



Mapping of best practices and needs assessment WP2. Deliverable 2.1



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Combating ONLINE early access to Sexually explicit material and ENhancing Tools to foster youngsters' healthy intimate relationships

Deliverable name: Mapping of best practices and needs assessment
Deliverable number: D2.1
Lead Beneficiary: Unizon
Work Package No: WP2

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1. Mapping of best practices

During the first 3 months of the CONSENT project, Unizon conducted the thorough mapping of the already existing methods, methodological material and best practices of pornography-critical sex education and fact-based conversations about pornography and its harms with children and youth. 29 different materials developed in Australia, Canada, Sweden, UK and US were included in the mapping. Due to the language limitation of the team, only materials in English and Swedish were analysed.

1. It's Time We Talked: In the Picture	T/E, P/C, Y	AU	16. Childline: Online Porn	C+12	UK
2. Pornography: talking about it with teenagers 12-18 years	P/C	AU	17. We need to talk about pornography	T/E, YW	UK
3. Catching on Later	T/E	AU	18. Talking to your teen about porn	P/C	UK
4. I heard it 'round the internet: sexual health education and authenticating online information	T/E	CA	19. NSPCC: Online Porn	P/C	UK
5. The Fourth R	T/E, P/C	CA	20. Worried about your child and online porn?	P/C	UK
6. In the age of Google, is sex ed. necessary?	T/E	CA	21. Sexualization of young people	P/C, Y, T/E	UK
7. On the Loose: A Guide to Life Online for Post-Secondary Students	T/E	CA	22. The Mix: Porn	Y	UK
8. Relationships and Sexuality in the Media	T/E	CA	23. Online Pornography	P/C, T/E, Y	UK
9. Sexuality and Romantic relationships in the Digital Age	T/E	CA	24. Your Brain on Porn	P/C	UK
10. Ses offline	Y	SE	25. Culture Reframed: Solving the public health crisis of the digital age	P/C	US
11. Reality Check	T/E, P/C, Y	SE	26. How to Talk to Your Kids about Pornography	P/C	US
12. Sexochrelationer.se – methodological material on sex education	T/E	SE	27. Fight the New Drug	P/C, T/E, Y	US
13. Planet Porn: Making it easier to talk about porn	RA	UK	28. Good Pictures Bad Pictures: Porn-proofing Today's Young Kids	Y	US
14. Sex and Relationships Education (SRE) for the 21st Century	T/E	UK	29. Navigating Pornography Addiction: A Guide for Parents	P/C	US
15. Pornography - tips on how to address in SRE lessons	T/E	UK			

Target groups: T/E = Teachers/educators, P/C = Parents/Caregivers, Y=Youth, RA = Responsible adults, C+12 = Children 12+, YW = Youth workers

5 methodological materials were chosen for in-depth analysis as they offered the most solid research-based and holistic approach to the topic of pornography and its harms. A short summary of the analysis of these materials is presented below. Since such materials as It's Time we Talked (AU) and Fight the New Drug (US) are complex and include several sub-projects/methods, these sub-projects/methods are presented separately.

1.1. It's Time We Talked (AU)

It's time we talked is a violence prevention initiative that supports young people, parents, schools, government and the community sector to understand and address the influence of pornography.

Target groups	Model	Accessibility	Comments
Youth	<ul style="list-style-type: none"> • Short easy-to-read information about what pornography is, what "good sex" looks like and what to do. • Short video clips • Links/references to support services 	<ul style="list-style-type: none"> • Free access online • No registration needed • Only in English 	<ul style="list-style-type: none"> • No specific age groups • Too little information • No interactive tools
Teachers/ Educators	<ul style="list-style-type: none"> • Short information about pornography and its harms and schools' role in addressing it • Short video clips (same as for youth) • References to paid material and trainings 	<ul style="list-style-type: none"> • Brochure 'Supporting schools to understand and address the influence of pornography'. Free of charge • Material 'In the Picture', films 'The Porn Factor' and 'Love & Sex in an Age of Pornography', school staff video presentation, training for schools. Paid material/services • Only in English 	<ul style="list-style-type: none"> • A bit difficult to follow and understand what is available • Material for purchase - clear disadvantage
Parents/ Caregivers	<ul style="list-style-type: none"> • Short information about pornography and its harm and what parents can do about it • Parent tip sheets • Short video clips (same as for youth) • References to support services 	<ul style="list-style-type: none"> • Parent tip sheets free of charge • Films 'The Porn Factor' and 'Love & Sex in an Age of Pornography' and parent video presentation – paid material • Only in English 	<ul style="list-style-type: none"> • Overall, good comprehensive material • Material for purchase - clear disadvantage

1.2. It's Time We Talked: In the Picture (AU)

In the Picture is a comprehensive resource that supports secondary schools to address the influence of explicit sexualised imagery. It provides guidelines, suggested strategies and a wide range of practical resources from which schools can create a whole school approach to explicit sexual imagery that is tailored to suit their unique community and context.

Target groups	Model	Accessibility	Comments
Teachers/ educators (with youth & parents as “secondary” target groups)	<ul style="list-style-type: none"> • Whole school approach: policy – equipping staff – parent partnerships –community partnerships – supportive school contexts – student education – evaluation • Written manuals for school leaders, teachers and parent and community partnership coordinators • Video clips with accompanying guidelines and PowerPoint presentations • So-called customisable resources • Strong connection to the existing school curriculums • Practical guidelines and examples of action plans, checklists, questionnaires, etc. • References to other useful resources and further reading 	<ul style="list-style-type: none"> • Available only for purchase • Training/introduction activities needed prior to implementation • Only in English 	<ul style="list-style-type: none"> • For application in secondary school (age span from 12 y.o. to about 16 y.o.) • Holistic approach • Based on research and thorough mapping of methods and tools for sex education • Material for purchase – clear disadvantage • Too comprehensive – almost 500 pages of written manuals – difficult for schools to go through, ‘customise’ and implement • Lack of tools for interactive learning

1.3. Culture Reframed (US)

Culture Reframed is a programme that aims at building resilience and resistance in young people to hypersexualised media and pornography by equipping parents and teachers with knowledge, skills and concrete methods of leading conversations about pornography and its negative impact.

Target groups	Model	Accessibility	Comments
Teachers/ Educators	<ul style="list-style-type: none"> • One enrichment consisting of two short sections • Basic information on pornography’s impact on children/youth and tips on how to address the topic 	<ul style="list-style-type: none"> • Free access online • Online registration is needed to access/download manuals • Only in English 	<ul style="list-style-type: none"> • Material is still under development • Once registered, teachers can access/use material for parents

Parents/ caregivers	<ul style="list-style-type: none"> • Two separate programmes – for parents of tweens and parents of teens • Both programmes include: <ul style="list-style-type: none"> - step-by-step modules - scripted conversations - specialist videos for each module - references to other available resources • Three so-called enrichments for parents of teens with the specific focus on compulsive pornography use, intervention & recovery and tech • Comprehensive online database that includes CR reports, factsheets and references to: books, websites, podcasts, academic library, videos, reports 	<ul style="list-style-type: none"> • Free access online • Online registration is needed to access/download manuals • No registration is needed to access some of the material directly on the platform • Available for commercial use upon obtaining of license (i.e. if intended for use at a seminar, event, conference meeting, or comparable setting at which attendees will be charged a fee or for which the individual or entity receives any payment or other form of compensation) • Only in English 	<ul style="list-style-type: none"> • For application by parents of tweens (age span from 9 y.o. and 12 y.o.) and teens (age span from 13 y.o. and 18 y.o.) • Research-based • “Living” methodological material – is being further developed and regularly updated • Easy to use, no training/thorough preparation is needed • Scripts may seem too simplified, but they give a solid frame for parent-child conversations • Material is still under development • Once registered, teachers can access/use material for parents
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1.4. FTND – Fight the New Drug (US)

Fight the New Drug (FTND) is a non-religious and non-legislative nonprofit that exists to provide individuals the opportunity to make an informed decision regarding pornography by raising awareness on its harmful effects.

Target groups	Model	Accessibility	Comments
Everyone	<ul style="list-style-type: none"> • Big database with articles, documentaries, shorter video clips and a podcast • References to other useful resources and further reading • Interactive conversation blueprint ‘Let’s talk about porn’ – for conversations with partners, children, parents, friends, strangers • Appeal to join the so-called ‘Fighter Club’ to support and further build the movement • Connected cyber safety programme ‘Bark’ and reboot-programme ‘Fortify’ 	<ul style="list-style-type: none"> • No registration is needed • Web platform is in English, but some parts (e.g. the documentary ‘Brain Heart World’ and the conversation blueprint) are available in Spanish • Obligatory ‘Fighter Club’ registration and membership fee 	<ul style="list-style-type: none"> • No specific age group, but mostly youth-oriented • Holistic approach, yet with stronger focus on pornography consumption and its consequences for health and relationships • Based on research • Very good visual design • Quite commercialised

1.5. FTND: Bark (US)

Bark is a parental control app that gives parents the ability to manage every aspect of their kids' digital world. Barks' edition for schools provides a monitoring service in order to help protect students from digital dangers.

Target groups	Model	Accessibility	Comments
Teachers/ Educators	<ul style="list-style-type: none"> Online tool for monitoring of students' school-issued accounts including emails, chats, and files for signs of suicidal ideation, threats of violence, bullying, sexualised content, etc. Paid version of the tool also provides 24/7 emergency notifications, image removal software (Google Workspace only), and workflow management enhancements Encouraged cooperation between schools and parents, i.e. Parent Portal and a Parent Response Toolkit are to be disseminated by schools 	<ul style="list-style-type: none"> Obligatory registration Two versions of the tool: Bark for Schools – free of charge, Bark for Schools+ – for purchase 	<ul style="list-style-type: none"> No extensive focus on pornography, but includes such important components of children's physical, mental and sexual health and cyber safety as: <ul style="list-style-type: none"> - cyberbullying - predatory behavior - self-harm or suicidal content - depression - profanity - sexual content - sextortion - nudity - violence - weapons
Parents/ caregivers	<ul style="list-style-type: none"> Online tool for monitoring of texts, emails, and 30+ of the most popular apps and social media platforms Managing screen time and filtering websites to help set healthy online boundaries are also available 	<ul style="list-style-type: none"> Obligatory registration Free trial available, otherwise there are two versions of the tool: Bark Jr. (for younger kids) and Bark Premium – both for purchase Mobile application is available 	<ul style="list-style-type: none"> Same as above

1.6. FTND: Fortify (US)

Fortify is a science-based recovery tool to help individuals quit pornography through comprehensive training, real-time analytics, and interactive support.

Target groups	Model	Accessibility	Comments
Youth	<ul style="list-style-type: none"> Comprehensive easy-to-read information about pornography and its 	<ul style="list-style-type: none"> Obligatory registration Two versions of the programme: basic – free 	<ul style="list-style-type: none"> The programme is available to everyone who wants to quit watching pornography (not only youth)

	harms – online training <ul style="list-style-type: none"> • Based on interaction – registration of progress, support, communication with so-called allies/accountability partners and other users • Real-time analytics of registered progress 	of charge, premium – for purchase <ul style="list-style-type: none"> • Premium programme for teens (13-17 y.o.) is free of charge • Access through mobile application is available 	<ul style="list-style-type: none"> • Interaction and bystander approach at the core • Being a part of the movement = motivation • Motivation by reporting progress, gaining points and being a role model for new members implies certain risks • Not clear how to what extent communication between members is moderated
Teachers/ Educators Parents/ Caregivers	<ul style="list-style-type: none"> • Interactive online tool for allies including daily progress tracker, awards, notes, messaging and access to the community of allies 	<ul style="list-style-type: none"> • Obligatory registration • Access through mobile application is available 	<ul style="list-style-type: none"> • Available to anyone chosen as an ally • Overall good interactive tool • Being a part of the worldwide community of allies can be helpful in terms of getting and providing support, exchange experiences and gaining knowledge

1.7. Reality Check (SE)

Reality Check is a violence prevention initiative building young people's resistance and resilience to the harms of pornography by equipping educators, other professionals and caregivers with the knowledge and tools to educate young people about the negative impact of pornography consumption, production as well as the pornified culture.

Target groups	Model	Accessibility	Comments
Youth	<ul style="list-style-type: none"> • Short easy-to-read information about pornography and its harms based on the material '10 Myths About Porn' • Short video clips • Quiz • Links/references to support services 	<ul style="list-style-type: none"> • Free access online • No registration needed • Only in Swedish 	<ul style="list-style-type: none"> • Age span between 12 y.o. and 20 y.o. • Holistic approach: culture + consumption + production
Teachers/ Educators	<ul style="list-style-type: none"> • Whole school approach is promoted • Strong connection to the existing school curriculums • Comprehensive interactive methodological material with lectures and workshops (including online interactive tools and films) • Handbook with detailed step-by-step instructions for each lecture/workshop 	<ul style="list-style-type: none"> • Free access online • No registration needed • Only in Swedish 	<ul style="list-style-type: none"> • Mainly for application in secondary school (age span from 12 y.o. to about 17 y.o.), but can be used in high school and education units for young adults • Teachers/educators can use material as it is presented, but can also compose their own lectures by combining slides from different lectures directly on the

	<ul style="list-style-type: none"> • Additional material enhancing students' creativity – online/offline exhibition 'Real Face of Pornography' • Additional material for educators working with young adults (3 modules) 		platform <ul style="list-style-type: none"> • Holistic approach: culture + consumption + production
Parents/ Caregivers	<ul style="list-style-type: none"> • Short information about pornography and its harm and what parents can do about it • Four-step guide • Short video clips (same as for youth) • Links/references to support services 	<ul style="list-style-type: none"> • Free access online • No registration needed • Only in Swedish 	<ul style="list-style-type: none"> • Material is less comprehensive than for youth and teachers/educators

1.8. The Swedish Women's Lobby: Sex and Relationships (SE)

Sex and Relationships is a research-based methodological material for schools that promotes gender equality and freedom from violence in intimate relationships.

Target groups	Model	Accessibility	Comments
Teachers/ Educators	<ul style="list-style-type: none"> • 8 lectures – can be downloaded or run directly online • Every lecture is accompanied by: <ul style="list-style-type: none"> - instructions - preparatory material and tips - suggested interactive exercises - suggested material for in-depth learning • Strong connection to the existing school curriculums • References to other useful resources and further reading 	<ul style="list-style-type: none"> • Free access online • No registration needed • Only in Swedish 	<ul style="list-style-type: none"> • For application in secondary school (age span from 12 y.o. to about 17 y.o.) • Comprehensive material on sex education as a whole that include such topics as: <ul style="list-style-type: none"> - gender equality, gender and power - men and masculinity norms - sex and consent - nice/OK relationships - sexual harassment - sexualised violence and grooming - pornography, prostitution and trafficking - Convention on the Rights of the Child and honour-based violence • Lack of tools for interactive learning

1.9. Conclusions

The overall conclusions from the conducted mapping are as follows:

- Small(er)-scale material included in the mapping is not recommended as parts of those are incorporated or similar to the large(r)-scale methods.
- Some of the small(er)-scale materials lack comprehensive research and value base.
- Definition of the central issues that material/programmes focus on is crucial – glossary with the main definitions is a good solution.

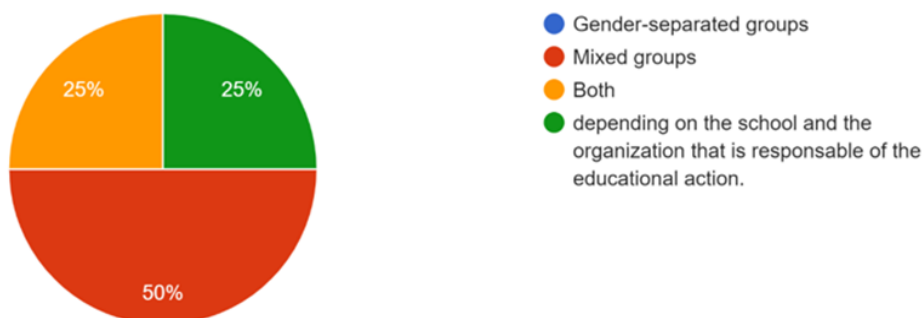


- Material for all target groups should be comprehensive, and at the same time easy to follow – preferably shorter and easy-to-read texts, check-lists, factsheets, ready-to-use lectures, etc.
- Tools and material for interactive learning for young people is a key.
- Combining education programmes with reboot programmes is challenging within the framework of one project.
- For teachers/educators – whole school approach gives the opportunity to incorporate pornography-critical, consent-based sex education into the educational system.
- For parents – check-lists and tips for preparation for conversations on pornography are of great importance.

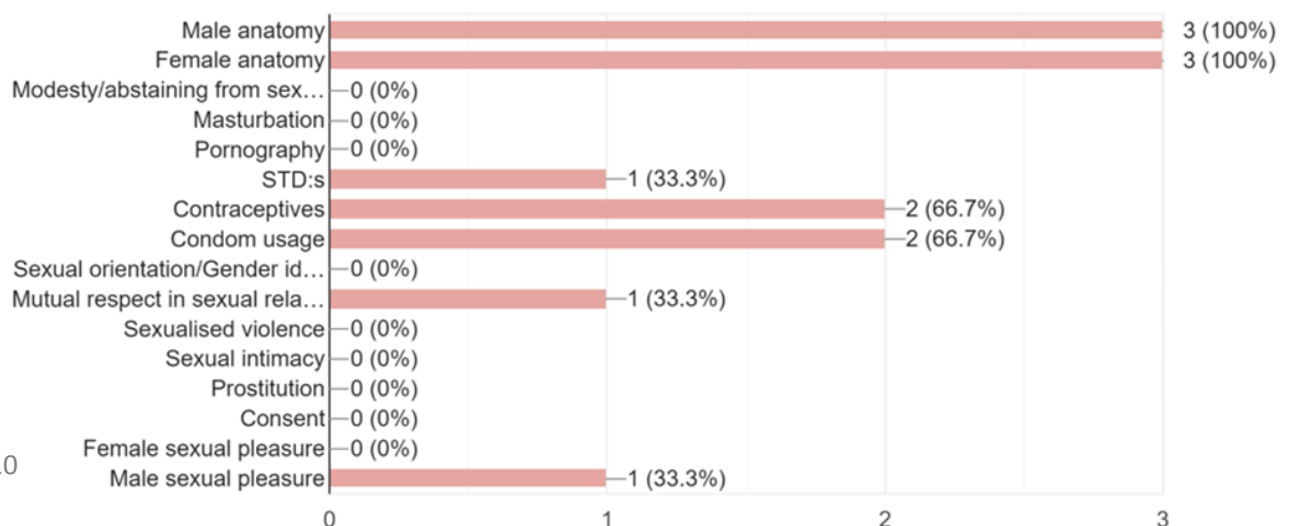
2. Needs assessment – Unizon

Prior to the training for implementers, Unizon carried out the needs assessment with some of the involved partner organisations (Conexus, CAM and Fundació Blanquerna). The aim of this needs assessment was to see the overall level of knowledge and skills on pornography and its harms among the implementers, and to see their needs and expectations for the coming training. Moreover, Unizon aimed at learning more about the system of sex education in the countries of implementation (i.e. Spain and Italy). A brief summary of the 5 received responses is presented below.

- All the respondents indicated that there is no compulsory education in schools, but it is available as an optional subject. Sex education is mostly performed in gender-mixed groups:



- The issue of pornography is not included into sex education. The content of sex education both in Spain and Italy looks as follows



- Teachers-to-be do not receive knowledge/skills necessary to perform sex education within the framework of their professional education.
 - 3 out of 5 respondents have previously received training on the harms of pornography, but none of the implementers have previous experience in performing sexual education or education on the harms of pornography.
- The implementers indicated the following needs:
 - being able to talk with youth about pornography without appearing as if sex or masturbation is a taboo, but at the same time highlighting pornography's harms and negative effects on sexuality
 - guidelines to prevent harms of pornography
 - resources to connect with teenagers and youngsters
- Within the framework of the training for implementers, they want to receive the knowledge on:
 - relevant best practices
 - practical and technical tools for pornography-critical sex education and its application
 - ways to reach teenagers
 - ways to show pornography's negative consequences for individuals as well for the relationships

3. Needs assessment questionnaire – CAM, Conexus and Blanquerna

In June-July 2022, CAM in Italy as well as Conexus and Blanquerna in Spain put together a questionnaire to analyse the existing knowledge, habits, challenges and needs of the two project target groups, namely teachers and parents, when it comes to such questions as internet use, pornography, affective sexual education and parent-child communication of the topics related to sex and sexuality. A brief summary of the acquired responses is presented below.

3.1. Sample descriptives

Parents	Teachers
<ul style="list-style-type: none"> • Age: between 40 and 60 y.o. (M= 47.22, SD= 4.98) • Sex: 16.2% men, 83.8% women • Gender: 16.2% masculine, 83.8% feminine 	<ul style="list-style-type: none"> • Age: between 24 and 72 y.o. (M= 43.28, SD= 11.05) • Sex: 22.1% men, 77.9% women • Gender: 22.1% masculine, 77.9% feminine

<ul style="list-style-type: none"> • Sexual orientation: 98.6% heterosexual, 1.4% bisexual • Educational level: 1.3% primary school, 1.3% secondary school, 23% high school, 51.4% university/college degree, 23% postgraduate. • Country: 44.6% Spain, 55.4% Italy • Number of children: 1 child (35.1%), 2 children (58.1%), 3 (5.4%), 4 (1.4%) • Number of children (10-16 y.o.): 1 child 78.4%, 2 children 21.6%. • Parents' answers refer mostly to children at the age of 10-12 <p>These are the parents of children with the following characteristics:</p> <ul style="list-style-type: none"> • Sex: 59.5% boys, 40.5% girls • Gender: 59.5% masculine, 39.2% feminine, 1.3% non-binary • Educational center: 71.6% public, 9.5% private, 18.9% charter 	<ul style="list-style-type: none"> • Sexual orientation: 91.2% heterosexual, 4.4% homosexual, 4.4% bisexual • Years of experience as a teacher: between 1 and 40 years (M= 14.86, SD= 10.42) • Country: 58.8% Spain, 41.2% Italy • Educational center: 55.9% public, 2.9% private, 41.2% charter • Teachers' answers referred mostly to children at the age of 15-16
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3.2. Main results

The questionnaire included four main focus areas, namely internet use, pornography, affective sexual education (ASE) and parent-child communication about sex and sexuality (PCSC). The acquired data was analysed and presented for each of the indicated areas of focus. The main results of this analysis are summarised below.

Internet use

- The responsible adults are in need of tools to combat the existing online risks for children and youth. The most immediate dangers they indicate are access to pornographic content and young people having sensitive images or videos with each other.
- There is a general lack of knowledge on existing prevention tools for minors both among parents (Spain – 21%, Italy – 34%) and teachers (Spain – 48%, Italy – 41%).
- Both target groups lack previous IT/online security training:
 - parents: Spain – 64%, Italy – 68%
 - teachers: Spain – 59%, Italy – 69%
- Both teachers and parents in both countries state that minors are not mature enough to identify online dangers.
- When it comes to accessing documented violence and pornography online, children negative

online experiences are mostly reported by parents.

Pornography

- Both teachers and parents are lacking previous affective-sexual education training in general, and knowledge on pornography in particular. They indicate a strong need of tools to be able to talk about pornography with children/young people.
- Both in Spain and Italy, parents and teachers (yet especially parents) feel more prepared to discuss online security than pornography.
- Both target groups in both countries mostly consider boys as early pornography users than girls. The average age of pornography consumption debut indicated by both is “after 11 y.o.”.

Figure 2. Age of starting porn consumption (Boys)

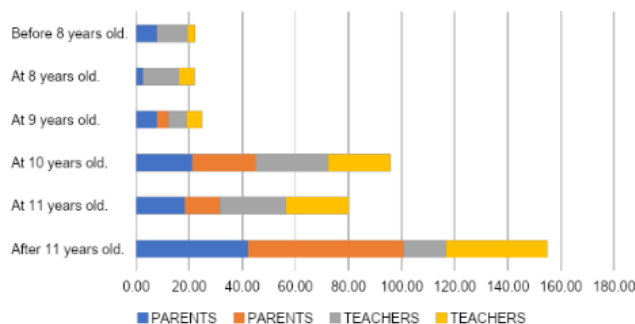
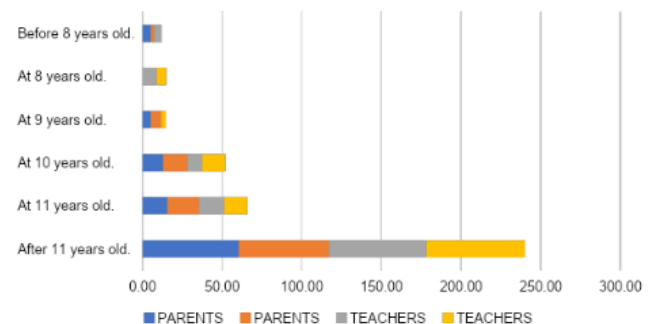


Figure 3. Age of starting porn consumption (Girls)



- Spanish parents and teachers are more concerned about minors’ pornography use than the corresponding target groups in Italy.
- Teachers both in Spain and Italy to the greater extent than parents tend to perceive children’s Internet use and pornography consumption as early, more risky and more frequent.

Affective-sexual education (ASE)

- Parents both in Spain and Italy express concerns about conversations with children/youth on sex and sexuality at school as well as at home which might be the reason for possible resistance for implementation of the CONSENT-training.
- At the same time, there is a need for ASE on such topics as sexual consent, gender stereotypes and sexual orientation.
- Both target groups in both countries indicate that they need more knowledge on affective aspects of sexuality and intimacy, sexual consent as well as pornography consumption and its consequences.
- The main difficulty in this matter indicated by both target groups in both Italy and Spain is the lack of references/models of dealing with the topics listed above. They are also strongly



Parents	Cause of the difficulty (OR)	Teachers
1st	Lack of references/models on how to deal with it	1st
2nd	Lack of knowledge/tools	2nd
3rd	Not having had sexual communication during my childhood/adolescence	4th
4th	Taboo issue	3rd

Parents	Concerns related to talking about sexuality	Teachers
1st	Causing confusion	1st
2nd	Arousing their sexual curiosity/desire in a precocious way	3rd
3rd	Being asked and not knowing the answer	2nd

concerned about causing confusion among children/youth instead of creating more clarity and understanding.

Parent-child communication about sex and sexuality (PCSC)

- Teachers in both Italy and Spain highlight a need for guidelines that they could use in order to improve the quality of PCSC.
- There is also a strong need for enhancing PCSC with the focus on positive aspects of sex.
- In both countries, there is a greater need to promote more frequent/regular PCSC (e.g. on such topic as sex physiology and sexual risks) among fathers.

4. Needs assessment focus groups – CAM and Conexus

In June-July 2022, as part of the work on the current deliverable, the organisations CAM and Conexus conducted focus groups with parents/caregivers and teachers/educators in Spain and Italy in order to assess the concerns and needs of these target groups when it comes to the questions of sex education in general, and pornography and its harms in particular. A short summary of this needs assessment is presented below.

Italy (CAM)	Spain (Conexus)
Focus groups with parents	
1. Brief description of the sample of the focus groups Needs assessment sessions were held online with families consisting of two focus groups with a total of 9 parents of children in the age of 10-16 (5 mothers and 4 fathers).	1. Brief description of the sample of the focus groups Needs assessment sessions were held online with families consisting of two focus groups with a total of 9 parents of children in the age of 10-16 and even some younger children (8 mothers and 1 father).
2. Pornography consumption and how to address it 2.1. Pornography consumption Parents are very concerned about their children (potential) pornography use and report that its accessibility constitutes the biggest problem. Many parents do not use parental control. Some of them are	2. Pornography consumption and how to address it 2.1. Pornography consumption Pornography consumption is a clear source of concern. In general, parents are more worried about the effects on girls and women than on boys and men. More specifically, the major concern is the risk of experiencing

also worried about sexualisation of social media and sex-related mobile applications. For example, OnlyFans which is very easy to access, and children talk about it already in primary school.

"Sex is represented as an object of consumption, there is no emotional approach but estranged, the fundamental emotional factor is missing."

2.2. Addressing pornography

Most parents have difficulty talking about pornography and sexuality in general, as it is still considered a taboo. However, they argue that it would be important to talk about it and raise awareness of it, as banning the use of pornography is useless and counterproductive.

"Porn has never come out in his speeches, I don't know if because he didn't tell me about it or because he doesn't use it. Maybe he thinks that we are old-fashioned and not and tells it."

sexualised violence, as young women are seen as more vulnerable than boys. Therefore, the consumed pornography is linked to a vulnerable position of women. There are also concerns about the internalisation of submission as a female role and of an unhealthy and distorted sexuality. Moreover, the lack of self-knowledge and capacity to know what they like or would like to do appears as a potential damage of pornography consumption.

Referring to boys and masculinity, there are two main concerns: how pornography affects their self-esteem and how it can lead to perform dominance, control and violence in their intimate relationships.

Parents report that their children do not admit they watch pornography and most of them have doubts about it. Nevertheless, parents report that their children have said that other students in school – especially boys – consume pornography, and that they have seen some pornography accidentally shown by peers.

"I am afraid my daughter could watch porn."

2.2. Addressing pornography

It seems that the majority of parents do not address pornography consumption and its content unless children ask or say something. Generally speaking, parents are either not sure their children watch it or even think they do not.

In most cases, conversations about consent begin when news about sexualised violence come, which links sex/consent to the risk of violence more than to pleasure. In that sense, there is an intergenerational transmission of fear of sexualised violence.

The majority of parents have tried to have conversations about sexuality but never about porn specifically and explicitly. Only in one case, in which a girl had watched porn accidentally at a very early age and told her mother years later, this triggered a conversation about the issue. Generally, parents have the perception (often based on gender stereotypes) that conversations about consent are more directed towards girls than boys, which reinforces the message of responsibility on women.

3. Risk of internet use

Most parents are concerned about the use of social

3. Risk of internet use

The major concern about risks of internet use is the easy

<p>networks such as TikTok, where children often share sexualised content.</p> <p>Some of them are also concerned about the use of video games with vulgar and violent language.</p>	<p>access not only to pornography but also to other hypersexualised content. For example, some parents say that porn has shown up on TikTok. Moreover, some new forms of sexualised content are reported, such as pornified audios.</p> <p>A common measure the parents have taken to protect their children is to start a TikTok account that they can use together with the children, so that the latter's access to the account is limited.</p>
<p>4. Interest in and needs for specific training</p> <p>Most of the parents have not received any training on such topics as sex, sexuality and pornography, and would be particularly interested in interactive and practical training on:</p> <ul style="list-style-type: none"> • how to talk about sexuality and from what age • how to talk about pornography, making clear the risks • the digital risks and how to approach them with children • how to talk about consent and respect for each other <p><i>"Educating parents is important in order to educate children."</i></p>	<p>4. Interest in and needs for specific training</p> <p>Except in one case, families have not received any training on sexual education or addressing pornography consumption. They all showed great interest in receiving this kind of capacity building on:</p> <ul style="list-style-type: none"> • how to start a conversation • what to do when youngsters say they do not want to talk about it • how to talk about sexuality, consent and pornography in a natural way • alternative to pornography (ethical sexual content) • how to identify situations of potential risks • how to address children's lack of corporal self-esteem • Referring to training directed to youngsters, parents indicate a need for: <ul style="list-style-type: none"> • emotional education • sexual-affective education • self-esteem training <p><i>"Teenagers find information outside the family system."</i></p>
<p>Focus groups with teachers</p>	
<p>1. Brief description of the sample of the focus groups</p> <p>Needs assessment sessions were held online with educators consisting of three focus groups with a total of 10 female teachers of primary (9-10 y.o.), middle (11-13 y.o.) and high school (14-16 y.o.) students.</p>	<p>1. Brief description of the sample of the focus groups</p> <p>Needs assessment session was held online with educators consisting of one focus group with a total of 3 teachers (2 female and 1 male) working with youngsters between 11 and 16 years old.</p>
<p>2. Pornography consumption and how to address it</p> <p>2.1. Pornography consumption</p> <p>Teachers are concerned about the early sexualisation of the younger generation. Especially in primary school they</p>	<p>2. Pornography consumption and how to address it</p> <p>2.1. Pornography consumption</p> <p>Teachers are worried about pornography consumption equally for girls and boys, although in case of boys, the</p>

<p>find it difficult to address the use of sexualised language by children in the classroom.</p> <p>They believe that children from the age of 8 use pornographic videos, which they easily find online and to which they have access to without parental control. Teachers are worried because pornography gives children the distorted idea about intimacy and sexuality where a man dominates over a woman.</p> <p><i>"They start watching pornography from the fourth grade; parents give the devices to small children and there are no filters."</i></p> <p>2.2. Addressing pornography</p> <p>Most teachers do not talk about pornography in the classroom as they feel they do not have the skills. Some of them limit themselves to talking about reproductive health, although with great difficulty preferring to rely on external experts. They recognise the importance of talking about consent, respect for the others' bodies and even contraception. It is difficult for them to talk about pornography or sexuality especially because of the parents, who prefer not to talk about the topic with the boys.</p> <p><i>"For me the consent is central, it is crucial to dwell on this."</i></p>	<p>concern is more about taking responsibility and in girls' case it is more about protective behaviours. They are generally worried about the use of pornography as the only source of sex education as well as the risk of reproduction of violence and gender stereotypes. Pornography can also cause a body complex among youngsters, both boys and girls.</p> <p>Teachers are concerned that, because of pornography, their students can have trouble detecting if they are victims of violence. They observe that access to pornography and therefore pornography consumption is not regulated in schools.</p> <p>They admit that their students watch pornography, even if the girls feel more ashamed when it comes to talking about it. Teachers know about it because their students talk about it or because they watch pornography in the classroom. Additionally, professionals see how pornography affects in their students' use of language and how pornography is reflected in the music their students listen to.</p> <p><i>"Porn is a bad mirror to look into."</i></p> <p>2.2. Addressing pornography</p> <p>Teachers generally do not address pornography explicitly but they know, from their experience, that children start having access to pornography at the age of 9-10, so they think an early approach is necessary. One of the reasons why they do not talk about pornography with their students is that they are worried about how the families could react, especially if not being informed in advance. Moreover, they think that there is no difference between boys and girls when talking about sexuality and/or pornography, they do not take into account differences in gender socialisation. Despite that, they observe a difference when talking about consent with girls, who carries the burden of responsibility and to whom they feel they have to explain it more.</p> <p><i>"Pornography is violation on a screen."</i></p>
<p>3. Risk of internet use</p> <p>Teachers find themselves more concerned about the use of technology. They consider both children and young</p>	<p>3. Risk of internet use</p> <p>Teachers indicate that their students play sexualised video games (e.g. Discord) as well as see pornified</p>

<p>people of any age unable to use technology objectively. They are afraid that sexualised content is often consumed without understanding its nature or dangers connected to it.</p> <p>They are concerned about the growing phenomenon of sexting, but also about the so-called 'revenge porn', online grooming and cyber harassment.</p>	<p>content on social media. They also highlight the risk for student to be contacted by adults through direct messaging. Their students use OnlyFans in order to follow influencers and share their videos with each other. In addition, they learnt about existence of a mobile application for "getting" sex and another one – for ranking bodies, which are used by their students.</p>
<p>4. Interest in and needs for specific training</p> <p>The teachers are all interested in specific training. From a methodological point of view, they believe that it should be as interactive as possible, providing practical tools to help them talk about these issues with young people and children.</p> <p>The issues they would like to address are:</p> <ul style="list-style-type: none"> ● emotional-affective education ● consent ● responsible use of digital tools and platforms, with particular attention to the non-consensual dissemination of images and its risks ● phenomenon of online grooming ● risks connected to pornography ● ways to help children in case of problems related to sexuality. <p><i>"Some students talk to you and tell you strong things and I don't know how to help them."</i></p>	<p>4. Interest in and needs for specific training</p> <p>Teachers recognise the lack of training on affective sexual education and are highly interested in receiving it. They also mention a lack of knowledge about digital platforms (e.g. video games, social networks, etc.).</p> <p>Among the topics that they think should be included in the training, the more relevant ones are pornography, redefining masculinity norms (from power and domination towards freedom in exploring sexuality). They express a need for training about how to address these topics with their students and what kind of language to use. Moreover, educational professionals need tools to effectively communicate with families addressing the latter's concerns about relevant topics and news (e.g. gang rapes, etc.).</p> <p>The training should also include intercultural and antiracist perspectives. The materials for students should be expandable and flexible, in order to adapt them to each class.</p> <p>Teachers think that the training for the students should be carried out in gender-mixed groups, in order to create dialogue between boys and girls, and that the facts/data in the material should be illustrated by testimonies/personal stories that students can identify with. They also think it is important to offer ethical/alternative pornographic material.</p> <p><i>"Training must go hand in hand with the prevention of violence."</i></p>