

Carrying out a meta-study: Pornography competence in everyday life of social work

With the deepening of the current needs and determination of existing educational offers for youth workers on the subject of pornography competence.

Our project goal is to develop an e-learning platform for the education of pornography competence for youth workers. Through transnational knowledge transfer and the development of self-learning, we respond to the concrete demand of the European Parliament: "To exploit and unite all opportunities for the protection of children in the digital world through systematic training of all youth-related staff."

Part I Systematic review

The goal:

to join existing scientific studies and discussions on dealing with pornography.

Each partner has following tasks:

- In-depth research in your own country
- Collecting and viewing the two main topics:
current needs and educational offers
- Compile results, enter them in a table, and translate them into the project language.

The thorough research in each country leads to a meta-study as a basis for the development of the self-study offer, which makes it possible to self-learning for youth workers

- adapt to the needs as well

- Avoid redundancies with other programs.

All partners work intensively on the evaluation, translation and presentation of their own results. For this purpose, in June, July, August and September 2017, the partners in their countries searched for studies dealing with the project topic. At the same time, preliminary work has already been done on the network card, which is being developed in the O2. In doing so, institutions were sought that offer work materials, information or support for the target group of youth workers. The results of the research were placed in a table in the Hornetdrive, or summarized and made available as a file.

Guide to Implementing the Meta-Study: Focus of work

Formulation and definition of development-relevant survey data:

1. Systematic literature and desktop research in each partner country: status of research and practical offers. Which are the priorities of the demand? Which

educational offers are already available? The goal was to collect different literature from various stakeholders and experts, as well as from database research. Then the collected material was checked and revised.

2. Country-specific interpretation of the results and a written summary and preparation of the information transnational: quality assurance, overview, exchange of experience and preparation of the results.
3. Presentation of the results / translation:
Each partner prepared a short overview report and presented the results in their own language and in the project language German.
 - The results were presented at the 3rd EU project meeting in Greece in October 2017.
 - The results are then collected in all languages and translated into the project language German, but also into English and Arabic.
 - This is followed by initial networking with institutions that already offer assistance to those affected in order to get to know these offers.

Part II: Results from the meta-study

1. Omnipresence of digital media: The digital media are firmly integrated in the daily lives of children and adolescents in all partner countries. According to the ARD / ZDF online study, today all young people (14-19 years) in Germany

use the Internet up to 97.6% a day¹. However, intensive use of media is not the same as competent and responsible use of media. To be able to use computers, tablets, internet and smartphones in a purposeful, appropriate, self-determined and creative manner as well as self-reliant and socially responsible, requires a number of media-specific skills and abilities². It also includes the knowledge and ability to decode, assess and critically reflect on media-mediated information³. Media literacy has so far been acquired in most partner countries, especially at home and among peers.

---) Training of media literacy on the part of the students is necessary.

2. The addictive potential of the Internet is well recognized in the studies. But it is difficult for children and adolescents and their parents to restrict the use of smartphones or Internet use. An important task of youth workers is thus also to support the conscious, sensitive and responsible use of Internet and mobile phone.

More and more children and young people have access to the Internet, 85% of 12-13 year olds have smartphones; in the 10-year-olds it is 50%. For many, media addiction must be stated⁴.

The 2016 JIM study proves that 12-19 year olds spend an average of 3.5 hours a day on the Internet.

3. Sexual and contraceptive education is provided to adolescents at home (especially by the mother), at school, by peers and partly by physicians. But media - such as youth magazines, books, brochures and especially the Internet – play an important role. Most of the time the teens feel well informed about biological facts and contraception. Young people with a migrant background and adolescents with less formal education call for a lack of information, they are less likely to discuss sexual issues in the family⁵. Even adolescents whose sexual

¹ Eimeren und Frees 2012, p. 363.

² Tulodziecki, Gerhard: Entwicklung von Medienkompetenz als Erziehungs- und Bildungsaufgabe, Frankfurt, Pädagogische Rundschau 52 (1998) 6, S.697 ff

³ Knaus, Thomas: Digitale Medien in Bildungseinrichtungen 2009, 52 ff.

⁴ JIM-Studie 2016 und DAK-Studie 2015 zu Internetsucht unter Kindern von 12 bis 17 Jahre.

⁵ Bundeszentrale für gesundheitliche Aufklärung: Jugendsexualität 2010, Köln 2010, S.195-200.

identities and / or life situations deviate from the mainstream (eg homosexuals, intersexual adolescents, adolescents with different disabilities) are less likely to receive appropriate sex education in their parents' home and school for their specific concerns.

----) systematic training of all youth workers is necessary.

4. Many adolescents use the Internet responsibly for sexuality, which does not mean that there are no problems. Sexual competence and Internet literacy are necessary, but there are hardly any related projects.

Differentiated perception of pornographic content is necessary for both young people and parents, as well as youth workers, social workers and teachers.

One of the tasks for the youth worker is to encourage young people not to be sorted into prefabricated stereotypical role models, but to discover sexuality themselves.

-----) In the context of social work, there are almost no best-practice examples. The topic is still unexplored in all its aspects. There is an urgent need for action.
-----) Pornography competence is necessary.

Part III: The handling of adolescents with pornographic content on the Internet

The aim was to collect different literature from various stakeholders and experts. Each partner in the PODIGIKOM project has interpreted and reviewed the material collected in each country (objectives, effectiveness, accessibility) and produced a short summary.

Hornetdrive's "meta-study" provides an overview of the main studies and scientific work available in the partner countries, as well as offers of workshops and seminars on the subject, a list of websites and advice centers, information and assistance for young people, parents, Provide educators and social workers and also provide an overview of important media reports for and about the "generation of porn" and online pornography, its consequences and dangers.

The handling of adolescents with pornographic content on the Internet can be deduced from this variety of materials, among others. Learn the following:

The wide availability of pornographic material over the Internet and the new possibilities of independent production and dissemination of explicit content (sexting, etc.) by young people themselves, requires a differentiated discussion. On the basis of concepts such as "Pornografie-Kompetenz" (Döring 2011), it is currently being discussed how such a differentiated and qualified approach to sex education on the subject of pornography can look and be implemented.^[4] In the sense of mediating media literacy, it is important to support young people with self-determined, informed and safe media consumption and to provide them with the necessary knowledge, a media-critical attitude and also the necessary skills. Moral, political and pedagogical considerations, however, make the confrontation with pornography necessarily complex and controversial.⁶

Talking to young people about pornography is filled with feelings of shame and embarrassment for many adults - much more for parents than for (sexual) educational professionals.

- As a parent, you should discuss whether and, if so, who should seek the interview. Basically, a same-sex opposite offers. On the other hand, studies show that such topics are not often discussed with the parents, but are rather treated in the peer group. It is helpful to become aware of your own entanglements with the topic, and to pay attention to the basic rules of conversation, to formulate self-messages. In this way, parents can express their own thoughts and concerns without generalizing a social norm that simply does not exist. The message "I think that pornography can also have dangerous sides" is more honest and truthfully formulated as "Pornography consumption is definitely dangerous, the consumers are sick!".
- In addition, the school should increasingly become a place where interdisciplinary promotion of media literacy takes place, even with regard to difficult content. This calls for the media psychologist Nicola Döring, who advocates the teaching of a pornography competence. Educational scientist Alexandra Klein of the school expects a multi-dimensional thematization of sexuality. Both demands would broaden the offer not to leave young people alone in their curiosity to get to know the adult world⁷
- In the Erasmus + project PODIGIKOM- "Pornography Competence in the Everyday of Social Work" we are convinced that social workers and youth workers in this area can

⁶ Siehe Barbara Rothmüller und Paul Scheibelhofer: Pornografisierung durch Sexualpädagogik? Über problematische Vorwürfe und komplizierte Auseinandersetzungen, in: Medienimpulse, 2/2016 – <http://www.medienimpulse.at/articles/view/959>, 17.11.2011

⁷ Beate Martin; Jörg Nitschke: Sexuelle Bildung in der Schule. Stuttgart 2017.

be particularly important actors who also support parents and teachers. They can convey specific and individual information and coordinate it with the respective target group in the context of their own work.

Part IV. The challenges for social workers

How can young people be accompanied by youth workers regarding to their pornography consumption?

According to current research, many adolescents use the media responsibly for sexuality, which does not mean that there are no major issues with it. Nevertheless, the internet should not be discussed as useful or harmful per se - it needs specific offers for specific problems. Media and sexual competence on the part of young people is necessary - there is need for action on the part of extra-curricular media and sex education projects (so far these are hardly financed).

To demand the pornography competence ⁸:

- Information transfer on assessment competence
- Providing information on the use and design competence
- Common reception and discussion
- active media work.

Opportunities and limits of these approaches are discussed.

A reference to Nicola Döring is fitting here. She is a University Professor of Media Psychology and Media Conception at the TU Ilmenau, Germany and has developed a 3 level x 5 component model of porn literacy based on established models of media literacy. It should contribute to the prevention of negative pornography effects. In the model, Döring first differentiates between three levels of involvement, which are associated with different ways of acting:

- Evaluate Pornography (Assessment Skills) - How can I appropriately rate sexual explicit media offerings in a self-responsible and socially responsible manner?
- use existing pornography (use competence)
- Create sexually explicit texts, images and films ⁹ (Design expertise)

⁸ Döring, Nicola, Pornografie-Kompetenz: Definition und Förderung. In: Zeitschrift für Sexualforschung 2011/24, Stuttgart/New York: Thieme Verlag, 2011, S. 228-255.

Five sets of knowledge and skills each play a role at all three levels¹⁰. Regarding to the social work and the discussion with adolescents or for self-reflection, some selected goals and questions for each bundle are to be named here by way of example:¹¹

1. **Media Studies:** What is meant by pornography? Sensitize for the formal machinations, so tricking in porn, e.g. Developing an understanding of the degree of fiction and authenticity of pornographic images (eg, commercial mainstream vs. amateur pornography)
2. **Ability for criticism :** Which risks and problems are generally associated with what kind of pornography or its production, content and use? What are the risks of own pornography consumption and how can these be reduced and avoided? Here, for example, issues of time, costs, limits of legality, their own contradictory reaction to pornography, and the functionality or dysfunctionality of their own usage behavior can be discussed. Ethical considerations also play an important role here.
3. **Ability of enjoymentt:** In addition to sexual stimulation, fantasy stimulation, and support of masturbation, the functions of pornography include, above all, the satisfaction of curiosity, fun and entertainment, relaxation, information about sexual positions and practices, and the affirmation of one's own sexual identity.
4. **Meta-communication skills:** How can we or how can I speak adequately about pornography? Which words are suitable? How can I get help with questions? Who can I talk to? How far should I reveal myself? How can I handle different positions and opinions about pornography?
5. **Self-Reflection Ability:** To resist external influences and personal development as desired: What is my own point of view on pornography? What do I find beautiful, stimulating, exciting, interesting etc. in porn? What unpleasant, disgusting, disgusting, scary? What kind of sex scenes from a movie, video clip, book did I like? What should be different / the same in my or another relationship as in porn?¹²

In order to make the 3-level x 5 component model useful for promoting pornography competence for social work, it requires a very individual translation and concretization - tailored to the context and target group of one's own work.

⁹ With the Web 2.0, design is gaining in importance, especially among young people. e.g. in the form of posing or sexting. Design competence can amount to deliberate abstinence, but also encompass diverse forms of self-responsible and socially responsible dealing with explicit self-creations (vgl. Döring 2011a: 236f).

¹⁰ Ebda.Döring,Nicola, id. S.236.

¹¹ Kurzmann,Michaël, Buben- und Burschenarbeit: Pornografie-Kompetenz als ein Beitrag zur Gewaltprävention?, https://www.gewaltinfo.at/themen/2015_08/buben-uns-burschenarbeit, 24.07.2017.

¹² Flotho/Hajok 2009 zit.n. Döring, id. S.247.

Building blocks for preventive work with adolescents ¹³

Where pornography is adequately addressed as part of prevention events, it shows that adolescents show a great openness, even relief, when they talk about the impact of pornography on their image of women and men, their notions of sexuality, their often contradictory feelings and their feelings their consumption diverging longings for love and partnership can talk. It is crucial, not moralizing, but with an understanding of the power and fascination of the images, to encourage young people to take their own intuition and healthy boundaries true and serious and not letting steal their own individual journey of discovery ¹⁴.

As a good-practice example, she suggests asking the young people the following questions about the effects of the pictures they consume and thus sensitizing them to the consequences of long-term consumption:

- What is happening with the pictures? Will they remain in the memory?
- How do the pictures shape my picture of sexuality??
- How does influence a future partnership what you've already seen?
- How are women and men portrayed? Does that affect your own image of women / men?
- Can one become addicted to the films? Why? When will you be addicted??

Part V: Results from all partner countries

Aim: Gathering and processing, studies collected in different countries and existing educational offers. These results form the basis for the development of the self-study offer.

- Youth workers can find general information on Internet pornography and its impact online, as well as learn about the different, conventional and unconventional manifestations of pornography.
- This is followed by an overview of the impact of pornographic usage in a European comparison

¹³ Freitag, Tabea: Präventive Arbeit mit Jugendlichen in Bezug auf den Konsum von Internetpornografie. In: Prävention und Prophylaxe. 13. Jg.1, Februar 2011

¹⁴ Ebda. S. 2.

Here are the main results, which were researched per partner country and summarized in the meta-study in Hornetdrive.

The German coordinator has accentuated the following results:

It needs more empirical research and substantiated technical arguments that should be used to assess Internet pornography activities. This would also take the emotions out of the debate. Before that does not happen, no sound action or legislative changes can be demanded. According to the current state of research in Germany, many adolescents use the media responsibly for sexuality, which does not mean that there are no major problems. Nevertheless, the internet should not be discussed as useful or harmful per se - it needs specific offers for specific problems. Media and sexual competence on the part of young people is necessary - there is need for action on the part of extra-curricular media and sex education projects (so far these are hardly financed).

1. Differentiated perception of pornographic and erotic content on the net should be learned by adolescents - for this they need competent adults. Educators need support here because young people often know more. Hints are given for the socio-educational work

2. So far, four approaches have been identified to promote pornography competence: disseminating information on assessment competence, disseminating information on use and design competence, common reception and discussion, and active media work. Opportunities and limits of these approaches are discussed." An anchor of the topic in extracurricular media and socio-educational measures is also close, especially since, for example, Youth Workers are better prepared to pedagogically process emotional and personal content related to sexually explicit media offerings beyond formal education. "

3. Prevention in the field of pornography is therefore primarily to encourage youngsters to trust their sound intuition, their natural longing for relationships and their very own individual journey of discovery of love, sexuality and sensuality not through ready-made templates and pornographic expectations.

The Austrian partner focused on the following results:

An important international report (2015) is presented in which different literature from various stakeholders and experts as well as database research has been collected. The collected material was checked.¹⁵ The 2015 report "Sexual Rights and Sexual Risks among Youth Online", co-authored by eNASCO and the London School of Economics, highlights the risks and opportunities faced by 10- to 17-year-olds seeking information on sexuality online or to meet these. It is unclear what young people think about 'sexting' and what they think of sending certain pictures and when / why they give their consent. The number of pictures sent is unknown, but girls are more under pressure to send pictures and experience harder judgments if they are shared further.

Recommendations which are included in the report, are the recognition of rights of children under 18 years. An approach that focuses on their rights and opportunities while keeping their protection in mind. At the same time, it is necessary to give children and young people a voice and to feed their opinions into the debates. Another recommendation is a concrete set of measures on sexuality and

¹⁵ Sonia Livingstone und Jessica Mason, Sexual rights and sexual risks among youth online, A review of existing knowledge regarding children and young people's developing sexuality in relation to new media environments. http://www.ecpat.at/fileadmin/download/Studien/eNACSO_Review.pdf 17.11.2017

relationships, which should be included in the school curriculum - ideally even before children start to be interested in sexuality, and into the adolescent age.

The pornography of the media is reaching greater proportions. In particular, the Internet has massively facilitated access to pornographic media offerings. Even children and adolescents between the ages of 13 and 18 are already confronted with pornographic online offers.

Jugend-Internet-Monitor 2017- Welche sozialen Netzwerke nutzen Jugendliche? Saferinternet.at: <https://www.saferinternet.at/jugendinternetmonitor/> 20.11.2017

The Youth Internet Monitor is an initiative of Saferinternet.at and presents a representative survey with data on the social media use of Austria's youth. Which social networks are currently very popular with young users in Austria? Which networks are best used by girls? Which are the best for boys? For the Youth Internet Monitor 2017, a representative online survey of the Institute for Youth Cultural Research was conducted. To this end, 400 young people between the ages of 11 and 17 were asked about their use of social networks during the period November / December 2016. WhatsApp and YouTube continue to be the most popular networks, and Facebook is losing relevance compared to last year. As a newcomer to come the music video network musical.ly.

88% of respondents said they post or send at least 1 image per week on the Internet, 35% said they post or send at least 10 images per week. 51% of respondents said they knew someone who already once sent photos of herself to others on which he / she was naked; 33% of respondents have already received such pictures of themselves, 16% have even sent such photos of themselves.

This is also the topic of "Generation Porno - A Study of 2009 on the Treatment of Adolescents with Pornographic Content on the Internet", the diploma thesis by Kristina Maria Beil for which the following specific questions form the basis of the research:

FF1: To what extent do Austrian children and adolescents between the ages of 13 and 18 consume sexual or pornographic content on the internet?

FF2: What specific content is this?

FF3: What kind of feelings does the received sexual and / or pornographic content trigger on the interviewed children and adolescents?

FF4: How do the children and adolescents reach websites with sexual or pornographic content? Is the reception intentional or unintentional?

FF5: With whom (for example, friends, parents, experts) do the interviewed children and adolescents exchange information about the pornographic images they have seen?

As part of her diploma thesis, Ms. Beil has tried to answer the research questions through empirical studies and has finally summarized, presented and commented on the results.

In the field of education, consideration should be given to facilitating access to sexual content, and children, young people, parents and teachers should be supported in the safe and responsible use of the Internet and mobile phones. Young people increasingly need media literacy - advantages and risks of virtual spaces must be known and discussed. Educators need to educate themselves in the field of digital media, and the promotion of media literacy should also receive political support. Age-appropriate knowledge transfer should take place in good time before the media take over.¹⁶

¹⁶ Daniël Süß: Mediennutzung von Heranwachsenden. Dimensionen – Konstanten – Wandel. Springer 2004.

Above all, it is important for prevention: to take adolescents seriously in their perception and intuition, to ask open questions, to give information, to stupefaction and habituation, to address issues of gender and social inequality and to discuss questions of their effects. Thus, the ego identity can be strengthened. In addition, relationships should be addressed as a whole that go beyond instinctual gratification. (Tabea Freitag, AT)¹⁷

Project Report: Prevention of Sexual Violence in New Media Chat Rooms,
Mobile violence and Internet pornography in Vienna.

Von: Verein Samara:

<http://www.praevention-samara.at/wp-content/uploads/Projektbericht-Sexuelle-Gewalt-Neue-Medien-2013.pdf> 20.11. 2017.

The aim is to strengthen girls on the subject by means of workshops in schools, and to sensitize and train multipliers.

Me on the net. Self-expression of female and male adolescents in social networks?

Office for sustainable competence.

https://www.saferinternet.at/fileadmin/files/imaGE_2.0/Ich_im_Netz_Bericht_09012014_FINAL.pdf

How do girls / boys represent themselves in digital media? What is the handling of female and male adolescents with online reputation or their own image management in digital media? Which gender-specific differences can be identified and which ideas of "masculinity" / "femininity" do young people refer to?

The association for men and gender topics Styria - department for work boys offers fact check, numbers (data of studies) and a Help center.

<http://vmg-steiermark.at/de/empfehlung/projekt-pornografie-am-stundenplan>

20.11.2017

<http://vmg-steiermark.at/de/pornografie-und-medienkompetenz/faktencheck>

20.11. 2017

During his research, the Bulgarian partner emphasized the following results, based on various surveys.

In 2016, the Sociological Agency "Market Link" was commissioned by the National Safer Internet Center to analyze the digital media literacy of Bulgarian children by examining their behavior on the Internet and their knowledge of information technologies (compared to 2010). Here are the conclusions:

¹⁷ Tabea Freitag, Freitag; Tabea: Präventive Arbeit mit Jugendlichen in Bezug auf den Konsum von Internetpornografie, Hannover, Art.2 in Prävention & Prophylaxe, 13.Jg Nr1 Februar 2011, S.1-8.

1. Educational needs low motivation through internet. 2. Insufficient skills to evaluate online information; 3. Passivity in Internet interaction leading to passivity in the creation and exchange of information and online content. 4. Loss of opportunities in online collaboration and activities. 5. Insufficient skills. Online safety in older children.

It has been found that children have particularly deficits in critical thinking as well as social skills that makes it difficult for them to judge the truth of the information found online. There has also been a great need for specialized programs for the critical age group of 12-14 year olds. Due to the increase in Internet usage and reduced parental controls, this age group is at risk and requires special care to support them.

2. At the request of the Institute for Social Activities and Practices, GALLUP International has investigated whether parents and guardians in Bulgaria speak with their children about issues related to sexuality and about the prevention of sexual abuse:

61.7% of respondents do not talk about the risk of sexual abuse with them. The remaining 38.3% have the conversation with the child when it was 10 years old. Most of them emphasize that children should not connect with strangers and that there are people who can commit sexual abuse. The topic of good and bad touch was addressed by only 7.7% of parents, and 20% of the interviewed parents tried to explain the boundaries. Parents see their responsibility, but also call for more responsibility to be taken in kindergartens and schools - they believe that the issue of preventing sexual abuse should be included in the education program, even for children between the ages of 4 and 9.

3. In 2015, the EU program DAPHNE was part of the project Stir: Safeguarding Teenage Intimate Relationships. Linking the context and risks online and offline www.stiritup.eu a survey conducted in 45 schools with about 4,500 young people aged 14-17 years in Bulgaria semi-structured interviews were conducted with 100 young people. The results show from this:

There is a high rate of interpersonal violence and abuse among adolescents in all countries studied. It is necessary to develop Europe-wide strategies to reduce this level. Offline and online forms of control and abuse are intertwined in the lives of adolescents. Recognition of this interconnection will be the key to developing appropriate strategies and interventions to avoid the problem. The public awareness of young people and professionals is low. Training for professionals and young people is available in all participating countries, but is mostly episodic and will not be systematic and prolonged.

A further survey in the DAPHNE program under the Stir project was conducted among 14-17 year olds in 5 EU countries: Conclusions: Gender inequality structures and supports interpersonal violence and abuse in the relationship between adolescents and their impact should be addressed by education and training Be media efforts. Measures to promote gender equality should be embedded throughout the curriculum and in all aspects of school life.

Dr. Luiza Shahbazian and Marco Heiddinjak from the ARC Foundation, Antoaneta Kumanova - Association "Parents", have investigated on behalf of the National Safer Internet Center <https://www.safenet.bg/bg/iniciativi>, such as young children, their older siblings and their parents perceive and use digital technology, how it affects family relationships, how parents develop and develop children's digital skills, and what are the key concerns that come with it. Parents say the

social network hides too many risks for young children. The increasing ability to use digital technologies independently is, in part, the reason for a significant reduction in the time for joint activities of children and parents. All parents support restrictive measures in schools that prohibit the wearing of digital devices in the classroom, but they are "for" their creative involvement in education.

Digital technologies have become an integral part of the life of Bulgarian children. Even the lowest income families have at least one TV and computer. National child protection policies and rights should take into account that children start using digital equipment at an early age. Die Nutzung von digitalen Technologien durch Kinder und die Risiken, Chancen und Fähigkeiten, die sie benötigen, müssen regelmäßig und systematisch untersucht werden. Support services and campaigns aimed at informing parents and professionals about children's internet use, the importance of digital literacy and the need to develop risk reduction approaches and enhance the positive effects of digital technologies on children should be supported.

4. Description of existing policies, practices and knowledge in the field of interpersonal violence and abuse in intimate relationships between young people in five European countries - England, Norway, Cyprus, Bulgaria and Italy, funded by the EU.

Public awareness of interpersonal violence and abuse in intimate relationships between young people exists at various levels in European countries. Although schools are the main arena for prevention and interpersonal intervention and abuse in the intimate relationship between adolescents, teachers in Europe do not seem to have enough confidence and expertise to deal with this issue. The EU should encourage the inclusion of training on this topic in teacher education.

In the absence of a comprehensive policy system, there is no clear indication of how schools can best deal with cases of interpersonal violence and abuse in the school environment, what action needs to be taken and which institutions or professionals should be involved. Few are the state services that can provide assistance to the victims. Instead, non-governmental organizations fill the gap in services with support lines.

The partner from Greece has received the following results, threats and solutions from his research:

Teachers recognize, directly or indirectly, the important role of education in securely navigating students on the Internet, especially with regard to parental role in this issue. They argue for and demand digital literacy, that means students need to learn and use the new technical possibilities to build knowledge and develop their own personality.

The phenomenon of pornography has intensified especially in the last years of the economic crisis. The parents deal with their struggle for survival and as a result leave their children unattended in time and space with the Internet and its dangers. Through the millions of porn sites, they get to know the area of "sex" without advice, true information and education. The education system in Greece remains "poor" on this issue and without "commitment". Information on such topics is provided only through parents, teachers and stakeholders with their own initiative. The psyche of those who systematically engage in porn is controlled, distorted and irritated. This creates non-natural, non-social and problematic relationships. The personal relationship is replaced by the online relationship and the anxiety, the loneliness, the anthropophobia spread all the more.

In 2011, Dimitrakakis K., Sofos A. and Valmas Th., Published the study entitled "Protecting Students on the Internet from the Pedagogue / Teacher's Perspective". This shows: 1) The teachers know the existence of pornographic content: 83% Yes and only 3% No 2) 10% of the information on the Internet refers to pornographic material. This, combined with 12% of the sexually explicit (erotic) content, is the key question for educators 3) as the best way to protect children from abuse and online threats, educators first consider parents (63%), then School (48%) and the students themselves and the state (30%), the police (14%) and in last place the private website providers (which were no less created for this reason) with 11%. 4) technical measures are proposed, such as use of filter firewalls 25%.

The Romanian partner has summarized the following from the metastudy in his country:

There is a new Criminal Code in Romania, as well as Law No 678 of 21 November 2001 on the prevention and combating of trafficking in human beings, as well as other government decrees, eg. For example, measures to combat child pornography are foreseen.

The combined studies begin in 2004 and are chronologically listed. Target groups are children, adolescents, parents, and teachers. The meta-study presents the most important results: curricula, manuals and university offers, information in the social field, actions of the authorities, actions of organizations, institutions and various sources of documentation on the subject.

In Romania there are organizations, associations, institutions that operate internet portals that deal with the issue, which are also very active and recognized. Of course there are many debates with different opinions and interpretations.

In general, the majority is against pornography and, of course, against child pornography. In the sense of the so-called "unlimited freedom", there are also voices for it. There is no concept for pornography competence.

As a conclusion, it can be said that a common concept in the sense of our project "pornography competence in everyday life of social work" is very valuable.

From Belgium the following results are summarized:

Childfocus: Helps and informs about grooming, online data, prevention and e-safety. This Foundation for Missing and Sexually Exploited Children works under the name Child Focus. It is a private law foundation.

The C.A.W. offers support for all who need it and wants to strengthen the possibilities of people. It wants to help people and stand up for their fundamental rights. It combats all forms of social exclusion and strives for equality, for a humane life of all people and strive for a harmonious coexistence.

Mediawijs A concept for media literacy for Flanders. On 4 May 2012, the Flemish Government approved, in particular, the draft concept for Media Literacy, a joint proposal by Media Minister Ingrid Lieten and Minister of Education Pascal Smet.

* Mediawijs promotes Media Literacy

* Mediawijs keeps the idea, holding on all developments in the area Media Literacy,

* Mediawijs plays an active role in vision and strategy development in Flanders, Brussels and Europe. Consultations, networks, cooperation between institutions and organizations.

Sensoa aims to improve adolescent sexual health. Goals are:

- a. Providing information to the general public about sexual health.
- b. Promote comprehensive sex education for young people.
- c. Limiting the impact of HIV and STDs on the sexual health of gay men.
- d. Enhanced sexual health measures for vulnerable migrants
- e. Promote the integration of people with HIV and limit the impact of HIV on their sexual health.
- f. Raising awareness of sexual and reproductive health and rights in international politics.

Children's Commissariat: The Commissariat of Child Rights was established by a decree of the Flemish Parliament. It is an authority with two main areas of work:

1. Complaints hotline for children and adolescents: investigation and mediation as well
2. Advice to the Flemish Parliament, the Flemish Government, authorities and agencies, international and foreign governments.

The demands are very different, here the most important:

- Pornography of the media
- Generation porn: Target group children and adolescents
- Strengthening children's rights (young people up to 18 years)
- Media literacy for youth, parents, teachers, educators,
- Packages for schools: Promotion of pornography literacy in education and school curricula
- Education of parents and guardians
- Different prevention offers Gendergerechtigheit
- Sexual Violence and Abuse: prevention strategies to prevent violence and abuse
- Counseling centers inform parents, children and adolescents about internet usage and online addiction

- Social workers: Promoting pornography skills, it is important that they know and can use different methods.

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