



COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

T-ES(2015)12_bil rev.

4 February 2016

LANZAROTE CONVENTION

CONVENTION DE LANZAROTE

Council of Europe Convention on the protection of children against sexual exploitation and sexual abuse

Convention du Conseil de l'Europe sur la protection des enfants contre l'exploitation et les abus sexuels

Compilation of Replies to Question 2 of the Thematic Questionnaire

(including Replies to Question 8a) 1st indent of the
General Overview Questionnaire to which it refers)

Compilation des réponses à la Question 2 du Questionnaire Thématique

(y compris les réponses à la Question 8a) 1^{er} tiret du Questionnaire
« Aperçu général » à laquelle elles se réfèrent)

The full replies submitted by States and other stakeholders are available at:

Les réponses intégrales des Etats et autres parties prenantes sont disponibles ici :

www.coe.int/lanzarote

Introduction

During its 7th meeting (9 December 2013, see §13 of the report as well as its Appendix III)¹, the Committee decided that the Secretariat should compile the replies to the General Overview and Thematic Questionnaires.

This document is aimed at responding to this request by compiling replies to question 2 of the Thematic Questionnaire (and replies to question 8a) 1st indent of the General Overview Questionnaire to which it refers).

If when replying to this question, States referred to another of their answers in both the General Overview and Thematic questionnaires, their replies will where possible, also be included in this compilation.

* * *

Lors de sa 7^e réunion (9 décembre 2013, voir §13 du rapport ainsi que son annexe III²), le Comité a décidé que le Secrétariat devait compiler les réponses au Questionnaire « Aperçu gNéral » et au Questionnaire Thématique.

Le présent document vise à répondre à cette demande en compilant les réponses reçues à la question 2 du questionnaire thématique (et à la question 8a) 1^{er} tiret du Questionnaire « Aperçu général » à laquelle elles se réfèrent).

Si, en répondant à cette question, les Etats se réfèrent à des réponses données à d'autres questions du Questionnaires Général et Thématique, leurs réponses seront, dans la mesure du possible, également incluses dans cette compilation.

¹ The 7th meeting report is online at:

[http://www.coe.int/t/dghl/standardsetting/children/T-ES\(2013\)12Report7thMeeting_en.pdf](http://www.coe.int/t/dghl/standardsetting/children/T-ES(2013)12Report7thMeeting_en.pdf).

² Le rapport de la 7^e réunion est en ligne ici :

[http://www.coe.int/t/dghl/standardsetting/children/T-ES\(2013\)12Report7thMeeting_fr.pdf](http://www.coe.int/t/dghl/standardsetting/children/T-ES(2013)12Report7thMeeting_fr.pdf)

Question 2 of the TQ: Education for children

The reply to question 8 of the GOQ will be examined by the Committee to assess the implementation of Article 6 with respect to the theme of the monitoring round. While replying to this question, please therefore only add whether a special attention is drawn to children's education concerning the risks of sexual abuse of children in the circle of trust, and how children should protect themselves and request help in this regard. If so, please provide details. (Explanatory Report, paras.59-62).

Question 8 of the GOQ: Education; awareness raising and training

- a. Which legislative or other measures have been taken to:
- ensure that children, during primary and secondary education receive information on the risks of sexual exploitation and sexual abuse, as well as on the means to protect themselves, adapted to their evolving capacities? (Article 6, Explanatory Report, paras. 59-62). Please also specify whether this information includes the risks of the use of new information and communication technologies (Article 6, Explanatory Report, para. 63);

(...)

Question 2 du QT : Education des enfants

Les réponses à la question 8 du QAG seront examinées par le Comité pour évaluer la mise en œuvre de l'article 6 par rapport au thème du cycle de suivi. En répondant à cette question, veuillez par conséquent uniquement rajouter si une attention particulière est portée sur l'éducation des enfants aux risques d'abus sexuels dans le cercle de confiance, et sur les moyens de se protéger et de demander de l'aide à cet égard. Dans l'affirmative, veuillez préciser (Rapport explicatif, par. 59 à 62).

Question 8 du QAG : Education, sensibilisation et formation

- a. Quelles mesures législatives ou autres ont été prises pour :
- s'assurer que les enfants reçoivent, au cours de la scolarité primaire et secondaire, des informations adaptées à leur stade de développement sur les risques d'exploitation et d'abus sexuels, ainsi que sur les moyens de se protéger (article 6, Rapport explicatif, par. 59 à 62) ? Veuillez également préciser si ces informations couvrent les risques liés à l'utilisation des nouvelles technologies de l'information et de la communication (article 6, Rapport explicatif, par. 63) ;

(...)

Relevant extracts from the Lanzarote Convention and its Explanatory report

Lanzarote Convention, Article 6 – Education for children

Each Party shall take the necessary legislative or other measures to ensure that children, during primary and secondary education, receive information on the risks of sexual exploitation and sexual abuse, as well as on the means to protect themselves, adapted to their evolving capacity. This information, provided in collaboration with parents, where appropriate, shall be given within a more general context of information on sexuality and shall pay special attention to situations of risk, especially those involving the use of new information and communication technologies.

Explanatory report

(...)

59. The purpose of this information is to enable children better to protect themselves against the risk of sexual exploitation and abuse. Such information must not, however, have the effect of relieving adults and State authorities of their duty to protect children against all forms of sexual exploitation and sexual abuse.

60. The article refers to the provision of this information “during primary and secondary education”. No reference is made to schools, since some children are educated at home and these children are also covered by the provision. The information referred to does not necessarily have to form part of a teaching programme, but could be provided in a non-formal educational context. School clearly has an important role to play in this respect, but the collaboration of parents is also required “where appropriate”. Situations where this may not be appropriate include where a child is an orphan, or where the parents are implicated in investigations or proceedings for sexual abuse of the child.

61. The negotiators felt it was important that children receive this information from as early in their lives as possible, with any information made available to them in a form which is “adapted to their evolving capacity”, in other words appropriate for their age and maturity

62. Providing isolated information on sexual exploitation or sexual abuse outside the general context of normal sexuality could be disturbing to children. Therefore, the information to be provided on the risks of sexual exploitation and abuse should be given within the general context of sex education. Care should also be taken to ensure that this information does not undermine adults in the eyes of the child. It is important that children are also able to trust adults.

63. The last part of the article refers to situations of risk, especially those involving the use of new information and communication technologies. These are commonly regarded as a medium for the transmission of data, and are intended to refer in particular to the use of the Internet and third-generation technology (3G) which permits access to the Internet through mobile phones. Education and awareness programmes for all children on the safe use of the Internet are essential.

Extraits pertinents de la Convention de Lanzarote et de son rapport explicatif

Convention de Lanzarote, Article 6 – Education des enfants

Chaque Partie prend les mesures législatives ou autres nécessaires pour que les enfants reçoivent, au cours de la scolarité primaire et secondaire, des informations sur les risques d'exploitation et d'abus sexuels, ainsi que sur les moyens de se protéger, adaptées à leur stade de développement. Cette information, dispensée, le cas échéant, en association avec les parents, s'inscrit dans une information plus générale sur la sexualité et porte une attention particulière aux situations à risque, notamment celles résultant de l'utilisation des nouvelles technologies de l'information et de la communication.

Rapport explicatif

(...)

59. Cette information vise à accroître les capacités des enfants à se protéger contre les risques d'abus et d'exploitation sexuels. Cette information ne saurait cependant avoir pour conséquence de décharger les adultes, et les autorités étatiques, de leur devoir de protection des enfants contre toute forme d'abus et d'exploitation sexuels.

60. L'article précise que cette information doit être fournie « au cours de la scolarité primaire et secondaire ». L'article ne fait pas référence aux établissements scolaires. Il concerne donc également les enfants éduqués dans le milieu familial. L'information en question ne doit pas nécessairement s'inscrire dans un programme d'enseignement ; elle peut être fournie dans un cadre éducatif non formel. L'école a clairement un rôle important à jouer dans ce domaine, mais la collaboration des parents est aussi nécessaire « le cas échéant ». Evidemment, cette contribution ne peut être envisagée dans le cas des orphelins ou lorsque les parents sont impliqués dans une enquête ou une procédure judiciaire concernant un abus sexuel sur l'enfant.

61. Les négociateurs ont considéré qu'il était important que les enfants reçoivent cette information à un âge aussi précoce que possible, et qu'elle leur soit présentée sous une forme adaptée « à leur stade de développement » ou, en d'autres termes, à leur âge et à leur maturité.

62. Fournir une information sur l'exploitation et les abus sexuels coupée du cadre général de la sexualité pourrait avoir sur les enfants des conséquences néfastes. Par conséquent, afin de présenter ces problèmes en contexte et de donner aux enfants une information équilibrée sur la sexualité, les risques d'exploitation et d'abus sexuels devraient être présentés dans le cadre général de l'éducation à la sexualité. Il faut aussi veiller à ce que cette information ne déconsidère pas les adultes aux yeux de l'enfant. Il importe que ce dernier puisse également faire confiance aux personnes majeures.

63. La dernière partie de l'article mentionne les situations à risque, et notamment celles qui résultent de l'utilisation des nouvelles technologies de l'information et de la communication. Ces technologies sont communément considérées comme un moyen de transmission des données, et l'article vise en particulier l'utilisation d'Internet et de la technologie de troisième génération (3G), qui permet d'accéder à Internet depuis un téléphone mobile. Il est indispensable que tous les enfants bénéficient de programmes d'éducation et de sensibilisation sur la sécurité concernant l'utilisation d'Internet.

COMPILATION of replies / des réponses³

I – States to be assessed in the 1st monitoring round / Etats devant faire l'objet du 1^{er} cycle de suivi

ALBANIA / ALBANIE

Question 2 of the TQ / du QT

Ministry of Education and Sports in collaboration with Terre des Hommes Organization is establishing a child protection system at school. This system targets and assists abused children and children at risk. It is designed "The Manual and Practical Guideline for the Protection of Children at School". The established child protection network at school cooperates with Child Protection Units (CPU) at local level, on solving problems involving children at risk, including the abused children.

In the framework of the implementation of school-based curriculum, regarding sensitive issues of community, which includes the problem of violence against children in the family and outside it, school directories are developing and implementing educational modules with students in grades I - IX.

In Pre- University education, students are learning through special subjects about their rights and the risks related to various forms of physical, emotional and sexual violence. MoES in cooperation with UNFPA has implemented the curriculum package on health and sexual education. It has been drafted didactical Package on the "Teachers and students Text" "Life Skills and Sex Education" for primary education and is in the process of drafting the didactical package on "Life Skills and Sex Education" for secondary education (for students aged 12-16 years). The Package it helps teachers and students, to inform and equip them with knowledge of basic education and appropriate skills for their age, to avoid situations that carry sexual violence and to become aware of their sexuality as well as the information on HIV and other diseases transmitted sexually.

Question 8 of the GOQ / du QAG

a)

1st indent:

Very same answer as to Question 2 of the TQ / Exactement la même réponse qu'à la Question 2 du QT

³ The replies are reproduced here in the language they were received / Les réponses sont reproduites ici dans la langue où elles ont été reçues.

AUSTRIA/AUTRICHE

Question 2 of the TQ / du QT

See question 8 GOQ: All information (brochures, website) given on the subject include facts about the risk of sexual violence within the circle of trust.

Question 8 of the GOQ / du QAG

a)

1st indent:

1. The brochure "Love, Sex and so..." which is distributed via schools also contains some information on sexual violence and where to find more information about the risk of sexual violence under different circumstances, also via the use of new information and communication technologies (www.gewaltinfo.at).

2. The federal ministry for education provides appropriate teaching materials, supports school projects to prevent sexual abuse in cooperation with experts and organizes trainings for e.g. teachers, school psychologists.

Since sex education must be seen as a part of children's overall education, the cooperation of their parents is of vital importance. Schools have a responsibility for rounding out, deepening, and if need be correcting children's existing knowledge about sexuality.

BELGIUM / BELGIQUE

Question 2 of the TQ / du QT

Au niveau de la Communauté flamande :

Les écoles ont pour mission de veiller à ce que les enfants et les jeunes puissent devenir des adultes sains, dotés d'aptitudes sociales et capables de faire la différence dans la société. Au travers des différents objectifs de développement ainsi que des objectifs finaux spécifiques aux différentes branches et pédagogiques transversaux, l'autorité définit ce que l'on attend au minimum des écoles dans ce domaine. Dès la maternelle, il est intégré que les enfants apprennent à se défendre et à émettre des signaux lorsque quelque chose ne va pas.

Les écoles déterminent elles-mêmes leur manière de travailler avec les objectifs finaux et les objectifs de développement. L'inspection contrôle dans quelle mesure les écoles réalisent les objectifs finaux et comment elles tendent vers les objectifs pédagogiques transversaux et les objectifs de développement.

Pour que les enfants et les jeunes puissent s'épanouir et devenir des adultes sains et équilibrés, ils doivent découvrir pour ainsi dire chaque jour que ce que l'on apprend en classe a également une utilité. Pour prendre en considération ces aspects, l'Autorité flamande fait la promotion d'une méthodologie scolaire saine (voir www.gezondopschool.be) et dans le cadre global développé pour l'enseignement, il est

prêté attention aux différents aspects importants dans la politique menée par les écoles pour veiller à ce que l'intégrité des enfants et des jeunes soit respectée.

Les écoles choisissent elles-mêmes le matériel qu'elles utilisent et les experts avec lesquels elles collaborent dans le domaine des aptitudes relationnelles et sexuelles. Parmi les partenaires des écoles figurent les Centra voor Leerlingenbegeleiding (centres destinés à l'accompagnement des élèves) qui ont été chargés de veiller au bien-être des élèves. Les Centra voor Leerlingenbegeleiding peuvent non seulement venir en appui lors de l'élaboration de la politique relative à l'intégrité des élèves, mais ils peuvent également accueillir les élèves lorsque des problèmes surviennent. Ils travaillent également au sein d'un réseau avec d'autres assistants sociaux et peuvent renvoyer à ceux-ci en cas de nécessité.

Au niveau de la Fédération Wallonie-Bruxelles

Les différents acteurs de la Fédération Wallonie-Bruxelles en charge de la prévention, détection et prise en charge de la maltraitance, des violences et abus sexuels ont mis en place une série d'outils, de campagne et de programmes relatifs aux maltraitements d'enfant.

Pour éduquer les enfants :

Relevons que de l'avis d'une majorité d'experts de la Fédération Wallonie-Bruxelles (réuni notamment en séminaire et GT), les campagnes de sensibilisation frontale à destination des enfants ont été évaluées négativement. C'est pourquoi, la Fédération Wallonie-Bruxelles a modifié sa façon d'aborder avec les enfants les questions relatives à la maltraitance. Avant en effet, la Fédération Wallonie-Bruxelles soutenait des campagnes comme « Mon corps, c'est mon corps » qui visaient à conscientiser les enfants de leur droit de refuser des attouchements. Cette prévention a été largement critiquée car elle faisait retomber la responsabilité des maltraitements sur les victimes et il est connu que le maltraiteur se trouve le plus souvent dans le milieu familial étroit.

C'est ainsi qu'au niveau des campagnes de sensibilisation, elles sont principalement axées sur la bienveillance et la famille. Mentionnons, les campagnes grand public : « l'exemple, c'est nous », « la dispute des parents frappent les enfants », « l'hypersexualisation des enfants » ou « quelqu'un à qui parler. »

Mentionnons également l'adoption en juin 2013 d'un protocole d'accord qui généralise l'éducation à la vie relationnelle, affective et sexuelle auprès des enfants dans l'enseignement de la Fédération Wallonie-Bruxelles. Ce protocole d'accord précise le contenu de l'éducation à la vie relationnelle, affective et sexuelle en milieu scolaire. L'éducation de la vie relationnelle, affective et sexuelle est un processus éducatif qui implique notamment une réflexion en vue d'accroître les aptitudes des jeunes à opérer des choix éclairés favorisant l'épanouissement de leur vie relationnelle, affective et sexuelle et le respect de soi et des autres. Il s'agit d'accompagner chaque jeune vers l'âge adulte selon une approche globale dans laquelle la sexualité est entendue au sens large et inclut notamment les dimensions relationnelle, affective, sociale, culturelle, philosophique et éthique. Ce processus est mis en place progressivement dans l'ensemble des établissements scolaires de l'enseignement fondamental, de l'enseignement secondaire, de l'enseignement

spécialisé et de l'enseignement en alternance organisé ou subventionné par la Fédération Wallonie-Bruxelles. Il se développe tout au long de la scolarité des élèves et implique l'ensemble de la communauté scolaire, avec le soutien éventuel d'intervenants extérieurs. Il s'adresse aux différents acteurs qui participent à l'EVRAS : les écoles, les Centres PMS, les Services PSE, les centres de planning familial et les organismes de jeunesse, de promotion de la santé ou d'égalité des chances. Ce référentiel commun apporte une garantie d'égalité de traitement des élèves et permet d'améliorer la cohérence des actions de terrain. Il précise aussi les objectifs de l'EVRAS et indique les thèmes qu'il est recommandé d'aborder dans ce cadre.

Question 8 of the GOQ / du QAG

a)

1^{er} alinéa :

Il convient d'abord de référer de manière générale à « Ma grille de sécurité pour une bonne utilisation des TIC (technologies de l'information et de la communication) ». Dans le cadre de la huitième édition de la Journée Internationale des Enfants Disparus (le 25 mai 2009), Child Focus a suggéré aux professeurs du premier cycle de l'enseignement secondaire de donner une leçon à leurs élèves sur la façon d'utiliser les technologies de l'information et de la communication afin d'éviter tout désagrément.

Suite à la structure fédérale de la Belgique, l'enseignement est une compétence des autorités fédérées.

Au niveau de la Communauté flamande

Same answer as to Question 2 of the TQ / Même réponse qu'à la Question 2 du QT.

Au niveau de la Fédération Wallonie - Bruxelles

Le plan P.A.G.A.S. (Plan d'actions visant à garantir les conditions d'un apprentissage serein) est un plan d'actions visant à garantir les conditions d'un apprentissage serein, approuvé par le Gouvernement le 26 mars 2009. Il vise deux thématiques principales: la violence et le décrochage scolaire.

Sept personnes sont chargées de la mise en œuvre des 6 mesures suivantes (tous réseaux d'enseignement confondus), qui seront pour la plupart d'application dès septembre 2010 :

1. Un plan d'urgence de mesures d'assistance en milieu scolaire (PUMAS) lors de cas de violence grave ou d'événements d'exception au sein d'un établissement scolaire afin de le soutenir au niveau organisationnel, psychologique et administratif.

2. Un numéro vert, gratuit, à contacter en cas de violence grave ou d'événements d'exception au sein d'un établissement scolaire afin de donner aux personnes concernées une information sur leurs droits en matière de protection juridique ainsi que sur les aides dont ils peuvent bénéficier (judiciaire, médicale, psychologique, sociale, administrative).

3. Un guide pratique ayant pour objectif de fournir au chef d'établissement et aux équipes éducatives une information commune sur la prévention et la gestion de la violence scolaire.

4. Des formations d'élèves à la médiation scolaire ou à la délégation d'élèves. (cfr infra).

5. Un observatoire visant à dresser un bilan quantitatif et qualitatif régulier du décrochage et de la violence en milieu scolaire.
6. Un portail informatique permettant de recenser des actes graves de violence dans tous les établissements d'enseignement secondaire ordinaire et spécialisé et leurs abords.

BOSNIA AND HERZEGOVINA / BOSNIE-HERZEGOVINE

Question 2 of the TQ / du QT

Special attention is being paid to the education of children on the risks of sexual abuse in the circle of trust. In that regard, specific child protection measures are stipulated and children can request help from professional staff in schools or from persons whom they trust the most. The Protocol on the Procedure in Cases of Violence, Abuse and Neglect of Children in Republika Srpska, signed on 20th November 2012, which, among other things, covers the sexual abuse of children in the circle of trust, defines the manner of reporting.

In order to protect children from all types of violence and neglect and abuse, and accordingly, from sexual exploitation and sexual abuse, schools take certain protective measures and establish cooperation with the relevant institutions. One of the most important measures is the application of the Protocol on the Procedure in Cases of Violence, Abuse and Neglect of Children in Republika Srpska. Schools must apply the Protocol and the multidisciplinary operational team in social care centres.

The Protocol on the Procedure in Cases of Violence, Abuse and Neglect of Children in Republika Srpska was printed and distributed to educational institutions, and can also be found at: www.djeca.rs.ba.

In 2012 and 2013, Department for the Protection of the Rights of a Child in the Institution of Human Rights Ombudsman of BiH undertook a number of activities towards promotion of child rights and protection of violence as part of the project entitled "Strengthening the Capacities of the Department for the Protection of the Rights of a Child in the Institution of Human Rights Ombudsman of BiH", supported by Save the Children. One of those activities is the "Ombudsman in Your School", which meant organising educational workshops in schools in order to inform children about child rights, particularly about protection from violence, including sexual violence in a trusted environment, and the mechanisms of protection.

Children can use different modes (e-mail, telephone, Facebook) to address the Institutions of Ombudsman dealing with child rights and seek protection of their rights. SOS telephone is also available for those seeking help.

Some cantonal governments and the competent ministries began creating a referral mechanism for protection of children from violence, including sexual violence in the circle of trust. Thus, the Canton Sarajevo Government, in cooperation with the Association of Pedagogues of the Sarajevo Canton in March 2011 made the Protocol on School Response to Situations Involving Violence, which was distributed to all elementary and secondary

schools in Sarajevo Canton. With the support from OSCE, Ministry of Education, Science, Culture, and Sports of the Una-Sana Canton adopted the Protocol on the Procedure in Cases of Violence Involving Children. The Protocol was signed by the ministers of education, science, culture, and sports, Ministry of Health and Social Policy and the Ministry of Interior. Zenica-Doboj Canton, Posavina Canton and Tuzla Canton, in cooperation with the non-governmental organisations that have safe houses also set out to draft and sign the foregoing Protocols. This process will be followed by workshops and training in educational institutions in order to promote them.

FBiH Ministry of Education and Science organised a seminar on prevention of domestic violence for advisors in pedagogic institutes. FBiH Ministry of Education and Science prepared the “Manual on Prevention of Domestic Violence” and using a uniform education programme it will continue to organise trainings for advisors and teaching staff on detection and prevention of domestic violence. A didactic kit on the prevention of violence, intended for elementary schools and based on the syllabus, was developed in order to inform the pupils about the types of violence and adequate response to violence through development of communication skills and skills for peaceful conflict resolution and through ultimately building pupils’ attitude that violence is unacceptable. Manual for Teachers, with developed workshops for realization of instructional content is part of the didactic kit⁴

As part of the “Lanzarote Convention” project, implemented by non-governmental organisations in partnership with the BiH Ministry of Human Rights and Refugees, over 100,000 educational flyers were distributed to the students of all elementary and secondary schools. They were entitled “What we have to know about sexual abuse and why”. The material was printed in the languages of all the three peoples and in two scripts.

Question 8 of the GOQ / du QAG

a)

During 2013, NGO MFS-EMMAUS in cooperation with the Ministry of Security of BiH – Department for Combating Against Trafficking in People and the organization Save the Children and OAK Foundation continued with the implementation of the project “Comprehensive Approach to the Problem of Child Pornography in BiH” aimed at the prevention of child pornography and other forms of sexual exploitation and abuse of children in BiH via information and communication technologies; in addition, they organized education workshops in four primary and secondary schools in BiH and established a cooperation with the Association of Teachers of IT of Canton Sarajevo.

In addition, MFS-EMMAUS continued with the activities of administration and promoting the interactive web portal www.sigurnodijete.ba, and allowed for a continuous work of an SOS line to report cases of abuse and exploitation of children. In the course of 2013, MFS-EMMAUS registered 254 reports which show a significant rising trend in the use of this web-portal. The registered reports are handled pursuant to the procedures signed with the competent institutions with a view of processing them and referring them to further procedures.

⁴ Strategy for Prevention and Combating Domestic Violence (2013-2017), 5. Situation analysis by areas – 5.1. Education

It is also continued with the promotion of the web portal www.e-school.sigurnodijete.ba, intended for teachers, which is a sub-page of the portal www.sigurnodijete.ba, the basic purpose of which is to establish links between the teachers throughout BiH and help in exchange of their knowledge and experiences on the dangers of internet in order to protect children and teenagers from this danger, which is becoming increasingly more present in our society. This web page also serves as a platform for education, discussions and exchanges of experiences between the teachers of primary and secondary schools and covers different topics on internet protection, provides useful manuals for teachers serving as a starting point for the getting to know the terminology of *cyberbullying*, *grooming*, plus other tips and topical information covering the issue of child pornography in Bosnia and Herzegovina.

As one of the initiators and founders of SID (Safer Internet Day) Committee of BiH, MFS-EMMAUS in February every year marks the Safer Internet Day with a purpose of strengthening preventive and promotional activities on the protection of children and the young people at the use of IT and communication technologies. The central event of the Safer Internet Day in 2013 was held on 5 February in Secondary School for Dentistry in Sarajevo under the slogan "*Connect with Respect*"; on that occasion, the National Coordinator for Combating the Trafficking in Persons, Head of MFS-EMMAUS Sarajevo Office and Director of the organization OneWorldSEE talked to the students.

When it comes to the process of advocating the Action Plan and the promotion thereof, more precisely the activities contained in the Plan, a relatively large number of activities was done. The first activity within this strategic measure that was planned was the education of teachers on the given problem through Institutes of Pedagogy, etc. Within the project "Comprehensive Approach to the Problem of Child Pornography in BiH", NGO MFS Emmaus and NGO Udružene žene (Women Associated) of Banja Luka organized educational workshops for children, parents and teachers in primary and secondary schools throughout Bosnia and Herzegovina. These educational workshops were held in more than 45 schools and were attended by more than 1700 students and parents and 230 teachers of both primary and secondary schools. The workshops were realized in the cooperation with the Federation Police Administration (FMUP), State Agency for Investigations and Protection (SIPA) and the partner organization Udružene žene Banja Luka. Association "Novi put" Mostar within the project "Protection of the Rights of Children –Victims of Abuse, Paedophilia and Begging in Herzegovina-Neretva Canton organized two workshops for pedagogues, psychologists and teachers from Herzegovina-Neretva Canton. With a view of building up capacities of teachers for a sustainable continuation of such education workshops in schools, special interactive and practical workshops for teachers (ToT) were also organized by NVO EMMAUS.

Representatives of several Institutes for Education and Pedagogy also took part in these workshops. Three workshops for teachers (ToT) workshops were held for a selected number of IT teachers and other teachers from school in which IT is not part of the regular school curriculum. These workshops were held in Sarajevo, Banja Luka and Tuzla and were conducted in an interactive and practical way. These were attended by 68 teachers including pedagogues, school principals and representatives of Institutes for Education and Pedagogy.

The workshops were extremely well accepted by the teachers and assessed as excellent and useful which resulted in the establishment of a basis for further cooperation between the participations in implementing some other activities such as the marking of the Safer Internet Day. The participants of these workshops launched an initiative for the setting up of a special web page on the portal sigurnodijete.ba – www.e-school.sigurnodijete.ba which is used as a platform for the networking of teachers.

When it comes to the planned activities of educating the children with a purpose of raising awareness, Association “Novi put”, during the implementation of the project “STOP to the child pornography and paedophilia”, organized 8 interactive educational workshops for the children of the age at risk, from 12 to 15 years, teachers and pedagogues in primary schools, homes for children in Herzegovina-Neretva Canton with a view of raising awareness of the existence of this problem in BiH and prevention of its forms. Within the Daily Centre for Children involved in the life and / or work in the streets and the children at risk in Banja Luka (the Centre is managed by NGO “Nova generacija”), this NGO organized various workshops with the topics of violence, trafficking in persons, paedophilia, etc. In addition, there are also sporadic discussions on these topics with the children who attend the Daily Centre and this type of workshop is called “Cajanka” (Tea Party) and is of advisory character.

Ombudsman for Children of the RS conducted the education of children with an aim of the prevention of the abuse of internet and mobile phones on a couple of occasions, of which, we single out the following: Education in cooperation with the Ministry of Interior in the course of 2011 and 2012 attended by more than 200 primary school children, already described above, workshops “Children and Internet” in 2011 were held in 18 schools, of which 5 secondary and 13 primary schools so this education involved children coming from all parts of Republika Srpska. More than 600 students from those 18 schools participated in the workshops along with a certain number of teachers, expert associates of schools and representatives of the Parents’ Councils. The goals of the workshops were: education of children on advantages and threats of Internet, recognition of the e-violence elements and appropriate responses to such situations, responsible and ethical use of internet, getting to know the web page www.djecanainternetu.org, and motivation to talk and report all the cases that disturb or hurt the children. The workshops were organized by the employees of the Ombudsman for Children in cooperation with the University of Banja Luka and the Agency of Information Society of the RS. During the years of 2010, 2011 and 2012, within the workshops “On Your Rights in Your School” led by the staff of the Ombudsman for Children, of the topics was also free time so the inevitable part of these workshops was the use of internet and mobile phones. Students, mainly members of the Students’ Councils, were given information on the threats of the violation of their rights on the internet. At all these workshops, children were given the brochures entitled “My Rights until Coming of Age” and “Children on Internet”. During the workshops, the information were obtained that some children had had experiences with inappropriate messages from unknown senders sent both via mobiles and on the internet. In such situations, children would usually stop any communication and that was never discussed with the others. Some of the students felt a need to share such experiences with the leaders of the workshops expecting answers to some problematic situations they encountered while on internet.

In Tuzla there were also 2 workshops entitled “Cyber Violence” held in Primary School “Mejdan” and Primary School “Miladije” organized by NGO “Zemlja djece” (Land of Children).

As for the education of parents aimed at the prevention of the abuse of internet and mobile phones, the following activities were implemented. Association “Novi put” within the project “STOP to Child Pornography and Paedophilia” and the project “Protection of the Rights of Children – Victims of Abuse, Paedophilia and Begging in Herzegovina-Neretva Canton” organized workshops for parents with a view of protecting children and preventing the misuse of internet.

The Ombudsman for Children of the RS: This Institution talked on several occasions with parents on the misuse of internet and mobile phones. In Primary School “Branko Radičević” in 2011, Ms Nada Grahovac talked to the parents on numerous rights of children and on the threats of the children’s rights being violated by the use of internet and mobile phones. Another talk with the parents was organized in 2011 in Primary School “Mladen Stojanovic” in the place of Bronzani Majdan” for the parents who are on the Parents’ Council and this education was conducted jointly by the representatives of the Ombudsman and the Ministry of Interior. In the course of 2012, the Ombudsman for Children organized focus group interviews with parents in four schools for the requirements of the research within the project “Prevention of the Exploitation of Children in SE Europe”, which was supported by Save the Children. After the official part of the focus group interview, many parents sought additional information as to how to protect the children on internet and pointed out how little they themselves knew about it and after that they were prepared to change their attitude to the subject. In the course of 2012, upon the invitation of the Chair of the Parents’ Council of Primary School “Sveti Sava” in Zvornik, there was a meeting of the Parents’ Council, school management and an expert team of the school with the Ombudsman for Children and one of the subjects of the meeting was the abuse of children via internet and mobile phones. Speaking in general of the children’s rights, it was agreed that the Ombudsman for Children should organize another workshop on the subject of advantages and risks of internet in that school in the beginning of the academic year.

NVO EMMAUS from Sarajevo included parents into their education workshops entitled “Surf Safely” organized in primary and secondary schools throughout Bosnia and Herzegovina. The workshops held in schools are especially significant as those were organized subsequently as a result of the cooperation established and upon the initiative from schools, which goes to show the successfulness of this initiative and activities by MSF-EMMAUS. All these activities covered the topics of the prevention of misuse of telecommunication technologies, mobile telephony included. Through the engagement of the Parents’ Council and simultaneous involvement of the Students’ Council, MFS.EMMAUS increased the potentials for steady electronic education of parents in the future, even after the completion of the project.

A significant deal of progress in the prevention of online abuse of children and young via information technologies was achieved in 2010 when MFS-EMMAUS gained a temporary membership in the network INHOPE – international association of Internet hotline, the leading organization in the world for the management of SOS lines for the reporting of

inappropriate online content. In November 2012, MFS-EMMAUS obtained a full-fledged membership so BiH through MFS-EMMAUS became 42nd member country and gained access to the world database managed by INHOPE along with the efficient cooperation and exchange of information from this field with other member countries allowing for a more efficient fight against this phenomenon in BiH, region and the world.

As a result of the successful cooperation and endeavours of MFS-EMMAUS in the activities of the protection of children from the abuse via information and communication technologies, in April 2013 in Riga, Latvia, the representative of MFS-EMMAUS was elected a member of the Executive Committee of INHOPE. The membership on this exceptionally important body will allow for a greater inclusion of MFS-EMMAUS in the activities of INHOPE in the region and the world and the intensifying of the activities on the inclusion of Bosnia and Herzegovina into the Program of Safer Internet supported by the European Commission thereby contributing to the resolving of the problem of the abuse of children through IT and communication technologies and the prevention of the publication of illegal, harmful and inappropriate contents on the internet to which the children and young are exposed.⁵

An analysis of the data of the Ombudsman for Children of the RS gathered through the aforementioned research, shows that the subject of sexual violence against children is not part of the compulsory curriculum and preventive programs in schools are missing. The participants of the focus group interviews from the education sector point out to a special problem of a lack of special, scientific literature on the problem and professional training of teachers. The majority of schools are not involved into preventive activities and a lack of cooperation between schools and competent institutions is particularly pointed out. Certain interviewees underlined that in some schools there are certain activities related in general to the issue of the protection of children against violence, but such activities, however, are the result of individual work and motivation of certain teachers or pedagogues. The interviews especially point out that professional education and training of teachers on the issues related to the prevention, identification and intervention in the case of sexual violence against children is necessary. Then, the education of students themselves on the protection against sexual violence through compulsory school programs as part of curricula and in cooperation with the competent ministry of education, institutes for education and pedagogy and NGOs through specially adjusted workshops and seminars. In addition, the interviewees emphasize that it is necessary to introduce additional education for children in homeroom classes and during extracurricular activities. All these activities should also include parents who should take part in seminars, workshops and lectures in parents' meetings and other forms of education. It is surely necessary to strengthen the cooperation between parents and schools.

For the past couple of years, there have been lectures in schools on the subject of violence against children, sexual violence included, dangers of internet, Facebook and other social

⁵ System for the protection against child pornography and other forms of sexual abuse and exploitation through information-communication technologies in Bosnia and Herzegovina – Evaluation of the implemented activities as specified in the Action Plan for the improvement of the system for the protection against child pornography and other forms of sexual exploitation and abuse of children via information and communication technologies in BiH over the period 2010-2020.

networks, recognition of dangers, ways of reporting, etc. In addition, there have been certain campaigns conducted, such as the campaign “Neko vreba preko *web-a*” (*Someone Lurking on the Web*), and roundtables entitled “Safety and Protection of the Children on the Internet”, etc.

Within the project “The Lanzarote Convention in BiH” implemented by NGOs in cooperation with the Ministry for Human Rights and Refugees of BiH, 100.000 educational flyers “What do we need to know about sexual abuse and why?” were printed out. The flyers were printed in the languages of all the three constituent peoples and in two scripts and distributed to the students of all primary and secondary schools in Bosnia and Herzegovina.

BULGARIA / BULGARIE

Question 2 of the TQ / du QT

Currently, a new Act on primary and secondary education is being developed. It foresees the inclusion of health education for children from 1st to 12th grade. Health education will include a variety of issues including how children can keep their reproductive health and sex education. So far the Biology curriculum for children over 12 years old includes issues related to the sexual health of adolescents in school. NGOs have also developed programs related to sexual education of children. Their specialists come into the schools and teach the children how to practice safe sex and protect themselves from sexually transmitted diseases. The health education has become a matter of great importance in schools recently.

Question 8 of the GOQ / du QAG

a)

1st indent:

[Same as answer to question 2 of the TQ].

CROATIA / CROATIE

Question 2 of the TQ / du QT

In November 2012, the Government of the Republic of Croatia and the Office for Gender Equality adopted a Sexual Violence Protocol. The procedures to be taken in educational institutions are regulated by points 5.1 and 5.2 of the said Protocol. According to the said Protocol, where it is suspected that a minor experienced sexual harassment or sexual violence (within or outside of an educational institution), the qualified person at school is first required to talk with the said minor in order to ensure his/her protection. The conversation must take place within a safe environment, taking due consideration of the need to protect the rights of the said minor. Furthermore, the responsible person is required to inform of the incident the minor's parents, who are to be provided with institutional and extrainstitutional assistance and support, the competent social welfare

centre, and the school principal, report the incident to the police or the state attorney's office, and, where the perpetrator is an employee of the educational institution or where the said act of sexual violence was committed on the premises of the educational institution, inform the Ministry of Science, Education and Sports as well.

The Ordinance on the measures to be taken by school educational staff in order to protect the rights of pupils and report any violation of these rights to the competent authorities also regulates in detail the issue of special attention given in the education sector to the risk of sexual abuse as well as the procedure to be followed in any such case. Educational institutions appoint at county level qualified persons responsible for co-ordinating activities relating to school programmes on the prevention of all types of violence among children.

Question 8 of the GOQ / du QAG

a) & b)

- Council of Europe Campaign to Stop Sexual Violence against Children “Kiko and the Hand”.

In 2011, within the framework of the Council of Europe campaign, the Ministry of the Interior launched a series of prevention activities relating to the said subject matter at the local and regional level. These activities were organised on behalf of the Ministry of the Interior in Police Administrations by staff specialised in juvenile delinquency in partnership with staff specialised in crime prevention. They were varied and directed at different target groups, including, first and foremost, pre-school and primary school age children, but also their parents, qualified staff in pre-school and educational institutions, police officers and the general public. The main activities were educational and informational in character as they included workshops and lectures intended for children, parents, qualified staff, and the police. In addition to these educational activities, there were news conferences, public discussions, round tables, children's plays, campaign promotional events for the public, TV and radio shows, etc.

Besides promoting the Convention and its goals, the said activities were intended to raise public awareness about this problem, prompt people to report such events, and inform the general public about where and how to ask for the needed assistance.

These activities were organised by Police Administrations in partnership with the Ministry of Social Policy and Youth's family centres. Standard promotional materials (leaflets, posters, video clips) under the name “Kiko and the Hand” were used in the campaign.

- Prevention Campaign “Protecting Children on the Internet” by the General Police Directorate of the Ministry of the Interior and *net.hr* Internet portal

In June 2012, the General Police Directorate of the Ministry of the Interior and *net.hr* Internet portal launched a joint prevention campaign entitled “Protecting Children on the Internet”.

The said campaign is intended to raise public awareness of the dangers and risks of inadequate use and lack of knowledge of computer and communication technologies and the Internet, with special emphasis on their dangers and risks for children.

The said campaign started in June 2012 and is still ongoing. It is run via the Internet and the new means of communication, which enables it to reach its target groups, in particular, the parents. Its main activities include the following: informational and educational activities; parent counselling and work with parents, educational activities and work with children.

In its education for children and parent counselling segment, this Campaign relies on the "You're Not Alone" project of the Koprivnica-Križevci Police Administration in which all primary school within the territory of the Koprivnica-Križevci County have been participating since September 2011. The project has prompted other police administrations to endeavour, in collaboration with the competent partners in their local communities, to raise the awareness of the young population as regards the safe use of the Internet and modern technologies.

- Prevention Project "Living a Life Without Violence"

In October 2010, a joint prevention project "Living a Life Without Violence" was launched by the Ministry of the Interior and UNDP in collaboration with the non-governmental organisation "Status M", the civil society organisation Words/Make/Plays, local communities and educational institutions.

The project is being carried out in towns throughout the Republic of Croatia and is directed at the prevention of violence against women, domestic violence and violence among the young. Through its long-term implementation and the realisation of each of its components, the said prevention project is focused on preventing all forms of violence and developing a culture of non-violence among the young.

The activities aim at prompting pupils to develop positive attitudes that comply with society's positive values, raising their awareness of the problem of all forms of violence, preventing violence, encouraging everyone and especially the victims to report violence, and increasing awareness of the existence of social entities that by acting jointly and in an organised fashion foster a positive environment for the development of children and the young. The target group are children and the young (pupils in the 7th and/or 8th grade of primary school).

By bringing together the three components, namely "Interactive Workshop", "Conceptually Developed Programme" and "Interactive Debate Forum", each of which builds on the preceding one, the project takes a systematic approach to primary crime prevention.

During the first component, namely the "Interactive Workshop", children and the young become familiarised with the issue of violence and the statutory possibilities for its prevention and reporting and learn about non-violence, tolerance and non-discrimination. This component, organised at educational institutions with the assistance of UNDP, includes

the participation of police representatives, non-governmental organisation “Status M”, and teachers and school educationists.

The second component, “Conceptually Developed Programme” is directed at developing a culture of non-violence, tolerance and non-discrimination and is adapted to children and the young as a follow-up to the first project component. The said component includes the participation of both the representatives of the police and UNDP, and artists promoting this project and spreading its message among the general public. This component consists of two interdependent parts: topical play and musical and performing arts programme.

By building on the information and knowledge gained during the first two components, the third component, i.e., the interactive “debate forum”, encourages children and the young to comment and express their thoughts on the issues of nonviolence, tolerance and non-discrimination. This component is targeted at those children and the young who participated in the previous two project components. This component requires active participation of children and the young in terms of their having to write an essay on the topic of violence and its prevention, includes a discussion, stimulates thinking, and includes meetings and spending time with representatives of the police and possibly also other state authorities, organisations and civil societies, so that children and the young would become more actively involved in the process of understanding the model of a “caring community”.

In addition to the already mentioned programmes, children obtain good quality information through the health education programme that is obligatory in both the primary and the secondary school.

Continuous staff training is provided by health care institutions, professional bodies, relevant chambers and other organisers. It covers specialised training for health care workers in the protection and rights of children, specialised training on sexual violence, and specialised training on sexual exploitation and sexual abuse of children.

The City of Zagreb and the Polyclinic for the Protection of Children of the City of Zagreb have published a manual entitled “25 Questions (and Answers) for Experts in Child Abuse Discovery Procedures”. The manual is the result of the clinical work experience of the Polyclinic's experts and is based on the most frequent questions asked by psychologists, psychiatrists, paediatricians, school medicine physicians, teachers, social workers and other experts who come across these problems. Under Article 108 of the Family Act⁶ everyone is required to inform the social welfare centre of a violation of a child's rights and, in particular, of all forms of physical or psychological violence against, sexual abuse, neglect or negligent treatment, abuse and exploitation of a child. Where any such report is filed, the social welfare centre is required, immediately upon receiving this report, to look into the matter and take measures to protect the child's rights. This Act provides for a series of measures which the competent authorities (social welfare centres, courts) may take whenever a violation of a child's rights is established.

⁶ Official Gazette 116/03, 17/04, 136/04, 107/07, 57/11 and 61/11.

Under the Protection against Domestic Violence Act⁷, health care workers, professionals working in the fields of social welfare, prevention and protection within the family, and education, and professionals employed with religious institutions, humanitarian organisations, and civil society organisations the activities of which involve child- and family-related matters are required to report to the police or the state attorney's office any act of domestic violence that comes to their knowledge in the exercise of their professions. Any failure to do so represents a violation of the provisions of the said Act.

In addition to the provisions of the said Acts, there was the formerly applicable strategic document *2006-2012 National Action Plan for the Rights and Interests of Children*. One of the aims of the measures specified therein was to increase through the media public awareness of the rights of children. The new draft proposal of the 2013-2020 National Strategy for the Protection and Promotion of the Rights of Children in the Republic of Croatia also contains measures aimed at increasing public awareness.

Furthermore, under Article 202⁸ of the Social Welfare Act social workers have the right and duty to undergo continuous professional training and development in their profession and other fields important for effective and good-quality provision of social services.

Concerning professional development of social workers, the Ministry participated in the implementation of three IPA projects: "Support to the Social Welfare Sector in the Process of Further Deinstitutionalisation of Social Services", "Improving Experts' Capacities for the Protection of Rights and Interests of Children and Youth Placed in Homes for Children and Youth with Behavioural Disorders", and "Improving Foster Care for Children and Youth in the Republic of Croatia", within the framework of which a number of training courses for social workers were organised. Throughout 2012 and 2013, three two-day seminars entitled "Abused Child – Psychological Assessment, interview and Treatment" and intended for psychologists working at social welfare centres and children's homes were held in cooperation with the Polyclinic for the Protection of Children of the City of Zagreb.

Following the launch of the Council of Europe "One in Five" Campaign, the Republic of Croatia developed an Action Plan implementing the Council of Europe Campaign to stop sexual violence against children in the Republic of Croatia. The said Action Plan was adopted in March 2011 and was implemented in 2011. Its implementation involved a wide range of activities organised throughout 2011 by ministries, offices of the Government of the Republic of Croatia, UNICEF Office for Croatia, family centres, and local and regional self-government units in cooperation with other stakeholders at the local level, including civil society organisations.

Materials relating to the Campaign were translated and adapted, and made available to the public on the Ministry's website.

At the local level, 17 family centres took part in the Campaign in 2011. These family centres organised numerous activities aimed at raising awareness, informing and spreading knowledge among children, youth, parents, and citizens of how to recognise, stop and

⁷ Official Gazette 137/09, 14/10 and 60/10.

⁸ Official Gazette 33/12.

prevent the sexual abuse of children (lectures for parents and children, workshops, publication and distribution of brochures, leaflets and posters, round tables, drives, informing through the local media and the like). Within the framework of the Campaign to stop sexual violence against children in the Republic of Croatia, the Family Centre of the City of Zagreb published the brochure “Good Secrets Make You Happy, Dark Secrets Do Not” containing information for children on the prevention of sexual abuse, including sexual abuse through the Internet. At present there are no plans to launch a new campaign.

DENMARK / DANEMARK

Question 2 of the TQ / du QT

See answer to question 8(a) of the GOQ.

Question 8 of the GOQ / du QAG

a)

Embedded in different subjects in primary and lower secondary education is instruction in areas relevant for raising awareness among children and enabling them to protect themselves, such as anatomy, sexuality and sex, gender roles and equality. The purpose of the teaching is to enable the pupils to form a critical opinion and act to promote the health of themselves and others.

The education in primary and lower secondary education also comprises teaching the pupils both basic internet usage skills and understanding of possibilities and dangers related to the internet. In relation to this teaching the children are to be made familiar with strategies and guidelines for safe internet use. This teaching is given in connection with a number of different subjects. To assist the teachers in this connection the Ministry of Education in cooperation with the Ministry of Culture has made a web portal with teaching materials on this theme available to schools.

Knowledge of human and children’s rights is a mandatory competence objective for all students completing the B.Ed. programme for primary and lower secondary schools. Furthermore, teacher students are required to be able to apply that knowledge in organising their teaching, in conducting communications with parents and co-workers, and in the continuous development of school culture.

Knowledge of pupils’ social, emotional and cognitive development (including gender-issues) is also a mandatory competence objective for all students completing the B.Ed. programme for primary and lower secondary schools. Furthermore, teacher students are required to be able to apply that knowledge in observing, supporting and challenging pupils’ emotional and cognitive development. In addition, all teacher students are offered a voluntary course on Family, health and sexual education. The competence objectives of this course include knowledge of children’s development, psychological and physical changes during puberty and sexuality (including sexual identities) and the ability to apply this knowledge in preparing, executing and evaluating teaching.

The Act of Parliament adopted pursuant to the plan “Coordinated measures to protect children against abuse” which entered into force in October 2013 underlines the importance of timely and correct action from the social authorities when they receive a report about a child who is presumed to have been exposed to violence or other abuse. Thus, the social authorities must evaluate the report within 24 hours in order to decide if immediate action is needed, and the social authorities must interview the child as part of its investigation of the report.

In addition, DKK 1.8m was allocated to launch a campaign that focuses on the duty of professionals working with children and of other adults to notify the authorities if they learn or have a reason to believe that a child has been exposed to violence or other abuse. The campaign aims to secure that professionals and other adults are aware of:

- Their duty to inform the authorities
- The extent of the duty to inform the authorities, and
- The possibility to inform the National Social Appeals Board.

The campaign also aims to secure awareness about the legislative changes following the plan “Coordinated measures to protect children against abuse” which entered into force in October 2013. The campaign was launched at the end of 2013.

Furthermore, in 2012 DKK 10.8m was allocated to an initiative where the main focus is to teach children about their rights. Save the Children will be in charge of the initiative and will in 2014 launch a campaign with the purpose of teaching children about their rights including their right to a life without abuse and violence. Save the Children will also be in charge of a development project that aims to test ways to build children’s self-esteem and general resistance to assault.

In order to raise awareness of trafficking of children the Centre against Human Trafficking has conducted extensive training for outreach workers and social workers in close cooperation with major municipalities, social organisations, trade unions, the police, the Prison and Probation Service, Immigrations Services and asylum centres.

FINLAND / FINLANDE

Question 2 of the TQ / du QT

One example of this type of education to children and adults that are working in contact with children is the work that is being done in sports clubs and other organisations. The national central organisation for sports (VALO) has outlined in its decision making that one of the ethical aspects that need to be taken into consideration in the field of sport is that sexual relationships between adults and children under the age of 16 are fully prohibited. VALO has also produced material for the adults in sport clubs and organisations with information on sexual offences, how to prevent sexual abuse and harassment and how to deal with situations where abuse or harassment might occur.

Question 8 of the GOQ / du QAG

a)

As part of the health education children are taught issues related to sexual health. In different subjects the themes of sexual violence, relationships, legislation concerning the rights and responsibilities of children and also risks of the communication and information technologies are discussed.

The National Institute for Health and Welfare has as a part of the national action plan on preventing violence against women organized in 2013 an internet campaign "Mun kroppa. Mä päättän", which aimed at improving the knowledge of the youth of their sexual rights (www.munkroppa.fi, still open). The campaign was done in cooperation with The Ombudsman for Children, the Police, Finnish national board of education and several NGO's.

The National Institute for Health and Welfare has also published a guidebook "Turvataitoja nuorille", which is designed for secondary school teachers and nurses. It includes information on topics such as sexual violence, sexual harassment and dating violence. Finnish national board of education has been involved in the designing and distributing of the guidebook.

The National Police Board has issued guidelines on hearing a child in pre-trial investigations, which is complied with in the investigation of crimes against children. Additionally, the police comply with the manual "Lapsen seksuaalisen hyväksikäytön ja pahoinpitelyn selvittäminen" (Investigating sexual and physical abuse of a child) by the National Institute for Health and Welfare. In the Police College of Finland, a two-week course on "Sexual crimes and the child in policing" is given annually, which is designed to give basic information on investigating crimes against a child. In addition, the National Police Board initiated special training for police officers and health care professionals conducting interviews with children as a pilot project in November 2009. This training has now been carried out fourth time in a row. Training lasts for one year, and its aims at building up the professional skills of those conducting interviews with children by means of training days and work counselling. In addition to these types of training, police officers take part in individual training events organized by the authorities and cooperation partners as much as possible.

The Office of the Prosecutor General organizes training for prosecutors that deal with cases of sexual abuse of children. A training course is organized every other year. These courses are also open for police officers and judges.

Several NGO's have been active in producing material and providing guidance and training for children, parents and professionals on the topic of sexual abuse. For instance Save the Children in Finland has had an active role in advocating as well as producing and distributing informative materials and tools aimed for the professionals working with or for children with a specific focus on increasing the understanding of the role of the digital media in child sexual abuse. A comprehensive informative booklet "Suojele minua kaikelta" ("Save me from everything") (2011) produced in cooperation with Save the Children, Helsinki Police, Prison Service, Family Federation and City of Helsinki Social Services Department is aimed

for professionals working with or for children in various fields and has been widely used and also distributed to each of the municipalities and police stations in the country. A booklet produced by Save the Children in 2013 “Ota puheeksi – internet ja lasten seksuaalinen hyväksikäyttö” is a practical tool for the educators with the aim of enhancing capacity to empower children to protect themselves from online and offline sexual abuse, as well as providing concrete advice on how to bring up the concerns and also deal with the occurring problems. The booklet was posted to each comprehensive schools and municipal child protection and youth work departments in 2013, and will be further distributed widely. All informative materials as well as illustrative videos and published surveys are also available online and widely referred to by several actors including NGOs and public sector.

The Family Federation of Finland (Väestöliitto) has also produced material about sexual abuse and how to prevent it. Work has included education for professionals who work with children and young people. Federation has produced a webpage about sexual abuse including the view about “circle of trust”, maltreatment, and how to prevent and recognize phenomenon. The webpage is for young people and professionals.

FRANCE

Question 2 of the TQ / du QT

Ministère de l'éducation nationale

Question 8 of the GOQ / du QAG

a)

Ministère de l'éducation nationale.

GREECE / GRÈCE

Question 2 of the TQ / du QT

The introduction of sexual education within the contexts of which certain topics of children's awareness raising are included has been adopted by the Ministry of Education; appropriate and age-specific educational material has been produced and despite some considerable delays in the implementation of the entire project it is anticipated that such a training course will eventually be introduced in the syllabus in due course. However, it should be noted that certain initiatives at local or national level have already applied such modules in training programs to schools. For instance in the town of Rethymnon, in which the most extensive case of paedophilia in Greece had been disclosed in 2011, the Institute of Child Health, Department of Mental Health under the overall framework of the a project funded by EU's National Strategic Framework Program (MIS 375809) conducts the most extensive training program for awareness raising on the subject matter, a project in which insofar more than 5.000 students have participated. Additionally, the Children's

Ombudsman conducts on a regular basis nation-wide training activities in regards to children's awareness of their own rights focusing mostly on adolescents' grades at schools; a part and parcel of these activities were also their training for acknowledging their rights to be protected from sexual victimization.

Question 8 of the GOQ / du QAG

a)

There is a clear provision in Law 3727/2008 that there will be awareness programmes for children with regard to the risks, as well as the means, to protect themselves from sexual abuse or sexual exploitation; however the required Ministerial Decision to define these programmes is still pending. The introduction of sexual education within the contexts of which certain topics of children's awareness raising are included has been adopted by the Ministry of Education; appropriate and age-specific educational material has been produced and despite some considerable delays in the implementation of the entire project it is anticipated that such a training course will eventually be introduced in the syllabus in due course. However, it should be noted that certain initiatives at local or national level have already applied such modules in training programs to schools. For instance in the town of Rethymnon, in which the most extensive case of paedophilia in Greece had been disclosed in 2011, the Institute of Child Health, Department of Mental Health under the overall framework of the a project funded by EU's National Strategic Framework Program (MIS 375809) conducts the most extensive training program for awareness raising on the subject matter, a project in which insofar more than 5.000 students have participated. Additionally, the Children's Ombudsman conducts on a regular basis nation-wide training activities in regards to children's awareness of their own rights focusing mostly on adolescents' grades at schools; a part and parcel of these activities were also their training for acknowledging their rights to be protected from sexual victimization. In a similar manner within years 2012-2013 two major national NGOs, namely "the Smile of the Child" and "EPSYPE" have conducted at national level projects for raising awareness of school-aged children for school violence and bullying (within the framework of EU's "DAPHNE" and National Strategic Framework Program respectfully); again, one of the training modules was referring to sexual violence among peers. Last but not least, it should be mentioned that many more such initiatives have been carried out at local level by governmental or non-governmental agencies from the sectors of mental health and social welfare.

Despite the fact that no formal legislative measures have been taken to encourage awareness of the protection and rights of children among persons who have regular contact with children or to ensure that professionals in contact with children have adequate knowledge of sexual exploitation and sexual abuse of children, a series of training courses for sensitizing and upgrading capacities of such professionals have been undertaken especially in regards to personnel of educational services. For instance all the aforementioned initiatives by ICH, "the Smile of the Child" and "EPSYPE" had also training activities for school teachers. Moreover, the Education Centre of National Trade Unions' Confederation ("KANEP-GSEE") within 2013 and 2014 has organized training activities inside schools in all regions (within the framework of EU's National Strategic Framework Program) on the issue of protection of children from violence and recognition of early signs of potential exposure of school children to violence including sexual victimization. The

Children's Ombudsman also conducts awareness workshops on children's rights with several professionals working with children (e.g. school teachers, the personnel of residential care settings) on regular basis. Lastly, the Institute of Child Health under the overall framework of the a project funded by EU's National Strategic Framework Program (MIS 372071) is developing a manual for professionals of different sectors in order to be able to identify all types of child abuse and to inform them of the reporting procedures and prosecution process, which could also be adopted and made use of by all relevant ministries.

ICELAND / ISLANDE

Question 2 of the TQ / du QT

In the Answer to Question 8 b. of the GOQ, a reference was made to few preventive projects that are designed for children. Few of them address abuse in the circle of trust specifically. These are particularly the puppet theatre "*Kids on the Block*" by the *Awareness Awakening* and the animated film "*Secrets*" by *Blátt Áfram*.

Question 8 of the GOQ / du QAG

a)

1st indent:

Legal provisions assume that it is the role of the *Directorate of Health* to perform the function of prevention by disseminating information on sexual health. This is implemented for example by ensuring that primary health care centres distribute information leaflet to all children at the of 4 years in relation to the regular health inspection that children are supposed to undergo at that age. The leaflet bears the title "This is my body" published by *Safe the Children*, and addresses sexual abuse in a child friendly language.

Although education on sexual health in primary and secondary schools is not stipulated by law, the main curriculum identifies "live skills" as one of the subjects. The *Directorate of Health* has produced teaching material under the theme "empowering health" which addresses various risk factors for children, including sexual abuse. It is safe to assume the pupils of all or most primary and secondary schools receive at least some information pertaining to protecting themselves against sexual abuse and sexual exploitation

Since the ratification of the Lanzarote Convention specific programs directed at children of different age groups with the aim of protecting children from sexual abuse and empowering them to protect themselves through the *Awareness Awakening* project earlier referred to. The main components of this project include the following:

The Educational Puppets theatre called "The Kids on the Block", for children in the early years of elementary school. This in an interactive program is designed to educate children about personal safety, sexual abuse, the importance of telling someone they trust about it, and services available. A school counsellor, a social worker, a nurse or a psychologist is present at every performance. Following the show, a letter is sent to parents or guardians of all the children audience with information on how further preventive material and information for grown-ups can be obtained. The letter has been translated into the six

foreign languages that are most common in Iceland. The implementation of this program has been in collaboration with *Blátt Áfram* with the aim of presenting in all the 150 elementary schools in the country for 7 years old. Already 320 performances have taken place but typically three shows are needed for each school.

The short film "Get a Yes" for children in secondary schools. This film addresses the line between healthy sex and sexual violence as well as the harmful effects of pornography. *Get a yes* was premiered on the 30th of January 2013 in all Icelandic schools for 15-18 years old students. The previous day it was featured on television at prime time and followed up in the media the following days. Teacher's Guide has been made with the film. It can also be used as instruction for adults on how to discuss these issues with young people. The film is available with subtitles in seven languages. The film is available for everyone on the website <http://faduja.is> which contains information and guidelines for teachers and guardians, to be used in discussion about the main themes in the film. The impact of the film has already been evaluated and the results are very positive.

A short film *"Stand-by-yourself"* for children age in the middle class of elementary school (in the making). The aim is comparable to the previously mentioned film as well as its distribution.

In addition to the above mentioned efforts, the prevention work of *Blátt Áfram* should be mentioned. For years *Blátt Áfram* has promoted the animated film *"Secrets"* for younger children in primary schools in collaboration with the *City Council in Reykjavik*. The main goal is to educate on "good" and "bad" secrets and thus encourage disclosure of sexual abuse. Another example is a prevention project for teenagers called the *"7 steps to prevent sexual abuse"* which includes activity to facilitate a dialogue with teenagers on healthy sexuality and abuse in a safe environment.

With regard to prevention efforts directed at the new information and communication technologies, the Icelandic section of EU Safer internet program, *SAFT*, is supported by the Ministry of Education financially and organizationally by a number of governmental as well as non-governmental organizations. The overall goal of *SAFT* is to enhance awareness of risk taking behaviour and safety on the internet, in particular with regard to sexual abuse and exploitation. The main functions of *SAFT* have been to disseminate information among students in primary and secondary schools, peer group educational efforts, guidelines to parents etc.

ITALY / ITALIE

Question 2 of the TQ / du QT

No reply to this question / Aucune réponse à cette question

Question 8 of the GOQ / du QAG

a)

As regards prevention of child abuse and exploitation two main typologies of projects have been realised in Italy: projects specifically focused on the problem of sexual abuse, and the projects generally aimed at strengthening cognitive, emotional and social skills.

As regards primary prevention and support to parenthood, some of the most recent initiatives are the following:

a) The Communication Project "Becoming Parents", promoted by the Ministry for Health.

As established in the Law no. 40 /2004, in 2007 the public institutions are carrying out information campaigns to promote the adoption of healthy lifestyles and behaviours among adolescents and the young. The aim is to spread a new culture of parenthood and protection of one's own body and health, in terms of preservation of one's own procreative power.

Besides the purely medical aspects, special emphasis will be on the concept of fatherhood/motherhood/parenthood, considered as a value which risks being lost considering the messages which the young receive every day:

- the difficulty to form stable families (increase in separations);
- the perception that children may represent an obstacle to independence, economic gain and career;
- the fear of not being able to look after children.

b) The creation of the Ministerial Committee on immigrants' health at the Ministry for Health.

The Committee is consulted by the Minister on the topics concerning immigrants' health. Some of the intervention priorities are related to the prevention and protection of women and minors from domestic violence:

- women's health - mother-child relationship - female genital mutilation
- health risks linked to prostitution and confinement

The Committee will also work towards the elaboration of a long-term Action Plan, i.e. a sort of strategic plan connected with the National Health Plan 2006-2008, which would identify for each topic instruments for: research, training, information, promotion of services, activation of specific services depending on the user's needs. The aims of the Plan are, among others:

- to help Regions and local bodies improve services to mothers, also through the introduction of personnel specialized in home visiting and assistance, in order to deal with every specific case;
- to promote information campaigns for the prevention of pregnancy and of voluntary termination of pregnancy;
- to promote information campaigns for foreign women on food education, on the harmonious physical and psychological growth of children, on the children's services available in the area of reference;
- to promote policies supporting maternity;

- in accordance with the Law no. 7/2006 on female genital mutilation: to promote specific training of health care and school workers and a constant, loyal relationship with families; to carry out, in collaboration with the local bodies and with specialist services, initiatives for the prevention of female genital mutilation and for the protection of mutilated women: these initiatives, which must be part of the more general fight against all forms of violence against women, must strive to produce a real change in the attitude towards women by acting on several factors: education, social status of women and girls, discrimination against women, insufficient knowledge of women's rights and of human rights in general, lack of economic empowerment.

c) The National Communication Campaign targeted at parents of the Ministry for Health.

The project is aimed at extending to the whole national territory the actions experimented during the "GenitoriPiù" Campaign of the Region of Veneto.

It is a programme for Active Prevention and Health Promotion in the first years of life, which is based on the provision of adequate information and support to parents to improve the quality of life and to reduce health risks in the perinatal period and during childhood.

From the methodological point of view, the project is based on an integrated network collaboration (in the health care sector and with the other stakeholders), on the optimization of resources and on the empowerment of families by actively involving them in the management of their own health and of their children's health. Furthermore, the Ministry for Health, together with the Ministry for Family Policies, will promote education to parenthood, prevention of the causes of abortion through information and educational campaigns on conscious birth-control, and support to pregnant women and mothers in particularly difficult situations.

d) The promotion of debate at the European level.

The National documentation and analysis centre for childhood and adolescence, in its capacity as Secretariat of the European Network of national observatories on childhood (ChildONEurope), carried out a review on the systems for the monitoring of child abuse in the ChildONEurope Member States.

At the end of the research, ChildONEurope decided to continue its work on the issue of child abuse by promoting a more detailed survey on the national statistical systems and available data.

In the framework of ChildONEurope's activities, Italy and the other members have established a working group finalized to edit guidelines on the establishment of national monitoring system and data collection on child abuse.

e) Other relevant information and documentation initiatives carried out by the Centre are:

1. The national seminar on the “Prevention of suffering in childhood and adolescence: promotion and protection policies and services, counselling to minors and networking” (Florence, 2002)
2. The national seminar on the collection of data concerning abused and maltreated minors assisted by the social services
3. Local training seminars for the monitoring of the phenomenon of child abuse and maltreatment
4. A manual on best practices for the prevention of troubles among children and adolescents
5. The booklet “Uscita di sicurezza” (lit: *Emergency exit*): adolescents speaking to adolescents about violence.

As regards projects for the prevention of child abuse and maltreatment carried out by schools, the Inter-ministerial Coordination Committee for the fight against paedophilia (CICLOPE) reports that in recent years schools have carried out projects targeted at teachers, students and families, also with the involvement of health care and social workers and of the third sector. Such projects are included in the plan of educational activities which each school autonomously approves and implements. Some examples are indicated in the box below.

In the **Emilia-Romagna** region, several Provincial Plans include awareness campaigns targeted at large segments of the population which involve many different social sectors in training activities.

- In the province of Piacenza, a reader-friendly **informative booklet** has been prepared with the aim to help people **detect symptoms of troubles** among minors and to give them **useful information** to seek for help. The informative booklet has been **distributed** with the involvement of large sections of the civil society (teachers, coaches, doctors, educators, etc.) during meetings with a psychologist aimed at raising public awareness and at promoting debate on this issue.

- The Provincial Plan of Forlì-Cesena includes a project labelled “**A town listening to children**”, whose goal is to create best practices for the protection of minors (through preventive actions, seminars, information campaigns); this project involves teachers, educators and parents of children in nursery and primary schools, as well as the police. The school staff is trained by a team of experts who are in their turn trained by specialized agencies (such as “Hansel e Gretel”, CBM, IRS).

The Region of **Piedmont** has carried out a vast information and training campaign for the prevention of child abuse and maltreatment in collaboration with the Regional Education Office and with several local study centres and cooperatives (e.g. “Hansel e Gretel”, Paradigma...). Some of the most important projects are:

- “*Impariamo ad ascoltarli*” (lit. “*Let’s learn to listen to them*”), an inter-institutional initiative which aims at coordinating the schools, the health care services, the police and the local bodies in order to train the workers who deal with minors, their protection and education.
- A three-year project about minors at risk in the schools of Cuneo, which includes information and training activities for teachers, parents and social and health care workers in order to get to know and to face this issue.

- “*Le fiabe di Davide*” (lit. “*David’s fairy tales*”), i.e. a cd-rom which includes five fairy tales, narrated by two professional actors, which invite children to think about the sense of responsibility, about confidence and optimism in living life, about their possibilities and skills, about positive attitudes towards the “others” or the “monsters”. This cd-rom has been distributed in all of Piedmont’s nursery and primary schools.
- The activation of a service of protected access to the Internet for minors (*Davide.it*) in all of Piedmont’s middle schools, which allows them to surf the Internet safely, thanks to a system which eliminates, through a constantly updated filter, websites with violent or pornographic content.
- Experimentation of 2 information and training courses in Piedmont’s high schools: the courses included meetings for teachers, parents and students, as well as working groups of students who, under experts’ supervision, prepared informative material (in the form of comic strips, drawings, stories, etc.) on the topic for younger children; this material was elaborated with the most appropriate content and language for children, as it was prepared by their “elder brothers”, rather than by adults. The material was collected in two books, published by FIDAPA, which were distributed in Piedmont’s primary schools. The two volumes were presented to the general public in Alessandria, on 25 October 2003, and in Turin, on 28 February 2004.
- “*Lezioni di fiducia*” (lit. “*Lessons of confidence*”), a kit including a videotape and a manual, to be shown and discussed in middle schools. The video, which shows the various situations in which abuse may occur and which suggests adolescents how to behave, is intended to make them aware of the issue without leading to generalized and groundless fears of adults. The kit was produced by Telefono Azzurro in collaboration with Il teatro La Baracca -Testoni Ragazzi di Bologna.

Lombardy’s Regional Education Office and the Region of Lombardy have agreed on common programmes to fight against the various forms of child abuse and maltreatment; these plans include the integrated training of teachers and of health care workers, as well as the carrying out of educational activities in hundreds of classes which participated in the project. In particular, the focus is on direct prevention, i.e. targeted at children, with a seminar which teaches minors to recognize negative and ambiguous approaches.

In the **Veneto** region, one of the most important initiatives is the one carried out in the province of Verona by the educational and health promotion services of the local health authorities and by the Centre of administrative services of Verona. This project included training courses for teachers and meetings with teachers, parents and social and health care workers, as well as the production of teaching material which was then used in class.

The Regional Education Office of **Liguria** monitored all the past and present initiatives (training of teachers, activities with students, initiatives with parents) and listed all the material made available (brochures, flyers, videotapes, posters, informative leaflets, questionnaires, collections of documents and laws, forms, children’s books, manuals for students and parents, graphic works, poems, re-elaborations of newspapers’ articles, CD-ROMs, agreement protocols between schools and the local health authorities).

In **Tuscany**, even if there have been several initiatives in the various provinces, information is available only for the province of Florence. In 1997, the Education Superintendency of Florence initiated a collaboration with the Office for Minors of the central police station and in 1998 it joined the “Permanent round table against child abuse, maltreatment and sexual

exploitation”, which was chaired by the Councillor for Education of the Municipality of Florence and by the Councillor for Social Policies of the Province of Florence.

A series of conferences were held in Florence with the participation of headmasters (in collaboration with the Office for Minors of the central police station), with the aim to spread information about cases of violence and to distribute specific educational material to teachers; furthermore, the collaboration with the local health care and social services has been strengthened, leading to the involvement of practitioners in school initiatives.

A Regional Directorate on this topic was also created and the following are some of its actions:

- creation of a regional round table with the representatives of the Centre of administrative services and of the Region of Tuscany, with the aim to coordinate activities;
- study of a regional protocol (for procedures);
- distribution, in collaboration with the Region of Tuscany (which allocated the necessary economic resources), of books/works for the different age groups.

The material is distributed with the involvement of the local school, social and health care workers in order to agree directly with them the best ways to intervene in troublesome situations.

The Regional Education Office of **Lazio** monitored data on the fight against child abuse and maltreatment and described actions taken at a local level.

Project "Maestramica 1 e 2" (*lit. Friend Teacher 1 and 2*) was carried out in Rome from 1999 to 2004, a project funded by means of the first city local plan of the Municipality of Rome (Law 285/97) and implemented by the professionals of Progetto Girasole from the Bambino Gesù Hospital. The project was repeated twice and trained around 300 teachers and school managers of nursery schools, kindergartens and primary schools in Rome. The end of the first Project was followed by publishing "GUIDELINES" ("Child abuse: action at school. Guidelines and practical indications for teachers, school managers and child professionals, edited by F. Montecchi), 7,000 copies of which were distributed in Rome schools by the Educational and School Policies Department of the Municipality of Rome. Given the high demand for the book from other Italian regions, it has been distributed and is used also in other school contexts in Italy.

In Frosinone, 34 training initiatives targeted at teachers, parents and students have been launched, among which 13 meetings with parents and 12 specific interventions in problematic situations. Collaborations have also been initiated with the Prefecture, the Office for Minors of the central police station, the social workers, the local health care authorities and the university.

The Centre of administrative services of Viterbo, in collaboration with the Province, has continued its project for the prevention of and assistance in cases of child abuse and maltreatment. On 20 November 2002, an agreement protocol specifying the operational aspects of the project was signed by the Centre of administrative services, the central police station, the Prefecture, the local health care authorities and the Municipality of Viterbo.

The first phase of the project involves 100 teachers in nursery and primary schools – with the possibility to involve also high school teachers – who are being trained on how to identify situations of risk and cases of abuse and maltreatment. The second phase, which will involve 50 teachers, will provide them with knowledge on how to support self-confidence and a sense of security in minors who suffered a physical or psychological trauma.

In Latina, schools have organized training courses for teachers and parents in collaboration with other local bodies and associations (such as in the district no. 1 of Terracina, in the district no. 3 of Latina and in the schools of Borgo Sabotino and of Caetani di Cisterna). A Provincial Technical Committee has been set up at the Prefecture of Latina, with the participation of three headmasters in representation of all the schools in the area of Latina.

As regards projects specifically focused on the problem of sexual abuse, some examples of best practices are the following:

- “Pierino e il lupo” (Pierino and the wolf) funded by law 285/97 aimed at providing a specific training to teachers on the topic of child abuse.
- “Le parole non dette” (Unspoken words): it is a primary prevention programme which is based on the involvement of children, their families and schools and is promoted by the Institute of Hygiene and Preventive Medicine of the University of Milan. It provides the tools so that the children themselves are able to recognize risky situations, to defend themselves properly and to understand the value and dignity of their body.
- “Impariamo a dire di no” (“Let’s learn to say no”): among the training projects organised by the Piedmont Region, this project is aimed at children in order to help them recognise and speak about situation of abuse.
- “Dalla parte dei bambini” (On children’s side): this project was carried out by the association Donna Vera Onlus and was addressed to children in school age and to the professional figures who are in contact with them including school administrators, teachers, parents, medical staff, institutions.

As regards the issue of awareness of the protection and rights of children among persons who have regular contacts with children in different areas, the *Guidelines for training on the topic of child abuse and maltreatment* have been approved in 2001 by the then Coordination Committee for the protection of minors from sexual abuse and exploitation (art. 17, Law no. 269/1998) and by the National Observatory on childhood and adolescence. This text includes the guidelines for the training of personnel dealing with violence against children in the social, legal, medical and educational sectors. The training guidelines identify five different levels which have been taken into consideration by many regional and local institutions in the planning of training activities for professionals in this sector:

- information and awareness campaigns;
- multidisciplinary and integrated basic training courses, in order to enable public and private practitioners to early identify cases of violence and to quickly take measures for the protection and psychological, social and medical treatment of victims;
- specialist training courses for single professional groups aimed at studying specific issues in depth;
- training courses for the managers of local social services focusing on the analysis of different management and organizational models with the aim to create and develop integrated services.

As regard the actions carried out by the Ministry of Justice, On 13.11.2012, the Department of Juvenile Justice issued a guideline (ref. no. 39209) addressed to the Juvenile Justice Centres and to the Juvenile courts and aimed at enhancing the protection of minors, taking further action to prevent abuses and prosecute offenders and to safeguard victims. This

guideline is a result of Law 1° October 2012, no. 172 “Ratification and Enforcement of the Council of Europe Convention for the protection of children against Sexual exploitation and sexual abuse made in Lanzarote on 25 October 2007, containing provisions to adjust the internal law”.

http://www.giustizia.it/giustizia/it/mg_1_8_1.wp?facetNode_1=0_6&facetNode_3=0_6_0_9&facetNode_2=0_6_0&previousPage=mg_1_8&contentId=SDC955269

The Juvenile Justice Centres and the Offices of Youth Social Services promote and participate to coordination, planning and training activities so as to ensure effective operational strategies and actions shared on a national level yet in accordance with the distinctive features of the various areas.

Finally, concerning the Ministry of the Interior, in 2001, the State Police started the agreement with the Ministry of Education and the UNICEF Italian Committee, that resulted in the on-going project denominated “Policeman, one more friend”, consisting in organizing students’ visits to some police structures, meetings in the schools, drawing contests, distribution of gadgets and informative materials on the issues of interest.

In such a context, the “Questure” organize, in cooperation with schools, series of meetings with students, who are provided with information on the possible risk situations and the adequate suggestions and advice to avoid them.

The State Police operators engaged in children issues are specifically and multi-disciplinary trained focusing on the victims. In particular, mention should be made of the special training courses on “investigative techniques” concerning crimes against children and sexual crimes: these courses were held in Brescia, at the Pol. GAI School and addressed to the Special Units of the personnel of Squadre Mobili. The refresher courses for State Police senior officers on gender-based violence started in December 2013 (1st session: December 9, 2013) with a view to train police operators on their interventions in case of domestic violence.

Furthermore, since 2009 several initiatives have been undertaken by the Central Directorate for State Police Education and Training in order to improve and expand police training in their annual professional refresher courses by including issues as domestic violence, stalking, fight against discriminatory acts:

- 2009: domestic violence, with reference to operational procedures adopted during police interventions;
- 2010: equal opportunities and police operators’ correct approach towards victims of crime and stalking;
- 2011: stalking and crimes against the so-called “vulnerable categories” (women, minors, the elderly);
- 2012: monitoring and tackling discriminatory acts against minority groups and OSCAD’s role (the Watch for Protection against Discrimination);
- 2013: Violence against women and children – juridical, psychological and operational aspects.

LITHUANIA / LITUANIE

Question 2 of the TQ / du QT

In 2007, the Ministry of Education and Science approved the Programme of Preparation for a Family and Sex Education with two purposes: education and prevention. The purpose of education is to prepare young people for life and marriage, provide knowledge about family, gender differences and similarities <...>. In certain cases that are related to specific gender differences the programme envisages organisation of individual classes for girls and boys. The purpose of prevention means the prevention of early sexual relations and related problems, sexual exploitation and harassment, as well as discrimination on grounds of sex. The pre-school and pre-primary curricula integrate topics on personal safety when dealing with strangers: refusing invitations, avoiding touching, proposals and other actions; search for support and help in the event of worry and danger. The topic of physical, emotional and sexual abuse as well as assistance in the event of abuse is integrated in the primary curriculum; sexual exploitation and trafficking in human beings as well as pornography are integrated in the basic curriculum; psychological, physical and sexual harassment and violence and their impact on health; personal limits, intimacy ratio; difficulties in making a free choice – external and internal factors; attributes of risky lifestyle; ability to resist a negative influence of the environment are integrated in secondary education.

The integral programmes of the development of generic competences and living skills of the general curricula of primary and basic education define a new content important to pupils and society and their purpose is to make the content of all subjects relevant. One of the trends of making the content of subjects relevant is to help pupils foster wellness and healthy lifestyle (Health and Living Skills Integral Programme and preventive programmes). The Programme for the Development of Living Skills has been drafted with a view to developing living skills (access online:http://www.smm.lt/uploads/documents/gyvenimo-igudziu-programa/Gyvenimo_igudziu_ugdymo_programa.pdf); it specifies topics for individual age groups of children: pre-school age group, pupils of grades 1–4, 5–8 and 9–10. Depending on children's age, teachers must provide appropriate information on risk situations: how to recognise them, prevent them and where to search for help in such a situation. The aim is to develop pupils', both girls and boys, problem-solving, decision-making, creative and critical thinking, communication, self-awareness, stress coping and refusal skills. The aims regarding the pre-school age group are to "develop the ability to understand and recognise risk situations: dangerous places, unsafe own behaviour and bad intentions of others; understand that when in trouble they must tell somebody about it and ask for help". At primary school, girls and boys are taught "to evaluate dangers to their safety and understand the essence of children's exploitation"; in the junior school age group pupils are taught "to evaluate dangers to their safety, understand the essence of children's exploitation, search for help and support", whereas in the senior school age group they are taught "to resist invitation and sometimes even pressure to have sexual intercourse, understand and recognise manifestations of harassment and exploitation".

The General Programme on Human Safety approved by Order No. V-1159 of the Minister of Education and Science of the Republic of Lithuania as of 18 July 2012 includes the topics of sexual exploitation and sexual abuse into primary, basic and secondary education curricula

(area of educational activity: “Psychological preparation for threats and dangers”) and pupils’ achievements. The General Programme on Health Education approved by Order No. V-1290 of the Minister of Education and Science of the Republic of Lithuania as of 31 August 2012 defines the area of social health and envisages pupils’ achievements (attitudes, abilities, knowledge and understanding) and the scope of content in the area of prevention of risky behaviour with regard to primary, basic and secondary education.

The project of national importance “Development of efficiency and quality of assistance to pupils. Stage II” includes the organisation of training “Sexual crimes against children, prevention and intervention at school” which is intended to provide psychologists and social pedagogues of Lithuanian municipal pedagogical-psychological services and schools with new knowledge and skills, improve their professional competence to recognise and solve cases of sexual abuse of children (including trafficking in human beings, web threats, etc.), when carrying out prevention of sexual crimes against children at school. During project implementation, the competence of 240 specialists when dealing with topics on sexual abuse of children at school will be improved. To date 166 specialists have already been trained; the major share of training participants were women.

Question 8 of the GOQ / du QAG

a)

As far as the possibilities for implementation of Paragraphs 1 and 2 of Article 5 of the Convention is concerned, it is important to consider the fact that the latter paragraphs stipulate that persons who have regular contacts with children have to obtain adequate knowledge of sexual exploitation and sexual abuse of children and of the means to identify them. In Lithuania, the latter provisions are applied to persons who work with children in sectors of education, health care, social security, courts and judicial system as well as sectors of sports, culture and leisure activities. The provisions are applied to specialists working to children as well as to persons involved in volunteer activities with children.

Programmes for integration of general competences and life skills of the General Curriculum of primary and basic education of Lithuanian schools define a new content of education significant for schools students and society. These programmes are aimed at promoting the education content of all subjects. One of the directions aimed at promoting the content of study subjects is support for school students in fostering health and healthy lifestyle (Programme for Integration of Health and Life Skills and Preventive Programme. Programme for Development of Life Skills, which specifies themes for children of different age groups: pre-school children, and students of 1–4 forms, 5–7 forms and 9–10 forms). Depending on the age of children, teachers have to provide them with respective information on risk situations, i.e. how to identify them, how to secure oneself and where to address for assistance. These programmes are aimed at developing school students’ skills for problem solving, decision making, creative and critical thinking, communication, self-perception, stress combat as well as their abilities to refuse. Pre-school children are taught to: develop the ability to comprehend and identify risk situations: dangerous places, unsafe behaviour of their own and other persons’ unsafe behaviour; to comprehend that in a dangerous situation, it is necessary to tell about it to somebody, to ask for help. Primary school students are taught to evaluate perils to safety as well as to comprehend the meaning of

children abuse. Secondary school students are taught to evaluate perils to safety, to comprehend the meaning of children abuse, to ask for help, support. High school students are taught to resist invitations or sometimes to pressure to have sexual intercourse, to perceive and identify expressions of harassment and abuse. The programme has been developed with regard to age groups, not with regard to gender. The aim of the programme is to prepare the youth for the life outside school, to provide them with relevant knowledge and skills with regard to their individual characteristics, needs, problems, possibilities and abilities.

The Programme for Preparation for Family Life and Sex Education implemented in schools has two purposes – an educative and a preventive purpose. The educative purpose is to prepare people for life, marriage, to provide knowledge about family <...>. Pursuant to Paragraph 36.4 of this Programme, according to the needs, separate themes can be discussed separately with girls and boys. The preventive purpose of the programme is prevention of early sexual relations and related problems, sexual exploitation and harassment, and gender discrimination. The content of the programme for pre-school children and pre-primary children integrates themes about personal safety with strangers: refusals to invitations, avoidance of touches, offers and other actions; search for support and assistance in cases of anxiety and danger. The theme on Physical, emotional and sexual abuse, assistance in case of abuse is integrated in the primary education curriculum. The basic education curriculum has them theme on sexual exploitation and human trafficking and pornography. The secondary curriculum integrates psychological, physical, sexual harassment and violence, their impact on health, personal limits, intimate relations, difficulties in freedom of choice, i.e. external and internal factors, as well as characteristics of a risk lifestyle and the ability to resist to negative impact of the environment.

In 2012, two new programmes were developed. In the General Human Safety Programme, the themes of sexual exploitation and sexual abuse are included into the general human safety programmes content for primary, basic and secondary education (field of education activities: “Psychological preparation for perils and dangers”) and students’ achievements. The General Health Education Programme, while defining the field of health, provides for students’ achievements (opinions, skills, knowledge and comprehension) and the scope of the content in the field of risk behaviour preventions in primary, basic and secondary education.

On persons working in the sector of education.

It is important to mention that study programmes, under which future teachers are trained, are developed. Pursuant to Article 7 of the Republic of Lithuania Law on Higher Education and Research, a higher education institution shall have the right to choose study fields and forms for the development of a person, prepare and approve study programmes which meet the requirements laid down by legal acts.

“Article 7. Autonomy and accountability of higher education institutions

1. A higher education institution shall enjoy the autonomy which covers academic, administrative, economic and financial management activities, and is based on the principle of self-government and academic freedom. Pursuant to the procedure laid down by the Constitution of the Republic of

Lithuania, this Law and other laws the autonomy of a higher education institution shall be harmonized with the accountability to the public, founders and members of the legal person.

2. A higher education institution shall have the right to:

- 1) choose study fields and forms and the development of a person, research and experimental (social, cultural) development, professional artistic activity, cultural and scientific knowledge communication;*
- 2) define a procedure of studies;*
- 3) fix a tuition fee in accordance with the procedure laid down by this Law;*
- 4) prepare and approve study programmes which meet the requirements laid down by legal acts;*
- 5) provide other educational, qualification improvement, expert services;*
- 6) publish study, scientific and other literature;*
- 7) establish its own structure, internal working arrangements, staff number, their rights, duties and conditions of payment for work, position requirements, procedure of organization of competitions to fill positions and of performance evaluation of employees, adhering to laws and other legal acts;*
- 8) admit and exclude students in accordance with the procedure laid down by its statute;*
- 9) award students scholarships from its own or sponsors' funds;*
- 10) set forms of cooperation with natural and legal persons of the Republic of Lithuania and foreign countries;*
- 11) manage, use and dispose of assets in the manner prescribed by this Law and other legal acts;*
- 12) pursue economic and commercial activities which are not prohibited by laws and which are inseparably connected with the objectives of activities thereof;*
- 13) exercise other rights laid down by legal acts."*

Having regard to the above provisions, higher schools include knowledge about child rights and protection thereof, prevention of violence and abuse of children into respective study programmes. Pursuant to Paragraph 1 of Article 7 of the above Law on Higher Education and Research, a higher education institution enjoys the autonomy which covers academic, administrative, economic and financial management activities, and is based on the principle of self-government and academic freedom. Therefore, higher schools establish requirements for persons which they accept to study programmes. A higher school has the right to establish the procedure for studies, and to accept and expel students pursuant to the procedure established in its statute.

Article 52 of the Law stipulates that persons eligible to be admitted to the first stage or integrated study programmes of a higher education establishment shall be individuals having at least secondary education by way of competition, taking into account their performance, entry examinations or other criteria laid down by the higher education establishment. The list of subjects according to subject areas and the principles of the admission grade, the minimum qualifying admission grade and other criteria, following evaluation of the students' representation, shall be approved by higher education establishments. Persons having a higher education qualification shall be admitted to a study programme of the second cycle in accordance with the procedure laid down by the higher education institution. Persons who enrol to study pursuant to informal education programmes or individual subjects (their sets), shall be admitted in accordance with the procedure laid down by higher education institutions.

“Article 52. Admission to a higher education institution

- 1. Persons having at least the secondary education shall be admitted by way of competition to a study programme of the first cycle and an integrated study programme in a higher education institution, taking account of learning results, entrance examinations or other criteria laid down by a higher education institution. A list of competitive subjects according to study fields and principles of composition of a competitive grade, a lowest passing entrance grade and other criteria shall, upon the evaluation by a students’ representation, be set by higher education institutions and announced by them not later than two years prior to the beginning of an appropriate academic year.*
- 2. A general number of student places shall be fixed by a higher education institution, taking into consideration the possibilities of quality assurance in studies.*
- 3. Persons having a higher education qualification shall be admitted to a study programme of the second cycle in accordance with the procedure laid down by the higher education institution. Persons having a Professional Bachelor’s qualification shall have the right to enter study programmes of the second cycle, if they meet the minimum requirements approved by the Ministry of Education and Science.*
- 4. Persons who enrol to study pursuant to informal education programmes or individual subjects (their sets), shall be admitted in accordance with the procedure laid down by higher education institutions.”*

One of the criteria for evaluation of the motivation of the students applying for the study programme specified in the Description of the Content of Motivation Assessment and Implementation Thereof (Order No. V-917 of 26 May 2011 of the Minister of Education and Science, which specifies the integral elements of the examination obligatory for persons entering education and upbringing study programmes of the first cycle, and who, upon the accomplishment of these programmes, will obtain the qualification of a teacher, as well as the content of these integral elements, the organisation of the examination and the procedure for the implementation thereof, principles of the composition of the examination commission and requirements for its members, and the registration of results of the examination) is the ability to justify one’s choice on the basis of one’s experience and to emphasise one’s personal characteristics and personal opinions, to reveal one’s perception about the dignity of any person and one’s open attitudes towards various differences between people, and to reflect one’s social activeness and its significance, etc.

“II. The content of the written questionnaire and the assessment criteria

12. It is assessed whether students applying for the study programme:

- 12.1. reason their choice with experiences, emphasise their personal characteristics and values;*
- 12.2. reveal their perception about the dignity of each person and their open attitudes towards various differences between people;*
- 12.3. reflect their social activeness and its significance;”*

When a teacher starts to work in an education institution performing his functions as a pedagogue, apart from other duties, he, pursuant to Paragraph 2 of Article 49 of the Law on Education, must respect a learner as a personality, respect his rights and lawful interests, cultivate learners’ firm moral growth, ensure learners’ safety, good quality education, civic, national and patriotic attitudes, respect for parents, learners’ cultural identity, assure circumstances for their personal growth, observe the norms of Teacher’s ethics as approved by legislative acts and documents establishing the school’s internal rules of procedure.

“Article 49. Teacher’s rights and obligations

2. Teachers must:

- 1) ensure their learners’ safety and good quality of education;*
- 2) cultivate learners firm moral, civic, ethnic and patriotic positions, respect for parents, their cultural identity, assure circumstances for their personal growth, present the study content in a clear manner by using proper Lithuanian language, where legal acts provide for the study content to be presented in the Lithuanian language;*
- 3) observe the norms of Teacher’s ethics as approved by legislative acts and documents establishing the school’s internal rules of procedure;*
- 9) to respect a learner as a personality, to respect his rights and lawful interests;”*

Pursuant to the Description of the Teacher’s Professional Competence, which regulates competence groups, competences and abilities of professional activities of teachers in respective study programmes of pre-school, pre-primary, primary, basic, secondary, special education, vocational training and informal study programmes, it is specified that teachers’ cultural competence consists of the ability to respect learners’ social, cultural, linguistics and ethnic identity, and to teach learners to adhere to humanistic values. Teachers’ professional competences consist of the analysis of various fields, evaluation of environment, etc., which are related to creation of a friendly environment, perception of children, for example, the ability and skills to create a safe environment supporting the learner’s emotional, social, intellectual and spiritual development, to create a change-friendly environment, where a learner feels safe and confident with regard to himself and others, to apply various psychosocial and educational interventions, which help manage conflicts and make decisions, to evaluate the learner’s development, skills for perception and activities, to empathically identify the emotional difficulties and anxiety the learner faces, to identify exceptional cases of perils to the child’s health and psychological development, etc.

Another very important aspect is that teachers improve qualification in the field of sexual exploitation and sexual abuse of children and child rights protection. Accredited programmes for teachers’ qualification improvement have been prepared at the national and local levels, for example:

- 1) Social aspects of establishment of equal gender opportunities in society, Nr. 4918500143, Programme by the Centre for Educational Competence of the Institute of Educology of the Faculty of Social Sciences of Kaunas University of Technology;
- 2) Sex education in school, No. 3910101391, Programme by the Centre of Education and Pedagogical Psychological Support in Alytus;
- 3) Identification of sexual violence against children and organisation of support, No. 4913100146, Programme by Telšiai Centre of Education;
- 4) Interactive psychotherapy for teachers: gender differences, No. 2009012166, Programme by Kaunas District Education Centre;
- 5) Identification of cases of sexual exploitation of children and the first intervention, No. 3913110104, Programme by Marijampolė Education Centre;
- 6) Integrated education of the preparation of family and sex education, No. 3910101154, programme by the Centre for Special Needs Education and Psychology;
- 7) Psychological aspects of gender relations, No. 2090470059, Programme by the Modern Didactics Centre;
- 8) Education on respect to varieties and prevention of bullying at schools, No. 301090611579, Programme by the Centre for Equality Advancement;

9) Integration of provisions of equal gender possibilities in education institutions, No. 301090611580, Programme by the Centre for Equality Advancement.

Teachers also improve their qualifications by participating in trainings dedicated to prevention of violence and abuse: “How to identify cases of sexual exploitation of children”, “Support to children”, “Sexuality and sexual development of six year old children”, “Identification and prevention of bullying at school”, “Relevant issues in the field of preparation for family and sex education”, etc.

On persons working in the sectors of courts and law enforcement.

Since 2006, the Lithuanian Police School has been conducting specialised trainings for police officers and psychologists working with children victims, which aimed at improving professional skills and qualification of police officers, pre-trial investigation officers interviewing children, criminal police officers and officers performing operational activities in the field of communication with children victims immediately after the criminal act. Officers also improve their qualification in the field of prevention of violence against children in families and in the field of support to children victims, including peculiarities of interviewing children who have suffered sexual violence and investigation of criminal activities against freedom of a person’s sexual self-determination and inviolability, in order to familiarise officers with the methodology of investigation of the above criminal activities, valid legal acts and legal practice related to investigation of these criminal acts. Seminars according to programmes of qualification improvement in the field of Juvenile Justice are organised for judges and police officers. Officers are familiarised with children’s development and abilities. Special attention is paid to children with special needs, etc.

Prosecutors specialising in the field of juvenile justice improved their qualification by participating in the inter-institutional programme for qualification improvement organised by the Training Centre of the National Courts Administration (25 academic hours’ seminar “Juvenile Justice” on 5–8 December 2011; 24 academic hours’ seminar “Juvenile Justice” organised on 19–22 March 2012 and 17–19 December 2012).

In the second half of 2013, the Prosecutor General’s Office together with the Lithuanian Police Training Centre and the National Courts Administration are planning to organise common trainings for specialised prosecutors, judges and pre-trial investigation officers on issues of sexual exploitation of children. These trainings will include trainings on the above matter.

In order to raise children’s awareness of perils of sexual exploitation and sexual abuse, the measures they can use to protect themselves as well as other legal issues, prosecutors visit schools and child care houses, where they communicate with school students, teachers. They also visit parents’ meetings, deliver lectures to school students and try to make students to seek legal knowledge. Activities of Panevėžys Prosecution Office while promoting legal knowledge to children should be mentioned: starting from 1996, in Panevėžys, a competition “Temidė” has been organised for students of 9–12 forms of secondary schools of education. Over this period, the competition has grown into a national competition and, each year, a final national tour is organised in the city of Panevėžys. This competition enhances students’ legal awareness, provides students with the opportunity to

meet representatives of law enforcement institutions in an informal environment, and familiarises them with minors' rights and obligations.

It should also be mentioned that in the course of the implementation of the measure of 2010–2014 National Programme of Equal Opportunities of Women and Men, in 2012, the Ministry of the Interior organised trainings for employees of institutions under the Ministry of the Interior on themes of equal opportunities. 25 employees, out of whom 21 women and 4 men, improved their qualification.

On persons working in the sector of social security.

It should be noted that pursuant to the Republic of Lithuania Law on Social Services (Official Gazette, 2006, No. 17-589), social care institutions, social care services of which correspond to norms of social care, can provide social care services.

Social care norms (Order No. A1-46) of 20 February 2007 of the Minister of Social Security and Labour) (Official Gazette, 2007, No. 24-931) are also applied with regard to child social care homes. Social care norms specify that the number and structure of personnel providing social support to children must be formed with regard to the number of children, their disability, social risk, and the satisfaction of the needs of the child must be ensured by a team of qualified specialists, who have personal characteristics suitable for work with children, have obtained necessary education, constantly improve their qualification and whose activities do not violate children's rights and lawful interests. It should be noted that a family taking care of children also has to correspond to requirements specified in legal acts and obtain a conclusion by the municipal child rights protection division on its suitability to take care of children. Starting from 2015, social care institutions (and large foster families) will have to obtain licence for provision of social care.

Social workers and their assistants' values, professional activities, knowledge, skills, personal characteristics necessary for implementation of professional tasks are governed by Qualification Requirements for Social Workers and Assistants Thereof (Order No. A1-92 of 5 April 2006 of the Minister of Social Security and Labour) (Official Gazette, 2006, No. 43-1569).

The Ministry of Social Security and Labour is implementing the programme "Risk Group Children and Youth" (hereinafter referred to as the Programme) of the European Economic Area Financial Mechanism 2009–2014. One of the measures under this Programme is Measure "Improvement of Qualification of Employees and Volunteers Working at Child Day Care Centres and Open Youth Centres". It is also planned to implement the Programme Measure "Establishment of Support Centres for Children Who Have Suffered Sexual Violence". One of the aims of this measure is, through cooperation with partners from Iceland, to create a specialised training programme for specialists working with children who suffered sexual exploitation and violence and their family members, to train the above specialists on the basis of the regional principles. It is assumed that specialists who have improved their qualification will be able to provide qualified support to children who have suffered sexual abuse in various regions of Lithuania.

On persons working in the sector of health care.

It should be mentioned that paragraph 11.6 of section VI “Duties” of Lithuanian Medicine Norm MN 14:2005 “General Practitioner. Rights, duties, competence and responsibility” (Order No. V-1013 of 22 December 2005 of the Minister of Health) specifies that a general practitioner must notify the police about injuries with cold steel, firearms or other violent injuries, suspected negligence with regard to children, violence against children or persons under care in line with the procedure established in laws of the Republic of Lithuania. Section VII “Competence” specifies that a general practitioner must be well acquainted with basics of family health and social security and legal and social security of women and children’s health. In order to improve qualification of health care specialists in the field of sexual exploitation and sexual abuse, in 2004, the Ministry of Social Security and Labour issued Methodological Recommendations for Identification of Violence against Children, information leaflets for general practitioners, which present brief information on actions to be taken if sexual exploitation is suspected.

In the course of the implementation of the programme of qualification upgrading of health care specialists contributing to the reduction of morbidity from key infectious diseases (Order No. V-334 of 25 April 2008 of the Ministry of Health), in 2009–2013, projects under the Operational Programme for the Development of Human Resources were implemented. The training programmes of these projects included issues on violence, sexual exploitation and abuse and support to children. Kaunas clinics has been implementing a programme “Operational tactics in cases of suicide, violence and exploitation – the training programme for medics working in emergency divisions and first aid services of health care institutions of districts of Klaipėda, Telšiai, Tauragė, Marijampolė, Alytus and Kaunas”. The Child Development Centre has been implementing a programme “Selection of children under development and mental disorder risk factors and early diagnosis of disorders” for primary health care specialists. Public institution Republican Vilnius Psychiatric Hospital has been implementing the programme “Operational tactics in cases of suicide, violence and exploitation – the training programme for medics working in emergency divisions and first aid services of health care institutions of districts of Vilnius, Utena, Panevėžys and Šiauliai”.

LUXEMBOURG

Question 2 of the TQ / du QT

Les initiatives éducatives entreprises par les différents acteurs ne visent pas particulièrement un groupe d’auteurs comme celui du cercle de confiance mais incitent les enfants à refuser toute sorte d’attouchement sexuel par quelque personne que ce soit.

Le phénomène de sexting qui est adressé dans les formations de BEE SECURE ne se limite non seulement au contact avec des inconnus sur Internet, mais c’est aussi important d’en parler en relation avec le cercle de confiance des enfants et des adolescents comme ces images à caractère érotique font souvent partie d’une preuve de confiance. Ainsi les conseils et les recommandations de BEE SECURE sont aussi valables dans le contexte du cercle de confiance.

Question 8 of the GOQ / du QAG

a)

Les autorités luxembourgeoises organisent périodiquement des réunions de concertation entre les différents services chargés de la protection de la jeunesse. Ainsi, il existe des réunions de concertation entre les policiers de la police judiciaire /SREC (protection de la jeunesse) et les membres du parquet – protection de la jeunesse.

De même, un échange régulier a lieu entre les inspecteurs des écoles fondamentales et les autorités de poursuite. Une note a d'ailleurs été élaborée sur le signalement des enfants maltraités.

Il existe également une brochure sur les abus sexuels sur enfants dont une mise à jour est actuellement préparée.

Des échanges réguliers entre pédiatres et pédopsychiatres, la police et le parquet (protection de la jeunesse) sont également assurés en vue d'une protection efficace des mineurs.

Dans cette même optique, les magistrats et les policiers participent régulièrement à des cours de formation continue.

Les services de la santé scolaire, responsables de la surveillance médico scolaire des élèves en âge scolarisé entre l'âge de 4 ans et 17/18 ans en moyenne, abordent régulièrement lors des examens médico-scolaires individuels, ayant lieu tous les 2 ans, la santé affective et sexuelle, le développement sexuel, les habitudes de protection et les facteurs de risque pour la santé sexuelle. Ils organisent, en général en collaboration avec les enseignants et les services psychologiques d'orientation scolaire dans les écoles, ainsi qu'en complémentarité avec d'autres partenaires externes, par exemple le Planning Familial, l'Aidsberodung régulièrement des interventions de promotion de la santé sexuelle. La Direction de la Santé assure par ailleurs les automates de préservatifs les lycées, ainsi que leur remplissage.

Notre personnel suit régulièrement des formations continues sur le sujet de la santé affective et sexuelle ; l'année dernière notamment il s'agissait d'une formation de plusieurs jours traitant l'abus sexuel, la souffrance psychologique de la victime, sa prise en charge.

Pour améliorer l'identification de situations d'abus, d'améliorer la prise en charge et le suivi professionnelle adéquate et efficient un groupe de travail interdisciplinaire s'est constitué.

BEE SECURE est une initiative commune du Ministère de l'Economie, du Ministère de l'Education nationale, de l'Enfance et de la Jeunesse, et du Ministère de la Famille et de l'Intégration.

Coordonnée par le Service National de la Jeunesse (SNJ), elle est mise en œuvre par trois partenaires complémentaires :

- Service National de la Jeunesse (SNJ) : administration publique, placée sous l'autorité du Ministre de l'Education nationale, de l'Enfance et de la Jeunesse. Le SNJ possède une solide expérience en matière de sciences sociales et de pédagogie, ce qui lui permet d'avoir une approche « humaine » du sujet.

- Security made in Lëtzebuerg (SMILE g.i.e.) : groupe d'intérêt économique, propriété du Ministère de l'Economie, du Ministère de l'Education nationale, de l'Enfance et de la

Jeunesse, et du Ministère de la Famille et de l'Intégration; le SIGI et le SYVICOL. SMILE g.i.e est fortement lié au domaine des technologies de l'information.

- KannerJugendTelefon (KJT) : organisation financée par l'Etat qui gère la helpline nationale pour les enfants, les adolescents et les parents. Elle gère la BEE SECURE Helpline, destinée au même groupe cible incluant des pédagogues, des éducateurs et le grand public. Le KJT s'occupe également de la BEE SECURE Stopline, un site internet permettant de dénoncer des activités illégales sur Internet.

Les formations BEE SECURE sont obligatoires pour toutes les classes de 7^e dans les écoles secondaires du Luxembourg. Des sessions de formation sont également proposées aux autres classes des écoles primaires et secondaires ainsi qu'aux enseignants et aux parents. BEE SECURE reçoit également un grand nombre de demandes en provenance des maisons de jeunes, des clubs du troisième âge et des initiatives locales. Le contenu et les thèmes des sessions sont toujours élaborés en fonction du public cible et de la situation. Les nombreuses langues utilisées lors de ces formations (luxembourgeois, allemand, français, anglais et espagnol) sont le symbole de l'approche dynamique du projet.

Le Luxembourg est le seul pays en Europe à avoir mis en place une formation obligatoire pour une utilisation d'Internet en toute sécurité au sein du système éducatif. Ces formations sont essentiellement financées par le Ministère de l'Education nationale, de l'Enfance et de la Jeunesse. Le SNJ s'occupe des aspects organisationnels : coordination des formateurs et rendez-vous avec les écoles. Tous les formateurs BEE SECURE travaillent sous un label qui les qualifie selon leurs compétences, normes et approches définies. Élaboré en 2012, le label des formateurs aide à contrôler la qualité des formations et à maintenir un niveau d'excellence élevé.

La durée des formations BEE SECURE est en général deux heures de cours (2 fois 45 à 55 minutes). Lors de ces cours les élèves reçoivent des informations sur les risques techniques et mesures techniques de protection et sur un comportement adéquat à adopter lors de l'utilisation des nouvelles technologies de l'information et de la communication.

Lors des formations BEE SECURE différents thèmes touchant l'exploitation et les abus sexuels sont aussi adressés à savoir le contact avec les inconnus à travers les nouvelles technologies de l'information et de la communication et le droit à l'image avec de plus en plus un focus sur le thème du sexting. Dans toutes les formations la BEE SECURE Helpline est mentionnée comme service auquel les enfants et les adolescents peuvent s'adresser en cas de question sur l'utilisation des nouvelles technologies de l'information et de la communication.

Programme national de promotion de la santé affective et sexuelle et plan d'action 2013-2016.

Dans un souci d'améliorer la protection et la promotion de la santé affective et sexuelle au GD de Luxembourg, notamment celle des enfants et adolescents, les Ministères de l'Education Nationale et de la Formation Professionnelle, de l'Egalité des Chances, de la Famille et de l'Intégration, ainsi que de la Santé ont élaboré conjointement un « Programme National – Promotion de la Santé Affective et Sexuelle » et s'engagent à mettre en œuvre d'une manière cohérente et complémentaire le plan d'action 2013-2016, qui s'y réfère.

Selon les principes énoncés dans le programme national sur la santé sexuelle, les différents ministères, en collaboration avec les majeurs partenaires du terrain, entre autres le Planning familial, l'Aidsberodung et le CPOS, s'agence selon 5 axes qui représentent les différents champs d'action pour lesquels des initiatives sont prévues. Se basant sur une approche interdisciplinaire, les ministères et acteurs impliqués se sont engagés à veiller à la diversification et la complémentarité des actions. Pour une implémentation efficace des mesures retenues, la promotion de synergies et la mise en réseau des acteurs, ainsi que le renforcement des compétences des multiplicateurs dans les domaines de la santé, de l'enseignement, de l'éducation non-formelle et de l'égalité entre femmes et hommes jouent un rôle primordial. La mise en œuvre envisage un processus évolutif et dynamique de concertation avec les ressources et compétences locales à disposition et selon les besoins spécifiques. Dans un premier plan, les actions visent prioritairement les enfants dès le plus jeune âge, les adolescents et les jeunes adultes.

MALTA / MALTE

Question 2 of the TQ / du QT

Children are taught about sexual abuse within their circle of trust from a very young age. During primary school, Agency Sedqa (Sedqa Prevention Team) and the Child Safety Services (Education Department) deliver various talks and lessons to children to educate them about a number of matters, including sexual abuse. Children receive information about the privacy of their bodies, appropriate behaviour and skills on what to do if the behaviour of those around them becomes inappropriate or abusive. These sessions are delivered in a child friendly way through skits, games, discussions and stories. Children are able to talk about any sexual abuse to the facilitators of the sessions as well as to their guidance teachers, counsellors and other school staff whenever necessary. Children as young as 7 or 8 years old are taught about this subject. Nevertheless, more emphasis needs to be placed on informing children that sexual abuse is not only a matter that may be perpetrated by a person outside of their circle of trust but that their parents and loved ones could also abuse them. As children grow older, PSD (Personal and Social Development) lessons are carried out (especially in secondary school) dealing with the subject of sexuality and abuse. These sessions are utilized to inform children about abuse and encourage them to speak about any abuse they are suffering. Counsellors and guidance teachers remain available at all times for children to approach them.

Children are given tips on what to do when abuse occurs, including ways on how to keep safe and ask for help. They informed of helplines, social work assistance and school personnel who could help them. Follow-up meetings by school guidance and counsellors ensure that children who are suspected of being abused are listened to so as to verify whether they are in fact being abused.

Agency Appogg utilizes the Hotline Service to inform children about abuse sexual abuse and how this abuse may take place over the internet. Children are taught to keep their

information private, how to set such privacy settings, to be careful about what they post online and what personal details they divulge about themselves.

Question 8 of the GOQ / du QAG

a)

1st indent:

Prevention Programmes in Schools

Prevention work with all Year 3 students organised by SEDQA:

The B.A.B.E.S programme is offered to children in Year 3 (7 to 8 years old), and is aimed to help them develop positive life skills. This six-lesson programme is delivered by trained SEDQA facilitators during which children learn about their self-image and feelings, decision making, peer pressure, coping skills, alcohol, tobacco, wise use of medicinals and getting help. Puppets and storytelling are used as the main media by facilitators to teach children about these important themes. A meeting is also held with parents to introduce them to the B.A.B.E.S programme and its contents, with the aim that they reinforce the same concepts at home. All students will be given a bilingual work-book.

Prevention work held with other students organised by CSS:

Prevention work is a continuous process in schools. This includes awareness raising sessions with parents and prevention sessions with students.

CSS prevention programmes are offered primarily to Year 4 students in both Malta and Gozo state schools. The Year 4 programme includes an interactive story focusing mainly on child safety from abusive situations. CSS guidance teachers then follow those students who show any concern either to the SMT or the class teacher. CSS guidance teachers are also available to those students who wish to self-refer something related to the lesson.

As from last scholastic year (2012-2013), a Year 6 and Form 2 prevention programme has been initiated at the Gozo College. The Year 6 programme includes a class based power point presentation on "Dangers on Internet" whilst the Form 2 programme addresses child abuse. All Year 6 and Form 2 sessions include an activity sheet.

As from October 2013, a prevention programme was also initiated with Form 1 classes at St. Clare's College Coeducational School. This programme addresses the issue of child abuse in a coeducational setting.

Prevention talks for primary and secondary students are also delivered to church and independent schools upon request.

All the above mentioned programmes aim at equipping students with the necessary knowledge about child abuse and vital skills necessary to protect oneself.

REPUBLIC OF MOLDOVA / REPUBLIQUE DE MOLDOVA

Question 2 of the TQ / du QT

For the purpose of violence prevention and regulation of the identification, documentation and intervention actions in the cases of child abuse within the education system, the Procedure of institutional organization and intervention of the staff of educational institutions in the cases of abuse, neglect, exploitation and trafficking of children (hereinafter referred to as Procedure) was approved by the Minister's Decree no. 77 of February 22, 2013. Under the Procedure provisions, Regional/Municipal Departments for Education, Youth and Sport have assigned coordinators for the violence prevention on the regional level, whereas the directors of the educational institutions have assigned coordinators on the level of institution. Managers of pre-university institutions, teaching and nonteaching staff of all educational institutions, including kindergartens, vocational schools, and colleges, were informed of the Procedure provisions.

With the support of UNICEF Moldova, the first training stage of 115 local trainers was finalized. The trainers shall assist local trainers within Regional/Municipal Departments in training the teaching staff to conduct activities addressing violence prevention through interactive methods of teaching. The training programme includes the aspects of child protection against sexual abuse and sexual exploitation as well.

The Ministry of Education is the member of the interministerial working group responsible for the completion of the intersectoral cooperation mechanism of monitoring and assistance for child victims and potential victims of abuse, neglect, exploitation, and trafficking, piloted in the regions of Orhei, Leova, Ungheni and Falesti during the academic year 2012/2013.

Based on the reports issued by the Regional/Municipal Departments, the first quarterly report (March-May 2013) on the cases of child abuse and neglect was elaborated. Preliminary data shows that the teaching staff has a narrow and general understanding of violence against children, especially of sexual abuse. The majority of cases of physical and emotional abuse among students were identified and reported by the institutions. The data analysis shows that the number of reported cases of neglect, sexual abuse and labour exploitation as well as cases of abuse by adults, including abuse by the employees from the education system is comparatively low.

The Methodology on application of the Procedure is being finalized. This Methodology shall offer the support to the Regional/Municipal Departments necessary to implement the Procedure as well as to organize teacher trainings in the field of violence prevention among children and youth.

No special attention is drawn to children's education concerning the risks of sexual abuse of children in the circle of trust

Question 8 of the GOQ / du QAG

a)

With the support of UNICEF Moldova, the first training stage of 115 local trainers was finalized. These trainers shall assist Regional/Municipal Departments in training the teaching staff to conduct activities addressing violence prevention through interactive methods of teaching. The training programme includes the aspects of child protection against sexual abuse and sexual exploitation as well.

The Center for Combating Trafficking together with representatives of the nongovernmental organizations, based on the national anti-trafficking Plan 2012-2013, lead continuing awareness and information activities. Thus, 30 informative seminars were organized in various colleges and professional schools in the country during 2012, and 17 seminars to raise awareness of the risks of trafficking in human beings in national educational institutions were held during the first half of the year.

In order to ensure the development of a healthy generation, by maintaining and strengthening the conditions under which growing generation is educated, detection and prevention of risk factors that determine health, promotion of physical activities, and cultivation of a respectable behaviour towards the values of health, the Ministry of Health has developed The supplementary health services provided to children, pupils and students in educational institutions (Government Decision No. 934 in 04. 08. 2008) which includes 4 basic components, namely:

- prevention services
- medical assistance services
- Health education
 - a) preventing injuries, accidents, poisoning and violence;
 - b) improving mental health;
 - c) prevention of diseases through tuberculosis cases, HIV-infection, of unwanted pregnancies among teenage girls;
 - d) prevention of harmful substances (alcohol, tobacco, drugs);
 - e) promoting rational consumption (reducing obesity, malnutrition, iodine deficiency and iron etc..);
 - f) promotion activities of physical education.
- Creation of a supportive environment (work with healthcare institutions, parents and the community).
- The document provides a series of rules and regulations, which provide for the following: informing and communicating with each individual child, pupil and student, depending on personal needs of age-correct.
- Citation of children, pupils, students and parents, the salutation, the higher-level medical services and other services in the community.

At the same time, the Ministry of Health, together with the Ministry of Education, have endorsed a set of documents, which regulate the activity of health services in pre-university educational institutions, including the quality and standards of service in question (order No. 613/441 of 27 May 2013).

The Ministry of Health in 2011 has developed and approved a conceptual framework to expand youth-friendly health services. Thus, with the support of Swiss Agency for development and cooperation, within the framework of the Moldovan-Swiss project: Healthy Generation (youth-friendly health services in Moldova), in 2012 there has been launched the enlargement process of youth-friendly health services at the national level. Youth-friendly health services are services that meet the needs of young people with accurate and up-to-date data and that offers a full range of services accessible and qualitative youth care.

PTSD includes seven components:

- general health (endemic diseases, trauma, tuberculosis, hepatitis)
- Sexual and reproductive health (STIs, contraception, pregnancy, abortion)
- Voluntary and Confidential Counselling and Testing (CTVC) for HIV / AIDS and STIs
- Management of violence, including the sexual
- Mental health services
- Substance abuse (alcohol, tobacco, illegal drugs and intravenous drug use)
- Information and advice on a range of issues (sexual and reproductive health, nutrition, hygiene, substance abuse).

14 more Youth Friendly Health Centre, besides the 12 existing centers, which are funded by compulsory health insurance funds was established during 2012 in the republic.

An important component is capacity building of professionals in the system. In USMF "Nicolae Testemițanu" and College of Medicine in university curricula and study programs of the College modules related to health and development of children and adolescents, as well as medical assistance targeted quota are included.

At the same time, in the Postgraduate residency at the specialization "family medicine" the programme cycle: Paediatric is included.

Continuous training of doctors and medical workers with secondary education courses are included in the health and development of children, namely:

1) For family physicians:

- Knowledge, abilities and skills essential to the practice of the family doctor (a module being the health and development of children and adolescents);
- News in Paediatrics;
- General Paediatrics

2) For workers with secondary education:

- healthcare establishments
- children health care in schools
- medical aid in nurseries and kindergartens
- Immunoprophylaxia
- health, hygiene, supervision of children and youth
- healthcare in foster care
- Child nutrition
- and other specialized courses in healthcare for children and adolescents.

In order to familiarize the representatives of local and regional guardianship with the provisions of the international legal framework on child rights and also with national framework on child protection system in the period of July-November 2013, the Ministry of Labour, Social Protection and Family has organized training courses designed to strengthen

the institutional and functional capacities of local authorities in the field of child protection and namely the mayors, community social workers and child protection specialists from the Departments / Directorates of Social Assistance and family Protection from the country - people trained 1773.

The courses lasting 2.5 days (20 hours of instruction) were carried out under a training curriculum developed by the Ministry of Labour, Social Protection and Family, which included training modules: the international legal framework, services and benefits provided within the child protection system in Moldova and the mechanism of identification, assessment, assistance, referral, monitoring and recording of children that are in difficulty.

During the 2013 year has been prepared and will be published with the support of UNICEF, the Practical Guide for providers of youth-friendly health services "The conduct case of the adolescent in vulnerability and risk."

Also, by Order No. 868 of July, 31, 2013 on the activity organization of the Youth-friendly Health Centers was approved.

1) The rules of organization and operation of the Youth-friendly Center.

2) The instruction on monitoring the service quality provided by the Youth-friendly Center.

To raise awareness on the problems of children in need and the familiarization with the situation at bay juvenile delinquency the police employees issued 486 media sources materials, including 133 TV shows, 119 radio reports and 234 publications in the press.

Children were made familiar with rules of behaviour in society, risks they are exposed to during summer holidays, providing them with recommendations how to avoid these.

During 7 months of 2013, the Ministry of Internal Affairs together with representatives of the International Center for Women Rights Protection and Promotion, "La Strada" and "Moms for Life" NGO launched two campaigns to encourage promotion of young generation healthy life, to prevent and combat social vices and violence, entitled "An informed child – is a protected child" and "Children together safety".

Under the Law on special protection of children at risk and children separated from their parents one of the basic principles of child protection at risk and children separated from parents is to ensure children's participation in decisions concerning them, taking into account the age and maturity of the child. During the consultation process of the draft Strategy on child protection and family a regional consultation round table with focus groups with parents and children was organized.

At the initiative of the parliamentary advocate, for protection of children's rights a National Advisory Council of the Children (NACC) and Local Councils for Children (LCC) were created. NACC's and LCC's mission is to monitor the rights of all children and to take all necessary measures to contribute to a society fit for children involved in the process of local and central government authorities, civil society, parents and children together with child advocate. NACC is a service of / and children created by the child advocate designed to ensure active participation of children at the national level, involving them in the decision-making process concerning them. LCC is a service created by the local government, in collaboration with the Child Advocate and consulting designed to help solve local children problems, and later, to create an overview of the problems identified, and through the Children advocate to forward proposals to amend and improve the legal framework on the rights of children.

MONTENEGRO

Question 2 of the TQ / du QT

Special attention is focused on educating children about the risks of sexual abuse in the circle of trust. To this end, certain measures to protect children have been envisaged, so that the children may seek assistance from professionals at school or from person that they trust the most. These potential measures include the following:

In order to protect children from all forms of violence and abuse and neglect, and consequently of sexual exploitation and sexual abuse, schools can take certain measures of protection and are establishing cooperation with relevant institutions. One of the most important measures is the implementation of the Protocol on the treatment of child victims of abuse and neglect. In this sense, there are schools that can apply the Protocol on the treatment of child victims of abuse and neglect in correlation between schools and a multidisciplinary operational team within the social welfare centres. This Protocol is dedicated to the care of the child victim within the school and in correlation between the school and a multidisciplinary operational team, with regard to any 5 degree and type of abuse or neglect. A special part of the Protocol is relating to the sexual abuse and exploitation.

In schools, letterboxes of confidence have been set and marked in a special place in which students can put their complaints against any kind of violence. On the basis of such complaints, the Protocol on the treatment of child victims of all forms of violence, abuse and neglect is activated. The box is opened by associates at school, and they are the first link in addressing all forms of violence in educational institutions.

Children can address the Protector of Human Rights and Freedoms in different ways (email, phone, Facebook, blogs), to seek for protection of their rights. They can also contact the "Confidential Telephone" and Helpline to seek for assistance.

Within the survey "Sexual exploitation of children in Montenegro", which the Institution of the Protector of Human Rights and Freedoms began in late 2011, various activities were carried out to educate children and raise awareness of the general and professional public on the concept, types and risks of sexual abuse and exploitation of minors. The Institution of the Protector conducted a series of workshops and focus groups with children of different ages on the topics of sexual exploitation and abuse, about the forms of abuse, the risks and manners of protection and seeking help. In addition, focus groups on the same subject were held with parents of different social structures. Within the campaign, representatives of the Institution held several panel discussions and lectures on the subject in order to inform the professional and general public on the issue, as well as on the risks that our children are exposed to on a daily basis. Special focus groups were conducted with professionals who work directly with children and for children, in order to verify the recognition of the problem, as well as the process of recognizing and working with children who are victims or potential victims of sexual exploitation. In this way, the Protector approached awareness-raising activities aimed at children, their families, professionals in direct contact with children, and the professional and general public in a comprehensive manner, aiming to raise awareness on the concept, types and risks of sexual abuse and exploitation of minors,

as well as on the ways to protect them. All the activities were, inter alia, focused on the prevention and the development of prevention mechanisms.

Within the campaign “Answer to the sexual abuse of children SILENCE”, which followed the survey and its promotion, adequate promotional material such as flyers and posters was prepared and distributed to all educational institutions, social welfare centres and places where children spend time. All the activities have been undertaken to stop the “silence” and to encourage both, children and adults, to report cases of abuse and sexual exploitation of children.

The promotional material, as well as the content of the report prepared by the Protector of Human Rights and Freedoms can be found at the official website of the Institution at: <http://ombudsman.co.me/>

Question 8 of the GOQ / du QAG

a)

1st indent:

Under the reformed nine-year primary school curriculum, elective courses are envisaged, one of which is “Healthy Lifestyles” for eighth and ninth grade pupils. For the purpose of this course, the Office for Textbooks and Teaching Aids of Montenegro prepared “Healthy Lifestyles, a Textbook for Eighth and Ninth Grade”. Previously, a guide was prepared for teachers and associates (pedagogues and psychologists), who will be implementing this programme. In secondary schools, an elective course “Healthy Lifestyles” was introduced. The textbook for the course was prepared. Among other things, the course analyzes issues related to sexual behaviour and violence. In cooperation with NGO “Children First”, the Ministry of Education organised a seminar “Protecting children from sexual abuse and exploitation”, primarily for members of the expert services of preschool educational institutions and primary schools in Podgorica. The seminar on the same topic was also organised for representatives of social and child protection system, health care, and education (Ministry of Education, Education Office, principals of preschool educational institutions and primary schools), police and judiciary. The seminars were organised within the Council of Europe campaign “One in Five” and the Parliament of Montenegro, and were aimed at preventing and combating all forms of sexual violence against children.

As of 2005 / 2006, in cooperation with UNICEF, the Ministry of Education is implementing the project “School without Violence – Safe School Environment”, with a view to prevent all forms of violence. Attention is paid to the occurrence of sexual violence as part of the violence in general, through an approach that takes into account the developmental characteristics of children. Topics are not covered explicitly, but in a way understandable to children (body touching that is not pleasant, causing discomfort, anxiety, etc.). The project “School without Violence – Safe School Environment” includes training aimed at increasing the knowledge and awareness of parents, teachers and other school staff about the problems of school bullying. To this end, a manual was prepared for schools, as well as brochures for parents and a questionnaire for schools.

In cooperation with the NGO “Children First”, the Ministry of Education conducted a survey on the experiences of children in using the Internet, mobile phones and other modern technologies (April 2011). The survey was conducted on a sample of 1,003 primary and secondary school pupils. Some of the data showed the following: contents with explicit depictions of the bodies of men and women were seen by 69.3%, intercourse by 64%, sexual activities with violent behaviour by 60.4%, while 83.4% of the interviewees were exposed to unpleasant comments and insults over the Internet. Furthermore, two-fifths of the interviewees (38.3%) stated that they came across a website containing photos showing sexual intercourse, without wishing to do so. One in ten respondents (11.4%) received a message via the Internet that offered pornographic websites while showing sexual content or containing links to such pages. Almost one third of respondents (31.1%) knew that a page was of pornographic nature, prior to entering the website. This is a piece of data that indicates that children already know which website they are going to visit and what awaits them there. An interesting fact is that the children used a computer at home (82.4% of them) when they received an e-mail or opened a website with disturbing / sexual content. At the end of the project, labels with content that show children the risks of using the Internet were prepared, providing information on the helpline that they can use to report the cases of possible violence. The Ministry of Education has recommended to all schools to use the labels in their computer labs, placing them next to each computer, so that instructions for behaviour in the case of the so-called cyber violence are made available to children.

The Ministry of Education has signed the Protocol on the procedures, prevention and protection from domestic violence: procedures and institutional cooperation related to domestic violence and violence against women. In relation to the institutions of preschool, primary school and secondary school education, and the resource centres, procedures and professional measures are envisaged in accordance with the rules of ethics and profession.

In partnership with UNDP, the Education Office launched an elective course “Healthy Lifestyles”, studied in the eighth or ninth grade of primary schools and the first or second grade of secondary schools, within two classes a week. Healthy lifestyles are likewise taught in vocational secondary schools as a cross-curricular area, i.e. certain topics from the field are studied in the framework of the existing curriculum, in the following subjects: psychology, sociology, physical education, biology and chemistry. Within the topics related to *Reproductive health with sex education and prevention of sexually transmitted diseases*, the objectives are implemented that are related to understanding forms of sexual violence and the ways in which they can be prevented and suppressed. The above elective course in primary schools is one of the subjects that most students choose. Approximately 60% of eighth and ninth grade pupils have opted to attend these classes. The situation is similar in gymnasias and mixed schools. As for vocational secondary schools, the topics in this area are taught within the framework of regular subjects.

As part of the implementation of the elective course of “Healthy Lifestyles”, the Education Office trained 187 teachers from 95 primary schools in Montenegro, for the realisation of the set objectives, including the thematic area of *Reproductive health with sex education and prevention of sexually transmitted diseases*. Through the training, teachers were familiarized with forms and manifestations of sexual exploitation and sexual abuse. In this

manner, teachers were prepared to teach in this area. At the same time, the awareness of what is sexual violence and abuse, and what are its types and how to recognise it in the behaviour and appearance of children was raised.

In cooperation with the NGO “Forum of Educationists of Montenegro”, the Education Office implemented four seminars with educationists from primary and secondary schools on the subject of *child neglect and abuse*. During the implementation of the seminar, special emphasis was put on the sexual exploitation and abuse of children, sexual violence through the use of modern technology, and the risks resulting from uncontrolled use of the Internet and social networks. Seminars have included over 80% of educationists in primary schools and a large number of secondary schools educationists. The aim of the seminar was to raise awareness of violence against children, as well as on the procedures aimed at protection against violence in schools and institutions of social protection, as their partners in the process. Raising the level of knowledge and awareness in primary and secondary schools about what violence is, what are its types and how to recognise it in the behaviour and appearance of the children, together with the proposed organisational and procedural activities, aimed to assist the schools in dealing with violence against children and to ensure a more reliable and more consistent implementation of activities to help children – victims of neglect and abuse. Planned education enables both, schools as the system, and individuals within the system, to achieve safer conditions for safe children’s development. Through a multi-sectoral approach to protecting children from abuse and neglect, the school achieves more successful partnerships with institutions that deal with this issue. The seminar paid special attention to child abuse and neglect, risk factors and indicators of recognition of violence in schools, as well as the role of schools in identifying violence. A very interesting area that has been among the topics of training is violence as a result of using modern technology. It has been pointed to the importance of the role of educationists in the prevention of violence in schools.

In order to protect children from all forms of violence and abuse and neglect, and consequently of sexual exploitation and sexual abuse, schools can take certain measures of protection and can establish cooperation with relevant institutions. One of the most important measures is the Protocol on the treatment of child victims of abuse and neglect. In this sense, there are schools that can apply the Protocol on the treatment of child victims of abuse and neglect in correlation between schools and a multidisciplinary operational team within the social welfare centres. This Protocol is dedicated to the care of the child victim within the school and in correlation between the school and a multidisciplinary operational team, with regard to any degree and type of abuse or neglect. A separate part of the Protocol is relating to the sexual abuse and exploitation. In schools, letterboxes of confidence have been set and marked in a special place in which students can put their complaints against any kind of violence. On the basis of such complaints, the Protocol on the treatment of child victims of all forms of violence, abuse and neglect is activated. The box is opened by associates at school, and they are the first link in addressing all forms of violence in educational institutions.

A survey on the safety of children on the Internet was conducted in accordance with the Action Plan for 2012, for the implementation of the Strategy for Information Society Development 2012-2016, through which it is planned that the Ministry for Information

Society and Telecommunications will conduct a survey on the safety of children on the Internet. A survey was conducted among parents of children of this age on their perceptions of Internet use by children. The project "Survey on the safety of children on the Internet" included two target groups – primary school pupils and their parents, and it is therefore the first survey of its kind in Montenegro, which at the same time includes two target groups of respondents in the context of examining safety on the Internet. Two questionnaires were prepared for the survey, to which answers were provided by 1,073 students and 965 parents, while the methodology used on this occasion contains some of the key indicators for monitoring the safety of children on the Internet used in the 27 EU countries, included in the project EU Kids Online. The survey included pupils from the third to the ninth grade of primary schools, with attention being paid to the equal representation of the number of classes in schools and municipalities, as well as the gender equality of pupils. The survey was conducted in the period from April to May 2012, in three regions, nine Montenegrin municipalities and thirty primary schools. The survey in the southern region included the municipalities of Kotor, Tivat and Bar which makes 23.3% of the total sample. On the other hand, the central region included the municipalities of Podgorica and Nikšić, which represents 39.9% of the sample, while the northern region consisted of Bijelo Polje, Berane, Pljevlja and Rožaje, which makes 36.8% of the sample. The survey among pupils was carried out by the E3 Consulting team and under the supervision of the Ministry of Education and form teachers of classes encompassed by the survey.

Together with "Microsoft", the process of installing Microsoft Live Family Safety on computers in school classrooms was initiated. Installation of this programme will ensure that no inappropriate content for children may be displayed on school computers on the Internet. The programme is also used to control and limit access to websites that distract children during classes. Microsoft Live Family Safety programme allows teachers and parents to monitor the behaviour of pupils and children on the Internet.

In cooperation with the Ministry of Education, Telenor LLC has been implementing the project "Connecting Generations", on the topic of safe Internet, with a view to educate pupils about safe Internet use. The project was continued under the name of "Get Internet, Surf Smart".

The pilot phase of the project "Connecting Generations" lasted from February to September 2012, and it aimed to test the activity and reactions, primarily among children, and then parents and teachers, on the concept of peer education in the field of child safety on the Internet. This phase also provided for the possibility to identify problems and needs directly from the target groups, which was later confirmed by another survey undertaken by the Ministry for Information Society and Telecommunications. The Ministry of Education and Ministry for Information Society and Telecommunications continued to work with Telenor at the following stage as well, while the new partner on the project "Get Internet, Surf Smart" was an NGO "Parents" and the Institution of the Protector of Human Rights and Freedoms. Cooperation with 25 primary schools in 12 Montenegrin cities with which the activities are implemented has enabled us to properly start building real value system of behaviour in the digital world. Sixty safe Internet ambassadors conducted about 200 peer education workshops. The workshops on the safe Internet were attended by approximately 4000

pupils of the sixth and seventh grade, as well as some classes of eighth and ninth grade of primary schools.

Within the project, a brochure was published containing tips for parents and children and instructions on how they can report various negative and disturbing contents on the Internet. The brochure was printed in 5000 copies and distributed to the primary school children through the activities of the Institution. The website of the Ombudsman contains a "Courage mailbox", where children can report abuse on the Internet.

NGO Prima from Podgorica is implementing a project relating to the prevention of violence on the Internet among young people through workshops with primary and secondary school pupils in Montenegro and the movie "Tagged", which is displayed to them.

The Institution of the Protector of Human Rights and Freedoms has also conducted surveys on the sexual exploitation of children and child abuse on the Internet. The aim of these surveys was to examine the extent of this problem, as well as the causes that affect the distribution of the phenomenon, but also to review the shortcomings and failures of state authorities in the system of prevention and protection of child victims. On the basis of these surveys, special reports with recommendations were prepared, which were considered and adopted by the Parliament of Montenegro, so that the recommendations made in these reports have become mandatory for state authorities. The Parliamentary Committee for Human Rights and Freedoms has held several sessions and control hearings of line Ministers, in order to obtain information on the degree of implementation of the recommendations of the Ombudsman.

In addition, within its line of work, the Institution of the Protector of Human Rights and Freedoms continuously carries out the training of primary school children and children placed in institutions of system on the Rights of the Child – how to recognise the violation of rights, about the institutions where they can turn for help, as well as on the risks that can lead to sexual abuse.

In social welfare institutions, the Ombudsman placed letterboxes in which children can put their complaints, reporting any violation of their rights. Letterboxes are opened each month, and children's notes are subject to further consideration of the employees in this institution. In addition, the website of the Ombudsman contains a "Courage mailbox", where children can report their complaints that are related to the violation of their rights to the Ombudsman.

Similarly, the Institution of the Ombudsman printed brochures and leaflets, which were distributed to children in primary schools, containing advice and guidance on the actions to be taken in case of doubt or the existence of sexual abuse of children.

NETHERLANDS / PAYS-BAS

Question 2 of the TQ / du QT

Please see question 8 of the GOQ.

The Dutch Ministry of Security and Justice, together with the EU, subsidizes a hotline for the referral of incidences of child sexual abuse, which is part of the international “In Hope network”. This hotline receives actual referrals, but also deals with the education of youngsters on the risks of child sexual abuse. To accomplish this objective the hotline has developed several websites, such as www.helpwanted.nl. This website mainly focuses on children aged 11 to 16. The hotline also has a YouTube channel where preventative videos are posted about grooming and a livestream for children to see and learn.

A public-private partnership called “Digivaardig – digiveilig” organizes and stimulates media education.

The Children’s Ombudsman advises parliament and government authorities, and is also responsible for raising awareness about children’s rights among adults and children. The Children’s Ombudsman operates in the field government in general, but also works with organizations that are active in youth care, education, child care and health care.

The Youth Taskforce, founded in 2013 by Augeo, endeavours to get more attention for child abuse on schools. The main goal is to find an effective approach to child abuse by talking to children and adolescents. The Taskforce also provides thematic lessons on schools to raise awareness and share information about child (sexual) abuse.

The Dutch Ministry of Education, Culture and Science and the Preventive Sexual Intimidation project have provided a sheet on the sexual behaviour of students.

Qpido (Spirit Centre of Expertise), the city of Amsterdam and the vice squad have launched a campaign on sexting and have provided information sessions at schools.

The Centre for School and Safety has developed a tool kit about sexual behaviour in at-risk youngsters.

The Dutch Ministry of Education, Culture and Science has developed a guideline for shaping concrete plans around the theme sexuality and sexual diversity at schools.

Question 8 of the GOQ / du QAG

a)

1st indent:

In recent years a great deal of attention has been focused on media education and media awareness. The government wants to ensure children use media sensibly and with awareness by equipping them properly to use the opportunities the new media afford, and to avoid the risks. The government also wants to foster a safe media output. This led in 2008

to the launch of a media awareness centre of expertise known as “Mediawijzer.net”. The centre receives financial support from the Ministry of Education, Culture and Science. Mediawijzer.net is a network organisation which aims to enhance people’s media awareness. Children and their parents are a key target group.

To increase alertness to signs of child abuse among the public at large, especially those in a child’s immediate surroundings, a publicity campaign was conducted in three consecutive years, entitled ‘Child abuse, what can I do?’. The campaign sought in the first place to raise awareness and help people identify signs of abuse, and in the second place to encourage them to report their suspicions to an Advice and Reporting Centre for Child Abuse and Neglect (AMK). From 2012 onwards, child abuse is one of the themes in a wide-ranging publicity campaign on the theme of violence in relationships of dependency.

PORTUGAL

Question 2 of the TQ / du QT

Both the Portuguese Ministry of Health and the Portuguese Ministry of Education have developed educational programmes/tools for children which focus on the risks of sexual abuse, including in the circle of trust.

The subject of sexual abuse and in particular the dissemination of mechanisms/tools that may help children to identify potential offenders is dealt with within the framework of sexual education classes. The approach taken is adapted to the developmental stage of the child. Indeed, the building of capacities to protect oneself against all kinds of sexual abuse and exploitation including in the circle of trust is one of the goals assigned to the subject of sexual education in schools, as explicitly inscribed in Article 2 of Law nr. 60/2009, of 6 August.

The mandatory contents of sexual education classes comprise, at the first cycle level notions on the protection of the body and the notion of its limits, and the rejection of abuse. At the second cycle level children are given insight on the need of protecting their own body and defending themselves from abusive approaches. Also, at second and third cycle of primary and secondary school, the need to protect one's body and defending oneself from abuse are thought in classes (please refer to Order 196-A/2010, of 9 April).

The Health Action for Children and Youngsters at Risk (Ministerial Decision nr. 31292/2008, of 5 December) developed under the aegis of the Ministry of Health, also undertakes an educational role next to children, raising awareness to the issue of sexual abuse in the circle of trust. This document lists a number of very important guidelines concerning the identification of signs and the criteria of intervention in situations of emergency; such as those of sexual abuse, and is enforced with recourse to a network of units created within the National Health Service.

<http://www.dgs.pt/accao-de-saude-para-criancas-e-jovens-em-risco.aspx>

Several other institutions undertake training sessions aimed at children in this area, raising awareness to possible situations of abuse. One of the most relevant projects of this kind is that of IAC (Institute for the support of children) through the Project-Street.

As for the detection of abuse, whenever behaviours/situations that may indictate situations of abuse are identified, reporting to the commissions on protection of children and youngsters at risk and local family units takes place.

Question 8 of the GOQ / du QAG

Schools from kindergarten to secondary education develop projects for Promotion and Health Education which address the following thematic areas: Nutrition Education and Physical Activity, Sexual Education and Prevention of Sexually Transmitted Infections, Prevention of use of Psychoactive Substances, Mental Health and Prevention of Violence at school.

The results of the survey of projects in the area of Promotion and Health Education (addressed to schools' clusters and non-cluster schools), carried out in the end of 2013, produced the following indicators:

2013	Number	%
Clusters/schools with projects	419	
Pupils involved	494.062	
Clusters/schools with projects in the area of Nutrition Education and Physical Activity	411	98,1%
Clusters/schools with projects in the area of Sexual Education and Prevention of Sexually Transmitted Infections Prevention	411	98,1%
Clusters/schools with projects in the area of Prevention of use of Psychoactive Substances	402	96,4%
Clusters/schools with projects in the area of Mental Health and Prevention of Violence at school	385	94,2%
Clusters/schools with partnership with health units	411	98,1%

Source: Ministry of Education and Science, 2013

SeguraNet initiative:

The *SeguraNet* is a project under the responsibility of the Unit Resources and Educational Technology of the Directorate-General for Education from the Ministry of Education and Science. It is an integral part of a public-private consortium called "Safe Internet", in partnership with the Foundation for Science and Technology, the Portuguese Institute for Sport and Youth and Microsoft Portugal. This initiative was launched under the European Commission's programme "Safer Internet Programme".

This project aims to promote a safe, informed and adequate use of the Internet by the school community (students, teachers and parents).

It was established to expand the strategy initiated by the Directorate-General for Education to schools and its community, within the Safer Internet Programme, increasing awareness, raising and promoting a safe use of the Internet to other sectors of society, as well as creating a hotline to report illegal or harmful content for users.

The website *SeguraNet* (<http://www.seguranet.pt/blog/>) presents a number of resources not only informative but also didactic and includes areas specifically dedicated to different educational actors with diverse contents and intended specifically to them, as:

- Students (with content areas like "Avoid online predators", "Learn to deal with bullying online", "risks of socializing on the net", "Uses of the chat rooms in a safer way", "Block undesirable messages", "basic Rules to navigate safely", etc.);
- Parents (guides for parents and educators "How to make the Internet safe - Information for Parents and Educators", listing problems and solutions such: "Predators online: Help minimize the risk", "10 tips for dealing with aggressive users online", "Help your family to avoid promoters of hatred online contents");
- Teachers (Activities to develop with the students of basic and secondary education);
- Schools.

The Child Support Institute annually develops awareness/training actions on children's rights and related themes. Their general objectives include, among others: (i) Promote and Protect the Children's Rights; (ii) Encourage inter-institutional dialogue in order to bring awareness to the problem of missing and/or sexually exploited children, through the Building Together Network; (iii) Ensure the Child's right to express his/her views, to protect the child in situations of danger or ill treatment, when deprived of affection, when isolated, abandoned, threaten with physical or sexual assault, neglected or forced to prematurely work; (iv) Prevent situations of danger; (v) Combat situations related to the disappearance, kidnapping and sexual abuse of children.

Through its SOS-Child Service, the Child Support Institute promotes training to different target groups, in particular, teachers, educators, mediators, students and police forces. These training and/or awareness actions, held since 2000, have had the purpose to share experiences and to contribute to the prevention and safeguard of the children's rights.

Such actions aim, in particular (i) to promote good practices and share rewarding experiences that would better adequate the attitudes towards the child/youngster, by encouraging training actions, lectures and seminars; (ii) to bring awareness to local structures and to the society in general to the problems that involve the missing and/or sexually exploited children; (iii) to guide and supervise traineeships; (iv) to collaborate with different institutions/entities in the definition of new intervention strategies; and (v) to promote mediation between the entities involved in the project of missing and/or sexually exploited children.

Set up in 1988, the SOS-Child is an anonymous and confidential service that gives support to children, youngsters, families, professionals and to the community. It has a nationwide scope. The SOS-Child main objective is to give support to the child that is at risk, ill-treated and/or sexually abused, to the child that is not integrated in school, that has conflicts with

the parents, that feels rejected or has suicide ideas. The SOS-Child tries to find solutions to those situations/problems and to act before the situation of risk takes place.

The SOS-Child gives support to the child and to the family by phone (SOS-Child or SOS-Missing Child phone-line), by e-mail, through personalized assistance (social, legal, psychological) and by school mediation. The SOS-Child technical team is composed by psychologists (clinical practice and counselling areas), social workers, educators, school mediators and jurists.

Training of professionals that deal with Children

Since 1990 and through protocols established with different Universities and Higher Education Institutes, the SOS-Child takes in trainees from the social services, psychology, social education, social policy, sociology and cultural entertainment areas. The experience, the knowledge and sensibility acquired on issues related to the problems of the child, provide the trainees with a qualified technical ability to deal with the different challenges and dangers that the children face.

Information/Awareness actions in 2013

The Child Support Institute (IAC) has promoted an awareness action on “Reflecting on Bullying/Sexual Abuse” in 2013. This action was addressed to the technical teams of the Offices for the Support of the Students and Family and to the institutions, partners of the Building Together Network.

The Building Together Network has also promoted, in 2013, actions on the Rights of the Children and, in particular, on missing and/or sexually exploited children.

The parents’ and the children’s awareness to the dangers of child exploitation and sexual abuse also relies upon the initiatives of the Portuguese Association for the Study and Prevention of Sexual Abuse of Children (APPEPASC). This Association carries on a Programme based on the belief “Prevention Works”, in the scope of which workshops to schools (parents, teachers and school assistants) and to children between 6 and 12 years old (1 and 2 school terms) were organized, with the purpose to reduce the children’s vulnerability and provide them with strategies to prevent the abuse.

The workshops for the assistants have the purpose to give these professionals information on the abuse of children and its prevention. In the workshop for the parents and other relatives, the communication between the adult and the child is underlined and strategies have been presented to start, recognize and use opportunities to talk about abuse to the children. The children’s workshop takes place in the schoolroom, where role-play techniques and oriented group discussion are used. It seeks to teach the children to recognize potential situations of danger and to effectively use different options.

On the question and risk related aspects of the use of new information technologies, please see the actions carried out by the Public Prosecution, part of the reply to question 4.

The NCPCYR has been reinforcing the professional training of the sectors that have responsibilities in childhood and youth matters and whose professionals work directly with children and youngsters (teachers, social workers, police forces, etc.). In order to accomplish this goal the NCPCYR developed specific projects supported by European Union, among

others Five On-line Manuals with specific Guide-Lines for Professionals of Social Welfare, Education, Health, Police and Media facing child abuse and other dangerous conditions, ([www.cnpcjr.pt/direito/ Guides for professionals - http://www.cnpcjr.pt/left.asp?12.08](http://www.cnpcjr.pt/direito/Guides%20for%20professionals)): *Guidance Manual for Professionals of Education*, or (of Social Welfare), or (of Police forces) or (of Health) *in the approach to child abuse situations or other dangerous situations*.

Since 2012, based on the Manual for Education Professionals, the NCPCYR launched in partnership with the Education and Science Ministry, the *on-line Training courses*, specifically addressed to teachers who work in the CPCY. In 2012, 150 teachers attended those courses and, in 2013, 100 teachers who are working at 100% attended on-line courses, in the CPCY. On January 2014, a training course for police forces based on the Guidance Manual for Police forces has started.

ROMANIA / ROUMANIE

Question 2 of the TQ / du QT

We do not have anything to add further to the answer given to question 8 of the GOQ.

Question 8 of the GOQ / du QAG

a)

1st indent:

Within the pre-college education system pupils get information on children's rights, human rights, cases of infringement of these rights, typology of violence cases, as well as other ways of action in such cases:

- by the mandatory national curricula:
- by the humanities, such as: *Civic education* (3rd grade, 4th grade), *Civic culture* (7th grade, 8th grade).
- By the discipline *Orientation and counselling* (1st to 12th grade) in which the management of risk situations (among which we can also name violence and sexual abuse) is looked at in the chapter „Life style quality”.
- By the curricula established by each school on their own by the optional discipline *Education for health* (1st to 12th grade) which looks explicitly at the issue of violence and abuse in the chapter „Accidents, violence, abuse, humane values”. The discipline makes available to teachers both a coherent curricula, structured on school years, approved by the Ministry's Order No. 4496/2004, and a methodical guide and an informative one which can be used as teacher's guide as they are expressly elaborated for teachers use.
- By extra-mural educational activities within projects and programs centred on the respect of children's rights (for example the National educational program for democratic citizenship).
- For safe use of computer and internet by children, the Ministry of National Education has implemented at national level projects in partnership with a number of companies specializing in IT, like for example *Magic Desktop*, *Wild Web Woods* – especially created for minors.

In the time frame 1-5 of April which has been denominated in the school curricula within the pre-college education system *School – a different approach*, CNA was present in schools

and high schools in order to talk with pupils about their rights and freedoms in the field of the audio and visual media, including topics related to the presentation in the media of cases in which minors are either victims, or accused of having committed acts of sexual abuse. In order to continue this dialogue with the pupils, but also with teachers, CNA has created a hotline: 0800.888.555.

Regarding the risk of violence through internet, there must be mentioned the multiannual Sigur.Info program. The project, co-financed by the European commission and coordinated on a national level by Save the Children Romania in collaboration with FOCUS and Positive Media has been raising awareness about children's internet safety ever since September 2008. The main target groups are parents, teachers, children and also, guardians or professionals working with children. The two main ways in which Sigur.Info has done this in Romania is by a media and television campaign and peer-to-peer informative sessions in schools all over Romania. One of the television spots, part of our campaign that aired on national television, approaches the theme of grooming. Also, the informative sessions that are currently taking place in schools in 14 major cities across Romania, approach the topics of personal data misuse, sexting, contact with unknown people. The total number of persons reached since the beginning of the program is 980.541.

Sigur.Info program also includes the Helpline, a counselling line, intended to offer support and guidance for children, teenagers, parents or teachers who are dealing with issues regarding internet safety. The Helpline component collaborates both with Child Protection Services and Police.

Besides the Awareness and Helpline, the program has a third component, the Hotline. This line receives reports and deals with removing illegal or harmful content, such as child pornography.

The program offers the public an online portal in which interested parties can find relevant information, advice, news articles and resources tailored to every target group. All materials developed within the Sigur.Info program can be found on the website (www.sigur.info).

In 2011 – 2013 the organization Save the Children also developed a program, Interact, which targeted children in care facilities. Preliminary studies have shown that these children, lacking parental supervision or guidance, may be more at risk of grooming or trafficking. Consultations and informative sessions regarding internet safety were held with children and professionals in five centers, located in 3 large cities in Romania: Bucharest, Iasi and Targoviste.

SAN MARINO / SAINT-MARIN

Question 2 of the TQ / du QT

Activities to promote children's rights among the public, and more in general the rights of all minorities, are organised in particular by the Authority for Equal Opportunities.

In schools and in health and social services, also in the spirit of the International Convention on the rights of the child, children are properly listened to and are given the opportunity to talk to adequately trained personnel. The legislation and the decisions adopted to protect minor victims take inspiration from the utmost protection of the best interests of the child.

Moreover, a brochure was sent to the entire population containing the contact details of the competent services, which are able to receive all reports on the various forms of violence against children.

Question 8 of the GOQ / du QAG

a)

The Department of Education introduced mandatory training courses for teachers and school staff in order to provide them with adequate tools and skills to intervene and prevent sexual exploitation of children in accordance with art. 4 of Delegated Decree N. 60 of 2012.

These courses are aimed at providing an appropriate knowledge of sexual exploitation and sexual abuse of children and of the means to identify them. Whenever there are grounds for suspicion that a child is victim of such acts, school staff is required to report confidentially to the school board that shall submit such reports to the Minors' Protection Services, under art. 19 of Law no. 97 of 2008 and as agreed by the above mentioned coordination group.

SERBIA / SERBIE

Question 2 of the TQ / du QT

Ministry of Health:

Under the Decree of the Government of the Republic of Serbia issued in 2009, the National Healthcare Programme for women, children, young persons and women during pregnancy, childbirth and maternity was established as one of the priorities of the national healthcare system. This strategy addresses the healthcare issues of vulnerable categories of population such as the poor, Roma, children with disability, children in risk of and with developmental disorders, abused and neglected children, children without parental care placed in institutions, mother and children in rural areas, children who left schooling (dropouts), children and adolescents living in the street, refugees and displaced persons, single parents and mothers exposed to violence, minor and other mothers who are not able to take care of themselves and their children. The National Programme is prepared on the basis of Technical and methodological guidelines for healthcare staff, as well as Special and General healthcare protocols for protecting children from abuse and neglect, clearly specifying preventive activities in work with the child and family, recognition of risks and protection of children from abuse and neglect.

In 2008, the Government of the Republic of Serbia adopted the National Strategy on Young Persons, age cohort 15-30 with the aim to preserve and promote health of young persons, alleviate risks, reduce leading impairments of health and to develop youth-friendly healthcare. Its specific objectives are targeted to: protection of young persons from tobacco, alcohol and drug abuse; prevention of sexually transmitted diseases (STD) and HIV by active participation of the youth, provision of support to youth groups and citizens' associations in response to HIV/AIDS, extending access to healthcare services tailored to the needs of young people, promotion of voluntary and confidential testing and counselling and provision of enhanced support to the youth living with HIV/AIDS, as well as elimination of every form of discrimination. One of the pillars of implementation of this strategy are counselling centres for young persons located within primary healthcare facilities which through preventive individual and group work educate the youth on sexual and reproductive health, develop responsible behaviour and attitudes in young persons, and guide to provision of protection, etc.

Under the Mental Health Development Strategy adopted in 2007, children belonging to age group 0-14 and young people falling within age cohort 15-24 have been recognized as a particularly vulnerable population. To maintain and promote mental health protection, professional teams and organisational units for children and young persons are set up within mental health services. Also, preventive and therapeutic potential of primary health care is increased. Furthermore, the existing units for mental health issues in children and young persons in secondary and tertiary healthcare facilities are reinforced in terms of staffing, organisation and space, and primary-level prevention of mental health conditions in children and young is enhanced.

Mental Health Development Strategy (Official Gazette of RS, 8/07)

Strategy of Development of Young Persons in the Republic of Serbia (Official Gazette of RS, 104/06)

NGO Astra answer:

Please see the answer to the question 8 of the GOQ.

Question 8 of the GOQ / du QAG

a)

1st indent:

Ministry of Health:

National program of healthcare for women, children, young persons and National Strategy for Young Persons identify a need for the introduction of healthcare education incorporating sexual and reproductive health and protection from violence into the educational system. However although Ministry of Health has been making great efforts to carry out this activity envisaged by the Strategy, it has not been fully carried out, i.e. the relevant contents have not yet been integrated in the secondary school curriculum.

Ministry of Interior:

Since 2010, Ministry of Interior and Ministry of Education, Science and Technological Development have jointly been implementing the Project titled "Safe Childhood-Development of Safety Culture for the Youth", the objective of which is to develop a sustainable model of provision of information to students on culture of safety.

In compliance with the Project activities, police officers provide information to students in primary – level school institutions on such topics as "Prevent Peer Violence" and "Safe Internet Usage", on the risks and threats that may endanger their safety and on the self-protection skills.

In the school years 2010/2011 and 2011/2012, the Project covered 4.693 classes with 99.500 students of the 5th grade (11 years of age) in 1.250 primary schools across Serbia.

The joint evaluation undertaken by the project lead institutions is that this Project has been exceptionally well accepted by students, teachers and parents and that it should be implemented further. The Project is funded from the regular budget allocations of the Ministry of Interior and Ministry of Education, Science and Technological Development (2010 and 2012 financial support in the form of printed informational and educational materials was provided by the Belgrade UNICEF Office, citizens' association LINK-011 and "Save the Children").

Ministry of Science and Education:

Every class in elementary school follows a special school plan (which includes issues related to family, prevention of violence or sexual abuse and which is intended to improve social skills and communication between children and parents).

Ministry of Justice:

Under the Judicial Academy Law (Official Gazette of RS, 104/09) the Academy shall organise and conduct the initial and continuous training of judges, public prosecutors and their deputies, and the training of judicial and prosecutorial assistants and trainees and that of judicial and prosecutorial staff, including in on the juvenile delinquency law.

NGO Atina:

During 2009 and 2010, NGO Atina was developing a project "Development of local referral mechanisms and regional campaign", in cooperation with the OSCE Mission in Serbia. This project helped strengthen the capacities of professionals and local institutions in identification, referral and assistance of (children) victims of human trafficking in the region of Sandzak, through support to the networks to create local referral mechanisms at the local level. Through the implementation of regional campaign, general public was introduced to the problem of human trafficking, and alerted to various ways of exploitation that may befall them. Research of relevant actors, that deal with the fight against human trafficking in our country, showed that the region of Sandzak was seriously affected by the problem of human trafficking (it was a source, transit and destination point), and that about 60% of all identified victims from 2001-2008 was exploited in this part of Serbia. Target groups included in this project were: (children) victims of human trafficking, as well as potential victims of human trafficking, employees of Social Welfare Centers, employees of NGOs dealing with protection of human rights and provision of direct assistance to marginalized groups; medical workers, professors, police officers, prosecutors, judges, representatives of local employment agencies, as well as the general public.

As NGO Atina is a member of the National Team for Combating Trafficking in Human Beings, the planning and implementation of project activities also included all other relevant actors in the fight against human trafficking, in the first place the Agency for Coordination of Protection of Human Trafficking Victims, as well as the Coordinator for Combating Human Trafficking, along with the members of his team. Within this project, NGO Atina produced and distributed short film, presentations, manuals and other materials related to the phenomenon of trafficking in human beings. In collaboration with independent production company MREZA, and with the help of NGO Atina's beneficiaries of the programme for social inclusion of victims of human trafficking, a short film was created, and shown at four local TV stations: regional TV Novi Pazar, regional TV Jedinstvo from Novi Pazar, regional TV Raska and regional TV Enigma from Prijepolje.

The film was being shown at prime time on all TV stations for a period of one month. The campaign additionally influenced the creation of local network for the identification and referral of victims of human trafficking. Also, during the period when the film was shown, from September 2009 to January 2010, six potential victims were directed to programmes of social inclusion of victims of human trafficking.

In seven cities, in which the project Local Communities against Trafficking was implemented in 2013 (Nis, Novi Sad, Sremska Mitrovica, Kraljevo, Kragujevac, Vranje and Subotica), which was supported by the Ministry of the Interior, the Republic Public Prosecutor's Office and the National Employment Agency, and implemented by NGO Atina and Novi Sad's Humanitarian Center, 23 local actions were held in organization of local networks for prevention and direct assistance to victims of human trafficking.

October 18, 2013 a conference was held in Nis, on the occasion of International Day Against Human Trafficking, which was dedicated to the role of local communities in the fight against human trafficking in the Republic of Serbia. The conference was attended by over 100 guests, professionals who deal with the problem of suppression of human trafficking. The Minister of Health, and a member of the Council for the fight against human trafficking, Slavica Djukic Dejanovic, held a speech, and pointed out that the conference in Nis is the first held at the level of a local community in our country, and that Nis will be the first city in Serbia to adopt the Declaration on combating trafficking in human beings. The Declaration on combating trafficking in human beings was adopted at the next meeting of the City Assembly, on November 29, 2013. The proposal of this Declaration was jointly submitted by parliamentary groups of government and opposition, which demonstrated the unity of all political stakeholders on this issue, regardless of which political party they belong to. Nis was the first city in Serbia that adopted this kind of document, in compliance with legal requirements and standards of the European Union countries, and it is also a form of recommendation of the City of Nis, sent to all other cities in Serbia to follow in their footsteps. Through the "Local Communities in the Fight Against Human Trafficking" project, by realization of this event, a local community had a chance to celebrate the International Day Against Human Trafficking for the first time in Serbia, with the presence of relevant stakeholders from the national level, while the adoption of Declaration provided space for formalizing the cooperation of all relevant stakeholders in the fight against human trafficking at the local level, which was previously unknown to our system.

Five actions were organized in Kragujevac:

10.10.2013. Press Conference at the premises of the City of Kragujevac

16.10.2013. Professional meeting of network members

18.10.2013. Marking of the International Day against Human Trafficking

23.10.2013. Informative workshop for members of student parliament

30.10.2013. The final action at the "Plaza" center, awards for the students' competition, a thank to all members of the Network, and those who supported the Network since its establishment

In Kraljevo, within the "Local Communities in the Fight against Human Trafficking" project, three local actions were organized:

A show was filmed on combating human trafficking on 15.10.2013

A two-day art colony was held on October 19 and 20, 2013.

A two-day training of peer educators was held on November 1, 2 and 3, 2013.

In Vranje, four actions were organized within the project:

10.10.2013. In the Army Home in Vranje, an event "Reading true confessions of the victims" was held, and the confessions were read by Zoran Antic, Mayor of Vranje, Bojana Velickov, Deputy Mayor of Vranje, Danijela Trajkovic, Deputy Higher Public Prosecutor, Dr. Katarina Zivaljevic, doctor of general medicine, Borjanka Trajkovic, a member of the Council for gender equality and others.

A lecture on "Human Trafficking" was held by the representatives of the Ministry of the Interior of the Republic of Serbia, Vranje PU;

On September 27, 2013, in the organization of the City of Vranje and Local Networks for the prevention and protection of the victims of human trafficking, a campaign to collect signatures for legislation, which would sanction those, responsible for the disappearance of babies from Serbian maternity hospitals, was held in front of the post office in the centre of Vranje. The Association "Parents of missing babies, of Serbia launched the initiative", and this action was also supported by Deputy Mayor Bojana Velickov, who is also the head of the working group for the preparation of LAP to combat human trafficking.

Also, based on Article 17, 63, and 65 of the City Council's Procedure Rulebook (Official Gazette of the City of Vranje No. 30/2012), on October 9, 2013 a decision has been made on the appointment of the work group for the prevention and combating human trafficking, with a task to build the capacity within local communities for the effective participation in the prevention and combating human trafficking and the protection of victims. This work group has a role of coordinator of Local Network for the fight against human trafficking, which will carry out actions at the local level.

Local Network for the prevention and protection of victims of human trafficking in Subotica organized three local actions:

24.09.2013. Presentation of the network and activities on the initiative of the directors of primary and secondary schools

14.10.2013. Public forum for 100 high school students from the territory of Subotica

18.10.2013. Marking the International Day against Human Trafficking and signing of a memorandum on multisectoral collaboration

Local Network for the prevention and protection of victims of human trafficking in Novi Sad organized two local actions:

October 16 and 17, 2013 four preventive workshops for children in elementary school Marija Trandafil Veternik

30. 10. 2013 the signing ceremony of the Memorandum on collaboration

Local Network for the prevention and protection of victims of human trafficking in Sremska Mitrovica organized five local actions:

Public signing of the Memorandum on collaboration of Local Network for the fight against human trafficking 15.10.2013

Panel for the Roma population in Local Community "Sava", with the distribution of promotional material 25.10.2013

Lectures with the distribution of promotional material in secondary school of Economics "9. Maj" with first grade students – a total of 8 classes 25.10-30.10.2013.

Realization of lectures with the presentation of film, and distribution of promotional materials to the first grade students of the Secondary Technical School "Nikola Tesla" and Food, Forestry and Chemical School "Veljko Vlahovic" 20.10-25.10.2013.

Realization of lectures with an emphasis on risks, with the unemployed who are actively looking for a job 17.10.2013.

Project of the B92 Fund

Since 2013, the project "IDG" has been implemented in Serbia by the Foundation "B92 Fund", in cooperation with the Ministry of Foreign and Internal Trade and Telecommunications and the Ministry of the Interior, with the financial support of the European Commission.

The aim of the project is to educate and inform citizens, particularly children and young people, but also their parents, teachers and other Internet users, on the benefits and risks of the use of information and communication technologies, methods for the safe use of new technologies, and the protection of citizens from illegal, unauthorized and harmful content and conduct on the Internet. Within this project, an online mechanism "Net Patrol" has been established, and is used for submission of reports to the Center for secure Internet, which was established for the purpose of receiving and processing reports of illegal and harmful content on the Internet. The focus of the work of this mechanism is to prevent the

spread of images and videos showing sexual abuse of children, sexual exploitation and physical and psychological attacks on children.

In 2011, a project "Pandora's Box" was conducted, which was implemented by the Novi Sad School of Journalism, in collaboration with partners: Media Initiative from Sarajevo, Stine Institute from Split and the Center for Independent Journalism in Budapest. The main objective of the project was to create a network of organizations in Serbia, Bosnia and Herzegovina, Croatia and Hungary, which will create the first network for the fight against paedophilia in the Balkans. The project team visited a total of forty schools in Serbia, Croatia, Hungary and Bosnia and Herzegovina, and lectured students 10 to 15 years old on the topic of Internet security.

NGO Astra:

Since September 2007 up to date, NGO Incest Trauma Center – Belgrade has been actively engaged in their Initiative to introduce the theme of Sexual Assault into the national (pre-) school curriculum and relevant textbooks. 121 state institutions and NGOs supported the Initiative.

When it comes to the issue of human trafficking, it is currently in the schools treated sporadically in teaching civic education (to be selected alternately from religious education), and depending on interest, knowledge and capacity of teachers to deal with this subject.

B92 Fund, in cooperation with the Ministry of Interior and Ministry of Foreign and Internal Trade and Telecommunications, founded the Centre for Safe Internet for the purpose of receiving and processing reports of illegal and damaging content on the Internet, especially materials that include representations of the sexual abuse and physical and psychological attacks on children, abuse of children in the virtual world (cyber bullying) and hate speech on the Internet. Reports are submitted via the on-line mechanism "Net patrol." The mechanism for the submitting reports offers an opportunity to everyone to report illegal and disturbing content through a variety of reporting methods-by filling out online forms on the website or through e-mail, anonymously if the person prefers it. Net patrol operator receives reported content, deals with the report and acts according to pre-established operational procedures approved by the police. Net patrol began operations a few months ago, so we still have no information on the results.

The project "Pandora's box" was conducted in 2011, implemented by the Novi Sad School of Journalism, in collaboration with partners: Media Initiative from Sarajevo, Institute Stine from Split and the Centre for Independent Journalism in Budapest. The main objective of the project was to create a network of organizations in Serbia, Bosnia and Herzegovina, Croatia and Hungary, which will create the first network for the fight against paedophilia in the Balkans. The project team visited a total of forty schools in Serbia, Croatia, Hungary, Bosnia and Herzegovina , and gave lectures on the topic of Internet security to pupils aged ten to fifteen.

SPAIN / ESPAGNE

Question 2 of the TQ / du QT

No reply to this question / Pas de réponse à cette question

Question 8 of the GOQ / du QAG

a)

1st indent:

The Master Plan for the Improvement of Coexistence and Safety at schools and their environments was launched in 2006 by the Ministry for Home Affairs and the Ministry of Education, Culture and Sport. It was meant to respond, in a coordinated and effective way, to issues related to the safety of children and youngsters at school and its environment, strengthening police cooperation with educational authorities and reinforcing the knowledge and reliance in the police.

The Master Plan for the school year 2013-2014 remains faithful to the original aim and promotes preventive measures against internet dangers. This Master Plan also incorporates dissemination of the contents of the Optional Protocol to the Convention on the Rights of the Child, on the sale of children, child prostitution and child pornography. A new website has been launched in 2015 to improve coexistence at schools:

<http://www.mecd.gob.es/r/convivencia-escolar>.

Moreover, the Ministry of Health, Social Services and Equality has signed a collaboration agreement with the Spanish Data Protection Agency to train children on privacy and data protection on the internet. It has also launched a training programme on ICT safety addressed to parents, tutors and teachers.

On another point, some secondary schools have created students teams that act as mediators and guides to fight against “bullying”. Besides, some NGO such as “Márgenes y Vínculos” and “ADIMA” develop prevention programmes through networking activities that involve children, parents and professionals in regular contact with children.

"THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA" / « L'EX-REPUBLIQUE YUGOSLAVE DE MACEDOINE »

Question 2 of the TQ / du QT

Ministry of Education and Science:

Children are continuously educated via the school subject of biology, as well as the “Life skills” school subject, which contain special chapters on this matter.

Aiming at faster and more efficient education with the purpose of achieving better prevention in this area, the relevant authorities consider introducing a new subject in higher education institutions (Faculties of Pedagogy) via which the student of the aforementioned faculties would be continuously and timely educated on the current issues that children are facing today, including the problem of sexual abuse and paedophilia.

Question 8 of the GOQ / du QAG

a)

Ministry of Labour and Social Policy:

In the year of 2013, the Public Institution – Institute for Social Activities – Skopje conducted training for 103 professionals (psychologists, social pedagogues, social workers and jurists) from 30 Centres for Social Work in the Republic of Macedonia, for the purpose of raising the awareness about the protection of the rights of children victims of sexual abuse in the system of social protection in the implementation of the *Law on Justice for Children*.

In the period from 2012 to 2014, the Public Institution – Institute for Social Activities – Skopje conducted training for 71 professionals (psychologists, social pedagogues, social workers and jurists) from 30 Centres for Social Work in the Republic of Macedonia for the treatment of children at risk.

Ministry of Education and Science:

In compliance with the Law on Primary and Secondary Education and under the current curricula and study programmes, via the conducted classes students are regularly educated (informed) about the problem of sexual abuse and paedophilia with the purpose of raising the level of their awareness, knowledge and responsibility for the aforementioned problem, that is, encouraging them to talk about the problem openly.

As of the previous year, the Ministry of Education and Science has been implementing a new project for “filtering unwanted content on the Internet while students are at school”, in cooperation with the Telecom. Thus far, this project has produced great results.

Ministry of Justice:

In the Academy for Judges and Prosecutors are conducted continuous training of judges and prosecutors in order to advance the knowledge for protecting the rights of children and setting with child victim on sexual exploitation and sexual abuse.

TURKEY / TURQUIE

Question 2 of the TQ / du QT

One of the strategic objectives of the “National Action Plan on Combating Violence Against Children” is the “strengthening of children against violence.” Within the scope of this objective, we are aiming to increase the level of awareness among children regarding violence and to strengthen them against violence through legal arrangements on settings where there is a high risk of subjection to violence. Works related to this matter have been mentioned in the answer to Question 8 in the General Overview Questionnaire.

In this respect, educating children within a circle of trust against violence, especially from his/her relatives and close acquaintances, (while keeping in mind that sexual abuse is the gravest form of violence against children) has been identified as a separate subgoal.

Additionally, a project on “Preventing Violence Against Children” has been initiated. The project, conducted by the Ministry of National Education and the Ministry of Justice, aims in general terms to contribute to the protection of children against all forms of violence of a physical, emotional, verbal and psychological nature to attain high level of health protection, well-being and social cohesion.

Project Components and Activities:

Component 1: Capacity-building on the prevention and monitoring of violence against children

- Legislative analysis and literature review on violence in schools
- A nationwide questionnaire on the perception of violence against children
- Policy Recommendation Instrument
- Memorandum of Understanding
- Review of “Strategic Action Plan on Reducing and Preventing Violence in Educational Environments”
- Development of an “-guidance module within the framework of RAM module
- Training of the personnel on the new e-guidance module

Component 2: Developing a Model School “Students with Self Confidence and Developed Life Skills” which is free from physical, emotional, verbal and psychological violence.

- Informative meetings
- Workshops
- Study visits abroad
- Trainings (Training of Trainers)
- Booklets, brochures, posters and promotion on the internet

Component 3: Preventing domestic and other forms of violence towards children outside the schools.

- Review of the current Family Training Programme (9th booklet)
- Preparation of a training programme for teaching and non-teaching staff in order to reduce violence among and against children
- Preparation and distribution of awareness-raising and informative materials
- Seminars, trainings and conferences
- Building, developing and operating a project website
- Media relations
- 5 short films (2 mins. each)

Expected results:

- Result 1: Increasing the capacities of follow up and prevent services on preventing violence against children
- Result 2: Developing a Model School with “Students with Self Confidence and Developed Life Skills” which is free from physical, emotional, verbal and psychological violence
- Result 3: Preventing domestic and other forms of violence towards children outside the schools

Question 8 of the GOQ / du QAG

a)

Within the framework of abovementioned “Action Plan on Combating Violence against Children (2014 – 2018)”, the education targets have been defined. In the plan, the sexual exploitation of the children is approached as a separate form of the violence. In this respect, “strengthening the children against violence” is defined as a strategic mean of education. In order to carry out this aim of the strategy, the followings will be ensured:

- 1 - Including the information intended for the children to protect themselves from the acts of violence into the curriculums of education and counselling courses,
- 2 - Developing training, supervision, monitoring, supporting, observation and evaluation mechanisms for prevention of the violence in the work places,
- 3 - Strengthening the mechanisms of social solidarity and supporting the children and their families who are in the risk group with the perception of sustainable support,
- 4 - Prevention of the children to live and work on the roads and developing service models intended for this children,
- 5 – Giving training to the disabled children and their families concerning protection from the cases of exploitation and negligence, defining and informing about these cases.

In accordance with the Law numbered 633, prevention of any kind of violence against children and therefore ensuring regular communication with the children are among the main responsibilities of the Ministry of Family and Social Policies. Thus the mentioned Ministry conducts its responsibilities in coordination with the other Ministries, particularly the Ministry of Justice, National Education, Interior. In respect with this purpose, child – mother education and education on the rights of the child are given in the society centers, family counselling centers, nurseries, orphanages and in schools.

In addition to this, “Trainers Training for Rights of the Children” is given within the bodies of the Provincial Committees of Rights of the Children which was established in 81 provinces and have been active since 2000. The main philosophy of these trainings is to ensure that the trainings which will constitute the awareness and sensibility in the rights of the children will be given by the children personally (the technique of fellow to fellow). It is aimed to ensure to raise awareness among the children about social and domestic problems and their resolutions and also protective – preventive service is rendered intended for the decrease the possible risk factor.

UKRAINE

Question 2 of the TQ / du QT

No reply to this question / Pas de réponse à cette question

Question 8 of the GOQ / du QAG

a)

1st indent:

Schools provide for studies of an integrated course “Health basics” in 1 – 9 grades. The curriculum for the “Health basics” course is built by integrating knowledge elements as to protection of life and strengthening of health of an individual. The course is structured alongside 4 thematic sectors that comprehensively represent health (life and health of individual, physical aspects of health, social aspects of health, and psychological aspects of health).

Studies envisaged by the curriculum of “Health basics” aim at equipping the students with life skills (psycho-social abilities), which include: communication, inter-personal relations, self-esteem and perception of dignity, decision-making skills and abilities to resist pressure. Mastery of those skills fosters maturation of children, formation of adequate behavioural patterns, ability to avoid risks to life and health, including risks of violence.

According to the curriculum of “Health basics”, the issues pertaining to possible risks and prevention of abuse are studied under the “Social aspects of health” component in different grades as appropriate to the evolving capacities of children at various ages. The component includes information on protection from criminal risks, criminal liability for sexual offences, ways to counteract aggression and violence, prevention of human trafficking, basics of self-defence and justifiable self-defence, cyber-security, etc.

The curriculum is called to train the children in their ability to discern manifestations of physical and psychological violence, as well as situations that bear a threat of sexual abuse, skills of avoiding attack, capacities of self-efficacy, refusal from dangerous proposals under conditions of pressure, use of basics of self-defence, etc.

* * *

II – Other stakeholders / Autres parties prenantes

BLÁTT ÁFRAM (ICELAND / ISLANDE)

Question 2 of the TQ

In addition to the aforementioned list in response to question 8, it is imperative to educate adults so they will be ready and trained to take appropriate action on behalf of a child when a child comes forward and discloses abuse. The Kids on the Block program is designed to teach children the importance of telling someone if abuse happens, but nevertheless, it is Blátt Áfram's experience that adults will not know how to help a child who discloses abuse if they have not received the proper training, leaving the child un-helped.

ECPAT International

Question 8 of the GOQ

Awareness raising campaigns to prevent sexual exploitation of children during sporting events such as the Olympic Games in the UK and EURO 2012 in Poland and Ukraine have been conducted by governments in collaboration with NGOs. With regard to other sensitization activities on sexual exploitation of children in tourism, most of the efforts were promoted in Western Europe by NGOs such as ECPAT, but with limited support from national governments (see, for example, the "Don't look away!" campaign⁹).

The Mario project, which is being implemented by Terre des Hommes in collaboration with ECPAT groups in Poland, Bulgaria, Romania, Netherlands and Belgium as well as with other organizations, is contributing to improving the level of protection of migrant children who are vulnerable to abuse, exploitation and/or trafficking in Central and South-Eastern Europe through transnational outreach research, advocacy (including towards EU institutions), trainings and direct support to professionals and empowerment of at-risk migrant children.¹⁰ Other initiatives to reduce children's vulnerability to sexual exploitation have been conducted, especially in Eastern Europe, targeting mainly students and potential victims.

Some efforts have been spearheaded to deliver training on CSEC for relevant professionals and to integrate CSEC issues into school curricula for students. In France, the ministry of education along with travel industry officials has developed some guidelines on CST for the school curriculum.¹¹ In Albania, in 2007 the Ministry of Education and Science established the inclusion of a specific module on trafficking in human beings in the national school

⁹ http://www.ecpat.at/fileadmin/download/Dont_look_away-Warschau.pdf

¹⁰ Information about Mario project can be found at: <http://marioproject.org/statics/marios-about>

¹¹ "Child sex tourism. Growing problem of the world". 24 June 2013. Accessed on 27 August 2013 from: <http://www.tourism-review.com/travel-tourism-magazine-child-sex-tourism-serious-problem-of-the-world-article2155>

curriculum.¹² In Switzerland, with support from the government, a training tool on the commercial sexual exploitation of children for young persons (upper school and college level) has been recently developed and is available online, containing three modules and a special information section for teachers to prepare their lessons.¹³

There is still a lack of systematic anchoring of CSEC topics in the training and further education of relevant professional groups, such as police officers, immigration and asylum authorities, judges and public prosecutors, youth welfare officials, teachers, medical personnel, etc. Moreover, examples of integration of CSEC issues into the school curriculum for students are limited and rather than being compulsory, they are optional and not designed to be sustainable in the long-term.

Fundación ANAR (SPAIN / ESPAGNE), member of Missing Children Europe

Question 8 of the GOQ

Reference to the III d Action Plan against Sexual exploitation of Childhood and Adolescence 2010-2013.

Fundación ANAR leaves it to the Spanish State to inform the Committee whether the measures provided for in the Action Plan have indeed been implemented.

UNICEF (ICELAND / ISLANDE)

Question 2 of the TQ

Primary vs. elementary

Children in 2nd grade are visited by a puppet theatre, *The Kids on the Block*, which educates them on sexual abuse and domestic violence. They are taught that some secrets aren't good and that they should tell someone they trust if they have a secret similar to those discussed in the puppet theatre.

Question 8 of the GOQ / du QAG

a)

All children in the 2nd grade are visited by a puppet theatre, *The Kids on the Block* that educates them on sexual abuse and domestic abuse. In 2012 the government funded and released an educational film on sex, sexual abuse and consent. It's called "Fáðu já" which translates to "Get a 'yes'" and is shown to all children in the 9th and 10th grade, as well as

¹² ECPAT International. Global monitoring status of action against commercial sexual exploitation of children: Albania. 2012. Accessed on 28 June 2013 from: www.ecpat.net

¹³ ECPAT International. Upholding commitments to protect children from trafficking. 2011. Accessed on 27 August 2013 from: http://www.ecpat.net/ei/Publications/Trafficking/upholding_commitments_children.pdf

children in grammar school. The film has been translated to six different languages and is available online at www.faduja.is.¹⁴ The film has some information on the risks of use of new information and communication technologies but younger children receive no formal education on those risks. The government funds an internet safety education programme that has raised awareness both among children and parents on internet safety, but not specifically on the dangers relating to sexual abuse, for example grooming. A new curriculum is being implemented in all elementary and secondary schools with more focus on democracy, equality and human rights.¹⁵ The curriculum for primary and secondary schools includes cross cutting themes such as “health and welfare” and “democracy and human rights” that offer ample opportunities for preventive messaging and information on sexual violence.

¹⁴ Film in full length with English subtitles: http://faduja.is/files/Fadu_Ja_576p_enska.mp4

¹⁵ More information on the new curriculum can be found here: <http://namskra.is/>