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# PREVENTING SEXUAL EXPLOITATION

A comprehensive scoping review of methods and interventions to prevent sexual exploitation of children, sexual abuse of children, prostitution and human trafficking for sexual purposes.

**The Swedish Gender Equality Agency.**

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# 1. SUMMARY

- The material consists of 93 studies. These studies are evenly distributed between indicated, selective and universal prevention. A majority of the studies concern the sexual abuse of children (n=49).
- 78 of the articles present results from primary studies and 15 articles consist of previously completed surveys or literature reviews.
- The material contains six types of interventions aimed at different target groups. Most of the studies concern psychosocial support for victims (n=22) and school-based interventions (n=21). Other themes are knowledge raising efforts for professionals (n=14), efforts aimed at parents, guardians and staff at residential facilities (n=6), support and treatment for potential offenders (n=10) and efforts to mobilise local communities (n=4 ). One study covers both parents and professionals.
- There are few evaluated interventions that can be applied to guide a knowledge-based practice. Most interventions have only been evaluated on one occasion. Few initiatives seem to be designed so that they can be disseminated or scaled up.
- The studies vary significantly in terms of quality, outcome measures and study design, which makes it difficult to create a comparison. Only a quarter of the studies have been rigorously evaluated. Many report a significant drop-out rate and results that are not able to be generalized. Few studies are based on established fields of research.
- The interventions mainly focus on victimhood and increased detection. The perpetration of violence is only addressed in a few studies in relation to sexual abuse and exploitation of children in child pornography offences.
- Initiatives related to the demand for “purchase of sexual services” are completely absent, and only one study addresses prostitution among adults, without linking it to trafficking in human beings.
- Few interventions address norms or social context. The problem is mainly addressed based on individual explanatory models. No interventions explicitly address power or gender transformative approaches. Few interventions address grooming and digital arenas.
- Trauma-focused cognitive behavioural therapy (TF-CBT) indicates the strongest evidence for people who are victims of sexual exploitation. Qualitatively, trauma-informed care, case management, peer support, relationship building and low-threshold activities are experienced to be significant factors in successfully working with victims.

- A majority of the identified studies generated positive results, but primarily in relation to knowledge and attitudes. Some studies showed changes at the behavioural or organisational level, and a few studies show negative outcomes.
- The literature speaks in favour of the implementation of school-based programmes to prevent sexual abuse, as the studies showed positive effects on awareness and anticipated behaviors in children.
- The review shows that there is an extensive need for continued development work in this area – both in the development of interventions and in continued evaluation.
- The material does not yield definitive results, and the current research is too incomplete to be able to comment on the evidence or recommend specific programmes or interventions.

## 2. ABOUT THE REPORT

This report presents a comprehensive scoping literature review to identify evaluated methods and interventions to prevent prostitution, sexual exploitation of children, sexual abuse of children and human trafficking for sexual purposes. The work in this area is a clear priority in national policy documents, as well as in international conventions. However, a more explicit focus on demand and preventive measures is essential if we are to bring these forms of exploitation to an end. Despite this need, there is currently limited knowledge about what measures actually work. Therefore, the Swedish Gender Equality Agency has set out to perform a literature review that can serve as a complement to previous reviews on violence prevention interventions and interventions to prevent prostitution.

The literature review intends to present an overview of the current research as a basis for the continued development of a knowledge-based preventive work within the field. The report covers both broad preventive efforts (universal prevention), interventions for risk groups (selective prevention) and psychosocial support and treatment for people who have been victimized or who have victimized others (indicated prevention).

### **The content of the report**

The report is based on scientific articles and grey literature<sup>1</sup> published from 2014–2021, which were identified through searches in three international databases and two Swedish databases. A total of 93 studies are included in the literature review. The material is divided into six different themes based on the target group and type of intervention:

1. School-based interventions targeting children and adolescents
2. Knowledge raising initiatives for professionals
3. Efforts to reach parents, guardians and staff at residential facilities
4. Mobilisation and strengthening of local communities
5. Support for victims and at-risk individuals
6. Support and treatment for potential offenders

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<sup>1</sup> Grey literature refers to scientific information that is not formally published as articles in scholarly journals as peer-reviewed articles or as monographs by a publisher. This material includes conference contributions, theses/dissertations, state inquiries and reports from authorities. Since the material has not been peer reviewed, it does not reach the level of scientific rigour that ordinary scientific publications require. Definitions of terms can be found in the technical report.

## **A report in three parts**

The report consists of three parts: a main general report, a detailed report, and a technical report. Only the main report has been translated into English while the other two are available in Swedish only.

### *Main report*

The *main report* presents a short description of the methodology and a summary of the overall results of the literature review. The report then summarises the results within each of the six themes, followed by a general analysis of the state of evaluation research in the field and the gaps identified in the material as a whole. The main report ends by identifying what continued development work is needed.

### *Detailed report*

Those wishing to delve more deeply into any of the themes of the literature review are referred to the *detailed report*. This report presents one chapter for each of the six themes in the material, where the interventions included are set out in more detail. The report answers the research questions by means of a thematic analysis of the components of the interventions, the situation regarding evaluation, experiences and learnings and gaps identified. A framework regarding violence prevention, impact evaluation and assignments and frameworks which guide the work in the area of prostitution and human trafficking is also provided. There is also an appendix providing an overview of Swedish methods and interventions which have yet not been evaluated, but which the Swedish Gender Equality Agency has identified through its work.

### *Technical report*

The technical report contains a detailed description of the methodological steps, reference list, tables of the studies included as well as search strings and search results from the database searches. There is also a chapter containing definitions of the terms used in the reports.

### 3. FRAMEWORK AND ASSIGNMENTS

Work on combating prostitution and human trafficking for sexual purposes is clearly described in both national action plans and international conventions. A clearer focus on demand and prevention initiatives is key to bringing an end to the problem.

This comprehensive scoping review aims to contribute to the development of a more knowledge-based preventative work within the field. The prevention focus needs to primarily be on the demand that fosters exploitation, as well as on the person using the violence. Only then can we bring the violence and exploitation to an end. This is stated in both national policies and international conventions. Since 2018, the Swedish Gender Equality Agency has been designated as the national coordinator for the work against prostitution and human trafficking in Sweden. Section 4 of the Swedish Gender Equality Agency Ordinance instructs that the agency shall "foster the development of preventative initiatives and measures against men's violence against women, honour-related violence and oppression, prostitution and human trafficking for all purposes, as well as violence in same-sex relationships". The national action plan against prostitution and human trafficking<sup>2</sup> states clearly that the work within this field is an important part of the government's work on combating men's violence against women. Sweden's ten-year national strategy to prevent and combat men's violence against women<sup>3</sup> also highlights the particular need for prevention. The strategy also covers the field of prostitution and human trafficking for sexual purposes as well as commercialisation and exploitation of women's bodies in advertising, media and pornography with the aim of reproducing representations of the subordination of women.

#### *Sex must be based on consent*

In 1999 Sweden became the first country in the world to criminalise the purchase (but not the sale) of sexual services. This prohibition means that it is illegal to procure a temporary sexual liaison in exchange for compensation. In a Swedish context, prostitution is seen as a part of men's violence against women and therefore it also became important to place the responsibility upon the perpetrators - not the victims. Sex must be based on reciprocity and consent, something which is also laid down in the new sexual offences legislation introduced on July 1, 2018. The basic principle in the new sexual offences act is that sex must be voluntary and if it is not voluntary it is illegal. To offer compensation for sexual services can in many ways be seen as the opposite of consent<sup>4</sup>. According to the Swedish legislation, a child can never give consent to sex.

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<sup>2</sup> Appendix to Swedish government decision 2018-02-08 nr II:1

<sup>3</sup> Excerpt (Ch 5) from circular 2016/17:10

<sup>4</sup> In preparatory work for the consent legislation, it is stipulated that the expanded criminal liability for rape could, to a greater extent than previously, lead to those purchasing sex being convicted of rape or alternatively negligent rape, rather than the purchase of sexual services, which in turn entails significantly more severe penalties (Government Bill 2017:18:177 p. 39).



"Intercourse", or an action which because of the nature or circumstances of the offence is comparable to "intercourse", with a child under 15 years of age, is seen as child rape. If the victim is under 15 years old the offence is labelled 'child rape' even if the perpetrator of the violence provided compensation for the abuse.

### **International conventions and directives**

Internationally, Sweden's work is also governed by the *Council of Europe Convention on Action Against Trafficking in Human Beings* which was ratified by Sweden in 2010<sup>5</sup>. The convention highlights work on preventing human trafficking and measures to counteract demand. It is stipulated that "Each Party shall establish and/or strengthen effective policies and programmes to prevent trafficking in human beings, by such means as: research, information, awareness raising and education campaigns, social and economic initiatives and training programmes, in particular for persons vulnerable to trafficking and for professionals concerned with trafficking in human beings".

In 2011 Sweden also incorporated the Directive of the European Parliament and of the Council on preventing and combating trafficking in human beings and protecting its victims.<sup>6</sup>

This directive is a key part of the overall European Union Strategy on Combatting Trafficking in Human Beings. Its purpose is to create consensus in the work against human trafficking by establishing minimum rules, specifying penalties, sanctions and the rights of the victims. One important aspect of the directive is that the member countries are bound to work in a preventative manner and to combat the demand which fosters human trafficking. The directive also advocates for a gender perspective to be taken into account in measures against trafficking in humans.

In 2021 the EU Strategy on Combatting Trafficking in Human Beings (2021-2025) was presented, with the aim of combating human trafficking more effectively<sup>7</sup>. This also stresses the importance of preventative measures, protection and support to victims and reducing the demand which is the root cause of human trafficking.

#### *Sexual exploitation and sexual abuse must be prevented*

Since 2014 Sweden has also ratified *The Council of Europe Convention on Preventing and Combating Violence Against Women and Domestic Violence*. In 2013 Sweden also ratified the *Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse*<sup>8</sup>. The convention stipulates that the countries must take measures to prevent all types of sexual exploitation and sexual abuse against children, and to ensure that people who fear that they might commit such offences have access to effective programmes or intervention measures aimed at assessing and preventing the

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<sup>5</sup> [Strengthened penal protection against human trafficking \(regeringen.se\)](#)

<sup>6</sup> Directive 2011/36/EU of the European Parliament and of the Council of 5 April 2011 on preventing and combating trafficking in human beings and protecting its victims, and replacing Council Framework Decision 2002/629/JHA

<sup>7</sup> [EU Strategy on combating trafficking in human beings \(regeringen.se\)](#)

<sup>8</sup> [The Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse \(regeringen.se\)](#)

risk of such offences taking place. The convention also stresses that the countries must promote or implement campaigns to increase awareness of the phenomenon of sexual exploitation and sexual abuse of children and of what preventative measures can be taken.

#### *Children must be protected against all forms of violence and abuse*

The United Nations Convention on the Rights of the Child also became law in Sweden in 2020<sup>9</sup>. Similarly to other states who have signed the convention, Sweden is obliged to take all appropriate measures to protect children from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse (Article 19). Children shall also be protected from sexual abuse and from being used for prostitution and pornography (Article 34). Under the convention States Parties commit to protect children from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education (Article 32). States Parties shall also prevent the abduction of, the sale of or traffic in children (Article 35). Article 39 states that a child who has been a victim of neglect, exploitation, abuse, torture or armed conflict has the right to rehabilitation and social reintegration. The child also has the right to the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health (Article 24).

In 2004 Sweden also ratified the *United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children* (known as the Palermo Protocol). This is a supplementary protocol to the United Nations Convention against Transnational Organised Crime. The Palermo Protocol also stipulates that the states parties shall undertake to prevent and combat trafficking in human beings. The states parties shall also strive to take measures such as research, information and mass media campaigns as well as social and economic initiatives to prevent and combat trafficking in human beings. The states parties shall also take or strengthen measures to counteract the demand which fosters the exploitation of humans.

### **Work to prevent violence**

#### *Violence is a global public health problem*

Sexual abuse of children, sexualised violence and the exploitation of the bodies of humans is a major, global public health problem. In addition to the human suffering, we also know that violence, abuse and exploitation cost society great sums each year. Ill health, medical care, loss of production, legal and correctional systems, social welfare, support activities, and reduced quality of life all entail major financial costs. In a report by the European Institute for Gender Equality (EIGE) the cost of gender-related violence in the EU was estimated at approximately €366 billion per year (EIGE, 2021). We know, however, that violence can be prevented. This is not an article of faith, but a statement based on evidence (WHO, 2010).

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<sup>9</sup> [Act \(2018:1197\) on the United Nations Convention on the rights of the child Swedish Code of Statutes 2018:2018:1197 - Riksdagen](#)

A number of the studies included show that the prevention work needs to take place based on a scientific public health approach (cf. Russel et al. 2020). The work needs to be based on a "socio-ecological model" which means that risk and protective factors are addressed on four different levels – from the individual to society. Therefore, it needs to cover interventions which address the personal background, circumstances, knowledge and capabilities of individuals. It also needs to include relationships (for example families and friendship groups) and the local community (for example workplaces, organisations and residential areas). Finally, measures also need to be implemented at the societal and structural levels, in the form of, for example, legislation, policies, campaigns and norm-changing work.

The prevention work needs to be operated concurrently at a number of different levels. It may partly relate to when in *time* a measure is taken (primary, secondary and tertiary prevention) or which *target group* it is aimed at (universal, selective and indicated prevention)<sup>10</sup>. Universal prevention is also close to what is called promotion work, where the focus lies on maintaining health and well-being by means of strengthening protective factors. Some of the interventions presented in the literature review also consists of situational prevention, which entails making it more difficult to commit crime by changing the location or situation which enables crime.

## **Impact evaluation and evidence-based practice**

### *Knowledge-based working methods and evidence-based practice*

Violence prevention is a field under development in Sweden. One of the aims of this literature review is to stimulate a more knowledge-based way of working and to contribute to the development of more evidence-based practices in the prevention of prostitution, sexual exploitation and human trafficking for sexual purposes. A number of reviews show that there is a great shortage of evaluated methods and procedures that would be needed for the execution of effective work to change norms and combat violence (Swedish Agency for Youth and Civil Society, 2013:1, 2013:2, Franzen & Gottzén, 2020). The present literature review also shows major gaps in knowledge in the field and a number of the studies included point to the need for further research. Previous knowledge reviews have shown that a large amount of the method development taking place is driven by civil society or local actors. The methods frequently do not have a clear theoretical base or theory of change. It is also the case that few of the methods are evaluated, they are not disseminated in a systematic manner and therefore we do not know if they actually facilitate change (Swedish Gender Equality Agency 2021:17, MUCF, 2013:1). A lot of work on prevention of violence has been carried out locally on a small scale and the manual *No need to wait* (Swedish: *Inget att vänta på*) points to a particular need for increased systematisation, monitoring and dissemination of methods and practices used. There is also a need for increased knowledge on implementation so that new methods and practices may take root in organisations (Swedish Gender Equality Agency, 2020).

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<sup>10</sup> For a definition of the terms see the technical report.

### *Evaluating the effects of interventions*

Many of the methods and programmes whose effects have been evaluated come from the USA, where there is a longer tradition of evaluation and programme development. Impact evaluation consists of measuring whether any change has taken place (for example regarding attitudes, knowledge or behaviour) as well as determining if the specific intervention was the cause of the impact. The most powerful scientific method of answering these questions is through randomised controlled trials (RCT). These are described by the National Board of Health and Welfare as “an experimental trial which compares one group of people who are subject to an intervention with another group who are either not subject to any intervention at all or who are subject to a different intervention”. If the study is randomised, so that who is placed in each group is random, the conditions for deciding the actual effects of the interventions are improved. In theory, randomising makes all the other factors which influence people's lives equally represented in both groups, leaving the intervention as the only systematic difference between the groups. Non-randomised impact evaluations can, however, give reliable results. In their report *Conducting impact evaluations* (Swedish: *Att göra effektutvärderingar*) (2012) the National Board of Health and Welfare and points out that: “the choice of study design, data material and method of analysis depends on the issues in question, ethical aspects, timeframe, budget, costs and so forth”. To summarise, all types of studies are needed, since they are used in partly or completely different areas and complement each other.

## 4. METHODOLOGY AND IMPLEMENTATION

The following chapter describes aims, relevant issues and inclusion criteria for the literature review. There is also a description of the structured approach which led to the inclusion of the studies which are presented in the results chapter. A more detailed breakdown of the course of action is given in the technical report.

### Aims and research questions

The literature review aims to provide a picture of the current state of research regarding interventions for the prevention of sexual exploitation of children, sexual abuse of children, prostitution and human trafficking for sexual purposes. Besides identifying evaluated methods and interventions the report also intends to answer the following research questions:

- What *components* do the interventions consist of?
- What *experiences* of different interventions are described?
- What *evaluation design* and *outcome measures* were used?
- What evidence is there for the effectiveness of the methods and interventions?

The report also aims to form the basis of more knowledge-based prevention within the area of prostitution and human trafficking, as well as to facilitate continued learning and experience building.

### Inclusion of studies

Work on this report follows the steps in the Public Health Agency *Guide for Literature Reviews (Handledning för litteraturöversikter)* (Public Health Agency, 2017). The report consists of a "comprehensive scoping review". A scoping review is less detailed than a systematic literature review and thus does not attempt to cover the entire field of research. The number of databases used for the searches in this study was limited and the study only includes articles in English and Swedish<sup>11</sup>.

#### *Different types of evaluations were included*

The literature review is of an exploratory nature and therefore includes all studies which contain an evaluation of some kind. Thus there is a major variation in the studies regarding the rigour of the evaluation which the results are based upon. Certain articles present impact evaluations in the form of randomised controlled trials (RCT) or quasi-experimental studies with recognised outcome measures. The majority of the studies, however, are built on different types of less rigorous evaluations, for example, post

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<sup>11</sup> Danish and Norwegian were in the inclusion criteria, but no relevant material was found in these languages in the databases searched.

measures, user evaluations, case studies or qualitative follow-ups through interviews, focus groups or document analyses. The results of the different studies are therefore not comparable. A scoping review does not have a systematic evaluation of the quality and transferability of the studies<sup>12</sup>. The results presented in this report, therefore, are intended primarily to provide a descriptive picture of the prevailing state of research, as the basis of continued learning and development work.

The studies presented in this literature review mainly do not describe evidence-based methods and interventions. But since the field of prevention of violence is under development and there are few impact evaluation methods to be found, it is relevant to also look at the experience and learning from methods and interventions in a broader sense.

### *Inclusion criteria*

The literature review includes scholarly publications and "grey literature" published between 2014 and 2021 which document evaluated methods or interventions used nationally and internationally. The limitations of this literature review was set with the aim of supplementing existing mappings and literature reviews conducted in a Swedish context. The literature review includes interventions on the universal, selective and indicated levels, but certain categories were excluded. The table below shows which categories are included in the literature review regarding type of violence and level of prevention<sup>13</sup>.

**Table 1**

Categories included	Sexual exploitation of children	Sexual abuse of children	Prostitution (adult)	Human trafficking sexual purpose (adult)
<b>INDICATED PREVENTION: VICTIMS</b> <i>Evaluated measures for victims, for example psychosocial support and/or treatment</i>	x	Excluded	x	x
<b>INDICATED PREVENTION: PERPETRATORS</b> <i>Evaluated measures for "purchasers/perpetrators of violence", for example psychosocial support and/or treatment</i>	x	Excluded	Excluded	Excluded
<b>SELECTIVE PREVENTION VULNERABILITY AND DEMAND</b> <i>For people at increased risk of committing abuse, purchasing sexual services or themselves being the victim of abuse and exploitation</i>	x	x	x	x
<b>UNIVERSAL PREVENTION VULNERABILITY AND DEMAND</b> <i>Evaluated measures for a broad target group in order to prevent demand, perpetration of violence and/or victimhood.</i>	x	x	x	x

<sup>12</sup> A small number of studies with clear methodological shortcomings were excluded from the material, however. Data about contents, outcome measures, study design, method limitations, etc. were compiled systematically in an Excel table which can be shared by the Swedish Gender Equality Agency upon request.

<sup>13</sup> For more detailed description of further exclusion criteria and the limits, see the technical report.

### *Supplement to existing Swedish mappings and literature reviews*

The Swedish Gender Equality Agency has previously published two knowledge reviews focusing on violence prevention methods. In 2020 *Prevention of Violence in Sweden (Våldsprevention i Sverige)* was published - a research review of violence prevention work carried out by researchers at Stockholm University (Franzén & Gottzén, 2020). The following year the mapping *Prevention Work to Combat Honour Related Violence and Oppression (Förebyggande arbete mot hedersrelaterat våld och förtryck)* which identified Swedish methods and ways of working related to honour related violence was published (Swedish Gender Equality Agency, 2021). In 2022 Forte (the Swedish Research Council for Health Working Life and Welfare) published the systematic mapping *Prevention Work and Risk Management regarding Violence in Close Relationships and Honour Related Violence and Oppression (Förebyggande arbete och riskhantering av våld i nära relationer och hedersrelaterat våld och förtryck)* (Forte, 2022).

Regarding research reviews with a focus on prostitution there is the 2020 limited scoping review *Psychosocial Measures for Purchasers of Sexual Services (Psykosociala insatser för köpare av sexuella tjänster)* carried out by FoU Väst in Region Gothenburg (Isaksson et al., 2020). The systematic mapping *Interventions against Prostitution and Human Trafficking for Sexual Purposes (Interventioner mot prostitution och människohandel för sexuella ändamål)* had previously been carried out by researchers at Linköping University, at the behest of The National Board of Health and Welfare (Socialstyrelsen, 2008). It was updated in 2014 in the publication *Knowledge Review regarding Interventions against Prostitution (Kunskapsöversikt beträffande interventioner mot prostitution)* (Svedin & Warby, 2014).

In 2017 *Knowledge Review of Support and Treatment for Children Subjected to Sexual Abuse and Physical Maltreatment (Kunskapsöversikt om stöd och behandling för barn som utsatts för sexuella övergrepp och fysisk misshandel)* was released by Barnafriid, Linköpings University and the Allmänna Barnhuset Foundation (Nilsson & Svedin, 2017). Conclusions and recommendations from these mappings and literature reviews are presented in the detailed report.

## Search strategy and implementation

*Database searches were carried out in five databases*

Information specialists at Malmö University library were hired to conduct the database searches. Together with them, subject specialists at the Swedish Gender Equality Agency developed a search strategy, exclusion and inclusion criteria as well as identifying relevant databases for the searches. The search string consists of three search blocks: 'prevention/intervention', 'purchasing/selling sex' and 'evaluation/effect'<sup>14</sup> Database searches for articles published during the period 2010–2020 were carried out in the three international databases Eric, Sociological abstracts and Psycinfo. A search for grey literature<sup>15</sup> during the same period was also carried out in the two Swedish databases Libris and SwePub. As the work on the literature review took a lot of time, a supplementary database search for the period 2020-2021 was carried out subsequently.

*1,514 individual search hits for the period 2014–2021*

As a knowledge overview of interventions against prostitution already exists, published in 2014 (Svedin & Warby, 2014), articles published between 2010-2013 were subsequently eliminated. After the two searches were merged, and the duplicates were purged, 1,078 individual hits remained in the international databases, 147 hits in SwePub and 289 hits in Libris. After the abstracts had been read, 155 articles were adjudged to be relevant based on the inclusion criteria. The full text of these was retrieved to be read and assessed more closely. A further 31 articles could not be assessed based on the abstract, so these were also retrieved to be assessed based on the full text. In addition to these 186 articles, there were also 17 references from SwePub and 16 references from Libris to be read more thoroughly.

The process of identification, removal and inclusion of studies is described in more detail in the technical report. The steps followed are broadly illustrated in the table below.

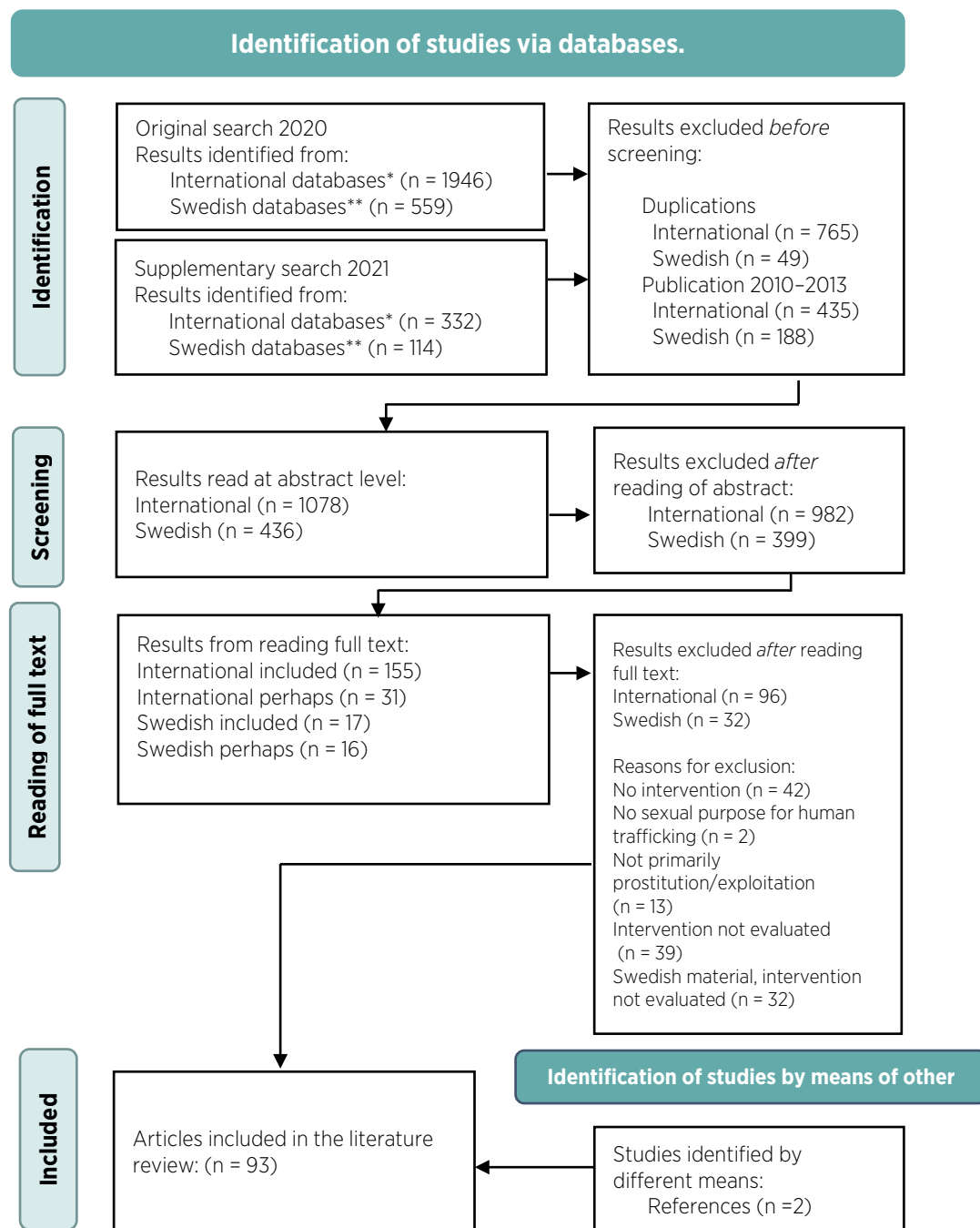
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<sup>14</sup> See the technical report for definitions and complete search strings and search results.

<sup>15</sup> For definitions, see the technical appendix.



**Table 2**



\* Eric, Sociological abstracts and Psycinfo \*\* SwePub and Libris

*93 articles were included in the literature review*

After reading, 90 of the articles from the international databases were adjudged to meet the inclusion criteria for the literature review. One article from SwePub was included and two further relevant articles were included after being identified by means of references. The final literature review comprised a total of 93 articles. Of these 49 concerned sexual abuse of children, 32 concerned sexual exploitation of children, 11 concerned human trafficking for sexual purposes and only one concerned prostitution.

## 5. RESULTS

The following chapter provides a picture of the material as a whole. First 15 existing knowledge reviews are presented, followed by a general picture of the distribution and content of the 78 primary studies included in the material. These have been divided into six themes based on what type of intervention they concern. Each theme is then presented in a general summary.

### **The material as a whole**

In total the literature review contains 93 articles. More than half of the articles concern sexual abuse of children (n=49). 34 percent concern sexual exploitation of children (n=32), 12 percent concern human trafficking for sexual purposes (n=11) and only 1 percent concern prostitution (n=1). 15 of the articles consist of existing knowledge and literature reviews. Another 78 articles are primary studies which describe evaluations of specific interventions. These have been categorised into six different themes presented in summary below. Readers wishing to acquire more detailed knowledge of any of these areas, to read more about the interventions described or to see the thematic analyses are referred to the detailed report<sup>16</sup>.

### **Existing literature and knowledge reviews included**

*One area which appears to have received more attention in the research*

In this report we have identified 15 existing knowledge reviews concerning evaluated interventions in the field. Five of these are systematic literature reviews, five are scoping reviews and a further five articles are other types of compilations of knowledge. The 15 reviews are all relatively new and a large majority were published between 2018 and 2021<sup>17</sup>. This may indicate that the topic is gradually beginning to attract increased attention from the research community. The reviews concern sexual abuse of children (n=5), sexual exploitation of children (n=6) and human trafficking for sexual purposes (n=4). The general recommendations from these have been included in the summary of the thematic chapters. A more thorough account of the different literature reviews is also presented in the detailed report.

The reviews all indicate that evaluated interventions concerning sexual exploitation of children, prostitution and human trafficking for sexual purposes are few in number. The interventions are often fragmented and there is a lack of clear evidence in the field. The studies presented are often characterised by a lack of evaluation and follow-up. The reviews also indicate the need for a continued development work on all prevention levels. The only area where there are rigorous, repeated evaluations over time available are studies about school-based programmes for the prevention of sexual abuse of children.

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<sup>16</sup> The detailed report is only available in Swedish.

<sup>17</sup> Only two of the reviews date from before 2018. One is from 2015 and the other from 2017.

### *Five systematic literature reviews*

The five systematic literature reviews identified concern measures to educate youth, aged 11 to 17, about commercial sexual exploitation of children (Fraga et al., 2019) and interventions which support healing among children and youth subjected to sexual exploitation (Moynihan et al., 2018). One of the systematic literature reviews concerns human trafficking and analyses campaigns for the prevention and combating of human trafficking (Szablewska et al., 2018). Two of the systematic literature reviews concern interventions to prevent sexual abuse against children. One of them looks at interventions and their effectiveness in developing countries (Russell et al., 2020) while the other conducts a meta-analysis of school-based programmes (Walsh et al., 2018).

### *Ten non-systematic mappings and research reviews*

The ten international mappings and less extensive research reviews identified concern human trafficking for sexual purposes (n=3), sexual abuse of children (n=3) and sexual exploitation of children (n=4). One review from 2018 looks at measures in Asia which particularly focus on financial development for individuals who have extricated themselves from human trafficking (Camp et al., 2018). Another looks at transnational responses (primarily in the USA and India) intended to prevent human trafficking for sexual purposes and to support women and girls who were victims (Wilson et al., 2015). Anotherone maps out the research situation regarding human trafficking for sexual purposes in the USA in order to identify best practises and recommendations for those working in the field (Haney et al., 2020).

One comprehensive mapping of evaluation studies looks at the effectiveness of programs to prevent sexual abuse of children (Del Campo et al., 2020). Another looks specifically at evaluated programmes aimed at children of preschool age (Manheim et al., 2019). A further review from 2020 investigates and addresses the need for a perpetration focus in the prevention of sexual abuse of children (Assini-Meytin et al., 2020).

Four reviews concern sexual exploitation of children. One of these summarises the state of knowledge regarding people who use child abuse materials and identifies areas for further development (Babchishin et al., 2018). One identifies instruments for screening and identification of children and youth subjected to sexual exploitation and human trafficking in the USA (Romero et al., 2021), while another limited review looks specifically at the evidence regarding educational initiatives on prevention (Bovarnick et al., 2016). The last one concerns work to prevent destructive sexual behaviour and sexual exploitation of children and youth living in care in Australia (McKibbin, 2017).

## **Distribution of the primary studies**

### *An even distribution of indicated, selective and universal prevention*

Of the 78 articles which present findings from primary studies, 29 percent concern *indicated* measures which provide psychosocial support or treatment (n=23). Slightly over one third of the studies concern *selective* measures aimed at risk groups (n=27). Among these are to be found both secondary and tertiary preventative interventions intended to prevent reoffending or re-victimisation, as well as primary preventive interventions of a promotive nature and interventions aimed at strengthening the ability

of adults to detect children who are at risk. Another third concern universal measures aimed at a broad target group (n=28). These comprise school-based programmes, educational interventions for professionals and interventions for parents and guardians. A clear majority of the universal interventions focus on preventing individuals from becoming *victims* of sexual abuse and sexual exploitation (n=23). Only two of the articles focus on people at risk of carrying out abuse.

#### *Six themes in the material*

Six different themes emerge from the material, based on the intervention type and the target group addressed. These themes are described more thoroughly in the following thematic sections, as well as in the detailed report<sup>18</sup>. Slightly over one quarter of the articles concern *psychosocial support to victims and those at risk of becoming victims* (n=22). Next most frequently occurring are broad preventative measures aimed at children and youth in the form of *school-based interventions* (n=21). There are also examples of measures to *increase knowledge for professionals* (n=14) and interventions *aimed at parents, guardians and staff of residential homes* (n=6). One study concerns interventions addressing to both these target groups. A small number of studies also present examples of broad work to *mobilise and empower entire local communities* to act against sexual abuse and exploitation of children (n=4). Finally, the articles included also address *support and treatment for potential offenders* (n=10).

#### *Content of the various themes*

The interventions directed towards children and youth includes school-based programmes (n=16), a picture book (n=1) and different types of digital interventions (n=4). These interventions focus almost entirely on teaching children to stay safe and protect themselves against sexual abuse. Only one programme, which is under development, focuses on those who perpetrate abuse. The knowledge-raising measures include everything from short web-based educational interventions to inter-professional process training lasting 12 weeks. The majority of the measures address sexual abuse of children (n=9). Measures intended for parents and guardians consists partly of getting adults to have preventative conversations with their children (n=5) and partly of strengthening the family or the foster home as a protective environment for children (n=2). The measures against victims include tools for increased detection through screening and risk assessment (n=2), different types of case management and coordinated support (n=10), trauma treatment (n=3) and psycho-educational group programmes and peer support (n=7). The theme support and treatment for potential perpetrators covers campaigns and help lines (n=4), group programmes and individual treatment (n=6). In the material we also noted two studies which present interesting initiatives which are under development, and which focus on perpetrators. As these had not yet been evaluated they were not included in the literature review, but are presented separately as an appendix in the detailed report.

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<sup>18</sup> The detailed report is only available in Swedish

## **Theme: School-based interventions aimed at children and youth**

One quarter of the studies (n=21) in the literature review address prevention interventions which are intended to be carried out in a school setting targeting children and youth. In total 16 studies describe 12 different school-based programmes adapted for different age groups from preschool and up. One study evaluates the effects of reading aloud from a picture book and four studies concern digital prevention in the form of online education or app-based games. Nine of the studies come from the USA. Others are published in Canada, South Korea, Germany, England, Australia, Ecuador, China, Turkey, and Sweden.

### *School-based programmes focusing on subjection to sexual abuse*

The school-based interventions are mainly carried out through programmes which focus on preventing children from being subjected to sexual abuse. There is a strong focus on increased detection and on teaching children to stay safe and protect themselves from sexual abuse. In total ten such programmes were identified which were impact evaluated in studies published after 2014. They very often are based on similar components labelled “The 3Rs”: *recognize, resist and report*. The responsibility seems to be largely placed upon the children themselves to recognise abuse situations and inappropriate behaviour, to resist and to protect themselves against such situations and behaviours and to dare to report them or tell an adult after abuse has taken place. The themes addressed in the programmes often appear similar and include bodily integrity, private body parts (as well as being able to name one's body parts), appropriate and inappropriate touching, different ways of resisting as well as good and bad secrets. The programs often includes helping the child to identify safe adults in their proximity, and to empower the child to keep telling until someone listens. Four of the programmes identified in the literature review were evaluated on a number of occasions and show significant positive results. The four are *Second Step Child Protection Unit (CPU)*, *Who do you tell?*, *Body Safety Training (BST)* and *Safe touches*.

### *Other types of intervention aimed at children and youth*

Only one third of the studies (n=7) report any kind of implementation support, education and guidance aimed at staff or monitoring of the program fidelity in relation to the implementation. Only one programme addresses human trafficking for sexual purposes and only one educational initiative addresses sexual exploitation (Zhu et. al., 2020, Weston & Mythen, 2020). Both of these last two interventions are only assessed qualitatively one time and they do not seem to be developed to be scaled up. The programme *Responsible Behavior With Younger Children (RBYC)* is the only universal school prevention programme identified to prevent children and youth from committing abuse against younger children (Ruzicka et. al., 2021). The programme is currently being piloted and has so far only been evaluated by means of a feasibility study. In addition to the classic school-based programmes, four digital interventions were also identified (Müller et al., 2014, Jones et al., 2020, Moon et al., 2017, Susi et al., 2019). The Swedish game *Parkgömmet* is one of these. This was developed by researchers at Skövde University in conjunction with the culture foundation Change Attitude. The game is based on research but has so far only been followed up in the form of a feasibility study (Susi et al., 2019).

### *Positive effects on knowledge*

The majority of the studies mainly measure the effects in the form of knowledge. For the school-based programmes various versions of the recognised instrument *Children's Knowledge of Abuse Questionnaire (CKAQ)* are used to great extent. Also common are *Personal Safety Questionnaire (PSQ)* and vignettes to represent inappropriate situations and expected behaviour through *What if Situations Test (WIST)*. However, the evaluations tell us nothing about whether the initiatives actually prevent sexual abuse or about the children's actual ability to apply their knowledge in real life situations. In general, the programmes included appear to be relatively "situation focused", focused on abuse conducted by strangers and abuse taking place in "physical" environments. They appear only to a relatively low extent to address the complex grooming strategies and power dynamics which perpetrators often make use of. The school-based programmes also appear to address the arena of the Internet and social media to a small extent only. The results from the studies point, however, in the same direction: that the interventions have led to positive, measurable effects based on given outcome measures and that they carry a minimal risk of negative impact. Many of the existing literature reviews therefore recommend the implementation of school-based programmes to prevent sexual abuse against children.

## **Theme: Knowledge raising initiatives for professionals**

15 of the studies in the literature survey review concern educational initiatives aimed at professionals or volunteers<sup>19</sup>. Providing these individuals with knowledge, increased awareness and capability of better detection is a necessity if prevention work is to be integrated in activities where they may be in contact with the target groups.

### *The majority of the initiatives address sexual abuse against children*

The majority of the studies concern training about sexual abuse (n=8). In the material there are also examples of stigma-reducing initiatives to induce therapists to want to work with people with paedophile arousal patterns (n=3). Further studies address interprofessional case-based training to strengthen collaboration in the work against human trafficking (n=2) or in the work to support children, subjected to sexual exploitation online, and their parents (n=1).

### *Measures and initiatives have different scopes and most studies from the USA*

Half the studies were carried out in the USA (n=7) and others were carried out in the UK (n=2), Germany, Turkey, Canada, Australia and Africa (ten different countries). Measures and initiatives consist primarily of individual training sessions or workshops lasting between 40 and 180 minutes. One initiative is based on a full day's training and another is based on three separate modules of 75-90 minutes. Two initiatives are completely online, with one based on text-based information and the other consisting of a short 10-minute film. Only one of the evaluated interventions consists of a more thorough process-oriented training programme stretching over 12 weeks.

### *Positive results particularly for knowledge, including short interventions*

All the studies which were evaluated using pre and post-tests (n=11) show a significant increase in the participants' knowledge. A number of the studies also show significant results regarding attitudes or expected behaviour. A 2014 study by Jahnke et al. shows positive significant results in attitudes and knowledge after only one 10-minute online intervention. A study by Levenson & Grady (2019) showed no difference in outcome between a 90-minute intervention and one lasting 180 minutes. A 2015 study by Rheingold et al. compares outcomes between a 2.5-hour long intervention conducted on-site with a facilitator and the same intervention conducted online. The study shows a significantly higher increase in knowledge in the group receiving online training compared with the workshop. The studies indicate that even short and cost-effective interventions can contribute to increased knowledge.

Many of the studies also show potential positive "contagion effects" of the training. The participants say that they have initiated or will initiate conversations about the questions or share knowledge material with others after the training. All the training initiatives, however, were only evaluated once and on a small scale, which means that the conclusions cannot be generalised.

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<sup>19</sup> There is also one educational initiative aimed at the public.

### *Methodological shortfalls and risk of negative impact*

Outcome measures and evaluation design vary immensely between the studies. Several of the studies are built on self-selected samples and many report major dropout for the follow-up survey. Only four carried out a follow-up over time (between seven days and twelve months after completion of the training). An online initiative to challenge myths and change the public's stigmatising attitudes towards people with paedophile arousal patterns also had a negative outcome. The participants held more *strongly* to the myths and demonstrated *more* negative attitudes than the participants in the other two groups after the intervention (Jara & Jegelic, 2021).

### *Set up and contents of the training initiatives*

The training initiatives about sexual abuse consist mainly of increasing knowledge and teaching adults to recognise risk factors and signs of exposure. Many initiatives also involve reducing potential risk situations, introducing routines for managing suspected cases, skills in talking about abuse with children and adults, as well as appropriate responses to disclosure (cf. Russel et al. 2020). The education programmes to reduce stigma around people with paedophile arousal patterns is intended to induce therapists to want to work with this target group. Training programmes consist of a "contact component" (where the participants "meet" a person from the target group by means of film clips). There are also training components addressing myths, diagnosis criteria and therapeutic interventions (Jahnke et al., 2014, Levenson & Grady, 2019). The interprofessional training programmes in the material are based on cases grounded in reality. They are intended to strengthen the collaboration between different professions in detecting and assisting people who have been subjected to human trafficking and sexual exploitation online. Interprofessional and case-based work was experienced by the participants as very helpful, contributing to active learning (Bond & Dogaru, 2019, Epstein & Crisp, 2018 Awerbuch et al., 2020).

### *Few educational initiatives aimed at implementing specific methods*

The majority of the included studies concerning knowledge-raising initiatives for professionals address stand-alone educational sessions in the form of general training. Only three of the initiatives seem to include an expectation for the participants, after the session, to work systematically to implement new methods in their work (Kim et al., 2019, Lucio et al., 2020, Martin et al., 2016, Nickerson et al., 2021). Thus, there seem to be few competence-raising initiatives which are part of a more systematic prevention work or developmental process within the workplace. The competence-raising initiatives identified in the studies included appear to a great extent to consist of stand-alone sessions which do not involve follow-ups or implementation support for the participants.



## **Theme: Initiatives for parents, guardians and residential care staff**

Seven of the articles concern interventions directed at parents and guardians. They concern interventions intended to induce adults to have preventative conversations with their children (n=5) and interventions that aim to empower the family or the foster home as a protective environment in itself (n=2).

### *Few interventions of varied nature*

The interventions consist of information films (n=1), discussion materials (n=2), structural modules for parent support programmes (n=1), group programmes for children and youth at risk of sexual exploitation along with their guardians (n=1), recruitment and training of specialised foster homes (n=1) and education (n=1). The interventions in the chapter focus on the *victimhood* of children and youth. The interventions for parents and guardians were evaluated in a number of different ways, with different kinds of outcome measures. All the interventions are able to show positive results, but due to the varied nature of the different studies it is not possible to compare them with each other.

### *Six different interventions identified*

The three interventions intended to induce parents and guardians to talk to their children include *Second Stepchild Protection Units* (Nickerson et al., 2018), *Body Safety Training (BST)* (Khoori et al., 2020, Jin et al., 2017) and training courses through *Stop it Now!* (Hudson, 2018). Two of the included interventions aimed at empowering the family as a protection factor were run by the British child's rights organisation Barnardo's. The *FCASE model* is a 6-8 week long programme aimed at children and youth and their parents and guardians to reduce the risk of sexual exploitation (Thomas et al., 2017). The organisation also works on recruiting, training and supporting foster parents in caring for children subjected to sexual exploitation or human trafficking in the *Safe Accommodation Project* (Shuker & Pearce, 2019). In *Smart parents - Safe and Healthy Kids* researchers have developed a structural module on sexual abuse which supplements existing evidence-based parent support programmes. It is planned for the intervention to be tested on a large scale and impact evaluated using a randomised controlled trial (RCT) in the future (Guastaferrero et al., 2019).

### *Focus on youth's exposure to exploitation and abuse*

The interventions intended to improve the ability of adults to talk with children focuses on increasing the participants' knowledge and teaching them to recognise sexual abuse (n=4). They also include components addressing how to treat a child who discloses abuse, as well as trust in their own ability to do so. The programme *Body Safety Training (BST)* which was evaluated in two studies also exists as a school-based programme addressing bodily integrity, knowledge about private body parts and appropriate and inappropriate touching and secrets. The parent support programme addresses knowledge about the child's development and healthy sexual development, capacity for parent-child communication, plus creating safe, protected environments by observing the child's activities and interactions. One programme for families or foster homes for children in risk groups addresses themes such as risk, sexual exploitation, domestic violence, grooming, the Internet and consent.

### *Initiatives to create motivation in parents/guardians*

Nickerson et al. (2018) show that families with a high degree of "family functionality" had a significantly greater knowledge and motivation to talk with the children about abuse. The study also showed that the motivation of the control group to talk with their children increased, which indicated that motivation can be created simply by highlighting the issues. The study by Shuker et al. (2019) shows difficulties in recruiting specialised foster homes for youth who have been victims of sexual exploitation. After one training the motivation and feeling of security among the potential foster home increased, but this faded over time. The participants should, therefore, be "pinned down" immediately after the training. Hudson (2018) reports difficulties in recruiting parents to educational initiatives addressing abuse and exploitation. Stigma and casting of suspicion were pointed out as obstacles, but also the risk of being seen as a "bad parent". One way to get round this is, like Guastaferrero et al. (2019), to integrate the issues as a module in established parent support interventions and programmes.

### *The need to work with residential care staff*

A previous literature review raises the need to empower children and youth placed in care in developing safe sexual relationships, as well as training staff at the residential homes to be able to identify and respond to harmful sexual behaviours and exploitation (McKibbin et al., 2017). No primary studies addressing this target group was identified in this literature review. McKibbin et. al. did, however, mention three group-based programmes and support materials tested on this target group. They also highlight that the evidence regarding risk and protective factors for sexual exploitation is well developed and that the staff should be empowered to combat risk factors and strengthen protective factors around the youth. The youth themselves stress the need for non-judgemental, friendly and accessible adults to build relational bonds with.

## **Theme: Mobilisation and strengthening of local communities**

### *Parallel interventions and collaboration between a number of participants*

Successful prevention work needs to be run in several arenas at the same time. This must address risk and protective factors at all levels in the socio-ecological model (Swedish Gender Equality Agency, 2020). In the literature there are four articles which present three examples where the question of preventing sexual abuse and sexual exploitation has been addressed based on a whole-municipality approach. These interventions consist of comprehensive efforts where the focus was on mobilising and empowering the local community by means of parallel interventions and collaboration between participants. Three of the studies concern initiatives to prevent children becoming victims of sexual abuse and to detect those who had, while one study concerns sexual exploitation of children. The studies looked at initiatives in Australia (n=2), Trinidad and Tobago and Brazil. *Operation RESET* was conducted in three sparsely populated aboriginal communities in Australia, deemed to have a high risk of the occurrence of sexual abuse of children (Mace et al., 2015). The initiative *Breaking the Silence (BTS) – Gender and Community Empowerment Model* was carried out with the aim of preventing sexual abuse against children in three local communities in Trinidad and Tobago (Reid et al., 2014). One study looks at measures to prevent sexual exploitation of children during the football World Cup in Brazil 2014 (Castilho et al. 2018). The interventions were thereby tested in communities which differed greatly from the Swedish context.

### *Relationship building and close collaboration with local participants*

The setup for the interventions was similar, with a proactive outreach approach where the project team worked in close collaboration with local organisations and key stakeholders. Major interventions were successfully developed in close collaboration between research, subject experts and the local stakeholders. The interventions were clearly based upon the conditions, ideas and needs of the local communities. This also appears to have contributed to the increased trust and engagement shown by the local communities. Among the interventions' components were educational initiatives, skills training and provision of services. There are also examples of campaigns, consultations, parent groups, school workshops and capacity building regarding support to victims, child interview techniques, collaboration, network building and so forth.

### *Positive outcomes on reporting and engagement of local stakeholders*

These initiatives do not have clear outcome measures and were mainly evaluated qualitatively using explorative methods. The studies are based on interviews, focus groups, participant observations and document analyses. The studies also report positive outcomes in the form of the experiences of the key stakeholders regarding behavioural changes, gained knowledge and motivation and norm changes. The studies also contain descriptions of activities initiated by participants. Both *Operation RESET* and *Breaking the Silence (BTS)* report positive experiences such as increased knowledge and motivation to act, as well as increased awareness about support resources available in the local community. The study by Reid et al. (2014) also includes pre and post surveys with participants in certain initiatives, but difficulties with data collection were reported. None of the interventions reported any clear programme theory. In two studies a

substantial increase in the number of police reports of sexual abuse were noted (Mace et al., 2015, Reid et al., 2014) while one study led to less reports than expected (Castilho et al. 2018). These findings are interpreted as positive regarding the objective of the different interventions. Even if it is difficult to evaluate the effects of this type of initiative through more rigorous study designs, the studies indicate that major interventions in a whole local community can lead to substantial changes on a number of levels.

## **Theme: Support for victims and at-risk individuals**

### *To take a holistic approach to complex needs*

A total of 22 studies in the literature review concern interventions aimed at victims or people in risk groups. The majority are comprised of children and youth who are victims of sexual exploitation (n=17), but some also consist of adult victims of human trafficking (n=4) or prostitution (n=1). The majority of the studies come from USA (n=13), followed by India (n=3), Canada (n=2), United Kingdom (n=2), Nepal (n=1) and England (n=1). The studies look at screening and increased detection (n=2), case management, care homes and coordinated support (n=10), trauma treatment (n=3) along with psycho-educative group programmes and peer support (n=7). These areas are very often overlapping and most interventions aim to take a holistic approach to the often complex needs of the individuals.

### *Trauma-informed care and trauma-focused cognitive behavioural therapy*

There is a limited amount of research available to underpin an evidence-based approach to the work of supporting victims of sexual exploitation and human trafficking. That research which exists does, however, appear consistent regarding the significance of working with trauma-informed care based on an extensive individual needs analysis. Trauma-focused cognitive behavioural therapy (TF-CBT) is also the method of treatment which recurs and is referred to most in the studies included (Kinnish, 2020, Márquez et al., 2019, Mukherjee, 2020). One study includes Narrative Exposure Therapy (NET) (Robjant et al., 2017).

### *Deficient evaluations and programme descriptions*

The identified interventions do not appear to be primarily developed in order to be scaled up. No clear programme theories or content components are presented. The studies use different methods of evaluation of varying quality. Only one of the articles included is based on a quasi-experimental study which also includes a control group (Shankar et al., 2019). A number of studies report a high degree of dropout as well as a negative increase in certain variables during the process. Thus, the evaluations show that recovery from trauma is not a linear process. The studies do, however, report mainly positive results for those who completed the interventions, but in a couple of studies there were negative outcomes for individual participants (Munsey et al., 2018, Kahan et al., 2019). Thus methods designed to create motivation and to reduce the risk of dropout need to be a key part in the development of support services for the target group.

### *A lack of recognised outcome measures regarding sexual exploitation*

Many of the studies included have partially deficient evaluations and none of the interventions appear to have been evaluated more than once. Only a few studies are based on recognised scales which have been tested for reliability and validity. The outcome measures in the other studies include PTSD symptoms, self-confidence, risk and vulnerability factors, trauma exposure, substance abuse, health (mental, sexual, physical and psychosomatic symptoms), safe sex, family relations, finances, motivation and experience of abuse and exploitation. According to Rothman et al. (2020) there are no established outcome measures to measure the effects of interventions for children and

youth who are victims of sexual exploitation. Their study therefore also includes a detailed development of evaluation tools regarding commercial sexual exploitation<sup>20</sup>.

#### *Initiatives which respond to great needs*

Those studies that look at support and treatment of people subjected to sexual exploitation also reflect to a great extent the needs expressed by the target group in the Swedish Gender Equality Agency's comprehensive mapping of prostitution in Sweden (2021). The research articles included in the literature review are unanimous about the fact that children subjected to sexual exploitation form a group with complex and extensive needs. The fact that needs are complex means that the support and interventions need to contain many different components. The needs are often divided into *urgent, short-term and long-term*. Thus they may change and be different over time, depending on what phase a person is in. Among the needs we find, for example, trauma treatment, different types of healthcare, ability to earn a living, protection and accommodation.

#### *Relationship making, peer support and low threshold activities*

Qualitative follow-ups show that the studies appear to be relatively unanimous regarding success factors. A number of studies point out the importance of trusting and healthy relationships, respectful treatment, strength-based work and beginning with the needs of the individual. The studies also point out the importance of coordinated support, having *one* appointed contact person and peer mentorship support from people who themselves have experience of sexual exploitation. A number of studies also point out the importance of low threshold activities, for example through respect for the individual's boundaries and needs, open door policies, visits free of charge and confidentiality. It can also regard practical aspects such as arranging meetings in the evenings, long visiting hours, telephone accessibility and SMS reminders. It can also be easily accessible premises, co-located services, home visits or practical support in the form of food, transport or public transport tickets.

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<sup>20</sup> The tools will be provided by the authors upon request.

## Theme: Support and treatment for potential offenders

### *Focus on people with paedophile arousal patterns*

Ten studies in the literature review concern support and treatment for people who have already exploited children sexually or who are assessed to be in risk of abusing children<sup>21</sup>. There are no interventions to prevent “purchase of sexual services” at all. The studies included appear to a great extent to be based on individual explanation models and the interventions are aimed at people with paedophile and/or hebephile arousal patterns. Three studies concern campaigns and helplines for people with paedophile arousal patterns. One study collected opinions on campaign material for digital marketing with the aim of inducing people to seek support *before* they commit abuse. The remaining studies address treatment programmes (n=4) and psycho-educative programmes (n=1) for people with paedophile arousal patterns. One study tests the feasibility of implementation by integrating an extra session in an existing treatment programme. All the interventions are voluntary and are run as outpatient care or by civil society. They are aimed at non-convicted people with the purpose of preventing first time offending, reoffending or escalation of perpetrator behaviour. The studies were carried out in Germany (n=4), United Kingdom<sup>22</sup> (n=3), USA (n=2) and New Zealand (n=1).

### *Campaigns, digital marketing and helplines*

Evaluation of the helplines *Stop it now!* and *Just dreaming of them* along with the campaign development of *Safe to talk* underlines the importance of non-judgemental messages which reduce stigma. Fear of being judged and of consequences after disclosure are presented as creating obstacles to potential offenders seeking support (Grant et al., 2019, Van Horn et al., 2015, Henry, 2020, Beier et al., 2016). The studies highlight the importance of offering anonymity, as well as providing easily accessible and brief information. The helplines provide free support via telephone or online. After assessment over telephone the person in question is referred to a therapeutic programme, support discussions or therapy sessions. The number of contacts with helplines is reported as being influenced by legislation on the duty to report as well as by information- and media campaigns. Evaluations of the telephone lines are mainly descriptive and based primarily on logs of conversations. No effects of the interventions are presented.

### *Programme interventions and treatment*

The programme-based interventions offering support or treatment take place primarily in groups, even if some of them are delivered individually if needed. The ten-session psycho-educative programme *Inform Plus* is aimed at people who use child abuse

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<sup>21</sup> Indicated interventions in the form of support and treatment for offenders are only included in the case of sexual exploitation of children (see Table 1). Many of the selective interventions are aimed, however, at people with paedophile arousal patterns, with the aim of inducing them to seek support *before* they commit abuse.

<sup>22</sup> One of these studies also includes the Netherlands.

materials (Gillespie et al., 2018, Merdian et al., 2020). The intervention *Berlin Dissexuality Therapy (BEDIT)* is aimed at unconvicted people with paedophile and/or hebephile arousal patterns. The programme is carried out as three-hour sessions every week for 45–50 weeks (Beier et al., 2015, 2016, Mokros, 2019). The intervention *Prevention of Sexual Abuse (PsM)* is aimed at the same target group and is reported to last from several months up to two years depending on need (Wild et al., 2020). The programme *Problematic Sexual Behavior – Cognitive–Behavioral Treatment (PSB-CBT)* is aimed at children between the ages of seven and twelve, with sexual behaviour problems and also includes sessions with parents or guardians (Silovsky et al., 2018). The programme has been tested in three locations in the USA and is based on both individual and group sessions<sup>23</sup>.

#### *Both positive and negative outcomes reported*

The treatment programmes have been evaluated in more detail using pre and post measures as well as follow-ups at between eight weeks and one year after the completion of the intervention. The evaluations are based on recognised scales which have been tested for their psychometric properties and which address a large number of dynamic risk factors. Only one of the studies includes a control group (Beier et al., 2015). In the evaluation of a supplementary session to *Inform Plus* the participants of the ordinary programme make up the control group (Merdian et al., 2020). The studies report a complex problematic, a high degree of concurrent diagnosis and a large percentage of dropouts among the participants. All the programmes demonstrate significant changes in a positive direction in a large number of outcome measures for those who completed the treatment. Also, the positive changes endure over time. Nevertheless in certain studies relapses and continued offending were reported (Wild et al., 2020, Beier et al., 2015). Interventions for sex offenders which are too extensive have previously proven to lead to negative effects. Programmes which follow the principles of risk-needs-responsivity (RNR principles) were identified in previous literature reviews as being the most effective in the prevention of recurrence (Babchishin et al., 2018). According to the RNR principles a more intensive, comprehensive treatment is suitable for "high risk clients" while minimal or no treatment is sufficient for a "low risk client". People at low risk who took part in too comprehensive treatment demonstrated a higher degree of reoffending compared with people who had received little or no treatment. Treatment programmes for people only convicted of "child pornography offences" are currently largely non-existent (Babchishin et al., 2018).

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<sup>23</sup> For a breakdown of the treatment components of the programme, see the detailed report (only in Swedish)



## 6. ANALYSIS

In this chapter we describe the state of evaluation research regarding interventions to prevent sexual abuse of children, sexual exploitation of children, prostitution and human trafficking for sexual purposes. We also report on tendencies and knowledge gaps identified in the material.

### **State of evaluation research in the field**

The literature review includes all studies that have been evaluated in some way. Hence, the studies included differ from one another greatly in terms of content, outcome measures and study design. The studies also vary in quality of methodology and few of the interventions were evaluated repeatedly.

#### *Major variations in outcome measures and study design*

Among the articles included, only slightly over half were evaluated quantitatively (n=42), while 17 studies were evaluated qualitatively and 19 studies combined a qualitative and quantitative evaluation. The studies are based on a number of different outcome measures, where some consist of established scales for which the measuring tools have been tested for their psychometric properties (validity, reliability and responsivity/sensitivity). The measures used in the different thematic areas are reported in more detail in the corresponding chapters in the detailed report. Only approximately 1/4 of the studies have a more rigorous evaluation design based on randomised controlled trials (RCT) (n=16) or quasi-experimental design (n=7). Many studies are based on self-selected samples, which means that the results cannot be generalised. They can, however, provide valuable knowledge about the components of different interventions and experiences from the implementation. It is often unclear which risk and protective factors were addressed in the interventions.

#### *Few studies are founded upon established fields of research*

In the case of methods which have been evaluated more rigorously, there are two clear tendencies in the material. The first one relates to different school-based programmes for the prevention of sexual abuse of children, with studies published primarily in the USA. The other area relates to treatment measures and group programmes, primarily for men who have used child abuse materials or who have paedophile arousal patterns. In this context development work has been done particularly in Germany, but also in USA and UK. In the material it becomes clear that prostitution and sexual exploitation are viewed to a low degree as violence. There also appear to be very few overlaps between the interventions described and research regarding other types of violence prevention or school-based interventions. The interventions concerning psychiatrically inspired treatment of sex offenders and school-based prevention programmes appear nevertheless, compared with other themes included in the literature review, to be founded upon more established research fields which were developed over time. They seem, to a relatively large extent, to be built on established evaluation methods and outcome measures. They consist of programmes with clear intervention components

developed to be disseminated and followed up. Other studies in the literature review are more diversified and appear to constitute relatively new fields of research.

*Few initiatives appear developed in order to be disseminated or scaled up*

The studies which address initiatives to increase knowledge and interventions for professionals and parents or guardians, psychosocial support to victims and initiatives in local communities show greater methodological shortfalls and prove to be more fragmented. The studies often consist of evaluations of stand-alone operations or initiatives where the intervention does not seem primarily to be developed to be disseminated or replicated. The studies seldom report any explicit programme theory with clear intervention components and theoretical base. These interventions are also based extensively on non-comparable evaluations of varying quality, not infrequently in the form of qualitative follow-ups, self-compiled surveys or retroactive case studies. These interventions were rarely evaluated more than once. Few of the studies presented any kind of implementation support.

*Large dropout and results which are difficult to generalise*

Many universal and selective interventions are primarily followed up using short questionnaires with a small number of alternative questions which mainly focus on knowledge and attitudes. There is a large lack of evaluations which show whether the interventions lead to actual changes in behaviour, culture or organisational practice. This is discussed in more detail in the detailed report. The target groups addressed in the interventions on indicated and selective levels frequently have a complex problematic. The number of dropouts from the initiatives is very often reported as high. This means that many of the studies have a large dropout in their follow-up surveys. This affects the results since the studies can only say something about the limited group who completed the measures or treatment. Many of the initiatives presented in the literature review also consist of voluntary interventions which the participants signed up to of their own volition. This means that the included target group can to a large extent be assumed to be motivated towards change. Thus the results are not generalisable for a broader population.

*Mostly positive results – but also negative outcomes*

The studies which evaluate school-based programmes, mobilisation of local communities and knowledge-raising initiatives for professionals and parents mostly show positive results. A number of studies show positive effects on knowledge, attitudes, propensity to report and motivation after short educational measures and/or online workshops and information films. However, these interventions do not seem to be primarily developed to be disseminated, but the results indicate that educational interventions and mobilisation around the issues can have a positive effect. A number of studies in the literature review also showed ambiguous results, with both positive and undesired negative effects reported among the participants. This concerned primarily evaluations of support for victims, stigma-reducing interventions for the public and treatment of people with paedophile arousal patterns. These interventions at the indicated level are also aimed at target groups with frequently complex and broad needs. The

results stress, however, the importance of assessing and following up the interventions carried out to ensure that they do not generate negative outcomes for the participants.

*The state of knowledge does not permit any clear recommendations*

As the studies included demonstrate greatly varying quality, where contents, study design and outcome measures differ, the results of the studies are difficult to aggregate and compare. As many interventions are described scantily and only evaluated once the material does not provide unambiguous results. Thus, it is not possible to comment on the evidence or recommend specific interventions. There are also a number of areas where there are no evaluated interventions at all, these being reported under *Gaps identified* below. However, the experience and the evaluation results from existing studies can contribute valuable knowledge to the continued development and evaluation work in the field.

## **Gaps identified**

*Major focus on victims and increased detection*

The great majority of the studies included have a clear focus on *victims*, rather than focusing on reducing *demand* for 'the purchase of sexual services' or preventing the *committing* of sexual abuse, sexual exploitation or human trafficking. A large number of interventions focus on teaching youth about setting boundaries and bodily integrity to protect themselves against abuse, as well as offering support to people already subjected to sexual exploitation. The knowledge-raising initiatives and methods aimed at parents and professionals focus to a great extent on situational prevention as well as adults learning to detect when children and youth are victims of abuse, by learning to recognise warning signals and risk factors, and to respond well. In the material there are also a number of examples of screening tools used in health care, the judicial system, social services and elsewhere to detect youth who are victims of human trafficking and sexual exploitation.

*No initiatives concerning demand for 'purchase of sexual services' at all*

In the material there are no evaluated methods or interventions at all at the universal or selective levels which aim to address the demand for 'purchase of sexual services'. There are no broad scale interventions at all aimed at youth with the explicit aim of preventing them, now or in the future, from exploiting other people sexually or requiring sexual services in return for payment. For example there are very few interventions which address consent, power, gender norms, sexuality, healthy relationships, reciprocity and pornography.<sup>24</sup>

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<sup>24</sup> This type of broad promotive interventions might, however, have fallen outside the search criterias in this literature study if they did not explicitly address sexual exploitation, sexual abuse of children, prostitution or human trafficking for sexual purposes.

### *Perpetrators of violence are only addressed in relation to sexual abuse*

Only one in five of the articles includes perpetrators of violence or potential perpetrators of violence. Of these the majority address support and treatment for people in risk of committing sexual abuse of children (n=10), followed by stigma-reducing education aimed at the public or professionals in order to make it easier for people with paedophile arousal patterns to seek help (n=3). Only one study addresses a universal school-based programme with a focus on preventing youth from *committing* sexual abuse against younger children. This indicates that the area of prostitution, human trafficking for sexual purposes and sexual exploitation are far behind the more general violence prevention work with regard to shifting focus from the victim to the perpetrator. In contrast to many universal violence prevention programmes there are no interventions at all based on a bystander approach, which aims at changing social norms by empowering people around those who commit or are victims of offences, and encouraging them to speak up and intervene against violations, abuse and exploitation.

### *Individual explanation models provide individual solutions*

Another clear pattern in the material is that the studies appear to a great extent to build on individualised explanation models of the problem with sexual abuse, sexual exploitation, human trafficking for sexual purposes and prostitution. This also means that the interventions are extensively based on solutions oriented towards the individual. Few of the interventions address risk factors at a relationship, community or society levels in the socio-ecological model<sup>25</sup>. Those studies aimed at potential perpetrators of violence are treatment and individual-oriented, addressing primarily paedophile arousal patterns and concurrent diagnoses. This appears to be the primary explanation model for the why (mostly) men commit sexual abuse and exploit children and youth sexually.

### *Absence of power perspective and gender transformative approach*

Few of the studies included appear to focus on the values, the context and the power relations which make it possible for abuse to occur. Neither do they focus on how we together can create a culture of consent to prevent sexual abuse, sexual exploitation and prostitution from happening in the first place. None of the interventions included have an explicit gender transformative approach and few of them appear to address power dynamics and norms around, for example, sex, age, sexuality or ability/disability. These interventions also appear to a small extent to place the questions in a more general societal context where the problem is understood in relation to norms, culture, power, inequality, violence, relationships, sexuality, pornography, attitudes and so forth<sup>26</sup>.

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<sup>25</sup> See the chapter *Background and existing knowledge* in the detailed report (only in Swedish).

<sup>26</sup> It could partly depend on the fact that the type of universal initiatives promoting healthy relationships, consent and sex education are more general in nature and thus may have fallen outside the search criteria for this literature review.

### *Few interventions address grooming and digital arenas<sup>27</sup>*

The school-based programmes which address sexual abuse appear to put a great deal of responsibility on children to protect themselves against abuse. The interventions also appear largely to view abuse as a situational phenomenon which takes place in "physical" settings. Few of the school-based programmes appear to address the Internet and social media as arenas. They also, only to a very small extent, seem to address the grooming process which often lies behind abuse and exploitation. The interventions do not appear to address the power and control strategies that are very often used in sexual abuse, exploitation and human trafficking, which can resemble the breaking down and normalisation processes which are often part of domestic violence.

### *Lack of interventions to address prostitution among adults*

The literature review also clearly shows that the lack of evaluated interventions against prostitution decried in previous literature reviews remains (see the National Board of Health and Welfare, 2008; Svedin & Wadsby, 2014). There is a clear research gap regarding both evaluation of early interventions to prevent prostitution, as well as psychosocial support and treatment for people exploited in prostitution. A majority of the articles which were initially identified in the "prostitution" criteria concerned interventions consisting of harm reduction or measures to reduce the spread of HIV. This type of interventions were excluded from the literature review (see the technical report). The small number of published studies (n=8) included for full text reading concerned primarily women exploited in street prostitution with a background of, for example, homelessness and drug dependency or criminality. However, these studies seldom put the experiences of prostitution in the centre of the interventions or the prevention work. The experience of prostitution is mentioned primarily as a "side effect" of something else. Only one study looking at prostitution among adults was included in the literature review. This might also partly be linked to how prostitution is seen in society, as in many countries it is viewed as a voluntary and/or criminal behaviour, rather than as exposure to violence.

### *Knowledge of needs and risk factors for exploitation – but few evaluations*

In the literature there is to a great extent uniformity around contributory risk factors to becoming a victim of sexual exploitation as a child, as well as knowledge about the complex and multiple needs of the target group. Despite this there is a great lack of rigorous evaluation which can lead to evidence-based practice in work on providing support and treatment to people subject to, or at risk of, being subjected to sexual exploitation, prostitution and human trafficking for sexual purposes.

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<sup>27</sup> In the latest comprehensive mapping of prostitution and human trafficking in Sweden it was shown that experiences of grooming and seeking contact via social media and other digital platforms was very common among children and youth subjected to sexual exploitation. In the report the authority declared the need for continued prevention development work to address these themes (Swedish Gender Equality Agency, 2021).

## 7. NEED FOR ONGOING DEVELOPMENT WORK

The literature review shows that prevention research in this area is very limited both nationally and internationally. This regards interventions against both exposure and demand. This report clearly shows the need for continuing development work and evaluation, in all of the themes presented in the report.

### **Areas in need of development**

#### *Further evaluations in the area*

The literature review clearly shows the need for continued evaluations and follow-ups over time. Even though the literature review identified methods and interventions used internationally, and which were evaluated in some way, the studies still shows extremely varying quality. The interventions are very often described cursorily and many were only evaluated once. There are also a number of areas where there are no evaluated interventions at all. Continuing development work as well as continued evaluation are key in all of the areas addressed in this literature review.

#### *Development of a more knowledge-based work*

Few of the studies report any theory of change or programme theories in the evaluated interventions. The majority of the interventions do not appear to be primarily developed for dissemination and scaling up, and it is difficult to figure out which components the interventions build on or what risk and protective factors are being addressed<sup>28</sup>. Thus, there is a need for more knowledge-based development of interventions and evaluations in the field.

#### *Measures against demand and carrying out of violence*

The literature review points to a very clear need for development regarding interventions to prevent the demand for 'purchase of sexual services', since there are none at all in the material. There is also a major lack of interventions which address youth as potential perpetrators or bystanders in relation to sexual abuse, sexual exploitation or prostitution.

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<sup>28</sup> The exception is some of the treatment programmes for potential perpetrators as well as some of the school-based programmes for the prevention of sexual abuse of children which report clear programme components and/or outcome measures.

### *School-based interventions focusing on sexual exploitation*

The literature review shows that there is a major lack of universal school-based interventions which address sexual exploitation and prostitution<sup>29</sup>. The literature review also identifies a gap regarding interventions which address the problems in a societal context and which take into account power relationships, social norms and culture. There also appears to be a major lack of interventions which address the Internet as an arena and which build on knowledge of grooming processes.

### *Continued development of support and treatment for both victims and potential perpetrators of violence*

The literature review also shows that research to guide an evidence-based practice in the work of providing support and treatment, to both victims and potential perpetrators of violence, is lacking. There is a great need for continued development of psychosocial support and treatment interventions, as well as continued evaluation of existing interventions by means of larger study groups and control groups<sup>30</sup>. For example, there are only a few studies where trauma-focused cognitive behaviour therapy (TF-CBT) is specifically evaluated on people with experience of sexual exploitation and prostitution.

### *More rigorous evaluations of support to victims*

A number of studies depict *self-experienced* success by working with individually adapted support and case management, which takes a holistic approach to the often complicated needs of victims. A number of studies stress the importance of peer support, non-judgemental treatment, support adapted to the individual and low threshold activities. Similar needs are apparent in the comprehensive mapping of prostitution and human trafficking in Sweden released by the Swedish Gender Equality Agency in 2021. These components were *experienced* as successful, but the possible effects are difficult to trace back to individual components and the results are mostly described qualitatively. Thus, there is a need for more rigorous evaluations of treatment and support aimed at victims of prostitution and sexual exploitation. A previous literature overview also highlights the need for a more knowledge-based development of support programmes which are grounded upon clearer theories of change and programme theories (Moynihan et al., 2018).

### *Initiatives for parents/guardians and residential care staff*

The number of interventions aimed at parents or guardians is small and diverse in nature and there is a great need for continued development and evaluation. This refers to interventions aimed at empowering the family or the foster home as a protection factor

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<sup>29</sup> This could, however, partly depend on the fact that the type of universal intervention which promotes healthy relationships, consent and sexual knowledge is more general in nature and thus may have fallen outside the search criteria for this literature review.

<sup>30</sup> In this, the Gender Equality Agency together with a number of county administrative boards has already initiated a comprehensive evaluation of Sweden's KAST activities. The evaluation is being carried out by FoU Väst in Region Gothenburg, running from 2021 until 2025. The evaluation will look at effects experienced by the clients, as well as documenting the methods used.

in itself, as well as empowering parents and guardians to be able to have discussions about abuse and exploitation with children. These discussions need to include the risk of both exposure and perpetration. In the review there are no interventions at all where the parent or guardian is expected to talk with their children with the aim of preventing them from committing abuse and exploitation. As children and youth placed in residential homes comprise a clear risk group for sexual exploitation there is also a need for continued development of interventions for this target group, as well as for staff working them.

#### *Development of knowledge-raising initiatives*

There is a need to develop competence-raising initiatives which to a greater extent are based on knowledge about implementation, which provide support in the *use* of knowledge and which contribute to developed working methods within the operations. The evaluations which are made also need to evaluate effects on the organisation level as well as following up changes in knowledge over time. The knowledge raising initiatives identified in the material primarily address sexual abuse of children or human trafficking. Thus, there is a lack of evaluated knowledge-raising initiatives about prostitution and sexual exploitation of children and youth.



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## 9. APPENDIX 5. TABLES OF STUDIES INCLUDED

Sexual abuse of children (SA), sexual exploitation of children (SE), human trafficking for sexual purposes (HT) and prostitution (P)

Table 13. Including mappings and literature reviews (N=15)

References	F O C U S	Country/ language	Population /target group	Type of interventions	Inclusion criteria	Time span	Qu ant ity
<i>Systematic literature reviews</i>							
Cynthia Fraga, R., Lauren Bernstein, K., Chesworth, B. R., Jennifer, E. O. B., Macy, R. J., Martin, S. L., . . . Love, B. L. (2019).	SE	English	Young people, aged 11-17	Studies which in some way mention the education of young people (aged 11-17) regarding commercial sexual exploitation.	Studies in English. All types of articles.	No limits. Search carried out April 2017	13
Moynihan, M., Pitcher, C., & Saewyc, E. (2018).	SE	English	Children under 18	Interventions, programmes and/or services which promote healing for children and young people subjected to sexual exploitation	At least one participant under 18. English. Published after 1990.	1990 - September 2015	21

Russell, D., Higgins, D., & Posso, A. (2020).	S A	English.	Children and young people. Volunteers and staff who work with children and young people	Effects evaluation interventions carried out in developing countries to prevent sexual abuse of children	Effects evaluations relating to knowledge, attitudes, perceptions, protection practices, reporting of SA.	No limits. Search May 2018.	8
Szablewska, N., & Kubacki, K. (2018).	H T	Not clear.	Not specified	Anti-trafficking campaigns	Studies which assess or critically discuss campaigns about human trafficking which include at least one of six "marketing mix elements".	No limits. Search January 2016	16
Walsh, K., Zwi, K., Woolfenden, S., & Shlonsky, A. (2018).	S A	Not limited	Children and young people, aged 5-18	School-based education programme about sexual abuse of children aimed at children and young people with a focus on increasing their knowledge and/or mastery of protective behaviour.	Randomised controlled trials (RCT), cluster-randomised controlled trials and quasi-experimental studies.	No limits. Search September 2014	24
<i>Mapping literature reviews</i>							
Camp, M. A., Barner, J. R., & Okech, D. (2018).	H T	Asia/ English	People in Asia who have survived HT and taken part in support programmes or reintegration.	Policies, procedures, assessments, support programmes or reintegration measures with a focus on the labour market or financial development.	Measures implemented in Asia. Focus on financial development and labour market. Studies of a "professional quality" equivalent to other studies in the field. "Grey literature" was also included.	20 years	16
Del Campo, A., & Fávero, M. (2020).	S A	Not limited	Children and young people (aged 3-18)	Interventions aimed at children and young people with the aim of preventing sexual abuse of children.	Primary prevention and school-based interventions.	1980 to 2019	70

Haney, K., LeBeau, K., Bodner, S., Czizik, A., Young, M. E., & Hart, M. (2020).	H T	USA/ English	Not specified	Mapping of the situation (scope and nature) regarding human trafficking for sexual purposes in the USA, with the aim of categorising "best practices" and identifying recommendations to those working in the field.	Primary or secondary data through qualitative or quantitative research focusing on USA. "Grey literature" was not included.	Jan 2000 - March 2019	87
McKibbin, G. (2017).	SE	English	Children and young people placed in residential care	Work on the prevention of harmful sexual behaviour and sexual exploitation of children and young people placed in residential care	Studies in English. All types of articles, including grey literature.	2000–2016 November/ December	20
Romero, D. E., Interiano-Shiverdecker, C. G., Castellon, N. E., & Strentzsch, J. (2021).	SE	USA	Children and young people.	Instrument for screening or identifying children and young people who have been victims of sexual exploitation or human trafficking in the USA.	1) Tool for screening/identifying 2) aimed at HT for sexual purposes of children and young people 3) structured format 4) in English 5) implemented in the USA	No limits. Search carried out May 2019	4

Table 14. **Mappings and knowledge reviews**

References	Focus	Country/ language	Purpose
Assini-Meytin, L. C., Fix, R. L., & Letourneau, E. J. (2020).	SA	Not limited	Map interventions with a focus on perpetrators in order to prevent sexual abuse against children
Babchishin, K. M., Merdian, H. L., Bartels, R. M., & Perkins, D. (2018).	SE	Not limited	To summarise the knowledge situation regarding people who use indecent images of children, as well as highlighting the areas which are relevant for continued development regarding assessment, treatment and management.
Bovarnick S, Scott S. (2016).	SE	Not limited, but with a focus on Great Britain	To gather accessible evidence relevant to prevention training and school-based programmes on sexual exploitation of children.
Manheim, M., Felicetti, R., & Moloney, G. (2019).	SA	Not limited	Interventions aimed at preschool age children which follow best practices in the field of early childhood education. Included: information and skills training, review of programme content, improvements to lessons and involvement of parents.
Wilson, B., Critelli, F. M., & Rittner, B. A. (2015).	HT	USA and India	Interventions and strategies to support girls and women who are victims of human trafficking for various sexual purposes (including prevention initiatives). Interventions in the USA and India, primarily aimed at adult women.

Table 15. **Studies included – school-based interventions aimed at children and young people (N=21)**

	References	Country/ continent	Name	Intervention	Target group	Scope n = ?	Evaluation
HT	Zhu, T., Crenshaw, C., & Scott, L. M. (2020)	USA	Bodies are not commodities	Five-day classroom-based intervention	Students, years 9-10	n = 17 (students) n=3 (teachers)	Qualitative. Several methods
SA	Brown, D. M. (2017).	USA	Safer, smarter kids	6 x 30-minute lessons delivered over the same number of weeks	Preschool children (and their parents)	(n = 1169)	Pre and post testing
SA	Bustamante, G., Andrade, M. S., Mikesell, C., Cullen, C., Endara, P., Burneo, V., Grunauer, M. (2019).	Ecuador	I have the right to feel safe	Workshops every week for 10 weeks, including a workbook (+ 10 hours training for teachers in the programme)	Students, aged 7-12	n = 939	RCT
SA	Czerwinski, F., Finne, E., Alfes, J., & Kolip, P. (2018).	Germany	Igel	Two workshops and material for staff. Seven sessions with students.	Students in year three at 12 compulsory schools	n = 291	Quasi-experiment
SA	Edwards, K. M., Siller, L., Leader Charge, L., Bordeaux, S., Leader Charge, D., & Herrington, R. (2020).	USA	IMpower	12 hours in the classroom (+ 160 hours of training for programme facilitators)	Children in years 4-5 living in reservations	n = 48	Pre and post testing
SA	Elfreich, M. R., Stevenson, M. C., Sisson, C., Winstead, A. P., & Parmenter, K. M. (2020).	USA	Think first and stay safe	Follow-up outcomes of school interventions (multiple sessions depending on age) on actual interviews with children regarding sexual abuse.	Children who took part in the interviews based on suspected victimhood (M= 10.4 years old)	n = 319	Quasi-experiment

SA	Holloway, J. L., & Pulido, M. L. (2018).	USA	Safe Touches	50-minute interactive workshop, plus an activity book, adapted for different ages, to be used at home together with parents or guardians.	Children in grades 2-3 at six compulsory schools in New York	n = 411	RCT
SA	Huang, S., & Chen, C. (2020).	China	N.N.	Reading aloud of picture books, plus interactive discussions based on the story	Children of preschool age (mostly 5-6 years old)	n = 180	RCT
SA	Jones, C., Scholes, L., Rolfe, B., & Stieler-Hunt, C. (2020).	Australia	Orbit	Web-based game plus discussions. 5 chapters totalling 8 hours and 20 minutes (1:20-2:00 hours each). Played over 5-10 weeks.	Children aged 8-10 (plus teachers, parents and members of local community)	n = 139	RCT
SA	Kim, S.-J., & Kang, K.-A. (2017).	South Korea	C-SAPE	Six lessons @ 40 minutes. Once per week, led by school nurse.	Students, year five	n = 89	Quasi-experiment
SA	Manges, M. E., & Nickerson, A. B. (2020).	USA	Second Stepchild Protection Unit (CPU)	Two online educational modules (75-90 minutes each) for staff	Teachers and compulsory school students (aged 4-12)	n = 1132 (students) n = 57 (teachers)	RCT
SA	Moon, K. J., Park, K. M., & Sung, Y. (2017)	South Korea	SAP_MobAPP What should I do? (Indoor/Outdoor)	Two different mobile apps with, respectively, outdoor and indoor scenarios. 40 minutes per week for three weeks.	Compulsory school students, aged 10	n = 45	Pre and post testing
SA	Müller, A. R., Röder, M., & Fingerle, M. (2014).	Germany	Cool and safe	Free online learning. Five thematic parts. Total approximately two hours.	Children of compulsory school age (M = 9 years)	n = 286	RCT



SA	Nickerson, A. B., Tulledge, J., Manges, M., Kesselring, S., Parks, T., Livingston, J. A., & Dudley, M. (2019).	USA	Second Step Child Protection Unit (CPU)	30–45-minute lessons in the classroom once per week (years 1-4) or shorter lessons each day (preschool students) over six weeks. Plus input and material for staff and parents.	Compulsory school students (Aged 4–12)	n = 2172	RCT
SA	Pulido, M. L., Dauber, S., Tully, B. A., Hamilton, P., Smith, M. J., & Freeman, K. (2015)	USA	Safe Touches	50-minute interactive workshop, plus an activity book, adapted for different ages, to be used at home together with parents or guardians.	Children in grades 2–3 at six compulsory schools in New York	n = 492	RCT
SA	Tunc, G. C., Gorak, G., Ozyazicioglu, N., Ak, B., Isil, O., & Vural, P. (2018)	Turkey	Body Safety Training (BST) (Turkish adaptation)	Seven group sessions of 20 to 25 minutes over one week	Children, aged 3-6	n = 83	RCT
SA	Tutty, L. M. (2014)	Canada	Who do you tell?	Two sessions of 45-60 minutes (Led by two subject specialist instructors)	Children, aged 6-12	n = 116	Focus groups
SA	Tutty, L. M., Aubry, D., & Velasquez, L. (2020)	Canada	Who do you tell?	Two sessions of 45-60 minutes (Led by two subject specialist instructors)	Students, years 1-6	n = 6,198	Pre and post testing
SE	Susi, T., Torstensson, N., & Wilhelmsson, U. (2019)	Sweden	Parkgömmet	Adventure game for 2-4 people. Board game combined with digital component on a tablet, followed by teacher-led classroom discussions.	Children, aged 8-10	n = 70	Qualitative. Several methods
SE	Weston, S., & Mythen, G. (2020)	England	N.N.	Large-scale lectures and work directed at risk groups	Children/young people aged 15-18, plus groups at risk of sexual exploitation	n=45 students n=5 parents n=17 key individuals	Qualitative. Several methods

Table 16. **Studies included – knowledge-raising initiatives for professionals (N=15)**

	References	Country/ continent	Name	Intervention	Target group	Scope n = ?	Evaluation
SA	Altundağ, S. (2020).	Turkey	Don't Touch My Body! Awareness Education	Talk, 40 minutes, plus Q&A/discussion	University students M=20.67 years old)	n=87	Pre and post testing
HT	Awerbuch, A., Gunaratne, N., Jain, J., & Caralis, P. (2020).	USA	N.N.	A multidisciplinary one-day conference with breakout sessions.	Professionals, from social work, medicine, the judicial system etc.	n = 138	Pre and post testing
SE	Bond, E., & Dogaru, C. (2019).	United Kingdom	Click - path to protection	Three-hour interprofessional and case- based educational session for professionals	Social services, police, teachers and other professionals who work with children and young people	n =114	Follow-up survey
SA	The Epstein, S. B., & Crisp, B. R. (2018)	Australia	J-Safe Protective Behaviours Teacher Training Pilot Project	Two training sessions of 90 minutes (led by two trainers)	Teachers	n=3	Interviews
SA	Gushwa, M., Bernier, J., & Robinson, D. (2019).	USA	Enough! Preventing Child Sexual Abuse in My School	Online course. One hour, or 3×20 minutes. (Plus resource bank with materials for follow-up discussions and policy work)	Teachers and school staff	n = 147	RCT
SA	Hudson, K. (2018).	United Kingdom (Wales)	Stop it now!	Thematic prevention programme of 2 hours (five different sessions)	Parents and professionals working with children and young people	n = 252 (of which 233 separate)	Pre and post testing

SA	Jahnke, S., Philipp, K., & Hoyer, J. (2014).	Germany	N.N.	Information film for future therapists Exposure: 9:45 minutes online.	Future CBT therapists (M=30 years old)	n = 137	Pre and post testing
SA	Jara, G. A., & Jeglic, E. (2021).	USA	N.N.	One-page long article addressing myths and facts about people with paedophile attraction patterns	General public (M=36.73 years old)	n = 205	Follow-up survey
SA	Kim, S., Nickerson, A., Livingston, J. A., Dudley, M., Manges, M., Tulledge, J., & Allen, K. (2019).	USA	Second Stepchild Protection Unit (CPU)	Two web-based training modules (45-90 minutes for) teachers + implementation in classroom (over six weeks)	Teachers (preschool to year five).	n = 161	RCT
SA	Levenson, J. S., & Grady, M. D. (2019).	USA	N.N.	Workshop with therapists. Duration: 90 or 180 minutes.	Clinically active therapists and social workers	n = 94	Pre and post testing
HT	Lucio, R., Rapp-McCall, L., & Campion, P. (2020).	Africa	Interprofessional education (IPE)	Online course with 12 modules. One module per week	Catholic nuns (M=44 years old) from different professional groups in 10 African countries.	n = 46	Qualitative. Several methods
SA	Martin, E. K., & Silverstone, P. H. (2016)	Canada	Prevent it!	Workshop, 180 minutes.	Adults who work with children	n = 312	Pre and post testing
SA	Nickerson, A., Kim, S., Dudley, M., Livingston, J. A., & Manges, M. (2021)	USA	Second Stepchild Protection Unit (CPU)	Online training - three modules (75-90 minutes each) plus 6 sessions with students (30-45 minutes each)	Teachers and other school staff	n = 159	RCT
SA	Nurse, A. M. (2017)	USA	Protecting God's Children (PGC)	Three-hour workshop led by a trained facilitator.	Future volunteers and employees within the Catholic Diocese of	n = 591	Pre and post testing

					Cleveland. (M=39 years old)		
SA	Rheingold, A. A., Zajac, K., Chapman, J. E., Patton, M., de Arellano, M., Saunders, B., & Kilpatrick, D. (2015).	USA	Stewards of Children	Workshop 2.5 hours. Two variations: on-site training with a facilitator, plus an online version.	Professionals who work with children in three different states	n = 306	RCT

Table 17. **Studies included – parents and guardians (N=6)**

	References	Country / continent	Name	Intervention	Target group	Scope n = ?	Evaluation
S A	Guastaferrero, K., Zadzora, K. M., Reader, J. M., Shanley, J., & Noll, J. G. (2019).	USA	Smart parents - Safe and Healthy Kids	One 75–90-minute session, individually with home visit or in parent groups.	Parents in existing parent support programmes	n = 23 (parents) n = 9 (facilitators)	Mixed method
S A	Jin, Y., Chen, J., Jiang, Y., & Yu, B. (2017).	China	Body Safety Training (Chinese adaptation)	Three teacher-led sessions of 30 minutes each or a handbook with the same contents for parent-led discussions in the home	Children in years 1-5	n=565	RCT
S A	Khoori, E., Gholamfarkhani, S., Tatari, M., & Wurtele, S. K. (2020).	Iran	Body Safety Training (Persian adaptation)	Workshop for mums, 90-120 minutes, plus BST workbook lessons 5-10 carried out in the home at least once per day per week	Preschool age girls and their mothers.	n = 56	RCT
S A	Nickerson, A. B., Livingston, J. A., & Kamper-DeMarco, K. (2018).	USA	Second Step Child Protection Unit (CPU)	Four videos 3-4 minutes each.	Parents of children, 3-11 years old	n = 491	RCT
SE	Shuker, L., & Pearce, J. (2019).	United Kingdom	Safe Accomodation Project	Advertisements, information programmes, media campaigns and 2-day training programmes.	Foster home parents	n = 630	Pre and post testing
S A	Thomas, R., & D'Arcy, K. (2017).	England	FCASE model	6-8 week programme interventions with parents/guardians and children/young people	Children/young people in risk groups, plus parents/guardians	n = 31 families	Qualitative. Several methods

Table 18 **Studies included – mobilise and empower local communities (N=4)**

	References	Country/ continent	Name	Intervention	Target group	Scope n =?	Evaluation
S A	Bailey, C., Knight, T., Koolmatie, J., Brubacher, S., & Powell, M. (2019).	Australia	Operation RESET	Whole municipality approach, see Mace et al. (2015). Follow-up of target group's experiences of the intervention	Indigenous people in three local communities	n = 9	Interviews
SE	Castilho, C. T., Evrard, B., & Charrier, D. (2018).	Brazil	N.N.	Whole municipality initiative. Focus on prevention training, strong police presence and simplified legal processes linked to the football World Cup.	Visitors, local inhabitants, politicians and project managers	n = 22	Mixed method.
S A	Mace, G., Powell, M. B., & Benson, M. (2015).	Australia	Operation RESET	By means of a proactive approach, to engage a number of stakeholders in a local society in order to address underreporting and the high occurrence of CSA in certain aboriginal communities.	Key stakeholders in the local community	n = 64	Interviews
S A	Reid, S. D., Reddock, R., & Nickenig, T. (2014).	Tinidad & Tobago	Breaking the Silence (BTS) Gender and Community Empowerment Model	To develop a local community-specific, holistic, gender-sensitive intervention by providing education, skills training and services, in order to increase awareness of SA, combined with assessment and generation of knowledge.	Inhabitants in three different local communities. Professionals, children and young people, parents etc.	n = 1236	Mixed method.

Table 19. **Studies included – support for victims and individuals at risk (N=22)**

	References	Country/ continent	Name	Intervention	Target group	Scope n = ?	Evaluation
SE	Berry, L. J., Tully, R. J., & Egan, V. (2017).	United Kingdom	Girls group	An eight-session multimodal, psycho-educative programme for girls under 18 at risk of SE. Weekly.	Girls under 18 at risk of becoming victims of SE	n = 1	Retrospective case study
SE	Countryman-Roswurm, K., & Bolin, B. L. (2014).	USA	Lotus Psycho-educational Group	A 10-session psycho-educative and therapeutic group programme. One hour per week.	Young people, 14-21 years old, homeless in risk group for HT for SE	n = 23	Pre and post testing
SE	Diaz, A., Arden, M., Blaustein, S., Nucci-Sack, A., Sanders, L., & Steever, J. (2020).	USA	Mount Sinai Adolescent Health Center	Interdisciplinary youth-focused work through confidential, extensive, integrated service in health and medical care.	Children and young people, aged 10-24, and their children	n = 186	Unclear
SE	Gewirtz O'Brien, J. R., Moynihan, M., Saewyc, E., & Edinburgh, L. D. (2020).	USA	The Minnesota Runaway Intervention Program (RISE)	One year intervention led by nurses focused on medical care (many people only participate for 3-6 months, however)	Young people, aged 12-17, who have left home and have experience of sexual violence. 90% girls.	n = 830	Pre and post testing

SE	Gibbs, D. A., Walters, J. L. H., Lutnick, A., Miller, S., & Kluckman, M. (2015).	USA	1) The Standing Against Global Exploitation Everywhere (SAGE) 2) The Salvation Army Trafficking Outreach Program and Intervention Techniques (STOP-IT) 3) The Streetwork Project at Safe Horizon	Three programmes will provide an extensive service model and intensive case management in the form of admission, needs assessment, individual action plans, references, documentation and follow-up. The median number of days in the programme was 65 (SAGE), 117 (STOP-IT) and 15 (Streetwork).	American children younger than 18, victims of HT for sexual purposes or workforce exploitation.  76% girls.	n=45 (participants)  n=115 (key individuals)	Mixed method
HT	Grosholz, J. M., Stone, S. S., Fleck, A. M., & Ngo, F. T. (2019).	USA	Turn your life around/ Selah Freedom	Care homes and programme activities. Four phases: 1) Assessment 2) Rest (1 month) 3) Rebuilding (6-8 months in shared care home, 3-4 months in another care home) 4) New start (12 months).	Women aged 18-29, victims of HT for sexual purposes.	n = 5	Interviews
SE	Kahan, D., Lamanna, D., Rajakulendran, T., Noble, A., & Stergiopoulos, V. (2020).	Canada	Peer Education and Connection through Empowerment	A three-month peer-to-peer support and trauma awareness group intervention to support and empower young homeless women who are victims of gender-based violence (incl. SE).	Girls, aged 16-24, with experience of gender-based violence and homelessness	n = 12 (participants) n = 7 (professionals) n = 3 (mentors)	Interviews



SE	Kinnish, K., McCarty, C., Tiwari, A., Osborne, M., Glasheen, T., Franchot, K. K., Self-Brown, S. (2020).	USA	Project Intersect	Trauma-focused CBT with young people and their parents/guardians	Children and young people victims of SE and HT	n = 96 (baseline) n = 29 (post measurement)	Pre and post testing
SE	Leach, T. (2020).	Canada	H.E.A.L.T.H. Clinic of Ottawa	Trauma-aware primary care initiatives for people with previous or ongoing experience of, or risk of, HT, coercion and or SE.	Individuals aged over 13.	n = 31 (risk group) N = 51 (HT victims)	Unclear
SE	Luminais, M., Lovell, R., & McGuire, M. (2019).	USA	Safe Harbour	Individual treatment over 90-270 days in the form of individual or group therapy, family therapy, support groups and family surveillance.	Young people with experience of HT in a youth court	n=100 (suspected victims) n=6 (completed intervention)	Retrospective case study
SE	Márquez, Y. I., Deblinger, E., & Dovi, A. T. (2019).	USA	Trauma-focused cognitive behavioural therapy (TF-CBT)	Weekly therapy sessions with the child and their parent/guardian. Plus joint sessions. (20 sessions of 90 minutes in the case in question)	14-year-old girl, victim of SA and SE in the family	n = 1	Retrospective case study
SE	Miller, A. J., Arnold-Clark, J., Brown, K. W., Ackerman-Brimberg, M., & Guymon, M. (2020).	USA	The law enforcement first responder protocol	A coordinated, interprofessional, young person-centred, force-based and trauma-informed protocol to discover and provide support to children suspected of being victims of SE. Contact person within 90 minutes, with contact over the first 72 hours Intervention at least 90 days.	Children under 18 suspected of being victims of SE. 99.4% girls	n = 361	Unclear

SE	Mukherjee, M. (2020).	India	ARPAN	Long-term psychotherapy programme (groups and individual). Group sessions 2-3 hours per week. Individual therapy 45-60 minutes per week. Weekly sessions until the individual is adjudged to have developed sufficient resources to manage their situation.	Girls, aged 13-17, with experience of SA & SE.	n = 27	Unclear
HT	Munsey, S., Miller, H. E., & Rugg, T. (2018)	USA	Generate Hope	Protected residence plus rehabilitation programme (30h/week)	Women victims of HT	n= 11	Retrospective case study
HT	Pandey, S. (2020)	India	Raid, rescue and rehabilitation	Police raids to “rescue” minors from brothels, followed by rehabilitation in care home	Survivors aged under 18, victims of HT	n = 30	Qualitative. Several methods
HT	Robjant, K., Roberts, J., & Katona, C. (2017)	England	Narrative exposure therapy (NET)	Narrative Exposure Therapy (NET) - an evidence-based treatment method for PTSD developed for people with multiple traumas. 10-19 sessions (M=14.3)	Women, aged 18-48, victims of HT diagnosed with PTSD.	n=10	Retrospective case study
SE	Rothman, E. F., Preis, S. R., Bright, K., Paruk, J., Bair-Merritt, M., & Farrell, A. (2020)	USA	My life, my choice (MLMC)	Mentorship programme where a child or young person is matched with an adult trained mentor with their own experience of SE. Regular weekly meetings (optional duration, up to several years)	Children aged 11-18 victims or at high risk of sexual exploitation. 95% girls.	n = 41	Pre and post testing

SE	Salisbury, E. J., Dabney, J. D., & Russell, K. (2014)	USA	InterCSEct Screening Protocol	Screening interviews in conjunction with admission to youth welfare services care.	Children and young people, aged 9-19, who have come into contact with youth welfare services	n=535	Mixed method
P	Shankar, A., Sundar, S., & Smith, G. (2019)	India	Saheli Sangh	3.5-hour group workshops for eight days, supplemented by individual advice and support	Women engaged in prostitution in brothels in India	n =107	Quasi-experiment
SE	Unwin, P., & Jones, A. (2021).	United Kingdom	Keeping Our Girls Safe (KOGS)	Art therapy-inspired sessions and coaching of young people at risk of SE	Girls, aged 13-21, at risk of SE	n = 28	Mixed method
SE	Volgin, R. N., Shakespeare-Finch, J., & Shochet, I. M. (2019).	Nepal	N.N.	A six-week long programme of psycho-education and art therapy. Weekly sessions of 2-3 hours.	Girls aged 13-18, victims of SE	n = 26	Qualitative. Several methods
SE	Whaling, K. M., der Sarkissian, A., Sharkey, J., & Akoni, L. C. (2020)	USA	Resilience Interventions for Sexual Exploitation (RISE)	A multidisciplinary trauma-focused programme.	Young people (M=16 years old) with a history of SE and sexual trauma	n = 90 (M= 16 years old)	Unclear

Table 20. **Studies included – support and treatment for potential offenders (N = 10)**

	References	Country/c ontinent	Name	Intervention	Target group	Scope N = ?	Evaluatio n
SA	Beier, K. M., Grundmann, D., Kuhle, L. F., Scherner, G., Konrad, A., & Amelung, T. (2015).	Germany	Projekt Dunkelfeld	One year long treatment programme (BEDIT). Group therapy with 6-10 men. Three-hour sessions each week over 45-50 weeks.	Non-convicted people with paedophile or hebephile arousal patterns. 100% men.	n = 75	Pre and post testing
SA	Beier, K. M., Oezdemir, U. C., Schlinzig, E., Groll, A., Hupp, E., & Hellenschmidt, T. (2016).	Germany	The Berlin Project for Primary Prevention of Child Sexual Abuse by Juveniles (PPJ)	Media campaign aimed at young people with a sexual interest in minors, as well as a primary prevention providing therapeutic support	Individuals aged 12-18 with a sexual interest in pre-pubescent children. 100% boys.	n = 33	Mixed method.
SE	Gillespie, S. M., Bailey, A., Squire, T., Carey, M. L., Eldridge, H. J., & Beech, A. R. (2018).	United Kingdom	Inform Plus	A psycho-educational programme for individuals who use indecent images of children. 10 sessions of 2.5 hours each.	Men who use indecent images of children (M=46.5 years old)	n = 92	Pre and post testing

S A	Grant, B.-J., Shields, R. T., Tabachnick, J., & Coleman, J. (2019).	USA	Stop it now!	Anonymous telephone helpline, email, mail correspondence, social media and chat service	Potential offenders, victims, professionals and people close to offenders/victims	n = 21030	Analysis of discussion logs
SE	Henry, C. (2020).	New Zealand	Safe to talk	Testing of campaign material (images and text) for marketing of a helpline (Safe to talk) for individuals who use search engines to find indecent images of children	Clients who have used, or wanted to use, indecent images of children	n = 5 as well as professionals	Qualitative. Several methods
SE	Merdian, H. L., Perkins, D., McCashin, D., & Stevanovic, J. (2020).	United Kingdom	The Child Sexual Exploitation Pathways Tool (CPT)	One extra CPT session after session 2 of the 10 week programme Inform Plus (see Gillespie et al., 2018).	Men who use indecent images of children	n = 37	Quasi- experiment
S A	Mokros, A., & Banse, R. (2019).	Germany	Projekt Dunkelfeld	Criticism of analysis models in Beier et al. (2015)	Non-convicted people with paedophile or hebephile arousal patterns.	See Beier et al. (2015)	See Beier et al. (2015)

S A	Silovsky, J. F., Hunter, M. D., & Taylor, E. K. (2018).	USA	Problematic Sexual Behaviour - Cognitive-Behavioural Treatment (PS-BCBT)	Treatment for young people aged 7-12, with problematic sexual behaviour. Parallel groups for young people and their parents/guardians. Multifamily group sessions once per month 22 group sessions and six family sessions on average. 8-29 individual sessions on average	Young people aged 10-14 with problematic sexual behaviour (and parents/guardians) 91% boys	n = 320	Pre and post testing
S A	Van Horn, J., Eisenberg, M., Nicholls, C. M., Mulder, J., Webster, S., Paskell, C., . . . Jago, N. (2015).	Great Britain (UK) & Netherlands (NL)	Stop it now!	Free, anonymous telephone helpline which provides information, advice and guidance. In-depth support discussions (UK) or therapy sessions (NL) provided in phase two for individuals worried about their own thoughts and actions.	People in groups at risk of committing sexual abuse against children, and individuals concerned about others	n=3555 (discussion logs). n= 115 (user surveys). n=58 (interview & focus group)	Mixed method
SE	Wild, T. S. N., Müller, I., Fromberger, P., Jordan, K., Klein, L., & Müller, J. L. (2020).	Germany	Prevention of Sexual Abuse (PsM)	Outpatient treatment for individuals who have committed sexual abuse against children or a child pornography offence. Duration between a few months and two years.	Clients who have completed the treatment. 100% men. (M= 41 & 44 years old)	Selection 1: n=9 Selection 2: n=25	Pre and post testing



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