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

H2020 – 101021801

www.heroes-fct.eu

D5.4 Design an online THB and CSA/CSE prevention programs and to provide stakeholders with resources for prevention and response to neglect, CSA/CSE signals in child

Authors: Zoé Colpaert (ICMEC CH)

Deliverable nature	Report (R)
Dissemination level	Public (PU)
Version	1.0
Date	30/11/2022

Document Information

Project Acronym	HEROES
Project Title	Novel Strategies to Fight Child Sexual Exploitation and Human Trafficking Crimes and Protect their Victims – HEROES
Grant Agreement No.	101021801
Project URL	www.heroes-fct.eu
EU Project Officer	Markus Walter

Deliverable	Number	D5.5	Title	Design an online THB and CSA/CSE prevention programs and to provide stakeholders with resources for prevention and response to neglect, CSA/CSE signals in child
Work Package	Number	WP5	Title	Multi-Sectoral and Multi-Disciplinary Strategies to Improve and Reinforce Prevention Programs
Date of Delivery	Contractual	M12	Actual	M12
Status	Version 1.0		Final	
Nature	R	Dissemination level	PU	

Responsible partner	Name	Zoé Colpaert	E-mail	zcolpaert@icmec.org
	Partner	ICMEC CH	Phone	+44 7455 219282
Contributing partners	N/A			
Reviewers	Amparo Lasén, Paula Martín, Elena Casado, Antonio Agustin Garcia, Georgiana Livia Cruceanu (UCM); Ishrat Shamim (CWCS)			
Security Approval	Inspector Ventsislav Biserov Getsov (GDCOC)			

Abstract (for dissemination)

This task aims to create an educational Guide to support prevention for CSA / CSE online, focused on the general public, law enforcement, parents and educators. This Guide will build capacity of key stakeholders to better detect and prevent online crimes against children and educate on the appropriate terminology for each type of conduct related to these crimes. This deliverable explains the progress done thus far and presents the Outline and the Creative Brief developed for the Guide.

Keywords	Awareness Raising, Prevention, Education, Internet Crimes Against Children, Child Sexual Exploitation and Abuse, Terminology

Version History

Version	Date	Change Editor	Changes
0.1	03/11/22	Zoé Colpaert	Development of the content of the Report.
0.2	05/11/22	Zoé Colpaert	Addition of the Creative Brief and writeup of the executive summary and conclusion.
0.3	07/11/22	Zoé Colpaert	Proofreading and final preparation before sending to official HEROES peer-reviewers.
0.4	12/11/22	Pr. Ishrat Shamim	Review of Deliverable as official HEROES peer-reviewer for CWCS.
0.5	16/11/22	Amparo Lasén, Paula Martín, Elena Casado, Antonio Agustin Garcia, Georgiana Livia Cruceanu	Review of Deliverable as official HEROES peer-reviewer for UCM.
0.6	16/11/22	Zoé Colpaert	Make changes according to the above reviews.
0.7	28/11/22	Inspector Ventsislav Biserov Getsov (GDCOC)	Security review
1.0	30/11/2022	Zoé Colpaert	Final version for submission

Table of Contents

List of Tables

Executive summary

Trafficking of human beings (THB) and child sexual abuse and exploitation (CSA/CSE) are two major problems to which many vulnerable individuals, including children, fall prey. These victimising and traumatising occurrences may start online and involve many types of crimes against children on the Internet such as grooming, sextortion, online solicitation, online child sexual exploitation and abuse (OCSEA), and others. Nevertheless, these issues can be prevented in most cases through raising awareness amongst key stakeholders.

The purpose of this task is to create materials through an educational Guide to support prevention for CSA/CSE online, focused on the general public, law enforcement, parents and educators. This Guide will build capacity of key stakeholders to better detect and prevent crimes against children on the Internet, as well as educating on the appropriate terminology for each type of conduct related to these crimes, with a particular focus on their online component.

This Guide focuses on adults who usually engage with children in a professional or personal capacity, such as law enforcement, policymakers and government bodies, prosecutors, judges, lawyers, child advocates, NGOs, physical and mental health professionals, school teachers and educators, parents and guardians/carers, and others. Indeed, this large stakeholder group are key custodians of the safety of children, and are adequately placed to ensure the online safety of children, and to detect and prevent any type of abuse that children may be at risk of online. The Guide will strengthen their awareness of the risks children face online, of the signs indicating that something is wrong, and support them in understanding and using the appropriate terminology and ways to communicate with Children and Young People (CYP).

This Report explains the way the Guide will be developed, and focuses on the progress since the start of the HEROES Project. Given the ambitious goals of the Guide, which needs to be adequate for an international audience comprising of more than 11 stakeholder groups, ICMEC has called upon the expertise of the Consortium for feedback on different steps of the Guide's development to date. During Year 1 of the HEROES project, we focused on developing the outline of the specific content for non-specialised audiences and the general public, and plan the construction of an attractive yet accessible Guide.

This Guide will tackle difficult topics but aims to be engaging and easy to follow while respecting the seriousness of the subject. Indeed, talking about violence against children, especially sexual such as CSA / CSE and other crimes against children whether offline or on the Internet must be done following a careful and sensitive approach. Moreover, the Guide has an international scope in mind, and every country is different and has its specificities. We will ensure that the materials are accessible, representative, inclusive, non-sexist and culturally appropriate for a global audience.

Even though we are at the first developmental stages of the Guide, this Report also explains how we foresee the Guide to be. We aim to develop a PDF Guide to be sent to relevant organizations and agencies, such as NGOs, Law Enforcement Units, social services centre, schools, etc., targeting, as a first stage, stakeholders in Bangladesh, Bulgaria, Colombia, Greece, Peru and Spain as ICMEC's countries of focus in the HEROES Project (see tasks 4.3 and 4.6). The Guide will be about 20 pages long (based on the copywriting) and, depending on budget, will be hosted on an interactive landing page to enable an easy and smooth browsing experience, whether the reader wants to go through the entire Guide or wants to access a specific topic of interest.

The Guide will be built around nine main axes/themes, such as the correct use of terminology, risks that children are facing online, how to talk to children about these risks and ensure ongoing communication, tips to parents, carers, educators and law enforcement on keeping children safe online, recognizing signs of abuse, and ensuring communication and trust with helpful interactive conversation starters, etc. These axes will be the source of social media posts aimed at a wider audience, to raise awareness on the topic and encourage the browsing of the Guide.

Abbreviations

CSA	Child Sexual Abuse
CSE	Child Sexual Exploitation
CSE/A	Child Sexual Exploitation and/or Abuse
CSAM	Child Sexual Abuse Material
CSEM	Child Sexual Exploitation Material
CWCS	Centre for Women and Children Studies
CYP	Children and Young People
ICMEC	International Centre for Missing and Exploited Children
ICMEC CH	International Centre for Missing and Exploited Children, Switzerland office (Official HEROES partner)
HEROES	Novel Strategies to FigHt Child Sexual Exploitation and Human TRafficking Crimes and PrOtect thEir VictimS
NCMEC	National Centre for Missing and Exploited Children
NGO(s)	Non-Governmental Organisation(s)
OCSEA	Online Child Sexual Exploitation and Abuse
THB	Trafficking in Human Beings

Definitions

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

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

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

Grooming (also referred to as Online Solicitation): In the context of child sexual exploitation and sexual abuse, "grooming" is the short name for the solicitation of children for sexual purposes. "Grooming/online grooming" refers to the process of establishing/building a relationship with a child either in person or through the use of the Internet or other digital technologies to facilitate either online or offline sexual contact with that person. Grooming is defined by major dictionaries as the act of "prepar[ing] or train[ing] (someone) for a particular purpose or activity", and in the specific context of child sexual exploitation and abuse as "(of a paedophile) prepare (a child) for a meeting, especially via an Internet chat room, with the intention of committing a sexual offence" or "the criminal activity of becoming friends with a child, especially over the internet, in order to try to persuade the child to have a sexual relationship".[1]

THB: Trafficking in Human Beings refers to the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.[6]

Sextortion (or Sexual extortion): The blackmailing of a person with the help of self-generated images of that person in order to extort sexual favours, money, or other benefits from her/him under the threat of sharing the material beyond the consent of the depicted person (e.g., posting images on social media). Often, the influence and manipulation typical of groomers over longer periods of time […] turns into a rapid escalation of threats, intimidation, and coercion once the person has been persuaded to send the first sexual images of her/himself.[1]

1. Introduction

1.1. Awareness raising as a key component in the fight against THB and CSA/CSE

1.1.1. The issue of THB and CSA/CSE through the lens of crimes against children on the Internet

Trafficking of human beings (THB) and child sexual abuse and exploitation (CSA/CSE) are two major problems to which many vulnerable individuals, including children, fall prey. These victimising and traumatising occurrences may start online and involve many types of crimes against children on the Internet such as grooming, sextortion, online solicitation, online bullying, online child sexual exploitation and abuse (OCSEA), and others. Nevertheless, these issues can be prevented in most cases through raising awareness amongst key stakeholders.

The purpose of this task is to do just that: create materials through an educational guide to support prevention for CSA/CSE online, focused on the general public, law enforcement, parents and educators. This Guide will build capacity of key stakeholders to better detect and prevent crimes against children on the Internet, as well as educating on the appropriate terminology for each type of conduct related to these crimes, providing interactive conversation starters, with a particular focus on their online component.

1.1.2. Key stakeholders: the Guide's audience

Adults who usually engage with children whether in a professional or personal capacity are key custodians of the safety of these children and are adequately placed to ensure their online safety and to detect and prevent any type of abuse that children may be at risk of online. But they need to be aware of what these risks are, of the signs, and of the appropriate terminology and ways to communicate with Children and Young People (CYP) – thus the importance of a guide to support them navigating these conversations.

It is crucial to take into account the plurality of stakeholders who might have this duty of care towards children. These specific actors differ from country to country, but they usually are:

- Law Enforcement Agencies and specialised units,

- Policymakers and government bodies,

- Prosecutors, judges, lawyers, child advocates,

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

- Medical professionals, for both physical and mental health,

- School teachers and educators,

- Social workers,

- Parents and guardians/carers, as well as any adult relatives,

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

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

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

All these categories of stakeholders have the possibility to act to protect children and prevent them from being victimised online. The Guide will empower them to recognise risks, avert victimisation, or if needed, take the necessary actions if a crime has been committed.

1.2. The Guide's development

1.2.1. Identification of gaps and opportunities

The first step in developing a relevant, attractive, and helpful Guide for a wide range of stakeholders was first to understand what is being done internationally. Many educational guides and resources are available on the Internet, but they are usually either basic and uninspiring, or feel childish and not very attractive to adults. Moreover, each guide feels very nationally centred, which means that they are very relevant and detailed for stakeholders of one country but cannot be used in another country.[6]

These gaps open a great opportunity for ICMEC and the HEROES Project: create a Guide that will be both relevant and appropriate for all adults who engage with children professionally or personally, wherever they are in the world. Our Guide will be directed at an international audience of adults who want to find tips and resources on how to keep their children safe online and shared and promoted accordingly.

1.2.2. Key aspects to keep in mind when developing the Guide

This Guide will tackle difficult topics but aims to be engaging and easy to follow while respecting the seriousness of the subject. Indeed, talking about violence against children, especially sexual such as CSA/CSE and other crimes against children whether offline or on the Internet must be approached carefully and sensitively. Moreover, the Guide has an international scope in mind, and every country is different and has its specificities. The guide will use an accessible, inclusive and non-sexist language, and the same care will be given when choosing illustrations and creatives. We will ensure that the materials are accessible, representative, and culturally appropriate for a global audience.

ICMEC, focusing on matters of violence and crimes against children (CSA/CSE, THB and children going missing) every day and all partners working on and supporting the development of the Guide, are experts on the topic and on treating sensitive subjects. Moreover, key steps in the copy-writing and creative process will be reviewed by the HEROES Consortium at large. We will be taking every precaution to ensure that victims and survivors are represented in a sensitive and empowered manner, and that the Guide is representative of every and any protected characteristics such as:

- Age (of the minors),
- Gender identity and gender reassignment,
- Sex,
- Sexual orientation (including LGTBQ identities)
- Relationship status,
- Being pregnant or on maternity leave,
- Disability,
- Race, including colour, nationality, ethnic or national origin,
- Religion or belief.

Also, although this guide focuses on supporting adults to prevent and respond to online risks children face, it is important to note that not all adults who have a duty of care towards children are acting as such. Indeed, it is possible that some of the stakeholders mentioned above use their position of power and trust to abuse

children, whether they are engaging with children professionally, or they are part of the child's family, family friends, and close circle of adults. This aspect will be kept in mind in the creation of the Guide and will acknowledge the fact that not all the people mentioned can be trusted by children and young people.

1.3.   The final deliverable: how we foresee the Guide to be

We aim to develop a PDF Guide to be sent to relevant organizations and agencies, such as NGOs, Law Enforcement Units, social services centre, schools, etc., targeting, as a first stage, stakeholders in Bangladesh, Bulgaria, Colombia, Greece, Peru and Spain as ICMEC's countries of focus in the HEROES Project (see tasks 4.3 and 4.6). The Guide will be about 20 pages long (based on the copywriting) and, depending on budget, will be hosted on an interactive landing page to enable an easy and smooth browsing experience, whether the reader wants to go through the entire Guide or wants to access a specific topic of interest.

We are considering including national variations on the web version: because of the important legal and cultural differences regarding the topics covered by the guide, these particularities might need to be addressed in order for the guide to be as useful and relevant as we are hoping it to be. Potentially, the PDF Guide could have a common ground and structure, and then specific sections could be tailored for different cultural environments. For instance, the guide could include references to the different national legal frameworks of the countries in focus, which would explain what to do and how when confronting these situations of abuse and aggression, for instance regarding different legal definitions of "minor".

We are envisioning the Guide to be built around main axes/themes, such as the correct use of terminology, risks that children are facing online, how to talk to children about these risks and ensure ongoing communication, tips to parents, carers, educators, and law enforcement on keeping children safe online, recognising signs of abuse, and ensuring communication and trust with helpful interactive conversation starters, etc. These axes will be the source of social media posts aimed at a wider audience, to raise awareness on the topic and encourage the browsing of the Guide.

Depending on budget, we are also hoping to deliver the Guide in different languages, at first based on the countries mentioned above (Bengali/Bangla, Bulgarian, Spanish, and Greek), and as a next step, to extend the translations to the rest of the UN and most of the HEROES Consortium languages (Arabic, Chinese, French, Portuguese and Russian), budget-dependent.

2. The Guide: outline and key themes

ICMEC has worked on the content of the Guide following internationally recognised best practices when it comes to educational resources and guides on raising awareness on violence against children, especially online. We have also gathered the constructive feedback from experienced HEROES partners on the drafted outline. During Year 1 of the HEROES project, this led to the development of the main axes and themes for the Guide, which will them give way to the full development of the Guide's content, and social media visuals and communication at a later point in the project.

The Guide will include definitions of terminology, case studies and examples to give context, advice directed at the key stakeholders mentioned above, interactive conversation starters, and, depending on budget, games and activities for the target audience to educate children and young people on the content of the Guide.

2.1. Outline of the Guide

The below outline encompasses all the key topics that we believe are relevant in the Guide, while making it easily accessible for a wide audience.

Table 1: Outline of Guide and main axes/themes.

Contents	Pages
Supporting children to be safe and happy online	
• Set out resource purpose, including intended audience – adults with direct contact (personally or professionally) with children and young people (CYP). We anticipate this including parents and carers, plus those with a duty of care to children, including teachers/educators, multidisciplinary teams that provide care services to children [psychologists, social workers, doctors, etc.], and law enforcement.) • Include wording that references the role of internet and tech industry and their duty of care to their users, including CYP. • Summarise the value of open and honest communication.	1
Starting with the positives	
• Establish the opportunities and positives internet use offers for CYP. • Advice to support audience to recognise this in their work with CYP. • What exists: tools for protecting minors on the online platforms used by CYP.	1
Putting young people at the heart of online safety support	
• Set current context regarding children's rights and the voice of the child globally. • Establish the value of establishing a dialogue with CYP allowing us to centre their online experiences in the support we provide, as part of duty of care. • Demonstrate how CYP experiences can inform and sustain relevant work/conversations (potential to use a case study or narrative case study here, using pseudo-names).	1-2
Talking and working together with young people	
• Reiterate the importance of regular, open and honest communication. • Tips to support audience to begin to establish a dialogue with CYP. • Practical initial conversation starters.	1-2

• Overview of other preventative strategies, best practices and work which can protect CYP online and how these are best used alongside discussion and communication [potential to signpost to some international orgs. here, but tbc.]	
Finding the words	
• Identify the value/importance of using the correct terminology when discussing online risk (and concrete example, E.g., Instead of using the word "X" use "Y"). • Definitions of key words and phrases related to online risk (potential "myth busting" style section here. E.g., Instead of "X" use "Y"). See working list of potential terms below. • Advice for audience on how to adjust language when communicating directly with CYP, including value of modelling correct terminology as CYP mature but also ensuring understanding. • Advice on how CYP may have their own language/terminology to describe their online lives and activity, but that this can change quickly and varies depending on numerous factors. • Reiterate importance of open dialogue and giving CYP opportunity to share their experiences.	2-4
Tackling challenging topics	
• Advice for establishing a safe and supportive environment when discussing sensitive topics, including tips to avoid victim blaming language. • Dos and don'ts for having a fruitful conversation.	1
Recognising the signs of abuse	
• Warning signs to look out for that might indicate a child is at risk of abuse/exploitation that originated online, and might fully take place online, but also those that lead to offline offenses. • Signposting to more detailed advice on recognising abuse.	1-2
Responding and reporting concerns about a child's safety online	
• Advice on how to reassure/communicate with CYP who disclose online safety concerns. • Guidance on avoiding victim blaming or shaming CYP who have experienced online abuse. • General advice suitable for international audiences on how to report/respond (e.g.: do not delete the chat, do not send the chat to another phone, etc.). • General note for professionals about mandatory reporting responsibilities, and best safeguarding practice. E.g., not promising confidentiality, escalating to appropriate authorities.	1
Key messages and conversation starters to share	
• Practical statements of key online safety advice that adults can say/share with CYP • Practical conversation starters/questions that adults can ask/share with CYP	2

2.2. Using the correct terminology

One of the requirements of the deliverable, and key focus of the Guide, will be to support key stakeholders in using the appropriate terminology in talking to CYP about online risks and abuse. We came up with a list of key words that will be defined under the section 'Finding the words'. Our proposed list is as follows:

- Child
- Child sexual abuse
- Child sexual abuse material (as opposed to child pornography)
- Child sexual exploitation (as opposed to child prostitution)

- Coercion

- Grooming

- Harassment

- Bullying?

- Livestreaming

- Filtering and monitoring (define and differentiate)

- Reporting

- Sexting

- Sextortion / "revenge porn"

- Sexual harassment

- Trusted adult

- Victim and survivor

NB. It is considered to cut this down and prioritise a shorter list of key terms.

3. Guide design

As explained above, we have been working to develop an attractive and complete yet accessible Guide. Design is key in ensuring accessibility and ease of understanding, especially in a resource that tackled difficult and usually unfamiliar topics such as CSA/CSEA, CSAM, grooming, and other online crimes against children.

3.1. Creative activities

ICMEC and HAA are working together on the design of different deliverables which we believe will ensure the Guide to have a wide impact:

- A **PDF Guide** to be sent to relevant organizations and agencies, such as NGOs, Law Enforcement Units, social services centre, schools, etc., targeting, as a first stage, stakeholders in Bangladesh, Bulgaria, Colombia, Greece, Peru and Spain. The Guide will be about 20 pages long (based on the copywriting), and contain some illustrations and graphics to be designed by the agency.

- Depending on budget, we foresee the Guide to be hosted on an **interactive landing page** to enable an easy and smooth browsing experience, whether the reader wants to go through the entire Guide or wants to access a specific topic of interest.

- To ensure international dissemination, social media posts (Facebook, Twitter, LinkedIn, and Instagram) in **flyer/still image with short text/gifs and/or reel format** will be created for a wide audience, to raise awareness on the topic and encourage the browsing of the Guide. The number of creatives will depend on the number of axes/themes identified within the Guide: currently the outline has nine axes, and we would like 2-3 creatives per axis, in different formats (as a flyer, as a still image/illustration with a short text based on the text from the Guide, and gifs and reels). We are also envisioning some posts engaging with the public: potential polls, questions, etc.

Our goal is to design the provided copy into an appealing and accessible Guide, which should be easy to read in its entirety and scan or reference. The design will include custom graphics and illustrations (as opposed to using photography) and infographics. Depending on budget, we would also like to deliver the materials in English and different translations (Bengali, Bulgarian, Spanish, and Greek) as mentioned above.

3.2. Accessibility and ethical aspects to keep in mind

The development of any creative material needs to follow certain requirements to ensure appropriate accessibility, representation and sensitivity. We will abide by the following:

- To explore design choices that balance a clear depiction of the subject matter with sensitivity towards the topic.

- To use hand-drawn illustrations and iconography as opposed to photographs to respect the subject and interest our readers.

- To ensure that the materials are accessible, representative, inclusive, non-sexist, and culturally appropriate for a global audience.

- To ensure that the Guide is representative of every and any audience, independent of their gender, sex, ethnicity, nationality, disability, etc.

- To ensure the creative materials will meet section 508 Compliance for visual impairment.[7]

3.3. The visual development of the Guide: the Creative Brief

Based on the Guide outline developed and the feedback of HEROES Consortium partners on the Discovery Brief[6], we developed a Creative Brief which provides the basis of the creative idea for the Guide.

This brief is a key document in expounding the most important aspects to keep in mind when developing the visuals of the Guide. The feedback received on this Brief will have a crucial impact on the development of the Guide.

Creative Brief

Educational Resources for the Prevention of Online
Child Sexual Abuse and Exploitation — The Guide

What are we doing?

We're taking sensitive and educational content and using design to turn it into an attention-grabbing, accessible and considered guide. This guide will be for anyone who has a duty of care to children or interacts with them often.

To do that, we'll first establish potential visual routes so that we at ICMEC, along with our HEROES partners, can decide on a style before we design the content into a guide.

What should our visual routes consider?

Based on the HEROES feedback we received, we need to:

Explore a creative approach with balance and sensitivity

- **Be engaging, but not flippant.** We need people to stick with us as we guide them through this difficult subject, but the seriousness of what we're talking about shouldn't be minimised with flippant design.

- **Respect our audience's maturity.** Some materials for our audience, which have children as the subject matter, can feel childish. We need to avoid this pitfall and remember we're designing for adults dealing with this difficult subject.

Differentiate through a bold visual style

- **Stand out from other materials intended for our audience.** Lots of materials for them are basic and feel similar to each other — this guide needs to stand out so people pick it up and pay attention.

- **Use illustration and hand-drawn iconography.** As we're not using photography this technique will allow us to catch our audience's attention. We will do so sensitively and appropriately.

- **Explore different treatments for data and definitions,** so they're clear but still engaging for our audiences.

Use design to aid readability and be aware of accessibility needs

- **Allow for a clear hierarchy of information.** We need people to comfortably be able to read the guide cover to cover, as well as to jump to sections as and when they need them.

- **Allow for balance** between blocks of text and other types of information.

Feature partner brands

- **Give space for ICMEC, the HEROES Project and the European Commission logos to all be featured.** Although the rest of the guide's design doesn't need to follow any of these brands' visual identities, we need to make space for these logos.

What will our visual routes consist of?

Based on this brief, we'll develop up to three potential visual routes. When we present these routes internally to ICMEC, and the wider HEROES Consortium, we'll talk through the thinking behind them as well as showing some applications of how these routes could work across:

Sample guide spreads

Depending on when the development of the content is finalised, we'll create examples that use existing copy or placeholder copy to show how the guide could look.

Sample social posts

Following the same design approach as the sample guide spreads, we'll show how key information can be converted into static and moving social posts.

Sample digital micro-site

As we're still considering the role of digital, we'll assess how the design approach could come to life online as a micro-site leading to the download of the guide.

Timeline and feedback

We hope to receive confirmation on the activities so far and the plan brief by **mid-January 2023**.

4. Conclusions

This Guide aims to be an important and universal resource to read and get back to in order to strengthen efforts to prevent and respond to THB and CSE/CSA, especially initiated online. Focused on the general public, law enforcement, parents and educators, it will build their capacity to better detect and prevent crimes against children on the Internet, as well as educating on the appropriate terminology for each type of conduct related to these crimes and providing helpful interactive conversation starters.

This Report explains the way the Guide will be developed, and focuses on the progress since the start of the HEROES Project. This Guide will tackle difficult topics but aims to be engaging and easy to follow while respecting the seriousness of the subject. Indeed, talking about violence against children, especially sexual such as CSA/CSE and other crimes against children whether offline or on the Internet must be done following a careful and sensitive approach. Moreover, the Guide has an international scope in mind, and every country is different and has its specificities. We will ensure that the materials are accessible, representative, and culturally appropriate for a global audience.

1.4.   Using accessible expertise to develop the best possible Guide

ICMEC's and the HEROES Consortium's expertise is wide-ranging and relevant to the task at hand, but the development of a guide which needs to be adequate for an international audience comprising of more than 11 stakeholder groups is a challenge. Given the ambitious Guide that we are hoping to develop, we are seeing the HEROES Project as an opportunity to go above and beyond what could be done through collaborating only with partners who are part of the consortium, by working with third-party agencies that have specific expertise in areas that are not necessarily represented within the consortium, namely: educational expertise to develop specific content for non-specialised audiences and the general public, and creative and marketing expertise to construct an attractive yet accessible Guide and develop a promotional strategy to reach the widest audience possible.

Given the wide scope of this Guide and the sensitive subject matter, we feel that working with recognised experts to support us in developing this task from Year 2 onwards will allow us to deliver even better results. The expertise and knowledge of the two organisations that we have in mind, namely the NGO Childnet International (https://www.childnet.com) for the content of the guide, and the creative agency Human After All (https://humanafterall.studio) for the design, both based in the UK, is crucial in developing this Guide. Both organisations have proven and verifiable expertise on their capacity to deliver on this project. We are hoping to use their assistance in the next two years of the HEROES project, and their joining will be reflected in the next iteration of the Deliverable, which will aim to explain and refine the development of the Guide.

References

[1]   Greijer, S., and Doek, J. (2016). "Terminology Guidelines For The Protection Of Children From Sexual Exploitation And Sexual Abuse", *Interagency Working Group in Luxembourg*. Available at: https://ecpat.org/wp-content/uploads/2021/05/Terminology-guidelines-396922-EN-1.pdf.   Last accessed on 28.11.22.

[2]   Dominguez, N., Nelke, C., and Perry, B. (2002). "'Child Sexual Abuse', Encyclopaedia of Crime and Punishment", Vol. 1, cited in *IASC*, "Guidelines for Integrating Gender-Based Violence Interventions", supra 61, p. 321.

[3]   Citizen's Guide To U.S. Federal Law On Child Pornography, *The United States Department of Justice*, Available at: https://www.justice.gov/criminal-ceos/citizens-guide-us-federal-law-child-pornography. Last accessed on 31.10.22.

[4]   "Child Sexual Abuse Material (CSAM)", *National Centre for Missing and Exploited Children*. Available at: https://www.missingkids.org/theissues/csam. Last accessed on 31.10.22.

[5]   Wijers, M. (2005). "Analysis of the definition of trafficking in human beings in the Palermo Protocol", *Review Of The Law On Trafficking In Human Beings In Ukraine*, pp. 5-6. Available at: https://documentation.lastradainternational.org/lsidocs/354%20Analysis%20def%20Palermo%20protocol.pdf.

[6]   Human After All (2022). "[EXTERNAL] ICMEC x HAA — Discovery report". Provided by HAA to ICMEC on 11.10.22.

[7]   Garlick, C. (2016). "508 Accessibility - for blind and visually impaired", Wilson Mar. Available at: https://wilsonmar.github.io/508-accessibility/. Last accessed on 03.11.22.