

Project PRECISION

REPORT
PRECISION TOOLKIT CO-DESIGN WORKSHOPS

Discovery, co-design and UX testing

November 2025 – May 2026

Published by Project PRECISION

Authors

Prof Nuria Lorenzo Dus, Professor of English Linguistics and Director of PRECISION, Universitat Politècnica de València.

Andrea García Montes, Senior Researcher, Project PRECISION, Universitat Politècnica de València.

Collaborators

Elia Arrametapongsa Brines, Faculty of Philology, Translation and Communication, Universitat de València.

Clara Marsh-Lorenzo, Faculty of Law, Universitat de València.

Lisa Werner, Doctoral Researcher, Project PRECISION, Universitat Politècnica de València.

Acknowledgements

We wish to express our gratitude to the educators, the management teams of Secondary School Benicalap and British College La Cañada, and to trainee teachers at the Teacher Education programme at Faculty of Teacher Training, Universitat de València, for their engagement and commitment. Special thanks go to Miquel Gracia, Carmen Esteban and Dr Agustin Reyes for their liaison work between PRECISION and their respective education centres. Finally, we would like to acknowledge the contribution of the members of the project's Advisory Network, whose advice on a range of aspects relating to the work reported here has been invaluable.

This report is part of the grant ATR2023-143506 funded by MICIU/AEI/10.13039/501100011033

Contact: projectprecision@upv.es

Website: https://precision-project.org/

© Project PRECISION 2026

Table of Contents

Executive summary 4

1. Background 5

2. Participation 6

Phase 1: Discovery 7

3. Phase 1 objectives 7

4. Approach 7

5. Results 8

    5.1. Prior preparation 8

    5.2. In-person workshop activities 8

Phase 2: Co-design and initial evaluation 19

6. Phase 2 objectives 19

7. Approach 19

8. Results 20

    8.1. Feedback unit “Digital communication and action” 20

    8.2. Pilot of the “Building trust” unit 22

9. General conclusions 24

10. Recommendations 25

Executive summary

The PRECISION project emerges in response to the need to strengthen the prevention of sexual cyber-violence against children and young people (CYP) in Spain, where efforts tend to focus on intervention. The project is oriented towards the development of prevention-oriented resources for educators, and it is grounded in rigorous analysis of the communicative dynamics present in these cyber-violence contexts.

Through a co-creation process with current and future educators, structured in two phases (Phase 1: discovery; Phase 2: co-design/UX testing), needs, barriers and priorities have been identified that have guided the design of an innovative set of resources for the prevention of sexual cyber-violence against CYP: the PRECISION Toolkit.

Phase 1 findings reveal a widespread lack of specific training available to educators, particularly in the detection of communicative risk signals in digital environments. Significant barriers to educator upskilling in this area are also identified, including the complexity of the digital ecosystem, the lack of specific intervention protocols, poor institutional coordination, and insufficient practical and accessible materials. Evidence-based, classroom-applicable resources are required, with real-life examples and clear action guides, as well as ongoing training adapted to the needs of current and future educators.

In terms of content, priority is given to topics that enable early detection of sexual cyber-violence against CYP and an understanding of manipulation dynamics involved therein, including the analysis of perpetrators' language, child sexual abuse material (CSAM) — including AI-generated CSAM —, perpetrator-CYP relational dynamics, and mainstreaming the voice of lived experience.

Phase 2 findings validate the approach taken in co-creating the PRECISION Toolkit. They show a highly positive overall assessment, highlighting the Toolkit's clarity, design, and co-production approach. A few improvement areas are also identified, related to practical applicability, language complexity adaptation according to pupils' education level, and additional scaffolding to support resource implementation.

Together, Phases 1 and 2 confirm that effective prevention requires combining specialist knowledge of digital communication, participatory methodologies, practical resources, and structural support for educators. These findings provide a solid foundation for the implementation, through a pilot project methodology in 2026–2027, of training materials that are relevant, applicable and aligned with real needs in education in Spain: the PRECISION Toolkit.

1. Background

Supported through the ATRAE Programme of the Spanish Ministry of Science, Innovation and Universities, the PRECISION project (**PRE**venting sexual **C**yber-v**I**olence again**S**t children thr**O**ugh li**N**guistics research) responds to a key need in the Spanish child and young people (CYP) protection ecosystem, namely developing prevention-oriented interventions to keep CYP safe online. This ecosystem currently appears to be more oriented towards reacting to cases of sexual cyber-violence (SCV) against CYP than towards preventing them. This is due, in part, to limited integration of extant resources and coordination between different key stakeholders (families, educational centres, governmental organisations, etc.).

PRECISION aims to develop prevention-oriented resources for professionals within the CYP protection ecosystem. During the project implementation period (2024–2028), PRECISION focuses on developing materials for professionals within the education sectors, specifically secondary school teachers.

The PRECISION team has completed an **ethical, rigorous and systematic analysis of communication in contexts of SCV against CYP**. In particular, it has focused on communicative dynamics (adult – CYP) in online grooming (OG) and in online sexual harmful exchanges (OSHE) between CYP. PRECISION has also examined societal discourses (e.g., those of the media and the legal system) on SCV against CYP and the **voices of lived-experience experts**.

The results of this research inform the prevention-oriented materials developed within the project: the PRECISION Toolkit, which will be available from September 2026 on a pilot implementation basis in education centres **across the Comunitat Valenciana, Spain**.

The PRECISION team is committed to creating useful and applicable resources, and our methodology is therefore based on co-creation with the professionals (educators) who will use the toolkit. In 2025-2026, PRECISION has established a collaboration agreement with Benicalap secondary school (València) and British College La Cañada (Paterna, València) in order to co-design the **PRECISION Toolkit** with the teaching staff at these schools. We have also collaborated with students at the Teacher Trainee Programme offered within UV to gather their perspectives as future education professionals.

The co-design process has been structured in two phases, each approximately consisting of 3 hours of in-person workshop engagement, with additional work sessions by staff at the collaborating institutions. The PRECISION team has also conducted additional analysis of workshop outputs and materials development between the two phases,

- Phase 1: Discovery: training on SCV against CYP; identification of barriers and training needs in SCV against CYP prevention as well as preferences as regards use of resources.
- Phase 2: Co-design and UX testing: co-development of PRECISION Toolkit content blocks based on the findings from the discovery phase; evaluation and testing of sample units (training resource and classroom application resources).

Figure 1 shows the timeline for Phases 1 and 2

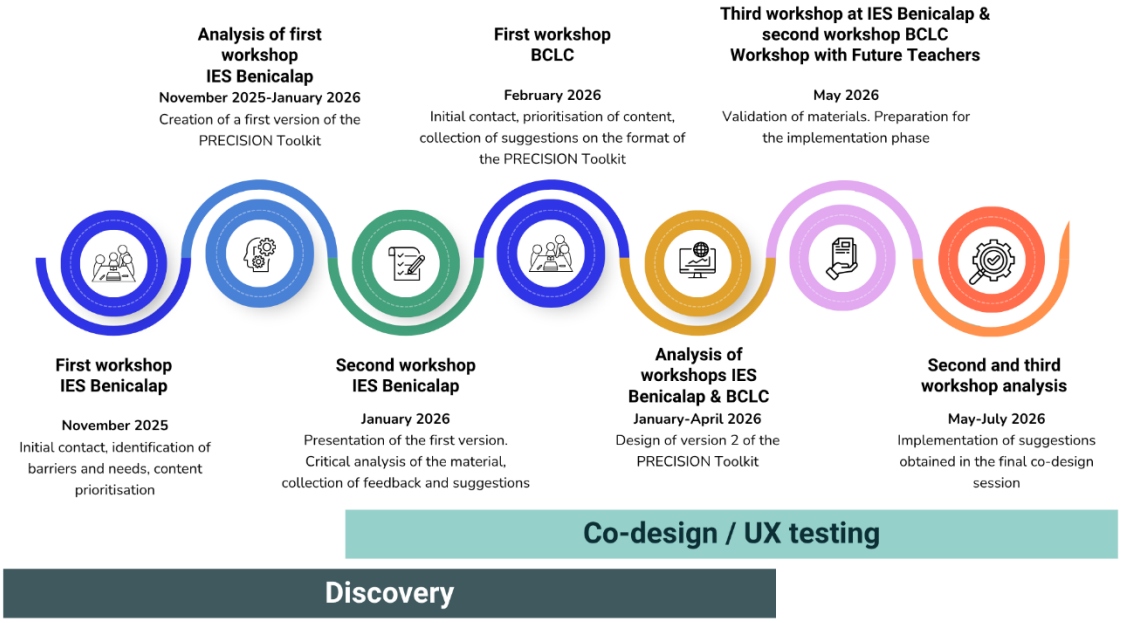


Figure 1. Timeline of the two PRECISION training phases

All workshops and other participatory activities related to the project were conducted following approval from the Ethics Committee of the Universitat Politècnica de València, the institution responsible for the project (report P20_30-04-2025).

2. Participation

The workshops are part of the teacher training programmes at each participating institution. In the case of teacher training students, this is embedded within a module taught by Dr Agustín Reyes Torres. In total, we have collaborated with approximately 100 educators and 40 students.

Phase 1: Discovery

3. Phase 1 objectives

The main objective in Phase 1 was to **explore the key aspects and the needs of educators in schools regarding training materials** for the prevention of SCV against CYP.



Achieving this objective enables the project to guide how content, design, and resources for educators will be developed and presented overall

As a secondary objective, we sought to **raise educators' awareness of the importance of communication in contexts of SCV against CYP,** and to this end we also included informative snippets about our research in the form of infographics, corresponding to 11 studies conducted using mixed methods (quantitative and qualitative analysis) to analyse conversations (over 3 million words) of SCV against CYP and social discourses on this type of violence.

4. Approach

We used a combination of activities, including:

1. **Online questionnaires** to gather baseline information e.g. on prior training in SCV against CYP, content priorisation for the PRECISION Toolkit, draft evaluation, etc.
2. **Workshops (in-person)**, in which participant interaction was facilitated through activities designed to promote discussion, reflection, and creativity, including

Creating a stakeholder map of those involved in protecting CYP	Identifying existing resources in Spain for tackling SCV against CYP	Identifying positive characteristics that training resources should have
Identifying barriers, needs, and solutions in the prevention of SCV against CYP	Defining and prioritising content in the PRECISION Toolkit	Co-designing classroom application units for the PRECISION Toolkit

3. **Complementary activities**, designed by the PRECISION team with the aim of providing comprehensive and additional information in response to the emerging needs identified during the workshops. These activities, such as supplementary readings on the topic, were completed independently by participants and submitted to the PRECISION team to complement expert insights already gathered and to further guide the team.

5. Results

> *I understand that communication is how initial contact is made and how CYP are persuaded to do anything. Equally, being mindful of how we address CYP who have experienced some form of abuse is essential if they are to be able to trust teachers.*
>
> Teacher. On the importance of communication in contexts of SCV

5.1. Questionnaire insights

The results of the online questionnaires indicate that the majority of respondents have received general training on the protection of CYP in digital environments (70%). However, 82% have received no training on sexual exploitation and abuse in the context of cyberviolence against CYP. This confirms that initiatives such as PRECISION address this identified need.

Regarding the **importance of understanding how communication operates** in contexts of SCV against CYP, 91% of responses refer primarily to the positive role that detailed knowledge of communication can play in the **detection and prevention** of these situations.

5.2. Workshop insights

i. Stakeholder map for SCV against CYP

Informed through the key results of studies from other countries and details of the Spanish child protection ecosystem workshop discussion, resulted in the creation of a stakeholder map for protecting CYP from SCV in Spain (see Figure 2).

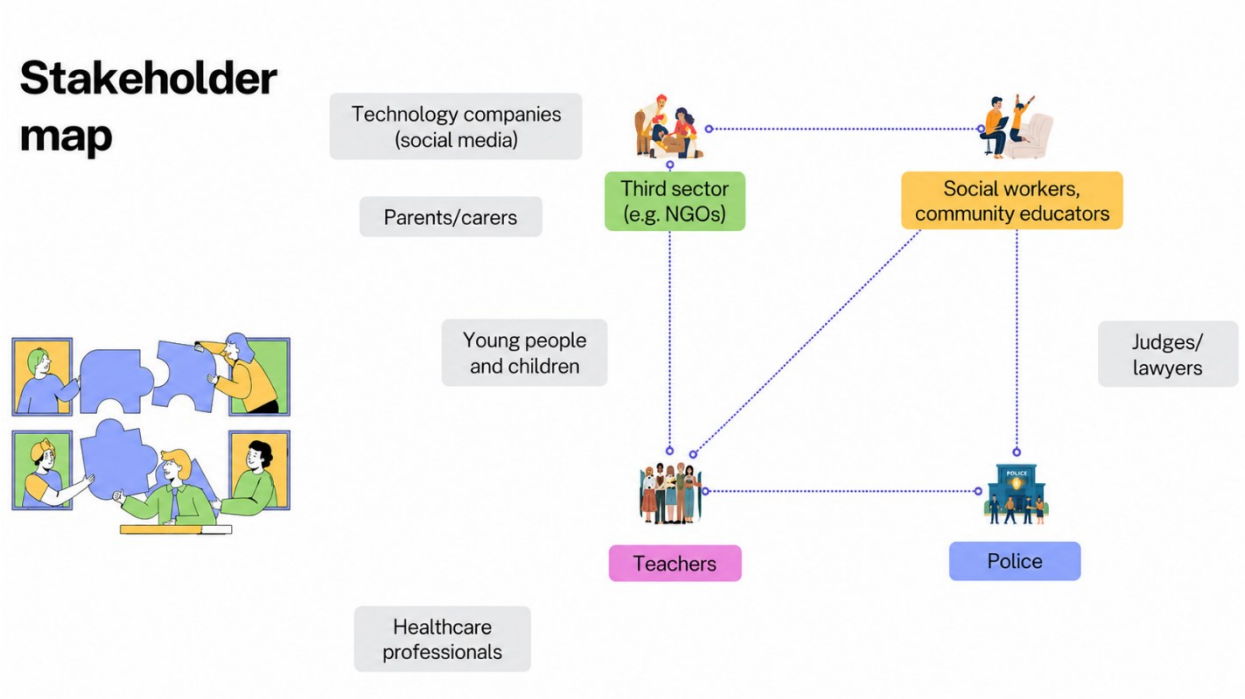


Figure 2. Initial stakeholder map

There was a clear consensus among workshop participants that the family plays a central role in attempts to counter SCV against CYP. Two complementary perspectives emerged, which we illustrate visually in Figure 3:

- **Perspective A** places *health professionals* at the centre, reinforcing an institutional and technical approach.
- **Perspective B** places young people and CYP, highlighting peer support and the immediate role they play in identifying the problem.

Technology companies and social media are perceived as, comparatively speaking, peripheral actors, and their relevance is reflected in their proximity to the central groups. In both perspectives, the importance of educational **resources** and legal frameworks is highlighted.

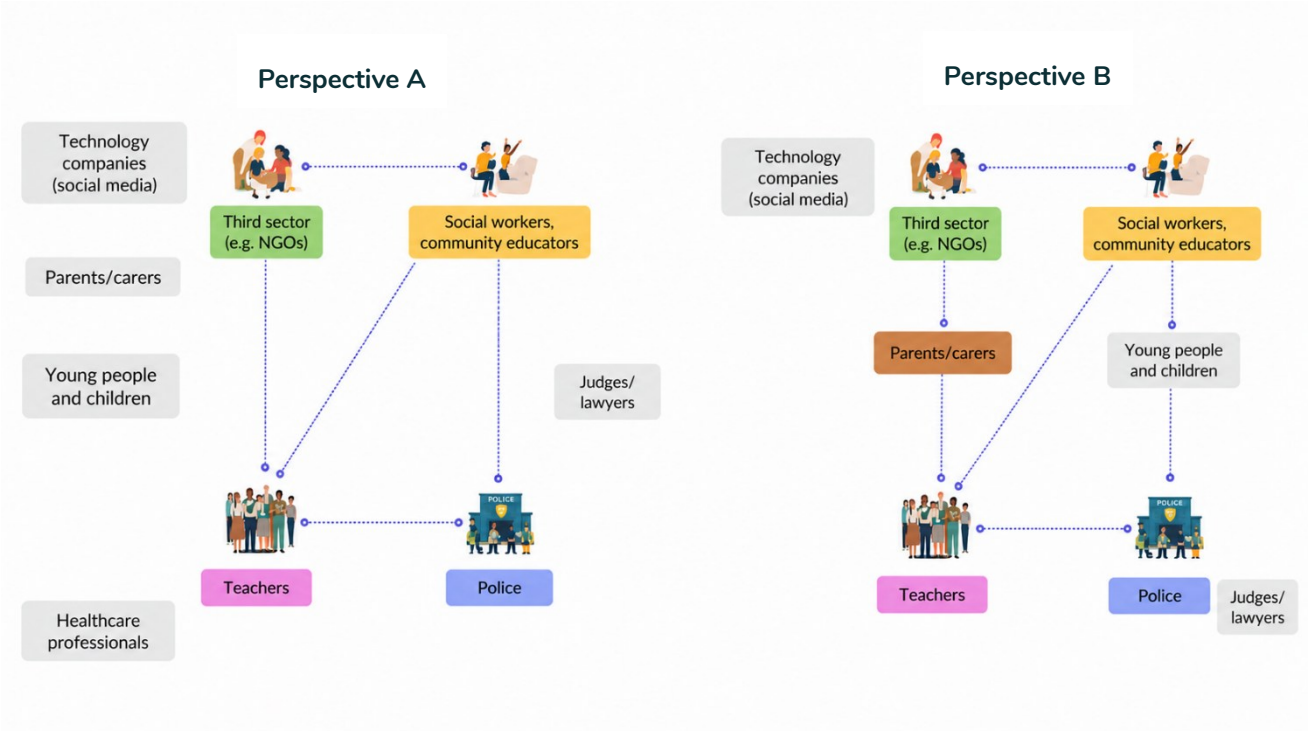


Figure 3. Stakeholder map (Workshop based)

ii. Access to resources for tackling SCV against CYP

Participants provided information about where they generally seek to find training resources on SCV against CYP. The following sources were identified, in decreasing order of frequency:

- NGO resources (e.g., Fundación ANAR, Save the Children)
- The Internet
- Institutional websites (e.g., the REICO repository of the Generalitat Valenciana)
- School's own resources/training
- Pantallas Amigas (i.e., an initiative by INCIBE, the Spanish Cybersecurity Institute)
- Networking events

Taking these findings into account, the ideal scenario for distributing the PRECISION Toolkit would be via the institutional pages of the Generalitat Valenciana or through NGOs

Among the resources focused on the prevention of and response to SCV against CYP, accessible to educators in the Valencian Community, initiatives such as Pantallas Amigas, aim primarily at educators and include activities for classroom implementation, as well as specific tutoring materials. The work of NGOs such as Fundación ANAR was recognised as providing helpful support and guidance to CYP who are victims of different forms of violence.

Despite the availability of these resources, it was noted that educators are largely unaware of their existence, which limits their effective use and integration into preventive or intervention practices in educational settings.

It was also noted that, although there are Specialist Guidance Units under the auspices of the Generalitat Valenciana, these units do not specifically address the issue of SCV against CYP.

Overall, whilst relevant resources exist and are available, they are not always sufficiently well-known – nor are they fully aligned with the specific needs arising from upskilling in the space of SCV against CYP. This situation highlights the need to improve specialist training and the adaptation of preventive and intervention materials to the various groups involved, which is aligned with the objectives of the PRECISION project.



iii. Positive characteristics of training resources

Drawing on an international guiding framework of criteria underpinning effective resources in the prevention of SCV against CYP (see Figure 4), and through group discussion and prioritisation activities, three central criteria were identified:

1. **Scientific evidence and educational validity**: materials must be grounded in research that has been published and their educational effectiveness must also be subsequently verified through research.
2. **Accessibility**: materials must be easy to get hold of and use. This is broadly understood as encompassing cognitively and visually adapted content (from 1), free of charge and easy access, and ready to be directly implemented in classroom settings.
3. **Practical applicability** resources must provide recommendations that are directly usable in classroom or family contexts, ideally accompanied by clear examples of how to respond to incidents.

Other relevant aspects highlighted were:

- The importance of developing materials, including **real-life examples** and **statistical data**, that enable a better understanding of the dynamics of SCV, and different aspects of prevalence patterns (types, platforms, etc.)
- The value of incorporating role-play activities, which help educational staff visualise how to respond professionally in specific situations.
- The need for content to also reflect the voice of **lived experience**, in a respectful manner.
- The inclusion of **clear, step-by-step guides** for implementation.
- The inclusion of **cognitively adapted materials**, particularly when educational staff need to explain the situation to parents or carers who may need additional support in understanding the issue.

- The use of **clear, simple and direct language**, adapted to different target users of the resources.
- The desirability of resources being **visually appealing** and available in **several languages**, thereby ensuring their wide dissemination and use.

Overall, the analysis reflected a strong consensus: whilst a variety of useful materials exist, their quality and implementation potential depend on them being accessible, evidence-based, practice-oriented, and accompanied by clear guides that facilitate their adoption by educators. These criteria provide a reference framework for the design of the PRECISION Toolkit, such that it is adequately aligned with the real needs of prevention and intervention in the field of SCV against CYP.



Figure 4. Initial characteristics proposed for reflection and discussion (adapted from DRAGON Project)

Educators value the use of practical, engaging and easy-to-understand examples. They refer to weather emergency prevention resources (dense, overly technical) in Spain (following a climate emergency in Valencia in 2024) as an example of what not to do

iv. Barriers, needs and solutions

A set of structural, training-related, and contextual barriers was identified as hindering the ability to counter SCV against CYP, both in terms of early detection and prevention. These barriers share common patterns: lack of institutional coordination, unfamiliarity with digital dynamics, fragmentation in provision, and a lack of suitable, child and family-facing resources that educators may use.

- **Lack of inter-institutional coordination**

Educators pointed out the absence of specific protocols for addressing SCV against CYP, which leads them to rely on general intervention approaches (e.g., bullying protocols) that, expectedly, may contain inadequate terms and content. Additionally, it was mentioned that the saturation of mental health support services, particularly in urban contexts, causes delays in care and a sense of disconnect between support services. Added to this is the lack of feedback between external support services and educational centres, which increases the perception of professional isolation and hinders comprehensive, multi-agency interventions.



- **Limitations in educators' knowledge**

There was a perceived lack of knowledge (or insufficient knowledge) of the dynamics and digital language used by CYP in contexts of SCV. A subsequent perceived short-shelf life of any training resources in this space contributes to generate low confidence when intervening, particularly in high-risk situations. Educators expressed concern about the use of 'youth speak' (including euphemisms, emojis, etc.) that disguises SCV, which heightens their concern about being unable to identify relevant warning signals.

- **Complexity of the digital ecosystem**

Participants referred to the impact on their ability to understand the CYP digital world owing to factors such as platform proliferation, regular creation of multiple accounts by CYP, and the distribution of personalised content through algorithms. Participants noted that this fragmented ecosystem renders certain risks, content, or interactions invisible to adults (including educators themselves), which limits their capacity for prevention and support.

- **Training gaps and the need for adequate materials**

Educators identified the lack of specific training on preventing SCV against CYP as one of the most significant barriers, particularly regarding their ability to recognise signs as well as to devise

appropriate interventions, including regarding communication with families. They expressed the need for clear and up-to-date materials, grounded in scientific evidence and supported by real-life examples and statistics on the most common forms of SCV against CYP. They considered it essential that part of this training be integrated into ongoing programmes, such as regular seminars, rather than one-off actions.

- **Challenges in working with pupils and families**

Educators emphasised the importance of placing pupils at the centre of any preventive strategy, fostering spaces where they can share experiences and actively engage in understanding SCV against CYP. They also highlighted the importance of receiving support to develop sessions with families, adapted to different contexts (e.g., foster care, adoption…), using clear and accessible language.

They moreover considered it relevant to promote peer support dynamics, particularly through existing groups within the schools, which could receive specific training.

- **Currently inaccessible/poorly accessible resources without practical guidance**

The lack of practical resources to help educators detect warning signals, understand risk patterns, and respond appropriately to incidents of SCV against CYP was identified as a key barrier. The accessibility of materials continues to be limited, with the need being clearly stated for free resources that are easily implementable and are accompanied by clear user guides for both classroom and family work.

Table 1 summarises the contributions made by educators.

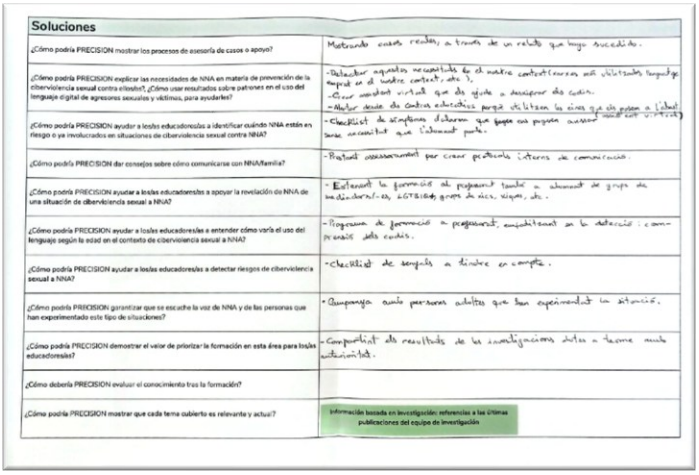


Table 1. Transcript of the solutions

Solutions	
How could PRECISION illustrate case advisory or support processes?	By presenting real cases, through an account of something that has actually occurred
How could PRECISION explain the needs of CYP in terms of prevention of SCV against them? How could findings on patterns in the use of digital language by sexual perpetrators and victims be used to help them?	Identifying these needs within their school (most frequently used social networks, **language used**, etc.) Creating a virtual assistant to help them decipher codes Reminding educational centres to use the tools provided
How could PRECISION help educators identify when CYP are at risk or already involved in situations of SCV against CYP?	Checklist of warning symptoms that can alert without requiring pupils to speak out

How could PRECISION provide advice on how to communicate with CYP/families?	By providing guidance on creating internal communication protocols
How could PRECISION help educators support CYP in disclosing a situation of SCV?	By extending teacher training to pupils in mediation groups, LGBTIQ+ groups, boys' and girls' groups, etc.
How could PRECISION help educators understand how language use varies with age in the context of SCV against CYP?	A teacher training programme, emphasising the detection and understanding of codes
How could PRECISION help educators detect risks of SCV against CYP?	Checklist of warning signals to take into account
How could PRECISION ensure that the voices of CYP and people who have experienced these situations are heard?	A campaign featuring adults who have experienced the situation
How could PRECISION demonstrate the value of prioritising training in this area for educators?	By sharing the findings of the research that has been carried out
How should PRECISION evaluate knowledge after training?	-
How could PRECISION demonstrate that each topic covered is relevant and current?	Information based on references to the latest publications from the research team

The views gathered suggest that the PRECISION Toolkit should focus on providing practical, applied resources that facilitate the detection, prevention, and child/family support in cases of SCV against CYP in educational settings. It is suggested that support processes be made visible through real cases and specific accounts, which would help to better understand intervention. The need to identify risk patterns within each school (particularly regarding the use of social networks and digital language) is also highlighted, and to translate these risk patterns into accessible resources, such as virtual assistants or alert systems.

The development of clear resources that include features such as checklists of warning signals and key communicative features present in cases of CSY against CYP, is essential. The importance of strengthening knowledge of digital communication patterns in these situations and extending such upskilling to key pupil groups are also underscored, as being crucial to fostering safe environments for disclosure.

Finally, and crucially, the importance of mainstreaming the voice to live experience experts is highlighted, alongside continuous engagement with up-to-date research evidence. These are seen as being essential to the relevance of training resources to counter SCV against CYP.

v. Defining and prioritising content for the PRECISION Toolkit

Having received information (aims, methods, key results) on studies into SCV against CYP conducted by PRECISION, participants discussed their relevance for incorporation into the training materials. This also entailed ranking them (high relevant moderate relevance, low

relevance). Figure 5 shows this mapping of study and perceived relevance (blue = high relevance; green = moderate relevance; red = low relevance).

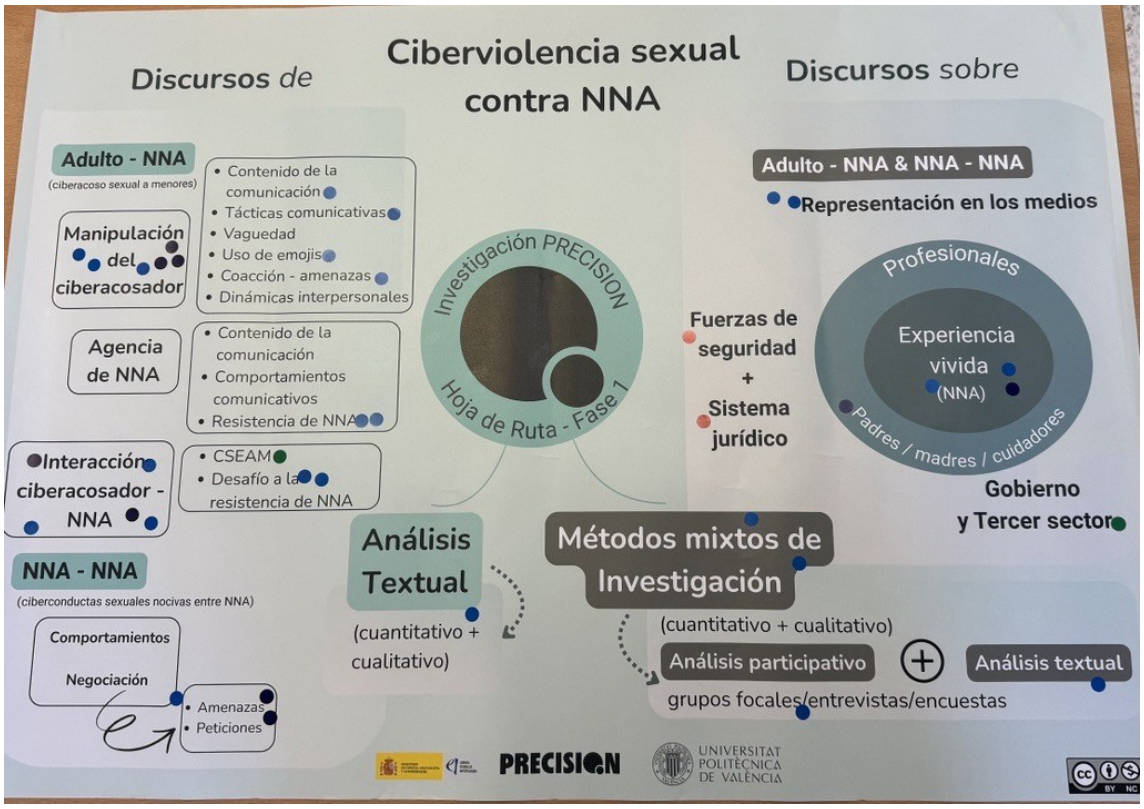


Figure 5. Research – training relevance mapping

The ranking activity resulted in the identification of thematic areas considered most urgent for countering SCV against CYP through training resources. Whilst differences existed between participants' contributions in the precise ranking of some thematic areas, the overall analysis (see Figure 6) revealed significant convergence around the areas of greatest concern and those requiring the most training support.

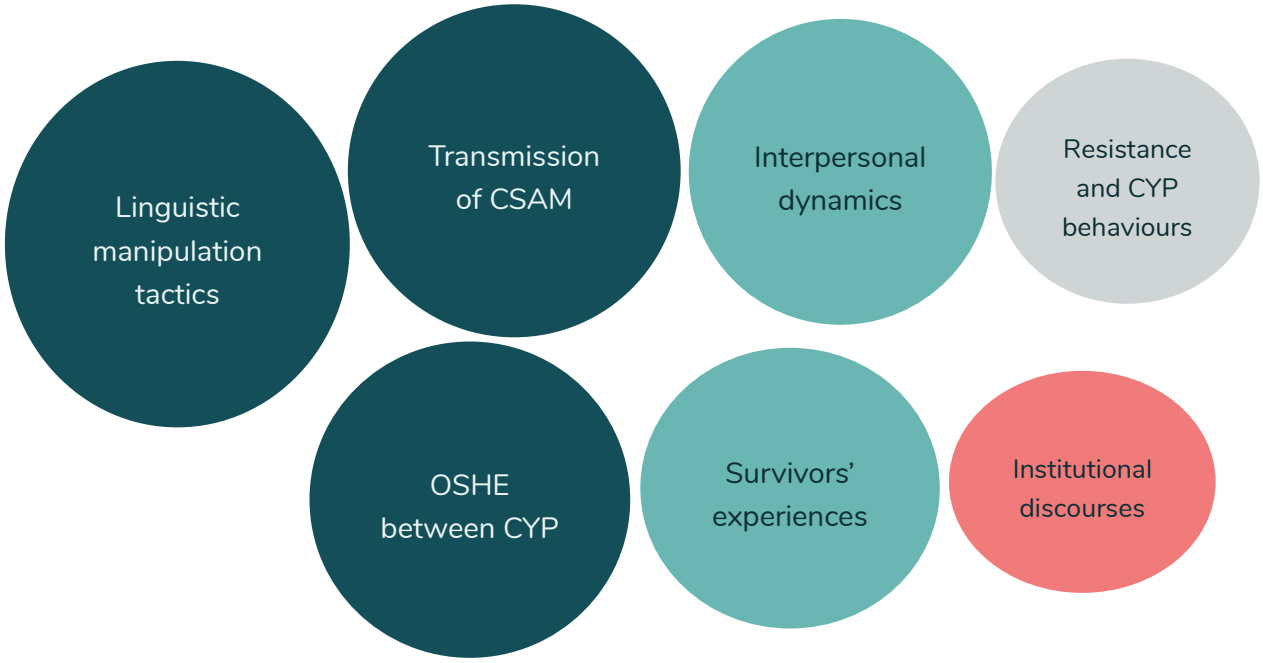


Figure 6. Importance assigned to the thematic areas (sizes indicates the level of importance given)

Firstly, the type of content placed in the highest priority positions (linguistic manipulation tactics) reflects participants' stated need to understand the communicative mechanisms through which perpetrators manipulate and abuse CYP in digital contexts. This concern aligns with the barriers previously identified, where participants emphasise their perceived lack of knowledge of digital language (including youth speak), the rapid evolution of communicative practices online, and their difficulties in interpreting digital language that is covertly encoded.

The second most consistently prioritised content type refers to the transmission of CSAM, including that which is AI-generated, as well as OSHE between CYP. These reflect a growing concern about the escalation of new forms of technology-assisted sexual victimisation, and the perceived lack of clarity in institutional protocols for their identification and response. Interest in AI-generated CSAM, in particular, connects with participants' perception that the digital ecosystem is becoming increasingly complex and difficult to monitor, contributing to a sense of vulnerability and insecurity in the face of emerging cases of SCV against CYP .

The interpersonal dynamics between CYP and perpetrators are also highly ranked. Participants therefore see the need to understand both the linguistic elements of the adult perpetrators as well as the power relations, goal negotiation, and emotional patterns involved in perpetrators' interactions with CYP. Consistently, the voices of lived experiences experts and the survivors' support networks are also prioritised, indicating a sensitivity towards the human and emotional dimension of SCV against CYP, as well as an interest in understanding how disclosure and the repair of harm manifest in practice.

In subsequent positions, although still important, is content related to resistance and other aspects of CYP's communicative behaviour. Finally, and seen as having lower relevance for training materials, are institutional discourses on SCV against CYP, such as those generated by the media. This area remains relevant, but it is perceived as complementary, in contrast to the urgency of acquiring concrete tools for understanding how communication in contexts of SCV against CYP actually works, and how best to prevent it.

Overall, educators place the greatest value on content that facilitates early identification, enables an understanding of communication-based manipulation mechanisms by perpetrators, and CYP behaviour, and provides keys for safe intervention. This tendency aligns with the barriers previously identified and reinforces the need for accessible, up-to-date resources grounded in real-life examples that directly respond to the demands of educational teams.

vi. Format

The analysis of preferences regarding the format of PRECISION Toolkit materials revealed a wide variety of formats, both online, hybrid, and in-person, that participants consider accessible, useful and sustainable, given their time constraints, workload and specific needs for addressing SCV against CYP.

- **Perceived usefulness of online training**

Whilst the convenience of digital formats in professional training is recognised, particularly for their scheduling flexibility and accessibility, they are not considered sufficient on their own. Their perceived usefulness depends largely on the quality of the materials, the availability of expert support alongside, and how implementable they are. Although digital training formats are not

rejected, they are seen as more effective when they are well structured and accompanied by clear guidance on use.

Regarding specific types of digital training materials, the usefulness of the following was valued:

- **Interactive learning platforms**, particularly useful when they integrate multimedia resources, progress tracking, and include activities that may be used in professional practice.
- **Webinars with experts** that enable participants to clarify doubts and explore complex topics in greater depth.
- **Digital animations and downloadable videos**, provided they include real-life examples and activities that can be implemented with CYP.



Overall, there is interest in online training materials provided they have a practical orientation, include real-life cases, and can be used both for educators' own upskilling and for them to support pupils.

- **Perceived usefulness of in-person training formats**

The advantages of using in-person delivery training formats were also discussed. Workshops facilitated by experts were particularly valued, whether short in duration (1–2 hours) or longer sessions (e.g., half a day). Participants felt that this type of activity allows for deeper exploration of sensitive content, participation in practical activities, and the receipt of direct feedback. The value of in-person training formats that enable learning through active strategies, simulations, or case analysis was especially favoured.

Perceived usefulness of printed resources with clear information and activities ready to apply in-person sessions with CYP. This format can serve as a stable resource they can draw upon at different points in time, particularly when they need to address the issue with families or in unexpected situations.

Whilst there are nuances specific to each context, the overall analysis revealed significant areas of agreement amongst participants as regards format:

- Training is most valued when it offers interaction with experts, whether online or in person.
- There is a marked preference for formats that include practical, downloadable, adaptable resources that can be easily implemented in the classroom.
- Digital resources are well received provided they incorporate clear guidance, accessible language, and real-life examples, avoiding overly theoretical or poorly contextualised content.
- In-person training is seen as a complement to and reinforcement of online content, particularly on complex topics such as SCV against CYP.

Some differences were observed regarding the degree of preference for certain formats, ranging from placing greater weight on in-person training to hybrid or fully digital models. However, there was consensus that the real value of training depends on addressing the barriers previously identified.

Phase 2: Co-design and initial evaluation

6. Phase 2 objectives

The objective of Phase 2 was to **test and evaluate a sample of the content in the PRECISION Toolkit**.

Achieving this objective enables the project to adjust the format and content before full development of the entire PRECISION toolkit.

To this aim, we selected one unit in the training for educators and **one of the classroom implementation activities of the PRECISION Toolkit**.

7. Approach

Phase 1 led to an agreed detailed content structure for the PRECISION Toolkit (see Figure 7). It comprises 3 content blocks and a fourth block in which downloadable materials for child-facing activities derived from the content units are presented.

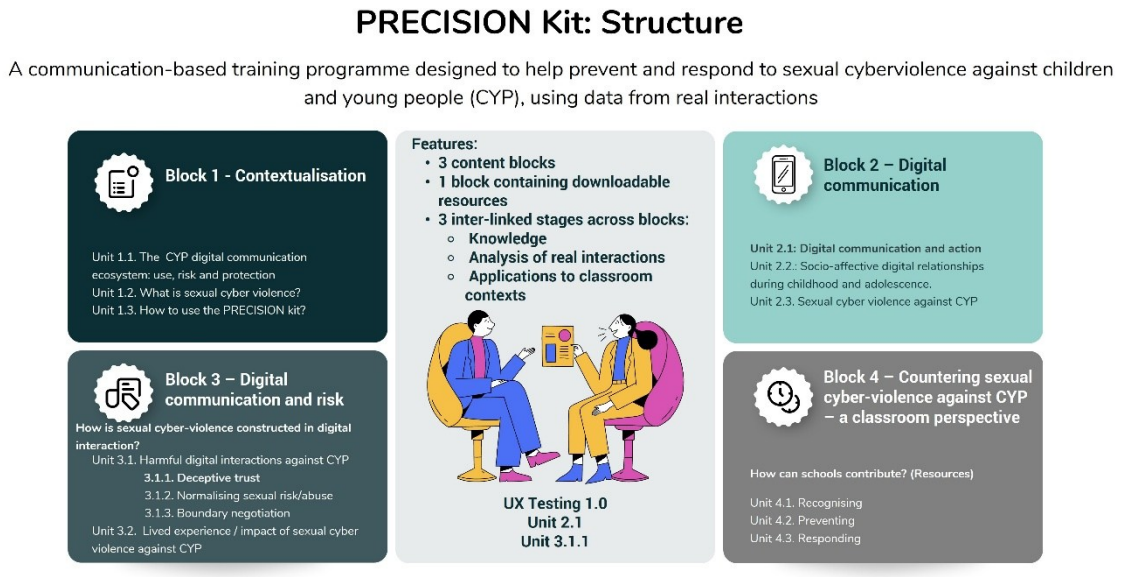


Figure 7. Structure of the PRECISION Toolkit

The following activities were carried out:

1. **Completion by the participants of the PRECISION Toolkit unit on communication as action**, followed by a questionnaire to gather feedback on relevance, knowledge gained, classroom application, and unit design.
2. **Workshops (in-person)**, where the following activities were carried out:

UX testing of a second unit: trust-building	Evaluation of a proposed child-facing activity based on on the trust-building unit against CYP

8. Results

8.1. Unit "Digital communication and action"

The survey focused on four key areas: the **relevance** of the unit's content, the acquisition of **knowledge**, the **application** of the unit's content to classroom environments, and the unit's **design**. This f unit was presented in an online course format, featuring interactive activities and images and videos throughout (see Figure 8).



Figure 8. Unit display

The questionnaire results by all participant groups (educators at 2 schools and teacher training students) are shown in Figure 9.

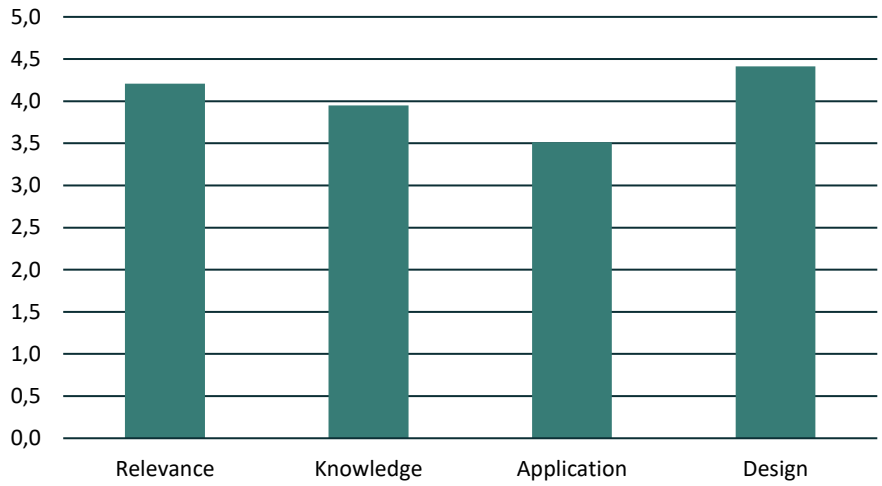


Figure 9. Survey results for the "Digital communication and action" unit

Overall, the *feedback* is positive. The overall rating for the unit is 4.4 out of 5. In free-text replies (and subsequent workshop discussion) participants also commented positively on the fact that the aspects they had raised in the previous workshops had been taken into account in the design of this PRECISION Toolkit unit.

> *Great job, this unit has motivated me to want to see the next ones :)*
> Teacher

- Relevance: participants highlighted the clear objectives and realistic examples.
- Knowledge: they considered the level of detailed information included, and therefore the knowledge gains, to be appropriate

> *It's a very well-presented unit, with useful information that is neither lacking nor too heavy.*
> Student

- Application: participants noted that they needed more training to apply the key unit concept ("digital communication as action") to the overall theme of the training (SCV against CYP). This was the lowest-rated item (3.5 out of 5).



I have only had a snapshot of the course, so with a more indepth look at what is on offer I'm sure I will be better prepared.

Teacher

- Design: this was the highest-rated item (4.5). Participants mentioned that the structure facilitates learning and working at the user's own pace. They also noted that the presentation of the material was clear and useful, and praised the multimodal features of the platform. They suggested that the key idea of the unit could be highlighted more prominently.

As a visual learner, I find images more impactful and my learning is more lasting if images are involved.

Teacher

8.2. Unit: "Building trust"



UX testing of this unit was done during the in-person workshops. It entailed our initially presenting its key concepts (see Figure 10) and playing a short video that illustrated them in an actual digital interaction involving a groomer and a child. No personal identifiers were involved (as all the examples in the Toolkit have been carefully anonymised and curated)

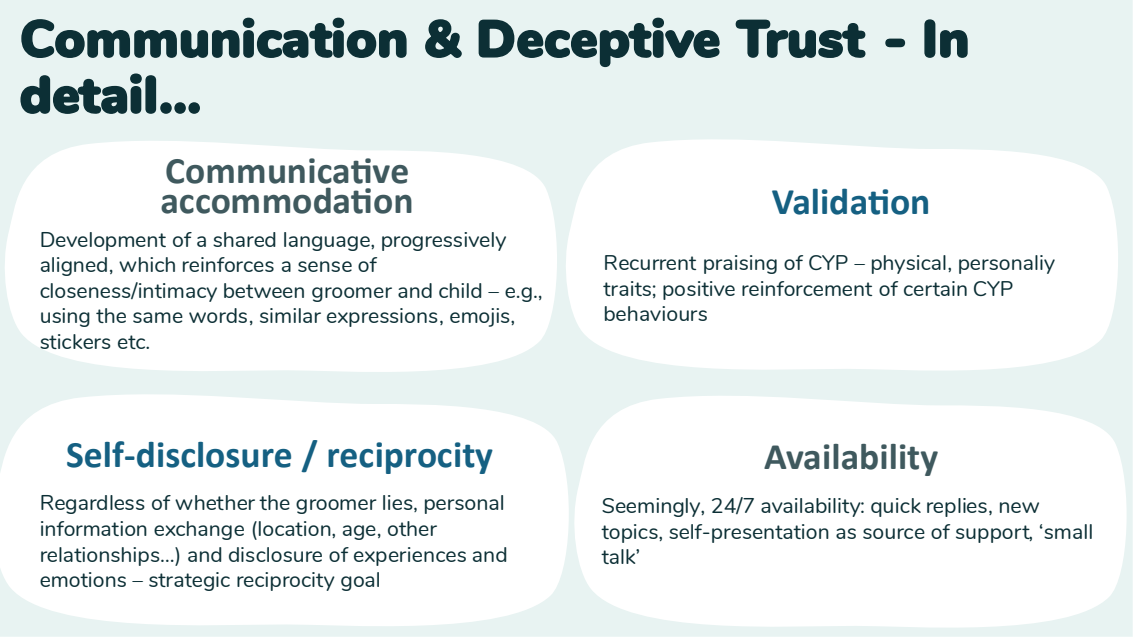


Figure 10. Elements involved in the construction of trust in digital environments

We then completed a co-design task to co-design with the workshop participants a child-facing activity based on the unit's content. To do this, we provided an *outline* of what such an activity may entail (e.g., duration, structure, key content, learning objectives, outcomes, etc). Age-adapted versions of the activity were provided (corresponding to 12-13; 14-5; 16-17). feedback on the teaching sequence designed by the PRECISION team regarding trust-building. Workshop participants (working in groups) evaluated the outline, making their own proposed edits to the draft outline.

Participants particularly highlighted the use, in the proposed draft, of an opening question prompting reflection on trust in digital environments, as well as the consistent focus on such reflection and the ongoing active participation by pupils. They also noted that the proposed draft was clearly oriented towards fostering classroom discussion and that the participatory approach was appropriate for each of the age groups considered.

Their own proposed edits concerned:

- incorporating a specific activity for pupils to analyse how they could have stopped a deceptive trust building conversation, what warning signals they could have detected, and how they may behave in similar situations, with the aim of practising specific prevention and self-protection strategies.
- including a final section focused on identifying trusted adults, emphasising that this does not have to be limited to parents and highlighting the importance of asking for help. Pupils should be helped to recognise a trusted adult and to understand what characteristics define a safe person.
- cross-referencing the activity to other content in the training, such as CYP's capacity for resistance in situations of deceptive trust building online and boundary setting. These aspects are already included in other Toolkit units. Nevertheless, it was felt necessary to connect them explicitly, thereby creating greater cohesion across the PRECISION Toolkit as a whole.

- simplifying the language used in the activity, as some terms and expressions may be too complex for pupils under the age of 12[1]. In this regard, the following was recommended:
    - better adapting content to pupils' linguistic and cognitive level,
    - simplifying the questions (making them more specific and guided),
    - reducing the amount of content per session,
    - structuring the beginning of the activity more clearly,
    - providing more scaffolding for teachers, such as guides, examples, or possible answers, to facilitate implementation of the activity, and
    - regarding references in the activity to artificial intelligence systems, and how they generate deceptive trust introducing the concept of AI conversational systems beforehand, or integrating this concept in a more accessible way within the digital communication framework.
- adding further participatory activities (e.g., role-plays). In particular, it was proposed that pupils be able to create fictional conversations aligned with the content of the activity thereby promoting active learning. In this regard, paired or small-group work was encouraged.

9. General conclusions

Phase 1 of the discovery stage has provided rich insights into educators' training needs, structural barriers, and thematic priorities related to the prevention of SCV among CYP. From the complementary perspectives identified during the workshops, three central conclusions emerge:

1. The communicative approach is essential. There is consensus that understanding how SCV manifests through digital language is a key element for early detection and prevention.
2. Current materials are insufficient. There is consensus regarding the lack of up-to-date, accessible, applicable, and evidence-based training resources. Teachers require materials that include real-life examples, concrete data, guidance on action, and clear guidance for working with pupils and families.
3. Thematic priorities converge on the most critical aspects. There is agreement on identifying the following as priority content: linguistic manipulation tactics, transmission of CSAM, OSHE between CYP, interpersonal dynamics, survivors' experiences, resistance and CYP behaviours, and institutional discourses.

These areas of convergence reinforce the relevance of project PRECISION's analytical approach and the need to upskill educators in the critical reading of digital discourse involving CYP.

Additionally, structural barriers are identified that affect the educational sector's capacity to respond to the urgent challenge of SCV against CYP: lack of specific protocols, poor coordination with external services, perceived unfamiliarity with digital language, and the absence of practical resources for intervening in high-risk situations.

[1] The PRECISION Toolkit is aimed at teachers of pupils aged 14 to 17. Nevertheless, we are keen to bear in mind, from the outset, the possible adaptations required for younger age groups.

Taking into account the Phase 1 learnings, and having designed a first draft of the PRECISION Toolkit content, Phase 2 has explored current and prospective educators' satisfaction with draft PRECISION Toolkit content. The activities carried out in this phase confirm that the PRECISION Toolkit has a solid methodological foundation, and that it is well regarded by educators and student teachers alike, both in its format and its pedagogical approach.

Overall, Phases 1 and 2 have made it possible to validate the general approach of the PRECISION Toolkit, co-design it and conduct some UX-testing with its future users, and gather key evidence for its improvement, particularly in terms of pedagogical adaptation, classroom applicability, and support for educators. All these aspects are fundamental for its future implementation—in a pilot phase during the 2026-2027 school year in the Comunitat Valenciana, and at a national level during the 2027–2028 school year.

10. Recommendations

Based on the findings from Phase 1 and Phase 2, the following recommendations are formulated for the design and implementation of the **PRECISION Toolkit**:

1. **Design a flexible and adaptable structure**, suited to different levels of teaching experience and to the organisational realities of educational centres.
2. **Incorporate accessible, engaging materials grounded in scientific evidence**, with real-life examples, case analyses, action guides, and step-by-step guidance.
3. **Combine practical dynamics** with interactive digital modules that allow for in-depth, independent study of the content.
4. **Integrate key content on OG and relational dynamics**.
5. **Develop hybrid training formats**, prioritising knowledge delivered by experts
6. **Develop specific materials for sessions with families**, using accessible language adapted to different sociocultural levels.
7. **Promote pupil participation** through activities that encourage dialogue, reflection, and peer support, thereby reinforcing the capacity for early intervention from within the educational environment.
8. **Provide contextualisation of the problem, including support resources for teachers as well as guidance for the design of internal protocols and external coordination**.
9. **Simplify the language of the Toolkit and adapt content to pupils' level,** avoiding complex terminology and ensuring comprehension in the activities designed for classroom implementation.

Together, these elements constitute a roadmap for developing a PRECISION Toolkit that aligns with the realities of teaching practice and strengthens educational centres' capacity to prevent SCV among CYP through a balanced combination of linguistic knowledge, practical tools, and institutional support.

Grant ATR-2023-143506 funded by MICIU/AEI/10.13039/501100011033