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LANZAROTE COMMITTEE / COMITE DE LANZAROTE

Compilation of Replies to Question 3 (National curriculum)

of the Thematic Questionnaire on the protection of children against sexual exploitation and sexual abuse facilitated by information and communication technologies (ICTs)

Compilation des réponses à la Question 3 (Programme d'enseignement national)

du Questionnaire Thématique sur la protection des enfants contre l'exploitation et les abus sexuels facilités par les technologies de l'information et de la communication (TIC)

Question 3. National curriculum

Does national curriculum (primary and secondary schools, and vocational education) include awareness-raising about the risks of:

- a. self-generated sexually explicit images and/or videos?
- b. self-generated sexual content?

Question 3. Programme d'enseignement national

Le programme d'enseignement national (études primaires, études secondaires et enseignement professionnel) comprend-il des activités de sensibilisation concernant les risques que présentent :

- a. les images et/ou les vidéos sexuellement explicites autoproduites ?
- b. les contenus à caractère sexuel autoproduits ?

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COMPILATION of replies / des réponses¹

ALBANIA / ALBANIE

State replies / Réponses de l'Etat

Question 3.a. and b.

In the secondary school there are topics on safe use of internet, but there are no specific topics regarding self-generated sexually explicit images and self-generated sexual content.

In the framework of the implementation of the Memorandum of Understanding between the Ministry of Education and Sports and UNFPA, the Regional Education Departments and Education Offices are advised to consider with priority Health Education with focus on sexual education programs and life skills. The topic of sexual exploitation/ abuse is not specifically addressed in the actual curricula of the above mentioned subjects.

Comments sent by / Commentaires envoyés par ECPAT, CRCA, ALO 116 and / et ANYN

Question 3.a. and b.

Only partially. The National Agency for Education Development in Albania (IZHA), a body mandated by the Ministry of Education, working for the curricula development and teachers training has started to introduce awareness guidelines and extracurricular activities for children and teachers, but only for ages 12-13, thus the rest of the education system is not covered by such activities.

ANDORRA / ANDORRE

State replies / Réponses de l'Etat

Question 3.a. and b.

Dans le cadre du Plan stratégique pour la rénovation et l'amélioration du système éducatif andorran le sujet est seulement abordé au lycée en histoire. Pour être plus précis, en Première, où l'exploitation sexuelle y est abordée. On parle surtout des esclaves d'aujourd'hui et de l'esclavage sexuel.

Les programmes du niveau Primaire, du niveau Collège et des études professionnelles n'incluent pas d'activité de sensibilisation au sujet des risques d'autoproduction d'images et de vidéos sexuellement explicites ou contenant des images à caractère sexuel.

AUSTRIA / AUTRICHE

State replies / Réponses de l'Etat

Note: When it comes to prevention, no difference is made between self-generated sexually explicit images and/or videos and self-generated sexual content.

Question 3.

The national curricula (primary and secondary schools, and vocational education) include awareness-raising about child sexual abuse and sexting. The cross-curricular principle of sexual education supports the ability to build (sexual) relationships characterized by mutual understanding and respect for the

¹ The full replies submitted by States and other stakeholders are available at / Les réponses intégrales des Etats et autres parties prenantes sont disponibles ici : www.coe.int/lanzarote

needs and limitations of the counterpart, and to lead to equal rights. This helps to prevent sexual abuse and sexual violence. Furthermore the cross-curricular principle of media education as well as digital education include information about the dangers of sexting and the safe use of internet.

High-quality school psychology supports educational consulting and in-service teacher trainings especially in the context of violence prevention. This measure is also part of the comprehensive initiative "National strategy on school violence prevention" (for further information: <http://www.schulpsychologie.at/gewaltpraevention>).

The national strategy on school violence prevention includes annual meetings of the school support system on various topics - 2017 on cyber bullying. Case studies on self-generated sexually images and sexual content will be discussed.

There have been several scientific projects at Pedagogical Universities in Austria with regard to this particular topic, i.e. at the Pedagogical University of Salzburg a research project took place between 2013 and 2015 on "Sexual education in schools within a multicultural context". Also the Pedagogical University of Linz dealt with "Sexual Education within the Austrian Educational System".

The Federal Center for Sex Education (BZSP) is located at the Pedagogical University of Salzburg too.

Its tasks are specified as:

- Coordinating activities and measures in the pedagogics of Sex Education and Violence Prevention at Austrian Pedagogical Universities, in particular within initial and further training departments.
- Professional development measures for educators in the field of Sex Education and Violence Prevention
- To conduct research projects on Sex Education and Violence Prevention in schools
- To develop quality standards for Sex Education and Violence Prevention in context with the general quality assurance measures in schools.
- Development of projects with reference to personnel measures for Sex Education and Violence Prevention at schools for general and instruction purposes.
- Organisation of special events on Sex Education and Violence prevention (meetings, seminars and conferences)
- Exchange of information and making use of synergies with other institutions dealing with this topic
- Publications on the topic of Sex Education and Violence Prevention
- Promoting the interdisciplinary dialogue between pedagogy, psychology, sociology, didactics etc. as well as national and international exchange and networking on this topic
- Implementing and maintaining a platform for the purpose of disseminating information and material on the topic of Sex Education and Violence Prevention

Further projects of the BZSP:

Initiated by the Austrian Federal Ministry of Education a study was launched in 2015 at all Austrian schools on Sexual Health and Sexual Awareness at Austrian Schools. The study was based on the WHO guidelines on sexual pedagogics at schools. A further project is entitled Lovelife and is carried out as part

of an EU Erasmus project.

In addition the topic of the protection of children against sexual exploitation and sexual abuse is part of further training and education programmes for teachers on the subject of “Safer Internet”. In particular attention will be drawn to the offer by the On Line Campus “Virtuelle PH” (<http://www.virtuelle-ph.at/>).

BELGIUM / BELGIQUE

State replies / Réponses de l'Etat

Question 3.a. and b.

En Communauté germanophone le thème de l'éducation aux médias fait partie du référentiel de compétence. L'équipe de la pédagogie des médias (voir 1.1) fait des animations sur la sécurité dans l'internet, mobbing, le droit à l'image, sextorison, etc. dans les écoles. Depuis l'année académique 2015-2016 il y a le projet Bus « Sex'cetera » : le projet vise les élèves des deuxième années secondaires. Il s'agit d'un programme concernant la vie affective, relationnel et sexuel des jeunes. Un module entier concerne le thème « sexualité et images » à l'internet. Les projets „Medienhelden“ et „Fairplayers“ se font en coopération entre Kaleido (voir supra) et les professeurs. Les thèmes sont le mobbing et le cybermobbing (harcèlement en ligne).

En Communauté flamande, Child Focus, Mediawijs, Sensoa, Mediaraven and Jong en Van Zin are currently developing a packet of lessons and tools for teachers about secondary sexting. The packet will contain the online interactive video 'Hé, het is oké' by Mediawijs (<https://en.mediawijs.be/>), the play 'Sex-thing' by Child Focus, lessons by the group, a mediawegwijzer brochure on the topic, references to the flag system by Sensoa (Sensoa already produced the Flag system, which is a very interesting tool that helps educators talk about and judge sexually delicate situations. An extensive adaptation of this system for schools was launched in March 2017. (<http://www.seksuelevorming.be/sensoa-vlaggensysteem>)

Enseignement

- La réglementation n'impose pas explicitement de travailler sur l'intégrité, ou plus spécifiquement sur la prévention du sexting dans des établissements scolaires (néerlandophone). Néanmoins, un certain nombre de concepts existants déjà peuvent être utilisés afin de travailler sur l'intégrité en général.
 - Dans les termes finaux, il y a un certain nombre de choses qui sont incluses comme le travail sur le comportement antisocial, la critique, le respect de soi-même et des autres, etc. En plus de prêter attention à ces thèmes en classe, l'approche de l'école dans son ensemble, y compris l'environnement scolaire, est conçue pour permettre aux élèves de travailler sur ce point, par exemple en désignant des points de contact, en offrant des espaces pour régler les conflits, etc.
 - L'actuel Décret relatif aux centres d'accompagnement des élèves prévoit que chaque école élabore un plan de politique commune ou un accord avec le centre d'accompagnement avec lequel la collaboration est organisée (<https://data-onderwijs.vlaanderen.be/edulex/document.aspx?docid=12274#135935>).
Il est important que les écoles intègrent une politique de prévention intégrale pour protéger le bien-être et l'intégrité de leurs élèves. La réforme prévue des centres d'accompagnement des élèves veut se concentrer plus fortement sur une politique intégrée d'orientation des étudiants. Par la présente, il est attendu de chaque école qu'elle prodigue des soins de base solides afin de créer un environnement scolaire positif. Un Centre d'accompagnement des élèves est également une condition préalable à l'ouverture d'une école.

- Le décret relatif à l'enseignement primaire octroie à chaque établissement scolaire une enveloppe de « points » annuellement pour la gestion d'une politique de prise en charge et la nomination d'un coordinateur de soins. Dans ce contexte, la communauté scolaire conclut également des accords sur les politiques de prise en charge des écoles de la communauté. Ceci est régi par le décret sur l'éducation de base : <https://data-onderwijs.vlaanderen.be/edulex/document.aspx?docid=12254>.
- Le gouvernement flamand peut également formuler et mettre à jour les objectifs définitifs, mais les processus didactiques pédagogiques et méthodologiques requis pour atteindre les objectifs finaux font partie de la liberté d'enseignement de l'école.

Les écoles flamandes peuvent utiliser le label eSafety pour définir leurs politiques en matière de TIC dans le domaine de la sécurité des TIC. L'aspect le plus important du label eSafety est un questionnaire en ligne qui permet à une école de savoir où elle se situe au niveau de la sécurité des TIC. La planification des politiques, l'infrastructure des TIC et l'approche pédagogique de la sécurité des TIC sont évaluées à la lumière de eSafety. Sur la base des résultats, chaque école reçoit un plan d'action personnel visant à remédier aux faiblesses de la politique scolaire et à accroître la sécurité des TIC. Le label eSafety a été récemment mis à jour. Deux risques ont été ajoutés aux outils, à savoir le radicalisme en ligne et le sexting. www.esafetylevel.eu.

BOSNIA AND HERZEGOVINA / BOSNIE-HERZEGOVINE

State replies / Réponses de l'Etat

Question 3.a. and b.

The curricula of elementary and secondary schools in Bosnia and Herzegovina are designed to raise awareness of violence against children, as well as about the risks involved in the production and publication of sexually explicit images and videos. These activities are carried out at homeroom classes within teaching topic *Prevention of Violence*.

Article 10(4) of the Law on Primary Upbringing and Education of the Republika Srpska² provides that "the school shall provide effective mechanisms for protection against violence, abuse, neglect and discrimination and any kind of harassment in accordance with the Protocol on Acting in Case Violence, Abuse or Neglect of Children". Article 79(1) determines that, among other things, abuse of mobile phones in classes and recording of video clips in school and their distribution is a serious violation of duties of a student.

Article 6(2) of the Law on Secondary Education and Upbringing of the Republika Srpska³ provides that: "School, parents, pupils and local self-government units promote and implement programs of joint and organised action and cooperation in combating abuse and exploitation of children and young people, trafficking in human beings, the fight against drugs, alcoholism, smoking and other toxicology, juvenile delinquency, and all other phenomena that endanger the health and life of students." Article 65 defines "recording of video clips in school and their distribution" as one of the serious violations of student's responsibilities. Article 99 of the Law provides, inter alia, that the principal "shall undertake measures to protect the rights of students and shall immediately inform the competent social protection service about any violation of these rights, especially about any form of violence against a student".

In the Republika Srpska, appropriate institutions have established cooperation in order to protect children from all forms of violence and neglect, including sexual exploitation and sexual abuse. Thus, in November 2008, the ministers of education and culture, health and social protection and internal affairs

² RS Official Gazette, 44/17.

³ RS Official Gazette, 74/08, 106/09, 104/11, 33/14.

signed a Protocol on Acting in Case of Peer Violence among Children and Youth in the Educational System of the Republika Srpska. The protocol does not describe violence facilitated by the Internet, but psychological, social or sexual violence is clearly defined, so it can be recognised even when this violence occurs facilitated by information and communication technologies.

In the Republika Srpska, in November 2012, the ministers of education and culture, health and social protection, internal affairs and family, youth and sports signed a Protocol on Acting in Case of Violence, Abuse or Neglect of Children. In addition to other types of violence, the Protocol has also recognised violence facilitated by the Internet - "Violence facilitated by information and communication technologies (cyber violence) includes any form of messaging, email, SMS, MMS, web pages and chatting, aiming at harassment of or causing any other harm to a child - offensive and threatening messages, inappropriate messages, disclosing of personal and family data, false representation and identity fraud, sending photos that offend child's dignity, hate-mongering, exploiting children for child pornography, recruiting children for prostitution etc."

In 2016 Save the Children mapped the valid IT education curricula in Tuzla Canton and, based on the results of the research, the age-adjusted curriculum for primary and secondary schools was developed in cooperation with the Advisory Committee (the TC Ministry of Education, Science, Culture and Sports, the TC Ministry of Internal Affairs, and the TC Pedagogical Institute). Ten (10) teachers from ten (10) schools from the Canton area underwent train the trainer program and, then, trained 300 teachers from pilot schools who should apply the curriculum. The curriculum was piloted for 6,199 children in selected schools in Tuzla Canton, with a research on the usefulness of programs conducted among children and teachers. The research showed that such a curriculum is very necessary. The curriculum was also presented to other schools in Tuzla Canton and its replication is expected throughout the Canton and the same model will be promoted in the future in other administrative units of BiH.

BULGARIA / BULGARIE

State replies / Réponses de l'Etat

Question 3.a. and b.

Ministry of Education and Science:

Curriculums do not include explicit awareness of the risks of generating sexual images and videos, as well as self-generated sexual content. In essence, these issues are addressed in the Framework Requirements for Health Education Training Outcomes, which are Appendix 2 to Ordinance No. 13 on Civil, Health, Environmental and Intercultural Education of 21.09.2016. The quoted framework requirements set forth expected results such as: it is not forbidden to express your sexuality, taking into account desires, sovereignty and the rights of others; to be aware of the importance of personal choice and behaviour in interpersonal relationships so that they do not lead to a risk to health and personal safety and have an attitude of responsible sexual behaviour towards themselves and others.

The Central Commission and the Local Commissions for Prevention of Juvenile Delinquency:

Prevention in schools through lectures, lectures, discussions, presentations:

- The Local Commission In the city of Mezdra, together with the Child Pedagogical Office Inspectors has implemented preventive activities on the topic "Internet - opportunities and dangers" in the fifth grades of the municipal schools. There were 112 students attending a multimedia presentation, a film and a discussion. From the feedback with children, it has been found that a great part of the children accept the information presented on the Internet as an absolute truth. Besides, they do not state their real years, share personal information about themselves and their family and in most of the dating cases

they have no idea who is on the other side of the monitor. From this information, it has become clear that the work of the Commission should continue informing parents, raising children's competence in social networking, preventing the occurrence of cyberbullying and other forms of violence generated by Internet communication.

- The Local Commission in city of Pazardzhik organized lectures and information meetings in schools on the theme "Safer Internet Communication".
- In all schools in the municipality of Vetovo, surveys, lectures and lectures were conducted. Their subject was age-appropriate and included the topic "Child Abuse on the Internet, responsible behaviour in the global computer network".
- A presentation - "Prevention of cyberbullying in school" was prepared in Pravets Municipality. The purpose of the presentation was – how students can acquire skills to prevent themselves and deal with violence and harassment among peers in school and outside school. All attendees were aware of the features of cyberbullying, basic forms, personal information, and ways to protect against dangerous effects of the Internet environment.
- Lectures and discussions on the topic "Cybercrime. European and international cyber security organizations "were held in municipality of Devin. Discussions were held on other Internet safety topics that were requested by schools.
- The Local Commission in the Municipality of Stambolovo carried out preventive work with children from 6 to 9 grade and lectures were delivered, supported by presentations related to the topic of child pornography on the Internet. Approximately 250 children participated in this activity.
- The Local Commission in the city of Haskovo works every year with children on the topic of child safety on the Internet. Preventive work has been done primarily with children from primary school, and further with children from grades 8 to 9. Prevention activities covered all the threats on the Internet, and those relating to sexual exploitation and trafficking in human beings. These issues have been developed as topics for discussion by public educators at Local Commission, with about 500 children involved in activities.

Prevention through activities of Child Police Academy, realized by Child Pedagogical Office Inspectors:

- Two Child Police Academies were set up in the city of Vidin by inspectors from the Child Pedagogical Office, which functioned in one secondary and one primary school in the municipality. Joint events and lectures were organized focused on "Crime on the Internet" within the framework of those activities.

Prevention through the Police Work Program in Schools, realized by inspectors of Child Pedagogical Offices:

- In connection with the National Program "Police work in schools", a schedule was prepared in cooperation with the Inspectors from the Child Pedagogical Office and it was approved by the Regional Directorate of the Ministry of Internal Affairs of the city of Rousse, where training sessions and trainings were held. Lectures were delivered to children from 1 to 11 grades on the topic "Safe Internet Behaviour".

Comments sent by / Commentaires envoyés par National Network for Children

Question 3.

As pointed out in the reply by the Ministry of Education and Science, national curriculum does not include awareness-raising about the risks of self-generated sexually explicit images and/or video and self-generated sexual content.

The school programmes for primary and education until 7th grade were improved and now include basic knowledge and skills related to improvement of digital-media competences of students. Unfortunately, the development of these skills is still recognized by MES primarily as a task for the IT modelling and IT classes which cannot on their own meet the requirements of the digital era for such competences.

It is recommended that the MES undertakes a comprehensive review of all school programmes for students from 1st till 12th grade in order to assess and plan the necessary development of digital-media **competences** in all relevant school subjects.

CROATIA / CROATIE

State replies / Réponses de l'Etat

Question 3.a and b.

Considering the nature of the national curriculum in the Republic of Croatia it is not possible to provide separate answers to questions described in the points 3. a and b. Within the national curriculum, the Ministry of Science and Education and the Ministry of Health are carrying out different activities for raising awareness about risky behaviour between children and youth, which include the behaviours described in the points 3. a and b.

With the aim of preventing inappropriate and unacceptable behaviour of children on the internet and social networks, the Ministry of Science and Education is carrying out an intersectorial co-operation with the Croatian Regulatory Authority for Network Industries, Ministry of the Interior, Police Directorate and the non-governmental sector in preparation and implementation of preventive activities in school environment with a special emphasis on protection of children and youth from violence and abuse in the world of internet, network technologies and mobile phones.

Furthermore, the Ministry of Science and Education is continuously carrying out programs of professional training of teachers and expert associates through intersectorial co-operation by publishing expert materials (brochures and manuals) about the importance of universal prevention with the aim of protecting children and youth in the world of internet, network technologies and mobile phones and development of the system of education and teaching of students, as well as informing parents about responsible behaviour when using network technologies at the moment when children start using them independently without constant adult supervision.

Within the current health education curriculum there is a module called Sex/Gender Equality and Responsible Sexual Behaviour (http://www.azoo.hr/images/zdravstveni/Kurikulum_ZO.pdf). It also contains topics that include the topic of online sexual abuse. According to the abovementioned module, when teaching the students, it is required to:

- Discuss the role of media and peer pressure in sexual initiation of adolescents;
- Discuss the importance of peer-to-peer communication in a partnership/friendship;
- Argue the importance of agreement about responsible sexual behaviour with a partner;

- Compare different views about sexuality and use of protection;
- Recognize, express and represent personal boundaries and needs in a partnership.

CYPRUS / CHYPRE

State replies / Réponses de l'Etat

Question 3.a.

Yes.

Question 3.b.

Yes.

Health Education curriculum include sex education, starting at primary school, which includes awareness-raising about child sexual exploitation/abuse.

CZECH REPUBLIC / REPUBLIQUE TCHEQUE

State replies / Réponses de l'Etat

Question 3.a. and b.

Yes, these topics are included in the compulsory curriculum and are part of compulsory education in all schools in the Czech Republic.

DENMARK / DANEMARK

State replies / Réponses de l'Etat

Question 3.a. and b.

In the primary and lower schools the students learn about their personal borders and rights in the compulsory topic: Health and Sexual Education and Family studies. The topic is taught from grade 0 to grade 9. The topic has no specific amount of school lessons but should be integrated in other subjects such as Danish and Social Sciences. It is the school leader who decides how this topic is integrated in other school subjects.

The national objectives of the topic Health and Sexual Education and Family Studies include that the students must develop competencies so they can promote health and well-being for themselves and others. The students' personal and social life situation is a central topic in the national objectives for the topic and the schools must work with personal borders and rights, including protection as well as action strategies on psychical, mental and digital assaults. The students should discuss how to react to situations where a child's rights are violated. Knowledge on safe digital behaviour must be a part of this discussion.

The Ministry of Education supports the implementation of the national objectives by providing inspiration and guidance materials for free on the websites emu.dk and alleforenmodmobning.dk. Please refer to the answer on question 1.

The latest reform of the upper secondary education in Denmark (implemented from August 2017) does not explicitly refer to a and b, but all subjects across the curriculum have learning outcomes related to digital education that includes ethical communication on the social media.

For more information, please see the answer to question 2.1.

The Danish Government provides permanent funding to the NGO Save the Children Denmark to support the organisation's efforts to fight and prevent online sexual abuse of children, consisting of multiple initiatives targeting children and young people as well as parents and professionals working with children. Please refer to the information provided in section 1.

In 2016, the Ministry of Education in cooperation with a broad range of NGOs and charity funds launched a campaign against bullying, including digital bullying. As a part of this activity the Ministry of Education along with Children's welfare, the National Council for Children and Save the Children has conducted a strategy against bullying. The strategy aims at supporting implementation of essential knowledge on bullying and initiatives aiming at preventing bullying, including digital bullying. 40 organisations and others have contributed to the work. On the website alleforenmodmobning.dk it is possible to find guidance, help and materials for children, parents, teachers, school leaders and others who work with children and young people.

The Government is supporting the Danish Family Planning Association on the project The Media Competition for Schools, in which children in schools produce a newspaper addressing the theme "Love yourself – body and ideals". One of the topics is digital sexual abuse and teachers taking part in the project will be provided with information about the government's initiatives and legislation regarding digital sexual abuse.

The Government's pamphlet "Stepping up initiatives against digital sexual abuse" highlighted relevant helplines for victims of digital sexual abuse including Sletdet, which is run by Save the Children Denmark, the Danish Crime Prevention Council and Sikkerchat.dk and offers counselling specifically for children and young people who experience having private, intimate or humiliating information, pictures or videos shared.

In February 2017 the Danish government provided a policy for implementation of prevention areas and relevant programme strategies in relation to a and b (<https://www.regeringen.dk/nyheder/digitale-kraenkelse/>).

The policy is described in a folder that includes recommendations on ten areas with the following areas directly relevant to children in upper secondary education: (1) peer education on sharing sexually offensive material on the web and ethical communication on the social media; (3) materials to use for prevention of and measures to stop spreading offensive material; (4) materials for teachers in upper secondary education to include in projects related to digital education; (5) New curriculum for all subject in upper secondary education that includes topics and learning outcomes related to digital education; (6) Establishment of a hotline for upper secondary education on questions in relation to offensive digital behaviour.

ESTONIA / ESTONIE

State replies / Réponses de l'Etat

Question 3.a and b.

The importance of information technology has considerably increased in our daily life within recent years. The gradually improving access to the internet via various digital devices and data communications packages has provided access to a huge amount of information and possibilities. In order to make the most of these possibilities, one of the objectives of the Lifelong Learning Strategy 2020 as the strategy (Estonia) of choices is to contribute to the more expedient and effective use of modern digital technology upon learning and teaching and to improve the digital competence of the entire population.

Digital competence means readiness to use digital technology to cope in a rapidly changing knowledge-based society when working, studying, acting and communicating as a citizen. The internet has entailed an abrupt increase in the learning opportunities from which everybody can gain a lot. However, upon the unskilled use of the internet, the possibilities that information society offers, may be entirely lost. In

essence, the digital focus means a knowledgeable and smart study process of integrating digital opportunities, enriching thereby studies, taking into better consideration the needs of the present learners and contributing to meeting labour market needs.

According to the Estonian Lifelong Learning Strategy 2020, the objective in digital focus is to apply modern digital technology in learning and teaching in a more efficient way and with better results, to improve the digital skills of the general population and to guarantee access to the new generation of digital infrastructure. This means:

- incorporating a digital culture into the learning process
- supporting digital learning resources in schools.
- accessing a modern digital infrastructure for learning
- creating and implementing assessment models for digital competence
- creating learning opportunities for adults to acquire digital competences

The Estonian for pre-school, basic and secondary curricula are available here:

<https://www.hm.ee/en/activities/pre-school-basic-and-secondary-education>

National curricula for secondary schools: <https://www.hm.ee/en/national-curricula-2014>

Informatics (basic schools):

https://www.hm.ee/sites/default/files/est_basic_school_nat_cur_2014_appendix_10_final.pdf

Cross-curricular activities (basic schools):

https://www.hm.ee/sites/default/files/est_basic_school_nat_cur_2014_appendix_10_final.pdf

5.3. Cross-curricular topic “Information environment” at the 1st stage of study

Covering the cross-curricular topic on this level of study focuses on the daily information environment of the pupils. With the assistance of teachers and classmates, the pupils practise describing their actions in the information environment. They will learn to understand the communication objectives of messages sent to them and to distinguish between important and unimportant messages. The pupils will also understand and become accustomed to the different principles that govern private space and public space, including the Internet. The primary stress on the first level of study is on shaping communication skills via human studies, native language and other subjects. More attention is given to visual media and visual text analysis, ensuring that the pupils use media that is suited to their age.

Cross-curricular activities (upper secondary schools):

https://www.hm.ee/sites/default/files/est_upper_secondary_nat_cur_2014_appendix_14_final.pdf

For example: **Cross-curricular Topic “Information Environment”**. The cross-curricular topic “Information environment” strives to shape the pupils into information-aware people who perceive the information and understands the surrounding information environment, is able to analyse critically the society acting in accordance with their goals and the socially accepted ethics of communication. The pupils are guided

to: 1) determine their information needs and find appropriate information; 2) develop an effective information search methods, encompassing various publications and information environments use; 3) develop skills of critical analysis of the information, compare the various discursive practices (e.g. parlour media, law, entertainment, communication between friends, etc.) and those prevailing norms of communication; 4) understand the media and the operation of economy, including the role of the media in the labour market; 5) analyse the existing rules of public space and to describe their activities in case of infringement of public space rules.

Covering the cross-curricular topic on this level of study guide pupils to cope independently with different media formats, make consumer choices based on their different interests and needs. Pupils are familiar with the rules and acting in the public space, deplores the violations.

Schools actively invite lecturers to schools (such as ICT companies' representatives, web-constables etc.), especially via the project called "Tagasi Kooli" (see in English) <https://tagasikooli.ee/?lang=en>. Back to School is there to provide impetus for closer cooperation between schools and the rest of the society – in order to facilitate the community of teachers, guest teachers and students to generate and implement ideas that create more meaningful learning and provide source for self-development. The e-platform of Back to School, the [Back to School info system](#) enables search of teachers and/or guest teachers based on their interest, and getting in touch with each other to enable agreeing on a common lesson or other projects.

In 2014, the Government approved the Cyber Security Strategy 2014-2017. According to the strategy, the fight against cybercrime includes the prevention and detection of cybercrime, as well as the prosecuting of cybercrime. The measures that have been developed include increasing the effectiveness of the fight against cybercrime, promoting international cooperation against cybercrime, as well as raising public awareness of cyber risks based on research and analyses of cyber capability and behaviour. The English translation of the Cyber Security Strategy 2014-2017 can be found at: <https://www.mkm.ee/en/node/2722#cybersecstrat>

FINLAND / FINLANDE

State replies / Réponses de l'Etat

Question 3.a. and b.

According to the new national core curriculum for basic education, adopted in 2014, in grades 7 to 9 of the Finnish primary school, pupils are "supported in community affiliation that does not accept any form of bullying, sexual harassment, racism or other discrimination".

Among the key content objectives of health education in grades 7 to 9 is an area titled "Growth and development supporting health", with issues of identity, self-image, self-awareness, sexual development and safety skills covered. In the contents related to emotional and interaction skills, attention is paid to acting in interaction situations and the expression and regulation of emotions. The pupils also get acquainted with managing conflicts, problem situations, stress, and crises constructively. The subject of health education also touches upon "sexuality, various aspects of sexual health and the diversity of sexual development".

The task of the subject of *social studies* is to support the pupils' growth into active, responsible, and enterprising citizens. Examining the media and utilising information and communication technology has a key role in learning at all levels of schooling. Pupils will also study the constitutional state and the structure and operation of the Finnish legal system. The use of information and communication technology provides a natural means of seeking information and participating in producing and sharing information about society. In the Upper Secondary Education, one of the objectives in social studies is that the student will be "capable of acquiring versatile societal and topical material from different

sources of information, also utilising information and communication technology, as well as interpreting and critically evaluating verbal, visual, and statistical information”.

Questions related to sexuality and bullying/harassment are discussed also in many other subjects, including ethics, psychology and biology.

Among the NGOs, Exit notes that in basic education the issue of sexual abuse is mostly brought up in health education classes in the eighth grade and the content of the education is dependent on the teacher. Moreover, the amount of information varies greatly in different textbooks. According to Exit, adults and professionals easily overlook children’s action in the internet although it would be necessary to strengthen the capabilities of using ICTs safely without judgement. Moreover, young people need also the strengthening of their self-value, sexual self-determination and sexual rights through more comprehensive health and sexual education. The education needs to take into account the LGBTIQ Youth for whom technology might offer the only place to discover, ask questions, find someone alike and get information. Many studies show that LHBTIQ youth experience harassment and abuse more than their peers and find it harder to get help. Cultural and gender sensitivity, education and tools are needed also for parents to guarantee equal opportunities for all youth. *Mitä kuuluu sateenkaarinuorille Suomessa? – study (How is the LHBTIQ-youth doing in Finland?)* reveals, that forty per cent of trans youth have been requested to send nude photos or take their clothes off in front of camera, ten per cent of them have been in situations where someone have approached them online trying to buy sex. And 25 to 28 per cent of the young people in the study had been approached online by a person that was five years or more older than them.

Comments sent by / Commentaires envoyés par Save the Children Finland and / et Central Union for Child Welfare

Question 3.

Save the Children Finland and Central Union for Child Welfare recommends that the state of Finland makes proceedings:

- To secure equal safety skills education for all children. A new approach is needed in the Curriculum as well as in the early childhood education, where sexual education and media education both include safety skills, human rights education about a child’s rights and responsibilities in digital media. Higher education requires a strategic approach to fully equip future teachers about the topic as well as train current teachers about new trends of sexual abuse and harassment in rapidly changing digital media.

FRANCE

State replies / Réponses de l’Etat

Question 3.a. and b.

Cette question particulière est traitée plus globalement dans le thème du numérique et des risques pour les mineurs dans leurs pratiques.

Comments sent by / Commentaires envoyés par Stop Aux Violences Sexuelles

Question 3.

Non

GEORGIA / GEORGIE

State replies / Réponses de l'Etat

Question 3.a. and b.

National Curriculum of Education does not envisage dedicated teaching of risks of self-generated sexually explicit images and/or videos and self-generated sexual content.

GERMANY / ALLEMAGNE

State replies / Réponses de l'Etat

Question 3.a. and b.

With its "Handlungsempfehlungen zur Vorbeugung und Aufarbeitung von sexuellen Missbrauchsfällen und Gewalthandlungen in Schulen und schulnahen Einrichtungen" (Recommended actions for the prevention of sexual abuse and acts of violence in schools and school-responsive institutions and for coming to terms with such cases), the Kultusministerkonferenz (Standing Conference of the Ministers of Education and Cultural Affairs of the Länder) developed a catalogue of measures in 2010 that it was possible to immediately implement in the interests of preventing sexual abuse and coming to terms with cases of such abuse. By promulgating these recommendations, the Länder are living up to their responsibility enshrined in the Basic Law: to exercise state supervision over the entire system of public and private schools. In February of 2013, the recommendations were updated with a view to the Act Strengthening the Active Protection of Children and Youth (Gesetz zur Stärkung eines aktiven Schutzes von Kindern und Jugendlichen – BKiSchG) and the results of the round table "Sexueller Kindesmissbrauch in Abhängigkeits- und Machtverhältnissen in privaten und öffentlichen Einrichtungen und im familiären Bereich" (Sexual abuse of children in relationships of dependency and power in private and public institutions and in the family environment). They have been published under

https://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2010/2010_04_20-Handlungsempfehlungen-Vorbeugung-sexueller-Missbrauch_2013.pdf

Tying in with these recommendations for action, the Ministries of Education and Cultural Affairs of the Länder joined forces with the Independent Commissioner for Matters of Sexual Abuse of Children (*Unabhängiger Beauftragter zu Fragen des sexuellen Kindesmissbrauchs* – UBSKM) of the Federal Government in 2014 and agreed to conceptualise a real-world implementation plan for the improved prevention of sexual violence in schools and intervention in cases of such sexual violence. The initiative "*Schule gegen sexuelle Gewalt*" (Schools taking a stance against sexual violence) is intended to lend specialist support to the more than 30,000 schools in Germany, encouraging them to further develop prevention measures against sexual violence and to apply such measures on a permanent basis. The objective is to reduce uncertainties and to better protect girls and boys by measures of prevention and intervention, while offering help more quickly. The Committee on Schools of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder recommended in February of 2016 that the initiative "*Schule gegen sexuelle Gewalt*" (Schools taking a stance against sexual violence) be implemented. Thereupon, all 16 Ministers of Education and Cultural Affairs of the Länder undertook to cooperate in this regard.

The online portal www.schule-gegen-sexuelle-gewalt.de is part of the "*Schule gegen sexuelle Gewalt*" (Schools taking a stance against sexual violence) initiative. It serves as a technically well-founded information platform, and also as a research resource for the development of protection concepts in schools. In collaboration with the Ministries of Education and Cultural Affairs of the Länder, the Independent Commissioner for Matters of Sexual Abuse of Children (UBSKM) lends specific support to schools and makes suggestions on how to develop school concepts for the protection against sexual violence. This is a major resource for schools, offering a plethora of information on what shape the

development process for a protection concept could take and what the components are that such a concept for the prevention of sexual violence, and for interventions if it does occur, should have. The offering is supplemented by specific information on the situation given in the respective *Länder*.

From the Fall of 2016 until 2018, furthermore, all general schools will receive materials, in cooperation with the respective Ministries of Education and Cultural Affairs, prepared by the “*Schule gegen sexuelle Gewalt*” (Schools taking a stance against sexual violence) initiative from the Independent Commissioner for Matters of Sexual Abuse of Children (UBSKM). The introductory flyer “*Wie gehen wir an, was alle angeht?*” (How do we tackle something that concerns us all?) provides first ideas on how schools could develop, or further develop, the protection afforded against sexual abuse. An overview of the components making up a concept for the protection against sexual violence is provided in the brochure “*Was muss geschehen, damit nichts geschieht?*” (What needs to happen to make sure nothing happens?).

As a general rule, the Ministries of Education and Cultural Affairs of the *Länder* work together with regional partners (child protection centres) and specialist counselling services against sexual abuse active in the respective *Länder*.

By way of supplementation, it should be noted that in some instances, the educational curricula of the *Länder* will pick up on the topic separately. One example is the *Land* of Baden-Württemberg: It has firmly enshrined in the 2016 education plans for its general schools the guiding perspectives “media education” and “consumer education.” This allows the topics referenced in Question 3 to be addressed in all school grades, which will be done in connection with questions dealing with the pupils’ own identity, self-image, personality development, and role models, or by embedding them in units of instruction dealing with social media applications, consumer protection and data protection, as well as personality rights, in each case in a manner appropriate to the age of the pupils. In many cases, this will be tied to the task of imparting values

GREECE / GRECE

State replies / Réponses de l’Etat

Question 3.a. and b.

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

HUNGARY / HONGRIE

State replies / Réponses de l’Etat

Question 3.a. and b.

3.1. According to the Hungarian system, curricular legislation of public education has several layers, built up on each other.

In primary and secondary education the national curriculum is regulated by the Government decree on the **National Curriculum** (Nemzeti Alaptanterv) (Government decree No. 110/2012 (VI.4.) on issuing, implementing and applying the national curriculum). The education on ethics (including issues of patience, understanding and tolerance, as well as standing up against all sorts of violence) is defined therein as a primary goal and development area. The National Curriculum does not create one particular school subject for the education concerning the issues in question, but considers it as a fundamental principle that should be discussed and emphasised appropriately in all classes and lessons whenever it is relevant, adjusted to the given age group.

The National Curriculum covers the responsible use of media and teachers, guidance counsellors, and principals can decide what to focus on in accordance with the local needs and resources.

On the basis of the National Curriculum, the minister responsible for education issues ministerial decrees called 'frame curricula' (Ministerial Decree No. 51/2012) regulating the goals, contents, minimum numbers of lessons per week etc. of each school subject. Ethics is a compulsory subject in all grades of primary education and in one grade in secondary education, including vocational secondary education. The topic of sexuality is also involved in the development area of „Critical thinking” for secondary school students.

The National Curriculum is to be reviewed every five years according to the regulations of the National Education Act. The new National Curriculum's draft version is in the phase of public discussion for the time being, thus it is not enacted yet. The new public educational content regulations are to be introduced in September 2019, but the basic approach as for the prohibition of any sort of discrimination and violence in schools, consequently the education to this end is determined and set in the draft as basic principle.

For primary school students in grades 5-8. and secondary school students in grades 9-12., the skill and knowledge development objectives within the area of informatics prescribe education concerning ethical media usage (including social media).⁴

3.2. These frames are further detailed and regulated by the individual educational institutions in their **local curriculum** contained in their pedagogical program. 10 percent of all classes defined as non-compulsory in the National Curriculum can be used for subjects that are up to the decision of the given institution. Within the framework of the form-master system, all aspects of sexual education are compulsory part of the program. Development of class community is also a fundamental aspect of the form-master program, as research shows that by improving community cohesion, internal discriminative attitudes within groups of students, including any form of aggression and violence (e.g. bullying), can significantly be reduced or even eliminated.

3.3. Realizing the importance of non-formal education, so called “**thematic weeks**” are included in the regulations concerning the agenda of the academic year for public educational institutions, issued by the Minister of Human Capacities. (Decree No. 14/2017 (VI.14.) of the Ministry for human capacities on the rules for the school year of 2017/2018). Within the framework of the “digital thematic week” schools are given the opportunity to adopt and implement programs with the help of project packages and resources available on the website designated specifically to this program.⁵

In the 2017/2018 academic year 120,000 pupils from 920 schools participated in the programmes of the Digital Thematic Week, 3,000 digital school projects were carried out, 1,500 satellite events of partner institutions took place, and 190 applications for new projects were submitted.

3.4. There is no project or measure in Human Resources Operation Programme (HRDOP) directly connected this issue, however, there are measures where activities might be financed targeting national curriculum and awareness raising about risks of children during producing or sharing materials on the internet. Relevant examples are as follows:

- EFOP 3.2.9 **Development of kindergarten and school social assistance activities** (Óvodai és iskolai szociális segítő tevékenység fejlesztése) - targeting competent social and child protection professionals in the nursery and school social assistance. During the realization, the locally available specialist can assist with the problems described in question 1.3.

⁴ <http://kerettanterv.ofi.hu/>

⁵ <http://digitalistemahet.hu/>

3.5. A **book by Sándor Kóczyán** about online child protection was published in 2014, it was supported by Insitute for Media operated by NMHH. This book is about the media regulation in connection with child protection: how can we protect our children in online world? What kind of risks the children have to face on internet? It summarizes the Hungarian regulation moreover it gives a comparison with Great Britain's, Germany's and France's media law.⁶

3.6. In the framework of its crime prevention programs the National Police Headquarters draws the children's, their parents' and their teachers' attention to the importance of the safe Internet usage with presentations and information materials in both primary and high schools.

ICELAND / ISLANDE

State replies / Réponses de l'Etat

Question 3.a. and b.

No. Individual schools have freedom in terms of if and how they arrange awareness-raising on online risk taking behaviour of children. Usually this is addressed in classes that are named "Life skills" in the national curriculum but the actual content is decided by individual schools. Every year Home and school visits 60 to 80 schools for the purposes of educating children as well as parents on prevention with regard to online risk taking behaviour. Some of these address self-generated sexual explicit material but these are sporadic and cannot be said to cover the topic in any systematic manner.

ITALY / ITALIE

State replies / Réponses de l'Etat

Question 3.a. and b.

National teaching programs do not include activities specifically aimed at raising awareness of the risks posed by self-production of sexually explicit videos or content by children, but the Ministry of University and Scientific Research (MIUR) through activities related to the Safer Internet - Connected Generations project and through the collaboration with the Postal and Communications Police, has enabled the schools of every order and degree to engage in a series of interventions concerning the correct use of new technologies, enabling experts to address these issues with students and teachers (see also Question 1).

In addition, the issue of dissemination through new technologies of sexually explicit material produced by minors is sometimes related to that of cyberbullying. In relation to this phenomenon, the MIUR Guidelines addressed to the school (such as the Guidelines for Preventive Actions and the fight against bullying and cyberbullying of April 13, 2015 and the National Plan for the Prevention of Bullying and Cyber-Bullying in Schools 2016/2017) provide, inter alia, that schools should integrate the training offer with activities aimed at prevention and fight of bullying and cyberbullying phenomena, in the subjects related to "Citizenship and Constitution". Strategies carried out by schools include: strategies involving all components of the school community in the updating of the Institute's Regulations with a section dedicated to computer schooling, smartphones and other electronic devices, on the model of the Code of Conduct that is part of the European project Safer Internet Center II; communication to students and families of the Institute's Regulations and Sanctions in Bullying and Cyberbullying; monitoring the situation by sending questionnaires to students and families. Other initiatives include: training courses for parents, awareness-raising campaigns; creation of a section dedicated to bullying and cyberbullying in the school's website, opening of a help desk in each school based in Territorial Support Centers set up by the Regional School Offices at provincial-level, the use of codified procedures for reporting to families

⁶ http://mtmi.hu/cikk/632/Hogyan_vedhetjuk_a_kiskoruakat_az_elektronikus_mediaival_szemben

and competent bodies of risk behaviours and enhancing the role of school staff, with particular reference to the technical one for the secure use of Internet.

The above-mentioned documents also highlight the priority that schools should give to the training of teachers on psycho-pedagogical issues and in relation to information and communication technologies as teachers must be placed in the condition of being able to exercise their reference and listening role, including through support networks.

Moreover, in Italy the phenomenon of cyberbullying has recently been the subject of Law 29 May 2017 n. 71, "Provisions for the Protection of the Child for the Prevention and Fight Against Cyber Bullying" which imposes on MIUR and the individual school institutions the activation of an integrated system of measures to protect the child for the prevention and fight of the phenomenon of cyberbullying, including specific tools that users can use to remove data diffused through new technologies and the admonition of the author of the illegal dissemination of data / images / content (in particular the instance for darkening of websites, removing and blocking the data). The same law, which does not introduce any form of criminalization of cyberbullying in itself, provides its definition: it is therefore considered as an act of cyberbullying "whatever form of pressure, aggression, harassment, blackmail, insult, denigration, defamation, identity theft, alteration, illicit acquisition, manipulation, illicit treatment of personal data to the detriment of minors, made by electronic means, as well as the dissemination of on-line content involving also one or more members of the minor's family whose intentional and predominant purpose is that to isolate a minor or a group of minors by realising a serious abuse, a malicious attack, or by putting minors in ridicule situations."

LATVIA / LETTONIE

State replies / Réponses de l'Etat

Question 3.a. and b.

We inform that, our national curriculum includes several awareness-raising and educational activities about the risks of self-generated sexually explicit images, videos and sexual content in general.

For example, matters regarding children safety issues, including, the protection of children from sexual abuse, according to the Cabinet Regulations No.468 "Regulations Regarding the State Standard in Basic Education, the Subjects of Study Standards in Basic Education and Model Basic Educational Programmes", adopted on 12 August, 2014, are included in the Social sciences subject study standard for 1st to 9th grades, as well as according to Cabinet Regulations No.281 "Regarding the State General Secondary Education Standard, Subject Standards and Sample Education programmes", adopted on 21 May, 2013, these matters are included in the Health Studies as general secondary education subject standard.

In addition, the State Police has issued:

- Brochures for parents, teachers. These brochures are targeted for parents and distributed at summer city celebrations or other public events.

For example:

- Brochure 2014 contains facts about the Internet safety.
- Brochure 2015 contains information on social media and potential threats.
- Brochure 2016 contains a test for parents, to find out and check if they know what their child is doing on the Internet.⁷

⁷ All brochures are attached to this questionnaire.

- An interactive workbook (<http://www.vp.gov.lv/pasaka/>) for parents which they can use when talking to their children about certain safety topics, including the Internet safety. The workbook contains probing questions that parents can ask when talking to their children about safety issues and tips for parents they can use when teaching and explaining their children various safety issues.

In addition, A program called “A Safe school” is now being developed by the State Police of Latvia. The plan in one of the parts in the program is to inform and educate school personnel on various safety issues and topics. One of them will be “What can the personnel do if they find out that a child has been communicating with a stranger and sending sexual content”.

LIECHTENSTEIN

State replies / Réponses de l’Etat

Question 3.a. and b.

The Liechtenstein curriculum does not explicitly address the topic of new media or the risks associated with its use. Media education and media competence are nonetheless an integral part of the learning content of Liechtenstein primary and secondary schools. Teachers are provided with the teaching materials mentioned in the response to question 1.3. They also have the opportunity to take advantage of the offers mentioned in the response to question 1.1 as part of their class instruction. A new curriculum for Liechtenstein is currently being developed, in which the topic of new media is to be explicitly included.

With regard to vocational training (apprenticeships), it should be noted that Liechtenstein apprentices attend vocational school in Switzerland.

LITHUANIA / LITUANIE

State replies / Réponses de l’Etat

Question 3.a. and b.

In 2017, the Ministry of Education and Science started the General Programme of Health and Sexuality Education and Getting Ready for Family Life in order to combine the provisions of the General Programme of Health Education and the Programme of Getting Ready for Family Life and Sexuality Education into one integral whole and update the content of these programmes on the basis of the requirements of the World Health Organisation as well as proposals of scientists and health specialists. The draft programme envisages the provision of knowledge to children and development of their competences to recognise various forms of exploitation and abuse and protect from them, recognise internet threats and not to become victims of trafficking in human beings. Concerning primary education, children will be taught to recognise the situations of social pressure, distinguish between proper and improper touches and behaviour, know the main principles of safe internet usage, and ask adults, whom they trust, for help when needed. Concerning basic education, children will be acquainted with the forms of physical, mental and sexual abuse, internet threats of trafficking in human beings, gender stereotypes created by the media; their critical thinking skills as well as the skills of resistance to risky behaviour, safe and respectful behaviour in the internet and public space, and ability to ask for help when needed will be developed. Concerning secondary education, children will be taught to be able to resist pressure or provocation to behave in a risky way as well as threats of online grooming and trafficking in human beings, withdraw from dangerous situations themselves and help others to do this, critically evaluate and resist the stereotypes thrust by mass culture, stigmatisation, discrimination on the grounds of sex, form the world outlook based on humanistic values, consciously follow safe internet usage rules and take actions to stop dissemination of information that offends human dignity, assume

moral responsibility for dissemination of information in public space. The programme will be implemented by integrating its content components into the content of other subjects in the primary education curriculum, into all subjects and informal education in the basic and secondary education curricula. Moreover, special courses encompassing the programme will be organised with respect to health and sexuality education as well as getting ready for family life for at least one school year in each stage of education: grades V–VIII, IX–X and XI–XII.

LUXEMBOURG

State replies / Réponses de l'Etat

Question 3.a. and b.

A l'heure actuelle, ces activités font partie des initiatives de sensibilisation de BEE SECURE, mais n'ont pas encore intégré les programmes d'enseignement.

MALTA / MALTE

State replies / Réponses de l'Etat

Question 3.a. and b.

Yes through PSCD lessons (personal, social and career development) at secondary level, which is compulsory in all state schools. Some church schools and private/independent schools also hold PSCD lessons.

At primary level (Year 3 upwards) PSCD lessons cover sexual awareness and internet safety.

In 2017, all Kinder 2 children in Malta will be given a copy of the Council of Europe book *Kiko and the Hand* (English/Maltese).

REPUBLIC OF MOLDOVA / REPUBLIQUE DE MOLDOVA

State replies / Réponses de l'Etat

Question 3.a. and b.

This issue is taken into account by the Republic of Moldova. Schools, lyceums and other educational institutions in the Republic of Moldova include in their curricula topics such as "Respecting the security, ergonomic and ethical rules in the information and communication technology-based activities", within the optional disciplines as "Informatics" II-IV); "Informatics" (Class V-VI) and "Information and Communication Technology" (Class VII-XII).

Comments sent by / Commentaires envoyés par La Strada – Moldova

Question 3.a. and b.

State's replies: The issue is taken into account by the Republic of Moldova. Schools, lyceums and other educational institutions in the Republic of Moldova include in their curricula topics such as „Respecting the security, ergonomic and ethical rules in the information and communication technology based activities”, within the optional disciplines and „Informatics” II-IV); „Informatics” (Class V-VI) and „Information and Communication Technology” (Class VII-XII).

Comments:

The national curricula (primary and secondary schools and vocational education) does not include awareness raising about sexting and the risks of child sexual abuse online. There is still a lack of systemic approach to sexual education, child safety online or relationships education, that may teach the

knowledge and life skills children need to stay safe and develop healthy and supportive relationships, particularly dealing with the challenges of growing up in an online world. The „Informatics” curricula, as well as the „Information and Communication Technology” curricula are focused on developing general skills to use ICTs Technology, but not on developing healthy relationships among minors online.

Replies sent by / Réponses envoyées par NGO La Strada – Moldova

Question 3.a. and b.

The primary school curricula does not provide for any information related to online safety/safe use of internet/risks of sexual abuse online/risks of self-generated sexually explicit images, videos, content. The informatics curriculum for the secondary school (5th – 6th class) includes general aspects related to the communication online and security rules online. However, the risks associated to using ICTs technologies are not covered by this curriculum nor are the risks of sexual abuse online and/or risks of self-generated sexual explicit images, video, content covered by the curricula. At the same time, there is a still lack of systematic approach to sexual education, child safety online and resilience to child online sexual exploitation and sexual abuse subjects in national curriculums for children.

MONACO

State replies / Réponses de l’Etat

Question 3.a and b.

La Déclaration des Droits de l’Homme et la Convention des Nations Unies relative aux Droits de l’Enfant sont les références permanentes pour les actions menées par les établissements, notamment dans le domaine humanitaire. Par conséquent ces textes sont régulièrement diffusés et commentés.

Au cours des semaines qui précèdent la **Journée Internationale des Droits de l’Enfant**, célébrée chaque année au mois de novembre, des actions de sensibilisation sont conduites dans tous les établissements scolaires : affichage, discussions, débats, ateliers et travaux d’élèves destinés à récolter des fonds, etc.

L’article 34 de la Convention relative aux droits de l’enfant est commenté à cette occasion : « *Les États parties s’engagent à protéger l’enfant contre toutes les formes d’exploitation sexuelle et de violence sexuelle.* »

Ainsi, dès la maternelle (3 ans) jusqu’au lycée (18 ans), les élèves participent à la Journée Internationale des Droits de l’Enfant qui met en relief les vulnérabilités des enfants et attire l’attention des adultes pour leur protection.

Associant tous les acteurs de la communauté éducative (scolaires, professeurs, parents, etc.), le spectacle, proposé par 400 élèves en clôture de cette Journée, symbolise l’implication des jeunes de la Principauté de Monaco pour faire connaître et respecter leurs droits.

Par ailleurs, depuis 2015, la Principauté de Monaco participe chaque automne à la **journée « Non au harcèlement »**. Cette journée vise à libérer la parole des élèves sur ce phénomène, en les incitant à réfléchir tout en les informant sur les moyens pour l’éviter ou y mettre fin.

Des représentants de la Sûreté Publique et du Parquet Général interviennent auprès des élèves (élèves de 5^e en 2016-2017) afin de les informer des dispositions légales en matière de comportements déviants. Les thèmes de la consommation de stupéfiants et de l’utilisation dévoyée, en particulier sexuelle, des réseaux sociaux à des fins de harcèlement sont abordés.

Le système éducatif monégasque fonde son organisation sur les programmes de l'Education Nationale française. L'éducation aux droits de l'homme est obligatoire et présente dans le programme scolaire national monégasque.

En matière de programme d'éducation et de sensibilisation sur la sécurité concernant l'utilisation d'Internet, on peut citer la campagne d'information organisée avec l'association « Action Innocence » qui constitue une des mesures importantes pour lutter contre les abus sexuels. (Cf. réponses aux questions 1.1 et 1.3 et 2.1). Cette sensibilisation sur les risques de violence « virtuelle » est menée chaque année dans les établissements scolaires de la classe de CE2 (9 ans) à la classe de 3^{nde} (15 ans).

Il convient de préciser que des séances d'éducation à la sexualité sont également programmées en collège et complètent utilement le dispositif.

MONTENEGRO

State replies / Réponses de l'Etat

Question 3.a. and b.

The national curriculum (for primary and secondary schools and secondary vocational education) does not include raising awareness of the risks of self-generated sexually explicit images and/or videos and self-generated sexual content.

Objectives related to the subject of sexual education are recognized through subject programs: Subject programs in Biology, Healthy Life Styles, the individuals in the group, Psychology, and Sociology contain goals related to the topic of sexual education and upbringing.

Appreciating recommendations of the Council of Europe, the Bureau for Education Services has developed a document "Cross-curricular themes and topics". In this document, a significant place is dedicated to the cross-curricular field of Health Education, which includes themes of sexual education for young people. Sexual education is multidisciplinary, since no individual learning area provides learners with all the necessary knowledge, which would contribute to their healthy development. During the teaching process, appropriate knowledge and skills must be interconnected throughout all subject programs in order to be implemented in an efficient manner. One of the topics dealt with through the subject areas is: Violence and Injury Prevention (6 hours), among which the goal is for the student to recognize various forms of violence (including sexually).

In order to ensure regular and compulsory education, a lecture was held on trafficking in human beings in all schools in Montenegro, for which the Office of National Coordinator for Fight against Trafficking in Human Beings has accredited a teacher training program on the topic: "Raising awareness on child trafficking through the educational system". After successful implementation of training for trainers, preparation and publication of manuals on the best methods of transferring knowledge about trafficking in human beings since the previous school year, the theme "trafficking in human beings" was introduced as regular teaching units within the subject programme of Civic Education.

NETHERLANDS / PAYS-BAS

State replies / Réponses de l'Etat

Question 3.a. and b.

There is no national curriculum, but there are core objectives, reference levels for Dutch and Arithmetic and attainment targets. School Boards are responsible for their schools and the quality of education, including achieving the core objectives, reference levels and attainment targets. Schools are at liberty to choose educational methods to achieve the quality of education. The Inspectorate supervises the

schools and the school boards.

Since 2012 there's a core objective specifically for sexuality and sexual diversity in primary and secondary education. Awareness raising about the risks of producing and/or sharing 1.1 a or 1.1.b is part of the completion of the core objective.

"Pupils learn essentials about spiritual movements in the Dutch multicultural society who play an important role, learn about similarities, differences and changes in culture and philosophy in the Netherlands, learn to see the relationship between his own lifestyle and those of others, and learn to see the importance to society of having respect for each other's opinions and lifestyles, and learn to deal respectfully with sexuality and diversity within society, including sexual diversity".

NORTH MACEDONIA / MACEDOINE DU NORD

State replies / Réponses de l'Etat

Question 3.a. and b.

The Ministry of Education and Science informed that the objective the curricula for III, IV and V grade for computer work and programming is:

- to explain the consequences of sharing private information on the Internet;

The curricula provides for appropriate activity for this purpose:

- Discussing security issues regarding Internet communication (all issues, as well as the issue of sexual harassment would arise here).

The contents and activities for sexual education of pupils are contained and already conducted under the programme 'Life Skills Education'.

The topic 'My Health and I' in the curricula for fourth to sixth grade continues to elaborate concrete contents, objectives and activities referring to sexual health:

OBJECTIVES:

The pupil:

- knows what physical changes occur as a result of reaching sexual maturity;
- knows what is sexual harassment (unwanted touches, words with sexual connotation);
- knows what procedures may be undertaken in order to confront sexual harassment;
- knows what is paedophilia (sexual abuse of children by an adult);
- knows where and whom to address in case of sexual harassment and sexual abuse;
- is able to recognise/react against/confront sexual harassment in everyday situation;
- is able to request help in the event of sexual harassment;
- accepts sexuality as natural part of the human development;
- accepts masturbation as part of the sexuality;
- understands that he/she does not have a right to sexually harass and abuse others.

ACTIVITIES (WORKSHOPS):

- The story about Inga;
- Changes;
- Puberty-quiz;
- Protection against sexual abuse;
- Sexual harassment;
- Situations.

The topic 'My Health and I' in the curricula for seventh to ninth grade also elaborates contents, objectives and activities referring to sexual health:

OBJECTIVES:

Pupil:

- knows what physical and physiological changes occurred as a result of reaching sexual maturity;
- knows about types of contraceptives and where they can be found;
- knows the consequences of sexual intercourse (unwanted pregnancy);
- knows what is sexual abuse (rape, solicitation of prostitution, trafficking in human beings);
- knows what procedures may be undertaken in order to confront sexual abuse;
- knows where to find help in the event of sexual abuse;
- knows that there are different sexual orientations;
- knows how to put on a condom;
- is able to recognise/react against/confront sexual harassment in everyday situations;
- accepts sexuality as natural part of human development;
- accepts that sexual intercourse may be based on different sexual orientations;
- accepts that sexual harassment and sexual abuse are criminal acts.

ACTIVITIES (WORKSHOPS):

- Quiz-puberty;
- How to use a condom?;
- Condoms without prejudice;
- Intercourse;
- Inadequate questions-adequate answers;
- Crossword puzzle.

The topic 'Healthy Lifestyle' in the curricula for secondary education (first to fourth year) elaborates contents, objectives and activities referring to sexual health:

Social networks

OBJECTIVES:

The pupil should know:

- what contributes to maintenance, promotion or destruction of different relationships among people;
- what are the reasons and possible consequences of emotional relationships with an older person;
- what are the problems in relation to child marriages and parenthood.

The pupil should be able to:

- see/assess what should be changed in his/her behaviour towards other persons in order to keep/improve relationships with them;
- make right emotional relationship choice;
- give advice/support for overcoming some problems in relation to child marriages and parenthood.

The pupil should accept (understand) that:

- he/she should adapt his/her behaviour in order to improve the relationships with others;
- adolescent marriages and adolescent parenthood should be avoided due to consequences on

the future wellbeing.

ACTIVITIES (WORKSHOPS):

- Friendly and emotional relationships (different kinds of relationships established with different people. What is needed for a relationship to be successful);
- Relationships with older persons (a relationship of a minor with an adult. Consequences of this relationship);
- Adolescent parents (consequences of adolescent pregnancy, recommendations for adolescents to avoid adolescent pregnancy);
- How not to lose friends? (insincerity/ disrespect/ abuse as threats to interpersonal relations);
- Peer groups (group membership and feeling of security and satisfaction, undertaking affirmative actions, building positive values and harmonious interpersonal and/or group relations);
- Black sheep (what if we always agree with others? Is there a problem in that? Is it desirable to have a “black sheep” in school, family, society?)

Safety

OBJECTIVES:

The pupil should know about:

- the existence of different forms of bullying;
- in what procedures and in what circumstances sexual harassment appears;
- stereotypes and prejudice influencing relations among different social groups;
- causes of a conflict;
- what cannot be seen in conflict situations but is in the essence of the conflict;
- different forms of behaviour in conflict situations (visible side of conflicts);
- what are the unfulfilled needs that are the basis of the conflicts;
- the importance of the facts and feelings to better understand others;
- basic characteristics of non-violent communication helping in the resolution of the conflict.

The pupil should be able to:

- assess what relationships with others are potentially risky and to choose groups that are constructive instead of destructive for him/her and the environment;
- resist social/peer pressure;
- undertake appropriate anti-bullying action;
- react appropriately in situations when sexual harassment is caused;
- recognise own stereotypes and prejudice;
- identify reasons for conflict and to recognise the unsatisfied needs in the conflicts;
- express his/her feelings, worries and opinions in the conflict situation and to recognise feelings of others occurring in conflict situations;
- express his/her needs and to listen to/understand the needs of others in conflict situations;
- use skills of paraphrasing and “I-address” skills (non-violent communication).

The pupil should accept (understand) that:

- membership in certain groups may lead him/her to risky behaviour;
- he/she should react to bullying both when he/she is a victim or an observer;
- he/she should react in the events of sexual harassment;
- conflicts should be accepted as inevitable part of human life
- conflicts should be approached constructively (with communication and cooperation) so not to disturb mutual relations
- mediation by a third party should be requested whenever the conflicts cannot be resolved directly by the parties;

- peace is quality of life built with the efforts of all and applies to all countries.

ACTIVITIES (WORKSHOPS):

- Bullying (physical and emotional abuse, forms of bullying, bullying victims);
- Sexual harassment (where it can happen, who may be sexually harassed);
- Sexual violence (sexual violence is mainly “hidden” and therefore it needs to be defined, as well as to raise public awareness and to publicly spoke about this type of violence);
- Conflicts (defining, positive and negative conflicts and their resolving);
- Bullying (physical and emotional abuse, forms of bullying, bullying victims);
- Conflict sources (causes of conflict: limited resources, unsatisfied basic needs and different values);
- Emotions and needs (what kind of feelings dominate conflict situations);
- My impression-your impression (behaviour in conflict situation: attack, avoidance, giving in, consensus, cooperation);
- Conflict questionnaire (facing as most constructive strategy for improving and strengthening of the relations between the parties involved in the conflict);
- Paraphrasing (learning about paraphrasing, how to show the interlocutor that we hear and understand what he/she wants to tell us);
- ‘I’ address (addressing in first person) (expressing negative feelings, not attacking the personality of the other person but his/her actions that caused negative feelings);
- Mediation (resolution of conflicts with the help of a third party; peer mediators);
- Peace.

NORWAY / NORVEGE

State replies / Réponses de l’Etat

Question 3.a. and b.

In the current curriculum self-generated sexual content is not specifically addressed and in general there is little mention of specific topics or content. However, the curricula include relevant competence aims for the pupils after certain grades. For example, social sciences will have competence aims that pupils after or within 7th grade should be able to converse about love and respect, variations in sexual orientation, living together and family and discuss the consequences of not respecting differences. They should also be able to give examples on how gender roles and sexuality is presented in different media and discuss the different expectations this may cause. To the extent self-generated sexual content is addressed in this context, it follows a professional judgement to include it made by the teacher.

The Norwegian government is currently (2019) in the process of renewing subjects taught in schools to enable pupils to achieve more in-depth learning and better understanding, and hence is revising the national curriculum and most subject curricula.

The government recommends giving priority to three interdisciplinary topics when renewing the school subjects: democracy and citizenship, sustainable development, and public health and wellbeing. The five basic skills, namely orals skills, reading, writing, digital skills and numeracy, will be continued. The interdisciplinary topics and basic skills will be highlighted within the framework of the relevant school subjects.

The Norwegian Directorate for Education and Training has developed a Framework defining five basic skills, including digital skills and describe their functions at different levels covering compulsory primary and secondary education. It is a generic Framework developed to serve as a reference document for developing and revising the National Subject-Specific Curricula. In the framework for digital skills to exercise digital judgement (utøve digital dømmekraft) is one of five main topics. It is not yet clear whether self-generated sexual content will be concretely addressed in the new Subject-Specific

Curricula.

POLAND / POLOGNE

State replies / Réponses de l'Etat

Question 3.a. and b.

National curriculum does not contain separate teaching units dedicated exclusively to cyber safety. However, this topic makes part of many other thematic blocks which are presented in order to raise awareness about potentially dangerous cyber contents. Furthermore, there are various other initiatives offered to schools which give them opportunity to organize vocational workshops dedicated to this issue. These projects are run both by public authorities and NGOs. As part of the Ministry of Justice project called "School education against legal exclusion", there were workshops organized in schools across Poland, under the title "the Internet is more than fun – it's your life" which highlighted the threats that children were exposed to when using the Internet. In addition, the Programme "Child on-line" offers varied educational content dedicated to children and teachers.

PORTUGAL

State replies / Réponses de l'Etat

Question 3.a. and b.

The national curricula does not tackle this issue specifically. However under the theme "Internet Safe Use" it is common to address this issue, with the support of tools and materials mentioned above.

ROMANIA / ROUMANIE

State replies / Réponses de l'Etat

Question 3.a. and b.

New framework plans and secondary school curricula bring a new perspective on gender equality, prevention of sexual exploitation and sexual abuse (e.g. discipline of counselling and personal development, social education, physical education, etc.) both through content and through methods / didactic strategies used by teachers to achieve general competencies.

Curricular staffing for new programs becomes a way of understanding and awareness of the role of gender equality, including the prevention of sexual exploitation and sexual abuse in student self-knowledge and personal development as well as career guidance / student training. An important role in understanding the values and respecting gender equality, prevention of sexual exploitation and sexual abuse legislation is also given by national curriculum offerings at school decision (e.g. health education, education for democracy, civic culture, civic education for high school, intercultural education, development education) as well as extracurricular and extracurricular activities carried out in partnership with governmental, non-governmental and international institutions. Within the National Health Education Program (which includes 9 domains, in the chapter "Reproductive Health and Family" including aspects that perceive abuse and sexual exploitation) there were formed about 8,700 teaching staff.

In period 2007-2014, within the framework of the ESF project "Educational offer including extracurricular and extra-curricular training for the formation of healthy lifestyle and active citizenship for children from disadvantaged communities, especially rural ones in pre-university education in Romania" and the project "EDSANO - Education for Health - Development of the Modular Optional Curriculum for Pre-university Education", 4,000 professionals were trained (staff with guidance and control, decision-makers in pre-university education).

RUSSIAN FEDERATION / FEDERATION DE RUSSIE

State replies / Réponses de l'Etat

Question 3.a. and b.

The mentioned issues are part to the national curriculum (primary and secondary schools) that envisages comprehensive activities to ensure the safety of children in the cyberspace in general, and to protect them of risks of situations mentioned in par 3.a)b) (for example, the course "Life safety fundamentals, lessons on Internet security, see examples of additional materials on the website of the project" Children on-line" <http://detionline.com/mts/about>).

SAN MARINO / SAINT-MARIN

State replies / Réponses de l'Etat

Question 3.a. and b.

See reply to question n.1.

SERBIA / SERBIE

State replies / Réponses de l'Etat

Question 3.a. and b.

NGO Astra Answers:

In 2016, Incest Trauma Center developed, together with Ministry of Education, Science and Technological Development developed Educational packages for prevention of sexual abuse of children.

After complains of parents and trade union of education because of the contents of the Educational packages, Ministry decided to withdraw it from the public and to review it.

Comments sent by / Commentaires envoyés par Coalition for Monitoring Child Rights

Question 3.a. and b.

Preventive activities should be undertaken in schools in a more coherent manner through adoption of a carefully developed school curriculum so that all school age children are aware of the risks of cyber space and ways for their protection.

Overall, there has been a number of different project initiatives led by various stakeholders, however, they were fragmented and lack a coherent and systematic approach. Thus, a more sustainable and coordinated action is urgently needed.

SLOVAK REPUBLIC / REPUBLIQUE DE SLOVAQUIE

State replies / Réponses de l'Etat

Question 3.a. and b.

The pertinent problematic is to some extent reflected in binding educational standards of several subjects at primary schools and high schools. E.g. within school subject "Informatics"- there are themes focused on safety in cyberspace, within school subject "Civic education"- there is a focus on raising human and legal awareness and school subject "Ethical education" is concentrated to values and aspect of morals.

SLOVENIA / SLOVENIE

State replies / Réponses de l'Etat

Question 3.a. and b.

The Slovenian national curriculum (for primary and secondary schools) does not explicitly include awareness-raising about the risks of self-generated sexually explicit images and/or videos and self-generated sexual content. There are however general subject goals where students learn how to use the Internet safely and responsibly, assess the possibilities of using and misusing digital technology and learn how to respect ethical principles and maintain their privacy online. It is left to the teacher's discretion what part of the lessons will include topics related to sexual content.

Schools often organize special lectures by external institutions on the safe Internet use within the frameworks of the Healthy School Project and health education.

The National Educational Institute Slovenia also organizes a “Holistic and interdisciplinary approach to sexuality and education for schools” seminar. Around 20 schools (100 teachers) have been involved by now.

SPAIN / ESPAGNE

State replies / Réponses de l'Etat

Question 3.a. and b.

1.- Ministry of Education:

The Organic Law 2/2006 of 3 May on Education, modified by Organic Law 8/2013 of 9 December on quality improvement in education, includes as one of the main objectives for Primary Education **to begin a learning-purpose use of Information and Communication Technologies, developing a critical approach to the messages they receive and create** (Article 17.i), as well as to value hygiene and health and to accept both their body and the body of others (Article 17.k).

Among the objectives of Compulsory Secondary Education, Article 23.e outlines the need to develop basic critical thinking skills when using the sources of information to acquire new knowledge. Article 23.k, in turn, focuses on the necessity to understand and accept the functioning of the own body and the body of others, respecting differences and knowing and valuing the human dimension of sexuality in all its diversity.

Last, among the objectives of Baccalaureate, we must highlight the objective included in Article 33.b): “Consolidate personal and social maturity allowing students to act in a responsible and autonomous way and developing their critical thinking” and, more specifically, Article 33.g) stands for “the use of information and communication technologies in a solvent and responsible way”.

Moreover, both Royal Decree 126/2014 of 28 February establishing the core curriculum for Primary Education, and Royal Decree 1105/2014 of 26 December establishing the core curriculum for Compulsory Secondary Education and Baccalaureate, include curricular elements concerning **sexual education and the prevention of risky conducts in the Internet** in various subjects of both core and specific teaching disciplines (ANNEX I and II).

Besides the above specific references, both royal decrees regulate transversal elements that must be tacked from all disciplines, while indicating that curricula for Primary and Secondary Education must incorporate curricular elements related to risky situations of sexual exploitation and sexual abuse and

with an inadequate use of Information and Communication Technologies.

Likewise, Royal Decree 1105/2014 of 26 December, in Point Two of Additional Provision number Nine – Informative and raising awareness actions – provides that the Ministry of Education, Culture and Sport and the Ministry of Justice, in cooperation with education administrations and interested bodies or organizations, shall promote dissemination among schoolchildren of information about sexual exploitation and sexual abuse risks, as well as on how to protect themselves from these situations, in compliance with the provisions contained in Article 6 of the Council of European Convention on the protection of children against sexual exploitation and sexual abuse.

Finally, it is worth mentioning that according to current educational regulations, education administrations are entitled to create free configuration subjects.

**Primary Education curricula
Sexual education and ICT**

Royal Decree 126/2014 of 28 February establishing the core curriculum for PRIMARY EDUCATION

NATURAL SCIENCES		
Contents	Evaluation criteria	Evaluable learning standards
Block 1. Initiation to scientific activity		
		4.3. Knows and employs personal protection and security measures available when using information and communication technologies.
Block 2. Human being and health		
The human body, functions. Anatomy and physiology. Organs and systems. Human being's vital functions. Reproduction (reproductive system). Health and disease.	1. Identify and locate the main organs involved in vital functions of the human body, relating them with certain health habits. 2. Knowing the functioning of the human body: cells, tissues, organs, systems: location, form, structure, functions, care, etc. 3. Relate certain life practices with a proper body functioning, adopting healthy lifestyles, being aware of their impact on health.	1.1. Identifies and locates the main organs involved in vital functions of the human body: Nutrition (respiratory, digestive, circulatory and excretory tracts). Reproduction (reproductive system). Relationship (organs of sense, nervous system, locomotive system). 2.1. Identifies and describes the main features of human being's vital functions. 3.1. Recognizes healthy lifestyles and their impact on the care and maintenance of the different organs and systems. 3.2. Identifies and values healthy habits to prevent diseases and keeps a responsible conduct. 3.3. Identifies and adopts good hygienic, care and rest habits. 3.4. Knows and explain the principles of a balanced diet, identifying healthy practices to prevent and detect health hazards.

SOCIAL AND CIVIC VALUES	
Evaluation criteria	Evaluable learning standards
Block 3. Coexistence and social values	
24. Employ new technologies developing social and civic values in safe environments.	<p>9.2. Explains the importance of having all persons benefit from basic rights: health, welfare, food, clothing, housing and medical care.</p> <p>22.3. Carries out creative work on the requirement of uncontaminated air for good health and life quality</p> <p>23.1. Values the importance of body and health care and of preventing home accidents.</p> <p>23.2. Gives reasons on the impact of certain risky conducts on health and life quality</p> <p>24.1. Makes an ethical use of new technologies</p> <p>24.2. Knows how to make a safe use of new technologies</p> <p>24.3. Makes a critical analyses and assessment of the contents of digital environment.</p>

Order ECD/686/2014 of 23 April establishing the curriculum for Primary Education in areas falling under the scope of the Ministry of Education, Culture and Sport and regulating its implementation, as well as the evaluation and certain organisational aspects of that stage

Within the area Social and Civil Values

SOCIAL AND CIVIC VALUES		
Contents	Evaluation criteria	Evaluable learning standards
1st Year		
Block 1. Identity and dignity of the human person		
	3. Self-regulating daily conducts and develop impulse control acquiring healthy self-care habits.	4.3. Shows responsible and healthy behaviour
2nd Year		
Block 1. Identity and dignity of the human person		
Rights and duties of the human person. Declaration of the Rights of the Child: health, love, education	4. Understand the importance of the rights of girls and boys concerning health, education and love, providing simple reasons for evaluating positive and negative conducts in connection with the protection of such rights.	4.2. Verbally explains the consequences of boys and girls not having the opportunity to grow and develop in good health.
4th Year		
Block 2. Understanding and respect in interpersonal relationships		
Contents	Evaluation criteria	Evaluable learning standards
Rights and duties of human persons. Universality of human rights. Universal Declaration of Human Rights: health, welfare, food, clothing, housing and medical care. Equal rights and co-responsibility of men and women	4. Respect universal values knowing the universal nature of human rights and understanding the need to ensure basic rights to all persons: health, welfare, food, clothing, housing and medical care as well as security.	4.2. Understands and explains through digital images the importance for all persons enjoying the rights to health, welfare, food, clothing, housing, medical care and security.
Block 3. Coexistence and social values		
		6.3. Explains through creative work the non-contaminated air requirement for health and life quality.
5th Year		
Block 1. Identity and dignity of the human person		
		4.1. Evaluates and explains through digital images the impact of certain risky conducts on health and life quality.
Block 2. Understanding and respect in interpersonal relationships		
		7.1. Evaluates the importance of body and health care to prevent home accidents.

**Secondary Education curricula
Sexual education and ICT**

**Royal Decree 1105/2014 of 26 December establishing the core curriculum for
Compulsory Secondary Education (ESO) and Baccalaureate**

CORE SUBJECTS

Technology. 4th Year ESO		
Block 1. Information and Communication Technologies		
Evaluation criteria		
Contents	Evaluation criteria	Evaluable learning standards
	2. Access to digital information exchange and publication services with safe and responsible criteria	2.2. Carries out responsible activities on concepts such as property and exchange of information

SPECIFIC SUBJECTS

1. Information and Communication Technologies. 4th Year ESO		
Block 1. Ethics and aesthetics in network interaction Evaluation criteria		
Evaluation criteria	Evaluable learning standards	
2. Access to digital information exchange and publication services with safe and responsible criteria	2.1. Carries out responsible activities on concepts such as property and exchange of information.	
Block 4. Computer security		
	1. Adopt active and passive security conducts in the protection of data and the exchange of information.	1.2. Knows security risks and employs adequate protection habits.
Block 6. Internet, social networks, hyper-connectivity		
	2. Employ critical thinking and develop appropriate habits when using and exchanging information through social networks and platforms.	2.1. Is actively involved in social networks with safe criteria.

2. Information and Communication Technologies II. 2nd Year Baccalaureate.		
Block 3. Security		
Evaluation criteria	Evaluable learning standards	
1. Adopt active and passive security conducts that allow to protect the individual's data when interacting in the Internet and when managing local resources and applications		
3. Audiovisual culture II. 2nd. Year Baccalaureate		
Block 3. Audiovisual communication media		
Contents		
Responsible use of the Internet		

4. Scientific culture. 1st. Year Bacalaureate	
Block 5. New technologies in communication and information	
Evaluation criteria	Evaluable learning criteria
5. Carry out critical evaluations, through presentations and debates, on the problems in connection with computer-related offences, access to personal data, socialization difficulties or excessive dependence from their use.	5.2. Shows out the need to protect data through encoding, passwords, etc.
5. Ethical values. 1st cycle ESO	
Block 5. Ethical values, Law, Universal Declaration of Human Rights and other international agreements on human rights	
Evaluation criteria	Evaluable learning standards
	6.3. Justifies the need to act in defence of the rights of children fighting against the violence and abuse that children are suffering in the XXI century such as sexual abuse, child labour, or their use as soldiers, etc.

2.- The Spanish Data Protection Agency (AEPD) is encouraging competent authorities to integrate privacy and data protection matters, including awareness-raising activities about the risks of self-generated sexually explicit images and/or videos and self-generated sexual content, in educational curricula.

SWEDEN / SUEDE

State replies / Réponses de l'Etat

Question 3.a. and b.

There is no explicit expression in the curricula about awareness of these risks. However, there are provisions that can clearly be said to cover these aspects and issues. The school, based on these writing in the curriculum, is given the task of dealing with these questions in the course of the education.

For example, according to the curriculum, the school has the task of encouraging students to orient themselves and act in a complex reality with a high level of information flow, increased digitalization and rapid pace of change.

The school will further enable students to develop their ability to use digital technology. They will also be given the opportunity to develop a critical and responsible approach to digital technology, to see opportunities and understand risks as well as to evaluate information.

In addition, according to the curricula, in the work on norms and values in the society everyone working in the school should pay attention to the opportunities and risks that increased digitalization entails.

Even in teaching civics subjects, the risks and possibilities of digitization should be highlighted. As part of the school's work on sex and social education, thoughts about sex, sexuality and relationships should be included.

This information should be interpreted in the framework of other Swedish legislation regarding education. The Education Act (2010:800) clarifies the importance of human rights as a central aspect of the democratic mandate of the schools, and it states that every person working in education shall promote human rights and actively combat all forms of degrading treatment. Furthermore, it states that education shall be designed in accordance with fundamental democratic values and human rights such as the sanctity of human life, individual freedom and integrity, the equal value of all human beings, gender equality and solidarity between people.

Comments sent by / Commentaires envoyés par ECPAT Sweden

Question 3.a. and b.

In 2018, the Swedish Schools Inspectorate published a report on Sex and Relationship Education (SRE) in Sweden, which shows that in SRE in Swedish schools continues to be risk-focused, lacking a gender perspective and with limited possibilities for students to affect contents and form.

The report shows that teachers need further training when it comes to SRE, including training on how to deal with controversial discussions related to norms and values. Most teachers receive no further training within SRE.

Sex and Relationship Education in most schools in Sweden is integrated in several or all subjects. The report by the Swedish Schools Inspectorate shows that this shared responsibility in reality leads to a lack of systematic approach, a lack of coordination, and to many teachers experiencing an insecurity as to how SRE is supposed to be integrated into the subjects which they teach. Few schools relate SRE to the parts of the national curriculum which deals with issues of norms, gender roles, identity and relationships. In many schools, SRE is limited to a few days per school year, or only to certain grades. Lessons often take place sporadically, and SRE is often introduced too late. Students themselves state that they would have liked SRE to be introduced at an earlier age, and that more SRE is needed.

SWITZERLAND / SUISSE

State replies / Réponses de l'Etat

Question 3.a. and b.

Les plans d'études pour la scolarité obligatoire sont organisés au niveau des régions linguistiques.

Les activités de prévention à l'école sur ces thèmes sont incluses dans le Programme d'études romand (PER) pour la **partie francophone** de la Suisse (Formation générale : MITIC et Santé et bien-être). Dans le plan d'études romand, ainsi que dans le plan d'études tessinois, l'approche se fait via le domaine « Formation générale », qui comprend aussi bien les aspects liés aux technologies de l'information aux médias, aux images que les approches liées à la santé et au bien-être.

Pour la **partie germanophone**, ces activités sont incluses dans le Lehrplan 21 (<https://unterricht.educa.ch/de/werkstatt-sexualkunde>). Dans le Lehrplan 21, plusieurs descriptions de compétences touchent à ces thématiques : dans le domaine « éthique », la construction d'une compétence permettant de connaître et de respecter ses propres droits et les droits des autres dans le domaine de la sexualité et la protection vis-à-vis des abus. Dans le domaine « médias et informatique » sont aussi mentionnées les approches en lien avec les images sexuellement explicites. La relation entre l'école et les parents, premiers responsables dans l'apprentissage de l'utilisation des médias et du respect des lois, est d'ailleurs explicitement prévue par le Lehrplan 21.

En Suisse, un nouveau programme d'enseignement national (HarmoS, <http://www.edk.ch/dyn/11737.php>) prévoit d'intégrer ces thématiques dans les nouveaux cours sur les compétences pour l'utilisation des médias. Pour l'instant, ce sont des ONG comme Action Innocence (pour la Suisse Romande) et des fondations comme Pro Juventute qui, de concert avec les polices cantonales, offrent des formations pour les enfants dans les écoles.

TURKEY / TURQUIE

State replies / Réponses de l'Etat

Question 3.a and b.

As also stated above, national curriculum in Turkey for primary and secondary schools contains awareness-raising material on protection of sexual abuse and exploitation of children.

Ministry of Education inserts certain information and explanations for children in the curriculum of primary and elementary schools. These courses are Life Sciences, Social Sciences, ICT and Software. Children are taught about "safety rules while communicating with other people and friends, being attentive to use internet, cyber-bullying and risks which can be caused by the sharing activities they make via ICT.

For instance, certain objectives of course programs are stated below:

"Life Sciences" (1st, 2nd and 3rd Classes in Primary Schools): Using technology with safety, applying safety rules before establishing communication with other people, learning important points about choosing friends.

ICT and Software: (5th and 6th Classes in Elementary Schools): Discussing positive and negative sides of ICT, possible effects of using ICT on mental and physical health, respecting others' rights on online platforms, being aware of the fact that digital IDs used on internet might be fake, being aware of the fact that their shares on ICT are permanent, being able to distinguish information which must be secret and information which might be shared, positive and negative effects of communicating online, being

attentive to internet ethics and possible situations originating from violation of these ethic rules, discussing cyber-bullying and possible measures for protection, learning prevention against cybercrimes, discussing about confidentiality and security on using ICT and possible risks about sharing information.

UKRAINE

State replies / Réponses de l'Etat

Question 3.

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

Comments sent by / Commentaires envoyés par La Strada – Ukraine

Question 3.a and b.

In 2016, La Strada – Ukraine CSO published the manual 'Social and educational framework for protection of human rights, combating trafficking in human beings and exploitation of children', Section 5 of which includes the following programmes of studies: elective (optional) courses 'Prevention of trafficking in human beings' for students of 9-11(12) forms in secondary and vocational schools, and 'Know and defend your rights' for students of 7-9 forms in educational institutions.

(http://la-strada.org.ua/ucp_mod_library_view_322.html)

In 2017, La Strada – Ukraine CSO published the guidelines 'Dangerous quests for children: preventing participation' that include the training session on 'The National Children's Hotline for and about children' topic for students of 5-11 forms to provide them with the information on safe conduct in the Internet.

(http://la-strada.org.ua/ucp_mod_library_showcategory_96.html).

Comments sent by / Commentaires envoyés par Parliament Commissioner For Human Rights

Question 3.a and b.

The Parliament of Ukraine adopted the Law of Ukraine "On Education" in September 2017. At present, the Ministry of Education and Science of Ukraine is developing standards for elementary education. However, there is no certainty that the protection of children against sexual exploitation and sexual abuse will be included into the programs, as the report prepared by the Government does not contain this information.

Comments sent by / Commentaires envoyés par Rozrada

Question 3.1.a and b.

As we know there are not such programs in Ukraine, we have only point efforts now.