HEROES

Novel Strategies to Fight Child Sexual Exploitation and Human Trafficking Crimes and Protect their Victims

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D5.12 – Enhanced training curricula on recognizing, intervening, and preventing various forms of sexual violence – V2

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Abstract (for dissemination)

This report showcases training outlines on the topics of recognizing, intervening, and preventing various forms of sexual violence, including abuse, assault, online solicitation, production and distribution of CSAM/CSEM. The aim of these curricula is to propose courses, e-learning on-demand and webinars to strengthen the response capacities of the relevant authorities and to contribute to sustainable training capabilities through ToT. Relevant professionals and stakeholders can reach out to ICMEC to access any of the listed training.

Keywords	Training, e-Learning, Capacity Building, Prevention, Trafficking, Sexual Exploitation and Abuse.

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Table of Contents

Executive summary

This report focuses on training in different formats on the topic of recognising, intervening, and preventing various forms of sexual violence, including abuse, assault, online solicitation, production, and distribution of CSAM/CSEM. It is divided in two parts: the first presents curricula of the courses already offered by the International Centre for Missing and Exploited Children (ICMEC), and the second proposes a brand-new program, based on international best practice and the Consortium's expertise, developed for the HEROES project.

It first summarises all the courses that ICMEC already offers, which have been tried and tested for years, covering a wide range of topics such as child sexual exploitation and abuse, trafficking in human beings, and victim support, including general topics such as international children's rights and conventions, definitions of key terms or introductory courses on how to recognise abuse, and more specialised topics such as the psychology of the child sexual offender, P2P file sharing and computer forensics. These courses and training webinars focus on any adult with a duty of care towards children, whether in a professional capacity such as law enforcement agencies and specialised units, policymakers and government bodies, prosecutors, judges, lawyers, child advocates, NGOs related to children's and victims/survivors' rights, support and wellbeing, physical and mental health medical professionals, school teachers and educators, social workers, and others, or in a personal manner, such as parents and guardians/carers. ICMEC's offer comprises of eleven e-learning on-demand courses, one recorded webinar, and seven courses that can be offered live (online or in-person) following a request. These courses have been developed by ICMEC and subject-matter experts employed by ICMEC, and some are the result of collaborations with other recognised international NGOs.

It then presents the curriculum developed for the HEROES project, which is the product of internal expertise, desk research, consortium knowledge and international best practices to develop this comprehensive yet focused training curriculum on two topics: how to recognise, intervene and prevent the trafficking of human beings, especially of children, and Tech for Good: Technology in the Fight against Crimes against Children. The goal of this two-parts course is to empower a wide range of stakeholders working nationally and internationally to efficiently prevent, respond to, and fight against trafficking, and provide a basic and more thorough understanding of the technology used to fight against crimes in which children are victims, such as (O)CSEA, THB, going missing, etc. These courses are the result of a gap encountered in ICMEC's training offer, and our efforts to fulfil it. Indeed, ICMEC proposes courses on (O)CSEA and THB, but the offer on the latter is smaller and more focused on certain fields of expertise, such as medical professionals. Moreover, ICMEC has yet to offer a general course on technology that is used by stakeholders to discover, investigate, and rescue children victims of crimes. The newly developed "Recognizing, Intervening, and Preventing Trafficking in Human Beings on a Local, National and Global Scale" and "Tech for Good: Technology in the Fight against Crimes against Children" are detailed, thorough, and wide-ranging courses that any professional working in the field of violence, abuse, and exploitation, especially against children, should attend. The courses are being developed as an e-learning on-demand course, hosted on the Agents of Change platform, which comprises of four Levels to date, to build the capacity of anyone interested in how to uphold the rights of children, everywhere in the world.

Abbreviations

AMP	Action-Means-Purpose
APAV	Associação Portuguesa de Apoio à Vítima
CSA	Child Sexual Abuse
CSE	Child Sexual Exploitation
CSE/A	Child Sexual Exploitation and/or Abuse
CSAM	Child Sexual Abuse Material
CSEM	Child Sexual Exploitation Material
CWCS	Centre for Women and Children Studies
ICACCOPS	Internet Crimes Against Children Child Online Protection System
ICMEC	International Centre for Missing and Exploited Children
ICMEC CH	International Centre for Missing and Exploited Children, Switzerland office (Official HEROES partner)
ICMPD	International Centre for Migration Policy Development
HEROES	Novel Strategies to FigHt Child Sexual Exploitation and Human TRafficking Crimes and PrOtect thEir VictimS
NCMEC	National Centre for Missing and Exploited Children
NGO(s)	Non-Governmental Organisation(s)
P2P	Peer-to-peer
THB	Trafficking in Human Beings
ToT	Training of Trainers
UNODC	United Nations' Office on Drugs and Crime
US	United States (of America)

Definitions

CSA: As per the EU Directive 2011/93, Article 3 defines offences regarding sexual abuse, and includes aspects such as a child witnessing sexual activities or sexual abuse, engaging in sexual activities with a child, and coercing, forcing, or threatening a child into sexual activities with a third party.[1] CSA, the acronym for Child Sexual Abuse, can be defined as any sexual activity between a child and a closely related family member (incest) or between a child and an adult or older child from outside the family. It involves either explicit force or coercion or, in cases where consent cannot be given by the victim because of his or her young age, implied force.[2]

CSAM: United States federal law defines child pornography as any visual depiction of sexually explicit conduct involving a minor (a person who is 17 years or younger).[3] Outside of the legal system, NCMEC refers to these images as child sexual abuse material (CSAM) to most accurately reflect what is depicted – the sexual abuse and exploitation of a child or children. Not only do these images and videos document victims' exploitation and abuse, but when these files are shared across the internet, the child or children depicted on these suffer revictimization each time the image of their sexual abuse is viewed.[4]

CSE: According to the EU Directive 2011/93, CSE or Child Sexual Exploitation is defined as offences concerning sexual exploitation in Article 4 and includes acts such as making a child participate in pornographic performances, knowingly attending pornographic performances that include children, making a child participate in child prostitution, and engaging in sexual activities with a child where recourse is made to prostitution. What distinguishes the concept of child sexual exploitation from other forms of child sexual abuse is the underlying notion of exchange present in exploitation. It is important to separate the two phenomena, while acknowledging that there is considerable overlap between them.[1]

THB: Trafficking in Human Beings refers to the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery, or practices similar to slavery, servitude or the removal of organs.[5]

1. Introduction

1.1. The importance of stakeholders training in the fight against sexual violence and trafficking

The sexual abuse and exploitation of children, as well as the trafficking of our most vulnerable populations, are some of the worst crimes taking place every day, across the globe. And, as exacerbated by the COVID-19 pandemic, technology and especially the internet and recording devices have given rise to easier, more straightforward access to children through computer or smartphone screens.[6] Thus, law enforcement, policymakers, NGOs and child-serving professionals alike have seen, in the past few years, an increase of abuse, assault, online solicitation, production and distribution of child sexual abuse material (CSAM) and child sexual exploitation material (CSEM), as well as the Trafficking in Human Beings (THB) for many purposes, including sexual.

One of the key aspects of the international fight against trafficking and sexual violence against both adults and children is to build capacity amongst key stakeholders. These specific audiences differ from country to country, but they usually are:

- Law Enforcement Agencies and specialised units,

- Policymakers and government bodies,

- Prosecutors, judges, lawyers, child advocates,

- NGOs related to children's and victims/survivors' rights, support and wellbeing,

- Medical professionals, for both physical and mental health,

- School teachers and educators,

- Social workers,

- Parents and guardians/carers,

- The communication and technology industry, especially related to social media, gaming, banking, e-learning, among others,

- The travel and tourism industry, including hotels and accommodations providers, transport, entertainment such as bars and clubs, etc.,

- Any adult with a duty of care towards children, including sport coaches, religious and community leaders, shelter homes and detention centres for children, and all those in a position of power and trust.

It is crucial that all these categories of stakeholders be trained and are able to recognise, safely intervene, and prevent various forms of THB and sexual violence, including online aspects, in order to efficiently empower communities and make children safer.

1.2. Objective of the deliverable

As part of the HEROES project, the International Centre for Missing and Exploited Children (ICMEC) focuses on tasks related to capacity building, awareness raising, and research. This task focuses on designing enhanced training curricula on recognising, intervening, and preventing various forms of THB and sexual violence including abuse, assault, online solicitation, production, and distribution of and CSAM/CSEM, live-stream sexual exploitation, and 'sextortion' (e.g., using force, fraud or coercion to induce a child to provide self-produced sexual materials).

The purpose of this task is to create specific learning methodologies, training curricula and materials to respond to the needs of relevant stakeholders internationally. The aim of the training curricula is to strengthen the

response capacities of the relevant authorities and to contribute to sustainable training capabilities through Training of Trainers (ToT) manuals, and the curricula is based on ICMEC's tried and tested training experience, with at times, the inclusion of case studies from ICMEC of partners' experiences.

1.3. ICMEC's approach to the task

ICMEC has a wealth of experience and expertise in terms of training and building capacity of stakeholders on the topics of child sexual exploitation, abuse and trafficking. We are aiming to expand our resources in the next few years, and the HEROES project and task 5.5 provided an opportunity to identify gaps and direct our development strategies.

The findings and proposed training curricula are informed by internal expertise and external knowledge amongst HEROES partners. We are confident that this multidisciplinary, multicultural approach allows us to provide a balanced and internationally relevant list of courses. The curricula may be further developed and translated into additional languages, such as Spanish, Portuguese and French, amongst others, with the appropriate funding.

We took a global approach in developing these curricula rather than focusing on the specific countries that generate the most CSAM reports to international hotlines. Child sexual exploitation/trafficking occurs in all monitored countries, and report rates for CSAM are only one method of measuring the scope of the problem. With the support of HEROES partners, the curricula have the capacity to respond to general needs as well as specific knowledge requirements from key stakeholders in countries across the globe.

This global approach was also one of the reasons why we proposed to the European Commission to include the course on Recognising, Intervening, and Preventing Trafficking in Human Beings (THB) on a Local, National and Global Scale and the Tech for Good: Technology in the Fight against Crimes against Children onto our internationally-reaching Agents of Change course, on ICMEC's Online Learning Platform. In order to better use HEROES's resources and better reach our goals, with the EC's approval, we are working with our collaborators ICMPD and our ICMEC colleagues to include the aforementioned course on THB, and the wider Consortium for the Technology course, onto the learning platform ICMEC has offered for a few years which has successfully reached over 2,100 professionals on topics around combating crimes against children (online and offline child sexual exploitation and abuse, child trafficking, sexual exploitation in the context of travel and tourism, etc.). This number is up from 1,700 reported last year. The HEROES course will complement the offer that Agents of Change proposes while making HEROES known to a wider international audience.

1.4. Overlap between trafficking and sexual violence

While sexual violence and trafficking are two different topics and require a different set of skills and knowledge to address their prevention, investigation and the assistance of victims, they are very often intertwined, and a strict separation between these two topics would hamper the understanding of the scope of the issue.[7] Thus, the below curricula does not strictly separate between courses and material on trafficking and sexual violence. Rather, we decided to include each course that touches upon one of both topics, or topics relevant to both subjects.

In the case of the course developed for the purpose of this task, the preliminary focus is on THB, but aspects of sexual violence, exploitation and abuse are also addressed in order to give a general, accurate, and in-depth understanding of the issue. The Technology course focuses on both topics.

1.5. Note on terminology

In this report, the term "child" or "children" is used to signify minors, including both small children and teenagers / young people, until 18 years of age (the age at which individuals are considered adults in most legislations).

Moreover, we use both terms "victims" and "survivors". While the term "victim" tends not to be preferred by people who have gone through traumatic experiences such as (O)CSEA or THB, this is the most common term used in legal frameworks in the majority of countries across the globe to recognise those who have suffered a crime. According to the "Victim or Survivor: Terminology from Investigation Through Prosecution"[11], the term "victim" 'typically refers to someone who has recently experienced a sexual assault; additionally, this word is commonly used when discussing a crime or when referencing the criminal justice system.' On the other hand, the term "survivor" often refers to an individual "who is going or has gone through the recovery process; additionally, this word is used when discussing the short- and long-term effects of sexual violence." In this report, "survivor" is used to represent an individual who is going through, or has gone through, a process of healing from the traumatic event causing the original victimisation.

2. ICMEC's training offer

ICMEC has an extensive experience in providing courses, educative webinars, and other teaching materials and training to a wide range of stakeholders on topics from the basics on child safety to online sexual abuse and exploitation, forensic investigations, the psychology of the offender, etc. You can find below the outline of all the courses are currently offered and in which we have experience delivering to actors in the child safety field, including those working to fight THB and CSE/A.

2.1. E-learning on-demand

2.1.1. Agents of Change

ICMEC has collaborated with ECPAT International to develop 25 hours of basic course material for a broad audience of professionals to learn how to combat child sexual exploitation and effectively support victims. The Agents of Change covers basic foundational topics in the first level and continues with more in-depth topics pertaining to sexual exploitation of children and taking action towards prevention. International presenters speak in their native languages with subtitles in five different languages.

The course has 3 levels that have been developed and launched in 4 languages – English, Spanish, French and Brazilian Portuguese (and is being translated in a further 3), the 4th level is currently available in English only and is being translated into the 7 other target languages, and Level 5 is being developed within the HEROES project.

2.1.1.1. Agents of Change Level 1: Basic Foundations

Type of course: On-demand e-learning course.

Format: E-learning/on-demand video lecture with 4 modules and 1 quiz component per each module.

Target Audience: Law Enforcement, Prosecutors, Judges, Social Workers, Child Advocates, Educators.

Description: Background and basics of child protection laws, and most effective approach for frontline workers to support children who are victims of SEC.

Languages available: English, Spanish, French, Brazilian Portuguese. Hindi and Arabic will be available by the end of 2023, and the course is currently being translated into Bahasa.

Duration: 305 mins/approx. 5 hrs.

Accessible at: https://icmec-english.tovuti.io/courses-page

Agents of Change: Tools for Frontline Workers to End Sexual Exploitation of Children

Level 1: Basic Foundations

I. **Welcome and Introduction to the Course**

The Agents of Change is an online course created by ECPAT International and the International Centre for Missing and Exploited Children (ICMEC). This is the first of three levels, that will equip you with tools to better serve child victims of sexual exploitation of children. In this level of the course, you will learn the basics of child protection laws, the most effective approaches to support children who are victims of child sexual exploitation, and the necessary tools to understand and support victims' needs.

    a. Welcome

    b. Introduction to the Course

II. **Module 1: Introduction to Human Rights of Children**

In this module, you will learn about the human rights of children, and why these are important in the work to end sexual exploitation. You will learn about the rationale behind the main treaties on the matter, and how these contain fundamental principles that must be applied by any professional working with child victims.

This inaugural module is delivered by Mr. Luis Pedernera; a child rights world recognized activist who, until recently, chaired the United Nations Committee on the Rights of the Child. The Committee is the main United Nations entity in charge of ensuring States Party to the United Nations Convention on the Rights of the Child take effective measures to protect children and to effectively guarantee their rights. The closing lesson of this module is delivered by Mr. Ariel Ramírez, coordinator of the "Vuela Libre" movement in Bolivia and child rights expert. Mr. Ramírez provides the background on child and youth participation that is later explained with real stories from youth activists from the Down to Zero Global Alliance.

By taking this module, you will:

- Outline the key points in the history child protection provided by organizations and governments.

- Understand the rationale behind the United Nations Convention on the Rights of the Child.

- Learn about the "Best Interest of the Child" principle defined in the Describe the principle of "best interest," as outlined in the United Nations Convention on the Rights of the Child.

- Establish the importance of the role of family in the United Nations Convention on the Rights of the Child.

- Learn why the United Nations Convention on the Rights of the Child takes a unique approach to the protection of children.

- Understand how to make use of the mechanisms the United Nations Convention on the Rights of the Child and its subsequent treaties have put into place to hold States accountable on their subsidiary role.

- Learn the importance of child and youth participation in protecting children's rights.

  a. Introduction to the Module

  b. The Convention on the Rights of the Child: What Does it Mean and Why is it Important? Parts 1 and 2

  c. The Best Interest of the Child in Practice Parts 1 and 2

  d. How to Protect Children's Rights Parts 1 and 2

  e. Child and Youth Participation in Ending Sexual Exploitation of Children Parts 1 and 2

  f. Module 1 Quiz (10 Questions)

III. Module 2: Violence Against Children

This module will teach you about violence against children, a broad category that includes sexual exploitation of children. It will illustrate how the efforts to end sexual exploitation are interlinked with a global agenda to end all forms of violence against children.

The lessons are divided between key experts in their fields. You will hear first from Mr. Andrew Hassett, Director of Communications and Advocacy of the Global Partnership to End Violence against Children, also known as End Violence. Mr. Hassett represents a global initiative where UN Agencies and other international organisations join efforts with global experts and leading governments aiming together at achieving the UN Sustainable Development Goals target 16.2 of ending all forms of violence against children, including sexual exploitation, before 2030. Mr. Hassett will teach you what violence against children is about, and the size and scope of the global challenge. In times when the online environment has gained more relevance than ever, Mr. Iain Drennan, Executive Director of the We Protect Global Alliance, will teach you about the global efforts to end violence against children, where online sexual exploitation and abuse are becoming each day a larger risk.

These lessons include concrete recommendations: first, Ms. Afrooz Caviani, Child Protection Specialist from the Programme Division at the UNICEF Headquarters, will provide you with orientations for frontline professionals working against sexual exploitation of children. These orientations are complemented by Special Agent Jesse Crowe from the Wisconsin Department of Justice in the United States, who shares recommendations for frontline professionals from his experience of personally leading a law enforcement team serving in the frontlines of the fight against sexual violence against children.

By taking this module, you will:

- Learn how to identify the types of violence that can occur to children.

- Be able to describe the individual and societal effects of violence against children.

- Understand the role of the main organizations and programs working to end violence against children.

- Recognise the challenges organizations and programs face to end child sexual abuse online.

- Recognise the importance of preparing frontline workers to protect children.

- Identify child victims of online sexual exploitation.

    a. Introduction to the Module

    b. What Is Violence Against Children?

    c. Global Situation on Violence Against Children Parts 1 and 2

    d. How to End Violence Against Children? Parts 1 and 2

    e. Orientations for Frontline Professionals Working on Violence Against Children

    f. Recommendations for Frontline Professionals Parts 1 and 2

    g. Module 2 Quiz (10 Questions)

IV. Module 3: Child Sexual Abuse and Exploitation Terminology

This module will equip you with a key tool to protect the dignity of the victims: the correct use of terminology and semantics around sexual exploitation and abuse of children.

You will learn from Ms. Milena Grillo, a leading child rights lawyer and one of the world's most renowned experts in the fight against sexual exploitation of children, the correct use of terminology related to sexual exploitation and abuse of children, its legal implications, and the use of a key tool to make a correct use of terms. The module closes with the lesson derived from the invaluable experience in the field of Mr. Anton Toni Klančnik from Europol, who will show you why the correct use of terms goes beyond pure semantics, but really does make a difference in preserving the dignity of child victims of sexual exploitation.

By taking this module, you will:

- Contextualise the importance of semantics involving the protection of children.

- Understand what consent is, and how it can be interpreted depending upon the age of the child.

- Learn why appropriate terminology is important to respect the dignity of victims and to show common sensitivity, ethics, and professionalism.

    a. Introduction to the Module

    b. The Importance of Semantics in Ending Sexual Exploitation of Children Parts 1 and 2

    c. The Evolution of Concepts Related to Sexual Exploitation and Abuse of Children Parts 1 and 2

d. Implications of Concepts Misuse Regarding to Child Sexual Exploitation and Abuse Parts 1 and 2

e. Module 3 Quiz (10 Questions)

V. **Module 4: Sexual Exploitation of Children**

This is the closing module of this level and will provide you with the basic understanding on what is sexual exploitation of children, how its different manifestations are related, and how it impacts child victims.

You will learn from Dr. Dorothea Czarnecki, Deputy Executive Director for Programmes at ECPAT International, the basic definitions and principles around sexual exploitation of children; and Dr. Maia Rusakova, Executive Director of Stellit Russia will teach you how the different faces that sexual exploitation of children take are related to each other. The module concludes with Ms. Sunmima Tuladhar, Executive Director of CWIN Nepal, sharing from her hands-on experience working with child victims, the impact sexual exploitation has on children.

By taking this module, you will:

- Understand the meaning and implications of sexual exploitation of children.

- Learn the importance of sexual exploitation of children to the international community.

- Contextualise the ten basic principles for professionals working directly with child victims of sexual exploitation.

    a. Introduction to the Module

    b. Sexual Exploitation of Children: Definitions and Basic Principles

    c. Interlinkages of Various Manifestations

    d. The Impact of Sexual Exploitation on a Child

    e. Module 4 Quiz (10 Questions)

VI. **Closing Remarks**

    a. Closing Remarks

2.1.1.2. Agents of Change Level 2: The Faces of Sexual Exploitation of Children

Type of course: On-demand e-learning course.

Format: E-learning/on-demand video lecture with 5 modules and 1 quiz component per each module.

Target Audience: Law Enforcement, Prosecutors, Judges, Social Workers, Child Advocates, Educators.

Description: How SEC takes place, its forms, and about victims and perpetrators.

Languages available: English, Spanish, French, Brazilian Portuguese. Hindi and Arabic will be available by the end of 2023, and the course is currently being translated into Bahasa.

Duration: 365 mins/approx. 6 hrs.

Accessible at: https://icmec-english.tovuti.io/courses-page

Agents of Change: Tools for Frontline Workers to End Sexual Exploitation of Children.

Level 2: The Faces of Sexual Exploitation of Children

I. **Welcome and Introduction to the Course**

Level 2 includes five modules over 365 minutes. It will address the different forms of child sexual exploitation of children, as well as the characteristics of victims and perpetrators of this crime.

a. Welcome

II. Module 1: Offenders in Sexual Exploitation of Children

Sexual exploitation of children is a crime, and it is the result of a deliberate action of a perpetrator, who should always be treated as a criminal. However, there are often misconceptions around how these persons are, how they think and how they operate. This is key to understand how victimization takes place to protect children from it. Once victimization has occurred, it is essential to know also to understand perpetrators to do a better job at holding them accountable for their actions.

This module is delivered by two experienced professionals with years of experience in law enforcement. One of them is Dr. Peter Collins, a forensic psychiatrist with over 20 years of experience serving in Canadian law enforcement agencies and lecturing in the topic for graduate students. Dr. Collins explains the type of offenders in sexual exploitation of children and their profiles and clears out why not all sex offenders are paedophiles and what this clinical term involves. He also provides useful recommendations for professionals directly involved in cases with child victims.

The module includes also the lessons arising from the valuable experience of Mr. Michael Moran, Coordinator for the Crimes Against Children Department and Sub-Director of the Trafficking in Human Beings Department at Interpol. Mr. Moran shares with you the differences and relations in the online and offline behaviour of sexual exploitation of children perpetrators.

By taking this module, you will:

- Understand the definition of 'paedophile' and its implications when dealing with cases of sexual violence against children.

- Learn about the motivations and *modus operandi* of child sex offenders

- Establish the difference between situational and preferential child sex offenders.

- Understand how the increase in the use of internet by both children and perpetrators is posing additional challenges in the fight against sexual exploitation of children.

    a. Introduction to the Module

    b. Type of Offenders in Sexual Exploitation of Children

    c. Sex Offenders Profiling

    d. Is There a Difference Between Online and Offline Offenders?

    e. Recommendations for Frontline Professionals

    f. Module 1 Quiz (10 Questions)

III. Module 2: A Victim-Centred Approach

Child victims of sexual exploitation who access justice often report that they have not felt the adults they interacted with have taken their best interest into consideration. By taking this module, you will be taking steps to understand victims, what makes them vulnerable to sexual exploitation, and how you can coordinate better with other professionals to bring the interest of the child to the centre of any process related to protection and support responses.

You will begin by hearing from Dr. Jordan Greenbaum, ICMEC's Medical Director, on the profile of child victims and the trauma-based approach. You will also learn from retired US Detective Michael Johnson on the "typical victim" and other misconceptions. This will prepare you to follow later Dr. Jordan Greenbaum's remarks on what to do in this first contact with the child victim and some basic recommendations for crisis intervention.

You will learn later from Ms. Thelma Dhaje on her experience implementing a multidisciplinary approach in the Child Help Line in Tanzania and how she and her team have implemented measures to prevent secondary victimization. The module concludes with Ms. Geeta Sekhon and the importance of the gender perspective in understanding and addressing sexual exploitation of children, and how this can make a difference in respecting the dignity of child victims.

By taking this module, you will:

- Understand the individual and external factors that increase the risk for children to become victims of sexual exploitation.

- Learn the traumatic impact of sexual exploitation in children, and how addressing it must be a priority within the access to justice process for children.

- Learn the basic principles of crisis intervention in their first approach with frontline professionals.

- Learn how to reduce the negative impact of the contact of child victims with individuals and institutions when accessing justice, which can be victimizing for children.

- Understand the importance of a cross-sector and inter-disciplinary approach to safeguard the best interest of child victims in the access to justice process.

    a. Introduction to the Module

    b. Profile of Child Victims of Sexual Exploitation

    c. Is There Anything Like a "Typical" Victim"?

    d. First Contact and Crisis Intervention

    e. Inter-disciplinary Approach: The Experience in Tanzania

    f. Gender Perspective

    g. Module 2 Quiz (10 Questions)

IV. **Module 3: Interaction Between Online and Offline Environments in Sexual Exploitation of Children**

The line dividing online, and offline worlds has vanished, and today it is not possible to talk about these as separate environments, as our lives take place both in the virtual and physical settings. This is true for children, who comprise one in three internet users in the world, and adults, including sexual offenders. The COVID-19 pandemic has led to a world where people spend more time in front of a screen than ever. This module will teach you how sexual exploitation happens both on and offline and will help you to understand that there are more similarities than differences in the sexual exploitation of children linked to these two settings.

The module begins with Mr. John Carr, Senior Advisor for ECPAT International, talking about the differences and similarities between online and off-line environments for sexual exploitation of children. This will help you to better understand behaviours such as online grooming, sexting and sextortion explained by Mr. John Pizzuro, a retired expert from the New Jersey State Police in the United States, and how these behaviours are linked to the offenders modus operandi. However, these offenders have now an expanded setting in the virtual environment, so Mr. John Carr will teach you about these new trends where, for instance, live streaming and online games have gained more relevance to this study matter. The module closes with Ms. Amy Crocker, ECPAT's Expert Advisor on Online Sexual Exploitation of Children, where you will learn why we talk now about child sexual abuse materials and other concepts that have evolved along with the growth of the use of internet.

- Identify the differences and similarities between the sexual exploitation of children that happens online with the one happening offline.

- Learn the meaning and rationale of concepts such as sexting, grooming and sextortion and how this affects children.

- Understand the new trends in the use of online settings for sexual exploitation of children, such as live streaming and gaming.

- Learn the meaning and rationale of child sexual abuse materials.

  a. Introduction to the Module

  b. Differences and Similarities Between Online and Offline Environments for Sexual Exploitation of Children

  c. Grooming, Sexting and Sextortion

  d. New Trends in Sexual Exploitation of Children in the Online Environment

  e. Child Sexual Abuse Materials

  f. Module 3 Quiz (10 Questions)

V.   Module 4: Sexual Exploitation of Children in Travel and Tourism

Have you noted that *the private sector has been using different terms to describe crimes of traveling child sex offenders compared to some years ago*? The tourism industry has been one of the most active sectors contributing to the global fight against sexual exploitation of children and has made it clear in several scenarios that sexual exploitation taking place within their sector is not a type of tourism. Therefore, we talk now about sexual exploitation of children in travel and tourism, recognizing this is a crime that uses the infrastructure of the travel and tourism industry. Moreover, we have learnt that the industry itself can be a protective environment for children against sexual exploitation if the right actors are aligned. In this module, you will learn how.

The module begins with Ms. Gabriela Kuhn, Head of the Programme on Sexual Exploitation of Children in Travel and Tourism at ECPAT International, explaining how this crime takes advantage of this industry and of tourism destinations, and how we have learnt over the years to turn the equation and make the industry a powerful ally. Then you will learn from the experience of Ms. Stella Cárdenas, Director of Fundación Renacer-ECPAT Colombia in how tourism destinations with high occurrence of sexual exploitation of children can turn into protective environments for children when all actors act co-ordinately. Finally, Mr. Wolf Alexandrovich, Manager at Hoteles Estelar in Colombia, shares his experience on how the private sector has an active role in raising shields to protect children in travel and tourism.

By taking this module, you will:

- Learn what sexual exploitation of children in travel and tourism is and how offenders can make use of the travel and tourism industry to victimize children.

- Recognize the proactive measures that the actors in the travel and tourism industry can take from their operations to safeguard children from sexual exploitation in the tourism destinations.

- Understand the importance of involving actively the private sector in the efforts to end sexual exploitation of children.

- Be able to identify the necessary actors that need to be involved in the creation of a protective environment.

  a. Introduction to the Module

  b. Definitions and Concepts Related to Sexual Exploitation of Children in Travel and Tourism

  c. Multi-Stakeholder Approach and Protective Environments against Sexual Exploitation of Children in Travel and Tourism

     d.   The Private Sector as an Ally in Ending Sexual Exploitation of Children in Travel and Tourism

     e.   Module 4 Quiz (10 Questions)

  VI.   **Module 5: Trafficking of Children for Sexual and other Purposes**

Statistics suggest that commercial sexual exploitation affects mainly women and children. The complexity of the crime often leads to victims not being detected or perpetrators not being convicted. A clearer understanding on what is and what is not trafficking, its relationship with other crimes and how to recognize children at risk, are key to tackling this phenomenon. This module aims at providing you with that understanding.

You will hear first from Mr. Carlos Andrés Pérez from the Crime Prevention and Criminal Justice team at the Headquarters of UNODC on what trafficking is, to later learn from his team colleague, Mr. Mukundi Mutasa, about its difference with people's smuggling. After these sessions, you will be prepared to learn from Mr. Ricardo Valdés, Director of CHS in Peru, who has served two times as Deputy Minister of Interior of his country promoting actions to end trafficking of children. You will learn from Mr. Valdés about various misconceptions around trafficking of children that are often in the work with child victims.

Once you have advanced in understanding the concept of human trafficking, you will be ready to learn from the expert voice of Ms. Astrid Winkler, Director of ECPAT Austria, about the different manifestations of trafficking in children, including trafficking for sexual purposes.

By taking this module, you will:

- Define what is trafficking in persons.

- Understand the difference between trafficking in persons and people's smuggling.

- Learn the misconceptions around trafficking in persons related to victims, offenders, and societal impact.

- Recognize the manifestations of trafficking in children.

     a.   Introduction to the Module

     b.   What is Trafficking in Persons?

     c.   Trafficking in Persons vs. Smuggling of Migrants

     d.   Misconceptions Around Human and Child Trafficking

     e.   Manifestations of Child Trafficking

     f.   Module 5 Quiz (10 Questions)

  VII.   **Closing Remarks**

     a.   Closing Remarks

2.1.1.3. Agents of Change Level 3: Agents of Change Taking Action

Type of course: On-demand e-learning course.

Format: E-learning/on-demand video lecture with 3 modules and 1 quiz component per each module.

Target Audience: Law Enforcement, Prosecutors, Judges, Social Workers, Child Advocates, Educators.

Description: Tools to understand how sexual exploitation of children is prevented, how to assist presumed victims, how to coordinate with other actors and institutions, and how to enforce judicial cooperation in facilitating access to justice. It also covers the emotional impact on professionals who are exposed to severe traumatic experiences, how to reduce this impact and how to address it in the workplace.

Languages available: English, Spanish, French, Brazilian Portuguese. Hindi and Arabic will be available by the end of 2023, and the course is currently being translated into Bahasa.

Duration: 270 mins/4.5 hrs.

Accessible at: https://icmec-english.tovuti.io/courses-page

Agents of Change: Tools for Frontline Workers to End Sexual Exploitation of Children.

Level 3: Agents of Change Taking Action

I. **Welcome and Introduction to the Course**

Level 3 of Agents of Change is designed to provide you with specific tools to understand how sexual exploitation of children may be prevented, how to assist presumed victims, how to coordinate with other actors and institutions, and how to enforce judicial cooperation in facilitating access to justice. You will also learn more about the emotional impact on professionals who, like yourself, learn about the severe traumatic experiences of others; how to reduce this impact and how to address it in your workplace.

a. Welcome and Introduction to the Course

II. **Module 1: Taking Action to End Sexual Exploitation of Children**

In this module, you will learn about the concrete actions that the world's most experienced Agents of Change are taking to combat sexual exploitation of children.

In the first lesson, you will learn about preventing sexual exploitation of children from the team at Gurises Unidos, a leading child rights NGO and ECPAT Member in Uruguay. Then you will hear from Dr. Arturo Harker, a researcher from the Government School of Los Andes University in Colombia who has studied global actions to end violence against children. Dr. Harker will share with you what the evidence has to say about what works in prevention. After learning from prevention, you will learn from Ms. Trinidad Maneja, Deputy Director of ECPAT Philippines, on the recovery process of a child victim of sexual exploitation, what it takes and what professionals can do to help. The closing session of the module is delivered by Ms. Anna Tsitsina from the United Nations Office on Drugs and Crime. Ms. Tsitsina works for the UN Agency that is best prepared to teach you about cooperation as a tool to ensure access to justice for child victims.

By taking this module you will:

- Understand the causes of sexual exploitation of children that can be addressed through prevention.

- Learn the importance of community-based prevention of sexual exploitation.

- Establish what is necessary for prevention measures to be effective.

- Understand the traumatic impact in child victims of sexual exploitation.

- Learn the path a child victim takes to become a survivor.

- Establish the importance of cooperation to ensure access to justice for child victims of sexual exploitation.

a. Introduction to the module

b. Preventing Sexual Exploitation of Children

c. What Really Works: The Impact of Prevention Measures

d. The Healing Process from Victims to Survivors: How to Support Child Victims of Sexual Exploitation of Children

e. Cooperation as a Tool to Ensure Access to Justice to Child Victims of Sexual Exploitation

f. Module 1 Quiz (10 Questions)

III. Module 2: The Victim-centred Approach in Practice

In Level 2, you learned about child victims of sexual exploitation, their profile and how it is possible to reduce re-victimisation. You are prepared now to place the child victim in the centre of the process, and to identify and respond to their needs.

In the first two lessons of this module, you will hear from Mr. Michael Johnson, a retired police detective from Texas in the United States, about how the work in multidisciplinary teams (MDTs) can work in safeguarding the best interest of child victims. Then Mr. Johnson will share with you the lessons we have learned from the implementation of the world's main victim-centred approach models for child victims: the child advocacy centres in the United States and the Barnahus model in Europe. The implementation of these models is supported in the use of the forensic interview as a tool to reduce re-victimisation. You will learn from Mr. Chris Newlin, Executive Director, National Children's Advocacy Centre in the United States, how to incorporate this tool in the work with child victims accessing justice.

This module closes with the importance of the child victim and their advocate as an active actor in the criminal process. You will hear from Ms. Geri Wisner, a seasoned lawyer who has worked both as a prosecutor and as a victim's advocate in the United States, what is a child's advocate and how is it helpful for the child victim of sexual exploitation.

By taking this module, you will:

- Learn the importance of multidisciplinary teams in the investigation of sexual exploitation of children
- Incorporate the lessons learned in the implementation of the Child Advocacy Centres and Barnahus Models.
- Understand what a forensic interview is and who is the right person to conduct it.
- Recognise how does a child advocate collaborate with other actors in the process.

  a. Introduction to the Module

  b. Multidisciplinary Work to Safeguard the Best Interest of Child Victims

  c. Child Advocacy Centres and Barnahus Models: What We Can Learn from these Models

  d. Forensic Interviewing as a Tool for Inter-disciplinary Approach

  e. The Child Victim and their Advocate as an Active Actor in the Criminal Process

  f. Module 2 Quiz (10 Questions)

IV. Module 3: Managing the Inevitable Cost of Fighting Sexual Exploitation of Children

The closing module of the course is devoted to safeguarding the psychological integrity of frontline professionals. This module addresses the inevitable cost of dealing with human suffering and what can be done about it.

Ms. Geri Wisner, an experienced US Prosecutor and child victims advocate, will share her experience in dealing with human suffering, how to identify burnout, and how to reduce and prevent burnout for you and your team.

By taking this module, you will:

- Understand the psychological, social, and physiological effects of indirect exposure to sexual exploitation trauma.
- Learn to identify the main alerts of burnout in frontline professionals.
- Incorporate strategies for self-management of burnout.

- Be able to design burnout prevention and management strategies for organizations working with child victims of sexual exploitation.

    a. Introduction to the Module

    b. The Cost of Dealing with Human Suffering

    c. How to Cope with Burnout

    d. Module 3 Quiz (10 Questions)

V.   **Closing Remarks**

    a. Closing Remarks

2.1.1.4. Agents of Change Level 4: A Victim Centred Approach

Type of course: On-demand e-learning course.

Format: E-learning/on-demand video lecture with 9 modules and 1 quiz component per each module.

Target Audience: Law Enforcement, Prosecutors, Judges, Social Workers, Child Advocates, Educators.

Description: Child protection and intervention tools such as the forensic psychological evaluation, victim´s and offender´s profile, vicarious and secondary trauma, child´s sexuality, background and historical development of sexual abuse.

Languages available: English. Spanish, French, Portuguese, Hindi, Arabic and Bahasa are currently being developed now - the first 5 languages will be ready by the end of 2023, and Bahasa will be available next year.

Duration: 545 mins/ 9 hrs.

Accessible at: https://icmec-english.tovuti.io/courses-page

Agents of Change: Tools for Frontline Workers to End Sexual Exploitation of Children.

Level 4: A Victim Centred Approach

I.   **Welcome and Introduction to the Course**

Did you know that child victims of sexual exploitation often report that they did not feel that the adults they spoke to handle their case with care? Level 4 of the Agents of Change course is designed to provide you with specific tools to better understand and assist child victims in cases of sexual abuse and violence.

The first module addresses the prevention and treatment of sexual abuse. You will study risk factors and strategies, the role of family and community in the prevention of sexual abuse, and mechanisms of intervention and assistance to victims. The second module goes in depth in a very important topic that is self-care of teams that work with violence. You will learn about vicarious trauma and secondary stress. The third module discusses basic concepts of child sexuality, including sex education and children's rights, sex roles and identity and sexual preferences. In the fourth module, you will see a comprehensive framework of violence. We will discuss the nature and magnitude of the phenomenon, sociocultural variables, definitions and typologies and places where violence against children takes place. Module 5 gives a detailed explanation of the forensic psychological evaluation; How it should be conducted and relevant aspects. Module 6 addresses the profile of the victim of sexual abuse, including risk factors and indicators of vulnerability. Module 7 focuses on the theories of sexual abuse, the dynamics of sexual abuse, and its characteristics. It will also address the different types of abusive sexual behaviour. Module 8 talks about the profile of the sexual offender. You will learn about associated criminological factors, psychological evaluation of offenders and preparing a criminological profile. Finally, the ninth and last module examines the background and historical development of sexual abuse. You will review the characteristics of paedophilia and pederasty, contradiction between culture and crime and sexual victimization.

By taking this course you will:

- Learn the step by step of a Forensic Psychological Evaluation.

- Learn about the comprehensive frameworks of violence and the historical development and theories of sexual abuse.

- Understand the basic concepts of child sexuality.

- Understand the profile of a victim of sexual abuse and the profile of a sexual offender.

- Establish the mechanisms of intervention and evaluation in cases of child sexual violence.

- Learn in detail about self-care of professionals that work with violence and tools to create a healthy and safe workplace.

II.   Module 1: Prevention and Treatment of Sexual Abuse

Some of the topics you will see include:

- Educational models of crime and victimization prevention

- Risk factor analysis

- Family and community participation in crime prevention

- Therapeutic intervention techniques for victims and their families

- Analysis of cases of sexual abuse

- Centres of attention to victims of sexual abuse

III.   Module 2: Vicarious Trauma and Self-Care

Some of the topics you will see include:

- Vicarious Trauma and Secondary Trauma definitions
- Risk factors
- Protective factors
- How to cope with stress
- Tips to Avoid Over-Involvement
-

IV.   Module 3: Basic concepts of child sexuality

Some of the topics you will see include:

- Background and Framework of the study of Infantile Sexuality
- Sex identity
- Sex and Gender
- Gender roles
- Sexual Orientation
- Sex education and children's rights

V.   Module 4: Comprehensive Frameworks of Violence as Human Phenomenology

Some of the topics you will see include:

- Nature and magnitude of the phenomenon of violence
- Sociocultural variables of violence
- Definitions and typologies of violence
- Environments where violence against children occurs: family, school, social and judicial care systems, work, community
- Sexual violence: definitions, characterization, typologies, contexts, and consequences

VI. Module 5: Forensic psychological evaluation

Some of the topics you will see include:

- Victim-Centred interview techniques
- Trauma-Centred psychological testing for victims
- Analysis of the victim's testimony
- Forensic Psychological assessment
- Forensic Psychological report

VII. Module 6: Profile of the Victim of Sexual Abuse

Some of the topics you will see include:

- Biopsychosocial history
- Associated victim-causing factors
- Indicators of vulnerability
- Risk factors
- Victimological profile
- Symptoms and clinical aspects

VIII. Module 7: Theories of sexual abuse

Some of the topics you will see include:

- Aetiology of sexual crimes
- Dynamics of sexual abuse, characteristics
- Different types of abusive sexual behavior
- Incidence and prevalence of sexual abuse
- Findings from a criminological perspective

IX. Module 8: Profile of the sexual offender

Some of the topics you will see include:

- Psychological evaluation of the sexual offender
- Associated criminological factors
- Application of psychological tests
- Criminological profile of the sexual offender

X. Module 9: Background and Historical Development of Sexual Abuse

Some of the topics you will see include:
- Characteristics of paedophilia and pederasty
- Incest and patriarchy
- Crime vs customs
- Sexual victimization, social and cultural sources and its evolution
- Consequences of sexual abuse

2.1.2. Continuing Education for Health and Mental Health Professionals

2.1.2.1. The Healthcare Response to Human Trafficking

Type of course: On-demand e-learning course

Format: E-learning/on-demand video lecture with 5 modules, including interactive exercises, group discussions and case scenarios for participants

Target Audience: Health and Mental Health Professionals

Description: Builds skills in providing trauma-informed, rights-based care to those who have experienced human trafficking.

Languages available: English, Spanish

Duration: Up to 350 mins/5 hrs

Accessible at: **https://icmec-english.tovuti.io/courses-page**

The Healthcare Response to Human Trafficking

Many people subjected to human trafficking experience significant physical and mental health adversity which may lead them to seek health care. This course is designed for health professionals who may encounter trafficked and exploited people, including nurses, physicians, social workers, counsellors, psychologists and others working in medical or mental health care. It provides practical information on how to identify, interact with and appropriately respond to adults and children who are experiencing labour or sexual exploitation/trafficking, and those who are at risk. The course uses a pragmatic approach, focusing on helping participants build skills in providing trauma-informed, rights-based care. These skills are useful when caring for any person who has experienced significant trauma, such as other types of sexual violence, physical assault, major injury or loss.

If you work in the health care field, as a nurse, physician, social worker, public health worker, counsellor, psychologist, or other professional, chances are good that you have encountered a victim of sex and/or labour trafficking. Trafficked people are at high risk for a number of physical and mental health problems, including injury, infection, unwanted pregnancy and complications, malnutrition, substance abuse disorders, post-traumatic stress disorder and depression. And many who are being exploited actually do seek health care at some point, making the health professional a key contact for potential help and services. However, most trafficked persons do not spontaneously disclose their exploitative situation to health care staff, due to fear, shame, language barriers, and other reasons. Therefore, the onus of identification lies with the health care professional. And such identification can only occur when the professional has a baseline knowledge of human trafficking, including its dynamics and presentation. If we do not know about human trafficking, we will not recognize it among our patients/clients, and opportunities for intervention will be lost.

This course is designed for busy health care professionals and provides a practical approach to recognizing and appropriately responding to suspected trafficking and exploitation. It begins with a general overview of labour and sex trafficking and exploitation and is followed by a description of the trauma-informed, rights-based approach to patient/client care. Course information is supplemented with interactive exercises, group discussions and case examples. Then we focus attention on typically under-recognized and under-served populations, including boys/men and people identifying as lesbian/gay/bisexual/transgender/queer/questioning/other (LGBTQ+). Finally, we discuss strategies to ensure safety and privacy for patients/clients during health visits and when documenting in health records.

At the end of the course, participants will:

- Recall the definition of human trafficking and be familiar with its dynamics

- Describe risk factors and possible indicators of labour and sex trafficking and exploitation

- Recall aspects of a trauma-informed, rights-based approach to patient/client care that maximize patient/client safety and confidentiality.

- Be familiar with the unique needs of trafficked/exploited males, and LGBTQ+ individuals.

- **Course Introduction**

  o Welcome and Orientation

- **Module 1: What is Human Trafficking and Why is it a Health Issue?**
  - Introduction and Definitions
  - Risk Factors for Trafficking/Exploitation
  - Health Impact of Trafficking/Exploitation
  - Impact of Online Component of Exploitation
  - Potential Indicators of Trafficking
  - Medical Exam and Evaluation
  - Reports and Referrals
  - Conclusion and Resources

- **Module 2: Trauma and Traumatic Stress**
  - Trauma and its Impact
  - Sexualized Behaviours
  - Support for the Traumatized Person
  - Conclusion and Resources

- **Module 3: Talking to a Traumatized Patient/Client**
  - Reacting to Trauma
  - Trauma-Informed Care: Functions of Behaviours
  - Safety & Respect
  - Empowerment & Minimizing Re-Traumatization
  - Patient Concerns & Follow-Up
  - Conclusion and Resources

- **Module 4: Special Populations: Males and LGBTQ+**
  - Quick Review of Terminology
  - Binary Gender Roles
  - Working With Exploited Boys/Men
  - Risks of Exploitation for LGBTQ+ Individuals
  - Working With Exploited LGBTQ+ Individuals
  - Confidentiality
  - Working With Transgender Individuals
  - Making Changes to Your Facility
  - Conclusion and Resources

- **Module 5: Safety, Privacy and Confidentiality**
  - Working With Staff & Patients
  - Confidentiality in Health Records
  - Conclusion and Resources

        ○   Post-Course Survey

2.1.2.2.   An Overview of Childhood Sexual Violence for Healthcare Professionals

Type of course: On-demand e-learning course

Format: E-learning/on-demand video lecture with 1 module and 1 quiz component per each module

Target Audience: Healthcare Professionals

Description: Learn the types of sexual violence and exploitation, risk factors, indicators, how to provide trauma-informed care and its practices, how to perform physical exams, how and when to report to authorities. Case and scenario studies will equip with practical tools, resources and knowledge.

Languages available: English, Spanish

Duration: 60 mins/1 hrs

Accessible at: **https://icmec-english.tovuti.io/courses-page**

This free, self-paced course is designed for healthcare professionals, including medical and mental health workers in hospitals, clinics, offices, and health centres. The course can be completed in approximately one hour.

After completing this course, you will:

- Know the risk, indicators, and types of sexual exploitation and abuse
- Be familiar with the rights-based and trauma-based approach to working with children who have experienced sexual violence and their families
- Understand the process of managing cases of violence or sexual exploitation from initial patient/client presentation to reporting and referrals

   I.   **A General Overview of Childhood Sexual Violence**

  II.   **Introduction**

 III.   **Course**

 IV.   **Exam (4 Questions)**

  V.   **Conclusion**

2.1.3.   Child Protection Response Team Training

ICMEC is collaborating with Spokes Education to develop an on-demand training course to supplement existing live and in-person level 1 and 2 child protection response training delivered by ICMEC designated educational regional trainers.

2.1.3.1. Child protection response team training for educators and others who work in a school environment

Type of course: On-demand e-learning course

Format: E-learning/on-demand course with 7 modules. Animated PowerPoint style presentation with voice-over and interactive knowledge check/assessment components per each module.

Target Audience: Teachers and education professionals, particularly in international education settings, but generic for anyone working in a school.

Description: The 7 Modules, separated into two different levels, will address:

- Level I: Identifying and Reporting Child Abuse in Schools; Policies, Procedures and Risk Assessment; Understanding Contextual Safeguarding and Establishing a Team Approach; and Allegation Protocols.

- Level II: Institutional Abuse Prevention; Understanding Victim Behaviour, Trauma Informed Care, and Resilience Factors; and Online and Child-on-Child Abuse.

Languages available: English. Whereas any translations are out of scope for this project, the courses are going to be set up and developed with future translations in mind to include French, Spanish and Arabic.

Duration: Approximately hour long per module.

Accessible at: **https://icmec-english.tovuti.io/courses-page**

Spokes module for educators

Level 1

I. **Identifying and Reporting Child Abuse in Schools**

    a. Understanding abuse

    b. Identifying different types of abuse

    c. Recognizing indicators of abuse

    d. Reporting responsibilities

    e. Breaking barriers to disclosure

    f. Responding to concerns

II. **Implementing Policies and Procedures to Manage the Risk of Abuse**

    a. The purpose/impact of effective CP policies and procedures

    b. Effectively implementing CP policies/procedures

    c. Setting professional boundaries

    d. Responding to professional boundary crossing case study

    e. Assessing risks and vulnerabilities

    f. Responding to risk

III. **Understanding Contextual Safeguarding and Establishing a Team Approach**

    a. Understanding contextual safeguarding and how it improves outcomes

    b. Why a team approach?

    c. Crisis Response vs Child Protection

    d. Response teams and their responsibilities

    e. Response team processes

IV. **Allegation Protocols**

    a. Student disclosure

    b. The allegation process

    c. Types of allegation/response

    d. Common mistakes when handling allegations

    e. Guiding principles

  f. Multidisciplinary approach (working with external partners)

Level 2

 V. **Institutional Abuse Prevention**

  a. Risk factors and influences for abuse

  b. Prevention and response

  c. Preferential vs situational offenders

  d. Grooming

  e. Organizational risk

 VI. **Understanding Victim Behaviour, Trauma Informed Care, and Resilience Factors**

  a. Explore risk factors for abuse

  b. Compare 1st vs 2nd responder approach

  c. Review trauma-informed care/approach

  d. Understanding victim behaviours

  e. Meeting the needs of victims

  f. Post-disclosure victim support

  g. Enhancing resilience

  h. Case study

 VII. **Online and Child-on-Child Abuse**

  a. Positive vs negative of technology

  b. Risk factors for online abuse

  c. Self-generated online content

  d. Indicators of online exploitation

  e. Protective factors

  f. Consent

  g. Reporting online abuse

  h. Identifying child-on-child abuse

  i. Addressing child-on-child abuse

  j. Case study

2.2. Live and recorded webinars

2.2.1. Cybercrime Diploma

ICMEC has partnered with the United Nations' Office on Drugs and Crime (UNODC) and the President's Secretariat of Social Welfare of Guatemala to deliver a 9-part course to the Employees of the Secretariat of Social Welfare (SBS) of Guatemala. The goal is to empower them and build capacity on all things cyber, from internet dangers, cybersecurity, malware, to privacy, digital fingerprints, sexting, sextortion, Child Sexual Abuse Material (CSAM), online violence and hate speech. For the purpose of this curricula, the focus will be on one of the sessions that is most relevant to the task at hand.

2.2.1.1. Cybercrime Diploma, Session 6: online risks and solutions for children and young people

Type of course: Webinar.

Format: Live Webinar (that has been recorded).

Target Audience: Employees at Secretariat of Social Welfare (SBS) of Guatemala.

Description: A 9-part course created in partnership with UNODC and the President's Secretariat of Social Welfare of Guatemala. This Session focuses on what to do in case of problems online, the legal basis for the protection of the safety and integrity of adolescents and young people, reporting routes, existence of CSAM reporting portals, an overview of institutions involved, and how to save digital evidence.

Languages available: Spanish.

Duration: 83 min/approx. 1,5 hrs.

Accessible at: please reach out to ICMEC if you would like to have access to the recording, or if you are interested in organising a live webinar.

Cybercrime Diploma, Session 6

    I.   **What to do in case of problems?**

   II.   **Legal basis for protecting the safety and integrity of adolescents and young people**

 III.   **Route of complaint**

 IV.   **Existence of the CSAM Reporting Portal**

  V.   **Institutions involved (PNC, MP, SVET)**

 VI.   **How to save digital evidence**

2.2.2. Multidisciplinary teams courses

2.2.2.1. An Overview of Child Trafficking, Sexual Exploitation and Sexual Abuse

Type of course: Live webinar on-demand.

Format: Live Webinar.

Target Audience: Medical professionals and stakeholders who are part of a multidisciplinary team.

Description: This course provides a broad overview of child trafficking, sexual exploitation and abuse, focusing on a practical approach to working with children who have experienced THB/CSE/CSA. It is designed for multidisciplinary professionals.

Languages available: English, Spanish (Una Descripción General de la Violencia Sexual Infantil para Profesionales de la Salud).

Duration: 180 min / 3 hrs.

Accessible at: **https://icmec-english.tovuti.io/courses-page**

    I.   **An Overview of Child Trafficking, Sexual Exploitation and Sexual Abuse**

        a.   Definitions

        b.   Types of Sexual Violence & Exploitation

        c.   Smuggling vs. Trafficking

        d.   Risk factors for THB/CSE/CSA

     e. THB/CSE/CSA Dynamics

     f. Online CSEA

     g. Trafficking recruitment strategies and control tactics

     h. Psychological and physical impact of THB/CSE/CSA

II. Working With Affected Children & Their Caregivers

     a. Potential indictors of THB/CSE/CSA

     b. First responder role

     c. The trauma-informed approach to interacting with children and caregivers

     d. Physical examination

     e. Reporting and referrals

III. The multidisciplinary collaboration process in intervention, investigation, and prosecution

     a. What is a multidisciplinary approach?

     b. Prevention: offline and online

     c. Advice for caregivers

2.2.2.2. Trauma and Self-Care

Type of course: Live webinar on-demand.

Format: Live Webinar.

Target Audience: Child-Serving professionals and stakeholders who are part of a multidisciplinary team.

Description: This course addresses the very real problems of vicarious trauma and secondary traumatic stress among professionals working with children and families experiencing THB/CSE/CSA. It provides a practical approach to recognizing and managing secondary stress.

Languages available: English.

Duration: 30min.

Accessible at: please reach out to ICMEC if you would like to organise a live webinar session in collaboration with ICMEC for your organisation.

Vicarious Trauma and Self-Care

I. Vicarious Trauma and Secondary Traumatic Stress

     a. Definitions

     b. What makes your work stressful?

     c. How do you know you are stressed?

II. Self-care

     a. How do you cope with your stress?

     b. Strategies for managing vicarious trauma

III. Creating a save and healthy workplace

     a. Organisational strategies

     b. Challenges

2.2.2.3. What Can Children Tell Us About Their Experiences?

Type of course: Live webinar on-demand.

Format: Live Webinar.

Target Audience: Child-serving professionals and stakeholders who are part of a multidisciplinary team.

Description: In this module, the participant will learn about age-related, developmental, and other factors that influence a child's memory of a traumatic event, and their ability to describe it. Optimal strategies to use when formatting questions and engaging a child will be discussed.

Languages available: English.

Duration: 45 to 60 min.

Accessible at: Please reach out to ICMEC if you would like to organise a live webinar session in collaboration with ICMEC for your organisation.

What Can Children Tell Us About Their Experiences?

   I.   **When a child discloses abuse**

      a. Age-related changes that impact a child's memory processing, recall and narrative

      b. Other factors impacting recall and narrative ability

   II.   **Asking the right questions**

      a. What types of questions are most likely to elicit accurate information?

      b. Tips for talking to children of varying ages about THB/CSE/CSA

2.2.2.4. Child Sex Trafficking

Type of course: Evidential online e-learning module

Format: Self-paced e-learning course

Target Audience: Health professionals who are likely to encounter a child or adolescent who has experienced, or is at risk of, child sex trafficking.

Description: In this module, the participant will learn about the dynamics of child sex trafficking (CST), the health and mental health impact of exploitation, potential indicators of CST, and a trauma-informed, rights-based approach to working with affected or at-risk paediatric patients.

Languages available: English

Duration: 1-1.5 hours (abridged version); ~5 hours (full course)

Accessible at: Evidentia Learning modules on the **HealthPortal Resources**. Access is free for professionals working in low- or middle-income countries. Please reach out to ICMEC if you would like to access your free course, or to ask any questions.

Child Sex Trafficking (for Health Professionals)

   I.   **Introduction**

      a. Definitions

      b. Dynamics

   II.   **Recognizing possible CST**

      a. Potential indicators

      b.   Screening for CST

III.   Responding to suspected CST

      a.   Trauma-informed approach

      b.   Obtaining a history

      c.   Physical exam

      d.   Testing/treatment

      e.   Reports and referrals

      f.   Sample case(s)

2.2.2.5. The Medical Evaluation of Child and Adolescent Sexual Abuse

Type of course: Evidential online e-learning module

Format: self-paced e-learning course

Target Audience: Health professionals who are likely to encounter a child or adolescent who has experienced, or is at risk of, sexual abuse.

Description: In this module, the participant will learn about the dynamics of child sexual abuse, the health and mental health impact of sexual violence, potential indicators of abuse, and a trauma-informed, rights-based, culturally responsive approach to working with affected or at-risk paediatric patients.

Languages available: English

Duration: 1-1.5 hours (abridged version); ~8 hours (full course)

Accessible at: Evidentia Learning modules on the **HealthPortal Resources**. Access is free for professionals working in low- or middle-income countries. Please reach out to ICMEC if you would like to access your free course, or to ask any questions.

The Medical Evaluation of Child and Adolescent Sexual Abuse

   I.   Trauma-informed care, motivational interviewing, and cultural considerations

  II.   Clinical presentation algorithm

 III.   Medical history

  IV.   Physical examination

   V.   Forensic evidence

  VI.   Sexually transmitted infections

 VII.   Interpretations of medical findings in suspected sexual abuse

VIII.   Special topics

2.2.2.6. Trauma-Informed Care (Health Professionals)

Type of course: Evidential online e-learning module.

Format: Self-paced e-learning course

Target Audience: Health professionals who are likely to encounter a child or adolescent who has experienced, or is at risk of, child sexual abuse or other major trauma.

Description: In this module, the participant will learn about a trauma-informed, rights-based, culturally responsive approach to working with paediatric patients who have experienced child sexual abuse or other major trauma.

Languages available: English.

Duration: 1 hour.

Accessible at: Evidentia Learning modules on the **HealthPortal Resources**. Access is free for all - please reach out to ICMEC if you would like to access your free course, or to ask any questions.

Trauma-Informed Care (for Health Professionals)

    I.   Introduction to the trauma-informed approach to care

        a.   Basic tenets of trauma-informed, rights-based care

        b.   Application of these tenets to patient care

    II.   Culture meets Child Sexual Abuse

        a.   Cultural domains

        b.   Cultural humility

        c.   Speaking with children and caregivers across cultures

        d.   Communication techniques: Bridging the cultural divide

    III.   Motivational interviewing

        a.   Basic concepts

        b.   Practical use

2.2.2.7. "How-To" Guide to Develop a Healthcare Protocol for Responding to Child Sexual Violence

Type of course: Online recorded module with supplementary resources.

Format: Self-paced recorded module with supplementary resources.

Target Audience: Health professionals who are likely to encounter a child or adolescent who has experienced, or is at risk of, child sexual violence.

Description: In this module, the participant will receive step-by-step guidance in creating a healthcare organizational protocol for recognizing and responding to childhood sexual violence. The course is designed to assist protocol development chairpersons in organizing a protocol committee and developing clinical management guidelines for staff that fill the unique needs of a given health facility. The video course is supplemented with more than 40 resources, including sample algorithms, templates, lists, meeting agendas, training modules for staff, and monitoring/evaluation strategies.

Languages available: English, Spanish.

Duration: 1 hour.

Accessible at: Evidentia Learning modules on the **HealthPortal Resources**. Access is free for professionals working in low- or middle-income countries. Please reach out to ICMEC if you would like to access your free course, or to ask any questions.

"How-To" Guide to Develop a Healthcare Protocol for Responding to Child Sexual Violence

    I.   Overview of childhood sexual violence (CSV) and introduction to the protocol

        a.   Benefits of a clinical management protocol

b. Getting support from organizational leaders

c. Organizing a protocol committee

II.   The first meeting

a. Agenda, obtaining member commitment and support

b. Assessing the current state of organizational response to CSV

i. Strengths and weaknesses of the current response

III.   Between meeting work

a. Reviewing sample protocols from other institutions

IV.   Second and subsequent meetings

a. Decide on protocol format

b. Divide into groups for specific tasks (e.g., research laws; conduct community mapping)

c. Write protocol draft, edit, finalize

V.   Training staff on the protocol

a. Decide who to train, when, and with what resources (supplementary materials include training curricula)

b. Design plan for implementation, monitoring, periodic supplementary trainings, etc.

VI.   Monitoring and Evaluation (M/E)

a. Decide on appropriate monitoring and evaluation strategies to measure compliance with protocol and overall impact of protocol

b. Create infrastructure to support these strategies (M/E strategies are provided in supplementary material)

c. Design sustainability measures that ensure periodic evaluation and update to protocol and ongoing compliance by staff.

2.3. Live online and in-person webinars, workshops, and training

2.3.1. Law Enforcement and First Responders, and Prosecutors and Judges Training

ICMEC has a wealth of experience delivering both online and in-person training to Law Enforcement and First Responders units, including specialised units focusing on crimes against children and CSEA and OCSEA, missing persons and especially children, and trafficking, as well as to the justice system, including Prosecutors, Judges and Lawyers on the above topics. Given the nature of these training courses and the sensitivity of the information shared, such trainings are encouraged to take place in person, and when online (especially during the COVID-19 pandemic, for example), rarely recorded.

Moreover, we focus on relevant and targeted training, thus every training for Law Enforcement and First Responders, and Prosecutors and Judges do not follow a strict template. Instead, each training, workshop and webinar is tailored to the students' needs and the national legislation and processes.

Please do not hesitate to reach out to ICMEC if you are interested in a tailored training for your organisation.

Some examples of our Law Enforcement and First Responders, and Prosecutors and Judges Training offer:

- **Level one**: every student entering the field is encouraged to take the Agents of Change on-demand course mentioned in 2.1.1. above.

- **Level two**: basic training for Law Enforcement and First Responders, and Prosecutors and Judges, covering topics such as:

  - First Response to Reports

  - Law Enforcement Specialised Units

  - CSAM and CyberTip Reports

  - Proactive, Reactive and Undercover Investigations

  - Online and Offline Investigations

  - Essentials of Technology-Facilitated Crimes Against Children

- **Level three**: Advanced training courses usually under a workshop format on specific topics, with inside-knowledge sharing and case-study examples, covering topics such as:

  - Advanced Online Exploitation Investigations

  - The Psychology of the Child Sexual Offender

  - ICACCOPS and P2P File Sharing

  - Computer Forensics

  - Advanced Technologies and the Use of Technological Resources and Apps

  - Fundamentals of Responding to Missing Children

  - The AMBER Alert System

- **Level four**: Specialised and tailored Criminal Justice training for the Prosecution of crimes against children, covering topics such as:

  - Digital Evidence

  - Chain of Custody

  - Interviews and Forensic Interviewing

3. A tailored-made training for HEROES

The International Centre for Missing and Exploited Children (ICMEC) is building two new courses as part of the HEROES project. The first, in collaboration with the International Centre for Migration Policy Development (ICMPD), has used a compilation of internal expertise, desk research, consortium knowledge and international best-practices [8][9][10] to develop this comprehensive yet focused training curriculum on how to recognise, intervene and prevent human trafficking, especially of children. The goal of this course is to empower a wide range of stakeholders working nationally and internationally to efficiently prevent, respond to, and fight against trafficking. The second course entitled Tech for Good: Technology in the Fight against Crimes against Children is being developed by ICMEC, with throughout support and review, as well as the participation in the classes, of HEROES partners and other internationally-recognised experts. It aims to provide a basic and more thorough understanding of technology used by stakeholders to discover, investigate, and rescue children victims of crimes, and fight against and prevent crimes in which children are victims, such as (O)CSEA, THB, going missing, etc.

3.1. Recognizing, Intervening, and Preventing Trafficking in Human Beings on a Local, National and Global Scale

Type of course: On-demand e-learning course.

Format: E-learning/on-demand video lecture with 6 modules and 1 quiz component per each module.

Target Audience: Professionals with a duty of care to children: Law Enforcement Agencies and specialised units, Policymakers and government bodies, Prosecutors, judges, lawyers, child advocates, NGOs related to children's and victims/survivors' rights, support and wellbeing, medical professionals, for both physical and mental health, School teachers and educators, Social workers, Researchers, etc.

Description: This basic and introductory course aims to build capacity amongst key professionals who might come in contact with victims and perpetrators of Trafficking in Human Beings (THB) in order to support them in recognizing, intervening on, and preventing the issue. The course focuses on the trafficking of children but can be relevant to professionals focusing on trafficking in general. The course aims to be internationally relevant, thus students will learn about international legal frameworks and examples of international best practices to recognise, intervene against, and prevent THB.

Languages available: English, Spanish, French, Russian, Brazilian Portuguese, Hindi, Arabic (all in planning).

Duration: TBC

Accessible at: TBC

Recognizing, Intervening, and Preventing Trafficking in Human Beings on a Local, National and Global Scale

    I.   Introduction

        a.   Importance of training

           i.   Introduction of participants / expectations

          ii.   Overview of the course

         iii.   Methodology and approach, rules

    II.   Module 1: Migration, Migrant Smuggling, and Trafficking in Human Beings

        a.   Trafficking in human beings - international concepts and definitions

           i.   The main international legal instruments

  ii. Palermo Protocol: definition and elements of THB

  iii. Child trafficking

 b. Trafficking in Human Beings in practice:

  i. Global numbers of detected cases (disclaimer for accuracy and time validity)

  ii. Possible forms

  iii. The trafficking process

  iv. Indicators of trafficking (an introduction)

 c. THB and possible related phenomena:

  i. The difference between THB and Migrant Smuggling

  ii. The nexus between (regular/irregular) migration and THB

  iii. The root causes and consequences of THB on people and society

 d. Applying the concepts and definitions: Group Work on Cases

 e. International good practices in tackling THB:

  i. Human rights and victim-centred approaches.

  ii. The non-punishment principle

  iii. Victim referral mechanisms (an introduction)

  iv. Right to reflection and recovery period

III. Module 2: How to Recognise Trafficking in Human Beings Situations

 a. Sub-module 1: Where to look?

  i. Vulnerability factors:

   1. Definition of vulnerability

   2. What are the vulnerabilities to trafficking and their categories?

   3. Most common vulnerabilities observed in identified victims

   4. Vulnerabilities of people on the move (migrants)

   5. The gender component of the vulnerabilities

  ii. Geographical distribution:

   1. What are the regions and countries where most cases are detected?

   2. What are the cases' profiles in those regions? (using UNODC's global report with a disclaimer for accuracy and limitations)

   3. What we are missing (insist on the gaps - e.g.: official numbers VS "real" number of victims, why we know that there are more victims than what the official numbers tell us, etc.)

 b. Sub-module 2: Identification and referral of (potential) victims of trafficking

  i. What are the THB indicators?

  ii. Types of indicators per victims

  iii. Types of indicators per forms of exploitation

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      iv. Indicators for children that refer directly to specific forms of THB and exploitation (covered with the HEROES Manual)

      v. Why is early and proactive identification important?

      vi. Real-world application of the indicators: Case studies

      vii. Identification phases (initial screening, preliminary identification, formal identification)

  c. Sub-module 3: Protecting the Victims at the Various Phases of the Process of Trafficking in Human Beings

      i. The theory of Victim Referral Mechanisms (RMs):

         1. What they are and their types - national, regional, and transnational

         2. Guiding principles

         3. The process of victim referral - stages and actors involved

         4. Multi-agency cooperation and information-sharing frameworks

      ii. The practice of Victim Referral Mechanisms - a schematic workflow of its process and the possible stakeholders involved at each stage

  d. Sub-module 4: The Perpetrator

      i. Groups involved in organized Trafficking in Human Beings

         1. International Organized Crime

         2. National Cartels

         3. Street Gangs

         4. Family/friends

         5. Communities

      ii. Different types of traffickers

         1. Labour traffickers

         2. Sex trafficker

         3. Romeo pimp/trafficker

         4. Gorilla pimp/trafficker

         5. Hybrid trafficker

         6. Bottom Girl

         7. Female traffickers

         8. Victims becoming traffickers"

      iii. Indicators of possible perpetrator - Align with HEROES manual"

      iv. Traffickers vs. Predators

         1. Differences between THB and Sexual Exploitation

         2. Differing offender motivations"

IV.   Module 3: The Basics of Trafficking in Human Beings Investigations

a. Sub-module 1: Rationale for Trafficking in Human Beings investigations

    i. Importance of training

b. Sub-module 2: Incident and case flow

    i. First steps to follow after tip/report (international best practice)

    ii. Aspects to keep in mind (caution)

c. Sub-module 3: Types of evidence for Trafficking in Human Beings cases

    i. Consent searches and search warrants

    ii. Cell phone evidence and searches for Trafficking in Human Beings cases

    iii. Different types of evidence: Images, Videos, Text messages, GPS, Browser history, Financial Evidence and money movements (bank accounts, etc.), Apps, Vehicle, Paper trail (notebooks, agendas), Evidence in accommodations / hotels and other venues (casinos, clubs)

d. Sub-module 4: Interviewing in trafficking cases

    i. How trafficking interviews differ from other interviews

    ii. Protocols to follow (e.g.: the NICHD protocol)

    iii. How to conduct a trafficker interview

    iv. How to conduct a trafficking victim interview

e. Sub-module 5: Working internationally

    i. Mobile nature of Trafficking in Human Beings

    ii. Building rapport and relationships with investigators nationally and internationally

    iii. Sharing information

    iv. International investigative units (INTERPOL, EUROPOL, etc.)

    v. Other examples of good practices (JITs – joint investigation teams, example from the European Union and others)

f. Sub-module 6: Presenting the case for prosecution

    i. Educating your prosecutor

    ii. Force, fraud, coercion

    iii. Disclosure from the victim

    iv. Getting around the disclosure issue

    v. Paradigm shift for the prosecutor

V. **Module 4: Roles of Public Prosecutors in Trafficking in Human Beings Cases and Measures to be Taken for the Protection of Victims**

a. Sub-module 1: Explaining the roles of the prosecutors through case law analysis

    i. Checklist for Public Prosecutors

b. Sub-module 2: Prosecution: best practice

    i. Prosecution: best practice

    ii. Prosecution: common mistakes and how to avoid

    c.   Sub-module 3: Role of Public Prosecutor/Lawyer during Prosecution to Ensure Justice for Victims

        i.   Needs of Victims in the pre-trial Period and during Trial

        ii.   Initiatives to be Taken to Provide Protection to Victims

VI.   Module 5: The Victim / Survivor as Main Focus

    a.   Sub-module 1: Understanding victims

        i.   A Victim centred approach - reminder from Level 4

        ii.   Fear of the trafficker

        iii.   Trauma bonding

        iv.   Distrust of police

        v.   Overlap with other crimes

    b.   Sub-module 2: Working with juveniles

        i.   Control factors

        ii.   Social Services

        iii.   Child Advocacy Centres / Barnahus - a reminder from Level 2

        iv.   Victim Advocates

        v.   Shelters

        vi.   Guardian ad litem (or legal guardians)

VII.   Module 6: Preventing Trafficking

    a.   Sub-module 1: Raising awareness on trafficking

        i.   Using trusted resources

        ii.   Age-appropriate conversations

        iii.   Asking the right questions

    b.   Sub-module 2: Prevention initiatives

        i.   Awareness raising campaigns

        ii.   Online initiatives and social networks

        iii.   TVs, radio and others

        iv.   Grassroots and community level initiatives

        v.   At school

    c.   Sub-module 3: Proactive operations (law enforcement)

        i.   Purpose and planning of proactive operations

        ii.   Victim-centred approach for operations

        iii.   Different types of Operations

            1.   Bus Operations

            2.   Train Operations

            3.   Casino Operations

4. Hotel/Motel Operations

5. Truck Stop Operations

6. Sex Offender Compliance Check Operations

7. "Track", "Blade", Street Operations

8. "Traveller" Operations"

    iv. Intelligence gathering

    v. Operation follow-up investigation

  d. Sub-module 4: Prevention in context

    i. Prevention of THB in a context of crisis

      1. Humanitarian

      2. Climate crisis"

    ii. Case study: the war in Ukraine

3.2. Tech for good: the Use of Technology to Fight against Crimes Against Children

Type of course: On-demand e-learning course.

Format: E-learning/on-demand video lecture with 9 modules and 1 quiz component per each module.

Target Audience: Professionals with a duty of care to children: Law Enforcement Agencies and specialised units, Policymakers and government bodies, Prosecutors, judges, lawyers, child advocates, NGOs related to children's and victims/survivors' rights, support and wellbeing, medical professionals, for both physical and mental health, School teachers and educators, Social workers, Researchers, etc.

Description: This basic and introductory course aims to provide key professionals working in the field of children's rights or crimes against children with a general to a more technical understanding of what technology is used in the discovery, investigation, and rescue of children victims of crimes, and fight against and prevent crimes in which children are victims, such as (O)CSEA, THB, going missing, etc. The course aims to be internationally relevant, thus students will learn about the different tools used and being developed across the globe, by Law Enforcement, Hotline analysts, and others using technology to fight against crimes against children.

Languages available: English, Spanish, French, Russian, Brazilian Portuguese, Hindi, Arabic (all in planning).

Duration: TBC

Accessible at: TBC

Tech for good: the use of technology to fight against crimes against children

  I. **Introduction: tech can facilitate abuse, exploitation and trafficking, but can also help combat them**

  II. **Module 1: Internet 1-0-1: what you need to know about technology**

    a. Sub-module 1: basic information on the internet

      i. What is the internet?

  ii. Levels of web: surface, deep and dark web (Tor, Freenet, etc.)

  iii. What is a website?

  iv. What is the Internet of Things (IoT)?

  v. What is an IP address?

  vi. Static and dynamic IP addresses, VPNs, etc.

  vii. Security in Operations

  viii. Digital identity' on the internet: the disconnect between physical persons and their digital identity and fabricated persona

 b. Sub-module 2: Peer to peer environment

  i. What is peer-to-peer and how does it work

  ii. How does routing work?

 c. Sub-module 3: Social media

  i. What is social media?

  ii. Social media and online chat risks

  iii. How free social media work: monetizing personal information

  iv. Main platforms used by children

  v. Gaming platforms

  vi. What is encryption, and how does it work

  vii. The issue of using encryption in social media regarding children's rights

 d. Sub-module 3: OSINT

  i. What is OSINT? How and why to use it?

  ii. Standard OSINT leveraging tools - OSINTFramework.com

  iii. HEROES tool: OSINT Data gathering toolkit

 e. Sub-module 4: AI

  i. AI: what it is, positive aspects and risks

  ii. AI policy/Framework (UNICEF) on AI use in child exploitation

  iii. Generative AI (and its use in undercover investigations)

III. Module 2: fighting against CSAM/CSEM

 a. What is a hash?

 b. The different types of hashes

 c. What is a crawler?

 d. Hash lists (ISCE, INHOPE and IWF lists) and PhotoDNA: better identify and flag CSAM

 e. CyberTips: what they are and how they are generated

 f. Challenges of tracing (dynamic IP addresses, VPNs, etc.)

 g. Hotlines: case management systems, AviaTor, etc.

 h. LEA tools to investigate CSAM: Child Rescue Coalition tools, ICAC Taskforces, Thorn...

i.   HEROES and ALUNA tools for LEA:

     i.   CSAM/CSEM/audio age and gender estimation tool,

     ii.   CSAM automatic detection and classification tool,

     iii.   Context recognition tool,

     iv.   P2P CSAM/ CSEM detection tool,

     v.   File context analysis tool,

     vi.   Audio Signatures Analysis tool,

     vii.   Speech Recognition

IV.   Module 3: Online investigations

    a.   Beating offenders at their own game

    b.   Explaining the importance of preserving digital evidence to children and parents/carers

    c.   What types of evidence are accepted in court

    d.   Documenting tools: steprecorder, livestreaming free recording software

    e.   HEROES and ALUNA tools:

     i.   Synthetic rejuvenated face images generation,

     ii.   Automatic generator tool of social network and instant messaging applications profiles,

     iii.   Watermarking analysis over synthetic face images,

     iv.   Undercover Investigation Management Tool,

     v.   messaging applications data extraction,

     vi.   real time voice rejuvenation

    f.   Generative AI in undercover investigation

    g.   HEROES and ALUNA platform: a one stop shop for LEA to use tech to combat CSEA

V.   Module 4: The challenges of livestreamed CSEA

    a.   What is a livestream?

    b.   CSEA through livestreams

    c.   Reports of CSEA livestreaming

    d.   How to spot livestreams of CSEA? Financial flows and chat logs

VI.   Module 5: Sextortion of children

    a.   What is sextortion?

    b.   Take It Down (NCMEC) and Report Remove (IWF and NSPCC)

VII.   Module 6: Missing children

    a.   Sub-module 1: Missing children databases

     i.   Missing persons/children database

     ii.   GMCNgine

    b.   Sub-module 2: Emergency Alert Systems

   i. Emergency alerts systems: introduction

   ii. Emergency Child Alert system (AMBER)

VIII. Module 7: Tools against Trafficking in Human Beings

  a. THB facilitated by the internet

  b. HEROES tools to detect THB: INDOOR/Fake job offer tool

IX. Module 8: Online safety tools for the general public

  a. Hotlines and reporting portals

  b. HEROES and ALUNA tools for the general public: reporting mobile app, Anti-grooming mobile app,

  c. Reporting on social media (e.g.: "report it, don't share it' Meta campaign)

  d. Awareness raising and training initiatives: Digital 'serious' game

X. Module 9: International challenges in the use of tech-for-good

  a. Sub-module 1: Tech tools and international cooperation

   i. Working in international partnerships

   ii. Mutual Legal Assistance Treaty (MLAT) - allowing countries to work together, gather evidence

  b. Sub-module 2: An abundance of tools

   i. Overlap with tools for OCSEA, THB and missing?

   ii. Difficulty of tool accessibility (resources, regionally-relevant tools, multidisciplinary teams, conflicting tools...)

   iii. Limits of tools

   iv. Importance of properly understanding the tools before relying on them (e.g.: using for evidence in court)

4. Conclusions

This report focuses on training on the topic of recognizing, intervening, and preventing various forms of sexual violence, including abuse, assault, online solicitation, production, and distribution of CSAM/CSEM. It is divided into two parts: courses already offered by the International Centre for Missing and Exploited Children (ICMEC), and a brand-new program, based on international best practice and the Consortium's expertise, developed for the HEROES project and that will be hosted on the Agents of Change e-learning on-demand platform.

First, it summarises all the courses that ICMEC already offers, covering a wide range of topics such as child sexual exploitation and abuse, trafficking in human beings, and support victims. These courses and training webinars focus on any adult with a duty of care towards children, both in their professional or personal capacity. ICMEC's offer comprises of ten e-learning on-demand courses, one recorded webinar, and seven courses that can be offered live (online or in person) following a request.

Second, the report showcases the curriculum developed for the HEROES project, which is the product of internal expertise, desk research, consortium knowledge and international best practices to develop this comprehensive yet focused two-part training on how to recognise, intervene and prevent the trafficking in human beings, especially of children, and on the technology used in the fight against crimes against children. The goal of these courses is to empower a wide range of stakeholders working nationally and internationally to efficiently prevent, respond to, and fight against trafficking, and to better understand the technology used to discover, investigate, and rescue children victims of crimes. The newly developed "Recognizing, Intervening, and Preventing Trafficking in Human Beings on a Local, National and Global Scale" and "Tech for good: The Use of Technology to Fight against Crimes Against Children" are detailed, thorough, and wide-ranging courses that any professional working in the field of violence, abuse and exploitation, especially against children, should attend. The first course has been developed in collaboration with the International Centre for Migration Policy Development (ICMPD), and the second, with the support of the entire HEROES Consortium.

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