



T-ES(2022)03\_en

25 February 2022

## **LANZAROTE COMMITTEE**

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

**Compilation of children's contributions to the  
2nd monitoring round of the Lanzarote Committee**

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## 1. Albania

**Organiser of the consultations:** Child Rights Centre Albania - CRCA

**Date of submission:** 03/05/2019, 27/06/2019

Number of participants: 12 persons – 4 boys and 8 girls.

They are children and youth aged 16 to 18 from Tirana and are part of the Safer Internet Champions.

Duration: 1 day consultation and 1 day preparation of the video.

### GROUP DESCRIPTION

The group consisted of two smaller groups, as following:

- **The 1<sup>st</sup> group “Children’s Rights in Albania”** was composed of 6 persons who have discussed about children’s rights and the fulfilment of the rights in Albania.
- **The 2<sup>nd</sup> group “The risks of staying online unprotected”** was composed also of 6 persons who have discussed about all the risks that children are facing during their navigation in internet without any protection. Also, they have discussed about the ways how to be more protected online as well as about the platforms where they can report cases of violence of their rights.

**Criteria taken into account for the selection of the groups:**

- Age.

Before the consultation meeting parents were informed about the activity. Organisers received the consent of the participation of their children from both children themselves and their parents.

### THE ATMOSPHERE AND GROUP DYNAMICS

As the participants are all part of the **Safer Internet Champions** and have worked together during one year, in this regard all the participants had already established relations and a high degree of trust in the facilitators and this thing has helped the facilitators to establish an ethical and safe framework and encourage interaction and discussion among all participants.

During the meeting and the working groups children were able to talk about their experiences and to discuss issues that are concerning them which are related with online safety and the risks related with internet. During the work, children have been divided in 2 working groups in order to identify all the issues concerning them about the children’s rights as well as about the risks of staying online unprotected.

### SUMMARY OF DISCUSSION AND OBSERVATION

The topics discussed during the meeting are as following:

- *Children’s rights;*
- *Inclusion of children's rights in school curricula;*
- *Psychological service in schools;*
- *Existing platforms for reporting of cases of sexual exploitation;*
- *Sexual exploitation;*
- *Bullying, cyber bullying, violence against children (including sex violence);*

- *Sexual Predators and Pedophilia.*

Despite the steps forward that Albania has done, still the situation of the respect of children's rights remains a big issue. According to the study "Children for children's Rights" 85% of children's think that their rights are not enough respected in Albania. This figure is very concerning, taking under consideration the fact that children and young people are one of the largest group of Albanian population. Also, the topic of children's rights is not yet included in the school curricula and in this situation it is very difficult for children to recognize their rights, especially for the children living in the remote areas.

Another concerning issue for children is the physiologies system in schools which is not functional enough due to the fact that 1 physiologist is covering 3 schools. Also, in general children have a lack of trust in the physiologists as do not consider them as enough professionals as well as they do not believe that the physiologist can help them to solve their problems in schools and in the relations with their peers. Also, according to children, activities in school to ensure safety on Internet and to prevent sexual violence are not included

Regarding to the existing platforms for reporting of cases of sexual exploitation, bullying, cyber bullying, violence against children, children's are already informed about the mechanisms for their protection such as the National Child Helpline ALO 116 and the hotline iSigurt.al ([www.isigurt.al](http://www.isigurt.al))

#### **ADDITIONAL MATERIALS:**

Videos were used in accordance with the recommendations of the Guide. The videos were interesting for children. All participants saw these videos for the first time.

Most participants believe that such discussions are necessary, but some of them believe that such education of preschool children can lead to arising of their fears

#### **PREPARING OF REPORT**

The report was drafted according to the problems and recommendations of children during the consultative meeting.

Hyperlink to the video: <https://twitter.com/AlbanianAnyn/status/1123577429728034816>

## 2. Bulgaria

**Organiser of the consultations:** National Network for Children

**Date of submission:** 30/09/2018

### Introduction and aims and objectives of the document

The current contribution is submitted from the National Network for Children – Bulgaria in its capacity as a co-ordinator of the Childhood Without Violence Alliance which as of September 2018 consists of 17 civil society organizations and 2 representatives<sup>1</sup> from the academic sector.

The aim of the report is to present the findings and feedback from the consultation undertaken with young people by members of the Alliance for the period July – September 2018 which to contribute to the second monitoring round related to the effective implementation of the Lanzarote Convention focused on the protection of children against sexual exploitation and sexual abuse facilitated by information and communication technologies (ICTs).

Following the translation and adaptation of the methodology for consulting with children provided by the Committee by the Alliance, there were 5 (five) focus groups carried out with a total of 40 young people aged between 12 -18 years old in 4 different cities which are as follows:

1. One focus group with 10 young people aged 16-18 years old carried out by the Bulgarian family planning and sexual health association in Pleven;
2. One focus group with 8 children and young people aged 12-18 years old carried out by the Bulgarian family planning and sexual health association in Stara Zagora;
3. One focus group carried out with 6 girls aged 13-16 years old and placed in a Family-type placement centre/small group home residential service run by Foundation “Agapedia” – Bulgaria in Sofia;
4. One focus group with 10 young people from 12-16 years old carried out by PULSE foundation in Pernik and
5. One focus group run with 6 young people aged 16-18 and members of the Youth Panel at the Bulgarian Safer Internet Centre (SIC) carried out by the SIC in Sofia.

### Acknowledgements

Special thanks and acknowledgements to Emanuil Georgiev from ARC Fund/Bulgarian Safer Internet Centre, Stanislav Dodov from the National Network for Children and associated professor Alexey Pamporov for contributing to the adaptation and translation of the methodology provided as Guidelines by the Council of Europe Committee and Ralitsa Zgalevska from the Bulgarian Family Planning and Sexual Health Association, Milena Rizova from “Agapedia” - Bulgaria, Emanuil Georgiev from ARC Fund/Bulgarian Safer Internet Centre and Julia Andonova and Veselina Ivanova from PULSE foundation for facilitating the consultation and focus groups with the young people and reporting back their feedback and opinion.

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<sup>1</sup> „Parents“ Association, „Demetra“ Association, Bulgarian Family Planning and Sexual Health Association, Bulgarian Centre for Non-Profit Law, Social Activities and Practices Institute, National Network for Children, Know How Centre for Alternative Care for Children, “Child and Space” Association, “Children and Adolescents” Association, Centre for Inclusive Education, Foundation “Association Animus”, Foundation „Gender Education, Research and Technologies”, “For Our Children” Foundation, Foundation “Tulip”, ARC Fund, PULSE Foundation, WVO – Bulgaria, associate professor Velina Todorova and associated professor Alexey Pamporov.

## Summary of results from the consultation with children and young people

As a whole, the facilitators shared that despite the adaptation and refinement of the questions following the first focus group in Pleven, the children found the questions difficult to be understood and the adults had to repeat and interpret them several times. The exception was the focus group carried out by the Bulgarian SIC in Sofia but it should be noted that the young people consulted are members of the Centre's Youth Panel who meet in person regularly (at least one per month) and the topic of online sexual exploitation was not new to them. One of the recommendations suggested for future similar consultations was to consider more examples, visuals and case studies and to make the language of the questions more 'child – friendly' and easily understood by the children.

### **Question 1. Do you know of any training materials or activities meant for children, which explain the risks from children producing and/or sharing (1.1.):2**

- a. overtly sexual images and/or video they produced themselves?
- b. other sexual content they produced themselves (text, pictures/ videos showing a child in a sexually suggestive way – for example, the child is naked or half-naked, posing to invite sexual arousal)?

If yes, who carries out these activities/ provides these materials?

Can you name sources where these activities/ materials can be viewed?

### **Feedback from consultation with children and young people:**

As a whole children share that they know about educational materials and activities meant for children, which are related to the questions. In some cases as specific examples were given the trainings carried by the ARC/ Bulgarian SIC, the BAFP, the Bulgarian Red Cross and the resource site Loveguide. In a few of the focus groups, the children have heard and remembered about campaigns and activities but couldn't provide details about the sources of the information.

The members of the Youth Panel of the SIC pointed out that the Safer Internet Centre and the Youth panel itself undertook such activities, for example the campaign against selfies in which young people show themselves in provocative clothing #Oblechisebe (*Put some Clothes on, Chum!*) developed and implemented by the Panel.

Some of the young people (four of them) shared that, outside the work of the Bulgarian SIC, their schools had training events on sexual education delivered but it was pointed out that this happened "long, long time ago", when they were in Grade 5 or 6 (11 and 12 years old respectively). Sexual violence had been among the topics covered but primarily its offline aspects, the online environment being touched upon very briefly, as the young people seemed to recall. The main focus of the events, however, had been the explanations about sexual maturation and sex life, as well as the risks of unwanted pregnancy. Two young people remembered that during the session children had been divided in two separate groups (one - boys only, the other one – girls only), while another two remembered that with them it had happened in a mixed group. In both cases we were talking about a one-off event lasting one or two academic hours. The trainings had been conducted by NGO representatives and initiated by the school psychologist but the young participants failed to remember the name of the respective organisation. Two young people shared that their school had been visited by the Durex and Always companies and children were given out information leaflets and booklets but no training was involved.

### **Key quotes:**

In one of the focus group the question led to sharing of a case where a child had produced a material which was later on shared by another child:

*“One girl of our school took photos of herself naked and the whole school found out about this. One boy sent them [the photos] to everyone and she didn’t care. I’ve seen the photos on the telephone of a classmate who showed them to me”.*

*“I’ve heard about a collage at our school – they put the head of a boy from my class on the body of a naked woman. In this way, they made fun/mocked at him because he had long hair. Everyone calls him “gay”.”*

**Question 2. Do you know of any activities and materials as part of education campaigns or awareness-raising campaigns meant for children in their role as a witness/ looker-on of other children producing and/or sharing (1.2.):**

a. overtly sexual images and/or video they produced themselves?

b. other sexual content they produced themselves?

If yes, who carries out these activities/ provides these materials? Can you name sources where these activities/ materials can be viewed?

### **Feedback from the consultation with children and young people:**

As in the previous answer, in the majority of the focus groups children shared they know about such materials and activities but couldn’t provide more details or share concrete examples with the exception of the #Oblechisebe (*Put some Clothes on, Chum!*) campaign developed by the Youth Panel at the Bulgarian SIC.

**Question 3. Do you know of any awareness-raising activities or materials meant for parents or other adults in constant touch with children (teachers, psychologists, health workers, etc.) and aimed at the risks of children producing and/or sharing (1.3.):**

a. overtly sexual images and/or video they produced themselves?

b. other sexual content they produced themselves?

If yes, who carries out these activities/ provides these materials? Can you name sources where these activities/ materials can be viewed?

### **Feedback from the consultation with children and young people:**

The majority of the children don’t know about activities or materials related to raising the awareness of parents, teachers or other specialists working with children. They don’t know where such materials could be published so that they really accessible for parents or other adults.

The SIC’s participants pointed out they had noticed that some media (TV channels in particular) had broadcasted on this topic. Some participants said that they had heard about teachers of their friends’ (from Second English Language School) who had attended training on the subject (as far as they remembered as part of the Erasmus+ Programme) but they were not aware of any of their own teachers to have completed such training. As for parents, participants shared that they were usually contacted by teachers and school psychologists about specific incidents, when there was already a case of online bullying related to sexual images/videos produced by the children themselves, however were not informed in advance about the possible risks i.e. it is always about reactivity rather than pro-activeness and prevention.

**Question 4. Have there been talks in schools about the risks associated with (3.):**

- a. overtly sexual images and/or video children produced themselves?
- b. other sexual content children produced themselves?

**Feedback:**

According to the children and young people there are no talks at school about the risks associated with children producing and/or sharing sexual images or other sexual content. They themselves are aware of these and the main danger according to them is the negative opinion and attitudes towards the concrete children following the incident/s.

Key quote: *"I've heard a comment about a girl who published her naked photos that she's a "hussy"."*

The SIC's participants shared that at school online risks were not specifically discussed (outside the SIC activities that the YP members knew about). There was no mention of the topic in Information and Computer Technologies lessons. The young people shared that children discussed such topics informally among themselves; however, they believed that an open discussion including teachers, parents and students would feel somewhat uncomfortable. In their opinion teachers went about the topic mechanically. Psychologists and biology teachers covered some sexual education topics but only formally, as part of the school curriculum, which did not involve active participation of students in discussions.

**Question 5. What reporting mechanisms are in place, including hotlines, to ensure support and help, including psychological, when a child falls victim to (6.1.):**

- a. overtly sexual images and/or video they produced themselves /other children produced?
- b. other sexual content they produced themselves /other children produced?

Can you specify such mechanisms?

**Feedback:**

The majority of the children share about the police, child protection departments, seeking help from their caregivers at the Centre they are placed, reporting to the administrator of the social media.

The participants from focus group in Pernik shared about a local line they could call (076/60 10 10) and the participants from the SIC listed the Hotline and Helpline with the Centre (including a chat module and the 124 123 telephone line). They also listed the national Helpline for children 116 111.

The children from the Family-type placement centre/small group home don't know about hot lines where they can seek support and assistance including psychological.

**Question 6. Do you know if the national legislation provides for criminal liability of adults who (9.1., 9.3., 9.4., 9.6.):**

The majority of children suppose that there are sanctions/penalties only for adults who possess overtly sexual images and/or video and they share it with other adults. They suppose the adult will be sent to prison but are not sure and can not point out to a concrete law/legislation.

**Key quote:** "I think there might be a law. I suppose they will put him/her in prison for 5 years. Or 12 years".



**Detailed responses** from the SIC's Youth panel members are provided below:

a. possess overtly sexual images and/or video produced by children?

The participants responded that they knew that owners of pictures/ videos containing child pornography "are subject to indictment".

b. disseminate or transmit to other adults overtly sexual images and/or video produced by children?

The participants again pointed out that disseminators of such materials were also subject to indictment. Here they made a point that such people were prosecuted internationally too ("under international law") and also that such materials were in many cases removed from the respective internet platforms.

c. disseminate or transmit to other children overtly sexual images and/or video produced by children?

The participants pointed out that what was said under the previous item held true here too.

d. possess other sexual content produced by children?

The participants did not think effective control and prosecution were in place when it came to possessing "just erotic" images and videos.

e. disseminate or transmit other sexual content produced by children?

Here the participants believed that in the case of such "erotic" pictures/ videos, when it came to dissemination, the police was after the offenders and such offenders were subject to indictment. Particularly when it was about a paedophile contacting children, since, as far as they knew, most often than not paedophiles used such pictures/ videos for blackmailing and threats (to obtain more pictures or meet the child).

f. disseminate or transmit to other adults other sexual content produced by children?

The participants pointed out that what was said under the previous item held true here too.

g. disseminate or transmit to other children other sexual content produced by children?

The participants pointed out that what was said under the previous item held true here too.

**Question 7. Do you know if the national legislation provides for criminal liability of children who (9.7., 9.9., 9.10., 9.12.):**

The young people thought that children are not criminally liable for the specific sub questions (a - i). In the case with the focus group with children from the Family-type placement centre they assumed they might receive some form of a punishment only if they share overtly sexual images and/or videos which include other children or adults. They supposed in this case they might sent the child to a correction school/residential institution.

**Key quote:** "They might send the child to a correctional residential school - as a children's prison. We've see such children – they however have might be also dealers".

**Detailed answers** provided by the SIC's focus groups participants are as follows:

a. produce overtly sexual images and/or video?

The young people admitted they did not know if there were any penalties in place but shared that in their personal opinion there should not be any since children are not fully aware of the consequences of their actions.

b. possess overtly sexual images and/or video produced by children?

Here too the young people admitted they did not know if there were any penalties in place but shared that, again, in their personal opinion there should not be any.

c. disseminate or transmit to their peers overtly sexual images and/or video produced by them and including them?

In this case the young people believed that the sanction was (and should be) removal of the offender's profile from the respective platform.

In addition, the young people pointed out that instead of punishment they believed there was another type of response (teachers, psychologists, parents talk with the child) and also there should be more work on prevention (training, information campaigns).

d. disseminate or transmit to adults overtly sexual images and/or video produced by them and including them?

On this point too, the young people believed that there were no penalties in place (and there should not be any), since the offenders were minors ("and they are not aware of the consequences of their actions"). Besides, they could have been misled by adults.

e. disseminate or transmit to their peers overtly sexual images and/or video including other children and produced by them?

Here the young people believed that there were such penalties (and there should be) at the school level, since it was about online bullying of peers.

f. disseminate or transmit to adults overtly sexual images and/or video including other children and produced by them?

In this case the young people supposed that there were (and should be) penalties in place.

g. produce other sexual content?

The young people believed that in this case the sanction was removal of the content and the offender's profile by the respective platform.

The questions below can be given the same response in the young people's opinion.

h. possess other sexual content produced by children?

i. disseminate or transmit to their peers other sexual content produced by them and including them?

j. disseminate or transmit to adults sexual content produced by them and including them?

k. disseminate or transmit to their peers other sexual content produced by them and including other children?

l. disseminate or transmit to adults other sexual content produced by them and including other children?

The young people believed that all of these cases were not punishable (especially in the sense of being subject to criminal liability) since the children, being minors, were not fully aware of the effects of their actions.

**Question 8. Do you know if there is a specialised government agency dealing with cases of child victims of possession, dissemination and transmission of sexual content (both on the part of adults and on the part of children)?**

(The cases specified under items 6 and 7)?

If yes, which is/are this/these government agency/ies, what is/are it/they called and, in your opinion, how does/do it/they work?

If no, why do you think there is/are no such agency/ies? (13.1., 13.2.)

**Feedback:**

The majority of children listed the child protection departments and the police. Some of the children referred to NGOs or the Bulgarian Red Cross. There were also discussions related to the fact that there's impunity related to sexual abuse of children and *'no one will believe if you share'*.

The young people from the Youth panel at the SIC listed the General Directorate for Combating Organised Crime (GDCOC) and the State Agency for Child Protection (SACP) as the government institutions dealing with such cases.

Outside the government agencies listed, they also mentioned the 116 111 Helpline, as well as the Bulgarian Safer Internet Centre (SIC) with its Hotline and Helpline, where children could report a case and receive help and advice. The young people also pointed out that the media too were dealing with such cases. On the subject of the school as a state institution which was dealing or should be dealing with such cases, the young people had more to say.

They believed that the school failed to react adequately in most of such cases. One of the participants gave the example of a Facebook group created by students and targeting a classmate of theirs which had been used for online bullying also through the use of photos where the classmate is naked (taken by herself). Even though the girl had shared with both her class teacher and her parents (who even talked to the teacher) and despite the fact that the group had already been closed down, not only were no sanctions imposed on the perpetrators but the teacher had assured the girl's parents that there was no need to involve the perpetrators' parents. 'No use talking to the parents', she said. Reportedly, she believed that this would not have an impact on the children and the group was already closed down so there was no need to sharpen the conflict.

The young people thought that the situation was different in the so-called 'elite schools' (most of which are state-owned in Bulgaria) compared to the rest of the schools. In the former, children were encouraged to be proactive and sometimes they took the initiative and wanted to be informed/trained on specific topics (the Trade and Banking High School was given as an example). But even there 'this happened only rarely, however'. The young people believed that teachers needed to take the initiative, and some of them did, but there were only few of them since the majority lacked motivation. In addition, the participants' schools had high levels of teacher turnover.

The participants shared that the so-called Student Council 'did nothing' too. Its members got together twice a month but, as a whole, their work was automatic. Individual students did some work, on their own initiative.

The young people believed that on these issues, as well as on other topics of importance, 'the voice of children should be heard' and they should be actively involved. In addition, the young people recommended that training on online sexual abuse issues should be organised in schools, which they believed should start in Grade 8. They also recommended that external experts be also included to deliver these trainings, both for children and for parents and teachers, with an option to have a mixed group for all of them.

One of the main problems the young people pinpointed was the lack of digital and media literacy (DML) of a large proportion of the teachers themselves. The young people believed that teachers should be more pro-active and develop their own DML, and then develop it in their students too (including on the subject of ways to protect oneself from online sexual abuse). The participants quoted just one teacher from their school (one from the Trade and Banking High School and one from 22nd Secondary School) who had a higher level of DML and used email and social networks groups to communicate with their students.

The young people believed that training on these topics should be delivered using innovative methods such as group work, energizers, practical exercises and interactive methods.

Childhood Without Violence Alliance  
[www.endviolence.bg](http://www.endviolence.bg)

### 3. Cyprus

**Organiser of the consultations:** Social Welfare Services

**Date of submission:** 01/06/2018

#### **Introduction**

For answering the questions within the framework of the 2nd thematic monitoring round of the Lanzarote Convention on “The protection of children against sexual exploitation and sexual abuse facilitated by information and communication technologies (ICTs)”, the Social Welfare Services conducted a workshop, where 21 students, aged 15-18, participated. The children were selected from 4 schools (2 High Schools and 2 Lyceums) in Lefkosia, in close proximity to the building where the workshop was organised, so that the children have easy access. There were two workshop facilitators (Social Service Officers) with extended experience on children’s rights and child abuse.

Based on the guidelines, the facilitators explained the purpose, the basic concepts, the working methods and the expected impact of children’s contribution to this procedure initiated by the LC. The children were then divided in three groups and answered the questions prepared by the facilitators, based on the guidelines of the LC.

The groups were invited to give a name to their group and work together in order to answer all the questions.

Each group presented their answers. See photos of the three posters below.

Ice breaker exercises facilitated the development of teamwork and a positive climate during the workshop.

At the end, children evaluated the workshop, which was rated at the highest ranking (“very good” to “excellent”).

It should be noted that parent’s consent was secured for the participation and the taking of children’s photos (on two separated forms) in the workshop.

All children received a certificate of participation at the end of the workshop.

During the workshop, the facilitators informed the children of the national hotline on “Cyber Safety”.

#### Question on Prevention with focus on education

The children replied that they have heard about the rules of taking naked/half naked pictures or videos of themselves and sharing them in school, in health education or biology classes, concerning puberty, sexual abuse, sex education, etc. Some of them received information in their home economics class, others by the school counselor in a more private conversation, while others through lectures organised by the schools conducted by special guest speakers.

#### Question on Prevention with focus on awareness-raising activities

The children replied that they are not aware of any campaign or awareness raising activities that explain the risks of making naked/half naked pictures or videos of themselves. However, if they were

asked to raise such a campaign or participate in one, they would like it to be an open event, with music, so as to attract young people of all ages, where different messages would be provided through informative leaflets, attractive video clips, etc.

### Question on Protection

The children replied that in case someone misused a naked photo of themselves, they would talk to someone they trust, such as their parents or a relative (i.e. a brother, a sister, an older cousin).

Most of the girls, replied that they wouldn't send more photos or meet with the person who asked them for more photos or to meet in person, while most of the boys replied that they would do so if that person was an attractive girl.

If someone asked them for money, so as not to send their naked photo to their parents and friends, they responded that they would mention it to their parents or even the police.

Most of the children replied that they would talk of their situation to someone older than them, especially an older brother or sister and some replied that they would talk to a friend that they believe could give them some advice.

If the situation got out of hand, they would talk to their parents and in extreme cases they would report it to the police directly or with the help of their parents. Some said they might first talk to a person they trust other than the parent because parents might not be around at that moment.

The children replied that they believe that a friend could provide them with emotional support, while their parents/family would be in a position to examine the situation and give them advice and guidance, and the police might be able to stop it permanently.

Most of the children were not aware of the help lines existing in Cyprus, but they reported that they would search online for such a helpline if needed.

Group 3 presented an image of a broken person, because they believed that a person in such a situation is psychologically drained and that sexual abuse could have an immediate and a long term negative impact on that person.

### Closing session

At the end of the workshop, as mentioned above the children were asked to evaluate the workshop. Then two boxes were placed in the middle of the room (one red and one yellow) and the children were asked to write on a piece of paper something they want to take with them from the workshop and something they want to let go of the workshop and place them in the right box.

Some of their responses were as follows:

Something to take with me	Something to let go of the workshop
Words like "abuse" and how to handle it	I would never send a naked picture to anyone
important terms such as family, friends, awareness	Abuse, exploitation

Knowledge	Our presentations
Ways to handle situations of abuse	Nothing
The number of the hotline 1480	
Trust my family and the competent authorities, such as the police	
Good memories and a spirit of teamwork	
Joy	

## PRESENTATION – GROUP 1

### Responses to Question 1:

1. I would talk to an adult
  - 1.1 Girls “No”, Boys “It depends on the situation”
  - 1.2 Police and Parents
  - 1.3 Yes

### Responses to Question 2:

2. Police
  - 2.1 I would ask for help from a trustworthy friend and then make a report to the Police
  - 2.2 I would want psychological help and support from the people close to me



### Responses to Question 3:

3. We have talked about it and we know that there are a lot of dangers
  - 3.1 They have talked about it in their home economics class and Greek lesson class and with special guest speakers that have visited their school

### Responses to Question 4:

4. We would like to prepare a poster which will include the dangers of sharing naked photos or videos through ICTs. They would also like to prepare an on stage presentation concerning the dangers and the consequences.
  - 4.1 Such a campaign would provide them with knowledge on the issue, awareness on the issue and how to protect themselves.



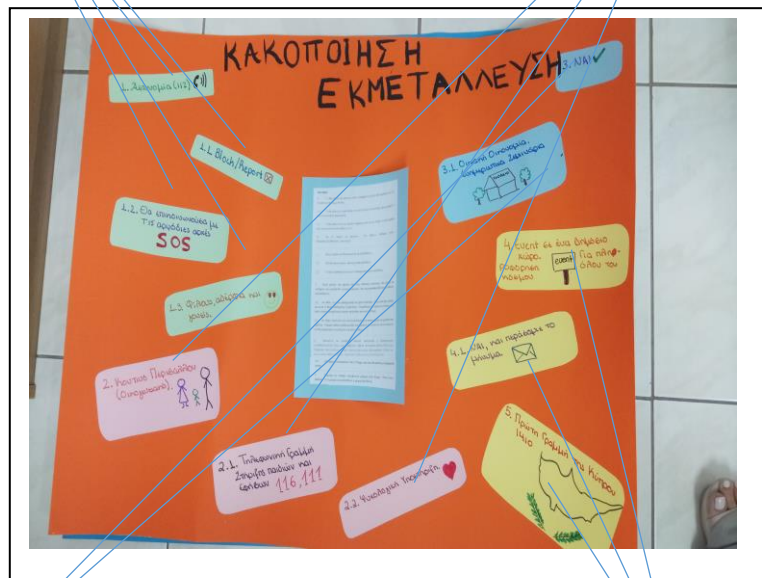
## PRESENTATION – GROUP 2

### Responses to Question 1:

1. Police
  - 1.1 Block the person and report to the Police
  - 1.2 I would contact the competent authorities
  - 1.3 Friends, siblings and parents

### Responses to Question 2:

2. People in my close environment (family environment)
  - 2.1 Help Line for the support of children and teenagers
  - 2.2 Psychological support



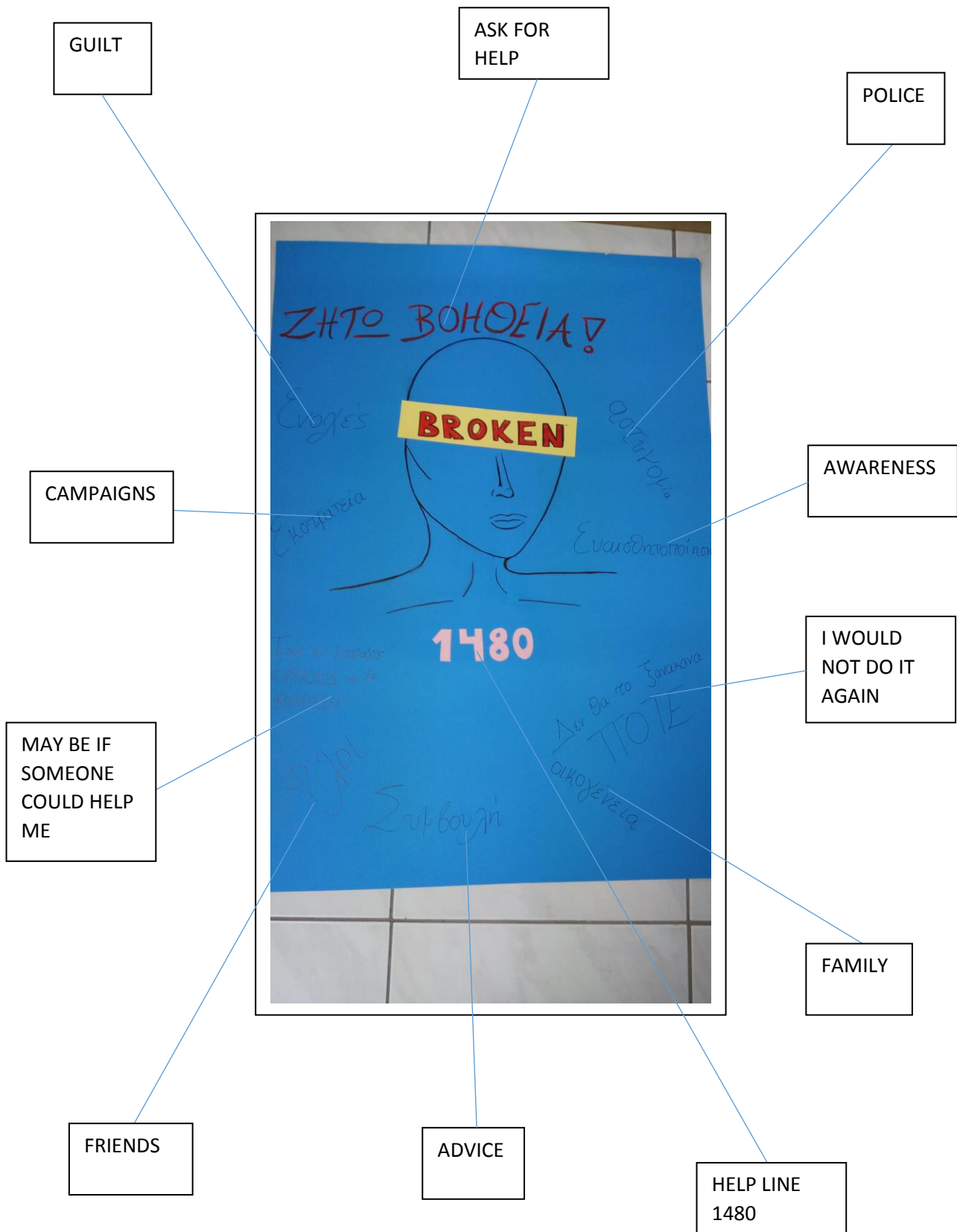
### Responses to Question 3:

- 3.2 They have talked about it in their home economics class and with special guest speakers that have visited their school

### Responses to Question 4 and 5:

4. They would like to prepare have an event that would provide information and awareness to as many people as possible
  - 4.1 With such an event we believe that we will pass the messages we want to other people.
5. Help Line in Cyprus 1410

PRESENTATION – GROUP 3



## **4. Georgia**

**Organiser of the consultations:** Public Health Foundation

**Date of submission:** 01/11/2018

### **1. Introduction/background**

#### **1.1. Preparation of the consultations**

The present report provides the views of children on sexual exploitation and sexual abuse facilitated by information and communication technologies (ICTs). The organisation of consultations with children is based on the Council of Europe's Guidelines for Implementation of Child Participation.

In line with the Council of Europe standards on child participation, the child participants of the consultations were selected through an open call from different schools in Tbilisi: in total, children with different backgrounds from 9 public and private schools volunteered to take part in the process and shared their thoughts and concerns.

Children and their parents were informed about the objectives and the topic of the consultation in advance. In the beginning of the consultation their expectations were discussed and at the end of the session their expectations were summed up. Children felt happy that they had opportunity to participate in this kind of consultations, were happy to know that their views will be taken into consideration by the Lanzarote Committee and hopefully by the relevant authorities on the grounds.

As suggested by the child participation guideline, 2 age groups were selected:

- a) Children between the age of 11-13
- b) Children between the age 14-18

Overall, 29 children, 15 girls and 14 boys (15 children from group a. and 14 from group b.) participated in the consultations.

A focused group discussion format was agreed upon by the children as the working method for the provision of consultations. The consultations were facilitated by the psychologists who have a sound experience of working with children and are aware of the basic principle of the Lanzarote Convention.

### **2. Views of children on the suggested questions of the Guideline for Implementation of Child Participation**

#### **2.1. Question on Prevention with focus on education**

National curriculum

Based on the information collected from children, a national curriculum does not include awareness-raising about the risks of self-generated sexually explicit images and/or videos or about self-generated sexual content. Even though in children's experience there are cases when teachers, school psychologists or resource officers discuss issues related to cyberbullying, children's rights etc. they never talk at school about what kind of risks occur if children make naked/half naked pictures or videos of themselves and share them with someone online. They do teach children about their fundamental rights, but this process does not involve raising awareness about sexual offences facilitated by information and communication technologies.

*“There was an accident when my classmate was on vacation at the sea. She shared a photo of herself in a swimsuit. Because of her body shape and the style of the swimsuit’s bra, the breast was exclusively well visible. Children made fun of her, she was all alone, and nobody discussed with us that case” – 13 years old girl.*

*“In my previous school, some pupils were playing the game “Truth or dare” online, using social media chats. Children deeply involved in the game, resulted to sexual coercion. Finally, they sent to each other so many photos that everyone in the school heard about it. I do not know how the problem was resolved; probably school head did something about it” - 15 years old boy.*

*“I think we should start talking about the risks from an early age. I believe that in every well developed country, there is a subject in the curriculum that is focused on teaching the risks for taking pictures and sharing them online. I have never heard how someone from my school suffered from problem like this but I would like it to happen because many of us think that it is normal, that it will never happen with us even though someone may face this kind of problem. Nobody is protected from this” - 14 years old girl.*

*“There was an accident in my school when girls sent their naked photos to boys. I do not know them in person, but the information spread so widely that it reached me too”- 14 years old girl.*

All of the participants agreed that it is crucially important to discuss this topic at school:

- Children aged 11-13 think it will be the most comfortable for them if either tutor or psychologist discusses issues related to self-generated sexual content. They believe that it is important to get this kind of information by the age of 9-10.

*“I think that in the beginning, it is tutor’s duty to explain to children some behavioural norms and then when we reach upper grade, after 5th grade when the tutor is changed, psychologist should begin talking with children” – 12 years old boy.*

Some children from this age group prefer to have monthly meetings with tutor/psychologist or to add extra subject to the curriculum: *“I think that special subject should be added to the curriculum just to talk about it. For example, our tutor sometimes leaves us after classes and discusses with us different topics”- 12 years old girl.*

*“Even though we never spoke about internet safety and the risks related to making naked/half naked pictures, my tutor was meeting boys and girls separately and discussing with us different topics. We had anonymous talks. For example, I did not know what my tutor was talking about with girls and girls did not know what she was discussing with us” - 13 years old boy.*

*“We should talk about issues like these at least once in a week, preferably on separate class”, 11 years old girl.*

- Majority of children think that it would be better to integrate it to any subject, for example Civil Education’s class. The reason is that they do not want to be overloaded by extra classes and they believe that some children may not perceive extra class seriously. In addition to these, they claim that administration should somehow control that all the necessary information is truly provided by the responsible people and that topics like these are not skipped:

*“Of course it would be better to have an extra class to discuss topics like this, but we already have a lot of subjects to study” – 12 years old girl.*

*“In some subjects, teachers are skipping some topics, that’s why I believe that we need to have an extra class for discussing issues like these” - 12 years old girl.*

*“Teachers are frequently skipping some topics, so it has to be controlled by the head of the school that there will be no gaps like these”- 13 years old boy.*

- Children aged 14-18 think that preferable it would be better to discuss this topic with psychologist or other competent people beginning from the 7th grade. There was the only girl in that age group who thought that the teacher, despite the sex and age could talk about the topic if she/he is a true professional. Other school students expressed their distrust towards older age teachers, thinking that many of these teachers are not aware of modern applications for example. They believe that it is important to have this kind of meetings once in a week or monthly and that attendance should be mandatory.

*“I think that there should be a class provided once in a week or at least in a month when psychologists or other competent people will read lecture about global issues like this one. But the most important aspect is that it should be compulsory. For example, in my school, there are some events ongoing after finishing the classes but my schoolmates rarely attend it. They do not feel obliged to stay and listen” – 16 years old boy.*

*“I do agree that meetings like these should be provided once in a week and attendance be mandatory. I would like to see a young psychologist with whom we would feel free and who is more likeminded” - 16 years old girl.*

*“I think we do have to study rules for safety but it should not be similar to other subjects, one should not learn it by hard, but using trainings, logical discussions. It should have exactly the same format as we talk right now. It should be like this and better to discuss this topic with younger professionals or with older teachers after they are properly trained” - 16 years old boy.*

*“He/she should be a professional and I still prefer him/her to be a psychologist, who is better acknowledged in the topic. This person should have a modern way of thinking, age does not matter” - 17 years old girl.*

### **2.3. Question on Prevention with focus on awareness-raising activities**

Awareness raising or educational activities/tools/materials/measures

Both age groups state that they have never heard about any awareness-raising or educational activities addressing children, bystanders/observers, parents and persons who have regular contact with children about the risks they face when they produce and/or share self-generated sexually explicit images and/or videos, self-generated sexual content in our country.

### **2.4. Question on Protection**

Based on the feedback provided by children, if someone misuses the naked photo of them or asks for more photos, money etc. they will reach a parent or other family member for help, in some cases they will call police. Also, if their friend is threatened, they will try to somehow inform her/him or their friend’s parents and in case of urgency call the police.

Majority of children have heard that there is a child helpline in their country; mostly, children prefer not to call helpline as they think that it won't be possible to solve this kind of problem that way.

### **3. Key observations**

- The recent national curriculum does not contain activities for children that would provide them with the information about risks related to the protection of children against sexual exploitation and sexual abuse facilitated by information and communication technologies, nor about the other manifestations of child sexual abuse.
- Children that took part in these consultations were from the capital city. The situation with regard to risk of sexual abuse and exploitation online is different in case of the regions and remote, highland areas. Although children living there have less access to internet the risks of sexual abuse is still quite high.
- Children agree that it is essential and crucial to talk about topics related to the risks of sexual abuse and sexual exploitation in the context of ICT's.
- Majority of children prefer that this information is provided by the psychologists or other relevant professionals or by tutor (in case of younger children).
- Children emphasised that information about the risks of sexual abuse through the ICT's and other forms of abuse shall be discussed with them in a format that was used for the purposes of these consultations, where they felt comfortable and had the opportunity of free narratives.
- Children think that it is important to begin talking about the topic from early age, at about 9-10 years.
- Children are more aware about bullying and its risks but do not have knowledge of other forms of abuse, especially the ones that occur online.
- There are some cases related to online sexual abuse that occur at schools but they are left without sufficient attention paid from the school administration.
- Children were not able to provide sufficient information on the question on the prevention with focus on awareness raising activities as they could not recall any of such activities happening around them in relation to the issues under the consideration;
- Majority of children prefer to raise awareness and be reached via social media, they claim that TV is no more popular within their age.
- Children mentioned that it would be good if child helpline is available for 24/7.

## 5. Hungary

**Organiser of the consultations: Hintalovon Foundation**

**Date of submission: 30/09/2018**

30 September 2018

Dear Lanzarote Committee,

In response to your call for children's submissions, we have prepared a video vis-a-vis the amount of information we receive on our online safety with special regards to the sharing of sexual content.

We are child rights ambassadors, volunteers for the Hintalovon Foundation. There are 10 of us, 7 boys and 3 girls, aged 14 to 18, who share a deep interest in the rights of children. We are from various walks of life, our backgrounds, age, personality all differ, nonetheless, we are able to cooperate well as a team. There is one thing common in all of us, our strong sense of justice which is why we decided to stand up for our rights. We have been working together since August 2017. Our participation in the Hintalovon Foundation centres around familiarising ourselves with our rights and learn how to exercise them and advocate for them.

The idea to participate in the monitoring of the Lanzarote Convention was initiated by our program managers. We were eager to do so for two reasons. Firstly, it was nice to hear that our experience matter and we can express our views and advocate for our rights. Secondly, we all know way too many stories about sharing sexually explicit photos and we are willing to learn more about and do more for our online safety.

It all began with one specific Saturday (March 3rd) when we were discussing the issue of online safety for hours. We expressed our opinions and shared stories where someone had been the victim of online abuse or cyberbullying. This proved to be a challenge for us, as everyone uses the internet and thus, has their own opinion on it. We spent a lot of time going through our experiences at school and talking about our rights in case of an abuse. It has greatly helped us form our own opinion on what we would require for safe use of the web.

On 28<sup>th</sup> April we spent over five hours figuring out the concept of our project and to find common grounds for our message. We worked primarily following the questions given by the Council of Europe, assisted by our mentors. We split the topics among each other for individual preparation. We dug into our own, then after summarising and highlighting the gist of it, we started discussing. We got off to a bumpy start, as everyone had to present their own opinion first, to be followed by the joint discussion. The difficult part came after talking through the topics. How are we supposed to present all the relevant information clearly and concisely? A number of ideas popped up. Should we write a long essay, deliver a presentation or opt for a drawing? So many ideas, so little time. Thus, we decided to come up with a few concise and straightforward sentences that sum up our main points. Phrasing these sentences took us the longest. It was challenging to produce a clear, nevertheless, not overly simple text. We managed to come through in the end. After finishing these sentences, we returned to brainstorming on how to present the message. One of the group members suggested to make a video, an idea that proved to be the best. The goal was to make a video where our sentences are presented before abasic, animated background; a straightforward yet attention grasping way of forwarding/communicating our experiences. Having agreed upon the idea, we added the final touch to our message. We translated the text with the help of our mentor team, while the video (itself) has been the work of our mate, from whom the idea originally derived.

We are grateful for having the opportunity to participate in such a grand initiative. We feel that it has been an outstandingly exciting project this year, but more importantly, we hope that our contribution can help your work to monitor the situation in Hungary.

Kind regards,

Child Rights Ambassadors of Hintalovon Foundation

Hyperlink to the video: <https://www.youtube.com/watch?v=-wQYRQTF8Cw>



## 6. Italy

**Organiser of the consultations:** Associazione Agevolando; Center for Families of the Municipality of Rimini; University of Sassari - Department of History, Human Sciences and Education

**Date of submission:** October 2019

### REPORT FROM EMILIA ROMAGNA REGION

**Meeting date:** 29<sup>th</sup> July 2019

**Location:** Center for Families of the Municipality of Rimini

**Meeting duration:** 3 hours

**Participants:**

2 participants

M, 18 years old, male, experience of both residential and foster care, Italian but of foreign origin

S, 16, female, experience in day care center, Italian

**Facilitators:**

Federica Pari (psychologist, facilitator of the focus)

Silvia Sanchini (educator and editor of the summary report)

**Organizations cooperating to the organization, further than Agevolando:**

The healthcare company "*parental responsibility and child protection service*" of Rimini has selected and invited the youngsters to participate to the focus group. 7 have been invited and only 2 of them came to the meeting, but some of the absent remain interested in participating to this experience.

The Center for Families of the Municipality of Rimini hosted the meeting for free.

**Topics discussed:**

The focus group started with the presentation of participants through the use of some objects that children could choose to describe themselves.

The second phase of the Focus group was dedicated to a brainstorming starting from the question: "What do you think the rights of children and young people are?" All answers were collected in a poster.

Subsequently, we discussed the following topics: people entitled to protect the rights of children and young people, the Lanzarote Convention, sexual coercion, sexting, grooming, dissemination of personal images/videos, knowledge of campaigns on these issues, perception of be protected or not, knowledge of professionals or associations/organizations entitled to provide help, evaluation on the Focus group experience.

Finally, a simplified version (by Save the Children) of the UN Convention on the Rights of the Child and materials about Agevolando were given to the participants.

## Meeting results:

“What are the rights of children and young people?”

With regards to the issue of rights, the focus group participants pointed out that according to them the fundamental rights of childhood and adolescence are:

- Education
- Freedom of thought
- Love (right to receive and give it)
- Respect for one's age
- Healthy fun
- Respect to the need of being alone and with the others, being able to choose freely
- Right to be and to exist
- Right to choose
- Respect and consideration of differences
- Right to create important relationships with both peers and adults.
- Right to equality. Equality between males and females, between children and the adults.

They specifically stated that *"we must respect intrinsic differences but give everyone equal opportunities"* and complained the lack of public meeting places in Italy: *"we should offer to everyone public spaces and opportunities to meet. Often, spaces for children and young people are "parking" but not real educational and recreational places"*.

On the experience in the residential care, M. stated: *"Differences are resources but even a risk! In the community, differences were pleasant but also a problem, because they generated both discussions and difficulties. Integration is not so simple. We need the personal availability from both sides of the relationship, in order to build bridges, otherwise, one of the two falls into the river! Building relationship couldn't be an obligation, it should happen naturally"*.

With regard to life in the residential/foster care, they even discussed upon the recent case of the investigations on foster services in Val D'Enza. This is the point of view of M.: *"What happened in Reggio-Emilia must not lead to generalization! Those who make mistakes have to pay, the others must stay clean. We need to trust the institutions, to believe that they are doing good things for us"*.

According to them, the responsibility to protect the rights of children belongs to the State and the institutions but also to all citizens. They highlighted the relevant role of educators (not sufficiently known and valued) and psychologists. In their opinion, every child should have the right to speak with a psychologist at school without parental authorization, even if minors. A lot of children don't have friends or adults that could help them or with whom they could freely speak.

## Lanzarote Convention

None of the two children knew the Lanzarote Convention but they knew that there are laws that protect minors.

In their experience, Italian schools devote too little time to discuss issues related to sexuality, they are still considered a taboo. M.: *"At school it is very important to talk about these things (already from the secondary school), we need prevention activities and more family counseling centers, where children could freely go for advices, without being judged. It' important to talk about these issues with appropriate terminologies and offering clear ideas. It is not the prohibitions that make us grow, but*

*the dialogue. Teenagers are worse than scientists! In front of a prohibition they are able to find a thousand alternative solutions and therefore to ban is useless”.*

*S: "More forms of control and prevention would be needed. In recent years there have been many changes: children wait less time before having sexual experiences ”.*

### **Sexting, selfie, grooming, sexual coercion**

Federica presented four coloured cards with the words: selfie, grooming, sexting and sexual coercion. The children only knew the meaning of the word selfie.

We explained the meaning of all the words and some comments emerged: *"There should be no kind of coercion! Sexuality should be something free, never obliged",* they say. The participants lived the experience of friends (but even a personal experience) having been judged for their sexual orientation or their ethnic and religious affiliation. They also met couples in which one of the two forced the other to do things against his will, because there was no dialogue and respect between the two.

Speaking of sexting and grooming, M. said: *"There are apps for meetings (Tinder, Lovoo, Grindr, Badoo,...). Some of my friends have been lured by an adult woman. It doesn't just happen to females, it can also happen to males! A woman asked a 16-year-old friend of mine to send her private photos, the woman blackmailed him saying that if he didn't have a relationship with her she would tell his mother. This guy talked about it with me and I decided to accompany him to the police post and we made a complaint and then helped him talk to his mom. There are cases of blackmail, in which money is also asked, abuses of power.*

*We must also be careful with the photos we post as a profile image or send by private messages (anyone can take screenshots). In addition to that, we have always to check the true age of the person we chat with, for example asking to see each other in the face. We should never show ourselves in forms that could be blackmailed. We should never hesitate to contact adults (educators or psychologists) or the police post”.*

*S. added: "It happened to me too, they told me that social networks can be dangerous and that a selfie of a certain type can turn against you. Experts came to school to talk about these issues. It is very important that we talk about it in schools. Psychologists or experts outside the school should talk about it “.*

The children tell of knowing campaigns and videos on these issues. In particular, they report having seen a video on cyberbullying and one on sexting. According to them, videos are very useful prevention tools: they reported that short and impactful videos should be shown in order to talk about these issues. Often a video is more effective than many words.

Both participants reported that body-shaming is a widespread phenomenon and that adults should be more vigilant about this phenomenon. It often boils down to saying that “it is a joke”, in reality this type of insult can have very serious consequences.

In case of blackmail from adults for having sent photos or intimate videos, the boys have no doubt: they would turn to adults (even a teacher, or older brother ...) and the police post to ask for help.

*S. comments: "The person should not be made to feel guilty, because she's a victim and you have to be near her. The risk is that people do nonsense and even go to suicide ”.*

The participants believe it is possible to ask for help also to social services and family counseling centers or to associations that deal with young people, such as Agevolando.

### **Evaluation of the experience**

The participants are satisfied with the participation to this focus group and found very interesting the questions addressed to them. They would have liked to discuss other issues as bullying and cyber-bullying.

### **Children's proposals**

- To realize a simplified version of the Lanzarote Convention so that even children can read it and get to know it better (as there is the simplified version of the CRC)
- To propose information and prevention activities in schools, lead by experts
- To guarantee to all children the support of educational figures (educators and psychologists). Educators can also be a support for families
- At school you should be able to speak to the psychologist even without parental consent and even if you are a minor
- Video is a very effective information and prevention tool
- To compare, in activities like these ones, kids growing up in community/foster care with kids who grow up in the family also to dispel prejudices and get to know each other better.

### **Conductress comments**

The monitoring took place in a very peaceful atmosphere in which the participants immediately felt free to express their opinions freely.

The fact that both participants had a vulnerable background gave us the possibility to explore themes that were not directly related to the monitoring, but which in any case enriched the content of our report.

The participants showed a good awareness of the subject and a curiosity regarding the lesser-known topics. They showed themselves open to all activities, even those that required greater personal involvement. In addition to this, they have felt very relevant to themselves the subject dealt with and, in our opinion, proud to be able to give their contribution to such a delicate subject.

### **Available materials**

- Photos of the meeting
- Minutes of the meeting
- Meeting registration
- Lineup of questions and topics covered
- Disclaimers

## REPORT FROM SARDINIA REGION

**Meeting date:** 24<sup>th</sup> September 2019

**Meeting duration:** 3 hours

**Location:** University of Sassari

**Participants:**

7 participants: 2 males and 5 females

1 adult, 6 minors

Age: 15-16-16-17-17-17-18

All the participants live in residential care.

**Facilitators:** Luisa Pandolfi and Daniela Cocco

**Organizations cooperating to the organization further than Agevolando:**

University of Sassari - Department of History, Human Sciences and Education

**Topics discussed:**

Questions

*Awareness raising activities:*

- Have you ever participated in activities, projects and/or awareness campaigns in which the risks of taking naked or half-naked pictures of yourself were explained (perhaps through videos, advertisements, TV, newspapers, etc.)? Of other boys and/or children? If yes, what was it specifically? By whom were they organized?
- To whom was the message of the activity/project/campaign sent?
- What did you learn?
- What do you think others learned?
- Did you like? Why? Is there anything you would have done differently?

*School curriculum*

- Do you know what the rules for photographing yourself and sharing photos with others are?
- At school did it happen you to talk about the risks that there are in taking pictures or videos naked/semi-naked of yourself and sharing them with someone online?
- If yes, with whom did you talk about it (teacher, school psychologist, other people who came to school just to talk about this topic)?
- If you've never talked about it at school. Do you think it would be important to talk about it? Is there, in particular, a subject or a teacher with whom you think you can talk about it?

*Assistance to victims*

- What would you do if, for example, someone incorrectly used a naked photo you sent them? Or if he asked you for more photos or to meet you in person? And what would you do if someone ask you for money to not share the photo with friends, family, educators or others?
- What would you say to a friend asking for help because he is threatened and/or blackmailed for his photo? Would you tell someone? Friends, educators, family members, teachers, police?
- Who do you think could help you in a similar situation? What kind of help do you think would be needed?

- Are you aware of an assistance/help line in Italy and in the city where you live? Do you know the number? What kind of help could you give?

#### **Used materials**

- Powerpoint presentation with legislation and terms of sexual abuse via the Internet
- Europol "Say No" campaign video

#### **Meeting results**

##### Summary of the emerged contents

##### *Awareness raising activities*

All the young people participated in awareness-raising and training meetings on the subject of risks that occur with bad internet use organized by lower secondary school and, some, even in upper secondary school. One of the involved residential communities organized an information meeting with the Postal Police. The theme usually varies from the risks of abuse to cyber bullying.

The activities were interesting, but it emerged how it would be more effective if talking about it were boys who lived something like this rather than adults.

However, it emerges how, beyond any awareness-raising activity that can be done, it depends a lot on how the participant experiences it, because if he/she does not want to listen, he/she will not listen. Not all children are aware of the risks, and indeed, some do not consider their exposure on the Internet a problem.

##### *School curriculum*

Kids are generally not aware that there are special rules for posting photos and videos on the Internet. They only know the practice of reporting inappropriate content.

*"Everyone is free to post what he wants, at his own risk and peril".*

It often happens to be contacted by unknown and/or obviously fake profiles, but the boys generally refuse.

The children agree that parents often have the greatest responsibility when they give a smartphone to their children who are too young and without the right preparation: they should be the first to explain the risks and to control the activities of their children online. In fact, it is clear that children who are too young are not able to use social networks correctly and are more exposed to risky behaviour. In addition to that, they think that there are different ways to control the activity of children on the Internet and on social networks.

The school is not seen by all as the ideal place to talk about these issues as they have too partial knowledge of the students.

The children suggest that at school, instead of imposing only rules and prohibitions on the use of mobile phones, it would be better to explain also why, that is, the risks and dangers that are encountered with inappropriate use of the telephone.

Often behaviour on the Internet is influenced by one's circle of friends and/or search for friends, especially for particularly lonely and fragile people. Sometimes they are driven by the search for new followers to increase the feeling of popularity.

#### *Assistance to victims*

Everyone agrees that for these problems it is necessary to contact the Postal Police, as well as to discuss it with friends and educators/parents.

Again the importance of parental education emerges.

They do not know what they would do in such a situation because they all consider themselves very cautious, so they do not accept requests from those who do not know and would never send their photos to anyone.

They judge those who do so to be naive and superficial. In any case, if it were a friend of theirs, they'd make him call the Post Office Police. They don't know dedicated phone lines.

The issue of gender discrimination also arises: the same seriousness is not perceived if the action of sending a photo with explicit content is performed by a man or a woman.

They tell of an experience of grooming and sexual coercion experienced by a friend, ended however without complaint, evidently not perceived as serious.

#### **Directions for decision makers**

Participants have highlighted the importance of giving space, alongside activities organized by adults and various professionals, also to the testimonies and experiences of their peers, as they feel them "closer" and more real compared to formal recommendations.

#### **Conductor comments**

It is noted that there is general knowledge on the subject, but that perhaps besides "spot" initiatives, there would be a need for systematic action to disseminate, train and compare these topics.

Participants were spontaneous in their observations and showed good reflective abilities, giving answers that were not obvious and original. In general, there is still some mistrust of the sharing of private online material and children have developed a certain ability to identify false profiles and risky situations.

The report was drafted by Diletta Mauri.

## 7. Republic of Moldova

**Organiser of the consultations:** Child Rights Information Center

**Date of submission:** 27/09/2018

This report reflects views of children and adolescents from the Republic of Moldova on how this state complies with the Convention of the Council of Europe on the Protection of Children against Sexual Exploitation and Sexual Abuse in the online environment.

The report was written by adult facilitators based on the consultations with a group of children/adolescents. The group was composed of 20 girls and 3 boys from all around the country, aged 13-17. They were selected based on a national contest. The consultation process was facilitated by the Child Rights Information Center (CRIC) following the methodology recommended by the Committee. Major adaptation of the methodology refers to longer sessions. To introduce this sensitive topic and enable open and critical discussion the workshop lasted one day and a half. In addition, the State Secretary for Education was invited to discuss the role of school and children's recommendations how this could be improved, especially through curriculum.

This report contains information on three issues on which the Lanzarote Committee asked for children's opinion:

- If the national curriculum helps children learn how to cope with the risks of producing, receiving or distributing sexually images, videos and texts;
- The quality and effect of awareness raising/ educational activities aimed for children, parents and professionals about the potential risks when producing, receiving or distributing images, videos and texts with sexual character.
- How existing mechanisms of reporting and psychological assistance work for children victims of online sexual exposure.

### **QUESTION I. PREVENTION BASED ON EDUCATION / NATIONAL CURRICULUM**

Less than a quarter of the participants said that they talked with teachers about producing and sending sexually explicit materials online in an informative way, based on their needs and questions. Such discussions were initiated by young teachers, mostly as part of Civic education and Biology lessons, optional lesson Education for health or extracurricular discussion clubs.

*"We learned about topic related to sex education, but we also approached topics such as human trafficking, sexual abuse, and this was useful, because many children were not aware about these subjects."*

According to the participants, activities to prevent sexual abuse and exploitation in general, and sexting in particular, are often conducted in a retroactive manner. This topic is usually discussed only after a case of abuse or exploitation is reported in the locality, district or other region of the country.

*"If the director hears about some case, he is ordering form teachers to organise a lesson on this topic with their classes. Otherwise, the subject is taboo. "*

At the same time, the participants said that schools sometimes neglect recommendations of the Ministry in respect of organising prevention activities. However, children/adolescents don't dare to report this because they fear of punishment.



"Sometimes, even if the Ministry orders that class lessons [with violence prevention activities] should be conducted, it does not happen in all schools, although it is written in the registry that it happened."

*"It is more important for teachers to fulfill annual school plans. Then, if we have time and lessons at the end of the year, "insignificant" topic like these are included."*

*"You cannot tell anyone that the lesson is not done, because the teacher will punish you."*

In the participants' views, school staff avoid this topic for different reasons: they don't have enough information and don't feel ready to answer pupils questions, they think this subject should be discussed outside the classroom or school, they themselves are not aware of possible risks and/or believe that students know how to use technologies safely and not become victims.

*"The teachers think it's a waste of time; they are embarrassed; becoming red when they start talking about these topics; they want to talk, but they cannot, because they do not know how to do it correctly."*

*"When the teacher saw topic about drugs and smoking in the manual, he said that it is not good to use these substances; that was all the information he gave us."*

*"Teacher told us to bring new information about this topic, because someone from the administration will assist at the lesson."*

In addition, teachers think that parents should discuss prevention of sexual abuse and exploitation and make sure children/adolescents are safe. At the same time, parents feel that this is the responsibility of the school. Similarly, at school level this responsibility is passed from one teacher to the other.

*"The Civic education teacher says that the form teacher must inform us about this subject, and the form teacher says it's the other way around. At the end, no one talks about it."*

A further reason is related to the influence and position of the church in respect of this subject. Church and one part of the society thinks that sexual education shouldn't be discussed with children at all; consequently, some teachers avoid similar topics in order to preserve their relationship with religious or community leaders.

*"Because adults isolate children from this subject, we have this situation [teen mams, big number of abortions etc.]. At the Education for health [an optional subject], we are talking about preventing negative situations, but not about promoting sexual relations."*

On the other hand, in limited occasions when the topic of sexting is being discussed, teachers present information in a distorted way and suggest to mitigate risks by restricting access to the internet for youth rather than building their skills for managing risks in the online environment.

*"They forbid us to communicate with strangers who are online or in reality; they believe that if we do not communicate, we are safe, but the risks can come from everywhere: from friends and relatives as well."*

*"Many say the internet is to blame for unpleasant situations - if there will be no internet, it will be much better. But everyone is on the internet, because they don't have other leisure activities. Teachers know this, but still they are not doing interesting activities."*

In addition, this topic is discussed in an abstract way without giving time for reflections and group discussions. As usual, some children get more attention from teachers and others are neglected.

*"These [neglected] children were not helped to develop their interest and curiosity, and they always sit behind the classroom. In many institutions there are no teachers who would move them from the back, who would apply new methods and work equally with all pupils."*

Generally, children don't participate in the lessons / activities focusing on the topics such as violence prevention, because they are not tailored based on children's interests and needs. Even if some children are getting involved in these lessons / activities by for example developing posters and other materials, these don't consider questions and issues that children would want to talk about, but repeat, in a big measure, the information provided by teacher or from manuals. Often they stimulate competition among pupils; posters are produced for higher marks and not to contribute to peer learning.

*"The posters are made for marks, should look beautiful, but are missing the essential things."*

*"Anyhow, only those who are already informed read the posters, the others are passing by."*

Children are rarely explained how to report cases of abuse or exploitation in the online environment. Yet, sometimes, teachers blame children or parents for the situations of sexual abuse or exploitation, using phrases such as "she looked for it herself", "she is the one to blame for this", "you shouldn't have taken that picture". Moreover, some teachers recommend children to report violence only to their parents and not to professionals, as this would create a bad image for the school or class.

*"We expect that adults will give us strength, tell us that the problem is having a solution, but they say nothing can be solved and this is pressing us harder."*

## **Recommendations**

Schools should include activities aiming at prevention of sexual abuse and exploitation in online environment, including how to communicate with a boy or a girl who has become a victim, and how to report sexting or other forms of abuse and exploitation.

Teachers' awareness about the importance of this topic should be raised as well as their capacities to approach this topic with children and adolescents based on their specific needs and interests. *"Teachers should follow the natural reactions of children, and not repeat conclusions written in the books ignoring the reaction/ questions of children."*

In prevention activities, teachers should use methods that stimulate analysis and discussion among participants, such as: case studies, simulation, interactive exercises, videos, games.

School staff should collaborate with other community specialists - doctors, policemen etc. - invite them to talk with pupils about safety, including in the online environment.

Schools should raise awareness among parents of the importance of the prevention of sexual abuse and exploitation and help them discuss with children about this subject, including how to proceed if their child tells them that someone is asking for sexual material or has become a victim of abuse/exploitation.

Professionals should initiate discussions on this topic with children early, starting in kindergarten, adapting messages to the age of children.

The curriculum should be revised and new topics should be added, such as online safety, especially a module about creating, receiving and transmitting sexual content.

## **QUESTION 2: PREVENTION CAMPAIGNS ON SEXUAL EXPLOITATION IN THE ONLINE ENVIRONMENT**

Participants could not remember any communication / information campaign on this subject. This, already is a comment on the quality and effect of awareness raising campaigns for children, parents and professionals about the risks of producing, receiving or distributing material with sexual character conducted in Moldova. The discussion of this topic focused on how these campaigns should look like according to children and adolescents.

### **Recommendations**

In participants' opinion, the state must run awareness and educational campaigns for 2 main target groups: children aged between 10 and 17 and parents/ caregivers or children's guardians.

Such campaigns are very relevant for pre-adolescents and adolescents because they are at increased risk of producing material with sexual character in order to gain someone's attention or to manage a relationship.

General opinion of the participants is that the lack of positive and effective communication with parents / caregivers makes children "gain" attention of others around them including by exposing their bodies on the Internet.

*"Teens wants to get attention from someone, they miss attention / love at home and are looking for it online. For this reason they make pictures exposing their body and post it online and then follow how many Likes the picture receive. This way they are becoming popular and obtain attention of peers."*

For adolescents campaign messages should inform about

- alternatives teenagers have for manifesting themselves and strengthening relationships;
- consequences of creating and distributing material with sexual character;
- what is abuse and exploitation in online environment;

In addition, they should communicate:

- supportive messages to victims of abuse and exploitation;
- that the body is intimate, belongs only to them and should not be exposed and
- encourage conversations with a trusted person when they have a difficulty in dealing with peers or family.

Awareness and educational campaigns should be conducted using online tools, on social networking sites such as Facebook, Youtube and Instagram and using the form of video spots. The same short videos should be placed on news-sites popular among adolescents. In Moldova these are – [www.diez.md](http://www.diez.md) and [www.youth.md](http://www.youth.md). Another communication tool could be voice or SMS messages sent by mobile operators. TV and radio communication channels were mentioned as a last resort, because adolescents spend little time watching TV or listening to the radio.

Awareness campaigns for parents should include messages which:

- encourage parents / caregivers to discuss freely with their children about abuse prevention, starting from early ages;
- provide information about how to identify if their child is the victim of abuse and what could and should be done in this case;
- sensitise parents/ caregivers to communicate openly with their children and offer them emotional support; establish a relationship of trust with children and make sure not to accuse children when they ask for help in any situation and without accusations for what happened;
- explain parents / caregivers what are reasons for children's risky behaviors in the online environment and what role parents / caregivers play in provoking or/and minimising these reasons;

Tell parents/caregivers the following messages: *"ask your child every day how s/he feels", "say to your child that you will always support them and not to be afraid to tell you when something wrong happened", "assure your child that s/he is important to you regardless of the mistakes they make", "offer and receive love", "talk to your child, be part of his life", "calm down and then speak with your child", "don't criticise your child, but console him".*

Campaigns for parents should as well take place in the online environment and the messages should be communicated using video format as well. One video could for example show 2 cases – one with parents who act as the campaign suggest and how their child deals with online risks, and the other with parents are not doing so and how is their child reacting to the same risks.

Finally, children suggest that the government should collaborate with mobile operators and the mass-media and encourage them to contribute to awareness raising and communicate the above suggested important messages permanently.

### **QUESTION 3: THE MECHANISMS OF REPORTING AND ASSISTANCE FOR VICTIMS**

For most participants, parents and policeman would be the first to address if they would be asked or pressured/blackmailed to send material with sexual character. Other participants would talk to a psychologist at the youth-friendly health care center and report the person who is blackmailing to the support service of the social network site. On the other hand, some participants said that they would skip school and avoid appearing in public if this would happen to them.

In the same vein, if they knew a victim of abuse or sexual exploitation in the online environment, the participants would encourage them to tell about what happened to a trusted person: the parents, the policeman or the psychologist.

If they were victims of internet sexual exploitation, the participants would expect help and support from their parents in the first place. Children want to be consoled and encouraged by their parents, without affecting their relationship / communication, the trust their parents have for them. If parents are not able to offer such support, children would prefer to talk to a psychologist who would help them rebuild their self-esteem and explain what changes are taking place in their lives and behavior in adolescence. The participants mentioned that they would not like their situation to be discussed in a big circle of friends and that it would be enough if only their closest friends would support them: *"I would not like to talk about it, because the others will find out too much; I would prefer that others would not try to find out details of the case. "*

Principle of confidentiality is crucial when asking for help and support. Currently, many children and parents avoid reporting or addressing professionals for help because they worry that this will be disclosed to general public.

*"If you go to the village's psychologist, he passes the information to the teachers and then the whole village knows your problem. It happens in the city as well, but the privacy is less respected in the village."*

None would call Children's Helpline because of the same concern - they are not sure if this service is confidential, and some participants, in addition, prefer written to verbal communication *"I would want to write, I cannot speak in such difficult situations."*

### **PARTICIPANTS' FEEDBACK**

Most participants mentioned that they felt comfortable during the workshop and are glad that they discussed this subject. Some added that it was for the first time to talk openly about it and that they learned a lot of useful things.

*"It was a new topic, which I think we wouldn't analyse in other conditions."*

*"I learned useful things for the future that I had no idea. It's a delicate subject, but we managed to discuss it and in fact this was pleasant. "*

Participants suggest that larger group of children/adolescents should be consulted on this topic. Moreover, more meetings and partnerships with other organisations and institutions should be organised to help promote messages and prevent sexual abuse and exploitation in the online environment. Monitoring if and how the Ministry of Education, Culture and Research and schools acted on their recommendations was also suggested.

*"We should monitor if the ministry keeps their promises and the situation in schools improves."*

*"I would like to have more meetings on this subject and work with other organisations and companies which work to prevent and inform about sexual abuse and exploitation."*

*"It would be good to make a questionnaire to find out what are children's view on abuse on the Internet."*

## 8. Portugal

**Organiser of the consultations:** Ministry of Justice, Science and Technology Foundation, Child Support Institute

**Date of submission:** 02/05/2019

Portugal was very interested in the participation of children, namely within the 2nd thematic monitoring round, which has been difficult to implement in Portugal.

We do acknowledge that having a text in portuguese is simpler to work in the portuguese context, even if portuguese usually have a good level regarding the use of english language.

So we started by doing a translation of the Guidelines for Implementation of Child Participation, as well as its formal adaptation to the public that will work in the project.

This project had two formal meetings, (28th february and 11 March 2019), and several calls and emails. And then the Participation of Children Process was a reality in this context.

### **Entities involved:**

3 entities, that have already participated by answering the thematic questionnaire –Fundação para a Ciência e Tecnologia (**FCT**) (Science and Technology Foundation); **IAC**- Instituto de Apoio à Criança (Child Support Institute) (NGO) and Ministry of Justice/Juvenile Justice Directorate-General (**DGRSP**) formed 5 groups of children, involving them in the Lanzarote 2nd thematic monitoring round consultation process.

**DGPJ** coordinated the process, promoted the meetings and also participated in the 1st session for groups D and E, with a power point about legal concepts and introducing Lanzarote, and, gathering all the results, made the Final Report.

### **Groups:**

We had 5 groups of children in the consulting process, 60 boys and girls in total.

IAC worked with 3 groups:

**Group A:** a class (19 boys/girls with 17-18 years old) from a school in the centre of Lisbon;

**Group B:** a class (20 boys/girls with 13-15 years old) from a school in the centre of Lisbon;

**Group C:** a group of 9 boys/girls (13-19), from vulnerable families;

And DGRSP cooperated with FCT, and worked with:

**Group D:** 9 boys (14-18), doing time in an Educational Centre (having committed a crime between 12-16: the applicable law is a special one, that puts an accent on education for society/law);

**Group E:** 3 boys (15-17), also having committed a crime, but not implying detention, and going to the DGRSP to fulfill educational measures that a judge had imposed them.

Groups D and E had 2 sessions of half a day, 2 weeks in a row; Group C had a whole day session with a facilitator that is used to work with them.

The facilitators (from FCT) are very experienced and they cooperated with Juvenile Justice Directorate-General (DGRSP).

IAC is working on their own.

**Background:**

The composition of these 5 groups is representative of different backgrounds.

Groups A and B: 39 boys and 21 girls, from 13 to 18 years old, from a school in the centre of Lisbon, and, in general, they are from families from a reasonable/good cultural and socio-economic level, and their parents are usually very involved in the education of their children. (Groups A and B)

Another group, C, is formed by 5 boys and 4 girls from different national places, from socio economic very vulnerable families). IAC, (Child support Institute) follows those juveniles and their families within their national net.

Group D is formed by 5 boys, 14-18 years old, having committed a crime while being 12 to 16 years old. A special law has been applied to them: “Lei Tutelar Educativa”,(Law nº 166/99, amended in 2015), which allows the responsibility of children that were from 12 to 16 and had committed a crime, according to Penal Code (18 is the legal age for criminal responsibility), while educating them for social and legal responsibility in society.

The most severe penalty is a measure of detention in a Juvenile’s Justice D-G facility.

To the 3 boys from Group E (14-18), has been applied the same law, by a judge, and they are in their usual lives, but having milder educational measures to fulfill, while having to report to Juvenile Justice Directorate-General. They continue with their normal lives and go to the usual school, which does not happen with the boys from group D.

As we later report in our conclusions, it was possible to see how different backgrounds affect and have a strong outcome in the way children react and interact with each other and the society.

**Deadline:**

According to the work plans debated on the meetings we had in DGPJ, we would have a hard work ahead of us, but nevertheless we thought as possible to send the Final Report before the 30th april.

Being so hard to accomplish this Child Participation task, we have asked Mr Professor George Nikolaidis for an extent of the final deadline and accordingly we are sending it by the 2nd May.

**Guidelines for Implementation of Child Participation:**

We agreed that it is a key document, so we started by doing a translation of it, as well as its formal adaptation to the public that will work in the project.

And the **Questionnaire for (portuguese) children participation** have been based on it

**Language and set:**

The language was adapted to the ages and circumstances of the children involved and the consultation took place in environments they are comfortable in.

## Methodology:

Group D and E participated in 2 sessions made in ½ a day, two weeks in a row, in april.

The consulting process took place in a Juvenile Justice D-G facility, in Lisbon, where the boys from Group D are in detention and attend school.

The Group E worked in another facility where they are usually followed in a weekly basis by DGRSP technicians.

During the 1st session DGPJ introduced, with the help of a power point Lanzarote Convention (and the necessity of laws in society, national and international organisations etc).

Then FCT presented the agenda for that day:

<p>EN 1st session</p> <p>What is the SafeInternet Centre (helpline number 800 219 090; CIS/FCT is the service for raising of awareness of Safe Internet Centre Project (co-financed by the EU);</p> <p>Presentation of a game called “and who has never?”; everyone in the room (adults included) had a sheet of paper: in one side it says “I have”, and in the other side is written “I have never”;</p> <p>The game starts with the self presentation of everybody and each player will choose a question to pose to everyone in the room, who will answer with the sentence in the sheet of paper: “I have” or “I have never”;</p> <p>Sexuality and relations online: (exploring cases and videos):</p> <ul style="list-style-type: none"><li>Sexting and its massification;</li><li>Sexual contents selfgenerated</li><li>Coersion and solicitation</li><li>Sexual predators</li><li>Smart sexting</li></ul> <p>Presentation of the Final Result Agreement (for session 2).</p>	<p>PT 1ª sessão</p> <p>O Centro Internet Segura (helpline 800 219 090)</p> <p>CIS   FCT é o serviço de sensibilização do Projeto Centro Internet Segura, dirigido a toda a população (este projeto é co-financiado pela UE)</p> <p>Apresentação e “Quem Nunca?” Todos vão ter uma folha que diz “Eu já” e, no seu verso, diz “Eu nunca”.</p> <p>Antes de começarmos, cada jogador vai apresentar-se com o nome e idade e vai escolher uma pergunta que esteja no menu de perguntas, para fazer a toda a sala. Todos participam!</p> <p>Sexualidade e Relações Online (Exploração de Casos e Vídeos):</p> <ul style="list-style-type: none"><li>Sexting (e a sua massificação)</li><li>Conteúdos Sexuais Gerados pelo Utilizador</li><li>Conteúdos Sexuais Auto-Gerados</li><li>Coação e Aliciamento</li><li>Predadores Sexuais</li><li>Smart Sexting</li></ul> <p>Acordo de Apresentação de Resultado Final (Sessão 2)</p>
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## Outcomes:

Groups A, B, D and E: written answers to the questionnaire, individually or in groups of 2/3;



Groups D and E: the questions have been worked with the juveniles in the 1st session; they also made role-playings, (concerning the topics in discussion), in the 2nd session, and their voices were recorded in audio (it was not possible to hear those registers yet, but it will be done)

Group C: the results of children consultation has been transcribed in a 3 page word document.

In groups D and E the risks of posting online of self generated images have been widely spoken, as well as the concepts of sexting, sexual abuse and sexual exploitation, coercion, extortion, in the present context. In group C those concepts were explained.

We don't have that information about groups A and B.

**Importance of child participation:**

It has been assured to the children that they will be informed of the results of their participation, and the reason why it could take a long time.

DGPJ will give each one a Participation Certificate, to stress the importance of their participation, which is not (yet) a very common event in PT and to stimulate their participation elsewhere.

**Volunteers:**

All boys and girls, and their parents/legal representatives involved signed a declaration allowing the terms of their participation.

The 1st session with group D had 7 boys; only 3 show up for the the 2nd session.

**PT results on children participation:**

Document attached

Power point stressing some contents and results (attached)

**Conclusions:**

We have to stress 2 conclusions, regarding the answers to question 2 and 9, from Group C's children, and considering more than 20 years working with children:

There is a systematic difficulty for State's implementation of rules of, namely, equal access to education opportunities: vulnerable socio economical families tend to reproduce their own model of education because it is what they are familiar with. They fear that their children are "smarter" than they are and "loose" them this way, (as one of the possible causes).

The Ministry of Education demands to all national public and private shools to develop certain issues; but often the children from vulnerable families have difficulties to be attentive in class, or having too many problems/difficulties to behave reasonably in the classroom, namely because of the problems at home.

It doesn't mean it doesn't happen with children from less vulnerable families but we are talking about a systematic tendency I have observed and delt with for many years, either with children (9-18) or their families (that happens occasionally with children from less vulnerable environments).

## Comments on answers to two questions - 2 and 9:

a) - Answering the question 2:

**2- “Did you talk at school about what kind of risks there are if you make naked/half naked pictures or videos of yourselves and share them with someone online?”**

If we only attend to the global results for this question, we can see that **20** juveniles heard at school about posting online selfgenerated images.

But if we attend to the answers, considering children’s background, we see that only **2** of the children from the **most vulnerable** families (Groups C, D and E) heard about it at school, while **18** of the children from the **less vulnerable** families (groups A and B) heard about it at school.

b) Answering the question 9:

**9- “Who do you think could help you? Where would you look for help?”**

Although groups A, B, D and E indicate parents or police as possible help, group C says:

- Never to parents, because they would never understand;
- certainly not to the police, because they would probably have lots of paper work to be done and they weren’t sure if it would be worthwhile.

Ant they wouldn’t talk about in school either.

They would report the situation but only to adults they trust (the case of IAC’s technicians) or to the “Polícia Judiciária”, a special branch of Police, if they needed their photos erased.

Several of these boys and girls from vulnerable families, neighbourhoods and schools have early contact with police (many cases of parents, grandparents and brothers/sisters in prison, often for drug issues) and don’t trust the police in general; they have problems at school, having difficulties in complying with orders.

While being asked to talk about issues that concern them, specially if they are “in trouble”, often they say what they think the (professional) adults want to hear. They struggle strongly with emotional difficulties, which often led them to be aggressive while participating, which disguises their fears but gives a wrong impression about them.

Appendix 1

CHILD CONSULTATION PROJECT - April 2019

GROUP A		GROUP B		GROUP C		GROUP D		GROUP E	
12th grade school		8th grade school		Juvenile net - IAC		Educational Centre		Educational Measures	
Families LESS vulnerable				Families MORE vulnerable					
17- 18 years old		13-15 years old		13-19 years old		14-18 years old		15-17 years old	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
10	9	12	8	5	4	9	0	3	0

**QUESTIONS ABOUT PREVENTION WITH A FOCUS ON EDUCATION**

**1- Have you heard about any rules for taking pictures of yourselves and sharing them?**

GROUP A		GROUP B		GROUP C		GROUP D		GROUP E	
12th grade school		8th grade school		Juvenile net - IAC		Educational Centre		Educational Measures	
(17-18 years old)		(13-15 years old )		(13-19 years old)		(14-18 years old)		(15-17 years old)	
YES – 6 NO – 3		YES- 12 NO- 4		---		---		---	

**2- Did you talk at school about what kind of risks there are if you make naked/half naked pictures or videos of yourselves and share them with someone online?**

GROUP A		GROUP B		GROUP C		GROUP D		GROUP E	
12th grade school		8th grade school		Juvenile net - IAC		Educational Centre		Educational Measures	
(17-18 years old)		(13-15 years old )		(13-19 years old)		(14-18 years old)		(15-17 years old)	
YES	3	YES	15	YES	1	YES	0	YES	1
NO	4	NO	4	NO	8	NO	0	NO	3

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**Analysis:** If we only attend to the global results for this question, we can see that 20 juveniles heard at school about posting online selfgenerated images.

	<b>TOTAL</b>
<b>SIM</b>	<b>20</b>
<b>NÃO</b>	<b>19</b>

But if we attend to the answers, considering children background, we see that only 2 of the children from the most vulnerable families heard about it at school, while 18 of the children from the less vulnerable families heard about it at school.

**3- If yes, during which subject/class? Who talked about this, your teacher or the school psychologist? Or someone who came to your school just to talk about this topic?**

GROUP A	GROUP B	GROUP C	GROUP D	GROUP E
12th grade school	8th grade school	Juvenile net - IAC	Educational Centre	Educational Measures
(17-18 years old)	(13-15 years old )	(13-19 years old)	(14-18 years old)	(15-17 years old)
Some teachers spoke about it in their own classes. We had several lectures at school, with psychologist coming from outside	“Citizenship” (Cidadania), DPS- Personal and social development ; Sciences(Physics/Chemistry); TIC (information and communication technologies). In several classes/lectures with internet specialists	One boy said he had a school subject called “Ser +” (Be more), on 6th grade, where the competences were worked, and these subjects fitted in	Sexology (x1) Portuguese Language (x1) TIC: (x)1 Citizenship (1x)	Don’t know: (x2)

**4- If you did not discuss this topic at school, do you think you should talk about it? Is there a subject/class where you think you can talk about it?**

**In which class you think would be better to talk about this topic?**

**In your opinion, who should go to schools and talk about this subjects? Teachers?**

**Psychologists? Police? Other specialists...?**

GROUP A	GROUP B	GROUP C	GROUP D	GROUP E
12th grade school	8th grade school	Juvenile net - IAC	Educational Centre	Educational Measures
(17-18 years old)	(13-15 years old )	(13-19 years old)	(14-18 years old)	(15-17 years old)
It is not necessary a specific school subject for that; Every teacher should speak about it in one of their classes; Citizenship; TIC; Sexual education. Up to 9th grade we can talk about it in "Civics/Citizenship"; on secondary school Psychology is adequate subject	Every teacher should speak about it in one of their classes;	It should be a specific school subject about these topics and other matters that are connected: sexual education, ciberbullying, rights of the child	Don't know; With specialized staff; Portuguese Language; A subject lectured by the head teacher; Citizenship; TIC (information and communication tec.) Specialized people; Helpline, internet security, psychologist, police forces.	It should be at school a special orientation to talk about these subjects and about sex

<b>5- Why do you think is important to talk about sexting and not sharing of images/videos?</b>				
<b>GROUP A</b>	<b>GROUP B</b>	<b>GROUP C</b>	<b>GROUP D</b>	<b>GROUP E</b>
12th grade school (17-18 years old)	8th grade school (13-15 years old )	Juvenile net - IAC (13-19 years old)	Educational Centre (14-18 years old)	Educational Measures (15-17 years old)
We don't talk enough at school about these issues: it is very important to do so	We have talked about it several times	Very important to talk about it; we spend lots of time at school. Shouldn't be the teacher to talk about it, but someone from the outside world, with more experience to talk to young people	To make people aware of sexual predators, about what to do on social lines, to know the dangers of possessing /sharing some minor sexual abuse contents which is a crime; If people doesn't know the dangers involved it could cause several problems, crime or even "child pornography"	Other specialists; Police forces; Someone from outside because students might be embarrassed to talk in front of their usual teachers

**QUESTIONS ABOUT PROTECTION**

**6- What would you do if someone misused the naked photo of yourself that you sent to him/her earlier? If he/she asked for more photos or to meet you in person, what would you do? What if he/she asked for money not to share your photo with your parents or friends: what would you do?**

GROUP A	GROUP B	GROUP C	GROUP D	GROUP E
12th grade school	8th grade school	Juvenile net - IAC	Educational Centre	Educational Measures
(17-18 years old)	(13-15 years old )	(13-19 years old)	(14-18 years old)	(15-17 years old)
Go to the police; Talk with parents; Wouldn't give money ; Would never give money because we can't be sure that the photo won't be published or shared; I probably wouldn't know what to do; First, we would never publish online such pictures; so it couldn't happen to us. We would try to have a civilized talk with the person; if it didn't work, I would go to the police; Would not meet the person, or meet him/her in a public space;	Tell parents (x10); Tell the police (x9); Tell a friend; Would stop sending messages while the police investigates; Would block him/her from the social net; Always report the situation; I would never share this type of personal picture; If asked for more pictures, I wouldn't answer, block her/him and go to the police; Refuse to know her/him in person; Would confess the problem to my parents.	It is very important to report; But not to our parents, who always react badly to negative things; They would immediatly report, but didn't know that to be a target for blackmail was a possibility; If it was a personal picture, would contact the "Polícia Judiciária" (specialized in crimes, also cibercrime) and ask them to erase the picture.	"If a man did that, I would assault him; if it was a female, I would charm her"; I would report to the authorities, victims support helpline or safe internet helpline; I would try to report or talk with the person to whom I sent my picture; Would try to find out who he/she is; If asked for more pictures, I would meet him/her personally; Is he/she asked for money, and would bring along a friend of mine;	I would speak with someone from my family, and the go to the police; Talk to someone; Will talk to her; if the talking was inconclusive I would speak with my family and go to the police to solve the issue. I would accept to know her in person; If she already had my picture, I think I wouldn't send anymore; Try to obtain counselling.

<p>Will report to a teacher or school director; not with parents because I don't feel comfortable with it; We would block them from the social net.</p>			<p>If she/he asked for money I needed to know the reason why; if it was something serious, I would set an appointment; I would report to the authorities that I am a victim of extortion/coersion; I would make a Photoshop in a picture of her and menace her to publish it; I would refuse to give money because I would have been cautious in the picture I made of myself, avoiding to show personal signs on my body and taking the picture in front of a white wall with no identification.</p>	
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**7- What would you tell a friend who asks for your help if he/she shared his/photo and is being threatened?**

<b>GROUP A</b>	<b>GROUP B</b>	<b>GROUP C</b>	<b>GROUP D</b>	<b>GROUP E</b>
12th grade school	8th grade school	Juvenile net - IAC	Educational Centre	Educational Measures
(17-18 years old)	(13-15 years old )	(13-19 years old)	(14-18 years old)	(15-17 years old)
<p>Would probably tell him/her not to be afraid of the menaces and that the correct thing to do is to contact someone senior; Would tell him to go to the police and report the situation; I will try to help him convincing that person not to bother my friend anymore; if it didn't work I would go to the police with him; Obviously I would help him/her; Would help and go to the police, school director or teacher; We would tell him/her, in first place, that it was an irresponsible attitude from her/him, and then we would advise to tell someone.</p>	<p>Go to the authorities and block the person from the social media; Go to the police and talk to your parents; You have been an idiot but I will help you because I am your friend; You shouldn't have done it but I will help you; I would help; If I were friends with an informatic technician, I would ask him to identify the person.</p>	<p>It is easy to report what happens to other people; a girl shared a situation that occurred with a girl in her school who was bullied because of her sharing a picture in underwear.</p>	<p>No answer; Would advise my friend to call safe internet line; Talk with parents and report to authorities; Be calm and contact a helpline and speak with your parents; I wouldn't help.</p>	<p>Go to the police; block that person from social media; Talk to someone; Go to the police and meanwhile don't speak further with that person.</p>

<b>8- Would you tell anyone? Friends, siblings, parents, teachers, police?</b>				
<b>GROUP A</b>	<b>GROUP B</b>	<b>GROUP C</b>	<b>GROUP D</b>	<b>GROUP E</b>
12th grade school (17-18 years old)	8th grade school (13-15 years old )	Juvenile net - IAC (13-19 years old)	Educational Centre (14-18 years old)	Educational Measures (15-17 years old)
Yes, to get help; (x 18); Parents; Police; Friends (close); Brother; Teacher; Somone I trust; Probably (x1)	Yes: (x8) Parents; only parents; Police; Friends; Brother; Teachers; To a brother or friend if the case was very serious.	They think that adults have no notion of this reality and are not aware of it; they take a lot of selfies and publish them everywhere; In first place they would report to IAC's technicians; would not tell their parents because they would be furious and would never understand; Wouldn't speak to the police for it should probably need lots of paper work and they can't be sure that is worthwhile to report. They wouldn't speak at school, either.	Don't answer; Yes, to family or people we trust; Yes, mainly parents and police; Parents, police, some helpline and psychologist; No.	Talk to someone; Yes, siblings and police; Police; Talk to parents and go to hte police.

9- Who do you think could help you? Where would you look for help? What kind of help you need or want?				
GROUP A	GROUP B	GROUP C	GROUP D	GROUP E
12th grade school (17-18 years old)	8th grade school (13-15 years old )	Juvenile net - IAC (13-19 years old)	Educational Centre (14-18 years old)	Educational Measures (15-17 years old)
The police; Friends; The help I need is to know what to do to stop the extortion; Psychologists, authorities; Our parents would help us; We don't know; Substantial help would come from the police; however speaking to our parents would give a better support and confort	Police; Parents; Psychologist; Friends; IAC; Need emotional help; Need justice; Would like to have someone to talk to; I would only tell my parents and would like them to say everything is fine and things will be solved; Family.	Psychologist help can make the difference and is very important; mobile phones should have more visible mechanisms of protection, namely in social media young people use the most.	Don't know; Authorities and family; Parents are the ones who can give us better advise ; Safe internet line; help lines; Police; Psychologist support; Legal support; Other professionals that are familiar with these issues.	They can't help, I think; Don't know; Police: it is their duty to "preserve" and protect citizens; Help line; The nearest police headquarters; My mother's help: I would like her not to tell anyone except the police, because I would speak about it with anyone else.

**10- Do you know if there is a helpline in your country? What is the number? What can the helpline help you with? What do you know about them?**

<b>GROUP A</b>	<b>GROUP B</b>	<b>GROUP C</b>	<b>GROUP D</b>	<b>GROUP E</b>
12th grade school (17-18 years old)	8th grade school (13-15 years old )	Juvenile net - IAC (13-19 years old)	Educational Centre (14-18 years old)	Educational Measures (15-17 years old)
<p>I was not aware of the existence of a helpline in my country; it could help me to know what to do and help me overcome it;</p> <p>Yes, the 144 (national line for social emergency);</p> <p>Don't know;</p> <p>No;</p> <p>It is nice if there is a helpline because some people are not at ease to speak with people they know; sometimes is better to talk to a stranger and being anonymously helped;</p> <p>Such a line would be of help in punishing the abuser;</p> <p>Yes, the 116 111 (IAC); we can be helped to overcome such a traumatizing experience through this number.</p>	<p>No;</p> <p>Yes, but don't know the number (x9);</p> <p>APAV (portuguese association of victim support), but don't know the number;</p> <p>SOS line 116 111;</p> <p>A help line can help me overcome my problems and talk , giving me advise, calming me down.</p>	<p>They have not any information about help mechanisms and regarding help lines they speak about</p> <p>APAV (portuguese association of victim support);</p> <p>They know IAC's help line too (namely the 116 000 european number for children)</p>	<p>Don't know;</p> <p>Safe internet help line;</p> <p>Victim support line;</p> <p>Safe Internet Centre helpline-800 219 090;</p> <p>112 (police emergency line);</p> <p>A help line can help you to manage your social course, because they have lots of experience;</p> <p>They have more experience.</p>	<p>They must exist but I don't know;</p> <p>No (x3);</p> <p>A helpline cannot be of use to me;</p> <p>They can help a victim remain calm and in security.</p>

## Appendix 2

### PowerPoint Presentation

#### Slide 1

**PORTUGAL**  
**Child Participation**

Monitoring the Lanzarote Convention  
2nd round

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#### Slide 2

**Who was consulted? Background?**  
**60 juveniles, 39 boys and 21 girls, 5 groups**

- 2 groups from a school in Lisbon, (children with good family environments) (Groups A and B);
- 1 group from a child network (from several territories, with high socio economic vulnerabilities) followed by IAC- Child Support Institute (Group c);
- 1 group (5 boys in detention, having committed a crime, and having special measures for education in society and law), (D);
- 1 group (3 boys, having also committed a crime, fulfilling special measures and accompanied by the Directorate General in Juvenile Justice); (group E)

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Slide 3

5 Groups	years old	background
A-	17-18	good school;
B -	13-15	good school
C -	13 - 19	Vulnerable families (social and financial)
D -	14-18	Educational Centre, (only boys)
E -	14-18	Educational Measures (only boys)

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Slide 4

Groups	39 BOYS/ years old	21 GIRLS/ years old	AGES	BACKGROUND	TOTAL: 60
A-	10 (6x13; 4x14)	9 (4x13;4x14;1x15)	13-15	School (12th grade)	19
B-	12 (6x17; 6x 18)	8 (4x 17; 4x 18)	17-18	School (8th grade)	20
C -	5 (2x13;1x14;1x 15)	4 (3x16;1x17;1x19)	13-19	IAC's Juvenile net	9
D -	9 (1x14;3x16;1x17 2x18; 2x19)	---	14-18	Educational Centre (detention )	9
E -	3 (1x15; 1x16;1x17)	---	15-17	Educational Measures	3

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## Slide 5

### Consultation:

All the juveniles participating know well , and for some time, some of the adults involved;

There was no need to make activities to “break the ice”;

Groups A (19 boys and girls) and B (20 boys and girls) worked in the classroom;

Group C (9 boys and girls) worked a whole day with IAC’s facilitator, who they know well;

Groups D (9 boys) and E (3 boys) worked with the technicians from the Directorate-Generale for Juvenile Justice, which they know well, and with facilitators from FCT science and Technology (safe internet) : 2 whole half a day sessions were made

The consultations had taken place in Lisbon, although the juveniles were from other locations in Portugal.

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## Slide 6

### Types of consultation

- -Group C: reports from the facilitator summarizing the discussions and its main outcomes based in the Guidelines (Lanzarote secretariat, translate into PT);
- Groups A , B, D and E: answer written by the juveniles, sometimes in groups of 2;
- Groups D and E made role plays and the sessions were registered in audio.

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## Being a volunteer...

- The children involved know they have to participate by their own will: in the group E there were 7 boys for the 1st session, and 3 of them stayed for the 2nd session.

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## Who worked with them? Public entities



### MINISTRY OF JUSTICE:

DGPJ  
Directorate-General for Justice  
Policy

DJRSP  
Juvenile Justice  
(Directorate-General)

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Slide 9

**Civil society entity:  
IAC - CHILD SUPPORT INSTITUTE**

- Since 1983 the Defence and Promotion of the Child Rights




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The slide features a dark purple background with a black header bar on the left containing the text 'Civil society entity: IAC - CHILD SUPPORT INSTITUTE'. A pink square is on the right. Below the header, a bullet point states 'Since 1983 the Defence and Promotion of the Child Rights'. The logo for 'Site IAC' is centered, showing a blue rounded square with a white icon of a hand holding a child and the text 'Site IAC'. At the bottom left, it says 'DGPJ - Portuguese Ministry of Justice'.

Slide 10

**Science and Technology Foundation-FCT  
Public institute**

- Safe Internet Centre
- - 2 facilitators



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The slide features a dark purple background with a black header bar on the left containing the text 'Science and Technology Foundation-FCT Public institute'. A pink square is on the right. Below the header, two bullet points are listed: 'Safe Internet Centre' and '- 2 facilitators'. The Facebook interaction icons (like, love, haha) are centered. At the bottom left, it says 'DGPJ - Portuguese Ministry of Justice'.

## Groups D and E sessions

- Groups D and E were consulted in 2 sessions
- -1st session: presentation of a powerpoint about the necessity of law, national and international organizations, Lanzarote Convention and its goals, monitoring rounds...(DGPJ); FCT spoke and interact with the 9 boys about posting pictures of themselves naked online, the risks..
- -2nd session: roleplay cases (with audio registration) and answering the questionnaire adapted from the Guidelines (in groups of 2)

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## Comments on answers to two questions:

2 (about prevention with a focus on education) and  
9 (about protection)

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## Slide 13

### Answers to question 2 :

Question 2- “Did you talk at school about what kind of risks there are if you make naked/half naked pictures or videos of yourselves and share them with someone online?”

#### Answer:

If we only attend to the global results for this question, we can see that **20** juveniles heard at school about posting online selfgenerated images of sexual contents.

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### Comments on answers to questions 2 and 9

## Slide 14

But if we attend to the answers, considering children’s background, (depending on the group they are) we see that

only 2 of the children from the most vulnerable families

(Groups C, D and E) heard about it at school,

while 18 of the children from the less vulnerable families (groups A and B) heard about it at school.

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### Comments on answers to questions 2 and 9

## Slide 15

Answersto question 9:

9- “Who do you think could help you? Where would you look for help?”

**Comments on answering questions 2 and 9**

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## Slide 16

... group C says:

- We would never tell our parents, because they would never understand;
- And certainly not to the police, because they would probably have lots of paper work to be done and they weren't sure if it would be worthwhile.

Ant they wouldn't talk about in school either.

They would certainly report the situationbut only to adults they trust (the case of IAC's technicians) or to the “Polícia Judiciária”, a special branch of Police, if they needed their photos erased.

**Comments on answers to questions 2 and 9**

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## Slide 17

Several of these boys and girls from vulnerable families, neighbourhoods and schools had an early contact with the police (parents, grandparents and brothers/sisters in prison, often for drug issues) and they don't trust the police in general.

It is frequente that they have problems at school, having difficulties in complying with orders and even in learning.

### Comments on answers to questions 2 and 9

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## Slide 18

Obrigado!

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## 9. Serbia

**Organiser of the consultations:** Child Rights Centre on behalf of the Coalition for Monitoring Child Rights in Serbia

**Date of submission:** 02/07/2018

### Introductory Remarks

Report on Children's Awareness of the Risks of Sexual Abuse and Exploitation via the Internet and Available Forms of Protection in Serbia was prepared jointly by the Child Rights Centre, DX Club<sup>2</sup> children and children in 3 schools in Belgrade: Primary School Ivan Milutinović, Primary School Branko Pešić<sup>3</sup> and Secondary School of Economy. The participation of children in the process was voluntary, based on information received about the topic and the process of participation. In the selection of the children that applied voluntarily, equal gender distribution and inclusion of children from one of the most vulnerable groups to sexual abuse and exploitation in Serbia was ensured.

The Report was developed within the Child Rights in Policy and Practice project, implemented by the Child Rights Centre in cooperation with Save the Children International, funded by the Swedish Government.

Using the methodology developed by the Lanzarote Committee, DX Club children (15) and members of student parliaments (67 children) from the three schools in Serbia were introduced to the Convention of the Council of Europe on the Protection of Children against Sexual Exploitation and Sexual Abuse (the Lanzarote Convention) and protection mechanisms for children from all forms of violence, with a focus on sexual exploitation and abuse of children via the Internet. Also, the children had the opportunity to participate in an anonymous survey, expressing their attitudes and opinions

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<sup>2</sup> **Child Rights Centre** is a civil society organisation established in 1997, with the main aim to promote child rights in Serbia in accordance with the Convention on the Rights of the Child. The main course of action of the Centre is aimed at creating a favourable social and legislative framework for the full achievement of child rights in Serbia, through activities focused on the introduction and implementation laws, policies and practices that enable the improvement of child wellbeing, the protection of child rights and full participation of children in the society. Child participation is a principle adopted by the organisation representing one of the main features of its activity. The Child Rights Centre implements all its activities in cooperation with or for the benefit of children. Through its work, the Child Rights Centre provides support to independent and self-organised children and youth groups. Thus, the Child Rights Centre has been providing continuous support to the group of children and youth within the **Children's Information and Cultural Service – DX Club**, which has been active in the Centre's programmatic activities since its establishment.

The DX Club gathers children and youth ages 12 to 18. It is a place where children and youth can access information about their rights in a language they can understand. Also, they can join in the club's activities, such as workshops, panel discussions, public actions, advocacy activities. Over 200 members of the DX Club have so far participated in activities focusing on improving the position of children and youth in the Republic of Serbia. In cooperation with relevant institutions and international organisations, the activities are implemented at the local, national and international levels. Children and youth have so far participated in activities such as drafting the child rights report, creating child-friendly publications – written in a language understandable to children, and numerous actions aimed at raising their voices and respecting their opinions. By introducing different cultures, presenting their exhibitions, documentaries and other activities, the children inform their peers and the broader public about child rights guaranteed by the Convention on the Rights of the Child.

<sup>3</sup> Primary School Branko Pešić is specific because its students are between 10 and 16 years old, and over 80% of the students are Roma. A number of Roma children, when they are 9 and over, are considered too old to enrol regular school, and they are advised even to go to special schools or wait until they are 15 so they can start adult education. Roma girls in Serbia are at multiple high risks of sexual abuse and exploitation. The school Branko Pešić represents a safe zone for them and an opportunity for the prevention of the above-mentioned forms of violence against them.

about risks of recruitment, sexual abuse and exploitation, primarily online, as well as available forms of protection in such situations.

The activities were implemented in accordance with the set of methodological objectives adapted to the age (13-17 years) of children surveyed and involved in the preparation of the report, specific living conditions (for the Roma children in the Primary School Branko Pešić) and specific risks faced by children growing up in Serbia.

#### Preparatory activities

DX Club Coordinator examined existing resources on the Council of Europe website related to the Lanzarote Convention and the work of the Lanzarote Committee, as well as available audio, video and textual materials available for children. After a comprehensive research of all existing mechanisms for child protection against digital violence and, making sexually explicit selfies, by using materials developed by Serbian institutions, civil society organisations and the children themselves, a detailed plan of activities was developed on drafting the report, and the materials for working with the children were prepared.

#### Report drafting

During regular meetings of the DX Club, all 4 activities provided by the methodology were implemented, with the aim to ensure more comprehensive information and participation of children from different groups during the consultative process, including several additional activities:

- ✓ **Inception workshop:**  
**Meeting the children. Reminding the children of the part of the Convention on the Rights of the Child related to the protection of children against violence and sexual exploitation** (90 minutes).

At this workshop, DX Club members had the opportunity to refresh their knowledge of the concept of the rights of the child and learn more about different forms of protection of children from violence and sexual exploitation.

- ✓ **Workshop one:**  
**Definition of the term 'child'** (duration: 60 minutes).

At the beginning of the workshop, the children wrote down their definitions of 'child' marking age ranges for a person to be considered a child. After this, using drawings, they learned about the age categories for children in Serbia, why there are various definitions, and which mechanisms for protection against different forms of violence may be available to a child of the age of 14, 14 to 16 and 16 to 18, and who they can address when they are suffering violence. The importance of the Convention on the Rights of the Child (CRC) was discussed, which stipulates that a person under the age of 18 is a child, as well as the importance of the Lanzarote Convention, providing protection to children from all forms of violence with an emphasis on sexual exploitation and abuse of children under the age of 18.

**Information about the Council of Europe, Lanzarote Convention and Lanzarote Committee, participation of DX Club children and other children in reporting – using recommended Council of Europe materials** (duration: 60 minutes).

In the next part of the workshop, the children learned about the content and importance of the Lanzarote Convention and the Lanzarote Committee. After this, they had the opportunity, in small groups, to discuss existing forms of protection of children against violence in Serbia.

The children were explained the way in which they would:

- Together discover all the risks of digital violence in Serbia (with emphasis on making and distributing sexually explicit selfies, SESs);
- Learn about the mechanisms of protection;
- Have the opportunity, through different activities, to participate in the preparation of the report;
- Include the outputs of the activities in drafting of the report for the Lanzarote Committee;
- Get feedback on the importance of their opinions.

✓ **Workshop two:**

**Risks of making SESs and mechanisms of protection** (4 sessions, duration: 2.5 hours each)

The first activity began by giving the children a task, in pairs, to search the Internet for information about their pair and comment on everyone's online footprints, whether they would like to erase some of the images or information now, and similar. This opportunity was also used to discuss messages we can send via the images we post, and risks associated with posting and sharing one's own or others' sexually explicit images. Situations were discussed in which such images are exchanged with boyfriends or strangers that children can befriend on social networks, feelings associated with a child victim and judgement of peers in such situations. The children understood the term 'sexting' and associated risks.

Through a puzzle of terms prepared by the Coordinator before the meeting, the children pieced together terms related to existing forms of protection in Serbia. After the puzzle was completed, the children were presented in more detail with the meaning of terms, linking each of them with previously mapped risks. The children were surprised at how many interesting free applications there were, related to protection against digital violence, and how many existing protection mechanisms had already been developed in Serbia, and they knew very little about that.

✓ **Additional activities:**

After initial workshops used to share information and introduce potential online risks, DX Club representatives were further strengthened, with the aim to be able to work with their peers and draft the report. Thus, DX Club representatives saw the children's play *Children Online 2* (organised by the Studio Centre, gathering children under the age of 18, practicing socially responsible theatre with the help of professional actors). This provided DX Club representatives with the opportunity to see three different experiences undergone by children from Serbia, related to sexual exploitation and risks of abuse and other forms of violence, mainly via ICT.

DX Club members also had the opportunity to attend a webinar on the risks associated with making sexually explicit selfies and videos, and learned about the Armageddon action, organised by the Serbian Ministry of Interior (Mol). They also saw a video of children visiting the Members of Parliament Club, which included information on the risks of making sexually explicit selfies, and through a



YouTube channel they also saw a speech by a young person on this topic, which DX Club members particularly liked, as a way of youth peer awareness raising.

- Creation of a Kahoot educational quiz by the children, including all the terms linked with the report, risks and forms of protection in Serbia

After exploring the terms related to risks and discovering different forms of protection through previously implemented activities, the children wanted to make an online quiz using the Kahoot application<sup>4</sup>, to inform other students in parliaments and other children from their schools about the risks of sexually explicit selfies and other forms of digital violence, as well as the forms of protection from violence in these situations on the Internet. In addition to the online quiz, the DX Club children prepared a poster-presentation in the form of drawings, summarizing online risks and forms of protection that appear in the quiz on the Internet. The quiz and the presentation were aimed to raise awareness among other children in the schools about the risks associated with making sexually explicit selfies and about available protection mechanisms.

- ✓ **Workshop three:**  
**Developing a questionnaire for children (before the workshop), testing it for understanding, adapting the language to children, and finalising it with DX Club members**

The questionnaire for children: “Stop recruitment, sexual abuse and exploitation of children on the Internet” was created in accordance with the provided methodology, and consisted of questions:

- Regarding children’s personal experiences with risks of making and exchanging sexually explicit selfies;
- Identifying their possible reactions in these situations;
- Regarding their knowledge about the forms of support they would look for in the family, school or elsewhere;
- On the awareness of messages (campaigns) that exist in our society.

Questions were formulated in a way to put the children in hypothetical situations and were asked in the form of guided interviews, 15-20 minutes- long. The pilot version of the questionnaire was tested by the Coordinator with DX Club members, and after interviewing the children, additional questions proposed by them were included.

- Preparation and implementation of workshops to present the Kahoot quiz and poster presentation in three schools, survey among the members of student parliaments after the quiz

The workshops were held in all three schools in smaller groups of up to 20 children.

Primary School Ivan Milutinović – 26 April 2018

Secondary School of Economy – 4 May 2018

Primary School Branko Pešić – 25 May 2018

The workshops were organised according to a pre-determined structure, lead together by two representatives of the DX Club and the Club Coordinator.

The workshop included:

- Doing the Kahoot application quiz;

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<sup>4</sup> Access to the quiz: [www.kahoot.com](http://www.kahoot.com) email: [dxklubdx@gmail.com](mailto:dxklubdx@gmail.com) password: klubdx

- Presenting the poster with the messages on potential risks and forms of protection on the Internet;
- Filling in the questionnaire: “Stop recruitment, sexual abuse and exploitation of children on the Internet”, by the children.

**Workshop four:**

**The final activity consisted of an evaluation of the consultative process with the children and planning next steps.**

✓ **Additional activity:**

**Collecting data from school representatives (associated professionals in schools, persons in charge of school parliaments) in order to get information about how the schools speak to children or parents and guardians about the risks on the internet and opportunities to protect children from sexual exploitation and abuse.**

Through a questionnaire created for school representatives, we also collected information on implemented and planned school activities on this topic (within the regular curriculum or extracurricular and project-based activities implemented in schools).

**Stop Recruitment, Sexual Abuse and Exploitation of Children on the Internet Survey Results**

Data analysis includes information gathered through an anonymous survey among children, titled “Stop Recruitment, Sexual Abuse and Exploitation of Children on the Internet”, conducted at DX Club meetings, student parliaments’ sessions in the Secondary School of Economy, Primary School Ivan Milutinović and Primary School Branko Pešić.

After the Kahoot quiz – which served to present to other children in student parliaments the Lanzarote Convention, Lanzarote Committee, definitions of ‘child’, risks of recruitment and sexual abuse of children via the Internet through sexually explicit selfies, video material (sexting), as well as existing forms of support in Serbia, and the legal age limit for opening a Facebook account – was organised in the three schools by DX Club members, the children had the opportunity to fill in the prepared questionnaire.

- To the question **up to what age human beings are considered children**, the majority of Secondary School of Economy students – girls (20) and boys (8) – responded that a child was a person up to 18 years. Fewer girls (4) and boys (2), even after the quiz, said that a child was a person up to 14 or 16 years of age.

Children from PS Ivan Milutinović (17), ages 12-14, interpreted the age limit for children differently. More boys (7), compared to girls (2), said a child was a person under 18 years of age, and others chose answers saying that this was a person under 14 (2) or 16 (6) years of age.

Out of 8 girls and 9 boys ages 13-17 in the PS Branko Pešić, 7 girls and 6 boys said that a child was a person under 18 years of age. Two boys said this was a person under 12 and 16, and one girl said it was a person under the age of 14.

The majority of DX Club members (10) said that a child was a person under 18 years, but 4 members chose the answer saying that it was a person under 14 (2) or 16 (2) years of age.

These findings indicate that there is no generally accepted definition of child, leading to both children and adults to different interpretations of the term 'child', which in practice may also influence different attitudes of youth and employees in institutions toward children who are victims of sexting and sexual abuse and exploitation.

- To the question about the **prescribed age limit for opening a Facebook account** (hereinafter: FB account) the majority of both girls (20) and boys (8) responded correctly (13 years of age), and several girls (3) and boys (2) were driven by the practice and chose one of the offered answers: *Regardless of the law, they may give any age and open an account whenever they want*. One girl set the limit at 16 years, which was in line with her previous answer related to the definition of the age of a child.

All DX Club children that participated in the survey said that the age limit for opening a FB account was 13 years of age.

In PS Ivan Milutinović, more boys (8) compared to girls (3) said that 13 years was the minimum age limit for opening a FB account. More girls (5) chose to answer that regardless of the law, a person may give any age and open an account whenever he/she wants. An equal number of girls (5) and boys (5) chose this answer in PS Branko Pešić, and 6 girls and 5 boys believed that a child needed to be 16 to have a FB account.

Differences in answers indicate room for further work with children on these topics during student parliament classes.

- To the question of **which social networks are the most popular**, both boys and girls said they used largely Instagram (32) and Twitter (8), and fewer boys and girls (5) also said Snapchat, Facebook, WhatsApp and Viber (4). One child mentioned a religious community as a social network. In the PS Ivan Milutinović, Instagram (8), Snapchat, Twitter, and Viber (4) came first, followed by the rest of the above-mentioned social networks. DX Club children mentioned social networks in the same order (according to importance). In the PS Branko Pešić, children reported use of social networks in the same order.
- To the question of **how they protect their information on social networks**, both girls and boys mostly mention data protection systems of the networks themselves (settings, locked profile, frequent password changes), which shows that they know about the ways to protect data, but also risks related to the creation of online footprints (accept only friends we know (8); do not communicate with strangers; do not trust everyone; leave very little personal information; do not leave location; be careful about what we post).

The child that offered a religious community as a social network advised to find friends off the Internet.

In PS Ivan Milutinović, identical forms of protection mentioned were found, with an additional guideline to always inform parents about an open account when using social networks.

From the analysis of given answers, it is notable that children in the situations described in the survey following the workshop, quiz and poster presentations in schools, were able to repeat the described experiences of recruitment, potential abuse and sexual exploitation, and that they were aware of possible risks of sexting. This is particularly visible from the advice they offer to youth at risk:

- *I think you should notify the competent authority, because if someone forces you to do something you don't want to, this is also abuse.*
- *You should never send your naked body pictures to anyone; I wouldn't send a picture because it stays on the Internet forever; I wouldn't send a picture because it can be abused; It could be posted, he could show it to someone; She should tell him she won't take a picture of her naked body.*
- *She should avoid all contact with him and block him, and if this is not a student in my school in that case report to the police.*
- *There is awareness of children and of the importance of caution in such situations, before police intervention.*
- *After this, she should no longer respond to his messages, she shouldn't go alone anywhere, and she shouldn't be as active on the networks.*

The quiz has also raised the children's awareness about the importance of screen shot messages of disturbing content, before reporting it to the police, so the majority of children say that an important pre-step is to block the person harassing them. There is a notable difference in the advice given by DX Club children indicating that after the workshops children have an understanding of the importance of all major steps:

- *Screen-shot the message, block the person, report, do not send him the picture!*
- *They shouldn't trust strangers they exchange messages with and they shouldn't meet this person.*
- *Before you start messaging someone, you should study the person well and check with shared friends whether the person is who they say they are and if that is their profile.*

There are no notable gender differences in the responses in relation to the advice given, except for one comment indicating that some children see a way out of recruitment situations and potential sexual abuse and exploitation in denying women the right to have an account, which leads to potential discrimination justified as protection.

- *Women should not have the right to open accounts, so she should just close it.*

Children need support to understand the difficulties in accessing different support systems for victims, as well as clear information about how these types of difficulties may be overcome in practice. When there are no clear actions taken in schools with positive outcomes for the child victim, children lose confidence in the power of the system and resort to victim-blaming mechanisms for the situation they are in.

- Both girls and boys mention the police (13), parents (9) and friends first as **persons of trust**, whom a recruited person should address.

The presentation of the Kahoot quiz by peers to other members of the student parliament, before the survey, inspired in children a sense of trust towards the Child Rights Centre and DX Club, so both the Centre and the DX Club appear in the children's responses as places of support for children in the described situations. After the quiz, the survey also included advice for victims, not only to report a profile, but also warn friends so that the same thing would not happen to them. There is an attempt of regaining control and power in ridiculing the person recruiting a victim in the form of the following comment: "Post messages on the net so everyone can laugh and see the man's profile".

In PS Branko Pešić, similar advice appears: “Download a smiley with tongue out off the net and instead of the photo send this to him!”.

It is necessary to talk to children about potential risks that may arise from such approaches without parent (guardian) and police support.

One child said it would use violence against the person harassing them, advising the potential victim to beat up the predator, or “set him up”.

In PS Branko Pešić, answers indicating forms of protection also include local gangs known as the Zemun Clan. Children see “tough guys from the neighbourhood” as saviours and protectors and perceive them in the same rank as police when naming sources of protection.

There are no differences in the types of advice given by children in PS Ivan Milutinović. They refer to the help of parents, teachers and against sending sexually explicit selfies. They advise to report the harasser to the police. Some of them report they would erase the profile or social network on which they receive disturbing messages.

After the workshops, DX Club children gave much more advice than other children surveyed in schools. Comments different from those mentioned above are:

*Don't send it because what the person is asking is manipulation and blackmail. This person wants to use you and make fun of you! Don't believe the story that your body is yours alone. Block the person asking you for such photographs or videos.*

- In the Secondary School of Economy, as **internal support network for children** in the situation of recruitment, children mention first the psychologist (25 children), pedagogue (18), head teacher (17), parents (15), school principal (6) and very few (1-2) mention friends, teachers, teams for the protection of children against violence, DX Club and the Centre for Internet Safety as sources of potential support.

In PS Ivan Milutinović, children mentioned their head teacher as a source of support, followed by psychologist, pedagogue and principal. Answers also included teachers, DX Club, Police and school policeman, as well as the Centre for Internet Safety. It is interesting that some children mentioned as potential support the school policeman, but also mention the police as an institution of support, so the question arises of trust of this group of children in the institution of school policeman as police representative in the school. The same categories of answers also appear in the sample of children in PS Branko Pešić.

It is of concern that teams for the protection of children against violence are not among the most recognisable sources of support. Some of the team members are mentioned by the children as important and supporting. In PS Ivan Milutinović also, only one child mentioned teams for the protection of children against violence as important.

In the discussions with the representatives of the student parliament in the Secondary School of Economy, the children said they wanted to see some of their peers among the members of teams for the protection of children against violence. The peers would be a link between the children and the team, and the first point of contact that the children would address for help.

The child that mentioned church as social network, saw a way out of the situation of recruitment in turning to god and avoiding social networks. Fear of the Internet may be a potential reaction among children that do not see a response of the system to existing risks, and thus see a way out by avoiding the source of risk and in a supernatural force of protection.

A child's comment *No one can help a child in such a situation, because these pictures will exist forever* indicates room for additional work with children on the provision of support to victims to overcome judgement by peers and adults, as well as accompanying feelings of shame and guilt.

Children from PS Branko Pešić mention the principal, school policewoman, the police, local gangs from Zemun, pedagogue and psychologist as internal networks of protection from sexual abuse and exploitation.

DX Club children mentioned first the psychologist (14), teacher and head teacher (10), principal (8), pedagogue (8), parents (6), and as additional sources of support one child each mentioned psychotherapist, peer team, friend, centre for social work, favourite school teacher, school teams for the protection of children against violence, school policeman, police, NGOs dealing with these issues, Commissioner for the Protection of Equality; Child Helpline; Centre for Internet Safety.

In a hypothetical situation in which they themselves would be in a situation of recruitment, sexual abuse or exploitation via the Internet, the majority of children (18), mentioned parents as first persons they would turn for help, the police (16) and other above-mentioned sources of support, including brothers.

Here too, the child that finds church as protection from risk, mentioned a priest as a source of support.

DX Club children also mentioned aunt, sister and team for the protection of children against violence in addition to the above-mentioned sources of support.

In PS Ivan Milutinović, parents were also mentioned as persons that children would turn to for help, followed by the Centre for Internet Safety, psychologist, pedagogue, head teacher, principal, DX Club, team for the protection of children against violence. In PS Branko Pešić, both boys and girls put police on the first place, followed by parents, grandmother, brothers and Zemun gang members.

- Concerning the **institutions in the society the children can address**, the majority of children (8) do not know who to address for help, and few indicate the Mol, Child Rights Centre and DX Club (6) and Centre for Social Work (1).

In PS Ivan Milutinović, children mentioned the Tijana Jurić Foundation, DX Club, Ministry of Interior, and in PS Branko Pešić, the children mentioned as relevant the police, Centre for Social Work, Centre for Internet Safety, and the local Zemun gangs.

DX Club children mentioned the Centre for Internet Safety and Mol as primary institutions.

It is necessary to talk to children about existing institutions in the society and possible forms of protection.

- To the question of **which school classes provided the opportunity to discuss risks of sexting**, the children in Secondary School of Economy answered that it was in different classes with teachers,

primarily: head teacher's class (HTC), civic education, religion classes, student parliament meetings and sociology, but answers also included music education, English, office work, accounting. Diverse answers indicate that the knowledge of children about this topic depends on the teachers teaching different classes, which is why some children said they had not had the opportunity to talk about risks of sexting in class before.

IT class was not reported for having included discussion about online sexting risks or internet safety in this school.

- The children see HTC, civic education and sociology as classes that should be used to discuss these topics, saying that the lectures should be organised in the form of peer education. **As persons from the school that should teach these topics** they mention psychologist, pedagogue, head teacher, civic education teacher, learned priest and expert in the area.

One child's comment is important emphasising that all teachers should talk about these topics with students.

In PS Ivan Milutinović, children mention HTC as the only class used to talk about these types of risk. They propose to continue covering these topics in HTC, and that the lectures should be given by the head teacher, psychologist, pedagogue or school principal.

In PS Branko Pešić also, this topic was discussed with the children in HTC, mathematics, geography and student parliament meetings. The children also said that all teachers should talk to students about these topics.

DX Club children mentioned IT, civic education, constitutional rights, sociology and HTC as the most appropriate classes to talk about these topics.

- To the question **“have you seen in town, on tv or on the Internet a campaign, ad, poster, video, film, music video or something else showing some of the potential risks of taking pictures, recording, sharing video material of naked bodies of children under 18”**, very few children mentioned they had seen a campaign, video, poster, ad or something similar on these topics. Only one answer mentioned the show *Dossier* as source of information on the topic.

In PS Ivan Milutinović, only two children reported having seen a video on this topic before. They considered these video materials were messages to children to be careful on the Internet.

In PS Branko Pešić, girls mentioned a TV report in the show *Exclusive* about two Roma girls in Bačko Petrovo Selo, who were sexually exploited via the Internet in cyber dens.

DX Club children mentioned the film *Taken*, films they saw during the Club workshops, webinars, posters and stickers on bus stops, contents of the website *Smart and Safe*.

The existing contents need to be presented to children more often and risks but also forms of protection discussed. Children should lose fear of the Internet, which should to be a source of information, by indicating opportunities for protection from existing risks.

- **As telephone numbers they could call in the situation when they have this type of problem**, children largely mentioned the number of the Centre for Internet Safety, which they learned through the Kahoot quiz and the number of the Child Helpline, the police and DX Club. A considerable number of children said they did not know of any number to call in such a situation.

In PS Ivan Milutinović, they mentioned the number of the MoI, Centre for Internet Safety and Child Helpline.

In PS Branko Pešić, children mentioned the same phone numbers, but also yet again mentioned the Zemun gang, and the Taurunum football club supporters.

- **Among the messages they would send out to their peers to motivate them to not distribute sexually explicit selfies and everything else that is included under sexting**, children used those causing shame, guilt and fear. They sent parental-like messages:
  - *Shame on you, be smart!*
  - *Everyone can see that, even your parents, friends, teachers, neighbours.*
  - *Open your eyes wide and don't play with your life. Be smart!*
  - *You don't need to prove anything to anyone in this way.*
  - *For your own safety it's best not to do that.*
  - *Stop all contact with the person asking this of you and ask for an adult's help.*
  - *Don't do it because later on you will have problems that will be more difficult to solve.*
  - *Don't ever send pictures!*
  - *Live the life of a child and enjoy childhood!*

In PS Ivan Milutinović, children referred only to caution and to refrain from sending sexually explicit selfies or video material.

DX Club children sent many more messages than other school children. Commentary of support for the victim is also noticeable.

- *I don't think it's smart for you to do that, because you put yourself in a number of risks! Your pictures can end up all over the Internet. Still, if something like that does happen, and you do make a mistake, know that you are not alone! Share your experience with other girls, so that they don't need to go through all the fears that you are going through!*
- *I would tell them that if they trust someone they can do whatever they like, and they should never share videos, images of other people. It's not the fault of those that send, but of those that share.*
- *Don't pay attention to such people that try to contact you.*
- *Someone who cares for you would never be tempted to ask you for something like that. Don't be trying to get someone to like you in this way, because it's the wrong way!*

Survey for assisting professionals in the Secondary School of Economy, Primary School Ivan Milutinović and Primary School Branko Pešić

**In the period 2015-2018, the Secondary School of Economy continuously organised various activities of risk prevention related to sexting:**

- Public lecture titled "Using Knowledge against Sexual Violence against Children" for students of the first year; peer education: SEXTING, designed by the peer team for the protection of children against sexual abuse and exploitation;



- Panel discussion for second and fourth year students titled “Using Knowledge against Sexual Violence against Children”;
- Lecture in the Head Teacher Classes during the Non-Violence Week on digital violence, sexting and violence in adolescent relationships;
- Project-based teaching “Five-Minute Phenomenon”, during sociology classes and club, also including making an educational video on violence against women in intimate partner relationships;
- Workshops and lectures for first-grade students on prevention of human trafficking in cooperation with the Red Cross;
- Workshops on strengthening children observers, within civic education classes titled “Sexting – Personal Responsibility and Responsibility of Others”;
- Participation of members of the peer team for the protection against violence in a public hearing in the National Parliament presenting the results of the national study on the social issue of sexual abuse of children in Serbia;
- Participation of children in years 2-4 in the action “Walking against Sexual Violence against Children”;
- Participation of children in a public lecture titled “Things you have not seen – sexual violence and sports”, on the occasion of the World Day for Prevention of Child Abuse and Neglect organised by the Incest Trauma Centre and the Ministry of Education and Sports of Serbia (experience of the athlete Patrik Sjöberg who was the victim of sexual violence while he was actively training);
- Organisation of performance in the school on the topic of online risks: “Say No to Violence” in cooperation with the 14<sup>th</sup> Belgrade Highschool (60 first- and third-year students present);
- Lecture in cooperation with Mol: “Electronic Violence” in two classes of the first year;
- Workshop: “Girls Can Do It”, for fourth-year students;
- Kahoot quiz on safety on the Internet, in cooperation with the DX Club, Child Rights Centre, in the form of self-protection activity with the aim to empower members of the student parliament.

The following activities were implemented for parents, psychologists, pedagogues, Team for the protection of children against violence, abuse and neglect, as well as everyone else who is in regular contact with the children, focusing on raising awareness about the risks for children associated with making and exchanging sexually explicit content:

- Participation of the members of the Team for the protection of children/students against violence on the occasion of European Day on the Protection of Children against Sexual Exploitation and Sexual Abuse in public presentation of educational toolkit on sexual violence, followed by a presentation at the meeting of the school team for the prevention of children/students against violence.
- The pedagogue attended a seminar on public advocacy and leading a successful awareness-raising campaign on the social problem of sexual violence against children and youth.
- Panel discussion for employees and parents in CM Voždovac: “End Violence, Empower Women!”; panel discussion in CM Voždovac: “So it does not happen again” (participation of third-year students, members of the team for the protection of children/students against violence and psychologist).

**In the period 2016-2018, the following activities were organised in PS Ivan Milutinović:**

- Poster-presentation on data protection on the Internet and protection mechanisms from recruitment (members of the student parliament made the presentation for younger students).

- HTC for 7- and 8-year students on digital violence: “Social Networks – Opportunities and Risks”; “Internet Footprints”, following the handbook on Digital Violence.
- Lectures for 4-6 and 7-8-year students on the topic of Internet safety in cooperation with the MoI.
- Strengthening children observers and witnesses through individual meetings with students and their parents.

The following activities were implemented for parents, psychologists, pedagogues, Team for the protection of children against violence, abuse and neglect, as well as everyone else who is in regular contact with the children, focusing on raising awareness about the risks for children associated with making and exchanging sexually explicit content:

- Seminar in cooperation with MoI: Violence against and Abuse of Children via ICT. Following this, Teacher Meeting and Parents’ Council were informed about the topics discussed during the seminar.
- Lecture for parents of senior students on Internet safety organised by MoI.

**The following activities were implemented in PS Branko Pešić:**

- Discussion with children on all types of violence and threats posed by social networks, in HTC (once a week).
- Workshops on risky behaviour on the Internet, once a week in civic education classes for students ages 9 to 15.
- Visits by representatives of various civil society organisations working on the prevention of sexual abuse and exploitation, once a month.
- Within the class Responsible Living in Civil Society, teachers talk to students ages 15 to 50 about abuse of social networks, fake profiles, sexual harassment online. These classes include 20-30 students. Younger students (15-19) are taught separately.
- There are no specific activities directed at strengthening children observers/witnesses.
- Regarding strengthening teachers and other staff in everyday contact with the children, the schoolyear 2018/19 includes seminars and trainings for all school teachers related to this topic.

## 10. Ukraine

**Organiser of the consultations:** Women's Consortium Ukraine

**Date of submission:** 03/10/2018

### FOCUS GROUP WORK REPORT

**Participants:** 20 persons – 10 boys and 10 girls.

They are children and youth aged 13 to 18 from different regions of Ukraine (12 oblasts).

**Duration:** 2.5 days

#### GROUP DESCRIPTION.

The group consisted of two smaller groups:

1. 10 persons who already had experience in preparing reports on the observance of the rights of the child with the support of adults.
2. 10 persons were invited through an announcement shared among partner organisations, on social networks and the site of the Coalition on the Rights of a Child in Ukraine

Criteria taken into account when selecting groups:

- Date of an application submission;
- Sex;
- Age.

Children from 11 to 12 years old did not apply for participation in the event. There were 2 children who live in families with income below the poverty line. Children from other vulnerable groups were not presented, which suggests the need to use other or additional channels of communication.

During telephone consultations, we informed parents about the event and received the consent of the participation of their children from both children themselves and their parents.

#### THE ATMOSPHERE AND GROUP DYNAMICS

Due to the fact that half of the participants had already established relations and a high degree of trust in the facilitators, the new participants managed quickly to establish contact, which helped the facilitators to create an ethical and safe framework and encourage interaction and discussion among all participants. The children who participated the first time in such an event did not feel discomfort and worked actively. In addition, they were very motivated by stories and experiences of their new mates who have already participated in the preparation and advocacy of a child rights reports.

The addition motivation for the children were the fact that they were able to talk about their experiences, discuss issues that are discussed in their children's environment and only with children of their age.

In order to ensure the safety of the participants, facilitators initiated discussion about the risks which may arise during such meetings: illness, misunderstanding, conflicts, other adults in the area, etc. and the ways of minimizing them. A number of rules were developed with participation of the children.

During the work children used play dough and paints, which allowed reducing their anxiety. They sculpted and painted for the entire time of discussions, except for the time spent working on posters.

#### SUMMARY OF DISCUSSION AND OBSERVATION

The following topics were discussed:

- Sexual education in Ukraine as one of the means of preventing sexual violence,
- Sexting and its consequences for adolescents,
- Sexual exploitation,
- Cyber security in the context of sexual violence,
- Involvement of children in exploitation through the Internet,
- Violence against children, including sex violence,
- Child safety.

For teenagers and young people, the problem of sexual education is extremely acute. They said that parents and teachers cannot talk about it with them. The main reason of it as participants see is the consequences of the Soviet upbringing reflected by message "There is no sex in the USSR!"

Sometimes it may lead to dangerous situations, involvement children in sexual exploitation and cases of sexual violence. The participants indicated that they do not know to whom and where to turn to in the case of a threat, except for the police. At the same time, they are afraid to turn to the police for reveal or disclosure of information they provide. The facilitator informed about the hotlines existing in Ukraine and the organisations involved in protecting children from sexual abuse and exploitation, including cyber-security.

Several children noted that they or their friends met with blackmail through the posting of video on the Internet, which was filmed without their consent, or filmed by familiar people with their consent. Children solved the situation either on their own or with the participation of parents. They did not turn to the police.

According to the children, school activities to ensure safety on the Internet and prevent sexual violence are not interesting or are usually indicated only in documents and teachers avoided the work (for example: the teacher fell ill during this topic or the lesson is held on an elective course but in fact not conducted, and is mentioned only in the student's certificate, as additional hours).

Children also noted that parental control is not an effective tool. Children well know how to bypass parental control. This information is also easy to find on the Internet.

The participants had deepened their knowledge about sexual abuse and exploitation, security on the Internet. In the elective classes they acquired and deepened their knowledge about sexual education, conflict resolution, non-violent communication.

Children were wondering whether it is possible to take part in educational activities on sexual education and sexual violence, rights of a child, along with adults, in particular with parents.

During the event, the children, as a recommendation, noted that they would like to see social advertising about hotlines, about the dangers that exist in the Internet space (on YouTube, when downloading games, on social networks). At the same time, a discussion arose as to why site owners are not working to create a secure online environment following the example of schools or other children's institutions. Owners of sites that can carry threats to children (to facilitate acquaintance of children with adults, trolling children in the network, etc.), should work to create safe conditions for children. They must constantly inform them about danger and about where to turn in case of danger. This information is important not only for children, but also for their parents. Raising awareness of parents can help them understand and discuss risks with their children.

School Internet security education should also be changed. Children use the Internet resources more frequently than adults; they are more sensitive to changes in communication channels and new risks. Teachers who teach children safety on the Internet should not just teach children on concrete examples, but learn new skills - be facilitators of discussions about communication channels, the risks faced by children, and as coaches help them to learn safe behaviour skills.

#### ADDITIONAL MATERIALS:

Videos were used in accordance with the recommendations of the Guide. The videos were interesting for children. All participants saw these videos for the first time.

At the request of the participants, additional videos created for young children were shown. However, it provoked a discussion whether there is a need to talk with very young children about the existing risks.

Most participants believe that such discussions are necessary, but some of them believe that such education of preschool children can lead to arising of their fears

#### PREPARING OF REPORT

The children chose the form of the report to the Lanzarote Committee in the form of posters. For the preparation of posters, magazines for the family (about health, beauty, and politics) were used.



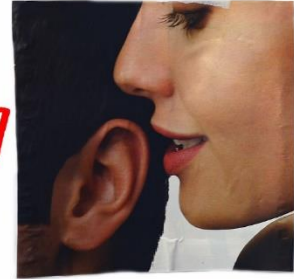


# Попередження



ТЕНДЕНЦІЇ

CAUTION



1. ЗМІ працює проти дітей

• Були випадки оприлюднення незаконних знімків відео з дітьми.



2. Провітницькі компанії та заходи в Україні не працюють. Діти не мають доступу до усвідомлених ризиків створення своїх охочених фото/відео



YouTube



Вижу  
и верю





0% PROGRESS

# Education

100 %

Take a step!

Knowledge strengthens

There are several serious problems.

At school:

1. Students photograph themselves and upload photos to social networks
2. Teachers photograph students and publish their photos on the Internet without the consent of students and their parents.
3. The curriculum provides training for cybernetics and sex education, but teachers do not follow the plan because of personal bias

At home:

Adults do not know about the new ways of communication used by criminals (for example, online games, etc.),

How we would like it to be:

1. Teachers do educate pupils on sex issues or invite a specialist who is not afraid to talk about this.
2. During special training, experts teach teachers how to talk with children about cyber security and sexual education
3. At the beginning of the school year, consent or refusal of parents to photograph children under the age of 14 is signed.

Life in the virtual space

We do not talk about sex at school at all!

They say there was no sex in the USSR, so nobody talks to us about sex as well

To talk about sexual education is unmoral!

I do not know anything about sex education!!!  
I download my private pictures in social network pages

Knowledge

I'm no longer afraid to talk to the children about sex!

Consent

Name: \_\_\_\_\_

Address: \_\_\_\_\_

index \_\_\_\_\_

county / city \_\_\_\_\_

village \_\_\_\_\_

street \_\_\_\_\_

Seminars and master classes

Training courses

Psychotherapy

# Prevention

Tendencies

Caution!

## Problems

1. The media does not understand the dangers for children in the information space and can print materials that put a child at risk (for example, there are cases of illegal filming of children)
2. Educational campaigns and events in Ukraine are rare and brief and do not reach the target audiences.
3. Children do not have the information and skills to understand the risks of staying in social networks (by downloading their private pictures and videos, gaming or finding friends)

## Recommendations

1. For educational campaigns use sites used by children: Internet games, YouTube, social networks.
2. Create a risk prevention system "Children on Internet sites (online Internet games, YouTube, social networks)" for children and adults. For this purpose, it can be used viral advertising that is well known to children.
3. Create a children's program that will broadcast cartoons about sexual education (as example "Hello Bob", where clear information is provided in 1.5 minutes.)
4. Create a YouTube channel representing short, relevant video movies, cartoons, and video tutorials.
5. Teach all groups involved (teachers, parents, police etc.) to be more sensitive to children cognitive needs and be aware of the risks on the way to its fulfilling (Facilitator)



**SECRET**

# Protection

**CAUTION**

## Problems:

1. Children do not know about the national hotline in the country.
2. Children do not know about organizations working with the problem of sexual abuse or exploitation.
3. Children are wary of contacting adults and the police, even if they are aware of the danger
4. Children distribute their personal photos
5. Adults silences information, because in their opinion, it is incorrectly speaking about it
6. All groups that come in contact with children (teachers, parents, police, other adults and children) do not have sufficient knowledge and skills regarding threats and their prevention

## Recommendations:

1. Through viral advertising (on YouTube, on social networks, downloading games, etc.) children should receive information about how to protect themselves and who can help them when they are threatened.
2. At school and on the streets (on big boards) and other places of children's interest it should be placed info with helplines and names of NGOs and other organizations that provide help to children
3. In any situation when a child feels or is in danger, she/he can ask for help from parents or adults whom he trusts, and in case of threat of life (blackmail, etc.) he / she can apply for help to the police
4. Every adult has to communicate with his/ her child, and be interested in what the child is doing on the Internet and on the street
5. Police should be child friendly:
  - a) Treat his/her messages with due attention and confidence.
  - b) Provide investigation and protection.
  - c) Ensure the confidential treatment of a child without informing parents and / or teachers about the situation that is the cause of child appeal.
  - d) Inform a child about the procedure for reviewing his/her claim.