The International Society for the Prevention of Child Abuse and Neglect (ISPCAN)

WORKING WITH MEN AND BOYS - A CHILD PROTECTION STRATEGY

Report of the ISPCAN Denver Thinking Space 2013

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April 2013
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WORKING WITH MEN AND BOYS - A CHILD PROTECTION STRATEGY

REPORT ON ISPCAN DENVER THINKING SPACE 2013

Executive summary

1. Introduction

The International Society for the Prevention of Child Abuse and Neglect (ISPCAN) organised the ISPCAN Denver Thinking Space 2013 to focus on the neglected issue of preventing child sexual abuse and the commercial sexual exploitation of children through work with men and boys. This built on the first Denver Thinking Space, convened in 2011, which focused on responding to child sexual abuse.

The aim of the ISPCAN Denver Thinking Space is to bring international experts together in order to debate a specific child protection challenge, share theory, research and evidence-based practice on the topic and then develop a report that will provide the international community with a ‘snap-shot’ of high-level clinical and policy advice that is:

- informed by multi-cultural, multi-lingual and multi-disciplinary input;
- universally applicable or adaptable across language and culture;
- sensitive to the realities of resources; and
- a practical resource for the use of senior practitioners hoping to influence policy-makers and senior officials in their own geographical and cultural areas.

This report is based on an international survey, undertaken with the support of the Public Health Agency of Canada, presentations and critical thinking on current research, policy and practice that took place at the Denver Thinking Space event in March 2013, and subsequent feedback and contributions from the wider professional network. The resulting findings and recommendations are summarised here in order to inform the development of future global policy, strategy, decisions on resource allocation, practice and research to protect all children from child sexual abuse and exploitation.

This executive summary is designed primarily for politicians, government officials, those responsible for developing international, national and local policy and strategy, funders and advocates who are interested in finding solutions to the scourge of child sexual abuse and exploitation through focusing on preventive work with men and boys. For more detailed discussion and dissemination of the findings and their practice implications readers should see the full report.

2. Summary of key messages

The following key messages are particularly relevant to politicians and those responsible for developing policy and strategy in relation to child sexual abuse and exploitation, for funders and advocates. They are based on expert contributions to the Denver Thinking Space 2013 from every region of the world. Messages for other audiences are in the full report.

Messages for all

- Preventing a significant proportion of child sexual abuse and exploitation is possible. Such offences are not inevitable.

- Prevention can happen at any stage in the life cycle, but the earlier the better.

- Men and adolescent boys, although responsible for the majority of sexual abuse, should be seen, not just as a problem, but as a part of the solution.

- It is important to apply a gender perspective to the development and implementation of all child sexual abuse prevention work.

- Fathers have been marginalised in some cultures and need to be better engaged, encouraged and supported in the care and upbringing of their children.

- Label the behaviour not the person.

- Many but not all perpetrators of sexual abuse have experienced physical and/or sexual abuse as children. However, the vast majority of survivors of sexual abuse do not go on to become abusers.

- Preventing child sexual abuse is not just a problem for professionals. Solutions are in the hands of everyone. The scale of the problem requires that all play their part in prevention.

- Advances in the use of technology present new challenges for young people to learn safe and healthy boundaries with peers and adults.

- Limited resources are not necessarily a bar to undertaking primary prevention work.

Messages for politicians and policy makers

- Sexual abuse of children and sexual violence in general are key public concerns and as such become key concerns for politicians and those who develop law and policy at national and local levels.
The financial costs for victims and society resulting from child sexual abuse are substantial and make a strong argument for investment in prevention.

The support of politicians and other policy makers for prevention programmes at every level is essential. A legal and policy mandate and support for these activities is important, as is providing resources for an aspect of child protection work that is not always a priority for the general public, whose concern and empathy is usually with the victim.

The focus on developing appropriate responses to victims and survivors has drawn attention to services for victims and to prosecution, punishment and imprisonment for offenders. This has diverted attention away from prevention strategies and programmes.

Child sexual abuse has no single cause and therefore no single solution. A multi-layered strategy is therefore required, which includes primary, secondary and tertiary prevention. The use of the Smallbone et. al.\(^2\) framework incorporating different audiences and prevention levels is of value in planning a comprehensive prevention strategy (see appendix 5 to full report).

Where countries lack basic data on the prevalence of sexual abuse and exploitation and associated risk and protective factors, obtaining this data is an important step in developing a prevention strategy. However, the absence of such data should not deter initial development and implementation of a prevention strategy.

The root causes of sexual violence against children can be addressed by investing in healthcare, education, family support and community development services; by addressing gender inequalities; by challenging attitudes and behaviour which foster violence; and, intervening early wherever possible.

Aligning child sexual abuse prevention activities with other violence prevention activities which have common root causes can maximise impact and cost effectiveness. Adapting mainstream programmes to include child sexual abuse prevention outcomes and content can also be cost effective.

Without a well implemented and resourced legal framework preventive efforts will fail. Legislation and policy on child sexual abuse can change attitudes and behaviour, even where resistance to change is strong, however law and policy alone are insufficient.

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Examples of law and policy that support prevention of child sexual abuse do exist – however these remain ‘paper tigers’ unless decision-makers commit to the allocation of budget and implementation.

Early intervention with children with high risk factors for sexual offending should be part of a preventive strategy.

Criminalising and labelling young people who sexually offend too early can be damaging and can propel them into long term offending. Most juveniles who sexually harm others will not go on to become adult sex offenders. Children who offend should be treated as children first and their welfare needs should be a priority, especially as many of them will themselves have experienced violence and abuse in the course of their childhood.

Imprisonment of sex offenders is not the whole solution. There is also a need to explore ways of treating men who voluntarily seek help for sexually abusive thoughts or behaviour, without them necessarily going into the criminal justice system.

**Messages for funders and grant-makers**

Funders face difficult choices about where to allocate limited resources. This paper and the full report offer information on child sexual abuse prevention strategies and programmes at primary, secondary and tertiary levels which can help inform these decisions.

Donors and funders need to see meaningful returns on their investments in child protection programmes. The particular challenges in measuring outcomes of primary prevention programmes are outlined with discussion of how to assess their impact on the protection of children from sexual abuse.

There are a number of promising evidence-based programmes, which with the help of funding could be adapted for use in different countries, cultures and contexts.

All sexual abuse prevention programmes that are funded should include an explicit gender and victim perspective, as well as evidence of their effectiveness.

Sustainable funding is needed not just to pilot programme but to adapt, test and then, if found to be effective, bring them to scale. Investing only in innovation can be wasteful.
Funding for evaluation is as important as funding for development of new programmes. Without it we will never know what works. Long term evaluation of the impact of primary prevention programmes is a priority.

3. Summary of the problem/challenge

Child sexual abuse is a significant global public health and social problem, with an estimated 150 million girls and 73 million boys under 18 worldwide having experienced forced sexual intercourse or sexual violence involving physical contact in 20023. 20% of all women and 5-10% of men worldwide report being sexually abused as children\(^4\). It occurs in every society, country and community and has profoundly harmful effects on the health, development and well-being of children.

Although both boys and girls are abused, more girls report sexual abuse\(^5\) and, without ignoring the fact that girls and women commit sexual offences, in the vast majority of reported cases, the perpetrators of such abuse are men and adolescent boys.

Historically in the child protection field, more attention has been paid to the management of the victim or potential victim of child abuse than to the potential or actual perpetrator of violence. A focus on girls as potential victims of sexual abuse has resulted in programmes across many countries that aim to empower girls and women as a prevention strategy. At best, their effectiveness is unclear\(^6\). Over recent years an extensive knowledge-base in relation to the assessment and treatment of sex offenders has been developed.

While sexual abuse of girls is more frequently reported this may under-estimate the true incidence abuse of boys\(^7\). A major prevalence study in the UK\(^8\) found near gender symmetry for the sexual abuse of children under the age of 17 by family members. Boys are less likely to report sexual abuse than girls, possibly due to embarrassment, as being a victim is not congruent with masculinity in many cultures, or due to service providers' lack of sensitivity to the needs of male victims.

There is considerable evidence to support the theory that boys who are victimised during childhood, both as direct victims of physical or sexual violence and through

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\(^7\) See website: [http://www.becan.eu](http://www.becan.eu).

exposure to domestic/intimate partner violence, have an increased propensity to repeat acts of violence in adolescence and adulthood. Although there are high rates of sexual victimisation among adult sex offenders, it is important to note that most victims do not go on to abuse. Skuse and colleagues\textsuperscript{9} identified three main factors associated with boys who had been sexually abused going on to become abusive:

\begin{itemize}
  \item an experience of inter-familial violence;
  \item witnessing inter-familial violence; and
  \item discontinuity of care.
\end{itemize}

Of these, it is the witnessing of interfamilial violence that seems the most potent factor.

Societal norms and traditional beliefs about masculinity and sexual entitlement contribute to the risk of violence and to the silence of boy victims. Patriarchy and male dominance norms reflect gender inequality and legitimise intimate partner violence and sexual violence perpetrated by men\textsuperscript{10}.

\textit{“Juveniles are responsible for an alarming portion of the sexual abuse of children\textsuperscript{11}.”} Victim surveys, meta-analyses and official reports, show that the prevalence of sexual abuse by children and young people is between 20\% and 50\% of all child sexual abuse\textsuperscript{12}. In the light of this, any strategy to prevent child sexual abuse has to include measures to identify, assess and work with boys who are displaying sexual harmful behaviour.

The Optimus Foundation Landscape Analysis\textsuperscript{13} concludes that due to the under-reporting of child abuse, focusing on the treatment of child victims of abuse is inadequate and that, \textit{“(the) focus on prevention is the best approach to address sexual violence and abuse”}. Working with men and boys as a preventive strategy is therefore a logical step to take. A focus on developing and providing both broadly based and specific programmes and strategies that assist in the development of nurturing and protective masculinities should impact on the prevalence and incidence of violence against children. However, although increased attention is being paid globally to engaging men and boys in the prevention of gender-based violence, there is as yet no clear and coherent body of evidence-based practice research on strategies to prevent child sexual abuse that target men and boys. This report brings together examples of such programmes and strategies from various countries, contexts and cultures around the world.

\begin{thebibliography}{9}
\bibitem{10} World Health Organisation (2010) op. cit. page 25.
\bibitem{13} Optimus Foundation Landscape Analysis (2012) op. cit. page 27.
\end{thebibliography}
The value of taking a **public health approach** to the prevention of violence has been widely recognised in recent years. As described in the *World Report on Violence and Health*\(^4\), the public health approach is a science-driven, population-based, interdisciplinary, inter-sectoral approach based on the ecological model which emphasises primary prevention. This approach recognises that violence, rather than being the result of any single factor, is the outcome of multiple risk factors and causes, which interact at four levels: the individual, close relationship/family, community, and wider society. Attention is focused on decreasing risk factors and bolstering protective and resilience factors at each of these levels\(^5\).

Public health approaches emphasise the importance of prevention and distinguish three levels of prevention: primary, secondary and tertiary. These are defined in this report as follows:

**Primary prevention** – aims to prevent violence before it occurs, through interventions directed at the general population. These may be universal interventions or may focus on a particular group, such as children or boys.

**Secondary prevention** – aims to prevent violence before it occurs through selected interventions targeting those individuals, families, organisations and communities where there is a heightened risk of violence.

**Tertiary prevention** – takes place after violence has occurred and aims to minimise future harm and to prevent its recurrence.

4. The survey

A questionnaire with seven questions\(^6\) was sent by ISPCAN to 148 professionals in 94 countries. This included countries in every region of the world. Those contacted had been identified through ISPCAN's network and with the help of UNICEF as people with experience or expertise on the topic.

Thirty six (36) people responded to the survey (24.3% of those contacted). Responses were received from twenty six (26) different countries (just over 10% of the world's countries) with at least one response from each major region. The survey elicited responses from countries with high, medium and low incomes per capita and with very

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\(^6\) See main report for questions.
high, high, medium and low levels of development, using the World Bank and United Nations Development Programme classifications respectively.

Around a third of those who responded (11 out of 36) were not able to describe any preventive work with men or boys. Five (5) were able to make some comment on provision in this area of practice or refer to work they were aware of, but not in specific detail. Twenty (20) were able to provide descriptions of evidence-based preventive programmes involving work with men and boys.

Taken together, the eleven (11) negative responses to the survey and the absence of any responses from 115 of the 148 people contacted might suggest that work with men and boys to prevent sexual violence is a relatively neglected area of work in both highly developed and developing countries. However, on a more positive note, examples of work with men and boys have been identified in every region. Some of these are local and small scale, some cover a whole country, while others have been extended to many other countries once their effectiveness has been demonstrated. And there is much to learn from the programmes that have been identified.

Key findings from survey

- There are promising examples of preventive work with men and boys in all five major regions;
- There are many countries and parts of the world where preventive work with men and boys is absent or in early stages of development;
- There are many positive examples of collaboration which have enabled work begun in one country to be adapted and extended to other countries and regions.

Comment

Politicians, policy makers and advocates may wish to check whether their country was able to provide information to the survey about preventive work with men and boys. If not, was this because work in their area is under-developed or absent?

If relevant work is underway ISPCAN would welcome information on this so a comprehensive picture can be developed and shared more widely.

5. The programmes

Thirty six (36) programmes have been identified through the survey and these cover the whole of the prevention continuum, with:
- twenty five (25) primary prevention programmes taking place in sixteen (16) different countries;
fifteen (15) secondary programmes in nine (9) different countries:

fifteen (15) tertiary programmes in four (4) different countries; and

one (1) programme which covers all three levels of prevention.

Countries with high, medium and low incomes per capita have described programmes at different prevention levels. Information has been provided from Cambodia, a country with a low income per capita, about programmes with men and boys at both primary and secondary levels of prevention, showing what is possible even with limited resources. The full report provides examples and examines similarities and difference between programmes and emerging themes. Detailed descriptions are provided of ten (10) programmes which rigorous evaluations have shown to be effective or promising.

Key findings in relation to the identified programmes

The following findings are based on the selection of programmes described in response to the survey and on further information shared about programmes during and after the Thinking Space event. Given the selective nature of the sample, these findings may not necessarily reflect the full international picture.

- Tertiary programmes of work with men and adolescents who sexually offend are the most well developed and are extensive in the UK, USA and Australia, but also exist in developing countries;

- Work with boys with sexually worrying or harmful behaviour are the most widely described secondary interventions;

- Primary prevention interventions exclusively for men and boys are the least well developed and evidenced. The majority of primary programmes described are for mixed gender groups and focus on the development of self protection skills;

- Upstream/primary prevention programmes described are more likely to be for mixed gender groups; downstream programmes are more likely to be solely for men and boys;

- The majority of primary prevention programmes described target children and people young people aged 5-14;

- The youngest starting age for interventions for children with sexually harmful behaviour is 6 years of age;

- Where there are higher levels of identified risk of abuse being perpetrated, programmes are more likely to be delivered in secure settings, by qualified professionals. However there are interesting exceptions involving work by volunteers and para-professionals which look promising;
Primary prevention programmes described are all group-based; secondary and tertiary programmes are based on individual assessments and involve one-to-one work and group work;

Programmes draw on an eclectic mix of theories but there are some common threads, such as the use of the *Good Lives* model in work with adult sex offenders and the use of Cognitive Behavioural Therapy (CBT) in treating both perpetrators and victims of abuse;

The extent to which programmes aim to prevent all forms of violence or to focus on some specific aspect of sexual abuse varies;

The evidence of children and young people’s participation in programme development, delivery and evaluation is generally weak, although this appears to be much more developed in work to combat commercial sexual exploitation of children;

Although some programmes have been successfully adapted, tested and then replicated in different countries, the cross-cultural transferability of programmes should not be assumed;

There is a strong commitment demonstrated to developing and implementing evidence-based programmes, but many lack the capacity or resources for systematic or longer term evaluations of impact;

Programmes with men and boys have been identified at primary, secondary and tertiary levels which demonstrate effectiveness in changing attitudes, knowledge and behaviour and, in some cases, reduced re-conviction rates for sexual offences.

6. Supports, challenges and dilemmas in preventive work with men and boys

Four main supports that are critical to preventive work with men and boys have been identified and these are universally applicable:

- embedding the work in a legal and/or policy framework;
- having a clear and well understood mandate from government backed by resources and lines of accountability for delivery;
- reliable long-term financial support from government, charitable and private organisations; and
- intra- and inter-country cooperative arrangements between individuals and organisations.
Considerable challenges to preventive work with men and boys have also been identified, and these include:

- absence of relevant legislation and policy; lack of implementation or enforcement of the law; failure of law to protect some groups; child-hostile judicial processes; criminalisation and labelling of young boys who sexually harm others;
- a lack of priority given to prevention – resources being drawn to tackling problems downstream;
- lack of resources, including for training, trained staff, facilities, services and evaluation;
- not being an attractive area of work for many donors, so funding is limited and short term;
- cultural and social attitudes, including a lack of belief that sexual abuse of boys is an issue and discriminatory attitudes towards boys and men;
- social norms and constructs of masculinity that support aggressive sexual behaviour and a sense of male entitlement;
- taboo and difficult nature of the subject of sexual abuse, leading to a lack of confidence in talking about what is acceptable and not acceptable behaviour and a reluctance by professionals to work in this area;
- absence of sex education in some countries and resistance to addressing this because of cultural and religious beliefs;
- lack of sufficient research and evidence of effectiveness, particularly for primary prevention;
- use of internet, mobile technology and social media is changing the nature of children’s access to and experiences of pornography and violence and the risks they face;
- problems working across disciplines and services, due to hierarchies and different approaches;
- problems of geography and accessibility of services; and
- absence of government strategy, supported by resources and accountability.

Comment

Politicians, government officials and policy makers may wish to consider whether there is a robust legal and policy framework in place to support the prevention of child sexual abuse and exploitation. Is it being implemented and enforced? Is the judicial system child friendly?

Politicians, government officials and policy makers may wish to review whether the balance is right between criminal justice focused approach to sexually abusive behaviour by children and young people and a child welfare approach? Is unintended harm being done to children by overly punitive approaches?
Is there a coherent, comprehensive and adequately resourced government strategy to prevent child sexual abuse and exploitation? Does this address the implications of new technologies?

There is a pressing need for funding of long term research on the impact of primary prevention.

7. Developing a child protection strategy involving work with men and boys

The importance of programmes of work with men and boys being part of a comprehensive mandated strategy, which is supported by law, policy, resources and a trained and well supported workforce, has been highlighted above. The strategy must also be relevant to each country's political and economic context, culture and stage of development in relation to child sexual abuse.

There is extensive research evidence, published literature and expert opinion supporting the development of strategies to prevent child sexual abuse and exploitation which:

- take a public health approach, including primary, secondary and tertiary levels of prevention;
- emphasise the value of investing in upstream/primary prevention;
- take a four level ecological approach, addressing societal, community, relationship and individual factors that increase risk or protective factors;
- take a developmental approach, and
- are guided and informed by theoretical understanding of behaviour change.

In addition, based on thinking and contributions to the Denver Thinking Space, strategies should:

- take a gendered approach and include specific work with men and boys;
- be adaptable to different political, social and cultural context.

The conceptual framework developed by Smallbone, Marshal and Wortley17 is recommended as particularly useful in planning such a strategy to prevent child sexual abuse. This framework integrates public health and ecological approaches and also identifies three priority audiences:

- abusers or potential abusers;
- children and young people;
- communities and families.

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This conceptual framework in the form of the simple matrix (below) can help with reviewing, planning and communicating strategies (see also the full report and Appendix 5 for completed versions). Existing programmes can be mapped against the framework and this will quickly show where there are gaps and any significant imbalance between levels or audiences. It is important to have some interventions in each area of the framework and to ensure resources are not disproportionately targeted at the tertiary end of the continuum, but also go to upstream/primary prevention measures.

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<th>Primary prevention</th>
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In developing their integrated approach to prevention the authors\(^{18}\) consider situational prevention measures to be essential. The concept of **situational prevention** measures is based on the theory that a person’s desire to sexually abuse a child, combined with their belief that they can abuse without getting caught, makes it more likely that they will abuse. This likelihood varies with the situation, so some places are safer and some more risky. By modifying situations through the introduction of situational preventive measures, the risk of abuse can be lowered, “creating safer environments rather than safer individuals\(^{19}\)” Such measures have had a positive impact on preventing abuse in the UK, for example, where they were introduced following high profile cases of abuse in schools and children's care homes.

**Ensuring relevance of strategy to context and culture**

There are a range of programmes, services and approaches with which to develop a strategy and examples of these are provided in the full report. In deciding which are relevant there will be a number of considerations including resources, the nature and extent of sexual abuse risks and protective factors in a particular country, community or setting, and its particular culture and religions. To assist in addressing any cultural barriers the following suggestions from the *Thinking Space* may prove helpful:

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18 Smallbone et. al. (2008) op.cit.
19 Smallbone et. al. (2008). op.cit.
guided by behavioural change theory, be clear about purpose and what most needs to change and the resulting benefits;

carry out high quality research on prevalence and nature of risks to influence decision makers and challenge denial of the problem;

embed the prevention of child sexual abuse in other programmes, including mainstream programmes. Make linkages with other work to prevent different forms of gender-based violence.

involve people who understand the cultural norms and know how to communicate sensitively on this subject;

consider working with people with social and media communication expertise;

consult parents and children to understand better what changes are needed and what approaches are likely to work best. Involve them as advocates;

use language, tools and methods that are culturally acceptable to integrate prevention messages;

work in partnership with local NGOs;

work with community leaders and identify champions of change whose views will be respected.

Comment

Politicians and policy makers may wish to review their child sexual abuse prevention strategies using the recommended framework, to check the spread and balance of activities between levels and audiences and to ensure they are not disproportionately focused on tertiary measures.

8. Next steps

The Denver Thinking Space 2013 was the beginning of a process to bring together research and evidence-based practice on work with men and boys to prevent child sexual abuse and exploitation. This report provides a snapshot of work in various stages of development around the world, which will be built on over the next year until June 2014. ISPCAN will continue to gather information about programmes and strategies of work with men and boys. Those countries, national and international organisations who have not yet contributed to this study are encouraged to complete the survey questionnaire.
ISPCAN is committed to ensuring the knowledge gained through this process is shared in ways that help countries at different stages of development to identify research, strategies and programmes that may be of use to them. ISPCAN will continue to disseminate the wealth of practice experience and creative thinking and to provide clarity on the state and reliability of the available evidence, through its website, conferences and regional events over the next year, culminating in the Congress in Japan in 2014.

ISPCAN hopes this report will further stimulate creative thinking and discussion on how working with men and boys can contribute to preventing child sexual abuse and exploitation and will assist countries, organisations and individuals around the world to plan and implement effective, culturally relevant child protection strategies.
WORKING WITH MEN AND BOYS - A CHILD PROTECTION STRATEGY

REPORT ON ISPCAN DENVER THINKING SPACE 2013

Section 1: Introduction and background

1. Introduction

The International Society for the Prevention of Child Abuse and Neglect (ISPCAN) organised the ISPCAN Denver Thinking Space 2013 to focus on the neglected issue of preventing child sexual abuse and the commercial sexual exploitation of children through work with men and boys. This built on the first ever Denver Thinking Space, convened in 2011, which focused on child sexual abuse.

The aim of the ISPCAN Denver Thinking Space is to bring international experts together in order to debate a specific child protection challenge, share theory, research and evidence-based practice on the topic and then develop a report that will provide the international community with a ‘snap-shot’ of high-level clinical and policy advice that is:

- informed by multi-cultural, multi-lingual and multi-disciplinary input;
- universally applicable or adaptable across language and culture;
- sensitive to the realities of resources; and
- a practical resource for the use of senior practitioners hoping to influence policy-makers and senior officials in their own geographical and cultural areas.

This report is based on the results of preliminary research undertaken with the support of the Public Health Agency of Canada, presentations and discussions that took place at the Denver Thinking Space event in March 2013 and further feedback and contributions from participants and the wider professional network. The resulting findings and key recommendations are summarised in this report in order to disseminate and build on the knowledge and experience that has been shared and to inform the development of future global policy, strategy, practice and research to protect all children from child sexual abuse and exploitation.

Child sexual abuse is a significant global public health and social problem, with an estimated 150 million girls and 73 million boys under 18 worldwide having experienced

forced sexual intercourse or sexual violence involving physical contact in 2002\textsuperscript{21}. 20\% of all women and 5-10\% of men worldwide report being sexually abused as children\textsuperscript{22}. It occurs in every society, country and community and has profoundly harmful effects on the health, development and well-being of children. It also results in substantial financial costs to individual victims and to society\textsuperscript{23}. The prevention of and appropriate response to sexual violence against children remain an on-going worldwide concern and challenge.

An examination of data on the gender component of child abuse reveals that, although both boys and girls are abused, more girls report sexual abuse\textsuperscript{24} and, without ignoring the fact that girls and women commit sexual offences, in the vast majority of reported cases, perpetrators of such abuse are men and boys. 75\% of trafficked people worldwide are women and girls, with sexual exploitation being the main reason for trafficking\textsuperscript{25}. Historically more attention has been paid to management of the victim or potential victim of child sexual abuse than to the perpetrator or potential perpetrator of such abuse against children.

The need to focus on boys and men, and the development of positive constructs of masculinity that promote protective and nurturing attitudes towards children in particular, is the emphasis of the 2013 \textit{Thinking Space} and of this report. This reflects the statement by the United Nations Committee on the Rights of the Child on the importance of a gender dimension in relation to violence against children: "\textit{Men and boys must be actively encouraged as strategic partners and allies, and along with women and girls, must be provided with opportunities to increase their respect for one another and their understanding of how to stop gender discrimination and its violent manifestations.}\textsuperscript{26}"

### 2. Who should read this report

This report is intended for:

- those responsible internationally, nationally and locally for the development and implementation of policies, strategies and programmes to prevent child sexual abuse and violence against children in all regions of the world;
- senior managers and key decision makers who allocate resources;

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\textsuperscript{23} \texttt{Http://www.cdc.gov/violence prevention/childmaltreatment/economiccost.html}

\textsuperscript{24} \textit{Optimus Foundation Landscape Analysis} (2012) see website: \texttt{Http://www.ubs.com/global/en/wealth_management/optimusfoundation/2012-landscape-analysis.html}


advisers, managers and senior practitioners/clinicians who seek to influence policy makers and senior officials in relation to violence against children and particularly child sexual abuse;
- those working in the fields of child sexual abuse and violence against children, in different professions, such as social care, child welfare, education, health, juvenile and criminal justice, and in different sectors;
- funders and grant-makers;
- advocates for children's rights and the prevention of violence against children;
- researchers and evaluators working in the field of violence prevention.

3. Background

ISPCAN

The International Society for the Prevention of Child Abuse and Neglect (ISPCAN), founded in 1977, is the pre-eminent non-government multi-disciplinary international membership organization working in the field of child protection.

ISPCAN brings together a worldwide cross-section of committed professionals to work towards the global prevention and treatment of child abuse, neglect and exploitation globally.

ISPCAN's mission is to prevent cruelty to children in every nation, in every form: physical abuse, sexual abuse, neglect, street children, child fatalities, child prostitution, sex trafficking, children of war, emotional abuse and child labor.

ISPCAN's mission is to support individuals and organizations working to protect children from abuse and neglect worldwide.

ISPCAN's objectives are to:
- increase awareness of the extent, causes and possible solutions of all forms of child abuse;
- disseminate academic and clinical research to those in positions to enhance practice and improve policy;
- support international efforts to promote and protect the Rights of the Child;
- improve the quality of current efforts to detect, treat and prevent child abuse;
- facilitate the exchange of best practice standards being developed by ISPCAN members throughout the world; and
- design and deliver comprehensive training programs to professionals and concerned volunteers engaged in efforts to treat and prevent child abuse.

Denver Thinking Space concept and origins

As many forms of violence against children extend across borders and many children move from country to country as refugees and are vulnerable to all forms of violence, it
is essential to create forums in which both intra- and inter-country expertise and mechanisms for prevention and management are debated and motivated. The ISPCAN Executive Council identified in 2011 the lack of opportunities afforded for senior practice experts in child protection from around the world to gather in one place to discuss important areas of their practice. As ISPCAN’s unique membership composition and credibility offers a platform for international leadership with a mechanism to facilitate such an undertaking, the ISPCAN Executive Council conceived biennial Practice/Policy Workshops, under the auspices of ISPCAN, to consider emergent topics of relevance within the field of child protection, in order to provide the international community with a snap-shot of high-level best-practice and policy advice that would be informed, multi-cultural, multi-lingual, multi-disciplinary, broadly applicable, sensitive to the realities of resources and practical for senior practitioners and policy makers in their own geographical and cultural areas.

In developing the Denver Thinking Space, ISPCAN identified that:

- there was a need to re-examine the best practice in published literature, from the perspective of different countries and cultures, in terms of priorities and/or resources;
- the published evidence-based/evaluated literature in the area of child abuse was predominately in English, and based upon the experience of countries which have invested in the management and prevention of child abuse and neglect;
- it was timely to review what is known about the outcomes of these efforts and to present available evidence as to what interventions are available and should be considered from an international perspective;
- for those purposes, the multicultural and multidisciplinary perspectives of a group of experts with diverse cultural, language, and regional expertise in the management and prevention of child sexual abuse are welcomed and supported by ISPCAN and their partners.

The Denver Thinking Space 2013 drew on the experience and critical thinking of people from a broad range of countries, cultures, organisational and professional backgrounds. This was done initially through preliminary research and then through an event held in Denver in March 2013 to hear expert presentations and to debate together key issues and dilemmas, drawing on the findings of the preliminary survey. Before going on to summarise the resulting conclusions and insights from this, the next section outlines the problems that this Thinking Space set out to address, with relevant supporting evidence. Key concepts used in the report are then defined.

**4. Statement of the problem/challenge**

Historically in the child protection field, more attention has been paid to management of the victim or potential victim of child abuse than to the potential or actual perpetrator of violence against children.

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27 This analysis of the problem and evidence was originally developed by Joan van Nierkerk, ISPCAN President Elect.
Even when the focus is on the prevention of violence, particularly with regard to sexual violence, the effort has been directed towards teaching protective behaviours to children – giving them the responsibility for stopping the violence rather than focusing on potential offenders. Children respond well to practising protective thinking and behaviour in the classroom and these messages are retained over time. However, in a situation of abuse, children are often unable to use the skills they have learned due to:

- the power differential between older and usually bigger persons and children;
- the fact that adults usually control access to needed or desired resources;
- the onset of sexual violence in particular may be insidious and not recognised as such until far advanced; and
- the universal norm of respect that children must display to older persons (Childline South Africa 2012).

The focus on girls as victims of sexual abuse and exploitation has resulted in numerous programmes across many countries that seek to empower girls and women as a prevention strategy. Again these programmes focus on potential victims and at best their effectiveness is unclear. Some professionals who work in the field of gender-based violence state that where these programmes target only girls and women, they result in further alienation of men and boys from the cause of gender equality. The World Health Organisation, in their analysis of the evidence base for programmes designed to reduce sexual violence, note that confrontational rape prevention programmes are probably harmful in their impact and may even result in an increase in its perpetration.

Whilst the sexual abuse of girls is more frequently reported than that of boys (150 million girls as compared to 73 million boys in 2002), this may not reflect the reality of the sexual abuse of boys. A large EU funded epidemiological project on the magnitude and features of child maltreatment in the Balkans found almost equal incidence of reports of adverse sexual experiences for males and females aged 11, 13 and 16 years old in Greece. A major prevalence study in the UK found that for children under the age of 17 who were being sexually abused by family members there was near gender symmetry between males and females. CietAfrica in researching the sexual

30 World Health Organisation/London School of Hygiene and Tropical Medicine (2010). op.cit. page 40.
32 See website: www.becan.eu.
experiences of children aged 12 to 18 in South Africa, found that the same percentage of boys had experienced sexual abuse of some kind during their childhood, but were less likely to report the abuse to the child protection system as compared to girls, possibly due to embarrassment (being a victim is not congruent with masculinity in many cultures) or possibly due to service providers not being as sensitive to the needs of male victims compared with girls.’

Studies in three countries in South Asia concluded that, “boys were not found to report sexual exploitation and sexual violence for fear of showing any signs of weakness or because of confused feelings about sexual attraction and social sanctions related to homosexual behaviour. In the study in Bangladesh, where 50 boys were involved in prostitution were interviewed, 68% of them admitted to have been sexually abused before becoming involved in prostitution; however none of them had reported this abuse 35.”

It is of note that during the 1980s and early 1990s some centres established to assist female child victims of sexual abuse would not consider the admission of male victims. In South Africa, teenage boys remain excluded from shelters for women and children who are escaping domestic violence, despite the fact that they have been exposed to the violence in the home, subjected to physical violence themselves, and are in need of both supportive and remedial services.

Evidence Base

There is considerable evidence to support the theory that boys who are victimised during childhood, both as direct victims of physical or sexual violence and exposed to domestic/intimate partner violence, have an increased propensity to repeat acts of violence in adolescence and adulthood. Although there are high rates of sexual victimisation among adult sex offenders, most victims do not go on to abuse. Vizard summarises as follows: “Overall the research shows that only a minority (12%) of sexually abused children go on to sexually abuse others and that around 50% of juvenile perpetrators of sexual abuse have themselves been sexually abused36.”

Skuse and colleagues37 identified three factors associated with boys who had been sexually abused going on to become abusive:

- an experience of intra-familial violence;

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35 ECPAT response to this survey. See appendix 8.
witnessing intra-familial violence; and
- discontinuity of care.

It is exposure to a climate of intra-familial violence, particularly witnessing and experiencing violence including domestic violence, that seems the most potent factor.

Societal norms and traditional beliefs about masculinity and sexual entitlement also contribute to the risk of perpetrating acts of violence and to the silence of boy victims. Patriarchy and male dominance norms reflect gender inequality and legitimise intimate partner violence and sexual violence by men. Prentsky noted that a key antecedent of negative masculinity (viz. aberrant male socialisation) derives from role-modeled, distorted attitudes and behaviors about what it means to be a man. These attitudes are typically demeaning to women and often misogynistic. These behaviors include role-modeled violence directed at women. Most reported sexual and intimate partner violence is perpetrated by men and adolescent boys. This does not imply that women and girls do not commit acts of violence on children or expose children to acts of violence. However the greater number of reports of men and adolescent boys as perpetrators cannot be ignored.

“Juveniles are responsible for an alarming portion of the sexual abuse of children.” Victim surveys, meta-analyses and official reports conclude that the prevalence of sexual abuse by children and young people is between 20% and 50% of all child sexual abuse. “The majority of these young sexual perpetrators are males (19%) compared with girls (1%)(Cooper and Roe, 2012).” In the light of this, any strategy to prevent child sexual abuse has to include measures to identify, assess and work with boys who are displaying sexual behavioural problems and indicators associated with an increased risk of them going on to sexually harm others. This should include measures to prevent the occurrence of the first sexually abusive act, as well as to prevent sexually harmful behaviour, once initiated, becoming established. There is encouraging evidence to suggest that juvenile recidivism is significantly lower than that of adults, even without treatment, and is very low after treatment.

Given the above, working with men and boys as a preventive strategy, encompassing all levels of prevention, is a logical approach to take. This is emphasised in the Optimus

Foundation Landscape Analysis\(^{43}\) which states that, “(the) focus on prevention is the best approach to address sexual violence and abuse”. The Foundation cites the fact that due to the under-reporting of child abuse, focusing on the treatment of child victims of abuse is inadequate. Prevention, however, addresses all potential cases. Furthermore, “by averting problems before they develop, prevention is a highly cost-effective way to address child sexual violence and abuse. Investing in prevention – especially primary prevention activities that operate “upstream” of problems – is more cost-effective and has large and long lasting benefits.”

It therefore follows that a focus on developing and providing both broadly based and specific programmes and strategies that assist in the development of nurturing and protective masculinities to prevent abusive behaviour of children and violence in the home will impact on the prevalence and incidence of violence against children.

However, although increasing attention is being paid globally to engaging men and boys in the prevention of gender-based violence, there is no clear and coherent body of evidence-based practice research on strategies to prevent child sexual abuse which target men and boys. This report seeks to provide clarity on the state of evidence, what is and isn’t known, and the questions that remain to be answered. Although policy and practice in this area are at different stages of development in different parts of the world, there are various countries around the globe that have developed very promising strategies and programmes. This report provides examples from different countries, contexts and cultures, of evidence-based programmes to reduce sexual violence against children and promote positive masculinities.

5. Key definitions and concepts used in the report

Child sexual abuse

Definitions of child sexual abuse vary between disciplines, nations and cultural groups, and they evolve over time. For more detailed discussion see ISPCAN Denver Thinking Space 2011\(^{44}\) which can be found on the website www.ispcan.org. In this report we use the following widely accepted definition:

“Sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give consent to, or for which the child is not developmentally prepared, or else violates the laws or social taboos of society. Children can be sexually abused by adults or other children who are – by virtue of the age or stage of development – in a position of responsibility, trust or power over them.”

\(^{43}\) Optimus Foundation Landscape Analysis (2012). op. cit. page 27.


Child sexual abuse takes place in a wide variety of settings, including within the family, in out of home care settings such as orphanages and care homes, organisations, communities, in the context of different religions, sport and leisure activities, travel and tourism, in war and conflict zones, and through the medium of the internet, mobile technology and social media.

Article 34 of the UN Convention on the Rights of the Child (UNCRC) requires:

“States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

(a) The inducement or coercion of a child to engage in any unlawful sexual activity;
(b) The exploitative use of children in prostitution or other unlawful sexual practices;
(c) The exploitative use of children in pornographic performances and materials.”

The commercial sexual exploitation of children (CSEC) is defined by ECPAT as follows:

'The commercial sexual exploitation of children consists of criminal practices that demean, degrade and threaten the physical and psychosocial integrity of children. There are three primary and interrelated forms of commercial sexual exploitation of children: prostitution, pornography and trafficking for sexual purposes. Other forms of commercial sexual exploitation of children include child sex tourism, child marriages and forced marriages.

The commercial sexual exploitation of children (CSEC) is a fundamental violation of human rights and children’s rights. The key element is that this violation of children and their rights arises through a commercial transaction of some sort. That is, there is an exchange in which one or more parties gain a benefit – cash, goods or kind – from the exploitation for sexual purposes of someone aged below 18.”

Violence

The definition of violence is included in article 19 of the Convention on the Rights of the Child:

“...All forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse...”

In this report the term sexual violence is used to refer specifically to the behaviours defined above as sexual abuse or exploitation. The term violence is used more inclusively to refer to all forms of violence, including non-physical and non-contact violence.

46 ECPAT website http://www.ecpat.net/ei/Csec-definitions.asp
A public health approach to prevention

Public health models have been used in many countries to control and prevent endemic diseases. The value of taking a public health approach to the prevention of violence has been widely recognised in recent years. As described in the *World Report on Violence and Health*\(^7\), the public health approach is a science-driven, population-based, interdisciplinary, inter-sectoral approach based on the ecological model which emphasises primary prevention. This approach recognises that violence, rather than being the result of any single factor, is the outcome of multiple risk factors and causes, which interact at four levels: the individual, close relationship/family, community, and wider society. Attention is focused on decreasing risk factors and bolstering protective and resilience factors at each of these levels.

Public health approaches emphasise the importance of prevention and distinguish three levels of prevention: primary, secondary and tertiary. This provides a helpful conceptual framework for organising thinking about violence prevention programmes, although it is important that these levels are thought of not as mutually exclusive categories but rather as being on a continuum. The websites\(^8\) listed below provide useful introductions to the public health approach to prevention.

The following definitions are used in this report. We examine later in the report how they apply specifically to child sexual abuse prevention.

**Primary prevention** – aims to prevent violence before it occurs, through interventions directed at the general population. These may be universal interventions or may focus on a particular group, such as children or boys.

**Secondary prevention** – aims to prevent violence before it occurs through selected interventions targeting those individuals, families, organisations and communities where there is a heightened risk of violence.

**Tertiary prevention** – takes place after violence has occurred and aims to minimise future harm and to prevent its recurrence.

The prevention of child sexual abuse has twin aspects: preventing children becoming victims of abuse and preventing boys and men (in this context) from perpetrating abuse. The focus of this study is on preventing child sexual abuse and exploitation by men and boys, with an emphasis on primary prevention.

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[http://www.svri.org/prevention/PrimaryPrevention.pdf](http://www.svri.org/prevention/PrimaryPrevention.pdf)
Section 2: The survey

Prior to the Denver Thinking Space event, preliminary research was undertaken through a survey designed to encourage and facilitate the sharing of good practice in preventive work with men and boys around the world and to provide a starting point on which to build. In this section the goals and methods of the survey are outlined and the responses received are analysed to provide a snapshot of current developments in this field in different regions and countries.

1. Survey goal and methods

The goal of the survey was to gather information on evidence- and practice-based policies, strategies and programmes related to work with men and boys which target the prevention of child sexual abuse and sexual violence.

Experts and experienced professionals who work in this field in different countries and regions throughout the world were identified through ISPCAN's international network and with the help of UNICEF. The aim was to reach as many informed professionals in as many countries as possible who could answer questions on preventive work with men and boys in their country. Some of the potential respondents were ISPCAN councillors or members, others represented professional organisations and a few represented UNICEF regional offices.

A focused questionnaire developed by ISPCAN was initially distributed to over 120 potential respondents in November 2012 with a request for responses by January 2013. These were named individuals who had been identified as knowledgeable in relation to work with men and boys to prevent child sexual abuse and exploitation. Further experts were identified through this process and the original sample was extended to a final total of 152. Four questionnaires proved to be undeliverable, giving a total distribution to 148 in 94 countries.

As many as four reminders were sent to potential respondents. The closing date for replies was extended by a week to maximise responses and to recognise that the survey took place over the Christmas and New Year holiday period when many offices were closed. Responses have continued to be received after the closing date and these have been included in this report.

Survey questions

The questionnaire consisted of the following questions:

1. What programmes working with boys and men do you know of that are directed at the prevention (consider primary, secondary and tertiary prevention) of sexual abuse
and commercial exploitation of children and that have an evidence base, or show promise?

2. Describe the:
   - theoretical approach which underpins the programme;
   - the programme content in summary;
   - target group;
   - elements such as appropriate context (for example residential versus community based), modality of implementation, etc.;
   - level of the evidence base;
   - references to any research published on the programme using the standard reference format;
   - further comments.

3. Is there any formal framework (legislation, policy, formal and/or informal agreements) that supports the implementation of this/these programme/s?

4. What professions, agencies institutions and/or organisations are responsible for programme implementation?

5. What challenges to programme implementation are experienced in your country or region?

6. What/who supports programme implementation in your country or region?

7. Any further comments on the topic?

2. Analysis of responses received

Table 1 summarises the response rates for each of the world's five major regions. From this it can be seen that potential respondents in all regions and in 39% (94) of all 240 countries in the world were contacted.

The sample of actual respondents to the survey represented all five major regions of the world. Responses were received from individuals in 26 countries in all (just over 10% of the world's countries). This means that a response was received from over a quarter (27.6%) of all the countries where a potential respondent was contacted. In addition a response was received from an international organisation which described initiatives in many parts of the world.

Breadth of reach varied by region. The lowest regional response rate by countries contacted was in Africa, where only 2 of the 15 countries contacted in the region responded (13.3%). However both of these countries were in Africa and none were from
the Arabian part of the region. 7 out of 16 countries (43.7%) contacted in the Americas responded, including both North and Latin American countries.

Table 1: Regional participation and response rates

<table>
<thead>
<tr>
<th>Region</th>
<th># of countries in region</th>
<th># of countries contacted</th>
<th># of countries that responded to the survey</th>
<th>% of countries contacted that replied to survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>57</td>
<td>15</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>Americas</td>
<td>55</td>
<td>16</td>
<td>7</td>
<td>43.7</td>
</tr>
<tr>
<td>Asia</td>
<td>50</td>
<td>33</td>
<td>7</td>
<td>21.2</td>
</tr>
<tr>
<td>Europe</td>
<td>53</td>
<td>28</td>
<td>9</td>
<td>32.1</td>
</tr>
<tr>
<td>Oceania</td>
<td>25</td>
<td>2</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>240</td>
<td>94</td>
<td>26</td>
<td>27.60%</td>
</tr>
</tbody>
</table>

Table 2 shows which countries in each region responded. Two sets of information are provided to enable a comparison to be made of the relative wealth and development of these countries. Column 2 shows the gross income level (GNI) (high, medium or low) using the designations of the World Bank\textsuperscript{49}. The World Bank's classification system uses gross national income per capita. The third column shows the United Nations Development Programme (UNDP) ranking of countries using human development indicators. The Human Development Index (HDI)\textsuperscript{50} was introduced by the UNDP in 2011 as a way of measuring development by combining indicators of life expectancy, educational attainment, and income into a composite human development index (HDI). This creates a single statistic which provides a frame of reference for both social and economic development.

All responses are included here, whether or not they are able to describe relevant programmes.

Table 2: Countries that responded to the survey by income and development status

<table>
<thead>
<tr>
<th>Region and Country</th>
<th>Gross National Income per Capita (GNI)</th>
<th>Human Development Index (HDI) Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR Congo</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>South Africa</td>
<td>Middle</td>
<td>Medium</td>
</tr>
</tbody>
</table>

\textsuperscript{49} See website: [http://data.worldbank.org/about/country](http://data.worldbank.org/about/country).
<table>
<thead>
<tr>
<th>Country</th>
<th>Income Level</th>
<th>HDI Level</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
<td>Middle</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td>Middle</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td>High</td>
<td>Very high</td>
<td></td>
</tr>
<tr>
<td>Colombia</td>
<td>Middle</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Honduras</td>
<td>Middle</td>
<td>Medium</td>
<td></td>
</tr>
<tr>
<td>St Lucia</td>
<td>Middle</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>USA</td>
<td>High</td>
<td>Very high</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Asia</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Armenia</td>
<td>Middle</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Azerbaijan</td>
<td>Middle</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Cambodia</td>
<td>Low</td>
<td>Medium</td>
<td></td>
</tr>
<tr>
<td>Georgia</td>
<td>Middle</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Malaysia</td>
<td>Middle</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Philippines</td>
<td>Middle</td>
<td>Medium</td>
<td></td>
</tr>
<tr>
<td>Thailand</td>
<td>Middle</td>
<td>Medium</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Europe</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Belgium</td>
<td>High</td>
<td>Very high</td>
<td></td>
</tr>
<tr>
<td>Greece</td>
<td>High</td>
<td>Very high</td>
<td></td>
</tr>
<tr>
<td>Iceland</td>
<td>High</td>
<td>Very high</td>
<td></td>
</tr>
<tr>
<td>Ireland</td>
<td>High</td>
<td>Very high</td>
<td></td>
</tr>
<tr>
<td>Italy</td>
<td>High</td>
<td>Very high</td>
<td></td>
</tr>
<tr>
<td>Macedonia</td>
<td>Middle</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Romania</td>
<td>Middle</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Switzerland</td>
<td>High</td>
<td>Very high</td>
<td></td>
</tr>
<tr>
<td>United Kingdom</td>
<td>High</td>
<td>Very high</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oceania</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>High</td>
<td>Very high</td>
<td></td>
</tr>
</tbody>
</table>

The full range of economies are represented with ten (10) from high income countries, fourteen (14) from medium income countries, and two (2) from low income countries. There are respondents from ten (10) countries ranked very high for human development, ten (10) ranked high, five (5) ranked medium and one ranked low on HDI. Responses were received from a range of countries across the HDI rankings with the highest ranking being Australia, ranked 2\textsuperscript{nd} in 2011, to the Democratic Republic of Congo, ranked 142\textsuperscript{nd} in the world.
Thirty six (36) individuals had replied to the survey (24.3% of those 148 contacted) by the end of March 2013. There was more than one response from some countries. Table 3 below classifies individual response in each region as no relevant experience where no specific programmes for men and boys are described; relevant experience where specific programmes or preventive strategies involving work with men and boys are described; and informed comment where responses are provided which provide insights, for example, into the barriers to preventive work in this area or about work taking place in the country of which the respondent was aware, but did not provide detailed programme information. In one case, two respondents were from the same organisation and made identical responses so these have been treated as one response. One person (from Argentina) responded by providing information about a programme in a nearby country not their own. This response has been included in the table. One respondent working in an international organisation covered a number of countries. For a more detailed analysis country by country of responses see Appendix 4.
Table 3: Analysis of individual responses by region and experience

<table>
<thead>
<tr>
<th>Region</th>
<th># of respondents with no relevant experience</th>
<th># of respondents with informed comments</th>
<th># of respondents with relevant experience</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Americas</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Asia</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Europe</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Australia</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>International</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total numbers</strong></td>
<td><strong>11</strong></td>
<td><strong>5</strong></td>
<td><strong>20</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>
Eleven (11) respondents were not able to describe any preventive work with men or boys. Five (5) respondents were able to make some comment on provision in this area of practice or refer to work they were aware of, but not in specific detail. Twenty (20) were able to provide descriptions of specific preventive programmes or strategies with men and boys. The proportion of those with some awareness of relevant programmes varied by region. For example, in the Americas the majority of those contacted (6/10) had no relevant experience to report. In Asia however, only 2/8 respondents had no relevant experience to report and in Europe the proportion was 2/12 with no relevant experience.

So, what conclusions can be drawn from these responses? Around two-thirds of respondents (25/36) had some or detailed knowledge of work in this area that they were willing and able to share. However, just under a third of those who responded (11/36) said they were unaware of programmes to prevent child sexual abuse or sexual violence targeted at men and boys. Taking account both of these eleven (11) negative responses and the absence of any responses from 112 of the 148 people contacted, this may indicate that work with men and boys to prevent sexual violence is a relatively neglected area of work in both some highly developed and developing countries.

Participants in the Denver Thinking Space event debated possible reasons for this relatively low rate of positive responses and concluded that this may be a reflection on the limitations of the methodology and how the questionnaire was framed or interpreted. Those contacted may have had an overly narrow understanding of what constitutes preventive work with men and boys. Some may have been uncertain how to respond and may have needed additional help or information.

In some countries and regions where recognition of child sexual abuse as a problem is still in a relatively early stage of development there may be limited understanding of preventive strategies and of what is meant by a primary health approach to prevention. This does not necessarily mean that no such programmes exist in the countries that gave a negative response, but what it does tell us is that the individuals who had been contacted (who were understood to be well informed on this subject) were not aware of any relevant programmes or did not feel confident in their ability to respond. This suggests that in many parts of the world preventive work with men and boys is either not taking place or is not well known to the professional network. It could be that it is in early stages of development and not yet ready for wider dissemination.

The absence of any responses to the questionnaire from the Arab region is being addressed by exploring with a representative of the Region how to identify any cultural barriers and as necessary adapt the questionnaire and provide support to facilitate a response to the survey from countries in the region.

On a more positive note, examples of work with men and boys have been identified in every region. Twenty (20) people from fourteen (14) different countries have provided
examples of relevant work. Although some are small scale, others cover a whole country, for example, a primary prevention programme from Ireland which is used in all primary schools. Others extend beyond the country in which they originated: the Cambodian example of *Good touch, bad touch* is also being used in Thailand. The *Unspoken Words* programme developed in Milan, Italy has been extended to five (5) European countries including Switzerland, Slovakia, UK, Spain and the Netherlands. *Programme H* developed in Latin America and the Caribbean (Bolivia, Colombia, Jamaica and Peru) has been used in Asia, Central America, the USA and Canada. Thus the number of countries from which positive responses were received under-represents the spread of this work.

3. Who completed the questionnaires

Questionnaires were completed by a range of people from different **professional disciplines**. Among them were: health professionals, including paediatricians, psychologists and psychiatrists; several social workers; academics and researchers; a technical adviser; a lawyer, and someone working with juvenile offenders.

Respondents worked in different **sectors** including health, child welfare/social services, the law and universities. Responses came from both statutory and non-governmental organisations. **Appendix 1** lists those who responded with their countries of origin and the organisations in which they work. We are grateful to all those who took the time to respond and to share their experience.

4. Summary of key findings

- There are promising examples of preventive work with men and boys in all five major regions;
- There are many countries and parts of the world where preventive work with men and boys is absent or in early stages of development;
- There are many positive examples of collaboration which have enabled work begun in one country to be adapted and extended to other countries and regions.

In the next section, we look at the programmes described by respondents and their similarities and differences, before going on to examine how well evidenced they are and to describe the most promising in detail.

**Section 3: The programmes**

1. Programmes – overview
The survey respondents who had relevant experiences to report provided descriptions of forty six (46) distinct programmes of work involving men and boys, which are summarised in Appendix 6. These programmes are the focus of this section of the report. The term programme used in the survey is interpreted broadly to include services and more prescribed programmes of work. We have chosen to include all the programmes, services and interventions considered by the respondents to meet the survey requirements of being preventive of sexual abuse, involve work with men and boys, and provide some indication they are evidence based. Programmes which include men and boys but are not exclusively for them are included.

Mainstream and specialist programmes that explicitly include outcomes in relation to child sexual abuse prevention are included, but where no reference is made to child sexual abuse or sexual exploitation in the goals or outcomes of the programme these are excluded from the report. This is not to ignore the fact that some programmes with a different focus (for example, preventing HIV/AIDS) have spin off benefits for the prevention of child sexual abuse and this issue is discussed later in the report.

Where respondents mentioned in general terms other work going on in different parts of the country or elsewhere but have not provided any details, these have not been included in the tables but are discussed in the report where relevant. Programme numbers are greater than the number of respondents as some experts provided information about a number of programmes.

Categorising the programmes by prevention level

The public health approach being used in this study was defined in Section 1. The survey asked respondents to provide information on primary, secondary and tertiary level programmes to prevent child sexual abuse and sexual exploitation. The programmes identified through the survey have been categorised under these headings in Table 4. However, programmes do not always fit neatly under one level rather than another, for example, some programmes cover both secondary and tertiary prevention levels such as the Stop It Now! Helpline which advises parents who are worried about a child's sexualised behaviour (secondary prevention), responds to men who are having sexual thoughts about children and are worried that they might offend (secondary) and to men who have a history of sexual offending and are worried about reoffending (tertiary).

There is no professional consensus on exactly how to categorise different services. We discuss later (Section 5) the value of having a shared conceptual framework for preventing child sexual abuse. Given the focus of this report on preventing the perpetration of abuse, interventions in settings where there is a heightened risk of abuse occurring, or interventions aimed at individuals or families where there are a number of known risk indicators (such as a history of intra-familial abuse and violence), have been classified as secondary prevention. This includes, for example, interventions
with a child who is beginning to display sexually worrying or harmful behaviour but where this behaviour is not yet firmly established. Programmes for adult or juvenile sex offenders are classified as tertiary.

**Table 4** below shows the distribution of programmes by region and country and the gross national income per capita of the country. This is to enable consideration of any association between the relative resources in a country and the type of preventive programmes being provided.

**Table 4: Programmes of work with men and boys by prevention levels and country’s gross national income (GNI)**

<table>
<thead>
<tr>
<th>Country</th>
<th># of primary prevention programmes described</th>
<th># of secondary prevention programmes described</th>
<th># of tertiary prevention programmes described</th>
<th>Total programmes</th>
<th>Countries GNI per capita</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Africa</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DR Congo</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>South Africa</td>
<td>3</td>
<td>2</td>
<td></td>
<td>5</td>
<td>Middle</td>
</tr>
<tr>
<td><strong>Americas</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td>1</td>
<td>2</td>
<td></td>
<td>3</td>
<td>Middle</td>
</tr>
<tr>
<td>USA</td>
<td>1 (covers 3 levels) +6</td>
<td></td>
<td></td>
<td>7</td>
<td>High</td>
</tr>
<tr>
<td><strong>Asia</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cambodia</td>
<td>2</td>
<td>2</td>
<td></td>
<td>4</td>
<td>Low</td>
</tr>
<tr>
<td>Philippines</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>Middle</td>
</tr>
<tr>
<td>Thailand</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>Middle</td>
</tr>
<tr>
<td><strong>Europe</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Italy</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td>High</td>
</tr>
<tr>
<td>Ireland</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>Iceland</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>Switzerland</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>UK</td>
<td></td>
<td>3</td>
<td>12</td>
<td>15</td>
<td>High</td>
</tr>
<tr>
<td><strong>Oceania</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>International</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>25 + 1 that covers all levels</td>
<td>15</td>
<td>15</td>
<td>46</td>
<td></td>
</tr>
</tbody>
</table>
Information has been shared through the survey on a spread of programmes involving work with men and boys across the whole prevention continuum. One programme has been identified which covers all three preventive levels, namely a training for trainers programme from the USA. Twenty five (25) primary prevention programmes have been described by respondents from sixteen (16) different countries. Secondary prevention programmes have been identified in nine (9) countries. Fifteen (15) tertiary programmes have been described across four (4) countries. A disproportionately high number of detailed programme descriptions have come from the UK, the majority of which are tertiary. ECPAT has also provided information on a number of programmes from around the world, the majority of which are primary prevention programmes.

Programmes at the different prevention levels have been described by countries with high, medium and low incomes. Cambodia and the Democratic Republic of Congo demonstrate that it is possible with the right support and leadership for low income countries, described by the World Bank and the UN Development Programme as among the less economically developed countries in the world, to undertake evidence-based programmes of preventive work with men and boys.

The survey provides a selective snapshot of programmes of work to prevent child sexual abuse from around the world, rather than a complete or comprehensive picture of programmes. ISPCAN see this as the beginning of a process of facilitating information sharing about programmes rather than the end and hope that other countries or organisations whose work in this area is under-represented will be stimulated to share information with others.

2. Some similarities and differences between programmes

In this section similarities and differences between the specific programmes are considered in relation to their goals; target audiences; where and how programmes are delivered and by whom; their theoretical basis; and finally whether they address diversity and children and adults with special needs. A table which summarises the programmes and combines all these different elements is provided as Appendix 6.

Programme goals

The programmes identified through the survey aim to prevent child sexual abuse and exploitation through the achievement of different goals and outcomes. To give a flavour of these, the programmes have been grouped together (below) by their goals, under each of the preventive levels, with brief examples to illustrate. For more detail see Appendix 6.
<table>
<thead>
<tr>
<th>Primary prevention programmes</th>
<th>Examples to illustrate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public education/awareness raising</td>
<td><em>Awareness raising campaigns</em> aim to change social attitudes on commercial sexual exploitation of children (CSEC). For example, <em>Stop Child Prostitution</em> in Belgium targeted all men travelling abroad through travel agents, airports, railway stations, airports etcetera.</td>
</tr>
<tr>
<td>Positive parenting/parenting education</td>
<td><em>Circles of support for fathers</em> (Italy). Self help group for new fathers aims to help develop parenting skills and development of healthy relationships</td>
</tr>
<tr>
<td>Personal safety</td>
<td><em>Unspoken Words/Hedgehogs.</em> Developed originally in Italy. Aims to teach primary children sexual abuse prevention skills.</td>
</tr>
<tr>
<td>Safe sex education/safe dates</td>
<td><em>Expect Respect: Preventing Teen Dating Violence</em> (USA). Aims to reduce teen dating violence.</td>
</tr>
<tr>
<td>Developing positive gender norms</td>
<td><em>Sonke Gender Justice</em> (South Africa). Aims to encourage young men to embody constructive masculinities.</td>
</tr>
<tr>
<td>Bystander interventions</td>
<td>These programmes have been developed in the USA and aim to teach how to intervene safely in cases of sexual violence, before, during and after incidents with strangers, acquaintances or friends.</td>
</tr>
</tbody>
</table>

The majority of primary preventive programmes identified through the survey are personal safety programmes, which mainly aim to prevent children becoming victims of abuse. They are included in this study because by exploring with children what is acceptable and unacceptable touch and sexual behaviour they can also contribute to preventing abusive behaviour.

<table>
<thead>
<tr>
<th>Secondary prevention</th>
<th>Examples to illustrate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselling, support and treatment services for children have experienced abuse</td>
<td><em>Childline treatment programme for children who have experienced abuse or neglect</em> (South Africa). Aims to reduce their traumatic responses and reduce the risk of externalisation and development of abusive behaviour.</td>
</tr>
</tbody>
</table>
Counselling, support and treatment for children with sexually worrying or harmful behaviour

| Work with at risk individuals | G-map (UK). Aims to reduce the risk of sexually harmful behaviour. |
| Work with at risk families | ECPAT child protection work with marginalised youth. Aims to prevent marginalised and at risk young people from being sexually exploited. |
| CRAS (Brazil). Aims to prevent any kind of violence in vulnerable families. |

The majority of the secondary preventive programmes identified involve sexually harmful behaviour programmes with children. These relatively downstream programmes have been included here because they include work with younger children whose behaviour is worrying and could develop into sexual abuse, however they could also be classified as tertiary programmes as some also work with children who have begun to offend. Examples of interventions with child victims of sexual abuse and exploitation have been included here when they aim to prevent the development of abusive behaviour.

<table>
<thead>
<tr>
<th>Tertiary prevention</th>
<th>Examples to illustrate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving gatekeeping and assessment</td>
<td>Assess the risk, protect the child (UK). Aims to improve the quality of assessment and treatment for alleged and known offenders.</td>
</tr>
<tr>
<td>Juvenile sex offender programmes</td>
<td>Case management for children in conflict with the law for sexual offences (Philippines). Aims to divert convicted young men from sexual violence and offending.</td>
</tr>
<tr>
<td>Adult sex offender programmes</td>
<td>Becoming New Me (UK). Aims to help offenders develop meaningful life goals and practice new behavioural skills that will lead them away from offending.</td>
</tr>
<tr>
<td>Relapse prevention</td>
<td>Lucy Faithfull Foundation Circles of Support and Accountability (UK). Aims to reduce the risk of adults reoffending and create safer communities for children.</td>
</tr>
<tr>
<td>Helplines</td>
<td>NSPCC Offence Prevention Line (UK). Aims to reduce the risk of adult sex offenders reoffending.</td>
</tr>
</tbody>
</table>
Target audiences

The above goals can be achieved by programmes which target:

- individual children or adults;
- parents and carers;
- people who work with children and families;
- communities;
- the general public or a particular sub group; or
- a combination of these.

“Virtually every adult involved in a child’s life can be involved in preventing the development, initiation and continuation of abusive behaviours.” (Gail Ryan51.)

A number of programmes seek to achieve their preventive objectives through targeting those who work with children and families.

Example
In the USA, the Kempe Children’s Centre’s training for trainers programme draws together what has been learnt from research and practice into a comprehensive curriculum, which can be replicated by trainers working with a wide range of audiences, including early childhood educators, youth and community workers, caregivers, mental health and child welfare providers, as well as those working with juveniles who have sexually offended.

“Notwithstanding the fact that the majority of work within child protection systems is still done by women, and remains feminized, men play key gatekeeper roles, especially in relation to the criminal justice system. Gender-based work with (mostly male) police officers and magistrates on their roles in and attitudes toward child sexual abuse is a neglected area of capacity building with child protection systems”52.” ECPAT53

Example
ECPAT Philippines delivered training to officers of the Special Tourist Police in 2009 to enhance their skills and knowledge in investigating cases of CSEC. A specific module was dedicated to discussing myths and gender stereotyping.

Some programmes aim to help professionals or para-professionals deliver tried and

51 A respondent to the survey.
53 ECPAT response to the survey. See Appendix 7.
tested interventions to a consistent standard using a manualised approach. In the UK, the NSPCC is trialling a manualised treatment programme for boys with sexually harmful behaviour. In Italy, guidance for teachers delivering *Unspoken Words* has been published and is available on-line. There is also information for parents whose children are participating in the programme.

ISPCAN has also received information about materials designed for parents to help them understand about child sexual abuse and how to respond to sexually harmful behaviour.

**Example**
The Kempe Children's Centre has developed a guide for parents on *Childhood Sexuality*. This includes guidance for parents on recognising both subtle and obvious signs of when a child or adolescent's sexual behaviour is abusive and when there is no cause for concern. It also helps parents find words and ways of talking about sexual behaviour with their children.

**Gender of target audience**

Although the focus of this study is work with boys and men, a number of the programmes are for both male and female participants. Four (4) of the primary prevention programmes are specifically for men or boys, while the majority are for mixed audiences.

Respondents made explicit their reasons for including girls and boys and report having given careful thought to how to ensure boys are actively included and do not see sexual abuse as something just affecting girls. *Good touch, bad touch*, Cambodia, which is for both boys and girls, “mainstreams the idea that sexual abuse can happen to both boys and girls rather than having separate programmes for boys and girls.” (Glenn Miles).

**Example**
Alberto Pellai, Italy, writes how boys receive less sex education than girls and are more reluctant to speak out about abuse. He explains how their mixed gender programme, *Unspoken Words*, addresses this in each part of the curriculum. For example: “especially boys have their first chance in life to discuss about what a risk is and what is a risk associated with a situation having sexual connotations.” The programme *Unspoken Words* recognises that there are often instances of bullying involving different aspects of sexuality in the 4th and 5th grades by boys. This programme encourages pupils to gain more respect for one another by having discussions in mixed groups and reports anecdotal evidence that this is successful. Scenarios of difficult situations are role played and children are encouraged to seek

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55 A respondent to the survey.
56 A respondent to the survey.
help. “For males, this goal is very important because often males grow up learning that a true man never asks for help and that asking for help is a girl's thing.” (Alberto Pellai57.)

Most of the primary prevention programmes exclusively for young men have a strong gender equity focus and seek to address the construction of masculinity.

Example

Programme H ('H' for Homens and Hombres), developed by Promundo NGO in partnership with ECOS/Comunicacao em Sexualidade, Instituto Papai and Salud y Genero, aims to engage young men and their communities in critical reflection about rigid norms related to manhood and there is good evidence that this has led to lower rates of sexual harassment and violence against women. The thinking behind this programme is described on the Promundo website58:

“The roots of many boy’s and men’s behaviour are found in the way boys are raised... Changing how we raise and view boys is not easy but it is a necessary part of changing some negative aspects of traditional masculinity.”

Discussions about boys and men have often focused on their problems and seen males as obstacles and aggressors, however Programme H:

“...starts from the assumption that young men should be seen as allies- potential or actual- and not as obstacles. Boys, even those who sometimes are violent and do not show respect towards their partners, have the potential to be respectful and caring partners, to negotiate in their relationships with dialogue and respect, to assume responsibility for the children they father, and to interact and live in peaceful co-existence instead of violence.”

It appears that the majority of programmes for sexually harmful behaviour are for boys and young men, although, perhaps surprisingly, this is not always made explicit in the information provided. The majority of the tertiary prevention programmes are for boys or men. There seems to be a pattern whereby the upstream/primary preventive programmes are more likely to be for both genders, whilst the more downstream programmes are more likely to be for men or boys, although this is not always the case. Similarly, the older the target audience, the more likely the programmes are to be directed solely at males. This picture may be distorted by the fact, however, that relatively few examples of therapeutic work with victims of abuse have been submitted.

A key choice then in planning preventive work with men and boys is whether work is undertaken exclusively with men and boys or in mixed groups and if so at what stage, in what circumstances and with what objectives. Are there circumstances in which work solely with men is counterproductive and there are positive benefits from working with a

57 A respondent to the survey.
58 See website http://www.promundo.org.br
mixed audience?

There is a related question about the merits of organisations that focus purely on work with men and boys rather than providing a service for both genders. Counter arguments are made by respondents. From Australia, Russell Pratt argues for the benefits of a centre that treats male and female victims of sexual abuse and also offers a service to young people with sexually harmful behaviour. First Step (Cambodia) however provides an example of a NGO working specifically with men and boys as both victims and potential abusers in relation to sexual abuse. Their web site www.first-step-cambodia.org provides resources, information and research on sexual abuse involving boys and men both as victims/survivors and as perpetrators. They draw on the thinking and work of Fester, Boyd and O'Leary from Australia who argue that:

“Male victims of abuse are a distinct group with diverse needs. Evidence suggests that in order to support healing and recovery it is necessary to create gender appropriate services and interventions that:

- reach out and engage men;
- address barriers to men's help seeking;
- assist men and their families to build supportive relationships;
- provide opportunities for group support;
- develop public discussions that offer help for an improved future.”

It may be that the way work with men and boys is described would benefit from being disaggregated and further refined through discussion and debate. The following categories might help:

1. Work that is gender blind/neutral, where the issue of gender is not addressed.
2. Work with a gender perspective that includes both sexes.
3. Gender specific work – work with boys or men only (in this context), which may include work to address gender inequities.
4. Gender equity – work to look at the specific needs that boys and men have in terms of their health and development because of the way they are socialised.

Equally important is the way in which work with men and boys is approached and carried out. Respondents to the survey argued that seeing men and boys simply as problems was alienating. It is important to believe in their potential to foster respectful and non-violent relationships and to see men as potential allies and a key part of the solution. The following excerpt from the contribution to the Thinking Space from ECPAT considers how men and boys can be part of the solution to commercial child sexual exploitation.

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59 A respondent to the survey.
“How can men and boys be part of the solution?

In 2008, MenEngage Alliance and Instituto Promundo conducted secondary research for a white paper, which studied the connection between the construction of normative concepts of masculinity and sexual exploitation and violence in all its forms. The paper reports on the increasing engagement of men and boys in initiatives to promote gender equality while also showcasing examples of programmes to prevent sexual violence and exploitation. Based on existing literature and evidence from around the world, several effective strategies to involve men and boys were identified and discussed, leading to a number of important conclusions and recommendations which should be taken into consideration when developing programmes to prevent CSEC. The main ones are as follows:

a) Men and boys can and do change attitudes and behaviours related to sexual rights as a result of well-designed interventions. In this framework, initiatives which incorporate a gender dimension by involving deliberate discussions of gender and masculinity are particularly effective. It is therefore imperative that efforts to prevent sexual exploitation of children encourage men and boys (and women and girls) to critically reflect about, question or change social norms that create and reinforce gender inequality and vulnerability for men and women;

b) It is not sufficient to engage men in narrow discussions on sexual exploitation and violence, for example by merely informing or “warning” men about legal sanctions. Rather, there is a need for sustained awareness raising efforts aimed at transforming sexuality, manhood and gender relations. These programmes should target male and female adolescents in particular;

c) Since boys (and girls) are increasingly exposed to pornography and groomed for online and offline sexual exploitation and given that some engage in paid sex and risky behaviours such as sexting, interventions using a gender transformational approach should start at an early age;

d) It may be more effective to promote men’s empathy toward women and girls, to build on their potential to treat women with respect and to question hostile attitudes toward women than to focus on sexual violence per se or on telling men what not to do or focusing on guilt and shame. Appealing to a sense of empathy and to men’s potential to treat women as equals and with respect seem to be more effective strategies than simply telling men not to use sexual aggression or sexual violence;

e) It is necessary that men and boys have the opportunity to build the communication and negotiation skills necessary to change behaviours. Research and program findings have affirmed the need to increase boys and men’s ability to negotiate with partners, question peer groups and seek services and help;
f) It is important to engage peer groups, social groups, and entire communities in the questioning, criticism and reconstruction of norms related to masculinity, sexuality and gender relations. Such efforts can range from community-level mobilization and campaigns to advocacy. For example, it can be particularly effective to engage community leaders or specifically “male” leaders (male religious leaders, men in the command structure in militaries, male celebrities, etc.) in questioning stereotyped views about men, sexual violence and CSEC, as they can be important influences on other men;

g) Women and girls should also be engaged in community-level efforts, as they contribute to and reinforce norms related to masculinity, sexual violence and child sex trafficking. All sensitization and education efforts should involve beneficiaries and other stakeholders in the development and evaluation phases in order to ensure that messages and strategies reflect local needs and contexts.

Age of target audience

It is important to identify the critical developmental stage at which to begin different preventive interventions in order to maximise their influence and impact. The World Health Organisation study on preventing intimate partner and sexual violence against women takes a life-course approach to the age of the target audience. The life course is divided into infancy (0–4 years), childhood and early adolescence (5–14 years), adolescence and young adulthood (15–25 years), adulthood (26 years and over), and all ages. Each of these life stages represents a special phase in the development of risk factors and a unique opportunity to target developmentally specific risk factors. Adopting a life-course perspective therefore helps to both identify early risk factors and the best times to intervene using a primary prevention approach. Timing needs to take account of what we know about when children are developmentally ready to learn about particular subjects, including recent enhanced understanding about brain and neurological development.

The majority of the primary prevention level programmes are for children and young people aged between 5 and 14. Personal safety skills programmes either target children in primary school (For example, The Stay Safe Programme in Ireland, Good touch bad touch in Cambodia, Personal Safety in the Philippines, Unspoken Words in Italy and Switzerland) or adolescents in secondary/high school (for example, Today’s Children, Tomorrow’s Parents, in South Africa and two others where the focus is gender equity.


(Programme H in Brazil and elsewhere, and Sonke Gender Justice in South Africa) are for young men.

The starting age for the programmes tackling sexually harmful behaviour varies, but the youngest starting age is six years old. As outlined earlier, juvenile perpetrators are responsible for a significant minority of the sexual violence against children. In her presentation\(^63\) and paper\(^64\) to the Thinking Space event, Eileen Vizard highlighted the need for the earliest possible interventions with both victims and perpetrators of child sexual abuse in order to maximise the opportunity to nip problems in the bud and prevent young people moving onto pathways and trajectories that lead to adult offending. However, it is also important to guard against over-reaction and premature or inappropriate labelling and interventions. Many young people with sexually harmful behaviour will grow out of the problem with or without intervention. What is critical is to identify the group who without treatment are most likely to continue to sexually harm others. The growing evidence base on this needs to be well understood by those working in the field.

**Delivery: location and who delivers**

The primary prevention programmes identified are either delivered in schools or in the community. They are mainly delivered by teachers, but youth and community workers and specially trained volunteers are also mentioned. For example, Children are Precious in South Africa trains para-professionals to deliver the service. Some of the ECPAT programmes are delivered by young people who have themselves experienced commercial sexual exploitation.

Secondary and tertiary prevention programmes are also delivered in the community but mainly by social workers and/or psychologists with specialised training or, in the case of work with adult sex offenders, mainly by probation officers. Tertiary programmes for convicted sex offenders can be delivered either in the community, in prison or the secure juvenile estate. One such programme is delivered to deaf sex offenders in a hospital setting in the UK. The work in prisons is usually done by probation officers working with prison officers, but specially trained staff from NGOs is also involved in its delivery.

It comes as no surprise that the higher the level of identified risk of sexual abuse being perpetrated, the more likely the work is to take place in a secure setting. However, Circles of Support and Accountability in the UK provides an interesting exception. This is a community based service delivered by trained volunteers who provide support and advice to convicted sex offenders living in the community. In South Africa\(^65\) the sex offender programme is community-based, although some boys and men would benefit

\(^63\) See appendix 8 for presentation by E. Vizard
\(^64\) See appendix 8 for paper by E. Vizard
\(^65\) Personal communication from respondent to survey.
from an initial period of treatment in a residential setting. This is not possible because of a shortage of resources.

**Methods**

Primary prevention programmes are all group based, whereas for secondary and tertiary programmes the vital importance of individual assessments is stressed, often using standardised psychometric tests. (For discussion of specialist assessment approaches for juvenile perpetrators of sexual abuse see paper by Vizard\textsuperscript{66}). Programmes may be delivered on a one-to-one basis, in groups or in a combination of groups and one-to-one.

The degree to which programme content is specified varies, which has implications for their evaluation. Two of the programmes being developed in the UK by the NSPCC are attempting to standardise programmes to assist others in their delivery and to improve quality and consistency by the development of detailed manuals or practice guides. Whereas G-map, also from the UK, “advocates an individualised approach to rehabilitation as opposed to adopting a manualised approach.” (Laura Wylie and Dr Helen Griffin\textsuperscript{67}). Eileen Vizard in her presentation to the *Thinking Space* advised that manualised treatments can be a great thing, however, individual children’s needs may vary slightly or considerably from what is recommended in the manual and therefore some children may require specially adapted programmes to cater for their complex needs.

In the later section on programme content, methods are considered in more detail.

**Duration and intensity**

The self-protection skills programmes range in length from one session of a day, to nine weekly lessons. *Today's Children, Tomorrow's Parents* (South Africa) is a psycho-sexual life skills programme which is integrated into the school curriculum over 12 weeks. Bystander interventions that have been successfully evaluated in the USA range from one session of 90 minutes with an optional booster to three 90 minute sessions and a booster. Positively evaluated programmes designed to help prevent violence in teen dating relationships range from 10 sessions of 45 minutes to 4 sessions of 40 minutes each.

The length of the sexually harmful behaviour programmes varies and is in part tailored to the assessment of individual needs and progress in achieving objectives. For example, the Australian *Therapeutic Treatment Programme* takes place over the course of a year, while the *Manualised Treatment Programme* for young people with sexually

\textsuperscript{66} See Appendix 8 for paper and presentation by E. Vizard.  
\textsuperscript{67} A respondent to the survey.
harmful behaviour (UK) described by the NSPCC has 24 sessions. The Childline programme in South Africa lasts between six months and two years.

The prison-based adult sex offender treatment programmes in the UK have a booster programme which is designed to provide additional opportunities to practice personally relevant skills. “This can be run in two forms – a low intensity (one session a week) helps to maintain change in long term prisoners and the high intensity, pre-release programme is focused on preparation for transition into the community.” (Donald Findlater) 68. There is also an extended programme targeted at high and very high risk men who have successfully completed the core programme and a rolling programme for those assessed as needing a less intensive level of treatment. This highlights both the need to tailor programme intensity to the assessed level of risk of offending, but also to find ways of sustaining behavioural change over time.

Focus

The focus of this study is child sexual abuse. However, “although it may occur in isolation, it commonly co-exists with other forms of child abuse and neglect and shares many of the same risk factors” 69. Similarly, “Sexual abuse is predicted by, and predictive of, more general child maltreatment and both are predicted by the same family environmental risk factors” 70. As well as being associated with other forms of child maltreatment it is also closely associated with other forms of inter-personal violence - such as sexist and sexual bullying, peer violence, teenage relationship abuse and intimate partner violence, gang violence involving young girls, and sexual violence in war and conflict. It is interesting therefore to consider the choice of focus in the programmes described.

The extent to which programmes aim to prevent all forms of violence or to focus specifically on sexual violence or a particular aspect of this varies. Some of the self-protection skills programmes are sexual abuse focused (for example, Good touch, bad touch, Cambodia, and Unspoken words, Italy), whereas others address all forms of violence, including bullying (for example, The Stay Safe programme, Ireland).

Several programmes take a broad gender equality approach rather than focusing on sexual violence alone. In South Africa the programme Today’s Children, Tomorrow’s Parents addresses risk factors for teenage pregnancy. This includes addressing perceptions about sex, including sex with older people. It aims to address attitudes about responsibility for sexual activity as well as perceptions about gender, all of which are relevant to tackling child sexual abuse. We have already mentioned Programme H, which involves group work with young men of 15-24 on gender, sexuality, reproductive

68 A respondent to the survey.
health, fatherhood, violence prevention, emotional health, preventing and living with HIV and AIDS. ECPAT also runs a number of programmes that aim to support young men in structured reflection on gender norms, which are described later in this section.

Some programmes have a specialist focus on internet abuse or on sexting. ECPAT, for example, has developed materials and information to raise awareness of the risks of sexting.

Example
The Lucy Faithfull Foundation in the UK runs a ten session course offering education, exploration and practical advice to people who have been arrested, convicted or cautioned for accessing illegal images of children online. This programme (Inform Plus) is complemented by the Inform programme which is for the partners, adult relatives and friends of anyone who has been accessing indecent images of children online.

ISPCAN has also been made aware of a campaign in Romania to raise awareness of the risks of trafficking. ECPAT has provided information on their international research and on a number of programmes with men and boys specifically focused on the prevention of commercial sexual exploitation of children (CSEC) and this is included in full in Appendix 7. ECPAT describe how, “engaging men in the prevention and protection of children from sexual exploitation is an essential strategy to reduce the demand that fuels this contemporary form of slavery.”

Example
ECPAT works in partnership with local NGOs in various parts of the world to deliver programmes which support young men in structured reflection on norms. A programme in Peru promotes awareness of the harms and consequences of CSEC and men’s role in perpetuating sexual exploitation and their potential to become catalysts for change. This is targeted at 14 – 16 year olds in schools and involves group educational activities in 3 day workshops. Teachers and parents are also involved. Evaluations indicate 40% of students show positive behaviour change as a result, 70% are able to share their learning and 90% have discussed the issues raised with parents.

We have also been made aware of a strategy in the UK to tackle violence against women and girls which includes measures to prevent violence against girls caught up in gang violence and rape.

This consideration of focus raises the question of whether programmes are more effective if they focus on a particular manifestation of sexual abuse, such as online abuse or on sexual abuse more generally and also whether they should have an even

71 ECPAT response to survey. See Appendix 7.
72 The Home Office (2011). Call to end violence against women and girls: action plan See website: www.homeoffice.gov.uk
broader focus, either on violence or on gender equality. The broader focus may be particularly appropriate for primary prevention where the aim is to address the root causes of violence.

There are clearly overlaps and potential links with other national and international violence prevention initiatives working with men and boys that have a different primary focus and it is not apparent that the opportunities presented by these overlaps and relationships are being maximised.

Mainstream programmes that aim to promote health or education or to support families also have an important role to play in primary prevention of sexual abuse, by preventing the development of risk factors associated with abuse perpetration.

**Theoretical basis of different programmes**

Many different theoretical models have been used to develop and implement programmes of work with men and boys. An eclectic mix of theories is being used and no one dominant theoretical model stands out overall, although a number explicitly, as would be expected, address the issue of gender. This variety is perhaps inevitable when programmes have such different objectives and when children and adults have distinct developmental and individual needs. Theories include trauma based treatment, attachment, brain development, social skills training, motivational interviewing, cognitive behavioural approaches, social assistance, and Rogerian counselling. In a few cases however there is an absence of explicit theory.

Treatment programmes for those who have experienced sexual abuse are most likely to refer to cognitive behavioural approaches (CBT), but usually also draw on additional approaches. There is a strong international evidence base \(^{73,74}\) for the effectiveness of trauma focused cognitive behavioural approaches and for using this in combination with other treatment approaches geared to the individual child’s needs. The involvement of family members or caregivers in some aspects of the work is also an element of many programmes and this is consistent with research \(^{75,76}\) that correlates parental support with a positive outcome for sexually abused children.

Young people with sexually harmful behaviour are recognised as having different treatment needs from adult sex offenders, as they are still developing emotionally, physically and psychologically. In her presentation to the *Thinking Space* event Eileen Vizard commented on how established and good treatment approaches for adult sex offenders are relevant but need to be adapted for use with young people.

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offenders had tended to be used as templates for treatment of juvenile offenders. However in these adult derived programmes there can be a lack of any developmental framework for juveniles. Some adult risk assessment approaches now accept the role of childhood developmental factors in pathways to offending, but it is not always the case that these are routinely considered in adult or juvenile treatment programmes.

There is considerable common ground in the theories being used for treatment programmes for children and young men with sexually harmful behaviour and for those with adult sex offenders. A recent development in theorising about sex offender behaviour is provided by Ward and Gannon’s Comprehensive Good Lives Model of Treatment for Sex Offenders which is based on a review and development of two earlier models. This Good Lives Model is the stated basis of a number of the sex offender programmes and those for young people with sexually harmful behaviour. Cognitive behavioural theory is also used. G-map in the UK however illustrates the breadth of theory base informing their work as follows:

“G-map draws on a range of therapeutic approaches which can include: cognitive behavioural therapy, compassionate mind training, dialectical behavioural therapy, experiential therapy, attachment informed treatment, trauma based interventions, schema-focused treatment, resilience-based intervention.” (Laura Wylie and Dr Helen Griffin)

Cultural relevance

The relevance or transferability of programmes from one country or culture to another cannot be assumed. There are however a number of programmes that have been developed in one country and then successfully implemented more widely in the same region, for example across a number of countries in Latin America. Some programmes developed in one country in Europe have then been translated and adapted for use in other European countries, with the help of EU funding. Implementing programmes beyond one region is more challenging but has taken place with, for example, Programme H, which was developed in Latin America but has also been adapted and introduced in the Balkans, India, Tanzania and Vietnam.

Some programme evaluations usefully describe the race and ethnicity of the target audiences with which the programme has been used and shown to be effective, however this does not seem to be universally the case.

The cross-cultural transferability of programmes involving discussion of sex can be particularly challenging. Sex education is not legally permitted in some societies and there may be strong religious constraints affecting the possibility of discussion of sexual

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78 Respondents to the survey.
abuse. Some cultures and faiths see sex education as encouraging sexual activity, rather than preventing abuse.

There are therefore some key questions to consider in determining the transferability of a programme from one culture to another:

- Will the programme meet the perceived needs of the community/country?
- What are the particular risk and protective factors that apply in this community/country and is the programme relevant to these/can it be adapted to address these?
- Are the language and cultural approaches respectful of the anticipated audiences?
- Are the approaches respectful of the religious beliefs and customs of the community/culture?
- Are the content, examples and materials relevant to this community/culture and racial and ethnic group? Will it feel meaningful to the audience and reflective of their lives?

The following issues also require attention:

- Fidelity/adaptation balance: to adapt or not to adapt?
- Cultural/ethnic differences in parenting, child behaviour/expectations;
- Literacy and languages;
- Diverse family structures;
- Poverty and other family pressures;
- Illness e.g. HIV/AIDS;
- Violence/safety;
- Community buy-in;
- Practical considerations in low resource settings.

An excellent example of how a programme can be adapted to ensure its relevance to a particular ethnic minority community has been provided by the Lucy Faithfull Foundation. This is included here even though it mainly involved work with mothers as it is readily transferable to work with men. Plans are underway to adapt and use the programme with other ethnic minority communities.

**Example**
The Lucy Faithfull Foundation *Parents Protect* programme was adapted, with the support of funding from the Oak Foundation, for use with a Somali community in London. The programme aims to reduce situational risk of sexual abuse in domestic settings. It has been independently evaluated by the NSPCC. A two year community dialogue was the first stage of the work to develop an appropriate intervention. This included consulting with a group of elders and community leaders as well as with professionals. Focus groups and interviews with mothers were then carried out to

establish what awareness and understanding there was about sexual abuse and to understand child care practices. A two hour workshop was then delivered to groups of mothers, using video and real life stories. The evaluation showed increased levels of knowledge and confidence and some ability to develop preventive strategies in the home that were culturally relevant.

Culturally-acceptable mainstream or broad based programmes with a different primary aim can be used to include messages to prevent sexual violence. For example, a broad based programme run by the Valley Trust, near Durban in South Africa, whose primary goal is to address men’s health, also contains messages about behaviour and violence, including sexual violence and attitudes to male entitlement.

Children, young people and adults with special needs

Respondents were not specifically asked about the relevance of their programmes for children or adults with special needs, but a number made reference to how they address diverse needs. One of the primary prevention programmes, *The Stay Safe* programme (Ireland) has a module specifically designed for children with special needs. This is for children who have a visual impairment, cognitive learning difficulties, hearing impairment, physical disability or emotional and behavioural difficulties.

In the UK the sex offender programmes have adapted the core treatment programme for those who have social and learning difficulties in order to accommodate their different learning styles and abilities.

**Example**

*Becoming New Me (BNM)* is a community based programme in the UK designed for sex offenders with an intellectual disability and an IQ of 50 or less. This has less reading and writing and more pictures, symbols and role play. Staff are specially trained to use different techniques in group work.” (Donald Findlater80.)

We referred above to a hospital-based programme in the UK working with deaf sex offenders.

**Example**

ECPAT Brazil implemented a programme targeting transsexuals aged between 16 and 25, from impoverished areas, as research had indicated they were at heightened risk of engaging in paid sex. They involved young people as social educators, including in the identification of potential victims through outreach work. Peer counselling was offered, referrals to health care providers, opportunities for social interaction and recreation and for social re-integration through the creation of financial independence.

**Participation by children and young people**

80 A respondent to the survey.
The majority of the programmes described did not appear to involve children or young people in their design, delivery or evaluation. There were however some very positive exceptions to this. The example above from ECPAT Brazil is one such. ECPAT also has an international Youth Partnership Programme designed to empower children and youth to fight against CSEC. This provides young people with the awareness, tools, skills and knowledge and opportunities to be involved in community dialogues, educational activities, advocacy and campaigning for policy and legal changes. In their detailed response in Appendix 7 they provide a wealth of examples of how children have been enabled to be leaders for change.

3. Assessing the evidence base of programmes

The survey asked respondents to describe the evidence base of the programme/s, but did not define exactly what was meant by this. It is worth therefore unpacking different elements of an evidence-based programme. A programme could be considered evidence-based if some or all of the following apply:

- research has been undertaken to establish the need for and to inform the development of a particular service;
- an established body of knowledge and published research is drawn on to inform the design and development of the programme;
- the programme has been pilot tested to establish it is fit for purpose and to modify it as necessary;
- the programme is routinely monitored, for example to ensure quality, service user feedback, consistency;
- the programme has been written up and published, ideally in a peer reviewed journal;
- a process evaluation has been carried out (see working definition below);
- an outcomes or impact evaluation has been carried out (see working definition below);
- the programme is cited in a systematic review.

The extent to which the programmes described are evidence-based varies. In a small number of cases insufficient information was provided to determine the evidence base. However, most had at least one of above elements and many had more. For details see full table in Appendix 6.

A number had undertaken specific research to better understand need, for example the Italian programme with fathers followed on from a study of what new fathers know, think and do involving a sample of 57 men just after the birth of their newborn child. In South Africa the life skills programme grew out of research which showed that (at least) 12% of the population was HIV positive and that sexual abuse and sexual violence is one of the drivers of HIV infection. Teenage pregnancy is also a major cause of school drop-out in South Africa. This programme initially focused on pregnancy prevention but
evaluation indicated that it also assists in the development of responsible decision making around sexual behaviour in general and around the sexual rights of women.

Most respondents were able to detail a body of research that had informed the programme design and development. Many of the programmes had also been the subject of published research. Some had been recognised and cited in studies mapping preventive programmes, as example of good practice and in systematic reviews.

Many have evaluated the quality of the programme (process evaluation) and a small number have completed systematic outcome evaluations in order to determine the impact of the intervention. Some such outcome evaluations were underway or planned with results beginning to come through or promised in the next one to two years (for example, the Offence Prevention Line and Assess the Risk, Protect the Child and Stop It Now! Helpline programmes in the UK).

A process evaluation documents and analyses the early development and actual implementation of the strategy or programme, assessing whether strategies were implemented as planned and whether expected output was actually achieved.

An outcomes evaluation looks at impacts/benefits/changes to the target audience as a result of a programme's efforts during and/or after their participation in the programme. Outcomes evaluations can examine these changes in the short-term, intermediate term and long-term. Outcomes evaluations are therefore more valuable in determining the impact of a programme on reducing sexual violence.

What is good enough evidence of effectiveness?

When choosing strategies or programmes it is important to know which ones, based on rigorous and valid evidence, have achieved their intended results. Gail Ryan\(^{81}\) has written that testing the validity of prevention initiatives is slow and expensive, requires large samples and long term follow up and random assignment to a preventive intervention or a control group. This raises the important question of what is good enough evidence for preventive programmes, particularly when resources are limited. It is also important to know whether programmes are transferrable to other cultures and contexts. Much has been written on the subject of evidence of effectiveness.

The World Health Organisation study Preventing Child Maltreatment \(^{82}\) differentiates the extent to which strategies are known to work as either effective, promising or unclear and their definitions are as follows:

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“An effective prevention programme is one that reduces the incidence of child maltreatment in the intervention population or at least lowers the rate at which incidence is increasing. Various criteria for effectiveness have been proposed. These include:

- an evaluation of a programme using a strong research design, either experimental or quasi-experimental;
- evidence of a significant preventive effect;
- evidence of sustained effects;
- replication of the programme with demonstrated preventive effects.

A programme is said to be promising if it has been evaluated with a strong design, showing some preventive effect, but requiring more testing.

The effect of a programme is unclear if it has been poorly evaluated or remains largely untested.”

There is a recognised hierarchy of levels of evidence starting at the top with the gold standard of randomised controlled trials (RCTs), which are considered to be the most effective at minimising bias. However they are expensive to conduct and not always appropriate. None of the programmes described by respondents use this methodology.

Next in the hierarchy come two group non-randomised comparative trials. This approach is used, for example, in the evaluation of the South African programme Today’s Children, Tomorrow’s Parents, where a class that has not completed the programme is compared with a class that has. It has also been used in a number of the UK programmes of work with sex offenders, where treated groups are followed up two years after treatment and their re-conviction rates are compared with those for similar untreated control groups. Bystander interventions in the US have compared outcomes for those who completed the programme with those which had no intervention.

The next level is single group pre-post studies. This approach has been used to evaluate some of the safety skills programmes including, for example, the Unspoken Words programme developed in Italy and then implemented in several other countries. This methodology shows measurable change over time. Retrospective qualitative studies can also provide useful indications of the value of a programme as can case studies but these forms of evidence are generally thought to be less rigorous, so it may not be possible to generalise from them or be confident about their effects being replicable. In Expanding the Evidence Universe the authors argue persuasively that:

“Programs and practices that are proven through experimental methods are an important component of effective interventions, but to achieve significantly better outcomes on a larger scale, they are best seen as a take-off point rather than the final

destination. Our commitment to ensuring that practices, policies, and strategies are “evidence-based” must be undiminished, but our definition of what counts as credible evidence must expand. Especially at this time of severe pressure to use scarce resources prudently, we must make use of all the knowledge we can muster—from multiple sources—to maximize the impacts of public and philanthropic investments.”

In reading about the various programmes of work with men and boys it has not been easy to determine whether a programme is effective in reducing the incidence of sexual abuse. Sometimes there is insufficient information provided. Sometimes an evaluation is underway but not yet completed. Generally speaking even where the evaluations of primary prevention programmes are able to show change, for example in attitudes or knowledge and skills, the evaluations are not able to show whether or not this has prevented future abuse or led directly to a reduction in the incidence of sexual abuse.

For the secondary and tertiary programmes it is somewhat easier to determine effectiveness as there is a smaller population to follow up and rates of re-conviction, for example, can be measured, although there are clearly some limitations to using re-conviction rates as a measure. The length of follow up however can be quite limited with the evaluations carried out tending to follow up at two years following treatment. One exception to this is the G-map services where follow up has been carried out up to 15 years after treatment.

The value of learning not only about programmes which work but also from those which fail, was highlighted at the Thinking Space event. These can provide useful insights and lessons to inform future development, but this information tends to be hard to obtain.

4. Selected programmes – in detail

In this section, which describes programme content in more detail, information is presented on a small selection of programmes where there is good evidence of effectiveness or which are promising. This is not to diminish the importance and potential of those innovative programmes which are not yet able to demonstrate their impact. Information is provided on the evidence that suggests they are effective or promising. More detail is available in Appendix 7 on this sample of programmes.

Primary prevention programmes involving work with men and boys that are effective or promising

**Programme name:** Programme H: Engaging young men in gender equality

**Country in which developed and/or delivered:**
Developed and validated in Latin America and Caribbean. Adapted and used in Asia, Sub Saharan Africa, Central America, United States and Canada.

**Programme model:** Gender equity programme for young men
**Programme goal:** To engage young men and their communities in critical reflection about rigid norms about manhood in order to change attitudes and behaviour.

**Programme description:** Includes group educational activities and community campaigns. 70 different activities in 5-module downloadable manual to carry out group work on gender, sexuality, reproductive health, fatherhood and care giving, violence prevention, emotional health and preventing and living with HIV and AIDS.


**Programme name:** *Unspoken words* (also provides basis for the *Hedgehog* programme).

**Country in which developed and/or delivered:** Developed in Italy, extended to Switzerland, Slovakia, the UK, Spain and the Netherlands.

**Programme model:** Self protection skills for children aged 9 – 11.

**Programme goals**
- To build children’s confidence in asking questions and seeking information;
- To enhance children’s knowledge and understanding about their feelings;
- To equip children with the tools necessary to enable them to understand when a situation is potentially risky and what actions to take to protect themselves;
- To help children develop critical awareness and build confidence so they feel able to trust appropriate adults and approach them to ask for help; and
- To raise awareness of the programme for adults so they can support children’s learning.

**Programme description:** A school based programme consisting of five lessons run by two facilitators in the gym (not in classroom). Each lesson is 2 - 3 hours long and involves structured activities, play and relaxation session.

**Evidence of effectiveness** Independent evaluation included control group and pre and post programme questionnaires. A number of articles, book chapters and conference presentations on this work have been cited by the respondent. In England an independent evaluation (unpublished) of a pilot of this programme in Southwark has been completed.

For more details see presentation to *Thinking Space* by Alberto Pellai in Appendix 8.

**Programme name:** *Today’s Children, Tomorrow’s Parents*

**Country in which developed and/or delivered:** South Africa
Programme model: A life skills programme for both males and females in the first year of high school. Integrated into curriculum.

Programme goal: To address risk factors for teenage pregnancy and strengthen future parenting practices.

Programme description: Initially developed to assist in reducing teenage pregnancy the evaluation has shown it is also assists in development of responsible decision making around sexual behaviour generally and opens up debate and discussion on gender equality and sexual rights of women. This programme is part of the school's life orientation curriculum.

Evidence of effectiveness: Independent evaluation (unpublished) included control group study and pre and post programme questionnaires.

Programme name: Safe Dates

Country in which developed and/or delivered: Developed in USA. Has also been used in Australia, Canada, Chile, Greece, Iceland, Ireland, the Netherlands, Switzerland, Taiwan, Thailand and the UK.

Programme model: A self protection and perpetration reduction programme focused on dating violence in teenage relationships.

Programme goal: To stop or prevent the initiation of emotional, physical and sexual abuse on dates between individuals involved in a dating relationship. Intended for male and female 8th and 9th grade students (aged 13-17). Aims to change adolescents dating violence and gender-role norms; improve peer self help; promote help seeking; decrease dating victimisation and perpetration.

Programme description: Consists of 5 components; a nine session curriculum, a play script, a poster competition, parent materials, and a teacher training outline. Some programmes include a booster session.

Evidence of effectiveness: Independently evaluated by Foshee et al.\(^84\) in 1998, 2004 and 2005. Showed statistically significant reductions in sexual abuse perpetration against a dating partner at four follow-up points, relative to adolescents in a comparison group. Also showed statistically significant reduced rates of sexual abuse victimisation at 4 years.

after intervention.

Included on SAMHSA's National Registry of Evidence-based Programmes and Practices.

**Programme name:** ECPAT International programme with IDEIF, REDES & CODENI

**Country in which developed and/or delivered:** Peru

**Programme model:** Structured reflection on gender norms by young men in school

**Programme goal:** To promote awareness of the harms and consequences of CSEC, men's roles in perpetrating sexual exploitation and their potential for being catalysts for change.

**Programme description:** Forums with teachers and parents, followed by 3 day workshops of group educational activities with 14 -16 year old boys, led by men. These involved dynamic activities and participation and took place in high schools.

**Evidence of effectiveness:** Evaluations by ECPAT showed 40% of students had achieved positive behaviour change, 70% were able to share what they had learnt, 90% had discussed sex exploitation with their families.

Although the evaluations of the above primary prevention programmes show positive results in terms of their immediate goals and objectives, there is a need to test their effectiveness in the longer term in order to determine whether they contribute to a reduced victimisation and/or perpetration. Practice experience and research\(^87\) raise important questions about how well protective skills and knowledge gained in a classroom situation translate to actual abuse situations:

"**Most children we see in therapy have been taught these skills - but in the actual abuse situation cannot apply them. Typical comment 'I could not say no - or go away - this was my granddad/dad/teacher/etc - and I have to do what he tells me to do.' The dangerous assumption behind these programmes is that this knowledge and skills will generalise from the group/classroom situation and the child will be able to apply them in the situation in which there is a power differential. In the classroom the child is rewarded for reproducing the knowledge and skill - in the abuse situation the child may be punished or harmed further. I have worked with children whose compliance with the abuser has enabled eventual escape from serious harm and even death." (Joan van Niekerk\(^88\))."

There have been 14 evaluative studies of Bystander programmes published. Of these eight (62%) reported statistically significant positive effects on bystander attitudes. However these focus on preventing sexual violence, rather than specifically on the

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\(^88\) A respondent to the survey.
prevention of child sexual abuse which as we know frequently takes place in secret within the family so that bystanders may have little or no opportunity to intervene.

One example of a preventive programme to reduce dating violence has been included above. Other similar programmes have been developed and evaluated with positive results. See for example the multi-method evaluation of the Mentors for Violence Prevention programme on www.mvpnational.org.

Secondary prevention programmes involving work with men and boys that are effective or promising

Several examples of work with young people with sexually harmful behaviour have been described by respondents – for example, First Step Cambodia, Brazil, Iceland, the Centre for the Prevention and Treatment of Child Sexual Abuse in the Philippines, Childline in South Africa, NSPCC and G-map in the UK. Respondents also referred to similar programmes in other countries.

These programmes each have distinctive features but appear to draw on a common research and evidence base and to cover similar areas in their programmes. The Philippines programme is distinct in the way it broadly targets boys with sexually misbehaviour problems that are either sexually responsive or sexually aggressive. It has not yet been systematically evaluated. Common features of the programmes include thorough initial assessments using standardised psychometric tests, individual and group therapy, development of victim empathy, self-regulation, social and coping skills, safety planning. For some of these an evaluation is underway or planned and for some it is not clear whether they have been systematically evaluated. The programme described below is selected because it has some interesting features and some early evaluation results which suggest it is a promising programme.

Programme name: Therapeutic Treatment Orders
Country in which developed and/or delivered: Australia
Programme model: Community treatment programme for young people up to 15 with sexually harmful behaviour, provided state-wide in Victoria in Centres for Sexual Assault. For both males and females. Based on the Good Lives Model (Ward and Stewart, 2003)
Programme goal: To reduce the risk of further sexually harmful behaviour and to develop new thinking and behavioural skills.
Programme description: Twelve month programme which can be extended or reduced based on individual assessment. Four modules which can be combination of one to one and group based work on: understanding emotion; techniques to manage emotions; understanding what I did; moving on and healthy sexuality. Includes use of role play,

experiential work, movement and drama, yoga, narrative therapy techniques.

**Evidence of effectiveness:** External evaluation underway. Initial findings promising – 73% of clients either fully or substantially reach their goals. Evaluation includes costs and evidence of cost effectiveness. Paper submitted for publication.

In her presentation to the *Thinking Space* Eileen Vizard highlighted the importance of a developmental perspective in all programmes for young people with sexually harmful behaviour. She emphasised the need for holistic clinical assessments which include the use of appropriate psychometric tests in complex cases where serious psychopathology and issues of risk may be present. She summarises research on effective treatment programmes as follows:

“The results of several meta-analyses and follow-ups of RCTs, with children with sexually harmful behaviour, support short-term, sexually abusive behaviour-focused CBT interventions, particularly those such as multi-systemic therapy (MST), which also include substantive input to caregivers”.

**Tertiary prevention programmes involving work with men and boys that are effective or promising**

Four programmes have been selected for more detailed description here because they have been the subject of rigorous independent evaluation and can demonstrate their effectiveness. However readers are recommended to read the detailed survey responses from Donald Findlater and Sheila Brotherston in *Appendix 7*, which give a comprehensive summary of work with male sex offenders over the age of 18 in the UK. We are aware that evidence-based work with convicted sex offenders is also being carried out in a number of other countries, but have not received sufficient information about this through the survey to include here.

The first programme is with young men aged 15–18 who are serving custodial sentences for sexual offences. It is similar in many ways to the programmes described above, but included as a tertiary programme because the behaviour has progressed from being described as sexually harmful to those whose sexual offending is so serious that they are serving custodial sentences.

**Programme name:** Lucy Faithfull Foundation programme for young males serving custodial sentences

**Country in which developed and/or delivered:** UK

**Programme model:** Individually tailored assessment and intervention programme for

young men (15 –18) convicted to a custodial sentence for sex offences. Model used is strengths-based and is based on the *Good Lives Model* (Ward and Gannon, 2006.)

**Programme goal:** To reduce the risk of further sex offending and enable the young person to meet their needs in socially acceptable ways

**Programme description:** Core programme with flexible elements to respond to individual needs. Initial assessment and formulation of provisional hypothesis phase based on semi structured interviews, includes family members where possible and assessment of mental health. Intervention includes an offence specific component with three elements: learning to define sexually abusive behaviour, focusing on processes specific to the individual's offending; using learning to do things differently and create a New Life Plan.

**Evidence of effectiveness:** Independent evaluation demonstrated programme meets key principles and components of effective practice shown in evidence review to work with young people who sexually offend. (Worling and Langton, 2012.)

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**Programme name:** *Sex Offender Treatment Core Programme* (for adapted and extended programmes see Appendix 5.)

**Country in which developed and/or delivered:** UK

**Programme model:** Accredited prison based treatment programme for convicted adult sex offenders at high or medium risk. Delivered by trained staff. Adapted and extended programmes also provided.

**Programme goal:** To help offenders develop meaningful goals and practice new ways of thinking and behaving that lead away from offending.

**Programme description:** Assessment followed by treatment based on risk profile. Aims to modify offence justifying thinking, developing ability to recognise feelings in themselves and others, gaining an understanding of victim harm and developing relapse prevention skills.

**Evidence of effectiveness:** Independent evaluation of outcomes using control group showed significantly reduced re-conviction rates at 2 years after treatment. (Friendship, Mann & Beech 2003.)

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**Programme name:** *Community Sex Offender Group Programme*

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**Country in which developed and/or delivered:** UK

**Programme model:** Community based group work treatment programme for adult men convicted of sex offences. This has adapted and extended version to meet different needs.

**Programme goal:** To help offenders develop and understanding of how and why they have committed sexual offences. To increase awareness of victim harm.

**Programme description:** Involves 240 hours of group work over a period exceeding 2 years or 100 hours of group work in one year. Accredited programmes are delivered usually by probation officers in different parts of the UK and way programme is structured varies. For example, in Thames Valley there are 4 programme blocks: Foundation block (10 days), Victim Empathy (8 sessions), Life Skills (10 sessions), and Relapse Prevention (24 sessions).

**Evidence of effectiveness:** Independently evaluated with control group. Different published evaluations have each shown programme to be effective in reducing 2 year re-conviction rates (see Appendix 7 for details).

---

**Programme name:** Circles of Support and Accountability

**Country in which developed and/or delivered:** UK

**Programme model:** Emotional and practical support group for sex offenders who are living in the community.

**Programme goal:** To reduce the risk of reoffending and so to create safer communities for children.

**Programme description:** Circles of Support and Accountability are formed by volunteers to provide emotional and practical support to a sex offender, known as the core member, in the community whilst holding them accountable for their offences. Based on principles of restorative justice. Each circle has 4-6 volunteers and one core member. Circle meets weekly and may last for a year or longer. Also individual time face to face and by phone. Coordinated and run by NGOs.

**Evidence of effectiveness:** Positive results found in independent evaluation (Bates et al 2012)94.)

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**5. Summary of key findings**

The following findings are based on the selection of programmes described in response to the survey and on further information shared about programmes during and after the Thinking Space event. Given the selective nature of the sample, these findings may not necessarily reflect the full international picture.

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Tertiary programmes of work with men and adolescents who sexually offend are the most well developed and extensive in the UK, USA and Australia, but also exist in developing countries;

Work with boys with sexually worrying or harmful behaviour are the most widely described secondary interventions;

Primary prevention interventions exclusively for men and boys are the least well developed and evidenced. The majority of primary programmes described are for mixed gender groups and focus on the development of self protection skills;

Upstream/primary prevention programmes described are more likely to be for mixed gender groups; downstream programmes are more likely to be solely for men and boys;

The majority of primary prevention programmes described target children and people young people aged 5-14;

The youngest starting age for interventions for children with sexually harmful behaviour is 6 years of age;

Where there are higher levels of identified risk of abuse being perpetrated, programmes are more likely to be delivered in secure settings, by qualified professionals. However there are interesting exceptions involving work by volunteers and para-professionals which look promising;

Primary prevention programmes described are all group based; secondary and tertiary programmes are based on individual assessments and involve one-to-one work and group work

Programmes draw on an eclectic mix of theories but there are some common threads, such as the use of the Good Lives model in work with adult sex offenders and the use of Cognitive Behavioural Therapy in treating both perpetrators and victims of abuse;

The extent to which programmes aim to prevent all forms of violence or to focus on some specific aspect of sexual abuse varies;

The evidence of children and young people's participation in programme development, delivery and evaluation is generally weak, although this appears to be much more developed in work to combat commercial sexual exploitation of children;
Although some programmes have been successful adapted, tested and then replicated in different countries, the cross-cultural transferability of programmes should not be assumed;

There is a strong commitment demonstrated to developing and implementing evidence-based programmes, but many lack the capacity or resources for systematic or longer term evaluations of impact;

Programmes with men and boys have been identified at primary, secondary and tertiary levels which demonstrate effectiveness in changing attitudes, knowledge and behaviour and, in some cases, reduced re-conviction rates for sexual offences.

Section 4: The debate

This section draws on the preliminary research and subsequent discussions to highlight essential supports for preventive work with men and boys. It is a subject fraught with challenges which are also summarised. Given that this is a developing and relatively neglected area of practice it is not surprising that many questions and dilemmas have arisen in the course of discussions. Issues which would benefit from further professional debate and research are also outlined. The final two sections of the report provide some answers.

1. Essential supports

These are in four main areas: legislation, policy/mandate, funding, and cooperative arrangements with others. Research evidence and the provision of training and standards have also been identified as key supports.

The importance of work taking place within an appropriate legal framework was widely recognised. For example, in Iceland this is the Child Protection Act (No. 80/2002).

Example

In Victoria, Australia, the programme with young people under 15 who have sexually harmful behaviour is covered by the Children, Youth and Families Act (2005) which includes provision for Therapeutic Treatment Orders (TTO). The TTO system has enabled work with over 1600 young people since 2007. A Board appointed by the Victorian State Police oversees decision making. This framework allows for up to two years of no cost treatment. It allows magistrates to defer sentencing for youth charged with sexual offences and to refer them for treatment. If treatment is successful then charges are set aside. In South Africa the Child Justice Act (no. 75/2008) establishes diversion programmes for children in conflict with the law if they acknowledge responsibility, however it does not fund such programmes.
Having a clear **mandate** and government support for the work is important. In Cambodia this takes the form of a memorandum of agreement with the relevant government department. In Ireland, the Department of Education supports implementation of a primary prevention programme in all primary schools through a formal policy. Having the backing, commitment and understanding of government makes a big difference to programme implementation as this can be a highly controversial area of work.

**Financial support** for programmes comes from government departments in some countries and states and is seen as vital especially when reliably available over a number of years. Even in wealthier countries such as the USA this funding is described as being difficult to obtain. In Victoria, Australia, programme funding for therapeutic treatment orders is linked to meeting targets and this is described as a highly cost effective approach.

**Example**

Funding from the European Union has enabled a preventive programme developed in one part of Italy to be extended more widely within Italy and then into five other European countries. This has then attracted further support from the state and a charitable foundation in Switzerland, which has made it possible for the preventive programme to be extended to all elementary schools in the Italian part of the country.

Foundations and charitable trusts are a vital and valued source of financial support. The Oak Foundation, for example, makes a major contribution to international development in this area. In Asia, charitable funding has enabled work that began in Cambodia to be made available to other countries in the region, including Thailand. This clearly illustrates how innovative work developed by small non-governmental agencies (NGOs) has with further funding been scaled up to reach significant populations.

As seen above, funding facilitates **cooperative arrangements** across country boundaries and enables the spread of good practice. In addition, some of the programmes are delivered through in-country partnerships between statutory agencies and NGOs such as the **NSPCC Offence Prevention Helpline** in England which is being delivered by an NGO in partnership with a local probation service. Examples of partnerships between NGOs are also described, for example, in relation to the implementation of the **Good touch, bad touch** preventive programme in Cambodia. Parent teacher associations have helped with the roll out of the **Unspoken Words** programme in Switzerland.

**Example**

In Belgium, a partnership between ECPAT, NGOs, Belgian Federation of Tourism, Belgian National Railways, airports, the Ministry of Foreign Affairs, the ministry of Defence, the private sector and the Trafficking in Human Beings Department of the Police, worked together in a campaign to raise awareness of the consequences of commercial sexual exploitation (CSEC).
In Canada, high-profile men have taken a stand against CSEC, speaking out against sexual exploitation on a website and then in hard hitting public service announcements, radio adverts and a comic strip. This was the result of a partnership between ECPAT, Beyond Borders, the Canadian Centre for Child Protection and media organisations.

There is an impressive willingness to share learning and experience which has been demonstrated throughout this work by all the many people who have generously shared what they have learnt.

For each of the above supports, however, there are related challenges which are considered below.

2. Barriers and challenges

There is considerable consensus from around the world about the barriers and challenges to work with men and boys, although the weight and particular nature of these varies country by country. These relate to legislation, resources, cultural and social attitudes, the nature of the subject, the evidence base, the use of technology to abuse children, working together and geography, the lack of a strategic approach.

The absence of relevant legislation to tackle sexual violence can be a major problem. Where it exists it may not be enforced or fully implemented. For example research in Peru showed child sexual exploitation (CSEC) is a well known phenomenon but that, despite the existence of law criminalising CSEC perpetrators, the problem is widely tolerated and those who carry out such crimes are being granted immunity. The law may also fail to protect some groups. For example, in Pakistan some of the provisions of legislation to tackle child prostitution only apply to girls under 16, leaving boys unprotected. A child-hostile judicial process in some countries was seen as a particular challenge.

Conversely the criminalisation and labelling of even young children with sexually harmful behaviour can prove very damaging. In some countries the criminal age of responsibility is as young as 10 and in some States in the USA even lower. This conflicts with the legal age of sexual consent. Once a child has committed a sexual offence they may be seen and treated as an offender first and a child with their own welfare needs second. Legislation to require the registration of all sex offenders in some countries leads to the names of young people who have sexually offended being published and known to their community.

Economic constraints and lack of resources challenge both wealthy and low income countries. This includes lack of resources for services for vulnerable and disadvantaged families and for treatment, lack of training and of trained staff, inadequate facilities, insufficient resources for early intervention to tackle aggressive behaviour, lack of research. Limited resources and services are available for follow up after release of offenders into the community. Work with men and boys, particularly those who have offended, is an area of work for which it can be hard to raise funds from donors for services or research. Funding also tends to be for short term projects, which makes establishment of an evidence base very difficult. It can also be difficult to secure funding for evaluation of programmes.

A general social and institutional reluctance to fund preventive initiatives is mentioned, particularly primary prevention and early intervention. “Resources flow towards problems, more than prevention.” This problem is exacerbated in relation to work with boys and men because of perceptions and attitudes. There are however positive exceptions as shown above.

Cultural and social attitudes present considerable challenges in several parts of the world, including parts of Asia and Europe. Denial and ignorance were seen as a major issue by some participants. In areas of Asia there is a lack of belief that child sexual abuse of boys is an issue, combined with a lack of sympathy or understanding of their needs. This goes alongside a myth that boys cannot be raped and must always be strong, showing no distress or weakness. Boys are also seen as problematic. If we combine this perception with the difficulty some people experience in thinking or talking about sexual abuse at all we have compelling barriers to work with boys. The following extract from a Cambodian respondent powerfully conveys these barriers:

“Lack of belief that sexual abuse of boys and men is a considerable issue at every level, including donors and some representatives of international NGPs; boys issues are essentially in many settings not considered important - unless you are working with boys to prevent violence against women.

Cultural and social attitudes and responses to this issue extremely discriminatory in many settings – often linked to perceptions of what a boy is expected to be (strong, a protector of self and others etc.) but also that boys do not have virginity, reputation and honour to lose – therefore it is of little concern when a boy is sexually abused.” (Alistair Hilton.)

On the other hand, social constructs of masculinity and a sense of male entitlement support and maintain aggressive sexual behaviour by men and boys in many parts of the world. In some countries violence against girls and women is socially acceptable.

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97 A respondent to the survey.
and normalised. Tackling these deep-seated attitudes and cultural norms, which are structurally embedded and reinforced by weak legal protections results in considerable resistance to change.

Blame for commercial child sexual exploitation may be placed on those who are abused in some areas. “The sexual use of a person in prostitution has not traditionally been viewed in the same light as the sexual abuse of an ‘innocent’ child. For most clients, a child’s status as a ‘prostitute’ overrides her/his status as a ‘child’” 98.

Sexual abuse of children remains a difficult and taboo subject, particularly in some cultures and faiths. Sex education may not be permitted in schools in and, where it is allowed, some teaching staff may be reluctant and lack confidence to raise the issue. For example:

“The main overall shortcoming of addressing child sexual abuse as a phenomenon in Greece can be considered as being the lack of sexual training programmes in schools and the reluctance of the educational sector in implementing such activities.” (George Nikolaidis 99.)

Overcoming parental resistance to sex education and to raising children’s awareness of sexual abuse can be an issue, but ways of overcoming this and involving parents have been found in a diverse range of countries. Parents can also be reluctant for their child to be involved in a programme for those with sexually harmful behaviour because of the associated stigma.

There is also a professional reluctance to work with boys and men who sexually abuse children and an unwillingness among those working in child mental health and social work to learn or use the necessary knowledge and skills. Those who do work in this area can find themselves the subject of ambivalence from colleagues. They need support and sustaining if they are to stay healthy and well when doing this emotionally challenging work.

The lack of sufficient research to establish a clear evidence base for preventive programmes involving work with men and boys was one of the drivers for this Denver Thinking Space. In spite of a strong commitment to evidence based work, the capacity or resources to undertake systematic or longer term evaluations of impact is often absent. None of the programmes have been evaluated using RCTs, but some have used two-group non-randomised trials or single group pre-post studies.

98 ECPAT response to survey. See appendix 7.
99 A respondent to the survey.
The Lancet series on Child Maltreatment 3,\textsuperscript{100} states that it is unknown whether educational programmes reduce the occurrence of child sexual abuse, although there is some evidence that they improve children's knowledge and protective behaviours. The authors go on to state that where educative programmes do not yet exist there is an opportunity to do a RCT that includes outcomes of incidence of sexual abuse as well as proxy outcomes of knowledge and behaviour. However, there are particular ethical, methodological, resource and logistical challenges in determining the long impact of primary prevention programmes.

A related challenge is knowing/knowing how to find out about what work that is being undertaken and has been evaluated in this developing field.

The increased use of technology in child sexual abuse raises radical questions about what constitutes child sexual abuse, what is normal sexual development and how to prevent grooming and abuse through a variety of on-line and social media. Accessing pornography on-line has become easier and exposure to mainstream and violent pornography influences the behaviour of adults and children. Exposure to violent content may be particularly damaging to some vulnerable groups of children. At same time increasing numbers of young people are sending sexually explicit text messages or sexualised photos of themselves using mobile phones and not realising the associated risks.

There can be challenges working across services. For example, there may be differences and a lack of compatibility between models of delivery of work within the youth justice system and organisations with responsibility for services for young people aged 18 and over. Different professions operate with different models and philosophies and there can be difficulties in ensuring understanding of a strengths based approaches within risk management processes. Challenges can also result when a hierarchy of professions of different status work together.

Geography poses challenges in countries such as Australia where, “the tyranny of distance in rural areas” was mentioned. A similar problem is experienced in South Africa where it is difficult to include children from rural areas in programmes which have been centralised in urban areas due to cost. Distance is also an issue in the UK in relation to accessing families when young people are placed in custodial establishments at some distance from their home area.

Finally, the absence of a comprehensive cross government strategy for preventive work, backed by resources and clear lines of accountability, is seen as a barrier.

3. Issues and dilemmas for further debate

**Adequacy of the evidence base.** How can the evidence base for work with boys and men be strengthened? What is good-enough evidence for the effectiveness of primary preventive programmes? How do you evidence that something has **not** happened as a result of preventive work? Are proxy measures sufficient? Do we need more evidence about cost-effectiveness? What exactly do we want to evaluate? Should we be measuring outcomes via developmental pathways/trajectories to adult life, rather than focusing on rates of offending/re-offending?

**How best to make the case** for work with men and boys to prevent child sexual abuse and exploitation, particularly but not exclusively at the primary level. Different audiences need to be engaged. Politicians, for example, will want to see the benefits of investing in programmes which will not show immediate results. Are there persuasive examples to share of how shifting the balance of resources to primary prevention has made a positive difference to the extent of sexual violence?¹⁰¹

What is the **right balance** between a criminal justice-focused approach and a welfare approach for tackling sexual abuse by children and young people. How do we ensure professional responses to sexually abusive behaviour in children do not do more harm than good and propel children down the pathway to further offending? Some measures introduced in good faith to tackle child sexual abuse, such as sex offender registers, may be doing as much harm as good when applied to adolescents.

Punitive approaches dominate and make it difficult for men and boys and their partners or parents to come forward for help. Is it time for a more informed and less polarised public debate about sex offending in the light of recent research? How do we create incentives for men worried about their sexual interests in children to come forward for treatment, when they risk criminalisation? What is the place of confidential helplines? Is there a place for voluntary treatment services where men can seek help without fear of prosecution?

**Screening tests - a good idea or not?** A public health approach to prevention requires the ability to identify and target interventions at those who pose a heightened risk of sexually harming children. The *Denver Thinking Space* has identified a number of characteristics of men and boys that are associated with an increased risk for going on to sexually harm children. So would a screening/risk assessment test be desirable? Could such a test ever have the necessary sensitivity and specificity to be useful? What might the unintended consequences be of introducing such a screening test? In **Appendix 9** Richard Roylance critically examines this question and key concepts such as true and false positives, true and false negatives.

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¹⁰¹ For examples of evidence for the effectiveness of prevention see the website [http://www.prevention.org/prevention-news/prevention science_all_revealed](http://www.prevention.org/prevention-news/prevention science_all_revealed)
A related issue is how information about **early behavioural indicators of risk** that a young person is likely to progress along a trajectory/pathway to offending should be used to ensure effective early intervention, without prematurely or inappropriately labelling or stigmatising them?

**What are comparative merits of having a broad or more specialist focus in programmes?** The focus of programmes varies from those that deal specifically with sexual abuse and those with a broader focus (either on different forms of violence or on gender equality, sexual rights and responsibilities, and parenting.) What are the merits of a narrower and more specific focus as opposed to a broad and more general focus? Are mainstream programmes which include sexual abuse prevention as an outcome as effective as programmes with a specific focus?

**Are we making the most of the potential for sharing experience and learning** with programmes addressing other forms of violence? There is a danger of thinking in silos. Should more be done to link with programmes to prevent other forms of violence such as domestic violence, peer violence, adolescent relationship abuse and intimate partner violence, gang violence?

Can we find more effective ways of **sharing information** about relevant programmes including those programmes that prove unsuccessful, from which there is useful learning?

How does the **changing nature of child sexual abuse**, particularly in relation to the use of mobile and internet technology, affect preventive programmes and strategies?

**What kind of workforce** is needed and what is the role of para-professionals and volunteers? Which programmes of work with men and boys can safely and effectively be delivered by trained para-professionals and/or volunteers? This becomes a particularly contentious issue at times when resources are tight and governments seek to cut costs, but there are positive examples of effective programmes using trained volunteers.

**What are the comparative merits of single and mixed gender work?** Is some preventive work best undertaken with men and boys exclusively and if so at what stage, in what circumstances and with what objectives? Are there circumstances in which work solely with men or boys is counterproductive or when there are positive benefits from working with a mixed audience?

There is a related question which is about the merits of organisations that focus purely on work with men and boys as opposed to organisations which provide a service for both genders.
Critical timing. What are the critical developmental stages at which to begin different preventive interventions in order to maximise influence and impact? What are the implications of insights from recent research on neurological and brain development?

Section 5: Developing a child protection strategy involving work with men and boys

One of the challenges identified above is implementing a preventive strategy in the absence of a comprehensive strategy for addressing child sexual abuse and exploitation. Programmes of work with men and boys, such as those described in Section 3, need to be part of a comprehensive mandated strategy, which is supported by law, policy, resources and a trained and well supported workforce. The strategy must also be relevant to each country’s political and economic context, culture and stage of development in relation to child sexual abuse.

This part of report begins by proposing the use of a conceptual framework for planning a preventive strategy that involves work with men and boys and then illustrates how the programmes described in Section 3 can fit into this. The essential elements for developing and implementing such a strategy are then considered.

1. A conceptual framework

There is extensive research evidence, published literature and expert opinion supporting the development of strategies to prevent child sexual abuse and exploitation which:

- take a public health approach, including primary, secondary and tertiary levels of prevention;
- emphasise the value of investing in upstream/primary prevention;
- take a four level ecological approach, addressing societal, community, relationship and individual factors that increase risk or protective factors;
- take a developmental approach; and
- are guided and informed by theoretical understanding of behavioural change.

In addition, based on thinking and contributions to the Thinking Space, strategies should:

- take a gendered approach and include specific work with men and boys;
- be relevant to the particular political, social and cultural context.

The conceptual framework developed by Smallbone, Marshal and Wortley\textsuperscript{102} is recommended as being particularly useful in planning a strategy to prevent child sexual abuse. This framework integrates public health and ecological approaches and also

identifies three priority audiences:
- abusers or potential abusers;
- children and young people;
- communities and families.

In developing their integrated approach to prevention the authors\textsuperscript{103} also consider situational prevention measures to be essential (see below for details). This conceptual framework in the form of the simple four by three matrix (below) can help with reviewing, planning and communicating prevention strategies (see also Appendix 5 for completed version). Existing programmes can be mapped against the framework and this will quickly show where there are gaps and any significant imbalance between levels or audiences.

<table>
<thead>
<tr>
<th></th>
<th>Primary prevention</th>
<th>Secondary prevention</th>
<th>Tertiary prevention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abusers and potential abusers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children and young people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communities and families</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Situations</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Donald Findlater from the Lucy Faithfull Foundation in the UK described the value of using this framework to think and plan strategically and provided an example of its application\textsuperscript{104} at the Denver event. He will be leading work in 2013, funded by the Oak Foundation, which will use this framework with countries in parts of Africa and Eastern Europe to develop child sexual abuse prevention strategies. This will enable the value of this matrix approach to be further tested in the field in various contexts.

In planning strategies for a country or local area it is important to have some interventions in each area of the framework and to ensure resources are not disproportionately targeted at the tertiary end of the continuum, but also go to upstream/primary prevention measures.

2. Strategies for preventing child sexual abuse

A wide range of strategies and methods for preventing child sexual abuse have been identified in the course of this study and a brief summary of a selection these follows. More information is available on the ISPCAN website at www.ispcan.org.

\textsuperscript{103} Smallbone et al. (2008). op. cit.
\textsuperscript{104} Donald Findlater’s presentation to Denver Thinking Space is in Appendix 8 and on the ISPCAN website. See www.ispcan.org
Focusing on primary prevention, *Transforming Communities to Prevent Child Sexual Abuse and Exploitation: A Primary Prevention Approach* argues that our success in preventing child sexual abuse depends on our ability to maintain a coordinated and comprehensive effort as these problems are deep rooted in our environment and reinforced by societal norms. They recommend action across a six level spectrum:
- influencing policy and legislation;
- changing organisational practices;
- fostering coalitions and networks;
- educating providers;
- promoting community education;
- strengthening individual knowledge and skills.

In *Violence Prevention: the Evidence* seven main strategies for preventing interpersonal and self-directed violence are identified. These cover all forms of interpersonal violence, including child maltreatment, intimate partner violence and sexual violence, although not all strategies are equally relevant to each form of violence. The seven strategies are:
- increasing safe and stable nurturing relationships between children and their parents and caregivers;
- developing life skills;
- reducing harmful effects of alcohol;
- reducing access to guns, knives and pesticides;
- promoting gender equality;
- changing cultural norms that support violence; and
- victim identification, care and support.

Although these strategies are not specifically related to child sexual abuse, some are clearly relevant and transferable as we know various forms of violence against girls and young women have common root causes.

An example of a preventive strategy and action plan to tackle violence against girls and women in the UK provides a useful illustration of the different components of a comprehensive strategy which includes work to tackle root causes and change attitudes and behaviours. This features a campaign on television, with advertising, posters and lesson packs for use in schools to tackle teenage relationship abuse. A similar approach has been used successfully in South Africa through Soul City and their Soul Buddyz multi-media programme.

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The authors of *Child Sexual Abuse: Prevention of the First Acting Out Event; Overview and Analysis of the Situation at the International Level*[^109^], (a very useful account of global work in this area which can be accessed at [www.disno.ch](http://www.disno.ch)), use the following inventory to review global strategies:

- surveys and research;
- information campaigns;
- telephone helplines;
- websites;
- support materials;
- programmes;
- structures, resources and reception facilities;
- training for professionals; and
- professionals active in the field (networks).

The concept of situational prevention measures is based on the theory that a person's desire to sexually abuse a child, combined with their belief that they can abuse without getting caught, makes it more likely that they will abuse. This likelihood varies with the situation, so some places are safer and some more risky. By modifying situations through the introduction of situational preventive measures, the risk of abuse can be lowered, "creating safer environments rather than safer individuals"[^110^].

Such safeguarding measures have had a positive impact on preventing abuse in the UK, for example, where they were introduced following high profile cases of abuse in schools and children's care homes. Examples include:

- vetting arrangements for those seeking work with children and young people;
- a requirement for organisational child protection policies;
- guidance on acceptable conduct for those working with children;
- whistle-blowing processes;
- ensuring children have someone to talk to (e.g. through helplines, independent visitors, named child protection staff);
- accessible and well publicised complaints procedures;
- training for all those in contact with children to recognise abusive behaviour;
- guidance on safe practices for those in contact with children.

One of the lessons learnt from the introduction of such measures in schools and care settings is that determined abusers will move on to less regulated settings, therefore a whole systems approach is needed. Another lesson is to beware of the possible negative consequences of these measures, which may contribute to a siege mentality and make non-abusive men avoid working with or touching children for fear of being thought an abuser.


Table 5 below, based on the Smallbone et. al. conceptual framework, shows how the wide range of programmes involving work with men and boys identified through the Denver Thinking Space 2013 fit within a more comprehensive strategy to prevent child sexual abuse.
<table>
<thead>
<tr>
<th>Level of intervention</th>
<th>Primary</th>
<th>Secondary</th>
<th>Tertiary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult abusers and potential abusers</td>
<td>Campaigns to raise awareness and change attitudes</td>
<td>Early identification and interventions to tackle precursors of sexually abusive behaviour</td>
<td>Adult sex offender programmes</td>
</tr>
<tr>
<td></td>
<td>Development of constructive masculinities programmes/gender equality programmes</td>
<td>Helplines</td>
<td>Work with offenders in the community to prevent reoffending (eg Circles of Support and Accountability)</td>
</tr>
<tr>
<td>Children and young people</td>
<td>Programmes to support healthy development and education of children</td>
<td>Counselling and treatment for at risk children including those exposed to family violence and abuse</td>
<td>Juvenile sex offender programmes</td>
</tr>
<tr>
<td></td>
<td>Self protection skills</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Safe dating programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development of constructive masculinities programmes/gender equality programmes</td>
<td>Programmes addressing sexually worrying behaviour in children</td>
<td></td>
</tr>
<tr>
<td>Communities and families</td>
<td>Public education/awareness raising (e.g. through information, website, media campaigns)</td>
<td>Interventions to tackle domestic violence and child maltreatment</td>
<td>Support for families</td>
</tr>
<tr>
<td></td>
<td>Parenting programmes</td>
<td></td>
<td>Work with offenders in the community to prevent reoffending (e.g. Circles of Support and Accountability)</td>
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<tr>
<td></td>
<td>Community capacity building</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Bystander interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Situations</td>
<td>Training those working and in contact with children</td>
<td>Training those working and in contact with children</td>
<td>Training those working and in contact with children</td>
</tr>
<tr>
<td></td>
<td>Situational prevention in public settings, institutions and workplaces.</td>
<td>Situational interventions in high risk communities and organisations</td>
<td>Situational interventions in communities and organisations where sexual abuse has taken place</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sex offender registers</td>
</tr>
</tbody>
</table>

Table 5: Examples of preventive strategies, including work with men and boys
3. Law and policy

Legislation for prevention of all forms of abuse, neglect and exploitation is equally as important as that governing the protection of children and their receipt of therapeutic services having been abused or neglected. A legal framework not only provides the mandate for policy makers and practitioners to act within but it also signals the commitment of politicians to this essential area of work. There can however be a large gap between the legislative intentions and services delivered on the ground as was demonstrated in Joan Van Niekerk’s presentation.\(^{111}\)

The ISPCAN survey findings for this project identified that more preventive work was undertaken at the secondary and tertiary levels, suggesting that some politicians and those who commit resources to prevention have grasped the prevention nettle but more needs to be done to support the implementation of primary prevention programmes.

At the Denver Thinking Space, Joan van Niekerk, ISPCAN President Elect, presented the South African Experience. In post apartheid South Africa, the UN Convention on the Rights of the Child was signed and ratified. This commitment prompted the reform of all domestic legislation and policy involving the care and protection of children. In exemplary fashion, research was commissioned and sought in order to ensure that law and policy was linked to a clear evidence base, and applied to all children in South Africa.

The Children’s Act 2005 is developmental and holistic in its focus and intended application. It provides for the care and protection of children from infancy through to adulthood and its focus is heavily weighted towards prevention of violations of the rights of children.

The Children’s Act provides for:

- clear parental responsibilities and rights
- protection from harmful cultural practices
- early childhood education
- protection in partial care facilities such as creche facilities
- staff screening and training in these facilities
- standards of care in places of entertainment for children.

The Children’s Act aims to move focus and resources from residual provision to holistic preventive provision of services. The Children’s Act has among numerous other provisions, ones that are preventive at various levels in their intent. Indeed, the Act contains an entire chapter on prevention and early intervention. It obligates all provinces in South Africa to develop provincial profiles of prevention programmes within their province. It also obliges national and provincial Ministers of Social Development to develop prevention and early intervention strategies for their province.

\(^{111}\) See Appendix 8
The Children’s Act obliges the National Minister of Social Development, in consultation with the National Treasury, to fund prevention and early intervention programmes. This section is couched in the imperative – there is no Ministerial discretion. The national policy on prevention and early intervention programmes developed to drive implementation of this chapter in the legislation states very clearly that funded programmes must have an evidence base, and have monitoring and evaluation of impact built into their implementation.

The Child Justice Act 2008 provides for diversion programmes for children in conflict with the law. There is a specific focus on children who have committed sexual acts that fall within the ambit of the criminal law. These children, after assessment and if found suitable must be placed in diversion programmes if they have criminal capacity, and if they are incapable in law of taking responsibility for their behavior, services must follow. Probation services must assess the child and develop a treatment plan.

However, political will to implement must follow these ambitious laws, and policies as well as financial resources. In addition, norms and standards for the provision of programmes should be protective, but realistic. For example, the norms and standards for programmes for children who have committed acts of sexual aggression are so sophisticated that to date only 2 programmes have been registered. There is also the challenge of developing and adding to the evidence base – the roll out of pilots is often challenged by having smaller budgets, thus setting up the roll-out of programmes for failure.

Another key issue is whether the child welfare legislation is compatible with the criminal justice legislation. **Are boys who sexually abuse children first?**

Jenny Gray, ISPCAN President, highlighted some discrepancies in England that challenge those working with boys who sexually abuse others. These are often children or young people who come from a background of extensive privation, having experienced or witnessed violence in their own home and grown up in a family where there are multiple partners of their parents or adults passing through during their childhoods.112

In England, section 10, Children Act 2004 places a duty on local authorities and their partner agencies, for example, health and schools to improve outcomes for all children.

In addition, section 11 of the same Act places a duty on all statutory agencies including police, governors of young offenders prison and secure training centers to safeguard and promote the welfare of children to whom they are providing services. The Children Act 1989 places a general duty on local authorities to safeguard and promote the welfare of children in need. Associated statutory guidance, *Working Together to Safeguard Children*, which applies to all agencies – statutory and third sector – requires that children under 18 who sexually abuse other children should be given consideration as being victims of abuse or neglect, as well as their victims. There is therefore a very clear legislative framework for the prevention and protection of children from abuse, neglect and exploitation.

In England, the age of criminal responsibility is ten years old but higher in other European countries, for example,

- France – 13 years
- Italy – 14 years
- Denmark – 15 years
- Spain – 16 years.

The Sexual Offences Act 2003 applies to adults and young offenders i.e. children aged 10 and over and aged 17 and below, and the Sex Offenders Register applies to both children and adults. This means that children under the age of 18 are regarded as children under the child welfare legislation, in keeping with the UNCRC, but from the age of 10 years can be classed as having criminal responsibility for crimes, including sexual ones.

The following may be helpful to consider when developing a child protection strategy involving work with men and boys:

- *What is the age of criminal responsibility in your country?*
- *Are children who commit sexual offences regarded as children or young offenders first?*
- *Does the way in which they are viewed affect the types of services (at all levels) provided to boys who, or are likely to, sexually abuse?*

Readers are invited to share their experiences from their other countries.

### 4. Ensuring relevance of strategy

Countries are at different stages of development in relation to recognising and tackling child sexual abuse, as is clear from the report of the inaugural *Denver Thinking Space* in 2011. Some have long accepted that sexual abuse is a major problem and have well established laws, policies, research and services. These countries may be reluctant to introduce changes because they think the job is largely done. Others are beginning to take action and are keen to learn from others but also to innovate and develop their own local solutions. Others are in denial or at the early stages of recognising that sexual abuse and exploitation exist in their country.
The *Stages of Change Model*\(^{113}\) can be helpful in this context. This identifies the following stages:
- pre-contemplation (not ready);
- contemplation (getting ready);
- preparation (ready);
- action;
- maintenance.

A further stage of relapse has subsequently been added.

Although developed initially to apply to individual change (such as stopping smoking) the model is also useful when considering organisational, community or a whole country's stage of change and readiness to introduce preventive strategies involving work with men and boys. If a country, for example, does not see child sexual abuse as a problem, politicians and policy makers may be un-informed or under-informed and will need good quality persuasive information about the scale and nature of the local problem before they are ready to start thinking about any strategy development. If the problem is recognised and contemplation of strategies has begun, but there is as yet no commitment to change, then information to help balance the pros and cons of change might be needed. Involving survivors of abuse and children and young people as advocates can be particularly powerful at this stage.

The World Health Organisation has developed a toolkit to enable countries to assess their state of readiness to implement strategies to prevent child maltreatment. This is available for download from their website\(^{114}\).

5. Addressing cultural barriers

Powerful cultural barriers may need to be overcome. For example, where there are traditional views about men and women's roles and where sex is a taboo subject, there are likely to be particular challenges to address in developing a preventive strategy involving work with men and boys. It is important therefore to ensure strategy development is tailored to the country or community's dominant culture, including the role of religion. To assist with this the following suggestions from the *Thinking Space* may be helpful:
- well conducted local research on prevalence can help to influence decision makers and challenge denial of the problem;
- embed the prevention of child sexual abuse in other programmes, including in mainstream programmes;


\(^{114}\) See website www.who.int
• involve people who understand the cultural norms and know how to communicate on this subject;
• consider enlisting the help of people with social and media communication expertise;
• consult parents and children to understand better what changes are needed and what approaches are likely to work best. Involve them as advocates;
• use language, tools and methods that are culturally acceptable to integrate prevention messages;
• work in partnership with local NGOs, who may be better placed to deliver some programmes than statutory services;
• work with community leaders and identify champions of change whose views will be respected;
• be clear about purpose and what most needs to change and the resulting benefits.

6. Implementing strategy

Preventing Intimate Partner and Sexual Violence against Women provides the following guidance on the essential stages of strategy implementation:

“To implement prevention policies and programmes, the following steps are essential:

Step 1: Getting started
  • Identify key partners and develop partnerships
  • Develop a shared vision
  • Develop skills and capacity in leadership and advocacy

Step 2: Define and describe the nature of the problem
  • Define intimate partner and sexual violence
  • Describe the size and nature of each problem
  • Develop capacity to assess health needs and health impacts

Step 3: Identify potentially effective programmes with reference to the nature of the problem and the evidence base for prevention

Step 4: Develop policies and strategies
  • Agree upon a framework for joint policy and strategy development
  • Prioritize effective programmes

Step 5: Create an action plan to ensure delivery
- Agree upon the process and timetable for implementation
- Agree upon and define the roles and responsibilities of partners
- Develop professional skills, undertake further training and establish effective networks

Step 6: Evaluate and share learning
- Plan and implement appropriate evaluation.
- Learn – and then share evidence and promising practice.”

7. The workforce required to implement preventive strategies

Determining what kind of workforce is required and how the workforce is enabled to develop and sustain the necessary knowledge and skills are critical elements of a preventive strategy. Given the multi-dimensional risk and protective factors associated with child sexual abuse, it will not be prevented by any one profession working in isolation. It has to be tackled by a number of agencies and professions not only working together but also involving parents and members of the wider community and neighbourhood.

One of the challenges identified earlier was how to decide which programmes of work with men and boys can safely and effectively be delivered by trained para-professionals and/or volunteers working with parents and the community and which require to be delivered by specially trained professionals. It is clear that primary prevention programmes can be delivered by a wide range of professionals and para-professionals, such as youth, community workers and specially trained volunteers, however the role of para-professionals and volunteers in secondary and tertiary prevention programmes is more contentious.

It is generally thought that addressing sexually harmful or offending behaviour by men and boys is so complex that it can only be successfully addressed by skilled, specifically trained professionals, such as psychologists, psychiatrists and social workers. However an analysis of different aspects of secondary and tertiary prevention programmes suggests certain aspects of the work can be delivered effectively by para-professionals. For example, work with the clients’ broader life skills, social skills, educational opportunities, family problems, the development of strengths and of developmental competencies, and the strengthening of resilient behaviours can be addressed by both professionals and para-professionals. Beside the cost reduction, there are some advantages to para-professional and volunteer-supported interventions, such as their time- and activity- extended availability and their ability to support clients in different areas of their everyday lives.
Hackett (2004)\textsuperscript{116} has highlighted how even when the most effective approaches are used to prevent a juvenile offenders’ relapse, psychotherapy alone is not enough to help a young person and his or her family address the wide-ranging issues underpinning and resulting from adolescent sexual aggression. Para-professionals can play an important role in non-specific interventions with carers and family members both during and after treatment. Circles of Support and Accountability in the UK provides an example of how trained volunteers can work with convicted offenders in the community to help prevent relapse or re-offending.

Interventions that address higher levels of identified risk of abuse should rely on qualified and trained professionals, while non-specific areas of work could be shared with trained para-professionals.

Particular attention needs to be paid to the selection, training and ongoing supervision and support of those working with men and boys who have sexually harmed children. It is emotionally demanding work which requires the ability to empathise with the abuser, without colluding with their behaviour, while retaining a focus on child protection. The complex needs and psychopathology of those who sexually abuse mean those treating them need to be well trained and to have regular high quality clinical/casework supervision to help them manage the dynamics and impact of the work.

Section 6: Key messages and next steps

The following messages are intended for different audiences and are based on the many contributions to the Denver Thinking Space 2013.

1. Messages for all

\begin{itemize}
\item Preventing a significant proportion of child sexual abuse and exploitation is possible. Such offences are not inevitable.
\item Prevention can happen at any stage in the life cycle, but the earlier the better.
\item Men and adolescent boys, although responsible for the majority of sexual abuse, should be seen, not just as a problem, but as a part of the solution.
\item It is important to apply a gender perspective to the development and implementation of all child sexual abuse prevention work.
\item Fathers have been marginalised in some cultures and need to be better engaged, encouraged and supported in the care and upbringing of their children.
\end{itemize}

Label the behaviour not the person.

Many perpetrators of sexual abuse have experienced neglect, physical and/or sexual abuse as children, however the vast majority of survivors do not become abusers.

Preventing child sexual abuse is not just a problem for professionals. Solutions are in the hands of everyone. The scale of the problem requires that all play their part in prevention.

Advances in the use of technology present new challenges for young people to learn safe and healthy boundaries with peers and adults.

Limited resources are not necessarily a bar to undertaking primary prevention work.

2. Messages for politicians and policy makers

Sexual abuse of children and sexual violence in general are key public concerns and as such become key concerns for politicians and those who develop law and policy at national and local levels.

The support of politicians and other policy makers for prevention programmes at every level is essential. A legal and policy mandate and support for these activities is important as is bringing budgets to an aspect of child protection work that is not always top of the mind for the general public, whose concern and empathy is usually for the victim.

The focus on developing appropriate responses to victims and survivors has drawn attention to services for victims and to prosecution, punishment and imprisonment for offenders. This has had the effect of diverting attention away from prevention strategies and programmes.

Child sexual abuse has no single cause and therefore no single solution. A multi-layered strategy is required, which includes primary, secondary and tertiary prevention. The use of the Smallbone et. al.\textsuperscript{117} framework incorporating different audiences and prevention levels is of value in planning a comprehensive prevention strategy.

Where countries lack basic data on the prevalence of sexual abuse and exploitation and associated risk and protective factors, obtaining this data is an

\textsuperscript{117} Smallbone et. al. (2008). op.cit. See also Appendix 5.
important step in developing a prevention strategy. However the absence of such data should not deter initial development and implementation of a prevention strategy.

The root causes of sexual violence against children can be addressed by investing in healthcare, education, family support and community development services; by addressing gender inequalities; by challenging attitudes and behaviour which foster violence; and, intervening early wherever possible.

Aligning child sexual abuse prevention activities with other violence prevention activities which have common root causes can maximise impact and cost effectiveness. Adapting mainstream programmes to include child sexual abuse prevention outcomes and content can also be cost effective.

Without a well implemented and resourced legal framework preventive efforts will fail. Legislation and policy on child sexual abuse can change attitudes and behaviour, even where resistance to change is strong, however law and policy alone are insufficient.

Examples of law and policy that support prevention of child sexual abuse do exist – however these remain 'paper tigers' unless decision-makers commit to the allocation of budget and implementation.

Early intervention with children with high risk factors for sexual offending should be part of a preventive strategy.

Criminalising and labelling young people who sexually offend too early can be damaging and can propel them into long term offending. Most juvenile who sexually harm others will not go on to become adult sex offenders. Many have themselves been victims of abuse. Children who offend should be treated as children first and their welfare needs should be a priority.

Imprisonment of sex offenders is not the whole solution. There is also a need to explore ways of treating men who voluntarily seek help for sexually abusive thoughts or behaviour, without them necessarily going into the criminal justice system.

3. Messages for senior managers and advisors

A comprehensive strategy for preventing sexual abuse and exploitation must include work with boys and men at primary, secondary and tertiary levels.

Resources should not be disproportionately located at the tertiary end of the prevention continuum. There should be a balance across the spectrum.
Be clear which risks you are aiming to reduce and which assets or strengths can be built on in designing or reviewing strategy.

The use of a conceptual framework/matrix incorporating different audiences and prevention levels is of value in planning a comprehensive prevention strategy. Adopting a common framework internationally helps with transfer of knowledge. The Smallbone et al. framework provides a useful basis. This includes situational prevention measures.

There is an identifiable group of children who pose a high risk of going on to sexually offend. This same group of children may also go on to offend in non-sexual ways. Early identification of these children with complex needs must be linked to the availability of specialist services.

Caution should be exercised before the introduction of 'tests' and/or 'screenings' strategies, which - unless carefully considered - may (counter-intuitively) worsen rather than improve the situation for children. This is because of fundamental mathematical limitations to the usefulness of 'tests' when they are applied at the population level (See Appendix 9 for full discussion).

Many of those who sexually abuse cease their abuse. Investing in their rehabilitation helps prevent future victims.

Working in partnership across sectors helps to obtain the best results. Some programmes may be best delivered by or with NGOs.

Community engagement is critical to the success of primary prevention work with men and boys.

Work with the media can help to raise awareness, challenge myths, change attitudes and improve reporting.

Evidence-based programmes of work with men and boys which have proved effective in one or more countries have been identified. The information available can be used to select programmes which are most suited to addressing identified risks. They can then be adapted as necessary to ensure relevance and cultural fit. There is little need to start from scratch.

There is good evidence on which treatment programmes work best with young and adult perpetrators and victims of sexual abuse, (see summary of Vizard presentation and paper in Appendix 8).

118 Smallbone et al.(2008). op. cit. See also Appendix 5.
All those who work with or care for children and young people need information and training to help them recognise healthy sexual behaviour and sexual acting out and to respond appropriately. Children can be harmed by over- or under-reaction.

Some interventions require staff to be trained in their delivery. Professional qualifications, specialist knowledge and skills are required for some programmes but others can be delivered effectively by trained para-professionals and volunteers, particularly but not exclusively at the primary prevention level.

Work with boys and men who sexually abuse and exploit others is a tough area of work. It has an impact on staff well being and the workforce needs to be sustained, supported and to know their work is valued.

4. Messages for practitioners and clinicians

Children, parents and carers need information about both healthy and sexually harmful behaviour and to be enabled to talk about child safety, sexual abuse and consent. Young people need to know the basics of the criminal law and the consequences of sexually abusive behaviour.

All those working with children and young people need to be skilled and comfortable in discussing sex with them in developmentally appropriate and culturally-sensitive ways.

Be aware of early patterns of dysfunctional or abusive behaviour and be ready to identify and act on 'red flags' to prevent chronic problems developing.

Interventions with boys and men who abuse should be based on a holistic, multi-disciplinary, developmentally informed assessment, using validated psychometric measures. Assessments should address how to manage the risks posed by the person's behaviour while treatment is underway.

A developmental approach is essential in work with young people who sexually harm others. Programmes that have worked for adults may lack this essential developmental framework.

For children with sexually harmful behaviour, research supports the use of short-term, sexually abusive behaviour-focused cognitive behavioural (CBT) interventions particularly those such as multi-systemic therapy (MST), which also includes input to caregivers. Outcomes are improved by involving carers of children in treatment for sexually harmful behaviour.
Empathy and the quality of relationship are critical to the effectiveness of therapeutic interventions.

Recognise the impact of work with men and boys who sexually offend on own health and well being and take measures to sustain self.

5. Messages for researchers and evaluators

The evidence base for primary prevention work with men and boys needs to be strengthened. Creative and ethical ways of determining the long term impact on abuse perpetration should be explored further.

Evaluations could do more to help with understanding how transferable programmes are to different cultures and contexts.

Impact evaluations in the global south are needed.

Recidivism is a blunt tool for measuring outcomes of sex offender treatment. Very long term follow-ups (20 years +) are needed to get an accurate picture of recidivism.

Long term follow-ups of children with sexually harmful behaviour are needed to track psycho-social adjustment, behavioural disorders, parenting and abuse perpetration.

There is a lack of agreement in the research literature on the significance of empathy/lack of empathy as a predictor of sex offending. This would merit further examination.

6. Messages for funders and grant-makers

Funders face difficult choices about where to allocate limited resources. This paper and the full report offer information on child sexual abuse prevention strategies and programmes at primary, secondary and tertiary levels which can help inform these decisions.

Donors and funders need to see meaningful returns on their investments in child protection programmes. The particular challenges in measuring outcomes of primary prevention programmes are outlined with discussion of how to assess their impact on the protection of children from sexual abuse.

There are a number of promising evidence-based programmes, which with the
help of funding could be adapted for use in different countries, cultures and contexts.

- All sexual abuse prevention programmes that are funded should include an explicit gender and victim perspective, as well as evidence of their effectiveness.
- Sustainable funding is needed not just to pilot programme but to adapt, test and then, if found to be effective, bring them to scale. Investing only in innovation can be wasteful.
- Funding for evaluation is as important as funding for development of new programmes. Without it we will never know what works. Long term evaluation of the impact of primary prevention programmes is a priority.

7. Next steps

The Denver Thinking Space was the beginning of a process to bring together research and evidence-based practice on work with men and boys to prevent child sexual abuse and exploitation. This report provides a snapshot of work in various stages of development around the world that will be built on over the next year until June 2014.

ISPCAN will continue to gather information about programmes and strategies of work with men and boys. Those countries, national and international organisations who have not yet contributed to this study are encouraged to complete the survey questionnaire. ISPCAN will also explore with representatives of the regions where response rates have been low what more is needed to enable their involvement.

ISPCAN is committed to ensuring the knowledge gained through this process is shared in ways that help countries at different stages of development to identify research, strategies and programmes that may be of use to them. ISPCAN will continue to disseminate the wealth of practice experience and creative thinking and to provide clarity on the state and reliability of the available evidence, through its website, conferences and regional events over the next year, culminating in the Congress in Japan in 2014.

The difficulties of knowing and easily accessing information about what work is in progress with men and boys and what has been learnt from its evaluation have been recognised. ISPCAN will therefore explore the value and practicalities of establishing a clearing house, where people can submit and obtain information on preventive programmes of work with men and boys.

A number of challenges and dilemmas in relation to work with men and boys in this area have been identified but not resolved. ISPCAN will encourage and facilitate further discussion of these through its regional networks and planned events. This will be
include how to improve the involvement children and young people in this work and considering the implications of recent insights from neuroscience on how the brain develops.

ISPCAN hopes this report will further stimulate creative thinking and discussion on how working with men and boys can contribute to preventing child sexual abuse and exploitation and will assist countries, organisations and individuals around the world to plan and implement effective, culturally relevant child protection strategies.
Acknowledgements

This survey and report have been made possible by the support of the following organisations and individuals to whom warm thanks and appreciation are offered:

The Public Health Agency of Canada who funded the preliminary research study.

All those who responded to the survey (see Appendix 1).

All those who presented at the Thinking Space event, in particular Dr. Eileen Vizard and Dr. Alberto Pellai.

All those who participated in the Thinking Space event either in person (see Appendix 3), remotely via the live link or on-line.

ISPCAN councillors and members who helped to identify potential survey respondents.

ISPCAN staff, who organised and administered the survey, the Thinking Space event and related on-line discussions: Sherrie Bowen, Niki Borne, Naomi Harris and Candace Larue.

The staff of the Kempe Centre for the Protection and Treatment of Child Abuse and Neglect for hosting the Thinking Space and for their hospitality and welcome.

And finally, none of this would have happened without the inspiration, leadership, expertise and support of Jenny Gray, President of ISPCAN, and Joan van Niekerk, President Elect of ISPCAN. Thank you!
## Appendix 1: List of respondents

<table>
<thead>
<tr>
<th>Name</th>
<th>Organisation</th>
<th>Country</th>
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<tbody>
<tr>
<td>Irene Intebi</td>
<td>Familias Del Nuevo Siglo</td>
<td>Argentina</td>
</tr>
<tr>
<td>Armine Gmyur-Karapetyan</td>
<td>Arevamanuk Family and Child Care Foundation</td>
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</tr>
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<td>Sue Foley</td>
<td>The Children's Hospital</td>
<td>Australia</td>
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<td>Kamala Ashumova</td>
<td>Reliable Future Youth Organization</td>
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<td>Nabil Seyidov</td>
<td>Reliable Future Youth Organization</td>
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<td>Vrije Universiteit Brussel</td>
<td>Belgium</td>
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<tr>
<td>Jean van Hohendorff</td>
<td>Federal University of Rio Grande do Sul</td>
<td>Brazil</td>
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<tr>
<td>Glenn Miles</td>
<td>Love146</td>
<td>Cambodia</td>
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<tr>
<td>Alastair Hilton</td>
<td>First Step Cambodia</td>
<td>Cambodia</td>
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<td>Sue Bennett</td>
<td>Children's Hospital of Eastern Ontario</td>
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<td>David Wolfe</td>
<td>University of Toronto</td>
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<tr>
<td>Isabel Cuadros</td>
<td>AFECTO</td>
<td>Colombia</td>
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<tr>
<td>Marcel Tshibangu</td>
<td>IUS ET VITA</td>
<td>DR- Congo</td>
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<tr>
<td>Lia Saralidze</td>
<td>Public Health and Medicine Development Fund of Georgia</td>
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<tr>
<td>George Nikolaidis</td>
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<tr>
<td>Maria Esther Artiles</td>
<td>National University of Honduras</td>
<td>Honduras</td>
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<tr>
<td>Steinunn Bergmann</td>
<td>Government Agency for Child Protection</td>
<td>Iceland</td>
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<tr>
<td>Rosaleen McElvaney</td>
<td>Dublin Institute for Child Protection</td>
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<tr>
<td>Alberto Pellai</td>
<td>Milan State University</td>
<td>Italy</td>
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<tr>
<td>Biljana Lubarovska</td>
<td>UNICEF Skopje University</td>
<td>Macedonia</td>
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<tr>
<td>Irene Cheah</td>
<td>Hospital Kuala Lumpur</td>
<td>Malaysia</td>
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<tr>
<td>Lois Engelbrecht</td>
<td>Child Protection Center</td>
<td>Philippines</td>
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<tr>
<td>Mara Roth</td>
<td>Babes-Bolyai University, Cluj</td>
<td>Romania</td>
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<tr>
<td>Jacqueline Bird</td>
<td>Ministry of Health</td>
<td>St. Lucia</td>
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<tr>
<td>Elizabeth Dartnall</td>
<td>Medical Research Council, Sexual Violence Research Initiative</td>
<td>South Africa</td>
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<tr>
<td>Joan van Nierkerk</td>
<td>Childline South Africa</td>
<td>South Africa</td>
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<tr>
<td>Myriam Caranzano</td>
<td>ASPI Fondazione della Svizzera Italiana</td>
<td>Switzerland</td>
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<tr>
<td>Sanphasit Koompraphant</td>
<td>Ministry of Justice</td>
<td>Thailand</td>
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<tr>
<td>Sheila Brotherston</td>
<td>The Lucy Faithfull Foundation</td>
<td>UK</td>
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<tr>
<td>Jon Brown</td>
<td>NSPCC</td>
<td>UK</td>
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<tr>
<td>Donald Findlater</td>
<td>The Lucy Faithfull Foundation</td>
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<tr>
<td>Helen Griffin</td>
<td>G-map Services</td>
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<tr>
<td>Randell Alexander</td>
<td>University of Florida</td>
<td>USA</td>
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<tr>
<td>Martin Finkel</td>
<td>CARES Institute, University of Medicine and Dentistry of New Jersey</td>
<td>USA</td>
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<tr>
<td>Gail Ryan</td>
<td>Kempe Center for the Prevention and Treatment of Child Abuse and Neglect</td>
<td>USA</td>
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<tr>
<td>Junitau Upadhyay</td>
<td>ECPAT (Thailand office)</td>
<td>International</td>
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</tbody>
</table>
**Appendix 2: List of participants in Denver Thinking Space event, March 2013. In alphabetical order**

<table>
<thead>
<tr>
<th>Name</th>
<th>Organisation</th>
<th>Country</th>
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<tbody>
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<td>Donald Bross</td>
<td>Kempe Centre for the Prevention and Treatment of Child Abuse and Neglect</td>
<td>USA</td>
</tr>
<tr>
<td>Myriam Caranzano-Maitre</td>
<td>ISPCAN councillor and ASPI Fondazione della Svizzero Italiana</td>
<td>Switzerland</td>
</tr>
<tr>
<td>Delbert Elliott (2\textsuperscript{nd} day)</td>
<td>Centre for the Study and Prevention of Violence, University of Colorado, Boulder</td>
<td>USA</td>
</tr>
<tr>
<td>Donald Findlater</td>
<td>The Lucy Faithfull Foundation</td>
<td>UK</td>
</tr>
<tr>
<td>Bernard Gerbaka</td>
<td>ISPCAN Chair of TCER committee and Child of Lebanon</td>
<td>Lebanon</td>
</tr>
<tr>
<td>Jenny Gray</td>
<td>ISPCAN President</td>
<td>UK</td>
</tr>
<tr>
<td>Enid Hendry</td>
<td>Independent consultant</td>
<td>UK</td>
</tr>
<tr>
<td>John Holmberg (1\textsuperscript{st} day)</td>
<td>Kempe Center for the Prevention and Treatment of Child Abuse and Neglect</td>
<td>USA</td>
</tr>
<tr>
<td>Michelle Howard</td>
<td>Kempe Centre for the Prevention and Treatment of Child Abuse and Neglect</td>
<td>USA</td>
</tr>
<tr>
<td>Irene Intebi</td>
<td>ISPCAN Past President and Familias Del Nuevo Siglo</td>
<td>Argentina</td>
</tr>
<tr>
<td>Andrey Makhanko</td>
<td>INGO Ponimanie</td>
<td>Belarus</td>
</tr>
<tr>
<td>Tufail Muhammad</td>
<td>ISPCAN Chair of membership committee and Pakistan Paediatric Association</td>
<td>Pakistan</td>
</tr>
<tr>
<td>Alberto Pellai</td>
<td>Guest speaker, Milan State</td>
<td>Italy</td>
</tr>
<tr>
<td>Name</td>
<td>University</td>
<td>Location</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Richard Roylance</td>
<td>ISPCAN Lead for the 1&lt;sup&gt;st&lt;/sup&gt; Thinking Space, past Advisor to the President and Griffith University, School of Medicine</td>
<td>Australia</td>
</tr>
<tr>
<td>Des Runyan</td>
<td>ISPCAN councillor and Kempe Centre for the Prevention and Treatment of Child Abuse and Neglect</td>
<td>USA</td>
</tr>
<tr>
<td>Gail Ryan</td>
<td>Kempe Centre for the Prevention and Treatment of Child Abuse and Neglect</td>
<td>USA</td>
</tr>
<tr>
<td>Clara Sommarin</td>
<td>UNICEF</td>
<td>USA</td>
</tr>
<tr>
<td>Joan van Niekerk</td>
<td>ISPCAN Lead for the 2&lt;sup&gt;nd&lt;/sup&gt; Thinking Space, President Elect and Childline South Africa</td>
<td>South Africa</td>
</tr>
<tr>
<td>Eileen Vizard</td>
<td>Guest Speaker, Child and Adolescent Psychiatrist</td>
<td>UK</td>
</tr>
</tbody>
</table>

In addition a number of people participated remotely through a live link. We do not have their names.
Appendix 3 - Survey questionnaire

Working with Men and Boys – A Child Protection Strategy

ISPCAN is initiating an evidence based discussion on 'Working with Men and Boys', bringing together global experts and researchers to debate this topic. It is building on the first Denver Thinking Space (Round Table), convened in May 2011, which focused on Child Sexual Abuse. A document summarising the outcomes of this discussion is available on the ISPCAN website: www.ispcan.org.

An examination of data on the gender component of child abuse reveals that, although both boys and girls are abused, more girls report sexual abuse (Optimus Foundation 2012, p 24) and, without ignoring the fact that girls and women commit sexual offences, in the vast majority of reported cases, perpetrators of such abuse are men and boys. Historically more attention has been paid to management of the victim or potential victim of child sexual abuse than to perpetrator or the potential perpetrator of such abuse against children.

The need to focus on boys and men, and the development of positive constructs of masculinity that promote protective and nurturing attitudes towards children in particular, is the emphasis of this proposed 2013 Thinking Space.

This second Denver Thinking Space will follow the same process as the first. We are sending out a set of questions to experts and researchers in the field. These responses will be collated and a document developed in order to initiate and stimulate further face to face discussions on the topic at a number of fora including ISPCAN Conferences and the 2014 Congress. This method of gathering expert opinion and information is intended to enable participation from almost every region of the world, including those who will not able to attend an invited event planned for 13 - 15 March (funding permitting). Further information on this will follow.

As a recommended respondent in this field, you are therefore invited to share your experience, knowledge and expertise via responding to the following questions. I would be grateful for a reply by 11th January 2013 to events@ispcan.org and joanvn@iafrica.com.

1. What programmes working with boys and men do you know of that are directed at the prevention (consider primary, secondary and tertiary prevention) of sexual abuse and commercial exploitation of children and that have an evidence base, or show promise?

2. Describe the
   - theoretical approach which underpins the programme;
   - the programme content in summary;
   - target group;
   - elements such as appropriate context (for example residential versus community based), modality of implementation, etc.:
   - level of the evidence base;
   - references to any research published on the programme using the standard reference format;
   - further comments.
Please give references to any papers describing the programme using the standard reference format.

1. Is there any formal framework (legislation, policy, formal and/or informal agreements) that supports the implementation of this/these programme(s)?

2. What professions, agencies institutions and/or organisations are responsible for programme implementation?

3. What challenges to programme implementation are experienced in your country or region?

4. What/who supports programme implementation in your country or region?

5. Any further comments on the topic?

All responses to these questions will be collated. Please indicate your permission to include your response in the final document on this topic.

Name:_______________________ Signature:_________________________ Date:__________

Profession/Occupation:____________________________________________________________

Organisation:_________________________________________________________________

Contact details: Tel_______________________ Fax______________________________

Cellular Tel:_________________________ Email____________________________________

Declaration: (mark with an X)

_______ I confirm that I give my permission for my response to be published in the final paper(s) summarising the responses and for it to be attributed to me as the author

_______ I confirm that I give my permission for my responses to be used in constructing the final paper(s) summarising the responses, but not for my full response to published/attributed to be mine.

Thank you for your willingness to contribute to this ISPCAN initiative.

Yours sincerely,

Joan van Niekerk
President Elect
## Appendix 4: Analysis of individual responses by country and experience

<table>
<thead>
<tr>
<th>Country</th>
<th># of respondents with no relevant experience</th>
<th># of respondents with informed comments</th>
<th># of respondents with relevant experience</th>
<th>Total respondents</th>
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</thead>
<tbody>
<tr>
<td><strong>Africa</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>DR Congo</td>
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<td>1</td>
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<td>1</td>
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<td>South Africa</td>
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<td>2</td>
<td></td>
<td>2</td>
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<tr>
<td><strong>Americas</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Argentina</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Brazil</td>
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<tr>
<td>Canada</td>
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<td>Cambodia</td>
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<td>Philippines</td>
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<td>Thailand</td>
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<td>Greece</td>
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<td>Ireland</td>
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<td>1</td>
</tr>
<tr>
<td>Macedonia</td>
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<td>Italy</td>
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</tr>
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<td>Romania</td>
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<tr>
<td>Switzerland</td>
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</tr>
<tr>
<td>United Kingdom</td>
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<td>4</td>
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</tr>
<tr>
<td>Region</td>
<td>Australia</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>-------------</td>
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<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>International</td>
<td>ECPAT</td>
<td>1</td>
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<td>Total numbers</td>
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### Appendix 5 - Towards a Comprehensive Prevention Strategy

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<tr>
<th>Offenders</th>
<th>Primary prevention</th>
<th>Secondary prevention</th>
<th>Tertiary prevention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General deterrence</td>
<td>Confidential helplines</td>
<td>Early detection</td>
</tr>
<tr>
<td></td>
<td>Developmental prevention</td>
<td>Counselling for at risk individuals</td>
<td>Specific deterrence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Developmental prevention</td>
<td>Selective incapacitation</td>
</tr>
<tr>
<td>Victims</td>
<td>Personal safety programmes</td>
<td>Counselling and support for at risk children</td>
<td>Early detection</td>
</tr>
<tr>
<td></td>
<td>Resilience building</td>
<td></td>
<td>Harm minimisation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prevent repeat victimisation</td>
</tr>
<tr>
<td>Situations</td>
<td>Extended guardianship</td>
<td>Situational interventions in at risk places and organisations</td>
<td>Safety plans</td>
</tr>
<tr>
<td></td>
<td>Situational prevention in institutions and public settings</td>
<td></td>
<td>Relapse prevention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Situational interventions with organisations where child sexual abuse has occurred</td>
</tr>
<tr>
<td>Communities</td>
<td>Public education</td>
<td>Support for at risk families</td>
<td>Interventions with high prevalence communities</td>
</tr>
<tr>
<td></td>
<td>Community services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community capacity building</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# Appendix 6 - Table of programmes of work with men and boys to prevent child sexual abuse

## 1. Primary prevention

<table>
<thead>
<tr>
<th>Programme</th>
<th>Goals</th>
<th>Audience</th>
<th>Age</th>
<th>Context</th>
<th>Who delivers</th>
<th>Methods</th>
<th>Evidence base</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Programme H</strong> Brazil</td>
<td>To engage young men in gender equality</td>
<td>Young men</td>
<td>15 - 24</td>
<td>Community</td>
<td>Not specified</td>
<td>70 activities in 5 modules delivered through group work</td>
<td>Evaluated independently in 6 countries.</td>
</tr>
<tr>
<td><strong>First Step – resources and awareness raising</strong></td>
<td>To raise awareness in order to prevent the sexual abuse of boys</td>
<td>Mixed</td>
<td>All</td>
<td>Community</td>
<td>Not specified</td>
<td>Information resources, film, workshop, posters</td>
<td>Not yet evaluated</td>
</tr>
<tr>
<td>Cambodia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Good touch bad touch</strong> Cambodia</td>
<td>To teach self protection skills to children</td>
<td>Mixed</td>
<td>01/08/14</td>
<td>Schools Community</td>
<td>Teachers, youth leaders, community workers</td>
<td>Flip charts of story with puppets. Also available online as slides</td>
<td>Pilot tested</td>
</tr>
<tr>
<td><strong>Awareness raising and training programmes on child sexual abuse prevention and treatment</strong></td>
<td>To increase knowledge and awareness of child sexual abuse</td>
<td>Pupils, teachers, parents</td>
<td>School-aged children</td>
<td>Schools and community</td>
<td>Multi-disciplinary approach</td>
<td>Campaigns of sensitisation in schools, Training &amp; conferences, Suggestion box, Listening centre for teenagers</td>
<td>Not specified</td>
</tr>
<tr>
<td>DR- Congo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Stay Safe Programme</strong> Ireland</td>
<td>To develop children’s ability to recognise, resist and report risk situations and abusive encounters</td>
<td>Mixed</td>
<td>Primary school aged children</td>
<td>Schools in the classroom</td>
<td>Teachers</td>
<td>9 weekly lessons of varying length depending on age of child. Supplementary lessons for children with special needs</td>
<td>Evaluated Research published</td>
</tr>
<tr>
<td><strong>Circles of support for fathers</strong> Italy</td>
<td>To help fathers' parenting skills &amp; ability to develop healthy abuse free relationships with their children</td>
<td>Men</td>
<td>Fathers of new babies and young children 3-6</td>
<td>Community settings</td>
<td>Not specified</td>
<td>Self help group for new fathers, Interactive exhibition for fathers and children aged 3-6</td>
<td>Based on research into needs New and not yet evaluated</td>
</tr>
<tr>
<td>Programme</td>
<td>Goals</td>
<td>Audience</td>
<td>Age</td>
<td>Context</td>
<td>Who delivers</td>
<td>Methods</td>
<td>Evidence based</td>
</tr>
<tr>
<td>----------------------------</td>
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<td>--------------</td>
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<td>-------------------------------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td><em>Unspoken words</em></td>
<td>To teach child sexual abuse prevention skills to children</td>
<td>Mixed</td>
<td>09/11/13</td>
<td>Primary schools - in the gym not the classroom</td>
<td>Teachers</td>
<td>5 sessions of play based group work activities. Relaxation element</td>
<td>Pilot tested</td>
</tr>
<tr>
<td>Italy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Session with parents</td>
<td>Evaluated</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Research published</td>
</tr>
<tr>
<td><em>Personal Safety</em></td>
<td>To teach children child protection rights and skills</td>
<td>Mixed</td>
<td></td>
<td>Schools and community</td>
<td>Not specified</td>
<td>Lessons in classroom + training teachers to provide support</td>
<td>Research based</td>
</tr>
<tr>
<td>Philippines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Children are precious</em></td>
<td>To develop preventive and response measures to address child maltreatment</td>
<td>Mixed</td>
<td></td>
<td>Community and schools</td>
<td>Trained para-professionals</td>
<td>Programme works at levels of community, school and family to raise awareness, support families and work with victims of abuse</td>
<td>Independently evaluated</td>
</tr>
<tr>
<td>South Africa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Study published</td>
</tr>
<tr>
<td><em>Sonke Gender Justice</em></td>
<td>To encourage young men to embody constructive masculinities in South Africa</td>
<td>Young men</td>
<td>Age not specified</td>
<td>Community</td>
<td>Not specified</td>
<td>Debate and discussion about positive masculinities in support groups</td>
<td>Not specified</td>
</tr>
<tr>
<td>South Africa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Today's Children, Tomorrow's Parents</em></td>
<td>To address risk factors for teenage pregnancy and strengthen future parenting practices</td>
<td>Mixed</td>
<td></td>
<td>Schools</td>
<td>Teachers</td>
<td>A psychosexual life skills programme integrated into curriculum. Duration - 12 weeks. Involves care and parenting of child.</td>
<td>Research based</td>
</tr>
<tr>
<td>South Africa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pilot tested</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Independently evaluated</td>
</tr>
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<td></td>
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<td></td>
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<td></td>
<td>Study published</td>
</tr>
<tr>
<td>Programme</td>
<td>Goals</td>
<td>Audience</td>
<td>Age</td>
<td>Context</td>
<td>Who delivers</td>
<td>Methods</td>
<td>Evidence base</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
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<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Unspoken Words Switzerland As Italy</td>
<td>To help fathers’ parenting skills and ability to develop healthy abuse free relationships with their children</td>
<td>Mixed</td>
<td>09/11/13</td>
<td>Primary schools- in the gym not the classroom</td>
<td>Teachers</td>
<td>5 sessions of play based group work activities. Relaxation element Session with parents</td>
<td>Pilot tested</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Research published</td>
</tr>
<tr>
<td>Caring Schools Project: sex education programme Thailand</td>
<td>To increase understanding about sexuality, sexual arousal and gender</td>
<td>Mixed</td>
<td>Children grades 4 - 9</td>
<td>Schools</td>
<td>Volunteer activities programme run by Centre for protection of Children's Rights</td>
<td>Education about sexuality, gender, sexual arousal and attraction through play, cultural, artistic, recreational and leisure activities including volunteering.</td>
<td>Not specified</td>
</tr>
<tr>
<td>Bystander interventions USA</td>
<td>Programme 1 To teach women and men how to intervene safely in cases of sexual violence before, during and after incidents with strangers, acquaintances or friends</td>
<td>1. Single sex</td>
<td>1. Not specified</td>
<td>1. Not specified</td>
<td>1. Trained male and female pairs of peer leaders</td>
<td>1. Alternatives 1. One 90 minute session with optional booster 2. Three 90 minute sessions during one week with optional booster</td>
<td>Evaluated by Banyard et. al. 2007 Compared with no intervention group</td>
</tr>
<tr>
<td></td>
<td>Programme 2 To prevent sexual assault</td>
<td>2. Single sex</td>
<td>2. Not specified</td>
<td>2. Not specified</td>
<td>2. Facilitators</td>
<td>2. One session 1.5 hours long, 1 hour booster after 4 months</td>
<td>Evaluated by Gidy et. al. 2011 Comparison with no intervention group</td>
</tr>
<tr>
<td>Programme</td>
<td>Goals</td>
<td>Audience</td>
<td>Age</td>
<td>Context</td>
<td>Who delivers</td>
<td>Methods</td>
<td>Evidence base</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Safe Dates</strong> USA</td>
<td>To prevent and reduce dating violence among adolescents</td>
<td>Mixed sex groups</td>
<td>Children aged 13-17 in 8th and 9th grade</td>
<td>Schools</td>
<td>Teachers</td>
<td>10 sessions of 45 minutes each + theatre production + poster contest</td>
<td>Foshee et al. 1998, 2000, 2004. Compared with alternative intervention</td>
</tr>
<tr>
<td><strong>Expect Respect: Preventing Teen Dating Violence</strong> USA</td>
<td>To reduce teen dating violence</td>
<td>Mixed sex groups</td>
<td>High school students</td>
<td>Schools</td>
<td>Trained facilitators</td>
<td>Four sessions average 40 minutes each</td>
<td>Roberts 2009 Compared with no intervention</td>
</tr>
<tr>
<td><strong>Mentors for Violence Prevention</strong> USA</td>
<td>To prevent adolescent gender violence</td>
<td>Mixed sex groups</td>
<td>Middle and high school students</td>
<td>Schools</td>
<td>Trained facilitators (often athletes)</td>
<td>Varies 90 minute sessions- 4 hours</td>
<td>Multi-year multi-method evaluation shows positive results. See <a href="http://www.mypnational.org">www.mypnational.org</a></td>
</tr>
<tr>
<td><strong>ECPAT awareness raising campaigns addressing demand and gender stereotypes.</strong> International Example: No hay excusas – Chile, Colombia, Paraguay, Peru.</td>
<td>To change social attitudes towards commercial sexual abuse of children</td>
<td>Not specified</td>
<td>Not specified</td>
<td>Public campaign</td>
<td>Partnership between NGOs, private sector and media</td>
<td>Campaign on radio, TV and internet Tools such as DVDs, stickers, flyers, banner, spots.</td>
<td>Evaluated ILO/IPEC (2007) Buenas Practicas y Lecciones Aprendidas, Tejiendo Redes contra la Exploitacion de Ninos, Ninas y Adolescentes – Chile, Colombia, Paraguay y Peru <a href="http://www.ilo.org">www.ilo.org</a></td>
</tr>
<tr>
<td><strong>ECPAT awareness raising campaigns</strong></td>
<td>To change social attitudes towards commercial</td>
<td>Groups of men known to engage in paid sex</td>
<td>Not specified</td>
<td>Public campaign</td>
<td>Partnership between NGOs, Transport, Police, tourism,</td>
<td>Leaflets and posters distributed in wide range of</td>
<td>75% awareness of campaign</td>
</tr>
<tr>
<td>Programme</td>
<td>Goals</td>
<td>Audience</td>
<td>Age</td>
<td>Context</td>
<td>Who delivers</td>
<td>Methods</td>
<td>Evidence base</td>
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</tr>
<tr>
<td><strong>targeting general public and specific segments of demand.</strong></td>
<td>sexual abuse of children</td>
<td>with children and adolescent s (e.g. truck drivers, mine workers, military personnel)</td>
<td></td>
<td></td>
<td>private sector, Ministry of foreign Affairs, Ministry of Defence</td>
<td>settings (trains, airports, embassies, tour operators, army barracks etcetera).</td>
<td>increased reporting.</td>
</tr>
<tr>
<td>International Example: Stopchildprostitution.be - Belgium</td>
<td></td>
<td>Belgian example-targeted all Belgians travelling abroad</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ECPAT Promoting positive role models for young men and boys.</strong></td>
<td>To advocate for a childhood free from sexual exploitation</td>
<td>The public in general</td>
<td>Not specified</td>
<td></td>
<td>High profile Canadian men</td>
<td>Public campaign</td>
<td></td>
</tr>
<tr>
<td><strong>ECPAT supporting young men in structured reflection on norms.</strong></td>
<td>To promote awareness of the harms and consequences of CSEC and mens role in perpetuating sexual exploitation and their potential to become catalysts for change</td>
<td>Young men</td>
<td>14 - 16</td>
<td></td>
<td>Partnership with local NGOs</td>
<td>Group educational activities 3 day workshop + forums with teachers and parents</td>
<td>Evaluated by ECPAT. 40% of students show positive behaviour change 70% are able to share learning 90% have discussed issues with parents</td>
</tr>
<tr>
<td>International Example: Programme in Peru</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>ECPAT formal and informal</strong></td>
<td>To provide information on Male and female</td>
<td>Young people in High schools</td>
<td></td>
<td></td>
<td>Partnerships with NGOs</td>
<td>Educational materials</td>
<td>Various</td>
</tr>
</tbody>
</table>
### Non-formal education on gender norms and CSEC.

**Programme:** International

**Goals:**
- Gender norms and the harmful impact of CSEC

**Audience:**
- Children and adolescent girls

**Age:**
- High school

**Context:**
- In Uruguay by youth group Crecer Seguro
  - Interactive Gender theatre in Ukraine

**Who delivers:**
- Training manual for high school teachers
  - Theatre and interactive performances

**Methods:**
- Interactive Gender theatre

**Evidence base:**
- No evidence of influences on behaviour.
  - [www.ecpat.net](http://www.ecpat.net)

### Secondary Prevention

<table>
<thead>
<tr>
<th>Programme</th>
<th>Goals</th>
<th>Audience</th>
<th>Age</th>
<th>Context</th>
<th>Who delivers</th>
<th>Methods</th>
<th>Evidence base</th>
</tr>
</thead>
</table>
| Therapeutic Treatment programme | To reduce the risk of further sexually harmful behaviour | Youth - gender not specified | Up to 15 | Community | Specially trained social workers and psychologists | Assessment followed by 12 month programme of group work and one to one work, plus work with families | Based on published research
  - Research pending publication. |
<p>| Australia | | | | | | | |
| CRAS | To prevent any kind of violence in vulnerable families | Mixed | Not specified | Community | Social workers | No pre-established content | Not evaluated |
| Brazil | | | | | | | |
| CREAS | To treat all | Mixed | Not | Community | Social workers | No pre- | Not specified |</p>
<table>
<thead>
<tr>
<th>Brazil</th>
<th>kinds of victims including victims of sexual violence</th>
<th>specified</th>
<th>and psychologists</th>
<th>established content. Mainly group based</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Step social work and counselling service</strong> Cambodia</td>
<td>To provide counselling and social work services to boys and men who have experienced sexual abuse and to their families</td>
<td>Mixed</td>
<td>Community</td>
<td>Social workers and counsellors</td>
</tr>
<tr>
<td><strong>First Step, sexually harmful behaviour programme</strong> Cambodia</td>
<td>To reduce the risk of further sexually harmful behaviour</td>
<td>Boys and young men</td>
<td>Community, wherever child is living</td>
<td>Social workers and psychologists</td>
</tr>
<tr>
<td><strong>Sexually harmful behaviour programme</strong> Iceland</td>
<td>To reduce the risk of further sexually harmful behaviour</td>
<td>Mixed</td>
<td>10 to 18</td>
<td>Community on outpatient basis</td>
</tr>
<tr>
<td><strong>Therapy for boys with sexual misbehaviour problems, sexually responsive or aggressive behaviour</strong> Philippines</td>
<td>To reduce risk of sexual harm by addressing sexual behaviour problems</td>
<td>Boys with sexual misbehaviour problems</td>
<td>Under 18</td>
<td>Either in community, institution or legal system</td>
</tr>
<tr>
<td><strong>Caring Community for Children</strong> Thailand</td>
<td>To provide care and protection for all children in the community together</td>
<td>Adolescents identified as being at risk of conduct disorders by professionals and parents</td>
<td>Adolescents</td>
<td>Community</td>
</tr>
<tr>
<td>Program</td>
<td>Description</td>
<td>Target Group</td>
<td>Setting</td>
<td>Provider</td>
</tr>
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</tr>
<tr>
<td><strong>Childline treatment programme for children who have experienced abuse and neglect</strong> South Africa</td>
<td>To reduce their traumatic responses. To reduce the risk of externalisation of trauma and development of abusive behaviour</td>
<td>Both boys and girls</td>
<td>Community</td>
<td>Childline staff</td>
</tr>
<tr>
<td><strong>Childline sexually harmful behaviour programme</strong> South Africa</td>
<td>To reduce risk of sexual harm by addressing sexual behaviour problems</td>
<td>Boys and young men</td>
<td>Community</td>
<td>Childline staff</td>
</tr>
<tr>
<td><strong>G-map UK</strong></td>
<td>Services for children and young people who have displayed sexually harmful behaviour.</td>
<td>Children and young people with sexually harmful behaviour and their families/carers</td>
<td>Children and young people aged 6 - 18</td>
<td>Multi-disciplinary team</td>
</tr>
<tr>
<td>Programme</td>
<td>Goals</td>
<td>Audience</td>
<td>Age</td>
<td>Context</td>
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</tr>
<tr>
<td>NSPCC manualised treatment programme for boys with sexually harmful behaviour UK</td>
<td>To reduce the risk of further sexually harmful behaviour</td>
<td>Boys and young men</td>
<td>12 to 18</td>
<td>Community</td>
</tr>
<tr>
<td>NSPCC Letting the Future In UK</td>
<td>To provide treatment for those who have experienced child sexual abuse</td>
<td>Girls and boys</td>
<td>01/04/18</td>
<td>Community</td>
</tr>
<tr>
<td>Youth Participation Programmes involving the most affected and nurturing their leadership International Many countries in</td>
<td>To build the capacity of young people who have experienced sexual exploitation to participate and take a lead in combating CSEC.</td>
<td>Young people of both sexes who have survived CSEC and those most at risk</td>
<td>Not specified</td>
<td>Community</td>
</tr>
</tbody>
</table>
Asia, Africa, Eastern Europe/CIS, Latin America.

3. Tertiary prevention

<table>
<thead>
<tr>
<th>Programme</th>
<th>Goals</th>
<th>Audience</th>
<th>Age</th>
<th>Context</th>
<th>Who delivers</th>
<th>Methods</th>
<th>Evidence base</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Case management for children in conflict with the law for sexual offences</strong> Philippines</td>
<td>To divert convicted young men from sexual violence and offending</td>
<td>Boys and young men</td>
<td>Up to 18</td>
<td>Community</td>
<td>Multidisciplinary team</td>
<td>Individual and group therapy based on Cognitive behavioural therapy, with other services including sports, school, supervision and family counselling.</td>
<td>Based on research</td>
</tr>
<tr>
<td><strong>Assess the risk, protect the child</strong> UK</td>
<td>To improve the quality of assessment and treatment for known or alleged adult sex offenders in order to prevent abuse</td>
<td>Men</td>
<td>Adults</td>
<td>Community</td>
<td>Social workers</td>
<td>Best practice guide to assessment and treatment</td>
<td>Based on research</td>
</tr>
<tr>
<td><strong>ECPAT working with men as system gate keepers</strong> International Example 1: Training on Rights Based investigative Techniques – Philippines Example 2: Basic manual for police intervention with victims or those at risk of CSEC – Costa Rica</td>
<td>To improve the response of the criminal justice system to child sexual exploitation</td>
<td>Mixed gender - Police officers and judges</td>
<td>Adults</td>
<td>Work settings</td>
<td>ECPAT with NGOs</td>
<td>Training programmes</td>
<td>Not systematically evaluated</td>
</tr>
</tbody>
</table>

and at-risk youth against commercial sexual exploitation. www.ecpat.org
<table>
<thead>
<tr>
<th>Programme</th>
<th>Goals</th>
<th>Audience</th>
<th>Age</th>
<th>Context</th>
<th>Who delivers</th>
<th>Methods</th>
<th>Evidence base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment of juvenile perpetrators in remand home in Thailand</td>
<td>To prevent reoffending</td>
<td>Juvenile delinquents in Remand Home</td>
<td>Not specified</td>
<td>Competent officers under Child Protection Act</td>
<td>Cognitive behavioural programme focusing on empathy, self control and social activities. Tailored to individual.</td>
<td>Not specified</td>
<td></td>
</tr>
<tr>
<td>Adapted sex offender treatment programme - community version. Becoming New Me UK</td>
<td>To help offenders develop meaningful life goals and practice new thinking and behavioural skills that will lead him away from offending</td>
<td>Sex offenders who have an intellectual disability (IQ of 50 or less)</td>
<td>Adults</td>
<td>Community or prison</td>
<td>Probation officers</td>
<td>90 sessions. Twice a week in community; 3-4 sessions a week if in prison</td>
<td>Not specified</td>
</tr>
<tr>
<td>Circles of Support and Accountability UK</td>
<td>To reduce the risk of reoffending and create safer communities for children</td>
<td>Sex offenders in the community</td>
<td>Adults</td>
<td>Community</td>
<td>Volunteers</td>
<td>Weekly session + individual time, support and practical advice</td>
<td>Independently evaluated – study published</td>
</tr>
<tr>
<td>Community Sex Offenders Group programme + relapse prevention programme UK</td>
<td>To help offenders develop meaningful life goals and practice new thinking and behavioural skills that will lead him away from offending</td>
<td>Adult men convicted of sex offences serving community based sentences</td>
<td>Adults</td>
<td>Community</td>
<td>Probation officers</td>
<td>Psychometric assessment. Structured group work sessions over extended period - exact delivery pattern may vary - see questionnaire</td>
<td>Research based - Monitored - Independent outcomes evaluation using control group</td>
</tr>
<tr>
<td>CROGA UK</td>
<td>A self help tool for internet child pornography offenders</td>
<td>People convicted of child pornography</td>
<td>Adults</td>
<td>Community</td>
<td>Self help tool</td>
<td>Self directed learning online. In 4 languages</td>
<td>Not specified</td>
</tr>
<tr>
<td>Programme</td>
<td>Goals</td>
<td>Audience</td>
<td>Age</td>
<td>Context</td>
<td>Who delivers</td>
<td>Methods</td>
<td>Evidence base</td>
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</tr>
<tr>
<td>Deaf offenders sex offender treatment programme UK</td>
<td>To help offenders develop meaningful goals and practice new ways of thinking and behaving that lead away from offending</td>
<td>Deaf patients who have committed sex offences</td>
<td>Adults</td>
<td>Hospital</td>
<td>Nursing staff and social workers, with psychologists</td>
<td>As Core SOTP but adapted to cultural and linguistic needs of this deaf patient group</td>
<td>See above for evaluation of SOTP</td>
</tr>
<tr>
<td>Inform and Inform plus, Lucy Faithfull Foundation (LFF) UK</td>
<td>Two programmes. 1. To educate and advise people accessing illegal images of children on internet 2. To support family of someone who has accessed illegal on-line images of children</td>
<td>1. Adults arrested, convicted or cautioned for internet abuse of children 2. Partners, adult relatives and friends of above</td>
<td>Adults</td>
<td>Community or prison</td>
<td>LFF staff</td>
<td>1. Ten session course 2. 5 session course</td>
<td>Not yet evaluated - planned</td>
</tr>
<tr>
<td>ISOTP UK</td>
<td>Not specified</td>
<td>Internet offenders</td>
<td>Adults</td>
<td>Community or prison query</td>
<td>Probation officers</td>
<td>35 two hour group or 20-30 individual sessions</td>
<td>Not specified</td>
</tr>
<tr>
<td>Lucy Faithfull Foundation programme UK</td>
<td>To reduce the risks of further sex offending and enable young people to meet their needs in socially acceptable ways</td>
<td>Young men convicted of sex offences</td>
<td>15-18</td>
<td>Secure estate</td>
<td>Probation officers and social workers</td>
<td>Assessment using psychometric tests. Tailored individual work using Good Lives Model.</td>
<td>Research based Independently evaluated</td>
</tr>
<tr>
<td>NSPCC Offence Prevention Line UK</td>
<td>To reduce the risk of adult sex offenders reoffending</td>
<td>Adult sex abusers</td>
<td>Adults</td>
<td>Helpline</td>
<td>Social workers and counsellors</td>
<td>Telephone counselling and advice</td>
<td>Research based Process and outcomes evaluation underway</td>
</tr>
<tr>
<td>Programme</td>
<td>Goals</td>
<td>Audience</td>
<td>Age</td>
<td>Context</td>
<td>Who delivers</td>
<td>Methods</td>
<td>Evidence base</td>
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</tr>
<tr>
<td>Sex Offender Treatment Core Programme (SOTP) + adapted, extended and supplementary programmes UK</td>
<td>To help offenders develop meaningful goals and practice new ways of thinking and behaving that lead away from offending</td>
<td>Adult men convicted of sex offences who are high or medium risk of reoffending</td>
<td>Adults</td>
<td>Prison</td>
<td>Probation officers, prison officers, psychologists</td>
<td>Assessment using psychometric tests then Individual and group work.</td>
<td>Research based</td>
</tr>
<tr>
<td></td>
<td>Adapted programmes for men who have social or learning difficulties</td>
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<td></td>
<td></td>
<td></td>
<td>Monitored</td>
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<td></td>
<td>Independent evaluation using control group</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td>Published research</td>
</tr>
<tr>
<td>Stop It Now! Helpline UK</td>
<td>To reduce the risk of sexually abusive behaviour</td>
<td>Adult abusers and those at risk of abusing</td>
<td>Adults</td>
<td>Community</td>
<td>Child protection professionals and those who have worked with offenders, victims and their families</td>
<td>Confidential free helpline and email service providing advice.</td>
<td>Evaluation beginning see <a href="http://www.stopitnow-evaluation.co.uk/">http://www.stopitnow-evaluation.co.uk/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family and friends concerned about an adult displaying worrying sexual thoughts or behaviour towards a child</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Parents and carers concerned about a child or young person with worrying sexual behaviour</td>
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</tbody>
</table>

### 4. All levels of prevention

<table>
<thead>
<tr>
<th>Programme</th>
<th>Goals</th>
<th>Audience</th>
<th>Age</th>
<th>Context</th>
<th>Who delivers</th>
<th>Methods</th>
<th>Evidence base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kempe training for trainers programme on prevention USA</td>
<td>To reduce the risks of children being abusive through training; trainers to deliver workshops</td>
<td>Mixed – professional, para-professionals and parents</td>
<td>Adults</td>
<td>Community</td>
<td>Not specified</td>
<td>3 day training programme</td>
<td>Content based on research evidence</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Evaluation of training</td>
</tr>
</tbody>
</table>
Appendix 7: Selected questionnaire responses

The survey responses for the programmes with evidence that they are effective or promising have been selected for inclusion in full below, with the permission of the respondents. The responses to the survey are presented in alphabetical order by country.

Country: Argentina. Respondent: Irene Intebi

1. What programmes working with boys and men do you know of that are directed at the prevention (consider primary, secondary and tertiary prevention) of sexual abuse and commercial exploitation of children and that have an evidence base, or show promise?

Promundo NGO: Program H: Engaging Young Men in Gender Equality, Brazil, (H for the Homens and Hombres, the words for men in Portuguese and Spanish) seeks to engage young men and their communities in critical reflections about rigid norms related to manhood. It includes group educational activities, community campaigns, and an innovative evaluation model (the GEM scale) for assessing the program’s impact on gender-related attitudes. After participating in Program H activities, young men have reported a number of positive changes, from higher rates of condom use and improved relationships with friends and sexual partners to greater acceptance of domestic work as men’s responsibility and lower rates of sexual harassment and violence against women.


Program H in the world
Program H was developed and validated in Latin America and the Caribbean (Bolivia, Colombia, Jamaica and Peru) and subsequently evaluated in Rio de Janeiro, Brazil. The methodology has also been adapted for use in the Balkans, India, Peru, Tanzania and Vietnam and has been used as the basis for trainings and technical support in Brazil (in partnership with other non-governmental organizations in the north, northeast and mid-west regions of the country); in Asia (India, Nepal, and Thailand); in Sub-Saharan Africa (Ethiopia, Mozambique and Namibia); in Central America (Nicaragua, Costa Rica and Panama) and in the United States and Canada.
Partners
Program H was developed by Promundo, ECOS | Comunicação em Sexualidade (São Paulo, Brazil), Instituto Papai (Recife, Brazil), and Salud y Género (México), with support from the Pan-American Health Organization (PAHO), the World Health Organization (WHO), IPPF/WHR, JohnSnowBrasil and Durex – SSL International.

2. Describe the theoretical approach which underpins the programme; the programme content in summary; target group; elements such as appropriate context (for example, residential versus community based), modality of implementation, etc.; level of the evidence base.

Program H includes approximately 70 activities described in a 5-module downloadable manual, to carry out group work with young men (ages 15 to 24) on gender, sexuality, reproductive health, fatherhood and care-giving, violence prevention, emotional health, drug use, and preventing and living with HIV and AIDS. Each section contains a series of activities, lasting from 45 minutes to 2 hours, planned for use in groups of young men, and which with some adaptations can be used with mixed-sex groups.

The activities were tested in six countries in the Latin America/Caribbean region with 271 young men ages 15-24: a) INPPARES, in Lima, Peru; b) PROFAMILIA, in Bogota, Colombia; c) MEXFAM, Mexico, DF; e) Save the Children, in Oruro, Bolivia; f) BEMFAM, Rio Grande do Norte, Ceara and Paraiba, Brazil; g) PAPAI, Recife, Brazil (HIV/AIDS activities); h) YouthNow, Kingston, Jamaica.

Theoretical approach:
In the past 20 years, numerous initiatives have sought to empower women and redress gender inequities. But many women’s rights advocates have learned that improving the health and well-being of adult and young women also requires engaging men, adult and young. The 1994 International Conference on Population and Development (ICDP) and the 1995 Fourth World Conference on Women in Beijing provided a foundation for including men in efforts to improve the status of women and girls.

In 1998, the World Health Organization decided to pay special attention to the needs of adolescent boys, recognizing that they had too often been overlooked in adolescent health programming. In addition, UNAIDS devoted the 2000-2001 World AIDS Campaign to men and boys, recognizing that the behavior of many men puts themselves and their partners at risk, and that men need to be engaged in more thoughtful ways as partners in HIV/AIDS prevention and the support of persons living with AIDS.
There has been increased recognition in the past few years of the cost to adult and adolescent men of certain traditional aspects of masculinity - including, their lack of involvement in their children’s lives; their higher rates of death by traffic accidents, suicide and violence than women; and their higher rates of alcohol and substance use than women. Young men have numerous health needs of their own that require using a gender perspective.

Gender – as opposed to sex – refers to the ways that we are socialized to behave, act and dress to be men and women; it is the way these roles, usually stereotyped, are reinforced and internalized and taught. The roots of many of boys' and men’s behaviors are found in the way boys are raised. Boys’ violence, their greater rates of substance use and suicide and the disrespectful behavior of some young men toward their partners stems mainly from how families and societies raise boys and girls. Changing how we raise and view boys is not easy, but it is a necessary part of changing some negative aspects of traditional versions of masculinity.

Most cultures promote the idea that being a “real man” means being a provider and protector. They often raise young boys to be aggressive and competitive – skills useful for being providers and protectors – while sometimes raising girls to accept male domination. Boys are also sometimes raised to adhere to rigid codes of “honor” that obligate them to compete or use violence to prove themselves as “real men”.

In most settings, boys are raised to be self-reliant, not to worry about their health and not to seek help when they face stress. But being able to talk about one’s problems and seeking support is a protective factor against substance use, unsafe sexual practices and involvement in violence. Research confirms that how boys are raised has direct consequences for their health.

Thus, applying a gender perspective to working with young men implies two major points:

(1) **GENDER SPECIFICITY**: Engaging boys to discuss and reflect about gender inequities, to reflect about the ways that women have often been at a disadvantage and have often been expected to take responsibility for child care, sexual and reproductive health matters and domestic tasks.

(2) **GENDER EQUITY**: Looking at the specific needs that boys have in terms of their health and development because of the way they are socialized.

Discussions about boys and young men have often focused on their problems – their lack of participation in positive ways in reproductive and sexual health or their sometimes violent behaviors. Some adolescent health initiatives have seen boys as obstacles or aggressors. Some boys are in fact violent toward their female partners. Some are violent toward each other. Many young men do not participate in the care of the children and do not participate adequately in the sexual and reproductive
health care needs of themselves and their partners. But many adolescent boys and young men do participate in the care of the children. Many are respectful in their relationships with their partners.

Program H starts from the assumption that young men should be seen as allies – potential or actual – and not as obstacles. Boys, even those who sometimes are violent or do not show respect toward their partners, have the potential to be respectful and caring partners, to negotiate in their relationships with dialogue and respect, to assume responsibility for children they father, and to interact and live in peaceful co-existence instead of violence.

Several of the objectives of the Program H manual are currently being evaluated in an evaluation study that the collaborating organizations are carrying out, with support from Horizons (2002-2004). This evaluation process has included developing specific attitude and behavior questions based in part on these specific objectives and desired “end-states”. For more information on this evaluation process, please contact Instituto PROMUNDO at http://www.promundo.org.br/.

1. Is there any formal framework (legislation, policy, formal and/or informal agreements) that supports the implementation of this/these programme/s?

Many countries in Latin America have incorporated the Convention of the Rights of the Child (CRC) to their Constitutions. Thus both the CRC -signed by all countries in the region- and countries national Constitutions are the formal legal framework that obliges countries to offer treatment and prevention programs for young men and boys who engage in sexually violent behaviors.

2. What professions, agencies institutions and/or organisations are responsible for programme implementation?

There are no specific recommendations or agencies responsible of these programs in Argentina. In my opinion, this kind of programs fall under the child protection system that involves the legal, social welfare, health, and educations sectors and professionals working in those areas.

3. What challenges to programme implementation are experienced in your country or region?

There is almost no public or decision-maker awareness of the importance of any intervention (early or secondary/tertiary) with juvenile sex offenders. Therefore no budget is allocated for such interventions. Professionals working in the child protection field also lack necessary training to carry out such programs.
4. What/who supports programme implementation in your country or region?

Some frontline professionals treating child sexual abuse victims support this kind of intervention as a potential effective way to prevent child sexual abuse.

5. Any further comments on the topic?

I have heard of a program in Chile: Programa de Control de la Agresión Sexual (CAS, Sexual Violence Control Program) developed by a Chilean NGO: Opción. It is a group intervention program with young male offenders and their caregivers with individual therapy sessions as a complement when needed. The pilot experience took place between June 2004 and August 2005. Outcomes have been evaluated using an "ex – post evaluation". The external evaluation process was carried out by the School of Social Work of the Universidad Academia de Humanismo Cristiano and by the scientific committee of the Chilean Scientific and Technological Development Support Fund (Fondo de Fomento al Desarrollo Científico y Tecnológico, FONDEF). Opcion contact person is Osvaldo Vazquez Rossoni and his email address is ovazquez@opcion.cl I suggest contacting him for further details.

In Europe, I know Kieran MacGrath from Dublin, who has conducted juvenile sex offenders’ treatment programs for many years. He is an ISPCAN member, has participated in many ISPCAN International Congresses and European Conferences both as a participant and as a speaker. I suggest contacting him at kmacg@eircom.net.

Please note that the information regarding Promundo has been quoted from its webpage: http://www.promundo.org.br/en/activities/activities-posts/program-h/.

Country: Australia. Respondent: Russell Pratt

In regards to question one:

There are a number of programs within Australia which undertake therapeutic work with young men and adult males who have either sexually harmed others or have offended sexually. They exist in many states of Australia, and states that do not have programs are working hard to implement such programs.

I reside in South Eastern Australia in the state of Victoria. We have programs for adult men, as well as children and young people, who have sexually harmed or offended. The adult system is run through the state-government's Department of Justice Sex Offender Programs (SOP) and works both in the community and in prisons with convinced sex offenders.
The work with youth aged up to 15 years is legislated within the Children, Youth and Families Act (2005) under the banner of Therapeutic Treatment Orders (TTO). Since its commencement in 2007, the TTO system has worked with over 1600 young people therapeutically and is currently being evaluated externally. Initial data shows it is a very successful system. I recently submitted a 5000 word article to the ISPCAN special issue 2013 regarding children who harm, and also have a 10000 word chapter regarding the TTO system and its theoretical underpinnings.

Programs for youth exist through Griffith University in Qld (Professor Stephen Smallbone and colleagues) which is an outreach program. New South Wales also runs at least one therapeutic program through Cedar Cottage (Dale Tolliday and colleagues). Tasmania recently ran an invited attendee conference to look at how to set up a therapeutic program for youth based upon Victoria's programs.

From here on in, I will describe the Victorian TTO program, as that is the one I have intimate knowledge of.

Your question 2 would be well answered by the content of my article.

Briefly:
Theoretical approach: trauma/attachment/brain developmental

Program content: broadly follows a sanctuary-style approach. Twelve month length that can be extended or reduced dependent on individual assessment. Four modules which can be group based: 1) understanding emotion, 2) techniques to manage emotions I experience 3) understanding what I did (this is the sexual abuse component - broad subject matter in group context, individual therapeutic one on one approach with therapist as well), 4) moving on - healthy sexuality, future orientation.

Target group: youth aged up to 15 years (currently considering expansion to 17 years) who have undertaken sexually abusive behaviours.

This is community-based treatment.

Modality of implementation: group and individual treatment program which is inclusive of family members. Program delivered by social workers and psychologists.

Level of evidence-base: strongly influenced by the work of Philip Rich, Kevin Creeden, Bruce Perry, Bessel Van Der Kolk, As well as others. Regular input from NAPN conference presentations.

Anything published on the program: please refer to my submitted article for ISPCAN special issue 2013. Nothing else published on the program.
Question 3: The Victorian TTO program is fully legislated and has a board appointed by the Victorian State Government to oversee decision making. The board is made up of treatment providers, police officers, lawyers who work in sex offence arena, child protection officers (I am on the board). The legislation provides a framework that allows up to two years of no-cost treatment for youth across the state, at 13 different treatment sites, both city and rural based. It also allows magistrates to defer sentencing for youth charged with sex offences and refer them to treatment. If treatment successful, charges are set aside permanently. The peak body of organisations providing treatment also have formal practice standards which have recently been updated.

Question 4: the TTO program is delivered through the system of Centres against Sexual Assault (CASAs) as well as the Children's Protection Society and Australian Childhood Foundation. All are funded for a number of targets at the rate of approximately $10000 per target. This is extremely cost effective. Most youth continue to reside in the home, following risk assessment or in small group homes if home is considered not suitable. The CASA system evolved from the 1970s Rape Crisis Centres which were based on feminist principles. To their credit, the CASAs took on this important work, which allows the voice of the victim to remain central in the story of treatment. The program is delivered by psychologists and social workers.

Question 5: challenges to the program:
The tyranny of distance in rural regions as well as the lack of resources away from city based programs. Training new staff into this particular way of working, the overwhelming demand on these programs. The difficulty for workers hearing of people being sexually assaulted and needing to find the likeable parts of the youth they are working with.

Question 6: what and who supports program implementation in Victoria?
The state government has recently double funding for this program in an economic climate where cutbacks are occurring in most other areas of health. This indicates their strong commitment and awareness of the important of this program and the success rates being achieved. Seven million dollars extra funding provided in 2012 state budget.

**Countries:** Italy and Switzerland. **Respondents:** Dr. Alberto Pellai and Dr. Myriam Caranzano

**LE PAROLE NON DETTE (UNspoken Words)**
An Italian school-based child sexual abuse primary prevention program targeting children aged 9-11

**Alberto Pellai,** MD, PhD in Public Health, Creator of the CSA primary prevention programme named “Le Parole non dette”, Milano Italy

**Myriam Caranzano-Maitre,** MD, Executive Director from the Foundation ASPI, Councillor of ISPCAN, Lugano Switzerland
RATIONALE AND OVERALL PRESENTATION

“Le parole non dette” (Unspoken words) is a school-based child sexual abuse (CSA) primary prevention programme aimed at teaching CSA prevention skills to boys and girls aged 9-11 that—thanks to an EEC grant in the context of the DAPHNE programme to reduce CSA prevalence and incidence rates—has become a European resource implemented and used in five different European countries.

This programme was created in 1998 and piloted into some primary schools in the city of Milan. After evaluation and validation (through a case/control study based on a pre-post questionnaire) the project was extended to almost 80% of primary schools in the city of Milano, involving over a 6 years period almost 15,000 schoolchildren and their families. Then the programme was implemented and replicated in other areas of Northern Italy (Vercelli and Varese) reaching thousands of children also in this cases. Since year 2003, in Italian Switzerland ASPI Foundation (www.aspi.ch) introduced this programme in the primary schools of this part of the Swiss Confederation, in cooperation with the local school Authorities and Parenting Associations. During the last decade, thanks to the publication of a handbook describing the model of intervention with children this project has been replicated in many different Italian sites and regions and nowadays is the most popular school-based CSA primary prevention project in Italy. Thanks to a grant from the EEC European DAPHNE project “Le parole non dette” has been adapted and replicated in four different European Countries (Slovacchia, UK, Spain and The Netherlands) after international training sessions and with periodical supervision meetings among partners.

This programme aims at teaching children how to avoid dangers and risks, how to recognize at-risk situations by relying on their emotional and sexual awareness and above all who to turn out in order to guarantee their safety. The project therefore promotes an approach aiming at preventing sexual abuse, rather than at healing its victims.

Cases of paedophilia, mistreatment (of children and women in particular) and child abuse have been increasing in our countries in the last ten years (while in other nations official data report a decrease in prevalence and incidence rates). Besides, new forms of CSA are coming to the attention of professionals involved in the field and also debated into the media. Web generated exploitation of minors is a phenomenon whose trend is growing dramatically all over the civilized world. It must be admitted that new media have contributed to disseminate these phenomena due to the distorted image of sex and affection and to the new socio-cultural model they convey. In the digital world, children are thus particularly exposed to dangers and can easily be deceived by the typical triggers of paedophilia, such as complicity, secrecy and making children feel guilty. Sexual abuse is characterised by asymmetry in the relationship between adult and child, implying concrete advantages for abusers and can be either active or passive. This distinction does not define its seriousness, since being concretely abused or being exposed to pornographic material can paradoxically have the same devastating
effect, when it happens in the life of a minor whose sexual development is in its early stages. Recurring elements of abuse are the lack of consent, equality, constraint and secrecy. A feature making sexual abuse particularly difficult to identify and treat is that victims thereof tend to deny it. The complexity of the issue often leads victims to repress and deny the experience they suffered from, or in other cases they heard of, reported and sometimes even denounced.

As regards the identification of previous child abuse cases, a recurring sociological element is that most abusers are people known by the children. Data gathered at European level suggest that incestuous abusers are less than 10% of all cases and aren’t therefore the worst problem. On the other hand, the percentage of cases in extended families ranges from 30 to 60% among the number of total cases of abused minors and represent, therefore, the classic scenery of abuse. According to statistics, most victims are between 9 and 12 years old. Several international surveys and epidemiological studies by scientific publications underline the discrepancy between the number of reported cases and the number of real cases. Reported cases are namely much less than the results of sociological studies carried out on anonymous children in schools seem to indicate. These worrying data indicate that if they can stay anonymous, around 20-25% (female) and around 15% (male) report to have suffered from serious or less serious sexual abuse. All epidemiological data that are available nowadays, probably underestimate the real prevalence rates of CSA and this should be especially true for males, who – when abused – are less equipped to cope and face the key elements associated with child sexual abuse, as complicity and secrecy, shame and fear. Males often keep silent about their victimization stories because they never receive messages to be open and speak about this issue with trusted adults. Besides, boys receive less sexual education than girls when they are infants. Most girls receive from mothers some form of sex education before puberty, while most fathers never talk about growth, puberty, sex with their sons during childhood. Research shows that the less sex education a child receives during childhood, the most vulnerable to sex abuse he is.

The “Parole non dette” educational programme aims at increasing young people’s awareness of the risks, enhancing their resilience in case they find themselves in dangerous situations and knowing who to turn to for advice and support. This programme was created to address the elements of complicity, secrecy, shame and fear, so children feel able to tell a trusted adult and know they will be listened to and can be protected.

The focus is based on educating children aged 9 to 11 years old. The key objectives of the programme are to:

1) Build children’s confidence in asking questions and seeking information.
2) Enhance children’s knowledge and understanding about their bodies.
3) Equip children with the tools necessary to enable them to understand when a situation is potentially risky and what actions to take to protect themselves.
4) Help the children to develop critical awareness and build confidence so they feel able to trust appropriate adults and approach them to talk to and ask for help.
5) Raise awareness about the programme and provide relevant information to the adults (parents, carers and teaching staff) to enable them to support the children's learning. For the involved adults, the training sessions integrated into the model are aimed at reinforcing all educators into including prevention messages in everyday life, at empowering their communication skills when dealing with children’s sexual education and in helping them to recognize the messages children send when they are facing challenges or a dangerous situation and are not able to explicitly ask for help (how to understand verbal and non verbal cues in children’s behaviour based on active listening as stated in Thomas Gordon’s model is a basic component of the parenting training).

**FORMAT AND TARGET**

The programme consists of five lessons and a Confidence Box is present throughout, in which children can put questions for the facilitators to answer. The lessons focus on enhancing the children’s awareness and understanding of how they can protect themselves from sexual abuse; encouraging them to consider issues of respecting others and themselves, positive and negative touch, body awareness and sharing concerns with a trusted adult.

The focus is based on educating children aged 9 to 11 years old (4th and 5th grade).

Each lesson runs on a weekly basis and lasts two to three hours (depending on the contract made with the school implementing the programme).

**EDUCATIONAL GOALS**

**Goal number 1**: to ‘build children’s confidence in asking questions and seeking information’

The two facilitators play a key role in helping to achieve this goal, creating a safe and environment in which the children feel they can ask questions and talk about the subject matter with adults. This becomes particularly evident during lesson 2, when puberty is discussed and as the programme continues the children appear more and more relaxed and grow in confidence. Lessons 4 and 5 are partially based on children’s questions that become frequent and very focused on the theme of sex education and sex abuse. Most students participate freely in in-depth and honest discussions about situations they were unsure or worried about. Boys in particular have a chance to ask and debate about many different and difficult situations they have been confronted with. Teachers and parents, after the completion of the programme confirms that children involved become more inquisitive about this topics both in school and at home.

**Goal number 2**: to ‘enhance children’s knowledge and understanding about their bodies’

Essential in achieving this objective is lesson 2. Understanding about puberty, body
changes and sexual development appears to improve, and children’s behaviour both inside and outside the classroom becomes noticeably different in many cases. All children learn that nobody can involve a minor in situations where sexuality is used as a trigger to obtain excitement, to cheat on somebody, to obtain power over a person, to disrespect any human being. This educational goal is very important because in 4th and 5th grade often episodes of bullying (where sexuality is involved in many different ways) happen frequently and often males are the perpetrators of these bullying actions towards their female schoolmates. In fact, often after the completion of the project members of teaching staff observe that – thanks to the programme - pupils are “gaining more respect for each other and others in regard to differences, especially gender ones.” Lesson 3 aims at enhancing children’s understanding about their bodies in terms of ‘positive touch’ and ‘negative touch’, and evidence of learning is often demonstrated inside the same school settings as shown by many teaching staff observing they become “more aware of touching in the playground playing tag”.

**Goal number 3**: ‘equipping children with the tools necessary to enable them to understand when a situation is potentially risky and what actions to take to protect themselves’

The numerous scenarios that children work through seem to enhance learning in relation to this objective. Thanks to many problem-solving situations proposed to pupils and the active educational approach used to involve them and to activate their personal resources and skills, children appear to grasp concepts effectively and quickly and become much more open to discussing topics with each other. Especially boys have their first chance in life to discuss about what a risk is and what is a risk associated with a situation having sexual connotations.

**Goal number 4**: to ‘help the children to develop critical awareness and build confidence so they feel able to trust appropriate adults and approach them to talk to and ask for help’

The scenarios and situations suggested as role-playing activities to students encourages the children to talk to an appropriate adult if something happens that they feel unsure about. For males, this goal is very important because often males grow up learning that true men never ask for help and that asking for help is a girls’ thing. Although it is difficult to measure whether all children who attend the prevention programme become confident enough to approach a trusted adult for help in a real-life situation, the parents participating to the adults’ sessions following the completion of the school based curriculum targeting children always report that some children have been discussing risky situations in which they were involved in the past and never were revealed before, because they felt ashamed or feared.
**Goal number 5:** to ‘raise awareness about the programme and provide relevant information to the adults (parents, carers and teaching staff) to enable them to support the children’s learning’

Pre- and post-programme meetings are always arranged with the parents and carers of children in each school, providing the opportunity for the adults to learn about the programme and to share the prevention goals, strategies and principles. Besides, pre-programme briefing meetings of teaching staff are held, so they understand the programme objectives and their active role in it. A post-programme evaluation meeting is also held and our experience shows that staff usually provides an overwhelming amount of positive feedback regarding their own learning. Knowledge gained from the programme empowers the teaching staff to discuss this topic area and others with the children, also after the programme is over.

**ELEMENTS TO BE CONSIDERED**

“Le parole non dette” has some unique characteristics that differentiate it from the many primary prevention programs available in the school environment all over the world:

a) It is completely run in the gym-hall of the school (or if a gym-hall is not available, in a big room where moving is easy and possible with no restraints), because it is based on games and activities with an holistic approach. The “whole child”, with his body, mind and feelings is the protagonist of this primary prevention curriculum. Most of the traditional primary prevention curricula were based on lessons developed in the traditional “classroom setting” where an adult explains and pupils give answers and provide solutions to problems he poses. Here children play, think, discuss and create their own prevention curriculum thanks to the stimuli provided by adults. In this approach adults have a tutorial position and role.

b) The theoretical framework within the contents of “Le parole non dette” have been developed is the one described into the model “Life Skills Based Education” (LSBE) by the World Health Organization (WHO). WHO defines Life Skills as “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”, in particular to deal with highly stressing situations (and child sexual abuse is one of this kind of situations). All the knowledge and skills that children learn by being involved into the programme called “Le parole non dette” belong to the theoretical framework on which the LSBE model is based and respond to its educational goals.

c) Every lesson has a specific structure where children’s body and intellectual potential is recruited and activated in an integrated way. The typical structure of an educational session (lasting 2 hours) is:

- First part (10-15 minutes): welcome activities, dances, activities with music.
- Second part: (45-60 minutes): STRUCTURED ACTIVITIES (Team games, role-playing, poster creation)

- Third part: (20 minutes – 30 minutes): THE THINKING PROCESS (works and discussion in small groups – circle time)

- Fourth part (10 - 15 minutes): BODY RELAXATION (body – relaxation exercises and activities with music)

This programme is the only prevention one available today that includes relaxation exercises at the end of every educational session. Relaxation techniques have been integrated into the structure of this curriculum so to make it concretely holistic, based on the promotion of resilience skills and physical well-being. The idea to integrate relaxation into the structure of this prevention program is aimed at allowing the pupils’ bodies to experience a feeling of concrete well-being. Besides, considering that some studies have outlined that fears and anxieties could be undesired side-effects affecting children exposed to this kind of interventions, relaxation activities have been included so to decrease the level of potential anxiety eventually experienced when the students are being exposed to the prevention messages. Conveying messages dealing with the child’s body vulnerability (as it happens when working on the theme of CSA) and at the same time allowing every pupils to experience how the body can make them experience wellbeing, is a strategy helping to realize that their body has a value, must be kept protected and is a source of beautiful feelings.

Especially for male pupils, this programme includes many different scenarios (to be discussed and dealt with, within the discussions and the circle time activities) where a male boy is put into an at-risk situation on behalf of another male guy older than him and must learn how protect himself. In circle time discussions, boys learn to talk with other boys about sexuality and sexual abuse and acquire prevention skills within their social group of referral. The whole programme is enhancing social norms and attitudes creating a context in which sexuality is seen as a value to be sustained through responsibility and respect of each other and boys have the same rights and do’s as girls to create a safe environment allowing everybody to fulfil completely his/her sexual health.

While working with children, some prevention actions are developed for their parents and teachers who are trained on CSA prevention principles and educational strategies to be implemented in the school and family settings. The main objective of this components targeting adults is namely to make communication and dialogue in families easier through the help of schools, bringing school and family together in
the most delicate and respectful way. In a Schopenhauer's work, the Author narrates how a group of hedgehogs need to get close to one another in order to share their heat during cold weather and how they succeed in the hard task of staying close without pricking each other. This metaphor refers to the complex relation between children and adults that need to be based on the fundamental ability to stay close without suppressing freedom, to share lives and affection and still make sure that everybody's needs and personality are respected. Furthermore the project deals with the subject of communication in families even if this implies talking about critical issues which may hurt even if there is no particular risk situation. We are observing a growing number of dads attending parenting training sessions and this allow us to conclude that this kind of intervention is creating a kind of cultural transformation in the male world: if in the past, dads were not involved in the sex education of their children, now fathers want to be considered protagonists of this area of education into their family lives and are asking for information and skills to reach this goal in the best way possible.

BOOKS:


PAPERS:


Presentations at International Conferences:


Pellai A (1997) Implementing Health Education Programs based on the holistic model 
12th National Conference on Chronic Disease Prevention and Control, Washington: 41

prevent child sexual abuse: the program implemented by Provincia di Vercelli.” VIIIth 
ISPCAN European Regional Conference on Child Abuse and Neglect: 131.

elementary school: the experience of Milano’s Health Welfare District.” VIIIth ISPCAN 
European Regional Conference on Child Abuse and Neglect: 142.

self-vulnerability perceptions in 4th and 5th grade students after a sexual abuse 
prevention program.” VIIIth ISPCAN European Regional Conference on Child Abuse 
and Neglect: 187.

Pellai, A., V. Moretti, M. Allegra, M. Bernardi, B. Calaba, M. Mezzano, C. Riva 
Vercellotti. (2003) “A three year plan to prevent Child Sexual Abuse: The experience of 
Provincia di Vercelli.” IXth ISPCAN European Regional Conference on Child Abuse and 
Neglect: 99.

internalize the culture of safety: a three year national plan.” 7th World Conference on 

Is there any formal framework (legislation, policy, formal and/or informal 
agreements) that supports the implementation of this/these programme/s?

- Since 2002, Le parole non dette (Unspoken words) has been adopted by the 
Swiss Foundation for Help, Sostein and Protection of Children (ASPI www.aspi.ch – 
Italian Part of Switzerland) as the official CSA prevention program for children 
attending elementary schools in the Italian part of Switzerland. In this decade 
thousands of children, hundreds of parents and hundreds of teachers have been 
participating into this prevention programme, receiving public granting and funding 
from the Local Department of Education.

- In 2011 The Hedgehogs (‘Porcospini’) programme, aiming at replicating “Le 
parole non dette” into five different European Countries as a pilot education initiative 
– was funded by the E.U. DAPHNE III programme, thorough a grant of 600,000 
Euros (almost 1 million dollars). The lead partner in this pilot project, called Specchio 
Magico, is an Italian-based organisation, conducting awareness campaigns against 
child abuse and school-based prevention programmes. Thanks to Daphne funding 
“Le parole non dette” has been replicated and implemented in the United Kingdom, 
the Netherlands, Slovakia and Spain.
What professions, agencies institutions and/or organisations are responsible for programme implementation?
The programme has been implemented on behalf of school districts using public funding to cover the related costs and of Parenting Associations funding the prevention programme into regional and local schools covered by their services. In the Italian part of Switzerland, ASPI Foundation is in charge of the whole implementation of the project. The professionals involved in the project – conducting training sessions with children, teachers and parents – are all qualified and specialized people, receiving “ad hoc training” to become programme specialists. Periodical professional supervision is provided to all professionals working in the project. Methodology of intervention is based on the theoretical and practical assumptions characterizing the model of humanistic philosophy by Carl R. Rogers and the Communication Theory model by Thomas Gordon, with a specific emphasis put on the concept of “Active listening”.

What challenges to programme implementation are experienced in your country or region?
Sex education in Italy has not been integrated into the school curriculum. There is not a law ruling sex education and making it compulsory for students. In Italy, most schools still do not have any kind of sex education available for their students and most teachers prefer not to raise this issue with their classrooms. The same kind of resistance is used to prevent the implementation of CSA prevention programs into elementary schools.

In the Italian part of Switzerland, School Authorities decided to implement a theoretical framework for Sexual Education in Swiss Schools used the model of “Le parole non dette” as the example to look at for developing new approaches in this field. In 2008, new Regional Departmental Guidelines have been implemented and published for developing new sex educational programs targeting schoolchildren, aged 3 years and older. The educational approach sustained in these Guidelines is respectful of the stage of development of children and aims at promoting a harmonized and well-balanced sex development, including messages related with child sexual abuse primary prevention. Our major challenge nowadays is to convince school teachers that sexuality must become a topic they have to bring in their school programs and that sex education must be integrated into all school curricula. Another challenge is help some parents to overcome some parents’ resistances, though most of the parents are very happy to have the prevention programme made available for their children in the school environment.

What/who supports programme implementation in your country or region?
Private funding and Associations like: LIONS, Rotary, Parenting Associations and Local Municipalities.
In the Italian part of Switzerland: Parenting Associations and Local Municipalities, Kiwanis, and other private donors. With major funding, we could be serving more schools in our region. Some schools ask for the programme but cannot obtain it because the available funding does not allow provision of the programmes to all those who are requiring it.

**Commentary from Alberto Pellai**

Another area of the prevention work we are doing in these years and that is specifically targeting men is aimed at reinforcing parenting skills among fathers to be, new fathers and fathers with children aged 3-6 years. This area of work has been developed through three different actions:

a) A research involving 600 new fathers and exploring their information, attitudes and behaviors related with transformations occurring in men when they become fathers (an abstract of the research is attached below).

b) The "circle of fathers" experience: an innovative prevention intervention targeting fathers to be and new fathers (whose children are aged less than 6 months) based on the model of self-help groups and aimed at reinforcing parenting skills and fathers' involvement in the first stages of life and development of their newborns. Right now almost 500 fathers have been participating into the Circle of fathers.

c) An interactive exhibition/experience for fathers and children whose age is 3-6 years old (those attending pre-elementary schools) helping fathers to connect with their children through playing and having fun together. This exhibition has been taken into many different areas of Italy, involving thousands of fathers and children.

All these activities are aimed at reinforcing parenting skills and empowering fathers to develop an emotional healthy relationship with their kids and helping them to grow skilled for life and abuse-free.

**ABSTRACT of the research:**

**What new fathers know, think and do.**

A survey about father’s attitudes, beliefs and behaviors in a sample of 570 men just after the birth of their newborn.

**Goal** To know and analyze information, attitudes and behaviours related with transformations occurring in men when they become fathers.

**Methods** A self-administered questionnaire has been given out to all men whose newborns were born in the Hospitals located into Borgosesia, Ivrea, Novara, Verbania and Vercelli (Piedmont region in northwest of the Italy) in the last quarter of 2006. The questionnaire was created ad hoc and filled out on the day of discharge; results underwent statistical analyses through SPSS system.
Results  For the duration of the research, out of 870 men who became fathers in the hospitals involved in this study, 570 responded voluntarily to the self-administered questionnaire (65.6% of the total sample). They showed a lack of information about how to take care of their newborns and the emotional turmoil of women after delivery (58% think children are blind when they are born, 52% think it’s better to breastfeed newborns at fixed times and 47% ignore that mothers can enter a depression state). 88% of respondents were in the delivery room to see their child’s birth, 56% took a leave from job to stay with mother and child in the hospital and 58% of them report the intention to take an additional 2-3 days leave after coming home from the hospital. 27% had trouble sleeping during pregnancy and are afraid not to be good fathers for their child. 90% believe that their newborn will make them change life habits. Most of the new fathers had difficulties in sharing emotions and feelings related with their status of fathers to be with other men. Some of these results are significantly different in older fathers, fathers having their first child and fathers with a lesser level of education.

Conclusions  During pregnancy and in the first months after their child is born, fathers to be and new fathers must be considered a potential target for educational interventions aiming at promoting their parenting information and reinforcing their positive attitudes and beliefs related with their fathering status.

Country: South Africa. Respondent: Joan van Nierkerk

1. What programmes working with boys and men do you know of that are directed at the prevention (consider primary, secondary and tertiary prevention) of sexual abuse and commercial exploitation of children and that have an evidence base, or show promise?

Primary prevention: Example 1: (a focus on the general population of men and boys, not specifically targeting those who might be considered vulnerable to abusive behaviour) “Sonke Gender Justice” - Sonke’s work to encourage young men to embody constructive masculinities in South Africa

Example 2: Life skills programme, integrated into the life orientation curriculum in the first year of high school. I have sent the evaluation of this programme to you. The programme was originally designed to assist in the reduction of teenage pregnancies in schools, however the evaluation indicated that it assisted in the development of responsible decision making around sexual behaviour generally and opened up the debate on gender equality and the sexual rights of women and girls.

2. Describe the theoretical approach which underpins the programme – Example 1: have requested information but basically engaging men in a positive way, encouraging debate and discussion about positive masculinities that are reflected in protective strengths and behaviour towards women and children, rather than acts of violence and sexual prowess.
Example 2: - psycho-educational programme based on the belief that knowledge, reinforced by experiential learning will change attitudes and behaviour.
- the programme content in summary – Example 1: have requested more information but it is through developing discussion and support groups at community level with men and supporting behaviour that is pro-social.
- Example 2: Children (Early adolescents) are taken through a 12 week programme of building self awareness, exploring their future aspirations, and the acquisition of practical life skills and knowledge such as gender awareness, decision making specifically in relation to sexual behaviour, parenting knowledge and skills. Part of the programme involves the care and parenting of a “child”.
- target group –
- Example 1: men broadly – especially young men
- Example 2: both genders – but with a specific focus on boys within the programme.
- elements such as appropriate context (for example residential versus community based), modality of implementation, etc . Example 1: Community based
  - Example 2: School based but with the involvement of parents and caregivers.
- level of the evidence base – Example 1: requested information
- Example 2 – have sent a report on this programme. Evaluation of the pilot programme was very promising.
- references to any research published on the programme using the standard reference format
  - am trying to locate the references from Example 1 – have sent report from Example 2 but this has not be published.
- further comments.
Example 1: The Sonke Gender Justice project is seen as a progressive men’s movement in South Africa and has been replicated in other African Countries. It is seen as a primary prevention programme. I have requested more information and sent the questionnaire to them and are hoping that they will respond.

3. Is there any formal framework (legislation, policy, formal and/or informal agreements) that supports the implementation of this/these programme/s?
Yes – the Children’s Act has a chapter on prevention and Early Intervention programmes aimed at the prevention of all forms of Child Abuse and Neglect. There is also a national strategy on Child protection which also speaks to primary prevention. However the presence of law and policy does not mean that resources will follow.

4. What professions, agencies institutions and/or organisations are responsible for programme implementation? In theory, government has the responsibility to ensure that legislation is implemented especially when provisions indicate the activity is mandatory for a government department – which is clearly the case with regard to the Prevention
and Early intervention chapter of the Children’s Act. However implementation of this programme is via a non-government organisation, supported by a range of grants from trusts, donors and projects.

This applies to projects at all levels of prevention:

5. What challenges to programme implementation are experienced in your country or region?
   - Lack of resources
   - Lack of focus on prevention and early intervention – the tertiary prevention or response services take the “lion’s share” of the inadequate resources allocated to Child protection in South Africa.
   - Lack of sufficient research to establish a clear evidence base for programmes.
   - Often funding is granted for short term projects – e.g. a year which makes the establishment of a clear evidence base very difficult.

6. What/who supports programme implementation in your country or region? Mostly grants, including international donors whose interests may not necessarily be altruistic – but rather political – e.g. USAID. Some limited funding for these programmes comes from government where there is a legal mandate that is clear that provision is a government responsibility.

Secondary prevention

Question 1: Childline runs extensive treatment programmes for children who have experience abuse and neglect. Boy children are included in these programmes and every effort is made to reach out to boys, with the goal of
   - Reducing their traumatic responses
   - Thereby reducing the risk of externalisation of their trauma and the development of abusive behaviour.

These programmes are presently being evaluated under a UNAID/PEPFAR grant. However the evaluation research is not longitudinal – the donor research team will be looking at the short term rather than the long term impact of the therapeutic programmes.

These programmes are supported by legislation and policy – again the Children’s Act no 38 of 2005 as amended applies and reference to these programmes is made in the Chapter in the Act on prevention and early intervention as well as the policy document: National Strategy on Child Protection.

Financial support for these programmes is very inconsistent – both from government and from donors which is very concerning.

Rural children are very difficult to include in these programmes as due to the cost of decentralisation they tend to be urban based. They are cognitive-behavioural in their
theoretical approach, parents and caregivers are integrated into the treatment process and individual, play therapy (depending on the age of the child), group and family therapy modalities are used.

**Tertiary prevention:**

In some of the Childline offices, Childline runs a programme with boys and youth whose sexual behaviour is criminal, abusive or exploitive of other children. This has a cognitive-behavioural focus from a theoretical perspective but other theoretical perspectives are integrated as per the needs of the children involved. Parents and caregivers are also involved.

The programme is long term, 6 months to 2 years, depending on the needs of the child, community based. We do not have the resources for a residential programme.

Again this programme is based on the assumptions that intervention in childhood and adolescence will prevent a life time of offending.

The programme is supported by law and policy – “the Child Justice Act no 75 of 2008, which establishes diversion programmes for children in conflict with the law, if they are acknowledging of their behaviour. However this service is not supported by government – and working with offenders is not popular with donors. It is a financial struggle to keep these programmes open.

Research into 2 of the cohorts of children involved in these programmes indicate that without exception all the boys in these programmes have been exposed to abuse themselves – but not always sexual abuse – more frequently exposure to domestic violence (90%) or physical abuse (85%) this was an interesting finding as the assumption is that experience of sexual abuse is more productive of sexually violent behaviour.

This programme is being presently researched for evidence of effectiveness.

**Country: UK Respondent: Sheila Brotherston**

1) The programme outlined below is delivered by the Lucy Faithfull Foundation (LFF) to young men aged 15-18 years who are serving custodial sentences within the young people’s secure estate in England. The programme model shows promise given the congruence with the key principles of effective programmes outlined in the research recently published by Worling and Langton (Worling and Langton 2012).

The LFF programme delivers individually tailored assessment and intervention packages to young males serving custodial sentences for sexual offences. The
packages are developmentally sensitive to the particularly complex needs of adolescents and young men convicted of sexual offences.

**Theoretical Approach**

A number of models have developed to help target sexually harmful behaviour in adults and young people. The predominant model in the sexual offending area is that of relapse prevention (Pithers, 1990). This approach has focussed on the identification and management of dynamic risk factors or criminogenic needs (aspects of the offender and his situation that predict reoffending). More recently a number of limitations of this approach have been highlighted including its negative (or avoidant goal) focus which often fails to motivate offenders or recognise non-criminogenic needs. As a consequence, a number of strength-based approaches have been developed. One of the most widely recognised being the Good Lives Model.

The primary model used in delivery of the programme is the Good Lives Model (Ward and Gannon, 2006). The model explains that all human beings are trying to meet their core social and personal needs (e.g. intimacy and belonging, a sense of achievement and emotional wellbeing). Young people who sexually abuse are no different except they are meeting some of these needs through inappropriate means. The model suggests that as a result of often adverse life experiences, limited opportunities and poor internal capabilities, young people are prevented from meeting these needs by more pro-social means. The model promotes risk management and the achievement of human wellbeing through enhancing capabilities and skills and providing opportunities for young people to meet their needs in a socially acceptable manner.

Ward and Gannon (2006) outline ten groups of 'primary goods' (or basic human needs): life (including healthy living and functioning); knowledge; excellence in play and work (including mastery experiences); excellence in agency (autonomy and self-directedness); inner peace (freedom from emotional turmoil and stress); friendship (including intimate, romantic and family relationships); community; spirituality (in the broad sense of finding meaning and purpose in life); happiness and creativity.

Relapse Prevention, as part of the Risk/Needs model, constitutes an effective and impressive achievement and empirical research indicates that it can cut reoffending rates in general and in sexual offenders by 10-50%, (Andrews & Bonta, 1998; Hanson et al, 2002). However, LFF believes that especially with regard to working with young people who sexually offend, it has a number of theoretical and therapeutic limitations, particularly in the areas of treatment alliance and offender motivation. It tends to focus on deficit and risk management rather than building on strengths and creating opportunity to harness a young person's positive concerns and values. In the 'Good Lives Model' (GLM), risk factors are regarded as internal and external obstacles that make it difficult for an individual to implement a good lives plan in a socially acceptable and personally fulfilling manner. The GLM is a strength based perspective concerned with promoting offenders' pro-social goals (goods) alongside managing their risk (Ward
Primary human goods are states of affairs, states of mind, personal characteristics, activities, or experiences that are sought for their own sake and are likely to increase psychological well-being if achieved. For example, relationships, mastery experiences, a sense of belonging, a sense of purpose, and autonomy. By incorporating Relapse Prevention within Good Lives we are able to integrate aspects of treatment not well dealt with by the risk/need perspective, such as the formation of a therapeutic alliance and motivating young people to engage in the difficult process of changing their lives. According to Ward and Maruna (2007), the promotion of specific goods or goals is likely automatically to eliminate or modify commonly targeted dynamic risk factors (i.e. criminogenic needs). In the light of this, we agree that “risk-need principles should be nested or embedded within a good lives framework” (Ward, Mann and Gannon, 2005).

In the LFF programme there is an important emphasis on the construct of personal identity and its relationship to a young person's understanding of what constitutes a good life. Individuals' conceptions of themselves directly arise from their basic value commitments to pursue human goods, which are expressed in their daily activities and lifestyle. People acquire a sense of who they are and what really matters from what they do; their actions are suffused with values. What this means for the LFF practitioners is that it is not enough to simply equip individuals with skills to control or manage their risk factors, it is imperative that they are also give the opportunity to fashion a more adaptive personal identity, one that bestows a sense of meaning and fulfilment (Maruna, 2001).

By identifying the needs (or 'goods') met, the reasons for the young person's abusive behaviour become clearer and this also provides a more effective means of motivating them for intervention. That is, the problem is not with the needs sought by the young person but the means by which they have gone about meeting these needs. Therefore, intervention needs to help the young person develop the necessary capabilities and skills ('individual protective factors') as well as providing appropriate opportunities ('contextual protective factors') to secure these important personal and social goods in acceptable ways, rather than simply focusing on the management of risk. Using a strengths-based approach that assesses risk and needs we encourage the development of better lives in the young people. The fact that our service is embedded in the institutions enables us to work with problematic, risky behaviour by developing high quality relationships with the young people themselves and to work as a team with the other staff of all types in the custodial settings. We have a strong emphasis on continuity of therapeutic intervention. In almost all cases where a young person starts intervention, he will keep the same practitioner for a period of at least one year. This strong therapeutic alliance helps the young people, their families and other professionals develop trust in our specialist intervention, thereby increasing the chance of successful rehabilitation upon release.
Programme Content

The programme is best described as a spine, which is sufficiently flexible to respond to the different needs of each young person (including young people with learning difficulties) and link with other available learning opportunities. A New Life Plan is developed throughout the programme to relate to immediate and future life circumstances and experiences.

• Assessment Phase and Initial Formulation
The assessment framework maps on to the dynamic risk factors and is conducted on the basis of semi-structured interviews. Personal maintaining factors are considered, i.e. offence specific, sexuality and sexual knowledge, self concept and social functioning, self management skills. Contextual maintaining factors are assessed, i.e. offence specific, sexual attitudes and practices, family functioning, environmental conditions. Finally personal and contextual treatment system factors are considered. A battery of psychometric tests developed in consultation with Richard Beckett, Consultant Clinical Psychologist contribute to the assessment process where appropriate. Wherever possible, family members and key staff within the young person’s current living environment are involved in the assessment process and from this point onwards to assist in supporting the young person’s change process.

On the basis of the information gathered during the extended assessment the LFF practitioner establishes an understanding of the young person’s difficulties and the extent to which these were a factor in his sexually abusive behaviour. In addition, the LFF practitioner formulates a provisional hypothesis about what factors maintain the young person’s difficulties. This formulation includes personal and contextual strengths and concerns, as well as identifying possible predisposing (‘high risk’) factors. Mental health concerns and learning needs are also identified. The formulation guides intervention by highlighting specific target variables for treatment. The hypotheses help determine which problems will be treated directly, which difficulties will be prioritised and any areas which need referral to an additional specialist service or can be addressed by other facilities within the regime.

• Intervention
The intervention process begins with work on the following areas:  
Boundaries and expectations: i.e. rules for working together, identifying key people to support the young person in his work
Perceived gains and losses of behaviour change: i.e. identifying and understanding perceptions of gains and losses, reasons for denial or for not wanting to change, recognising and managing denial/ avoidance strategies, reasons to change.
The change process: i.e. understanding the change process, managing uncertainty or dips in motivation
Coping with difficult feelings: i.e. identifying difficult emotions or problematic arousal, short term self management strategies including positive thinking
Therapeutic contracting: i.e. a shared formulation for intervention: defining the areas for work and how progress will be evaluated, for example, psychometric tests, regular reviews, involvement of others.

Thoughts, feelings and what we do: how the goals of intervention will be achieved: i.e. Cognitive Behavioural Approach (link between thoughts, feelings and behaviours; how thinking styles develop); methods of working (e.g. role play, written exercises, videos etc)

This is followed by the Offence Specific Component. The three elements of the component are:
1) Learning to define sexually abusive behaviour: what it is and how it happens;
2) Focusing on the processes specific to the individual’s offending and understanding them;
3) Using the learning to do things differently and create a New Life Plan.

As the young person completes each element of the Intervention Plan, the LFF practitioner checks to see if he has met the learning objectives set. If the young person is progressing but has not met all the objectives yet, they move on to the next element as the young person may meet the objectives through the vehicle of future exercises rather than through repeating the same exercises. If, however, the young person is not making progress due to blocking factors, for example, family, learning, mental health problems, then a reassessment will be made to determine the most appropriate way forward.

When the young person has completed all three elements, the LFF practitioner checks again to see what has been achieved. By the end of the component, some young people will have met most, or all of the learning objectives set in the initial treatment formulation. If further treatment needs are not evident, the young person may not need further work other than to plan how to develop and maintain his New Life goals. The young person may do as many or as few of the other programme components as are necessary to meet his treatment needs, and in some cases new work is developed to meet his particular needs.

Some young people may demonstrate the need for further work to modify their core beliefs and hence may need to move next to the component entitled “My view of Myself, Others and the World” which focuses on identifying and managing unhelpful schema which may disrupt the change process. This also provides opportunity to evaluate received messages. Work with family members will be allied to this where possible. Following this, some young people may still lack general or victim-specific empathy and need to undertake the component “Impact of Sexually Abusive Behaviours” which focuses more deeply on developing empathy for others including the young person’s own victim.

Other young people may have met the learning objectives for the Offence Specific Component but demonstrate the need to learn new skills or receive specific education.
and may move to the relevant component, for example: “Sexuality and Sexual Knowledge” or “Managing My Feelings and Behaviour”. Each component includes the application of key material which is likely to be relevant in most cases, plus new material is tailor-made to suit the particular needs of individuals. Some young people may need to do the entire programme.

**Target Group**

The LFF programme is designed for individual delivery to young men aged 15 to 18 who have been convicted of a sexual offence, and who are detained in the young people’s secure estate. The service is based at four sites within the estate. In special cases, where a young man in detention is identified as having significant sexual behaviour problems but does not have an index offence for sexual offending, he may be considered for the programme.

Given limited resources, priority for inclusion is given to those whose treatment need and risk of sexual reconviction is highest. Recidivism studies on young people who sexually offend (Weinrott 1996, Prentky 2000) show that only a minority of them go on to sexually re-abuse. However, there is research to demonstrate that a significant proportion of high risk recidivist adult child abusers start their sexually abusive behaviour as juveniles (Abel and Rouleau, 1990 p.13). Priority for inclusion in our programme is given to young men who have a similar psychometric profile to such adults and who have behaviour patterns which indicate a continuing problem of sexually abusive behaviour towards children, peers or adults (Beckett, 2006) Priority is also given to young men whose release is dependent upon the parole process.

**Context**

The LFF programme has to be adaptable to several different contexts within the young people’s secure estate. LFF practitioners delivering the programme have gained considerable experience in addressing some of the challenges and opportunities that such environments offer. While the culture of the secure environment sometimes appears to be at odds with the implementation of therapeutic interventions, LFF’s experience suggests that with training and on-going support, prison staff can play a positive role in supporting work with young people who cause sexual harm to others. We have learnt how to value contributions from other agencies and to collaborate within a treatment team often involving the young person’s personal officer (prison service employee).

The secure environment often provides boundaries and security for young people who have little experience of adults behaving appropriately in their lives and can also provide an opportunity to succeed in areas such as education, sports or employment training. In addition, courses and activities which complement the young person’s intervention plan and assist them in building a ‘new life’ can be accessed through the sentence planning process.
LFF acknowledges that working with young people in a custodial environment can be difficult and challenging for prison staff. If the programme is to be successful, it is vital that the staff who have responsibility for the day to day care of young people are made aware of its purpose and the important contribution they can make to the process.

**Level of the evidence base**
The service provided by LFF in the young people’s secure estate was subject to external evaluation by the National Centre for Social Research (Nat Cen) in June 2012. The evaluation noted that the LFF service with young people who sexually harm worked in a way that appeared to represent the key principles and components of effective practice outlined in a recent review of evidence of ‘what works’ with young people who sexually offend (Worling and Langton 2012).

**3. Existence of a formal framework**
The programme exists within a formal specification developed by the commissioners of the LFF service, the Young Justice Board of England and Wales (YJB). Work is still ongoing in England and Wales on the development of an overall strategy for the management of young people who engage in sexually harmful behaviour.

**4. Responsibility for Programme Implementation**
As the organisation responsible for service delivery, LFF has responsibility for programme implementation in the establishments where the programme is delivered. The YJB regularly monitor adherence to the areas within the specification. Other organisations linked with programme implementation include the Prison Service, Youth Offending Teams and the National Offender Management Service (NOMS).

**5. Challenges to programme implementation**
a) Accessing the families of young people who are undertaking the programme due to the proximity of the custodial establishment to families. Young people may be placed a considerable distance from their home area.
b) Difficulty in ensuring an understanding of strengths based approaches within risk management processes
c) Limited resources available to support young people following their release from custody
d) A lack of specialist services available to deliver on-going work with young people following their release from custody and as a means of diverting young people from custody
e) Differences and lack of compatibility between the models of delivery of work within the youth justice system and organisations with responsibility for services for young people aged 18 and over.

**6. Support for programme implementation**
Programme implementation is supported through the commissioning framework for the service but is not underpinned by a cross government strategy in relation to young people who engage in sexually harmful behaviour.
References


**Country: UK Respondent: Donald Findlater**

1. **What programmes working with boys and men do you know of that are directed at the prevention (consider primary, secondary and tertiary prevention) of sexual abuse and commercial exploitation of children and that have an evidence base, or show promise?**

As will become apparent from what follows, there is much to say, even from this one country, the UK; but also “programme” is not a sufficient description, as some “responses” to CSA that attempt to prevent repetition of harm would not call themselves “programmes” e.g. MAPP Risk Management (Multi-Agency Public Protection Arrangements). In addition, the Stop it Now! UK & Ireland Helpline is not a “programme” but offers a service that aims to help adults prevent CSA, including:- those who have offended in the past; those troubled by their sexual thoughts towards children who are anxious not to act on those thoughts; as well as helping parents of young (mostly) boys displaying sexual behaviour problems. So secondary and tertiary prevention responses. In addition, one actual programme – “Hedgehogs” – is designed as primary prevention response targeting 10/11 year old children aimed at protecting them from CSA. In fact those delivering it see its merits as a primary prevention response for boys so they do not go on to perpetrate abuse. But it is in its early stages as part of a Pan-European approach. I can send details as needed.

2. **Describe the**
   - theoretical approach which underpins the programme
   - the programme content in summary
   - target group
   - elements such as appropriate context (for example residential versus community based), modality of implementation, etc.
   - level of the evidence base
   - references to any research published on the programme using the standard reference format.

Below is a summary of programmes being implemented in prison and probation settings in the UK of which we at the Lucy Faithfull Foundation are aware and which are directed at the prevention of child sexual abuse. The prison and probation programmes cited are accredited. In order to achieve accreditation, programmes will have demonstrated that
they are based on sound evidence on what techniques and interventions help offenders to change and what assessment tools are reliable in targeting the appropriate offenders for each intervention. For every intervention there is also a commitment to rigorous monitoring of the quality of programme delivery and an evaluation of the impact made by the programme on future reoffending.

Tertiary Programmes for adult male convicted offenders

UK PRISON SEX OFFENDER TREATMENT PROGRAMMES

SOTP Core (Sex Offenders Treatment Programme) –

SOTP Core helps offenders develop understanding of how and why they have committed sexual offences. The programme also increases awareness of victim harm. The main focus is to help the offender develop meaningful life goals and practice new thinking and behavioural skills that will lead him away from offending.

The Core SOTP is the main programme for medium and high risk sex offenders in prison. In 1998, an independent evaluation found that the Core SOTP led to improvements in nearly all of the dynamic risk factors targeted during treatment as measured by psychometric tests. Over two thirds of offenders changed in terms of their attitudes supporting offending, and one third of the sample changed in all the areas targeted by treatment.

An outcome study in 2003 compared the 2 year reconviction rates of 647 adult male offenders who had taken part in the Core SOTP between 1992 and 1994, with 1910 adult male offenders who had not taken part in the Core SOTP. The two samples were matched on year of discharge and shared the same broad characteristics. The treated offenders had statistically significantly lower sexual and/or violent reconviction rates at 2 years than the untreated offenders (4.6% compared to 8.1%). The biggest impact on reconviction occurred with medium risk offenders. Low risk offenders were very unlikely to be reconvicted whether treated or not, and the Core SOTP did not seem to be sufficient treatment for high risk sex offenders.

SOTP Adapted Programme

Covers similar areas to Core SOTP, but is adapted for those who have social or learning difficulties. It is designed to increase sexual knowledge, modify offence-justifying thinking, develop ability to recognise feelings in themselves and others, to gain an understanding of victim harm, and develop relapse prevention skills.

NOMS has examined pre- to post-treatment change on psychometric tests with a sample of over 200 offenders who had taken part in the Adapted programme. There was significant change in all of the major targets of treatment, including relapse prevention, attitudes supporting offending, denial and distortions, victim empathy and self-esteem.
SOTP BLB (Sex Offenders Treatment Programme Better Lives Booster)
This programme is designed to boost sexual offenders' learning from other SOTPs and provide additional opportunities to practice personally relevant skills. It can be run in two forms - a low intensity (one session a week) helps to maintain change in long term prisoners and the high intensity, pre-release programme is focused on preparation for transition into the community.

SOTP ABLB (Sex Offenders Treatment Programme Adapted Better Lives Booster)
This programme is aimed at those who have completed the Adapted SOTP. It shares the same aims as the Core version but the treatment delivery methods are different to accommodate different learning styles and abilities. A low intensity version is for long term prisoners and a high intensity version is for those who are in the last year of their sentence, preparing them for release.

SOTP Extended (Sex Offenders Treatment Programme Extended)
The Extended SOTP is targeted at high and very high risk men who have successfully met the treatment targets of the Core programme. The programme covers 4 areas:
- Recognising and modifying patterns of dysfunctional thinking
- Emotional regulation
- Intimacy skills
- Relapse prevention.

SOTP HSF (Sex Offenders Treatment Programme Healthy Sexual Functioning)
This programme aims to promote healthy sexual functioning, mainly in high-risk sexual offenders, who acknowledge current or very recent offence-related sexual interests. Modules include:
- Developing a more healthy sexuality
- Patterns in sexual arousal
- Behavioural strategies for promoting healthy sexual interest
- Relapse prevention

SOTP Rolling (Sex Offenders Treatment Programme Rolling)
The Rolling programme is aimed at those offenders who are assessed as requiring a less intensive level of treatment, with more emphasis on relationships skills and attachment styles deficits. The group runs continuously, with members joining and leaving, so members will therefore be at different stages of treatment, depending on when they joined the group.
UK COMMUNITY PROGRAMMES – Typically run by Probation Services

C-SOGP (Community Sex Offenders Group Programme)
Helps offenders develop understanding of how and why they have committed sexual offences. The programme also increases awareness of victim harm. The main focus is to help the offender develop meaningful life goals and practice new thinking and behavioural skills that will lead him away from offending. It either involves 240 hours of group work over a period exceeding 2 years, or 100 hours of group work in about a year.

NSOGP (Northumbria Sex Offenders Group Programme)
Helps offenders develop understanding of how and why they have committed sexual offences. The programme also increases awareness of victim harm. The main focus is to help the offender develop meaningful life goals and practice new thinking and behavioural skills that will lead him away from offending. NSOGP aims to prevent sex offending by adult male sex offenders. The programme is suitable for male sex offenders who are within the normal IQ range. It is not suitable for:
- Female sex offenders
- Sex offenders with an IQ of less than 80
- Men with severe drug/alcohol misuse
- Men with current mental health problems
- Men assessed as psychopathic
- Men in total denial of their sex offending

The programme involves 144 hours of attendance consisting of sessions on one or two days per week. The core programme consists of four modules and men can attend at the beginning of any module. High risk/high deviancy men will attend the core group followed by Relapse Prevention (36 hours). Low risk/low deviancy men will normally complete individual preparation work followed by the Relapse Prevention Programme. Offenders released from prison will follow similar routes according to their assessment of risk and deviancy.

NSOG Relapse Prevention: Better Lives Programme
The relapse prevention group is designed to meet the needs of male sexual offenders and forms an integral part of the Northumbria Sex Offender Programme, but is a separate closed group that specifically targets issues relating to relapse prevention. It comprises of 12 sessions of three hours each. The group meets weekly in order to give members time to undertake homework and practice skills learned in the group. Regular homework is set to ensure continuity of learning and that learning is applied to an offender’s ‘real life’. Most offenders will join following completion of the Core Group (NSOG); others will enter directly from the prison Sex Offender Treatment Programme providing they have made satisfactory progress in treatment.
TVSOGP (Thames Valley Sex Offenders Group Programme)
Helps offenders develop understanding of how and why they have committed sexual offences. The programme also increases awareness of victim harm. The main focus is to help the offender develop meaningful life goals and practice new thinking and behavioural skills that will lead him away from offending. The programme aims to prevent sexual re-offending by:

- Increasing awareness of the way an offender’s attitudes and behaviour has affected the victim and those close to the victim
- Confronting sex offenders’ denial by encouraging them to take full and active responsibility for their sexual behaviour
- Conducting a detailed analysis of the offending behaviour to assist in making an accurate assessment of risk
- Teaching offenders ways of interrupting their offending behaviour patterns and increase their ability to lead an abuse-free, new life
- Identifying and examining the perceptions and attitudes of group members towards women, children, men and sexuality, which may have contributed to their offending.

The programme is designed for male sexual offenders aged 21 or over who have been convicted of any sexual offence including non-contact sexual offences and are subject to a condition of attendance in a community sentence or post-custodial licence. It is not suitable for:

- Female sexual offenders
- Sex offenders with an IQ of less than 80
- Men with severe alcohol/drug misuse behaviours
- Men with current mental health problems
- Men assessed as psychopathic
- Men who are unable to speak/understand English
- Men in total denial of their sexual offending.

Prior to the programme, participants are assessed by psychometric measures for deviancy and to determine which blocks of the programme need to be undertaken. The four program blocks are:

- Foundation block (10 full days)
- Victim Empathy (8 sessions)
- Life Skills (10 sessions)
- Relapse Prevention (24 sessions)

ASOTP-CV (Adapted Sex Offender Treatment Programme - Community Version)
Community sex offender programme similar to SOTP, but adapted for those who have social or learning difficulties. It is designed to increase sexual knowledge, modify offence-justifying thinking, develop ability to recognise feelings in themselves and others, to gain an understanding of victim harm, and develop relapse prevention skills.
**Becoming New Me**
The Becoming New Me (BNM) programme is designed for sex offenders who have an intellectual disability (IQ of 50 and below). On BNM there is less reading and writing and more pictures, symbols and role play. On the BNM, offenders do not have to read or write things down. Staff working on BNM have been specially trained to use different approaches in group work. BNM helps offenders think about the thoughts, feelings and behaviour that made them offend. It helps offenders learn and practise new ways of thinking and behaving, which can ultimately assist offenders to plan a better life where they would be less likely to offend again.

BNM consists of approximately 90 sessions. There are at least two sessions per week and offenders must attend every session. If offenders are doing the group in prison, there will be three or four sessions per week. If offenders miss a session they will have to complete catch up work. The group sessions all last for a morning or an afternoon. They are two to three hours long, with a short break in the middle.

**ISOTP**
A programme for internet offenders. It is delivered over 35 two hour group sessions, delivered once or twice a week. It can also be offered on an individual session basis over 20-30 sessions.

**Evaluation of probation programmes**
The first study into probation programmes looked at 2 year reconviction rates after treatment. 133 offenders who had received treatment had a lower sexual reconviction rate than a comparison group of 191 offenders who had not received treatment.

The reconviction rates of 155 sexual offenders who started CSOGP (one of the community sex offender programmes) have been compared with 55 offenders who did not receive treatment. Those who took part in the programme had lower rates of reconviction for sexual offences than the comparison sample.

A study found the 2 year reconviction rate of sexual offenders who completed a community sex offender programme was significantly lower than the predicted reoffending rate for this group.

The pre- to post-treatment psychometric change of a sample of 264 internet sexual offenders who took part in the ISOTP was examined. Offenders showed an improvement in relationship skills and a decrease in pro-offending attitudes.

**Deaf offenders SOTP – Alpha Hospital, Bury**
The Deaf Sex Offenders Treatment Programme is an integral part of the treatment for Deaf patients who have committed sexual offences and is one of only two programmes in the UK. The programme utilises a CBT approach based on the treatment manual of
HM Prison Service Core SOTP, but adapted to meet the cultural and linguistic needs of this Deaf patient group.

Circles of Support & Accountability (not quite a programme!)
Circles of Support and Accountability are formed by a group of volunteers who provide a means of practical and emotional support to a sex offender within the community whilst at the same time holding him accountable for his behaviour. First developed by the Mennonite Church in Canada, Circles are based on the principles of restorative justice and aim to balance the needs of the community with those of the offender in order to both minimise risk and to begin to enable the offender (Core Member) to lead an offence-free life.

By supporting sex offenders within the community, helping them to reintegrate and, crucially, holding them accountable for their behaviour, Circles aims to reduce the risk of reoffending and so to create safer communities for children. Circles volunteers offer practical and emotional support to the Core Member, enabling them to begin to develop and maintain a meaningful and appropriate lifestyle in which the risk of further offending is reduced.

Each Circle consists of 4-6 volunteers and a Core Member. The Circle meets weekly and volunteers also spend individual time with the Core Member, either face to face or by phone. The Circle provides support and practical guidance in such things as developing social skills and accessing benefits. It also helps the Core Member find hobbies and interests. Its ‘life’ is initially for 12 months, but may extend beyond this for as long as the Core Member and volunteers consider it useful. At all times, the primary aim is to ensure that public safety is not compromised.

Circles Projects are typically coordinated and run by non-Government Organisations, like Lucy Faithfull Foundation (LFF), across the country. LFF was the first to develop the work and has completed 46 Circles to date.

Positive evaluation results of Circles was found in a study of Hampshire and Thames Valley Circles of Support and Accountability and in the 2005 report published by Quaker Peace and Social Witness: ‘Circles of Support and Accountability in the Thames Valley – The First Three Years, April 2002 to March 2005’

Other approaches
There is much activity going on additional to the above – testing of the use of Polygraph; chemical interventions for those whose needs indicate utility as an adjunct to cognitive behavioural approaches.

Tertiary (and Secondary) Responses to Internet Child Pornography Offenders
THE LUCY FAITHFULL FOUNDATION

Inform Plus
This is a ten-session course (one 2.5 hour session per week) offering education, exploration and practical advice to people who have been arrested, convicted or cautioned for accessing illegal images of children online. It is not designed as a treatment programme, although for those men who receive a Caution or short prison sentence, it may be the only intervention they receive.

The modules covered by the programme are:

- Offence analysis
- Fantasy in offending
- Addiction/compulsion/habits, collecting behaviours
- Disclosure, Relationships and Social Skills
- Relationships and Social Skills
- Victim Empathy
- The Legal Process
- Relapse Prevention & lifestyle changes

There is growing international evidence that the type of cognitive-behavioural techniques that NOMS accredited programmes apply are the most effective in reducing offending behaviour. Accordingly, although a formal evaluation (in preparation) has yet to be carried out on the Lucy Faithfull Foundation’s Inform Plus programme, it is designed on cognitive behavioural principles and positive feedback from group members consistently indicates the group achieves its objectives of providing information and support.

(Note – an adapted version of this programme is being piloted for Young People who have offended online, whether convicted or not.)

Inform
The Inform programme is a course for partners, adult relatives and friends of anyone who has been accessing indecent images of children online. It offers a safe space to discuss and explore the emotional and practical impact of Internet offending in a supportive environment. Its purpose includes offering informed support to adults who remain part of the convicted offender’s social network. Each group typically has up to six members, who meet for five evening sessions.

The group aims to:
- Dispel myths about Internet offending and provide you with the facts;
- Explore questions such as why their loved one began to offend and continued offending;
- Consider practical issues, including sentencing outcomes and the Sex Offenders’ Register;
• Help with practical strategies to plan for the future, including ongoing risk management;
• Provide emotional support to help cope and alleviate feelings of stress and isolation;
• Enhance recovery.

CROGA
An online self-help tool, managed by Lucy Faithfull Foundation, for Internet Child Pornography offenders, currently available in English, Polish, Spanish and Italian:

1. Is there any formal framework (legislation, policy, formal and/or informal agreements) that supports the implementation of this/these programme/s? 
   Yes, mostly in tertiary prevention responses to be found in legislation

2. What professions, agencies institutions and/or organisations are responsible for programme implementation?
   Mostly Probation Officers, Prison Officers, Psychologists Social Workers and other trained therapists. But trend is towards de-professionalising….so change is afoot!

3. What challenges to programme implementation are experienced in your country or region?
   There is a lot going on, predominantly at a tertiary level with adults, and mostly for those with convictions. Some Health Services provide such tertiary approaches for the un-convicted, but this is not typical. Similarly there are specialist services providing Programmed work with young people (tertiary), but provision is patchy and in many areas non-existent.

4. What/who supports programme implementation in your country or region?
   Government Departments – Home Office (Police); Ministry of Justice (Prisons and Probation; Youth Justice); Departments of Education and Health (Children’s Services and Hospitals). But also Non-Government Organisations e.g. NSPCC, Barnardos, Lucy Faithfull Foundation. 
   Would more support be useful – absolutely!! There is too strong an emphasis on responses after abuse rather than work to prevent it. Government is currently looking at research on early intervention, so hopefully this sexual abuse prevention agenda will profit.

5. Any further comments on the topic?
   Too many!

Model of Smallbone and Wortley has been an inspiration to our thinking on a comprehensive approach to prevention. But we must not neglect value of Situational Prevention initiatives.
Understanding demand for CSEC and engaging men and boys in prevention

Why engaging men and boys? CSEC, gender and generation

The last two decades have witnessed a growing recognition that sexual exploitation and sexual violence are inextricably linked to gender construction and dynamics, and are therefore better understood and addressed when this perspective is incorporated in policies and programming. Across different contexts, gender has been identified as a critical determining factor for whether or not someone will use or be subjected to any form of violence and sexual exploitation. Research conducted over the world has generally concluded that while sex perpetrators are overwhelmingly (though not exclusively) men, victims are mostly girls and women. For example, according to a 2012 UNODC report, 75% of all trafficked people worldwide are women and girls, with sexual exploitation being the main purpose for human trafficking. On the other hand, a recent ECPAT study shedding light on the sexual exploitation of male children and adolescents in Colombia found that 86% of “customers” were men while the rest were women.

Whilst it has become evident that sexual exploitation is a gendered problem, historically, men have remained marginal figures within the discourses of, and debates, on child rights and child protection from this violation. Generally, most of interventions addressing this issue have revolved on protecting and assisting girls and women or catching, prosecuting and demonising the offender. Little attention has been given to the importance of involving men as key allies to prevent such behaviors, and even less to contexts in which men and boys themselves are victims of sexual violence and exploitation. In response to this neglect, in 2011 the Committee on the Rights of the Child has emphasized that:

“Men and boys must be actively encouraged as strategic partners and allies, and along with women and girls, must be provided with opportunities to increase their respect for one another and their understanding of how to stop gender discrimination and its violent manifestations”.

122 Committee on the Rights of the Child. General comment No. 13 (2011) The right of the child to freedom
Engaging men in the prevention and protection of children from sexual exploitation is an essential strategy to reduce the demand that fuels this contemporary form of slavery. While most men may never engage in or condone this behaviour, individuals who patronize sex with children are a significant driving force behind CSEC, and their role in the perpetuation of the so called “global child sex trade” cannot be neglected. However, focusing on the demand for commercial sex with children encompasses not only placing responsibility on the single exploiters who abuse children through such means, but also understanding the social, cultural and historical constructions that directly or indirectly facilitate, encourage and/or “sanction” this conduct. These elements are usually considered as “natural” within a given social context and often remain unquestioned and unchallenged. Nevertheless, they underpin social interactions between adults and children, men and women and different sectors of society and are thus major factors facilitating the adult demand for commercial sex with children.

As research conducted from a social constructionist perspective123 has illustrated, CSEC is rooted in patriarchal norms and practices that support codified gender roles which are in turn reinforced and reproduced by families, communities and social institutions. Around the world, boys are frequently raised to believe that to be “real men” they should always be strong and in control, particularly in their intimate and sexual relationships. Sexual experience, frequently associated with initiation into manhood, may be viewed by men and boys as displays of sexual competence or accomplishment, rather than acts of intimacy. In many social contexts, different standards related to sexuality glorify male sexual prowess while at the same time denying female sexual agency. The nearly global practice of using women’s bodies in pornography or to market consumer products and services as well as the increasing sexualisation of children by the media and the fashion and other industries, all reinforce perceptions that women’s and girls’ bodies are things to be “admired and consumed” by men. 124 The prevailing social norms on masculinity also explain the persisting silence on and lack of attention to the sexual exploitation of boys (see box under section 1.2). Likewise, the traditional view of femininity which portrays women as sexually passive and non-aggressive individuals who are expected to be caring, nurturing, and maternal, has led to the common misconception that women are not perpetrators.

from all forms of violence. 18 April 2011. Accessed on 30 January 2013 from:
http://www2.ohchr.org/english/bodies/crc/docs/CRC.C.GC.13_en.pdf
123 “The social constructionist perspective […] affirms that masculinities and gender norms are: (1) socially constructed (rather than being biologically driven), (2) vary across historical and local contexts and (3) interact with other factors such as poverty and globalization. In a social constructionist perspective, gender norms emerge from prevailing patterns of hegemony and patriarchy and are in turn reinforced and reconstructed by families, communities and social institutions.” See Ricardo C., Barker, G. Men (2008). Men, Masculinities, Sexual Exploitation and Sexual Violence. Accessed on 30 January 2013 from:
Besides generating unequal gender relations and stereotyped gender roles, patriarchal norms have determined generational hierarchies and inequalities. In most societies, parents and adults who act in loco parentis are both allowed and expected to exercise powers over children of a type and degree that would be unthinkable in relation to any other social group. Such powers reflect the fact that childhood is widely viewed as a state of immanence, and children are imagined as incompetent and unable to realise themselves as individuals.\footnote{O’Connel-Davidson, J. (2001) \textit{The Sex Exploiter}, Paper for the Second World Congress against Commercial Sexual Exploitation of Children. Accessed on 30 January 2013 from: \url{http://www.csecworldcongress.org/PDF/en/Yokohama/Background_reading/Theme_papers/The_me%20paper%20The%20Sex%20Exploiter.pdf}} The patriarchal notions of ownership over children’s bodies and sexual entitlement prevalent in much of the world, finds a justification in this view. As noted by Judith Ennew, only by taking into consideration the intersecting power relations of gender and generation and by combining this patriarchal analysis with the examination of other inequalities (such as those based on race, class, and sexual orientation) it is possible to have a clear understanding of the demand for sex with children.\footnote{Ennew, J. (2008) \textit{Exploitation of children in prostitution. Thematic Paper for World Congress III Against the Sexual Exploitation of Children and Adolescents}. Rio de Janeiro, Brazil, November 2008. Accessed on 30 January 2013 from: \url{www.ecpat.net}}

### Defining the demand: terminological clarifications

Despite the need to address the demand that fosters CSEC has been emphasized in a number of international legal instruments (such as the OPSC) and international commitments (such as the Stockholm Declaration and Plan of Action and the outcome document of World Congress III in Brazil), there is still no shared understanding of what constitutes demand for sexual exploitation. It has been suggested that there are four components that make-up the demand for sex trafficking: 1) men who buy commercial sex acts; 2) the exploiters who make up the sex industry, 3) the states that create the enabling environment for sex trafficking to exist, and 4) the culture that tolerates or promotes sexual exploitation.\footnote{Hughes, D.M. \textit{The Demand: Where Sex Trafficking Begins}. 2004. Accessed on 30 January 2013 from: \url{http://www.uri.edu/artsci/wms/hughes/demand_for_victims.pdf}} This definition appears to be pertinent to understanding the demand for CSEC; yet it should be recalled that those who purchase commercial sex acts from children and adolescents may also include female perpetrators.

In a recent book on CSEC, ECPAT Sweden has stressed that when dealing with the issue of demand some terminological clarifications should be made. Although perpetrators who are willing to pay for the sexual exploitation of children are often called “buyers”, “clients”, “purchasers” or “customers”, these terms all “alleviate the responsibility from the abuser, the perpetrator, the exploiter and the criminal. By labeling the perpetrators differently, as described here, implies that there is a transaction of a
service rather than an act of exploitation. By calling the act of exploitation “service” one implies that there is a commercial transaction with two contractual partners where both are consenting. However, to give money for sexual interaction with a child is a criminal act of exploitation, where the only one responsible is the perpetrator and the child is a victim of sexual exploitation, who carries no responsibility at all.” 128

Whilst recognizing that those who profit from CSEC by ensuring that abusers get access to child victims are a constituting element of the demand for CSEC, this paper will use the term “demand” to refer primarily to child sex offenders. In the framework of this analysis on perpetrators, attention will be placed on those cultural factors and, to a lesser extent, state policies or legal measures that impact on the request for commercial sex with children.

1. Understanding demand for CSEC through “cutting-edge” knowledge base

The demand side of commercial sexual exploitation of children has long been invisible and ignored. However, recently a number of agencies such as ECPAT have begun to incorporate a gender approach to research programmes on the issue, thus contributing to expand the knowledge base on the profile of perpetrators and motivations underlying their behaviour. The adoption of a “gender lens” has enabled to identify and examine the various social, cultural, and other conditions that create tolerance for CSEC and men’s complex relationship to these conditions. At the same time, there has been an increasing acknowledgment on the part of researchers of the role of gender in sexual abuse and exploitation of boys and men.

Most of the available investigations on demand for sex services have been conducted in the U.S. and Global North contexts with limited and non-representative samples of men, 129 and often with no distinction between sexual exploitation of women and children. When focusing particularly on children and adolescents, a growing number of studies on social constructs of masculinity and influences leading men to sexual exploitation of girls and boys were undertaken in countries in Latin America and South/South East Asia, while only limited examples exist in Sub-Saharan Africa (in North Africa and Middle East, where CSEC remains a “taboo” subject, it was not possible to identify investigations on the demand side). Increased research has also been undertaken on the different forms of CSEC and thus about the various segments of the demand. Compared to the past, it is now possible to have a deeper understanding of individuals who patronize prostituted and trafficked children and adolescents, of consumers of child abuse materials and those who sexually offend on the Internet, as well as of travelling child sex offenders (commonly defined as “child sex tourists”).

Despite this enhanced knowledge-base, including within the ECPAT network, a review of current research suggests that studies examining the context-specific and unique social, economic and historical roots behind the demand remain generally limited. In some countries affected by child sex tourism, emphasis continues to be placed on travelling sex offenders thus neglecting or minimizing the role that the local demand plays in fostering sexual exploitation and trafficking. The gender dimension of sexual exploitation has certainly been acknowledged but still little is known about the sexual exploitation of boys and female perpetrators, especially the motivations behind their behavior. Also, there remains a limited understanding of the factors that inhibit and discourage men and boys (as well as women) from engaging in sexual exploitation of children across different contexts and cultures.

1.1 Going beyond “paedophilia” as a starting point

For many years, there has been a continued tendency to assume that the demand-side of CSEC consists of paedophiles who are willing and able to pay ever-larger sums of money to get access to more and younger children. The mass-media, with their sensational presentation of sexual abuse against children, have often nurtured a stereotypical view of child sex offenders as sick old men and this has in turn affected the public discourse on the topic. Generalisations about perpetrators of child sexual exploitation are difficult and can be misleading. Research conducted over the years has shown that CSEC is not merely a problem of pedophilia. When looking at those who engage in sex with children, ECPAT has always emphasized that a distinction should be made between pedophiles, preferential offenders and situational offenders (to note that pedophiles can also be included in the broader category of “preferential offenders”). Although the term “pedophile” is frequently used to refer to all individuals who use sex services provided by any person below 18 years of age, pedophilia is a clinical diagnostic category that can be applied only to those with a specific and exclusive sexual preference for pre-pubescent children. However, not all pedophiles act on their fantasies and sexually exploit a child nor are all child sex offenders pedophiles. Some perpetrators of child sexual exploitation are defined as “preferential offenders”. Unlike pedophiles, they deliberately look for sexual contact mainly with pubescent or adolescent children while still having the capacity to experience sexual attraction for adults. Situational offenders don’t display any sexual preference for children and adolescents but sexually exploit children if and when they find themselves in situations where a child is readily or cheaply available for sexual use.130 Contrary to a common misconception, the majority of men who engage in child sex are situational offenders who are not driven by sexual fantasies about children per se.131 Such perpetrators


usually abuse children when the opportunity to interact sexually with a person under 18 arises. The motivation behind their behaviours cannot be attributed to a psychosexual disorder but rather to a complex interplay of individual conditions and cultural, social, political and economic factors that all together shape the consumer demand for CSEC. Recognising this critical concept is a necessary premise for any effort to tackle the problem of child sex offenders. If most perpetrators are not pedophiles or preferential abusers, there is hope that by adopting a wide-ranging series of short and long-term measures addressing the causes that underpin and reproduce the demand-side of CSEC, this major driving force can be reduced. Initiatives involving boys and men (as well as girls and women) as strategic partners and allies should build on the critical understanding that child sexual exploitation goes beyond the pathological roots of pedophilia to encompass a number of social, moral, religious and other influences that they themselves can contribute to question and change.

1.2 Masculinity and buyers of sex with children through prostitution and human trafficking

The theme paper on the sexual exploiter elaborated for the Second World Congress against CSEC pointed out that there is no single profile of those who solicit sex with children. “Customers” are many and various, with differences of age, gender, sexual orientation, ethnicity, wealth and so forth. In Cambodia a recent investigation on local demand by ECPAT Cambodia found that Cambodian men purchasing sex with children under 18 belonged to different age groups and social classes and could be either married or single. The consistent picture from research seem to suggest that while the age of children in prostitution tends to be between 14 and 17, customers are aged between 15 and 60 years. Indeed most of the studies lead to the conclusion that: a) very few buyers are looking for pre-pubertal children specifically; b) in many settings, buyers seek and have a preference for adolescent girls in prostitution, a practice often facilitated by the lack of legal protection from prostitution for children above the legal age of consent; and c) those engaging in commercial sex can at times be under the age of 18.

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The involvement of young boys in sex purchase has been acknowledged and exposed by a number of investigations. For example, a 2010 study based on a sample of 815 high school students (median age was nearly 16 years) from Québec, Canada, revealed that 3% of the youth surveyed had reported having bought sex services in their lifetime.\textsuperscript{135} Another research on prostitution in Scotland found that the age range for men’s first use of women in prostitution was 14 to 49 years, with 52% of the men first buying sex before they were 21. The buying of sex services was viewed as a “rite of passage” into manhood as well as a ritual to consolidate relationships with peers while on holiday or away from home. The same study also found that the likelihood that a man would engage in paid sex diminished if he had not done so by the age of 25. This has led to the conclusion that young men would greatly benefit from education and support for resisting peer pressure to use women in prostitution.\textsuperscript{136}

**What men are looking for when they buy sex from children and adolescents**

Men’s motivations for buying sex have been increasingly explored and discussed in recent years. According to O’Connell Davis, CSEC and its driving forces, including the demand, should be examined in the broader framework of sexual exploitation of adults and in relation to non-commercial sexual exploitation. This is because in the real world dynamics and patterns behind these violations may be similar and interconnected.\textsuperscript{137} Likewise, a number of practitioners take the view that demand for sexual exploitation of children and men’s demand for prostitution in general are inextricably linked and should therefore be understood and addressed from this perspective.\textsuperscript{138}

While recognising these linkages, a number of research studies based on a gender approach have focused specifically on those purchasing sex with children, identifying and analyzing the distinguishing cultural and historical norms surrounding masculinity and sexuality and the social meanings attached to it. A fairly conclusive example is the investigation on demand for CSEC in four areas of Peru (Cusco, Huancayo, Iquitos and Lima) carried out by ECPAT International and local partners in 2004-2005. As noted by the Special Rapporteur on the Sale of Children, Child Prostitution and Child Pornography, “the research results exemplify problems that exist in all parts of the world”.\textsuperscript{139}

\textsuperscript{135} http://www.ncbi.nlm.nih.gov/pubmed/20217225


\textsuperscript{137} ILO/IPEC (2007). \textit{The demand side of the commercial sexual exploitation of children and adolescents in Chile, Colombia, Paraguay and Peru. Summary of the results of the investigation}. Accessed on 7 February 2013 from: http://www.ilo.org/ipecinfo/product/searchProduct.do?userType=3&type=normal&selectedLanguages=1200&selectedCountries=220&selectedSortById=4


\textsuperscript{139} Commission on Human Rights. \textit{Report of the Special Rapporteur on the sale of children, child prostitution
Interviews with a cross-section of the Peruvian population showed that CSEC is a well-known phenomenon in the country, and that despite the existence of a law criminalizing CSEC exploiters, this problem is widely tolerated, with perpetrators of such crimes being granted virtual immunity. Some of the reasons for such tolerance identified by the study include the perception of the girls that are victimized through this exploitation as being those from marginalized families. Blame tends to be placed on the families and girls themselves for this situation, rather than on the perpetrators. Accompanying secondary research undertaken by ECPAT on Peru revealed that this dichotomy, between those who can be prostituted and those who cannot, dates back to the time of the conquest of Peru by the Spaniards when Andean women, often having been victims of rape by their colonizers, were seen to have been corrupted, therefore becoming legitimate sexual objects. Spanish women in the colony, in contrast, were seen to be pure and “catholic” and not deemed appropriate for prostitution. The perception of some populations being sexually exploitable, while others being protected from such exploitation, continues today.

The idea that there is a firm and meaningful line of demarcation between ‘good’ and ‘bad’ women (‘Madonnas’ and ‘whores’) further equips clients with a justification for CSEC. Because they ‘agree’ to sell their sexuality as a commodity, females in prostitution, women or children, are usually considered to have surrendered their right to belong, or be protected by, the imaginary community of “good, respectable, heterosexuals”. Likewise, the sexual use of a person in prostitution has not traditionally been viewed in the same light as the sexual abuse of an “innocent” child. For most clients, a child’s status as a ‘prostitute’ overrides her/his status as a ‘child’. In this again,” clients” accept and reproduce what is widely socially endorsed.

Another finding of the research is that certain groups in Peru, particularly girls from the jungle regions, are thought to be more sexualized, sexually mature at a younger age, “hotter” and therefore more desirable sexual partners. Research shows that child sex exploiters often choose to exploit a child whose racial, ethnic or class identity is “other” than their own. Racism, xenophobia, classism often allow exploiters to define “Others” as “natural” prostitutes, based on socially constructed conceptions of these groups and, again, historical exploitation and marginalization of such groups that exclude them from social and legal protections afforded to others.

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Extensive interviews with commercial sex consumers conducted through ECPAT’s research in Peru also reveal that masculinity is widely associated with sex and with power and control. Younger sexual partners therefore provide a target for expression of such masculinity. Other “clients” report “feeling younger” when they have sex with young girls. The expression of a preference for younger girls as prostitutes was so widespread among commercial sex consumers interviewed so as to be able to categorize this preference as generalized. There is indeed a clear distinction made by this group of commercial sex consumers between children and adolescents. It seems that once a girl reaches puberty and shows signs of sexual development she becomes identified as a sexual being, available to men and, in fact, serving as a “temptation to their natural desires”. The protection against CSEC afforded to all children under 18 by the United Nations Convention on the Rights of the Child does not seem to be reflected in the consciousness of those adults “consuming” sex from adolescents in Peru.

In line with the above mentioned research in Scotland, the study found that peer influence plays a strong role in the consumption of commercial sex by men and that many consumers of prostitution are also pornography consumers. Not surprisingly, the main sources of sexual education were found to be friends or pornography, with schools and parents not fulfilling this function. Furthermore, most persons interviewed, commercial sex consumers and the general public, were of the opinion that the media promoted CSEC by commercializing and sexualizing children and adolescents and by provoking this population towards premature sexual behaviors.

An ILO/IPEC qualitative study on the demand side of CSEC involving Chile, Colombia, Paraguay and Peru exposed similar findings, corroborating the conclusion that CSEC is an expression of power of men over women, and adults over children. Across all countries involved, masculinity was associated with control and domination whilst femininity with submission and dependency, identifying it closely with childhood. These characteristics were seen as determined from a biological order and were thus considered “natural” and inherent to men and women. The study highlighted that masculine sexuality was the only one with autonomy, which led to the legitimization of the constant search for new (and more) sexual experiences on the part of men. The representation that younger people “offered” more sexual satisfaction than “older” people was also dominant while sexual activity between adults and underage people was often viewed as a pedagogical relationship in which men could transmit knowledge to a sexuality that was just beginning. From the consumers’ perspective, their sexual desire was felt as an impulsive and uncontrollable need that required immediate satisfaction. Some men did not regard having sex with a person under 18 as an abusive behavior, rather they viewed adolescents as subjects capable of consenting to paid sex. However, the likelihood of years of imprisonment seemed to have some inhibitory effect on some men. Another finding was that CSEC involves the exercise of economic power. The consumers considered themselves benefactors of the adolescents (female/male)
because they paid for a service and such payment exempted them from responsibility, legitimizing their behaviour.142

Although not focused specifically on the purchase of sex with children and adolescents, several studies in the Global North on men buyers of prostitution identified similarities and differences with respect to customers’ motivations as emerged from research in Latin America. For example, an investigation in the UK involving 103 men who had bought sex services looked at reasons for buying sex, revealing a broad spectrum of motivating factors (to note that nineteen per cent of interviewees believed there were girls under the age of 18 in strip clubs or massage parlours that they had visited). Whilst the majority of the sample stated to have paid for sex for an immediate sexual urge, entertainment and pleasure as well as to find variety in terms of certain physical, racial and sexual stereotypes, others attributed their choice to the impossibility to get what they wanted sexually or emotionally in their current relationship, and to the absence of commitment and emotional connection inherent to prostitution. Only 2% engaged in paid sex because of peer pressure and male bonding.143

Another 2011 research in Boston, U.S., comparing 101 men who bought sex with 100 men who did not engage in this behavior, found that almost all men involved were aware that minor children were available for prostitution in bars, massage parlors, and other prostitution settings in the city. Sex buyers in the study seemed to justify their involvement in the sex industry by stating their belief that women and girls in prostitution were essentially different from those non-prostituting. The stereotypical categorization of women as “good and bad” - with “the good women” being suitable for long-term relationships and the “bad women” only for sexual entertainment, was a recurrent motivation for buying sex. The use of pornography and learning about sex through this means was significantly more common among sex buyers than non-sex buyers. However, both groups subscribed to the theory that prostitution reduces the likelihood of rape and recognized that child sex offenders management strategies (such as registration) had a deterrent effect on offending. Furthermore, although half of the study’s sample did not buy sex, many of the non-buyers were tolerant of prostitution for men who did. These findings suggested that efforts to deter sex buyers should expand their focus from men who purchase sex to the general public's attitudes that support prostitution.144

Existing knowledge on the local demand for sex services in Asia and Sub-Saharan Africa confirms that reasons for sex purchase vary according to the specific cultural and historical context, the prevalent social norms and power dynamics, and other contingent factors, such as the applicable legal and policy framework. In some settings, premarital sex is socially sanctioned and girls’ sexual activity may be repressed and controlled through such customs as placing a premium on girls’ virginity. In these contexts, resorting to prostitution may become a means to gain sexual experiences otherwise forbidden. A recent ECPAT Cambodia research found that buyers of sex services from adolescents were often willing to pay an extra cost for virgins due to the nature of social relationships in Cambodia, which do not favor sex before marriage for women and strongly value the woman’s virginity. As in other countries of the world, age and beauty also played a role in Cambodian men’s choice for a girl. In effect, 78.7% of the respondents in the research stated that they usually seek “beautiful, fair-skinned, and younger-looking girls”. 145 To note that impunity resulting from weak law enforcement against child sex offenders was identified as another key element facilitating the demand for CSEC in the country. In some countries such as India and China, evidence and studies suggest that the increase in demand for sex services with women and children is the consequence, among other, of the preference for male babies and the subsequent paucity of marriageable females. The use of sex-selective abortions have generated a dangerous sex ratio that results in many women and children trafficked for prostitution and marriage. A research on this issue published in 2011 reported interviews with girls abducted in their early teens and forced to have sex with several men in order to initiate them into prostitution.146

In Africa, the continent most affected by the HIV/AIDS epidemic, customers of prostitution may choose to have paid sex with a young girl because this is perceived as more safe. A 2011 study by UYDEL, an ECPAT member organisation, emphasized that the increasing demand for younger children in prostitution that the country is experiencing, is due, inter alia, to the lower price they charge as well as to the false belief that having sexual intercourse with children carries less risks of contracting HIV/AIDS. In South Africa and other African countries, prostitution of children may at times be fuelled by the false belief, still common among many men, that having sex with a virgin is a cure for HIV/AIDS (so called “virgin cleansing myth”). 147 The same motivations partly explain the phenomenon of cross-generational sex particularly widespread in Sub-Saharan Africa. According to a research in the Zambia, besides HIV/AIDS, the problem of young girls having sexual relations with older men in


exchange for money or other compensation (also known as “sugar daddy” phenomenon) involves historical factors and is also linked to how men construct their masculinity. Cross-generational sex have indeed existed for centuries in the country, particularly given the polygamous traditions of many ethnic groups where significant age differences between co-wives and their husband was common. By engaging in paid sex with young girls, the “sugar daddy” conforms to this tradition while at the same time exercising economic power and dominance and expressing his virility by gaining access to multiple sexual partners.  

Specific segments of demand
Across different regions and countries, new spaces for engaging men and boys in preventing CSEC have been identified in recent years as a result of increased knowledge on the demand. An important finding that has emerged from existing research is the request for paid sex with children and adolescents by particular groups of men, including truck drivers, miners and other men who migrate or are highly mobile in their work. For example, an ECPAT study on CSEC in Singapore has found that so called ‘forest brothels’, located in the nature reserve and park areas of the city-island, were often situated in close proximity to the dormitories of migrant workers. In some labour situations, the demand for sexual services from these groups of men is considered part of the professional arrangement between working children and sex offenders. A recent research conducted by Save the Children in Pakistan disclosed that commercial sexual exploitation of boys in transportation terminals is happening at a large scale and in an institutionalized manner. Conducted with over 505 persons including drivers, helper boys and hotel owners, the survey found that boys are sexually exploited by bus and truck drivers, many of whom keep them on a semi-permanent basis as cleaners and helpers, in exchange for food. Ninety percent of truck drivers considered sexual activities during rest time as acceptable. Drivers did not display any special sexual preferences and reportedly chose young boys for sex only because they were easily available and cheaper than women. Another investigation with truck drivers in Brazil has shown that sex purchase was common among this group of men. As for factors influencing their choice to engage in paid sex with adolescents, the study found that predictors of this behavior included: the long periods of time spent away from their spouses; the existence of a double standard related to sexuality (with high tolerance only for male betrayal); the use of prostitution in general; the practice to give rides to teens; and a limited awareness of children’s rights.


   http://www.academia.edu/1588475/Sugar_Daddies_and_the_Danger_of_Sugar--Bajaj


The role of military and police peacekeeping personnel and humanitarian workers in the sexual exploitation of children and adolescents in conflict and post-conflict contexts has also been increasingly acknowledged. A 2007 research into the sexual exploitation and abuse of children conducted by Save the Children in Cote D'Ivoire, Haiti and Southern Sudan revealed cases of abuse associated with a sum total of 23 humanitarian, peacekeeping and security organisations. According to O’Connell Davidson, “military personnel who engage in prostitute use are probably best explained through reference first to the fact that they are mostly young men, usually working in poor and extremely dangerous conditions, and separated from all that is familiar to them. Prostitute-use, which is widely sanctioned by military authorities, is one of the few leisure activities open to them, and there is enormous peer pressure to participate in it”. Other authors have highlighted that the limited control that the UN have over individual peacekeepers and the consequent impunity of alleged perpetrators constitutes a major driving force behind this segment of demand.

A last but not less relevant aspect that is emerging from evidence and research is the involvement of clerics and various religious leaders in the sexual abuse and exploitation of children. In Pakistan, for example, several small-scale research studies have shown that Islamic schools, or madrassas, are high risk places for children. Older students, and sometimes even instructors, have been accused of sexually abusing children. In a recent study, community leaders and adolescent boys said openly that schools are not safe and that teachers threaten or blackmail boys into sexual abuse and fine or discipline them if they refuse. According to a recent research on this issue, motivations behind sexual abuse and exploitation in Pakistani Islamic schools are several and include the prevailing misogyny in teachings, the gender segregation that inhibits contact with women and the lack of segregation of students based on their legal age. The research also pointed out that children growing up in this context learn to obey and submit themselves to elders and seniors and therefore have no awareness of their rights.


The recent scandal within the Catholic Church has raised important questions as to how to prevent sexual abuse and exploitation by priests. The issues of celibacy and homosexuality within the church have been at the centre of the debate, resulting in different views and positions. A study by the U.S. Conference of Bishops has highlighted that neither celibacy nor homosexuality explain the clerical abuse scandal within the U.S. Catholic Church. The report argues that abuse decreased rather than increased when more gay priests entered the church, adding that this violation is mainly the result of ill-prepared and inadequately monitored priests. While stressing that child sexual abuse in the church has nothing to do with homosexuality, some religious leaders and observers have emphasized that the easy access to children that the clerical profession enables, compounded with the requirement of celibacy on priests and the fact that the “sacred ordination” cannot be invalidated, have all contributed to sustain and perpetuate child sexual abuse and exploitation by clerics.

A focus on sexual exploitation of boys: ECPAT research in South Asia and Latin America

As mentioned above, the inclusion of the gender perspective into research programmes exploring CSEC, has resulted in growing attention devoted to the sexual exploitation of boys and the social and cultural norms that impact on this practice. The second edition of the Global Monitoring Report on the status of actions against CSEC published since 2011 by ECPAT, has identified the involvement of boys in prostitution and other forms of sexual exploitation in all the 38 countries examined to date. Although girls are generally more victimized through CSEC than boys, in some countries, the phenomenon is not as small as commonly perceived and is often associated with the use of the Internet and ICTs.

In many settings, the understanding of sexual exploitation of boys continues to be hindered by a number of recurrent stereotypes. There is a tendency to believe that this practice is limited to more open societies and that those engaging in paid sex with boys are mostly foreigners and men of homosexual orientation. When boys are found involved in prostitution or other forms of CSEC, “blaming the victim” is more common as it is perceived that boys have more agency or freedom of choice to become involved in sex work. There is also a stereotyped view of boys as “strong” individuals who can withstand physical, psychological and social harm, and this in turn contributes to minimize the real impact that commercial sexual exploitation has on them.

160 Altamura, A. Exploring the commercial sexual exploitation of boys. Presentation held during the OSCE/ODIHR Conference on Combating SEC, Vienna, 18-19 October 2007. Accessed on 7 February 2013 from:
Research conducted in recent years by ECPAT and other organizations have highlighted that these misconceptions are again the result of prevailing social norms related to gender construction, masculinity and sexuality. A series of ECPAT studies in South Asia have unanimously concluded that sexual exploitation of boys is more hidden and continues to be under-reported and “socially invisible” due to the stigma attached to same-sex relations (i.e. homophobia). Across the three countries involved, boys were found to not report experiences of sexual exploitation and sexual violence for fear of showing any sign of weakness, or because of confusing feelings about sexual attraction and social sanctions related to homosexual behavior. In the study in Bangladesh, where 50 boys involved in prostitution were interviewed, 68% of them admitted to have been sexually abused before becoming involved in prostitution; however, none of them reported this abuse. Contrary to a common misconception, the research in South Asia revealed that child sex offenders were primarily men who identified themselves as heterosexual and bi-sexual. The study also found that exploiters were mostly local men and, in cities such as Hyderabad in India, they also included female perpetrators. Motivations behind the purchase of sex services from boys were identified, inter alia, in the taboo on premarital sex and in the rigid gender segregation common in these societies which results in the absence of space where men may have access to female sex partners. Thus, in this context, both girls and boys appear to become more vulnerable to CSEC as they can be easily accessed and targeted by the exploiters crossing the gender barrier in search for sexual relief.161

In collaboration with local partners, ECPAT has also undertaken research on sexual exploitation of boys in a number of Latin American countries. In Colombia, where the study was based on focus groups discussions with various key informants including victimized boys, a number of factors predisposing to commercial sexual exploitation of boys and male adolescents were identified. These encompassed, among other, rejection by the families of their children’s homosexuality, social exclusion due to dysfunctional families, absence of a father figure, and sexual abuse in early childhood years, often by a male close to them. Similarly to South Asia, the investigation also highlighted the difficulty for boys to report sexual abuse and exploitation due to cultural aspects linked to male roles and masculinity, discrimination and homophobia in schools.162

In Guatemala, the research exposed a problem of commercial sexual exploitation of boys in different settings and locations, including in the context of prostitution of women, homosexual and transsexual adults. Besides being motivated by a sexual preference for boys, the demand for paid sex with male children in this country was found to be linked to accessibility and economic convenience. The study also looked at the social perception of CSE of boys, confirming that in a society where machismo is dominant, boys’ victimization goes unnoticed and unaddressed, and even

162 Ibid.
when its occurrence is recognized, there is a common belief that homosexual and transsexual boys engage in paid sex because “they like it”. Finally, in Chile the ECPAT study found that boys were sexually used in traditional and emerging forms of CSE, including through the Internet and new ICTs, by groups of peers, and in connection to drug use and drug trafficking. With regard to child sex offenders, they were found to be both heterosexual women and men who identified themselves as heterosexual and homosexual. Likewise, boys at risk of sexual exploitation were identified as a heterogeneous group of individuals with diverse and emerging sexual identities and orientations. Among homosexual and transsexual boys, the involvement in commercial sexual exploitation was often viewed as a strategy to validate their sexual orientation, thus ignoring the commodification they were subjected to through this means.

Research conducted by ECPAT and other organisations also suggests that sexual exploitation of boys is facilitated by ineffective legislation. In many countries worldwide, laws do not award protection to boy children, identifying only girls as potential victims. In Pakistan, for example, some of the provisions under the *Prostitution Ordinance* only apply to girls under 16 years, leaving boys unprotected. Another recurring concern is the lack of specialised support services for boys victimized through CSEC. The notions of masculinity and social expectations of boys and men, compounded by the lack of legal protection and sufficient data on the magnitude of the problem, allow assumptions to persist of boys as perpetrators rather than survivors of sexual exploitation, affecting available care and treatment services. The ECPAT study on sexual of boys in Chile found that the social, political and cultural contexts in which interventions are framed may influence access to and quality of assistance for boys, resulting in barriers and social stigmatisation and exclusion.

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**Men's attitudes towards trafficking of children for sexual exploitation**

An increasing number of research have tried to analyse men’s attitudes and awareness of human trafficking for sexual exploitation. Although most of these investigations have not focused on CSEC specifically, a recent ECPAT study on child sex trafficking in


Singapore found that a major issue raised by the 111 survivors interviewed, concerned the attitude of clients towards them, specifically, the request for, and deliberate and knowing use of, minors and young people exploited in prostitution in the country. Several issues were raised in this connection including: the dismissal by customers that girls in prostitution were being forced, or did not want to do this type of job; the use of girls’ bodies in ways that were degrading to them; and the deflection of pleas by survivors for clients to help them to leave their situations of exploitation (either by providing the phone number of a foreign embassy or support organisation, or by directly taking them out of their situations). Although a few of the Filipinas in the study did state that when they informed clients (always Filipino clients) that they were being forced, the clients did not continue the transactions, these were found to be exceptions.

The awareness of trafficking among men who pay for sex may at times influence the choice of the “customer”. A report by the Swedish National Board of Health and Welfare regarding prostitution in Sweden found that certain buyers specifically looked for Swedish women in order to ensure that they purchased sexual services from individuals who were not victims of human trafficking. On the other side, other “clients” asserted to explicitly choose foreign women because it was easier on their consciences to purchase them, with the reasoning that they were “helping them”.

The aforementioned research on men who buy sex in the UK also investigated trafficking awareness. The findings show that 55% of the sample believed that a majority of women in prostitution were lured, tricked or trafficked while 36% per cent said they thought that the women in prostitution they used had been trafficked to London from another country. Despite they were conscious of coercion and trafficking, only five of these 103 men reported their suspicions to the police, especially because of a fear to lose anonymity. Similar estimates were made by an additional 223 men who bought sex in Scotland and the US. Fifty-six per cent of men who purchased sex in the U.S. and 63% in Scotland said that they also believed that a majority of all those in prostitution are lured, tricked or trafficked into it. Studies by other authors also confirm that most men who buy sex are aware of and have witnessed exploitation, coercion and trafficking but this does not affect their decision to buy sex.

In Italy, an investigation into the consumer demand for prostitution shows that for most Italian customers trafficking does not exist or is limited to a few isolated cases. The study also highlighted a preference for women and girls from Eastern Europe or China who, according to the sample interviewed, offer “less expensive services” compared to the Italians, and express an intimate and affectionate style in sexual interactions that cause men to conclude that they are not engaging in “real prostitution”, but in something

else. Motivations behind this choice were found to be linked, among other, to men's reaction to women's emancipation and their desire to experience certain models of gender relations and submissive feminities which help reinforce their own feelings of masculinity and control in relationships. However, the example of Italy also demonstrates that customers may often be a resource for women and girls who are trafficked. Data from the anti-trafficking telephone line active in the country shows that a number of calls are made by clients wishing to rescue and support the victims. Some NGOs working at grassroots level pointed out that sometimes sex buyers are one of the few channels for girls to receive support and that it is easier to rescue and assist them when they are accompanied by “clients”.

1.3 Internet, risky behaviours and online sex offenders

Although conclusive evidence is still lacking, some of the aforementioned research studies suggest that there is often a link between men’s consumption of pornography and their purchase of sex services from both women and underage persons. The circulation and use of these materials has seen a dramatic increase in the last two decades mainly as a result of the rapid expansion in media and communication technologies. Accessing mainstream pornography has become easier than in the past and this exposure to violent and sexual materials has influenced the behaviours of both adults and young people. According to some authors, pornography and related sexual media can have a repercussion on sexual violence, sexual attitudes, moral values and sexual activity for children and youth. However, other research has stressed that the harmful effects of violent content are greater for some groups of children, including those with behavior disorders and young offenders with a history of domestic violence. Whilst not all exposure to pornography is accidental or damaging, concern remains that being exposed to deviant or violent pornographies may impact on the beliefs and attitudes of some young people, and to a lesser extent on the behaviour of a few.

Besides facilitating access and exposure to mainstream pornography, Internet and new ICTs have provided new spaces for the sexual exploitation of children, including for the production and dissemination of child abuse images. A number of investigations conducted in recent years have tried to profile online child sex offenders while at the same time exploring the motivations behind their behavior. A first conclusion from current knowledge is that child sex perpetrators are largely white, westernised males who come from a variety of socio-demographic backgrounds, and who are more likely to be educated and less likely to have a known offending history. The prevalence of white

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and westernized perpetrators raises an interesting issue about sexually abusive practices and ethnicity, and whether these offender characteristics result from socioeconomic patterns of Internet use, or whether they reflect differences in ethnicity and pornography or abusive image use.173 This is an aspect which requires further research. In terms of gender of the offenders, there is some discrepancy among existing investigations, with some reporting no evidence of female sex perpetrators and others revealing a significant yet minority presence of women.174 Another relevant finding that studies conducted to date have unanimously exposed is that in the case of child pornography-related crimes, most of the offenders are people known to child victims, such as parents, other relatives, family friends, etc. This suggests that preventive work in this area should necessarily be conducted with and targeted to the family environment.175

With regard to the age of the offenders, a growing concern that evidence and research have raised in recent years is that of young people accessing, producing and possessing child abuse images. A 2004 research in New Zealand, for example, found that the largest single group of offenders were aged between 15 and 19 years.176 Whilst it is not possible to generalise, this behaviour appears to be frequently associated with online sexual grooming and “sexting”. A study in the UK on young people possessing child abuse images found that some of them began using the Internet to explore their sexual orientation. After accessing chatrooms for this purpose, they were contacted by adults who sent them abuse images and communicated with them about the sexual abuse of younger children. Introducing children to different forms of pornography, including illegal material, is part of the grooming process that some abusers use to desensitise the young person to sexualised activities which may become increasingly abusive.177

Understanding the behaviours of online groomers
A recent study conducted as part of the “European Online Grooming Project”, funded under the European Commission’s Safer Internet Plus Programme, has shed light on the dynamics of sexual offending by online groomers. Based on interviews with convicted online offenders in Belgium, Italy, Norway and the UK, the research identified at least three distinct types of groomers: ‘Distorted Attachment’; ‘Adaptable Offender’; and ‘Hyper-Sexual’. Distorted Attachment relates to a groomer who believes he is in a romantic and consenting relationship with the young person he is grooming. Unlike what most people think about

173 Ibid.
177 Ibid.
groomers, this particular offender reveals his identity to the victim and uses no indecent images of children. He spends a great deal of time becoming friendly with his victim before they meet face to face.

An Adaptable Offender uses many identities online, adapting his grooming style to suit his purposes. This offender may or may not use indecent images, but he will view the person he is grooming as being sexually mature. It is not his objective to always meet the young person in real life.

Hyper-Sexual offenders focus on sharing and securing extensive numbers of indecent images of children. This offender will be part of an online network of sexual offenders, but who has very little, if no, interest at all to meet his victim face to face. According to the research, this type of groomer will likely use various identities or a sexually explicit profile name and photo to make fast contact with a young person.

The study concludes that a vital strategy to prevent online grooming should involve tackling the disinhibition effect of the online environment on groomers and young people, and therefore educating teens about what constitutes appropriate behaviour online.178

The so called phenomenon of ‘sexting’ also explains why some child abuse materials are found to be produced, possessed and exchanged by teens. Observed across several countries, this practice has seen an increasing number of young people sending sexually explicit text messages or sexualised photos of themselves, usually via mobile phones, without realising that these images would be distributed broadly or be acquired by adult predators.179 A youth-led study conducted by ECPAT and local partners in Latin America confirms that “sexting” is one of the several risks faced by children and adolescents in their online interactions. Based on a sample of 1,144 children from 11 to 18 years old, the survey found that older children interviewed, especially boys, reported engaging in potentially risky online activities more often, including posting sexualised images. This pattern, often associated with watching pornography, was found to be linked to the fact that boys are more commonly seeking approval of their appearance from their peers, without realising that this practice can be dangerous.180

Gendered sexual pressures and “sexting”: an exemplary research

A recent small-scale study commissioned by NSPCC provides significant insights into the phenomenon of “sexting”. Based on focus group interviews with 35 young people between 12 and 15 years of age, the research findings suggest that gender constructions and sexist gender relations have big influence on children engaging in this behaviour.

Besides confirming that peer pressure is one of the push factors behind sexting, the study highlights that this practice is often coercive and is not gender-neutral as girls are more

180 ECPAT International (2012). Understanding the use of ICTs by children and young people in relation to their risks and vulnerabilities online specific to sexual exploitation - A youth-led study in Latin America. ECPAT member organizations that mobilized the youth in conducting the research included: CHS Alternativo (Perú), ECPAT Guatemala (Guatemala), ECPAT México (México), Gurises Unidos (Uruguay), Instituto REDES (Perú), ONG PAICABI (Chile), Tejiendo Sonrisas (Perú). Accessed on 20 February 2013 from: www.ecpat.net
adversely affected than boys. The phenomenon appears to be “shaped by the gender dynamics of the peer group in which, primarily, boys harass girls, and it is exacerbated by the gendered norms of popular culture, family and school that fail to recognise the problem or to support girls. … considerable evidence [was found] of an age-old double standard, by which sexually active boys are to be admired and ‘rated’, while sexually active girls are denigrated and despised as ‘sluts’. This creates gender specific risks where girls are unable to openly speak about sexual activities and practices, while boys are at risk of peer exclusion if they do not brag about sexual experiences.” Sexting was also found to be associated with wider sexual pressures on children (e.g. expectations on actions such as viewing porn or on appearance such as being very thin, having large breasts, etc.) and was identified as a culturally specific phenomenon. The study stresses that children and young people may be pressured to perform particular idealised forms of femininities and masculinities which are culturally, class and ‘race’ specific. In this framework, sexting practices are found to be linked to a commercial culture which emphasizes the “need” to possess the “right” types of commodities, and status symbols. But sexist gender relations also play a role. “Sexting for girls can involve being subject to oppressive, racialised beauty norms and hierarchies around feminine appearance and body ideals. Boys must negotiate competitive masculinity, where status can be generated in new ways via technology (such as soliciting, collecting and distributing peer-produced sexualised images of girls’ bodies, which operate as a form of commodity or currency).” 181

Recognising that typologies of offending behavior differ and so the underlying motivations for offending, some researchers have tried to analyse the characteristics of online offenders and the reasons behind the different types of offences. Some authors have noted that, while sexual arousal is a primary function for online sex offenders, the Internet functions to help people address some of the more immediate feelings of distress or dissatisfaction in their lives. For those with a sexual interest in children, downloading child pornography and masturbating to such images provides a highly rewarding or reinforcing context for further emotional avoidance. A number of studies have found that online sexual offending is often associated with child sexual abuse and other childhood difficulties while other investigations have identified isolation, dominance and depression as characteristics of some sex offenders. A recent review on online child related sex offending has concluded that “undoubtedly certain factors such as psychiatric disorders, psychological and developmental impairments impact on criminality. Fantasies, cognitive distortions, emotional deficits, sex play, impression management, depression and impulsivity define online offenders and arguably their related use of technology.” 182

Although researchers have proposed several typologies of Internet-facilitated offenders, there is still little knowledge about treatment and supervision needs of Internet-related sex offenders as well as about what motivates the sexual exploitation as such and, more specifically, sexual exploitation that is non-commercial. Some authors have suggested that typologies of perpetrators include, inter alia, individuals who are

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sexually interested in children, those who are more sexually indiscriminate, those who are curious, and those who opportunistically engage in Internet-facilitated offending (e.g. an adult male who uses the Internet to gain sexual access to adolescents). 183 In light of this diversity, it is crucial that interventions are tailored to the type of offenders, their age and the risk they present. On the other hand, it has been noted that “much of the sexual violence in the lives of children is not regarded as “abusive” by the adults who perpetrate it as a result of patriarchal norms of gender and sexuality. As such, a first step in any form of behavioral ‘treatment’ is to acknowledge the harm of that behavior, and in the case of child sexual abuse, this necessarily involves a broader effort to challenge harmful norms and set, or reassert, a norm around the unacceptability of such behavior.” This is also true for CSEC in all its manifestations, including online sexual exploitation of children. 184

1.4 Misconceptions around travelling child sex offenders and motivations behind their behaviour

As already noted with regard to perpetrators of manifestations of CSEC examined above, there appears to be no single profile of perpetrators who sexually offend against children during their travels. 185 Generalizations about this population are difficult and may be misleading as very few child sex tourists are arrested, tried and convicted. 186 A number of misconceptions exist on child sex tourists and the way they offend. First of all, contrary to a common media stereotype that views all travelling child sex offenders as pedophiles, several research have found that most of these perpetrators are actually situational abusers with no exclusive sexual inclination towards children. 187 According to Glover, child sex tourists are generally prostitute users who are indifferent to the prostitute’s age. 188 Though many look out specifically for adolescents, preferential child sex tourists are also believed to be a minority. The myth around child sex tourists being all pedophiles finds a justification in the fact that most travelling sex offenders who get arrested are either preferential abusers or individuals affected by pedophilia. That is because, contrary to situational abusers, they often keep images or videos of the abuse and exchange them in a network of pedophiles. Not surprisingly, many child sex tourists

188 Cited in Tepelus, cit.
are identified and apprehended by the police through child pornography investigations.189

The idea that child sex tourists are generally old men is also widespread but does not reflect real facts. According to O’Brian et al., “the modern sex tourist exploiting children is mostly young”. To corroborate this conclusion they mention a research conducted by ECPAT Italy showing that the average age of Italian nationals travelling abroad for sex was 27, with the majority being between 20 and 40 years of age. 190 Even though their presence remains limited and little is known about their motivations and how they access children, women are also engaging in commercial sex with young people in different destinations.191 Regardless of gender, age and social class, what most research has revealed is that child sex tourists are now increasingly using the Internet and new technologies to organise their travel for the purposes of offending as well as to groom children before their travel to destination. 192

Another recurrent stereotype on child sex offenders is that they use public venues or approach unknown children.193 In the case of child sex tourists, such a scenario is very common but it is not the only one. A study by the Protection Project identifies two different patterns of offending. Whilst situational child sex tourists usually tend to travel to a particular country for a relatively short period of time during which they may abuse children if the opportunity arises and then return home, some pedophiles and preferential child sex tourists are long-term visitors or may choose to take up residence in the country of destination. Staying in a country for an extended period of time or taking up residence allows these offenders to engage in a long “grooming” process which usually sees the foreigner entering into close relations with the child and his or her family and gaining the trust of the community.194 To get greater proximity or access to children, many such long-term tourists or foreign residents often seek employment as teachers, volunteers or in similar occupations or may even set up orphanages for this purpose.195

190 O’Brien et al. (2008). Sexual Exploitation of Children in Tourism. This paper was commissioned by ECPAT as a contribution to World Congress III. Accessed on 11 February 2013 from: http://www.ecpat.net/EI/EI_publications.asp
Whilst gender-based discrimination and traditional, patriarchal conceptions of society play a central role in leading men to be willing to exploit women and children, a distinctive factor that facilitates child sex tourism is the concept of “otherness”. This otherness or distinctness of child victims - sometimes a complete mental dehumanization of the child - has been documented in studies on a variety of forms of commercial sexual exploitation of children, particularly child sex tourism. A series of research papers conducted by Julia O’Connell Davidson and Jacqueline Sanchez Taylor on commercial sexual exploitation of children in six different countries was one of the first investigations to bring the role of “othering” in the occurrence of sexual exploitation in tourism. The series highlighted a rationalisation process whereby child sex tourists mentally situate children so far from their own human collective that exploitation of children is not only acceptable but almost a natural inevitability for which the exploiter cannot be held accountable.196 In discussing the “highly sexualised form of racism” that sex tourists visiting the Dominican Republic manifest, the authors note the offender’s belief that children in the destination are distinct from children back home in that they mature earlier, enjoy and seek sex at an early age and are not harmed by sexual exploitation that occurs after the child’s initial victimisation.197 Interestingly, this “othering” process is used not only by situational offenders but also by preferential child sex offenders and even paedophiles. It has been noted, for instance, that paedophiles tend to emphasise children’s separateness and removal from the normal human community to the point that they are not viewed as beings belonging to the same group that adult humans do. They often revere children as celestial or angelic beings, again separating them from human realities and groupings.198

What existing knowledge seems to conclude is that a racialized, spatial, gendered, and class-based “othering” is usually operating when individuals exploit women and children in countries of destination. These racial and ethnic stereotypes about the “Other” drive the demand for sex tourism (and sex trafficking) by simultaneously enticing men while easing any guilt they may have over exploiting children from developing countries. Some sex tourists not only find nothing wrong in their behavior but also believe they are helping children at destination and their families. Sexual exploitation is thus rationalized as part of the Other’s culture while the “Self” is seen as altruistic.199

196 O’Connell Davidson, Julia & Sanchez Taylor, Jacqueline. Child Sexual Exploitation in Costa Rica; Child Prostitution and Sex Tourism in Cuba; Child Prostitution and Sex Tourism in the Dominican Republic; Child Sexual Exploitation in Goa; Child Sexual Exploitation in Venezuela; Child Prostitution and Sex Tourism in South Africa; Sex Tourism in Pattaya, Thailand. ECPAT International, 1996, Bangkok, Thailand.
2. How can men and boys be part of the solution?

In 2008, MenEngage Alliance and Instituto Promundo conducted secondary research for a white paper, which studied the connection between the construction of normative concepts of masculinity and sexual exploitation and violence in all its forms. The paper reports on the increasing engagement of men and boys in initiatives to promote gender equality while also showcasing examples of programmes to prevent sexual violence and exploitation. Based on existing literature and evidence from around the world, several effective strategies to involve men and boys were identified and discussed, leading to a number of important conclusions and recommendations which should be taken into consideration when developing programmes to prevent CSEC. The main ones are as follows:

a) Men and boys can and do change attitudes and behaviors related to sexual rights as a result of well-designed interventions. In this framework, initiatives which incorporate a gender dimension by involving deliberate discussions of gender and masculinity are particularly effective. It is therefore imperative that efforts to prevent sexual exploitation of children encourage men and boys (and women and girls) to critically reflect about, question or change social norms that create and reinforce gender inequality and vulnerability for men and women;

b) It is not sufficient to engage men in narrow discussions on sexual exploitation and violence, for example by merely informing or “warning” men about legal sanctions. Rather, there is a need for sustained awareness raising efforts aimed at transforming sexuality, manhood and gender relations. These programmes should target male and female adolescents in particular;

c) Since boys (and girls) are increasingly exposed to pornography and groomed for online and offline sexual exploitation and given that some engage in paid sex and risky behaviours such as sexting, interventions using a gender transformational approach should start at an early age;

d) It may be more effective to promote men’s empathy toward women and girls, to build on their potential to treat women with respect and to question hostile attitudes toward women than to focus on sexual violence per se or on telling men what not to do or focusing on guilt and shame. Appealing to a sense of empathy and to men’s potential to treat women as equals and with respect seem to be more effective strategies than simply telling men not to use sexual aggression or sexual violence;

e) It is necessary that men and boys have the opportunity to build the communication and negotiation skills necessary to change behaviors. Research and program findings have affirmed the need to increase boys and men’s ability to negotiate with partners, question peer groups and seek services and help;
f) It is important to engage peer groups, social groups, and entire communities in the questioning, criticism and reconstruction of norms related to masculinity, sexuality and gender relations. Such efforts can range from community-level mobilization and campaigns to advocacy. For example, it can be particularly effective to engage community leaders or specifically “male” leaders (male religious leaders, men in the command structure in militaries, male celebrities, etc.) in questioning stereotyped views about men, sexual violence and CSEC, as they can be important influences on other men;

g) Women and girls should also be engaged in community-level efforts, as they contribute to and reinforce norms related to masculinity, sexual violence and child sex trafficking. All sensitization and education efforts should involve beneficiaries and other stakeholders in the development and evaluation phases in order to ensure that messages and strategies reflect local needs and contexts.

A 2011 report by Promundo U.S. looking at male engagement in the protection of children from sexual abuse, emphasizes that efforts in this area should involve addressing the many ways in which such abuse is structured within the lives of children. According to the authors, interventions with men and boys should be developed along multiple axis. A first essential component of this comprehensive and holistic approach should include actions to create political pressure for social change that impacts on the root causes of sexual abuse of children. Tackling the underlying factors of this violation must also involve changing the social norms of gender and sexuality that enable such abuse, and engaging men in positive ways in children’s lives, in part through supporting their caregiving to and parenting of children. Furthermore, addressing the root causes requires a focus on structural prevention; that is, interventions directed toward working with men to change the conditions that allow child sexual abuse to continue. In addition to these preventive efforts, it is also essential to work with men to strengthen systems for child protection. Suggesting that the meaningful involvement of men and boys does not involve only addressing men as perpetrators of child sexual abuse, the report provides a number of insightful suggestions and recommendations on how to increase male engagement in child protection. Although not focused on CSEC, this resource constitutes an inspiring reference document for guiding and enhancing work with men and boys on preventing this specific violation.


2.1 Examples from the ECPAT network

Since its inception, ECPAT has constantly focused on the various contributing factors to CSEC, including demand, especially by targeting potential situational child sex offenders and in particular tourists and travellers. However, it is only in recent years that a more comprehensive approach to the cultural and social factors that lead to social tolerance towards CSEC has been introduced. Working with men and boys on social constructs of masculinity and concentrating on elements that can lead them to CSEC has increasingly become a key strategy of the organisation. Consequently programmes and projects engaging men and boys as agents of positive social change for increased prevention and protection of children have begun to take shape across different countries and regions.

Recognising that partnerships are essential in this area (especially for an organisation that has just started to incorporate this component into its work), ECPAT has spearheaded efforts to foster strategic collaborations with other stakeholders dedicated to promote equitable power relations through gender transformative work, including UN agencies and civil society actors. An example is the cooperation with the NGO Promundo and the Whit Ribbon Campaign in the organisation of a thematic meeting for the World Congress III. The Consultation on Engaging Men and Boys in Ending Sexual Exploitation of Children and Adolescents took place in Mexico City on 4-5 August 2008, involving 55 stakeholders from Asia, Africa, Latin America and Europe. Using the above mentioned ‘White Paper’ as a basis for discussion, participants in this gathering had an opportunity to examine elements that shape the social construction of men and boys’ perceptions and behaviours in relation to sexuality, distilling aspects that contribute to enabling sexual exploitation and sexual violence against children and women. The consultation produced a number of proposals and recommendations for states and other actors to further pursue this issue in different regions of the world. In addition, ECPAT International has participated in the preparatory phase of the “Partners for Prevention: Working with Boys and Men to Prevent Gender-based Violence” programme, a UNDP, UNFPA, UN Women and UNV regional initiative for Asia and the Pacific that works to reduce violence against women and girls through, inter alia, a public awareness campaign mobilising boys and men. As a Steering Committee Member for this programme, in 2007 ECPAT attended planning meetings during which inputs were provided for the future programme and action plan.

ECPAT has adopted diverse and combined strategies to engage men and boys in the prevention of CSEC. As section 1 clearly illustrates, efforts promoted in this area have first of all focused on improving understanding of the socialization of boys and men across different contexts to identify the unique factors that may induce adults to engage in sexual exploitation of children. Most of the initiatives by the organisation were designed following targeted research and were therefore tailored to the specific environment in which they were implemented. Although programs engaging men and

http://www.ecpat.net/ei/Regionals_update.asp?groupID=6&start=5
boys or targeting them for CSEC prevention remain generally isolated and limited within ECPAT, the examples from the network outlined below show that some promising work has been initiated, particularly in Latin America and with the meaningful participation of children and youth. It is noteworthy that these initiatives seem to integrate and corroborate the validity of the recommendations contained in the aforementioned White Paper. At the same time, they demonstrate that most of the work with men and boys has involved addressing the demand and changing the social norms in which CSEC is rooted. As suggested by the 2011 report by Promundo U.S., it is essential that this component be integrated into a broader and more comprehensive approach which recognises the multiple roles that men and boys (and women and girls) can play in addressing the different underlying causes of CSEC.

a) **Awareness raising campaigns addressing the demand and gender stereotypes**

One of the main strategies adopted by ECPAT to reduce the demand for sex with children is through awareness raising campaigns targeting child sex offenders. Whilst many of these initiatives have revolved solely around placing responsibility on the perpetrators, some have focused on challenging the mainstream constructions of masculinities and the socially endorsed views of gender that sustain the perpetuation of CSEC. An example is the “No hay excusas” campaign implemented in 2006-2007 by the NGO Raíces, a member organisation of ECPAT in Chile. The activity was developed as part of the “Tejiendo Redes Project”, coordinated by ILO/IPEC and carried out in Chile, Colombia, Paraguay and Peru. The campaign, the first of its kind in Chile, was intended to question the justifications that support commercial sex with teenagers and that are often used to place responsibility on the child rather than on child sex offenders (e.g. “this girl is no longer a child”, “I don’t exploit him/her because I pay”, “nobody is forcing them to engage in paid sex”, etc.). An evaluation of this practice has highlighted that the campaign’s success was determined not only by the innovative theme selected but also by the strategic alliances built in this framework, including with the private sector. The use of different means (TV, radio and Internet) and tools (DVDs, stickers, flyers, banner, spots, etc.) to disseminate the campaign’s message were found to be another asset of this model which ensured its sustainability and replicability. The initiative shows that to change social attitudes towards CSEC it is crucial to generate reflection about prejudices and stereotypes around this violation. It also confirms that cross-sectoral cooperation and partnership with the media are essential to achieve greater awareness and impact.

b) **Awareness raising campaigns targeting the general public and specific segments of the demand**

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An effective approach to demand reduction requires that awareness raising measures on CSEC involves not only public education for social change but also tailored sensitization for specific groups of men who are known to engage in paid sex with children and adolescents (such as truck drivers, mine workers, military personnel, etc.). From this starting premise, in 2004 ECPAT Belgium launched the “Stopchildprostitution.be” campaign targeting all Belgians travelling abroad: tourists, businessmen, the army on a foreign mission, the embassy personnel, development-aid workers, bus and truck drivers. The campaign - which is still active today - is the result of a wide partnership which involved: other NGOs (such as Child Focus and Plan Belgium); the Belgian National Railway Company, FEBETRA - the Federation of Belgian Carriers, and the Federation of the Tourism Industry (FTI) from the private sector; the Ministry of Foreign Affairs and the Ministry of Defence from the government side; and finally the Trafficking in Human Beings Department of the Federal Police. The campaign saw the direct engagement of all the participating agencies. Each partner distributed the leaflets and posters among its own ranks. As a result, the materials were placed in train stations, international train lines such as the Thalys and the Eurostar, national and regional airports, Belgian embassies, police offices, tour operators and army barracks. The campaign was presented at many tourism fairs and appeared in various magazines. A trilingual website and permanent phone number allow people to join the campaign and report any abuse (see http://www.stopchildprostitution.be/). The reaction to the campaign was overwhelming. A brief inquiry showed that 75% of the train passengers had noticed the posters in their station. Besides generating more awareness of CSEC among the general public and specific segments of the demand, the campaign has resulted in an increase in the number of reports. When in 2010 the commitment of all partners to implementing the campaign was renewed, it was noted that the cooperation between NGOs on the one hand and the private sector on the other hand, actively supported by the government, is a unique example in Europe.204

c) Promoting positive role models for young men and boys

Celebrities and male leaders in the political, economic and cultural domains have critical roles to play in promoting a vision of childhood free from sexual exploitation, and in advocating for the social changes that are needed to make this vision a reality. Men can also provide positive role models for young men and boys, based on healthy models of masculinity. The “Man to Man” campaign being implemented by Beyond Borders/ECPAT Canada is an example of how this strategy can be effectively utilised. Launched in 2009, the campaign features several high-profile Canadian men taking a stand against CSEC. The initiative intends to stimulate public discussion on the issue of demand and to make the general population aware that this factor is at the root of

204 “Steven Vanackere launches ‘Stop Child Prostitution’ campaign”. 3 June 2010. Accessed on 13 February 2013 from:
ipo_child_prostitution_campaign.jsp
CSEC. It also targets situational offenders seeking help while also aspiring to see more men involved in combating this violation. 205

Whilst Phase I of the campaign saw male celebrities speaking out on the Beyond Borders website through a series of head shots and written statements, during phase II three hard-hitting public service announcements, again involving famous Canadian men, were aired on Canadian television stations.206 In addition to featuring Canadian stars, the campaign web page (www.endthedemand.ca) includes a number of myths that offenders use to justify the exploitation. For example, that viewing child sexual abuse images is a victimless act. A corresponding fact is displayed along with each myth. There is also a section about seeking help for those who have carried out sexual offences against children or have thoughts about it.207

Through a partnership with the Canadian Centre for Child Protection, during phase III the campaign was advertised in various markets across Canada. Besides being highlighted in radio advertisements, it appeared in ads in subway stations, on buses, in airports and in men’s washrooms located in clubs and bars.208 Having realised that men find it hard to discuss the issue of child sexual exploitation, in an effort to ease the discussion Beyond borders also developed a series of comic strips illustrated by a Winnipeg artist. The strips depict scenarios where there may be a risk of child sexual exploitation, asking men what, if anything, they would do if they found themselves in this situation.209 The results achieved to date by the Man to Man campaign are positive and promising. Since the early stages, more men have become willing to speak out. The engagement of well-known Canadian men has encouraged even better known celebrities to come on board. Beyond Borders has also seen growing traffic to its English and French campaign websites as well as an increase in the number of individuals, many of whom being males, who contacted the organisation to volunteer.210 Finally, the campaign has been particularly successful in harnessing the media to draw attention to an apparent ‘social tolerance’ towards CSEC.

d) Supporting young men in structured reflection on norms

“Young men are an important target group for male engagement strategies on child rights and child protection. Experience from gender equality work with men suggests


207 Ibid.


209 Ibid.

that adolescence presents a significant opportunity for this work, given that this is a time when identities and attitudes about gender roles and relationships are being formed.”211 Whilst different strategies can be used for reaching out to young men, “group educational activities continue to be one of the most common program approaches with boys, and are, by process and qualitative accounts, useful in promoting critical reflections about the harms of current gender norms and how to challenge them. Evidence […] confirms that in reasonably well-designed studies, such activities can lead to a significant changes in attitudes. […] Several important lessons have been learned from this work”, the first being the importance of “undertaking extensive baseline work to establish the current situation, priorities for target groups, and to inform the materials and format of the program.”212

This is exactly the rationale that justifies ECPAT International’s programme in Peru to build a new masculinity for a community free of sexual violence and exploitation. After conducting research on the demand for sex with children in Peru (see section 1 above), in 2007 ECPAT International and the local organizations IDEIF, REDES and CODENI implemented a project that facilitated boys and male youth to examine, through age sensitive and appropriate methods, the construction of gender as it manifests itself in their environments in order to identify and promote changes in behaviour that infringe or violate the rights of other children, particularly sexually harmful behaviour. The project built on the research findings, which indicated that entrenched conceptions related to gender, youth and sexuality play a crucial part in fostering sexually problematic behaviors that can be harmful to children. Involving high-school student boys from all-boys schools, the initiative consisted of forums with teachers and parents and three-day workshops with the adolescent boys with whom sexual attitudes and practices of boys were reflected upon through educational materials and activities such as role playing. The aim was to promote awareness of the harms and consequences of CSEC, men’s roles in perpetuating sexual exploitation and their potential for being catalysts for change. Boys were encouraged to replicate the workshops and they have now formed a strong youth network of young leaders that is still working to end sexual exploitation in Peru. The workshops were specifically tailored to the interests and learning specificities of 14 to 16 year old boys. Therefore, they included several dynamic activities and were participatory more than exponential. An important lesson from this activity is that it is important to have a man leading the workshops, since it helps the boys feel more at ease and open up to discuss their perceptions and experiences. According to ECPAT evaluations, 40% of the students have achieved a positive behavioral change, 70% are able to share efficiently what they have learned regarding social norms, sexuality and sexual exploitation and 90% have discussed the issue with their families.

212 Ibid.
e) Formal and non-formal education on gender norms and CSEC for male and female teenagers

As schools are one of the main loci where education and prevention can reach children at an early stage, it is especially important that specific information on gender norms and their harmful impact on CSEC is systematically delivered to male and female children and adolescents by teachers who will have received adequate training on the issue. Recognising the relevance of this strategy, ECPAT International has worked with groups in Uruguay and Peru to design and pilot educational materials for young people to facilitate their critical analysis of concepts related to gender, sexuality and age relations, using a rights based framework. In Uruguay, ECPAT International, in collaboration with the NGO Gurises Unidos, has developed a training manual for high-school teachers to help them address a variety of issues (such as gender, violence and CSEC, youth participation and promoting children’s rights) with their students. The training modules include child-friendly information on these topics, activities for the classroom, videos and discussion guides.213 Work around gender and sexuality in Uruguay has also been facilitated by the active involvement of a youth group called ‘Crecer Seguro’ (Growing up Safely) which was created in 2004 after attending a course on ‘Sexuality and Gender’ organised by Gurises Unidos. The group promotes sexual and reproductive rights, as well as the prevention of CSEC. Besides challenging sexist, male-oriented and adult-centered stereotypes that contribute to existing taboos as well as misconceptions related to gender-specific roles, aesthetics, beauty, and personal sexual preferences, the group tries to ensure that sexuality issues are discussed at the private and institutional levels. To achieve these objectives, ‘Crecer Seguro’ works in partnership with other actors, engages in child and youth oriented recreational activities (such as games that are carried out at different social events and at cultural public events), and conducts outreach through educational workshops in schools for youth between the ages of 9 and 15. 214 The group has also contributed to developing the aforementioned training manual for teachers, particularly of the videos and the activities for the classroom.

In Peru, ECPAT partner organisations (CHS and Redes) engaged 40 schools from Huancayo, Lima, Iquitos and Cusco in workshops to sensitise male and female teenagers on how gender and sexuality concepts can either facilitate CSEC or have an impact on the prevention and protection of young people. A variety of training and audiovisual materials were developed by ECPAT groups and piloted in September and October 2010 with 400 teachers and 400 student leaders in the provinces of Junin, Cuzco and Loreto. The final awareness raising materials were also presented to local

authorities such as the network of Ombudsmen and the Local Education Units of each municipality. As a result, the trainings and materials were found to be very useful and the Local Education Units agreed to include these to sensitize young people within secondary schools in Lima, Huancayo, and Satipo from 2011 onwards. The teachers were then trained to facilitate these and they were encouraged and supported to replicate their training with other students and youth peers through micro projects supported by ECPAT International.

Successful educational activities were also implemented in other regions of the world. For example, in Indonesia, the Center for Reproductive Health and Gender Information (PIKIR), a special service unit of the Center for Study and Child Protection (PKPA) which is a member of ECPAT, conducted trainings on peer education, counseling and management, addressing several topics, including reproductive health, HIV/AIDS, drugs abuse, youth sexuality and relationships, self-development and youth gender perspectives. Through different forms of media that were especially designed for youth, participants acquired useful and critical knowledge and were empowered to responsibly protect themselves. Peer educators receiving this training played an effective and important role in delivering information about sexuality and gender roles to other young people in these situations. For example, they were able to organize focus group discussions involving school students, focusing, *inter alia*, on youth sexual development and vulnerability to CSEC.215

Along with formal awareness raising programmes on gender and CSEC in schools, ECPAT groups have also promoted innovative and promising non-formal educational practices. An example is the Interactive Gender Theatre, which was developed in 2002 as a prevention and advocacy measure by children and youth from the International School of Equal Opportunities (ISEO), one of ECPAT member organisations in Ukraine. The main goal of this initiative was to promote gender equality through new and effective ways to spread information among young people. The programme intended to educate children and young people about a number of issues affecting their lives, such as children’s rights, harmonious and equitable gender relations, the consequences of early sexual activity, CSEC and child trafficking. The theatre’s symbolic interactive performances were extremely successful and many children and youth were made aware through this activity, including the many participants performing the plays. As a result, children and youth began to take an interest in combating CSEC and the ISEO Interactive Gender Theatre expanded its branches to other regions in Ukraine. More than 200 children and youth are now involved and twice a year ISEO conducts meetings for all of the Gender Interactive Theatre participants to create a forum for exchange.216

e) Supporting child protection work with marginalized youth

“Child protection systems face particular challenges in protecting the rights and meeting

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215 Ibid.
216 Ibid.
the needs of young people within socially and economically marginalized communities. [...] Issues of child sexual abuse may be especially hard to talk about openly because of the shame that attaches to the family and the whole community as a result of disclosing the abuse.”

217 This is particularly true in the case of boys and girls victimized through commercial sexual exploitation.

In an effort to address these challenges and provide adequate support to a group of children who are particularly discriminated against, ECPAT Brazil implemented a programme targeting young and adolescent transsexuals. The project builds on the findings of a 2008 study which identified a strong link between CSEC and transsexuality in Fortaleza. Many participants in the investigation described the discrimination they faced and their survival and coping strategies. The study found that many of them were rejected by the family and had low level of education due to the humiliation they faced in schools. It also revealed that many employers did not accept transsexuals as employees, with the result that engaging in paid sex was the only arena where these young people and adolescents could experiment their sexuality without any discrimination. Against this backdrop, ECPAT Brazil initiated a programme to enable victims of CSEC to transform their lives. Involving individuals aged between 16 and 25 years coming from the most impoverished outskirts of the city, the programme adopted multiple strategies. For example, through the building of interpersonal relationships with adolescent and young transsexuals by social educators, recognizing and respecting the identity assumed by the victim, providing better support services, raising awareness and sensitizing the public about the issue, and influencing the public policies and programmes. A key methodological approach was the involvement of young people as social educators. The whole process from identification of the potential victims through outreach work until social reintegration through the creation of opportunities for financial independence, was all led by these young educators. In the framework of the project, adolescent and young transsexuals were provided with opportunities for “peer counseling” to discuss a variety of issues such as family, sexuality, gender and violence. They were also offered life skills training, along with referrals to healthcare providers and opportunities for social interaction and recreation. To support adolescents in re-building their lives and achieving autonomy, the project worked with educational and professional institutions to provide them with professional and vocational courses (e.g. cook, fashion designer, hairdresser, etc.). Thanks to this programme, in 2010 almost 40% of those involved in this initiative ended up leaving sexual exploitation within the year. While the reason for this vary, most beneficiaries cited the opportunity to generate an income as the most important factor that permitted them to leave the cycle of sexual exploitation.


f) **Involving the most affected and nurturing their leadership**

The aforementioned 2011 report by Promundo on engaging men and boys against child sexual abuse acknowledges the failure of the child protection field to support or even recognize the importance of children’s agency, and calls for greater attention to be given to strengthening child participation initiatives, in line with Art. 13 of the CRC. The report also highlights the need to give more attention to building the capacity of children and young people to take leadership in the public debates and policy forums on child sexual abuse and its prevention while at the same time recognizing the role they can play in monitoring the implementation of policies that affect their lives.219

As projects mentioned at points d) and e) above clearly illustrate, child and youth participation (CYP) is a key component and a priority within ECPAT’s work. Besides being incorporated in programming and other activities, CYP has been institutionalised and integrated in the organisation’s governance through the creation of the ECPAT International Child and Youth Advisory Committee. One of the most powerful examples of successful and meaningful involvement of children and adolescents in the fight against CSEC promoted by ECPAT is the Youth Partnership Programme (“YPP”). Built on an earlier successful pilot initiative in South Asia, the programme involves 11 countries in Asia, Africa, Eastern Europe/CIS, and Latin America. The ECPAT YPP works to ensure that all children can enjoy the right to meaningfully participate, particularly in social change and work against CSEC. In doing this, the YPP focuses on reaching out to the most marginalised and disadvantaged groups of children and youth, such as survivors of CSEC and those most at-risk. Through a combination of programme components ranging from sensitisation at community level to participation in the rehabilitation of CSEC survivors, the YPP has helped to empower children and youth in their fight against CSEC. A 2012 independent external evaluation concluded that, through the YPP, hundreds of children and youth directly and thousands indirectly, have been offered opportunities to learn about their rights under the CRC and about CSEC. Furthermore, they have been provided with the tools and situations to raise awareness about abuses and to lead advocacy work with duty bearers at local, national, regional, and international levels. Below are some of the numerous examples of how the YPP has creatively contributed to challenging and changing the social norms and beliefs around gender, sexuality and other issues in which CSEC is rooted, and of how the most affected children and young people can become leaders of social change.

1) **Community dialogues and mass media work**
The YPP has been particularly effective in promoting community dialogues on sexuality, gender, CSEC and related issues. This type of activity has seen the involvement, inter alia, of different groups of men, including fathers, young boys, teachers, and influential

men such as community and religious leaders. A good example in this area is provided by the work of the YPP team in the Gambia where five communities were sensitized around CSEC and its linkages to HIV/AIDS. In order to garner broad support and attention, the team held meetings with members of the Parent Teacher Associations as well as with village heads. As a result of this well-designed preparatory phase, village leaders and council elders attended the programme and many of them also spoke during the sensitization activities organised in this framework. Innovative approaches were used throughout the implementation of the programme. One of the sessions involved showing a film on CSEC and HIV/AIDS and conducting a quiz with the audience on the issues that were raised. Another saw students performing sketches on the same topic. Thanks to this campaign, many people in the communities who had denied the existence of HIV/AIDS changed their minds. Furthermore, many myths and misconceptions around HIV/AIDS and how they may facilitate the demand for CSEC were discussed and addressed for the first time (e.g. “having sex with a child will cure AIDS”, “sex with a child makes you stronger and younger”, etc.).

In an effort to have greater impact and wider reach, community dialogues have also been linked to mass-media work. In the Gambia, for example, the YPP team launched a Radio Programme where they fostered discussions on CSEC, HIV/AIDS, gender and sexuality norms and practices through local radio channels, reaching out to a very wide local audience. Due to these broadcasts in over 30 local provinces, YPP became a household name and was able to raise awareness among a large volume of community based listeners. These radio programmes had a call in provision which allowed the audience to phone in to ask questions and share their feedback. Many of the callers thanked the youth for the information and for raising sensitive issues and provided their support. However, there were also others who voiced their concern for raising false issues as the belief that CSEC did not exist within their communities, for promoting sensitive issues which was against their culture and tradition and for the bad influence of such programme. YPP youth motivators commented that some of the caller changed their views after talking to them but some were firm in their beliefs and the radio programme was not able to influence them in a positive way and recommended needing more diverse strategies for changing community attitudes and beliefs as a follow-up.

2) Creative and innovative educational activities for young people
One of the main assets of the YPP is the use of creative, innovative and child-friendly methods to promote participation of children and young people in a safe and empowering manner, that does not add to their further victimisation. Activities such as theatre, gamea, art, etc. have been instrumental in giving voice to children’s views while at the same time enabling an explicit discourse that recognises and address CSEC, sexuality, gender roles and other related issues. In Mexico, for example, this has been done through a Board game to raise awareness on these concepts. Rather than just

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impacting training sessions, Mexican youth developed an educational and interactive tool which gave them the opportunity to engage in dialogue and discuss individual responses as well as to examine various perspectives and beliefs held by themselves and their peers related to issues concerning young people. Following rules similar to Monopoly Board Game, the participants in the game were required to travel through different stops which encouraged them to discuss topics such as relationships, family, gender, masculinity, work, studies, drugs, HIV/AIDS and CSEC. The YPP youth have been trained on using this tool to facilitate the discussions effectively and with an objective view focused on the rights of the children. All these materials were used, displayed and shared in 10 marginal communities in Mexico City and 25 rural communities in Oaxaca State. The feedback on the Board game has been tremendous as this is a highly popular medium to engage the young people and also to address critical and sensitive issues affecting young people. This has also allowed them to pose questions, agree or disagree with the responses and have a healthy debate on differing points of view and how it affects their attitudes and behaviors concerning young people, CSEC, relationships, etc.

3) Youth-led advocacy for policy and legal changes
While the majority of YPP work is focused around prevention and information sharing activities, many young people participating in this programme were also able to engage in lobbying and advocacy. An inspiring experience in this regard is the youth-led advocacy in Ukraine for anti-CSEC legislation changes. Following research by UNICEF and La Strada Ukraine, ECPAT member group in the country, which identified gaps in Ukrainian legislation against CSEC, children and young people advocated for legal reform by collecting petitions as part of the ECPAT-The Body Sop “Stop sex trafficking of children and young people campaign”. Almost 60,000 signatures were collected, half of which came directly from children. The petition called on the Ukrainian government to harmonise child prostitution laws (to note that adults who purchase sex with minors aged 16 to 18 are not punished under current legislation while such minors are held criminally liable for engaging in prostitution), as well as to create appropriate support services for CSEC survivors. The petition was passed to the Parliament in October 2011 and two months later the MP who accepted it, presented a comprehensive draft law against child prostitution. Regrettably, although the YPP youth in Ukraine contributed to move the debate on CSEC legislation further in the public and political domain, the required legal changes have yet to be enacted.

g) Working with men as system gate keepers
“Notwithstanding the fact that the majority of work within child protection systems is still done by women, and remains feminized, men play key gatekeeper roles, especially in relation to the criminal justice system. Gender-based work with (mostly male) police officers and magistrates on their roles in and attitudes toward child sexual abuse is a neglected area of capacity building with child protection systems.”221 Evidence from

initiatives to improve the response of the criminal justice system to child sexual abuse and exploitation is limited. However, a review of efforts to address child trafficking for sexual purposes conducted in more than 40 countries by ECPAT International exposed a continuous and alarming lack of specialised training on child-sensitive approaches and CSEC crimes for law enforcers.222 Bearing in mind the existence of this gap, ECPAT groups have devoted consistent efforts to building the capacities of police officers and judges in combating the different manifestations of CSEC. In addition to a focus on child rights and survivors needs, this work has placed emphasis on the gender dimensions of CSEC in order to improve the responses to both female and male survivors. Nearly all training manuals and training sessions that ECPAT International and ECPAT groups have developed in this area include a reflection on how gender issues impact on CSEC and related law enforcement interventions. For example, as part of the “Training on Rights-Based Investigative Techniques” that ECPAT Philippines has delivered to officers of Boracay Special Tourist Police in 2009 to enhance their skills and knowledge on investigating cases of CSEC, a specific learning module was dedicated to discussing myths and gender stereotyping. The multi-disciplinary training guide on child trafficking for sexual purposes developed by 16 ECPAT European groups in the framework of a project funded by the EU, recognises that one of the basic principles in the care and protection of survivors should be gender sensitivity. This means, inter alia, paying attention to the gender of the investigator as not all children feel comfortable in disclosing information to male police officers, thus suggesting that interviews with children should ideally be carried out through a team approach involving both a woman and a man.223 The “Basic manual for police intervention with children and adolescents victims or at-risk of CSEC” designed by Paniamor and ECPAT International in Costa Rica stresses the role that a patriarchal culture and gender constructions around women and male and female children play in supporting local demand for paid sex with children. The manual also includes a module about stereotypes that are often widespread among police officers. According to this resource material, negative attitudes towards CSEC survivors which should be questioned and changed include, among other: a) the idea that female teens involved in prostitution should be blamed because they are not “good girls”; b) the idea that police officers have a right to obtain sexual favours from children and adolescents in prostitution; and c) the idea that a “client” of an underage person involved in paid sex cannot be prosecuted.224 Whilst an evaluation of these practices has not been conducted,


feedback from participants in the training suggests that such capacity building activities have contributed to generating an improvement in attitudes towards child survivors of sexual exploitation.

h) Preventing sexting and other online risks through a gender transformational approach

Existing research studies on risks faced by children and youth in the virtual realm concur that education and sensitisation efforts are an essential component of preventative work in this area. This is particularly required given the limited knowledge and understanding of online threats reported across different regions of the world. For example, a study by ECPAT International to understand the vulnerabilities of children and young people who uses ICTs, in relation to CSEC, conducted in 5 countries of West and East Africa concluded that the level of awareness on online risks amongst children, their parents and teachers is still very low and needs to be addressed with high priority considering the rapid adoption of new technologies in these countries.

In an effort to respond to these challenges, many international agencies have developed targeted resources (such as tutorials, guidebooks, videos, etc.) as well as training for educating and building the capacity of children of various age groups, teachers and parents specifically on online risks. The resources produced by these agencies cover using online platforms such as social networks and mobile applications securely, practicing ethical behavior online and detecting and reporting incidence, unethical practices and illegal material online. As an organisation dedicated to eliminate sexual exploitation of children in both the real and virtual world, ECPAT has also engaged to promote online safety for children and young people. There are many ECPAT member groups who have targeted “awareness raising” as one of the key areas to help children address online threats. This is mainly done through specific sensitization events or projects aiming at engaging children and young people, their parents and caregivers in schools and communities. In Ukraine, for example, trainings are conducted to build the capacity of students and teachers to identify grooming patterns and the negative consequences of unethical online behavior, including “sexting”. In West Africa the ECPAT Make-IT safe campaign involves cybercafés and schools, allowing children and young people not only to receive peer education on the different aspects of online sexual exploitation, risks and online behavior (such as grooming), but also to advocate for better protection while using cybercafés. In Latin America, ECPAT groups joined a Network of Latin American agencies working on child online safety and carried out education and awareness raising campaign on online safety, which also included organizing a video competition in seven countries sponsored by Google. It is remarkable that many of the children who were involved in these initiatives commented on their improved knowledge and understanding of online risks and reported increased confidence in using Internet and new ICTs.

As noted in the thematic paper on online sexual exploitation of children commissioned by ECPAT for the World Congress III against CSEC (Brazil 2008), considerable work
has been done in generating information and educational materials for young people, teachers and parents. However, few information or education tools have been evaluated for their impact on the behaviour of the target groups. Despite the considerable investment in this area, there is still little evidence that such strategies influence behaviour, as opposed to attitudes or level of knowledge.225 Along with limited evidence base to support the effectiveness of these initiatives in terms of behavior change, it remains unclear whether a gender transformational approach is used in the implementation of such activities. The aforementioned study on sexting commissioned by NSPCC has concluded that “to overcome the culture of silence, adult embarrassment, and a paralysing uncertainty over changing sexual norms, the adults who variously provide for youth – teachers, parents, industry, commerce and others – should develop an explicit discourse that recognises, critiques and redresses the gendered sexual pressures on youth. Sexting may only reveal the tip of the iceberg in terms of these unequal and often coercive sexual pressures, but they also make such pressures visible, available for discussion and so potentially open to resolution.”226 Teaching young people about the ‘risks’ of sexual self-imaging, of information sharing, and accessing pornography can be seen as a way of addressing a symptom without addressing the underlying causes. There is consequently a need to reframe the discourse around these issues from one that emphasizes personal responsibility and awareness of the ‘risks’ involved in using new ICTs to one that centrally question gender stereotypes and socially and cultural specific gender injustice and inequity around these practices.

Conclusion
The increasing knowledge on CSEC accumulated in recent years has allowed to understand that this is a gendered problem that cannot be solved solely by placing responsibility on men and boys as offenders. The demand that fuels this violation is the expression, inter alia, of gender and generational inequalities of power that they themselves can contribute to question and change. By promoting research on this key driving force from a gender perspective, ECPAT and other agencies have shed light on the social, cultural, economic and historical elements that work together to subtly create sexually exploitative behavior against children and adolescents. In this way new avenues for addressing the problem at its source have been identified. As a result of this improved understanding of the demand, ECPAT has increasingly learned that while some men and boys are part of the problem, all can be part of the solution. This has led to the development of a number of initiatives to engage the male population in the prevention of CSEC and address the patriarchal norms of gender and sexuality in which


CSEC is rooted. Whilst emphasising the gender dimension, work conducted in this area has always been embedded in the children’s rights framework and in a broader system of child protection which recognizes the importance of a protective continuum of care.

Concentrated mostly in the Latin American region, actions promoted by the ECPAT network to date have mainly focused on primary and secondary prevention while only limited efforts have been spearheaded for engaging men and boys in tertiary prevention. Awareness raising campaigns on the demand have targeted gender stereotypes and specific segments of this population while at the same time proposing positive role models for young men and boys. Considerable attention has been given to encouraging young boys and girls to critically reflect about, question or change social norms that create and reinforce gender and generational inequalities. This has been done through dedicated workshops for young boys or other formal and non-formal educational activities targeting both girls and boys. A key strength of ECPAT work lies in the meaningful participation of children and young people. By involving CSEC survivors and children at-risk and nurturing their leadership, successful and innovative gender transformative initiatives to discuss CSEC, HIV and norms related to sexuality and gender relations were conducted in different countries. These included community dialogues with the active involvement of religious and community leaders as well as theatre performances, games, radio programmes and other creative activities. The integration of the gender dimension into programming has also allowed work with men as system gate keepers (especially with law enforcement) as well as with marginalized youth, such as transsexuals engaging in or vulnerable to commercial sexual exploitation.

Although experience from the ECPAT network show promising, this review has identified several areas that deserve further attention and investment:

Whilst some groups have integrated the gender dimension into their work, it is essential to build understanding and capacities of network members on what this means and implies. Contrary to what this paper has tried to demonstrate, there might be a wrong perception that addressing issues such as social norms related to sexuality and gender relations conflict with a children’s rights based approach to CSEC;

Taking stock of existing research conducted from a gender perspective (see, for example, the studies on demand in Peru and about sexual exploitation of boys in South Asia), ECPAT should further expand its efforts to understand the context-specific and unique roots behind the demand. It should also build knowledge on areas partially neglected or still insufficiently investigated by current studies, such as the local demand, the problem of female perpetrators and motivations behind their behavior, the sexual exploitation of boys, and factors inhibiting and discouraging men and boys (as well as girls and women) from engaging in sexual exploitation of children across different contexts and cultures. It is also crucial that each research study that ECPAT undertakes on CSEC, adopts a gender lens that enables to
examine how prevailing social norms related to gender construction, masculinity and sexuality, impact on the different manifestations of this violation, including the sexual exploitation of children in cyberspace;

There is a need for an in depth-mapping of ECPAT work with men and boys as well as for enhancing evaluation of existing preventive initiatives to address CSEC and related issues such as gender inequality and constructions promoted by ECPAT. Regrettably, there is still insufficient evidence base to support the effectiveness of the work conducted to date, especially in determining behavior change;

As already mentioned, there is also a need to reframe the discourse around online safety from one that emphasizes personal responsibility and awareness of the ‘risks’ involved in using new ICTs to one that centrally question gender stereotypes and socially and culturally specific gender injustice and inequity around risky behaviours;

Opportunities for ECPAT groups to learn from other member organizations (such as Paicabi in Chile and Gurises Unidos) which have successfully incorporated the category of gender into research programmes and interventions, should be created;

It is recommended that the innovative and creative ways of addressing CSEC and its links to gender dynamics developed by children and young people, be further expanded, especially in countries where CSEC and sexuality are still a taboo subject;

ECPAT should build or revitalise partnerships with other organizations dedicated to engaging men and boys in gender transformative initiatives as there is still a lot to learn on concepts and methodologies for effective work in this area;

In a medium and long term perspective, it is recommended that ECPAT does not limit its work with men and boys to addressing the demand and changing the social norms in which CSEC is rooted. Recognising the multiple roles that men and boys (and women and girls) can play in addressing the different underlying causes of CSEC (not only the demand) will allow to explore and use the full potential of male engagement in child protection. A research on the multi-faceted strategies for meaningful and successful involvement of men and boys in anti-CSEC work could be developed to inform this comprehensive approach, using as a basis key resource documents produced by other organizations with expertise on this (such as Promundo).
Appendix 8: Presentations to the Denver Thinking Space (2013) event

Presentations can be found at: [http://www.ispcan.org/?page=DTS2013](http://www.ispcan.org/?page=DTS2013)

Appendix 9: “Screening Tests” – A good idea?

*Richard Roylance*

**Introduction**

The desire to introduce a ‘test’ or a ‘series of tests’ to assist in the identification and management of undesired outcomes is understandable – whether it be to identify someone carrying an infectious disease, the presence of a potential terrorist at an airport, or a person who will sexually offend against a child.

This Denver Thinking Space has identified a number of characteristics of men and boys that are associated with an increased risk for going on to sexually harm children; or for being vulnerable to become future victims of sexual harm.

This Addendum section is included to illustrate how the introduction of ‘tests’ and/or ‘screenings’ strategies - unless carefully considered - may (counter-intuitively) worsen rather than improve the situation for children.

This is because of fundamental mathematical limitations to the usefulness of ‘tests’ when they are applied at the population level. These limitations are well known to students of public health and mathematics, but readers who have not received this specialised training will find the following discussion of use.

The goal of this section is to explain some basic concepts in the interpretation of ‘tests’, and to provide some simple worked examples. This may be the first time that decision makers and advocates who have not had the advantage of specialised training are exposed to these important concepts.

This information will improve their capacity to critically interpret proposals which include the introduction of ‘screening tests’ without including analysis of the implication of ‘false positive’ and ‘false negative’ test results. Specifically, what follows will provide a context to better answer two obvious questions which will have already occurred to the reader:

- If there were a ‘test’ or ‘series of tests’ that helped identify someone likely to sexually harm a child (e.g. has previously sexually harmed a child, has accessed child pornography, has a personal history identified as ‘risky’ etc.) – doesn’t it make sense to introduce it/them?
If people who sexually harm children are a small part of the population - isn’t a population level (i.e. ‘Primary Prevention’) approach a waste of limited resources?

Some Concepts

As noted above, we all have some life experience of ‘tests’ that are used to confirm or refute the presence of a disease or some undesired outcome. Ideally such tests will correctly identify all people with the problem we are worried about (i.e. ‘True Positives’), and similarly correctly identify all people who are not affected (i.e. ‘True Negatives’).

In the context of this paper, let us assume that a test (or series of tests) is developed using the evidence-base discussed in this paper to identify people who are likely to go on and sexually harm a child - the ‘Future Sexual Harm’ (FSH) Test. If this FSH Test were a perfect test, it would never be positive in a person who is safe with children (i.e. no ‘false positive’ results), and never be negative in a person who will go on to sexually harm a child (i.e. no ‘false negative’ results).

At this point that it should be noted that in theory almost all tests fall short of this ideal – and in practice all tests produce ‘false positive’ and ‘false negative’ results.

The practical implications of such shortcomings depend upon a number of factors, but importantly - variations is how often our imaginary FSH Test produces ‘false positive’ and ‘false negative’ results, and how commonly people sexually harm children in the population - can produce extreme variations is how useful the test will be in practice.

At first thought, it may be reasonable to think that even if our imaginary FSH Test (even if not perfect) is a move in the correct direction, and its introduction would generally be a good thing. However, the simple thought experiment below demonstrates how the introduction of such a FSH Test could have unexpected negative consequences.

To do this thought experiment, it is necessary to firstly introduce some simple concepts from the field of public health227. The following terms are fundamental to understanding the utility of tests:

- **‘true positive’**: the person has the problem and the test is positive
  (i.e. the person will go on to sexually harm a child, and the FSH Test is positive)

- **‘false positive’**: the person does not have the problem but the test is positive
  (i.e. the person is safe with children, but the FSH Test is positive)

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A ‘true negative’: the person does not have the problem and the test is negative 
(i.e. the person is safe with children, and the FSH Test is negative)

A ‘false negative’: the person has the problem but the test is negative 
(i.e. the person will go on to sexually harm a child, but the FSH Test is negative)

**Sensitivity:**
The sensitivity of a test refers to the ability of the test to correctly identify those patients with the problem:

\[
\text{Sensitivity} = \frac{\text{True positives}}{\text{True positives} + \text{False negatives}}
\]

If our FSH Test had 100% sensitivity, it would correctly identify all people who would go on to sexually harm a child. If it had only a 70% sensitivity, it would detect only 70% of people who would go on to sexually harm a child (‘true positives’) and 30% of people who will go on to sexually harm a child will be undetected by the test (‘false negatives’).

A high sensitivity is clearly important where a test is used to identify a serious condition such as sexual harm to a child. If our imaginary FSH Test is not a sensitive enough test, people who will go on to sexually harm children will not be identified by the test, and prevention will have failed.

**Specificity:**
The specificity of a test refers to the ability of the test to correctly identify those people without the problem.

\[
\text{Specificity} = \frac{\text{True negatives}}{\text{True negatives} + \text{False positives}}
\]

If our FSH Test had 100% specificity, it would correctly exclude all people who were safe with children. If the FSH Test had only 70% specificity, it would correctly screen-out 70% of people who were safe with children (‘true negatives’), but 30% of people who would never sexually harm a child will be incorrectly labelled by our FSH Test as someone who will go on to sexually harm a child (‘false positives’).

A high specificity is important where the presence of a positive test result has an adverse outcome for the person tested. If our imaginary FSH Test is not specific enough, people who would never go on to sexually harm a child will be incorrectly identified as child sexual abusers – with all the problems that this incorrect labelling implies.
Background Rate (“the rarer the condition, the less useful the test”):
The potential to generate a ‘false positive’ test result (and therefore to overwhelm the ‘true positive’ test results) increases as the background rate of the problem decreases in the population. In short, as a problem becomes less common, the number of ‘false positive’ results may well exceed the number of ‘real positives’ - making the test almost useless in practice.

In our example of the FSH Test – its usefulness depends not only the test’s sensitivity and specificity, but also on how commonly sexual harm to children occurs in the target population. This can be a tricky concept, so consider the example below: 228

A book shop installs an anti-theft device - a scanner at the entrance that looks for magnetic tags on stolen goods - to catch thieves as they leave. It is thought that about 1 in 100 customers will steal a book.

What if the scanner has 99.9% sensitivity and 99.9% specificity?
Out of all the thieves that would walk through the scanner with stolen books, the scanner will buzz 99.9% of the time (this is the test sensitivity). Only 1 in a 1000 thieves will be missed by the test.

In the real world, every so often the alarm will buzz for someone who is innocent of theft (e.g. they didn’t deactivate a tag, their phone set off the scanner, the alarm had a malfunction, or for whatever reason). Assuming an alarm specificity of 99.9%, for every 1000 innocent people that walk through the scanner, only 1 person will be incorrectly identified by the alarm system as a thief (this is the test specificity).

If 1 in every 100 customers in the store tries to steal something - that's 10 in every 1000 customers. As the test sensitivity is 99.9%, all 10 thieves (in each 1000 customers) are very likely to be caught - but - out of those innocent 990 (in each 1000 customers), 1 innocent person will trigger a false positive result and be incorrectly identified as a thief.

For every 1000 customers, this seemingly useful test will incorrectly label 1 person as a thief for ever 10 people it correctly labels as a thief. It can be seen that this ‘99.9% sensitive test’ is actually, in practice, only correct about 90% the time when the scanner buzzes.

What if the Scanner has 99% sensitivity and 99% specificity?
Of all the thieves that that walk through the scanner with stolen books, the scanner will buzz 99% of the time (this is the test sensitivity). Only 10 in a

1000 thieves will be missed by the test.

Assume an alarm specificity of 99% - for every 1000 innocent people walking through the scanner, now 10 people will be incorrectly identified by the alarm system as a thief (this is the test specificity).

In this case with a test sensitivity of 99%, all 10 thieves (in each 1000 customers) are still very likely to be caught - but - out of those innocent 990 (in each 1000 customers), now 10 innocent people will trigger a false positive and be incorrectly identified as a thieves.

For every 1000 customers, this seemingly useful test will incorrectly label 10 people as a thieves for ever 10 people it correctly labels as a thief. It can be seen that this ‘99% sensitive test’ is actually, in practice, only correct about 50% the time when the scanner buzzes.

**What if the Scanner has 90% sensitivity and 90% specificity?**
Of all the thieves that walk through the scanner with stolen books, the scanner will now buzz 90% of the time (this is the test sensitivity). Now 100 in a 1000 thieves will be missed by the test.

Assume an alarm specificity of 90% - for every 1000 innocent people walking through the scanner, now 100 people will be incorrectly identified by the alarm system as a thief (this is the test specificity).

In this case with the test sensitivity of 90%, only 9 of the 10 thieves (in each 1000 customers) is likely to be caught and 1 will escape detection! This is of some concern to the shop-owner who sees her marginally profitable shop at risk of failure if thieves are not stopped.

Moreover, out of those innocent 990 customers (in each 1000 customers), 90 innocent people will trigger a false positive and be incorrectly identified as a thief. This is also of concern to the shop-owner who lives in the community with those neighbours who have now been incorrectly labelled as thieves!

For every 1000 customers, this seemingly useful test will incorrectly label 99 people as a thief for ever 9 people it correctly labels as a thief. It can be seen that this ‘90% sensitive test’ is actually only, in practice, only correct about 8% the time (i.e. 8% effective) when it comes to the results it produces – with almost all of the positive results being incorrect.

*Let us now consider what happens if the background rate of thieves visiting our other shop in another neighbourhood is much lower – and now*
only 1 in 1000 customers is actually a thief!

What if the Scanner has 99.9% sensitivity and 99.9% specificity?
Out of all the potential thieves that would walk through the scanner with stolen goods, the scanner will buzz 99.9% of the time (this is the test sensitivity). Only 1 in a 1000 thieves will be missed by the test.

Assume an alarm specificity of 99.9% - for every 1000 innocent people walking through the scanner, 1 person will be incorrectly identified by the alarm system as a thief (this is the test specificity).

In this alternative shop, only 1 in every 1000 visitors to the store tries to steal something. As the test sensitivity is 99.9%, that 1 thief is very likely to be caught - but - out of those innocent 999 (in each 1000 customers), 1 innocent person will trigger a false positive result and be identified as a thief.

For every 1000 customers in the alternative book-shop, this seemingly useful test will incorrectly label 1 person as a thief for ever 1 person it correctly labels as a thief. It can be seen that this ‘99.9% sensitive test’ is actually, in practice, only correct about 50% the time when the scanner buzzes.

What if the Scanner has 99% sensitivity and 99% specificity?
Out of all the potential thieves that would walk through the scanner with stolen goods, the scanner will buzz 99% of the time (this is the test sensitivity). Only 10 in a 1000 thieves will be missed by the test.

Assume an alarm specificity of 99% - for every 1000 innocent people walking through the scanner, 10 will be incorrectly identified by the alarm system as a thief (this is the test specificity).

In this case with the test sensitivity of 99%, the 1 thief (in each 1000 customers) is still very likely to be caught - but - out of those innocent 999 (in each 1000 customers), now 10 innocent people will trigger a false positive and be identified as a thief.

For each 1000 customers this seemingly useful test will incorrectly label 10 innocent people as a thieves for ever 1 person it correctly labels as a thief. It can be seen that this ‘99% sensitive test’ is actually only, in practice, only correct about 9% the time when the scanner buzzes.

What if the Scanner has 90% sensitivity and 90% specificity?
Out of all the potential thieves that would walk through the scanner with
stolen goods, the scanner will buzz 90% of the time (this is the test sensitivity). Now 100 in a 1000 thieves will be missed by the test,

Assume an alarm specificity of 90% - for every 1000 innocent people walking through the scanner, 100 people will be incorrectly identified by the alarm system as a thief (this is the test specificity).

In this case with the test sensitivity of 90%, the 1 thief is still likely to be caught!

However, out of those innocent 999 (in each 1000 customers), 100 innocent people will trigger a false positive and be incorrectly identified as a thief.

This seemingly useful test will incorrectly label 100 innocent people as thieves for ever 1 person it correctly labels as a thief. It can be seen that this ‘90% sensitive test’ is actually, in practice, only correct about 1% the time when the scanner buzzes. – with almost all of the positive results being incorrect.

**Conclusion**

The problem is that this is very, very counter-intuitive. Not everyone will be able to realize and calculate the real effectiveness of a test; whether it be a medical diagnostic test, or a test to predict future sexual harm to a child – such as our imaginary FSH Test.

Often ‘tests’ will be discussed in to just their sensitivity, so their rate of false positives may be high and no one is aware of it. This problem has also made its way into some political or crime policy, and as a result more innocent than guilty people can be adversely affected when a ‘positive test result’ is generated.

Although the ideal (but unrealistic) situation is for a 100% accurate test (i.e. 100% sensitive and 100% specific), an alternative that is used in the medical sphere is to subject people who are initially positive to a test with high sensitivity/low specificity, to a second test with low sensitivity/high specificity. In this way, nearly all of the false positives may be ultimately correctly identified as a negative.

However, if the problem being tested for is something as stigmatizing as testing positive as someone who will sexually harm to a child (e.g. our imaginary FSH Test), then generating a large number of ‘false positive’ results (i.e. many innocent people being incorrectly identified by the test as potential child sexual abusers) is clearly unsatisfactory.

Furthermore, the cost of performing second-tier checks on a large number of ‘false
positives’ may be prohibitive. The reviewing of a large number of positive results to ultimately determine that there were reported as positive in error may divert resources away from managing the problem.

This Addendum can not hope to provide a comprehensive analysis of the science of ‘tests’ and ‘screening’. There are many more statistical concepts and tools relevant to a sophisticated understanding of these issues. It is hoped however, that this discourse provides a deeper understanding of the questions an insightful decision-maker should ask when considering the introduction of ‘testing’ or ‘screening’ programs.