



Schools and the prevention of child sexual abuse: a community- based program

Tool for school leaders: how to
implement the program in school



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TABLE OF CONTENTS

Introduction	3
Section 1: Understanding child sexual abuse and the schools’ role in its prevention and protection	4
1. Understanding child sexual abuse	4
Definition	4
Prevalence and consequences of child sexual abuse	4
False assumptions about child sexual abuse	5
The dynamics of child sexual abuse	6
Signs of child sexual abuse	7
2. School and teachers facing child sexual abuse	8
What’s the school’s role in child sexual abuse prevention and protection?	8
How to handle a suspicion or a disclosure of child sexual abuse	9
Where to get further information?	10
Section 2: How should the school tackle child sexual abuse?	11
1. Our vision	11
2. Implementing the program: logic of intervention	13
2.1. Crosscutting issues	13
2.2. Possible difficulties or myths and ways to overcome them	14
2.3. Sequence of intervention.....	15
1) To prepare the implementation	16
2) To analyze the current state of the school	17
3) To build a shared vision	17
4) To design an itinerary: map of contents and resources of the project.....	18
5) To monitor and evaluate the implementation	19
2.4. Annexes	20

INTRODUCTION

Child sexual abuse is one of the worst forms of violence against children and has a very high incidence. According to the Council of Europe, between 10 and 20% of children suffer sexual abuse during their childhood, without distinction related to social class. The impact of this reality extends over time, becoming a global public health matter.

Despite being classified as a form of violence, child sexual abuse has a number of characteristics that make it particularly difficult to identify by both the children themselves, who are suffering it, and by the adults in their environment, that could act as protective figures.

The school is a privileged setting to detect and to response to situations that threaten children welfare and development. Thus, schools must ensure a safe environment for children and must be able to track their evolution, in order to notify to the competent authorities any identified situation of vulnerability.

Given this reality, the "*BREAKING THE SILENCE TOGETHER. Academic success for all by tackling child sexual abuse in primary schools of Europe*" (co-funded by the Erasmus+ Programme of the European Union) aims to give a major step forward to improve the prevention and detection of child sexual abuse in the primary schools of Europe.

The project, with a total duration of 2 years, has been implemented by a Consortium of 5 European organizations specialized in child sexual abuse, child wellbeing and educational management:

Fundació Vicki Bernadet	Spain	https://www.fbernadet.org/es/
The Institute of Child Health	Greece	http://www.ich-mhsw.gr/en
Hazissa. Prävention sexualisierter Gewalt	Austria	https://www.hazissa.at/index.php/willkommen/
European School Heads Association	Netherlands	http://www.esha.org/
Fundacja Dajemy Dzieciom Siłę	Poland	http://fdds.pl/

During the project, a program to prevent child sexual abuse in primary schools, involving teachers and management teams, students and their families and other community stakeholders has been designed and systematized with a community-based and collaborative approach.

The resulting program is the confluence of different processes that integrate the results of published academic research, the expertise of the partner organizations, the knowledge of national experts on the issue and the implementation of a pilot test accompanied by a participatory assessment process with the different groups involved in each of the participating countries.

The project provides you with 5 different tools specifically oriented to meet the expectations and needs of the different target groups within the educational community:

- Tool 1: Report "Learning from experience". An analysis of former successful child sexual abuse prevention programs with key success factors.
- Tool 2: Community prevention program. A tool for school principals to lead the implementation of the program within their school.

- Tool 3: Teachers manual. A tool for teachers with recommendations and activities to help children understand, prevent and protect themselves from abusive relations.
- Tool 4: Toolkit for children and families, with strategies and recommendations to work at home.
- Tool 5: A raising awareness material for the civil society, with key messages regarding the prevention and protection from child sexual abuse.

SECTION 1: UNDERSTANDING CHILD SEXUAL ABUSE AND THE SCHOOLS' ROLE IN ITS PREVENTION AND PROTECTION

1. UNDERSTANDING CHILD SEXUAL ABUSE

The impact that the exposure to violence has on all areas of children's development is undeniable. Regarding the development of education, several studies¹ suggest that violence against children has consequences on their school success chances leading to worst educational outcomes, higher levels of absenteeism, repetition and risk of early school dropout. In addition, as a result of the violence-based relationship model, children who are victims of violence show an increased number of disruptive behaviours, which in a school setting, usually lead to punishments and expulsions².

DEFINITION

Child sexual abuse is a type of violence against children which can manifest in different ways and has specific characteristics that need to be understood in order to provide an effective protection and prevention to children.

Regarding a definition, despite existing different perspectives from researchers, there is a wide consensus around the definition established by the World Health Organization (1999) which describes child sexual abuse as:

"the involvement of a child in a sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violates the laws or social taboos of society. Child sexual abuse is evidenced by this activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person"

PREVALENCE AND CONSEQUENCES OF CHILD SEXUAL ABUSE

It is important to realize the prevalence of child sexual abuse. The Council of Europe estimated, in 2010, that at least 1 in 5 children in Europe are victims of some form of sexual violence. Plus, other studies, such as one carried by European Parliamentary Research Service (Dimitrova-Stull, 2014) from 2003 to 2012 showed that in Europe we rate from 10% to 20% on child sexual abuse.

¹ WHO "European Report on Preventing child maltreatment" (2013) World Health Organization

² Council of Europe (2010)

Child sexual abuse is, in most cases, an experience with an undoubted traumatic component that interferes with the child's proper development and affects multiple areas of his or her life. Practically all of the studies carried out on psychological consequences in the short term in victims of child sexual abuse, show their high frequency and diversity. Only between 20 and 30% of the victims would remain emotionally stable after this experience, although they could eventually develop later effects that would have been latent (López, 1996).

FALSE ASSUMPTIONS ABOUT CHILD SEXUAL ABUSE

To fully understand child sexual abuse, it is needed to break with some false assumptions or myths³ surrounding this topic, such as:

- **Children being sexually abused are a minority.** Statistics show that child sexual abuse is considered by the World Health Organization as a global public health issue, affecting 20% of the population.
- **Children usually invent stories.** Children fantasize about things that are close to their real-life experiences. Therefore, when they are displaying sexually related behaviours or comments which are not coherent with their psycho-physical evolution stage, this should pick the attention from protective adults, in order to further explore and understand where and how the child did have access to this knowledge.
- **People who abuse children are mentally ill.** The majority of people who commit these acts do not suffer from any mental pathology. They are people that are fully integrated in their communities.
- **Child sexual abuse only happens in lower income contexts.** The reality is that this behaviour does not differentiate social classes. However, research shows that cases which occur in lower income contexts are more willing to be reported than those occurring in higher income milieus. This is due to the fact that in lower income contexts, children are attending other public social services with professionals determined to detect and notify abusive situations. Besides, in higher income contexts, families tend to be more reluctant to report due to the fear to lose social status.
- **People who abuse children are strangers to them.** Between 80 and 90% of child sexual abuse is committed by someone known to the victim.
- **People who abuse children suffer from drugs abuse.** Drugs or alcohol are not direct causes of child sexual abuse, but they might be used by the abuser for its disinhibiting effects.
- **Abusing children always involve violence.** Abuse involves adults exploiting their power or influence over children. Taking into account that the abuser is normally someone known and loved by the child, violence remains out of the equation. The abuser will use other strategies such as: manipulation, special attention, secrecy or isolation of the child.
- **Only girls suffer from sexual abuse.** Even though it is true that statistics of reported cases show more girls as victims of sexual abuse, boys are also statistically represented. Besides, current research is showing that boys tend to under-report child sexual abuse allegations due to gender stereotypes (which prevent boys to identify as victims) or to prejudices on homosexuality (when the abuser is a man).
- **Abused children hate their abusers and want to get away from them.** Usually children have a strong attachment or love for their abusers. Sometimes they do not identify themselves as victims (either because they cannot understand that those behaviours from the adult are abusive), or even though they somehow may feel that what they do with the abuser is uncomfortable they might not know what to do about it.

³ Acosta (2004) & Child Matters Association (1994)

- **Only men sexually abuse children.** Whilst research show that more men than women do sexually abuse children, women can also be perpetrators of child sexual abuse.

THE DYNAMICS OF CHILD SEXUAL ABUSE

The dynamics involving child sexual abuse differ quite a bit from adult abuse and it is crucial to understand its particularities in order to ensure a better prevention and detection. Studies and research show that the typical pattern of child sexual abuse is as follows:

- **Phase 1: Manipulation.** Keeping in mind the fact that between 80 and 90% of abusers are persons trusted and loved by the child (Finkelhor, 2012), this phase aims to strengthen this relationship by making the child feel utterly loved and cherished. The abuser uses manipulation strategies such as giving special attention, making the child feel special through compliments, expressing love and affection, offering gifts, etc.
- **Phase 2: Sexual interaction.** Once the child is groomed and feels safe and attached to the abuser is when the sexual interaction might happen. It usually comes as a surprise, wrapped in confusion and puts the child in a place where he or she does not know how to react. It may be a game which involved physical touch over the clothes that suddenly touches the intimate parts of their body, or it can be the unexpected demand of touching the intimate parts of the abuser, or an undesired conversation or exposure to sexual material. In any case, the surprise factor makes it hard for the child to understand if it is something that feels right or not and to oppose it.
- **Phase 3: Keeping the secret.** Secrecy and guilt are the key components that contribute to the perpetuation of the abuse. The abuser might use different techniques of manipulation to:
 - Make believe that nothing strange is happening :*"it's what people do when they like each other"*
 - Put the blame on a child for what happened: *"look what you did to me"; "you seduced me"*
 - Make believe that what happened was desired by the child: *"you wanted it the same as I did, even more than I did"*
 - Persuade the child that if he or she speaks up about the abuse something bad will happen either to:
 - The child: *"no one will believe you", "you will be placed in a child protection facility"*
 - The child's family: *"if you don't want me to do this to you, I will do it to your little brother", "you will destroy the family", "your mother will be disappointed that you seduced me"*
 - The abuser: *"if you tell anyone about us I will go to prison"* (we need to remember that the abuser is someone loved by the child).

Many children feel trapped and helpless and choose silence as the safest option, usually developing an accommodative behaviour that allows them to survive the abuse, control the damages and go on unnoticed. Also the child might feel threatened, as sometimes the adult is in possession of photos or videos of him or her, which may increase the feeling of guilt and shame.

- **Phase 4: Disclosure of the abuse.** Most of the times, disclosure does never take place and, if it does, it mostly happens years after, as WHO (2013) points out. The disclosure is usually a gradual process, with the child trying to explain what is happening in the only way he or she knows or feels capable of. If the

adults near the child are not sensitive to the problem they will fail to understand or react properly, which leads to augment the distress and may lead to the disclosure's retraction.

SIGNS OF CHILD SEXUAL ABUSE

It should be taken into account that the initial consequences of the child victim of sexual abuse, both in the physical and psychological field, are at the same time their indicators, so it is necessary to know in detail these signs and be alert when they are presented in a boy or girl.

The indicators of child sexual abuse, however, are very diverse and do not allow us to speak of an "abused infant syndrome", or a set of defining symptoms, as there are no exclusive and unequivocal symptoms that detect a case of child sexual abuse with total certainty and reliability. Thus, it is important to mention that symptoms depend on the child. Some children may present symptoms from the very beginning while others might develop them in later stages of their life. Because of that, teachers should bear in mind that even if there are no symptoms it does not mean the child is not a victim. Many signs of abuse are non-specific and must be considered in the child's social and family context. It is important to be open to alternative explanations for physical or behavioural signs of abuse.

Although the physical part is not the most relevant in detecting these cases and that professionals working in schools should not be experts, it is necessary to know the most important indicators, taking into account that, on many occasions, sexual abuse does not imply physical contact between the abuser and the victim, or, if there has been any, the indicators that may be found are rare, extraordinarily variable and, in many cases, compatible with another type of injuries not related to the experience of sexual abuse, causing it to be very difficult to detect these cases from physical evidences.

On the physical level, some indicators that need to be taken into account are recurrent urinary tract infections, difficulties in walking or sitting, pain, inflammation or itching in the genital area, pain in urination, stained or broken underwear without credible explanations, shock, burns and injuries in the external genitals or the anal area, among others.

The main indicators of child sexual abuse are mostly linked to the emotional and behavioural areas of the child as it is synthesised in the following table:

Impact types	Symptoms
<i>Emotional problems</i>	fears and phobias mistrust depression high levels of anxiety low self-esteem feelings of guilt shame stigmatization post-traumatic symptoms nightmares, recurring dreams, hyper-vigilant behaviours, exaggerated answers of fright rejection to their own body self-harming behaviour suicidal ideation or behaviour

<i>Cognitive problems</i>	hyperactive behaviours attention and concentration problems deterioration of academic performance
<i>Relationship problems</i>	few friends less time to play with his or her peers gradual isolation from peers social skills deficit
<i>Functional problems</i>	sleep problems changes in eating habits loss of sphincter control: incidents of enuresis and encopresis somatic complaints: headaches, stomach ache

Source: adapted from Pereda (2009) and Echeburúa i Guerricaechevarría (2000)

2. SCHOOL AND TEACHERS FACING CHILD SEXUAL ABUSE

WHAT'S THE SCHOOL'S ROLE IN CHILD SEXUAL ABUSE PREVENTION AND PROTECTION?

School authorities have primary responsibility for the care and welfare of their pupils. The school is a privileged setting to prevent, recognize and intervene on situations that threaten children welfare and development. Thus, schools must ensure a safe environment for children and must be able to track their evolution, in order to notify to the competent authorities any identified situation of vulnerability. For this reason it is the responsibility of the school to:

- Have clear procedures and programs for child protection in the school
- Give direction to school management, teachers and staff regarding the identification and response to child protection concerns and the continued support of the child.
- Designate a person responsible for child protection issues who has the specific skills, motivation and knowledge required
- Monitor the progress of children considered to be at risk
- Contribute to the prevention of child sexual abuse through curricular provision
- Provide or access training for teachers and members of the management team to ensure that they have a good working knowledge of child protection issues and procedures
- Have clear written procedures in place concerning action to be taken where allegations are received against school employees

Schools are effective because they can implement school-based education programmes for prevention of child sexual abuse, tailored to different ages and cognitive levels. The aim of these programs should be to prevent child sexual abuse by providing students with knowledge and skills to recognize and avoid potentially sexually abusive situations and with strategies to hinder sexual approaches by offenders. They should also inform about appropriate help seeking in case of abuse or attempted abuse and equip adults with strategies for responding quickly and effectively to disclosures. Classrooms provide great opportunities to promote discussion and reflection about all these issues. Notably, prevention should start already from primary school, because victimization of children is observed in all age ranges.

As well as the prevention work, teachers have an important role when it comes to identify possible cases of sexual abuse, thus research suggests that teachers are the

trusted adult, located outside of the family and peer networks, most likely to receive a disclosure of sexual abuse (Crosson-Tower, 2003). Besides a disclosure of abuse, schools also have a unique role in the identification of safeguarding concerns and the initiation of an intervention.

Since schools are one of the few places in which children are seen almost daily, educators have a chance to see changes in appearance and behaviour. From classroom teachers to guidance counsellors, as well as social workers, nurses, psychologists, and administrators—everyone becomes an integral part of the educational team to help children who might be facing difficulties (Crosson-Tower, 2003).

HOW TO HANDLE A SUSPICION OR A DISCLOSURE OF CHILD SEXUAL ABUSE

One of the biggest fears teachers may face is the fact of not knowing how to behave when a child might approach and offer a disclosure of a child sexual abuse situation (Subida et al., 2000). Therefore, it is important to take into account some key positive actions to undertake:

- **Believe the child.** The child needs to know that there is an adult who believes him or her and that will be helpful. The adult should not judge what the child is saying or evaluate the child's statements.
- **Stay calm.** If your facial features or emotional outburst reveal that you are shocked, angry, disgusted, or otherwise upset, the child may not tell everything about the abuse and may take back the disclosure that has already been made.
- **Provide a safe, private place to talk.** Make sure that the talk takes place in a private place.
- **Don't make promises you can't keep.** If you make a promise which you don't keep, the child learns that you are another adult who cannot be trusted. While teachers cannot always protect the child from abuse, they may be the person who provides the support which can have a lasting positive impact on the child's life. Tell the child that you have to tell someone who can help the child handle the situation in the best way possible. Always let the child know that you are going to tell someone else and that the reason you are telling another person is so that person can help him or her be safe.
- **Don't judge the offender or the offense.** If you start to put down the offender, the child may take up for the offender and begin to defend the person, whom they often love. Once a child starts to defend the offender, they will often recant the original disclosure and not tell if the abuse happens again.
- **Report immediately.** As a citizen and especially as a professional who works with children you need to report to the competent authorities any situation that puts children at risk.
- **Handle the disclosure with discretion.** Even though the reporting is mandatory, it is very important to let the child know that you will handle the disclosure with discretion, that only the people that can help in an effective manner will know about this situation, and not everybody in the school (neither all the teaching staff or the other students). In order to do so, it is important to have a clear understanding of how and to who inform about the situation within the school.
- **Let the child know what's going to happen.** Give the child as much information as you can about what will happen after the disclosure. You may not be able to answer all his or hers questions. Be honest and tell the child when you don't know the answer. The information provided should be both

age appropriate and based on the child needs. Also, let the child know that you are open to further discuss about the situation or answer questions in the future.

- **Don't investigate the child's allegations.** Leave the investigation to the police and prosecutor office professionals. Once you have a suspicion that the child was abused, report it. Asking questions may create problems for the investigation or prosecution later on.
- **Get support for yourself.** For your own well-being it is important that you deal with your feelings about hearing the details of the disclosure. Sometimes talking to the school counsellor or a professional from a specialized organization working on this issue may be helpful.

In case the child has not made an open disclosure, but there are suspicions related to something the child has said or behavioural indicators that may point out any kind of struggle from the child's side, teachers should try to:

- **Provide friendly and safe word spaces with children in the classrooms** to share reflections on how to identify general situations that are making them feel uncomfortable, the importance of asking for help from trusted adults and where to seek for this help.
- **Offer opportunities to discuss individually** about issues that may worry the child. Ordinary tutoring sessions might be a good opportunity to talk about, not only academic-related issues, but also to focus on the child wellbeing, worries, struggles... Rather than imposing a conversation, it is important to build the relationship and to give the spaces so that the child know that, if anytime is in need, he or she can turn to the teacher to speak up and ask for help.
- **Be vigilant** to the evolving behaviour of the child. Without making it evident, it is important to keep an eye on the child and observe if the risk indicators evolve in any way. It is also recommended to coordinate with other educational or social services attended by the child in order to share information.

WHERE TO GET FURTHER INFORMATION?

In the event of a child sexual abuse situation, either a disclosure or a suspicion, we are all required to inform to the competent authorities so that an effective response is activated to protect the child.

Therefore, as teachers, we need to know to whom we have to report within the school that, in turn, will have to inform the external authorities with a specific mandate for child protection.

The child protection systems are articulated in different ways in every European country, therefore it is required that every school knows the particular procedures and norms applying in this regard⁴.

⁴ Some countries have established the Child Helpline 116 111 as an exclusive service for children who seek assistance and need someone to talk. In other countries, however, this helpline is also open to adults who need information about how to proceed when confronted with a child that may be in need of protection.

SECTION 2: HOW SHOULD THE SCHOOL TACKLE CHILD SEXUAL ABUSE?

1. OUR VISION

A school that wants to confront the reality of child sexual abuse and tackle it from an educational perspective must take into account two strategic levels:

- **Level of prevention:** The school makes steps to raise awareness about child sexual abuse and tackles its prevention.
 - The different target groups in the educational community know the reality of child sexual abuse and its specific characteristics.
 - The different target groups in the educational community develop personal skills that reinforce the prevention of abusive situations.
- **Protection Level:** The school is able to offer a protective and restorative response once a situation of child sexual abuse is detected or disclosed.
 - The different target groups of the school community are trained to identify potential risk situations related to child sexual abuse, both within and outside the educational setting.
 - The different groups in the educational community receive information so that they can react appropriately when facing an abusive situation (so that they know where they can get help and how to give support from the educational relationship).

Based on the results of the research conducted in the framework of this project (O1 Report: Learning from experience), in order to realize both strategic levels mentioned above, the school should address the following thematic areas:

- **AREA: Rights of the Child.**
The school integrates the perspective of children's rights in its educational work in a crosscutting way: both as a learning content and as a model of relationship based on respect between children and adults (school professionals, families and community members).
- **AREA: Affective and sexual education**
The school encourages that children receive good quality information regarding their psycho-sexual development, to help them develop a healthy and positive approach to sexuality which is adapted to their developmental stage, which integrates the affective and emotional dimensions and that is diversity friendly. To do this, the school creates a positive environment to talk about these topics and generates spaces for active listening, for overcoming taboos, misconceptions or myths. At the same time, families should face their share of responsibility to address these issues through the emotional bond with the children and from the standpoint of positive parenting and daily life educational opportunities.
- **AREA: Understanding child sexual abuse and enabling appropriate responses**

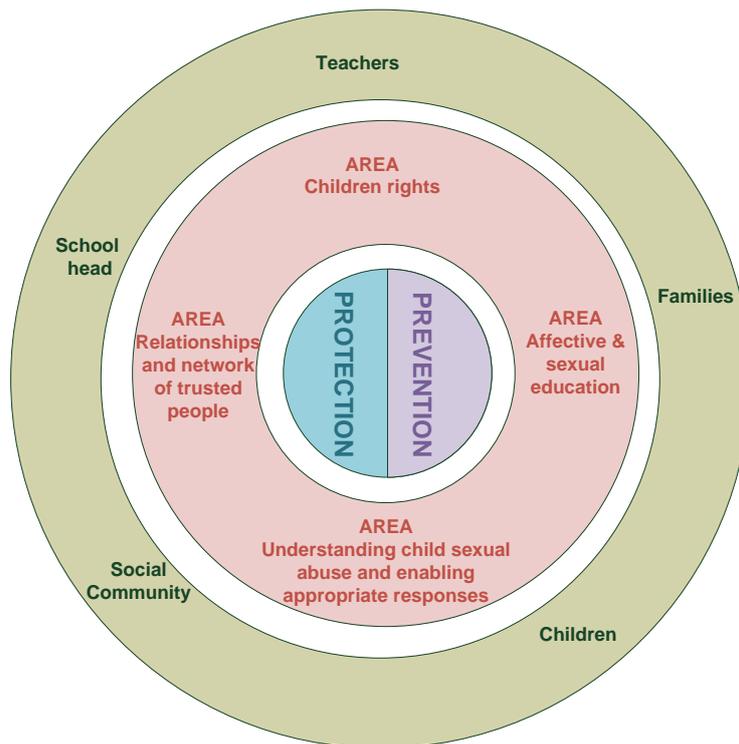
Based on the evidence that we cannot protect from what we do not know, children and the entire educational community should have specific knowledge about child sexual abuse. Despite being a form of violence against children, child sexual abuse has some peculiarities that must be known in order to understand how it usually starts, becomes chronic and gets hidden. Without the knowledge of this particular dynamic, victims of child sexual abuse remain invisible or cannot find a friendly environment which promotes and receives disclosures in an adequate manner. At the same time, it is necessary that the school makes an effort to identify potential risk situations, both inside and outside the school setting, and articulates mechanisms to respond to them properly.

- **AREA: Relational environment and network of trusted people**

The school must establish clear principles guiding inter-personal relationships within the institution. Based on the premises of good treatment for all and in all circumstances, children and professionals have the right and the duty to be treated with respect and to foster mutual care. The behaviours that escape this framework will be properly identified and actions will be undertaken in order to approach and correct them educationally. At the same time, the school must raise awareness that it is not always necessary to deal with the problems individually, and therefore that it is a good idea to ask for help. To reach this, the school needs to help children to develop the notion of a network of trusted people, or their own safety maps, which integrate people who can be helpful when they are facing a problem.

In terms of methodology, the strategic levels and subject areas should take shape in learning opportunities for all the target groups from the educational community. Said differently, the protection and prevention of child sexual abuse is not only a children's problem, but a reality that calls upon the whole society. In this regard, the actions of the program should not only be addressed to the students but must incorporate the entire educational community: children, teachers and management teams, families and social community of reference.

Each school must develop spaces and create mechanisms to materialize the participation of all groups in the work of prevention and protection against child sexual abuse, taking into account their own philosophy and way of doing things. Thus, for some schools this may only mean the fact of including the child sexual abuse topic in educational dynamics which are already active and fully functioning. For other schools, however, they may have to develop a preparatory work to explore how each of the educational community target groups can be involved in building from the scratch a dynamics of prevention and protection within the school setting, being sensitive to possible difficulties or reluctance that may appear along the way.



2. IMPLEMENTING THE PROGRAM: LOGIC OF INTERVENTION

2.1. CROSSCUTTING ISSUES

- **Building a shared vision**

The school has an obligation to ensure the protection of children from all forms of violence; however, this responsibility might be blurred by the many tasks entrusted to the educational institution. To overcome this difficulty, the research compiled by the project (O1 Report and conclusions from the Advisory Councils meetings and discussion groups) states that it is essential that the prevention and protection towards child sexual abuse is considered as a fundamental priority for the school management and teaching team.

- **Adaptation to each reality and building from the existent know-how**

The school may already be addressing many of the issues proposed in this program. In fact, the main goal of the program is not to say what needs to be done, but rather to offer some reflection elements that may help schools to build a coherent approach that systematizes the efforts that they are already undertaking to ensure that children feel safe and that they see in the school professionals people that could help them in case of difficulties.

- **Progressive approach to the shared vision**

Not all schools begin from the same starting point and for this reason the program is not proposing a closed or unidirectional pathway. The action in the framework of this project should be understood in terms of process which, based on the observation and reflection of their own practice, introduces changes and improvements permanently in the school. This is not a linear path that must reach a finish line, but it requires a permanently vigilant attitude from the school to detect gaps and correct them in a constructive and participatory manner.

- **Integration of the prevention and protection mandate against child sexual abuse in the heart of the educational school work**

Once the vision of how the school should implement its protection and prevention mandate is agreed, this should be translated into a series of actions consistently articulated and sustained over time within the school mission. Ideally, the school should strive to find ways to include this work in the documents that outline the school identity or philosophy and in its educational programs. This should ensure the sustainability of this work, avoiding its reduction to some isolated actions undertaken by motivated professionals, but not embedded in the school’s DNA.

- **Participative leadership from the school but open to the community**

The school is an institution embedded in a social context from which cannot be isolated. In this regard, the school should ensure a close coordination with the existing social and community services around it. This contributes to ensure an adequate response to possible risk situations that students can go through, but also it enables the establishment of partnerships with other stakeholders in the community that can improve the social indicators and the community wellbeing and development.

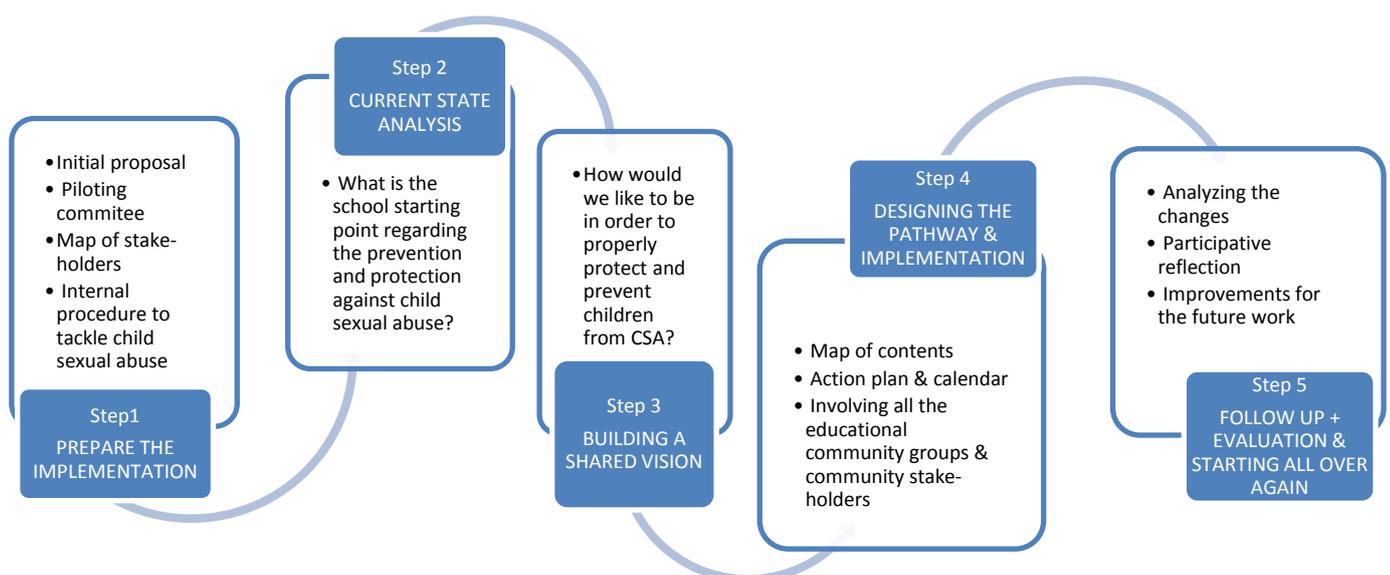
2.2. POSSIBLE DIFFICULTIES OR MYTHS AND WAYS TO OVERCOME THEM

DIFFICULTIES & MYTHS	WAYS TO OVERCOME DIFFICULTIES & MYTHS
<p>Talking about sexuality encourages curiosity, which is risky for children.</p> <p>Talking about child sexual abuse is traumatic and can be frightening for children.</p>	<p>Specialized research (Kirby & Lepore, 2007) shows that access to quality sex education from an early age is associated with:</p> <ul style="list-style-type: none"> • Best indicators of physical and emotional wellbeing • The acquisition of critical skills to address myths and misconceptions about sexuality. • The development of skills to identify and react to protect themselves from abuse. • A healthy sexual development. <p>Similarly, the Convention on the rights of children and the General Comments of the Committee on the Rights of the Child United Nations placed the affective sexual education as a fundamental children’s right.</p>
<p>If we talk about child sexual abuse, families will believe that it is because it happens in the school.</p> <p>Families do not want to talk about this issue.</p>	<p>Prevalence of child sexual abuse is so high that the World Health Organization considers it a serious public health problem and the violation of fundamental human rights.</p> <p>Given the extent of the problems the citizens and States through its institutions have a duty to ensure that children can live free from any form of violence. The school, as a place that welcomes all children, cannot escape its protective mandate and should be proactive in this regard.</p> <p>Any reluctance of families should be able to be approached through an awareness-raising and informational approach to help them to understand the problem. However, and above all, the best interest of the child must prevail and the fulfilment of their rights to protection and information.</p>

<p>It is an issue too sensitive and we do not know enough talk about it.</p>	<p>The taboo surrounding child sexual abuse is a social construct that does nothing but to reinforce the silence and concealment which needs to be perpetuated.</p> <p>It's a dog chasing its tail: the more afraid we are to talk about it, the less we talk. This makes the abusers more powerful and condemns victims to live hiding their suffering.</p> <p>We have to break this vicious circle and we will only succeed if we begin to accept that child sexual abuse is a reality that will keep being there even if we choose to look to the other way. That we need to talk about it because only breaking the silence surrounding it we will be able to disarm abusers and take on the power they have on the victims.</p> <p>It may be difficult at the beginning and we may feel insecure. To tackle this difficulty, we can rely on existing resources in order to understand the basics about child sexual abuse (such as this material).</p> <p>But it is essential is to initiate the conversation. And rather than worrying about having the perfect speech, it is crucial to convey to children and to the entire educational community that it is an issue that we can discuss at school and, most importantly, that we will listen to everything children have to tell us and that we will not run away from the problem nor close our eyes.</p>
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2.3. SEQUENCE OF INTERVENTION

Below is a proposal to structure the program into practice:



1) TO PREPARE THE IMPLEMENTATION

- **The initial proposal**

The initiative to start the implementation of this program can come in different ways: from a teacher who might have participated in a specific training, from some families concerned about the topic, from the school management, from the children or from a collective agreement within the School Council.

Anyway, the widespread ignorance on the subject can make that some people may have resistances to start working on this topic causing that it might not be a unanimously well received decision.

To overcome this possible situation, the school should start with an analysis of the facilitating factors (those which play in favour of the program) and the opposing factors (those which may slow down the program, either in an open or a subtle way).

The result of this analysis will determine if the program can start directly as a whole school project with everyone involved; or that it has to start by having to raise awareness, provide prior information to overcome the resistance and create partnerships around the proposed action; or start as a pilot experience being carried out at a small level.

Regardless of how you start up the project, you should take into consideration and value any small step towards creating a school which becomes a safe and protective space for children: this will already be a success.

- **Create a piloting committee**

Regardless of how the school decides to work on the proposed program, there must be leadership from the school and therefore it is required a clear involvement of the management team. However, this does not mean that the responsibility for the implementation should lie solely on the school head and it would be recommended to articulate a participative leadership including all the community education target groups: students, teachers, families and community social network. Alongside, it is recommended to designate a person with specific responsibility within the school.

The role of this piloting committee is to basically act as a catalyst force in the process to ensure that actions are carried out in a self-managed and cooperative way. The members of the committee must have a thorough understanding and commitment to work on the prevention and protection against child sexual abuse.

At the same time, the members should have authority within their target groups to make decisions on their behalf, so the decision-making processes are functional and run smoothly.

- **Involving the educational and social community**

The conducted research (which serves as the basis of this program), states that the greater participation and involvement from the different groups from the educational community, increases the success of those interventions aimed at preventing and protecting from child sexual abuse.

This involvement should be understood in a broad sense, ensuring to amplify the impact that the work can have on the social community. This may involve participating in community meetings with other organizations and social resources of the territory facilitate the exchange of information, establish intervention goals prioritization based on common needs...

- **Agreeing an internal procedure for action in case of suspicion or disclosure of a situation of child sexual abuse.**

Based on the statistics of child sexual abuse prevalence, it is not difficult to imagine that it is a reality that is closer than we would like to think. A positive effect of the project is to contribute to break the silence on this topic through creating a safe and sensitive environment. Therefore, there might be children or families that decide to make a step forward and disclose a situation of abuse. It can also happen that through the awareness-raising activities and trainings, teaching professionals, families or children are able to detect situations of risk or suspicions of child sexual abuse that in the past might have gone unnoticed.

In both cases, the school needs to clarify and agree on how to proceed when facing these situations. This procedure should be aligned with the legislation of each country (being coherent with European legislation on the subject), national protocols and school norms. It is recommended that this procedure is designed and discussed in a participative way, in order to reduce anxieties, to ensure that all the school staff knows how to react, the role of each person and how to manage the situation within the scope of responsibility of the school.

It is also recommended to explore and connect with civil society organizations specialized in the subject that exist in the school context in order to receive expert advice.

2) TO ANALYZE THE CURRENT STATE OF THE SCHOOL

The reality of each school is unique and complex. In this respect, the start of work on the project must be based on an analysis of how the school tackles (or not) issues that have to do with the prevention and protection against child sexual abuse in a broad sense.

This analysis should allow a systematic gathering of information in relation to the different thematic areas which contribute to create an educational environment conducive to the prevention and protection against child sexual abuse.

To facilitate this task, the project proposes the implementation of the Questionnaire 1 in the Appendix (PRE-TEST). This questionnaire includes the areas that should allow the Piloting Committee to have a clear view of the current state of the school in relation to the protection and prevention of child sexual abuse. This tool helps to systematize information on what is already being done and to identify areas of improvement.

3) TO BUILD A SHARED VISION

As it has been previously said, to ensure that school is a safe place for children and that it works proactively to prevent and protect against child sexual abuse, it is required a firm commitment from the school. But apart from this, it is also necessary that there is a clear vision of where the school wants to go or to accomplish, and that this vision is as consensual as possible with the different groups from the educational community: students, school staff, families and community network.

This reflection process can be carried out in different ways, depending on the nature, possibilities and specific character of each school. To facilitate the reflection, it may be useful to take into account the ideas presented in the previous section (*3. How should the school tackle child sexual abuse: our vision and crosscutting issues*),

where we have compiled the strategic levels and thematic areas that specialized research establishes as necessary in order to tackle properly the protection and prevention of child sexual abuse in a school setting.

Some ideas for activities to carry out this reflection are:

- Focus groups with different members of the educational community groups.
- Joint meetings with representatives of the different educational community groups.
- Participatory dynamics or activities to facilitate collective reflection on the desired future involving all groups in the educational community.

4) TO DESIGN AN ITINERARY: MAP OF CONTENTS AND RESOURCES OF THE PROJECT

Having established the state of the school in relation to the protection and prevention of child sexual abuse and the construction of a clear vision of how it should the desired reality look like, the school can begin to decide what thematic areas should be promoted or re-oriented in order to guarantee that children develop in a protective context.

The school will also be able to assess what areas can strengthen families simultaneously at home, to ensure that children receive consistent messages both in the school and in the family environment.

Similarly, the services and resources of the Community network can share the same language and way of approaching the problem to facilitate effective coordination to maximize the protection of children towards child sexual abuse. Moreover, based on this preliminary contact, the school can create formulas that work to optimize the coordination, in order to improve care for children from the different services involved.

Here are the contents related to the thematic areas that research has indicated as useful and the project resources that may be helpful in this sense:

THEME AREA	CONTENTS	PROJECT RESOURCES
Children Rights	<ul style="list-style-type: none"> • What are children's rights? • How do we help children to understand that they have rights? • How does the school work on children's rights in the school? And in the family? • How does the school integrate children's rights in the educational work? And in the family? • How can we build a relationship based on the respect of children's rights in the school? And at home? 	<p>O3 Teachers Manual</p> <p>O4 Toolkit for families and children</p>
Affective and sexual education	<ul style="list-style-type: none"> • Psycho-sexual development adapted to the developmental stage of the child: how to talk about it at school? And at home? • Affective and emotional education. • Privacy and the right to the own body. • Assertiveness and the right to say no. • Which existing social services in the territory can be useful? 	<p>O3 Teachers Manual</p> <p>O4 Toolkit for families and children</p>

<p>Understanding child sexual abuse and enabling appropriate responses.</p>	<ul style="list-style-type: none"> • The reality of child sexual abuse: concept, prevalence and dynamic indicators. • The secret, shame and guilt as elements that enable and perpetuate child sexual abuse. • How to talk about child sexual abuse with children. • How to give support and accompany children from the educational relationship • Detect risk situations and act appropriately from the educational relationship. 	<p>O3 Teachers Manual</p> <p>O4 Toolkit for families and children</p> <p>O5 Social awareness kit</p>
<p>Relationships and network of trusted people</p>	<ul style="list-style-type: none"> • Good treatment: how to build healthy relationships with and among children from the educational relationship at school? And at home? • Codes of conduct agreed and binding: professional school action based on good treatment. • How to help children to identify situations that do not feel good, configure their network of trusted people ("safety maps") and ask for help. 	<p>O3 Teachers Manual</p> <p>O4 Toolkit for families and children</p> <p>O5 Social awareness kit</p>

Once the contents that need to be tackled with the different groups have been established, it will be required to set the timing of the actions to be undertaken and to build a timetable that is coherent with the educational work within the school. Besides, other actions should be proposed in order to engage the families and the community network in the process.

5) TO MONITOR AND EVALUATE THE IMPLEMENTATION

To make a continuous monitoring and evaluation of the intervention should serve to see if what was planned is progressing as planned, if it works, to see which difficulties arise, if extra support is needed, etc. It should also allow, once the actions are finished, to assess whether they have generated significant changes that bring the school closer to the vision that was built collectively in relation to a school that works effectively for the prevention and protection of the child sexual abuse.

For the type of program that we are proposing, we believe that monitoring and evaluation work should be understood as a learning and improvement process, rather than as an audit of successes or failures. This way, the monitoring and evaluation process will really help to enrich with learning outcomes the intervention that has been achieved.

To collect and analyse this information, it will be necessary to provide spaces for reflection throughout the implementation process, and to think about tools that facilitate the systematization of the required data.

To facilitate this process, within the framework of this program suggest a tool to guide this reflection. It is a questionnaire that allows collecting information on the perception of the changes occurred in the program by the various groups involved: children, teachers, families and community network (Annex 2: Questionnaire post-ICH).

This information should be collected by the piloting committee through the activities they deem appropriate in line with what has already been discussed in the section concerning the analysis of the current state of the school regarding the prevention and protection work (focus groups with each group separately, individual interviews with representatives of each group ...).

Once collected the information, the piloting committee should be able to evaluate and make decisions in order to keep moving forward towards the shared vision.

2.4. ANNEXES

- Annex 1: Questionnaire PRE (ICH)
- Annex 2: Questionnaire POST (ICH)

Evaluation sheet
PRE-INTERVENTION

Country:
School:
To: School principal

Dear Sir or Madam,

Thank you for participating in the implementation of "Breaking the Silence Together" project. As a child sexual abuse prevention project, "Breaking the Silence Together" aims to raise the awareness of school staff, families and children regarding the latter's rights and the risks of child sexual abuse.

With the current questionnaire, we would like you to give us some insight regarding the current practice of your school in relation to child sexual abuse prevention and the current knowledge of the school staff, families and children in relation to child sexual abuse.

In case more people contributed to the completion of the questionnaire please mark their position:

Teacher-project's facilitator

Students receiving the prevention project

Families

A. Previous prevention projects

Does your school implement child abuse prevention projects?

No Yes

If yes, please specify accordingly:

	Subject of prevention programme	Duration	Year	Agency in charge
1	Child abuse in general			
2	Child sexual abuse particularly			
3	Sexual education			
4	Gender equality & gender stereotypes			
5	Other (please define)			

Please mark the appropriate box regarding the below mentioned target groups, in relation to how often they have been addressed in trainings or other prevention projects.

	Target group	Never	Seldom (once in 5 years)	Often (once in 2 years)	Very often (every year)
1	children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Tackling child sexual abuse at school

Does your school have guidelines in case of reported or suspected child sexual abuse?

No Yes

Do you know the guidelines in case of reported or suspected child sexual abuse?

No Yes

Does your school follow concrete guidelines in case of a reported or suspected child sexual abuse?

No Yes

If yes, could you define whether this is national policy, regional state policy or school policy?

National policy Regional state policy School policy

Could you describe the usual steps that are taken?

.....
.....
.....

Has your school ever dealt with a (reported or suspected) case of child sexual abuse?

No Yes

Do you cooperate either in prevention or intervention of child sexual abuse with other organisations, public services and the community?

No Yes

C. Atmosphere in the school setting

A positive school atmosphere usually corresponds to respect and trust between teachers and students, respect and solidarity among students and the absence of violence in the school setting. Taking this into account please mark which rate describes best the current situation at your school:

	Atmosphere in the school setting...	Not good at all	Not so good	Good	Very good
1	Among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Between teachers and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now please mark which rate describes best the current situation in the classroom participating in the project "Breaking the Silence Together":

	Atmosphere in the classroom...	Not good at all	Not so good	Good	Very good
1	Among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Between teachers and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Knowledge

School staff

Please rate each of the following statements on the basis of an 11-degree scale where 0=not at all (minimum evaluation) and 10=totally (maximum evaluation).

	I know	Rate
a	how to respond to a suspected child sexual abuse case in the context of my duties	
b	how to respond to a disclosed child sexual abuse case in the context of my duties	
c	with which agencies and organisations to cooperate with regarding child sexual abuse prevention or intervention	
d	which signs indicate possible child sexual abuse	
e	how to communicate directly with a child and talk to him/her about safety	
f	how to discuss with child about sexuality issues, children's rights and gender equality	
g	how to communicate with parents or guardians and talk to them about children's safety	
h	how to implement a child sexual abuse prevention strategy at school/in classroom	

	I feel confident	Rate
a	to respond to a reported or suspected child sexual abuse case	
b	to implement a child sexual abuse prevention project in my school/classroom	
c	to discuss with children about issues of sexuality, gender equality, boundaries, self-assertiveness, respect, risky situations	
d	To discuss with parents and the community about safety issues of children	

	I expect this project to	Rate
a	provide me with confidence on how to respond to child sexual abuse cases	
b	inform me about child sexual abuse	
c	provide me with all necessary activities and material to teach children about rights, risks and safety	
d	make children more aware of their rights and the potential risks	
e	help children understand the difference of bad touch & good touch	
f	improve the school/classroom atmosphere	
g	enhance a way to cooperate effectively towards children's protection	

Please state whether the below statements are true or false:

	Statement	T	F
1	If a child discloses that he/she has been sexually abused, I will promise him/her that I will not say a word		
2	The perpetrator of child sexual abuse is always a stranger to the child or the child's family		
3	It is totally unnecessary to teach children about sexuality and safety skills, because hardly any child falls a victim of sexual abuse		
4	Respect to other people's boundaries is something to be taught at home and not at school		
5	I have no right to intervene, if I realize that a child is abused by a parent		
6	An adult's touch on a child is always a negative touch		

Families

Please rate each of the following statements on the basis of an 11-degree scale where 0=not at all (minimum evaluation) and 10=totally (maximum evaluation).

	I know	Rate
a	how to identify signs of child sexual abuse to my children	
b	where to turn to (agencies, organisations) in case my child is in danger I need support	
c	how to discuss with my child about issues of sexuality and safety	
d	how to engage my family in child sexual abuse prevention strategy	
e	My obligations according to law to protect children and report crimes against them	

	I expect this project to	Rate
a	provide me with confidence on how to respond to child sexual abuse cases	
b	inform me about child sexual abuse	
c	provide me with all necessary activities and material to teach children about rights, risks and safety	
d	make children more aware of their rights and the potential risks	
e	help children understand the difference of bad touch & good touch	
f	improve the school/classroom atmosphere	
g	enhance a way to cooperate effectively towards children's protection	

Children

a. Please state whether the below statements are true or false for you:

	Statement	T	F
1	It's ok to say "no" and move away, if someone touches you in a way you don't like		
2	You have to let grown-ups touch you whether you like or not		
3	You always have to keep secrets		
4	People you don't know look like ordinary people		
5	You can always tell who's a person who you don't know them- they look mean		
6	If your baby-sitter tells you to take off all your clothes and it's not time to get undressed for bed or bath, you have to do it		
7	If someone touches you in a way that does not feel good, you should keep on telling until someone believes you		
8	If something happens to you, it's always your fault		
9	If a person offers you a candy or gift is always a good person		
10	Boys don't have to worry about someone touching their private parts		

b. Please tell us what you personally think about the following statements:

1. I know where to seek for help, in case I don't feel safe

No Yes

2. I want to learn more about my safety

No Yes

If yes, how this would make you feel?

No change in feelings Strong

Thank you for your time!

Evaluation sheet
POST-INTERVENTION

Country:
 School:
 To: School principal

Dear Sir or Madam,

Thank you for participating in the implementation of "Breaking the Silence Together" project. As a child sexual abuse prevention project, "Breaking the Silence Together" aims to raise the awareness of school staff, families and children regarding the latter's rights and the risks of child sexual abuse.

With the current questionnaire, we would like you to give us some insight regarding the prevention programme you have just participated in. In this way, we will be able to estimate the strong or weak aspects of the project and make any further improvements, if necessary.

In case more people contributed to the completion of the questionnaire please mark their position:

Teacher-project's facilitator

Students receiving the prevention project

Families

E. Atmosphere in the school setting

A positive school atmosphere usually corresponds to respect and trust between teachers and students, respect and solidarity among students and the absence of violence in the school setting. Taking this into account please mark which rate describes best the current situation at your school after the implementation of the "Breaking the Silence Project":

	Atmosphere in the school setting...	Not good at all	Not so good	Good	Very good
1	Among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Between teachers and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now please mark which rate describes best the current situation in the classroom that participated in the project "Breaking the Silence Together":

	Atmosphere in the classroom...	Not good at all	Not so good	Good	Very good
1	Among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Between teachers and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Knowledge

School staff

Please rate each of the following statements on the basis of an 11-degree scale where 0=not at all (minimum evaluation) and 10=totally (maximum evaluation).

	I know	Rate
a	how to respond to a suspected child sexual abuse case in the context of my duties	
b	how to respond to a disclosed child sexual abuse case in the context of my duties	
c	with which agencies and organisations to cooperate with regarding child sexual abuse prevention or intervention	
d	which signs indicate possible child sexual abuse	
e	how to communicate directly with a child and talk to him/her about safety	
f	how to discuss with child about sexuality issues, children's rights and gender equality	
g	how to communicate with parents or guardians and talk to them about children's safety	
h	how to implement a child sexual abuse prevention strategy at school/in classroom	

	I feel confident	Rate
a	to respond to a reported or suspected child sexual abuse case	
b	to implement a child sexual abuse prevention project in my school/classroom	
c	to discuss with children about issues of sexuality, gender equality, boundaries, self-assertiveness, respect, risky situations	
d	To discuss with parents and the community about safety issues of children	

	This project has met my expectations to	Rate
a	provide me with confidence on how to respond to child sexual abuse cases	
b	inform me about child sexual abuse	
c	provide me with all necessary activities and material to teach children about rights, risks and safety	
d	make children more aware of their rights and the potential risks	
e	help children understand the difference of bad touch & good touch	
f	improve the school/classroom atmosphere	
g	enhance a way to cooperate effectively towards children's protection	

Please state whether the below statements are true or false:

	Statement	T	F
1	If a child discloses that he/she has been sexually abused, I will promise him/her that I will not say a word		
2	The perpetrator of child sexual abuse is always a stranger to the child or the child's family		

3	It is totally unnecessary to teach children about sexuality and safety skills, because hardly any child falls a victim of sexual abuse		
4	Respect to other people's boundaries is something to be taught at home and not at school		
5	I have no right to intervene, if I realize that a child is abused by a parent		
6	An adult's touch on a child is always a negative touch		

Record of disclosures:

During or after the project's implementation, did any child or other disclosed a child sexual abuse case?

No Yes

Other type of abuse?

No Yes

Families

Please rate each of the following statements on the basis of an 11-degree scale where 0=not at all (minimum evaluation) and 10=totally (maximum evaluation).

	I know	Rate
a	how to identify signs of child sexual abuse to my children	
b	where to turn to (agencies, organisations) in case my child is in danger I need support	
c	how to discuss with my child about issues of sexuality and safety	
d	how to engage my family in child sexual abuse prevention strategy	
e	My obligations according to law to protect children and report crimes against them	

	This project has met my expectations to	Rate
a	provide me with confidence on how to respond to child sexual abuse cases	
b	inform me about child sexual abuse	
c	provide me with all necessary activities and material to teach children about rights, risks and safety	
d	make children more aware of their rights and the potential risks	
e	help children understand the difference of bad touch & good touch	
f	improve the school/classroom atmosphere	
g	enhance a way to cooperate effectively towards children's protection	

Children

a. Please state whether the below statements are true or false for you:

	Statement	T	F
1	It's ok to say "no" and move away, if someone touches you in a way you don't like		
2	You have to let grown-ups touch you whether you like or not		
3	You always have to keep secrets		
4	Strangers look like ordinary people		
5	You can always tell who's a stranger – they look mean		
6	If your baby-sitter tells you to take off all your clothes and it's not time to get undressed for bed or bath, you have to do it		
7	If someone touches you in a way that does not feel good, you should keep on telling until someone believes you		
8	If something happens to you, it's always your fault		
9	If a person offers you a candy or gift is always a good person		
10	Boys don't have to worry about someone touching their private parts		

b. Please tell us what you personally think about the following statements:

1. I now know where to seek for help, in case I don't feel safe

No Yes

If yes, which people do you have in mind? (you can choose more than one answer)

Specific trusted family members

All adults

My classmates

Specific friend

My teacher and other school staff

Members of a specific public service

Members of a specific organisation that supports children at risk

2. I have learned a lot of new things while participating in this project

No Yes

If yes, please tell us which:

1	Body ownership: the right to say no to unwanted touches	<input type="checkbox"/>
2	Good touch versus bad touch: depends on how one feels about the touch	<input type="checkbox"/>
3	Private parts: genitals and breast areas or the area covered by a bathing suit	<input type="checkbox"/>
4	No secrets: difference between surprise (positive information) and secrets – children are given permission to tell some secrets even if they have promised someone not to tell	<input type="checkbox"/>
5	Children should disclose abuse and if they will not be believed by the first adult, they should keep on telling other trusted adults until	<input type="checkbox"/>

	they are believed - development a list of whom they might choose to tell if they are abused	
6	Who is a stranger: "a stranger is a person you don't know, even if the person says he/she knows your mom and dad. Strangers often look and act very nice so you can't spot them by the way they look."	<input type="checkbox"/>
7	Familiar people: including relatives and family members who may touch children in inappropriate ways	<input type="checkbox"/>
8	Tricks: explicit examples of ways that adults may use to entice a child to accompany them, such as offers of candy, request for help to find lost puppies, and messages that they are to accompany the child to go and meet his/her parents.	<input type="checkbox"/>
9	"If you are sexually abused, it's not your fault": no self-blame - Adults are responsible for behaving in an inappropriate manner with a child	<input type="checkbox"/>
10	Both boys and girls importantly have to be aware	<input type="checkbox"/>

3. How do you feel now that you have learned these things?

Scared No change in feelings Strong

4. Do you want to share with us any further comments on the project you have just participated in?