PROJECT

deSHAME II

International Adaptation Toolkit

A guide and open source resources for tackling online sexual harassment in your country.

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Digital Exploitation and Sexual Harassment Among Minors in Europe

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deshame.eu

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PROJECT deSHAME

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Project deSHAME is a collaboration between Childnet (UK), Kék Vonal (Hungary), Save the Children (Denmark) and UCLan (UK).

The Project was started in 2017 co-financed through the European Union. The name deSHAME is an abbreviation of Digital Exploitation and Sexual Harassment Among Minors in Europe which directly links to the project's aim:

a. Increase reporting of online sexual harassment amongst children and young people and improve multi-sector cooperation in preventing and responding to this behaviour.
b. Support and empower teachers and the wider community to effectively prevent and respond to online sexual harassment and unhealthy online behaviour amongst children.

The name also symbolically reflects the project's overall *purpose* – to remove the shame from victims and to give children the tools to support their peers online.

The main objective of Project deSHAME is to deliver positive results for children, parents, teachers and wider that will produce concrete benefits promoting the rights of the child. More concretely the objectives are:

a. Children are less likely to be targeted with online sexual harassment, mitigating the harm that is caused to children's wellbeing when they experience this form of sexual violence.
b. Children are more likely to recognize and report online sexual harassment, both as a bystander or victim, which will have a number of benefits that promote children's rights. By promoting early intervention, victims get the support they need, and it prevents further escalation of the abuse.

Sharing the above-mentioned aim, objectives and purpose, the project has in practice consisted of two distinct subprojects:

deSHAME I:
Research on and educational resources for youth aged 13–17 years.

deSHAME II:
Research on and educational resources for children and youth aged 9-12 years and campaign material and resources for parents with children aged 9-17 years.

Why should you run your own project to tackle online sexual harassment?

The internet has transformed how we connect with others, form relationships, explore our identity and express ourselves. Managing the complexities of love, relationships and peer group dynamics has always been a challenge for young people. But the internet opens new possibilities that make societal discussions about sexual harassment, consent, respect, misogyny and sexualization ever more relevant and necessary.
The arguments for working with the issue and this toolkit are simple:

a. Online sexual harassment exists and is more common than you might think.

b. Online sexual harassment is still in many ways taboo and therefore many children and young people do not report it but choose to tackle their experiences on their own without seeking help and support from an adult.

c. Experiencing or witnessing online sexual harassment can result in serious and long-term impacts on young peoples' mental health and wellbeing.

d. Children need to learn about online sexual harassment for them to be able to recognize it when it does happen and know where and how to seek help.

Supporting documents

When downloading this document, you will also have received a folder of supporting documents including the following:

a. Information for translation – A list of resources, word count and description
b. Consent forms for school research
c. Focus group questions for educators
d. Consent forms – focus groups with 9-12 year olds
e. Focus group questions for 9-12-year olds
f. Consent forms – parents & carers focus groups
g. Focus group questions for parents & carers of 9-17 year olds
h. Research questionnaire for parents & carers of 9-17 year olds
i. Pilot schools – consent form
j. Pilot schools – educator evaluation EXAMPLE
k. Pilot school - pupil evaluation EXAMPLE
l. Parents & carers resources evaluation EXAMPLE

What is online sexual harassment?

Online sexual harassment (OSH) is defined as any unwanted sexual conduct on any digital platform and it is recognised as a form of sexual violence. Online sexual harassment encompasses a wide range of behaviours that use digital content (images, videos, posts, messages, pages, comments) on a variety of different platforms (private or public). It can make a person feel threatened, exploited, coerced, humiliated, upset, sexualised, or discriminated against.

Below are the four main types of OSH. These different behaviours are often experienced simultaneously and can overlap with offline experiences of sexual harassment, sexual abuse, bullying, relationship abuse and stalking.

Non consensual sharing of intimate images and videos	Exploitation, coercion and threats	Sexualised bullying	Unwanted sexualisation
A person's sexual images and videos being shared without their consent or taken without their consent	A person receiving sexual threats, being coerced to participate in sexual behaviour online, or blackmailed with sexual content	A person being targeted by, and systematically excluded from, a group or community with the use of sexual content that humiliates, upsets or discriminates against them	A person receiving unwelcome sexual requests, comments and content

Please review the deSHAME I report or the deSHAME II Teaching Guide for more information about this topic.

Key findings from our research

The research from deSHAME I which was conducted between 2017-2019 with more than 3,000 young people aged 13-17 years across Denmark, Hungary and the UK found that:

24% of respondents had received unwanted sexual messages (with girls twice as likely to experience this)

9% of respondents had received sexual threats online from peers, while 29% had witnessed this

25% of respondents had witnessed young people secretly taking sexual images of someone and sharing them online, while 10% admitted they had done this themselves within the last year.

68% of respondents agreed that people will think badly about a girl if her nude or nearly nude image is posted online, whereas a smaller proportion (40%) would think the same if it was a boy.

6% of respondents have had their nude or nearly nude image shared with other people without their permission within the last year, while 41% have witnessed this happening.

What children, youth, parents and carers have told us

Below you will find what young people aged 13-17 years said in the research that was part of deSHAME I:

Importantly, the research from deSHAME I also found that young people reported a range of barriers that might prevent them from reporting online sexual harassment, which further highlight the importance of supporting and empowering teachers and the wider community to tackle this issue.

Top #5 barriers to seeking help:

The data from deSHAME I as well as feedback from teachers expressing the need for similar resources targeting a younger age group provided evidence and momentum for a strong focus on the preventive work targeting a younger group aging 9-12 years.

The data collected from deSHAME II also show a wide range of experiences and concerns from both younger children, parents and teachers:

These quotes from both children, parents and teachers across UK, Denmark and Hungary highlights the importance of and willingness to work with and address the issue of OSH, but moreover also parents/carers and teachers' role in helping children of this age to navigate their online lives, particularly in relation to online sexual harassment.

How can I use this guide?

There are two options at hand for you with regards to the implementation of deSHAME. One option is to adapt and use the research and resources that has been created already. The other option is to run a similar project with your own research in your own national context.

This guide will help you through the different phases of project deSHAME in your country. You can run all the phases to produce the whole project in your country, or you can pick and choose various elements as you see fit for your national context. The following phases below showcase the implementation of deSHAME I and II.

Step by step overview:

1. Establishment phase
2. Research, translations and adaptations
3. Pilot phase
4. Evaluations and adjustments
5. Implementation and dissemination

The guide includes a description of the deSHAME I and II project including the scope and relevance as well as information about the process of establishing the project and resources in your country, including pilot and roll out.

The guide gives you an overview of deSHAME and allows you to see where flexibility and adaptations are possible.

10 simple ways to engage in Project deSHAME

Below you will find a list of various and easy ways to engage in deSHAME I and II. The elements can be combined or used separately. The suggestions range from starting with engagements that are quick and easy, to longer, more comprehensive tasks.

1. Translate the executive summary of deSHAME I and the briefing report from deSHAME II and promote these among relevant national stakeholders and decision makers.

2. Adapt (adding subtitles / voiceover) and promote the parents' campaign film from deSHAME II. Encourage parents to engage in dialogue with their children and young people around their online lives.

3. Adapt (adding subtitles / voiceover) and promote the campaign film from deSHAME I to raise awareness of online sexual harassment (OSH).

4. Translate, adapt and circulate the parents' leaflets from deSHAME II to provide advice for parents around OSH and their children's online lives.

5. Translate and implement the educational resources from deSHAME II targeting pupils aged 9-12 years.

6. Translate and implement the educational resources from deSHAME I targeting pupils aged 13-17 years.

7. Translate the focus group questions and conduct your own focus group interviews with pupils and educators in your country.

8. Translate the questionnaire and focus group questions for parents and carers from deSHAME II. Carry out your own focus group interviews and survey in your country.

9. Conduct your own national survey among 13–17 year olds or collect current available national statistics on OSH among this age group to inform the work you do.

10. Conduct your own national research and adapt both the educational resources and campaign materials from deSHAME I and II to suit your country's context.

Phase 1: Find out about the current situation in your country

Scope, relevance, and objective

The research from UK, Hungary and Denmark showed that children and young people across Europe experience online sexual harassment and cyberbullying taking place in a peer-to-peer context across digital platforms, resulting in serious and long-term impacts on victims' mental health and wellbeing. The research also showed that girls are more likely to face negative consequences than boys. Most likely this is also taking place in other European countries.

While there were many similarities in the experiences of Hungarian, Danish and UK children, there were some notable differences too, which highlight the importance of finding out what is happening in your national context.

Starting with interventions at earlier ages offers the opportunity to address underlying behavioural factors when these are in formation, leading to long term impacts into adolescence and adulthood. Additionally, it is crucial to improve parental involvement and remove barriers to reporting, beginning with parents of younger children to engage in and establish an open dialogue early on.

Target groups for Project deSHAME

In order to reach the aim and objectives of Project deSHAME, the following main target groups have been identified.

1. 9-12-year-olds as this is an important developmental stage when children can be highly vulnerable to sexual exploitation, they begin to mature sexually, their peer group grows in influence and decision making is underdeveloped.
2. 13-17-year-olds because many of the characteristics described above also apply to this age group. However, the kind of online harassment experienced by 13-17-year-olds is often more sexual than the kind experienced by younger children. Therefore, the resources developed to this target group have a specific focus on online sexual harassment.
3. Educators as they play a central role in reaching the children and facilitating the toolkit.
4. Parents and carers as they play a key role in protecting and supporting children, and even more so because our research show that children are unlikely to seek help.
5. Relevant stakeholders from police, education, helplines, NGOs, government, local authorities, family organisations and companies to help shape and disseminate the resources.

Familiarize yourself with the existing resources

Now would be a good time to get familiar with the existing resources in order to fully understand the project and the tasks that lie ahead in adapting them to your national context. Find all resources at: deshame.eu

Find your national point of departure

In order to get started with the adaptation of deSHAME whether it is the full scope or only parts of it, you need to familiarize yourself with the current situation in your country. Start by asking the following questions;

1. What is your national legislation and policy on OSH? How is it carried out in practice?
2. What is the level of public awareness on online behaviour, cyberbullying and OSH? Are there any cultural, social or generational sensitivities, pre-notions or dynamics that should be considered?
3. How does your national educational tradition and current curriculum correspond with the scope of this project? Are online behaviour, cyberbullying and OSH topics already addressed in schools? If not, what is the possibility of implementing these topics? Is there any political resistance?
4. How does existing research and data collection correspond with the scope of this project? Is there any research available?
5. What are the perceptions of police by young people? How are young people's perceptions around breaking the law?

Research these questions thoroughly and incorporate your initial findings and any national applicable legislation and policies to understand your current status quo before continuing with phase two.

Phase 2: How to adapt the project and resources

Objective of the research methodology

The objective of this phase and conducting national research is to fully understand the issue as it presents itself to children and young people and those that support them, and to engage with young people and other key stakeholders to respond effectively. The research methodology applied in deSHAME will enable you to deliver an effective and impactful project that will produce changes in attitudes and behaviours, prevent online sexual harassment and increase reporting of incidents.

Main methodologies of deSHAME

Below you will find some of the main methodologies used throughout the project:

Innovative youth-led methodology: The participation of young people is at the heart of Project deSHAME. The project seeks to give children and youth opportunities to share their perspectives and shape the results of the project, allowing partners to achieve the best outcomes and develop effective strategies and tools.

Multi-sector: We believe that the best results for children and youth happen when organisations work collaboratively. Project deSHAME has been multi-sector in its design, implementation and results. We strongly encourage member states to seek a similar approach in adaptation and implementation.

Learning and evidence focused: Learning and testing has been central for our methodology. DeSHAME II was developed from our learnings from deSHAME I, and our resources have been piloted and evaluated throughout to ensure relevance and application.

Main methodologies of deSHAME (continued)

Behavioural: Project deSHAME has taken a behavioural approach by seeking to understand the underlying factors that impact on effective prevention and response to online sexual harassment; designing interventions to tackle these particular factors; and then evaluating the impact of these interventions to enable us to understand the most effective approaches.

Europe-wide: As set out in our project proposal, deSHAME seeks to build a Europe-wide approach to transfer learning to other member states and to contribute to an improvement across Europe in how we understand, prevent and respond to online sexual harassment among minors. To support this, our project will build Europe's first collaborative network around online sexual harassment.

Engage your target groups in research and data collection

After the initial familiarization with the aim and objectives of Project deSHAME, your national context, legislation and identification of relevant target groups, it is time to recruit and engage relevant target groups in your national research. Before you begin this process remember to ensure ethical approval to conduct the research. Research your national formal process for ethical approvals in advance. In relation to this process make sure to prepare and obtain consent forms for participants and parents. See appendices for relevant consent forms used in deSHAME.

Participation of youth, parents and stakeholders

Project deSHAME and its educational resources and campaign materials is the result of triangulating 1) national research, 2) qualitative and quantitative data and finally 3) recommendations from expert advisory boards across the three partner countries. Initial research to understand the current situation in your country is a start, but the objective of the project is to engage with young people, parents and carers, and key stakeholders to ensure they have a voice in both the design and delivery of the project.

The data collection related to deSHAME has required time and coordination, which might not be available for you as a member state. However, if possible, we strongly recommend that you conduct your own national data collection with children aged 9-12 years, youth aged 13-17 years, parents, teachers and stakeholders. This will ensure the resources' relevance and applicability.

In order to ensure the engagement and voices of the target groups and stakeholders in your country you can follow the steps listed below;

1. Identify and recruit a group of about 10 young people aged 13-17 years to become your Youth Advisory Board. Engage the Youth Board in minimum two workshops to help shape the direction and the project.

2. Identify and recruit a group of about 10 relevant stakeholders from police, education, helplines, NGOs, government, local authorities, family organisations and companies to form your Expert Advisory Board. Engage the Expert Advisory Board in minimum two meetings to help guide the direction and project.

3. Translate the questions and briefing papers related to focus group interviews. See the supporting documents for more detail.
4. Identify and recruit about 30 children of your target age group (e.g. 9-12, 13-17) and conduct focus group interviews to assess attitudes and barriers to seek help. Note: ensure age, gender and geographical representation.
5. Identify and recruit 5 or more teachers of your target age group (e.g. 9-12, 13-17) and conduct focus groups interviews in order to grasp and understand the perspective of teachers and their context of teaching topics such as cyberbullying and OSH. Note: ensure age, gender and geographical representation.
6. Carry out your own desk research and audit of existing support and guidance for parents about online sexual harassment - and related issues - and current research about their specific needs.
7. Identify and recruit 6 or more parents and carers of children aged 9-17 years and conduct focus group interviews to identify understanding, attitudes and needs related to children's online lives, cyberbullying and OSH. Note: ensure age, gender and geographical representation.
8. Carry out a national online survey with a minimum of 1000 young people aged 13-17 years to identify understanding and needs among youth. This should be delivered through an external agency to ensure national representativeness.
9. Carry out a national online survey with a minimum of 1000 parents and carers of 9–17-year-olds to identify understanding and needs. This should be delivered through an external agency to ensure national representativeness.

Analyse data and adapt translations

When the data collection has been carried out the data needs to be analysed properly to find patterns and main theme across the target groups. You are not building the resources from scratch, but rather seeking to adapt the existing materials to your national context and the specific needs of your target groups.

Using your research, you can adapt the resources to include your own data, quotes and statistics. Here is a quick how to guide:

1. Download and familiarize yourselves with the resources from deshame.eu
2. Summarize and systematize your own national data by e.g. the target groups, main themes, relevant quotes and statistics.
3. Identify where in the resources your national data should replace existing data.
4. Engage a professional copywriter and translator to translate and adapt the deSHAME resources to your national context.

Be aware of cultural sensitivity when the translation is carried out. The translator should be aware of linguistic and cultural differences and particularities relevant in your country. Furthermore, it is important that the translation of the educational material takes into account the contemporary tone of voice towards teachers and professionals based on level and context of teacher training.

When you have adapted the resources through incorporating your own national data you are ready to pilot and test the resources.

Phase 3: Test your materials in schools and among parents

In order to test and pilot the educational resources and the resources for parents follow these simple steps:

- Recruit schools – make sure to reach out to more than the number you need, as some may drop out, only partially complete it, etc. The more piloting the better!
- Engage educators - a phone call to talk through the resources may help them to get started.
- Consider printing the resources and post them to schools, to encourage them to pilot them.
- If you have the time and opportunity, ask if you can observe classes piloting the toolkit. This will provide you with a nonfiltered evaluation right there in class.
- Recruit parents to view and pre-test the resources aimed at parents.

Phase 4: Refine and adapt based on tests and evaluations

After piloting the resources in schools and among parents make sure to obtain evaluations. The evaluations will help you to assess the effectiveness and application of the toolkits. The evaluations should inform the final refinement and adaptations of the resources before they are ready to be disseminated. They can also help in your dissemination of the resources, showing the feedback from children and young people on the relevance and effectiveness of these resources, for example.

Find the evaluation forms, which you can translate and apply to your research, among the supporting documents.

Phase 5: It's time to kick off the launch!

Now you are ready to launch and disseminate your resources and results from the project. Design and implement a dissemination strategy that is relevant to your national situation. The aim of the dissemination is to campaign and raise awareness nationally around the topic, the toolkit and resources, particularly aimed at educators and parents and carers.

In order to mitigate and prevent online sexualized bullying, the dissemination strategies should also involve a strong focus on informing relevant stakeholders and the wider population. Use your website, your network and relevant events/conferences, social media and traditional media to promote and disseminate the resources.

Further reading from deSHAME

DeSHAME I Research Report

DeSHAME II Teaching Guide