



# Learning from experience

**Breaking the Silence Together: Academic  
success for all by preventing child sexual  
abuse**





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## Learning from Experience:

### Academic success for all by preventing child sexual abuse

#### I. Introduction

The present report intends to identify common key elements of scientifically sound prevention programmes addressing the issue of child sexual abuse in primary schools. To this end, good practices of community programmes that have already been applied in European countries have been collected and analysed. Drawing on the previous experience, particularly by taking into account aspects that have proved efficient and identifying others that haven't worked, a clear suggestion for designing a child sexual abuse prevention programme will be drafted. This report constitutes the first stage for the development of a prevention programme as part of the project "Breaking the silence together: Academic success for all by tackling child sexual abuse in primary schools of Europe" that is coordinated by the Vicki Bernadet Foundation in Spain and partnered by the Institute of Child Health in Greece, the Hazissa Association in Austria, the European School Heads Association in the Netherlands and the Empowering Children Foundation in Poland. The steps ahead are the utilization of participatory methods for the involvement of children, parents or guardians, teachers and school principals in the design of such a programme, consultation of expert advisory councils in each partner country, the first version of the programme and its pilot implementation in order to evaluate it and develop a final version.

#### Definition of child sexual abuse

Though each country has its own legal framework describing what actions are punished as child sexual abuse, common definition for the phenomenon of child sexual abuse can be drawn from the World Health Organisation. Specifically, according to the 1999 WHO Consultation on Child Abuse Prevention, "child sexual abuse is the involvement of a child in 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". The Council of Europe Convention on the protection of children against sexual exploitation and sexual abuse (Lanzarote) which all participant countries have ratified certainly creates a common ground on the legal framework concerning child sexual abuse. Yet, it is not in the scope of such prevention programmes to merely describe the law, rather than to enhance protection skills, gender equality and respect to one's body integrity, sexual freedom and personality.

## School-based prevention programmes on child sexual abuse

Taking into consideration that child sexual abuse is prevalent to young populations<sup>1</sup> but for various reasons the disclosure of such incidents may be hindered and at the same time, that the child victim may suffer mild to severe consequences in his/her well-being and health and this further impact his/her school attendance and performance, child sexual abuse prevention in primary school children is deemed necessary (National Children's Advocacy Center, 2013). Studies have demonstrated an almost causal relationship between exposure to child sexual abuse and educational outcomes (Chandy, Blum & Resnick 1996,1997). Findings of research has shown that these effects may persist after the maltreatment takes place, even in an 8- year period following the diagnosis (Fronthingham et al. 2000). Though most of these studies suffer from limitations and so, low academic achievement may eventually be associated with other socio-economic or family factors (Boden, Horwood & Fergusson, 2007), undoubtedly child sexual abuse has wide-ranging health and social consequences and include major harm to the physical and mental health and development of victims (WHO 2006).

Noteworthy that prevention programmes should sensitise the whole community, here including the school environment which encompasses the pupils, parents and teachers and also various stakeholders, other professionals coming into contact with children and policy makers. Notwithstanding that education should include all these topics that enhance children's respect for human rights and fundamental freedoms and promotes their safety and empowerment, as provided in the United Nations Convention on the Rights of the Child (art.29) and the State must take all appropriate measures to protect children from all forms of abuse (art. 19 & 34). Prevention is considered among the most suitable measures for child protection (WHO 2006)<sup>2</sup> and is also explicitly mentioned in article 19 of the Convention on the Rights of the Child<sup>3</sup>. Therefore, schools are appropriate systems for programme implementation because therein programmes can be delivered uniformly without stigmatizing those at greater risk (Wurtele & Kenny, 2010); programme content aligns with school health curricula (Walsh et al., 2013); and other prevention targets such as school personnel, parents, extended families, and communities can be engaged (Duane & Carr, 2002; Walsh et al. 2015:2)

Noteworthy that child abuse is easier to detect within the school environment given that the latter is accessible by a large number of children (attending school) and a significant number of expert staff

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<sup>1</sup> Studies suggest that a significant minority of children in Europe, between 10 % and 20 %, are sexually assaulted during their childhood (available at: [https://ec.europa.eu/home-affairs/what-we-do/policies/organized-crime-and-human-trafficking/child-sexual-abuse\\_en](https://ec.europa.eu/home-affairs/what-we-do/policies/organized-crime-and-human-trafficking/child-sexual-abuse_en))

<sup>2</sup> See also: "There is sufficient evidence, including in the scientific literature, to state with full confidence that child maltreatment can be prevented. Despite this, little attention in terms of research and policy has been given to prevention.

Many existing prevention efforts consist of the early identification of cases of child maltreatment and interventions to protect the children involved. This strategy is indeed a form of prevention and may well be beneficial to individual children and families. It will not, however, lead to a large-scale reduction in the incidence of child maltreatment that is possible using strategies that address the underlying causes and contributing factors." (WHO & ISPCAN (2006). Preventing child maltreatment: a guide to taking action and generating evidence, p. 32)

<sup>3</sup> See further explanation and analysis in the General Comment 13 (2011) on the right of the child to freedom from all forms of violence by the Committee on the Rights of the Child, pp. 18-19

representing a variety of disciplines (see also Fryda and Hulme 2015, p. 167). School-based education programmes for prevention of child sexual abuse are typically presented to groups of students (e.g., in classes) and are tailored to the various ages and cognitive levels (Walsh et al. 2015:2). They aim 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 inform about appropriate help seeking in case of abuse or attempted abuse and equip adults with strategies for responding quickly and effectively to disclosures (Ibid.) Classrooms provide great opportunities to promote discussion and reflection about a programme to-be-implemented, which may further enhance its effectiveness (Rispen et al. 1997, p.975). Notably, prevention should start already from primary school, because victimization of children is observed in all age ranges.

### Report “Learning from experience”

In this context it was considered imperative to draw on existing good practices applied in European countries and then fulfil the purpose of the project, which is to design and implement an appropriate and effective prevention programme on child sexual abuse for primary schools; initially in Spain, Poland and Austria, then further apply it in more EU countries, by providing all material online and for free. The aim of this report is to examine a number of prevention programmes applied in European countries with a focus on child sexual abuse in primary schools, which in addition fulfil certain criteria in order to be identified as good practices.

The remainder of this report is structured as follows: methodology; results; discussion; conclusion and recommendations. Following a brief presentation of current theories on child sexual abuse and prevention programmes in primary schools (introduction), the methodology of the data collection will be discussed and the way these data were further on analysed and categorised. Then, the results of the findings will be described accordingly and further discussed based on previous reviews. Lastly, some concluding remarks along with recommendation will be made in order to act as useful guidelines for the design and implementation of such programmes.

The ultimate purpose of the report is to provide the guidelines for the design of a sound and effective prevention programme on child sexual abuse, delivered in primary schools and involving children, parents and teachers.

## II. Methodology

For this review of good practices a bibliographical research has been conducted. All pertinent articles and publications have been gathered to form a sample from which to extract the data needed to answer the research questions. Following extraction, the data are analysed and interpreted (Fryda and Hulme 2015, p.168). The subjects in question were “child sexual abuse and prevention programmes in primary schools”, “child sexual abuse and community based prevention programmes”, “methodology for developing prevention programmes for child sexual abuse”, “child sexual abuse prevention programmes and improvement in academic results”. For this purpose a literature review protocol was developed. Every partner organisation was mandated to conduct an online survey and identify child sexual abuse prevention programmes in primary schools, which involved students, parents and teachers. The types of resources to be searched were:

- a) Published literature: papers related to child sexual abuse prevention programmes in primary schools and improvement in academic results with the use of the following keywords (separate and combined searches conducted): “Prevention programme” AND (a) “child sexual abuse” or “child abuse” or “sexual abuse” AND (b) “primary schools” or “school children” or “pupils” AND (c) “academic achievements” or “school performance” or “school drop-outs” AND (d) (country);
- b) Grey Literature: Reports of child sexual abuse prevention programmes in primary schools in websites of schools or European organisations or EU-funded programmes implementing child sexual abuse prevention programmes, educational material for teachers implementing child sexual abuse prevention programmes. Suggested sources were the PubMed Health, Scopus, Cochrane Library, NICE, WHO, UNICEF, EC/ CoE, DAPHNE/ FP7/ Other Research or Intervention Projects; Other electronic sources such as websites of relevant scientific organizations or networks (the list was not exhaustive).

In addition, inclusion and exclusion criteria have been set out. Specifically, inclusion criteria included a) relativity: the prevention programme implemented to be relevant with at least one (or more) of the abovementioned topics, b) accessible languages: English, (language of country). On the other hand, exclusion criteria were a) documents with restricted access/ requiring purchase, and b) other languages than the aforementioned. Concomitantly, further constraints-filters were set on the material traced in order to limit the amount of internet findings: 1) the article/programme focused either on CSA prevention in particular or child abuse prevention in general with reference to CSA and 2) the programme involved children, parents and teachers. Lastly, after categorizing documents found in research a ranking of the material found was applied according to:

- scientific robustness (methodological soundness, evidence-based methodology)
- magnitude (size of target group)
- ethical considerations (employed mechanism for managing sexual abuse disclosures from children)
- impact
- sustainability (follow-up activities to measure impact again)
- evaluation (monitoring tools employed)

Limiters were a) English and the native language of each partner organisation, b) target group would certainly be children visiting any type of school setting and particularly primary school children, c) other groups addressed by the prevention programme should be parents and teachers, d) maximum 5 prevention programmes identified as good practices by its partner organisation. Publication types were limited to search terms for research, evaluation study, guidelines or other training material as concrete outcomes of a project. An Extraction Form for the data collected was completed by all partner organisations for each prevention programme or article/report on a project they have identified. Certain fields and details were requested to be filled in in order to include a programme in the present report.

This report is limited in describing projects that have actually made a publication, maintain a website or have somehow made public their activities. It was proven that a very small number of organisations publish a scientific article on their project and particularly its evaluation. Further personal contact was deemed necessary to extract more information about projects that was known to have taken place but nothing could be found in the internet. For this reason, contact with relevant organisation was made via telephone and email in order to acquire the information. The original idea was to collect programmes that were implemented in the participant countries, but eventually this was not always possible. It was observed that in some countries a very limited number of projects have been implemented. Therefore, it was necessary to include practices from other European countries as well. Though the United States of America have been implementing such programmes for decades now, literature from there has been used only complementary to comment and support the results and conclusions drawn. Further, academic results were not directly addressed and measured in any of the examined programmes and thus data regarding this aspect is absent from the current report.

Overall 13 articles and/or studies that correspond to 16 prevention programmes met the inclusion criteria and thus were found to be relevant to the purpose of the literature review. Given that some documents were in the native language of each participant organisation, the partner responsible for drafting the report has heavily relied on the information provided in the Extraction Form, which was completed in English as this was the accessible language. For this reason, in cases of limited information about a programme the documents have been excluded. The remaining articles were then categorised by type of article: literature review (systematic or meta- analysis), programme description without evaluation data, or programme description with evaluation data. Next, the data were extracted from the programmes' descriptions. Data from literature reviews were used complementary for controlling the results of the present review. Two categories of data were extracted: data to describe the sample of articles/programmes and data to answer the literature review questions. Data to describe the sample included the following variables: a) the programme's name, b) number of sessions, c) whether the programme was integrated into the curriculum or was a separate event, d) targeted groups, e) participant characteristics, f) setting of implementation and g) sample size. The data extracted for the literature review questions were operationalized for each question by the following variables: 1) *review question 1*: purpose of the project, teaching- learning content presented and delivery method; 2) *review question 2*: evaluation design and 3) *review question 3*: outcomes results. (Fryda and Hulme 2015: 168-169). Review questions helped us to analyse the results and categorize them accordingly.

### III. Results

In this chapter the main findings with regard to the examined child sexual abused prevention programmes are presented. Details about the name of the programmes, the organisation that designed each one, the target groups, the structure of the programmes, the content that was delivered, the means and their evaluation can be found in the tables 1,2, and 3 that follow. At the same time, an overview of the objectives, some common characteristics and the impact of the programmes are grouped together below in order for the reader to gain some insight into more qualitative aspects of the interventions in primary schools.

The 16 examined school-based programmes for the prevention of sexual abuse targeted primarily students, but involved also the training of teachers and awareness raising of parents. Most commonly the organisation designing the prevention programme conducted an initial training with teachers over child sexual abuse related issues and with a concrete guide for the implementation of the prevention programme in classroom by them. Teachers engaged parents in an awareness raising evening, which also contained information about the prevention programme that would be implemented in classrooms. Following this, teachers conducted the prevention sessions according to the structure, method and content set. In some cases, however, the organisation's staff would be the facilitator of every activity concerning teachers, children and parents. In all cases the facilitator would act according to the guidelines of the prevention programme design. In one programme the whole community was engaged to the prevention activities by providing awareness raising meetings with local public institutions and agencies, as well as with professionals of various specialties, and by creating a local focal point, which consisted of professionals from health, education, welfare and police sector together with a member of the project. In one occasion the teacher's presence was not desired at all and in two projects it was recommended that the teacher should be present during the programme's implementation with children.

The main objectives of these programmes are to empower children, to inform them about their rights and particularly to say no to situations that make them feel uncomfortable; to recognise risky situations and to avoid them; to inform a trusted adult and seek for help. Apart from the aforementioned, three programmes further addressed gender stereotypes; three aimed at enhancing respect towards children themselves and others; at least three addressed body awareness; and three clearly included sexual education. In most cases the content and the methods employed to deliver the programme were adapted to the age group of students that were targeted. Otherwise, this was considered as a limitation to the programme's efficiency by those who had not. With regard to parents, the main objective is to raise their awareness about child sexual abuse, statistics and consequences; how to establish a trusted relationship with their child and be available to talk, listen to and understand his/her needs and fears. Furthermore, intervention towards teachers either concerns a training about the indicators of child sexual abuse, the relevant legal framework and services to support the child or apart from that to train them in a prevention project that they should implement in classroom, following specific methodology and content.

## Projects' characteristics (Table 1)

In the table below the basic characteristics of the programmes examined are presented; the programme's name translated in English, the organisation that designed and implemented the programme, the groups that were targeted according to the information provided in evaluation reports or websites or descriptive reports and articles about each programme, the country and sometimes the regions, where these programmes were implemented, the size of the target groups whenever this was mentioned. The prevention's programmes names were translated in English, so as everyone to be in a position to understand what it means and earn the feeling that the title intends to create. Two organisations developed two different programmes for different age groups, but kept the same idea behind their design; these are mentioned in one single box that corresponds to the organisation.

Programme's name	Organisation implementing the programme	Target groups	Country-region	Sample size of programme or study
Tweenees (part of Violence is Preventable Programme)	18U organisation (Mathew & Laurie)	<i>Children:</i> 7-12 years old	UK- Scotland	1 primary (6 <sup>th</sup> Grade) & 1 secondary school (7/8 <sup>th</sup> Grade)
Prevention of child sexual abuse	University of Salamanca	<i>Children:</i> 8-12 years old (3 <sup>rd</sup> to 6 <sup>th</sup> Grade) <i>Parents</i> <i>Teachers</i>	Spain - Salamanca	193 children in the project 382 children (206 boys and girls) in the evaluation
The Stay Safe Programme	Professional Development for Teachers	<i>Children:</i> 7 & 10 years old <i>Parents</i> <i>Teachers:</i> of 2 <sup>nd</sup> & 5 <sup>th</sup> class & the 5 principals of the school involved	Ireland - Dublin	358 children in the project 414 control group (772 children in total); 374 parents; 28 teachers – 5 schools (3 schools participating and 2 for control)
We Protect Children	Empowering Children Foundation	<i>Children:</i> 4-5; 6-9; 10-12 years old <i>Parents</i>	Poland	3000 schools Pilot phase: 120 children (5 kindergartens & 5 primary schools); 40 parents; 8 teachers

		<i>Teachers</i>	
The Hedgehogs/ Porscopini	Lucy Faithfull Foundation/ Specchio Magico	<i>Children:</i> 9-11 years old  <i>Parents</i>  <i>Teachers</i>	UK - IT  UK: 165 children - 3 schools IT: 1500 children – ca. 350 schools (in 8 years of implementation)
Know Speak Change	Institute of Child Health	<i>Children:</i> 6 <sup>th</sup> Grade, 2 <sup>nd</sup> year of Gymnasium (8 <sup>th</sup> Grade), 1 <sup>st</sup> year of Lyceum (10 <sup>th</sup> )  <i>Parents</i>  <i>Teachers</i>	Greece - Rethymnon  21 primary schools; 15 Gymnasiums; 11 Lyceums – ca. 2500 pupils in total
Shsh.. it is a secret	The Smile of the Child	<i>Children:</i> 5 <sup>th</sup> & 6 <sup>th</sup> Grade  <i>Parents</i>  <i>Teachers</i>	Greece and Greek schools abroad  115 schools – 6097 children; 2616 parents; 874 teachers
One in Five campaign	Ministry of Education and Culture	<i>Children</i> <i>Parents</i> <i>Teachers</i>	Cyprus  All schools
My body belongs to me	Limita	<i>Children:</i> 2 <sup>nd</sup> -4 <sup>th</sup> Grade (7-10 years old)  <i>Parents Teachers</i>  <i>School social workers</i>	Switzerland - Zurich  97 schools
Quite intimate exhibition	Selbstlaut	<i>Children:</i>  3 <sup>rd</sup> & 4 <sup>th</sup> Grade	Austria - Vienna  Unknown – very high number

School based prevention programme	Selbstlaut	<i>Parents Teachers</i>	Austria - Vienna	For 2016: 13 school based prevention programmes; 12 intercultural parents' meetings; 6 guided tours and 53 workshops in their exhibition
From I to You	Selbstbewusst	<i>Children:</i> 3 <sup>rd</sup> & 4 <sup>th</sup> Grade  <i>Parents</i>  <i>Teachers</i>	Austria	Ca 120 schools per year
Because I am a girl & For boys only	Hazissa	<i>Children:</i> 8-10 years old  <i>Parents Teachers</i>	Austria - Styria	40 schools
My invisible garden's fence	PIA	- <i>Children</i> (age not specified)  <i>Parents Teachers</i>	Austria	Ca. 70 schools
Friendship, love and more		- <i>Children:</i> 3 <sup>rd</sup> & 4 <sup>th</sup> Grade		
Hey! Don't get distracted!  Community programme to prevent the child sexual abuse and other maltreatments	ITER  (José Manuel Alonso Varea, Pere Font & Asun Val Liso)	- <i>Children</i> (4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> Grade)  -politicians  610 students (from grade 4 and 6) took part and also 200 families, 50 teachers, 60 professionals from other areas	Spain – Catalonia/ Cerdanyola del Valles & Vic	7 primary schools – 610 students  200 families  50 teachers  60 professionals from other field

## Projects' structure/design (Table 2)

In the table below the methodology followed in each child sexual abuse prevention programme is briefly presented. This includes the series of actions that took place and consequently constitute the structure of the prevention programme.

Programme's name	Structure
Tweenees	One-hour training by the programme's author to the presenters of the lessons Four 50-minute long lessons
Prevention of child sexual abuse	Training addressed to parents and teachers before the prevention programme implementation Two one-hour sessions within the school schedule
The Stay Safe Programme	Lessons for primary school children from Junior Infants through to 6 <sup>th</sup> class Professional development for teachers Training for boards of school management Informative sessions for parents
We Protect Children	One non-obligatory 6-hour session teacher training by a trainer/psychologist and child protection expert, with a set of lesson plans for teachers to use with children and parents Trainer's guide containing videos, brochure for parents, set of lessons scenarios worksheets available for trainers from Empowering Children Foundation 6-8 sessions of 20 minutes each –the first four can be merged in two of 40 minutes– for 4- and 5-year-old children 4 sessions of 45 minutes each - for 6- to 9-year-old children 6 sessions -5 sessions of 45 minutes, one session of 90 minutes- for 10- to 12-year-old children After each session the teacher can talk to children individually. 2-hour session training for parents, with a brochure and reference to the website
The Hedgehogs	Meeting between teachers and the facilitator, prior to commencement of the programme One opening/training session for teachers One opening session for parents 5 sessions of 2,5-3 hours each for children; 1 a week One evaluation session for teachers

	One feedback/evaluation session for parents
Know Speak Change	<p>2 hours/afternoon after school, for teachers: awareness raising on matters of violence against children</p> <p>2 hours in an afternoon a working day, for parents in each school: awareness raising on matters of violence against children</p> <p>3 workshops of 45 minutes each within school schedule, for students from the 6<sup>th</sup> Grade (primary school), the 2<sup>nd</sup> year of Gymnasium and the 1<sup>st</sup> year of Lyceum, on various matters regarding their protection</p>
Shsh.. it is a secret	<p>Three-part programme for a one-school-year project:</p> <p>a) Parents' information evening</p> <p>b) 2-hour teachers training</p> <p>c) Story narration by the Smile of the Child Organisation's psychologist within a classroom based on bibliotherapy</p> <p>Children together with their teacher must choose one of the below mentioned activities:</p> <ul style="list-style-type: none"> <li>• Narration of the sequence of the story</li> <li>• Narration of the story before the abuse</li> <li>• A letter to one of the story's characters</li> </ul>
One in Five campaign	<p>Prevention projects targeting separately parents, teachers, pupils</p> <p>Staff meeting-brief training for teachers on child sexual abuse, data, policies and obligation according to law based on a brochure</p> <p>Informative brochure and information from teachers for parents</p> <p>Yearly health education sessions/series for children to be taught about their rights, empowerment, where to seek help and self-protection skills.</p>
My body belongs to me	<p>School staff training before the exhibition visit</p> <p>90-minute exhibition visit of 6 stations for each class, accompanied by three Limita members, with the guidance of school staff e.g. social workers (not teachers or parents). A member of the school staff should be the so-called project leader (social worker, headmaster, teacher) to coordinate the project in the setting and be the contact partner for Limita</p> <p>Downloadable leaflet for teachers</p> <p>1,5- to 2-hour training for teachers</p>

	<p>A parents meeting (before the exhibition or on the first day of the exhibition) with a parents' visit of the exhibition without their children. 2-hour parents' evening after the exhibition</p>
<p>Quite Intimate Exhibition</p>	<p>An exhibition A 2-hour workshop titled "Quite Intimate" in the exhibition. one contact person is appointed and at least one preliminary talk on the phone before a children group visits the exhibition Parents' discussions or multilingual parents/guardians sessions are offered on demand</p>
<p>School Based Prevention Programme</p>	<p>3 preparatory/training meetings of teachers by the staff members of Selbstlaut in the office of the association Materials for teachers to work on sexual education with their pupils before the Selbstlaut workshops. Selbstlaut workshops during 2 school mornings More counselling and support for teachers after the workshops, if necessary A parents evening before the workshops implementation A debriefing parents evening after the workshops implementation</p>
<p>From I to You</p>	<p>5-part prevention workshop for primary school children (3rd to 4<sup>th</sup> Grade, 8 to 10 years old) with two workshop leaders: i) 2-hour informative discussion with the class teacher about the 5 different parts and general work of prevention work; ii) 2-hour (help and) information session to pedagogues on what to do in case of a child abuse revelation or if they suspect child abuse; iii) Parents evening (duration: 2,5-3 hours) with information about the workshops, abuse and prevention of abuse; iv) 6-hour children workshops with exercises, role playing, group discussions, stories etc.; v) One-hour final meeting with teachers</p>
<p>Because I am a girl &amp; For boys only</p>	<p>6-hour teachers training about sexualizing violence (at least once every 5 years, if schools book workshops more than once) A first parents' evening with information about the project before the workshops start Three 2-hour workshops per class (usually one per week). Facilitators separate the boys and the girls; a female professional works with the girls &amp; a male colleague with the boys. Reflexion and discussion with the class teacher after every workshop Children fill in a short feedback sheet after the last workshop A second parents' evening by the end of the last workshop to reflect, answer questions and to give advice.</p>

<p>My invisible garden's fence</p>	<p>Preparation and debriefing session with the pedagogues before and after the workshops Parents evening 4-hour (2X2) workshop with the children 1-hour teachers/pedagogues briefing 1-hour pedagogues &amp; parents (and everyone interested) informative evening Suggestive literature for children and adults to read</p>
<p>Friendship, love and more</p>	<p>Parents evening Preparation with pedagogues Two 2-hour workshops Debriefing with pedagogues</p>
<p>Hey! Don't get distracted! <i>Community programme to prevent child sexual abuse and other maltreatments</i></p>	<p>Involvement of regional institutions (town, county) Local Team in each territory to promote a participatory process and to continue the intervention about abuse after the completion of the program Training and advice to professionals from different areas of intervention Teachers training to be trainers for teaching the preventing program at school with children. Similar activities for families as well. Various materials for the program (guides, tools etc.)</p>

## Methods

With regard to the means that facilitators used to deliver the prevention programme to children, it could be noted that interactive and playful ways were employed, i.e. games, videos, movement, songs, role playing, exercises, etc. Only one programme used solely story narration as the basis of its methodology. With regard to adult's training or awareness raising discussion, power point presentations or oral presentations and less often case studies were used. Two prevention programmes constitute in fact exhibitions, where a group of children can visit them and be guided through the different stand-points that provide information in a playful way.

## Evaluation

All programmes had employed a kind of evaluation. Not in all articles and studies reviewed a description of the evaluation methodology had been included. In most cases the project's outcomes would be measured directly from target groups. In two prevention programme's children's opinion was not asked directly, but instead was retrieved through their person of reference. In all other occasions children either completed questionnaires, which varied from short-itemed to long-itemed, or participated in discussion groups. Evaluation included measurement of programme's impact and the target's group satisfaction with the programme - in all apart from (at least) one occasion. To examine the programme's impact the target's group knowledge in risky situations and safety skills were primarily assessed. In one programme potential side effects after its implementation were also measured, to check whether such contents influence negatively children's psychology. In one programme a self- esteem measurement was used.

## Projects' outcomes

Outcomes mentioned on the studies and articles reviewed have primarily focused on the impact of the programme on children, rather than the other target groups. Summarizing the findings of the evaluation of the prevention programmes examined, the following can be noted:

Parents' involvement is a key to the efficacy of a prevention strategy. Informing parents is very important, in order for them to be able to handle a potential conversation with their children arising from the programme's implementation. It was noted that parents may not connect that sexual education is an effective means of child protection.

Engaging the teaching staff appeared to have a significant impact on the effectiveness of the programme; especially for primary school students this was a motive to stay engaged and pay attention. Teachers were pleased to be trained over these topics, especially when dealing with a suspicion or disclosure, because they feel that they know how to act. For more widespread and sustainable results more stakeholders and professionals need to be engaged. Presumably engaging schools principals plays a very important role in order for prevention activities to take place in the first place and sustain later on.

Primary school children have greater knowledge gains than high school children. "How to keep safe" was the most frequently reported helpful aspect by the students. In pre- intervention measurements it was identified that there was serious lack of knowledge about safe and unsafe situations and most

children didn't know how to react and where to seek for help. Consequently, after the programme delivery a number of various forms of abuse disclosures was triggered, with the sexual one keeping a low rate. Preadolescents are anticipated to disclose at a trusted adult, whereas adolescents to a trusted peer. Overall, children presented gains in self-esteem. Moreover, no side effects seem to arouse after the delivery child sexual abuse prevention programme, e.g. extensive fear. Every method that involves children and invites them to actively co-design works very well (e.g. role plays, songs, games, etc.).

Pre-test measurements showed that a respective percentage thought that abuses take place by unknown persons. Post-test assessment indicated that there have been knowledge gains among all target groups and communication gains between either teachers or parents and children. In one case a difference between acquired knowledge of girls and boys was noted, with girls scoring higher. All target groups showed afterwards a continuous interest in participating in prevention strategies.

As mentioned above two programmes were delivered in the form of an exhibition. The designers and facilitators observed that exhibitions are giving more space to children to inform themselves without feeling pressured to attend in a strict manner.

### Projects' description (Table 3)

In the table below the content of the prevention programmes are presented, together with the methods that were employed to deliver this content to the target groups. Finally, the evaluation methodology that was used in each case is briefly presented. Noteworthy that this information is derived from the reports, articles, and websites that were identified and examined and this may entail not a full coverage of all aspects actually used by the organisations.

Programme's name	Content	Delivery methods	Evaluation design
Tweenees	<ul style="list-style-type: none"> <li>-self-protective knowledge (identification of safe and risky people and situations)</li> <li>-discussion topics: bullying, physical and sexual assault/abuse, domestic violence, gender issues, power in society</li> <li>-sharing their thoughts about abuse</li> <li>-disclosing their stories of harm to a trusted adult</li> </ul>	<ul style="list-style-type: none"> <li>-DVD with 11 scenes of at-risk situations; story book; jigsaws, workbook; games</li> <li>-Provocative statements, like "it's ok to hit a woman" followed by movement from one side of the classroom to the other (to signify agreement, disagreement, or uncertainty) and discussion</li> <li>-Board game "Truth Dare Scare": rolling a dice &amp; answering personal safety questions, which involves either telling the truth, sharing what situations scare them or whether they were willing to take a dare</li> </ul>	<ul style="list-style-type: none"> <li>-a knowledge/skills questionnaire</li> <li>-student and presenter program satisfaction questionnaires and interviews,</li> <li>-recordings of disclosures during lessons and to a Helpline</li> <li>-videoing of lessons for program fidelity</li> <li>-measure of cost</li> </ul>
Prevention of child sexual abuse	<ul style="list-style-type: none"> <li>-knowledge on abuse</li> <li>-good and bad contact</li> <li>-Skills to deal with a threatening contact</li> <li>-assertiveness/ saying no</li> <li>-communication between parent-child over sexuality and abuse issues</li> </ul>	Not described	<ul style="list-style-type: none"> <li>-Questionnaire on sexual abuse knowledge for students formed by 35 items, using a response format: Yes, No, I do not know: 33 questions checking minors' knowledge and skills and 2 exploring parent-child communication about sexuality and sexual abuse [1 intervention group-1</li> </ul>

			<p>general sexual education group- 1 control group receiving nothing at all].</p> <ul style="list-style-type: none"> <li>-Students program rating scale to evaluate the prevention program in which they have participated.</li> <li>-The Children’s Knowledge of Abuse Questionnaire-Revised, CKAQ-R III (Tutty, 1992).</li> <li>-Observation code: to evaluate the students’ level of involvement and positive and negative emotional responses</li> <li>-Side effects scale for parents and educators. The scale contains 12 items in parent version and 9 items for educators, which explore the negative effects of the prevention program, through observations of possible changes in the behaviour of their children or students</li> </ul>
<p>The Stay Safe Programme</p>	<ul style="list-style-type: none"> <li>-Abuse spectrum</li> <li>-Safe/unsafe situations</li> <li>-Saying no/assertiveness</li> <li>-Telling adults/secrets</li> <li>-Types of touch</li> </ul>	<ul style="list-style-type: none"> <li>-Film: Pajo Says Take Care of Yourself</li> <li>-Music: “Stay Safe” song</li> <li>-Role play</li> <li>-Structured lesson plan</li> <li>-written materials</li> <li>-the Stay Safe Parent’s Guide</li> </ul>	<ul style="list-style-type: none"> <li>-Children’s safety knowledge and skills questionnaire</li> <li>-self-esteem measures: Battle Culture-Free Self- esteem Inventory</li> <li>-Peabody Picture Vocabulary Test</li> <li>-at follow-up: Children’s Programme Evaluation Questionnaire</li> </ul> <p>For parents:</p> <ul style="list-style-type: none"> <li>-Parents’ Knowledge &amp; attitudes questionnaire</li> <li>-Parents’ Programme Evaluation Questionnaire</li> </ul> <p>For teachers:</p> <ul style="list-style-type: none"> <li>-Knowledge &amp; attitudes questionnaire</li> <li>-Rutter Teachers’ Scale</li> </ul>

			-Teachers' Programme Evaluation Questionnaire
We Protect Children	<p>For the teachers' training: definitions of sexual abuse, myths and realities concerning epidemiology and characteristics of victims and offenders; identification of sexually abused children; how to help where children disclose abuse; legal issues and social service referrals; the rationale for prevention training: description of three levels of prevention, presentation of prevention educational tools (lesson plans, movies), how to react in difficult situations during the lesson; how to conduct educational meeting for parents.</p> <p>-For children: recognizing emotions, safety rules, bullying; wanted and unwanted touches; body boundaries, saying no, dealing with difficult situations and telling adults about negative interactions with victimizers and bullies</p> <p>- the same issues as the teacher training component and was delivered by the same teacher as parent training</p>	<p>-lesson plans/ scenarios, worksheets, class discussion, problem-solving strategies, role playing, homework tasks</p> <p>-power point presentations</p> <p>-brochure for parents on how to talk to children about sexual abuse prevention</p> <p>-videos awareness raising for parents</p> <p>-presentation of website</p> <p>-video "Talking with a dog"</p> <p>-activity "Traffic lights"</p>	<p>-For the pilot implementation: discussion focus groups with children, parents and teachers (only in 2 schools and two kindergartens)</p> <p>-All trained teachers or pedagogues (8) were asked for feedback not only in a discussion group</p> <p>-teachers complete a questionnaire</p> <p>-ongoing evaluation procedure</p> <p>-All the persons downloading the materials from the website are asked for their feedback via online survey</p>
The Hedgehogs	<p>"we are beautiful and different"; "are bodies are beautiful because..."; "the friendly touch"/ saying no/ respecting the 'no' of others/ positive &amp; negative</p>	<p>-The Confidence Box: to encourage children to open up and ask questions, with the option of remaining anonymous</p>	<p>-questionnaires completed by children, teaching staff, facilitator, parents</p> <p>-feedback from meetings with teaching staff and parents</p>

	<p>touch; “learning to avoid danger”; “saying no, trusting someone and getting help”</p>	<ul style="list-style-type: none"> <li>-activity ‘Stories Heard Here and There’ children work in groups on various scenarios</li> <li>-Each child is given a toy Hedgehog, and they write on it the name of a trusted adult they will confide in if a situation does not feel right</li> <li>- activity ‘Traffic Lights’ (difference between positive and negative touch)</li> <li>- Flipchart activity: find out what children already know about puberty, sources of their knowledge, and to clarify their understanding. Use of the Family Planning Association booklet ‘4You: growing up’ developed for Key Stage 2</li> <li>-game of Queens and Kings: each child sit in turns on a ‘throne’ and receive nice comments written by other children in their group</li> </ul>	<p>For teachers:</p> <ul style="list-style-type: none"> <li>-Incident Log Sheet: to record things happening during the delivery of the programme believed to be related to it</li> </ul> <p>For children:</p> <ul style="list-style-type: none"> <li>-work books; post-it notes; questions placed in the Confidence Box</li> </ul>
<p>Know Speak Change</p>	<p>Teachers:</p> <ul style="list-style-type: none"> <li>-incidents of violence in the school context</li> <li>-inquiring about the needs that each schools has according to the views of the teachers</li> <li>-Types of child maltreatment, indicators of maltreatment, ability/willingness of children to disclose their maltreatment,</li> </ul>	<ul style="list-style-type: none"> <li>-power point presentations</li> <li>-discussions</li> <li>-case studies</li> </ul> <p>For children particularly:</p> <ul style="list-style-type: none"> <li>-experiential exercises (e.g. role playing)</li> <li>-discussion</li> </ul>	<ul style="list-style-type: none"> <li>-Feedback in discussion groups</li> <li>-Completion of evaluation form by the facilitator</li> </ul>

guidelines for action in case of suspicion or disclosure, the role of the teacher

Parents:

- short description of prevention programmes around the globe targeting parents and children, usefulness & necessity
- types of child maltreatment, percentages of maltreatment internationally according to age and gender, characteristics of perpetrators and victims
- good communication techniques between parent & child
- child abuse through the internet, protection rules
- indicators of abuse, special focus on sexual abuse and what to do when there is suspicion

Children:

- improvement of self-esteem, assertive behaviour, communication skills
- gender issues, potential barriers in communication, limits in communication
- child maltreatment, protection of the body
- myths and truths about child maltreatment, disclosure of one's maltreatment at important others, asking for help

<p>Shsh.. it is a secret</p>	<p>Parents: -case study: abuse from a familiar person: perpetrator's approach strategy towards the child &amp; the parents -the issue of child sexual abuse -characteristics of the perpetrator -what needs to be done after disclosure -learning how to establish good communication with their children on matters related to sexuality and protection &amp; provide abuse prevention advise Teachers: -case study: what the teacher can observe and his/her obligation to report it Children: Narration of a child abuse story: understand what sexual abuse is, recognize it, who can be doing it, how the child victim feels, what to do against it</p>	<p>-case study -narration of story -discussion -writing a letter to one of the story's characters</p>	<p>Not described: external evaluation by The University of Crete, Department of School Psychology</p>
<p>One in Five campaign, separately targeted: a) teachers, b) b) parents, c) c) students</p>	<p>Teachers &amp; parents: Information about sexual abuse, the legal provisions, where to report Children, in the context of health education: -Information about sexual abuse &amp; sexual exploitation, what the law provides on the age of consent, where to report incidents of abuse, seek for help</p>	<p>-brochure for teachers and parents -brochure for children (no other described)</p>	<p>Not described</p>

	-children's rights, empowerment, the right to say no		
My body belongs to me	-Information about sexual abuse -self-protection skills  Parents: information about their duties regarding prevention of child sexual abuse and guidelines	-Exhibition with 6 stations of play (video, reading, posters)  -parallel explanation  -leaflet for indicators-suspicion & report of abuse	Feedback by the school social worker
Quite intimate exhibition	Teachers: Dynamics of sexualized violence, what to do when they suspect something, how to lead the conversation if a child is affected and discloses something, how to intervene, how to implement prevention in the daily school life, etc.	exhibition in the organizations' base	-Feedback board where participants draw and write the feedback for the exhibition  -Feedback by the participants in discussion groups after each session
School based prevention	Children: Children's rights, boundaries in personal contact, how and where to ask for help if their rights are violated, sexual education	prevention program at school	
From I to You	-sexual education (for children) -what to do when a child discloses (for teachers) -information about sexual abuse and prevention of abuse -creating a group feeling of comfort -feeling safe	-role playing, group discussions, story narration where therein describe feelings and the rights of the child, safety and self-confidence	-all participants receive feedback sheets  -evaluation collecting questionnaires of 3 <sup>rd</sup> class children pre-/post-test/follow-up
Because I am a girl & For boys only	-naming the feeling and differentiating them	Group works, work sheets, stories, discussion and question round, movement, artistic and creative	-feedback sheets completed by teachers and children at the end of the training and workshops accordingly

	<ul style="list-style-type: none"> <li>-knowing my body, naming my body-parts, comfortable and uncomfortable contact</li> <li>-the right to self-determination and saying no, respecting the boundaries of others</li> <li>-identifying sexual violations and violence</li> <li>-where to seek for help</li> </ul>	expressions of needs and feelings, role plays	
My invisible garden's fence	-identification of feelings, self-determination to one's body, comfortable and uncomfortable contacts, good and oppressive secrets, saying no-boundaries, guilt, asking for help	-group work, body contacts, movement, music, role-playing, discussion, emotion cards, invisible garden picture for boundaries	feedback sheet for parents and teachers
Friendship, love and more	-identification of feelings, friendship – love, concepts-language, basic knowledge on sexuality, puberty, answering concrete questions	-group work, work sheets, anonymous question box, movement, discussion	
Hey! Don't get distracted!	<ul style="list-style-type: none"> <li>-Guidelines for professionals on child abuse and other sexual abuse (basic information about physical, emotional, social, legal, etc. aspects of child abuse &amp; guidelines for prevention, intervention and/ or referral.</li> <li>-for teachers: training on child sexual abuse &amp; how to implement a prevention program for primary school children (objectives of the program, activities with children description, resource guide</li> </ul>	<ul style="list-style-type: none"> <li>-guide for teachers; guide for other professionals; information guide for parents</li> <li>(no further methods are mentioned in the document)</li> </ul>	<ul style="list-style-type: none"> <li>-questionnaire evaluation for teachers and other professionals (pre and post)</li> <li>-Questionnaire to collect opinions and evaluate satisfaction with courses</li> <li>-Interview to gather the views of institutional managers</li> <li>-questionnaire for parents</li> <li>-Questionnaire for children (pre and post)</li> <li>-control group for children</li> </ul>

for more information & for victims support)

-body description/belongs to me, privacy, feelings, sexual abuse, personal safety, secrets, asking for help

-for parents: children's rights & needs, types, statistics & information on child abuse, measures of prevention; role of parent; how to talk to children; where to seek for help

Interviews & questionnaires were anonymous

#### IV. Discussion

In this chapter the results derived from the analysis of scientific articles, websites and reports are further discussed and related to findings of previous comparative and integrative reviews of school-based programmes in order to cross-check the results and thus better comprehend the efficacy of prevention programmes. Overall, child sexual abuse prevention programmes' designers and facilitators have observed that there are a lot of children in a situation of extreme vulnerability because of ignorance about the reality of sexual abuse; the characteristics of the aggressors (e.g. they think that it is an unknown person); the acceptance of all demands from adults (e.g. they think that they have no right to say no); and the lack of coping and sexual abuse disclosure skills (e.g. they don't know who they can tell). The school setting is an appropriate place to implement this form of education-based intervention, given the wide accessibility of target groups therein as well as the role of the school in promoting children's rights and welfare.

Facilitators of the programmes examined in the current report were predominantly staff of the organisations designing the programmes themselves and usually were accompanied by trained teachers. In past reviews facilitators commonly varied among teachers, trained volunteers, mental health professionals, a theatre group, high school students, social service staff members, and female community workers (Topping & Barron 2009). Currently, most programmes were led by teachers or by teachers with trained facilitators present. In particular, instructors were primarily teachers or counsellors, but also community members, actors or staff from a social service agency. Nonetheless, initial training for staff who will deliver the programme's contents or will support the implementation (e.g. by being present) is necessary (see also Fryda & Hulme 2015). Teachers often were trained with the aspect to further deliver the programmes themselves or be merely engaged to the activities implemented. It is important and beneficial to train teachers and families first, before the implementation of the programme with the students. By this, teachers and parents can support children in questions or worries that they may have regarding the programme and children's learning is enhanced. Furthermore, it was reported that programme's implementation and everybody's involvement opened up communication between them. Apart from the benefits, evaluation has shown that teachers and parents were highly satisfied with their commitment to such intervention and were positive about continuing participating in prevention strategies.

It was particularly noted that teachers should be briefed about the programme and actively participate in the delivery. Non-engagement of teachers affects children attention, concentration and progress in the learning of children. It would therefore be strongly recommended that time is set aside before each lesson so all teaching staff involved are aware of their roles and their contribution to the impact of the programme. Along with that, the importance that the right person is selected to deliver the programme was also evident in enhancing programme effectiveness. Equally the same facilitator has to deliver all lessons, which ensured continuity and enabled trust to be built with the children. Noteworthy that, because most sexual abuse occurs within the family, mention of school-based programmes with a parental involvement component is appropriate (Topping & Barron 2009).

Besides, child sexual abuse prevention programmes, given that they involve such sensitive issues demand accordingly the creation of more "sensitive" environments for children's experiences as well as the need for increased awareness of the consequences of disclosure for children. Children should be offered the opportunity to be heard in case they want to discuss their condition or they even want

to disclosure abuse. The outcomes from prevention programmes have shown that just talking about sexual abuse contributes to the spontaneous disclosure. In occasions where a control group (students that received no prevention programme) was employed it was obvious that the prevention programme implementation increase the disclosures. Increased disclosure rates could mean that children have successfully learned to tell an adult about an abuse, but if the abuse took place after the programme implementation that could also mean that children had not used the skills to protect themselves (Topping & Barron 2009). In any case, it is very important to teach skills to report sexual abuse. The facilitators have to inform children about agencies that are competent in offering this kind of assistance, psychological support and guidance. Pre- adolescents were found more likely to disclose to a trusted adult than the adolescents.

The majority of authors utilised multiple delivery methods into the totality of the programme. Delivery methods most frequently described were role play and games triggering group discussion. Then the use of film and live theatre followed. Also employed were behavioural modelling, feedback, lessons, narrative scripts, pictures, question and response, rehearsal, visual aids, songs, written materials and individual time with presenters (Fryda & Hulme 2015). Overall, there was a wide use of vignettes in written narratives, videotape, audiotape, puppets, and/or plays of various situations, as it is usually the case in child abuse prevention programmes (Topping & Barron 2009). Further, a question box was in place in certain occasions for children being able to address their question also anonymously.

The content categories most frequently used were 'telling adults and not keeping secrets', types of touch, saying no and assertiveness. According to Fryda and Hulme (2015) the least used content categories were safe and unsafe situations and grooming behaviours. Yet, in the current report these concepts were often part of the sessions. Taking into account one occasion, after the programme's implementation ways of keeping safe was the most frequently reported helpful aspect by the students. This proves to be a very valuable aspect to include. Generally, effective programmes were characterised by the combination of participants seeing how to respond in abusive situations (modelling), talking about and reflecting on what had been seen (group discussion), and skills-rehearsal (role-play) (Topping & Barron 2009). It is deemed very important to teach about child sexual abuse particularly (e.g. knowledge about what it is and confrontation skills), rather than to address the issue of sexual education in general. For example, sometimes children thought certain circumstances constituted physical abuse and not sexual abuse. Moreover, they thought that perpetrators cannot be known persons, either adults or even young ones and peers particularly.

The importance and impact to work with pre-adolescents is highlighted. Findings have shown that pre-adolescents have the greater knowledge gains after the programme implementation. Prevention programmes had positive effects on a wide range of skills and knowledge. To measure these, tools such as pre- and post-programme knowledge tests of the children need to be considered, in order to obtain an objective demonstration of learning and achievement of child sexual abuse prevention programme's objectives. Moreover, it is necessary to evaluate the prior situation and knowledge of the students in order to address correctly the prevention programme contents and methodology. Four evaluation tools have been identified as widely applied, tested and in some countries standardised: the *Children's Knowledge of Abuse Questionnaire*- Revised in 1993 (Tutty, 1995), "*What if" Situations Test*" (Wurtele 1987), *Children's Safety and Knowledge skills questionnaire* (Kraizer et al. 1989) and *Personal Safety Questionnaire* (Salawsky & Wurtele 1986). In pre-measurements, many pupils were identified to lack information on the rights of children, especially regarding the right of minors

to say no to the adults' requests. If children cannot detect potentially hazardous situations, they have little idea of when to deploy any self-protective skills. Children might struggle to understand the definition of risk itself: the possibility of suffering harm or loss (Topping & Barron 2009). Particularly, children need to understand the potential of grooming behaviours from trusted or known individuals, because child sexual abuse is perpetrated by persons known to the victims far more frequently than strangers (Fryda & Hulme 2015).

Key outcomes measured in past reviews that provide valuable insight included personal safety knowledge, self-protection skills, emotional impact, perception of risk, changes in disclosures, maintenance of gains, and negative programme effects (Topping & Barron 2009; Fryda & Hulme 2015). Relatively small gains in knowledge maybe implies that schools engaged in such programmes have a school ethos in which safety is highlighted or that all children are somewhat safety aware already (Topping & Barron 2009). However, this should be further examined as suggested by Topping & Barron (Ibid.). Older children learned more prevention concepts and younger children fewer. Younger children displayed more difficulty learning key concepts at both pre-test and post-test. According to age, children might find it hard to predict uncertain and harmful events due to deterministic reasoning. To address such issues, prevention programmes might need to be designed differently for younger and older children. Knowledge gains were found to be maintained at 2,3, and 5 months, wherever measured. Repeated abuse prevention, multiple exposure to programmes and booster sessions are necessary to improve in safety discrimination scores. Negative effects regarding the aftermath of the programme implementation were measured mainly based on parental or teachers' observation rather than asking children themselves - however this was a small number of incidents, mild in nature and of short duration (see Topping & Barron 2009). Principally, children enjoyed the delivery of a programme and no extended fear was developed after it. This could potentially mean that children are unable to understand the risks described therein. Emotional impact was measured by anxiety inventory, a self-esteem inventory and a locus-of-control scale (Ibid.).

The duration of such programmes may vary from author to author (designer). It may be suggested that prevention programmes should be short-termed and that together with parental support this could ensure a programme's efficacy – short programmes with continuity during different grades of school are preferable, as it allows children to receive this type of information on several occasions. Yet, the amount of instruction time is also related to program outcomes (Rispen et al. 1997). Particularly, programmes that focus on skill training, allowing sufficient time for children to integrate self-protection skills into their cognitive repertoire, are to be

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<sup>4</sup> Available at: [https://www.academia.edu/3124105/WIST\\_What\\_If\\_Situations\\_Test](https://www.academia.edu/3124105/WIST_What_If_Situations_Test)

preferred when compared with programmes teaching concepts of sexual abuse (Ibid.). More comprehensive programmes lasted at least four sessions. The more effective studies averaged five sessions (Topping & Barron 2009). Immediate programme effectiveness is undoubted. Children even as young as 5 years old do learn sexual abuse concepts and acquire the self-protection skills that are taught (Rispen et al. 1997). Though, the results of instruction tend to decrease over time, especially in young children, there is still a significant and considerable effect. With regard to age: a) Children younger than 5 years benefit more than older children from the programmes, although the difference tends to disappear during the follow-up interval; b) younger children tend to forget what they have learned, even after a relatively brief interval. It suggests that there should be more opportunity for repeated learning at regular intervals (Ibid.). To measure this, the most common study design was an untreated or placebo control group with pretest/posttest design. Posttest assessment ranged from immediately after programme delivery to several years after (Fryda & Hulme 2015). If an evaluation of a programme's impact is planned, then a control group is necessary to assess pre- and post-programme conditions. An evaluation of effectiveness includes the assessment of core gains in for example knowledge, skills and emotions, disclosure and maintenance of gains (Ibid.).

Within existing findings suggestions were made with regard to the evaluation of a prevention programme. The need to include previously used measures, explicate psychometric properties of measures in terms of reliability and validity, consider longer measures (short measures, i.e. 7 to 13 items, raise doubt about their validity) use both closed and open measures (e.g. open-ended focus groups), ensure measures are cognitively appropriate for the sample, and that floor and ceiling effects are avoided, are highlighted. Moreover, an important aspect to be evaluated is whether there is transfer of training in real life situations (Rispen et al. 1997). To that end, studies should further explore measures to capture behavioural change, perhaps triangulating structured observations over time from several relevant adults and peers as well as the child. In addition, evaluation of programme implementation fidelity is very important and should be incorporated systematically. Studies need to calculate additional and total real costs of programme implementation at different levels of analysis (per school, class, and student) in relation to evidenced effectiveness. Definition of child sexual abuse should be included in studies evaluating child sexual abuse prevention programmes. Socioeconomic status, gender, ethnic origin are variables to be taken into account. The nature of presenter should be considered to be included as a variable. Random allocation to waiting list control groups is recommended for the evaluation of effectiveness of a project. Studies need to report disclosure rates more precisely and fully: percentage of children who disclosed, how children disclosed, to whom, timings of disclosures, types of disclosures, and rates for the experimental and control groups. Finally, it should be clearly established which outcomes signify reduced risk of child sexual abuse.

## V. Conclusion and Recommendations

The purpose of this report was to examine school-based prevention programmes and by drawing on the positive results to suggest a model of community prevention programme for addressing child sexual abuse. The findings of the current review corroborate and refine conclusions of past reviews, which makes apparent that such remarks are solid and evidence-based (see also Rispen et al. 1997). According to the aforementioned discussion of results, key elements of an efficient school-based child sexual abuse prevention programmes have been identified, with the aim to include them in a future programme. Given that principally such programmes aim to protect children particular attention and focus has been laid on the best way to address children. This is deemed the most challenging part. Whereas, adults are more familiar with mainstream teaching techniques such as PowerPoint Presentations or posing questions in order to trigger conversation and understand their attitudes and worries. Certainly role playing is recommend in all ages target groups, as it provides more insight to their behaviour.

Below follow recommendations of how to design and implement a community-based child sexual abuse prevention programme in primary schools taking into account the findings of the research conducted on previous successful projects. These suggestions are grouped in five thematic categories: persons involved in the implementation of it; target groups; content to be delivered; structure to be followed; methods to be employed in order to deliver the contents and aspects to be measured to ensure that feedback will be collected and assess the impact of the programme.

### *Persons involved in the implementation of the project*

It is crucial for the implementation of such projects to have a sound scientific background regarding the content of the intervention and the methods employed. This is why organisations specialised in the issue of sexual abuse or child abuse in general are the ones designing and delivering prevention programmes. However, for the sustainability of the results and for a multiplied effect, it is just as important to involve all competent parties, namely, apart from children, the teachers, the family and other community members as well. School principals play a crucial role too, given that sometimes, this is the key person for activities to be implemented within the school setting.

The prevention of child sexual abuse is a complex work that not only concerns the professionals, but must be also developed involving the different social agents of the community. Any prevention programme must be designed according to three requirements:

a) It should be included into a framework that promotes children's welfare and sexual-affective education; b) It should have some basic minimum contents, regardless of the targeted population; c) It should target the possible victim but also the potential offender (Save the children Spain, 2010:23). Concomitantly, stigmatising content should be avoided. At the same time, the local institutions should promote community networking, where the work of the involved professionals is coordinated, based on a combined action protocol, and aiming at enhancing children's welfare.

If the whole community is not engaged to this goal, then these projects are deemed to have a limited application, namely for as long as a funding is in place. For this reason, it is necessary to raise the awareness of key stakeholders so as to understand their legal obligation in the prevention of child

sexual abuse and include such initiatives in the standard education curriculum. A train the trainer activity is crucial for such programmes' sustainability. Teachers themselves must be ready to deliver prevention programmes as part of their standard curriculum every year.

### *Target groups*

The target groups of a proposed programme should include at least children in primary schools, parents, teachers and other staff at school, e.g. director, social worker, nurse. Programmes have to be delivered within a supportive school context. In particular, teachers have to be involved in the planning of the implementation of a programme to enhance the feeling that this is part of their personal work. Child protection agencies have to be notified about the delivery of a child sexual abuse prevention programme to ensure coordinated response to disclosures. Besides, there needs to be active parental involvement into the programme, building on what parents already teach about self-protection.

### *Content*

Concerning the education staff, it is important first to explore their needs and, as previously mentioned, to involve them in the programme's design. The training of teachers has to take into account their attitudes and give them the opportunity to explore their concerns about delivering programmes. Content for teachers' training may vary depending on whether the facilitator of the upcoming workshops will be the teacher or an outside professional. Yet, it is necessary for teachers to be trained in proper response to disclosures. Strategies must be employed to reduce the likelihood of children being abused and knowledge about reporting abuse should be provided.

With regard to parents and guardians sessions, sessions should predominantly raise their awareness about the issue of child sexual abuse, children's rights and how to establish good communication between themselves and their children about sexuality or potential abuse. Therefore, topics should include: introduction to the phenomenon of child sexual abuse; indicators of abuse; enhancing good communication between parent and child with regard to sexuality issues and other concerns related to abuse; giving space to expressing their worries and discussion.

Children, on the other hand, should become aware of child sexual abuse and understand how they can protect themselves from sexual abuse. Thus, it is deemed necessary to include topics as the following:

knowledge of the body; understanding of feelings; children's rights; the right to say no to others, including adults; respecting also other people's boundaries; recognizing child sexual abuse and other types of abuse; distinguish between appropriate and inappropriate touching; tell the difference between good and bad or oppressive secrets; self-protective skills by providing model ways of saying no and acting these out/ say "no" or avoid unwanted approaches; sharing concerns with a trusted adult; where to seek for help

In this way, it should be ensured that children have sufficient information to make informed choices about disclosure. Consideration should be given to the fact that children find it difficult to understand that trusted adults, and here including family members, could act as perpetrators and the perception of risk can be difficult to learn. It should be clear at all times that child victims are not to blame.

### *Structure & Duration*

Based on prior experience, the following structure for a child sexual abuse prevention programme is suggested:

- one preparatory training workshop with teachers, regardless if teachers will be the facilitators of the prevention programme or will be simply trained to be able to support the efficient implementation of the intervention
- one meeting before the implementation of the project with parents or guardians, describing the content of the workshops, raising their awareness on child sexual abuse, teaching communication skills to be employed with their children when talking about sexuality and other potential worries regarding abuse, encouraging a supportive role while a prevention programme is being implemented at school
- 4-5 sessions with children during school-time; each session lasting 45 minutes-break-45 minutes, so if possible each session taking up two school hours per week, while respecting their scheduled breaks
- One closing session with parents and guardians to discuss the application of the prevention programme, things that draw the attention of the facilitator, getting families' feedback on children's attitudes, to enhance their engagement to the subject matter

It should be taken into consideration that given the difficulty to learn new concepts, sufficient repetition of concepts and additional input/discussion should take place. Moreover, it is preferable to name such programmes as "self-protection" programmes rather than "child sexual abuse prevention", without omitting in content the reference to child sexual abuse particularly. Finally, it is recommended that such comprehensive programmes (parents, teachers and community involvement) should be repeated annually, including delivering booster sessions. Children should receive abuse prevention repeatedly.

### *Methods*

Effective means to deliver the contents of the programmes are those that are age- appropriate and give the opportunity to children to learn and comprehend the contents in a joyful way. Repetition of contents has been proved valuable with regard to young children and for this reason, various means can be employed to deliver the same content, in order to enhance their learning. A side objective of every child sexual abuse prevention programme is to teach children by offering them a feeling of empowerment and not fear of what may happen. Moreover, interactive ways of teaching are to be preferred, because engaging children is important to boost their memory for putting their acquired knowledge into practice. Therefore, the following methods are suggested:

Contextualised scenarios with story narration and inviting children to comment, think and suggest, taking into account the different dynamics and the children's feelings; playful and interactive ways of learning: videos, songs, cards, group work; role play/skills rehearsal, group discussion, modelling.

### *Evaluation design*

In the context of a child sexual abuse prevention programme's evaluation, several aspects need to be measured. These are the knowledge that the target group has acquired in relation to child sexual abuse, here including safe and unsafe situations and ways to respond, as well as other issues that have been taught; psychological gains: self-esteem, assertiveness; and satisfaction with the intervention

programme itself: topics covered, how these were covered, facilitator. Considering the first two aspects, measurements importantly need to take place before and after the prevention programme's implementation in order to gain insight to potential changes after the intervention. The school ethos and relevant prevention strategies that have already been applied at school need to be considered when measuring the impact of newly introduced programmes at a specific school. In addition, it should be considered that measurements by the completion of the prevention programme can only assess knowledge of taught skills rather than actual demonstration of these skills into practice. Furthermore, the number of disclosures should be recorded.

In conclusion, child sexual abuse is a public health problem that requires multi-level intervention (WHO 1999). The involvement of the community, here including stakeholders, the public, the school community, state agencies, families and children, is apparent for an effective prevention of and integrated response to the issue. Awareness raising and training should be part of the school curriculum and practice. Accordingly, school-based child sexual abuse prevention programmes offer the opportunity to address as many children as possible and provide them with the knowledge and skills to ask for help. A successful intervention is the one that embraces adults to this cause too, given that they are responsible for the protection of children and for safeguarding their rights.

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## VII. Appendix

### INDEX of the reviewed prevention programmes with links

Programme's name in English	Programme's name in original language	Link for more information
<b>The Tweenees Program</b>	-	<a href="http://www.violenceispreventable.org.uk/tweenees.html">http://www.violenceispreventable.org.uk/tweenees.html</a> <a href="http://18u.org.uk/">http://18u.org.uk/</a>
<b>Prevention of child sexual abuse</b>	Prevencion de abusos sexuales a menores	<a href="https://www.eweb.unex.es/eweb/gial/docencia/ asignaturas/personalidad/trabajo/Programa%20de%20prevenci%F3n%20de%20abusos%20sexuales.pdf">https://www.eweb.unex.es/eweb/gial/docencia/ asignaturas/personalidad/trabajo/Programa%20de%20prevenci%F3n%20de%20abusos%20sexuales.pdf</a>
<b>The Stay Safe programme</b>	-	<a href="http://www.staysafe.ie/">http://www.staysafe.ie/</a>
<b>We protect children</b>	Chronimy Dzieci: Scenariusz zajęć dla dzieci z zakresu profilaktyki przemocy i wykorzystywania seksualnego	<a href="http://edukacja.fdds.pl/?option=com_szkolenia&amp;optrs=1&amp;fnd=&amp;grupa=0&amp;offset=1&amp;sort=1&amp;szkolenie=15241#opisszkolenia">http://edukacja.fdds.pl/?option=com_szkolenia&amp;optrs=1&amp;fnd=&amp;grupa=0&amp;offset=1&amp;sort=1&amp;szkolenie=15241#opisszkolenia</a>
<b>The Hedgedogs</b>	-/ Porscopini	<a href="https://www.lucyfaithfull.org.uk/files/hedgehogs_programme_evaluation_executive_summary.pdf">https://www.lucyfaithfull.org.uk/files/hedgehogs_programme_evaluation_executive_summary.pdf</a> <a href="http://www.specchiomagico.org/porcospini/">http://www.specchiomagico.org/porcospini/</a>
<b>Know speak change</b>	Γνωρίζω μιλάω αλλάζω	<a href="http://www.gma-ich.gr/">http://www.gma-ich.gr/</a>
<b>Shsh.. it is a secret</b>	Σσος... είναι μυστικό	<a href="https://www.hamogelo.gr/gr/el/scholeia/">https://www.hamogelo.gr/gr/el/scholeia/</a>
<b>One in five campaign</b>	Εκστρατεία «ένα στα πέντε»	<a href="http://www.childcom.org.cy/ccr/ccr.nsf">http://www.childcom.org.cy/ccr/ccr.nsf</a>

		/all/4E403739B77CC033C2257BAC0036  907F?opendocument
<b>My body belongs to me</b>	Mein Körper gehört mir!	<a href="http://www.limita-zh.ch/aktuell/kinderparcours.php">http://www.limita-zh.ch/aktuell/kinderparcours.php</a>
<b>Quite intimate</b>	Ganz schön intim	<a href="http://selbstlaut.org/wp-content/uploads/2017/01/ganz_schoen_intim_2017_WEB_korr.pdf">http://selbstlaut.org/wp-content/uploads/2017/01/ganz_schoen_intim_2017_WEB_korr.pdf</a>
<b>School based prevention programme</b>	Volksschul- Präventionsprogramm	<a href="http://selbstlaut.org/was-wir-anbieten/praevention/">http://selbstlaut.org/was-wir-anbieten/praevention/</a>
<b>From I to You</b>	Vom Ich zum Du	<a href="http://www.selbstbewusst.at/workshops/vom-ich-zum-du/">http://www.selbstbewusst.at/workshops/vom-ich-zum-du/</a>
<b>Because I am a girl &amp; For boys only</b>	Weil ich ein Mädchen bin & Nur für Jungs	<a href="http://www.hazissa.at/files/6014/0973/8413/32_-Projekt_fr_6-10_jhrige.pdf">http://www.hazissa.at/files/6014/0973/8413/32_-Projekt_fr_6-10_jhrige.pdf</a>
<b>My invisible garden's fence</b>	Mein unsichtbarer Gartenzaun	<a href="http://www.pia-linz.at/praevention/detail.html?tx_scp_revention_preventionsoverview%5Baction%5D=list&amp;tx_scp_revention_preventionsoverview%5Bcontroller%5D=Praevention&amp;cHash=55106398cf2f11d3009bea6ff05e4f7a#angebot1">http://www.pia-linz.at/praevention/detail.html?tx_scp_revention_preventionsoverview%5Baction%5D=list&amp;tx_scp_revention_preventionsoverview%5Bcontroller%5D=Praevention&amp;cHash=55106398cf2f11d3009bea6ff05e4f7a#angebot1</a>
<b>Friendship, love and more</b>	Freundschaft, Liebe und noch mehr	<a href="http://www.pia-linz.at/praevention/detail.html?tx_scp_revention_preventionsoverview%5Baction%5D=list&amp;tx_scp_revention_preventionsoverview%5Bcontroller%5D=Praevention&amp;cHash=55106398cf2f11d3009bea6ff05e4f7a#angebot2">http://www.pia-linz.at/praevention/detail.html?tx_scp_revention_preventionsoverview%5Baction%5D=list&amp;tx_scp_revention_preventionsoverview%5Bcontroller%5D=Praevention&amp;cHash=55106398cf2f11d3009bea6ff05e4f7a#angebot2</a>
<b>Hey! Don't get distracted!</b>	Ep! No badis!. Programa comunitari de prevenció de l'abús sexual i altres maltractaments infantils	<a href="http://www.alonsovarea.com/pdfs/ep-cat.pdf">http://www.alonsovarea.com/pdfs/ep-cat.pdf</a> (CAT) <a href="http://www.alonsovarea.com/pdfs/ep-cas.PDF">http://www.alonsovarea.com/pdfs/ep-cas.PDF</a> (ES)