



Message Consent

D2.1 Message conSENT Guide

For elementary school teachers

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Introduction

The present Guide is the result of the ***Mentoring elementary teachers and students about CONSENT (Message conSENT)*** project, a 24-month Erasmus+ Project for school education that aims to mentor and educate teachers of elementary schools with a consent teaching skills guide in order to teach ways of understanding, negotiating, and learning consent as a life skill to children of ages 8-12 through Human Rights Education Practices.

The **Message conSENT** project will create basic instructional resources to help teachers and parents talk to primary students about ‘consent’ as a life skill. The project's objective is to help prevent gender-based violence by intervening in early education and teaching both young boys and young girls about personal boundaries, how to say ‘no’ and respect ‘no’, and how to understand and respect both their own will and that of others. It does this by using the Human Rights Education methodology and by helping students develop their communication and mutual respect skills as well as their conflict resolution abilities.

The present Guide has been elaborated by experts & professionals from seven (7) countries (Croatia, Cyprus, Germany, Greece, Italy, Spain and Turkey) from Organizations with different backgrounds (universities, lifelong learning organisations, research institutes, youth organisations, associations active in the area of child protection etc.), after extensive research and discussions about the concept of “consent” in their countries and whether it is implemented within the school context or not.

To this end, it is worth mentioning that the present Guide does not intend to substitute any official curricula or guidelines provided to teachers by the competent Ministries in their countries according to national laws and regulations. Instead, it can be used as an additional tool and point of reference for primary school teachers who wish to conduct focused workshops and interactive activities in the classroom on the concept of ‘consent’.



Human Rights Education (HRE)

"Every individual and every organ of society ... shall strive by teaching and education to promote respect for these rights and freedoms." (Universal Declaration of Human Rights, 1948).

According to the Plan of Action for the Fourth Phase of the World Programme for Human Rights Education (2022, p. 16) provisions on human rights education have been incorporated into many international instruments and documents, including the Universal Declaration of Human Rights (art. 26); the United Nations Educational, Scientific and Cultural Organization (UNESCO) Convention against Discrimination in Education (art. 5); the International Convention on the Elimination of All Forms of Racial Discrimination (art. 7); the International Covenant on Economic, Social and Cultural Rights (art. 13); the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (art. 10); the Convention on the Elimination of All Forms of Discrimination against Women (art. 10); the International Labour Organization Indigenous and Tribal Peoples Convention, 1989 (No. 169) (arts. 30 and 31); the Convention on the Rights of the Child (art. 29); the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (art. 33); the Convention on the Rights of Persons with Disabilities (arts. 4 and 8); the Vienna Declaration and Programme of Action (Part I, paras. 33–34; Part II, paras. 78–82); the Programme of Action of the International Conference on Population and Development (paras. 7.3 and 7.37); the Durban Declaration and Programme of Action (Declaration, paras. 95–97; Programme of Action, paras. 129–139) and the outcome document of the Durban Review Conference (paras. 22 and 107); and the 2005 World Summit Outcome (para. 131).

According to the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (2010), HRE refers to education, training, awareness raising, information, practices and activities which aim, by equipping students with knowledge, skills and understanding and developing their attitudes and behavior, to empower individuals to contribute to the building and interpretation of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms.



Furthermore, according to the Plan of Action for the Fourth Phase of the World Programme on Human Rights Education (2022, p. 17), human rights education is a lifelong process that promotes the following:

- (a) Knowledge and skills: Learning about human rights and acquiring skills to exercise them in daily life;
- (b) Attitudes: Developing or strengthening attitudes, values and values and beliefs that uphold human rights;
- (c) Behaviour: Actions taken to defend and promote human rights

On the whole, HRE is recognized by the Council of Europe and the United Nations as a fundamental human right. As our main target groups are both elementary school teachers and students, from a children's rights perspective, children have the right to education, the right to leisure time, the right to protection from violence as well as the right on child-friendly living conditions, the protection of children's interests and ensuring equal development opportunities for all children. (UNICEF, 2023).

The United Nations Convention on the Rights of the Child (UNCRC) recognizes children as particularly vulnerable. Their vulnerability is double-edged as it can come from adults as well as from other children. Therefore, it is important to strengthen their personality and equip them with consent as a life skill.

Moreover, learning about the obligations that come with each right is essential to understanding one's own human rights. Just as human rights are the property of both people and society at large, it is everyone's job to uphold, protect, and advance these rights. For instance, the Preamble of the Universal Declaration of Human Rights (UDHR) calls on "every individual and every organ of society" as well as governments to support human rights. Education on human rights gives people the knowledge and awareness they need to fulfill this obligation.

HRE teaches both about and for these rights. Its aim is to promote understanding, appreciation and acceptance of responsibility for respecting, defending and promoting human rights. Empowerment, a process through which individuals and communities gain more control over their lives and the decisions that affect them, is an important outcome of human rights education. The realization of universal human rights, fairness and dignity is the ultimate goal of human rights education.



In 2010, the World Programme on Human Rights was launched and currently focuses on the Fourth Phase (2020-2024), which addresses youth empowerment through human rights education. There is a particular focus on education and training in equality, human rights and non-discrimination, and inclusion and respect for diversity to promote the building of inclusive and peaceful societies and to align the fourth phase with the 2030 Agenda for Sustainable Development and in particular target 4.7 of the Sustainable Development Goals.

The Plan of Action for the Fourth Phase of the World Programme for Human Rights Education (2022, pp. 19-20) sets out ten principles for human rights education, including the importance of promoting respect for and appreciation of diversity and rejecting discrimination based on race, color, sex, age, gender and sex. In addition, other aspects such as promoting social cohesion by combating poverty, violent conflict and discrimination and promoting safe teaching and learning environments that encourage participation, the enjoyment of human rights and the full development of the human personality, as well as the use of participatory methods that incorporate knowledge, critical analysis and skills for individual and collective action to promote human rights and that take into account the age, cultural characteristics and context of learners, are also part of the education and training activities under the World Programme.

It is worth noting that strategies and measures to promote human rights education for young people are provided in formal education in secondary, higher and vocational education. Thus, there is a gap in human rights education strategies for primary school students and teachers. Moreover, consent as part of human rights education is not mentioned once in the sections on Teaching and Learning Processes and Tools and Training of Educators of the Plan (2022, pp. 29-38).

Definition of the term ‘consent’

‘Consent’ is defined as respecting one another’s boundaries in order to be and feel safe, develop healthy relationships and preserve dignity. In other words, ‘consent’ is permission for something to happen or an agreement to do something, while it requires respect, communication, freedom and equality (Casby & Lyons, 2019). Children should be taught the concept of consent from a young age.



Better relationships with family, friends, peers, and eventually love partners can result from it. It is essential for our children to understand early on that they are in charge of their own bodies, that individuals have the right to decide what happens to their body and what does not. And to honor that in other people as well.

This is something that is beneficial in the workplace, in the classroom, on the playground, and in daily life (Quealy-Gainer, 2020).

Relating the term of consent to children we mean teaching a child to say 'no' or 'yes' being able to set boundaries, making decisions about their bodies and responding appropriately when they receive 'no' as an answer. Safe touch is also included in the term of consent as a prerequisite of a child feeling comfortable and confident enough to set boundaries that will be respected.

'Consent' is also related to online interactions and relationships, including content such as messages, photos or videos (Trucco, et al., 2020).

According to research, 43% of kids have experienced online bullying. One in four kids has experienced it more than once. This demonstrates that cyberbullying is pervasive in our society and that a growing number of young adults are suffering from its devastating repercussions. Cyberbullies can contact their victims via a variety of different channels, including text messages, calls to smart phones, social networking websites, and online instant chatting. Cyberbullying is a serious problem that, like traditional bullying, may leave the victim uneasy and overly self-conscious. This may eventually lead to the likelihood of suicide as a result of cyberbullying (Subaramaniam, et al., 2022).

Even if there are many kinds of consents, the aim of this report is to introduce 'consent' as a term in elementary schools, so that children of ages 8-12 become more familiar with its principles.

Consent as a life skill

Every adult faces daily issues that relate to their relationship with a set of boundaries as well as their efforts to achieve new goals. Such challenges require effort, goal setting, discipline and constant redefinition of one's actions in order to achieve the desired outcome. Any such process can cause stress, tension, anger and even frustration. As adults, we are often faced with situations in which we



need to utilize or retrain in a range of social life skills. We often realize that as kids, we were not given the chance to gain meaningful life skills.

The concept of consent is an important concept that is involved and relevant in a range of areas of adult daily life. Consent in personal relationships, consent in career paths, consent in interpersonal relationships, consent in life decisions (Burton et al., 2023). How useful, therefore, would it be to have the opportunity to become familiar with the concept of consent from an early age? How much more easily or mechanically would we as adults respond to circumstances requiring consent if we had the opportunity to be trained in similar circumstances as children? (Srikara & Kishore, 2010).

Therefore, if we were to go back in time we might have learned a lot of useful lessons for life and especially for adulthood, if we had the opportunity to be taught and learn through experiential processes the meaning of consent in different aspects of our everyday life. If our formal education included familiarity in terms of ways of setting boundaries, relating and interacting with those around us, perhaps every relationship and interaction in adult life would also be somewhat more forthcoming and honest (Kubota & Nakazawa, 2022).

At this point, then, we ought to reflect on our responsibility as adults towards children. In whatever role we relate to a child, whether we are parents, teachers or caregivers in the broadest sense, we ought to try to accompany each child by educating and shielding them through the development of life-useful skills (Kennedy, 2021).

The ideal person to train a child in a series of skills useful for life - including the concept of consent and personal boundaries - are his or her reference persons. A child's reference persons are both parents and teachers. Good practices, of course, are developed and mastered holistically and en masse if they are part of a formal education programme. But how could a teacher pass on life-useful skills? Is a personal example and life experience sufficient? Does such an effort to cultivate the concept of consent in children require training and the use of specific tools by the reference person to achieve the educational process?

The answer to this question is certainly positive. After all, a teacher is a person of responsibility and as a person of responsibility he or she teaches after having been taught and equipped with the necessary tools for education.



As far as the formal training that a teacher receives before entering the classroom is concerned, the concept of consent does not seem to be part of it at least in most of the countries participating in the Message conSENT project. The fixation on cognitive tools often undermines the pedagogical substance of the teacher, making him/her focus on the object of learning, losing its social and emotional implications.

Several teachers who wish to upgrade their pedagogical skills are seeking training in the concept of consent through optional training workshops, personal reading and contact with child protection and social responsibility bodies. Of course, this is not part of their typical and formal training. However, the effects of the positive impact of relevant educational programmes that include life-useful concepts and skills are evident. Several studies illustrate the importance of educating children about the concept of consent as a means of preventing abuse (Rizos, 2022).

Legal framework in Europe and in each country

Europe

There is currently no effort being made to standardize the age of consent throughout all Member States, and neither the European Union nor the Council of Europe have advocated a set age. However, sexual abuse of children under the age of 18 is now illegal in the majority of European nations. The Lanzarote Convention, also known as the Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse, requires nations that ratify it to make certain acts involving children under the age of 18 illegal, such as their involvement in prostitution and pornography. Other behaviors that will be punished include having intercourse with a child—defined in Article 3 as a person under the age of 18 years old—under the following circumstances referring to threats, coercion, or force. Additionally, abuse happens when someone, including a family member, is in a position of authority, trust, or influence over the child. Moreover, a child’s extremely vulnerable status is jeopardized, especially if they have a physical or mental impairment or are dependent.

The ‘legal age for sexual activity’ is also known as the age of consent and should be set by States at a young age that they think appropriate. (There is no recommended age.) As of December 2016, 42 states have ratified the Convention, while five more had signed it but had not yet done so.



A directive known as "Directive" 2011/92/EU of the European Parliament and of the Council of December 13, 2011, on fighting the sexual abuse and sexual exploitation of children and child pornography exists in the European Union (EU 28). It addresses the sexual abuse of children under the age of 18.

Croatia

In Croatian legislation, the term 'consent' is used within the Law on the protection of personal data. This Act regulates the protection of personal data on natural persons and the supervision of the collection, processing and use of personal data in the Republic of Croatia. The purpose of personal data protection is the protection of private life and other human rights and fundamental freedoms in the collection, processing and use of personal data.

If we are talking about the term consent, used for teaching children about negotiating and setting boundaries as life skills to children of ages 8-12, there are no national strategies or laws. There are only few articles on this topic which are published by Croatian psychologists, but most of the educational material and national health recommendations are focused on teaching parents, guardians and teachers how to set boundaries to children.

The Republic of Croatia has been a party to the United Nations Convention on the Rights of the Child since 1991. By accepting the Convention, Croatia undertook to guarantee every child the rights prescribed by the Convention.

The European Convention on the Realization of Children's Rights in the Republic of Croatia has been in force since August 1, 2010, and it particularly protects the procedural rights of the child, i.e. the right of the child to get all relevant information and has the right to express his opinion as well as the right to request a special representative.

However, there are Croatian national legislative frameworks which include (partially) the Law on protection against domestic violence, the Criminal Law and the Law on Gender Equality.

The law stipulates that content related to issues of gender equality is an integral part of preschool, primary and secondary education and higher education, as well as lifelong education and training, and



includes the preparation of both sexes for active and equal participation in all areas of life. Sexual harassment is discrimination and is defined as any unwanted verbal, non-verbal or physical behavior of a sexual nature, which aims at or represents a violation of personal dignity, and especially if it creates an unpleasant, hostile, humiliating or offensive environment. The work of the independent body responsible for combating discrimination in the field of gender equality is performed by the ombudsman for gender equality.

- Law on education in primary and secondary schools

As far as the Law on education in primary and secondary schools is concerned, It is stipulated that all employees of school institutions are obliged to take all measures to protect the rights of students and to immediately inform the director of the school institution of any violation of those rights, and the director is obliged to report this to the social welfare authority or another competent authority. Violation of students' rights includes all forms of violence, abuse, neglect, abuse and exploitation of students. This provision is regulated in more detail by the Rulebook on the manner of behavior of reporting any violation of these rights to the competent authorities (Official Gazette 132/13). It is also stipulated that in the case of violence between students, the protection of students' rights must be ensured by educational workers and the director, acting in accordance with the Protocol on actions in the event of violence between children and young people. The Law on Education in Primary and Secondary Schools also regulates pedagogical measures that can be imposed due to violent behavior in primary and secondary schools (Article 84). In the Ordinance on criteria for the imposition of pedagogical measures (Official Gazette 94/15, 3/17), unacceptable behaviors are classified according to their severity, so, for example, covering up violent forms of behavior is considered more serious unacceptable behavior, causing and encouraging violent behavior (e.g. passing on incorrect information that is the cause of violent behavior, chanting before or during violent behavior, recording of events that include violent behavior and similar behaviors) and violent behavior that did not result in serious consequences is considered serious unacceptable behavior, and violent behavior that resulted in serious emotional or physical consequences for another person is considered particularly severe unacceptable behavior.



Cyprus

In Cyprus, the term 'consent' is an important concept in the context of education and is recognized in various legal and regulatory frameworks.

As for the Student Consent, the Ministry of Education and Culture is responsible for regulating and overseeing the education system. The Education Law (Law 69(I)/1999) and the Regulations for the Organization and Functioning of Public Schools set out the rights and responsibilities of students in the education system. Under these laws, students have the right to provide or withhold their consent for certain activities. Schools must inform students and their parents about the nature and purpose of any proposed activities and obtain their consent before proceeding.

In addition to student consent, parental consent is also an important concept in education in Cyprus. Parents or legal guardians are responsible for ensuring that their children attend school and comply with the requirements of the education system. They are also responsible for providing consent for certain school activities.

The General Data Protection Regulation (GDPR), which is applicable in Cyprus, also applies to schools and educational institutions. This means that schools must obtain the explicit and informed consent of parents or legal guardians before processing the personal data of students. This includes data such as health information, academic records, and contact details.

As for the Research Consent, if a school or educational institution intends to conduct research or surveys involving students, they must obtain the informed consent of the students and their parents. This includes informing them about the nature and purpose of the research, the risks and benefits, and the confidentiality and anonymity of the data collected.

Overall, consent is an important concept in official legislation in education in Cyprus, and is recognized in various contexts, including student activities, parental responsibilities, data protection, and research. The specific requirements for providing consent may vary depending on the context and the individual's age, mental capacity, and other relevant factors. Finally, it is important for schools to be aware of their legal obligations and to seek legal advice or consult with relevant authorities if they have specific questions or concerns about consent in education in Cyprus.



Germany

In Germany consent has different meanings, so it is not easy to find a legislative framework, but the Basic Law offers the protective and legislative framework for children. The following three Laws ensure the protection of children and youth in Germany.

The Basic Law is the constitution of the Federal Republic of Germany and contains the basic legal and political order of our country. The fundamental rights enshrined in it are of particular importance: they bind all state authority as directly applicable law (Art. 1). The Federal Constitutional Court, with its seat in Karlsruhe, is an independent constitutional body that monitors compliance with the fundamental rights enshrined in the Basic Law (Articles 1 to 19).

The Basic Law regulates the organization of the state, secures individual freedoms and establishes an objective order of values.

According to the German Children's Fund (Deutsches Kinderhilfswerk, 2022) specific children's rights are not mentioned in the Basic Law. However, the Federal Constitutional Court says: Care and upbringing must be oriented towards the best interests of the child.

The German Civil Code (BGB) governs legal relationships, with its 4th book focusing on family law, including relationships, maintenance claims, and parental rights.

The year 2000 saw the prohibition of corporal punishment in parenting, emphasising the inadmissibility of degrading educational measures (§1631 BGB). The Child and Youth Welfare Act (KJHG), part of the 8th Book of the Social Code, ensures nationwide services for children and families. Independent youth welfare organisations provide services, and youth welfare offices handle specific tasks.

Child and youth welfare regulations are part of concurrent legislation, with the Federation providing the framework and Länder implementing details. Amendments strengthen the rights of illegitimate and adopted children. Article 8 emphasises children's participation in public youth welfare decisions and their right to counselling.

Article 8a) addresses child welfare endangerment, requiring the youth welfare office to involve the family court in assessing danger. In urgent situations, the office is obligated to take immediate action



to protect the child. Article 8b) outlines guidance for facilities accommodating children, ensuring professional guidelines and complaint procedures.

The "Children's Rights Index" by the German Children's Fund (2019) evaluates children's rights implementation, focusing on participation, health, standard of living, education, and leisure. State governments can utilise the index to enhance child and youth policies, based on the UN Convention on the Rights of the Child.

Greece

In Greek legislation, the concept of consent initially appears through the concept of consent and the Personal Data Act. Subsequently, it is related to consent to sexual activity, and is also touched upon as a concept in the Convention on the Rights of the Child.

Subsequently, under the GDPR, kids are given further safety.

Children do, in fact, need extra protection when it comes to the processing of their personal data, especially when they are not aware of the hazards involved.

Any of the legal justifications permitted by the GDPR may be used to process children's personal data. The controller must take into consideration additional factors for some of them, though.

When processing is done with a child's consent, the controller must make sure the kid has been told and understands what is being consented to. If not, the consent is deemed "invalid" since the controller did not follow the requirement to provide clear information. Because of this, the language used must be straightforward, intelligible, and uncomplicated.

In the case of a child under the age of 16, the controller shall use all commercially reasonable efforts to confirm the age and identity of the individual providing consent. Member States may set a lower age restriction by legislation for these reasons, provided that the age is not less than 13, however.

The following is outlined in Article 21 (consent of a Minor) of the implementing statute 4624/2019:

If the child has reached the age of 15 and grants his or her consent, processing of the minor's personal data when providing information society services directly to them is legal when Article 6(1) (a) of the GDPR is in effect.



If the minor is younger than 15 years old, the processing described above can only be done with the approval of the child's legal guardian.

Children's automated decision-making, including profiling or automatic decision-making is, in theory, forbidden if it has a direct or indirect legal impact on children.

Children have the right to be exempt from these decisions under the GDPR. There are exceptions to this right, but they only apply if suitable steps have been made to safeguard the child's rights, freedoms, and interests.

Furthermore, the controller must be transparent about the processing of children's data when a profile is created for them. He or she must never take advantage of young children's inability to understand or their vulnerability in general.

Additionally, it is against the law to use a child's profile for marketing purposes. The controller shall honor the child's unalienable right to object to any such direct marketing action by the controller and to have it immediately halted upon request.

As for the age of consent and sexual abuse In Greece, 15 years old is considered to be the age of consent. The legal minimum age at which a person can give their assent to engaging in sexual conduct is known as the age of consent. Greek law prohibits those under the age of 14 from giving their consent to sexual activity, which could lead to charges of statutory rape or another applicable local legislation.

Sexual acts and other 'lewd' behavior with children under the age of 15 are forbidden by Criminal Code Article 339(1). When the victim is younger than 12 years old, a mandatory minimum sentence of 10 years in prison must be served; if the victim is between the ages of 12 and 13, the penalty may be up to 10 years in jail. The punishment is 2 years in prison, if the victim is between the ages of 14 and 15 years old. Most significantly, article 339(2) states that 'lewd' acts committed by minors under the age of 15 are not illegal unless there is a three-year age gap between them. In the latter situations, reformative or therapeutic methods are applied to the implicated children.

The country is also governed by 'The Lanzarote Convention', also known as the the Council of Europe Convention on the Protection of Children against sexual exploitation and sexual abuse , requiring nations that ratify it to make certain acts involving children under the age of 18 illegal, such as their involvement in prostitution and pornography. Other behaviors that will be punished include having



intercourse with a child -defined in article 3 as a person under the age of 18 years old- under the following circumstances including threats, coercion, or force. Additionally, abuse happens when someone, including a family member, is in a position of authority, trust or influence over the child. Even more explicitly it is stated that a child's extremely vulnerable status is jeopardized, especially if they have a physical or mental impairment or are dependent.

Greece signed the Convention on 25/10/2007, while the Convention entered into force on 01/07/2010.

Italy

As far as the age of consent for sexual intercourse is concerned, Italy signed the Lanzarote Convention in 2007 and ratified it in 2013. This ratification has had an important impact on Italian legislation since it both strengthened and added new elements to sexual exploitation of children (SEC) related offenses (ECPAT, 2019). Moreover, Art. 600 and 609 of the Italian Code prohibit and protect children against sexual exploitation, although they have some nuances and exceptions.

The legal age of sexual consent in Italy is generally considered 14, meaning that an adult above 18 can have sexual intercourse with a child aged 14. Nonetheless, it shall be noted that Italy allows sexual intercourse between children from 13 years old onwards, if they are performed with other minors and if they are a maximum of three years older than the first. This exception for minors below 13 to have consensual sex is often referred to as the 'Romeo and Juliette' clause (Caroli, 2022; Concasi, 2022).

As stated above, from the age of 14, minors and adults can have consensual sexual acts, except if the adult is in a position of authority - i.e. teacher, guardian, cohabiting parent - then the age of consent becomes 16 (World Population Review, 2023). Evidently, Art. 609 states that these sexual relationships between the latter cannot be obtained with abuse of power that is attached to their position and neither if the adult is a blood relative since incest is punishable (Concas, 2022).

Sexual acts in exchange for money or other economic goods between minors under the age of 18 and adults are punishable since child prostitution is committed, even if the act is consensual. Besides,



children under the age of 18 cannot dispose of their own image for sexual ends and adults who use minors to produce pornographic material; induce minors to participate in pornographic performances; or attend pornographic performances involving minors shall be punished with prison and/or a fine (Concas, 2022).

Caroli (2022) points out that the Italian definition of child pornography is quite broad since it goes beyond minors involved in sexual acts. In fact, any disclosure of minors' genitals or erogenous zones is considered child pornography, whether the aim of the pictures/videos was created for this purpose or not. For instance, Caroli (2022) explains that secretly filming a child in a changing room constitutes child pornography. Nevertheless, it is important to point out that if the material is produced by the children themselves and shared without being forced to do so, the people who receive these images cannot be punished (ECPAT, 2019).

Another interesting aspect of the Italian criminal code is the one on the sexual exploitation of children in travel and tourism (SECTT) punishing anyone who aims to exploit children in prostitution through the organizing or advertising of a travel trip. Besides, tour operators who organize travels outside of Italy are obliged to include a warning against the illegality of SECTT in any of the informative and marketing material provided (ECPAT, 2022).

The 2019 ECPAT Italia and ECPAT International report noted that Italy is participating in many European and International SEC-related initiatives. In fact, they implemented new activities to simplify communication with Interpol, Europol and SIRENE. Nevertheless, it shall be noted that although Italy signed the Istanbul Convention in 2012, the country still considers physical violence to be necessary in order for a sexual act to be considered rape when it involves adults.

As for the data processing and age of consent, the Italian Data Protection Authority, or the Garante per la protezione dei dati personali (DPA) was established in 1997. They aim to enforce the rights of individuals regarding the processing of their personal data, and their tasks are established in the General Data Protection Regulation (GDPR) and in the Personal Data Protection Code (legislative decree No. 196/2003). The General Data Protection Regulation (GDPR) 2016/679 is a European Union



law aiming to protect individuals' personal data. The GDPR has to be enforced in every EU country, but some specificities can be applied to each EU member state. For instance in Italy, since the age of consent is 14, individuals of 14 years and above can give their consent regarding data protection. In other words, children below 14 years old have to provide proof of consent from a supervisory adult or the holder of parental responsibility. It should be noted that the latter only concerns the processing of a certain type of personal data since consent from a legally responsible adult is not required for personal health data for scientific research purposes in the medical, bio-medical, or epidemiological sectors (Securiti, 2022).

Nevertheless, the convention, laws, and legislation do have several limits and do not entirely protect children from experiencing (sexual) exploitation. This is why more tools are needed to protect children against abuse and exploitation, whether it is sexual or under another form.

Spain

In Spanish legislation, the notion of consent is directly linked to the body: both sexual and informed consent vertebrate the Spanish laws regarding this issue. Historically, the age of consent was established when the body reached its puberty: pubic hair marked it for the male body, menstruation for female. But since the XII century, laws regarding consent have been produced all over Europe.

In the XXI century, Spain has significantly changed its approach in regards to sexual consent for minors. Since 1995 according to the article 183.1 of the Penal Code, the age of consent has been 12 years old. In 1999, it was modified to 13, becoming the lowest limit in Europe for many years. The Committee on the Rights of the Child of the UN denounced in 2007 these low limits, and recommended that all countries establish it at 16 years.

In the year 2015, the law in Spain was modified and, with some obstacles, the age of consent was set at 16 years old. Many criticized this decision, as the average age for the first sexual experience was around 14, but the law finally became effective.



The most recent law regarding consent in Spain was enacted in October 2022, setting controversial yet progressive standards with the Law 10/2022. This was known as the “Only yes is yes Law” triggered after the case of “la Manada” in 2016[1], and it makes reference to consent before any sexual interaction. It establishes the age of consent at 16 years old, but includes that it rises till 18 if it is a case of deceit or abuse of authority, trust or influence. Additionally, the corruption of minors is punishable till 18 years old. The law also contemplates an exception: cases of minors with similar age and mental maturity will not be considered abuse of minors.

This Law changed the way of conceiving consent, as there will be no need for proof of physical violence, strength or intimidation in order for it to be considered assault.

Children will be protected by education and professionals in direct or indirect contact with them, who will be trained in all levels of Administration according to Law 10/2022.

In case of assault, every person and child has the right to: information and guidance, medical and psychological assistance, economic help, free legal advice, and other personal services.

Additionally, advertising that uses gender stereotypes that encourages or normalizes sexual violence against women, girls, boys, and normalizes sexual violence against women, children, and adolescents, as well as promoting prostitution, will be considered unlawful.

In May 2021, the Spanish Parliament approved the Comprehensive Protection of Children and Adolescents from Violence¹, which provided an integrated framework for the protection of children and adolescents against all forms of violence.

Turkey

In Turkey also, there is no institutionalized way of introducing the concept of consent in formal education. According to the Convention on the Rights of the Child, every individual under the age of 18 is considered a child. Child protection law numbered 5395 and Turkish penal code numbered 5237 in Turkey are also in line with this definition. But also in Turkey, issues related to sexuality are generally

¹ <https://www.womenslinkworldwide.org/en/awards/cases/la-manada>



avoided and preferred not to be spoken about. As a result of this, it is seen that the terms related to the subject are not fully settled and are used in wrong ways (Çalışandemir, Bencik, Artan, 2008).

Turkey became a party to the United Nations Convention, which it signed on September 14, 1990, pursuant to the Parliamentary Approval Law No. 4058, dated December 9, 1994, and the aforementioned Convention entered into force on May 4, 1995, following the delivery of our ratification documents to the UN Secretariat for Turkey. The UN Convention on the Rights of the Child is the agreement with the widest participation in the UN system. The convention, which sets universal standards for the protection of children, establishes a legal framework for programs aimed at improving the situation of children. In the national plan, in accordance with the Prime Ministry Circular dated January 11, 1995, the General Directorate of Social Services and Child Protection Agency (SHÇEK) was made responsible for monitoring the implementation of the principles and provisions of the UN Convention on the Rights of the Child in Turkey (mfa.gov.tr).

Current situation-Overview and specifics

Croatia

The Republic of Croatia has signed and ratified a great number of international and European legislative instruments which are crucial for advancing general education, education for democratic citizenship and the management of diversity. These include the Convention for the Protection of Human Rights and Fundamental Freedoms, the Framework Convention for the Protection of National Minorities, the International Convention on the Elimination of All Forms of Racial Discrimination, the United Nations Convention on the Rights of Persons with Disabilities and the United Nations Convention on the Rights of the Child.

However, there are no legal Acts, Regulations or educational curricula for consent.

Even though various research papers and reports are showing that the integration of comprehensive sexuality education inside the school curriculum makes a significant difference in children's lives, regarding decisions about their body, life, developing positive attitudes about themselves and people that surround them, it is still not part of the formal curricula in Croatia. As Aleksandra Stulhofer says,



a sociologist and expert on youth sexuality: “There is no systematic sexuality education in Croatian schools, nor has it ever existed in the history of Croatian education system. There are just fragments of information, usually in biology and religion classes or as lectures that are organized by the good will of the school directors or some professors, in which the school doctor or a gynecologist talks about reproductive health. A small number of adolescents, during their four-year long high school education, find out something about human sexuality and that is usually a one-time thing. The content is delivered exclusively as information and does not affect the behavior. It happens that there is a mention of human sexuality during religious classes, but solely regarding religious dogma about the acceptance of sexuality inside a matrimony.”

Child protection center of Zagreb and Brave phone conducted research Prevalence of abuse and neglect of children in Croatia: Correlation between abuse in childhood and other traumatic experiences and some personality features. Results of this research indicate the prevalence of certain forms of abuse in childhood. According to the strict criterion, 15.9% were exposed to physical, 16.5% were exposed to emotional and 13.7% were exposed to sexual abuse. Note that if we include inappropriate exposures to children, then 18.1% of the youth experienced sexual abuse in their childhood.

The Child Protection Center of Zagreb conducted research on bullying in schools. The research included 25 elementary schools in 13 cities of Croatia, and examinees were pupils from the fourth to the eighth grade of elementary school.

Obtained results indicate that 27% of children experience some form of bullying in schools (verbal and physical) on a daily or on almost a daily basis, while 16% of children bully other children on almost a daily basis, while 8% of children simultaneously bully and are exposed to bullying.

Boys more frequently both bully other children and are exposed to bullying. The frequency of bullying, especially verbal, increases with age (from the tenth to the fourteenth year of age). School results of children who bully or are bullied are, on the average, worse. Only about 22% of bullied children ask adults for help. Children most frequently ask parents, while only 11% ask teachers for help.



Cyprus

In Cyprus, the importance of consent is recognized in various laws and regulations, and it is a key concept in education. However, there is no specific formal education curriculum that is dedicated solely to teaching about consent in Cyprus. Nevertheless, the topic of consent may be included in various subjects and activities across the education system, particularly in the areas of health education, sex education, and personal development.

For example, the Ministry of Education and Culture has developed a health education curriculum for primary and secondary schools in Cyprus, which covers a wide range of topics related to physical, emotional, and social health. The curriculum includes units on topics such as personal hygiene, nutrition, mental health, and sexuality, which may touch on the importance of informed consent in certain contexts. Additionally, the curriculum may include specific lessons or activities related to consent in the context of sexual health education.

Moreover, the Ministry of Education and Culture may provide training and guidance for teachers on how to address issues related to consent in the classroom. For instance, teachers may receive training on how to identify and respond to situations where students may not have given their consent or where there may be a risk of harm or exploitation.

Furthermore, organizations such as the Cyprus Network for Human Rights Education (HRE) and the Cyprus Pedagogical Institute may also provide resources and training for teachers on how to integrate the concept of consent into their teaching practice. The HRE principles emphasize the importance of promoting respect for human rights, including the right to informed consent, and may provide guidance on how to address issues related to consent in a variety of contexts.

Germany

Germany does not have a centralized education system, therefore each of the sixteen German Federal states (Länder) is solely responsible for its education system and education policy implementation. Generally, the term 'consent' in the German context is associated with either gender, equality, age of consent, sexual consent or sexual diversity in the school context.



Policies and measures valid throughout Germany, at national level

Nationwide policies in Germany, spanning both federal and state levels, prioritise the well-being and rights of children and adolescents. The UN Convention on the Rights of the Child, notably Articles 2, 13, and 19, alongside Article 3 of the Basic Law, emphasise non-discrimination and protection from violence. The Basic Law reinforces equality principles, prohibiting discrimination based on various criteria.

"Pedagogical action in schools is based on democratic values and attitudes that can be derived from the fundamental rights of the Basic Law and from human rights. The non-negotiable core of the free democratic basic order includes [...]the inviolability of human dignity, respect for human rights including children's rights, the right to free development of the personality, freedom of faith and conscience, the equality of all people before the law and in all social institutions, irrespective of gender, origin, religion, disability or sexual orientation [...]". These are some of the recommendations of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK) on democracy education (updated 11.10.2018).

Policies and measures about consent valid throughout Germany, at Federal level

At the federal level, all German state constitutions cover important aspects such as gender identity, sexual orientation, gender equality, sex education, cultural practices, peace education, human rights education and rights education. The common goal is to promote the school as a place of tolerance and cosmopolitanism and to foster understanding and acceptance within different communities. The following section looks in more detail at how the topic of consent is addressed in the various primary school curricula.

Consent in the primary school curricula of the various German Federal States

The following Federal States actively address consent in their curricula.

Berlin / Brandenburg



In lessons and school life, students in Berlin and Brandenburg address and appreciate the diversity of sexual orientations, promoting an understanding of different lifestyles. Various learning opportunities are offered by the subjects of science, political education and natural sciences, biology, ethics (Berlin), life design-ethics-religious studies (Brandenburg), history, German and foreign languages. There are links to the overarching themes of democracy education (e.g. school culture, school community), sex education, gender mainstreaming (e.g. gender roles, gender identity, gender expression), health promotion (e.g. eating disorders, suicide risk) and violence prevention (e.g. bullying).

Bremen School Act and Bremen School Administration Act

Bremen's primary education emphasises holistic development, focusing on individuality alongside common educational processes. It aims to provide basic education encompassing cognitive knowledge and personal, social, and methodological competencies, fostering positive self-esteem and a differentiated self-concept.

Hessian School Act

Sexuality education in Hesse aims to address social developments and age-appropriate topics, including the human body, family structures, and sexual orientations, integrating them into various subjects. It seeks to enable moral decisions, understanding of human partnership, and a sense of responsibility, emphasising inclusivity and respect for diverse cultural and religious values.

School Act (SchulG) Rhineland-Palatinate

At the primary level, topics include understanding differences between sexes, preparing for puberty, exploring identity and gender roles, as well as learning about human life's origin and development. Additionally, the curriculum covers aspects of friendship, emotions, love, and various family forms, alongside addressing the prevention of sexual violence by establishing healthy boundaries. Children's topics are approached gently and age-appropriately, avoiding a solely anatomical focus.

Order of the School System in the Saarland (School Order Act - SchoG)

In primary schools, the curriculum emphasises teaching pupils to perceive, appreciate, and responsibly engage with the diversity of their natural and social environments. It also focuses on fostering understanding of gender equality and promoting the right of all individuals to shape their living



conditions. Tasks of general educational importance include addressing topics such as media literacy, health, partnership, sexuality, and violence prevention in an interdisciplinary manner.

Sexual abuse of children in Germany

According to the Police Crime Statistics report (2023), 17,704 children under the age of 14 were victims of sexualised violence last year (2020: 16,921). 2281 of them were younger than six years. The perpetrators: babysitters, fathers or acquaintances. Cases of distribution, acquisition, possession or production of so-called child pornography more than doubled last year. 39,171 such cases were reported to the police. This corresponds to an increase of 108.8 per cent (2020: 18,761). The number of cases of distribution or possession of juvenile pornography rose to 5105 (2020: 3107). According to the police statistics, the number of children and adolescents who disseminated, possessed or produced abusive images, especially on social media, has also increased more than tenfold in Germany since 2018. While there were 1373 underage suspects at that time, their number rose to 14,528 last year.

In order to increase public awareness of the danger of sexual violence in the direct environment of children and young people, there is now a new, nationwide campaign called "[Don't push the thought away!](#)" that started in 2022 against sexual violence against children and young people. It wants to sensitise the public that abuse mainly takes place in the close environment of children.

Moreover, teachers have access to [School against sexual violence](#). Specialist portal for protection concepts. On this portal, schools can find information and assistance in developing concepts for protection against sexual violence. State-specific offers and regulations are listed at the end of the respective topic area.

For instance, a digital training - basic knowledge on child sexual abuse is included on the portal. The Independent Commissioner on Child Sexual Abuse and the education authorities of the Länder provide a free digital training course of about four hours, a "serious game", on child sexual abuse. The course "**What's wrong with Jaron?**" provides school staff with basic knowledge in a practical way. Only those who know what sexual violence means, who commits it and how it is planned can understand the



importance of protection concepts and support their development. The course is recognised throughout Germany as further training.

Under the heading: [Tips, Materials](#) there are many websites and projects on prevention aimed at teachers, children as well as parents.

Some Germany-wide initiatives and programmes for the prevention of sexual abuse:

[Trau Dich! Dare!](#) Nationwide initiative for the prevention of child sexual abuse by the Ministry of Family Affairs and the Federal Centre for Health Education.

Theatre pedagogical workshop: ["My body belongs to me"](#) and other plays for school classes of different grades on the topic of sexual violence.

["#ANDYOU? Make yourself strong!](#) Against sexual violence among young people": The model project of the Federal Ministry of Youth implemented by Innocence in Danger e.V. contains a package of measures for the prevention of sexualised (digital) peer violence. It also includes workshops for the different target groups: Young people, parents and educational professionals

[ByeDV - Beyond Digital Violence](#): Capacity Building for Relevant Professionals Working with Children and Young People Who Experienced Sexualised Violence Using Digital Media

["What to do against sexual abuse?](#) Ben and Stella know what to do! is an educational and prevention concept to protect girls and boys with impairments from sexualised violence. It is aimed at children and young people aged 8 - 18 years with cognitive impairments and/or developmental delays, as well as a possible additional physical and/or hearing impairment.

In summary, the legal and school policy framework against sexualised violence in Germany is well developed despite the high number of cases of child sexual abuse. Schools, teachers, educators and children are well sensitised and there are a large number of projects, initiatives and programmes nationwide that indirectly deal with consent.

Greece

In Greece there is no institutionalized way of introducing the concept of consent in formal education. The country's formal education does not include the concept of consent as a part of the educational



process either in a compulsory or in an optional context. In fact, although it is linked as a concept to Children's Rights, it is precisely because it tends to be linked to issues of sexuality that it is another taboo subject. Given that sex education is not included in the official Greek education system at any level, the concept of consent is also excluded.

Even nowadays, issues related to body safety and self-determination as well as sex education remain outside of school. Of course, this is also related to the fact that teachers in Greece are not trained in issues related to consent as part of their compulsory education. Many times they wish to talk to their students about life skills - such as consent - but, not knowing the appropriate way, they are discouraged.

Latest data from 'The Smile of the Child' confirm the need to shield children from all forms of violence, in every situation where something happens to them without their consent. According to the TSoC, 40,735 children were supported with prevention, response and treatment activities in the field of violence during the last six months. There was a 174% increase –in the last six months- in the number of students, teachers and parents/guardians who participated in prevention interventions on Domestic Violence and Bullying, indicating the need for preventing violence. Overall, there has been a 34.73% increase in the number of reports involving violence against children from 2021 to 2022 to the National Hotline SOS 1056, while parents kept calling for advice related to issues of interpersonal relationships.

Often, parents and teachers, sharing the same insecurity about referring to such concepts, seek out experts to address children. The Smile of the Child, the most experienced organization in managing child protection issues in Greece, according to Focus Bari's research (2022), is often called upon and takes on this role. Specialized psychologists of the Organization, formulating educational interactive tools approved by the Ministry of Education and the Institute of Educational Policy, carry out a series of actions at all educational levels.

Through experiential workshops, children aged 8-12 explore the safe boundaries of their bodies, approaching concepts such as personal space, self-determination of the body, respect for myself and those around me, and consent. Through play and role-play, children understand ways to say and accept denial, developing their social skills. Corresponding interventions at the level of prevention concerning sex education are also carried out with parents and teachers.



However, the necessity of creating this guide is reflected in the fact that there is as yet no official handbook for teachers. Our aim is to gather good practices and supporting exercises that teachers can use to introduce the concept of consent to primary school children.

Italy

According to a publication by the European Commission (Picken, 2020), there are multiple terms that can be used both on national and international levels to describe school-based education that covers sexual and reproductive health and life. When it comes to Italy, different terminology is used in various publications.

The term most used in the recent publications and resolutions by World Health Organization, UNESCO and the European Parliament is “sexuality education”, which can be linked with the more broadly defined areas of citizenship education, life skills education, and health education. Indeed, in the recent decades, sexuality education has been applied more frequently in the EU Member States not only as a means of educating students on the biological aspects of sexual and reproductive health, but also as a way of improving gender equality, human rights, and people’s well-being. At the same time, the implementation of sexuality education in the different countries remains highly varied, depending on the content, delivery mode and its purpose.

In a case study (Fontana, 2018) revealing the situation overview in Italy, the term “Relationship and Sex Education” (SRE) is used to refer to the result of sex education and relationship education, compiling both the biological aspects of reproduction and risk prevention, as well as the ethical, psychological and emotional aspects of sexuality. This term therefore links the general topics regarding sexuality together with emotions, consent, and mutual respect. At the same time, it is noted that in many countries the two dimensions are not well integrated within one another. The educational initiatives often tend to focus on just one of the two aspects, and Italy remains one of such cases.

While discussing the implementation of SRE initiatives in Italy, it is important to note that it is not set as mandatory in the school curriculum. On a national level, there exists the framework of school autonomy, which gives schools the freedom to make decisions about the curriculum implemented. (Eurydice. (n.d.). Based on this, schools can individually define and flexibly adapt their curriculum and



teaching paths, and they can expand their educational program to better meet the needs of the community's cultural, social, and economic context. (Fontana, 2018).

In accordance with the framework of the school autonomy, schools continue to be the primary institutional actor when it comes to implementing the relevant curriculum for young people between the ages of 8 and 19, as the Ministry of Education is not directly responsible for coordinating SRE. As a result of this, the implementation of SRE programs in Italy remains highly individual, and there is a display of uneven geographical distribution and standards regarding its implementation. The curriculum could differ from region to region and also from school to school in the same area. In some cases, educational institutions start discussing these topics from an early age, even at kindergarten - from the basis of human rights education to more difficult topics related to consent, the respect of one's personal space, freedom of speech, and finally the issues related to sexuality. In some other cases, instead, the curriculum does not include any of the topics above. Often, SRE programmes in Italy focus more on the biological and risk-prevention elements rather than the psychological, societal or emotional aspects.

In 2018, UNESCO developed and promoted the now widely accepted definition of Comprehensive Sexuality Education (CSE), which refers to the curriculum-based process of learning about the cognitive, emotional, physical and social aspects of sexuality. (Chinelli et al., 2022) Even though it is not mandatory in the school curriculum in Italy, CSE has been shown to have a positive impact on youngsters as it reduces the risks they may encounter when having sexual intercourse. These risks include teenage pregnancy and abortion; Sexual Transmissible Diseases (STIs); sexual abuse; and homophobia. According to Italian teenagers, the fact that it is not mandatory in the school curriculum can lead to negative sexual experiences (Damilano, 2022). Similarly, as the information provided at schools is often limited, it leads teenagers to look for information online instead (Rosaria, 2018).

Impact of COVID-19 Pandemic on Child Abuse

The COVID-19 pandemic made child abuse issues in Italy more severe, with a significant rise in cases reported by the Italian Ministero Dell'Interno (2022). In 2021, 6248 cases of crimes against minors were identified, among which 64% concerned girls. Besides, 1332 of the cases were regarding sexual violence against minors, among which 88% concerned girls. This was the first time that numbers were



so high. More specifically between 2004 and 2021: mistreatment against minor family members and cohabitants went up 233%; aggravated sexual assault went up 88%, and child pornography went up 419%. Overall, almost all types of abuses against minors went up with some exceptions such as child prostitution which decreased by 52% between 2004 and 2021. The latter could be due to the lockdown and individuals staying more at home, henceforth hindering the possibility of child prostitution.

MINORI VITTIME DI REATI IN ITALIA

Dati consolidati del Servizio Analisi Criminale della Direzione Centrale Polizia Criminale

	2004		2020		2021		Δ	
	vittime <18	%	vittime <18	%	vittime <18	%	2004 2021	2020 2021
Omicidio volontario consumato*	27	59%	14	43%	19	42%	-30%	-36%
Violazione degli obblighi di assistenza familiare	478	51%	561	50%	500	45%	-5%	-11%
Abuso dei mezzi di correzione o di disciplina	129	47%	257	45%	296	37%	129%	15%
Maltrattamenti contro familiari e conviventi	751	50%	2.377	53%	2.501	54%	233%	5%
Sottrazione di persone incapaci	84	49%	246	48%	268	51%	219%	9%
Abbandono di persone minori o incapaci	234	38%	469	43%	488	47%	109%	4%
Prostituzione minorile	89	82%	37	73%	43	67%	-52%	16%
Detenzione di materiale pornografico	13	77%	100	83%	66	82%	408%	-34%
Pornografia minorile	36	61%	248	74%	187	69%	419%	-25%
Violenza sessuale	740	81%	554	88%	714	87%	-4%	-29%
Atti sessuali con minorenne	364	79%	350	80%	412	83%	13%	18%
Corruzione di minorenne	131	77%	138	73%	136	76%	4%	-1%
Violenza sessuale aggravata	262	76%	438	89%	618	88%	136%	41%
Totale	3.311	63%	5.789	65%	6.248	64%	89%	8%

* Dati operativi - fonte D.C.P.C.

Monitoraggio Dei Reati Commessi Sui Minori in Italia: Nel 2021 Più Di 6mila Casi, 2022

Initiatives and Campaigns to Address Consent

Some organizations in Italy provide services and create campaigns to raise awareness about consent. For instance, in 2018, Amnesty International Italia created the campaign #IoLoChiedo (#IAsk in English). They wanted to shed light on the culture of consent among young women and men aged 16 to 24 years old. Their main demands were based on the Istanbul Convention that Italy does not fully respect, although the country signed it in 2012. Amnesty International Italia argued that Italy still



considers that physical violence is necessary for a sexual act to be considered rape, whereas the Istanbul convention states that consent has to be given freely and has to be appreciated by taking the context and situation into account. The outcome of this campaign was mainly characterized, in 2020, by an educative manual for teachers, trainers, educators and activists, particularly for the ones working with youngsters on violence and gender-based violence.

Articolo12, an organization that aims to respect, protect, and promote the rights of children and teenagers, tackle these issues of lack of sex education and others at school. Their main activities concern helping organizations and adults, children, as well as young people with educational material to ensure that children's interests are respected. They do so through participatory qualitative research. The organization indicated that the voices of children and teenagers were often not heard in these debates, while they should be the ones expressing whether they wish to have sex education classes at school, somewhere else, or not at all.

Spain

With regard to formal education in Spain, it is contemplated by the law the effective need to foster notions of consent in the public education curricula. After the Children and Adolescent Conference that took place in 2021 a series of agreements were enacted. The Organic Law 8/2021 on the comprehensive protection of children and adolescents against violence² establishes prevention, denunciation and coordination of actors as basic pillars to eradicate this kind of abuse.

This strategy also makes reference to education, as it broadens the focus to include measures aimed at preventing the sexual exploitation of children and adolescents as a whole. The promotion of gender equality and coeducation are essential for the prevention of this problem. In this regard, the new Education Law (LOMLOE) introduces a new subject in primary and secondary education on civic and ethical values, which will pay special attention to equality between women and men. Additionally, in Baccalaureate it will be part of the curricula to consolidate personal, affective, sexual and social maturity that will allow to foresee, detect and solve possible situations of violence.

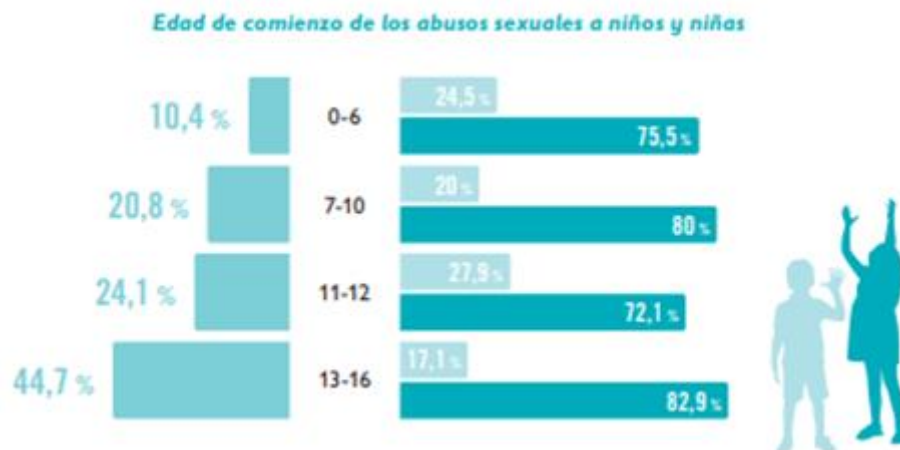
²

https://www.mdsocialesa2030.gob.es/derechos-sociales/infancia-y-adolescencia/PDF/Conferencia_Sectorial/16062022_report_Certificacion_Acuerdo_05052022.pdf



Sexual exploitation is a serious violation of human rights that affects above all vulnerable communities that suffer structural discrimination based both on gender and age. According to the analysis of sentences from the years 2019-2021, it is estimated that in Spain around 10-20% of its population has suffered any kind of abuse during infancy.

44.7 % of the abuses produced go from ages 13 to 16, but the average age in which children start to suffer these abuses is at 11. The gender difference cannot be disregarded: 78.9 % of the cases of assault were of girls and adolescents. ³Due to the intersection of gender and age, young girls are in the most vulnerable position when it comes to sexual or physical assault.



The State provides many strategies to fight sexual violence on children. According to the Law 10/2022, the Spanish educational system will integrate contents based on coeducation and feminist pedagogy on sexual education and gender equality. The curricula of all educational stages will include formative contents on appropriate internet use.

Apart from education, prevention, and sensitization in the scholar system, the National Health Plans will include a section on prevention, detection and comprehensive intervention against sexual violence.

³ https://www.savethechildren.es/sites/default/files/2021-11/Los_abusos_sexuales_hacia_la_infancia_en_ESP.pdf



Institutional campaigns of prevention and information will be held to fight against ideologies that foster sexual and gender violence, sexual exploitation, and pornography consumption.

Prevention in the digital and communication areas will also promote freedom of expression and violence awareness. Advertising that promotes gender stereotypes for children will be unlawful.

Other private organizations that also fight against gender and child abuse in Spain are FAPMI⁴ or ACASI⁵.

Turkey

Although there have been projects based on awareness raising of adolescents in the formal education environment, especially at the national level, in recent years, these do not cover the whole country, and when the project period ends, continuity cannot be ensured due to the termination of the awareness training. During the training process of pre-school, primary and secondary school teachers, the subject of sexual education should be included in the curriculum. There is no coverage of the subject as a compulsory course in teacher training undergraduate programs. Teachers and teachers candidates in Turkey are not trained in issues related to consent as part of their compulsory education. Therefore, this issue needs to be supported by in-service training. The Ministry of National Education has prepared a guide for children exposed to sexual education, abuse, etc. in Turkey. There are guides that theoretically describe what school administrators and teachers can do when faced with such situations. In addition, it is a legal obligation for the administrators to report these situations that constitute a crime. Although the information in the guide and the projects put forward by the Ministry to improve the process are considered beneficial, the number and scope of preventive studies should be increased.

It is known that the research is aimed at eliminating the problems rather than being preventive. For this reason, it is important for teachers at all levels to introduce the concept of consent to children

⁴ <https://fapmi.es/>

⁵ <http://www.acasi.org/>



and to know the activities that will support children to form their own self-perception in a healthy way.

International Guidelines

Early learning

From the age when children begin to understand and perceive the presence of other physical persons around them, the process of training them in a number of skills begins. We teach children how to eat, how to talk, how to brush their teeth or wear their shoes. Each developmental stage is characterized by small conquests. The road to independence has many challenges and lessons for each child, as long as we are there as caregivers and provide stimulation. So why shouldn't the concept of consent be another important aspect of a child's independence? Why should we exclude the body and its safety from a child's education?

- The sooner we start talking about consent to a child, the better results we will have.
- When a child asks for consent-related details, it is ready to receive an answer that is able to understand according to its age and ability to comprehend.
- Assist your child in realizing that they own their bodies and have the authority to make decisions about them.
- Allowing your youngster to choose whether or not to accept a hug or kiss from family members or friends, falls under this category.
- By observing other people's body language, you may teach your child to pay attention to and respect others' signs about their own boundaries. When someone sits too close to them, for instance, a person may take a few steps back to protect their space or they may move slightly closer.
- Practice with your child what they can say and do if they find themselves in an uncomfortable position.
- Encourage your child to speak up if something does not feel right.
- Encourage your youngster to solicit permission (e.g. ask first if you can give someone a hug).



- Your child should learn to heed "no" signs. For instance, if a youngster tells your child to stop roughhousing with them and they do so, they must obey that order.
- Conversely, say the same "no" to family members and friends. For instance, they should heed your child's request to stop being tickled if you tell them to.
- Inform your child about online safety and privacy. Educate children on the value of asking for consent before posting anything, such a photo or a video, that is about another person.

Boss of my own body

Unwanted touching is immoral and forbidden by the law. Early discussion of this topic, the proper naming of body parts, and teaching your child which body parts are "private" will help them comprehend what is appropriate and inappropriate behavior. When someone says "no" to them, they should always accept that person's decision. Insist that your youngster pay attention to their feelings when they are touched and those "uh-oh" sensations. Even if a touch feels pleasant, if the recipient experiences an "uh-oh" sensation, the touch is inappropriate.

- What happens to your body is up to you to decide.
- Nobody has the right to touch you without your consent.
- It is not impolite to ask someone not to touch you.
- Consent entails consistently deciding to uphold others' boundaries.
- Observing someone's limits demonstrates your concern for them.
- You have every right to say 'no' to people you love.

Children' secrets

Children often have secrets and that's okay. It's perfectly normal to keep things to themselves or their friends to the exclusion of adults. We can't and don't need to know everything as their caregivers. The most important thing is to make them understand those criteria by which they should 'filter' their secrets to know if it is okay to have them or if they need to share them with an adult to keep themselves safe.

- There is no secret that makes me ashamed, scared and unable to sleep at night. Anything that makes me feel uncomfortable, I need to share with an adult I trust.



'Yes' is 'Yes' and 'No' is 'No'

In all circumstances the child has every right to refuse. The child may refuse or consent regardless of whether the persons proposing something are persons familiar to it or not. Children can and have the right to say 'no' to their parents and to dear relatives or friends. A child who knows when and why he or she agrees or refuses to consent has boundaries, is free, independent and therefore safe.

- 'Yes' should be interpreted as 'yes' and respected as well.
- 'No' should be interpreted as 'no' and respected as well.
- 'I am not sure' means 'no'
- 'I need some time to think about it and decide' means 'no'.
- 'Whatever you want' is not an answer.

Experts by experience

It is important to familiarize children with the concept of consent in an experiential and positive way. The context becomes clearer when it is playful at ages 8-12, as the message comes through play, a good and functional relationship with the body and those experiences where things went well.

- Let us open our hands in an imaginary circle around ourselves and try to think that this created space is our personal space.
- No one has the right to invade my personal space without my permission.
- I have no right to invade the personal space of those around me without their permission.

Consent and consciousness

Important parameters in the concept of consent are the conditions under which one is able to consent or to express one's refusal. Children can express and perceive refusal or consent in a number of different ways other than verbalization. Of course, a prerequisite for the possibility of consent or non-consent is that a child must be able to consciously perceive the circumstance he or she is being asked to approve or reject. Factors such as cognitive immaturity, confusion, substance abuse or a situation of blackmail influence the child's judgment and negate any notion of consent even if it has been given. Similarly, it is important to make it clear to children that they do not have the right to seek consent from a child with the above deficits if they are unable to understand and respond accordingly.



- When someone has not understood what it is that I am asking their consent for, I cannot expect an answer either positive or negative.
- When someone is asleep or not in a state of alertness he cannot give me his consent.
- Even if I consented yesterday, it does not mean that I will consent today.
- When I am angry or frustrated I am not able to give my real consent. The same is true when I ask for consent from another person.

Ways to say 'no'

From an early age we teach children to accept and agree to conditions often within their boundaries. The acquisition of boundaries is, after all, a safe educational framework for each child to develop both freedom and independence. What happens, however, in those cases where a child wants to refuse but this desire is contradicted by a fear of appearing rude? To begin with, it is important to disconnect denial from rudeness in each child. It is okay to refuse using ways that are functional and within the norms of social behavior and interaction. So, just as we would shield a child by teaching them to accept, it is equally important to teach them to refuse and to recognize and accept refusal from other children accordingly.

- I can express my disagreement in many different ways.
- I can say no or yes in many ways even if I don't speak.
- Reluctance means lack of consent.
- If I don't answer or I don't get an answer it means no. I have not given or received approval.
- I can nod no or yes.
- If I am not sure if I have the other person's consent I can ask affirmatively.
- Taking a step back with my body means I am not consenting.
- Avoiding making eye contact might mean I am not consenting.

Consent phrases

'Can I give you a hug? It is ok if you don't feel like it.'

'Do you need a break from hugging? Is it still ok with you?'



'With which toy would you like to play today?'

'Do you want to hold hands when we walk?'

'Can I sit next to you?'

'Can I help you with dressing up?'

'I believe you'

'Thank you for letting me know'

'You do not deserve this'

'Let me see how I can help you'

'Do you need some time with yourself?'

'We will not do it, unless you say so.'

'It is ok if you do not feel like hugging grandma.'

'You have every right to refuse if you do not feel like doing it.'

'Did you ask your friend for permission?'

'Did your friend agree on this?'



Seven steps to CONSENT

In order to be able to integrate theory into the everyday practice of teachers and students, it is necessary to speak their language. It is important that all the theory is communicated to children in an interactive, experiential and playful way. This could be achieved through the creation of specific experiential tools that are organized in workshops. Each workshop would aim to approach in an attractive way for children those theoretical foundations which will form the basis for the development of the concept of consent in the everyday practice of each child.

After thorough study and consultation, the partnership concluded to develop the following seven (7) lesson plans:

1. Dealing with 'no'
2. Let's agree to disagree
3. Delivering the message
4. Mirroring respect
5. There is no 'must'
6. Me and my 'nos'
7. My space

The above suggested lesson plans will be developed by the Consortium, based on each partner's previous experience and expertise, according to a common layout that contains experiential activities to be conducted in the classroom. The final experiential learning plans, will be transferred to the web platform and will be tested on a later stage to primary school teachers at national level in all project countries (Croatia, Cyprus, Germany, Greece, Italy, Spain & Turkey).



Conclusions

This guide aims to examine and ultimately reinforce the importance of introducing and developing the concept of consent for every child of ages 8-12 years old. The goal is approached holistically through the empowerment and training of children's trusted people within the school community, the key socialization agency. Crucial to the methodology of the approach is Human Rights Education (HRE), which through its principles works in support of our goal of empowering students and teachers.

Through this guide we have the opportunity to focus on Human Rights Education (HRE) and the ways in which it can enhance the educational process through the principles that underpin it. Subsequently, it would have been impossible to begin to address the concept of consent without having defined its full content. Having defined the concept of consent -as it is also defined in the literature- we approach its social implications as a skill useful for life. After all, skills such as setting boundaries and consenting or not are enduring challenges for humans at every developmental stage.

Moreover, the current legal framework on the concept of consent in the partner countries of this guide is presented, as well as the legal guidelines that apply and frame the term whether it refers to consent to a sexual act or not. Another part of the guide refers to whether consent and its teaching is part of the basic training among teachers in the partner countries. In addition, the guide provides useful expressions on the concept of consent for teachers, parents and carers in general, highlighting the importance of 'right' words used.

However, this guide aiming to cultivate consent would not be considered complete if it did not include not only the theoretical background but also the practical part of it. This objective is fulfilled through the presentation of the seven lesson plans, which smoothly and sequentially introduce children to a series of concepts that contribute to the holistic nature of the concept of consent.

In conclusion, divergences and differences are observed in terms of the concept of consent both legally and at the level of teachers' studies among the partner countries. As a consequence, the necessity of having the guide as a useful tool in the hands of every teacher is reinforced.



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Annex 1

No	Name	Institution/ Author	Type of the Document	Subject of the Document	Consent Specified (Yes/No)	Target Group	Link
1	Parenting in the best interest of the child and support for parents and children in more demanding circumstances	UNICEF Croatia Office in cooperation with the Parenting Support Center 'Let's grow Together'	Handbook	Early help/ Education	No	Children	https://www.rastimozaedno.hr/file/266/
2	The importance of personal boundaries in parenting - how to teach yourself and your children to set and respect personal boundaries!	Republic of Croatia	Recommendations, instructions and advices for conscious parenting	The importance of personal boundaries in parenting	Yes	Children	https://budidobro.com/vaznost-osobnih-granica-u-roditeljstvu/
3	Health education	Agency for Education, Republic of Croatia	Handbook	Education/ Healthcare/ Health education	Yes	Children	https://mzo.gov.hr/UserDocImages/dokumenti/Obrazovanje/Priru%C4%8Dnik%20za%20u%C4%8Ditelje%20i%20stru%C4%8Dne%20suradnike%20u%20osnovnoj%20C5%A1koli%20-%20Zdravstveni%20odgoj.pdf
4	The Cyprus Children's Parliament	Cyprus Children's Parliament	Practice/ Policy/ Intervention/ Training Program	Early help/ Long-term aftercare/ Targeted support work/ Primary prevention/ Education/ Therapy/ Counselling	Yes	Children	http://www.pccpwc.org/en/Children%20Parliament.html



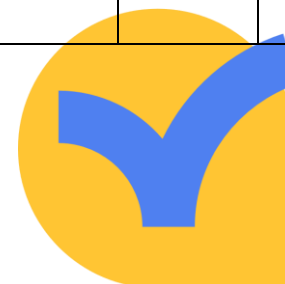
5	The Cyprus Network for HRE	HRE Network	Practice/ Policy / Intervention/ Training Program	Early help/ Short-term aftercare/ Long-term aftercare/ Targeted support group/ Primary prevention/ Education/ Therapy/ Counselling	Yes	Children / Young adults	https://www.pi.ac.cy/
6	The UNICEF Child-Friendly Schools Manual	UNICEF	Research report/ Practice/ Policy/ Intervention	Early help/ Short-term aftercare/ Long-term aftercare/ Targeted support work/ Primary prevention/ Secondary prevention/ Education/ Therapy/ Counselling	Yes	Children	https://www.unicef.org/reports/child-friendly-schools-manual
7	Mut tut gut- Courage is good	Adult education centres (VHS), police and teachers	Practice/ Training program	Primary prevention	Yes	Children	https://www.nur-mut-koeln.de/leistungen/mut-tut-gut-kurse
8	Sicher-Stark-Initiative	D- 53879 Euskirchen	Practice/ Intervention/ Training program	Early help/Education	Yes	Children	https://www.sicher-stark-team.de/selbstsicherheitstraining.cfm
9	Anti-Violence Competence	AG SozialKompetent	Training Program	Early help/ Targeted support work/ Youth work/ Primary prevention/ Secondary prevention	Yes	Children	https://www.ag-sozialkompetent.de/anti-gewalt-kompetenz.html



10	Self-confidence training for girls and women	Karin Schneider	Intervention/ Training program	Early help/ Primary prevention/ Secondary prevention/ Tertiary prevention	Yes	Children / Young adults	https://www.b-stups.de/Selbstsicherheitstraining/
11	Social Competence Training (SKT)	Praxis für Kinder- und Jugendpsychiatrie und -psychotherapie in Memmingen/Allgäu	Practice/ Training program	Early help/ Targeted support work/ Youth work/ Primary prevention/ Education/ Mental health	Yes	Children	https://www.kjpm.de/soziales-kompetenztraining.html
12	The Underwear Rule	The National Society for the Prevention of Cruelty to Children (NSPCC)	Practice/ Policy	Early help/ Primary prevention/ Education	Yes	Children	www.nspcc.org.uk/underwear
13	Convey Not a Game	CESIE (IT), The Smile of the Child (GR), Hope for Children (CY), Sexual Violence Centre Cork (IE), Gender Alternatives (BG), Westminster City Council (UK)	Game/Training program	Early help/ Targeted support work/ Youth work/ Primary prevention/ Secondary prevention/ Education/ Mental health	Yes	Children	https://notagame.eu/
14	Safe Body Boundaries	Prevention and Awareness Department, The Smile of the Child	Policy/ Intervention/ Training Program	Early help/ Targeted support work/ Youth work/ Primary prevention/ Education/ Mental health	Yes	Children	The document is not available in this form.



15	Ask Before You Act	NYC Health Department's New York City Teens Connection (NYCTC)	Practice/ Policy/ Training program	Early help/ Targeted support work/ Youth work/ Primary prevention/ Secondary prevention/Education	Yes	Children / Young adults	https://www.nyc.gov/assets/doh/downloads/pdf/ms/sexual-consent-youth-engagement-guide.pdf
16	Sexual Health and Consent	Project coordinator: Tipperary Regional Youth Service (Ireland), Partners: Twoplustwo (Italy),	Practice/ Training program	Youth work/ Primary prevention	Yes	Young adults	https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-IE01-KA105-051304
17	#IoLoChiedo	Amnesty International Italia	Campaign	Primary prevention/ Secondary prevention/ Advocacy work	Yes	Young adults	https://d21zrvtkxtd6ae.cloudfront.net/public/uploads/2020/09/IoLoChiedo_manuale_2021web.pdf
18	Consent/Please Knock Before Entering	Loesje e. V et al.	Training Program	Targeted assessments/ Youth work/ Primary prevention	Yes	Does not specify	https://erasmus-plus.ec.europa.eu/projects/search/details/2022-3-DE04-KA153-YOU-000094221
19	Don't film me now!	Project coordinator: Babele ODV (Italy), Partners: Kinoki Sinetairstiki Epicherisi Elliniki Summetoxi Neon (Greece), Asociacion Las Ninias Del Tul (Spain)	Project summary of youth mobility	Primary prevention/ Secondary prevention/Education	Yes	Children / Young adults	https://erasmus-plus.ec.europa.eu/projects/search/details/2020-2-IT03-KA105-019495



20	Propiedad Privada	Instituto Asturiano de la Mujer	Short film	Primary prevention/ Education	No	Children	https://www.filmaffinity.com/es/evideos.php?movie_id=361268
21	Con-Sentido	Consejo General de la Psicología de España	Guide	Primary prevention /Education	Yes	Does not specify	http://www.infocop.es/pdf/con-sentido.pdf
22	Abuso sexual infantil – Programas de Prevención¿Cuál es el efecto del trabajo en prevención?	Save the Children	Research report / Informative guide	Primary prevention/ Education	No	Does not specify	https://www.savethechildren.es/sites/default/files/imce/docs/abuso_sexual_infantil1_programas_de_preencion_seminario_de_helsigor.pdf
23	Child Sexual Abuse Awareness and Prevention Project	Uskudar University and Social Development Center Education and Social Solidarity Association (TOGEM-DER)	Training Program	Early help/ Primary prevention/ Education	No	Children	https://www.togemder.org.tr/Assets/uploads/biz-gelecegiz-sonuc-raporu.pdf
24	Psychoeducation in Challenging Life Events Project (ZOYOP Project)	General Directorate of Special Education and Guidance Services	Practice / Intervention/ Training Program	Early help/ Primary Prevention/ Secondary Prevention/ Education/ Therapy/ Counselling	No	Children	https://orgm.meb.gov.tr/meb_iys_dosyalar/2022_10/04110014_Psikolojik_SaYlamlYk_Kuramsal_Kitap.pdf
25	Guiding Principles on Child-friendly Legal Aid	UNICEF	Guide Book	Education/ Advocacy work	No	Children	https://www.unicef.org/turkiye/media/7061/file/%C3%87ocuk%20Dostu%20Hukuki%20Yard%C4%B1m%20%C4%B0lkeleri%20-%202018.pdf



**Parenting in the best interest of the child and support for parents and children in more demanding
circumstances**

Please specify the author(s) of the document and the date of reference of the document:

**Handbook "Parenting in the best interest of the child and support for parents and children
in more demanding circumstances", Zagreb, 2021.**

**Publisher: UNICEF Croatia Office in cooperation with the Parenting Support Center
"Let's grow together "**

Edited by: Ninoslava Pećnik

Please specify the geographical location of reference for the document:
(Where is the research, practice, intervention, etc. Taking place?)

Republic of Croatia

Where possible, such as in the case of a practice, intervention, training program, or other,
please specify the institution involved:

**The Parenting Support Center "Let's grow together", experts from Croatia: associations
of social workers, academic communities and experts who work directly in social care
institutions - family centers.**

**The manual was created as part of the "Systematic support for parenting" program in
scope of the initiative "For a stronger family" and through the partnership of the Ministry
of Labour, Pension System, Family and Social Policy, the Croatian association of social
workers, the UNICEF Office for Croatia and the Parenting Support Center "Let's grow
together" in the period from 2017 to 2020.**

Please specify if the document is a:

Research report A practice A policy An intervention A training program A
game An online game **Other**

If other, please specify:

Handbook

Please specify the subject of the document:





Early help Short-term aftercare Long-term aftercare Targeted assessments
 Targeted support work Youth work Youth Offending work Primary
prevention Secondary prevention Tertiary prevention Emergency support
Education Therapy/Counselling Mental health Healthcare Advocacy
work Other

If other, please specify:

Parenting in the best interest of the child and support for parents and children in more demanding circumstances.

Please tick the primary themes of the document:

Physical/emotional/sexual abuse Neglect Mental illness Substance abuse
Risk Factors and vulnerabilities Protective factors Assessments and Interventions
 Child protection Everyday violence (e.g. threats, blackmail) Other

If other, please specify:

Child support and support for parents.

Please specify if the document addresses collaborative/multi agency work:

Yes No

Please specify the specialties/actors involved:

Police **Social workers** Healthcare practitioners Mental health practitioners
 Teachers Youth workers Youth offending workers **Parents/carers**
 Children/young people Other

If other, please specify:

The manual was created as part of the "Systematic support for parenting" program in scope of the initiative "For a stronger family" and through the partnership of the Ministry of Labour, Pension System, Family and Social Policy, the Croatian association of social workers, the UNICEF Office for Croatia and the Parenting Support Center "Let's grow together" in the period from 2017 to 2020.

Please specify if there is a child participation angle to the document:

Yes No



If yes, please provide details:

Program of workshops with children / Involving children in workshops

Is the document specific to consent?

Yes No

If the document is specific to consent, the document is specific to:

Prevention Introduction While building consent After a bad experience

What age group does the document target?

Children (under 16) Young adults (16 – 30) Does not specify None

What gender group does the document target?

Female Male **Both** Non-binary Does not specify

What context(s) does the document target?

The child **Family** School Community/neighborhood Peers/friends

Please provide a summary of the document with additional relevant information (i.e pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

The manual serves as an aid in strengthening the competences of experts and to be a tool for a different approach in working with parents and children. The purpose of the program is to provide access to support for the parent of each child through the development of a new model of professional support in the more demanding circumstances of parenthood. The goals of implementing the program aimed at parents are to increase knowledge about child development, to strengthen the role in recognizing and satisfying the child's needs, encouraging insight into one's own attitudes and behaviors and abilities to support child development. The program's objectives aimed to develop children's self-esteem, communication skills and problem solving.

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes No



If yes, please specify by whom and when:

The program was evaluated by the Parenting Support Center "Let's grow together" in cooperation with the program implementers and external associates from the Social work study center in Zagreb. The program was evaluated during and at the end of the program implementation.

Please provide details as to how the evaluation was completed:

Evaluation of the short-term outcomes of the program was made in accordance with Council of Europe recommendation REC (2006)19 on Policy to support positive parenting. The results of the evaluation presented as the effects of the Program during its two cycles trial/pilot implementations. The results are based on two studies of the Parenting Support Center "Let's grow together" in cooperation with the program implementers and external associates from the Social work study center in Zagreb. The evaluation was conducted within the framework of the development of the program and the creation of its empirical basis.

Please provide details of the outcome of the evaluation:

Evaluation of the effects of the first pilot implementation of the program:

14 leadership teams from 11 family teams, 1 children's home, 1 kindergarten and one association in 13 Croatian cities participated in the first trial implementation of the program. 15 workshops were conducted weekly with parents and children during the period from March to June/July 2018. 96 parents joined the program and 75 parents completed it. Evaluation research was conducted with parents who completed the program. The participants were parents of preschool children who use rights and services from the social care system. 68 children were included in the evaluation study. Three-quarters of participants indicated that they wanted to achieve a change in how they felt or behaved in a parental role. More than half (57%) of the Program participants stated that they wanted to change something in their relationship with their child and their behavior towards the child. Also, more than half of the participants (55%) wanted a change in their child's behavior. Wishes and expectations from the beginning of the program are realized.

Please provide a link to the document:

<https://www.rastimozajedno.hr/file/266/>



The importance of personal boundaries in parenting - how to teach yourself and your children to set and respect personal boundaries!

Please specify the author(s) of the document and the date of reference of the document:

“The importance of personal boundaries in parenting - how to teach yourself and your children to set and respect personal boundaries!”

Mrs. Lana Horvat Dmitrović, 26th August, 2022.

Please specify the geographical location of reference for the document:
(Where is the research, practice, intervention, etc. taking place?)

Republic of Croatia

Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

n/a

Please specify if the document is a:

Research report A practice A policy An intervention A training program A game An online game **Other**

If other, please specify:

Recommendations, instructions and advices for conscious parenting

Please specify the subject of the document:

Early help Short-term aftercare Long-term aftercare Targeted assessments
 Targeted support work Youth work Youth Offending work Primary prevention Secondary prevention Tertiary prevention Emergency support
 Education Therapy/Counselling Mental health Healthcare Advocacy work **Other**

If other, please specify:

The importance of personal boundaries in parenting

Please tick the primary themes of the document:





Physical/emotional/sexual abuse Neglect Mental illness Substance abuse
Risk Factors and vulnerabilities Protective factors Assessments and interventions
 Child protection Everyday violence (e.g. threats, blackmail) **Other**

If other, please specify:

Setting and respecting personal boundaries (children and parents)

Please specify if the document addresses collaborative/multi agency work:

Yes **No**

Please specify the specialties/actors involved:

Police Social workers Healthcare practitioners Mental health practitioners
 Teachers Youth workers Youth offending workers Parents/carers
 Children/young people **Other**

If other, please specify:

The author of the document “The importance of personal boundaries in parenting - how to teach yourself and your children to set and respect personal boundaries!” is Mrs. Lana Horvat Dmitrović. She is faculty professor of mathematics, educator in the field of conscious parenting, conscious education, conscious learning and conscious mathematics. Mrs. Horvat Dmitrović is a “Relax Kids classes for Calm, Confidence and Creativity” licensed trainer and Just Relax program trainer. She is also a licensed teacher of mindfulness meditation (UK College of Mindfulness Meditation, 2020).

Please specify if there is a child participation angle to the document:

Yes **No**

If yes, please provide details: **n/a**

Is the document specific to consent?

Yes No

If the document is specific to consent, the document is specific to:

Prevention **Introduction** While building consent After a bad experience

What age group does the document target?



Children (under 16) Young adults (16 – 30) Does not specify None

What gender group does the document target?

Female Male **Both** Non-binary Does not specify

What context(s) does the document target?

The child **Family** School Community/neighborhood Peers/friends

Please provide a summary of the document with additional relevant information (i.e pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

In accordance with Mrs. Horvat Dmitrović educational and trainer experience, as the author of these recommendations, instructions and advice, she explains to us what the personal boundaries are. Are we aware of our own and other people's personal boundaries? How do we show our own boundaries in the relationship with the children and how do we respect the child's own boundaries?

Healthy and clear personal boundaries and their mutual respect are important for harmonious and fulfilling family relationships. In the relationship between parents and children, the role of personal boundaries is particularly important as they will be reflected in all future children relationships. With our personal boundaries we show how we want to be treated as a person with our own emotions, thoughts, attitudes and beliefs. One of the roles of parents is to support children in developing their own calm, balanced and supportive inner world. This includes teaching them how to set personal boundaries, recognize and respect others and connect with others without fear.

In the beginning the child learns physical boundaries that are clear and tangible, such as the boundary between himself and parents, the boundary between his body and others, the difference between what is mine and what is yours. Other borders remain blurred and unrecognized for a long time. These are usually the boundaries between ours and other people's thoughts and beliefs, the boundary between ours and other people's emotions and moods, the boundary between time for ourselves and time for others, the boundary between our own and other people's needs, etc.

It takes a long time for parents and children to become aware of their own limits and learn to communicate them constructively. After that, mutual respect of boundaries becomes simple and spontaneous.



If everyone were more aware of their own and others personal boundaries, they would hurt each other less. The author underlines that by constantly disrespecting other people's boundaries, their attitudes, thoughts and emotions, we cause negative emotions in another person. Likewise, when someone's behavior hurts us, it is necessary to clearly communicate our own boundaries.

Therefore, in all relationships, especially family ones, it is important to know how to express personal boundaries in an acceptable and understandable way and to express wishes and needs clearly and concretely.

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes No

If yes, please specify by whom and when: n/a

Please provide details as to how the evaluation was completed: n/a

Please provide details of the outcome of the evaluation: n/a

Please provide a link to the document:

<https://budidobro.com/vaznost-osobnih-granica-u-roditeljstvu/>

Health education

Please specify the author(s) of the document and the date of reference of the document:

Handbook for teachers and professional associates in elementary school "Health education", Zagreb 2013.

Please specify the geographical location of reference for the document:
(Where is the research, practice, intervention, etc. taking place?)

Republic of Croatia

Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

Ministry of Science and Education, Republic of Croatia

Agency for Education, Republic of Croatia



Please specify if the document is a:

Research report A practice A policy An intervention A training program A game An online game **Other**

If other, please specify:

Handbook

Please specify the subject of the document:

Early help Short-term aftercare Long-term aftercare Targeted assessments
 Targeted support work Youth work Youth Offending work Primary prevention Secondary prevention Tertiary prevention Emergency support
 Education Therapy/Counselling Mental health **Healthcare** Advocacy work **Other**

If other, please specify:

Health education

Please tick the primary themes of the document:

Physical/emotional/sexual abuse Neglect Mental illness Substance abuse Risk Factors and vulnerabilities **Protective factors** Assessments and interventions
 Child protection Everyday violence (e.g. threats, blackmail) Other

If other, please specify:

Please specify if the document addresses collaborative/multi agency work:

Yes No

Please specify the specialties/actors involved:

Police Social workers Healthcare practitioners Mental health practitioners
 Teachers Youth workers Youth offending workers Parents/carers
 Children/young people **Other**

If other, please specify:

Professional associates in elementary schools



Please specify if there is a child participation angle to the document:

Yes No

If yes, please provide details:

Children's participation is intended as a part of the following modules:

1. **Living healthy**
2. **Prevention of violent behavior**
3. **How to prevent addiction**
4. **Sexual/gender equality and responsible sexual behavior**

Is the document specific to consent?

Yes No

If the document is specific to consent, the document is specific to:

Prevention Introduction While building consent After a bad experience

What age group does the document target?

Children (under 16) Young adults (16 – 30) Does not specify None

What gender group does the document target?

Female Male **Both** Non-binary Does not specify

What context(s) does the document target?

The child Family **School** Community/neighborhood Peers/friends

Please provide a summary of the document with additional relevant information (i.e. pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

Health education or more precisely health education is a medical-pedagogical discipline that deals with improving society's health culture. Health education in schools in Croatia is the basis of prevention and improvement of health, disease prevention and ensuring quality of life. Through four (4) modules (Living healthy; Prevention of violent behavior; How to prevent addiction and Sexual/gender equality and responsible sexual behavior), in addition to the already existing of the cross-curricular contents like health, safety and environmental protection, health education additionally promotes and ensures a positive



and responsible attitude of children towards health, safety, environmental protection and sustainable development. This handbook ensures the high quality of the achievement of health goals education based on scientific and professional knowledge about human health, sexuality and other values which are appropriate and acceptable for a school and democratic community. Also the handbook is consistent with encouraging children to have a critical attitude, their personal autonomy, responsible behavior, tolerance and respect for the rights of other persons.

Modules / workshops – the 5th grade of elementary school:

1. Living healthy

Topic: Independent preparation of simple meals for children

Work methods: Group and individual work, practical work, conversation, discussion

2. Prevention of violent behavior

Topics: Basic concepts of communication

Emotionality

Non-violent/problematic behaviour situations

Learning outcomes:

- Explain the basic ways of communication
- Apply the social skill of critical thinking
- Apply social decision-making skills
- To be aware of positive and negative forms of behavior
- Distinguish between violent and non-violent behavior
- Explain how we can resolve possible violence and conflicts
- Adopt the rules of behavior in dangerous situations
- Respond to violent behavior (seek help from an adult)

Work methods: group work, individual work, conversation, dramatization, problem solving, structured learning

3. How to prevent addiction

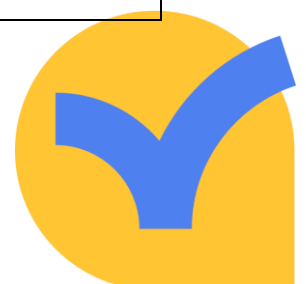
Topics: Alcohol and drugs - influence on individual, family and community

Risk behaviors and consequences on education

Life skills – Emotionality (caring, openness, empathy, sincerity)

Learning outcomes:

- Recognize (negative) influences
- Developing critical thinking
- Recognize the importance of making (good) decisions
- Gain insight into responsibility for the consequences of decisions
- Learn to represent yourself, stand up for your position and resist the undesirable influences





-Apply social problem-solving and decision-making skills

4. Sexual/gender equality and responsible sexual behavior

Topic: The role and pressure of the media in puberty

Learning outcomes:

- Recognize how the media and the Internet create norms of appearance and behavior
- Recognize what emotions are created by media pressures related to a certain one physical appearance and behavior

Modules / workshops – the 6th grade of elementary school:

1. Living healthy

Topic: Creation of menu-proper nutrition and traditional dishes

Learning outcomes:

- Explain the importance of adapting the meals to the season, climate and tradition.

2. Prevention of violent behavior

Topics: Values

Promotion of responsible behavior

Learning outcomes:

- Compare the consequences and influences from the environment related to the social unacceptable behavior
- Act in accordance with positive values
- Control anger
- Come to classes regularly
- Respect authority
- Apply quality communication
- Respond to risky behaviors of peers
- Seek help

3. How to prevent addiction

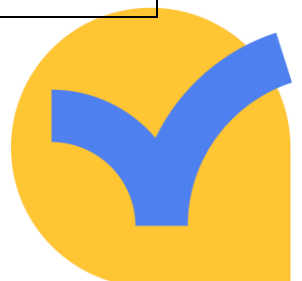
Topics: Influence of the media and peers (workshop 1.)

Influence of the media and peers (workshop 2)

Resisting peer pressure and peer affiliation

Learning outcomes:

- Development of critical thinking
- Stand up for your position and argue it





- Resisting negative influences
- Recognize factors that encourage undesirable behaviors
- Understanding personal needs and the needs of others
- Recognize the importance of friendly belonging in childhood
- To recognize our beliefs and attitudes and see if they lead us there we want to arrive

4. Sexual/gender equality and responsible sexual behavior

Topics: Emotions in peer relationships, I.

Emotions in peer relationships, II.

The role of the media in peer relations, I.

The role of the media in peer relations, II.

Learning outcomes:

- Distinguish terms: friendship, love, closeness, physical attraction
- Recognize the qualities and behaviors they need (look for) in a friendship
- Notice the unpleasant emotions
- Recognize the reasons for not expressing own feelings and needs
- Recognize and discuss sex/gender stereotypes in popular media
- Recognize the widespread sexualization of media content
- Recognize the possible negative aspects of using social networks and their impact on self-esteem and relationships among peers

Modules / workshops – the 7th grade of elementary school:

1. Living healthy

Topic: tiredness and recovery

2. Prevention of violent behavior

Topics: Peer pressure and self-esteem

Self-control

Learning outcomes:

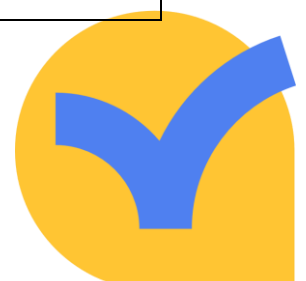
- Reject inappropriate peer pressure
- Stand up for yourself
- Apply quality communication
- Respond to risky behaviors of peers
- Seek help
- Describe the connection of violent behavior with crime, violence and other forms of aggression

3. How to prevent addiction

Topics:

Risk situations - challenges and choices

Prevention of risky behaviors – high school graduation trip



Life skills – promotion responsible behavior

Assertiveness

Learning outcomes:

- Recognize the differences between good and bad choices
- Recognize opportunities to increase good choices
- To be able to argue the beliefs and positions that we represent
- Adopt verbal assertiveness skills: how to say NO; make a request and how to defend own rights or express own feelings

4. Sexual/gender equality and responsible sexual behavior

Topics: I. The importance of self-respect, assertiveness and personal integrity to be a responsible decision maker, I.

II. Communication about sexuality

Learning outcomes:

- Assess your own self-esteem
- Recognize the difference between high and low self-esteem
- Recognize and share your positive qualities with others
- Recognize and share with others the positive qualities of others
- Apply an assertive message
- Explain assertive behavior
- Explain the importance of talking about sexuality
- Discuss about values and mutual relationships

Modules / workshops – the 8th grade of elementary school:

1.Living healthy

Topic: Social environment and food routine

Learning outcomes:

- List the causes of improper eating habits
- Recognize the influence of the environment on attitudes about nutrition

3. How to prevent addiction

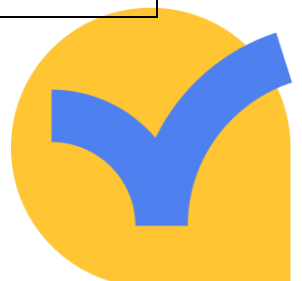
Topics: Personal responsibility for health and responsible behavior

Risk behaviors and consequences on education

Learning outcomes:

- Development of critical thinking
- Recognize the importance of healthy lifestyles
- Raise awareness of personal responsibility for health
- Recognize the risks associated with the use of addictive substances

4. Sexual/gender equality and responsible sexual behavior



Topics: Peer pressure, self-esteem and risky behaviors

Postponement of sexual activity and risks of early sexual relations

Responsible sexual behavior, I.

Responsible sexual behavior, II

Learning outcomes:

- **Apply decision-making skills**
- **Recognize pressures and risky situations in friendly/partnership relationships**
- **Recognize and reject peer pressure and unwanted behaviors related to sexuality**
- **Set an example and discuss risky external behaviors**
- **Recognize the role of low self-esteem in risky external behaviors**
- **Describe responsible sexual behavior**
- **Discuss the risks of early sexual relationships**
- **Apply the "no-message" in communication about sexuality**
- **Practice the steps of making responsible decisions**
- **List the most common sexually transmitted diseases**

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes **No**

If yes, please specify by whom and when:

As it is stated in the document, not only its external but also its internal evaluation was planned. An evaluation sheet was prepared for workshops within modules.

Please provide details as to how the evaluation was completed:

No evaluation data is available.

Please provide details of the outcome of the evaluation:

No evaluation data is available.

Please provide a link to the document:

<https://mzo.gov.hr/UserDocImages/dokumenti/Obrazovanje/Priru%C4%8Dnik%20za%20u%C4%8Ditelje%20i%20stru%C4%8Dne%20suradnike%20u%20osnovnoj%20C5%A1koli%20-%20Zdravstveni%20odgoj.pdf>



The Cyprus Children's Parliament

Please specify the author(s) of the document and the date of reference of the document:

The Cyprus Children's Parliament – established in 2001.

Please specify the geographical location of reference for the document:
(Where is the research, practice, intervention, etc. taking place?)

The Children's Parliament of Cyprus was established in 2001. It was an evolution of the traditional "Children's Week" event in Cyprus, during which a group of children symbolically occupied the seats of the Members of Parliament. With the support of the President of the Parliament of Cyprus, it was decided that the symbolic event would evolve into a formal sitting. Thus, the Children's Parliament was established as a permanent body, which will function throughout the year.

Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

The Children's Parliament of Cyprus was created as a year-round organization with the backing of the President of the Parliament of Cyprus. Children can take part in municipal and governmental decision-making processes through the Cyprus Children's Parliament, a national initiative. The curriculum of this initiative places a strong emphasis on the value of good communication skills and offers instruction and encouragement to help kids acquire them.

Please specify if the document is a:

Research report **A practice** **A policy** **An intervention** **A training program** A game An online game Other

If other, please specify:

Please specify the subject of the document:

Early help Short-term aftercare **Long-term aftercare** Targeted assessments
 Targeted support work Youth work Youth Offending work **Primary prevention** Secondary prevention Tertiary prevention Emergency support
 Education **Therapy/Counselling** Mental health Healthcare Advocacy work Other

If other, please specify:

Please tick the primary themes of the document:



Physical/emotional/sexual abuse Neglect Mental illness Substance abuse Risk Factors and vulnerabilities Protective factors **Assessments and interventions** **Child protection** Everyday violence (e.g., threats, blackmail) Other

If other, please specify:

Please specify if the document addresses collaborative/multi agency work:

Yes No

Please specify the specialties/actors involved:

Police Social workers Healthcare practitioners Mental health practitioners Teachers Youth workers Youth offending workers **Parents/carers** **Children/young people** Other

If other, please specify:

Please specify if there is a child participation angle to the document:

Yes No

If yes, please provide details:

Is the document specific to consent?

Yes No

If the document is specific to consent, the document is specific to:

Prevention Introduction **While building consent** After a bad experience

What age group does the document target?

Children (under 16) Young adults (16 – 30) Does not specify None

What gender group does the document target?

Female Male **Both** non-binary Does not specify

What context(s) does the document target?



The child Family **School** Community/neighborhood Peers/friends

Please provide a summary of the document with additional relevant information (i.e pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

Over the years, the PSCCP (Pancyprian Coordinating Committee for the Protection and Welfare of Children) trained volunteer "coordinators" who worked with children at the provincial and central levels to create the new permanent institution of the Cyprus Children's Parliament. The work of the provincial groups and the plenary sessions of the children "parliamentarians" were usually related to the theme of the annual Children's Week in which they actively participated. At the same time, they worked on their first "constitution", which was unanimously adopted at the September 2004 Plenary Session. It was called the "Rules of the Cyprus Children's Parliament" and consists of 16 articles which aim to offer a national program that provides opportunities for children to participate in decision-making processes at the local and national level. The program emphasizes the importance of effective communication skills and provides training and support for children to develop these skills.

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes No

If yes, please specify by whom and when:

The Committee for the Protection and Welfare of Children in Limassol, Famagusta, Larnaka and Paphos members that worked with the Cyprus Children's Parliament and the official Parliament of Cyprus during the last years.

Please provide details as to how the evaluation was completed:

The PSCCP (Pancyprian Coordinating Committee for the Protection and Welfare of Children) trained volunteer coordinators who worked with children to develop and evaluate the new permanent institution of the Cyprus Children's Parliament.

Please provide details of the outcome of the evaluation:

Continued and upgraded the traditional annual events of "Children's Week" and "Children's Festival".



Took part in several Scientific Research Programs in the field of Child Protection and Welfare.

Joined International and European child-rights Organizations including the International Forum for Child Welfare (IFCW), Eurochild and the European Anti-Poverty Network (EAPN)

Instituted an Annual Pancyprian Conference on Child Protection and Welfare.

Planned a series of public interventions through the publication of Position Papers on current child welfare issues.

Worked towards and succeeded in the appointment of the Commissioner on Children's Rights in Cyprus.

Instituted training sessions on the UN Convention on the Rights of the Child (CRC).

Established and sustained the Cyprus Children's Parliament.

Please provide a link to the document:

<http://www.pccpwc.org/en/Children%20Parliament.html>

The Cyprus Network for HRE

Please specify the author(s) of the document and the date of reference of the document:

The Cyprus Network for HRE

Please specify the geographical location of reference for the document:
(Where is the research, practice, intervention, etc. taking place?)

The Cyprus Network for HRE is a coalition of NGOs, schools, and other organizations that promote Human Rights Education (HRE) in Cyprus. The network's main goal is to increase awareness and education of human rights issues in Cyprus, and to promote the values of respect, tolerance, dignity, and consent for all, and specifically to children.

Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

The Cyprus Network for HRE is an alliance of NGOs, educational institutions, and other groups that supports human rights instruction in Cyprus. On how to incorporate HRE principles, such as conflict resolution and communication skills, into their teaching practices, they provide training and tools for educators.



Please specify if the document is a:

Research report **A practice** **A policy** **An intervention** **A training program** A game An online game Other

If other, please specify:

Please specify the subject of the document:

Early help **Short-term aftercare** **Long-term aftercare** Targeted assessments
 Targeted support work Youth work Youth Offending work **Primary prevention** Secondary prevention Tertiary prevention Emergency support
 Education **Therapy/Counselling** Mental health Healthcare Advocacy work Other

If other, please specify:

Please tick the primary themes of the document:

Physical/emotional/sexual abuse Neglect Mental illness Substance abuse Risk Factors and vulnerabilities **Protective factors** **Assessments and interventions**
 Child protection **Everyday violence** (e.g., threats, blackmail) Other

If other, please specify:

Please specify if the document addresses collaborative/multi agency work:

Yes No

Please specify the specialties/actors involved:

Police Social workers Healthcare practitioners Mental health practitioners
 Teachers Youth workers Youth offending workers **Parents/carers**
 Children/young people Other

If other, please specify:

Please specify if there is a child participation angle to the document:

Yes **No**

If yes, please provide details:



Is the document specific to consent?

Yes No

If the document is specific to consent, the document is specific to:

Prevention Introduction **While building consent** After a bad experience

What age group does the document target?

Children (under 16) **Young adults (16 – 30)** Does not specify None

What gender group does the document target?

Female Male **Both** non-binary Does not specify

What context(s) does the document target?

The child Family **School** Community/neighborhood Peers/friends

Please provide a summary of the document with additional relevant information (i.e pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

The Cyprus Network for HRE provides educators with a range of training opportunities, including workshops, seminars, and training sessions on subjects like intercultural communication, conflict resolution, consent, and communication skills. On how to incorporate HRE ideas into their teaching practice, including the use of creative and participative teaching approaches, they also provide training and assistance for trainers and educators.

The Cyprus Network for HRE supports research and advocacy on issues relating to human rights in Cyprus in addition to providing training and resources. They collaborate closely with other groups and stakeholders to advance the inclusion of human rights education in curricular frameworks and national policies, as well as to make sure that the opinions of young people are taken into consideration when making decisions.

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes No

If yes, please specify by whom and when:



The Cyprus Pedagogical Institute (CPI) members that worked with the Cyprus Network for HRE during the last years.

Please provide details as to how the evaluation was completed:

Through organizing and evaluating workshops and seminars for teachers, and educators on human rights issues and how to integrate human rights education into teaching practice.

Supporting the development and evaluation of human rights education curricula and materials for schools in Cyprus.

Collaborating with other organizations and stakeholders to advocate for the inclusion of human rights education in national policies and frameworks.

Promoting the active participation of students in decision-making processes related to human rights, social justice, and consent.

Raising awareness about human rights issues and promoting tolerance, respect, and consent through public events and activities.

Please provide a link to the document:

The Cyprus Network for HRE has no active website now. However, there is information about their activities, resources, and upcoming events related to human rights education in Cyprus by contacting the Cyprus Pedagogical Institute (CPI). The CPI is a governmental organization responsible for providing teacher training and curriculum development in Cyprus, and they work closely with the Cyprus Network for HRE: <https://www.pi.ac.cy/>.

The UNICEF Child-Friendly Schools Manual

Please specify the author(s) of the document and the date of reference of the document:

The UNICEF Child-Friendly Schools Manual, 2009

Please specify the geographical location of reference for the document:
(Where is the research, practice, intervention, etc. taking place?)

The UNICEF Child-Friendly Schools Manual is a comprehensive guide that provides a framework for creating schools that are inclusive, safe, healthy, and supportive of children's rights. The manual emphasizes the importance of promoting positive communication and conflict resolution among students and provides practical guidance and tools for educators and school administrators. The UNICEF Child-Friendly Schools



Manual was created in 2009 and has been used in many European countries' educational areas, including Cyprus.

Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

The manual provides specific guidelines for promoting positive communication among students. This includes providing opportunities for students to express themselves freely and respectfully, promoting active listening and consent. The UNICEF Child-Friendly Schools Manual is also a valuable resource for educators and teachers who are committed to promoting positive communication and consent among students, and creating schools that are supportive of children's rights.

Please specify if the document is a:

Research report **A practice** **A policy** **An intervention** A training program A game An online game Other

If other, please specify:

Please specify the subject of the document:

Early help **Short-term aftercare** **Long-term aftercare** Targeted assessments
 Targeted support work Youth work Youth Offending work **Primary prevention** **Secondary prevention** Tertiary prevention Emergency support
 Education **Therapy/Counselling** Mental health Healthcare Advocacy work Other

If other, please specify:

Please tick the primary themes of the document:

Physical/emotional/sexual abuse Neglect Mental illness Substance abuse Risk Factors and vulnerabilities **Protective factors** **Assessments and interventions**
 Child protection **Everyday violence** (e.g., threats, blackmail) Other

If other, please specify:

Please specify if the document addresses collaborative/multi agency work:

Yes No

Please specify the specialties/actors involved:



Police Social workers Healthcare practitioners Mental health practitioners
 Teachers Youth workers Youth offending workers **Parents/carers**
 Children/young people Other

If other, please specify:

Please specify if there is a child participation angle to the document:

Yes **No**

If yes, please provide details:

Is the document specific to consent?

Yes No

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What context(s) does the document target?

The child Family **School** Community/neighborhood Peers/friends

Please provide a summary of the document with additional relevant information (i.e pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

The manual is divided into five main sections, each of which includes a list of benchmarks and measures for kid-friendly institutions:

Learners: The emphasis here is on developing a welcoming, inclusive learning environment that is sensitive to the requirements of every student.



Teachers and other staff: The goal of this area is to give teachers and other school employees the tools and training they require to serve kids in the most effective way possible while also fostering a supportive and empowering work environment.

Content and instructional strategies: The emphasis in this area is on encouraging active, collaborative learning and incorporating human rights education into the curricula.

Environments for learning: This field focuses on developing physical and social settings that are secure, healthy, and supportive of learning.

Governance and management: This area focuses on promoting participatory decision-making and accountability and ensuring that the school is managed in a way that is transparent, efficient, and responsive to the needs of students.

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes No

If yes, please specify by whom and when:

The UNICEF education staff and specialists from partner agencies working on quality education continuously worked together to develop and evaluate the Child-Friendly Schools Manual.

Please provide details as to how the evaluation was completed:

The Child-Friendly Schools Manual was developed and evaluated during three-and-a-half years of continuous work, involving UNICEF education staff and specialists from partner agencies working on quality education. It benefits from fieldwork in 155 countries. During UNICEF's work during the past decade, the child-friendly school (CFS) model has emerged as the organization's signature means to advocate for and promote quality education for every child. The model can be viewed as a holistic instrument for pulling together a comprehensive range of quality education interventions. As the main proponent of this model, UNICEF has developed and evaluated the manual as a reference document and practical guidebook to help countries implement CFS.

Please provide a link to the document:

<https://www.unicef.org/reports/child-friendly-schools-manual>



Courage is good

Please specify the author(s) of the document and the date of reference of the document:

Mut tut gut- Courage is good

Please specify the geographical location of reference for the document:

(Where is the research, practice, intervention, etc. taking place?)

Germany, in primary schools. Initially in North Rhine-Westphalia.

Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

Adult education centres (VHS), police and teachers.

Please specify if the document is a:

Research report **A practice** A policy An intervention **A training program** A game An online game Other

If other, please specify:

Please specify the subject of the document:

Early help Short-term aftercare Long-term aftercare Targeted assessments
 Targeted support work Youth work Youth Offending work **Primary prevention** Secondary prevention Tertiary prevention Emergency support
 Education Therapy/Counselling Mental health Healthcare Advocacy work Other

If other, please specify:

Please tick the primary themes of the document:

Physical/emotional/sexual abuse Neglect Mental illness Substance abuse
 Risk Factors and vulnerabilities Protective factors Assessments and interventions **Child protection** **Everyday violence (e.g. threats, blackmail)**
 Other

If other, please specify:

Please specify if the document addresses collaborative/multiagency work:



Yes No

Please specify the specialties/actors involved:

Police Social workers Healthcare practitioners Mental health practitioners

Teachers Youth workers Youth offending workers Parents/carers

Children/young people Other

If other, please specify:

Please specify if there is a child participation angle to the document:

Yes No

If yes, please provide details:

Is the document specific to consent?

Yes No

If the document is specific to consent, the document is specific to:

Prevention Introduction While building consent After a bad experience

What age group does the document target?

Children (under 16) Young adults (16 – 30) Does not specify None

What gender group does the document target?

Female Male Both Non-binary Does not specify

What context(s) does the document target?

The child Family School Community/neighborhood Peers/friends

Please provide a summary of the document with additional relevant information (i.e pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

Mut tut gut" is a universal measure for violence prevention in primary schools and is carried out in cooperation between adult education centres (VHS), police and teachers.



Mut tut gut is a universal prevention programme to prevent violence and strengthen social life skills in pre-school and primary school children (5 to 10 years). By strengthening self-esteem and teaching conflict resolution strategies, the aim is to prevent children from becoming victims or perpetrators of violent acts.

Programme- Goal

Children should be enabled to become neither victims nor perpetrators of violence through knowledge transfer, attitude and behaviour change (according to SKI, Crick & Dodge 1994, modified after Lemerise & Arsenio 2000). The following areas are to be improved/strengthened:

- **Self-esteem, self-confident behaviour in everyday life (strong children, strong personalities do not easily become victims or perpetrators).**
- **Norms and values for social and non-violent coexistence**
- **Dealing with one's own feelings and the feelings of others**
- **Gender mainstreaming, reflection on gender roles, finding one's identity**
- **Communication behaviour**
- **early recognition of threatening violent situations**
- **age-appropriate handling of violent situations by children**
- **Developing a behavioural repertoire to clearly distinguish oneself (saying no)**
- **Conflict management strategies among children**
- **Recognising boundaries, accepting boundaries, setting boundaries, dealing with boundaries**
- **Raising awareness of everyday violence (e.g. threats, blackmail) and one's own passive and active involvement**
- **Developing one's own competence to act and strength in conflict situations**
- **Initiation of behavioural change through new experiences**
- **Getting to know, accepting and demanding possibilities of help**
- **Evaluate alternative ways of dealing with conflict: Demanding help, running away, stopping (saying NO)**

Target group

Children aged approx. 5 to 10 years (for children in the last year of kindergarten and in the 1st and 2nd school year as well as 3rd and 4th school year in primary school)

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes **No**

If yes, please specify by whom and when:

Dennis Christian Hövel - Lisa Schmidt - Igor Osipov



Department of Special Education and Rehabilitation, University of Cologne, Cologne, Germany.

Low social skills and distorted social–cognitive information processing can lead to aggressive behaviour and rejection by peers even in primary school.

Methods. In the present study the effectiveness of the violence prevention program ‘Mut tut gut’ (Courage is good) and its daily transfer by teachers over a 3-month period was evaluated among 271 children from seven primary schools. The program evaluation was summative with pre-survey, post-survey and 3-month follow-up measurements in the areas of (1) emotional–social school experiences and (2) knowledge and (3) prosocial behaviour. The data analysis was carried out by means of structural equation models using latent difference score analysis.

Results. The results show significant treatment effects in the emotional–social school experience, an increase of emotional–social knowledge and a positive change in prosocial behaviour. The implementation of the content in everyday school life has proven to be essential.

Please provide details as to how the evaluation was completed:

The effect of the programme on the development of prosocial behaviour, emotional and social knowledge and school experiences was tested in a quasi-experimental design with 271 students from seven primary schools in NRW.

Please provide details of the outcome of the evaluation:

A total of 271 students took part in the study, 131 of them in the IG and 140 in the KG. The average age was 7 years and 11 months with a standard deviation of 5 months. (IG Intervention group, KG Control group).

The genders were almost equally distributed. A migration background was present in 26.9% of the students. Significant differences between the IG and KG could not be determined.

Please provide a link to the document:

<https://www.nur-mut-koeln.de/leistungen/mut-tut-gut-kurse>

<https://link.springer.com/article/10.1007/s11553-018-0658-x>



Sicher-Stark-Initiative

Please specify the author(s) of the document and the date of reference of the document:

Sicher-Stark-Initiative

Please specify the geographical location of reference for the document:
(Where is the research, practice, intervention, etc. taking place?)

D- 53879 Euskirchen, Germany

Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

Training programme, practice

Please specify if the document is a:

Research report A practice A policy **An intervention** A training program A game An online game Other

If other, please specify:

Please specify the subject of the document:

Early help Short-term aftercare Long-term aftercare Targeted assessments
 Targeted support work Youth work Youth Offending work Primary prevention
 Secondary prevention Tertiary prevention Emergency support **Education**
 Therapy/Counselling Mental health Healthcare Advocacy work Other

If other, please specify:

Please tick the primary themes of the document:

Physical/emotional/sexual abuse Neglect Mental illness Substance abuse
 Risk Factors and vulnerabilities **Protective factors** Assessments and interventions
 Child protection **Everyday violence (e.g. threats, blackmail)** Other

If other, please specify:

Please specify if the document addresses collaborative/multiagency work:

Yes No



Please specify the specialties/actors involved:

- Police **Social workers** Healthcare practitioners Mental health practitioners
 Teachers Youth workers Youth offending workers **Parents/carers**
 Children/young people Other

If other, please specify:

Please specify if there is a child participation angle to the document:

- Yes** No

If yes, please provide details:

Is the document specific to consent?

- Yes** No

If the document is specific to consent, the document is specific to:

- Prevention** Introduction While building consent After a bad experience

What age group does the document target?

- Children (under 16)** Young adults (16 – 30) Does not specify None

What gender group does the document target?

- Female Male **Both** Non-binary Does not specify

What context(s) does the document target?

- The child** Family **School** Community/neighborhood Peers/friends

Please provide a summary of the document with additional relevant information (i.e pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

SELF SAFETY TRAINING FOR CHILDREN- Sicher-Stark-Training
(Target group: children between the ages of six and twelve)



For more than 20 years, the Sicher-Stark team has specialised in the target group of primary schools and day-care centres.

This prevention concept has already been implemented at a few thousand schools and day-care centres.

The aim is for the children to gain more self-confidence, trust in themselves and their own abilities. This also involves learning strategies for self-protection, stress and reducing frustration and aggression.

Self-confidence training is a behavioural therapy intervention programme that aims to improve social competence. The term "social competence" encompasses a variety of skills that one needs in order to enter into contact with an interaction partner, to maintain this contact and to end it. Assertiveness means recognising one's own needs and expressing them appropriately.

The topics in the Sicher-Stark courses are very comprehensive and are only conducted by highly qualified teams of experts, educators, psychologists, therapists and police officers.

Thus, topics such as:

Colours are like feelings!

Which feelings do I know?

How do I notice the feelings?

How do I deal with them?

How can I behave more confidently?

How do I approach other pupils?

How do I present myself?

What is important in a friendship?

These topics are taught in a child-friendly, understandable and playful way.

Before the children's training begins, there are often talks for the parents.

It is important to involve the parents in the day-care centres and primary schools, because the active cooperation of the parents or a parent is a prerequisite for the successful implementation of the training goals.

However, the self-safety course for children also includes the area of self-defence and self-assertion, because self-confident and secure children are better able to defend themselves in dangerous situations than shy and fearful children.

Self-confidence training and self-defence for children.

The focus of the course is on pre-school children and children in the 1st to 4th grade. Here, it is important to work only with experienced prevention expert teams that conduct such self-safety training every week and can demonstrate quality characteristics.

10 tips for parents

1) Go home with classmates or good friends. Together you are strong and the roads are safer!



2) If possible, always use the same routes - that way you know your way around and know where to find help in an emergency!

3) If you know the way, look around and find places (tanning salon, shopping market, etc.) where you can get help immediately.

4) Always say clearly and loudly what you don't want - Even to adults, dare to say "Leave me alone!" Address the person in the "you" form so that others take notice of you.

5) Draw attention to yourself when you feel threatened - shout loudly and go straight to other people for help!

6) Running away is not cowardly - when you run away you create safety and distance! Shout fire instead of help.

7) You can always call the police emergency number 110 in an emergency. You can do this even without a mobile phone card or in a dead zone.

8) If you see something suspicious on your way to school, you should tell your teachers and parents immediately! Be brave!

9) Talk to your parents about your fears. Stick to agreements with your parents and be as punctual as possible so that your parents don't have to worry.

10) Agree on a family password with your child. You decide who receives this and who can always pick up your child at school during sports.

Children who gain inner strength know how to behave in situations better than children who do not yet know their strengths.

Therefore, it is important to show children their strengths at an early age so that they can become strong personalities in adulthood and master life.

It has been proven that the children learn many strengths in the Sicher-Stark courses and show up in class or dare to stand up to bullies in the schoolyard.

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes No

If yes, please specify by whom and when:

Please provide details as to how the evaluation was completed: **n/a**

Please provide details of the outcome of the evaluation: **n/a**

Please provide a link to the document:

<https://www.sicher-stark-team.de/selbstsicherheitstraining.cfm>



Anti-Violence Competence

Please specify the author(s) of the document and the date of reference of the document:

„AG Sozial Kompetent“

Please specify the geographical location of reference for the document:

(Where is the research, practice, intervention, etc. taking place?)

Different cities and regions in Germany.

Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

Training programme

Please specify if the document is a:

Research report A practice A policy An intervention **A training program** A game An online game Other

If other, please specify:

Please specify the subject of the document:

Early help Short-term aftercare Long-term aftercare Targeted assessments
 Targeted support work **Youth work** Youth Offending work Primary prevention **Secondary prevention** Tertiary prevention Emergency support Education Therapy/Counselling Mental health Healthcare Advocacy work Other

If other, please specify:

Please tick the primary themes of the document:

Physical/emotional/sexual abuse Neglect Mental illness Substance abuse Risk Factors and vulnerabilities **Protective factors** Assessments and interventions Child protection **Everyday violence (e.g. threats, blackmail)** Other

If other, please specify:

Please specify if the document addresses collaborative/multiagency work:

Yes No



Please specify the specialties/actors involved:

- Police **Social workers** Healthcare practitioners Mental health practitioners
 Teachers **Youth workers** **Youth offending workers** Parents/carers
 Children/young people Other

If other, please specify:

Please specify if there is a child participation angle to the document:

- Yes** No

If yes, please provide details:

Is the document specific to consent?

- Yes** No

If the document is specific to consent, the document is specific to:

- Prevention** Introduction While building consent **After a bad experience**

What age group does the document target?

- Children (under 16)** Young adults (16 – 30) Does not specify None

What gender group does the document target?

- Female Male **Both** Non-binary Does not specify

What context(s) does the document target?

- The child** Family **School** Community/neighborhood **Peers/friends**

Please provide a summary of the document with additional relevant information (i.e pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

The training "Anti-Violence Competence" aims at preventing young people or children from becoming perpetrators again. The aim is to react appropriately and consistently to



socially intolerable, violent or even delinquent behaviour on the part of the young person or child.

It is a flexible training that can be composed of different modules (depending on the incident, offense, rule-breaking, group and class structure, type of school, etc.) in a task-oriented way. The training sessions are also suitable for young people or children with disabilities or limitations by arrangement. The "Anti-Violence Competence" training can be carried out with individuals, groups or even with a class. It can be a one-time threat address or a long-term training over weeks and months, depending on the misbehaviour. The fees for the anti-violence skills training are charged according to the time and effort involved.

The trainer for "Anti-Violence-Competence", in addition to the actual training in the facility, can competently advise the staff as well as the parents etc.. The youth welfare office, police, etc. have a competent member of staff in the facility as a contact person.

The Anti-Violence Competence training was developed as an offer for secondary prevention. "Secondary prevention focuses on risk groups and risk situations when violent acts have already occurred, but also on individual pupils who are in an acute conflict and crisis situation. They are conspicuous for their lack of performance, frequently fight with fellow pupils, etc. Secondary prevention in school means: first of all, to develop an initial behaviour appropriate to the situation. Afterwards, measures are taken that aim at de-escalating violent behaviour on the one hand and building up prosocial behaviour on the other." (cf.: Herausforderung Gewalt, Programme Polizeiliche Kriminalprävention).

The qualification "Anti-Violence Competence" has been updated and revised as of 2020, according to the scientific criteria for violence prevention trainings with the cooperation of Dr. Dennis Hövel, University of Cologne, and given a new name that corresponds to the goals, contents and methods. The qualification "Anti-Violence Competence" aims to enable participants to carry out secondary prevention training according to defined quality standards with task-oriented and action-oriented didactics in a flexible curriculum. The curriculum must be developed each time by the future trainers according to the conditions of the institution and the prerequisites of the young people or children. The qualification and the trainings are based on "confrontational pedagogy" according to Jens Weidner, Reiner Kilb and Rainer Gall.

The guiding principle of confrontational pedagogy: "No one has the right to exclude, insult or hurt others. If this happens nevertheless, confrontation takes place." (J. Weidner '99)
The pedagogical approach taught in this qualification is confrontational pedagogy according to Jens Weidner.

- Understanding but not agreeing.
- Confrontation in the sense of establishing mutual clarity, respect and esteem.
- Confrontation with one's own socially conspicuous or delinquent behaviour.
- Promotion of competence to act.
- Confrontation while maintaining respect.
- A clear line with heart

The qualification teaches how to deal with "difficult" pupils, children and adolescents who have attracted attention through massive breaches of rules and also violent



behaviour towards people and also vandalism. Aggressive children and adolescents often grow up in social relationships that are characterised by a great lack of predictability and predictability. They are therefore particularly dependent on clear and unambiguous orientation. In school and other contexts, children and adolescents experience that established rules (e.g. school rules) are not observed, not even by teachers. This means that they do not know where they stand. Thus, they do not know within which framework they are allowed to move. The result is insecurity. Especially at school, pupils are dependent on a reliable framework. They have to learn what happens when rules are broken, transparently and also as a signal. Here they should find the learning field that prepares them for life "out there".

Also goals/effects of confrontational pedagogy for the college:

- More professional respect instead of "get lost..."
- Less burnout
- More positive "group hygiene"

Content and aims of the qualification

- Teaching pro-social behaviour
- Raising awareness of violent structures
- Raising the threshold of readiness to use violence
- Strengthening impulse control
- Questioning a negative, aggressive leadership role
- Promoting the ability to empathise with others (empathy)
- Promoting the group community / ability to cooperate
- Examination of one's own person, strengthening a positive self-image
- Developing and learning conflict management/avoidance strategies
- Channelling aggression
- Confrontation with the crime and the victim's perspective
- De-escalation skills in crisis situations.

Methods:

- Confrontational pedagogy/attitude
- Provocation tests
- Confrontation exercises
- Role plays, practical simulations
- Experiential education
- Games
- Strategies against mobbing
- Cooperation exercises
- Fighting as a pedagogical discipline, according to rules
- De-escalation strategies
- Communication and body language
- Relaxation exercises



Fundamental implementation of the scientific goals for effectiveness and sustainability, which were developed with Dr. Hövel:

- Theoretical foundation (Beelmann, 2008)
- Instruction and relevance to the lifeworld (Brezinka, 2003)
- Clear formulation of goals (Durlak et al., 2011)
- Transfer to everyday life (ibid.)
- From behaviour to setting (Denham & Burton, 2003; Durlak et al., 2011)
- Starting early and lasting longer (Sklad et al., 2012)
- Multisystemic focus (ibid.)
- Accompanying evaluation (Durlak et al., 2011; Hattie et al., 2013)
- Reflection of theory by educators (Petermann & Petermann, 2011; Reicher & Jauk, 2012)
- Good implementation (Wilson & Lipsey, 2007), support of teachers (or educators etc.) in the implementation of the programme in the sense of "monitoring" (Novins et al., 2013)

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes No

If yes, please specify by whom and when:

Please provide details as to how the evaluation was completed: **n/a**

Please provide details of the outcome of the evaluation: **n/a**

Please provide a link to the document:

<https://www.ag-sozialkompetent.de/anti-gewalt-kompetenz.html>

Self-confidence training for girls and women

Please specify the author(s) of the document and the date of reference of the document:

Karin Schneider, 05.03.2023

Please specify the geographical location of reference for the document:

(Where is the research, practice, intervention, etc. taking place?)

31737 Rinteln, Germany



Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

Please specify if the document is a:

Research report A practice A policy **An intervention** **A training program** A game An online game Other

If other, please specify:

Please specify the subject of the document:

Early help Short-term aftercare Long-term aftercare Targeted assessments
 Targeted support work Youth work Youth Offending work **Primary prevention** **Secondary prevention** **Tertiary prevention** Emergency support Education Therapy/Counselling Mental health Healthcare Advocacy work Other

If other, please specify:

Please tick the primary themes of the document:

Physical/emotional/sexual abuse Neglect Mental illness Substance abuse
 Risk Factors and vulnerabilities **Protective factors** **Assessments and interventions**
 Child protection **Everyday violence (e.g. threats, blackmail)** Other

If other, please specify:

Please specify if the document addresses collaborative/multiagency work:

Yes No

Please specify the specialties/actors involved:

Police **Social workers** Healthcare practitioners Mental health practitioners
 Teachers **Youth workers** Youth offending workers **Parents/carers**
 Children/young people Other

If other, please specify:

Women

Please specify if there is a child participation angle to the document:



Yes No

If yes, please provide details:

Is the document specific to consent?

Yes No

If the document is specific to consent, the document is specific to:

Prevention Introduction While building consent After a bad experience

What age group does the document target?

Children (under 16) **Young adults (16 – 30)** Does not specify None

What gender group does the document target?

Female Male Both Non-binary Does not specify

What context(s) does the document target?

The child **Family** **School** **Community/neighborhood** **Peers/friends**

Please provide a summary of the document with additional relevant information (i.e pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

5 Self-confidence training for girls and women - Selbstsicherheitstraining für Mädchen und Frauen

During this course, the women and girls learn how to prevent violence as well as defense techniques. Furthermore, the topic of victim protection is dealt with.

The participants can ask personal questions and try out techniques for everyday life.

Topics are:

- o Behavioural prevention**
- o Violence prevention**
- o Technical prevention**
- o Stress theories**
- o Victim protection**
- o Defense techniques**
- o Perpetrator behaviour**



You will be taught what constitutes an "assault" using everyday examples that can happen to anyone. For example, it is also an assault if an unpleasant person deliberately sits down next to a woman in a half-empty bus.
If the woman does not want this to happen, she must clearly, distinctly and firmly request that the person finds another seat. The "offender" should be made to understand by her posture and voice that the woman means what she says.
Another distancing behaviour can also be that, for example, at the checkout in the supermarket, another customer comes so close to a woman that his breath can be smelled. In this case, the woman will turn around, look him directly in the eye and ask the person to keep her distance.
Girls often have threatening or unpleasant situations at school, in their free time, at work experience or in their peer group. Here, the course teaches self-confidence and ways of acting.
Sexual violence has many faces. How I as a woman/girl can protect myself from it is taught in the course with humour, among other things.

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes No

If yes, please specify by whom and when:

Please provide details as to how the evaluation was completed: **n/a**

Please provide details of the outcome of the evaluation: **n/a**

Please provide a link to the document:

<https://www.b-stups.de/Selbstsicherheitstraining/>

Social Competence Training (SKT)

Please specify the author(s) of the document and the date of reference of the document:

Praxis für Kinder- und Jugendpsychiatrie und -psychotherapie in Memmingen/Allgäu,

2023

Please specify the geographical location of reference for the document:

(Where is the research, practice, intervention, etc. taking place?)

Germany



Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

Training program, practice

Please specify if the document is a:

Research report **A practice** A policy An intervention **A training program** A game An online game **Other**

If other, please specify:

Role play, perception exercises, relaxation procedures, providing information, giving feedback (=feedback), etc.

Please specify the subject of the document:

Early help Short-term aftercare Long-term aftercare Targeted assessments
 Targeted support work **Youth work** Youth Offending work **Primary prevention** Secondary prevention Tertiary prevention Emergency support **Education** Therapy/Counselling **Mental health** Healthcare Advocacy work Other

If other, please specify:

Please tick the primary themes of the document:

Physical/emotional/sexual abuse Neglect Mental illness Substance abuse
 Risk Factors and vulnerabilities **Protective factors** Assessments and interventions Child protection Everyday violence (e.g. threats, blackmail) Other

If other, please specify:

Please specify if the document addresses collaborative/multiagency work:

Yes No

Please specify the specialties/actors involved:

Police Social workers Healthcare practitioners Mental health practitioners
 Teachers Youth workers Youth offending workers **Parents/carers**
 Children/young people Other

If other, please specify:



Please specify if there is a child participation angle to the document:

Yes No

If yes, please provide details:

Is the document specific to consent?

Yes No

If the document is specific to consent, the document is specific to:

Prevention Introduction While building consent After a bad experience

What age group does the document target?

Children (under 16) Young adults (16 – 30) Does not specify None

What gender group does the document target?

Female Male **Both** Non-binary Does not specify

What context(s) does the document target?

The child **Family** School Community/neighborhood Peers/friends

Please provide a summary of the document with additional relevant information (i.e. pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

Social Competence Training (SKT)

Social skills training or self-confidence training is a method of behavioural therapy for improving social skills and training appropriate interpersonal interaction. It can be practiced in groups as well as in individual contacts, e.g. by using elements such as role play, perception exercises, relaxation procedures, providing information, giving feedback (=feedback), etc.

The involvement and cooperation of parents/guardians plays a decisive role, as without them a long-term positive effect of the training cannot be expected.

Possible indications for participation in group training are social fears and phobias, disorders of interpersonal behaviour, e.g., inconsiderate or aggressive behaviour, but also social withdrawal, self-confident-avoidant behaviour and other disorders that primarily lead to problems in 'social interaction'.



These courses are held at regular intervals for children aged 6-9 and for children aged 10-13. The courses last 10 sessions and also include information sessions for parents.

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes **No**

If yes, please specify by whom and when:

Please provide details as to how the evaluation was completed: **n/a**

Please provide details of the outcome of the evaluation: **n/a**

Please provide a link to the document:

<https://www.kjpm.de/soziales-kompetenztraining.html>

The Underwear Rule

Please specify the author(s) of the document and the date of reference of the document:

The National Society for the Prevention of Cruelty to Children (NSPCC), a national charity/NGO in the UK.

Please specify the geographical location of reference for the document:
(Where is the research, practice, intervention, etc. taking place?)

It is considered to be a worldwide good practice, a policy.

Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

The National Society for the Prevention of Cruelty to Children (NSPCC), a national charity/NGO in the UK.

Please specify if the document is a:

Research report **A practice** **A policy** An intervention A training program A game An online game Other

If other, please specify:





Please specify the subject of the document:

Early help Short-term aftercare Long-term aftercare Targeted assessments
 Targeted support work Youth work Youth Offending work **Primary prevention** Secondary prevention Tertiary prevention Emergency support
 Education Therapy/Counselling Mental health Healthcare Advocacy work Other

If other, please specify:

Please tick the primary themes of the document:

Physical/emotional/sexual abuse Neglect Mental illness Substance abuse
 Risk Factors and vulnerabilities **Protective factors** Assessments and interventions
 Child protection **Everyday violence (e.g. threats, blackmail)** Other

If other, please specify:

Please specify if the document addresses collaborative/multiagency work:

Yes No

Please specify the specialties/actors involved:

Police **Social workers** Healthcare practitioners **Mental health practitioners**
 Teachers **Youth workers** Youth offending workers **Parents/carers**
 Children/young people Other

If other, please specify:

Please specify if there is a child participation angle to the document:

Yes No

If yes, please provide details:

The materials are designed for use by parents and children without the need for professional involvement. Contact details are provided for support from professional social workers should this be required, either for parents (the NSPCC's Helpline) or for their children (ChildLine).

Is the document specific to consent?



Yes No

If the document is specific to consent, the document is specific to:

Prevention Introduction While building consent After a bad experience

What age group does the document target?

Children (under 16) Young adults (16 – 30) Does not specify None

What gender group does the document target?

Female Male Both Non-binary Does not specify

What context(s) does the document target?

The child Family School Community/neighborhood Peers/friends

Please provide a summary of the document with additional relevant information (i.e pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

The Underwear Rule (Watch video [here](#)) is a simple guide to help parents explain to children where others should not try to touch them, how to react and where to seek help. What is The Underwear Rule? It's simple: a child should not be touched by others on parts of the body usually covered by their underwear. And they should not touch others in those areas. It also helps explain to children that their body belongs to them, that there are good and bad secrets and good and bad touches.

About one in five children falls victim to some form of sexual abuse and violence. It happens to children of every gender, every age, every skin colour, every social class and every religion. The perpetrator is often someone the child knows and trusts. The perpetrator can also be a child. You can help prevent this happening to your child: Good communication with children is the key. It implies openness, determination, straightforwardness and a friendly, non-intimidating atmosphere. The Underwear Rule can help you with this. A child is never too young to be taught. The Underwear Rule because abuse can happen at every age. If you find it uncomfortable to talk about this subject with your child, please remember that it is probably more difficult for you as an adult than it is for a child. Children should know that there are professionals that can be particularly helpful (teachers, social workers, ombudspersons, physicians, the school psychologist, the police) and that there are helplines that children can call to seek advice.



Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes No

If yes, please specify by whom and when:

This research is based on a representative sample of parents of children aged 5-11 years across the UK.

Please provide details as to how the evaluation was completed:

A number of measures are being used to evaluate parents' confidence about talking with their children about staying safe from child sexual abuse, their knowledge of what to say and the proportion of parents who have spoken to their children.

Please provide details of the outcome of the evaluation:

Evaluation is not yet complete.

Please provide a link to the document:

www.nspcc.org.uk/underwear

CONVEY-Not a game

Please specify the author(s) of the document and the date of reference of the document:

CONVEY was a 32-month project (September 2016 – April 2019) which involved 6 partners from different EU countries: CESIE (IT), The Smile of the Child (GR), Hope for Children (CY), Sexual Violence Centre Cork (IE), Gender Alternatives (BG), Westminster City Council (UK).

Please specify the geographical location of reference for the document:
(Where is the research, practice, intervention, etc. taking place?)

Convey was piloted in Greece, Italy, Cyprus, Bulgaria, United Kingdom and Ireland. Nowadays, anyone speaking the languages of the abovementioned countries is able to play the game as it is available online.

Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:



CESIE (IT), The Smile of the Child (GR), Hope for Children (CY), Sexual Violence Centre Cork (IE), Gender Alternatives (BG), Westminster City Council (UK).

Please specify if the document is a:

Research report A practice A policy An intervention **A training program** **A game** An online game Other

If other, please specify:

Please specify the subject of the document:

Early help Short-term aftercare Long-term aftercare Targeted assessments
 Targeted support work **Youth work** Youth Offending work **Primary prevention** **Secondary prevention** Tertiary prevention Emergency support
 Education Therapy/Counselling **Mental health** Healthcare Advocacy work Other

If other, please specify:

Please tick the primary themes of the document:

Physical/emotional/sexual abuse Neglect Mental illness Substance abuse
 Risk Factors and vulnerabilities **Protective factors** Assessments and interventions **Child protection** **Everyday violence (e.g. threats, blackmail)**
 Other

If other, please specify:

Please specify if the document addresses collaborative/multiagency work:

Yes No

Please specify the specialties/actors involved:

Police **Social workers** Healthcare practitioners **Mental health practitioners**
 Teachers **Youth workers** Youth offending workers Parents/carers
 Children/young people Other

If other, please specify:

Please specify if there is a child participation angle to the document:



Yes No

If yes, please provide details:

The online game was evaluated and adjusted by children 12-16 years old.

Is the document specific to consent?

Yes No

If the document is specific to consent, the document is specific to:

Prevention Introduction While building consent After a bad experience

What age group does the document target?

Children (under 16) Young adults (16 – 30) Does not specify None

What gender group does the document target?

Female Male Both Non-binary Does not specify

What context(s) does the document target?

The child Family School Community/neighborhood Peers/friends

Please provide a summary of the document with additional relevant information (i.e pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

The topic and the project

Not A Game aims to open discussions and raise awareness on a very serious topic. Gender-based violence is an issue common to many societies worldwide. One in three women in the European Union have suffered physical or sexual violence at least once in their lifetime. Young women are particularly vulnerable also due to the access to new media combined with the deviant understanding of gender roles.

Can awareness-raising on gender stereotypes and on the sexualisation of women in digital media support the prevention of sexual violence and harassment against women and girls? The CONVEY project sets out to answer this question.

Through the development of a game and the implementation of a training programme for teachers and students of secondary schools, the project aims to foster the respect for women's rights and to change the behavior of young people that reinforces gender stereotypes and leads to gender-based violence.



Educational aspects

Starting from the potential impact of video games on players and society, and from a reflection about the strong linkages between gendered representations, gender stereotypes, and gender-based violence, the transnational EU-funded project “CONVEY – Counteracting sexual violence and harassment: Engaging Youth in schools in digital education on gender stereotyping” set out to develop a video game that would raise awareness about gender stereotypes and the sexualisation of women (and men!), especially in digital media, and even aspire to be an agent for behavioural change amongst young people.

The “point-and-click” game of the CONVEY project features an investigation style of gameplay, highlighting both the criminal nature of abuses and at the same time supporting the agency of the players, who will feel more involved and empathetic with the survivors whose crimes they are solving.

“CONVEY – Not A Game” can be understood as an educational resource. However, its educational outcome is better achieved in conjunction with the deployment of the training workshops for students developed by the CONVEY project.

Features

- 5 Chapters with more than 3 hours of gameplay;
- 11 mini-games;
- Achievements;
- Team set-up and “invite friends into your team” feature;
- 9 video-stories with real testimonies of survivors of sexual violence and of gender-based violence;
- 4 languages.

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes No

If yes, please specify by whom and when:

By children, youth workers and teachers from 2016-2018.

Please provide details as to how the evaluation was completed:

All the evaluators had the chance to play the game and review parts of the guide.

Please provide details of the outcome of the evaluation:



This programme is implemented by specialized psychologists of 'The Smile of the Child' in secondary schools in Greece. It is approved by the Ministry of Education and the Institute of Educational Policy.

Please provide a link to the document:

<https://notagame.eu/>

Safe Body Boundaries

Please specify the author(s) of the document and the date of reference of the document:

Prevention and Awareness Raising department of The Smile of the Child, November 2022 (official approval).

Please specify the geographical location of reference for the document:
(Where is the research, practice, intervention, etc. taking place?)

The intervention is practiced in primary schools throughout Greece.

Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

Prevention and Awareness Raising department of The Smile of the Child and the Ministry of Education and the Institute of Educational Policy of Greece.

Please specify if the document is a:

Research report A practice **A policy** **An intervention** **A training program** A game An online game Other

If other, please specify:

Please specify the subject of the document:

Early help Short-term aftercare Long-term aftercare Targeted assessments
 Targeted support work **Youth work** Youth Offending work **Primary prevention** Secondary prevention Tertiary prevention Emergency support **Education** Therapy/Counselling **Mental health** Healthcare Advocacy work Other

If other, please specify:



Please tick the primary themes of the document:

- Physical/emotional/sexual abuse Neglect Mental illness Substance abuse Risk Factors and vulnerabilities **Protective factors** **Assessments and interventions** **Child protection** **Everyday violence (e.g. threats, blackmail)** Other

If other, please specify:

Please specify if the document addresses collaborative/multiagency work:

- Yes **No**

Please specify the specialties/actors involved:

- Police **Social workers** Healthcare practitioners **Mental health practitioners** Teachers **Youth workers** Youth offending workers Parents/carers **Children/young people** Other

If other, please specify:

Please specify if there is a child participation angle to the document:

- Yes** No

If yes, please provide details:

The whole outcome was formed by the Smile of the Child's expertise and its constant interaction with children of different ages and stages.

Is the document specific to consent?

- Yes** No

If the document is specific to consent, the document is specific to:

- Prevention** **Introduction** **While building consent** After a bad experience

What age group does the document target?

- Children (under 16)** Young adults (16 – 30) Does not specify None

What gender group does the document target?



Female Male Both Non-binary Does not specify

What context(s) does the document target?

The child Family School Community/neighborhood Peers/friends

Please provide a summary of the document with additional relevant information (i.e. pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

Safe Body Boundaries is an experiential workshop lasting 1.5 hour for children aged 4-12 years that aims to strengthen personal safety through interactive exercises in groups. Through these exercises, children approach the concepts of personal space, good and bad touches and the concept of consent. They leave the workshop having acquired ways and good practices with the aim of body safety and self-determination.

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes No

If yes, please specify by whom and when:

By the Greek Ministry of Education and the Institute of Educational Policy.

Please provide details as to how the evaluation was completed:

'Safe Body Boundaries' was submitted to the Institute of Educational Policy and evaluated by its interdisciplinary team.

Please provide details of the outcome of the evaluation:

It was approved and since November 2022 is applied in primary school students throughout Greece by specialized psychologists of 'The Smile of the Child'.

Please provide a link to the document:

The document is not accessible in this form.



Ask Before You Act

Please specify the author(s) of the document and the date of reference of the document:

NYC Health Department’s New York City Teens Connection (NYCTC) in 2019.

Please specify the geographical location of reference for the document:

(Where is the research, practice, intervention, etc. taking place?)

In 2017, more than 7% of teenagers in the United States (U.S.) reported having been forced to have sex at some point in their lives when they did not want to, and 6.9% of U.S. teenagers reported experiencing sexual dating violence — including kissing, touching or being physically forced to have sexual intercourse — in a dating relationship within the past year. In New York City (NYC), intimate partner violence among teenagers is increasing. In 2017, more than 15% of NYC teenagers reported experiencing sexual dating violence within the past year.

Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

NYC Health Department’s New York City Teens Connection (NYCTC)

Please specify if the document is a:

Research report **A practice** **A policy** An intervention **A training program** A game An online game Other

If other, please specify:

Please specify the subject of the document:

Early help Short-term aftercare Long-term aftercare Targeted assessments
 Targeted support work **Youth work** Youth Offending work **Primary prevention** **Secondary prevention** Tertiary prevention Emergency support
 Education Therapy/Counselling Mental health Healthcare Advocacy work Other

If other, please specify:

Please tick the primary themes of the document:

Physical/emotional/sexual abuse Neglect Mental illness Substance abuse
 Risk Factors and vulnerabilities **Protective factors** Assessments and interventions **Child protection** **Everyday violence (e.g. threats, blackmail)**



Other

If other, please specify:

Please specify if the document addresses collaborative/multiagency work:

Yes No

Please specify the specialties/actors involved:

Police **Social workers** **Healthcare practitioners** **Mental health practitioners** **Teachers** **Youth workers** Youth offending workers
 Parents/carers **Children/young people** Other

If other, please specify:

Please specify if there is a child participation angle to the document:

Yes No

If yes, please provide details:

The Youth Leadership Team members that worked with NYCTC.

Is the document specific to consent?

Yes No

If the document is specific to consent, the document is specific to:

Prevention **Introduction** **While building consent** **After a bad experience**

What age group does the document target?

Children (under 16) **Young adults (16 – 30)** Does not specify None

What gender group does the document target?

Female Male Both Non-binary **Does not specify**

What context(s) does the document target?

The child **Family** **School** **Community/neighborhood** **Peers/friends**



Please provide a summary of the document with additional relevant information (i.e pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

This Youth Engagement Guide contains resources and activities for facilitators to share with the youth in their discussion groups to help provide information on, discuss and practice sexual consent communication. The Digital Tools section includes scannable QR codes to different tools, including a playlist of three videos to use in group discussions; a short survey for participants to send the NYC Health Department feedback about the *Ask Before You Act* campaign; and a link to the NYC Health Department’s Sexual Consent webpage. In the Sample Group Agreements section, facilitators will find sample agreements to help with group discussions about sexual consent or to use for creating new group agreements in partnership with the youth in the discussion groups.

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes No

If yes, please specify by whom and when:

The Youth Leadership Team members that worked with NYCTC from 2016 to 2021

Please provide details as to how the evaluation was completed:

This Youth Engagement Guide contains resources and activities for facilitators to share with the youth in their discussion groups to help provide information on, discuss and practice sexual consent communication

Please provide details of the outcome of the evaluation:

The Discussion Guide for the *Ask Before You Act* Campaign Videos section provides facilitators with an outline to process (think about, understand and use) the campaign videos, along with recommended questions and general guidance notes. Facilitators can decide which campaign videos to process with young people. Recommended processing questions are organized by campaign video and theme.

Please provide a link to the document:

<https://www.nyc.gov/assets/doh/downloads/pdf/ms/sexual-consent-youth-engagement-guide.pdf>



Sexual Health and Consent

Please specify the author(s) of the document and the date of reference of the document:

Project coordinator: Tipperary Regional Youth Service (Ireland)
Partners: Twoplustwo (Italy)
01.05.2019 - 31.10.2019

Please specify the geographical location of reference for the document:
(Where is the research, practice, intervention, etc. taking place?)

Croke Street, O Thurles, South-East, Ireland

Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

Coordinator: Tipperary Regional Youth Service (Ireland)
Partners: Twoplustwo (Italy)

Please specify if the document is a:

Research report **A practice** A policy An intervention **A training program** A game An online game Other

If other, please specify:

Please specify the subject of the document:

Early help Short-term aftercare Long-term aftercare Targeted assessments
 Targeted support work **Youth work** Youth Offending work **Primary prevention** Secondary prevention Tertiary prevention Emergency support
 Education Therapy/Counselling Mental health Healthcare Advocacy work Other

If other, please specify:

Please tick the primary themes of the document:

Physical/emotional/sexual abuse Neglect Mental illness Substance abuse **Risk Factors and vulnerabilities** **Protective factors** Assessments and interventions
 Child protection Everyday violence (e.g. threats, blackmail) **Other**

If other, please specify:



Health and wellbeing; Transport and mobility

Please specify if the document addresses collaborative/multi agency work:

Yes No

Please specify the specialties/actors involved:

Police Social workers Healthcare practitioners Mental health practitioners
 Teachers **Youth workers** Youth offending workers Parents/carers
 Children/young people Other

If other, please specify:

Please specify if there is a child participation angle to the document:

Yes **No**

If yes, please provide details:

Is the document specific to consent?

Yes No

If the document is specific to consent, the document is specific to:

Prevention **Introduction** While building consent After a bad experience

What age group does the document target?

Children (under 16) **Young adults (16 – 30)** Does not specify None

What gender group does the document target?

Female Male Both Non-binary Does not specify

What context(s) does the document target?

The child Family **School** Community/neighborhood **Peers/friends**

Please provide a summary of the document with additional relevant information (i.e. pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training)



program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

The Erasmus + project “Sexual Health & Consent” studied whether young people experience embarrassment in talking about sex, contraception and relationships. They point out the fact that these taboos lead youngsters to be involved in unhealthy relationships, have sexually transmitted infections (STIs) as well as crises pregnancies.

Their research was qualitative and involved 32 young females from Ireland and Italy. Workshops were facilitated by experts in each field and discussed different topics, namely:

- The understanding of participants regarding sexual health and well-being;
- The background of sexual health to understand its taboos and how this evolved over time;
- Sexual consent and its importance to ensure that young people understand that concept as well as its moral and legal implications;
- Ensuring that young people are aware of the current legislation regarding sex.

The main aim of the project was for young people to be empowered to make safer choices regarding their sexual health and well-being by understanding the meaning of healthy relationships.

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes No

If yes, please specify by whom and when:

Please provide details as to how the evaluation was completed: **n/a**

Please provide details of the outcome of the evaluation: **n/a**

Please provide a link to the document: <https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-IE01-KA105-051304>

#IoLoChiedo

Please specify the author(s) of the document and the date of reference of the document:

Amnesty International Italia, 2018



Please specify the geographical location of reference for the document:
(Where is the research, practice, intervention, etc. taking place?)

Italy

Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

Amnesty International Italia

Please specify if the document is a:

Research report A practice A policy An intervention A training program A game An online game **Other**

If other, please specify:

Campaign

Please specify the subject of the document:

Early help Short-term aftercare Long-term aftercare Targeted assessments
 Targeted support work Youth work Youth Offending work **Primary prevention** **Secondary prevention** Tertiary prevention Emergency support
 Education Therapy/Counselling Mental health Healthcare **Advocacy work** Other

If other, please specify:

Please tick the primary themes of the document:

Physical/emotional/sexual abuse Neglect Mental illness Substance abuse
 Risk Factors and vulnerabilities **Protective factors** Assessments and interventions Child protection **Everyday violence (e.g. threats, blackmail)** Other

If other, please specify:

Please specify if the document addresses collaborative/multi agency work:

Yes **No**

Please specify the specialties/actors involved:



- Police Social workers Healthcare practitioners Mental health practitioners
 Teachers Youth workers Youth offending workers Parents/carers
 Children/young people **Other**

If other, please specify:

Amnesty International (a worldwide human rights organization)

Please specify if there is a child participation angle to the document:

- Yes **No**

If yes, please provide details:

Is the document specific to consent?

- Yes** No

If the document is specific to consent, the document is specific to:

- Prevention** **Introduction** While building consent **After a bad experience**

What age group does the document target?

- Children (under 16) **Young adults (16 – 30)** Does not specify None

What gender group does the document target?

- Female Male **Both** **Non-binary** Does not specify

What context(s) does the document target?

- The child **Family** **School** **Community/neighborhood** **Peers/friends**

Please provide a summary of the document with additional relevant information (i.e pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

The #IoLoChiedo campaign raises awareness about rape and gender stereotypes among youngsters between 16 and 24 years old in order to clarify the concept of consent. They aim to fight against people blaming women when enduring sexual violence - e.g. because



of their clothes, the influence of alcohol or drugs, etc. Another important objective of their campaign is for Italy to change its legal definition of rape since the country still considers that physical violence is necessary for rape to take place.

They designed an exhibition called “What Were You Wearing” in which they exposed stories of abuse next to the clothes that the victims were wearing when the abuses took place. The idea behind this exhibit is to break the prejudice that rape victims could have avoided the abuse if they were dressed differently.

The campaign is also characterized by an educational manual for teachers, trainers, educators and activists, particularly for the ones working with youngsters on violence and gender-based violence.

#IoLoChiedo also includes an educational module “Violenza contro le donne: Consenso” (‘Violence against Women: Consent’ in English) that is taken from a real-life case to raise awareness about consent and the fact that rape is a serious human rights violation. It takes approximately 15 minutes and is available in Italian, English and Russian.

Since the beginning of the campaign in 2018, Amnesty International relaunches the campaign every year on the occasion of the 8th of March.

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes No

If yes, please specify by whom and when:

Please provide details as to how the evaluation was completed: **n/a**

Please provide details of the outcome of the evaluation: **n/a**

Please provide a link to the document:

<https://www.amnesty.it/appelli/il-sesso-senza-consenso-e-stupro/>

https://d21zrvtkxtd6ae.cloudfront.net/public/uploads/2020/09/IoLoChiedo_manuale_2021web.pdf



Consent/Please Knock Before Entering

Please specify the author(s) of the document and the date of reference of the document:

Project coordinator: Loesje e. V.

Partners: Loesike Mitola (MK), Union Georgian Youth for Europe (GE), New Generation Charity (PS), NGO “Non-formal education for youth” (UA), Drustvo Prada ponosa (SI), Cultural Arbitration (TR), Internationale Arbeidsverening (NL), Casa d’Abóbora - Associaçã Juvenil (PT), Hellas For Us Astiki Mi Herodskopiki My Kybernitiki Eteria (EL), Euromediterranean Exchange, Volunteering, Events (MA), Associazione Nazionale Per La Lottacontro l’Aids (Sindrome Da Immunodeficienza Acquisita) Sezione Lombarda (IT), Baroots (LV)

Dates: from 01.01.2023 to 31.08.2024

Please specify the geographical location of reference for the document:
(Where is the research, practice, intervention, etc. taking place?)

Georgia, Germany, Greece, Italy, Latvia, Macedonia, Morocco, Netherlands, Palestinian Territories, Portugal, Slovenia, Türkiye, Ukraine

The place of the exchange is not specified, but the research etc. took place in each participant country.

Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

Project coordinator: Loesje e. V.

Partners: Loesike Mitola (MK), Union Georgian Youth for Europe (GE), New Generation Charity (PS), NGO “Non-formal education for youth” (UA), Drustvo Prada ponosa (SI), Cultural Arbitration (TR), Internationale Arbeidsverening (NL), Casa d’Abóbora - Associaçã Juvenil (PT), Hellas For Us Astiki Mi Herodskopiki My Kybernitiki Eteria (EL), Euromediterranean Exchange, Volunteering, Events (MA), Associazione Nazionale Per La Lottacontro l’Aids (Sindrome Da Immunodeficienza Acquisita) Sezione Lombarda (IT), Baroots (LV).

Please specify if the document is a:

Research report A practice A policy An intervention **A training program** A game An online game Other

If other, please specify:



Please specify the subject of the document:

- Early help Short-term aftercare Long-term aftercare **Targeted assessments**
 Targeted support work **Youth work** Youth Offending work **Primary prevention** Secondary prevention Tertiary prevention Emergency support Education Therapy/Counselling Mental health Healthcare Advocacy work Other

If other, please specify:

Please tick the primary themes of the document:

- Physical/emotional/sexual abuse Neglect Mental illness Substance abuse Risk Factors and vulnerabilities Protective factors Assessments and interventions Child protection Everyday violence (e.g. threats, blackmail) **Other**

If other, please specify:

Physical and mental health, well-being; New learning and teaching methods and approaches; Promoting gender equality

Please specify if the document addresses collaborative/multi agency work:

- Yes** No

Please specify the specialties/actors involved:

- Police Social workers Healthcare practitioners Mental health practitioners **Teachers** **Youth workers** Youth offending workers Parents/carers Children/young people **Other**

If other, please specify:

Non-governmental organizations/associations/social enterprises

Please specify if there is a child participation angle to the document:

- Yes **No**

If yes, please provide details:

Is the document specific to consent?





Yes No

If the document is specific to consent, the document is specific to:

Prevention Introduction While building consent After a bad experience

What age group does the document target?

Children (under 16) Young adults (16 – 30) **Does not specify** None

What gender group does the document target?

Female Male **Both** **Non-binary** Does not specify

What context(s) does the document target?

The child **Family** **School** **Community/neighborhood** **Peers/friends**

Please provide a summary of the document with additional relevant information (i.e pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

The project “Consent / Please Knock Before Entering” starts with the statement that sex-related topics face obstacles due to a lack of information, the taboo around it, or unreliable information surrounding it. The digital era we live in leads to flows of information that are hard to control and can lead to misconceptions around the topic of sexuality. Hence, they aim to provide tools for youth workers and teachers to empower young people and help them to make conscious choices about their sexuality, relationships, well-being and health. The latter will take the form of a training course.

They have four objectives, namely:

-“Raise social awareness about the importance of sexual education”

-“Break the taboos and myths surrounding sexuality”

-“Exchange knowledge and practices on sexual education in the participating countries”

-“To find creative ways to incorporate sexual education into the youth work and education”

The project will take the form of a training course that will include various activities, from getting to know each other to theoretical input to workshops. Some of these activities hence include theoretical input to increase participants’ understanding of sexuality, gender, healthy relationships, consent, feelings, sexual health, and so on. They will also organize workshops to foster the active exchange of information and experience through group work, debate and discussion. Other workshops will include simulations and role-



play exercises, or text-writing workshops to promote critical thinking, discussion skills, creative expression, and multimedia skills through creating posters. The participants will also have the opportunity to create visual materials such as short videos. Finally, they will be able to reflect on their learning process and discuss the responsibility of each partner after the project ends.

However, it shall be noted that the project is new - i.e. started on January 1st, 2023. Hence, the training course has not happened yet and results are not available. Besides, the project and training course might be subjected to changes.

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes No

If yes, please specify by whom and when:

Please provide details as to how the evaluation was completed: **n/a**

Please provide details of the outcome of the evaluation: **n/a**

Please provide a link to the document:

<https://erasmus-plus.ec.europa.eu/projects/search/details/2022-3-DE04-KA153-YOU-000094221>

Don't film me now!

Please specify the author(s) of the document and the date of reference of the document:

Project coordinator: Babele ODV (Italy)

Partners: Kinoki Sinetairistiki Epicherisi Elliniki Summetoxi Neon (Greece), Asociacion Las Ninas Del Tul (Spain)

Dates: 01.09.2020 to 31.08.2022

Please specify the geographical location of reference for the document:
(Where is the research, practice, intervention, etc. taking place?)

Spessa Po, Italy



Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

Project coordinator: Babele ODV (Italy)

Partners: Kinoki Sinetairstiki Epicherisi Elliniki Summetoxi Neon (Greece), Asociacion Las Ninas Del Tul (Spain)

Please specify if the document is a:

Research report A practice A policy An intervention A training program A game An online game **Other**

If other, please specify:

Project summary of youth mobility

Please specify the subject of the document:

Early help Short-term aftercare Long-term aftercare Targeted assessments
 Targeted support work Youth work Youth Offending work **Primary prevention** **Secondary prevention** Tertiary prevention Emergency support
 Education Therapy/Counselling Mental health Healthcare Advocacy work Other

If other, please specify:

Please tick the primary themes of the document:

Physical/emotional/sexual abuse Neglect Mental illness Substance abuse
 Risk Factors and vulnerabilities Protective factors Assessments and interventions
 Child protection Everyday violence (e.g. threats, blackmail) Other

If other, please specify:

Please specify if the document addresses collaborative/multi agency work:

Yes No

Please specify the specialties/actors involved:

Police Social workers Healthcare practitioners **Mental health practitioners**
 Teachers **Youth workers** Youth offending workers Parents/carers
 Children/young people **Other**



If other, please specify:

One police officer

Please specify if there is a child participation angle to the document:

Yes **No**

If yes, please provide details:

Is the document specific to consent?

Yes No

If the document is specific to consent, the document is specific to:

Prevention **Introduction** While building consent **After a bad experience**

What age group does the document target?

Children (under 16) **Young adults (16 – 30)** Does not specify None

What gender group does the document target?

Female Male Both Non-binary **Does not specify**

What context(s) does the document target?

The child Family School Community/neighborhood **Peers/friends**

Please provide a summary of the document with additional relevant information (i.e pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

The project “Don’t film me now!” aims to deepen the knowledge of youngsters on digital abuse through an 8 days youth exchange involving 21 youngsters aged 14-18 from Italy, Greece and Spain. The aim is for youngsters to deepen their knowledge of social abuse risks. The project also involved youngsters with fewer opportunities.

They will reach their objectives through various activities using cooperative and non-formal methods:

-The first day focused on the development of group dynamics and the trust-building process



-The second and third days focused on the meaning of consent and digital abuse. They started with the concept of consent to define digital abuse and how it takes place. Participants also discussed their own experiences - i.e. as victims or witnesses
-On the fourth day, they deepened their knowledge of the consequences of digital abuse through a legal and psychological point of view by meeting a police officer who specialized in fighting digital abuse and a psychologist from an antiviolence centre
-On the fifth day, they produced a video to raise awareness among their friends/peers
-On the sixth day, participants had the opportunity to evaluate their days by sharing their feelings, and learnings and giving feedback.

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes No

If yes, please specify by whom and when:

Please provide details as to how the evaluation was completed: **n/a**

Please provide details of the outcome of the evaluation: **n/a**

Please provide a link to the document:

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-2-IT03-KA105-019495>

Propiedad Privada

Please specify the author(s) of the document and the date of reference of the document:

Instituto Asturiano de la Mujer

Please specify the geographical location of reference for the document:

(Where is the research, practice, intervention, etc. taking place?)

Asturias, Spain

Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

Instituto Asturiano de la Mujer

Please specify if the document is a:



Research report A practice A policy An intervention A training program A game An online game **Other**

If other, please specify: **short film**

Please specify the subject of the document:

Early help Short-term aftercare Long-term aftercare Targeted assessments
 Targeted support work Youth work Youth Offending work **Primary prevention** Secondary prevention Tertiary prevention Emergency support
 Education Therapy/Counselling Mental health Healthcare Advocacy work Other

If other, please specify:

Please tick the primary themes of the document:

Physical/emotional/sexual abuse Neglect Mental illness Substance abuse
Risk Factors and vulnerabilities Protective factors **Assessments and interventions**
 Child protection Everyday violence (e.g. threats, blackmail) Other

If other, please specify:

Please specify if the document addresses collaborative/multiagency work:

Yes No

Please specify the specialties/actors involved:

Police **Social workers** Healthcare practitioners Mental health practitioners
 Teachers Youth workers Youth offending workers Parents/carers
 Children/young people Other

If other, please specify:

Please specify if there is a child participation angle to the document:

Yes No

If yes, please provide details:

Is the document specific to consent?



Yes **No**

If the document is specific to consent, the document is specific to:

Prevention Introduction While building consent **After a bad experience**

What age group does the document target?

Children (under 16) Young adults (16 – 30) Does not specify None

What gender group does the document target?

Female Male **Both** Non-binary Does not specify

What context(s) does the document target?

The child **Family** School Community/neighborhood Peers/friends

Please provide a summary of the document with additional relevant information (i.e pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

This practice consists of a guide and a short film focused on gender violence. There is an activity of viewing the short film remarking some key elements, then post-watching activities regarding the inequalities of men and women and gender violence. The aim is to promote gender equality.

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes **No**

If yes, please specify by whom and when:

Please provide details as to how the evaluation was completed: **n/a**

Please provide details of the outcome of the evaluation: **n/a**

Please provide a link to the document:

https://www.filmaffinity.com/es/evideos.php?movie_id=361268



Con-Sentido

Please specify the author(s) of the document and the date of reference of the document:

Consejo General de la Psicología de España 06/05/2022

Please specify the geographical location of reference for the document:

(Where is the research, practice, intervention, etc. taking place?)

Spain

Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

Consejo General de la Psicología de España and schools

Please specify if the document is a:

Research report A practice A policy An intervention A training program A game An online game **Other**

If other, please specify: **Guide**

Please specify the subject of the document:

Early help Short-term aftercare Long-term aftercare Targeted assessments
 Targeted support work Youth work Youth Offending work **Primary prevention** Secondary prevention Tertiary prevention Emergency support
 Education Therapy/Counselling Mental health Healthcare Advocacy work Other

If other, please specify:

Please tick the primary themes of the document:

Physical/emotional/sexual abuse Neglect Mental illness Substance abuse
 Risk Factors and vulnerabilities Protective factors Assessments and interventions
 Child protection Everyday violence (e.g. threats, blackmail) Other

If other, please specify:

Please specify if the document addresses collaborative/multiagency work:

Yes No



Please specify the specialties/actors involved:

- Police Social workers Healthcare practitioners **Mental health** practitioners
 Teachers Youth workers Youth offending workers Parents/carers
 Children/young people Other

If other, please specify:

Please specify if there is a child participation angle to the document:

- Yes **No**

If yes, please provide details:

Is the document specific to consent?

- Yes** No

If the document is specific to consent, the document is specific to:

- Prevention** Introduction While building consent After a bad experience

What age group does the document target?

- Children (under 16) Young adults (16 – 30) **Does not specify** None

What gender group does the document target?

- Female Male Both Non-binary **Does not specify**

What context(s) does the document target?

- The child Family **School** Community/neighborhood Peers/friends

Please provide a summary of the document with additional relevant information (i.e pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

It is a guide, aimed at teachers, educators and professors, which proposes didactic strategies to address topics related to sex education in the classroom, such as the establishment of limits, desire, sex, sexual relations and sexuality.



It proposes activities which aim to encourage young people to reflect on sexist sexual violence, promote their critical thinking, free of stereotypes, and provide new strategies to understand sexual consent based on mutual respect and the establishment of positive, safe, healthy and consensual relationships.

The guide includes different cards or vignettes that allow working in the classroom on the forms of sexual violence and the concept of consent. The thematic units address the normalization of sexist sexual violence in society, the pyramid of sexual violence, the causes of sexual aggression, street harassment, extortion and positive sexting, what sexual consent is and how it should be, ways of saying "no" to sexual relations, positive communication skills, etc.

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes No

If yes, please specify by whom and when:

Please provide details as to how the evaluation was completed: **n/a**

Please provide details of the outcome of the evaluation: **n/a**

Please provide a link to the document:

<http://www.infocop.es/pdf/con-sentido.pdf>

Abuso sexual infantil – Programas de Prevención¿Cuál es el efecto del trabajo en prevención?

Please specify the author(s) of the document and the date of reference of the document:

Save the Children

Please specify the geographical location of reference for the document:
(Where is the research, practice, intervention, etc. taking place?)

Spain

Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

Save the Children

Please specify if the document is a:



Research report A practice A policy An intervention A training program A game An online game **Other**

If other, please specify:
Informative guides

Please specify the subject of the document:

Early help Short-term aftercare Long-term aftercare Targeted assessments
 Targeted support work Youth work Youth Offending work **Primary prevention** Secondary prevention Tertiary prevention Emergency support
 Education Therapy/Counselling Mental health Healthcare Advocacy work Other

If other, please specify:

Please tick the primary themes of the document:

Physical/emotional/sexual abuse Neglect Mental illness Substance abuse
 Risk Factors and vulnerabilities Protective factors **Assessments and interventions** Child protection **Everyday violence (e.g. threats, blackmail)** Other

If other, please specify:

Please specify if the document addresses collaborative/multiagency work:

Yes **No**

Please specify the specialties/actors involved:

Police **Social workers** Healthcare practitioners Mental health practitioners
 Teachers Youth workers Youth offending workers **Parents/carers**
 Children/young people Other

If other, please specify:

Please specify if there is a child participation angle to the document:

Yes No

If yes, please provide details: experimental sessions

Is the document specific to consent?



Yes No

If the document is specific to consent, the document is specific to:

Prevention Introduction While building consent After a bad experience

What age group does the document target?

Children (under 16) Young adults (16 – 30) Does not specify None

What gender group does the document target?

Female Male Both Non-binary Does not specify

What context(s) does the document target?

The child Family School Community/neighborhood Peers/friends

Please provide a summary of the document with additional relevant information (i.e pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

It was a project which consisted on elaborating informative guides to parents and educators, with participants consisting of 82 children, 254 parents. It consisted of an experimental research with two groups of children, one receiving sexual abuse education and the other not.

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes No

If yes, please specify by whom and when:

It was evaluated after 8 months by educators who acted as observers

Please provide details as to how the evaluation was completed: **n/a**

Please provide details of the outcome of the evaluation: **There was an increment of knowledge and skills. 97% of children felt safer and 95% were satisfied with the programs. 71% of the children helped others and 86% had more self-confidence. 98% of parents felt they knew more about sexual abuse.**



Please provide a link to the document:

https://www.savethechildren.es/sites/default/files/imce/docs/abuso_sexual_infantil1._programas_de_preencion_seminario_de_helsigor.pdf

Child Sexual Abuse Awareness and Prevention Project

Please specify the author(s) of the document and the date of reference of the document:

Child Sexual Abuse Awareness and Prevention Project. March 2018

Please specify the geographical location of reference for the document:
(Where is the research, practice, intervention, etc. taking place?)

Turkey, Istanbul

Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

Uskudar University and Social Development Center Education and Social Solidarity Association (TOGEM-DER) is being held with the support of Istanbul Governorship and Provincial Directorate of National Education.

Within the scope of the project, it is aimed to gain the skills of preventing, recognizing and properly addressing sexual abuse in children with sexual abuse awareness trainings to be given to 400 students aged 6-12 from 5 pilot schools, parents, teachers, school staff, headmen and religious officials in a protective and preventive framework.

Please specify if the document is a:

Research report A practice A policy An intervention **A training program** A game An online game Other

If other, please specify:

Please specify the subject of the document:

Early help Short-term aftercare Long-term aftercare Targeted assessments Targeted support work Youth work Youth Offending work **Primary prevention** Secondary prevention Tertiary prevention Emergency support Education Therapy/Counselling Mental health Healthcare Advocacy work Other

If other, please specify:



Please tick the primary themes of the document:

- Physical/emotional/sexual abuse Neglect Mental illness Substance abuse Risk Factors and vulnerabilities Protective factors **Assessments and interventions**
 Child protection Everyday violence (e.g. threats, blackmail) Other

If other, please specify:

Child support and support for parents, teachers, religious commissary

Please specify if the document addresses collaborative/multi agency work:

- Yes** No

Please specify the specialties/actors involved:

- Police Social workers Healthcare practitioners Mental health practitioners
 Teachers Youth workers Youth offending workers **Parents/carers**
 Children/young people **Other**

If other, please specify:

Religious commissary

Please specify if there is a child participation angle to the document:

- Yes** No

If yes, please provide details:

400 students aged 6-12 were given training on sexual abuse. Prevention and understanding studies were carried out.

Is the document specific to consent?

- Yes **No**

If the document is specific to consent, the document is specific to:

- Prevention Introduction While building consent After a bad experience

What age group does the document target?



Children (under 16) Young adults (16 – 30) Does not specify None

What gender group does the document target?

Female Male **Both** Non-binary Does not specify

What context(s) does the document target?

The child **Family** **School** **Community/neighborhood** Peers/friends

Please provide a summary of the document with additional relevant information (i.e pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

During the training that was organized within the scope of the project, the definition of the concept of sexual abuse was revealed. Participants were informed about sexual abuse and the types of sexual abusers. While giving information about the approach strategy of the abuser, the risk factor in sexual abuse was discussed. Emphasis was placed on the indicators of abuse, and interview techniques about the abused child were conveyed. Information was given about the legal notification process in schools. Communication resources to be used in case of such a situation were shared.

In the project, which will reach 400 students between the ages of 6-12 from 5 pilot schools, information about the activities to be applied in the classrooms and determined according to age groups were given in the program.

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes **No**

If yes, please specify by whom and when:

Please provide details as to how the evaluation was completed: **n/a**

Please provide details of the outcome of the evaluation:
Evaluation of the effects of the first pilot implementation of the program.

Please provide a link to the document:
<https://www.togemder.org.tr/Assets/uploads/biz-gelecegiz-sonuc-raporu.pdf>



Psychoeducation in Challenging Life Events Project

Please specify the author(s) of the document and the date of reference of the document:

Psychoeducation in Challenging Life Events Project (ZOYOP Project)

Please specify the geographical location of reference for the document:

(Where is the research, practice, intervention, etc. taking place?)

Turkey

Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

General Directorate of Special Education and Guidance Services, UNICEF. With the ZOYOP project, psychoeducational programs related to challenging life events such as resilience, school-based psychological first aid, neglect, etc. were prepared. Programs were also created within the scope of developmental-preventive and remedial services on peer bullying and cyberbullying. Various printed and digital materials were developed to support all these studies, and stories were written to academics and experts.

Please specify if the document is a:

Research report **A practice** A policy **An intervention** **A training program** A game An online game Other

If other, please specify:

Please specify the subject of the document:

Early help Short-term aftercare Long-term aftercare Targeted assessments Targeted support work Youth work Youth Offending work **Primary prevention** **Secondary prevention** Tertiary prevention Emergency support **Education** **Therapy/Counselling** Mental health Healthcare Advocacy work Other

If other, please specify:

Please tick the primary themes of the document:

Physical/emotional/sexual abuse **Neglect** Mental illness **Substance abuse** **Risk Factors and vulnerabilities** **Protective factors** **Assessments and interventions** **Child protection** Everyday violence (e.g. threats, blackmail) Other



If other, please specify:

Please specify if the document addresses collaborative/multi agency work:

Yes No

Please specify the specialties/actors involved:

Police Social workers Healthcare practitioners **Mental health practitioners**
 Teachers Youth workers Youth offending workers **Parents/carers**
 Children/young people Other

If other, please specify:

Please specify if there is a child participation angle to the document:

Yes **No**

If yes, please provide details:

Is the document specific to consent?

Yes **No**

If the document is specific to consent, the document is specific to:

Prevention Introduction While building consent After a bad experience

What age group does the document target?

Children (under 16) Young adults (16 – 30) Does not specify None

What gender group does the document target?

Female Male **Both** Non-binary Does not specify

What context(s) does the document target?

The child **Family** **School** **Community/neighborhood** **Peers/friends**

Please provide a summary of the document with additional relevant information (i.e pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training)



program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).

The General Directorate of Special Education and Guidance Services has implemented the Psychoeducation in Challenging Life Events (ZOYOP) project in cooperation with UNICEF in order to increase the psychological resilience of students, teachers and parents in the face of difficulties and to facilitate them to cope with difficulties. Within the scope of the project, training was given by guidance and psychological counselors. Support story books were written by academicians who were informed about the subject. It was determined how these would be read to selected students in the classroom and how they would contribute to the healing processes. The determined training was given to teachers working in different cities. Thus, an education process, parent cooperation, materials, etc. aimed at alleviating the traumas experienced by children. The project started in 2020 and was completed in 13 months.

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes No

If yes, please specify by whom and when:

UNICEF

Please provide details as to how the evaluation was completed: **n/a**

Please provide details of the outcome of the evaluation:

6 outputs achieved: Program, Banner, Parent Brochure, Teacher Brochure, Parent Presentation, and Teacher Presentation. These contents were created separately for preschool, primary school, secondary school and high school. Also, post-traumatic recovery supported stories were obtained that can be used in classrooms in general.

Please provide a link to the document:

https://orgm.meb.gov.tr/meb_iys_dosyalar/2022_10/04110014_Psikolojik_SaYlamlYk_Kuramsal_Kitap.pdf

Guiding Principles on Child-friendly Legal Aid

Please specify the author(s) of the document and the date of reference of the document:

GUIDING PRINCIPLES ON CHILD-FRIENDLY LEGAL AID, October 2018

Please specify the geographical location of reference for the document:



(Where is the research, practice, intervention, etc. taking place?)

Turkey

Where possible, such as in the case of a practice, intervention, training program, or other, please specify the institution involved:

These guidelines have been prepared by the UNICEF Regional Office for Europe and Central Asia (ECARO).

UNICEF Turkey

Union of Turkish Bar Associations

Please specify if the document is a:

Research report A practice A policy An intervention A training program A game An online game **Other**

If other, please specify:

Guide Book

Please specify the subject of the document:

Early help Short-term aftercare Long-term aftercare Targeted assessments
 Targeted support work Youth work Youth Offending work Primary prevention Secondary prevention Tertiary prevention Emergency support
 Education Therapy/Counselling Mental health Healthcare **Advocacy work** Other

If other, please specify:

Please tick the primary themes of the document:

Physical/emotional/sexual abuse Neglect Mental illness Substance abuse Risk Factors and vulnerabilities **Protective factors** Assessments and interventions
 Child protection Everyday violence (e.g. threats, blackmail) Other

If other, please specify:

Please specify if the document addresses collaborative/multi agency work:

Yes No



Please specify the specialties/actors involved:

- Police Social workers Healthcare practitioners Mental health practitioners
 Teachers Youth workers Youth offending workers Parents/carers
 Children/young people **Other**

If other, please specify:

UNICEF Regional Office for Europe and Central Asia (ECARO).

UNICEF Turkey

Union of Turkish Bar Association

Please specify if there is a child participation angle to the document:

- Yes **No**

If yes, please provide details:

Children's participation is intended as a part of the following modules:

Is the document specific to consent?

- Yes **No**

If the document is specific to consent, the document is specific to:

- Prevention Introduction While building consent After a bad experience

What age group does the document target?

- Children (under 16)** Young adults (16 – 30) Does not specify None

What gender group does the document target?

- Female Male **Both** Non-binary Does not specify

What context(s) does the document target?

- The child** Family School Community/neighborhood Peers/friends

Please provide a summary of the document with additional relevant information (i.e pedagogical approach, content and aims of report/ practice/ policy/ intervention/ training program/other, methodology (how many lessons distributed on how many days?), material / instruments etc).



Children may come into contact with the justice system for various reasons. For example, they can take part in judicial proceedings as a suspect, accused or witness; participate in family law cases as a party; may be victims of physical or psychological violence, sexual abuse or other crimes or other violations of rights; They can appear in court as a party to administrative or private legal cases related to health services, social security, disability, refugee and asylum claims. The consequences of such lawsuits; it can have significant effects on children's lives both in the short and long term; It can determine whether the child will go to prison, with whom he/she will live, how he/she can communicate with his/her parents and siblings, in which country he/she will live and where he/she will go to school. For this reason, legal information is important.

1. Competence to provide legal aid to children
2. Promoting the best interests of the child
3. Effective participation
4. Establishing a relationship with the child
5. Child-sensitive communication
6. Giving necessary and reliable information
7. Effective participation in official processes
8. Working with family members and others who support the child
9. Confidentiality and privacy
10. Protection of children from discrimination
11. Keeping the child safe
12. Working with other people

It has been published by UNICEF as a legal clarification text within the scope of the above principles.

Has the research report/practice/policy/intervention/training program/other been evaluated?

Yes No

If yes, please specify by whom and when:

Please provide details as to how the evaluation was completed: **n/a**

Please provide details of the outcome of the evaluation: **n/a**

Please provide a link to the document:

<https://www.unicef.org/turkiye/media/7061/file/%C3%87ocuk%20Dostu%20Hukuki%20Yard%C4%B1m%20%C4%B0lkeleri%20-%202018.pdf>





Message Consent

<https://messageconsent.eu/>



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the European Union