

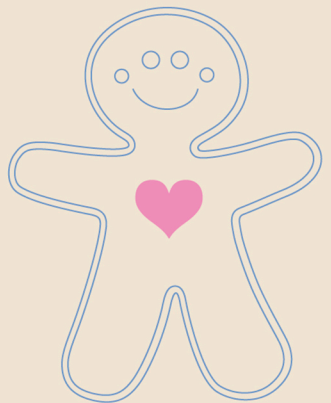
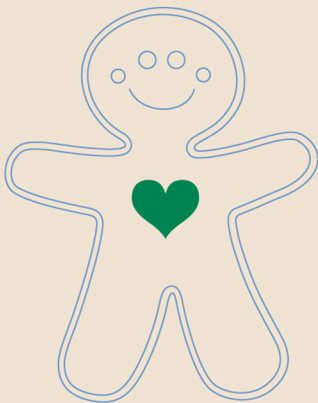
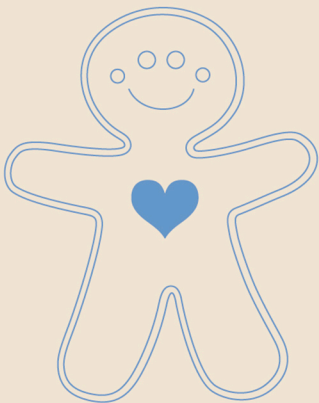
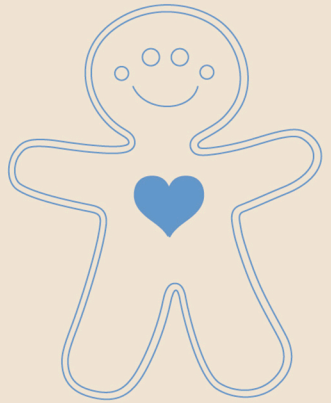
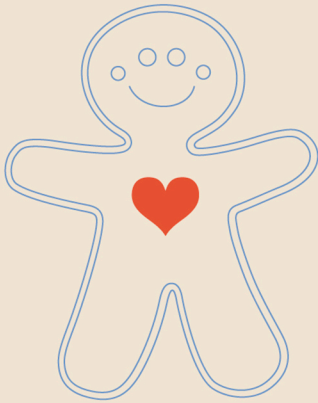
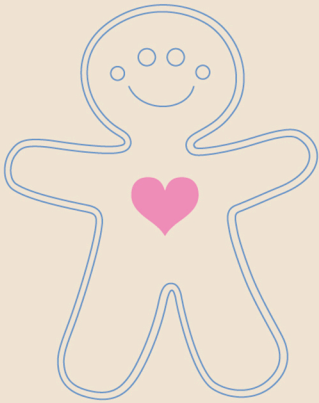
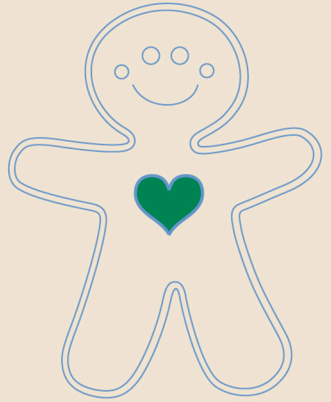
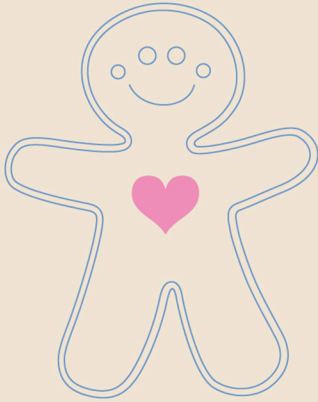
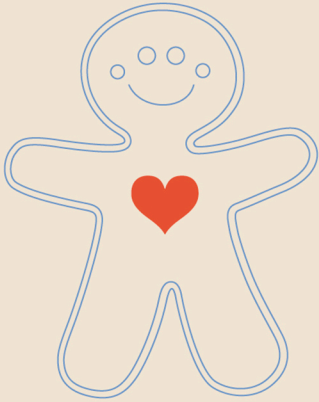
Replicating the EDUCAP project

National and European Replicability Guide for
Multiplying Educational Skills to Combat Sexual
Violence against Children

èEDUCAP



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Multiplying Educational Skills to Combat Sexual Violence against Children*

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Multiplying Educational Skills to Combat Sexual
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Human Rights Institute. University of Valencia.



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Index

- 9 **0** Executive summary
- 13 **1** Introduction to EDUCAP
- 17 **2** Scope of the Pilot Project in the Valencian Community
- 27 **3** Facilitating and obstructing elements detected during the Pilot Project development
 - 17 Diagnosis of pre-project elements
 - 28 Legal Framework Study
 - 29 Facilitator agents in the development of the Pilot Project
 - 32 Analysis of the educational sector
 - 34 Diagnosis of elements during the project
 - 34 Into the development of the EDUCAP Guide
 - 36 From the training of Key Teachers
 - 40 Replicating the trainings

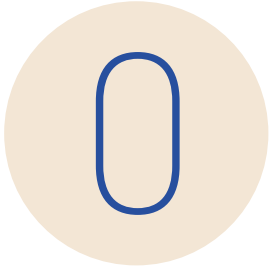
43 **4** Phases of the replication in the national and European context

- 43 Phase 1: Mapping Educational Programs on SVaC
- 45 Phase 2: Legal Framework Study
- 50 Phase 3: Agents to guide on the Project Development
 - 51 A. Academy
 - 53 B. Education Stakeholders
 - 54 C. Public Administration
 - 54 1. Educational Management
 - 59 2. Attention to Victims of a Crime's Office
 - 60 D. Third Sector
 - 61 1. Children Rights Experts
 - 62 2. Disability Experts
- 63 Phase 4: Feasibility Assessment
- 65 Phase 5: Execution Process
 - 67 Session 1: Initial welcoming session to EDUCAP trainings
 - 68 Session 2: Training on Module 1
 - 69 Session 3: Training on Module 1
 - 70 Session 4: Training on Module 2
 - 71 Session 5: Training on Module 2
 - 72 Session 6: Training on Module 3
 - 73 Session 7: Training on Module 3
 - 74 Session 8: Training on Module 4
 - 75 Session 9: Training on Module 4
 - 76 Session 10: Training on Module 5
 - 77 Session 11: Training on Module 5
 - 78 Session 12: Closing EDUCAP trainings

79 **5** Transversal phases to the entire transfer process

- 79 Phase 6: Communication and dissemination plan
- 81 Phase 7: Financing Plan
- 82 Phase 8: Chronology Structure
- 84 Phase 9: Evaluation and Monitoring System





Executive summary

A Replicability Guide for Combating Sexual Violence against Children in Schools has been drawn up by the EDUCAP partners based on the results of the pilot project carried out over two years in the Valencian Community region, and the research behind it.

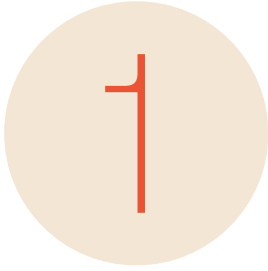
This project can be considered a success in terms of education professionals' attitude in preventing and detecting cases of child sexual abuse. Through successful training given to key professionals working in early childhood and primary education, a significant impact has been achieved in training and awareness about this important issue for the whole of society.

The *National and European Replicability Guide* provides a detailed approach in nine key phases to ensure the success of the project in other regions and countries. These phases range from the initial planning to subsequent evaluation and monitoring, providing a clear, structured framework for effective implementation.

In addition to highlighting the project's phases, this guide identifies barriers encountered on developing the project, and offers recommendations for overcoming them. It also points out opportunities for future development of prevention programmes, stressing areas where improvements can be made and extending the project's impact at the local level. In this sense, a thorough analysis of the legislation on protection and guarantees for minors, as well as the legislation on education, are important factors in carrying out this project. The LOPIVI [Spanish Law on Comprehensive Protection of Children and Adolescents] is one of the most comprehensive norms at the European level in terms of child protection. Although it is not yet being completely implemented throughout Spain, it is the duty of institutions to make this law effective, meaning that it is necessary to provide training and economic resources.

In short, this replicability guide provides a comprehensive, practical roadmap for those interested in implementing similar child sexual abuse prevention programmes in educational settings. Its evidence-based approach and the lessons learned during the pilot project make this guide a valuable tool for fostering children's safety and well-being across Europe.





Introduction to EDUCAP

EDUCAP is the acronym representing the title of the project «Multiplying Educational Capacities to Combat Sexual Violence Against Children». This project was launched in March 2022 for a duration of two years. It was designed to be carried out in the Valencian Community region in Spain.

The project is partially financed by the European Union's Rights, Equality and Citizenship (REC) programme through the call for proposals to prevent and combat all forms of violence against children, young people and women.

Thanks to the recognition by the European Parliament of sexual abuse and sexual exploitation as serious violations of fundamental rights, as well as the approval of Directive 2011/93/EU on combating sexual abuse, sexual exploitation of minors and child pornography, an obligation has been laid down to train professionals in the matter of Sexual Violence against Children (hereinafter, SVaC). This specialised training has also been reinforced nationwide in Spain by the recently approved Organic Law 8/2021 on the Comprehensive Protection of Children and

Adolescents against Violence. However, this obligation is yet to be met in practice in several European countries, including Spain.

The EDUCAP Project aims to partially bridge this training gap with respect to the target group of teachers in the Valencian Community region [Spain]. With this horizon, the project's overall objectives are to improve teachers' capacities to address SVaC and to increase protection for victims of SVaC.

Teachers are considered to be one of the key groups with the most opportunities to detect violence against children. The main activities during the project have been to prepare a training programme on SVaC; implement this programme for a target group of key teachers; monitor and evaluate its implementation to validate the feasibility of replicating the project in other contexts; develop a community awareness strategy against SVaC; and disseminate the project's results and ensure its sustainability.

In order to develop this project, the consortium was composed of four beneficiaries. Three of them are among the most prestigious, well-ranked public universities in Spain: the University of Valencia (UVEG), University of Barcelona (UB) and University Carlos III (UC3M). The other partner is a leading civil organisation in children's rights: Save the Children (SC). The project has been coordinated by the Human Rights Institute of the University of Valencia, with participation from the Child and Adolescent Victimization Research Group (hereinafter, GREVIA, an institute belonging to the University of Barcelona), the University Carlos III of Madrid, and Save the Children in the Valencian Community region as the leading researchers and developers. The project fosters public-private collaboration, and promotes a balanced relationship between the knowledge of academia and the dedicated work by non-governmental organisations. It is probably thanks to the leading participants' commitment and diverse experience that the project has attained the repercussions and successful results it is seeing today.

The aim of this report is to provide a guidance document to achieve scalability and transfer the results obtained at the regional level in Valencia to other regions in European countries, and at the national level in Spain.

The document will take into account results achieved while it was being carried out and will examine and discuss the legal framework and current practices implemented as a whole in order to put forward solutions and scale up the project's results, taking into account the socio-cultural diversity across Europe.

2

Scope of the Pilot Project in the Valencian Community region

The EDUCAP Project aimed to achieve the following results in order to partially bridge the knowledge gap among the teachers in the Valencian Community region (Spain), including the target group.

① **Creation of an Educational Guide on SVaC** for teachers.

② **Improvement in skills** to tackle SVaC by implementing the Educational Guide with a Teacher Training Programme (hereinafter, TTP) based on SVaC methodology, directly training 100 teachers from 100 schools, who afterwards will train the teachers in their schools, reaching an estimated number of 1,200 teachers trained in SVaC.

- ③ **Increase in community awareness** of the SVaC problem and of children's right to be protected through a communication strategy.
- ④ **Fostering replication of the project** by means of a Guidance Document.
- ⑤ **Improving protection** for approximately 26,000 children against sexual violence.

The following points explain how to meet the goals, one-by-one:

① Creation of an EDUCAP Guide on Sexual Abuse against Children

The EDUCAP Guide is one of the products of the European project Multiplying Educational Capacities to Combat Sexual Violence Against Children. This guide was developed by the project's partners. It was made possible thanks to the support from various public entities belonging to the Generalitat Valenciana (Valencia Regional Government) in Spain, and particularly the General Directorate of Educational Inclusion of the Regional Department of Education, Culture and Sport, and the Office for Victims of Crime of the Regional Department of Justice, Interior and Public Administration. A team known in the project as «Multidisciplinary Group of Experts» [later developed in chapter 3.2] was also selected by the partners, who with their experience helped to review and send observations and feedback over the nine months the guide was being created.

The guide is designed to be the basic material for a teacher training programme following ToT (Training of Trainers) methodology. The training should enable key teachers in the

classroom to both prevent and detect child sexual abuse, together with their pupils, and to train other teachers.

The first step after creating the Multidisciplinary Group of Experts was to carry out an extensive review of other guides and materials already created on SVaC so as to analyse what they included and what could be developed as new material. In this vein, it introduced the Emotional Support Module as an innovative module not present in the previous SVaC guides, but which was considered to be an essential part since some studies show that support or the lack of it after violence can be more significant than anything else. Another innovative factor was the importance of including infancy (0 to 3 years old) in the prevention and detection modules. This part of society must also be protected and have the same rights as the rest of society, although the mechanisms have not been studied as much.

The guide was created in five modules: Talking and Understanding; Preventing; Detecting: knowing how to see and how to listen; Taking Action; and Emotional Support. It is written in three languages and is open to be translated to more. Valencian, Spanish and English are the three languages in which the Guide is available at the time of writing in 2024.

The guide and other awareness materials developed for schools' awareness-raising activities are on EDUCAP's public web page. The feedback received has been very positive, with different public social services nationwide as well as non-profit organisations using it in their daily work.

In conclusion, the development of the EDUCAP Guide and its distribution seems to have been a success in generally protecting children, and a further step towards a change in conception that society must undergo regarding the recognition of children as subjects with rights.

② Improving skills to tackle SVaC by implementing the Educational Guide with ToT methodology, directly training 100 teachers from 100 schools who will afterwards train the teachers in their schools, reaching an estimated number of 1,200 teachers trained in SVaC.

Out of the total of 1,322 schools¹ (private, public, and cooperative) in the province of Valencia—including nursery education (0 to 3 years old), the first period from 3 to 6 years old, the primary school period and special educational schools—a total of 997 schools were contacted and invited to participate in the EDUCAP course.

The selection process for the participating schools was difficult because of teachers' work overload on considering including new elements in their planning.

Among the selection criteria to achieve the effectiveness of the ToT, the following was taken into account:

- The teacher's experience as a trainer for other teachers, and experience in that school (time working in the school, tutor for how many courses etc.).

1 Generalitat Valenciana. (2023). *Schools in the Valencian Region*. [database]. For more information: <https://dadesobertes.gva.es/es/dataset/edu-centros/resource/85f01cd1-ed79-4567-bf48-bc4e2caa214a>

- Good teamwork within the school with co-workers (teachers, heads, psychologists, counsellors).
- Good relationship with school children.
- Good relationship with the families of school children.
- Clear interest in the welfare or rights of children and their protection.

Despite the goal set of 100 schools, it was decided to partially modify this following advice from the Training, Innovation and Educational Resources Centres (hereinafter, CEFIRE). This professional institution, which has accompanied the entire process, helped us to target 100 professionals from fewer schools. The reason behind this was to ensure the project's next steps, particularly the ToT. As a taboo topic in society and schools, SVaC is a difficult one to introduce, so CEFIRE's advice concentrated on the possible strengthening that may be achieved by having a pair of professionals trained instead of just one. Furthermore, the high turnover of professionals in the Spanish educational sector should be taken into account. It is common for professionals working in schools to cover interim positions, which means that each year they work in a different school. This situation hindered the ToT methodology, but was mitigated thanks to the advice from CEFIRE.

The training groups for the first pilot were formed with the following interested participants from a total of 55 schools:

- 22 first stage schools for infant education from 0 to 3 years old.
- 15 second stage early childhood schools from 3 to 6 years old.
- 15 primary education schools from 6 to 12 years old.
- 2 special educational system schools.
- 1 vocational education school for students studying first-stage education.

Each participating school involved two or three Key Teachers who took the training and who, once trained, replicated it for the rest of the school's teachers.

Out of this selection, 105 professionals (Key Teachers) were enrolled into the EDUCAP course. Between 60 and 70 of these professionals followed the whole course, which is considered a good result for the project. However, only 45 achieved the certificate (which had some requirements such as 80% attendance and 100% of the activities).

As for the increase in skills, the course helped give teachers greater confidence in their actions, resources and tools to prevent situations of abuse, and to study and learn the action protocols at the same time they were discovering which parts of the notification procedure were missing in the educational protocols for notifying. Although there are no exact numbers on how many cases of sexual violence against children were notified before the training, there were six notifications during the 35 hours of training, which seems to be a good result as it means the trainers had managed to focus on detecting possible cases. Also, something that the professionals observed in common is that they felt more secure in what they were doing when notifying or gathering information when suspicious of the situation without making it more painful for the children. In addition, they were able to support the children and the class.

The most valuable takeaway for the Key Teachers was getting tools: theoretical and practical tools to back up their actions and for the protection of children in general.

③ Increasing community awareness of the SVaC problem and of children's right to be protected via a communication strategy

There were many different activities, events and other communication strategies in order to inform about the project's progress in different environments and also to raise community awareness.

Different workshops were carried out in the project's two years, the aim of all the workshops being to raise awareness and inform about the problem of sexual victimisation against children, the right of children to be protected against violence, and the role of those studying to be teachers, workers, community, families and society in general in this fight.

Through the following events carried out between March 2022 and March 2024, the project managed to directly raise awareness among at least 50,000 people:

- Seminars and awareness-raising activities.²
- Participatory workshops.³
- The media, social media and press.⁴

2 The dissemination activities are the following; Seminar of October 2023 at the University of Valencia «Tools for protection against SVaC», Awareness-raising activity on 18 November «European Day for the Protection of Children from Sexual Abuse and Exploitation» at the University of Valencia, Presentation of the project at the II COEDUCA Congress in Gandia, Presentation of the EDUCAP Guide at the University of Valencia, ISPCAN Conference in September 2023, the Visit to the European Parliament, I EDUCAP Congress.

3 Three presentation events for the EDUCAP Guide at the Faculty of Teaching at the University of Valencia and different sessions with Families' Associations at the participating educational schools.

4 For more information see the Educap website, «Media repercussion»:
<https://proyectoeducap.eu/news/>

④ Fostering replication of the project through a Guidance Document

As a result of the first educational training on SVaC, there are 20 Key Teachers replicating the training with their groups of colleagues at school.

Those 20 Key Teachers are replicating it at 41 different schools. This is due to some special circumstances in which there are some teachers replicating it in the groups of schools in zones into which the guidance counsellors are grouped, as well as a cooperative of infant schools, which has exponentially multiplied the schools related to EDUCAP Project. In addition to these 41 schools, there are 50 students of Children's Teaching who will be working on the next courses in different schools, studying the replication of the EDUCAP course in their professional training.

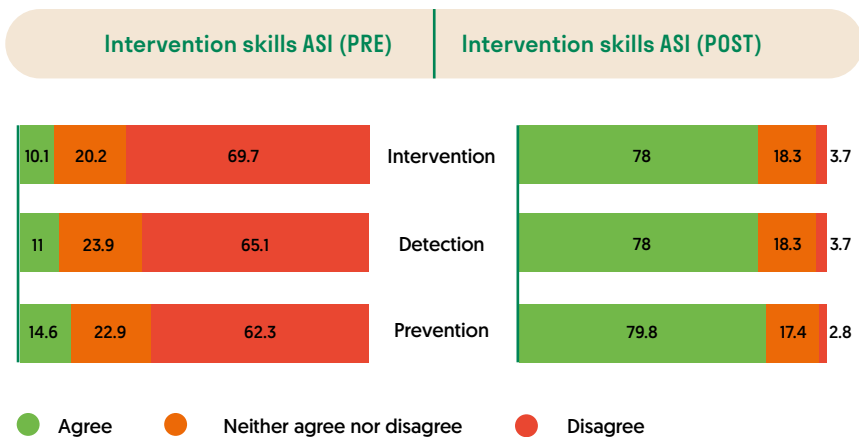
Although this is the planned scope, while this guide is being developed [January 2024] there are 14 schools that have already begun the ToT, whereas the rest of the schools are planning to replicate it in the coming months. To date, there are eight schools that have already finished it.

Due to this process, and taking into account the average number of professionals in schools in the Valencian Community region, the training will be given by those 41 key schools and the 50 future teachers, to 1,820 teachers in total.

⑤ Improving the protection of approximately 26,000 children against sexual violence

As has just been explained, there are 1,820 teachers that will be receiving the training in the coming months. Accordingly, it can be predicted that the EDUCAP Project will extend protection to at least 36,400 children from SVaC [since the mean average of children per class in the Valencian Community region is 20]. This is definitely a higher number of children protected than expected.

As for the results from the training, there is a successful preliminary result from the eight schools that have already finished the ToT, plus the results from the Key Teachers, who have also completed the training. In total, there are two hundred people who have finished, of whom only half filled in the post-training questionnaire up to January 2024. Despite the lack of answers, the ones that it was possible to analyse show that there is a clear increase in the participants' own perception as regards the prevention techniques, detection tools and intervention procedures.



Graph 1: Preliminary perceptions from the ToT participants before and after the EDUCAP training

As one can see in Graph 1, there is a drastic change in the participants' own perception of their skills among those who received the training. In the pre-questionnaire, no more than 14.6% of the participants agree that they have the skills to prevent, detect or intervene in SVaC cases. In contrast, in the post-questionnaire almost 80% of the ToT participants think they have more skills to deal with a SVaC case.

This significant change in the skills perceived makes the project a successful and necessary tool to be implemented in more schools and regions, although this tool alone is not enough. Of course it is very much necessary to complete and reinforce the training with many other training activities, such as in university Children's Teaching degrees, but also with many other stakeholders who have a very relevant role in the procedures for the protection of children.

3

Helpful and obstructive elements detected during the Pilot Project

With the aim of multiplying access to the skills to combat sexual violence against children within the national Spanish context and on an international level (concentrating only on Europe), this chapter aims to highlight the elements detected that helped or hindered the pilot project in the Valencian Community region and possible solutions in national and European replications.

① Diagnosis of the pre-project elements

To detect elements that could help or hinder during the project, a pre-project diagnosis was carried out based on three key lines: the legal context, the parties who could help implement the project, and a study of the educational context, as this was the specific path selected for the first version of the EDUCAP Project.

The diagnosis of needs was carried out based on a holistic point of view including disabilities, gender roles etc. Since child sexual abuse is a social problem that affects all areas of children's lives and the consequences are normally long processes, the fight against sexual abuse needs to work as globally as possible.

Legal Framework Study

There is an obligation to train professionals in the field of sexual violence against children that has been established for all European countries via the European Parliament's recognition of sexual abuse and sexual exploitation as serious violations of fundamental rights, and the approval of Directive 2011/93/EU on combating sexual abuse, sexual exploitation of minors and child pornography.

This specialised training is also reinforced at the national level in the case of Spain by the recently approved Organic Law 8/2021 on Comprehensive Protection of Children and Adolescents against Violence [LOPVI]. This obligation remains unmet in several European countries, including Spain.

Furthermore, Law 26/2018 of December 2021,⁵ approved by the Valencian Community region on the «Rights and guarantees of children and adolescents» reinforces the need to create theoretical and practical materials to prevent and detect violence against children, and to lend support.

There are many other legal texts, also found in the EDUCAP Guide, created by the international community as guidelines in an attempt to lay down standards on how states should focus their work on the phenomenon of SVaC and the obligations to prevent, investigate and punish child sexual abuse, as well as duties to protect and redress victims.

5 LAW 26/2018, of 21 December, by the Generalitat. Rights and guarantees of children and adolescents. [2018/12057]. https://dogv.gva.es/datos/2018/12/24/pdf/2018_12057.pdf

Helpful factors in developing the Pilot Project

On studying the national and the regional legal framework in Spain, one finds laws that set out obligations for the state and for society in general regarding prevention, notification and prosecution of child sexual abuse, as well as protection for victims. Some prevention plans, child protection and new action protocols are being developed in accordance with the regulations, but not enough resources are allocated for these plans to be sustainable and to have a positive effect on a social level where this problem can be alleviated.

Throughout this regulatory framework, we can identify obligations and measures aimed particularly at schools and professionals. That is why, particularly through the EDUCAP Project, it was an important step in developing the project to be able to count on parties in favour such as those we can see in the following image. These are the Training, Innovation and Educational Resources Centres (hereinafter, CEFIRE), the Department of Education, Culture and Sports and the General Directorate of Educational Inclusion, to carry out the diagnosis concentrating on the educational community. The Multidisciplinary Working Group also helped us formulate the development of the EDUCAP Guide with an even broader vision, and subsequently its implementation in the schools has been monitored, as well as the results arising from this implementation. The Specialized Guidance Units (hereinafter, SGU) answering to the General Directorate of Educational Inclusion, the Office of Victims against Crime and the Spanish Committee of Representatives of People with Disabilities (hereinafter, CERMI) and others were also involved.

Parties who guide us during the EDUCAP project

Academy

- University of Valencia
- University of Barcelona
- University Carlos III Madrid
- University Oberta de Catalunya
- University of Salamanca

Public Administration

- Ministry of Education, Culture and Sports
- General Direction of Inclusive Education on the Ministry
- Training, Innovation and Educational Resources Centers in the Valencian Community for teachers [Spanish acronym: CEFIRE]
- Attention to Victims of a Crime's Office [Spanish acronym: OAVID]
- Units of Specialized Orientation [Spanish acronym: UEO]

Education Stakeholders

- Directive Team of the Schools
- Teachers
- Children
- Groups of Area guidance Counselors
- School Council
- Students Family Associations

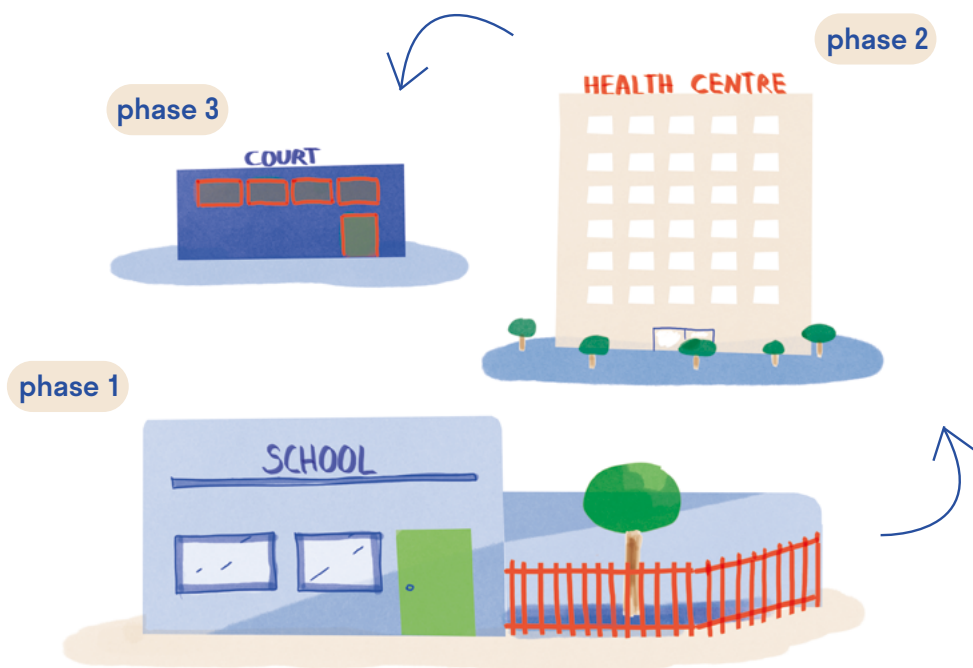
Third Sector

- Save The Children
- Association against Child Sexual Abuse [Spanish acronym; ACASI]
- Valencian Committee of Representatives of People with Disabilities [Spanish acronym: CERMI CV]
- Plena Inclusión

These parties enabled the project to introduce a wide range of diverse perspectives into the overall development, and to meet the goal of reaching as much of society as possible. In particular, they helped to incorporate the victims' perspective, which is essential. In addition, there was the disability perspective, which was more familiar to the team but still important to ensure an experienced point of view.

It is highly advisable to analyse and construct a big network in which good communication and confidence can be found in the interpersonal working relations. The objective is always to do a

Parties who are normally involved during notifications



better job, and by doing so get more children protected in order to build a better community.

Furthermore, it is very important to create a good network in order to get real perspectives on how different contexts, political changes, new laws or a specific sector's behaviour can affect the planning or development of the project.

It is necessary to create alliances in order to be successful, and of course to train each and every one of the parties to ensure the action taken does not go against protection of the children.

Analysis of the education sector

The EDUCAP Project was launched to partially bridge the training gap among the group of teachers in the Valencian Community region [Spain].

The fact that regulations such as the LOPIVI⁶ were approved just a few months before starting the project has suddenly benefited the project's structure by reinforcing and providing a context with a regulatory point of reference that helped develop and sustain the project. This law made room for the Equality and Coexistence coordinator, who helped implement and multiply the project. Since in most cases this Equality and Coexistence coordinator was already part of the school team, their role became an important one in the «taking action» or notification procedure when a situation of violence is detected in schools. The person takes part in the «Intervention Team» according to the process established in the Valencian Community region by Law 26/2018 of December 2021,⁷ Instruction 62/2014 of 28 July, and Instruction 5/2021 of 15 July.

In addition, there was a previous quantitative and qualitative diagnosis of the needs of teachers in combating child sexual abuse, and an evaluation of the lack of training and educational courses existing in this sense. An exhaustive analysis was also made of the syllabus of subjects studied by students preparing to be professionals in the educational world in order to understand the educational professionals' basic knowledge.

6 Organic Law 8/2021, of 4 June, on comprehensive protection of children and adolescents against violence. <https://www.boe.es/eli/es/lo/2021/06/04/8>

7 LAW 26/2018, of 21 December, of the Generalitat, on the rights and guarantees of children and adolescents. [2018/12057] https://dogv.gva.es/datos/2018/12/24/pdf/2018_12057.pdf

An analysis of the early childhood and primary education curricula was also made so as to understand where the sexual abuse prevention part would find a place in classrooms.



② Diagnosis of elements during the project

Throughout the three main phases of the project —creation of the practical EDUCAP Guide, implementation of the training and its replications— there have been factors that have contributed to the successful outcome, and others that have been detected as barriers or obstacles. As a dynamic and committed work group, we have been able to solve some of the errors detected, thanks to the risk analysis that we carried out at the beginning of the project. However, other factors have also been detected thanks to the feedback received, and this has allowed future errors to be corrected in the action taken following detection. For this reason, we consider that this section may be very significant for replication of the training.

Development of the EDUCAP Guide



Helpful elements

One of the most positive characteristics, since it has enriched the project, has been the development of the EDUCAP Guide together with the Multidisciplinary Group of experts. This has provided the most comprehensive perspective, including not only the educational one, but also the legal, institutional, psychological and disability perspectives in the project.

Another element that has also fostered the successful development of the guide has been the preliminary evaluation and assessment of it by the pre-school and primary school teachers and by those studying to become teachers. This has been possible thanks to the work with a group of professors (Cos Research Group) at the Faculty of Teacher Training (evaluation

of the Guide together with teachers] and with Save the Children [evaluation of the Guide with students of teaching].

The Emotional Support module in the EDUCAP Guide has been a recognised new element compared to the development of other guides on the same topic.

On understanding that one of the most relevant consequences of child sexual abuse is the treatment that the victimised person receives after detection or revelation of the aggression, it was considered essential to provide a space to lend emotional support the person who has been attacked.

Thanks to the prior analysis on teachers' needs, their insecurity before and after notification by the educational community of suspected cases of sexual abuse was also taken into account. That is why the emotional support module also includes support among teachers.



Opportunities to be developed

The guide focuses on the work of professionals who are in school classrooms. Although classrooms are considered a potential place for prevention, detection and support, informal spaces within schools are also considered to be important places in the fight against abuse. In this sense, the current guide could be extended to include other parties such as professionals in extracurricular activities, leisure and culture, or canteens, for example.

Other areas for opportunity detected:

1. The specific challenges posed by more vulnerable groups, such as children with functional diversity, or those who are institutionalised in socio-educational residences. These are areas in which, statistically, there is an even higher prevalence of sexual abuse against children.

2. Training for education professionals who provide training in professional education degree courses (notably, intermediate degrees such as early childhood education techniques, free-time monitors, etc.).

Training the Key Teachers

There have been 35-hour training courses carried out with a hundred educational professionals from 55 different schools.



Helpful elements

Positive preliminary assessment: Evaluation of change after training to sustain the training programme based on scientific evidence. An improvement is detected as regards the level of knowledge, as well as with respect to the tools the teachers have.

Multidisciplinary Group training for trainers: The involvement of professionals from different fields in the training has been very enriching. Other parties also involved in the process regarding abuse and also present in the training were the UEO and OAVD.

Training courses have connected many civil society stakeholders, the IDH, students [practical legal unit].

Collaboration with CEFIRE [Teacher Training Centre] throughout the training, which helped with the rest of the logistical issues and the attractiveness of the post-training certification.

Opening up of training to education professionals in infant courses: They are generally very interested in this type of training since normally, on being private or subsidised schools, they do not receive public training offers.

Commitment from the University of Valencia to training: The university facilitated logistics and provided a space adapted for the training.



Barriers and opportunities to be worked on

One of the biggest difficulties not previously detected was the participants' failure to answer the final questionnaires after the training, even though the team insisted on the importance of these questionnaires to validate the training, its possible improvement, and for the scientific and expert community to take steps and make headway in prevention and detection tools in different areas. Once the course was over, many participants did not fill in the final questionnaire, and therefore the sample for the analysis was smaller than the work we had been able to do.

By involving a large number of stakeholders as trainers, some aspects were detected such as the lack of a theoretical or legal formulation. This lack of precision makes it difficult for teachers to carry out what they have learnt with confidence. For example, some of the situations that are not in the regulations but which require clarification and need to be dealt with by governmental authorities, are:

- Security or protection before and after a possible trial.
- Designated person to contact the victim's or aggressor's family members.
- A process designed to ensure protection of the victim when the aggressor is at the same school.

City councils should be involved to offer the training for children's schools, but also to offer the training courses to the other stakeholders interested or involved in working with minors.

Furthermore, the protection and well-being coordinator's functions introduced by Article 35 of the LOPIVI need to be taught for the professionals taking up that role in the schools. This could be an opportunity for future projects across the Spanish state for the Welfare and Protection Coordinator's functions to be taught.

The law states that:

1. All schools where minors study, regardless of who owns them, shall have a Coordinator for the welfare and protection of pupils, who shall act under the supervision of the person who manages or owns that school.
2. The competent educational administrations shall determine the requirements and functions to be carried out by the Welfare and Protection Coordinator. They shall also determine whether these functions are to be carried out by existing or new staff at the school.

It would appear to be an important role to study and train for, since the specific functions entrusted to the Welfare and Protection Coordinator seem to have been developed for a wide-ranging protection system for children and adolescents. Some of the specific functions are:⁸

- a) To promote training plans on prevention, early detection and protection of children and adolescents, aimed at both staff working in the schools and pupils. Priority will be given to training plans aimed at school staff who act as tutors, as well as those aimed at pupils [for them] to acquire skills to detect and respond to

8 Article 35. Organic Law 8/2021, of 4 June on the Comprehensive Protection of Children and Adolescents Against Violence. <https://www.boe.es/boe/dias/2021/06/05/pdfs/BOE-A-2021-9347.pdf>

situations of violence. Likewise, in coordination with the Parents' Associations, they shall promote such training among parents, and those who exercise the functions of guardianship, guardians or foster parents.

b) To coordinate, in accordance with the protocols approved by the educational administrations, the cases of violence against children. [...]

c) To identify themselves to the school staff and the education community as the main point of reference for communication related to possible cases of violence at the school itself or its environment.

d) To promote measures that ensure the utmost welfare for children and adolescents, as well as a culture of good relationships with them.

e) To encourage the use of alternative methods of peaceful conflict resolution among the school staff and pupils.

f) To inform the school staff about the protocols for the prevention and protection against any form of violence existing in their town or autonomous community region.

g) To foster respect for pupils with disabilities or any other circumstance of special vulnerability or diversity.

h) To coordinate the social tolerance plan referred to in Article 31 with the school management.

i) To foster immediate communication by the school to the state's law enforcement bodies in situations that pose a risk to the safety of minors.

j) To foster immediate communication by the school to the data protection agencies in situations that may involve unlawful processing of minors' personal data.

k) To encourage the school to create a healthy, nutritious diet that enables children and adolescents, and especially the most vulnerable ones, to have a balanced diet.

3. The Welfare and Protection Coordinator shall act, in all cases, in compliance with the provisions of the regulations in force in the matter of data protection.

Replicating the training

At the moment, 15 Key Teachers are carrying out the replication in 39 different schools and another 50 teachers are being trained in it throughout their syllabus. This means a total of 89 schools will have professionals who are aware about taking action against SVaC. Finally, 1,780 teachers will receive the training, and it is foreseeable that the EDUCAP Project will manage to extend protection to at least 35,600 children against SVaC (since the average number in the Valencian Community region is 20 children per class).



Helpful elements

The participants' great satisfaction during the training encouraged involvement in the replication processes.

The design and easy accessibility of the materials in the different programmes to carry out the ToT has helped schools carry out the replicas. The packs of materials included edited videos of the online training carried out by the professionals and the materials delivered. Also, the EDUCAP team played an essential role by giving support for the replications.

On looking into the key parties involved in the replicas, it can be deduced that the counselling professionals (from the orientation programmes) could take up this role. They are educational professionals who have a more pedagogical and psychological approach to the issue of child sexual abuse and therefore are points of reference for teachers. Furthermore, in the Valencian Community region these professionals' work is organised into zonal groups (made up of counsellors from between 5 and 10 schools), which means that the training reaches a greater number of people.

In addition, schools organised into cooperatives have also played a key role in replication, multiplying skills exponentially.

Moreover, professionals teaching Vocational Training (VT) course for infants have helped introduce the EDUCAP syllabus into the curriculum of this VT. This enables the project's sustainability to be ensured.

A group of professors (Cos Research Group) at the Faculty of Teacher Training started to introduce the perspective of children's rights and comprehensive sexual education in different subjects. This enables us to ensure the project's sustainability.

One element in general that would help extend the life of the project and thus protect children would be to get the Valencian Community region's educational authorities to introduce the project's content into the syllabus of students studying to become Early Childhood and Primary School teachers. We continue working through the project along these lines as a long-term objective.



Barriers and opportunities to be worked on

Being a short-term or pilot project, it is difficult to make its timetables match those of the schools. Many participants are preparing to carry out the replications for teaching staff in the coming months, while many others are consulting about the option of doing it in the coming school years because in this current year they already have other compulsory or required training. This is a good result, though it is difficult to get the results within a specific period of time.

As mentioned above, mobilising teachers from one school to another has been a big barrier to replication of the training depending on the school years. Also, focusing on one single key group that could carry out many multiplications would be extremely useful to do the work more efficiently.

Although some contents are being introduced in vocational training and graduate degrees in Teaching, it would be necessary to adapt the Educational Plan to ensure it is compulsory content in preparing for the degree course.





Phases of the replication in the Spanish and European context

Phase ①: Educational Programmes about SVaC

In order for the project's scope to be as wide as possible, with the greatest social and institutional backing and interdisciplinary perspectives to strengthen its development, it is important to understand what other experienced, aware stakeholders and organisations have worked before in the zone with similar aims in other programmes against sexual violence.

It is important for the projects we can rely on or which we can use as our basis to be based on scientific rigour, enabling us to obtain quantifiable and qualifiable measurements to observe the programme's effectiveness and improve the protection of minors assuredly.

National Spanish Framework:

① **EDUCAP:** Multiplying Educational Skills to Combat Sexual Violence against Children. ↘ proyectoeducap.eu

② **Escoles Sense Violències:** All primary schools in Catalonia have been offered a programme for prevention, detection and intervention through elementary school against any form of violence that a child or adolescent may suffer in their different situations in their lives. The programme is offered openly and free of charge to be implemented autonomously throughout the school. ↘ fundacion.fcbarcelona.es/escuela-sin-violencia

③ **STEPS:** This is a holistic, multi-stakeholder education and training project, which aims to have specialised, coordinated professionals with expert knowledge in evaluation and intervention with child victims. ↘ ub.edu/steps_barnahusproject

④ **Putting on glasses (*Poñendo os lentes*):** This has been working since 2018, offering basic training in detection, prevention and action on child sexual abuse for all teachers of Early Childhood and Primary Education. It also has other materials adapted to people in Vocational Training Schools, and people working in sports or free time activities. ↘ ponendolentes.es

⑤ **StopOnSexGroom:** An interdisciplinary project to prevent sexual cyberbullying of minors. This is not a training programme, but a study programme at the moment. ↘ stoponsexgroom.com

European Framework:

① **Save Training:** This is an introductory course designed for Primary and Early Childhood teachers working with children between the ages of 3 and 12 who have not had training in violence against children. ↘ savetraining.eu/courses

Phase ②: Legal Framework Study

National Framework:

There is an obligation to train professionals in the matter of sexual violence against children that has been established via recognition by the European Parliament of sexual abuse and sexual exploitation as serious violations of fundamental rights, and the approval of **Directive 2011/93/EU** on combating sexual abuse, sexual exploitation of minors and child pornography.

This specialised training is also reinforced at the national Spanish level by the recently approved **Organic Law 8/2021** on Comprehensive Protection of Children and Adolescents against Violence [LOPVI]. This obligation remains unmet in several European countries, including Spain.

Currently, the Spanish Ministry of Youth and Children [MIJUI], recently created in November 2023, is the General State Administration's department responsible for proposing and implementing the National Government's policy on youth and the protection of minors, giving a better context to implement public projects and plans in order to achieve the established legal obligations towards children in practice.

It is very important to understand that one the national scale, Article 148.1.20 of the Spanish Constitution of 1978 establishes that the Autonomous Community regions have jurisdiction to legislate on social assistance (child protection, social services, etc.). In this sense, the regional Statutes of Autonomy have traditionally addressed the issue of care and protection of children and adolescents.

As regards the regulations in matters of childhood and adolescence, the laws prior to the 2015 reform included basic topics mainly related to the child protection system. Most agree on the main thrust, that is, the first part with general provisions, followed by provisions relating to guarantees for children's rights and promotion of their well-being, the regulatory provisions of the autonomous child protection system and guarantees for care in different areas, regulation of bodies and institutions of child care at the regional and local level, regulation of the punishment procedures, infringements and punishments, and the Child Protection Records. The regional legislations after the 2015 reform introduced issues raised in a changing society, including unprotected and other minors, considering them to be subjects with rights, duties and opportunities, and incorporating new aspects in addition to those commonly dealt with.⁹

However, after approval of the LOPIVI, there was a paradigm shift with issues regulated that also had to be developed at the autonomous level. The last autonomous regional law for children was approved in Andalusia on 27 July 2021, following approval of the LOPIVI on 4 June of the same year. Therefore, the developments included in this statewide law under international

9 Plataforma por la Infancia [Platform for Childhood]. (May 2022). *Report on the legislative framework for the deployment of the regional autonomous laws on children and adolescents in Spain*. For more information: [informe-sobre-el-marco-legislativo-de-desarrollo-de-las-leyes-autonomicas-de-infancia-y-adolescencia-en-espana.pdf](https://plataformadeinfancia.org/informe-sobre-el-marco-legislativo-de-desarrollo-de-las-leyes-autonomicas-de-infancia-y-adolescencia-en-espana.pdf) [plataformadeinfancia.org]

standards were not taken into account in drafting them and have not been incorporated into the rest of the autonomous laws on children.

It is essential for the next regional laws and their regulations for implementing them to include the new features of the LOPIVI. This represents a great challenge, given the lack of state or regional regulatory development today.

Priority issues to be dealt with at the regional level can be found in the report «Everything you should know about LOPIVI, a catalogue of training in prevention and action against violence»¹⁰ by Save the Children.

The LOPIVI lays out a specific framework for the protection of children and adolescents in relation to violence, but all other social services must be implemented through other regional legislation. Through the EDUCAP Project we consider it to be very important to know the regional legislation that can enable it to be replicated or, on the contrary, may hinder it from being processed. This can be consulted in the Valencian autonomous regional legislation.¹¹ However, we must keep in mind that although at the regional level we may perceive some type of legal difficulty, the prevailing legislation is the international and state legislation regarding protection, and this already lends great support while being a great obligation.

Even so, over the past two years some regional governments have developed the legal framework, already adopting the requirements established in the LOPIVI:

10 Save the Children Spain. [May 2022]. *Everything you should know about the LOPIVI training catalogue on prevention and action against violence*. For more information: <https://www.savethechildren.es/actualidad/saber-todo-lopivi>

11 García Sáez, J. A. [2023]. EDUCAP Guide: guide for the prevention, detection, action and support against child sexual abuse in schools. (*Publicacions De La Universitat De Valencia*. pg. 16). For more information: <https://omp.uv.es/index.php/PUV/catalog/book/451>

- **Community Region of Madrid: Law 4/2023 of 22 March**, on Rights, Guarantees and Comprehensive Protection of Children and Adolescents in the Community of Madrid.¹² Specifically, the Community of Madrid shall guarantee that schools are safe environments. To this end, measures will be adopted, including the promotion of an educational system that prevents violent or discriminatory attitudes; [...] and fostering sexual education respectful of the dignity of human beings in the terms established in Article 16.
- **Castilla-La Mancha: Law 7/2023 of 10 March** on Care and Protection of Children and Adolescents in Castilla-La Mancha. This lays down the obligation regarding prevention and intervention in child sexual abuse, with targeted action for both the victim and the minor aggressor and their families. In addition, information, awareness and detection activities will be carried out.

European Framework:

The main regulations imposing international obligations as regards child sexual abuse on states, including Spain, are:

The International Convention on the Rights of the Child, from 1989, whose Article 19 lays down the right of children to be protected against all forms of violence, including sexual abuse. To do so, states are required to take steps to prevent sexual abuse, as well as steps so that, if the state and society act too late and child sexual abuse occurs, then there is adequate identification, reporting, investigation, treatment and prosecution of such cases.

¹² Law 4/2023, of 22 March, on Rights, Guarantees and Comprehensive Protection of Children and Adolescents in the regional Community of Madrid. <https://www.boe.es/boe/dias/2023/06/16/pdfs/BOE-A-2023-14347.pdf>

The Convention of the Council of Europe for the Protection of Children against Sexual Exploitation and Abuse, of 2007, also known as the Lanzarote Convention, whose Article 1 establishes one of its purposes as preventing and combating child sexual abuse. This convention includes specific obligations regarding the prevention, reporting, investigation and prosecution of child sexual abuse cases.

Directive 2011/93/EU of the European Parliament and of the European Council, on combatting sexual abuse and sexual exploitation of children and child pornography. In its considerations, this Directive states that the sexual abuse of minors «constitute serious violations of fundamental rights, in particular of the rights of children to the protection and care necessary for their well-being» and imposes on states the duty to adopt measures aimed at preventing or prohibiting acts related to the promotion of the sexual abuse of minors.

The 1993 Declaration on the Elimination of Violence against Women, whose Articles 1 and 4 establish that states must condemn all forms of violence against women and girls, including sexual abuse, requiring them to take adequate steps to prevent, investigate and punish it.

The 2006 Convention on the Rights of Persons with Disabilities, whose Article 16 obliges states to take adequate steps to prevent violence against people with disabilities, as well as steps designed to protect people with disabilities, including children with disabilities, from all forms of exploitation, violence and abuse.

This latter convention is especially relevant if we take into account studies indicating that children with disabilities are in a situation of greater vulnerability to sexual abuse.

Thanks to the deployment of the LOPIVI in 2021, it could be said that the Spanish state has one of the most comprehensive laws on protection for children. The protection provided by LOPIVI is of great importance because of its comprehensive approach. It takes into account all areas where children and adolescents develop their lives, all phases of violence, and it focuses on prevention rather than punishment.

Phase ③: Stakeholders guiding the project's development

The topic of child sexual violence has been, and continues to be, a taboo in society. The seriousness of sexual abuse in terms of numbers, consequences and the distressing violation of children's rights urgently demands our attention in the whole world, and it is a responsibility for the whole society to take action on it.

Furthermore, the complex procedure that follows after a complaint is reported means that raising awareness about sexual abuse and the subsequent institutional response requires a broad-based perspective that includes all of the professionals involved, not only those in education, but also the law enforcement bodies, legal parties, the healthcare sector and many more.

Due to the complexity of the situations that arise as a result of child sexual abuse, it is of great importance to include all of the parties involved in one way or another in work for children and thus take on the studies, prevention, detection, action and support in situations of violence together with all the parties willing to work on it.

In order to achieve a comprehensive EDUCAP Guide on SVaC and proper training in it, it is necessary to incorporate the perspectives of human rights, childhood, gender and disability. Hence, education professionals, psychologists, human rights specialists, experts on children's rights, experts in disability, gender experts, members of NGOs and public support for victims have all taken part in the project with their guidance.

The pilot project in the Valencian Community region took into account collaboration with approximately twenty associations, organisations, academia, and part of the public administration system, with the aim of enriching the process by including all of the necessary perspectives from those who work with children.

Below is a list of possible parties that could help in the educational replication in different regions of Spain and Europe thanks to their experience in the matter.

Ⓐ Academia

Public universities are one of the biggest research organisations belonging to social, biomedical, human, experimental and formal sciences. This is not only because of their research characteristics, but also because of their importance as main educational sites, and institutions with critical thinking. Their role as an institution able to provide educational courses as well as facilities is very important to carry out a project of these characteristics. In addition, universities have a very powerful role with human rights institutes in the collaboration networks that will make the project more relevant and honed, while also increasing the scope of protection.

Spain

For the pilot project, these are the universities that participated with the EDUCAP team:

1. University of Alicante
2. University of Barcelona
3. Universitat Oberta de Catalunya
4. University Carlos III Madrid
5. Complutense University of Madrid
6. University of Salamanca
7. University of Valencia

However, there are other universities in Spain that also have very important studies on SVaC and thus contribute to the research:

8. University of Almeria¹³
9. University Jaume I of Castellón¹⁴
10. University of Vigo and its ongoing collaboration with AMINO¹⁵
11. University of Valladolid and its collaboration with the STOP Child Sexual Abuse project¹⁶

13 RUIA. 2023. Network of Universities for Children and Adolescents. For more information, see: <https://www.igualdad.ual.es/index.php/igualdad-noticias>

14 Ballester Arnal, R. Dep. de Psicologia Bàsica, Clínica i Psicobiologia. University of Castellón. <https://www.uji.es/serveis/ocit/base/grupsinvestigacio/detall?codi=112>

15 University of Vigo. [2018]. The Amino association invites students to get involved in the prevention of child sexual abuse. <https://www.uvigo.gal/es/node/170084>

16 University of Valladolid. Stop Child Sexual Abuse. For more information: <https://www.stop-child-abuse.net/>

Europe

For the pilot project, these are the universities that participated with the EDUCAP team:

1. Queen's University Belfast
2. Università degli Studi di Brescia
3. Università di Torino
4. Freie Universität Berlin

② Education Stakeholders

The involvement of education stakeholders aims to raise awareness and involve the community in making the project effective. They were made aware and informed of the SVaC problem, children's right to be protected against violence, and the role of the educational and family community in this fight, which is both social and political. Brief workshops were held in Valencia with the educational community (teachers, governing authorities, psychologists, educators, counsellors) and parents of schoolchildren. Some of the groups taken into account during the pilot project, and those it is also recommended to contact for any national or European replication, are:

1. The Schools' Management Team
2. Teachers and Students training to be teachers
3. Children
4. Area Guidance Counsellor Groups
5. School Council
6. Students Family Associations

© Public Administration

Sexual violence against children is a worldwide problem. For this reason, the involvement of public administration institutions, governments, teaching sites etc. is essential in stopping and preventing this violence. Officially in Valencia and other Spanish and European cities, there are specialised training and innovation centres for teachers. In the Valencian Community region, this is called a «Training, Innovation and Resources Centre for Teachers of the Valencian Community region» [CEFIRE]. Some other public institutions that are directly involved in the SVaC procedures also given help to develop, organise and implement the project successfully. These public institutions include «The Office for Assistance for Victims of Crime» [Spanish acronym: OAVD] and the «Specialist Orientation Units» [Spanish acronym: UEO].

For the EDUCAP pilot project, working closely together with these professionals has allowed some particularly interesting aspects to be introduced into the training sessions. For example, introducing different parties has given greater confidence to the teachers as regards what happens after the notification procedure, thanks to the explanations that some of the collaborators gave about their functions in giving emotional support to the minor and their families within the legal procedure.

1. Educational Management

This refers to the administration of the educational system in, which a group combines human and material resources to supervise, plan, strategise and create structures to implement an educational system. This is important in the EDUCAP Project, whose main target group is the educational community, in order to learn about the parties described below, who are the teacher's main points of reference.

Teachers' centres

Teaching and learning centres are independent academic units within schools and universities that exist to provide teacher support services, and to help teachers improve their teaching and professional development. At least within the Spanish state, the course's recognition of such centres gives teachers incentives so that making connections and working together with them makes the whole project more attractive to them. Furthermore, their experience in the structure, logistics and communication with the target group is essential.

Examples of the equivalent structures are:¹⁷

National

Andalusia: CEP (teaching centre)

Catalonia: CRP (Centre for Educational Resources) or ICE (Institut de Ciències de l'Educació)

Madrid: CFIE (Centre for Training, Innovation and Educational Resources)

Castilla y León: CFIE (Centre for Teacher Training and Educational Innovation)

Basque Country: Berritzegune (Centre for Educational Resources and Teacher Training)

Aragón: CIFE (Centre for educational innovation and training)

Canary Islands: CEP (Teaching Centre) or CPC (Teaching and Resource Centre)

¹⁷ The exact terminology may vary. For more detailed and up-to-date information, it is advisable to enquire with the educational governments of each country or region directly.

Europe

Germany: Landesinstitute für Schulentwicklung [Regional Institutes for School Development] or Seminare für Lehrerbildung [Teacher Training Seminars].

France: Centres Régionaux de Documentation Pédagogique [Regional Centres for Educational Documentation] and Centres Académiques pour la Formation [Academic Centres for Training].

Italy: Centri di Formazione e Aggiornamento dei Docenti [Teacher Training and Refresher Centres].

Portugal: Centros de Formação de Associação de Escolas [School Association Training Centres] and Centros de Formação de Professores [Teacher Training Centres].

Netherlands:

Lerarenopleidingen [Teacher Training Schools] and Teacher Training Centres.

Sweden: Lärarutbildning [Teacher Training] offered by universities and colleges of education.

Norway: Høgskole [Universities of Applied Sciences] and universities offer teacher training programmes.

Finland: Teacher Training Schools and Teacher Training Centres, which work in collaboration with universities.

Greece: Κέντρα Επαγγελματικής Κατάρτισης [Vocational Training Centres] and Κέντρα Κατάρτισης Δασκάλων [Teacher Training Centres].

Specialised Orientation Units [Spanish acronym: UEO]

The UEOs are interprofessional teams in the Valencian Community region that support schools in assessing and directly intervening in cases that require a higher level of specialisation. They specialise in the following areas: major alterations in social tolerance and behaviour, equality and diversity, autism spectrum disorders, sensory disabilities [hearing and sight], motor disabilities, intellectual disabilities, higher intellectual

abilities, specific learning difficulties, and attention deficit and hyperactivity disorders. They provide assessment, intervention and resources, complementing the interventions carried out by the local educational guidance teams and the educational and professional guidance departments.

Below are some equivalent Specialised Orientation Units in Spain and Europe:¹⁸

National

Andalusia: Equipos de Orientación Educativa y Psicopedagógica [EOEP] and Equipos de Orientación Especializada [EOEE]

Catalonia: Equipos de Asesoramiento y Orientación Psicopedagógica [EAP] and Equipos de Orientación Educativa y Psicopedagógica Específicos [EOEP]

Madrid Community: Equipos de Orientación Educativa y Psicopedagógica [EOEP].

Valenciana Community: Unidades Especializadas de Orientación [UEO]

Galicia: Equipos de Orientación Educativa Específicas [EOEE].

Basque Country: Equipos de Orientación Educativa y Psicopedagógica [EOEP].

Castilla y León: Equipos de Orientación Educativa y Psicopedagógica [EOEP].

Canary Islands: Equipos de Orientación Educativa, Psicopedagógica y Orientación para el Desarrollo [EOEPyOD].

Asturias: Equipos de Orientación Educativa y Psicopedagógica [EOEP].

Aragón: Equipos de Orientación y Atención a la Diversidad [EOAD].

¹⁸ The exact terminology may vary. For more detailed and up-to-date information, it is advisable to enquire with the educational governments of each country or region directly.

Europe

France: «Équipes de Suivi de la Scolarisation» [EES] and «Réseau d'Aides Spécialisées aux Élèves en Difficulté» [RASED].

Germany: In Germany, the term «Schulpsychologen» [school psychologists] is used for professionals who provide support in the school setting. In addition, there are specialised services.

Italy: In Italy, the term «Equipe di Sostegno» refers to multidisciplinary support teams that work in educational settings to provide support to students with special educational needs [SEN]. «Unità di Orientamento Specializzato» [UOS] are Specialized Guidance Units for teachers.

Portugal: In Portugal, there are «Técnicos de Orientação Escolar» [School Guidance Technicians].

Sweden: In Sweden, there are «Specialpedagoger» [Special Pedagogues] and «Skolkuratorer» [School Counsellors]

Norway: In Norway, the terms «Pedagogisk-psykologisk tjeneste» [Pedagogical-Psychological Service] or «PP-tjeneste» are used to describe services that provide support in the educational sphere.

Netherlands: In the Netherlands, there are «Orthopedagogen» [Clinical Pedagogues] and «Schoolmaatschappelijk werkers» [School Social Workers] who may be involved in guidance and support services.

Greece: In Greece, professionals who provide support in the school setting may be known as «Σχολικοί Σύμβουλοι» [School Counsellors] or «Ειδικοί Παιδαγωγοί» [Special Educators].

Finland: In Finland, «Erityisopettajat» [Special Teachers] and «Koulukuraattorit» [School Counsellors] may be involved in educational support services.

Denmark: In Denmark, «Pædagogisk Psykologisk Rådgivning» [Pedagogical-Psychological Counselling] can offer educational guidance and support.

Poland: In Poland, «Doradcy Zawodowi» [Professional Counsellors] and «Pedagodzy Specjalni» [Special Pedagogues] may be involved in educational guidance.

2. Crime Victims Assistance Offices

The Ministry of Justice, Interior and Public Administration has created a Network of Crime Victims Assistance Offices [OAVD], which is a free public service that is local yet universal in scope. The aim is for the OAVD network to be able to provide personalised, comprehensive and restorative care for all victims of crime, with particular assistance for those belonging to the most vulnerable groups.

As part of the public administration's aim to give support to victims, the project worked directly with this OAVD in order to become more familiar with the process that some victims have to go through after notification of SVaC.

The project aims to give solutions to children, so their perspective is essential.

National (Spain)	Europe
The name and the service provided is the same as in the Valencian Community region.	Germany: In Germany, one can find «Opferhilfe» [Victim Support], which are organisations and services that offer support to victims of crime. United Kingdom: In the United Kingdom, you can find organisations such as «Victim Support», which provide advice and support to people affected by crime. 

Europe

France: In France, there are «Associations d'Aide aux Victimes» [Victim Support Associations], which provide support to victims of crime.

Italy: In Italy, there are «Centri Antiviolenza» [Anti-Violence Centres] and similar services that offer support to victims of crime.

Netherlands: In the Netherlands, services such as «Slachtofferhulp Nederland» [Victim Support in the Netherlands] can be found, which provide counselling and support.

Sweden: In Sweden, there are «Brottsofferjouren» [Crime Victim Support Offices], which offer support and advice to people affected by crime.

Norway: In Norway, there are «Støttekontakt» [Support Contact] and similar organisations that provide support to victims of crime.

Portugal: In Portugal, one can find services such as «APAV - Apoio à Vítima» [Portuguese Victim Support Association], which offer support to victims.

④ Third Sector

The third sector is supposedly the independent sector or civil sector. This covers the scope of social activity undertaken by non-governmental and non-profit organisations. In general, it is important for the project to have different institutions or organisations in order to work well. When carrying out projects that may have far-reaching social implications, it is important to take into account the educational environment's scope to be able to prioritise the demands of the general population.

1. Children's Rights Experts

As one of the partners in the pilot project, Save the Children (SC) is the leading independent organisation for children in need, with more than 25,000 people on its staff working in 116 countries since 1919. SC aims to inspire breakthroughs in the way the world treats children, and to achieve immediate yet lasting change in their lives by improving their health, education and economic opportunities. In Spain, SC provides educational support activities, child-friendly spaces, individualised psychosocial care, and social or labour inclusion activities.

The supportive role of Save the Children working at the national and international level is as follows:

National	European
• Andalusia • Castilla-La Mancha • Catalonia • Valencian Community • Madrid Community • Basque Country • Canary Islands	The EU has considered that the SC organisation meets the necessary conditions to be eligible for humanitarian funding in its multi-annual financial framework for 2021–2027. There are headquarters all over Europe and the world. All Save the Children European projects can be seen on the official website.¹⁹

19 Save the Children Europe. *What we do*. For more information:
<https://www.savethechildren.net/what-we-do/advocacy/save-children-europe>

2. Disability Experts

For children with disabilities, there are several factors that may explain the higher number of victims. Some of these factors are shown in the EDUCAP Guide. It is because of the relevance of working with this target group that it is highly advisable to take into account disability experts' opinions in order to replicate the project.

Plena Inclusión: «Plena Inclusion» is a network of organisations that ensures compliance with the rights of people with intellectual and developmental disabilities in Spain.

CERMI: The Spanish Committee of Representatives of People with Disabilities, better known by its acronym, CERMI, is a platform to represent, defend and work for Spanish citizens with disabilities.

Organisation	Nationwide, Spain	Europe
Plena Inclusión	At least in <u>17 Autonomous Communities</u> (regions) in Spain	<u>Inclusion Europe</u> is found in over 39 countries in Europe
CERMI* *There are ongoing projects in four regions, but they work following a nationwide policy	• Catalonia • Canary Islands • Valencian Community • Madrid Community	

Phase ④: Feasibility Assessment

The feasibility assessment needs to be completed as early in the project's life cycle as possible. The aim of this is to identify risks and create alternative solutions that follow the ethics of the project to ensure its quality.

In order to do so, it is very important to identify the project's drivers. In this case, depending on the support from the previous parties described in the third phase, as well as an analysis of the legislation or the political situation described in the second phase, these will be a variation on the difficulties or opportunities to succeed in carrying out the project.

Also, some other risks were identified regarding the main activities to be carried out in the project. These can be seen in Table 1.

It is highly advisable to identify potential risks for replication of the EDUCAP Project, and to propose a contingency plan to ensure that the impact of such risks on the project's progress and outcomes are minimised.

Providing a quality plan to ensure the project and its quality control, especially with regard to its validation [see Phase 9] and developing an ethics management plan to ensure the compliance of all EDUCAP partners, is all part of the Feasibility Assessment.

Some of the risks and its mitigation measures for the pilot project were:

Table 1: Identification of risks for the EDUCAP pilot project.

Risk No.	Description of risk	Mitigation measures
①	Difficulty of communication between the project's different parties.	The team members have experience in virtual and face-to-face interaction. UVEG, as coordinator, provides a powerful video conferencing application (Blackboard Collaborate). The teams have experience working remotely using this method, and in co-creation of products through shared drive folders.
②	Low participation of teachers in the Training Programme.	20% of the ToT Programme will be taught remotely to reduce teachers' need to travel to CEFIRE facilities. Various incentives are planned: a motivational talk, support materials for the teachers replicating the training, and collaboration from the educational authorities working closely with the project's management.
③	Some families may feel some rejection on dealing with sexual issues in school.	The way to mitigate this risk is by socialising the project for families as of the very first contact with schools and through a series of workshops. Families will be informed of the children's rights, including their privacy and safety, which will be strictly observed according to the highest child rights policies guaranteed by Save the Children.
④	Establishing the multiplication of trainers in schools.	The way to mitigate this risk will be 1) organising motivational talks and workshops in schools on the importance of empowerment to combat SVaC; 2) promoting the institutionalisation of the role of the School Agent in SVaC, who will proactively put sexual violence on the agenda of their school; 3) having a close relationship with the educational authorities in order to increase the proper incentives for the training.

Phase ⑤: Implementation Process

One benefit of this project is the theoretical and practical content related to what sexual violence against children actually is, as well as the patterns that exist, the myths, the different types of violence, and the way to detect, observe, listen and provide emotional support. These aspects are the same all over the world. Although it is true that some myths may differ due to cultural or religious differences in different territories of Europe, the basis or consequence of all of this is the same wherever we look. That is why this guide's more-or-less universal content makes it fairly easy to replicate and transfer to other places in Spain and Europe.

In addition, it is the preventive part of content that has been created based on the existing content in another European project, «Breaking the silence together 2016–2018». However, when it comes to putting it into practice, the Early Childhood and Primary education curricula in force in the territory where the project is going to be introduced must be carefully analysed in order to adapt the content to the compulsory subjects.

Even so, there are some points that must be assessed and adapted to territorial legislation. These points are the action plans found in Annex 4 in the EDUCAP Guide for the Valencian Community region.

To sum up, the elements that may need to be adapted depending on the site hosting the project are:

- Myths
- Protocols for notification and action
- Educational syllabuses

As for implementation of the training programme, there were legal professionals, students in university education for people in teaching studies, psychologists, third sector parties and sexologists in the team of trainers for the course based on the EDUCAP guide.

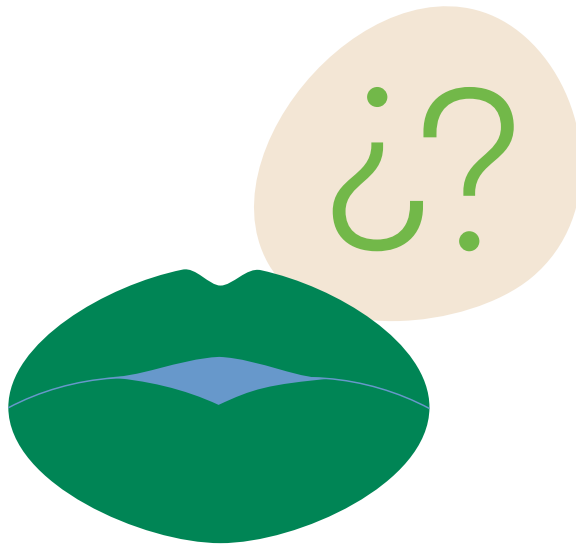
Here is a detailed description of the twelve sessions that make up the EDUCAP Training Programme. Two sessions per module were given (one online and one face-to-face), meaning a total of ten sessions plus an initial one and a closing session. The description gives logistical matters, the Multidisciplinary Group of trainers, a description of the development of the content and a final description of activities.





Session 1: Initial welcoming session to EDUCAP training sessions

The initial welcoming session was intended to present the EDUCAP Project and specifically the Guide. Also, an expert on the Specialised Orientation Units and on sexual education to prevent sexual abuse against children gave the seminar, highlighting the importance of comprehensive sexual education, including non-normative sex education, in schools. In addition, the expert insisted on the essential role of education professionals in preventing and detecting sexual violence against children due to their close relationship with children.



Session 2: Training in Module 1

This was a 3-hour session conducted by the project coordinators, experts on human rights and psychology. The aim was to introduce the topic of SVaC to the participants in the training.

The following was explained:

- Main legislation on sexual violence against children.
- Concepts of sexual violence against children and other types of violence against children.
- The participants were informed about the dimensions of sexual abuse as a problem affecting health, social behaviour and the preservation of human rights.
- They also showed the seven myths that normally arise when talking about the topic of SVaC.

Session 3: Training in Module 1

This third session was 3 hours long, and face-to-face. The trainers were the experts from the Human Rights Institute of the University of Valencia. The **objective** was to raise awareness among the participants about the importance and magnitude of SVaC.

The dynamics involved:

Awareness: To achieve this first objective, some parts of the Spanish film *Don't Be Afraid* by Montxo Armendáriz were screened. Here, the purpose was to use the film to explain some of the myths seen in the theoretical part. Also, the film showed how SVaC affects all different aspects of life such as health, social structure and the validation of human rights. Conversations were begun with the participants.

Self-analysing our knowledge: The aim was to help the participants discover what they know about indicators, detection and procurement on handling cases of SVaC. They were asked questions about the action teachers took regarding the stories in the EDUCAP Guide. «What do you think the teacher did correctly? What do you think would be the correct thing to do? What about the parents? Do you think the child deserves any punishment?» These were some of the questions put to the participants to work on and explain to the rest of the group.

Activities from Module 1 in general were explained in this session:

- Activity to consolidate knowledge.
- Summarising activity to discover and analyse interest in the different schools in order to multiply the training and start to work with schools on planning.



Session 4: Training in Module 2

The Multidisciplinary Group of Trainers consisted of the team from the Teaching Faculty at University of Valencia and the team from Save the Children.

This fourth session was two hours long and its **objective** was to show the importance of prevention, give some tools to prevent it, and show how to introduce prevention into the different schools' curricula.

This involved:

- An explanation of the 5th block of minimum content for prevention described in the EDUCAP Guide and the importance of working on a comprehensive prevention plan.
- Explanation of the legal framework and integration into the curriculum.

- Save the Children explained all of the legal matters in the LOPIVI and their advanced plan on this matter in order to protect children.
- Some tools to create «safe spaces» were also given.

Session 5: Training in Module 2

The Multidisciplinary Group of Trainers also included a group of professors (Cos Research Group) at the Faculty of Teacher Training of University of Valencia and the expert on Integral Sexual Education from the Plena Inclusión association and the team from Save the Children.

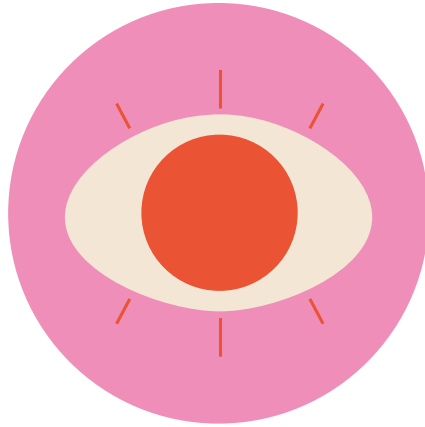
This fifth session was three hours long. The **objective** was to show some tools for teaching practical prevention. It also included a comprehensive, holistic view of diversity in all its senses.

This involved:

- A theoretical explanation on inclusive sex education.
- Tools and practices to introduce into the classroom following the activities described in the EDUCAP Guide.

Activities from the overall Module 2 were explained in this session:

- Knowledge consolidation activity.
- Summarising activity to find out and analyse the activities for prevention already existing in the different schools.
- Creation of a prevention plan for the schools.



Session 6: Training in Module 3

Multidisciplinary Group of Trainers: GReVIA [psychologist]. This sixth session was two hours long, with the **objective** of showing and recognising the different indicators that can be found in SVaC.

This involved:

- An explanation of the different indicators and their classification:
 - Emotional and social,
 - Cognitive,
 - Functional,
 - Behavioural.
- Practical part on finding indicators in the stories in the EDUCAP Guide and some other real cases that GReVIA brings in order to practise and raise participants' awareness about the indicators.
- Some awareness-raising videos were shown.

Session 7: Training in Module 3

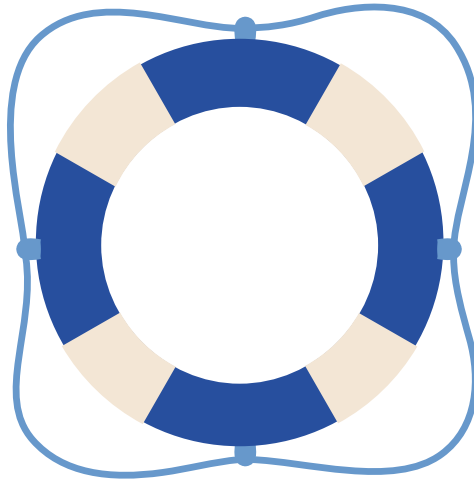
Multidisciplinary Group of Trainers: GReVIA. This seventh session was three hours long with the **objective** of showing the different ways of disclosure and also to teach how to listen and deal with the disclosure, which can come from different people and not only from the direct victim of SVaC.

This involved:

- An explanation of the different ways of disclosure as a gradual process.
- Disclosure facilitators and barriers.
- Some awareness-raising videos were shown.
- Disclosure by:
 - The person who has experienced the aggression.
 - Another person
- Guidelines for assisting and listening to the disclosure.

Activities from the overall Module 3 were explained in this session:

- Knowledge consolidation activity about indicators.
- Document to consolidate the multiplication training in schools.



Session 8: Training in Module 4

Multidisciplinary Group of Trainers: the experts from the Human Rights Institute of the University of Valencia in collaboration with the UEO and the OAVD.

This eighth session was two hours long, with the **objective** of showing and learning the official protocol process in order to notify of a suspicion or detection of SVaC.

This involved:

- An explanation of preliminary considerations:
 - Legal obligation of communication.
 - Differences between communication and notification.
 - Protection of the communicating or notifying persons.
- Explanation of procedures:
 - Ordinary procedure.
 - Urgent procedure.
- Intervention by the OAVD. They offered to give support in the procedures and difficult situations on handling SVaC.

Session 9: Training in Module 4

The Multidisciplinary Group of Trainers was the same as in Session 8. This ninth session was three hours long with the **objective** of having a deep conversation on the difficulties in activating any of the procedures.

This involved:

- Putting together the so-called Intervention Team.
- Learning how to use the Notification Sheet.
- Practical conversations that do not appear in the procedures:
 - How do we want to contact families in the event of possible cases of abuse through our school?

Activities from the overall Module 4 were explained in this session:

- Activity to investigate and discover all the stakeholders in the different towns of each school in order to get preliminary contact with all the parties that will play a part in the protocols.
- Feedback activity on the products developed through the project in order to raise awareness in the educational community [children, teachers and families].



Session 10: Training in Module 5

The Multidisciplinary Group of Trainers in this case was an expert on the role of the school in the prevention, detection and intervention of child and adolescent victimisation.

This tenth session was two hours long with the **objective** of sharing the importance of cohesion in the classroom and between the intervention team and other professionals in the educational community. Abuse affects different people, and apart from the directly affected people the community is also always affected somehow. Working on this would reduce fear and increase the tools and efficiency of supporting the direct victim.

This involved:

- An explanation of key concepts:
 - Understanding of the concept of resilience.
 - Understanding of the concept of post-traumatic growth.
- An explanation of some tools in order to give the victim emotional support:

- Accepting what happened.
- Providing a safe environment.
- Understanding the possible effects on school work.
- An explanation of some tools to accompany the teachers giving emotional support:
 - More extensive training.
 - Combating fear.
 - Confidence in the process.

Session 11: Training in Module 5

The Multidisciplinary Group of trainers was the same as in Session 10. This eleventh session was three hours long. The objective was to have a deep conversation on how people nowadays dedicate time and effort to emotionally support their own selves and to take care of their own issues so that they will be ready to lend emotional support to others.

This involved:

- It was based on some of the activities shown in the EDUCAP Guide.

Activities from the overall Module 5 were explained in this session:

- Personal activity to look into our dynamics.

Session 12: Closing EDUCAP training

The closing session was inaugurated by the Human Rights Institute of the University of Valencia. An overview was given of these preliminary steps in the project. The participation from the top head of Educational Inclusion from the Valencia Regional Education Department (*Consellería*) was also very important. The presentation stressed the importance of comprehensive sexual education, and inclusive education in order to break down barriers in the sex education programme.

The Multiplication Pack for the multiplication training was presented, and three different structure schedules of 8, 15 or 20 hours to multiply the EDUCAP Training based on the guide.

5

General phases for the entire transfer process

There are some phases with a broad scope in any project that one wishes to develop, since there are always certain aspects it is necessary to plan. These phases include: a communication and dissemination plan, a financing plan, the timeline structure, and an evaluation and monitoring phase.

Phase ⑥: Communication and dissemination plan

It is necessary to draw up and implement a specific communication campaign throughout the project aimed at children, teachers, families and other stakeholders.

This task is intended to raise awareness among the target groups the project aims to reach out to. A plan will make it possible to target the communication accurately. It gives the coordination team a structure to determine who is interested in the content, who might be the possible group to target in future, who we are targeting now, and how. A plan will make the work of communication more efficient, effective, and sustainable.

As soon the project is drawn up and planned, the communication needs to begin as an ongoing process, not a one-off task.

Planning for communication can be an eight-step process:²⁰

1. Identify the purpose of your communication.
2. Identify your audience.
3. Plan and design your message.
4. Consider your resources.
5. Plan for obstacles and emergencies.
6. Strategise how you will connect with the media and others who can help you spread your message.
7. Create an action plan.
8. Decide how you will evaluate your plan and adjust it, based on the results of carrying it out.

This plan must include press releases; messages in the social networks [especially Twitter/X]; opinion or informative articles [published and presented at conferences or academic events]; different meetings and events that will be given to spread the project's results such as outreach sessions, local informative events, and workshops and meetings with the regional and national public authorities.

There is also the design and publishing of awareness-raising materials. Specifically, educational material targeting the educational community, families and children is a good communication tool to reach people of varying ages in the targeted context. These materials should be published on the project's website.

The material can include information on the child's right to be protected from violence, with key information to prevent, identify and act on suspicions or evidence of a SVaC case. Material directed at children can also include information about tools for self-protection and ways to ask for help.

20 Community Health and Development at the University of Kansas. *Developing a Plan for Communication*. [Community Tool Box aCenter.] Section 1 of chapter 6. For more information: <https://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/communication-plan/main>

Phase ⑦: Financing plan

This project has been financed by the European Union's Rights, Equality and Citizenship Programme (2014–2020). There are some other programmes provided by the European Union and other public institutions that can usually cover the funding of a project of these characteristics.

In order to make a recommendation, one can follow the table below, which shows the percentages used in the specific tasks in the EDUCAP Project and adapted to its needs:

Cost	Activity	% of the budget
Direct Personal Cost	Research technicians involved during the project	68 %
Direct travel and maintenance costs	• Invitations for the speakers to seminars and conferences • Team meetings	9.5 %
Direct Personal Cost	External evaluation to gain a precise view of the implementation and its results.	1 %
Direct Personal Cost	• Publication of guides • Cost of the training sessions [Trainers' remunerations, and materials] • Communication costs • Equipment	15 %
Indirect Costs	• Office expenses	6.5 %
Total		100 %

Phase ⑧: Timeline

A project timeline is a visual representation of the planned project's activities and objectives. The timeline lays out key milestones and deadlines. It normally helps to keep every partner on track and organised.

Aligning the assorted tasks fosters assurance as regards the project's progress for those financing it, those carrying it out and for its participants. Normally, a good timing structure makes everyone tie up loose ends neatly and ensures everyone is on the same page at all times.

It also helps introduce new partners or collaborating people into the implementation team, since updating tasks, objectives and the work to be done is all clearly communicated.

According to the Project Management Institute (PMI), project time management includes the following elements:²¹

- Define activities.
- Sequence activities.
- Estimate activity resources.
- Estimate activity durations.
- Create a schedule.
- Control the schedule.

The list of activities, their relationship to each other, and estimates of durations and required resources all make up the work breakdown structure (WBS). The project WBS is a hierarchical listing and grouping of the project activities required to produce the project's deliverables. It can be created based

²¹ Project Management Institute, Inc., *A Guide to the Project Management Body of Knowledge (PMBOK Guide)*, 4th ed. (Newtown Square, PA: Project Management Institute, Inc., 2008), 129.

on the project's phases or the project's units or functions that will be doing the work. In the EDUCAP project, it consisted of five Work Packages: Project Management and Coordination; Training Programme Preparation; Training Programme Implementation; Training Programme Evaluation; and Communication and Dissemination.

Project timelines may benefit the progress of the project's phases. A phase is a grouping of similar activities.

In order to establish the timeline, the following PMBOK tips are important:



Understand the scope of your project:

It is crucial to know the scope of the project. This will help organise how long each task will take, the project's overall timeline, and how many team members are needed to bring on board to get it done.



Split the project into milestones:

Once the scope statement is clear, there will be a need to list every activity involved in the project to reach the desired objective. Most often there is a splitting up of each milestone into manageable smaller tasks. It is also necessary to estimate how much time a task needs and what partner will do it.

Phase ⑨: Evaluation and Monitoring System

As regards the **evaluation and monitoring of the training**, it was the experts on research into sexual violence against children from GREVIA who organised and carried out the most important part of this monitoring process.

In order to do so, two questionnaires were given to the participants; one at the beginning of the training process, and the other at the end.

1. Creation of the starting point

Creation of the starting point with the target group to measure the following evaluation indicators:

- The level of knowledge about SVaC and possible reactions to situations of suspicion of SVaC.
- Feelings due to the level of knowledge or the need to have to respond to a situation of suspected SVaC.

2. Creation of the end point

Creation of the final point with the target group to evaluate the same indicators after receiving the training:

- The level of knowledge about SVaC and possible reactions to suspected SVaC situations.
- Feelings due to the level of knowledge or the need to respond to a suspicious situation of SVaC.

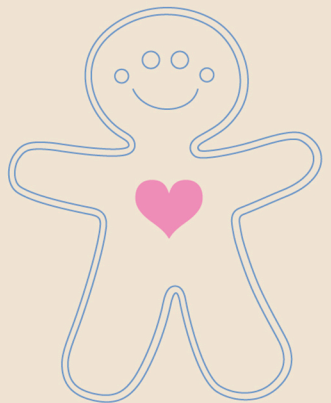
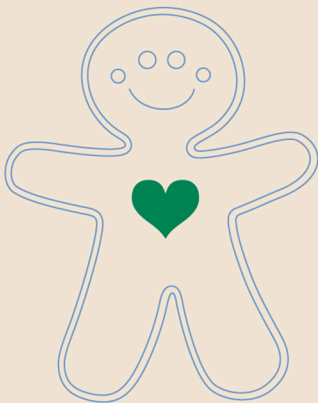
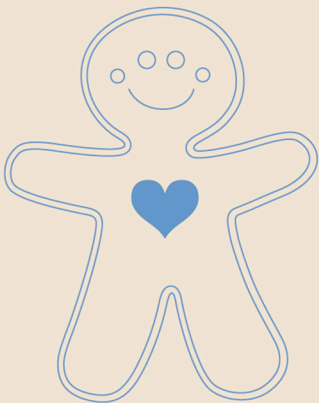
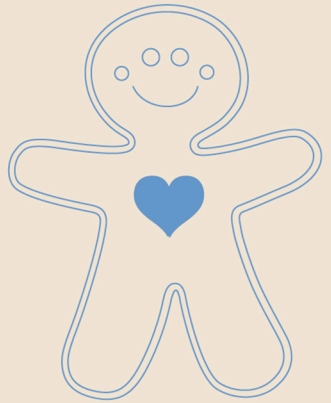
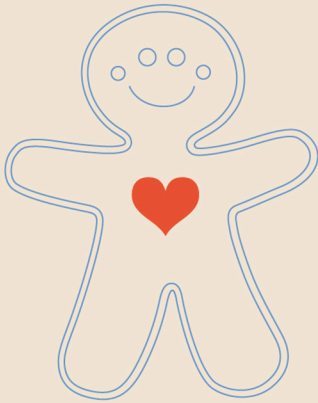
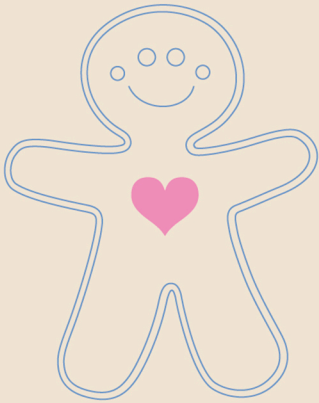
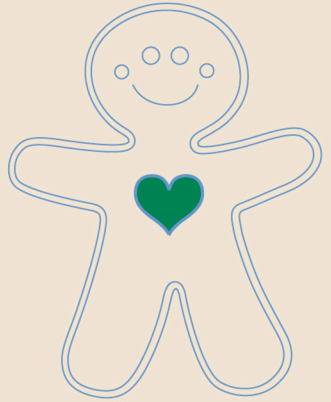
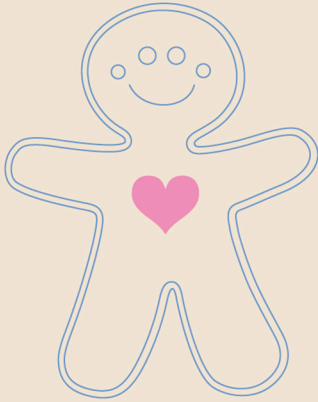
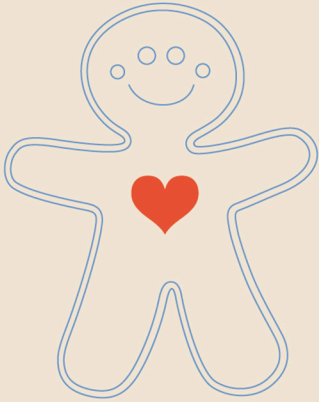
GReVIA is a leading centre in the Department of Clinical Psychology and Psychobiology at the University of Barcelona. The members of GReVIA are university professors and research specialists in child and adolescent victimology, the study of protective factors and resilience, and the epidemiology and methodology of behavioural sciences.

It is very important for the relevance of the project and its precision to allocate an experienced group for this task. There is a lot of responsibility in analysing and communicating the results of a project in order to be able to correct mistakes, improve aspects that need improvement and, of course, to be able to go deeper and more accurately into the transfer of training information that involves so much effort on the part of those responsible for the training and its participants.

Some other questionnaires to monitor satisfaction with the training were drawn up by the coordination team after each training module. These questionnaires show the participants' perspective regarding: the methods used by the trainers, duration of the modules, logistical matters, how well their expectations and need for information were met by the content given, and some other matters with the intention of improving future editions and, of course, the replicas.

In conclusion, both types of evaluation are needed in order to focus on what can be done better for the participants in the project. However, specialised, analytical people are needed to design them and carry them out.





This Guide is one of the products of the European project Multiplying Educational Capacities to Combat Sexual Violence Against Children (known by its acronym EDUCAP), granted by the European Union through the Rights, Equality and Citizenship Program (2014-2020). This project is coordinated by the Human Rights Institute of the University of Valencia, and the partners are the GReVIA team of the University of Barcelona, Save the Children and the University of Carlos III in Madrid. In addition, the COS Group of the Faculty of Teaching of the University of Valencia collaborates.

The objective of this Guide is to provide professionals in the educational field, public institutions, as well as any other interested agent, a roadmap that can facilitate the replicability of the EDUCAP Pilot Project carried out in the Valencian Community and of this way to protect and guarantee the rights of children against sexual abuse in a broader territorial framework.

This Replicability Guide is preceded by the *EDUCAP Guide: Guide on prevention, detection, action and support for Early Childhood and Primary educational centers in cases of sexual abuse against children* (2023).

