

take action *beyond*
against cyber *digital*
sexual *violence*

Workshop 5

Quality criteria for the prevention of mediatised sexualised violence



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Frauen gegen Gewalt e.V. Westerburg

Women against Violence



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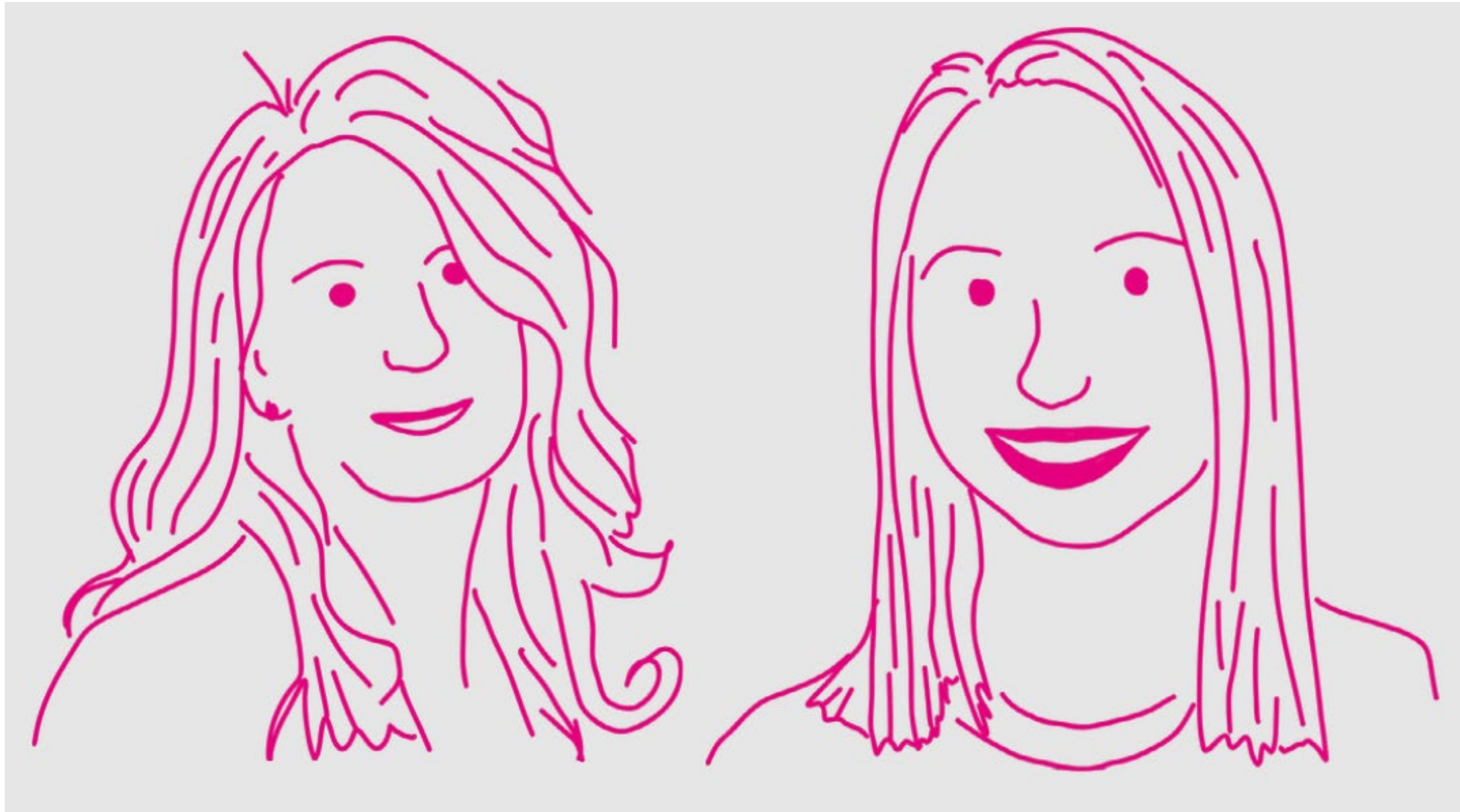


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Speakers

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Claudia Wienand

Anna Polzin

Prevention Office Ronja, Frauen gegen Gewalt e.V. Westerbург



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ByeDV

BEYOND DIGITAL VIOLENCE:

**Capacity Building for Relevant Professionals
Working with Children and Young People
Who Experienced Sexualised Violence
Using Digital Media**



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Goals ByeDV

- ***Dealing professionally with mediatised sexualised violence against children & adolescents***
- ***Transfer of scientific findings into professional practice***
- ***Application and applicability of the recommendations for action***
- ***Dissemination of the recommendations for action***
- ***Implementation in professional practice***
- ***Development of quality criteria***



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Work of the specialist counselling centres

- **5** *Intervision workshops*
- *Evaluation forms*
- *Case workshops*
- *Implementation work (own further research work, training of colleagues, integration into counselling work, prevention offers, specialist days, specialist articles ...)*
- *Collaboration on brochures*



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Implementation process

- Individual level (learning processes, research, knowledge acquisition, attitude development ...)
- Team level (training of the team, exchange among each other, transfer to work ...)
- Institutional level (dynamics at team/institutional level ...)
- Network level (symposia, professional articles, networking, development of support structures ...)
- Professional practice (quality criteria, final symposium ...)



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Attunement

In dealing with mediatised sexualised violence I feel ...

insecure

very secure



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Attunement

In my work with children and young people, I always encounter committed, open and attentive participants.

I do not agree

I fully agree



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Attunement

Sexting is a modern form of relationship building.

I do not agree

I fully agree



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Attunement

In prevention work, as a leader I always have to be up to date with digital media.

I do not agree

I fully agree



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Attunement

Social media plays an essential role in the search for (sexual) identity.

I do not agree

I fully agree



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Forms of digital violence

- **sexist comments / messages**
- **Cybergrooming - Targeted contact with minors with sexual sexual intentions via digital media**
- **Image-based violence**
- **Share violence - threatening/disseminating intimate chats/recordings (without consent)**
- **Identity abuse**
- **Possession/production/dissemination of abusive images**
- **Livestream abuse**



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Forms of digital violence

*beyond
digital
violence*

An athletics coach requests
masturbation pictures from
a minor on the team..

Videos of a young person
dancing and playing sports are
commented on by school peers
in a sexual manner.

Adolescents and adults
consume videos that depict
minors in sexually explicit
poses.

Offline

Online

The partner of a woman
with three children initiates
sexual assaults via chats and
through gift giving (e.g.
Tablet, Drone).

A perpetrator repeatedly
threatens via chat to publish
videos online of a rape.

Naked pictures (de facto photo
montages) of a young person
circulate on WhatsApp. As a
result, the girl is berated.



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Prevention work

- ***Prevention or minimisation of violence***
- ***Education without fuelling fears***
- ***regular services (not a one-off)***
- ***Comprehensive services in the appropriate setting***
- ***Making support/help structures known to the public***
- ***Low-threshold messages using visual material***



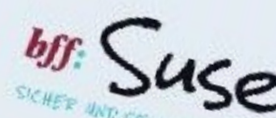
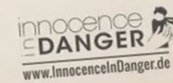
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Prevention work Examples

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*I now know how far I am
allowed to go.*

*I now know what is good
for me.*

*We are here for each
other.*

**ICH WEISS JETZT,
WIE WEIT ICH
GEHEN DARF.**



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GUT FÜR MICH IST.**



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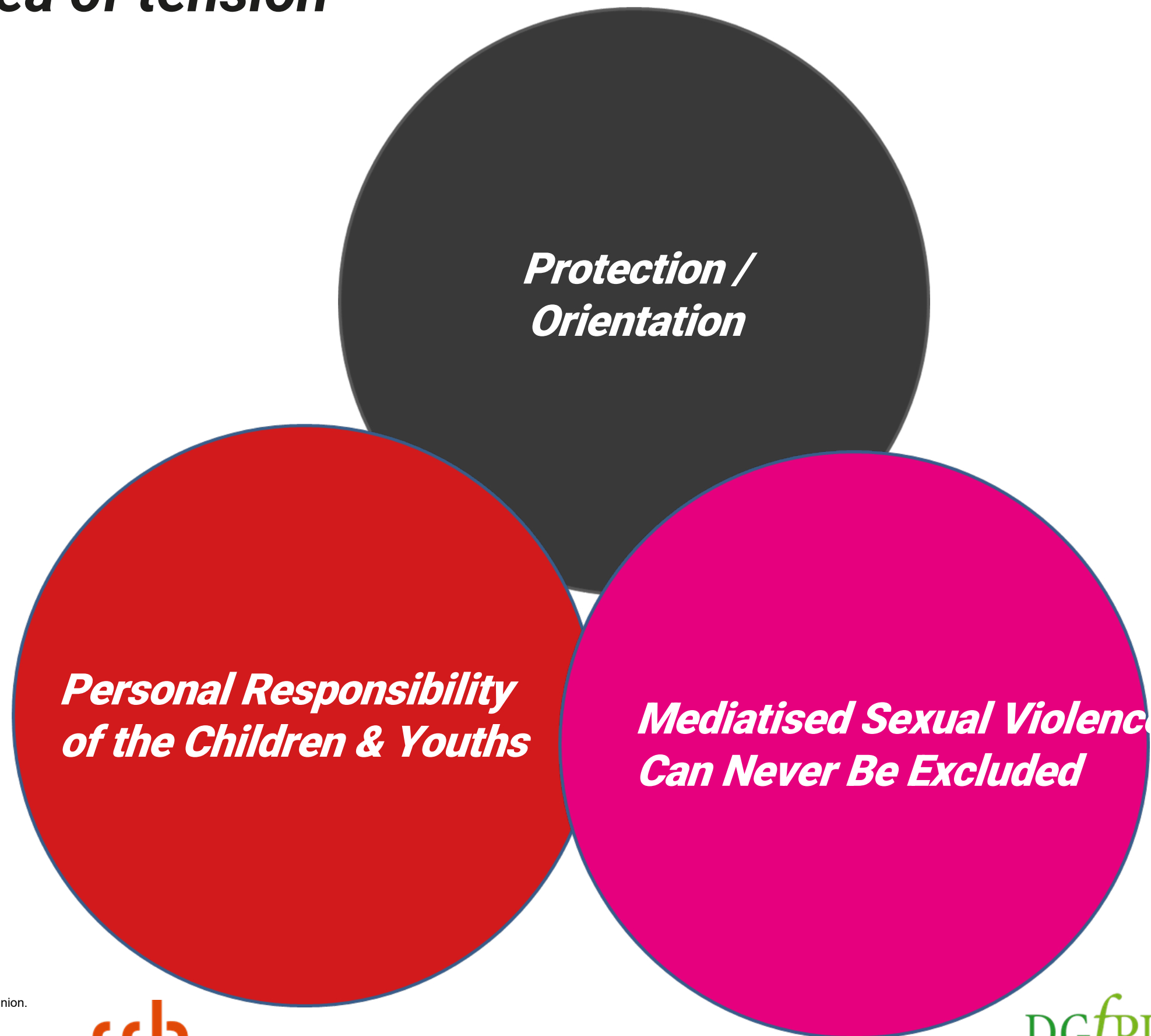
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Prevention work

- moves in an area of tension

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Quote from the reflection sheets

"How can the topic of digital media be integrated [into prevention] in an age-appropriate way? Without prescribing rules of behaviour. And in doing so, take into account the needs and developmental tasks of the children/adolescents?"



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The youth of today ...

- ... *do they have to be on their mobile phones all the time?*
- ... *do they have to carry the mobile around so obviously?*
- ... *do they have to post pictures of themselves all the time?*
- ... *do they have to send those naked photos?*
- ... *do they have to take part in challenges?*
- ... *must there always be new platforms?*



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The youth of today ...

→ Yes, because the issues have always existed - just acted out in a different way

- they represent/present/trie out**
- A lot of what young people do is not understood**
- There is a lot of talk about young people, but less with them**
- They grow up in a sexualised and digitalised society.**
- The focus is often too much on the discourse of danger instead of the fun factor of digital media.**



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Adolescence

- *Questioning / reviewing instilled values*
- *testing out and - associated with this - crossing boundaries*
- *Risky behaviour*
- *Search for own values / norms*
- *Sexual education*
- *Detachment from guardians - dissociation*
- *Establishing and maintaining relationships / contacts*



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The appeal of digital media

- *direct / always available contact*
- *every area of life (co)determined*
- *timeless, location-independent, unobserved*
- *high information gain*
- *enables participation*
- *high pleasure / fun factor*



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The appeal of digital media

- *Boundary perception / demarcation can be difficult*
- *Suggestions for discussion:*
 - *How can I tell that I really want something / don't want something)?*
 - *Why is it so difficult not to answer immediately?*
 - *Why is it so difficult not to post pictures?*
- *Agreement / trust is not a stable negotiation*



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Prevention work

Case vignette Eli

"And then we collected the mobile phone."



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Prevention work

Case vignette Eli

"And then we collected the mobile phone."

- Demonstrates helplessness
- Expression of insecurity
- Feelings of powerlessness
- Shows media-sceptical attitude
- Reaction based on own experience
- Emotional reaction - no factual level
- Places joint responsibility on those affected
- Trust ≠ Abuse of trust



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Preventive attitude

- *Consideration of the changing lifeworlds of young people*
- *No distinction between analogue/digital or online/offline*
- *Digital media are an important part of young people's everyday lives.*
- *Recognition of the predominantly positive significance of digital media*
- *Mediatized sexual violence can never be completely prevented*
- *Considering possible previous experiences of violence*
- *Raise awareness without prejudice*
- *No victim blaming*



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Preventive attitude

- *Responsibility for violence lies with the perpetrators*
- *No trivialisation / dramatisation of violence.*
- *Convey that something can be done (even if no secure deletion from the internet is possible)*
- *mediatised sexual violence is mostly relationship violence (social proximity is increased)*
- *Offer reliable bonding/help structures*
- *Role model function of adults*
- *Critical attitude towards commercial behaviour of providers*



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Case vignettes of the recommendations for action

A_Rendelle & Dior

Cybergrooming

Eli

Parent-child relationship in case of mediatised sexual violence

Constantin

Trauma approaches / ritual violence

Amira

Risk of dissemination

Magdalena

Working on stress in case of mediatised sexual violence

D.

Working with fears / blame

Finn & Lina

mediatised sexual violence and the risk to children's welfare



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Cybergrooming

- *Violation of the right to sexual self-determination*
- *Criminal offence according to §176 par. 4 no. 3 StGB*
- *Preparation, initiation of acts of abuse by means of digital media*
- *Targeted, strategic, skilful manipulation of children / adolescents to engage in sexual acts*
- *usually with the intention of producing / disseminating child sexual abuse material (so-called child pornography)*



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Cybergrooming Strategies

- *Identification of potential victims*
- *Building trust, gaining trust*
- *Creation of intimacy*
- *valorisation*
- *Familiarisation with sexually tinged communication / atmosphere*
- *Desensitisation / creation of bias*
- *Enmeshment in dependency*
- *Bribery / Blackmail / Pressure*



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Chat History Part 1, 22 August

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15:43 **A_Rendelle**: Eyyy!!! You're online! I thought you were so busy!!!

15:44 **A_Rendelle**: Why?

15:46 **A_Rendelle**: Yeah. Teachers are annoying. This this. Bla.
BUT after school it was raining so much. I "had" to steal another girl's umbrella. Oops. XD

15:47 **A_Rendelle**: Hihi. Oops.

15:48 **A_Rendelle**: Thank you, darling. But how do you know that so exactly??

15:48 **A_Rendelle**: Hihi. Thank you. But you can't see anything there.

15:55 **A_Rendelle**: Would much rather have you with me and feel you really deep.

15:44 **Dior**: I should have. But I finished work early.

15:46 **Dior**: Too complicated now! How was your day, darling?

15:47 **Dior**: Ooops like boobs. Oops. ;)

15:47 **Dior**: But I mean it. Your buds are really beautiful already.

15:48 **Dior**: Good eye. Recognise a real woman at a distance of two kilometres. For example, the picture in front of the bridge. Yamyam.

15:49 **Dior**: That's right. Now that you mention it ... Then send a real picture! :-)



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(Kärgel, Vobbe 2022)

Chat History Part 2, 24 August

**beyond
digital
violence**

11:05 **A_Rendelle**: Why don't you talk to me anymore?
Are you mad?

18:07 **A_Rendelle**: Can we talk right now? I'm in trouble with my
mother right now.

18:14 **A_Rendelle**: What's the matter? Are you angry because of the
picture or why?

18:32 **A_Rendelle**: Why?

22:45 **A_Rendelle**: What can I do to make you trust me??? I'll send
you a topless picture. Wait.

18:06 **Dior**: I told you: a lot to do.

18:32 **Dior**: Just forget it. You don't trust me. Maybe
we'd better leave it.

22:45 **Dior**: First you pretend to be an experienced power woman and
then you fumble. I let myself be fooled. I thought you were real.

22:45 **Dior**: Rhubarb. You'll have to come with something better if you
want to make up for it.
Tip: Sounds a bit like Virginia;-)



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(Kärgel ,Vobbe 2022)

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Case vignette A_Rendelle and Dior

What happens in the chat process?

- Power asymmetry due to maturity / status / life experience ...
- Interconnectedness of perpetrator strategies and media use
- Increasing sexualisation
- Shift in responsibility



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Case vignette A_Rendelle and Dior

How does Dior act?

- powerful
- often means the opposite of what he writes
- at first valorisation
- feigns disinterest / makes her wait
- plays with A_Rendelle's feelings
- disregards resistance -> latent coercion
- reinforces ambivalences
- promotes pressure of expectations



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Case vignette A_Rendelle and Dior

How does A_Rendelle behave?

- ambivalent
- tries to prevent / cope with impending loss of contact
- Conflict of needs (intimacy/esteem ≠ fear)
- Voluntariness is more and more restricted
- Objectification of their femininity
- Exit strategies (leave chat, don't send a photo, confide in someone)
do not seem to be an option



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Case vignette A_Rendelle and Dior

Which digital aspects play a role?

- Importance of consensuality
- Boundaries are often more blurred in the digital space
- Supposed anonymity of the digital space
- Trust ≠ Abuse of trust



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Case vignette A_Rendelle and Dior

What does the chat process trigger in you?



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Case vignette A_Rendelle and Dior

- Behaviour of affected persons accompanied by mixed feelings /ambivalences***
- Desire for attention / familiarity / intimacy***
- Fear of loss / fear of isolation / insecurity***
- Abuse of trust***
- Power asymmetry***



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Prevention work

Is the sentence useful in this case:

"You do have to think carefully about who you send what to?"



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Prevention work

- digital communication creates a pull effect**
- in digital communication less attentiveness for feelings / body signals / boundary violations**
- Prevention work does not have to be reinvented but must be supplemented by digital aspects**



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Prevention - Contents

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- *Signal openness and resilience*
- *Offer to talk*
- *Strengthening self-determination / empowerment*
- *Addressing feelings*
- *Encouraging intuition*
- *Importance of consensus / privacy*
- *Imparting knowledge (forms / consequences / rights)*
- *Media competence*
- *Perpetrator-victim dynamics*
- *Making help structures known*



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Quote from the recommendations for action

"In this respect, a pedagogy oriented towards prohibitions and control cannot offer orientation, because that would be like describing a path to someone by only explaining to them where they are not allowed to go."

Vobbe & Kärger (2022)



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Thank you for your interest!

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