

Cost-effectiveness Research Report:

Child Sexual Abuse Prevention Program for elementary school children, by 'Latet Pe' NGO



LATET PE

Child Sexual Abuse
Prevention Programs

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Effective Altruism
Israel

¹During October 2023 and May 2023, the research was conducted to evaluate the cost-effectiveness of the sexual protection program implemented by the association 'Latet Pe' over the last year. The researcher contracted to conduct the research is external and neutral to the NGO, ensuring impartiality and reliability

Executive summary

- The study examines the impact and financial viability of the Israeli NGO 'Latet Pe's 2023 child sexual abuse prevention program.
- Methodology: An integrated mixed-methods approach was used, combining quantitative and qualitative measures, such as pre- and post-program questionnaires and interviews.

Program Outcomes: Significant positive changes were observed following program implementation in 59 schools. Parents and staff members reported increased knowledge levels, more positive attitudes toward addressing child sexual abuse, and the acquisition of essential skills to provide assistance and support. Teachers showed a 28%-44% improvement, and parents a 10-15%.

- In the joint activities for parents and children, 25% of the children shared with their parents previously undisclosed difficulties related to negative sexual experiences.
- Staff members initiated 81% more conversations about prevention and sexual abuse with students. The program also resulted in a 3.5-fold increase in students reporting sexual abuse cases, allowing for early detection and intervention. The program enabled staff members to identify 7.5 times more incidents where students displayed signs of distress due to sexual abuse.
- The average life-long cost of childhood sexual abuse, including a reduction in quality of life, productivity loss, and crime costs, was estimated annually at 278,016\$ for female victims and 52,338\$ for male victims (the assessment for men does not include certain components due to underreporting of child sexual abuse by men).

- Based on the results of the study, restrained estimates suggest that 1,155.6 cases of sexual abuse are exposed due to 'Latet Pe's programs in one year of activity. This results in annual savings of approximately 5,181,710.4 dollars for the Israeli economy, and 321,275,289\$ in total. **With a program cost of \$492,165, each dollar invested in 'Latet Pe' could save around 652.8\$ for the state and victims' families.**
- Considering the program's costs, it was found that every \$100 invested in the program yielded a prevention/treatment effect on 0.27 cases of child sexual abuse (It takes \$425 on average for the prevention/adequate treatment of one sexual assault, taking into account the existing uncertainties).
- Following its successful establishment as a frontrunner in the realm of sexual protection, 'Latet Pe' is now focused on broadening its reach and influence on a national and international scale. To achieve this, the organization aims to engage new audiences and leverage innovative platforms. However, to sustain ongoing activities and support upcoming projects, additional funding is required for 'Latet Pe'.

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About 'Latet Pe'

'Latet Pe' (translated: "Dare To Share") was established in Israel in 2015 to minimize sexual abuse of children and adolescents while promoting healthy and safe sexual concepts. The organization specializes in developing and providing unique and comprehensive educational programs, including online programs, for children, parents, and educators. The organization also develops free educational content, such as lesson plans, virtual content, and homework assignments.

Latet Pe's activities aim at fostering healthy and positive discussions around the complex subject of sexuality and child sexual abuse, while at the same time reducing anxiety among participants. Through these programs, the organization equips adults with the necessary tools to detect and prevent abuse, as well as empowers children to be aware of confusing situations and capable of sharing and discussing the sensitive subject of sexual abuse.

The organization is academically recognized and operates from its offices on the 'Haruv Campus' of the Hebrew University of Jerusalem. Its programs are closely integrated into the Ministry of Education system, establishing strong partnerships with national reporting and welfare organizations, as well as municipalities and local authorities. **Over the years, the organization's various educational programs have reached more than 350,000 beneficiaries in over 650 schools, youth movements, and communities nationwide.**

The problem

In Israel, there are approximately 2,000 new cases of reported sexual abuse of minors each year, affecting individuals from various sectors and social strata.

Studies suggest that approximately one in five children experience abuse, with approximately 89% of these cases occurring at the hands of individuals known to the child within their family and community (Report of the Public Committee for Policy Change in Relation to Sexual Harm in Childhood, Haruv Institute, December 2021).

However, it is critical to note that these reported cases represent only a fraction of the actual extent of the issue. According to the Personal Security Survey of 2022 of the Central Bureau of Statistics, approximately 96% of sexual harassment incidents are not reported. Child sexual abuse underreporting is influenced by factors such as fear, shame, embarrassment, and concern about the social reactions both on the part of the victims and on the part of their families (Friedman, 2006).

The impact of sexual violence experienced during childhood extends far beyond the immediate harm inflicted on individuals. Research indicates that it significantly elevates the risk of developing various disorders, including anxiety, depression, and substance abuse (2010, לגל, לבב וגרוס; Flett et al., 2012; MacMillan et al., 2001; Molnar et al., 2001). The consequences of these long-term effects reverberate throughout society, burdening multiple facets, including healthcare, education, employment, crime rates, and overall economic well-being. The detrimental impact can be observed on individuals, families, communities, and even companies (Butchart et al., 2010).

According to the Israeli Ministry of Internal Security's assessment in 2011, the government bears a cost of 39,000 NIS per case per year for childhood sexual abuse offenses, resulting in an average annual expenditure of approximately NIS 620 million (the variation in figures is attributed to differences in the components included in the calculations) (Kai Tzdok, 2016). It is important to note that this

estimate encompasses both minor sexual offenses and severe rape cases. It is important to consider that the cost of cases of ongoing abuse, in which the child is prevented from reporting, is likely to be significantly higher. The Israeli Ministry of Internal Security's calculation estimates only government expenditure, to which we need to add the impact of the victim's suffering, the long-term loss of the victim's quality of life, and the costs of crime and violence associated with childhood sexual abuse, to evaluate the impact of the assault (Further details on the quantification of our impact can be found in the "Cost-Effectiveness" chapter of this report).

Sexual abuse is usually the last stage of a process by which the abuser prepares the child for future exploitation. Before the assault, there is a "temptation phase", in which the attacker uses identification techniques of a vulnerable child and uses a method of "grooming" and preparation of the victim for the sexual abuse (Seto, 2008). Many studies state that through the identification and exposure of the grooming phase, abuse can be prevented (Craven et al., 2006). Therefore, abusers seek out children "without a voice" - individuals who are unlikely to resist and disclose any harm or inappropriate or confusing situation they have experienced. Abusers rely on maintaining secrecy, exploiting the lack of open discussions surrounding sexuality and the body, and the shame and guilt experienced by affected children. This issue becomes particularly problematic when the adults responsible for their well-being are hesitant to address sexual abuse or even healthy sexuality issues or lack the necessary skills to provide emotional support, respond appropriately, and effectively handle such delicate situations (Maze and Aviad, 2016).

Multiple studies have consistently demonstrated that a series of collaborative workshops involving adults and children of various age groups, including

preschool-aged children, can effectively impart the necessary knowledge and skills to prevent harm and exposure at an early stage. Importantly, these programs can achieve this without negatively impacting children's anxiety levels or trust in others (Kenny, 2010; Pulido et al., 2015; Smothers & Smothers, 2011). Moreover, the economic significance of such preventative activities has been extensively documented worldwide, as government investments in sexual violence prevention programs yield substantial cost savings (Bowlus et al., 2003).

It is crucial to recognize that working with children alone is insufficient according to the ecological model, which is supported by the World Health Organization. This model emphasizes that sexual violence prevention should involve not only children but also teachers, parents, professionals, and the broader community (Butchart et al., 2010; Heise, 1998). In addition, the capability of caring adults to provide support and address harm, if it occurs, significantly mitigates the adverse impact on the victim's life (Salzberg, 2014; Gries et al., 2000; Kogan, 2005). In addition, research has indicated that schools serve as an ideal setting for implementing such programs, as they offer a neutral environment, cater to diverse populations, and reduce the likelihood of abusive parents preventing their children from participating without raising suspicions (Walsh et al., 2013).

The Solution:

1. Enhancing caring adults' capacity to identify and address children's challenges. Equip them with the necessary knowledge and skills to become a reliable contact for children's questions, struggles, or difficulties.
2. Empowering children by developing their ability to recognize inappropriate and confusing situations, respond appropriately and effectively, and communicate and share their experiences.

The 'Latet Pe' Child Sexual Abuse Prevention Program for elementary school children includes the following activities:

1. Educational staff meetings (1.5 hours).
2. Lecture for parents (1.5 hours).
3. Parent-child workshops (1.5 hours).
4. Musical theater show 'I dare to share', accompanied by lesson plans.
5. An additional lesson plan and a comprehensive summary of the program's key concepts and outcomes.

The implementation of the 'Latet Pe' program within a school setting yields significant personal and social outcomes, including

- **Early detection and treatment of cases at an early stage:** enables timely intervention and healing, and in many cases, even prevents incidents.
- **Enhanced community protection:** By fostering trust between adults and children, potential offenders are deterred.
- **Financial savings for victims, families, and the state:** reduce the costs of healthcare, educational support, law enforcement, child protection services, and other related expenses.

Our Research

Questionnaires

Approved by the Office of the Chief Scientist at the Israeli Ministry of Education, the questionnaires were delivered virtually and anonymously. Participants answered the questionnaire using a computer or smartphone, after expressing informed

consent to participate in the study. For more information on the questionnaire, please see the attached documents named "Parents Questionnaire" and "Teachers Questionnaire".

Most of the participants answered a single questionnaire - before or after the activity, and the answers of those who had not yet participated were compared with those who had. Those who participated in the program during the data collection period were asked to answer the questionnaire twice, before the activity and after it.

Questionnaire components:

- **Demographics** - questions regarding the age, gender, and staff members' educational background.
- **23 Statements** - 8 about knowledge, 7 about attitudes, and 8 about skills. Participants rated each statement on a scale of 1 (not agree at all) to 5 (strongly agree). Most of the statements were taken from previous academic studies in the field and translated into Hebrew, while others were developed by the 'Latet Pe' professionals (see Appendices 3-4 for the statements).
- **Questions concerning the conversation between adults and children and the school climate over the last six months.** As the reference period was six months, this section was presented to participants who participated six months ago or answered the questionnaire before participating. (The part was omitted for those who took part less than 6 months ago because this is not a sufficient period to infer a change in the child's behavior.)
- **A question for parents regarding the extent to which the children shared emotional struggles or hardships during the joint workshop.**
- **places to write about the cases and events covered.**

Interviews

Three structured interviews were conducted with three counselors from schools with different characteristics, focused on the change that took place among participants in the 'Latet Pe' programs, as perceived by the counselors (The outline of the interview appears in Appendix 9). The counselors participated in 'Latet Pe' activities 6 months to a year before the interviews. **The key findings are reported alongside questionnaire findings.**

Feedbacks

In order to strengthen and illuminate the research findings, this report includes selected quotes from a database of approximately 2,700 anonymous responses from parents, belonging to a variety of communities, who participated in the 'Latet Pe' activities from June 2022 to April 2023. **Key findings are reported alongside questionnaire findings.**

Findings

Sample characteristics

- The questionnaires were administered to 546 parents and educational staff members.
- The respondents belong to 59 different schools that acquired the activity package. 28 are religious schools, 27 are secular schools, and 4 are ultra-Orthodox schools.

(Appendix 1 lists the participating schools, and Appendix 2 breaks down the educational roles of the staff members).

Number of Questionnaires according to the time period in which the respondent completed the "Latet Pe" activity:

Overall	6-12 months <u>post</u> the activity	Up to 5 months <u>post</u> the activity	<u>Prior</u> to the activity	
397	43	115	239	Parents
149	27	54	68	Teachers
	70	169	307	Overall

Demographics of Participants²

participants	range	mean	median	SD	Women	Men	Prefer not to answer
Parents, Pre-activity	26-67	40.18	40	5.76	209	30	
Parents, post-activity	30-55	40.24	40	5.72	139	19	
Teachers, Pre-activity	23-58	39.44	38.5	9.07	52	14	2
Teachers, post-activity	23-67	36.42	35	8.95	62	17	2

Data Processing and Analysis

All the quantitative findings obtained from the questionnaires were analyzed using R software, employing standard descriptive statistics and statistical tests to examine differences between populations. For each question, a t-test was conducted to assess the significance of differences between the two relevant groups for comparison.

²including individuals who are part of both the "before" and "after" groups.

In some of the statements, a high agreement indicates consistency with the values and principles of 'Latet Pe,' while in other statements, a high agreement indicates inconsistency. To calculate the overall results, the values obtained for the latter type of statement underwent "Reverse Coding": the participant's selected value was subtracted from 6 (as the scale was 1-5), resulting in a mirror image of the selected value, which corresponds to the guidelines of the first type and enables a comprehensive calculation (Groves et al., 2011).

An analysis of the impact of the program was conducted based on a percentage change between the time before and after the activity. This calculation is done for each statement separately (the data for each statement can be found in Appendices 3-4 under the variable "Percent calculated"). In the next stage, **three overall percentage growths were calculated for each participant group: one for knowledge, one for skills, and one for attitude.** The overall average calculation considers only the statements with a significant difference between the responses before and after the activity.

Results

Educational Team Members

Statements:

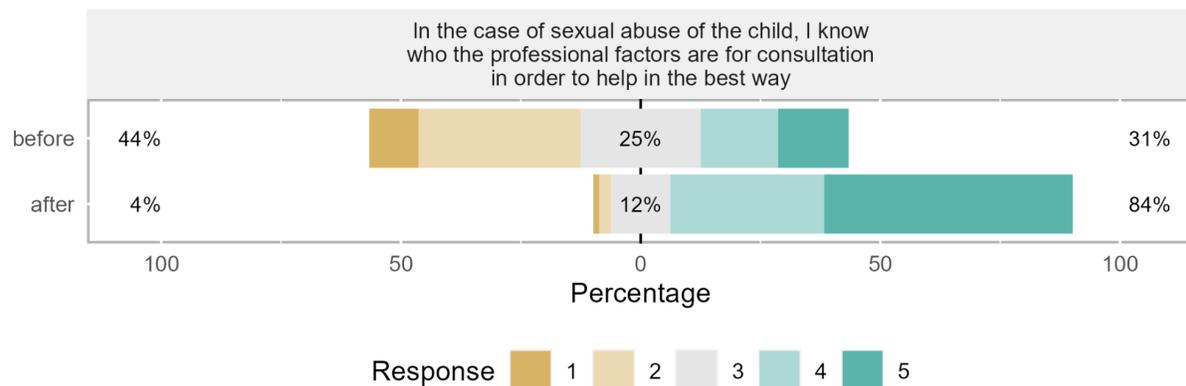
(The statistical test results and knowledge/skills/attitude growth are presented in Appendix 3).

- 18 people answered both before and after the activity (hereinafter referred to as "the team's cross-sample").
- **For all statements, there is a significant difference between the answers received before and after the activity.**

Knowledge

The overall sample showed an average growth rate of 30.13%. In the team's cross-sample, knowledge improvement stands at 77.1%.

The most noticeable improvement is in familiarity with the professional factors involved in consulting in cases of child sexual abuse, and an awareness of the high likelihood of child sexual abuse and its potential occurrence in any school.



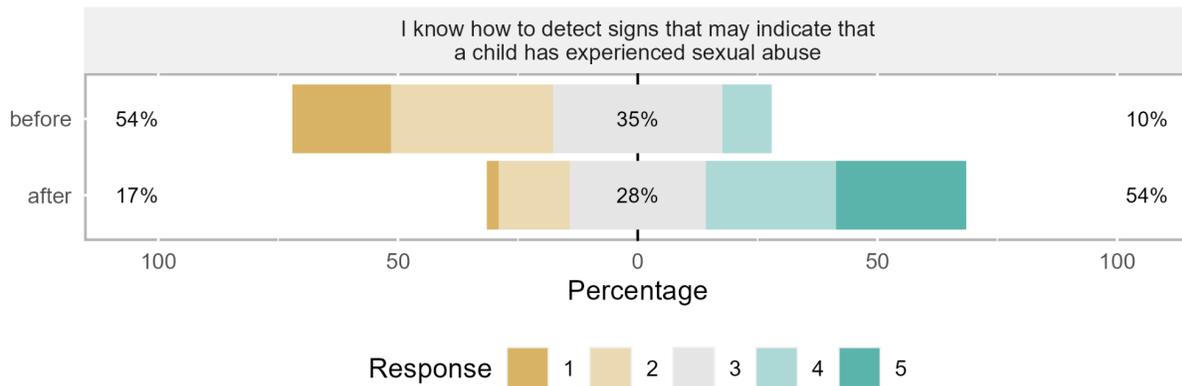
The educational team has become aware that: child sexual abuse is not exclusive to vulnerable populations and is not solely committed by individuals unknown to the child. That even mild forms of sexual abuse can lead to severe emotional distress, and that most children do not immediately disclose their sexual abuse experiences.

"I even summarized the information myself and passed it on to others, even within my own family. The knowledge we received was very profound and comprehensive, in all aspects." said Consultant 1

Skills

Skills in dealing with child sexual abuse have significantly increased. High improvement percentages were found in all surveyed skills (range of 62.6%-31.25%, an average of 44.38%). In the team's cross-sample, the improvement **reached 102%.**

The educational team has skilled at distinguishing between child sexuality and adult sexuality, identifying signs of sexual harm, creating a space for students to approach them with sensitive topics, and adopting a calm and positive approach.



Consultant 1 shared the success of "Latet Pe" in training the team for proper response and treatment, saying: *"As a mother and an educator, we truly received ways to talk about it, how to discuss it with children, which words to use... even male teachers. They (Latet Pe) provided our teachers with the tools of how to address it... It is a topic that is sometimes embarrassing, especially in the religious sector..."*

Consultant 3 explained that *"When we talk about the whole issue of sexuality, we need to know when and how to react, When sexual behavior may be normative but still not accepted... All these issues were addressed. Not only abuse' but also how to talk and to normalize sexuality. The team was thirsty for this knowledge. The teachers reflected that now they know how to talk. It was practical and did not remain at the conceptual level."*

Attitudes

The examined attitudes were significantly more positive post to the activities (average growth rate stands at 27.98%. In the team's cross-sample, it reaches 54.6%.)

There has been a positive shift in the team's perception of the significant role teachers play in promoting sexual protection and in the process of handling child sexual abuse. They felt more comfortable addressing abuse issues in their daily lives. They placed an increased level of trust in organizations that provide assistance and in their students' parents' ability to handle such situations. Qualitative findings from the questionnaires show that in 9 cases, the team referred the affected child to additional resources such as a school counselor, a school supervisor, a helpline, and emotional support.

Consultant 2: *"We have a diverse team, many teachers from the ultra-Orthodox world, and for some of them, it used to be a taboo."* She mentioned that 'Latet Pe' developed sensitive and tailored lesson plans for the team, which proved itself. *"It built confidence in them, as teachers, that they are the right people to address the issue since they are closest to the children... they understood the importance of being the ones to address the issue directly for the children themselves..."* She also asked to share a story demonstrating the issue: *"There was a case of a girl who was walking home in the evening, coming back from a friend's house, and it started to get dark. A car stopped next to her and offered her a ride. Then she shouted, 'No!' and ran away from there, reached home, and told her parents. When they asked, 'Well done, how did you know? (to distance yourself and escape)' she said, 'We learned it last year!' I think this story really empowered the teachers who heard about it later... that it's really a matter of saving lives."*

Several team members wrote about this issue at the end of the questionnaire, for example: *"A fascinating dialogue was created about changes in the body during adolescence and how to talk respectfully about private organs."*

Frequency of dialogue and interaction between teachers and students, and the social climate in the school:

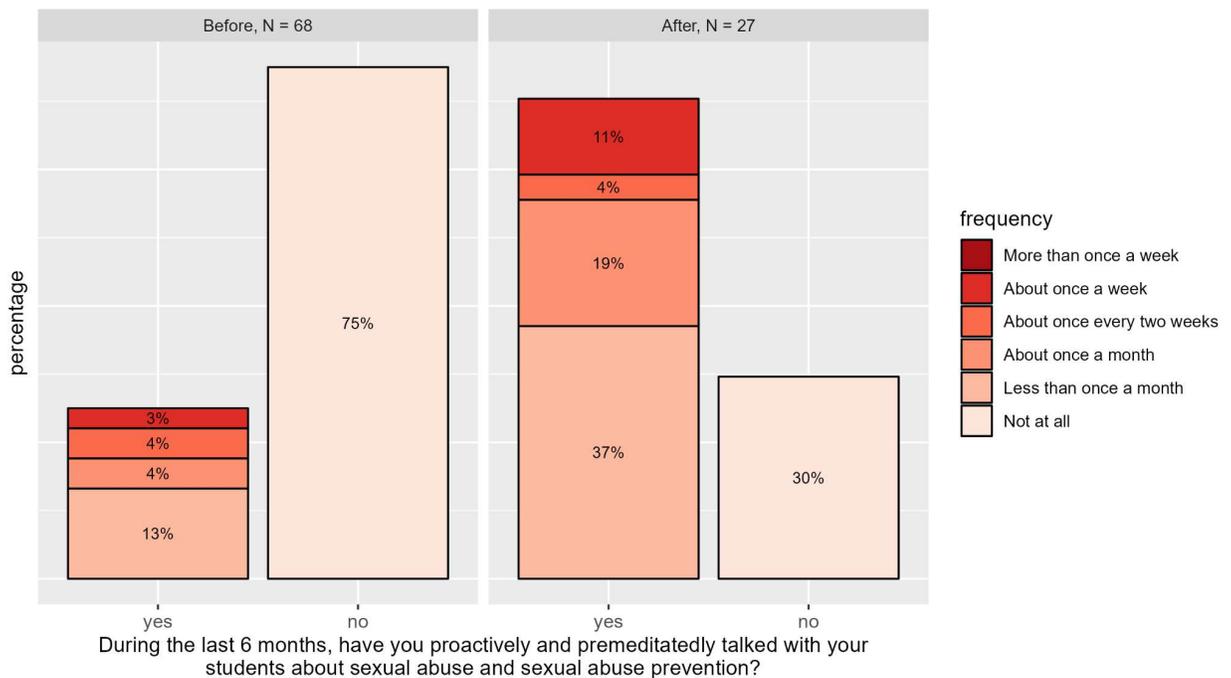
Tables are presented in Appendix 5. Appendix 7 presents the distribution of responses to the first five questions.

There is a significant improvement in 3 questions in this section.

1. [Frequency of dialogue initiation with students regarding child sexual abuse](#)

Pre- and post-workshop responses differed significantly.

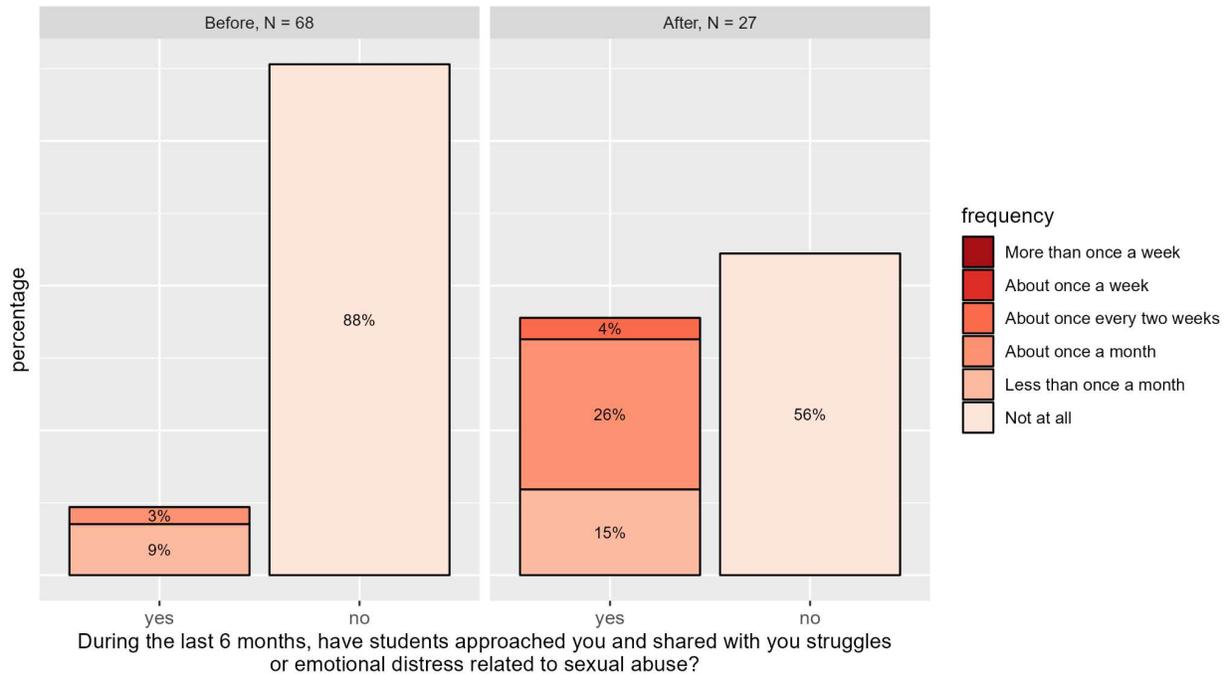
181% growth (P = 0.029)



2. [Educator-student communication regarding emotional distress related to sexual abuse](#)

Pre- and post-workshop responses differed significantly.

454% growth (P = 0.004)



Consultant 1 determined *"the activity primarily taught children to identify what is not correct."* Furthermore, Consultant 3 expressed, *"It provided the children with an action plan, a way of action... It enhanced the children's sense of empowerment... These statements (that 'Latet Pe' taught'), which are very clear, convey the message that something can be done, that change is possible, and it is your right to be protected"*

The importance of teacher-student dialogue was emphasized by Consultant 2: *"We dealt with a child who suffered abused within the family, and we were the ones who informed the welfare... when abuse occurs within the family, it is much harder for children to share. Sometimes the adults who are supposed to be safe to confide in can be the offenders."*

3. Identifying signs of sexual abuse in students

During a 6-month period prior to the activity, six team members, 8% of the team members who responded to the questionnaire detected signs of sexual abuse in seven students (five detected in one student, and one in two students). Throughout

that period following the activity, 10 individuals, 14% of the respondents, reported identifying signs in 21 students (six team members identified signs in one student, two in three students, one in four students, and one in five students).

By normalizing the number of reports before the activity (7) to the sample size before the activity (68), the expected number of reports for the sample size obtained after the activity (27) is 2.78. **The actual number post the activity was found to be 21, which is approximately 7.5 times the expected value!** Additionally, after the activity, there was a **noticeable shift towards referring the identified cases to factors other than the school consultant**, such as welfare, emotional therapy, a defense center, psychological services, and various support organizations.

This question also revealed a significant difference in the team's perception of having the tools to provide professional support to the affected student (on a scale of 1-10: mean before: 2.67, mean after: 8.3, P value = 0.001).

Parents

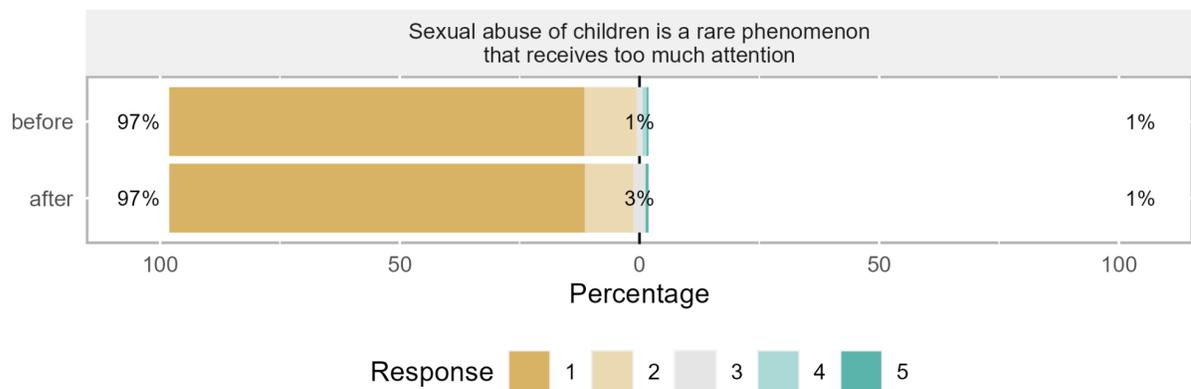
Statements:

(The statistical test results and knowledge/skills/attitude growth are presented in Appendix 3).

- 46 people answered both before and after the activity (hereinafter referred to as "the parents' cross-sample").
- For most statements (15 out of 23), significant improvement is observed.

Knowledge

- **Parents' knowledge has grown in 5 out of 8 statements (growth percentage for the significant statements is 10.02%). In the parents' cross-sample, the improvement is 14.3%.**
- Similar to the process experienced by educational staff, parents also show the greatest improvement in familiarity with the professional factors consulting in cases of child sexual abuse. They also show an increased awareness of the high likelihood of child sexual abuse and its potential occurrence in any school and an understanding that most children will not immediately disclose their sexual abuse experience.
- A ceiling effect (most responses close to the high end of the scale) and a floor effect (most responses close to the low end of the scale) were observed for the 3 statements where no significant difference was found.



Skills

- **Parental competency significantly increased according to 5 out of 7 statements. The average improvement percentage (in significant statements) stands at 15.66%. In the parents' cross-sample: 20.8%.**
- The most pronounced improvement was observed in parents' perception of their ability to identify signs of child sexual abuse (26.38%). Another

significant improvement was in their ability to distinguish between healthy and normative childhood sexual behaviors and behaviors that may arise from sexual abuse or exposure to harmful or inappropriate content, and to act accordingly (17.82%). A modest but still significant improvement was observed in parents' perceptions that they can remain calm when dealing with sexual matters.

- Many parents testified, both before and after the intervention, that if their child disclosed the abuse to them, they would first and foremost be glad that the child spoke up and shared what happened with them. In addition, parents remained confident that they had created a safe space for their children to approach them spontaneously and share body and sexual topics.

Regarding this, Consultant 2 said, *"Besides the team that needed the information, it was essential for the parents to hear it as well... We don't always have a way to protect them, But once they know they have someone to turn to, it also safeguards them. We've seen that it's a correct process for these age groups"*.

This was confirmed in the parents' feedback: *"A lot can be done to prevent harm, and even if something were to happen, we can address it!"*

Attitudes:

- **Out of 8 statements, the observed improvement is significant in 5. The average growth percentage for significantly improved statements stands at 9.52%. In the parents' cross-sample, it stands at 20.5%.**
- An improvement was observed in attitudes toward the extent to which they need to suspect a child's report on sexual abuse, the level of confidence in support organizations, willingness for tailored exposure of elementary

school-aged children to sexual education content, and the ability of school teachers to handle sexual harm cases.

"I felt that it opened up many very important issues and raised concerns, questions, and various things... I remember that people were waiting to talk to Shneur (the facilitator) after his lecture. I heard that 'Latet Pe' decided to open a hotline, and in my mind it is absolutely necessary because the knowledge the parent acquired opened their need for more personalized answers." - Consultant 1.

Frequency of dialogue and communication between parents and children, and the social climate in the child's classroom:

Tables are presented in Appendix 6. Appendix 8 presents the distribution of responses to the first five questions.

Parents reported no significant increase in frequency in any of the questions in this section. Parents tend to report that in the past six months, they did not engage in spontaneous or planned conversations with their children about safety/sexual abuse, and their children did not share any emotional distress with them. A similar situation occurred with the question regarding inappropriate behaviors at school. Differences did not appear even after excluding "not at all."

However, post-activity feedback from parents paints a different picture, as they reported on finding the workshop helpful in initiating a conversation at home. Responses to the question "What tools/insights did you gain?" included:

"I realized it is time i talk to my children about several topics, and it helped me open a conversation with them."

"What did i learn? Initiating proactive dialogue from an early age. How to simplify conversations with children, and how to encourage emotional sharing and dialogue."

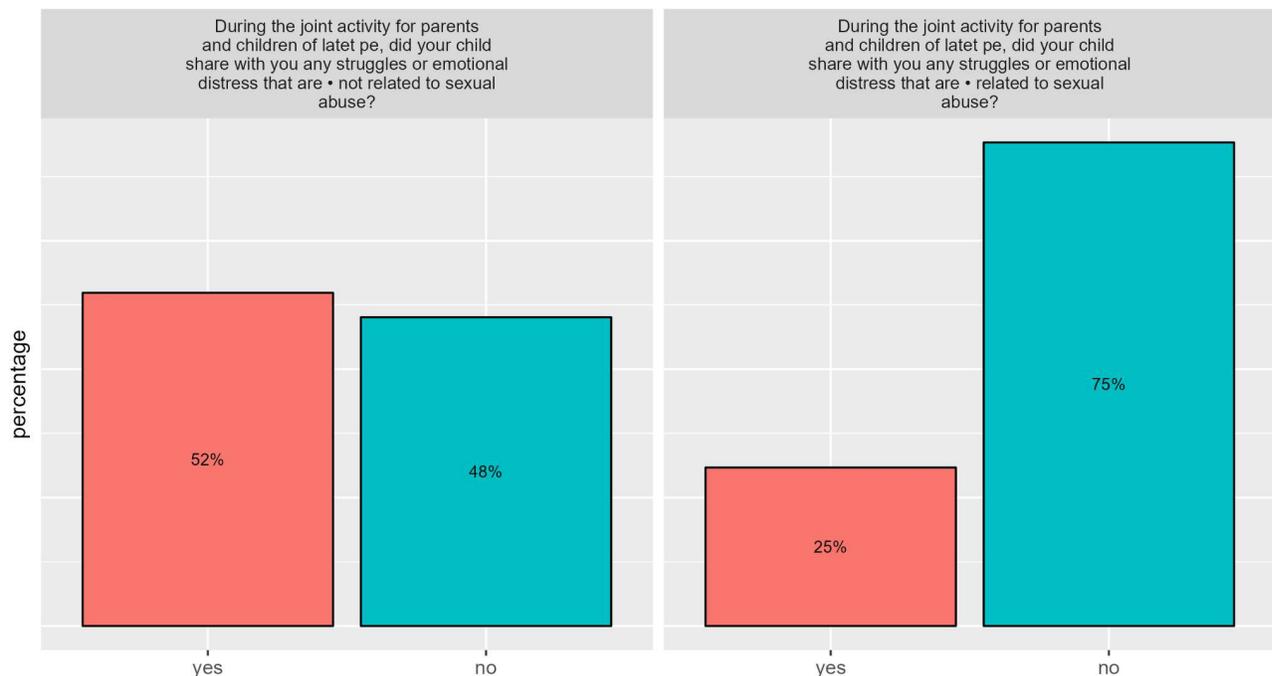
"To encourage a culture of mutual sharing between parents and children at home, and when a child asks embarrassing questions, we tell him that we're glad he's asking..."

"To seize opportunities for conversation with my kids, listen attentively, and empower them."

The joint workshop for parents and children:

Parents were asked two questions regarding the extent to which their child shared emotional distress related/unrelated to sexual abuse. (Each question stands alone and cannot be compared to the other. There is no comparison between pre- and post-activity responses.)

Children share their distress with their parents. Sexual abuse was shared by 52%, and emotional distress by 25%.



Approximately 50 verbal comments from parents related to the conversation initiated by children during and following the joint activity:

"In the past, i knew that another child told him to take off his pants. He now shared with me that it still disturbs him"

"As a result of the activity, a more open dialogue was created, and he asked me questions about vulgar words used in the classroom."

"My daughter asked me many questions and it was evident that the topic concerned her. During the workshop she shared that children laughed at her and her friends in the restrooms."

"I really want to share that my child shared an unpleasant experience that occurred between cousins. He had difficulty telling me, and thanks to the workshop, I managed to understand the story and also knew who to consult for help."

Consultant 3 on the joint workshop for parents and children: *"It was truly a conversation that parents experienced differently from what usually happens at home. It allows them to do something that they might not succeed in doing spontaneously. It gives you the 'how to do it,' provides you with guiding questions. It provides a description of a conversation, of a specific way of thinking, and then you are not left with just saying, 'Okay, I need to talk to my child about sex. But what do I say to him?'"*

Summary of the results

- The educational team and parents were contributed significantly across the various program components, particularly in terms of developing effective communication skills on issues of safe and protected sexuality, identifying and addressing signs of distress, and dealing with sexual abuse.
- Educators initiated more conversations with students, and students engaged with the educational team more frequently regarding issues of abuse, sexual harm, and other emotional difficulties. The educational team identified 7.5

times more cases of student victimization, and thanks to the activities, they were equipped to provide professional support to the students.

- The joint workshop for parents and children fostered dialogue and emotional openness between parents and their children. As a result, 25% of the children shared with their parents previously undisclosed difficulties related to negative sexual experiences.
- In the questionnaire itself, parents reported few conversations with their children. However, the text responses within the questionnaire and the hundreds of feedback comments written by parents indicated a willingness for open communication within the household.
- The program was perceived as light and calming, transforming a subject that raises concern and anxiety into something engaging, dignified, and meaningful.
- The activities were culturally tailored to all sectors they were delivered to.

The research findings indicate that the educational program of 'Latet Pe' achieved its objectives. The research provides evidence of the establishment of a healthy, positive, and straightforward dialogue between adults and children on the complex subject of sexuality and child sexual abuse prevention. The program brought about changes in the perceptions and attitudes of the participants, who experienced 'Latet Pe's approach as positive, non-threatening, and culturally sensitive.

Cost-effectiveness assessment of the project

Summary of costs

The annual cost required to operate the "Latet Pe" program for elementary school students is \$492,165. This amount represents the overall economic costs of the NGO and consists of the following cost components: administration costs

(\$263,372), recruitment and targeting expenses (\$3,767), team training costs (\$23,345), actual program implementation costs (\$187,180), and travel expenses (\$14,500). The program was delivered in 856 classrooms throughout one year, **resulting in a cost per classroom of \$574 and a cost per child of \$19.2.**

Through the acquisition of knowledge, skills, and positive attitudes by the participants, the "Latet Pe" program trained educators to identify signs of sexual abuse. Before the program, **the potential for identifying signs of sexual abuse was 0.2 cases per team member per year** (calculated based on 7 reported cases by 68 participants over a 6-month period), while **after the program it raised to 1.55 cases per team member per year** (based on 21 cases reported by 27 participants over 6 months).

Thanks to "Latet Pe", each team member can now identify an average of 1.35 additional cases per year. Assuming a modest estimate that in each classroom "Latet Pe" empowers one team member, in 856 classrooms, this translates to **early detection, prevention of escalation, and effective response to an additional 1,155.6 cases of child sexual abuse during a year of operation.**

*Based on the assumption that qualified teachers will continue to prevent child sexual abuse cases in the years to come, it is likely that the number of 1,155.6 cases is an underestimation.

492165\$ invested in 'Latet Pe' activities, divided by 1,155.6 cases prevented, equals an investment of 426.2\$ per case. Thus, the cost-effectiveness ratio of "Latet Pe" is a treatment/prevention rate of (at least) 0.0027 cases of harm for every dollar.

Economic Savings

The Israeli Ministry of Internal Security (2011) estimated the government costs of child sexual abuse at **\$11,000 (₪39,000) per case per year**. In the United States, these estimates range from \$100,000 to \$150,000 per victim per year, highlighting that the Israeli calculation does not take into account significant economic implications. These include the monetary burden of suffering as well as the loss of productivity and quality of life for the victim. The economic consequences of impaired adult functioning are highly relevant in the field of child sexual abuse. Therefore, there are reliable and accepted measures in the literature to assess them. Appendix 11 explains each measure. The following summarizes child sexual abuse incidents: **Decreased quality of life** - a loss of \$41,001 for females and \$38,904 for males over a lifetime. **Productivity losses** - \$223,581 over a woman's lifetime (no equivalent calculation exists for males due to data limitations). **Criminal activity/violence costs** - \$2,434 over a lifetime regardless of gender.

Based on the limited calculation utilizing the existing measures in the literature, the cost of child sexual abuse in Israel is as follows, **Over a lifetime:** 278,016 dollars for female victims, 52,338 dollars for male victims. **Annually:** Female: 4,484.13, Male: 918.21³

By implementing a proactive intervention that prevents or leads to early detection and proper treatment of 1155.6 cases, a significant portion of the economic costs associated with these abuses can be saved. Specifically, with an investment of \$492,165 for the implementation of the "Latet Pe" program, there are potential

³ Men's life expectancy is 76 years whereas women's life expectancy is 81 years (based on the average U.S. life expectancy (Arias, 2014). The transition from annual to yearly calculations is based on the number of grown-up years for each gender, so 57 for males (19-76) and 62 for females (19-81).

savings of 321,275,289.6\$ (1,155.6 X 4,484⁴). Therefore, **for every dollar invested in "Latet Pe," 652.78\$ can be saved for the country and the victim's family.**

Clearly, child sexual abuse is not only a social issue, but also an expensive one. In accordance with research findings, it is possible to alter this reality and achieve substantial economic savings. Therefore, the investment in prevention and intervention strategies is well worth the cost.

Research Limitations

Estimation of the number of cases prevented:

At the core of the 'Latet Pe's vision is the prevention of child sexual abuse. In this research, as in many other studies in the literature, a direct and reliable measurement of prevented harm was not feasible. Instead, the measurement focused on skills that have been theoretically and empirically proven to promote resilience and prevent harm. We calculated the cost-effectiveness ratio in this study assuming a direct correlation between revealing the harm pre-injury/early in the injury process and reducing the consequences and costs of the injury.

Children's investigation:

One of the main goals of the 'Latet Pe' is to transform the caring adult into a trustworthy person capable of discussing sexuality and sexual abuse with a child. In this research, the effect on children was only studied indirectly through their circle of adults. Direct investigation of children was not approved by the Ministry of Education within the framework of this research. The nature of this research can suffer from biases related to the perception and interpretation of what is happening in the child. To deal with the limitations, we developed questions that

⁴ This cost is calculated using the assessment for women, since the assessment for men does not include certain components due to underreporting of child sexual abuse by men.

ask the adult to provide quantitative and dry information about the child's behavior.

Comparing parent samples:

Comparison of questionnaires before and after the intervention was challenging due to different sample sizes. Further, in small samples, parents tended to report the lowest frequency for the investigated events (it is possible that identifying parents reporting moderate and high frequencies may require sampling a larger number of parents). The challenges in collecting a large sample of parents stem from the community characteristics of the parents. Many do not use technology like WhatsApp, making recruitment and enlistment difficult.

Sector segmentation:

Segmentation was not possible due to the size of the sample (insufficient staff and unbalanced parents samples). In light of the fact that the NGO conducts in-depth processes of adapting its activities to populations and sectors, sector segmentation insights are lacking.

Research design - Within-subject comparisons:

The sample for this research was broad and diverse in order to represent a variety of schools. This led to a comparison between responses prior to the intervention by certain participants and responses after the intervention by different participants, resulting in a less-than-optimal comparison due to "background noise" (individual differences among participants). Constructing a sample where each participant answered both questionnaires (within-subject comparisons) would have been more accurate.

Further research suggestions

It is important to assess the stability of the results over time and to examine whether the material taught in the program needs to be refreshed (Hébert et al., 2001; Walsh et al., 2018). It is sometimes recommended to refresh material every year (Wurtele et al., 2008). It is important to examine the critical period for the content of the "Latet Pe" activity.

Room for more Funding

'Latet Pe's strategy for becoming an expert witness in the sexual assault field:

Goal 1: Increase the number of beneficiaries, both in existing and new audiences

- **Expansion of the training team:** as part of the organization's natural growth, add 3 staff members and provide professional guidance. The cost of this expansion is estimated at \$80,000 annually.
- **Technological solutions:** Self-placement system for clients and instructors. It will allow an additional 30% of current annual activity. The budget required is \$27,748 per year.
- **Plans for the ultra-Orthodox, Arab, and special education populations:** Translation of materials, establishment of dedicated teams, appointment of a project manager for each sector, and the creation of a plan to work with the communities. The impact will begin after the training of teams and building of trust within the communities, with an expected reach of 100 schools within three years. \$40,956 is required for each of the ultra-Orthodox and Arab communities, and \$27,304 for special education. Team staffing costs are estimated at \$30,000 per year.
- **Expanding to communities abroad:** Latet Pe's activities meet an international need, as demonstrated by the demand for our activities in

various countries such as France and South Africa. In addition, there are initiatives to launch a Latet Pe's project in Haiti and Uganda in 2024. We have established international connections, particularly with Jewish communities abroad who often do not receive adequate culturally sensitive support from their home country. To translate materials, train instructors, and build basic connections with each community, we require \$30,000 for each community. The estimated cost of implementing the project is \$150,000 per year, as many foreign communities (mainly in developing 3rd world countries) currently have no government funding for this issue. Initially, the organization's effectiveness will be limited by implementation and relationship-building costs. However, in the long term, we expect the costs to decrease and the impact to gradually increase.

Goal 2: Create educational content for self-learning about sexual assault, allowing parents and teachers to teach their children independently.

- **Educational advice line for parents and teams** on sexual assault prevention and emergency assistance. The service is currently provided by "Latet Pe" without suitable resources or infrastructure, so the institutionalization of the service is expected to lead to an immediate increase in the NGO's impact. Almost all establishment work has already been done, and additional training and content development will require \$20,000. Maintenance costs for the line are estimated at \$15,000 per year.
- **Development of the 'Latet Pe' website** as a professional and child-friendly knowledge hub. The website is in the design stage with a web design company, and simultaneously, the NGO is developing a content writing system. \$54,608 is needed to continue the establishment.

- **A technological system designed to send follow-up content** to teachers and parents to ensure program implementation over time. The effectiveness will increase from the moment the program is launched and will be enhanced with the refinement of the content over the years. Technical systems cost \$10,000 to establish, and \$3,000 annually for project maintenance.
- **A computer game that educates and identifies children at risk**, giving us a chance to make an impact on cases that we have not yet discovered. The game's implementation is subject to various legal approvals and is currently in the initial pilot stage. Its full establishment is estimated to take two years, requiring a budget of \$81,913 for development and \$13,652 for evaluation and research.
- ❖ In Appendix 12, we outline what we could accomplish with an additional 140,000 dollars

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Annexes

The questionnaires and cost table are attached as separate files to this report.

Annex 1 - List of schools and respondents by groups.

names	parents_before	parents_after	teachers_before	teachers_after
אורים	8	28	NA	NA
איתן	2	8	1	1
ארנונה	13	6	3	3
בית ספר השלום	14	3	3	
בן גוריון	34	7	5	4
גבולות	1	1		
גורדון	5	4		
דרויאנוב	23	4	12	10
חיקהטבע	2	1		
כפר חסידים	1			
לאה גולדברג	2	5		
מורשה בנות	22	7		
משואה	18	4	1	
נעם בנים ירושלים	7	4	3	1
עמיחי	38	15		
פולה בן גוריון	4	7	2	2

פרנקל	38	23		1
קבוצת יבנה	1			
שדות אשכול	6	6		
אוולינה דה רוטשילד		6		1
גוננים		3		2
גן יער		1		
גן סיגלון		1		
דוגמא		1		2
הר נוף		1		1
יופי טופי		1		
מבשרת בנימינה		1		
מבשרת ברוך חדרה		1		
מנשה אלישר		1		
מספר בתי ספר		1		
נחלת צבי בנים		1		
נטעים		2		
קרוב		2		
קשת		1		
תדהר		1		
אהבת ציון צל אביב			1	
אהבת תורה			2	
אהל שלום גדרה			2	

אחיה			5	1
אלון			9	8
אריאל שרון			2	1
גבעולים			2	
דרך יהודית			3	
הלל			1	1
הראיה			1	1
יונתן זקס			2	1
מולדת			2	2
ראשית			2	
שילה			1	10
תלמוד תורה בעלזא			2	1
תלמוד תורה המסורה			1	1
אביב				5
אילן רמון חדרה				1
בית אל בנים				2
בר אילן כפר סבא				3
חברון				4
כרמים				1
ניצנים				3
עץ חיים				2
קפלן				4

קרני שומרון				1
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Annex 2 - The Educational Role of Team Members' Responses to the Questionnaire

Pre-activity	Freq	Post-activity	Freq
subject teacher	24		
integration teacher	1		
home room teacher	42	home room teacher	55
social worker	1	principal	1
		counselor	6
		subject teacher	16
		medical clown course instructor	1
		classroom assistant	1
		pre- school teacher	1

Appendix 3 - Averages and Standard Deviations for the Agreement with the Guidelines in the questionnaire, as reported by the team members before and after the activity, along with the results of the statistical analysis and the growth in knowledge/skills/attitudes.

statements	mean before N=68	SD before	mean after N=81	SD after	P value	Significance	domain	percent	Percent calculated
There is a high probability that sexual abuse occurs at our school	2.06	1.13	3.04	1.19	0	***	knowledge	1.47	47.5
Sexual abuse of children occurs mainly in poor broken or unstable families	2.68	1.5	1.53	0.9	0	***	knowledge	1.34	34.45
When a child experiences sexual abuse it is usually by someone the child does not know well	2.44	1.38	1.68	1.18	0	***	knowledge	1.21	21.41
A conversation about sexual protection is not suitable for elementary school students because it may arouse false fears and anxieties	2.21	1.15	1.27	0.57	0	***	attitudes	1.25	24.62

In the case of sexual abuse of the child I know who the professional factors are for consultation in order to help in the best way	2.91	1.23	4.31	0.88	0	***	knowledge	1.48	47.97
Most children immediately tell about sexual abuse they experienced	2.1	1.05	1.44	0.65	0	***	knowledge	1.17	16.91
Slight sexual abuse can lead to emotional distress	3.56	1.45	4.74	0.59	0	***	knowledge	1.33	33.21
I believe that by providing educational tools to the children themselves it is possible to achieve a situation where they will be more protected against sexual abuse	4.25	0.74	4.62	0.64	0	**	attitudes	1.09	8.64
As long as there are no explicit signs of sexual abuse I think there is no need to discuss the issue in the day to day life	2.31	1.33	1.31	0.62	0	***	attitudes	1.27	27.09

I would like my students to share with me questions and struggles about body development and sexuality issues	3.5	1.34	4.56	0.71	0	***	attitudes	1.3	30.17
One cannot expect a teacher to know how to identify a child who has been sexually harmed	3.38	1.17	2.36	1.03	0	***	skills	1.39	39.11
Sexual abuse of children is a rare phenomenon that receives too much attention	1.79	1.02	1.25	0.58	0	***	knowledge	1.13	13.01
The parents of the children in my class have the calmness required to deal with questions regarding child abuse or sexual issues	2.28	1.06	3.18	1.13	0	***	skills	1.4	39.75
There are fewer abuse cases in our community	2.38	1.28	1.42	0.72	0	***	knowledge	1.27	26.59
When a child is sexually abused formal contact with organizations authorities welfare	3.41	1.23	3.98	1.15	0	**	attitudes	1.17	16.5

police helplines will allow the best professional and therapeutic response									
I have the calmness required to deal with questions regarding child abuse or sexual issues	2.93	1.28	3.94	0.84	0	***	skills	1.35	34.59
If a child shared with me that he she was abused I would first of all be happy that he she shared with me what happened	3.68	1.2	4.83	0.44	0	***	skills	1.31	31.31
I know how to detect signs that may indicate that a child has experienced sexual abuse	2.35	0.93	3.62	1.11	0	***	skills	1.54	53.72
I created a space that allows students to contact me spontaneously and therefore they also contact me about issues relating to	2.41	1.1	3.48	1.14	0	***	skills	1.44	44.32

the body and sexuality									
I know how to distinguish between a play with a sexual nature and sexual abuse and react accordingly	2.46	1.11	4	0.94	0	***	skills	1.63	62.87
It is important to thoroughly check the details of the incident before believing a child's story about sexual abuse	3.59	1.14	2.37	1.43	0	***	attitudes	1.5	50.5
I will feel uncomfortable talking to a child who has experienced sexual abuse	2.91	1.31	1.73	0.98	0	***	attitudes	1.38	38.34
When I see children's sexual behavior I am able to understand whether it is age appropriate behavior or worrisome sexual behavior	2.73	1.22	4.09	0.9	0	***	skills	1.49	49.4

Appendix 4 - Averages and Standard Deviations for Compliance with the Guidelines in the Questionnaire, as Received from Parents Before and After the Activity, Alongside the Results of the Statistical Test and the Growth in Knowledge/Skills/Attitudes:

statements	mean before N=239	SD before	mean after N=158	SD after	P value	Significance	domain	percent	Percent calculated
There is a high probability that sexual abuse occurs at my child's school	2.25	1.09	2.55	1.05	0.01	**	knowledge	1.13	13.33
Sexual abuse of children occurs mainly in poor broken or unstable families	1.48	0.81	1.35	0.71	0.1		knowledge	1.03	2.85
When a child experiences sexual abuse it is usually by someone the child does not know well	1.65	0.94	1.44	0.86	0.02	*	knowledge	1.05	4.83
A conversation about sexual protection is not suitable for elementary school children because it	1.53	0.9	1.18	0.49	0	***	attitudes	1.08	7.76

may arouse false fears and anxieties									
In the case of sexual abuse of the child I know who the professional factors are for consultation in order to help in the best way	3.2	1.15	3.94	1.05	0	***	knowledge	1.23	23.03
Most children immediately tell about sexual abuse they experienced	1.64	0.78	1.5	0.66	0.05	*	knowledge	1.03	3.31
Slight sexual abuse can lead to emotional distress	4.8	0.49	4.78	0.54	0.85		knowledge	1.01	0.83
I believe that by providing educational tools to the children themselves it is possible to achieve a situation where they will be more protected against sexual abuse	4.43	0.74	4.65	0.61	0	**	attitudes	1.05	5.08
As long as there are no explicit signs of sexual abuse I think there is no need to discuss the issue in the day to day life	1.34	0.74	1.22	0.56	0.06		attitudes	1.03	2.66

I would like my child to share with me questions and struggles about body development and sexuality issues	4.87	0.46	4.94	0.31	0.11		attitudes	1.01	1.29
One cannot expect a parent to know how to identify a child who has been sexually harmed	2.4	0.98	2.12	0.9	0	**	skills	1.08	7.84
Sexual abuse of children is a rare phenomenon that receives too much attention	1.18	0.52	1.18	0.52	0.98		knowledge	1	0.09
My child s teachers have the calmness required to deal with questions regarding child abuse or sexual issues	3.2	1.09	3.45	1.14	0.03	*	attitudes	1.08	7.75
There are fewer abuse cases in our community	1.61	0.91	1.36	0.65	0	**	knowledge	1.06	5.6
When a child is sexually abused formal contact with organizations authorities welfare police helplines will allow the best	3.4	1.15	3.79	1.09	0	***	attitudes	1.11	11.26

professional and therapeutic response									
I have the calmness required to deal with questions regarding child abuse or sexual issues	3.52	1.13	3.85	0.98	0	**	skills	1.09	9.4
If my child shared with me that he she was abused I would first of all be happy that he she shared with me what happened	4.73	0.57	4.82	0.5	0.1		skills	1.02	1.86
I know how to detect signs that may indicate that a child has experienced sexual abuse	2.9	0.98	3.66	0.99	0	***	skills	1.26	26.38
I created a space that allows my children to contact me spontaneously and therefore they also contact me about issues relating to the body and sexuality	3.92	0.87	3.97	0.85	0.62		skills	1.01	1.1
I know how to distinguish between a play with a sexual nature and sexual	3.41	1.02	4.01	0.91	0	***	skills	1.18	17.82

abuse and react accordingly									
It is important to thoroughly check the details of the incident before believing a child's story about sexual abuse	2.58	1.22	2.04	1.16	0	***	attitudes	1.16	15.74
I will feel uncomfortable talking to a child who has experienced sexual abuse	1.76	0.99	1.67	0.91	0.32		attitudes	1.02	2.29
When I see children's sexual behavior I am able to understand whether it is age appropriate behavior or worrisome sexual behavior	3.35	1	3.91	0.96	0	***	skills	1.17	16.85

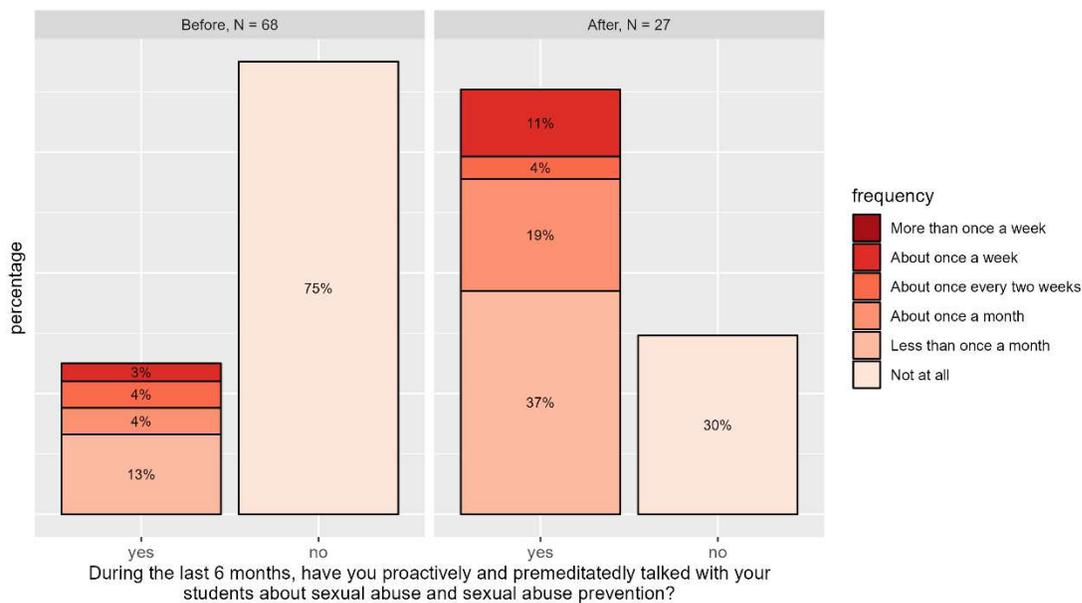
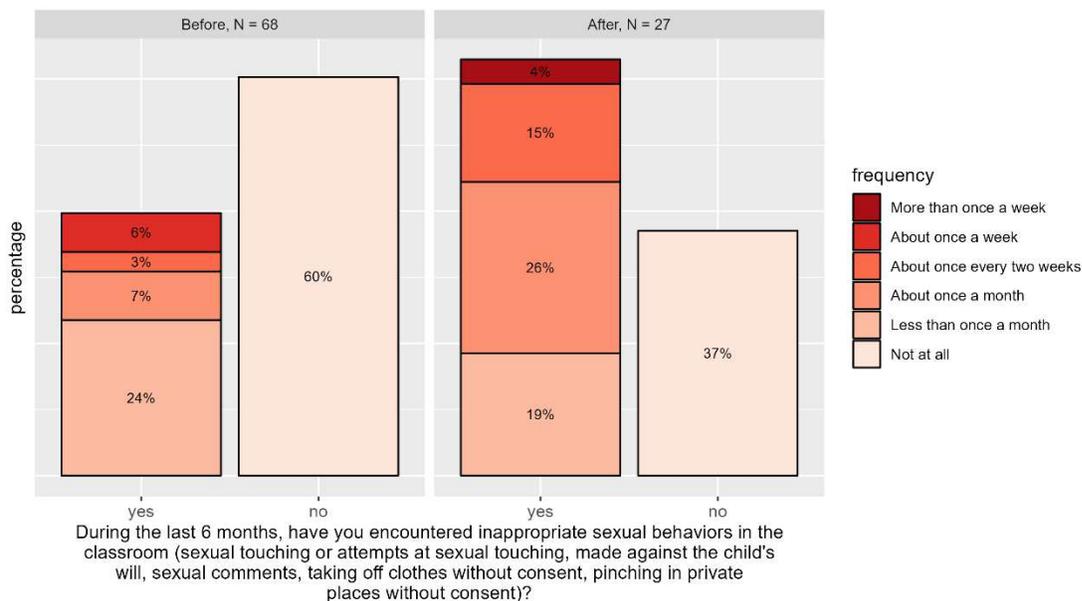
Appendix 5 - Findings on the Frequency of Dialogue and Collaboration between Teachers and Students, and the Social Climate in the School:

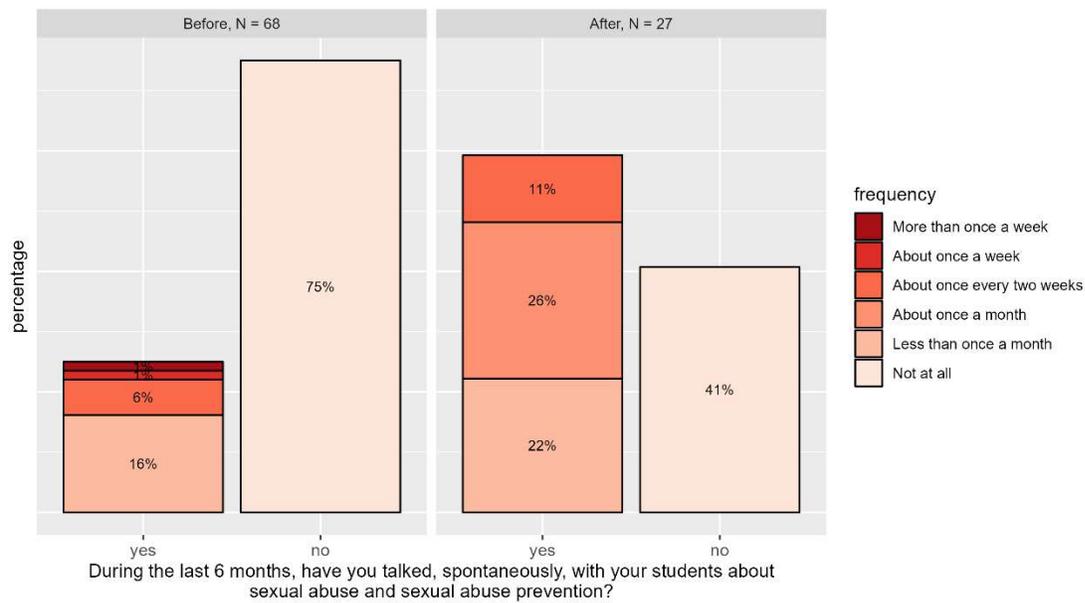
question	Mean before	Mean after	P value	N before	N after	Significance
During the last 6 months, have you proactively and premeditatedly talked with your students about sexual abuse and sexual abuse prevention?	0.316	0.889	0.029	68	27	*
During the last 6 months, have you talked, spontaneously, with your students about sexual abuse and sexual abuse prevention?	0.324	0.593	0.102	68	27	
During the last 6 months, have students approached you and shared with you struggles or emotional distress related to sexual abuse?	0.074	0.407	0.004	68	27	*
During the last 6 months, have students approached you and shared with you struggles or emotional distress that are not related to sexual abuse?	1.831	2.833	0.016	68	27	*
During the last 6 months, have you encountered inappropriate sexual behaviors in the classroom (sexual touching or attempts at sexual touching, made against the child's will, sexual comments, taking off clothes without consent, touch of private places without consent)?	0.485	0.815	0.156	68	27	

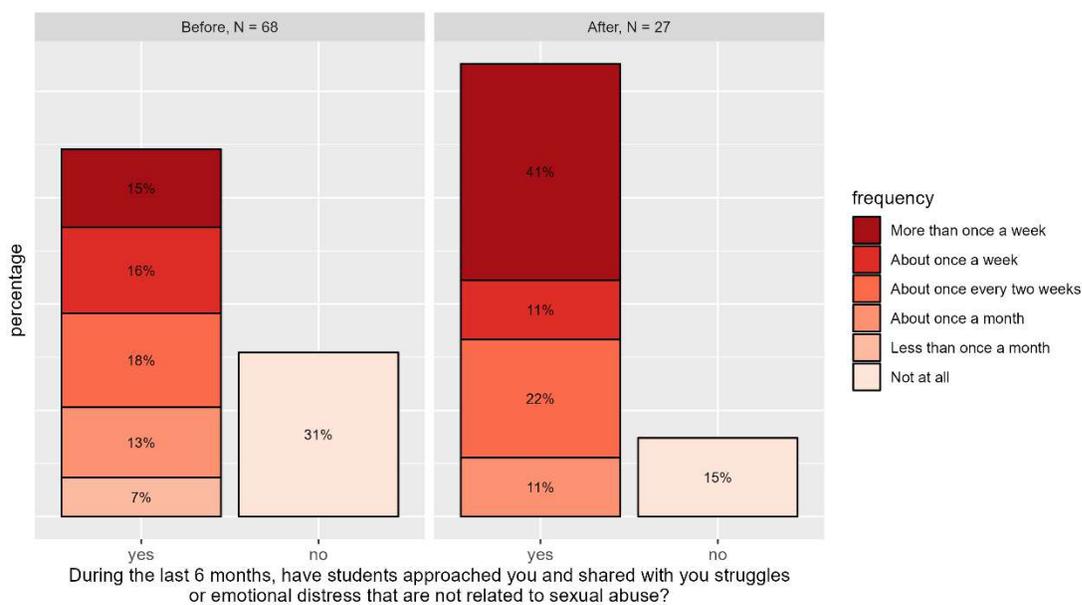
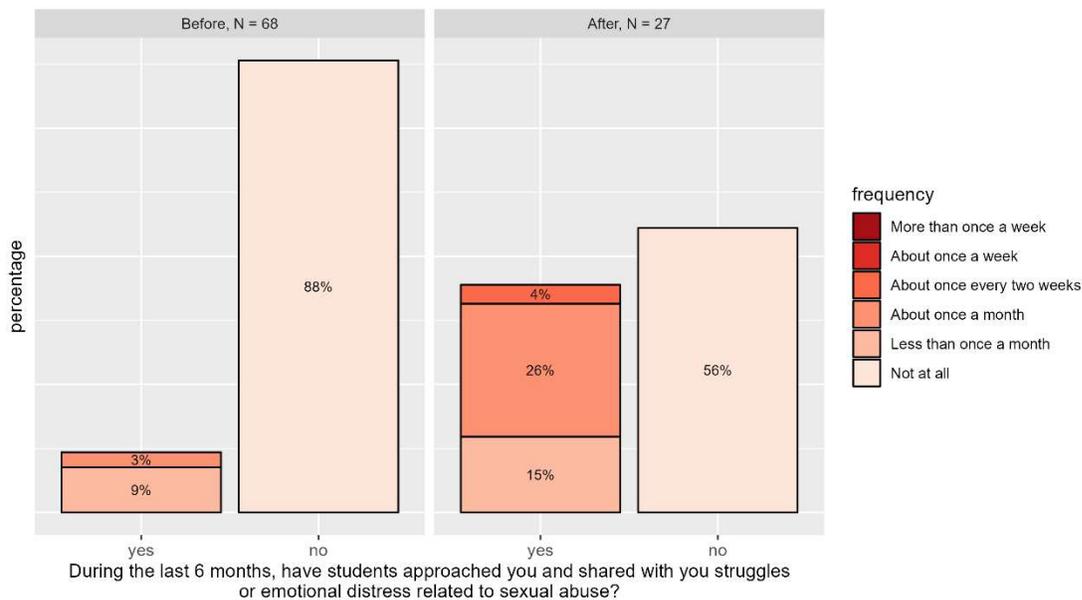
Appendix 6 - Findings on the Frequency of Parent-Child Communication and Engagement and the Social Climate in the School:

question	Mean before	Mean after	P value	N before	N after	Significance
During the last 6 months, have you proactively and premeditatedly talked with your child about sexual abuse and sexual abuse prevention?	0.647302 905	0.488372 093	0.305432	241	43	
During the last 6 months, have you talked, spontaneously, with your child about sexual abuse and sexual abuse prevention?	0.780082 988	0.593023 256	0.24513	241	43	
During the last 6 months, has your child approached you and shared with you struggles or emotional distress related to sexual abuse?	0.107883 817	0.058139 535	0.210004	241	43	
During the last 6 months, has your child approached you and shared with you struggles or emotional distress that are not related to sexual abuse?	1.342323 651	1.313953 488	0.919444	241	43	
During the last 6 months, have you encountered inappropriate sexual behaviors in your child's classroom (sexual touching or attempts at sexual touching, made against the child's will, sexual comments, taking off clothes without consent, or touch of private places without consent)?	0.178423 237	0.337209 302	0.288694	241	43	

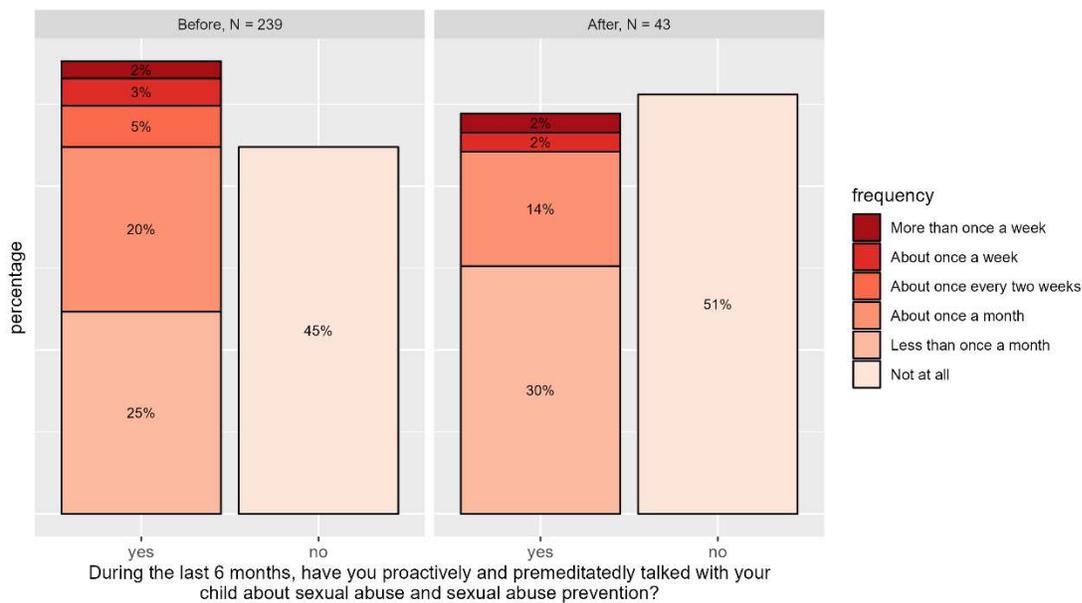
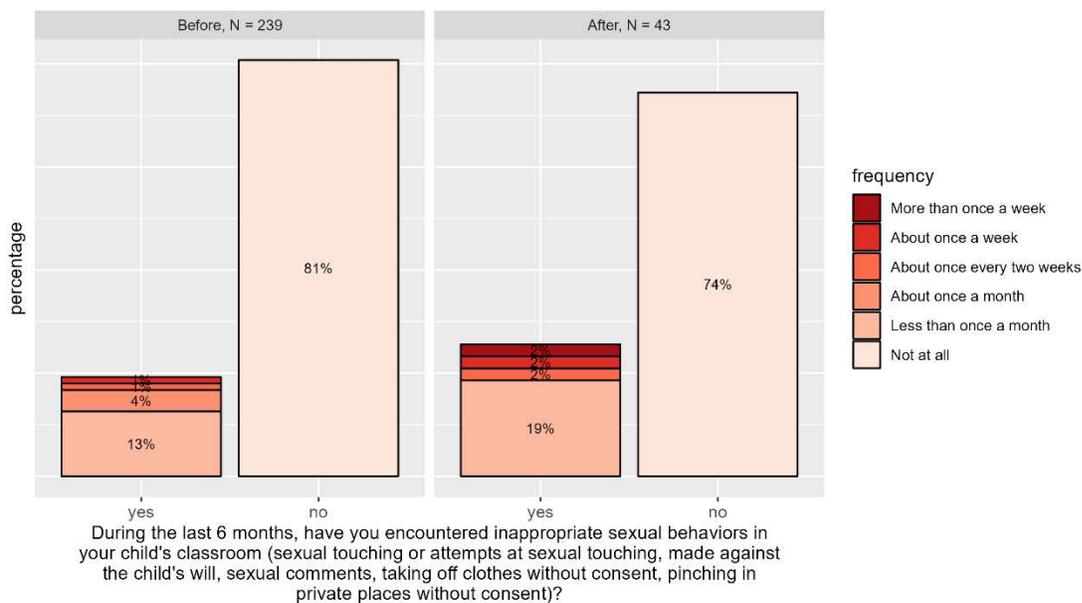
Appendix 7 – Distribution of Responses Regarding the Frequency of Dialogue and Interaction Between Teachers and Students, and the Social Climate in the School:

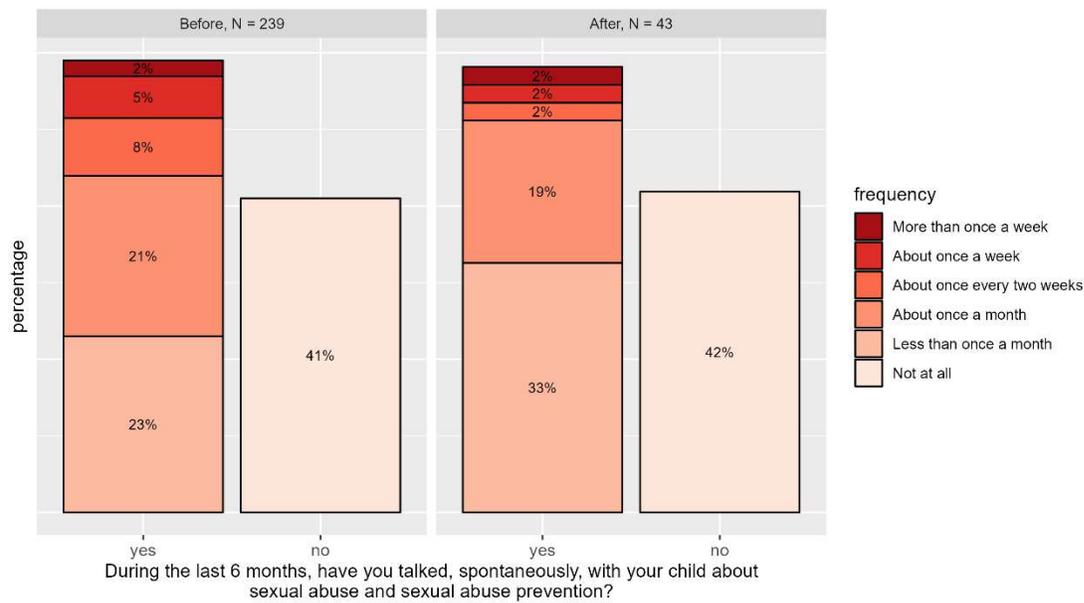


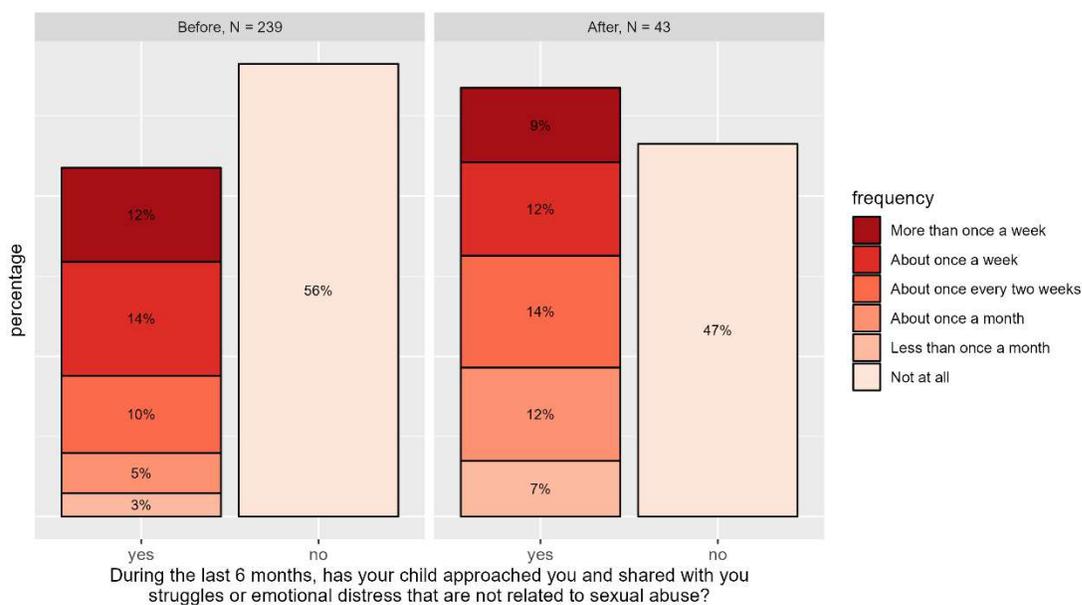
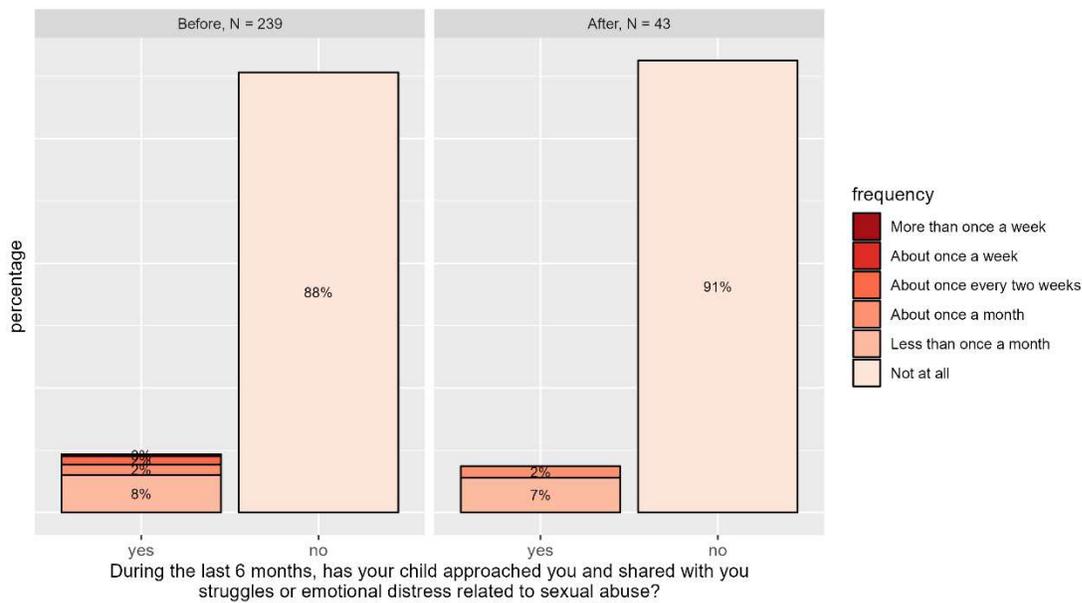




Annex 8 - Distribution of Responses on Questions Regarding the Frequency of Parent-Child Communication and Collaboration, and the Social Climate in the School:







Appendix 9 - Interview Framework for Consulting Purposes

My name is Nou Azulai, an independent researcher representing the "Latet Pe" association.

"Latet Pe" is an organization that operates educational programs on topics related to child sexual abuse prevention, online safety, emotional communication, and parent-child relationships.

The goal of the program is to reduce anxiety and provide simple, direct, and positive tools in the areas of child sexual abuse prevention, healthy sexuality, and identifying and preventing children's distress.

Several activities of the association were conducted at your school, and in order to assess their impact, I would like to ask you a few questions about the process.

It is important to note that participation in the interview is voluntary and anonymous (meaning that your name or the school's name will not appear anywhere in the research report). The interview will be transcribed in a way that all the information you provide about the school, parents, teachers, and students will remain confidential within a secure system.

The interview recording will be deleted one month after the interview.

You are not obligated to answer any question, and you can decide to end the interview at any given moment. You also have the right to decide at any point during the interview that you do not want the interview to be included in the research.

Moreover, please refrain from making any future implications with your statements.

1. General:

a. Please tell me a bit about your school and yourself (years of experience in the role, type of education).

b. Tell me about the background for inviting the activity to your school.

c. Which activities did "Latet Pe" conduct at your school, and approximately when?

d. Did you personally participate in the activities?

2. Teachers:

I would like to ask you a few questions regarding the workshops conducted for the teachers and their implications.

a. What did you learn during the "Latet Pe" lecture?

b. How did the training contribute to the teachers? (knowledge acquisition, ability to initiate open conversations about sexuality, identifying the difference between sexual playfulness between children and abusive sexual behaviour, developing the ability to address distress + creating a safe space for sharing emotional difficulties/related matters).

c. Were there any resistance or opposition from the teachers before or during the process?

d. In your opinion, has the team's ability to handle inappropriate sexual behavior cases improved?

e. Do you think the team will be able to deliver content related to consent after the team meetings?

f. Does the team know its role in cases where there is suspicion of sexual abuse?

g. What do you think was lacking in the team's training?

h. How would you describe the social climate, in terms of inappropriate sexual behaviors, before and after the workshop?

3. Parents and Children:

I would like to ask you a few questions related to the parent lectures and workshops with the children.

a. In your opinion, what was the impact of the process on the parents? (knowledge acquisition, ability to initiate open conversations about sexuality, identifying the difference between sexual playfulness between children and abusive sexual behaviour, developing the ability to address distress + creating a safe space for sharing emotional difficulties/related matters).

b. In your opinion, what was the impact of the process on the children? (increased assertiveness to create a discouraging atmosphere towards abusers/security to share with adults).

c. Were there any resistance or opposition from the parents before or during the process?

d. Do you think parents' ability to handle cases of inappropriate behavior has improved?

e. What do you think was lacking in the parent activities?

f. Was there a cultural adaptation to your educational institution?

g. Is there anything related to "Latet Pe" activities that you would like to add?

Thank you very much

Appendix 10 - consultants talk about Cultural compatibility of the program

The consultants, coming from different sectors of Israeli society, were asked about the cultural adaptation of the activity to their school community and noted that the activity was sensitive and appropriate for the population.

Consultant 2: "There was definitely an adaptation to the school atmosphere and culture... I found myself very impressed with every meeting with "Latet Pe", whether it was a parent evening, a staff meeting, or the performance. For me, it was a very professional model from all aspects."

Consultant 3: "We had instructors that came from the religious sector, and we are secular, even super-liberal to some extent. But the truth is, it was fine. On the other hand, it was more 'respectfull'... and that is probably an advantage of coming from the religious sector. We felt that the Latet Pe counselor knew how to identify the cultural differences."

Appendix 11 - accepted measures of economic implications of child sexual abuse

Decreased quality of life - measured through Quality-Adjusted Life Years (QALY) and refers to the costs of health-related quality of life losses. In the case of child sexual abuse, studies have found a decrease of 1.173 QALY for females and 1.113 QALY for males (Corso et al., 2008), which translates to a loss of \$41,001 for females and \$38,904 for males over the course of a lifetime (Letourneau et al., 2018).

Productivity losses - potential loss of income. It has been found that women who were victims of child sexual abuse earned 20.3% less than women who did not experience such abuse (no equivalent calculation exists for males due to data limitations). This decrease is equivalent to \$223,581 for those who were victimized around the age of 11 (Letourneau et al., 2018). Considering the average life expectancy for women (81 years), this amounts to \$3,606.15 per year.

Costs of criminal activity/violence - child sexual abuse is associated with an increased likelihood of criminal activity (Currie & Tekin, 2012). Sexually abused children are significantly more likely to commit assault (by 12 percentage points), robbery (by 8.3 percentage points), burglary (by 9.8 percentage points), and theft (by 9.8 percentage points). The costs associated with these crimes are \$1389 (assault), \$909 (robbery), \$113 (burglary), and \$23 (theft) for each victim of child sexual abuse. For a victim, the total amount is 2,434 dollars.

Appendix 12 - What we could do with an additional 140,000 USD:

1. Development of a public relations and social media network system.
\$37,421 per year.
2. Support fund for schools that don't have enough budget for workshops to reach 2,000 children. \$34,276 per year.
3. Measurement and evaluation of all 'Latet Pe' programs, led by the Haruv Institute and the Hebrew University. Budget required \$28,083 per year.
4. Development of multi-year educational programs by age on the topics of safe and healthy sexuality, and guidance for schools on a multi-year process. Budget required \$40,220 per year.

We welcome collaboration with individuals, organizations, and foundations that share our values and vision. We are confident that such projects will not only ensure the safety of more children but also enhance our impact significantly.