stages in each age group.
- It is important to talk about with the child/children.
- It is a taboo and it is better if I wait with the talking when she or he is a teenager.
- I better not to talk about it but a specialist.

Question: Name what you can do to prevent child sexual abuse

Answers:
- Educate myself about the topic, learn about healthy development.
- Talking to children.
- Set safe boundaries.
- Don't let the child play in the neighbourhood.
- Don't talk about sexuality so he/she won't be interested in it.

Question: What is the panty rule?

Answers:
- We should wash our panties weekly.
- We should wear panties when we leave our home.
- It's a simple rule which can help children know their intimate parts, recognise the danger of sexual abuse, learn to say no, ask for help.

Question: What can be part of sexuality?

- Only sex
- Body
- Health
- Relationships
- Feelings
- Communication
- Sex

Match the right answer to complete the sentences

- When you feel bad because you are scared and it is hard to tell it someone is a _____bad secret_____.

- When you are looking forward to something but don't want to tell others is a _____good secret_____.

- When you have been hurt and you feel that you are not able to tell it to someone is a _____bad secret_____.

- When you want to surprise someone is a _____good secret_____.

Answers to drop in the right place to complete the definition: **good secret, bad secret**

Question: What kind of taboos exist in prevention?

- We must not speak about our feelings.
- We must not speak about our desire.
- Children must not speak about sex.
- We must not speak about bad things.

Module 4 – Support

A.1 - Reaction — Exercises

1. Children disclosure

Guess whether the following sentences are True or False

1. To be able to start providing help for the child adults/ non-professionals need to identify, be aware and acknowledge their emotional state. (They can seek professional help for themselves as well. There is no expectation from a non-professional to provide full assistance, support and therapy without dealing with their emotional state).	**True**	False
2. If a child does not manifest strong reaction to sexual abuse is not required to call a professional. (It is an adult's duty to give immediate and adequate reactions through a professional. The longer the child is keeping the secret about what is happening the bigger the consequences will be).	True	**False**
3. Initial disclosure of children always happened with someone they are familiar with. (Children can disclose to different people. These people can be their parent(s) or other persons than parent(s). Researches show that initial disclosures happen both towards informal relations (mothers, friends) and formal relations (teachers, psychologists).	True	**False**
4. When the child tells you about the abuse immediately go to the person committing the abuse. (This could increase the risk that to more harm to the child who made the report to you.)	True	**False**
5. The best is to assure the child that they had done nothing wrong and they have nothing to be ashamed of. (If someone is approached by a child disclosing his/her trauma the very first thing we can do is to listen actively and not to question their experience).	**True**	False
6. Once the child discloses it is always better to keep the fact only within the intimate circle. (It is not enough to unfold the case in the child's trusted circle as we need to report the case to appropriate authorities and experts)	True	**False**

2. Which of the below needs to be considered first (as directing principles of reaction) in case of CSA?

Thick the right answer
- A psychologist should be urgently called.
- Finding out as much information as possible about the abuse.
- The abuse needs to be stopped.
- The abuse should not be kept secret.

3. What is the first thing we need to do when a child discloses to us about a sexual abuse they have suffered?

Thick the right answer
- Ask details about the abuse.
- Believe and listen.
- Promise anything.
- Being empathic.

5. With whom can we consult in a situation of CSA disclosure?

Thick the right answer
- (child/school) psychologist;
- children's neighbours;
- social worker (if the family is under the supervision of social workers);
- Child Protection Directorate.

6. What is a correct attitude, how to motivate a child to undertake professional help?

Thick the right answer
- Blaming the child for the abuse they've suffered.
- Telling the child that the situation will not get better if they do no refer to a professional help.
- Encouraging the child and explaining that it wasn't their fault.

7. What a sexually abused child is expecting from us?

Thick the right answer
- Us sending them back to the abusive environment.
- Us believing him and listening to them.
- Appreciation that the child trusted us and disclosed this experience (although it was difficult to do it).
- Talking about this with their peers, asking if they have noticed something.

8. Which of the following is a don't in our relationship with a sexually abused child who has disclosed to us?

Thick the right answer
- Hugging and cuddling the child, against their will.
- Taking them to meet with the abuser.
- Trying to spend time with the child outside the time talking about the abuse.
- Talking about physical contacts, improper touches in relationships.

9. Which of the following sentences is true?

Thick the right answer
- An aggressive child might have suffered abuse in the past.
- Sexual abuse always happens in a placement centre.
- The younger the child is, the deeper the trauma will be.
- It is good if the keyworker dealing with the case is the same sex as the offender.

10. What can we do in case the child shows signs of self-harm?

Thick the right answer
- Asking for psychological/psychiatrist assessment/support.
- Diminishing or belittling their feelings.
- Contacting the parent, the parent needs to know what is going on.
- Ask the child not to self-harm and believe it will not happen again.

A.2 – Practices to promote survivor centred response

What to do	What not to do
• Do believe them. • Do allow the person to take back some sense of control in their life by allowing them to make decisions on what to say and do. • Do be honest and trustworthy. • Do be aware of and set aside your own biases and prejudices. • Do listen to what they have to say and take anything they say seriously. • Do not blame the victim • Do not judge them and what they tell you. • Do help the survivor to plan for safety. • Do inform them about all available options for services, and the benefits and potential consequences of accessing them • Provide the law-enforcement agencies with maximum details including the e-mail, account details, name of the online account of the victim • Do make it clear to the survivor that even if they refuse help now, they can still access help in the future. • Explain to the child that it is important to tell his or her parents or legal representatives about what has happened	• Trivialise or minimise the violence because it happened online and not in real life. • Expect them to make decisions quickly. • Exploit your relationship as a helper. • Carry out proactive identification activities (e.g., ask immediately to show the conversation he/she had with the abuser, push for disclosure). • Tell him/her to do not talk with anybody else about what he/she shared with you. • Do nothing at the beginning to understand if what the child told to you is true or not. • Do not trust in the child's strength in disclosing the incident. • Deal with the child's disclosure by yourself. Nobody knows the child better than you, neither a professional trained in psychosocial care. • Promise to the child that things will be solved soon. • Tell them what do to or take decision on their behalf. • Ask the survivor to tell you all the details of what happened to them. • Destroy the correspondence with the offender and all the materials and the child's account that was used for such online correspondence between the abuser and the child.
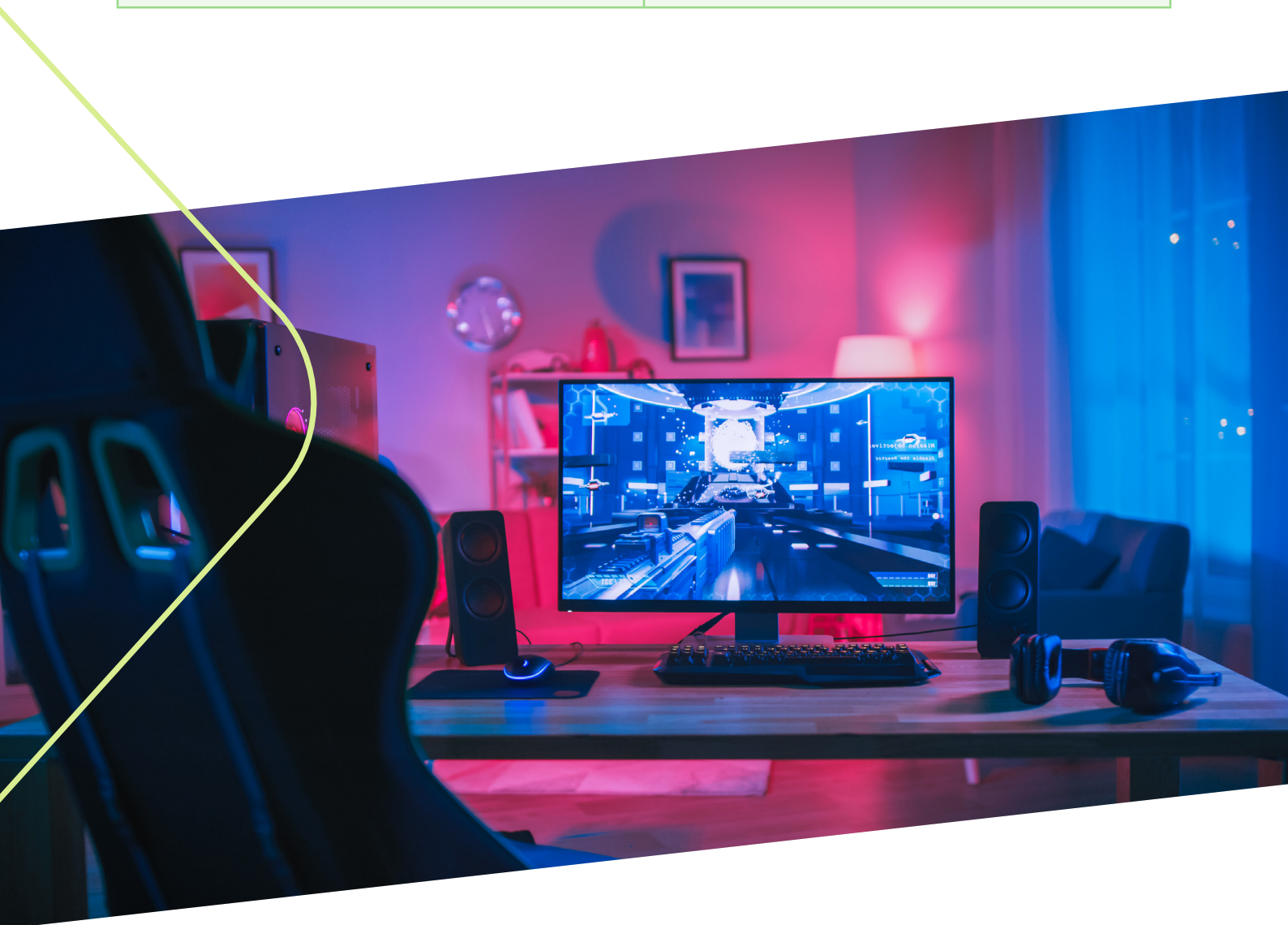
Annex III Glossary

1. **Catfishing** - in the online world, catfishing refers to the practice of setting up a fictitious online profile, most often for the purpose of luring another into a fraudulent romantic relationship.

2. **Child pornography** - Any material that visually depicts a child engaged in real or simulated sexually explicit conduct or any depiction of a child's sexual organs for primarily sexual purposes.[40]

3. **CSAM: Child Sexual Abuse Material** - Child sexual abuse material refers to any content that depicts sexually explicit activities involving a child. Visual depictions include photographs, videos, live streaming, and digital or computer-generated images indistinguishable from an actual minor.

4. **CSAI: Child Sexual Abuse imagery** - CSAI may at times be used interchangeably with CSAM, but as the term implies it refers specifically to images (not all CSAM contains imagery, it could be an audio file, for example). This may include still images, video, or live stream content.

5. **Cyberbullying** — humiliating, embarrassing, or threatening someone while using electronic devices, i.e., as part of digital communication through phones, computers, etc.

6. **Cyberstalking** — using the internet and electronic devices to stalk and harass other people online (spreading false accusations or slandering).

7. **Deepfake** — using AI tools to create images, videos, audio, etc. that seem credible. The latter are faking that someone said or did something.

8. **Grooming** - the action by a paedophile of preparing a child for a meeting, especially via an internet chat room, with the intention of committing a sexual offence.

9. **Identity Theft or Impersonation** - pretending to be someone else for doing harm, sending hurtful, offensive, or embarrassing messages or posts as another person.

10. **Image-based sexual abuse** - "Image-based sexual abuse" refers to the act of "having private, sexual images created and/ or distributed without consent."

11. **Indecent Images of Children** — sexual images of underaged children (nudes, semi-nudes, etc.).

12. **OCSA** — Online Child Sexual Abuse.

13. **Online sexual violence/ Cybersexual violence/ Technology-facilitated sexual violence** - Online sexual violence or Cybersexual violence or Technology-facilitated sexual violence (TFSV) refers to a range of behaviors where digital technologies are used to facilitate both virtual and face-to-face sexually based harms. Such behaviors can take many forms, among others: cyber-harassment and cyber-stalking; distributing sexual recordings; luring and online exploitation of minors by adults who establish contact with children over the Internet for the purpose of committing a sexual offence; online sexual assault; sextorsion; etc[41]

14. **Online Violence/ Cyberviolence** - The use of computer systems to cause, facilitate, or threaten violence against individuals, that results in (or is likely to result in) physical, sexual, psychological or economic harm or suffering and may include the exploitation of the individual's circumstance, characteristics or vulnerabilities

15. **Online sexual coercion and extortion** - sharing sexual images or information online or through the use of digital technology as the means of coercion. The aim could be to cause distress to the victim, to gain financially, or to sexually abuse and/ or exploit them. Other motivations may include malice or heightened attention on social media.

16. **Online sexual assault and harassment** - A person receiving sexual threats, being coerced to participate in sexual behaviour online, or blackmailed with sexual content

17. **Pharming** - pronounced 'farming', this is a method by which scammers try to get personal/private information from users by directing them to false, bogus, — or 'spoof' — websites which look legitimate in their web browser.

18. **Self-generated content** - is sexually explicit images or videos featuring minors under the age of 18 and shared online. In some cases of self-generated content, children intentionally produce and send these images, selfies, or videos to friends on social media.

19. **Sexting** — when someone is sending sexual texts, photos, or videos in an attempt to sexually provoke. When performed without the child's consent. It includes sexualized communication, sending of sexually explicit images or video.

20. **Sextortion** — a type of blackmailing in which you are being intimidated that your nude photos will be revealed.

21. **Uploading** - taking embarrassing pictures or video of someone and then sending them to others or posting it without their knowledge or permission.

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[40] As defined by Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse. Available at: _https://rm.coe.int/1680084822_

[41] As defined in the article by Henry and Powell, 2016, available at: _https://journals.sagepub.com/doi/abs/10.1177/1524838016650189_