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LANZAROTE COMMITTEE / COMITE DE LANZAROTE

Compilation of Replies to Question 4 (Higher education curriculum and continuous training)

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 4 (Programmes d'enseignement supérieur et formation continue)

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 4. Higher education curriculum and continuous training

Do higher education curriculum and continuous training for those who will or already work with children include the issues raised by:

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

Question 4. Programmes d'enseignement supérieur et formation continue

Les programmes de l'enseignement supérieur et des filières de formation continue destinés à ceux qui travailleront, ou travaillent déjà, avec des enfants incluent-ils sur les questions que soulèvent :

- 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 4.a. and b.

We have no information of education curriculum or continuous training programme that addresses explicitly issues mentioned in point a) and b) of the question.

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

Question 4.a. and b.

We are not aware that such activities take place.

ANDORRA / ANDORRE

State replies / Réponses de l'Etat

Question 4.a. and b.

Les programmes de l'enseignement supérieur en Sciences de l'Éducation introduisent des contenus relatifs à la sensibilisation, la prévention et la détection des abus sexuels contre les enfants.

1. La sociologie de l'éducation :

- Qu'est-ce que le harcèlement entre pairs ?
- Type de harcèlement
- Rôles que les élèves développent quand il y a une situation de harcèlement
- Pression de groupe
- Le dilemme moral
- Lignes directrices pour la coexistence.

2. Psychologie du développement :

- Lorsque le sujet du développement psychosexuel est abordé, une série de lignes directrices sont brièvement commentées par les enseignants.

AUSTRIA / AUTRICHE

State replies / Réponses de l'Etat

Question 4.a. and b.

See answer to question 3.

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

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 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 4.a. and b.

En Communauté germanophone, le groupe de travail « Leuchtturm » organise en coopération avec la AHS (Autonome Hochschule) une journée d'étude sur le sujet de la violence sexuelle contre mineurs pour le personnel des écoles intéressé.

Des guides pratiques à destination des professeurs et acteurs sur le terrain ont été publiés et distribués aux professionnels visés.

En Communauté flamande, en ce qui concerne l'enseignement supérieur, les institutions sont complètement autonomes pour déterminer quel contenu sera associé à quelle formation. D'une manière générale, étant donné leur statut autonome, il est difficile d'avoir un regard sur le contenu de ces formations mais il peut être référé aux formations telle que la formation des enseignants, le travailleur social, la pédagogie, etc. Les « compétences de base » de l'enseignant qui encadrent la formation des enseignants contiennent également beaucoup de références générales pour aborder ces thèmes.

BOSNIA AND HERZEGOVINA / BOSNIE-HERZEGOVINE

State replies / Réponses de l'Etat

Question 4.a. and b.

Curricula at the Pedagogical Faculty of the University of Sarajevo do not deal with the specific forms of violence mentioned above, but contain parts relating to peer violence, including sexual violence facilitated by ICT. Individual courses (pedagogical-psychological and didactic-methodical groups) have contents related to prevention of violence, identifying of victims and abusers, treatment of victims and abusers with an emphasis on the work of teachers, pedagogues and parents in school and the importance of their joint cooperation. Sexual violence, as a form of violence, is given less attention than physical and verbal violence is, but it is dealt with in detail in the context of violence on social networks, with the overall emphasis on preventing violence and training of students.

In the first cycle of studies at the Law Faculty of the University of Sarajevo, this topic is addressed in several teaching disciplines, such as family law, criminal law and victimology, while in the second cycle of studies an entire program is dedicated to juvenile delinquency.

At the Faculty of Criminalistics, Criminology and Security Studies of the University of Sarajevo the matter is included in the curricula of all three study cycles within the following courses: "Victimology", "Sociology", "Criminology 1 - Introduction", "Criminology 2 - Theory" and "Criminalistics 6 - Methodologies".

The University of Istocno Sarajevo provides training and education for students who will work with children, i.e. who will become teachers and educators. Curricula of particular faculties include training of teachers and educators in the field of child protection against sexual exploitation and abuse, especially those facilitated by ICT, which, inter alia, relate to certain self-generated sexually explicit images and/or videos and sexual content.

At the Faculty of Law and the Pedagogical Faculty of the University of Bihać, the thematic units dealing with the protection of children from sexual exploitation and abuse are covered within the curricula.

At the Faculty of Law, studying the required courses in Criminal Law, which includes Juvenile Law, includes studying the measures to prevent sexual violence, the protection of children victims and the prosecution of perpetrators and then the negative influence of the media on the lives of children is studied at the Legal Clinic for the Media. Within the Legal Clinic, experts from the Ministry of Internal Affairs, Centres for Social Work and representatives of the non-governmental sector are invited to exchange examples from practice.

At the Pedagogical Faculty of the University of Bihać, the required courses in Philosophy of Education, Sociology of Education and Education for Media, where future teachers and educators can realise the significance and dangers of the contemporary trends of socialization of children, sexual violence facilitated by the Internet, the negative influence of the media on children and study examples of good and bad practices from children's magazines and they are encouraged to write major papers in this field.

At the University of Mostar, this matter is addressed in several programmes and teaching disciplines.

At the undergraduate study (first cycle) of the Law Faculty of the University of Mostar, this matter is addressed in several teaching disciplines, such as Criminal Law I and II, and Criminology with Penology (second cycle). The Law Faculty of the University of Mostar also cooperates with the non-governmental sector through training and continuing education programs, so child protection and child rights are studied within the Legal Clinic of Justice for Children. Additional education on this issue is also conducted through organization and participation in public lectures on awareness raising on cyberbullying, where lecturers are professors of the Law Faculty.

At the undergraduate study of Criminalistics and Security Management, the matter is also studied in several courses: Criminal Law I and II, Criminology, Victimology, Penology, Crimes of Violence and Cyber Crime. The postgraduate doctoral study deals with the matter in the courses of Criminal Law and Criminology.

In the Social Work programme of the Faculty of Philosophy, this matter is dealt with in different ways in various courses, such as: The Media and Protection of Juveniles, Protection of Children against Domestic Violence, Social Protection of Children, Violence against Children and Youth and Peer Violence.

At the Faculty of Natural Sciences and Mathematics, some courses in the curricula contain topics that are studied in the programmes with the goal of educating students about protection against sexual abuse, recognizing this violence and protecting them in different situations. Thus, this topic is addressed in the courses of the Methodology of Physical and Health Culture, Introduction to Childhood and Adolescent Psychology, Family and Rehabilitation, Partnership of the Family and Educational Institutions and Advisory and Therapeutic Work with Children.

Every year the Federation Ministry of Education and Science implements the "Support to Professional Development and Lifelong Learning of Teaching Staff in Pre-School, Primary and Secondary Education" program. It includes support to public pre-school institutions, public primary and secondary schools, institutes, educational organizations, educational institutions, cantonal ministries of education and non-governmental organizations, which implement the program of professional development of teaching staff.

In the Republika Srpska, the programs of permanent professional training of police officers are carried out by the Ministry of Internal Affairs of the Republika Srpska. The following links provide information

about these courses of training:

<http://education.muprs.org/seminar-rad-policije-sa-maloljetnicima-5/>

<http://education.muprs.org/seminar-rad-policije-s-maloljetnicima/>

Continuous training programs are continuously implemented for all police officers by the Ministry of Internal Affairs of the FBiH and the Police of the Brčko District of BiH. In this way, the direct action of police officers who are in contact with risky categories of children and juveniles so that they can act promptly and properly if they face in their work cases of sexual exploitation and sexual abuse of children facilitated by information and communication technologies.

Further, in co-operation with the Ministry of Security of BiH and Save the Children, training of trainers in the field of violence against children facilitated by information and communication technologies is under way. Upon completion of the training, the training of police officers in police administrations will take place in accordance with the curricula of the ministries of internal affairs.

In June 2017, the BiH Directorate for Coordination of Police Bodies held training on the use of the Interpol database of images and video materials of sexual exploitation of children (ICSE DB - International Child Sexual Exploitation Image Database). The lecturers were officers of the General Secretariat of Interpol, and the attendants were officials of the local police agencies: the Ministry of Internal Affairs of the Federation of BiH, the Ministry of Internal Affairs of the Republika Srpska and the Police of the Brčko District of BiH. The training was conducted in an interactive way where the participants actively participated and exchanged with each other and with their lecturers their experiences in the work. The sequence of lectures / presentations and the practical part of the training were organised depending on the knowledge and needs of the students.

ICSE DB is available to Interpol Member States through a protected global police communications system I-24/7. Investigators from 50 Interpol and Europol countries currently have access to it. Access is granted to the investigators after successfully conducted training. According to the Interpol data, more than 10,000 victims have been identified as the result of using this database, and more than 5,300 perpetrators have been arrested. In 2016, an average of 5 children were identified each day. The investigators from all countries that have access to the database communicate directly with each other through the Forum on the ICSE DB or e-mail within the database and directly cooperate. The use of the database is very useful, among other things, in order to avoid duplication of the investigation. If there is a need for verification in a country that does not have access to the ICSE DB database, communication is established through the NCB or via the ICSE DB through the General Secretariat of Interpol.

BULGARIA / BULGARIE

State replies / Réponses de l'Etat

Question 4.a. and b.

Ministry of Education and Science:

The curricula of the Bulgarian universities, despite their autonomy in the curriculum development, are based on disciplines related to the prevention of risk behaviours, incl. and to prevent the spread of sexual material.

State Agency for Child Protection:

Furthermore, the SACP is conducting a series of meetings with professors and students from major universities in the country (Sofia, Plovdiv, Blagoevgrad and Varna, amongst others). One of the main suggested topics was the introduction of media and online literacy as a university subject for students

of education-related disciplines. Such a course is already being taught at the University of Sofia, preparing experts that can then convey this knowledge to children in schools.

The SACP also organised an international conference on children in the digital age, entitled "Children and the Media" held in Sofia University in November 2017. This conference is by-side event of the 17th informal ASEM seminar on human rights "Human rights and children" which took place in Sofia, in the period 6-8 November 2017. A report will be published with articles on media literacy, the right to private life, the ethics of new media and child safety in a digital environment and will also include the opinions of children that took part in the by-side event and the seminar.

CROATIA / CROATIE

State replies / Réponses de l'Etat

Question 4.a. and b.

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

CYPRUS / CHYPRE

State replies / Réponses de l'Etat

Question 4.a.

Yes

Question 4.b.

Yes

The new regulations for the operation of public secondary schools clearly state that it is the responsibility of the school unit to take all the necessary administrative and pedagogical measures to protect children from any form of violence, including sexual abuse and sexual exploitation. In December 2014 schools received a circular on the new legislation, informing them about their obligations arising from the law of Child Sexual Abuse. In February 2016 schools received another circular regarding the procedures to be followed, giving emphasis on child protection in case a child confesses abuse. Between February and June 2016 head teachers participated in informative seminars about Child Sexual Abuse law and procedures. In September 2016 schools sent out a parents' informative leaflet about Child Sexual Abuse law, procedures and sexuality education policy in schools.

CZECH REPUBLIC / REPUBLIQUE TCHEQUE

State replies / Réponses de l'Etat

Question 4.a. and b.

No, these topics are not particularly targeted in higher education.

DENMARK / DANEMARK

State replies / Réponses de l'Etat

Question 4.a. and b.

The teacher education program and the social education (pedagogue) program in Denmark are regulated through descriptions of outcome-based objectives for the students' competences, each of which is further constituted by a number of objectives for practice oriented skills and knowledge. These expected learning outcomes are described in the executive orders that frame the teacher training programme and the social education (pedagogue) program respectively. It is the responsibility of the

institutions themselves to organize the education (including curriculum), so as the students acquire the competences stipulated in the administrative order.

In compliance with the objectives and competences set out in the administrative orders students under the both programs are to receive training on ethics and human rights in order to acquire competences on how to handle and approach these issues - such as sexually explicit images and content - in relation to children.

One of the specific outcome-based objectives under the teacher education programme is that the students acquire competences within communication on digital platforms and so-called 'faceless' communication, including the ethical aspects hereof.

Furthermore, there is a course in health and sexuality education under the teacher education programme. The course includes a focus on ethical issues in relation to the students' understanding of themes such as, inter alia, personal limits and emotions thus building the students' competencies within handling issues raised by sexually explicit images and content.

ESTONIA / ESTONIE

State replies / Réponses de l'Etat

Question 4.a. and b.

See above question 3.

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>

According to the Child Protection Act (entered into force)², there are the following requirements for child protection workers³:

§ 19. Requirements for child protection officials

(1) Child protection officials must have professional qualification and higher education.

(2) Child protection officials shall acquire the profession of a social worker with specialisation in child protection no later than within two years after starting service as a child protection official.

(3) The compliance of professional qualifications acquired abroad with the requirements of this Act shall be decided by the Social Insurance Board on the basis of the Recognition of Foreign Professional Qualifications Act, taking into account of the specifications arising from this Act.

Since 2012 the National Institute of Health offers a variety of trainings to child protection workers, specialist working with children (including pre-school teachers and teachers). There are trainings which cover the following topics: child sexual development, sexual education and ways of getting support.

Since 2014 The University of Tartu offers a training module on the rights of the child, which teaches future social workers, lawyers and judges to protect the rights of the child.

The Project „Smarty on the Web“ has offered various courses to teacher on Internet safety, social networks, computer safety etc.

The Estonian Academy of Security Sciences offers 3-week training⁴ for law enforcement specialist dealing with juveniles and child victims in criminal proceedings.

Estonia has adopted an evidence-based programme „Expect Respect: A Toolkit for addressing Teenage Relationship Abuse“, which is offered in schools in Estonia. Also there have been trainings for teachers to implement the programme. The curricula supports implementing the programme in schools.

FINLAND / FINLANDE

State replies / Réponses de l'Etat

Question 4.a. and b.

For educators and teachers, higher education studies include around three study credits on sexual health, sexual rights and violence. The Institutions for Higher Education are autonomous in Finland, deciding each on their curricula and research activities. Teacher competencies are provided for in the Decree on the qualification requirements for educational staff (1998/986). The minimum qualification requirement for all teachers is a Master's degree. National core curriculum is teacher's (operational) normative

² <https://www.riigiteataja.ee/en/eli/530122016001/consolide>

³ § 18. Child protection officials and persons working with children

(1) A child protection official is an official of the Social Insurance Board, county government or local government who performs the functions provided for in this Act or other legislation upon ensuring the rights and well-being of children.

(2) A person working with children is a person in direct contact with children in the course of his or her work or professional activities and also a person in direct contact with children in the course of voluntary activities, serving in alternative service, participating in employment services or practicing as a trainee.

⁴ The agenda of the training is available in Estonian: <http://www.sisekaitse.ee/atak/10807/index.php?id=43906>

framework.

Among the NGOs, Nytkis notes that the contents of teacher training do not include issues of sexual harassment and abuse experienced by children, including Internet harassment, or issues of self-generated sexual material, which according to them is a major defect as teachers hardly have the knowhow to meet or guide their students in these matters. Teacher training and further training should be supplemented with these subjects.

Exit points out that there is deficient awareness of the phenomenon of commercial sexual exploitation in Finland amongst authorities and the general public. Lack of dealing with issues of sexual exploitation and ICTs in basic education of professionals is evident. According to Exit, information and tools for intervening are particularly crucial for personnel that work with so called "risk groups", which might include for example children living in institutions, young people with substance abuse or children with different experiences of violence and maltreatment.

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

Question 4.

The state has the responsibility to protect children from sexual exploitation, abuse and harassment under the Lanzarote Convention but also under the Convention of the Rights of the Child (art. 19). Because of the independency of universities, the amount and the quality of education about sexual exploitation, abuse and harassment against children varies. Capacity building in schools and in school staff is needed to create equal knowledge and support to all children. Higher education requires a strategic approach to fully equip future teachers about the topic as well as train current teachers about new trends related to sexual abuse and harassment in rapidly changing digital media.

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 4.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 4.

Non.

GEORGIA / GEORGIE

State replies / Réponses de l'Etat

Question 4.a. and b.

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

GERMANY / ALLEMAGNE

State replies / Réponses de l'Etat

Question 4.a. and b.

In most cases, the field of self-generated sexually explicit images and/or videos will form part of the larger context of sexualised violence against children, respectively the danger posed to the best interests of a child, in the curricula of the relevant courses of study, particularly in teacher training, medicine, psychology respectively psychiatry, social work, the laws governing children and youth, education, and sociology. A number of institutions of higher learning in some *Länder* are pursuing efforts, or are already taking specific measures, to integrate the express treatment of the above issues into the curricula as a binding component.

A variety of institutions of higher learning offer ongoing professional training and professional development courses to persons working with children. Besides those of a more general nature, training courses are also on offer that are specifically tailored to the dangers that children face in coming into contact with digital media.

For students of Psychology focusing on the “psychology of children and adolescents” and related special aspects, many institutions of higher learning offer binding modules dealing with the prevention and therapy of children in the above context.

To cite specific examples from the *Land Brandenburg*, the *Fachhochschule* (University of Applied Sciences) Potsdam has put in place a corresponding curriculum where the general transfer of knowledge and ongoing professional training are concerned. Thus, the faculty of Social and Educational Sciences regularly offers events that include sessions on how to deal with self-generated, sexually explicit images or videos, respectively self-generated, sexually explicit other content. These topics are addressed both in the specialist sciences (Social Work, Child Education) and in the reference disciplines (Sociology, Psychology, Educational Science, Law), particularly in terms of the content taught, which specifically addresses matters of child protection and sexual abuse. In so doing, both analytical and action-oriented aspects are addressed.

Moreover, the police in **Brandenburg** are also taught, as part of their professional training, how to deal in proper fashion with children and with child victim witnesses. Among other aspects, the *Fachhochschule der Polizei* (FHPol, Police University) of the *Land* of Brandenburg provides instruction, in Module 13.2 on Special Criminology, on digital sexual offences. Thus, phenomena such as cyber-grooming, sextortion, and sexting are addressed, as are the possession and dissemination of child pornography. Moreover, the students have the opportunity to voluntarily sign up for the Elective Module 17/7 on Cybercrime. This dedicates around eight course hours to intensively studying digital sexual offences such as sextortion, sexting, cyber-grooming or romance scamming. In particular in dealing with cyber-grooming and with the phenomenon of sexting, pornographic media self-generated by children are addressed.

The Federal *Land* of Saxony reports that the universities offering courses of study in Media Sciences, Communications Sciences, and Social Sciences offer courses on the protection of children against sexual exploitation and sexual abuse as an inter-disciplinary topic. In the courses of study offered in Psychology,

these topics are addressed in teaching modules covering a broader thematic range.

GREECE / GRECE

State replies / Réponses de l'Etat

Question 4.a. and b.

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

HUNGARY / HONGRIE

State replies / Réponses de l'Etat

Question 4.a. and b.

In higher education, there is no specific curriculum or training available on self-generated sexually explicit images and/or videos/content. Even teachers' and educators' higher education curriculum lack cyberbullying and sexting as part of that.

The National Police Headquarters conducts training programs for the police staff by which the police officers can obtain working knowledge on the safe internet usage and risks of children becoming victims of Internet related crimes.

ICELAND / ISLANDE

State replies / Réponses de l'Etat

Question 4.a. and b.

There exist courses that address these issues but they are not compulsory part of higher education (including university) or training of professionals who will or already work with children

ITALY / ITALIE

State replies / Réponses de l'Etat

Question 4.a. and b.

National teaching programs do not include activities specifically aimed at raising awareness about the risks posed by the self-production of videos or sexually explicit content by children. However, in the National Plan for Prevention and Fight against Abuse and Sexual Exploitation of Children 2015/2017, the drafting of guidelines is foreseen in order to create an internal protection (circle of trust) to each organization (private and public) including a code of conduct for professionals and clear and effective procedures for signalling and responding to any suspicion of abuse and maltreatment by adults in trust positions in the organizations concerned, within the limits of compatibility with their respective regulations.

It is also envisaged to define a dictionary / glossary for the various professionals / persons involved in the activities involved in listening and detecting cases, through the development of common guidelines ("Victim Procedure") in line with the content of the "*Guidelines for the essential levels of protection and support for victims of sexual abuse and exploitation*". In addition, among planned activities in this area, there is a vademecum of law procedures and good practices addressed to teaching staff and heads of school to detect and report suspicious abuses concerning their students.

Moreover, the Department for Equal Opportunities has already implemented information and awareness-raising projects in schools including on emerging issues (such as the so-called "blue whale", sexting and similar behaviours involving teenagers), which it has extended also to the sport world.

Mention should be made also of the project "Free to Grow Free", which aims to raise awareness, train and educate children, teachers, school leaders, childcare professionals and families on paedophilia, pedo-pornography and cyberbullying, in the belief that the in-depth knowledge of phenomena and the involvement of all actors in the educational process can result in more effective prevention actions.

LATVIA / LETTONIE

State replies / Réponses de l'Etat

Question 4.a. and b.

We inform that, issues affecting the protection of children from sexual exploitation and sexual abuse facilitated through the use of information and communication technologies addressed in the following formal and non-formal education programs by the State Police College:

First level professional higher education program "Police work":

1) 6 contact hours in the study course "Criminal Law", in the topic "Qualification for crimes against the against morality and gender inviolability"

2) 10 contact hours study course "Investigation work", in the topic "Offences against the person's gender inviolability". It includes the following topics:

- Concept and types of sexual offences;
- Criminological characteristics;
- Special features of the investigation of sexual offenses;
- Special features of the investigation of certain types of sexual crimes.

3) 3 contact hours in the study course "Protection of the rights of the child" in the topic "Legal status of a minor and special features of legal liability in criminal proceedings". It includes the following sub themes:

- child as a victim of a criminal offense;
- involvement of a minor in procedural activities;
- in the same course, "Violence against the child", risk factors, including threats and violence against children on the Internet (emotional violence and threats, pornography and sexual harassment, child abuse, legal consequences of Internet violence) are being considered.

LIECHTENSTEIN

State replies / Réponses de l'Etat

Question 4.a. and b.

In Liechtenstein itself, no higher education studies are offered in the field of education. These studies are generally pursued in the neighbouring countries of Switzerland and Austria and thus follow the higher education curricula of those two countries. Teachers in Liechtenstein have a continuing education obligation. For this purpose, they have access to a wide range of continuing education opportunities in

Liechtenstein and abroad that are dedicated to the problems raised here.

LITHUANIA / LITUANIE

State replies / Réponses de l'Etat

Question 4.a. and b.

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

LUXEMBOURG

State replies / Réponses de l'Etat

Question 4.a. and b.

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

MALTA / MALTE

State replies / Réponses de l'Etat

Question 4.a. and b.

Continuous training is provided for professionals working with children through the BeSmartOnline project already explained in detail above.

BeSmartOnline had organised an awareness raising activity, together with Facebook who visited Malta at a higher education college and a Youth Hub for both teachers and students in 2016 and will be holding other awareness raising events at another higher education institute towards the end of 2017. Moreover, the Ministry for the Family, Children's Rights and Social Solidarity is also committed to create awareness. In fact it continuously sponsors training programmes to professionals.

REPUBLIC OF MOLDOVA / REPUBLIQUE DE MOLDOVA

State replies / Réponses de l'Etat

Question 4.a. and b.

Such issues are being taken into account by the Republic of Moldova.

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

Question 4.a. and b.

There is a lack of systematic approach about risks of sexual exploitation and sexual abuse of children in higher education curriculum and continuous training of relevant professional groups in the education, health, social protection, judicial and law-enforcement sectors and in the areas relating to sport, culture and leisure activities. Some efforts of integrating subjects related to prevention and intervention in cases of violence, abuses, exploitation and trafficking against children were realized with the support of the civil society for some professionals (from education, social protection, law enforcement sectors) – members of multidisciplinary groups. Moreover, these activities are not sustainable in the long-term and do not have a specific approach for the issues raised by self-generated sexually explicit images and/or videos and self-generated sexual content.

There is lack of support/info/methodological materials for teachers regarding child safety online and prevention of online child sexual abuse including prevention of risks of self-generated sexual explicit images, video, content. Similarly, schools/teachers have no materials about child safety online that they could distribute/deliver to children and adolescents. The National Action Plan to promote Safer Internet

for Children 2017-2019 provides that the Ministry of Education shall develop support materials for teachers and train teachers enabling them to deliver the course for children and adolescents.

MONACO

State replies / Réponses de l'Etat

Question 4.a. and b.

En matière de formation continue, il convient d'indiquer l'apport de la loi n°1.382 en date du 20 juillet 2011 relative à la prévention et à la répression des violences particulières.

L'article 46 de la loi n° 1.382 relative à la prévention et à la répression des violences particulières prévoit qu'une « *formation régulière à destination des professionnels appelés à être en contact avec des victimes de violences, notamment les magistrats, les professionnels de santé, les agents et officiers de police judiciaire, est mise en place afin de leur permettre, dans leurs domaines respectifs de compétence, de traiter au mieux la situation desdites victimes* ».

L'article 47 de la loi n° 1.382 prévoit que tous les établissements scolaires dispensent aux professionnels appelés à être en contact avec des victimes de violences une information annuelle traitant, notamment, de la prévention et de la détection précoce de ces violences.

Des formations à destination des professionnels appelés à être en contact avec des victimes de violences, notamment les magistrats, les professionnels de santé, les agents et officiers de police judiciaire, ont ainsi été mises en place depuis 2012.

La formation des magistrats inclut la matière des droits de l'homme. Au titre de la formation continue, peuvent être suivis par les magistrats des stages spécifiques portant sur les problématiques concernant les enfants (par exemple sur les thèmes de « *la parole de l'enfant en justice* », « *violences et jeunes* », « *l'assistance éducative en questions* » ou « *l'application des peines pour les mineurs* »).

S'agissant plus précisément du personnel de police affecté à la Section des Mineurs et de Protection Sociale, leur formation initiale et continue inclut des formations théoriques (ex : audition du mineur victime d'infraction sexuelle) et pratiques (ex : immersion au sein de services de police français spécialisés ; stages cyber-patrouilleur, expertise numérique et de téléphonie) en lien avec les questions qui touchent aux droits de l'enfant et à la justice pour mineurs.

En ce qui concerne les secteurs de l'éducation, ainsi que des activités sportives, culturelles et de loisirs, des formations sont dispensées pour déceler des éventuels traumatismes causés par les châtiments corporels ou les abus sexuels subis par des enfants. En outre, il peut être relevé l'organisation régulière de séances d'information notamment sur les moyens de détecter les enfants victimes et les modalités de signalement.

Enfin, les personnels chargés de la protection de l'enfance au sein de la Direction de l'Action et de l'Aide Sociales de Monaco, participent régulièrement à des conférences et des formations françaises relatives aux violences commises à l'encontre des mineurs et notamment aux abus sexuels subis par des enfants.

MONTENEGRO

State replies / Réponses de l'Etat

Question 4.a. and b.

The curriculum of higher education does not include issues related to raising awareness of the risks of self-generated sexually explicit images and/or videos and self-generated content.

Trainings of members of the professional services of schools for identification and intervention in cases of occurrence of all forms of violence including this one were conducted according to the Professional Development Program for Teachers.

In addition, a series of joint educations was organized whereat members of professional services of schools and teams and professional workers of the centres for social work were networked in order to coordinate future work and action and cooperation in relation to this topic.

The Catalogue of Accredited Training Programs of the Bureau for Education Services offers the following trainings available in relation to the areas of all forms of violence, as well as those that may be the product of this field of interest:

- Education of employees in educational institutions on the treatment, prevention and protection of children and young people against domestic violence,
- Gender equality in education with a special focus on gender-based violence,
- Learning how to live together - preventing violence in schools,
- Prevention of sexual violence against women,
- School without violence: Towards a safe and stimulating school environment.

NETHERLANDS / PAYS-BAS

State replies / Réponses de l'Etat

Question 4.a. and b.

The teacher trainings includes these subjects.

NORTH MACEDONIA / MACEDOINE DU NORD

State replies / Réponses de l'Etat

Question 4.a. and b.

The subjects: ICT in Teaching and (as optional subject) Educational Software covering topics for protection against sexual harassment of children via Internet contents are studied at the faculties of pedagogy (faculties for educating cadres which will work with children in preschool and school education). A new study programme for Programming and Computer Work is underway where these contents are also introduced.

NORWAY / NORVEGE

State replies / Réponses de l'Etat

Question 4.a. and b.

The Norwegian Ministry of Education and Research is the owner of the majority of universities and university colleges. Overall, the institutions have a large degree of autonomy and the Ministry does not specify content or curricula. For some professions (teachers, police, health- and social care professionals and engineers) the government has established regulatory framework plans that specify outcomes for the students.

Teacher education and continuous training for teachers: The Framework Plans for the different teacher educations does not specify the topic of self-generated sexual content. However, it states that the graduate should have knowledge of children living in difficult circumstances, including knowledge of bullying, violence and sexual abuse against children, of relevant legislation and of children's rights in a national and international perspective. As such, there is no continuous training for teachers targeting self-generated sexual content, but it may be a topic in continuous training in professional digital skills for teachers.

Health and social care professionals: The National regulations relating to a common curriculum for health and social care education do not specify self-generated sexual content, but the regulations state that the graduates should have the following learning outcomes: have knowledge of health and social issues, including child neglect, violence, abuse, and drugs and socioeconomic issues, and be able to identify and follow up individuals with such challenges. Graduates should be able to put in place the necessary measures and/or treatment, or refer as required. The graduates should also be able to assess risk situations and be familiar with the methods for the systematic follow-up of various risks.

The Norwegian Police University College runs different courses on post graduate level, in a planned cycle. One of the courses offers training in investigation of sexual offenses. The course is updated concerning latest trends, and the topics related to sharing sexually explicit material online will therefore be included according to the current risks.

POLAND / POLOGNE

State replies / Réponses de l'Etat

Question 4.a. and b.

Higher education and continuous education curricula intended for people who intend to work or are already engaged in work with children, are created in a comprehensive manner and updated to include issues related to sexually explicit and implicit content and imagery. This is done to sensitize the people who work with children to the issues and teach them how to recognize the threats.

PORTUGAL

State replies / Réponses de l'Etat

Question 4.a. and b.

The NOVA Law School Master on Litigation and Arbitration («Mestrado em Direito: Forense e Arbitragem») offers a course on Family and Children Law (<http://www.unl.pt/>). In this course, although the subject of children sexual exploitation and sexual abuse facilitated by information and technologies (ICTs) is not specifically addressed as such, students study several cases of children at risk or in danger, which encompass this type of exploitation.

The same Master also offers a course on Criminal Law, which deals with sexual offences. The crime of sexual exploitation and sexual abuse of children facilitated by ICT is not specifically mentioned on the programme. However, due to the open nature of classes, which are based on dialogues, debates and research made by students, this issue has often been raised and debated.

These two courses are mandatory for students willing to pursue the judicial specialization (= to become Judges or Prosecutors).

At the level of continuous training please see answer to question 15.

With regard to the training of professionals who are in contact with victims, mainly with the children,

victims in offences of a sexual nature, Article 28 of the Statute of the Victim, approved by Law 130/2015, of 4 September, assigns to the Center for Judicial Studies (Centro de Estudos Judiciários) the incumbency of this training regarding judges and prosecutors.

Thus, the Center for Judicial Studies, in its annual plan for the on-going training of judges and prosecutors, has carried out training actions covering themes related to sexual abuse of minors. In these training actions, some particular aspects such as threats arising for children using the internet and the possibility of being harassed for the realization of sexual videos were focused. Another issue addressed was the need for close link between both jurisdictions: Criminal and Family and Children jurisdictions.

In this context, it must be highlighted two training actions carried out in 2016 addressed to judges and Public Prosecutors, under the following themes, respectively: "Violence in the family and para-family framework" and "The Internet and children", both carried out by the Family and Children jurisdiction and included in the Center for Judicial Studies on-going training plan for 2015/2016.

Within the Criminal Police there is the Europol's annual classes about sexual criminality against children and young people; these classes can be attended by police personnel and magistrates.

At the Instituto de Solidariedade Social an effort was made in order to provide training during 2015, 2016 and 2017 on therapeutic hosting, technical specialized hearing, management of crisis, and socio-criminal intervention related with sexual abuse of children (for workers and management leaders).

ROMANIA / ROUMANIE

State replies / Réponses de l'Etat

Question 4.a. and b.

In accordance with national legislation, including the Romanian Constitution and the Law on National Education no. 1/2011, the Romanian higher education institutions are governed by the principle of university autonomy. This principle allows higher education institutions to decide on their own institutional strategy, structure, activities, organization and functioning, material and human resources management and any other aspect related to academic life, strictly observing the legislation in force but without external interventions. Thus, Romanian higher education institutions choose to include or not in their study programs content related to the protection of children from sexual images and videos.

Considering continuous training, we can refer to the series of training projects for specialists who work with children and youth, developed by Save the Children Romania: school inspectors, social workers, school counsellors and representative of police department of prevention. The challenge after this training was to form core resource persons, experts from Child Protection Services, CJRAE (state school counselling services) and IGPR (National Police) for Internet safety issues in each of the 47 counties.

RUSSIAN FEDERATION / FEDERATION DE RUSSIE

State replies / Réponses de l'Etat

Question 4.a. and b.

The analysis of the gathered data showed that the problems identified in the question are considered within the framework of the federal higher education programs and numerous CPD courses that run federal, regional and local institutions.

The survey that the Ministry of Education and science conducted revealed that there is an extensive database of CPD programs aimed at protecting children from sexual violence in the network, targeted at different target audiences for different target audiences (parents, teachers, trainers, social workers, law enforcement officers, examples can be provided upon request).

SAN MARINO / SAINT-MARIN

State replies / Réponses de l'Etat

Question 3.a. and b.

Not yet. There is no University with faculties offering such courses in San Marino, but educators and teachers go to University in Italy so there are likely to receive such training and knowledge there.

SERBIA / SERBIE

State replies / Réponses de l'Etat

Question 4.a. and b.

Ministry of Education Answers:

Defining the content of study programme curricula is under the competence of autonomous university institutions. Thus, the data on the content of such study programme curricula are not available with the Ministry of Education, Science and Technological Development.

NGO Astra Answers:

We do not have such information.

SLOVAK REPUBLIC / REPUBLIQUE DE SLOVAQUIE

State replies / Réponses de l'Etat

Question 4.a. and b.

Methodical and Pedagogical Centre of the Ministry of Education, Science, Research and Sport of the Slovak Republic provides with the accredited educational programmes such as Medial Education as a cross-cutting topic in the kindergarten, Information Safety at school, Medial Education outside the classroom, Information and Communication Technologies in daily educational system. Pedagogical employees and expert employees are target group of these accredited programmes. Purpose of these programmes (which are focused on deepening, development and dissemination of pedagogical knowledge and skills of pedagogical employees) is knowledge and identification of basic socio-pathological phenomenon threatening development of children's personality, protection of personality and elimination of possibilities of threats (such as manufacturing and dissemination of child pornography), publishing adequate information in appropriate form and with appropriate tools as well as identification of danger of social networks and removal of possible risks while working on the internet.

Within the continuous lifelong learning of policemen, there are courses offered on yearly basis and organised by CEPOL (European Police College) and MEPA (Central European Police Academy) in cooperation with member states on the topic of fight against sexual abuse of children online and theme of detection and investigation of sexual exploitation online and identification of victims.

SLOVENIA / SLOVENIE

State replies / Réponses de l'Etat

Question 4.a. and b.

Higher education: Several faculties include the topics of sexual education in their curricula, e.g. faculties of arts, biotechnical faculty and faculty of law, faculty of health care, college of nursing.

Continuous training of teachers: In recent years, the following courses have been available to teachers:

- Safe use of modern technologies in school: Learning about the advantages and traps of modern technology used by pupils and students; learning about the principles of identity thefts, online violence against peers, sexual violence and harassment taking place online and through modern technologies; learning about web copyrights and netiquette; learning about online protection and e-learning "Internet self-defence school";
- The media culture and young audiences: Starting points for a critical understanding of the media: The aim of the course is to answer the question of what is the role of new forms of commercial culture in the traditional and new media (especially the social networks) in the lives of young people and how to read this culture critically;
- The programme for the prevention of violence and abuse of children in kindergartens and basic schools: Acquiring knowledge and skills for preventive work in the field of violence against, abuse and neglect of children; acquiring knowledge and skills to respond to the distress of children and parents in cases of suspicion or disclosure of violence or abuse; presenting cases from the participants' working environments; primary prevention and the programme of prevention of violence and abuse of children (with role play, talks to children);
- Without violence against peers: Acquiring knowledge and skills in the field of preventive work and violence against peers in physical and web environments; acquiring knowledge and skills to respond to the distress of children and parents in cases of suspicion or disclosure of violence against peers; presenting cases from the participants' working environments;
- We are only with others:⁵ a project (2016-2021) with the financial support from the European Social Fund, enhancing social and citizenship competencies of the professional staff in education, including themes such as zero-tolerance to violence (various forms and ways of dealing with it).

Comments sent by / Commentaires envoyés par Association Against Sexual Abuse

Question 4.a. and b.

At our regular annual courses on the subject of sexual abuse of children that we organise for social workers, teachers, paediatricians, prosecutors, NGOs, educators, pedagogues, we also identify problems concerning Internet abuse. The courses last for two days.

SPAIN / ESPAGNE

State replies / Réponses de l'Etat

Question 4.a. and b.

1.- Ministry of Education: Due to the maturity of higher education students (who are over 16 years-old), higher education plans establish the skills to be acquired, but not the contents in detail.

2.- National Police contributes to higher education programs addressed to those who work with children in two ways:

⁵ Available in Slovenian at: <https://lezdrugimismo.si/sl>

1. Offering courses aimed at future teachers and psychologists for promptly detecting these cases in schools and health centres.
2. Rey Juan Carlos I University, Universidad Nacional de Educación a Distancia, CEU San Pablo University, Saint Louis University and Camilo José Cela University have organized workshops aimed at students, teachers as well as at National Police officers on this issue.

SWEDEN / SUEDE

State replies / Réponses de l'Etat

Question 4.a. and b.

At a national level, the qualification descriptors for a degree of Bachelor of Arts in Pre-School Education (Förskolläraexamen) or a degree of Bachelor/Master of Arts in Primary Education (Grundläraexamen) stipulates, for instance, that the student has to demonstrate the capacity to prevent and restrain discrimination and other forms of harassment of children.

In the curricula for education about gender equality, issues on sexuality and human relationships are stipulated.

There is a long history of sex education in Sweden. Compulsory sex education was introduced in Swedish schools in 1955. Terms such as sexuality, relationships, gender, gender equality and norms have since 2011 been included in several courses and curricula for compulsory and upper secondary school and adult education. This means that the responsibility for including sex education falls on several teachers and that it will be brought up within the scope of multiple courses and subjects. The teachers work with different types of tools, including images and videos.

Comments sent by / Commentaires envoyés par ECPAT Sweden

Question 4.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 4.a. and b.

Différentes hautes écoles proposent des CAS et MAS qui incluent la thématique. (p.ex. <https://www.hslu.ch/de-ch/soziale-arbeit/weiterbildung/studienprogramm/mas/sexuelle-gesundheit/>).

Autres exemples :

- L'organisation faîtière SANTE SEXUELLE suisse garantit la qualité de la formation continue dans le domaine de la santé sexuelle en collaboration avec les hautes écoles suisses : <https://www.sante-sexuelle.ch/was-wir-tun/weiterbildung-und-expertise/weiterbildung-deutsche-schweiz/>
- La Haute école de travail social de Lucerne propose un MAS en santé sexuelle pour les domaines de la formation, de la santé et du social : <https://www.hslu.ch/de-ch/soziale-arbeit/weiterbildung/studienprogramm/mas/sexuelle-gesundheit/?sourceurl=/m132>
- La Haute école de travail social de Fribourg a mené une recherche sur la sexualité et les jeunes (cf. question 2)
- La Haute école de travail social de Genève offre un CAS (approches de prévention et de promotion) et un DAS (interventions par l'éducation et le conseil) en santé sexuelle : <https://www.hesge.ch/hets/formation-continue/formations-postgrade/certificats-cas/cas-en-sante-sexuelle-approches-prevention>

TURKEY / TURQUIE

State replies / Réponses de l'Etat

Question 4.a. and b.

According to information submitted by Council of Higher Education, universities include in their curriculum matters relating to protection of children from online sexual abuse. For instance:

- TED University informed us that, their Sociology and Psychology Departments' courses contain "effects of self-generated visuals and texts on children and adolescents" as well as abuse of the sexuality of children by themselves or other people, legal aspects".
- Child Abuse is included in Higher Education Curriculum in medical faculties in the 3rd and 5th classes. Cyber-bullying and online abuse of children is explained as a chapter in these courses.
- Courses such as "informatics and ethics", "Sexual Health Education", "Child Offensive Behaviors", "Child and Violence" are included by higher education curriculum in education faculties for teachers.
- Marmara University informed us that "self-generated sexually explicit images and/or videos? self-generated sexual content" will be introduced in the curriculum of medical faculty students for 2017 and 2018 term.
- Meram University declared that they have "self-generated sexually explicit images and videos" as a subject matter in their program of education in Child and Adolescent Psychiatry Department for junior doctors, under title of "child abuse and negligence".

- Gaziosmanpaşa University Education Faculty gives education to students of teaching internet security course which includes basic rules to be explained to children such as “not sharing personal information, not trusting to every people on internet etc.”

Many of other higher education institutions also cover “child abuse” in their curriculum although self-generated sexually explicit images are not included specifically.”

There are also continuous training activities for professionals who work or will work with children in the matter of protection of children from online sexual abuse, held by public authorities. Such as:

- General Directorate of Security Cybercrimes Unit is working on the field of crimes against children committed through ICT. Sexual abuse of children through internet and social media and internet is one of the training subjects.

Within the Protocol signed between the Ministry of Education and Information and Communication Technologies Authority, 400 teachers were trained about the safe usage of internet and these trainers trained 52,000 teachers. Besides, the training materials were made available online for all teachers.

Cybercrimes unit also organizes awareness raising activities for schools and some other institutions about safe use of internet, Cybercrimes, Cyber-bullying, etc.

Ministry of Interior Affairs organized a workshop on “Protection of Children Online Sexual Abuse” in 2014 with participation of government bodies and NGOs. The Circular for Prevention of Online Sexual Abuse of Children, which is stated above, orders that public order professionals shall contain subjects such as “sexual abuse of children, internet safety, negative effects and risks of social media on children.

- Justice Academy of Turkey is responsible for pre professional and vocational - continuous training of judges and public prosecutors.

Considering pre-professional training, the courses under this education consist of crimes relating to sexual abuse and exploitation of children. Trainees visit “Child Monitoring Centers - ÇİM” for 8 hours in order to follow investigation and examination and examination activities regarding crimes where victim is a child. ÇİMs are established for minimizing resulting from crimes of which the victim is a child. The child victim does not need to go to hospital, police or prosecutor separately. All necessary investigation procedures and medical examinations are carried out within the same center.

As to vocational-continuous training, there are a big number of seminars and other training activities provided by Justice Academy. For instance, in a training between 13th and 17th March 2017, judges and public prosecutors were trained about investigation skills, including crimes of sexual abuse of children.

UKRAINE

State replies / Réponses de l'Etat

Question 4.

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

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

Question 4.a. and b.

There is no information about any activities in this area.

Comments sent by / Commentaires envoyés par Rozrada

Question 4.1.a. and b.

We don't know about such programs.