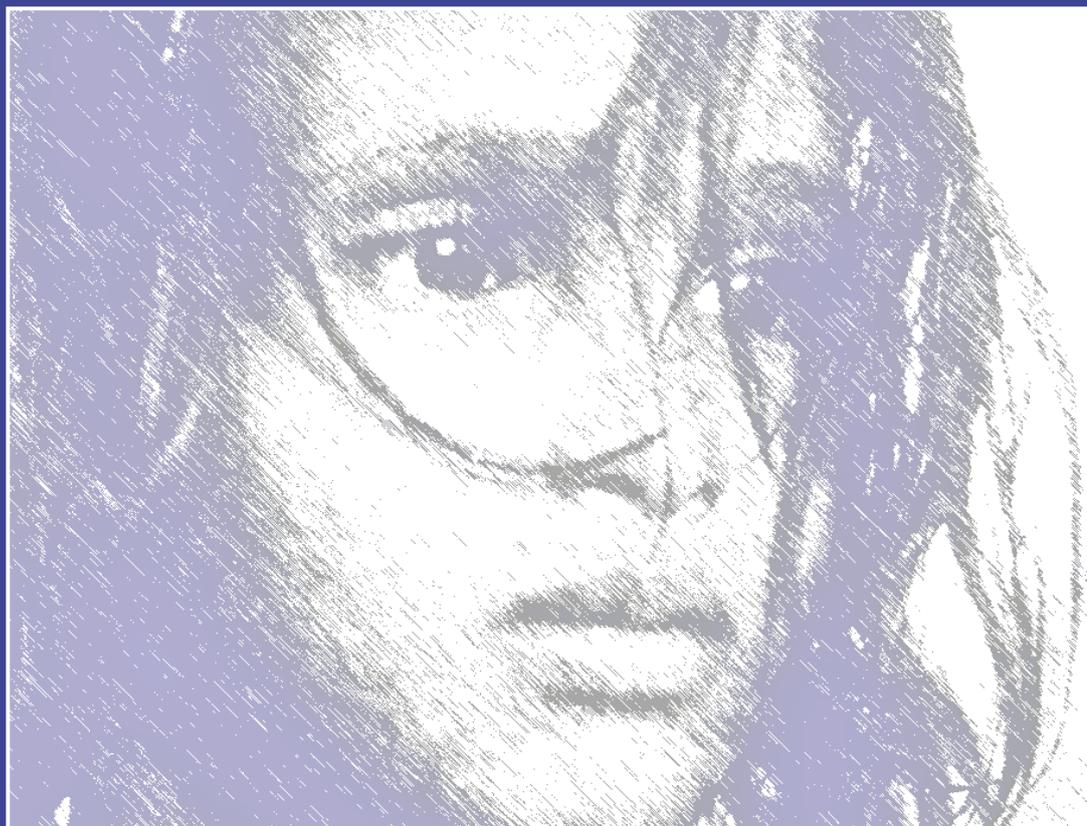


Prevention is key!



*Let's make prevention of abuse and violence
against children a global priority*



WWSF Guide for NGO and citizen action

In support of the

WWSF global campaign for prevention of child abuse

and the

*World Report on Violence against Children
Recommendation "Prioritize Prevention"*

Revised edition 2011

WWSF
Women's World
Summit Foundation
11 av. de la Paix
1202 Geneva
Switzerland

www.woman.ch

*"...Ending violence against children is a matter of urgency...
To become a high priority, the elimination of violence
against children requires strong political leadership
and determined advocacy by civil society".*

- World Report on Violence Against Children

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Publications of the Women's World Summit Foundation can be obtained from:

WWSF, 11 av. de la Paix, 1202 Geneva, Switzerland.

Tel: +41 22 738 66 19 - Fax +41 22 738 82 48 - E-mail: wdpca@wwsf.ch

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WWSF Women's World Summit Foundation - an international, not-for-profit, humanitarian organization and empowerment network (UN ECOSOC, UNFPA, DPI consultative status), serves with its annual global campaigns, World Days and Prize awards the implementation of women and children's rights and the UN Millennium Development Goals (MDGs). It also provides visibility, recognition and support for women's development projects and innovative child abuse prevention programs.

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against children a global priority*

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Revised edition 2011



Women's World Summit Foundation - WWSF
11 av. de la Paix, 1202 Geneva, Switzerland
www.woman.ch

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The handbook summarizes the main findings of a research project that began in 2007 when the Women's World Summit Foundation (WWSF) directors and staff decided to publish a guide for NGO and citizen action to accelerate prevention measures of abuse and violence against children. The guide aims to mobilize organizations, institutions, child rights networks, grassroots groups, the interfaith community, social entrepreneurs and all citizens to become committed agents for change to help make prevention a priority.

The guide is one of the WWSF empowerment programs for its international coalition members that mark the [World Day for Prevention of Child Abuse - 19 November - and the Prevention Education Week - 13-19 November](#) with activities and events, and for organizations that work for the promotion and protection of the rights of the child. Created by WWSF in 2000, [the World Day - 19 November](#) serves as a focal point for many governmental and non-governmental bodies, institutions, organizations and networks, educators, experts, professionals and parents to rally a collective stand for zero tolerance of abuse and violence against children. In 2010, the international coalition of active and supporting members totaled about 480 organizations in 113 countries.

WWSF thanks the following University student interns who conducted the bulk of the research to identify prevention measures: *Angela Miller, Christina Bernardo, Kathleen Taylor, Krupa Dipak Vithlani, Hawa Niangado, Sévane Tadevossian, Aurélie Buchs, and Noëlle Darbellay.*

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FOREWORD

By UN Special Rapporteur on the sale of children, child prostitution and child pornography, Dr. Najat MAALLA M'JID

The World Report on Violence against Children demonstrates that violence against children is widespread in the world. Indeed, every year, hundreds of millions of children are victims of violence and exploitation worldwide. Violence against children takes many forms, takes place in various places, kills dreams, shatters children's lives...

Psycho-socio-cultural and socio-economic causes and factors that determine violence against children are well known. The physical, social and psychological consequences of violence against children are well understood. Violence against children represents a serious threat, not only to children, but also to sustainable human development.

Violence against children is widely condemned. Everyone recognizes the right of a child to protection. Many strategies and actions have been developed and implemented in full or in part. However, many children worldwide continue to be victims of violence and exploitation. So, can we really end violence against children?

Yes. It's possible if we refuse to justify or even tolerate any abuse or violence against children. Yes. If we consider that protection of children against all forms of violence is of the utmost importance. It is important to remember that protection consists not only in taking care of children who are victims of violence, but also in **preventing** any act of violence against children.

The **prevention** of violence is essential. Appreciating all of the factors that lead to violence makes it possible to remedy the underlying causes and then to end, or at least significantly reduce, the extent of violence children face. **Preventing** violence against children involves giving children the opportunity to have access to all their rights and promoting a culture of child rights to fight against psycho-social ideas, which lead to harmful behavior and the abuse of children.

Efficient prevention presupposes both the active mobilization of all actors (the State, civil society, the international community, etc.), as well as the active participation of children.

The prevention of violence against children is the responsibility of all of us!

PREFACE

By Elly Pradervand, WWSF Founder/Executive Director and NGO activist

In 2000, an article in a Geneva daily paper "Le Temps" stated that a group of pedophiles created an International Day for pedophilia on the Internet. This alarming news so shocked us at the Foundation that we reacted by launching a [World Day for Prevention of Child Abuse to be commemorated on 19 November](#) - in synergy with the anniversary of the Convention on the Rights of the Child (20 November).

A **first Call to Action** was issued in November 2000 and since then an international coalition of concerned organizations that use the World Day for advocacy and public events has been created. To-date, WWSF has in place a large network (more than 20,000 contacts of institutions, governmental and non-governmental organizations, universities, grassroots groups, networks, associations and the media) of which hundreds register annually as active or supporting coalition members marking the World Day 19 November campaign and/or the World Prevention Week (13-19 November). An annual global impact report and the list of coalition members are available on the web. www.woman.ch

- [Every year since 2000](#), WWSF convenes a conference in Geneva, entitled "[Progress in preventing child abuse - annual review](#)" on a specific theme. All conference reports are published on the web
- In **2004**, WWSF launched its Prize for Prevention of Child Abuse (21 organizations have been awarded so far). Names and activities of laureate organizations can be found on the web
- In **2005**, WWSF launched its yellow ribbon sticker campaign, "YES to prevention of child abuse!"
- In **2007**, WWSF created an International Clearinghouse for selected good examples of prevention practices shared via the Internet
- In **2008**, WWSF published this guide for NGO and citizen action - Prevention is Key! In support of the WWSF global campaign for prevention of child abuse and the World Report on Violence against Children - Recommendation "**Prioritize Prevention**" with its core message: "**No violence against children is justifiable; all violence against children is preventable**"
- In **2009**, WWSF launched YouthEngage.com, an intensive website for young people to become prevention active
- In **2010**, WWSF celebrated its 10th anniversary of the children-youth section
- In **2011**, WWSF inaugurated "19 days of activism for the prevention of violence and abuse against children and youth", (1-19 November)

The guide, launched at the UN DPI/NGO annual conference at UNESCO in Paris (3-6 September 2008) and at the III World Congress on sexual exploitation of children and adolescents (25-28 November 2008), seeks to mobilize renewed efforts and new strategies. Abuse and violence against children is still a highly sensitive and emotional issue for most people not easily discussed in private, let alone in public debates.

Prevention is key! We all have a role to play...
WWSF Guide for NGO and citizen action

INTRODUCTION

I. Why is this guide needed?

Prevention of abuse and violence against children needs everyone's participation.

Objective of the guide: Inspire and mobilize NGO and citizen action to:

- **Create** a global culture of prevention
- **Accelerate** better prevention measures and support WWSF coalition members
- **Focus** and **implement** the framework provided by the Convention on the Rights of the Child (CRC) - a global obligation for governments
- **Follow-up** on the recommendations of the UN SG Study on Violence against Children
- **Empower** and also **facilitate** the participation of young people in preventing abuse and violence against them. **Article 12 of the CRC** obligates States to ensure children's right to express their views "in all matters affecting [them]".
- **Lobby** governments who are obligated not only to respond to violence against children, but also to work to **prevent abuse before** it occurs.

The guide is aimed at all citizens - men, women and children - worldwide. This embraces all civil society organizations, including the media, and in particular non-governmental organizations (NGOs), educational settings, grassroots groups, faith-based organizations and various networks dealing with children's rights and development issues.

WWSF especially encourages the participation of children and young people. "It is essential that their views are taken into account when formulating abuse and violence prevention and elimination policies. Research shows that most children suffering violence do so silently, and therefore special efforts are required to make it possible for them to feel safe enough to discuss violent incidents..." www.violencestudy.org



SEHER Pakistan - a WWSF coalition member organization and Recipient of the WWSF 1st Prize for prevention of child abuse 2007

II. What is child abuse?

Child abuse against children constitutes any form of physical or emotional mistreatment, sexual abuse, neglect, or commercial exploitation, that can be harmful to the child's health, survival, development and dignity, and exerted by his caregiver, or by a person he should be able to trust. (WHO 1999)

Child abuse occurs in all settings: our homes and families, schools and educational settings, workplaces, care- and justice institutions, and communities. Not only does it have serious consequences for children's survival and development, it diminishes our capacity to achieve our full potential as families, communities and nations. (*UN SG Study on Violence against Children*)

The guide follows the definition of 'child' in the Convention on the Rights of the Child (CRC): every human being below the age of 18, unless under applicable law majority is attained earlier (article 1). The Convention defines 'violence' as "all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse" (article 19).

Some forms of child abuse

- ➔ Hitting a child
- ➔ Verbally abusing a child
- ➔ Touching a child where he/she doesn't want to be touched
- ➔ Forcing a child to touch you
- ➔ Exposing a child to pornographic acts or literature
- ➔ Exploiting a child as a laborer or sex worker
- ➔ Failing to adequately care for a child (lack of hygiene, food and clothing)
- ➔ Neglecting a child's emotional needs
- ➔ Neglecting a child's medical needs
- ➔ Neglecting a child's educational needs
- ➔ Leaving a child without supervision

III. What is prevention?

Prevention is key! It is the most effective way to protect children from abuse. It contributes to the creation of a culture of non-violence. It is about setting up guidelines and learned behavior that creates obstacles for perpetrators. Prevention should be implemented through social and general policies involving families, schools and professionals.

“While there is no doubt about the need to assist victims [of abuse and violence] and to guarantee their safety, priority should always be given to preventive measures.”
(WHO 2006)

Prevention is a broad discipline. Its basic goal is to create an environment that:

- i. **Challenges** social norms tolerating abuse and violence, and
- ii. **Enhances** the capacity of all of us to build safer homes, workplaces and communities for our children.

We all have a role to play, whether as law and policy makers, active members of civil society, or in our capacity as workers or as members of families and communities.

- ➔ **For law and policy makers**, this may involve developing a legal and policy framework that prohibits all forms of abuse and violence against children.
- ➔ **For civil society**, this may involve lobbying governments to address underlying causes of abuse in policies and programs, and allocating adequate resources for prevention.
- ➔ **For citizens**, this may involve increasing our knowledge and skills so we can better prevent abuse in our daily lives.

All of these actions are central to creating a culture of prevention. The focus of the guide, however, is on NGO and citizen action - enhancing the capacity of men, women and children - to promote and exercise non-violence in our homes, schools, workplaces and communities.

Prevention actions are often classified into three levels: **primary**, **secondary** and **tertiary prevention**.

Primary prevention targets the general population. Actions are focused on raising awareness about child abuse. These may include media campaigns aimed at children and adults. For example, public service announcements that encourage positive parenting and/or parent education programs that focus on child development *

Secondary prevention targets "at risk" sections of the population. Actions are focused on "specific sections of the child population considered to be more at risk of being abused and specific sections of the adult population considered to be more at risk of abusing". For example, young parent support services and/or respite services. (*Australian Institute of Criminology Journal 2000*)

Tertiary prevention focuses on families where abuse has already occurred. Actions are focused on seeking to reduce the negative consequences of abuse and to prevent its recurrence. These may include mental health services for children and families affected by the abuse and/or parent/mentor programs with non-abusive families (* *Child Welfare Information Gateway*).

IV. How can we become better actors for prevention?

Two ways may deepen our awareness and understanding of

- a) Factors that place some children more at risk of abuse and violence than others
- b) Children and their rights

This knowledge advances our capacity to prevent abuse in our daily lives. This is explained further below.

a) Risk factors and prevention

Some factors put certain children more at risk than others. (To name a few: lack of parental care, lack of supervision, lack of education, lack of adequate housing). These factors are called **risk factors**.

The table overleaf illustrates with selected examples how prevention action can reduce risk factors.

Risk factor Children may be more at risk of abuse and violence if:	Prevention action Risk may be reduced by:
<ul style="list-style-type: none"> • Parenting is more difficult because the child has high needs 	<ul style="list-style-type: none"> • Strengthening family and community support networks
<ul style="list-style-type: none"> • Physical force is used as discipline in the home 	<ul style="list-style-type: none"> • Finding alternative forms of discipline in your home
<ul style="list-style-type: none"> • There is discrimination against her/his family within the community 	<ul style="list-style-type: none"> • Increasing children's self confidence by deepening their understanding of their rights
<ul style="list-style-type: none"> • Physical force is used at school as a form of discipline 	<ul style="list-style-type: none"> • Raising awareness of alternative forms of discipline in local schools
<ul style="list-style-type: none"> • Child pornography exists in the community 	<ul style="list-style-type: none"> • Lobbying community leaders to put policies in place to prevent/stop child pornography

b) Children and their rights

An integral part of all forms of prevention is mobilizing respect for children's dignity and integrity as equal members of the human family.

The United Nations Convention on the Rights of the Child (CRC) applies the principles of human rights to the particular situation of children. (**Annex I**)

Whilst articles 19, 32-36 and 38 of the Convention are concerned with abuse, all the rights in the Convention play a critical role in preventing abuse.

The box on the next page further illustrates the interdependence of children's rights and provides examples of how these rights (whether civil, political, economic or social) may play a role in prevention.

- **Children's right to be heard**
Respecting the views of the child by providing a safe space for children to talk can help alert caregivers of potential risks of abuse. (Art. 12, UNCRC)

- **Children's right to information**
Providing children with information about safe Internet use may assist them in avoiding abuse. (Art. 13 & 17 UNCRC)

- **Children with disabilities**
Providing support to children with disabilities may aid them in preventing neglect. (Art. 23 UNCRC)

- **Children's right to education**
Educating children about their rights may help them challenge abuse. (Art. 28 UNCRC)

- **Children's right to protection from abuse**
Informing young people that **"States Parties shall take all appropriate legislative, administrative, social and education measures to protect them from all forms of abuse (physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse) while in the care of parent(s), legal guardian(s) or any other person who has the care of the child" (Art. 19 UN CRC)** and that **"State Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse" (Art. 34 UN CRC)**, may help young people in denouncing abuse and violence.

CALL TO ACTION FOR NGOs, CITIZENS AND YOUTH

This part of the guide is the heart of prevention measures. It provides practical examples by category of abuse. For each category (see list on Page 4), you will find a *definition or introduction, facts, various suggestions for NGO and citizen action, what young people can do, and lobbying points for governments.*

I. Physical abuse

Our focus

- A) Violence against children
- B) Corporal punishment

A) Violence against children

Definition

Violence against children is any non-accidental injury to a child by a parent, caretaker or other adult. These injuries may include beating, slapping, hitting, grabbing, pushing, shaking, kicking, throwing, pinching, choking, hair pulling, human bites, strangulation, or immersion in scalding water, with resulting bruises, welts, broken bones, scars, burns, retinal hemorrhage, or internal injuries. The infliction of physical harm endangers and impairs a child's physical health and development (*Adopted from the ISPCAN definition www.ispcan.org*).

Decades of research have shown that effective parenting is the most powerful way to prevent behavior problems in adolescent years. We also know that the early years are a critical period in a child's life when children learn basic interpersonal skills, problem solving and self-control. Therefore, the early years are an ideal time for families to learn how to teach children positive behavior and the skills needed to get along with others, such as how to teach children to control and express anger appropriately, and how to resolve conflicts in non-violent ways. Children mostly learn by imitation and observation. One of the primary ways of teaching young children is for adults to teach by example. Thus, adults need to learn how to control and express their own anger in non-violent ways so their actions show young children how to behave. www.apa.org

Prevention of child abuse requires long-term investment and planning. Protection of children from abuse is not just an ethical duty; it is a matter of survival.

Facts

- "In most countries, there is too little data on the prevalence of violence against children in all settings, and there is inadequate research on the risk and protective factors that influence violence, on the impact of violence against children, and on the effectiveness of different strategies to prevent and respond to violence against children. (*UPI/Unicef Handbook for Parliamentarians: Eliminating violence against children 2007*)
- 80 to 98 per cent of children suffer physical punishment in their homes, with a third or more experiencing severe physical punishment resulting from the use of implements, according to studies from countries in all regions of the world
- 102 countries have no specific legal provisions on domestic violence
- At extremes, this violence results in death. In 2002, the WHO estimated that 53,000 children died as a result of violence
- 40 million children suffering from abuse & neglect require health and social care
- The WHO has estimated that 40 million children under 15 suffer from mistreatment and moral neglect, and require healthcare and social protection.

➔ NGO and citizen action to prevent abuse and violence - what you can do...

In homes

- **Create** a safe and protective environment
- **Promote** inter-family communication
- **Facilitate** primary prevention with proper communication between parents and children
- **Encourage** openness in the family setting about the reality of abuse and violence
- **Help** parents to accept their children for who they are and to listen and understand their problems
- **Ensure** that explanation and messages you give to children about abuse and violence are appropriate to their age and development
- **Teach** children how to detect and/or prevent/stop abuse and offer safety education from an early age
- **Strengthen** knowledge and skills within families regarding child development and non-violent discipline of children, as well as increasing social safety nets
- **Start** a campaign to make abuse and violence in homes unacceptable
- **Lobby** your government to support parents in creating violence-free homes

In schools

- **Break** the silence surrounding violence against children
- **Prepare** and **empower** children to participate in violence prevention activities
- **Include** children in research, planning, development and implementation programs
- **Ensure** that the principles and provisions of the Convention on the Rights of the Child are taught
- **Use** child-friendly materials prepared by the UN SG Study on Violence against Children www.violencestudy.org/r49
- **Educate** children about multiculturalism and promote its ideals so that they do not feel afraid to follow their own beliefs or feel the urge to pick on or bully someone else
- **Encourage** children to ask questions and give their opinion
- **Seek** opportunities to get involved (through education or parent coaching programs)
- **Listen** to children's input on how to address violence against them and take action based on their suggestions
- **Help** children present their views to ministries and policy makers
- **Organize** seminars in schools and help create 'child-to-child' groups
- **Encourage** children to join child rights clubs and parliaments
- **Support** children's own initiatives to prevent abuse and violence (drama, presentations, marches, etc.)
- **Create** new programs of child abuse prevention through academic research or school campaigns
- **Attend** a training course on conflict resolution
- **Use** popular entertainment to get across the message of change among young people and adults
- **Inform** children where to seek help and where to report violence safely
- **Encourage** the local schools and the media to run a competition on ideas on how to prevent violence against children
- **Empower** children with 'The Safe Child Program' guidelines, which give practical tools to help children deal with situations in which they don't feel safe. WWSF uses, shares and recommends the excellent programs by **Sherryl Kraizer PhD**, including "Your body belongs to you" prevention strategy. www.safechild.org/

In the community

- **Get** respected community leaders to speak out against child abuse
- **Invite** government leaders and officials to a discussion of what national actions are needed to challenge violence against children
- **Enquire** whether a strategy or plan of action on violence against children has been developed in your government
- **Connect** with others through social networks to find colleagues and friends who share your concerns, and **create** a safe and protective environment
- **Organize** seminars in the community; help create 'child-to-child' groups

- **Launch** a campaign in the local/regional media and **write** articles on the global imperative to respond to and prevent violence against children
- **Ensure** that sports clubs include rules and regulations, information and support for youth teams for the safety of players
- **Set up** social service centers and training sessions
- **Set up** a reporting mechanism such as a hotline or website to receive complaints of suspected or actual child abuse and engage in discussions with young people
- **Encourage** collaboration between parents, neighbors, teachers, police, and other local authorities to ensure the safety of children
- **Unite** to end child abuse and support direct NGO programs that remind adults that child abuse is unacceptable behavior
- **Support** caregivers of children with disabilities or other high needs
- **Talk** to children while planning programs to end abuse and violence against them
- **Organize** public meetings to discuss prevention and invite children to participate
- **Raise** community awareness about abuse by teachers and caregivers
- **Educate** boys and men on gender violence, because more awareness of the root causes of abuse can help bring an end to the cycle of child abuse
www.endabuse.org/programs/children/files/prevention/ChildAbusePrevention.pdf

Use the steps to help stop abusing your own child

- **Take** a deep breath... and another. Then remember you are the adult.
- **Close** your eyes and imagine you're hearing what your child is about to hear
- **Press** your lips together and count to 10...or better yet, to 20
- **Put** your child in a time-out chair (remember this rule: one time-out minute for each year of age)
- **Put** yourself in a time-out chair. Think about why you are angry: is it your child, or is your child simply a convenient target for your anger
- **Phone** a friend. **Go** outside and take a walk, if someone can watch the children
- **Take** a hot bath or **splash** cold water on your face. **Turn on** some music
- **Pick** up a pencil + write down as many helpful words as you can think of
- **Call** a helpline for information on prevention
www.preventchildabuse.org/publications/parents/downloads/twelve_alternatives.pdf

➔ What young people and children can do...

As rights holders, you have an active role to play

- **Remember** you are a unique person and have rights
- **Learn** and **recognize** your rights and responsibilities through active, participatory classroom initiatives and parental support
- **Talk** about sensitive issues such as violence and abuse
- **Create** child-to-child forums and hearings to raise awareness of child rights and **publish** a bulletin
- **Train** other children on the Rights of the child
- **Speak up** against abuse and violence and **set up** a group to stop it
- **Request** that your school offers prevention of child abuse programs
- **Talk** about sensitive issues such as violence and abuse
- **Know** where to get help if you see violence in your neighborhood or on the street
- **Write** a note to your mother or father explaining how you feel
- **Research** individuals or organizations that provide emotional, legal or other support such as counseling centers, telephone hotlines or legal aid offices
- **Inform** others where to seek help and safely report violence
- **Keep** telephone numbers of hotlines in an emergency
- **Use** the media and TV to tell adults about physical punishment and sexual abuse and how it hurts children
- **Ensure** that your teachers and school staff are trained to prevent, recognize, and report the mistreatment of children and youth, as well as being educated on children's rights so you in turn can educate children about their rights.
- **Request** that your school offers prevention of child abuse programs
- **Ensure** that your school has a confidential complaint procedure in place, and make sure that complaints are being investigated by an independent outside authority.
- **Lobby** youth organizations and local authorities
- **Join** civil society organizations that give training sessions on how to identify potential warning signs
- **Organize** and **participate** in activities (meetings, discussion forums, conferences, campaigns, demonstrations, signing petitions, workshops and preparation/distribution of communication materials)
- **Ensure** that your views are taken seriously at every stage of involvement in protection procedures
- **Organize** an event on the World Day for Prevention of Child Abuse - 19 November
- **Use** the "Prevention Week" (13-19 November) for your prevention activities
- **Put** a yellow sticker on your door, computer or refrigerator, to declare your stand for "YES to prevention of child abuse". * www.woman.ch
- **Share** the YouthEngage.com website with your friends. www.youthengage.com

All together, lobby your government to...

- **Take** prevention of child abuse seriously, and **develop** strategies for prevention
- **Allocate** adequate financial resources and budgets for prevention measures
- **Address** prevention in all settings, care and rehabilitation for victims, awareness-raising and capacity building, and research and data collection
- **Set up** a national strategy and **discuss** with ministers and officials the development of a plan of action for prevention of violence against children
- **Prohibit** corporal punishment and other cruel or degrading forms of punishment
- **Implement** a framework of law and policy that prohibits all forms of abuse and violence against children within the family, including harmful traditional practices, corporal punishment, and sexual abuse and violence
- **Ensure** universal access to violence-free, rights-based schools that offer a safe and healthy, gender-sensitive, inclusive and effective learning environment for girls and boys*
- **Implement** violence prevention programs for all school staff and students
- **Ensure** coordination among the different governmental departments, including justice, finance, health and education
- **Involve** children in policy development that affects children
- **Ensure** the implementation of the Convention of the Rights of the Child (CRC) at all levels and raise awareness of children's rights
- **Nominate** a national ombudsperson for child rights
- **Respond** to the target of the UN SG Study on Violence against Children to **prohibit** all violence against children by law, and to **develop** reliable national data systems
- **Respond** to violence against children, **prevent** it before it occurs, and **address** its underlying causes
- **Listen** to children and to their views on the need for prevention and protection
- **Establish** and **support** safe, confidential and accessible mechanisms (such as free child helplines) through which children can report abuse, speak to a trained counselor in confidence and ask for support and advice without fear of reprisals
- **Engage, collaborate** and **coordinate** with regional and intergovernmental organizations, and civil society organizations working to combat/prevent child abuse
- **Coordinate** activities between NGOs and state organizations
- **Develop/enhance** programs to support parents and other caregivers in child rearing
- **Focus** on especially vulnerable children, including the disabled, refugees and displaced children and children affected by HIV/AIDS
- **Allocate** adequate resources to address risk factors and prevent violence before it occurs*

- **Address** immediate risk factors such as lack of parent-child attachment, family breakdown, abuse of alcohol or drugs, and reducing access to guns and other weapons*
- **Use** multilateral diplomacy to strengthen partnerships in order to facilitate a widespread understanding of the rights of the child and possible methods of prevention of abuse and violence
- **Reduce** both the supply and demand for weapons and alcohol
- **Provide** safe public places and routes between communities for children
- **Support** efforts to strengthen knowledge and skills within families regarding child development, non-violent discipline and behavior management options, as well as increasing social safety nets *
- **Ensure** the implementation of approaches such as mentoring programs that bring children and responsible adults together to learn and benefit from each other *
- **Ensure** that the safety of children participating in recreational and citizenship-building opportunities is safeguarded by measures such as criminal record checks of adults in charge and formal child protection policies *
- **Ensure** that police is trained about child rights as well as with the basics of child development *
- **Ensure** that effective reporting systems for children are established *
- **Strengthen** national commitment and the legal framework to establish policies that eradicate violence against children
- **Raise** global and local awareness by using the media to connect with the public
- **Integrate** education about the rights of the child and common forms of child abuse in school curricula
- **Establish** an official national position to represent children at the highest levels - a children's ombudsperson or child rights commissioner
- **Support** services for families with children with disabilities and for migrants
- **Assist** child-headed families and children facing discrimination

* www.violencestudy.org

B) Corporal punishment

Definition

Corporal or physical punishment is "... any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involve hitting (smacking, slapping, spanking) children with the hand or with an implement - whip, stick, belt, shoe, wooden spoons, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (for example washing children's mouths out with soap or forcing them to swallow hot spices). Corporal punishment is invariably degrading" (*Committee on the rights of the Child, General Comment No. 8 para. 11*).

Facts

- Only 2.4 per cent of the world's children are legally protected from corporal punishment in all settings (*IPU/Unicef Handbook for Parliamentarians: Eliminating Violence against Children 2007*)
- In over 100 countries, children in schools suffer the reality or threat of State-authorized, legalized beating*
- In at least 30 States, sentences of whipping or caning are still being imposed on children in the penal system*
- Only 16 States prohibit all corporal punishment against children in all settings, leaving the vast majority of the world's child population without equal legal protection from being hit and deliberately humiliated within their homes
- Children also face violence in places where they are working legally or illegally *www.violencestudy.org

➔ NGO and citizen action to prevent/end corporal punishment - what you can do

- **Raise awareness/organize** or **attend** a course in alternative forms of discipline within your family and community
- **Assist** children to develop effective communication and negotiating skills so they can challenge corporal punishment
- **Demand** laws to stop physical punishment and verbal abuse and **find out** about existing disciplinary sanctions in your schools, institutions and alternative care settings

Use and share the following recommendations for ways to discipline your child

- **Remember** the purpose of discipline. It is to teach your child socially acceptable ways of expressing natural desires and drives. Discipline guides your child into adulthood
- **Don't** expect a child of any age to perform something he or she is not ready for
- **Reward** your child for doing right with smiles, hugs, attention, praise and thanks
- **Never** hit or shake a child. Hitting is not a useful discipline tool for your children. Hitting and other physical punishment are not effective tools because it teaches a child that hitting is an acceptable behavior that they may also use, makes children more angry than repentant for what they've done, and can hurt a child physically
- **Teach** discipline by example. The lessons you teach your child come from what your child sees you do, not what you say
- www.preventchildabuse.org/publications/parents/downloads/teaching_discipline.pdf

➔ **What young people and children can do...**

- **Learn** about your rights and how to challenge corporal punishment
- **Start** a group to help end corporal punishment in your school and community
- **Advocate** that corporal punishment is a form of violence against children
- **Help** identify solutions and know your rights
- **Ask** your school or community leaders for training in non-violent conflict resolution in order to enhance your communication and negotiating skills to challenge physical abuse and violence
- **Ensure** that all teachers are trained in methods of discipline that are not physically abusive.
- **Support** programs that educate parents, teachers, school inspectors, and society at large about the harm of corporal punishment and the existence of effective alternatives
- **Create** a local youth council for the empowerment and conscious participation in community life
- **Request** that all incidents of violence in schools are recorded and reported
- **Educate** peers about positive non-violent relationships
- **Encourage** other groups to know and defend their rights
- **Strengthen** child rights clubs within schools
- **Join, unite, and strengthen** other actors and networks working to end corporal punishments
- **Organize** awareness raising debates on non-violent forms of discipline
- **Demand** access to a violence-free learning environment where the rights of all children are respected and promoted

- **Facilitate** child/youth participation to understand children's reality while simultaneously allowing adults to see both the problem and solution through a child's eyes
- **Link** with other organizations that work for ending corporal punishment, e.g. www.endcorporalpunishment.org

All together, lobby your government to...

- **Set up** a legal framework that prohibits corporal punishment and other cruel or degrading forms of punishment, bullying, and sexual and gender-based violence
- **Include** in the school curriculum children's rights and skills training in conflict resolution
- **Develop** a 'National Youth Service' for the training of young citizens to engage themselves in tasks and issues of national importance, including prevention of abuse and violence against children. www.violencestudy.org
- **End** impunity for the perpetrators of violence against children

II. Child sexual abuse

Definition

Child sexual abuse is all sexual contact, whether **physical** or **psychological**, between an adult and a child (or between a child and another child/adolescent) who is in a relationship of responsibility, trust or power, with the activity being intended to gratify the sexual needs of the abuser.

Physical abuse: being coerced, pressured or forced into sexual contact by inappropriate touching, rape or attempted rape and/or using a child to create pornography.

Psychological abuse: indecent exposure, talking about sex in a manner designed to shock the child or allowing the child to watch or hear sexual acts or materials. www.kristihouse.org/

Child sexual abuse involves a great variety of behavior, including exposing children to adult sexuality, performing sexual acts in front of a child, exposing genitals, telling "dirty" stories, or showing pornography to a child.

Commercial Sexual Exploitation of Children (CSEC), which includes **prostituting, trafficking** or **involving children in the production of pornography**, is also considered sexual abuse, albeit a specific kind due to the monetary or other gains of a third party in addition to the sexual gratification of the offender. *(Further information in Part IV)*

www.helpguide.org/mental/child_abuse_physical_emotional_sexual_neglect.htm#preventing

Sexual abuse of boys and girls is most common in our homes and in communities. It also occurs in schools and workplace and often results in a repetitive behavior. (UN World Report on Violence against Children www.violencestudy.org/a564)

Facts

- One in 4 girls and one in 9 boys will be sexually abused before they reach the age of 18
- An estimated 2 million children, a majority of them girls, are sexually exploited in the multibillion dollar commercial sex industry
- Over one third of all sexual abuse of children is committed by someone under the age of 18. (*Stop it now!*)
- Most assaults take place in the home of the child or the offender. Girls are especially vulnerable. (*Unicef*)

Our focus

- A) Pedophilia
- B) Incest
- C) Rape

A) Pedophilia

Definition

Pedophilia is a psycho-sexual disorder in which the fantasy or actual act of engaging in sexual activity with pre-pubertal children is the preferred or exclusive means of achieving sexual excitement and gratification. It may be directed toward children of the same sex or children of the other sex. Some pedophiles are attracted to both boys and girls. Some are attracted only to children, while others are attracted to adults as well as to children.

The focus of pedophilia is sexual activity with a child. Many courts interpret the age reference to mean children under 18. Most mental health professionals, however, confine the definition of pedophilia to sexual activity with prepubescent children, who are generally aged 13 or younger.

The sexual behavior involved in pedophilia cover a range of activities that may or may not involve the use of force. Some pedophiles limit their behaviors to exposing themselves or masturbating in front of the child, or fondling or undressing the child, but without genital contact. Others, however, compel the child to participate in oral sex or full genital intercourse. www.minddisorders.com/Ob-Ps/Pedophilia.html

➡ NGO and citizen action to prevent pedophilia - what you can do...

- **Act now!** if you are worried that your son or daughter may be sexually harming another child, or if you suspect that your child is being abused
- **Demand** and **provide** access to comprehensive sexuality education in schools, beginning in primary levels
- **Provide** children with child friendly, age-specific information on child sexual abuse
- **Teach** and **assist** children to understand that ① their body belongs to them, ② they have a right to say who touches them and how, and ③ if someone touches them in a way they do not like, in a way that makes them feel funny or uncomfortable inside, or in a way that you think is wrong, it is okay to say "no". (Use Dr. Sherryl Kraizer's excellent prevention programs (Protecting children from abuse for ages 3-7) www.k12academics.com/sherryl_kraizer.htm)
- **Employ** popular media in awareness and education campaigns
- **Request** that Interpol set up and/or rigorously update an international file of known pedophiles
- **Help** children understand their rights
- **Make** time to listen and talk with the children in your life
- **Remind** children of other trusted adults they can talk to
- **Ask** your political and religious leaders to make a statement condemning all forms of sexual harassment, abuse and violence against children

➡ What young people and children can do...

Remember you have a right to physical integrity and control over your own body.

- **Use** your right to say 'no' to anyone who tries to touch you in a way that makes you feel uncomfortable or afraid
- **Do not take** any sweets, money or gifts from anyone without telling your mother, father or any other person who takes care of you
- **Learn** the names of your body parts and learn the difference between good touch and bad touch. No one should touch you in ways or places that make you feel bad
- **Run away** if a stranger or someone you know tries to harm you. **Get help** and run to the nearest public space
- **Yell** and **shout** if someone is trying to hurt you
- **If you are aware** of a student/friend who is having sexual relations with a teacher, you **must report** them to the principal or higher education authorities. If the boy or girl is under 16, also report the crime to the police (*World Report on Violence Against Children*)
- **Use a hotline** or go to a place where you can talk about the abuse and get help

- **Become aware** of possible strategies used by exploiters (isolation, befriending, creating dependence, etc.)
- **Explore** the issue of abusive and potentially dangerous relationships

All together, lobby your government to...

- **Prohibit** all forms of sexual abuse and sexual harassment and **establish** a legal age of sexual consent without discrimination for gender
- **Make** public statements condemning all forms of sexual harassment, abuse and violence against children
- **Set up** a legal framework that prohibits all forms of sexual contact with children
- **Establish** laws and policies for zero-tolerance of abuse and violence
- **Incorporate** children's rights, sex education, and life skills training, such as conflict resolution, in the school curricula
- **Formulate** policies and programs at national, provincial and local levels to protect young people, especially girls, from sexual abuse or coerced sex and its consequences
- **Create** safe places for children to talk in schools
- **Examine** existing sanctions applied to pedo-criminals and assess whether they are appropriate for further deterrence
- **Monitor** closely any cross-border movements of pedo-criminals and prohibit travel of registered pedophiles to countries where sex tourism is a reality.

B) Incest

Definition

Incest is defined as sexual relations of any kind perpetrated by a biologically or non-biologically related person functioning in the **role** of a family member or caregiver. Trusted adults who tend to sexually abuse children and teenagers include: fathers, mothers, uncles, aunts, brothers, sisters, stepparents, grandparents, coaches, baby sitters, clergy, or teachers.

As with sexual abuse, incest is frequently accomplished by physical force or by coercion, and considered by many experts to be a particularly damaging form of sexual abuse given the victim's relationship of trust and dependency on his/her perpetrator. Incest can include sexual acts as:

- Non-contact acts - sexual comments, exposure, voyeurism, showing pornographic materials
- Sexual acts - touching, intimate kissing, fondling, etc.
- Digital or object penetration - both of the victim and of the perpetrator
- Oral sex - both of the victim and of the perpetrator
- Penile penetration - vaginal, anal.

www.rainn.org/get-information/types-of-sexual-assault/incest

*Prevention is key! We all have a role to play...
WWSF Guide for NGO and citizen action*

Some cases can also include group sex with children, child pornography, child prostitution and child sexual exploitation.

The traditional definition of incest is now evolving to take into consideration any betrayal of trust and the imbalance or abuse of power in relationships. www.incestabuse.about.com/gi/dynamic/offsite.htm?zi=1/XJ&sdn=incestabuse&z=htp%3A%2F%2Fwww.coolnurse.com%2Fsexual_abuse.htm

Facts

- Incest/sexual abuse crosses all socio-economic, race and class barriers. It happens in both rural and urban environments
- Incest can go on for years prior to discovery. Typically, it is not confined to one child but involves children sequentially by age
- In some parts of the Arab world and Southern India, 50 per cent of marriages take place between first cousins. Also in Southern India it's still common for a maternal uncle (mother's brother) to marry the first daughter.

➔ NGO and citizen action to prevent incest - what you can do...

Overall, incest is a traumatic event that causes long-term damage to adults, girl's or boy's emotional and mental well-being.

- **Teach** self-protection and prevention techniques in their simplest form beginning from age three
- **Establish** programs that work to break the prevailing social silence on issues of sexual abuse and incest
- **Raise** awareness in an empowering way by communicating sexual abuse information with children in a neutral area that is comprehensible and tailored to the child's age
- **Educate** your children so that they feel free to express their feelings and emotions openly in all situations
- **Create** initiatives that work with all children intermediaries to foster a safe environment where children feel comfortable to speak out against child abuse
- **Help** children learn 'life skills' that will assist them in establishing a clear sense of identity
- **Teach, practice and reinforce** all concepts of self-protection throughout childhood
- **Modify** your teaching according to your child's age

➡ What young people and children can do...

- **Remember** that it is never your fault if someone hurts or abuses you
- **Remember** to tell a grown-up if you are hurt
- **Learn** to say "no" and that you will speak out about the abuse
- **Know** that incest is a family tragedy and a legal offence
- **Know** and promote the rights of the child
- **Speak out** to end incest, a topic still shrouded in silence
- **Know** that your body belongs to you. If someone touches you in a way you do not like, in a way that makes you feel funny or uncomfortable inside, or in a way that you think is wrong or that your parents would think is wrong, it's okay to say "no"
- **Join** the Stop Incest movement and become a spokesperson for children
- **Volunteer** in any way possible such as making telephone calls, doing Internet research, etc.
- **Know** about the common withdrawal symptoms, e.g. depression, sleeping and eating disorders, self-mutilation, phobias, psychosomatic symptoms, school problems, excessive bathing, poor hygiene, etc.
- **Help** fundraise for organizations that wish to educate the public

C) Rape

Definition

Rape is forced sexual intercourse with a person who is younger than the statutory age of consent: a person who, under the law, is incapable of consenting to sex. Minors and physically and mentally incapacitated persons are most often deemed incapable of consenting to sex under many rape statutes. These persons are considered deserving of special protection because they are especially vulnerable due to their youth or condition. **Statutory rape** is different from other types of rape in that force and lack of consent are not necessary for conviction. A defendant may be convicted of statutory rape even if the complainant explicitly consented to the sexual contact and the actor used no force. In contrast, other forms of rape generally occur when a person overcomes another person by force and without the person's consent. www.legal-dictionary.thefreedictionary.com/statutory+rape

Statutory rape is a leading cause of teen pregnancies. Increasingly, rape is used during war as both a weapon and method of durably humiliating the enemy and thus exacerbating violence. www.nphf.org/index.php?click=programs&details=18

Fact

- Less frequently, strangers rape children. This is most common in countries in conflict or in transition

➔ NGO and citizen action to prevent rape - what you can do...

- **Launch** a statutory rape prevention campaign using avenues of popular media to target youth
- **Raise** awareness among potential or actual victims. SERVE, a non-profit advertising agency, posted a video message on 'You Tube' with the objective to change public perceptions about the largely accepted behavior of adult males having sex with young teenage girls and to spur discussion about the issue and its possible harmful consequences, including but not limited to, teen pregnancy
www.youtube.com/watch?v=61-gu2X_57k
- **Teach** children accurate names for all of their body parts. A convenient time to do this is during bath time when you are teaching children about how to wash all of their body parts. It is important that children know all of the correct names. If they ever need to report being touched inappropriately, they will know the words to use
- **Include** rules about body safety with all of your other safety rules. It is as important as knowing about poisons, what to do in case of a fire, or how to cross the street. Let children know that an adult who helps to keep them clean or healthy should only touch the private parts of the child's body. Examples are parents helping with baths, or the pediatrician performing a check up
- **Avoid** telling children that only strangers are dangerous. It is important to know that in 85 per cent of sexual abuse cases, the perpetrators are known to the victims
- **Brainstorm** with children what they could do if they find themselves in a dangerous situation. Give scenarios and try some role-plays
- **Help** children understand and trust their feelings. Ask them if they have ever felt "funny" or wanted to stay away from someone. **Explain** to them that they can talk to a trusted adult
- **Also tell** them how important it is to denounce an abuse

All together lobby your government to...

- **Provide** a clear legal framework that establishes sectoral laws applying to care- and justice systems that reflect state-wide legislative prohibition
- **Ensure** that courts, police, and social welfare departments are seriously implementing policies that protect children
- **Facilitate** the set up of a support website and/or hotline
- **Fund, support and help initiate** community and youth awareness programs for sound intervention and prevention strategies
- **Prevent** date rape. For instance, the Mediterranean Institute of Gender Studies is coordinating a transnational project entitled 'Date Rape Cases among Young Women and the Development of Good Practices for Support and Prevention', funded by the European Commission.

III. Emotional and psychological abuse

Definition

Emotional and psychological abuse of a child is commonly defined as a pattern of behavior by parents or caregivers that can seriously interfere with a child's cognitive, emotional, psychological and social development. Emotional abuse is a non-physical form of undermining the integrity and dignity of a child. It may involve belittling, blaming, threatening, frightening, ridiculing, withholding affection, corruption, cruelty, extreme inconsistency, finding fault, using harsh words, harassment, ignoring, inappropriate control, isolating, rejecting, terrorizing, extreme punishment or discriminating against a child. It also may include restriction of movement. (*WHO and www.apa.org*)

Our focus

- A) The core of all forms of abuses
- B) Bullying

A) The core of all forms of abuse

Emotional abuse is the core of all forms of abuse, and the long-term effects of child abuse and neglect in general, mainly stem from the emotional aspects of abuse. "...It is the psychological aspect of most abusive behaviors that defines them as abusive. Despite the fact that the long-term harm from abuse is most often caused by the emotional aspects of the abuse, emotional abuse is the most difficult of the forms of abuse to substantiate and prosecute. Actual physical injury is often required before authorities can step in and assist a child. Also the effects of abuse are very similar to symptoms of many childhood mental and physical disorders, which makes identifying emotionally abused children difficult. More than just verbal abuse, it is an attack on a child's emotional and social development, and is a basic threat to healthy human development". www.findcounseling.com/journal/child-abuse/emotional-abuse.html

Facts

- Emotional abuse is one of the most common and harmful forms of child maltreatment and can have a lifelong impact - affecting children's ability to feel safe and loved, how they relate to others, and their overall self-esteem
- All children need acceptance, love, encouragement, discipline, consistency, stability and positive attention
- Effective parenting is the most powerful way to prevent behavioral problems in adolescent years www.apa.org

➔ NGO and citizen action to prevent emotional abuse - what you can do...

- **Help create** a national child abuse hotline (24 hours a day) if it does not exist
- **Create** a national runaway switchboard for youths in personal crisis
- **Create** a national advocacy and information resource base and disseminate it widely

What can you do when you feel your behavior toward your child is not embodying these qualities but is bordering on emotional abuse?

- **Never be afraid** to apologize to your child. If you lose your temper and say something in anger unintentionally, apologize. Children need to know that adults can admit when they are wrong
- **Don't call** your child names or attach labels to your child. Names such as "stupid" or "lazy" or phrases like "good for nothing", "You never amount to anything", "If you could only be more like your brother" and "You can never do anything right" tear at a child's self-esteem and traumatize them for life. A child deserves respect
- **Address** the behavior that needs correcting and use appropriate discipline techniques, such as time outs or natural consequences. Be sure to discuss the child's behavior and the reason for the discipline, both before and immediately after you discipline them
- **Compliment** your child when he or she accomplishes even a small task or when you see good behavior
- **Walk away** from a situation if you feel you are losing control
- **Seclude** yourself in another room for a few minutes (after first making sure the child is safe), count to 10 before you say anything, ask for help from another adult or take a few deep breaths before reacting. www.americanhumane.org

B) Bullying

Definition

Bullying is repeated hostile behavior by one or more children, which is intended to harm other children and may or may not include physical violence. More often bullying involves taunting, ridiculing, threats or intimidation. (Adapted from www.bullying.org and www.kidshealth.org). Bullying UK is the world's leading website providing free help and practical advice on bullying to more than 1.2 million people a year. www.bullying.co.uk

Facts

- Bullying is a learnt behavior that can be changed. Surveys indicate that as many as half of all children are bullied at some time during school years, and at least 10 per cent are bullied on a regular basis. www.k12academics.com/sherryl_kraizer.htm
- Technology (including mediums such as text messages and the Internet) provides a new medium for bullying using the Internet and mobile phones and contributed to the rise to new terms such as 'cyber-bully' and 'cyber-bullying' (*World Report on Violence against Children*)

➡ NGO and citizen action to prevent bullying - what you can do...

Bullying will stop when adults in authority and peers get involved. The most effective programs are rights-based and child-centered.

- **Explain** to children from an early age the difference between playfulness and bullying; reiterate that bullying is unacceptable
- **Help** children understand their rights and other children's rights
- **Instill** in children respect for all people regardless of gender, race, religion, etc.
- **Teach** your children to speak up on behalf of children being bullied
- **Ask** your school to develop, implement and distribute an anti-bullying policy to everyone in the school community
- **Ensure** that schools have mechanisms for reporting, intervention, recovery of victims and rehabilitation of offenders
- **Make time** to listen and talk with the children in your life
www.safechild.org/bullies.htm

➡ What young people and children can do...

- **Go** and **tell** a teacher, a parent or another adult
- **Ensure** that you know the crisis hotline number in your country
- **Set up** a support group for children who have been bullied www.bullying.org
- **Address** bullying (verbal can lead to physical if left unchecked)
- **Check** the places where bullying takes place, such as school buses, hallways, and restrooms
- **Be involved** in preparing rules and regulations to correct bullying in your school
- **Know and share** skills of non-violence and codes of conduct
- **Promote** school-community partnership
- **No bully** should ask you to keep the bullying secret
- **Learn** about 'good ways' to respond to a bully www.safechild.org/bullies.htm
- **Introduce** and use the Danish "Class Teacher" model in your school. This model establishes a particular teacher in a supplementary parental role as a trusted

person, advocate, and mentor who meets daily with the same set of children throughout the course of their school careers. This relationship greatly increases the likelihood that child treatment will be monitored

- **Set up** a support group for children who have been bullied. www.bullying.org

All together lobby your government to...

- **Ensure** universal access to violence-free learning environments, where the rights of all children are respected and promoted*
- **Ensure** that primary and secondary schools are rights-based, and offer safe and healthy, gender-sensitive, inclusive and effective learning environments for girls and boys*
- **Implement** anti-bullying programs in all schools. These programs target children from an early age; involve children, teachers and parents; have educational components on children's rights and conflict resolution; and include monitoring and reporting mechanisms* (**World Report on Violence against Children*)
- **Support** programs for children who have been involved in bullying whether as perpetrators or victims to prevent recurrence.

IV. Exploitation, including commercial sexual exploitation

Introduction

Exploitation is work that is dangerous or harmful to children's physical, psychological and/or emotional well-being and/or interferes with their education. Work that does not affect children's health or education is often recognized as contributing positively to children's full holistic development.

Articles 32 through **36** of the CRC articulate a child's right to protection from exploitation, whether economic or sexual.

"Millions of children worldwide are engaged in labor that is hindering their education, development and future livelihoods; many of them are involved in *the worst forms of child labor* that cause irreversible physical or psychological damage, or that even threaten their lives" (*ILO 2002*). Not all work conducted by children is regarded as exploitation.

Commercial sexual exploitation of children - such as the sale of children, child prostitution, child sex tourism and child pornography - are prevalent all over the world. It is the most extreme form of a child being abused through sexual exploitation.

An **Optional Protocol** to the Convention on the Rights of the Child (CRC) on the sale of children, child prostitution and child pornography supplements the Convention by providing States with detailed requirements to end the sexual exploitation and abuse of children. It also protects children from being sold for non-sexual purposes - such as other forms of forced labor, illegal adoption and organ donation.
www.unicef.org/crc/index_30204.html

Facts

- Child exploitation affects one in every eight children in the world - some 179 million children aged 5-17 (*ILO 2002*)
- Sexual abuse through commercial exploitation is a fundamental violation of the Rights of the Child
- An estimated one million children (mainly girls but also a significant number of boys) enter the multi-billion dollar commercial sex trade every year, suffering degradation and life-threatening risk
- Exploited and abused refugee children, street children and children involved in hazardous work, is a global problem
- About 1.2 million children are victims of trafficking every year. Most of them end up in the sex trade. UNICEF estimates that 2 million children are victims of sexual exploitation and pornography, most of them being girls. (*New Internationalist, 2005*)
- The countries that have the highest rate of sexual exploitation of girls are India, the United States, Thailand, Brazil, and the Philippines. However, eastern European countries also have high rates of sexual exploitation of children. (*New Internationalist, 2005*)

Article 34 : Convention on the Rights of the Child (CRC)

"States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- (a) The inducement or coercion of a child to engage in any unlawful sexual activity
- (b) The exploitative use of children in prostitution or other unlawful sexual practices
- (c) The exploitative use of children in pornographic performances and materials."

➔ NGO and citizen action to prevent exploitation – what you can do...

- **Organize** public awareness, information and education campaigns to help protect children from these serious violations of their rights
- **Educate** via the media about child exploitation
- **Reduce** isolation and alienation
- **Encourage and** support alternatives, such as survival strategies to exit the sex trade
- **Create** partnerships with the private sector to create economic opportunities to break the cycle of disadvantaged young people

➔ What young people and children can do...

Your participation is essential in the fight against sexual exploitation

- **Get** involved in creating strategies
- **Find out** about the root causes of sexual exploitation in your country
- **Speak out** for harmful practices to be eliminated
- **Express** your own ideas
- **Participate** with adults to discuss sexual exploitation through the mass media
- **Join** organizations or groups that monitor the fulfillment of government commitments to protect children and adolescents
- **Be part** of a committee to guarantee the enforcement of public policies against the sexual exploitation of children and adolescents, guaranteeing effective participation of children and adolescents in the committee
- **Develop** your own action plan

- **Demand** that the media produces advertising that will help children and youth protect themselves from sexual exploitation
- **Demand** that governments guarantee the enforcement of laws and also protect the victims of sexual exploitation through rehabilitation programs
- **Demand** that governments meet at least once a year at the regional level to discuss the issue of sexual exploitation of children and adolescents and develop **common strategies and measurable and time-bound goals by involving organized children and youth groups to strengthen and broaden local mobilization**
- **To prevent** exploitation via the internet, install software that protects young people, e.g. Net Clean, and find out about other tools
- **Demand** strict punishment for those who exploit children and adolescents

All together lobby your government to...

- **Cooperate** internationally as a means of combating these often transnational activities - **demonstrate** political will
- **Criminalize** the various forms of sexual exploitation in prostitution, in pornography and on line, in tourism and in the context of trafficking
- **Participate** in the Interpol data base and establish a national focal point
- **Produce** a national plan for systematic assessment and analysis of the issues and identification of gaps
- **Educate** the public via the media about the dangers of commercial trafficking
- **Create** child-friendly police units, including training materials
- **Evaluate** impact of surveys and strategies in terms of positive changes for the beneficiaries

Our focus

- A) Child labor, bonded and forced labor and domestic slavery
- B) Child soldiers
- C) Sale of children
- D) Child prostitution
- E) Child pornography
- F) Child sex trafficking
- G) Child sex tourism

A) Child labor, bonded and forced labor, domestic slavery

Definition

Child labor is work that deprives children of their childhood, their potential and their dignity and harms their physical, emotional and psychological development. It includes children in our homes, e.g. domestic workers, in our workplaces, e.g. factories, and our in communities, e.g. street vendors. www.antislavery.org

In Convention No. 182, the International Labor Organization (ILO) calls for the prohibition and elimination of the worst forms of child labor. This is defined as:

- a) All forms of slavery or practices similar to slavery
- b) The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances
- c) Procuring of a child for illicit activities, e.g. drug trafficking
- d) Work by its nature or circumstance that is likely to harm health, safety or morals of a child. www2.ohchr.org/english/law/pdf/childlabour.pdf

Facts

- Across the world 218 million children aged 5-17 are working as child laborers
- 126 million are involved in the worst forms of child labor (bonded labor, forced work in mines, forced agricultural labor, domestic slavery, child soldiers, trafficking, etc.) www.ilo.org/ipec/index.htm
- Many suffer ill-treatment, physical and sexual violence, and verbal or sexual abuse inflicted by 'employers', although perpetrators may also include co-workers, clients, foremen, customers, police, criminal gangs and, in the case of sexual exploitation, pimps. (*IPU/Unicef Handbook for Parliamentarians: Eliminating Violence against Children 2007*)

Bonded labor is work that a child has to do to pay off a debt to his employer. In India, an estimated 15 million children could be working to pay off someone else's debt. Bonded child laborers are slaves. The vast majority lives in India, Nepal, Pakistan and Bangladesh, and most are from low-caste families. They live in extreme poverty. Debt bondage is often the way underage girls enter prostitution. www.ilo.org/ipec/index.htm

Forced work in mines Chronic poverty drives children underground into **mines**. Working in a mine or quarry is one of the most dangerous occupations for any child. One million children are working in mines and quarries in more than 50 African, Asian and South American countries. Forced at gunpoint by government troops or rebels, some have to carry loads of extracted minerals. A sick or injured child rarely receives medical attention. They face underground explosions, respiratory problems and sheer exhaustion. Mining often shortens their lives through chronic ill health. (*Save the children*)

Forced agricultural labor A daily reality for around 132 million children under the age of 15 around the world. Many are engaged in forced and hazardous activities, obligated to work long hours, use sharp tools designed for adults, carry loads too heavy for their immature bodies, and operate dangerous machinery. Children working in agriculture also risk exposure to toxic pesticides, dusts, diseases and unsanitary conditions. Agriculture is one of the three most hazardous work sectors -- along with mining and construction -- in terms of work-related deaths and injuries, and this is

especially true for children whose lack of experience or training and still-developing bodies make them particularly vulnerable. (FAO 2006)

Domestic slavery. Most often, girls clean other people's houses instead of going to school. To meet the growing urban demand for young domestic workers, young girls are recruited from poor rural areas. The majority must work extremely hard and some brutally exploited as domestic slaves. They earn little and are often physically and psychologically punished by their employers. Some are as young as six years old. (*Save the children*)

➡ **NGO and citizen action to prevent child labor - what you can do...**

Education is a crucial component of any effective effort to eliminate child labor.

- **Help** children understand their rights and the importance of education
- **Stop** children from working in dangerous places
- **Help** working children to leave work and go to school or be trained
- **Ensure** that working children are not hurt by their employers
- **Demand** that employers respect labor standards
- **Raise** awareness about the dangers of child labor to children's development in your community
- **Prevent** the use of girls by adult troops during conflict labor needs and **make** it a priority with community-based support to reintegrate them and their dependants.

➡ **What young people and children can do...**

- **Stop** the silence
- **Learn** about your rights and in particular your right to peace and education
- **Participate** in peace-building projects
- **Promote** education and skills training needs of adolescents and youth
- **Express** your vision of a country where children do not need to work for a living
- **Demand** that your families be supported so that their children do not need to work to support them
- **Demand** protection from abuse and violence for orphans and street children
- **Investigate** and denounce abuse from employers and claim your right to be paid fairly
- **Organize** discussions at home and in school
- **Gather** information via interviews
- **Commemorate** the World Day Against Child Labor on 12 June each year

In 2003, the **National Movement of Working Children in India** developed an alternative report to present to the CRC Committee, which challenged the official government report. (This example shows the growing confidence and sophistication of

some children-led organizations and their ability to engage in inter-governmental processes at the international level). www.workingchild.org/prota2b.htm

All together lobby your government to...

- **Condemn** and **prohibit** all violence against working children
- **Ratify** the relevant international instruments and harmonize national law with them
- **Develop** national plans and **introduce** a legal framework that prohibits the employment and work of children
- **Establish** criminal laws prohibiting all forms of child slavery: sale and trafficking of children under 18; debt bondage, serfdom, forced or compulsory labor; use, procurement or offering children under 18 for illicit activities (including, for example, drug production or trafficking); all forms of sexual exploitation of children under 18, including 'grooming' for sexual activities and procurement through the Internet and other means; procurement or offering of a child for child prostitution or involvement in pornography; possession, production, dissemination, distribution, import/export, offer and sale of child pornography (*IPU/Unicef Handbook for Parliamentarians: Eliminating violence against children 2007 p.29*).
- **Prevent** children from getting into the illegal workforce
- **Raise** awareness and **sensitize** concerned officials of their respective roles and methods to be adopted with the issue of child labor in a child friendly manner and taking proactive steps towards detecting and eliminating child labor
- **Raise** awareness and **inform** concerned officials of their respective roles and the proper methods to be adopted concerning the issue of child labor and **ensure** those representatives take proactive steps towards detecting and eliminating child labor
- **Use** public awareness strategies to make people conscious of the issues and their role and responsibilities in tackling the problem
- **Empower** the community members, leaders, and teachers to play an active role in detecting, monitoring, eliminating and creating awareness on the issues of child labor. This would help to promote universal education at least until the age of 14 years
- **Regulate** the Recruitment/Placement Agencies to avoid recruitment and placement of children in hazardous employments and also to avoid their trafficking
- **Investigate** middlemen and agents involved in trafficking of children for labor, and take action against them under the relevant legislation
- **Share** this information with other States in case of inter State migration and trafficking
- **Inform** the Ministry of Home Affairs in order to contact the concerned country from where children have been trafficked to organize their smooth repatriation
- **Work** in coordination with the different Government Departments and other stakeholders, including Child Welfare Committees, the State Children's

Commission, the State Human Rights Commission, NGOs, etc., to work in coordination and develop common strategies towards eliminating child labor

- **Campaign** against the traditional and cultural practices that violate the full enjoyment of the rights of every child and **prevent** their recruitment for labor
- **Regularly train** the concerned stakeholders, particularly the officials entrusted with the labor enforcement work and capacity building exercises at periodic intervals in collaboration with NGOs and other institutions, towards creating a well trained work force
- **Conduct** regular surveys of areas having high probability of child labor
- **Conduct** raids with the help of a Task Force in case of hot spots having high incidence of child labor and provide sufficient police force for the raids
- **Coordinate** with the police for providing security during the raid and afterwards
- **Include** doctors/female doctors to accompany raids
- **Ensure** that a female representative from the police or from an NGO/Labor Department/Social Welfare Department is included
- **Admit** rescued children into schools without insisting on various formalities
- **Monitor** establishments where there is suspicion of child labor
- **Arrest** the employers under the relevant provisions of the law
- **Ensure** temporary shelter for rescued children
- **Provide** a toll-free child helpline service for child labor
- **Improve** infrastructure in Children's Shelter Homes
- **Give access** to local credit schemes targeting families whose children are at risk of entering bonded labor
- **Promote** economic development aimed specifically at removing children from hazardous agricultural labor
- **Draw up** programs that comprehensively address health and safety among children in agricultural labor
- **Involve** corporations to remove children from hazardous agricultural work
- **Register** all domestic workers by law, identifying where they are working and for whom
- **Extend** education opportunities for child domestics in all affected regions
- **Penalize** those who employ under-age children. No child under the minimum age should be employed as a domestic worker
- **Provide** access to **free** and **affordable** education for all forms of education
- **Develop** and **implement** policies that identify and provide support to children at risk of child labor in schools and communities
- **Address** urgent protection needs of children who cannot be removed immediately from working in or around mines through improved inspection and the enforcement of minimum safety standards
- **Re-integrate** program support for all children affected by armed conflict and ensure long enough funding to prevent re-recruitment
- **Develop** and **implement** programs to raise awareness of the consequences of exploitation of children as soldiers
- **Introduce** a legal framework that prohibits the use of child soldiers and makes

the elimination of child slavery a priority

- **Develop** and implement programs to raise awareness of the consequences of exploitation of children as soldiers. www.violencestudy.org

B) Child soldiers

Definition

A child soldier is any person under 18 years of age who is part of any kind of regular or irregular armed force or armed group in any capacity, including but not limited to cooks, porters, messengers and anyone accompanying such groups, other than family members. The definition includes girls recruited for sexual purposes and forced marriage. It does not, therefore, only refer to a child who is carrying or has carried arms. Many children are abducted, but some volunteer to fight. Children volunteer for many reasons including a desire for revenge or power, loyalty to a cause, or out of desperation for protection. Adults frequently exploit children to fight their wars. An estimated number of 300,000 children under the age of 15 are associated with fighting forces. Some are just seven years old and work as soldiers, transporters, and mine detectors (every month 800 children are killed or become handicapped by mines). (*Save the children*)

Art. 38.3 CRC is articulated around the rights of the child to protection in case of armed conflicts, and encourages the States to make sure that people under 15 do not directly participate in hostilities.

The Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict (2000) completes article 38 of the Convention by requiring the States to take specific measures to increase the minimum age of voluntary commitment to 18 years. However, States can enroll volunteers that are 16 years and above if they submit together with the ratification of the Protocol, a declaration that sets guarantees as well as a minimum age of recruitment. (*Unicef*)

Facts

- The African continent has the largest number of child soldiers. Child soldiers are enrolled in armed conflicts in Burundi, Ivory Coast, Uganda, Rwanda, Somalia, Sudan, and in the Democratic Republic of Congo.
- The majority of child soldiers are between 10 and 15 years of age; however, younger children are often forced to serve in kitchens as sexual slaves, helpers, messengers, and spies.
- Forced abductions still occur in some countries. Children aged nine and above have been abducted and used in combat.
- Demobilization, disarmament, and reintegration programs that are specifically aimed at child soldiers have been established in many countries, during and after armed conflicts. These programs have enabled some child soldiers to acquire new skills and to return to their communities. However, these programs lack funds and adequate resources. Moreover, they often exclude girls who are becoming more and more implicated in armed conflicts and exposed to rape and sexual violence.
- (<http://www.child-soldiers.org/childsoldiers/some-facts>)

➔ NGO and citizen action to prevent child soldiers to be recruited...

- **Organize** awareness, information, and educational campaigns to help prevent the recruitment of children in armed conflicts
- **Encourage** society awareness through medias
- **Create** a suitable environment for the child to feel safe
- **Encourage** primary prevention for a better communication between children and their parents
- **Pressure** your government to fight efficiently against the recruitment of child soldiers
- **Give** children the possibility to take part in prevention activities
- **Collect** data on the number of child soldiers and their living conditions
- **Bring** together appropriate conditions for the physical and psychological readaptation, and the social rehabilitation of child soldiers
- **Make sure** that children and youth are not forced to take part in an armed conflict before 18 years of age and that State Parties that allow enlistment in their national armies before the age of 18 ensure appropriate guarantees for the enlistment

➤ What young people and children can do...

- Find out about and take part in prevention activities
- Campaign for the abolition of the recruitment of child soldiers
- Refer child soldiers to social services and centers that will ensure their physical and psychological readaptation, as well as their social rehabilitation
- Encourage children to raise awareness on the Protocol and to participate in educational programs related to the application of the Optional Protocol on the involvement of children in armed conflicts (2000)

All together lobby your government to...

- Ratify the Optional Protocol on the involvement of children in armed conflicts (2000)
- Make sure that children below 18 years of age are not pressured or forced to take part in armed conflicts
- Develop policies as well as local and national programs intended to demobilize, and rehabilitate child soldiers
- Promote the principles and dispositions of the Protocol with the appropriate means to raise awareness
- Include in the curriculum, classes on children's rights, on the resolution of armed conflicts, on the recruitment of children in armed conflicts, on sex education, etc.

C) Sale of children

Definition

Sale of children means any act or transaction whereby a child is transferred by any person or group of persons to another for remuneration or any other consideration. (Article 2 of the Optional Protocol www2.ohchr.org/english/law/crc-sale.htm)

An **Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography** was adopted and opened for signature, ratification and accession by the General Assembly Resolution A/RES/54/263 of 25 May 2000 and entered into force on 18 January 2002. www2.ohchr.org/english/law/crc-sale.htm

Article 11 (1) Convention of the Rights of the Child (CRC) "States Parties shall take measures to combat the illicit transfer and non-return of children abroad."

D) Child prostitution

Definition

Child prostitution means the use of a child in sexual activities for remuneration or any other form of consideration. (*Article 2 of the Optional Protocol*)

Facts

- It is estimated that at least 1.8 million children are sexually exploited through prostitution
- According to a survey in India, there are between 400,000 and 500,000 child prostitutes
- In Mexico, according to a study, some 16,000 children are believed to be sexually exploited
- In Lithuania, 50 percent of prostitutes are believed to be minors. Children as young as 11 are known to work as brother prostitutes, and children from child institutions, some 10-12 years old, have been used to make pornographic movies
- Poverty is a factor that increases the risk of children being used by sexual exploitation (*Unicef*)
- Involvement in prostitution also correlates with running away, homelessness and loneliness www2.ohchr.org/french/law/crc-sale.htm.

Selected Internet Links

- **ECPAT** International (End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes. www.ecpat.net)
- **ISPCAN** International Society for Prevention of Child Abuse and Neglect www.ispcan.org
- **World Congress III** on Sexual Exploitation of children and adolescents (Brazil, 2008) www.iiicongressomundial.net/index.php

E) Child pornography

Definition

Child pornography means any representation, by whatever means, of a child engaged in real or simulated explicit sexual activities or any representation of the sexual parts of a child for primarily sexual purposes.

(*Article 2 of the Optional Protocol* www2.ohchr.org/english/law/crc-sale.htm)

Facts

- The prevalence of children in sexual images on the Internet that are available for viewing and downloading is an alarming problem, considering any such activity is considered a criminal offence
- 6 out of 10 children aged between 8 and 16 have viewed pornography on the Internet, and in most cases, unintentionally
- 90 per cent of children aged 8-16 who have access to Internet have viewed pornographic sites while doing their homework
- Over 50 per cent of all countries have no laws addressing child pornography
- In 138 countries, possession of child pornography is not a crime
- Child pornography alone generates \$3 billion annually and the average age of first Internet exposure to pornography is 11 years. (N2H2 survey 2006)
- The Internet Filter Review has estimated the pornography industry at \$57 billion worldwide
- Information by Internet Porn Statistics show approximately 4.2 million pornographic websites constituting 12 per cent of total websites
- Statistics derived from the Google search engine support the notion that pornography is pervasive on the Internet: a Google search on the word 'porn' returned over 80 million pages
- 2.5 billion pornographic emails flood the web daily (8 per cent of total emails)

➡ NGO and citizen action to prevent/end child pornography - what you can do...

- **Address** lax laws
- **Supervise** children's use of the Internet; **organize** public campaigns
- **Inform** parents about filters that prevent access and **block** porn sites
- **Install** filtering tools
- **Teach** your children how to make safe choices

➡ What young people and children can do...

- **Demand** that Internet filtering programs are provided to protect children and adolescents from pornography and child abuse images
- **Demand** that the media takes responsibility to teach children how to protect themselves from sexual exploitation through the mass media such as children's magazines, comic strips, drama, TV programs, etc.

All together lobby your government to...

- **Implement** Articles **34** and **35** of the CRC, which state that governments should protect children from all forms of sexual exploitation and abuse, and take all measures possible to ensure that they are not abducted, sold or trafficked
- **Criminalize** all aspects of child pornography, including virtual images and **punish** activities related to the 'sale of children', 'child prostitution' and 'child pornography' according to the Optional Protocol which protects the rights and interests of child victims
- **Call** for an international Convention against cyber crime and give absolute priority to prohibiting the production, distribution, export/import/transmission, intentional possession and advertising of child pornography (example: Convention on Cybercrime, Council of Europe 2001
www.conventions.coe.int/Treaty/EN/Treaties/Html/185.htm)

F) Child sex trafficking

Definition

Child trafficking is a modern form of slavery that involves displacing a child for the purpose of exploitation. A child, considered to be **merchandise**, can be moved from one country to another or within a country's own borders. This can be for exploitation that includes, at a minimum, prostitution as well as other forms of sexual exploitation, forced labor or services, slavery or practices similar to slavery, the servitude or removal of internal organs. (*International Bureau for Children's Rights, Canada*)

At the international level, the *Palermo Protocol* defines human trafficking as "the recruitment, transfer, harboring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs."

Under international law **trafficking** is a crime involving the movement of children and their exploitation. The movement may be voluntary or coerced; the relocation may be across borders or within a country; and the exploitation can take several different forms: labor, prostitution and in some cases for use in armed conflicts. (*ILO/IPEC definition 2002*). Children may also be trafficked for exploitation for a range of different purposes (domestic work, restaurant and building site work; sex work; and use for criminal purposes such as drug trafficking).

What is trafficking, what is smuggling: how to tell the difference?*

Trafficking

- Implies the use of force, fraud or coercion
- Includes the exploitation of a victim
- Results in a legal or illegal entry in a country
- Includes internal as well as external trafficking
- Implies the displacement of the victim

Smuggling

- Consent is required from the individual
 - Involves illegal entry into the country
 - Implies passing between international borders
 - Allows freedom to move after arrival at the destination
- *(International Bureau for Children's Rights, Canada)*

Facts

- Human trafficking is a 'low risk, high profit' crime, with profits of \$32 billion annually
- An estimated 1.2 million children are trafficked each year (*ILO 2002*) and the number is increasing. Most of them (girls and boys) are trafficked for sexual exploitation
- Around the world between 50 and 60 per cent of the children who are trafficked into sexual slavery are under the age of 16 (*Unicef*)
- Human trafficking is the second largest organized crime in the world. Children are not only abducted by traffickers, but also sold or lent to potential employers by their parents
- Monthly domestic sex trafficking in New York State is more pervasive than the state's annually reported incidents of teen suicide (54 incidents); self-inflicted injuries (1,222 incidents); or women of all ages killed by breast cancer (2,715 incidents)
<http://www.womensfundingnetwork.org/about/news/press-releases>
- In the Americas and the Caribbean, children are increasingly being trafficked for international sex tourism
- Up to 800,000 people are trafficked within West Africa every year, many of them children
- Thus far, the international community has not been able to rely on destination countries to adequately protect the rights and well-being of child victims
- Weak laws and lax enforcement mean trafficking is less risky for perpetrators*
- Every 10 days, 25,000 new ads are posted on the web promoting some form of trafficking*
(**Just Trust, India 2008*)

➔ NGO and citizen action to help prevent sex trafficking - what you can do...

- **Raise** awareness about the root causes and **organize** public education campaigns
- **Increase** your community's understanding of the consequences of trafficking
- **Train** children and adults to be aware of the different methods of traffickers
- **Research** best practices and strategies to prevent and combat trafficking and sexual exploitation, especially children
- **Promote** prevention and awareness raising measures to discourage the demand for sexual prostitution and trafficking
- **Encourage** alternatives to legal and policy measures that attempt to legalize the sex industry, decriminalize pimps and brothels, or regulate different prostitution activities
- **Support** community-based child protection networks
- **Build** networks to protect children who have experienced abuse or have been trafficked for sexual abuse
- **Support** monitoring systems on commercial sexual exploitation and trafficking

➔ What young people and children can do...

- **Learn** more about child trafficking and what it means to children
- **Initiate** a discussion in your school and home
- **Demand** greater protection for girls and boys from abuse and sexual exploitation
- **Demand** greater protection for girls and boys with disabilities
- **Refer** exploited children/young people to special services and shelters that will support their recovery
- **Demand** that all traffickers are severely punished

All together lobby your government to...

- **Take** steps to address trafficking both nationally and globally and **penalize** the adults responsible with prison sentences
- **Institute** a legal framework that prohibits all forms of child trafficking
- **Legislate** to stamp out the demand for commercial sexual exploitation
- **Promote** better access to education for vulnerable children and provide alternative vocational training for children and young people at risk of exploitation
- **Ensure** training of law enforcement agents (police, judges, prosecutors) on child protection
- **Prioritize** the framing and enforcement of legislation that provides protection for children who are at risk of child trafficking and commercial sexual exploitation
- **Provide** in schools and at the community level policies and programs that raise awareness of the dangers of child trafficking

- **Prioritize** regional and international co-operation to enforce legal and practical measures that prevent children being illegally removed from communities
- **Introduce** policies that raise awareness of the dangers of child trafficking in schools and at community level
- **Provide** recovery and rehabilitation programs and **offer** emergency and long-term support for all children who have been trafficked and/or subjected to commercial sexual abuse. <http://www.savethechildren.net/>

Protecting the most vulnerable is the duty and purpose of governments.

G) Child sex tourism

Definition

Child sex tourism (CST) is the commercial sexual exploitation of children by people who travel from one place to another to engage in sexual acts with minors. Often, child sex tourists travel from a richer country to one that is less developed, or they may be travelers within their own countries or region. (*Ecpat International*)

Child sex tourists often travel to developing countries looking for anonymity and the availability of children in prostitution. The crime is typically fuelled by weak law enforcement, corruption, the Internet, ease of travel and poverty.

In an effort to counteract CST, many governments have enacted laws to allow prosecution of its citizens for child abuse that occurs outside of their home country. Victims of child sex abuse are at greater risk of being involved in commercial sexual exploitation as a means to survive. CST is a shameful assault on the dignity of children and a form of violent child abuse.

The sexual exploitation of children has devastating consequences, which may include long-lasting physical and psychological trauma, disease (including HIV/AIDS), drug addiction, unwanted pregnancy, malnutrition, social ostracism, and possibly death.

Studies indicate that child prostitutes serve between two and thirty clients per week. Younger children, many below the age of 10, have been increasingly drawn into serving tourists.

Some private sector tourism companies, such as **Accor** and **Kuoni**, have signed the **ECPAT Code of Conduct for the Protection of children from sexual exploitation in travel and tourism** that has been financed by UNICEF and supported by the World Tourism Organization (UNWTO). **Accor Asia** signed the Code of Conduct in 2002 to protect children in hotels in Thailand, Cambodia, Indonesia, Laos, the Philippines and Vietnam. (*Ecpat*)

Facts

- Child sex tourism is a multi-billion dollar industry believed to victimize as many as 2 million children
- Child sex tourism grows at an alarming rate and inflicts devastating consequences on millions of children around the globe
- At any time, an estimated 1.8 million children are being sexually exploited for profit across the world. They are forced by adults into prostitution, the porn industry, and sex tourism
- Most child sex tourists are from 'developed' countries'
- The Internet is used increasingly to make contact with children

➔ NGO and citizen action to prevent sex tourism - what you can do...

- **Use your** voice (and words) to help stop child sex tourism
- **Stay** informed and **support** the efforts of authorities and the tourism industry to prevent commercial sexual exploitation of children
- **Report** to the authorities if you suspect children are being commercially sexually exploited in tourism destinations

➔ What young people and children can do...

- **Report** abuse or **seek** help from professionals by contacting hotlines, parent education programs or support groups, emergency shelters, in-home services, or family resource centers
- **Learn** about signs of potential trafficking on the Internet
- **Promote** measures of prevention of sex tourism
- **Demand** that tourism companies, the Internet, and mainly the media provide educational material that will help their customers understand their roles and responsibilities to protect children and youth, as well as provide a means for young people to protect themselves from sexual exploitation
- **Demand** that the media produces advertising that will help children and youth protect themselves from sexual exploitation
- **Find out** about safety and protection skills via workshops, school lessons, puppet shows, role-playing activities, films and video, workbooks, storybooks and comics.
www.childwelfare.gov/preventing/programs/whatworks/report/emergingqa.cfm

All together lobby your government to...

- **Issue** an executive order to end sex tourism
- **Strengthen** legal measures and prosecutions
- **Enhance** research and coordination
- **Designate** a government point of contact to coordinate efforts with non-governmental, intergovernmental and travel/tourism organizations
- **Encourage** the travel industry to sign and implement the Code of Conduct
- **Take** measures to ensure adequate protection for child victims
- **Fund** and/or **launch** public awareness campaigns
- **Train** and **sensitize** law enforcement on the issue, highlighting relevant extraterritorial laws for prosecution of nationals who perpetrate violence against children in other countries or jurisdictions
- **Strengthen** the fight against child sex tourism by passing the Prosecutorial Remedies and other Tools to end the Exploitation of Children Today (PROTECT USA) Act and the Trafficking Victims Protection Reauthorization Act (TVPRA - USA) www.amberillinois.org/PDF/protectact2003.pdf

All together, let's lobby the business community to...

- **Sign** the **Code of Conduct** to Protect Children from Sexual Exploitation in Travel and Tourism, which requires them to implement the following measures:
 1. **Establish** a corporate ethical policy against Commercial Sexual Exploitation of Children (CSEC)
 2. **Place** clauses in contracts with suppliers stating a common repudiation of CSEC
 3. **Report** annually on their progress
 4. **Train** tourism personnel and **provide** information to travelers
 5. **Provide** information to local "key persons" at travel destination
www.state.gov/g/tip/rls/fs/2005/51351.htm

V. Harmful traditional practices

Introduction

Harmful traditional practices affect girls more than boys. Every social grouping in the world has specific traditional cultural practices, some of which are beneficial to all members, while others are harmful to a particular group. (*UN Fact Sheet*)

Some of these include: **Female Genital Mutilation (FGM)**, **early and forced marriages**, **son preference and its implications for the girl child**, and **dowry systems**. Many of these practices have serious consequences for the girl child's physical, emotional, and psychological development.

Prevention is key! We all have a role to play...
WWSF Guide for NGO and citizen action

Our focus

- A) Female Genital Mutilation (FGM)
- B) Early and forced marriages
- C) Son preference
- D) Dowry system

A) Female Genital Mutilation FGM

Definition

FGM, or female circumcision as it is sometimes erroneously referred to, involves surgical removal of parts or all of the most sensitive female genital organs or other injury to the female genital organs. It is an age-old practice perpetuated in many communities around the world simply because of its customary nature. FGM forms an important part of rites of passage ceremonies for some communities, marking the coming of age of the female child. By mutilating the female's genital organs, it is believed that her sexuality will be controlled; above all, FGM is meant to ensure a woman's chastity and virginity before marriage and fidelity thereafter. In fact, FGM bestows upon women (and the girl child) a catalogue of health complications and untold psychological problems. The practice of FGM violates, among other international human rights laws, the right of the child to the "enjoyment of the highest attainable standard of health", as laid down in **Article 24** (paras. 1 and 3) of the Convention on the Rights of the Child. (*Office of the UN High Commissioner for Human Rights 'Harmful Traditional Practices Affecting the Health of Women and Children'. Fact Sheet No. 23. 2003*)

Most girls and women in developing countries are unaware of their basic rights. This ensures the acceptance and the perpetuation of harmful traditional practices affecting their well-being and that of their children.

Facts

- 3 million young girls are subjected to FGM in 32 countries per year (*Unicef 2007*)
- 96 percent of Egyptian women are still subjected to FGM despite state legislation in 1997 outlawing the practice
- Almost 90 percent of the female population in the North of Sudan undergo FGM which in many cases is practiced in the most extreme form known as infibulations (*Report by UN Special Rapporteur Halima Warzazi*)

🔄 NGO and citizen action to prevent female genital mutilation - what you can do...

- **Raise** awareness of women and children's rights in your community
- **Develop** better communication with your partner on issues of sexuality and reproductive health

🔄 What young people and children can do...

- **Learn** that FGM is against the law and any religion; it is a customary practice with health consequences
- **Know** your rights, which forbid this practice

All together lobby your government to...

- **Establish** criminal laws prohibiting female genital mutilation and other harmful traditional practices
- **Prohibit** the practice with a legal framework that recognizes female genital mutilation as harmful
- **Promote** non-harmful alternatives to female genital mutilation
- **Disseminate** statements by governments and progressive religious leaders on the need to do away with this practice
- **Promote** micro credit schemes enabling traditional midwives to compensate economic losses from ending the practice of FGM

B) Early and forced child marriages

Definition

Early and forced child marriages occur when at least one partner does not give consent and is coerced into marrying. This includes 'mail order' and Internet child brides. The forced marriage of children takes place in many different cultural, political and economic situations, and involves boys as well as girls. However, girls are undoubtedly the most affected and suffer the most severe consequences. They are frequently coerced, but also abducted, raped and sometimes murdered. A girl or woman who is forced to marry is treated as a slave, forced to live and sleep with her husband, and often physically confined indoors.

Forced child marriage is most common in India, Nepal, Bangladesh and sub-Saharan Africa, including Mali, Niger, Nigeria and Uganda. When a girl marries early, it usually means the end of her education (if she is in school) and the end of her autonomy.

She can no longer make important decisions about work, her health and her well-being. Abuse is common in child marriages. Lack of consistent marriage registration makes early and forced marriages difficult to track. Thus, it is more a question of psychological violence than a question of culture.

Children run away from rural areas because of arranged and early marriages, ending up on the street and/or in prostitution.

Western society and the UN view forced marriage as a form of human rights abuse since it violates the principle of the freedom and autonomy of individuals.

Facts

- The greatest number of child brides often marry around the age of 13
- Despite the known health risks of early marriage, 100 million additional girls will marry before their 18th birthday over the decade. Many of these girls will be forced into marriage by their parents or extended family members
- Approximately 14 million adolescent girls give birth each year. Girls under 15 are five times more likely to die during pregnancy and childbirth than women over 20
- In Niger, 77 per cent of girls are married before they are 18 years old
- In Iran, a girl is considered an adult and liable to punishment, even execution, at 9 years of age and a boy at 15
- □ In Nepal, 7 per cent of girls are married before they are 10 years old and 40 per cent before they are 15. (Unicef 2007)

➡ NGO and citizen action to prevent early and forced child marriages - what you can do...

- **Ensure** that girls' education and prevention measures help delay the age of marriage. It's essential that girls before the age of 13 or 14 have access to primary education
- **Promote** all levels of education for girls. Secondary education is important so as to stall the age of marriage until 18 or older.
- **Teach** children at school the different laws that have been signed by their governments and traditional laws which are customary in many countries
- **Support** economic activities for families and girls

➡ What young people and children can do...

- **Be informed** and involved in all decisions that directly affect you and your welfare
- **Develop** support centers to help girls vulnerable to abuse or threat of forced and early marriage
- **Speak out** for your right to remain in school, delay marriage, and choose your partner
- **Create** awareness in society about the serious nature and consequences of child marriage
- **Educate** young women about their right to refuse an early marriage and the possibility of divorce
- **Enlist** religious and community leaders to stop abductions and child marriages , as they increase the maternal mortality rate
- **Organize** and support awareness-raising campaigns and public education programs about the negative effects of child marriage
- **Demand** compulsory birth registrations and birth certificates that should be the basis for the marriage and its proper registration
- **Work** with boys, parents, and adults to promote gender equality, respect for girl's rights and autonomy, and zero tolerance of violence against girls and women
- **Create** opportunities for dialogue with men, including traditional and religious leaders, on girl's rights and discriminatory cultural norms
- **Build** on existing initiatives, develop new ones, and organize networking around the issue
- **Work** with the media in raising awareness about the health, psychological, and other negative effects of early marriage on adolescents and their children
- **Participate** in the development of centers to help girls who are vulnerable to abuse or threat of forced and early marriage

All together lobby your government to...

- **Keep** the promises made in the ratification of the Convention on the Rights of the Child and by doing so, to diminish the rate of early marriages in the region
- **Outlaw** early and forced marriages of children as a crime
- **Include** a specific 'forced marriage' offence in national criminal codes
- **Ensure** that legislation allows for sufficient resources aimed at adequate monitoring and enforcement of laws and procedures
- **Simplify** the nullification process of forced marriages and permit the victims of forced marriages to sue the perpetrators
- **Support** services for girls and young women who are, or have the potential to become, victims of forced marriages to include shelters and psychological and social services

- **Enforce** the right of girls to education through mandatory measures, in addition to wide-ranging scholarships and tuition programs
- **Ensure** that legislation is in place to set the minimum age of marriage for girls and boys to be 18 and requires that marriage be entered into only with the free and full consent of the intending spouses
- **Enact** specific provision in the penal code with adequate penalties
- **Monitor** registration of births and marriages
- **Complement** legislation by prevention measures, including advocacy and awareness-raising efforts, as well as capacity building for health and social service providers and other government officials. (*UN Ecosoc Report to the Commission on the Status of Women 2008*)

C) Son preference - girl infanticide and female foeticide

Definition

The crude methods of eliminating girl babies after birth include poisoning, throat splitting, starvation, smothering and drowning, which illustrate the insignificance accorded to these young female lives. (*Gendercide Watch, Female infanticide 2000*)

The issue of **girl infanticide**, or the murder of children because they are female, is of growing concern in contemporary society worldwide. This violation of a girl's basic right to life requires urgent attention and action.

The issue of **female feticide**, the practice of sex-selective abortions, has taken over infanticide and is practiced in different parts of the world but is most prevalent in Southern Asia. The root causes leading to female feticide are complex and reflect diverse political, economic, social, cultural and religious practices, none of which justify such a violation of human rights.*

Principal causes for female feticide and girl infanticide are traditions: social pressure is stronger than law; girls considered as a useless economic burden; misunderstanding of the importance of the committed crime; non respect of women's rights; exclusion of women from their societies if traditions are not followed; superstition, religious beliefs; ignorance of the laws in force, and last but not least poverty. (* 'A Girl's right to live' 2007)

Facts

Between 80 and 100 million girls are 'missing' from the world's population. They are victims of gender based infanticide, malnutrition, and neglect. Girls are undesirable in many regions of the world.

The biological norm for birth ratios is about 105 boys born for every 100 girls worldwide. This norm has been drastically altered in some countries where the sex ratio has been skewed since the mid-1980s. The birth ratio has reached 133 boys born for every 100 girls in certain Chinese provinces as well as in New Delhi, Uttar Pradesh, Rajasthan, Bihar, Punjab and Haryana in India. These countries are joined by Pakistan, Bangladesh, Taiwan, South Korea, Indonesia, Vietnam and the Caucasus (Azerbaijan, Georgia, Armenia) where female feticide is also practiced. Given that these countries account for nearly half of the world's population, the killing of girls in these countries means fewer wives and mothers for future generations and, as a result, a significant increase in the imbalance of the number of men and women in the world. (*'A Girl's right to live'* 2007)

➡ NGO and citizen action to prevent girl infanticide and female feticide - what you can do...

- **Help** reinforce national laws to value the girl child
- **Help** change mentalities in order to reinforce girls' most basic human right
- **Support** local initiatives that help families with girls

Lobby your government to...

- **Strengthen** and **implement** laws against girl infanticide
 - **Amend** laws that create and support the conditions where women are seen as a burden, such as inheritance laws and dowry requirements
 - **Create** an environment favorable to girls, for example by giving allowances to families who welcome girls
 - **Provide** education about gender equality
 - **Implement** sex determination as a criminal offence and ban the use of ultrasound and other medical techniques for the purpose of sex selection
 - **Implement** the CEDAW Convention and the CRC
- www.un.org/womenwatch/daw/cedaw/ - www.unhchr.ch/html/menu3/b/k2crc.htm

D) Dowry systems

Definition

Dowry is the money, goods, or estate that a woman brings to her husband. Dowry can be defined as a forced financial and material arrangement to be given by the parents of the bride to the parents of the groom or the bridegroom himself as an essential condition of the marriage.

The evils of the dowry system have left some Indian couples with a marked preference for sons. Worried by soaring marriage costs, the girl child is still unwanted by some parents who opt for illegal prenatal sex-determination tests just to abort the female fetus.

Children are linked to the dowry system, as parents have to save up money and goods that will constitute the dowry almost as soon as their child is born. Some families live in poverty and make great sacrifices simply to have a good dowry and marry their girls.

Facts

- Dowry deaths are the deaths of young women who are murdered or driven to suicide by continuous harassment and torture by husbands and in-laws in an effort to extort an increased dowry
- Dowry can lead to female feticide (which is directly related) to "bride burning" and even suicide
- Paying and accepting dowry has been illegal in India for 40 years, but it is still rampant. Indian Government statistics show that husbands and in-laws killed nearly 7000 women in 2001 over inadequate dowry payments

➡ NGO and citizen action to end the dowry system - what you can do...

- **Speak** out and **support** women who refuse to marry men who demand dowry
- **Educate** men to reject the demand for a dowry by their parents
- **Mobilize** women to come forward and fight against the practice of dowry and expose dowry practitioners
- **Help** women and girls to know their rights, to fight against unjust discrimination and unjust male domination
- **Advocate** for women's employment to become economically independent
- **Create** a movement and strong public opinion against the system. The movement should be taken to villages around the country. More leaders, social groups, men and women should be involved to eradicate this traditional practice for ever
- **Join** women's organizations and hold demonstrations against the dowry system.

➡ What young people and children can do...

- **Help** girls to know their rights and fight unjust discrimination and unjust male preference
- **Ensure** that registration of marriage is made compulsory
- **Help** increase literacy rates among girls
- **Mobilize** young men to reject the demand for dowries by their parents

*Prevention is key! We all have a role to play...
WWSF Guide for NGO and citizen action*

- **Mobilize** young women to refuse to marry men who demand a dowry
- **Mobilize** girls and women to come forward to fight against the practice of dowry

All together lobby your government to...

- **Ensure** that registration of marriage is made compulsory
- **Increase** literacy rates among women and girls
- **Open** more schools, colleges and training centers for women
- **Institute** free education for girls up to university level
- **Keep** the promises of legislation regarding the Dowry Prohibition Act 1961 which bans paying and receiving dowries in India
- **Ban** sex determination tests and the pre-natal diagnostics techniques.

VI. Violence in the Media

Definition

Media violence can have long-term negative effects on our youth and society as a whole. Disturbing images and hateful messages eat away at our children's innocence. The amount of violence that children see has adverse effects according to psychological research.

'Media' includes the whole range of modern communication tools: **television, the cinema, radio, photography, advertising, newspapers and magazines, recorded music and lyrics, computer and video games, the Internet (blogs, chats, podcasts, Skype, webcam, social networks online, Facebook, YouTube, Second life), and cell phones.**

All of these are changing the way children and adults communicate with each other. These changes are largely driven by young people. They are very attracted to be included as basic components of media, music, storylines, images and graphics. They quickly acquire skills in new media and are more "media-savvy" than their parents.

www.media-awareness.ca/english/issues/violence/violence_entertainment.cfm

Undoubtedly, the media plays a highly significant role in contemporary children's lives. It constitutes their largest free-time activity by far. Over the last quarter-century, violence in television programs, video games, Internet and other entertainment products for children has been gradually on the rise. After decades of debates, a general consensus has finally emerged that media violence is a risk factor that contributes to the development of aggressive behavior, fears and anxieties.

Facts

- Media violence gives children the sense that violence is everywhere. This environment contributes to a greater risk of abuse and violence in our homes, workplaces and communities
- Children (8 to 18) in the West spend more time (44.5 hours per week - 6.5 hours daily) in front of computers, television and game screens than any other activity in their lives except sleeping
- Children have a harder time distinguishing between fantasy and reality
- Children learn by observing and imitating and cannot easily discern motives for violence
- The USA national TV violence study evaluated almost 10,000 hours of broadcast programming (1995-1997) and found that 61 per cent of the programming portrayed interpersonal violence much of it in an entertaining or glamorized manner. The highest portion of violence was found in children's shows
- Prolonged exposure to such media portrayals results in the increased acceptance of violence as an appropriate means of solving problems and achieving one's goals www.mediafamily.org/facts/facts_vlent.shtml

➡ *NGO and citizen action to prevent media violence - what you can do...*

- **Talk** to your children about media violence and encourage them to come to you if they view anything online that is disturbing to them. Explain to them the difference between real violence and violence in media entertainment
- **Sensitize/educate** each actor (teacher, parent, caregiver, journalist, producer and broadcaster) to the needs of young people and to know the Rights of the Child
- **Set** clear guidelines and keep a careful eye on children's Internet and video game use and the TV shows and movies they watch
- **Explain** to children the risks associated with using the Internet
- **Restrict** access to sites that are not age-appropriate
- **Check** that TV shows, films and videos are age-appropriate
- **Ask** the child to tell you if he/she receives messages or emails containing suggestive or sexually explicit material
- **Keep** your children's computer in a visible place for easy monitoring of use
- **Watch** programs with children and use what they see as "teachable moments" to share information and values
- **Make** agreements with other adults that the rules of a visiting child's parents or guardians will be respected during play dates or visits
- **Take** sensible precautions about whom you choose to take care of your children
- **Educate** your family and relationships to protect and equip children against the dangers of the media: prepare them to understand the media culture that

surrounds them, and have a say in the media consumption of children and young people

- **Remind** media professionals of their ethical responsibility and the need to respect the standards set by their profession
- **Call** to re-examine the government's role in media regulation
- **Offer** training opportunities for children to develop media skills and critical media literacy
- **Ensure** that guidelines for child participation define the responsibilities of organizations to protect participating children from harm
- **Explore** ways in which, without compromising professional independence, support can be given to media initiatives aimed at providing greater access to children, serving their needs and promoting their rights
- **Support** the creation of space and opportunities for children to use mass media (print, radio, television) to communicate their views
- **Actively involve** children in media to ensure that media content is relevant and appropriate
- **Meet** with editors of the local media to discuss how they can contribute to promoting non-violent behavior towards children

➡ **What young people and children can do...**

- **Know, use and share** the guidelines to surf the Net. www.actioninnocence.org
- **Join** 'Voices of Youth' (a Unicef website), dedicated to harnessing the educational and community building potential of technology to ensure that all children and young people can know more, say more and do more about the world they live in
- **Know** about the risks that your participation in the media, in advocacy, or in political events can provoke, particularly high in conflict situations and in non-democratic societies where public expression of opinions can result in reprisals

All together lobby your government to...

- **Protect** children from violence, exploitation and abuse
- **Stop** 'harmless' entertainment programs (computer and video games, movies, etc.) portraying violence as a normal way of life and enticing children into violence
- **Meet** with NGOs and Human Rights institutions working to end violence against children and discuss changing social norms and promoting non-violent values
- **Initiate** an inquiry into the impact of media violence on children
- **Forbid** the marketing to children of products that are considered inappropriate for them according to ratings
- **Forbid** the sale to children of movie tickets and music recordings that are suitable only for adults

- **Forbid** the sale of violent video games to children. Increased legislation is the most efficient way for reducing the marketing of violent entertainment of children
- **Hear** children and take their opinions into account. www.edupax.org

All together, request the media to...

- **Ensure** that the best interests of the child are not compromised
- **Create** awareness of the ways that children are portrayed in the media
- **Encourage** an ethical reporting culture that respects children and their rights
- **Avoid** the use of stereotypes and sensational presentations in promoting journalistic materials involving children
- **Discontinue** the use of sexualized images of children
- **Contribute** to raise public awareness and change behaviors
- **Provide** accurate and relevant information to children
- **Avoid** harmful materials reaching children
- **Meet** with NGOs to discuss how to promote non-violent behavior towards children
- **Further** the development of a human rights culture through training and advocacy initiatives. www.mediamonitoring.org.za

Our focus

- A) The Internet
- B) Television, movies, advertising
- C) Video and computer games
- D) Cell phones

A) The Internet

Introduction

The Internet is a fantastic resource and can be used for research and learning; however, it can also provide quick and easy access to inappropriate content for children. Take the time to learn what your kids are doing and where they go while online. Knowledge is key: you need to keep them safe. With the existence of chat rooms, children can be easily exposed to pedophiles. www.ec.europa.eu

It is absolutely wrong to think one cannot find pornography on the Internet without a credit card. Parents and children have free access to such images "...Everything is possible on the Internet. Even what I could not have imagined. Images of extreme sexual violence, zoophilia, sadomasochism.... All that is free and available in abundance. Adults need to have their parental competences restored. Computer skills

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have to be clearly differentiated from the right to use computers. Even if parents don't know how to use a computer, they have to control, supervise and look at what the child is doing...". (F. Ulmer, *Responsible for prevention and ethics at the School Information Bureau (BIS), Canton Neuchâtel, Switzerland*)

Facts

- 20,000 pornographic images of children are posted on the Internet each week*
- Horror, torture and violence beyond what most parents can imagine are being viewed daily by kids
- Web sites showing graphic images of animal mutilations, assault and sadistic violence are quickly gaining popularity
- One in five children who goes online regularly are approached by strangers for sex
- The number of pornography-related Internet pages grew from 14 million in 1998 to roughly 260 million in 2003 with over 28 million new pornographic web pages appearing in only one month (N2H2, a filtering company)
- Children may become desensitized to the pain and suffering of others, more fearful of the world around them, and more likely to behave aggressively towards others
- Every 10 days, 25,000 new ads are posted on the web promoting some form of trafficking*
- Social networking sites are also a prime source for human trafficking*
- Child trafficking on the Internet happens not just "over there", but all over and probably in your own town* (*Just Trust, India 2008)

➡ NGO and citizen action to prevent abuse via Internet - what you can do...

- **Protect** young children from hateful content on the Internet and **help** them identify hateful content on the Net, e.g. swastikas, derogatory references to race, cartoon depiction of various ethnic and racial groups, etc.
- **Learn** anything you can about the Internet and what your children do online
- **Keep** the lines of communication open so your children will feel comfortable coming to you for help if they stumble across anything disturbing online
- **Monitor** and **supervise** your children's Internet use
- **Teach** your child from an early age about media violence and how to think critically about what they are viewing. Young people need to learn to respect others and to respond appropriately to violent media
- **Talk** to your children about what they have seen, about real violence and its consequences, and discourage media portraying killing or pain as entertainment

- **Help** equip children **with filters in their heads** to recognize hate
- **Teach** older children how to think critically about online content
- **Put** protection software (filters and blockers) on the family computer
- **Contact** your Service Provider and ask for help in locating the host of offensive content
- **Create** an online agreement, with input from your children, which should give **clear guidelines** for where they can go on the Internet and what they can do (when and how long they can use the computer)
- **Place** the computer where it can be supervised or in a place of frequent passage. The child should not shut the door while using it
- **Make** a list of websites the children can visit and teach them to never give out any personal information or send their picture
- **Find** pedagogical resources for teachers, children and parents
- **Direct** your children to anti-racism youth web sites. www.Tolerance.org

➡ What young people and children can do...

- **Report** hateful content on the web to your parents who should contact the police or service providers
- **Know and share** the 10 recommendations for Internet use by young people:
 1. *Surfing the Net is fun, but **watch** out for sharks!*
 2. ***Be careful** - you don't know who is behind the screen!*
 3. ***Never tell anyone your password!***
 4. ***Be very careful** when you "chat"!*
 5. ***Never tell anyone your address or where you live!***
 6. ***Do not send your photo to anyone!***
 7. ***Never arrange to meet someone without telling one of your parents!***
 8. ***Don't believe everything people tell you!***
 9. ***Never reply to e-mails that shock you***
 10. ***Leave** the website if what you see on the screen upsets you, or call one of your parents! www.actioninnocence.org*

All together lobby your government to...

- **Take measures** to protect children and youth from violence over the Internet that is harmful to them
- **Evaluate and control** media content for age appropriate use and not give the media the sole responsibility to do so
- **Consider** the age appropriateness of programs
- **Create** a nation-wide regulation for youth media protection
- **Increase** vigilance and protection measures - what has been done so far is not enough

B) Television, movies and advertising

Introduction

Television and online **movies** often cover violent or deadly incidents, such as accidents, wars, terrorist attacks, crime, natural disasters and other events. The coverage may be preceded with a warning stating that the footage may be disturbing to some viewers. By blurring or blocking a portion of the image, cutting the violent portions out of an image sequence or removing certain portions of film footage from viewing, censors sometimes modify graphic images.

"...When **BabyFirstTV** began airing in the U.S. in 2006, the American Academy of Pediatrics said babies should be kept away from television altogether. Critics say such channels are used as a baby-sitter. France's broadcast authority has banned French channels from marketing TV shows to **children younger than 3**, to shield them from developmental risks it says television viewing poses at that age.

France's minister for culture and communication, Christine Albanel, issued a "**cry of alarm**" to parents in June 2008 about channels dedicated 24 hours a day to baby-targeted programming. In an interview, she called them a "danger" and urged parents not to use them to help their children get to sleep... ". (*Christine Ollivier/Associated Press/August 21, 2008*)

The **Advertising Standards Authority (ASA-UK)**, responsible for ensuring that advertising avoids causing harm or offence, with particular regard to protecting children, hosted a seminar on the issue of violent imagery in advertising, which was followed by a significant increase in complaints to the ASA. As of November 2007, the ASA had received 1748 complaints about 523 ads that depicted or alluded to violence (e.g. guns and knives, horror films, video games and general violence). The ASA exists to make sure all advertising, wherever it appears, meets the high standards laid down in the advertising codes. www.asa.org.uk

Facts

- Through cable TV channels, children can access programs of physical and sexual violence that is prohibited for their age
- Since the 1950s, more than 1000 studies have been done on the effects of violence in television and movies. The majority of these studies conclude that children who watch significant amounts of television and movie violence are more likely to exhibit aggressive behavior, attitudes and values (*US Senate Committee on the Judiciary, 1999*)
- By the time a child is eighteen years old, he or she will witness on television (with average viewing time) 200,000 acts of violence including 40,000 murders
www.mediafamily.org/facts/facts_vlent.shtml
- It is estimated that only 10 per cent of children's viewing time is spent watching children's television, the other 90 percent is spent watching programs designed for adults
- Commercials for violent media products such as motion pictures and video games contribute to a violent media culture which increases the likelihood of youngsters' aggressive behavior and desensitizes children to real-world violence
- "... It is estimated that advertisers spend more than \$12 billion per year on advertising messages aimed at the youth market. Additionally, the average child watches more than 40,000 television commercials per year. While older children and adults understand the inherent bias of advertising, younger children do not, and therefore tend to interpret commercial claims and appeals as accurate and truthful information..."
(*Dr. D. Kunkel*)
- "... This is a critical concern because the most common products marketed to children are sugared cereals, candies, sweets, sodas and snack foods. Such advertising of unhealthy food products to young children contributes to poor nutritional habits that may last a lifetime and be a variable in the current epidemic of obesity among kids..."
(*Dr. Brian Wilcos*)

➡ NGO and citizen action to prevent your children's viewing of violent films - what you can do...

- **Request** the media to publicize reporting systems and **encourage** people to act when they are aware of abuse and violence against children

- **Demand** media guidelines on ethical standards and insist that violent programs are restricted to certain hours and have to announce the content of a program before broadcasting
- **Use** technical devices, such as 'V-chips', to block unwanted content
- **Use** the media ratings systems. However, keep in mind that many parents find the rating system unreliably low, with an objective parental evaluation finding as much as 50 per cent of television shows rated TV-14 to be inappropriate for their teenagers
- **Complain** if you see violent imagery in advertising. The Advertising Standards Authority (ASA) investigates complaints made about ads, sales promotions or direct marketing. Anyone can complain to them. Most complaints are made through the complaints form on this website. www.asa.org.uk/asa/adjudications/public
- **Organize** campaigns to demand that the advertising business respects the code of conduct. There are specific rules for certain products and marketing techniques
- **Talk** to your children about the commercials they see as they do not interpret the message the same way as do adults
- **Recognize** and use your influence with sponsors of children's programs
- **Request** that national associations for the education of young children limit children's exposure to violence www.naeyc.org
- **Create** awareness of the ways in which children are portrayed in the media and **encourage** an ethical reporting culture which respects children and their rights
- **Avoid** the use of stereotypes and sensational presentations in promoting journalistic materials involving children
- **Introduce** "10 days without TV" and watch what happens

*The absence of government regulation of children's television and movies has made parents' job more difficult, necessitating more parental monitoring.
This situation places additional, unnecessary pressure on parents.*

➔ What young people and children can do...

- **Complain** if you see violent imagery in advertising. The Advertising Standards Authority (ASA) investigates complaints made about ads, sales promotions or direct marketing. Anyone can complain to them. Most complaints are made through the complaints form on this website. www.asa.org.uk/asa/adjudications/public
- **Propose** to your school to join parents and staff's efforts to motivate students in reducing TV and videogame consumption
- **Introduce** "10 Days without TV," a great exercise of responsible consumption, mental health, and social mobilization. It helps decrease the amount of verbal and physical violence as well as level of obesity.

Lobby your government to...

- **Protect** children from violent information and materials which harm their well-being
- **Stop** the unlimited access to increasingly violent entertainment programs
- **Regulate** the content of advertisements, sales promotions, direct marketing, targeting, involvement, and use of children as a resource
- **Restrict** advertising primarily directed to young children eight years and under
- **Investigate** how young children comprehend and are influenced by advertising in the new interactive media environment such as the Internet
- **Examine** the influence of advertising directed to children in the school and classroom
- **Prohibit** product-based programming and feature-length programs whose primary purpose is to sell toys, especially when those toys facilitate imitation of violent or aggressive acts seen on television. Children are unable to evaluate the quality and play value of such products depicted on television
- **Forbid** the use of violence as a normal way to solve conflicts in TV programs
- **Forbid** airing of violent movies on TV before 10 PM
- **Ensure** that the best interests of the child are not compromised

C) Video and computer games

Introduction

Related forms of media, **video-** and **computer games** have been the subject of debate and censorship, due to the depiction of graphic violence, sexual themes, 'advergaming' (a form of advertising in games), consumption and abuse of drugs, alcohol or tobacco, propaganda, addiction, crime, nudity, profanity, or thematic content in some games. Critics of video games sometime include parents' groups, politicians, organized religious groups and other special interest groups, even though all of these games can be found in all forms of entertainment and media. Various games have been blamed for causing addiction and even violent behavior.

One of the most important examples of the effect that some video games can have on children and teenagers is the Virginia Tech University massacre that happened in April 2007 in the USA.

Facts

- Violent video games can cause children to have more aggressive thoughts, feelings and behaviors and decrease empathetic, helpful behavior with peers
- In the US, children in grades 4 through 8 preferentially chose video games that award points for violence against others
- High level of violent video game exposure have been linked to delinquency, fighting at school and during free play periods, and violent criminal behavior (e.g. self-reported assault, robbery)
www.apa.org/science/psy/sb-anderson.html

➡ NGO, citizen action, young people, and children - what you can do...

- **Learn** about the rating systems for video games and **follow** recommendations. For details on the ratings go to www.esrb.org
- **Get** informational brochures that pediatricians offer to parents and children to help them use the various rating systems to guide better media choices

D) Cell phones

Introduction

More and more **mobile phones** are web-enabled, allowing users to download applications, websites, and media to their cell phones. The use of uploading text, photos, films and sound to websites is popular with young people, and YouTube, DailyMotion and Sitcam have created a movement of 'broadcast yourself' and on-line-social networks. SMS text messaging and other forms of wireless communication are creating new opportunities for social networking and political mobilization.

The European Commission has prepared a summary report of the results of the public consultation on child safety and cell phones. The responses to the public consultation came mainly from the industry itself, child safety and consumer organizations and public authorities. All respondents agree that although mobiles are of great benefit to children and young people, risks exist: **bullying, sexual grooming for abuse, access to illegal/harmful pornographic and violent content and privacy risks**, in particular due to the inappropriate use of camera phones. The respondents also agree that responsibility for safe use of mobile phones by children should be shared between industry, carriers and public authorities.

The European Commission even talks about "dedicated mobile phones for children."
www.europa.eu

Facts

- Cell phones are the new drug for children, and there have even been cases reporting children being admitted to mental health clinics because of alleged addiction to their phones
- The emergence of the mobile Internet, including web browsers, chat clients and e-mails, allow for new ways of getting and staying in touch
- Parents are demanding more control over what their children are doing with their mobiles, but phone operators are lagging in providing such services

➔ NGO and citizen action - what you can do...

- **Exercise** your right to have more control over your child's mobile usage
- **Join** other concerned parents and **inquire** about cell phones specifically designed for kids
- **Find out** about **Omego phones for kids** without a keyboard. "The phone is controlled through a website which parents access using a password. They can use the site to set the numbers which can call and text the phone and set the numbers which the phone itself can call and text." The company is hoping to launch the phone with the support of operators and retailers. With one in four UK children under 10 years old now owning a mobile phone, the demand for such control is likely to increase.

www.guardian.co.uk/technology/blog/2007/feb/14/3gsmdiaryomeg/print

www.theregister.co.uk/2007/02/12/parent_mobile_controls

ANNEX

I. United Nations Convention on the Rights of the Child

Abbreviated version and link to full version

II. Universal Declaration of Human Rights

Abbreviated version and link to full version

III. Links to web sites and sources for the guide

IV. Sources related to the UN SG Study on Violence against Children

V. Questionnaire

VI. WWSF Children's Section

Annex I

The Convention on the Rights of the Child (CRC)

Full version www.unhcr.ch/html/menu3/b/25.htm

The CRC is the most universally accepted human rights instrument in history. It recognizes the human rights of children, defined as persons up to the age of 18 years. In 54 substantive articles, it establishes in international law that States Parties must ensure that all children - without discrimination in any form - benefit from special protective measures and assistance; have access to services such as education and health care; can develop their personalities, abilities and talents to the fullest potential; grow up in a happy and caring environment; and are informed about and participate in achieving their rights.

Abbreviated Version ¹

1. A child means every human being under the age of eighteen years, unless, under the law applicable to the child, majority is attained earlier.
2. Every child has the inherent right to life.
3. Every child shall have the right from birth to a name, the right to acquire a nationality, and the right to know and be cared for by his parents.
4. Every child has the right to preservation of his or her identity.
5. Every child who is separated from his or her parents has the right to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.
6. Every child has the right to leave any country, including its own.
7. Every child has the right to express his/her own views freely in all matters affecting them.
8. Every child has the right to freedom of expression.
9. Every child has the right to freedom of thought, conscience and religion.
10. Every child has the right to freedom of association and to freedom of peaceful assembly.
11. Every child has the right to privacy.
12. Every child has the right to protection of the law in case of interference or attacks on said privacy.
13. Every child has the right to access information and material from a diversity of national and international sources, especially those aimed at the promotion of his/her social, spiritual and moral well-being, and physical and mental health.
14. Children of working parents have the right to benefit from child-care services and facilities for which they are eligible.
15. Every child has the right to protection from all forms of abuse, physically or mentally.
16. Every child temporarily or permanently deprived of his/her own family environment has the right to special protection and assistance provided by the

state.

17. Every child who is seeking refugee status has the right to receive appropriate protection and humanitarian assistance.
18. Every mentally or physically disabled child has the right to enjoy a full and decent life, in conditions, which ensure dignity and promote self-reliance.
19. Every child has the right to the highest attainable standard of health and to facilities for the treatment of illness and the rehabilitation of health.
20. Every child who has been "placed" by the competent authorities for the purposes of care has the right to a periodic review of the treatment provided for the child and all other circumstances relevant to his/her placement.
21. Every child has the right to benefit from social security, including social insurance.
22. Every child has the right to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.
23. Every child has the right to education.
24. Every child has the right to enjoy his/her own culture, to profess and practice his/her own religion and to use his/her own language.
25. Every child has the right to engage in play, recreational activities, and to participate freely in cultural life and the arts.
26. Every child has the right to be protected from economic exploitation.
27. Every child has the right to be protected from the illicit use of narcotic drugs, and from being used in the illicit production and trafficking of such substances.
28. Every child has the right to be protected from all forms of sexual exploitation and sexual abuse.
29. Every child alleged as or accused of having infringed the penal law has the right to be presumed innocent until proven guilty.
30. Every child has the right to prompt access to legal and other assistance.
31. Neither capital punishment nor life imprisonment will be imposed for offenses committed by persons below 18 years of age.
32. Every child has the right to protection during times of war.

www.rehydrate.org/facts/convention_summary.htm

Annex II

Universal Declaration of Human Rights (full version)
www.un.org/en/documents/udhr

Abbreviated Version

- Article 1: Right to Equality
- Article 2: Freedom from Discrimination
- Article 3: Right to Life, Liberty, and Personal Security
- Article 4: Freedom from Slavery
- Article 5: Freedom from Torture and Degrading Treatment
- Article 6: Right to Recognition as a Person before the Law
- Article 7: Right to Equality before the Law
- Article 8: Right to Remedy by Competent Tribunal
- Article 9: Freedom from Arbitrary Arrest and Exile
- Article 10: Right to Fair Public Hearing
- Article 11: Right to be Considered Innocent until Proven Guilty
- Article 12: Freedom from Interference with Privacy, Family, Home, and Correspondence
- Article 13: Right to Free Movement in and out of the Country
- Article 14: Right to Asylum in other Countries from Persecution
- Article 15: Right to a Nationality and the Freedom to Change It
- Article 16: Right to Marriage and Family
- Article 17: Right to Own Property
- Article 18: Freedom of Belief and Religion
- Article 19: Freedom of Opinion and Information
- Article 20: Right of Peaceful Assembly and Association
- Article 21: Right to Participate in Government and in Free Elections
- Article 22: Right to Social Security
- Article 23: Right to Desirable Work and to Join Trade Unions
- Article 24: Right to Rest and Leisure
- Article 25: Right to Adequate Living Standard
- Article 26: Right to Education
- Article 27: Right to Participate in the Cultural Life of Community
- Article 28: Right to a Social Order that Articulates this Document
- Article 29: Right to fulfill Community Duties Essential to Free and Full Development
- Article 30: Freedom from State or Personal Interference in the above Rights

Annex III

Links to relevant web sites used for the guide

- Declaration of the Rights of the Child (1959)
www.unhchr.ch/html/menu3/b/25.htm
- Convention on the Rights of the Child (adopted 1989, entry into force 1990)
www.unhchr.ch/html/menu3/b/k2crc.htm
- Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography (adoption in 2000 and entry into force in 2002) More than 100 countries have signed and ratified the Protocol
www.unhchr.ch/html/menu2/dopchild.htm
- Universal Declaration of Human Rights (1948) (full text)
www.unhcr.ch/udhr/lang/eng.htm
- International Covenant on Economic, Social & Cultural Rights - protects children from economic and social exploitation
www.unhchr.ch/html/menu3/b/a_cesscr.htm
- International Covenant on Civil and Political Rights - prohibits the imposition of death sentences of people under the age of 18
www.ohchr.org/english/law/ccpr.htm
- The Covenant on the Elimination of All Forms of Discrimination Against Women - applicable to girls under the age of 18
www.un.org/womenwatch/daw/cedaw/text/econvention.htm
- The Millennium Development Goals (adopted in 2000) - include agreements related to the elimination of violence against children
www.un.org/millenniumgoals/pdf/mdg2007.pdf
- Covenant on the Rights of Persons with Disabilities
www.un.org/esa/socdev/enable/rights/convtexte.htm#convtext
- A World Fit for Children www.unicef.org/specialsession/wffc/
- The Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children - Palermo Protocols (2000)
www2.ohchr.org/english/law/protocoltraffic.htm
- Declaration on the Protection of Women and Children in Emergency and Armed Conflict (1974) www.unhchr.ch/html/menu3/b/24.htm

- Declaration on Social and Legal Principles relating to the protection and welfare of Children, (1986) www.unhchr.ch/html/menu3/b/27.htm
- Geneva Conventions and Additional Protocols (1949 onwards) - to ensure protection of individuals not involved in fighting in war/conflict
www.icrc.org/Web/Eng/siteeng0.nsf/htmlall/genevaconventions
- Rome Statute of the International Criminal Court (1998) - creates international liability for individuals that commit war crimes and crimes against humanity
www2.ohchr.org/english/law/criminalcourt.htm
- UN Convention Relating to the Status of Refugees (1951) and its Protocol (1967)
www.unhcr.org/protect/PROTECTION/3b66c2aa10.pdf
- 30 Guiding Principles of Internal Displacement (1998)
www.icrc.org/web/eng/siteeng0.nsf/html/57JPGL
- Convention on the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others (Entry into force 1951)
www2.ohchr.org/English/law/trafficpersons.htm
- Worst Forms of Child Labor Convention
www2.ohchr.org/english/law/childlabour.htm
- Minimum Age Convention of the ILO (1973) www.ilo.org/ilolex/cgi-lex/convde.pl?C138
- Beijing Rules (1985) - guidelines related to the administration of juvenile justice
www.unhchr.ch/html/menu3/b/h_comp48.htm
- Riyadh Guidelines (1990) - prevention of juvenile delinquency
www2.ohchr.org/english/law/juvenile.htm
- The Rio de Janeiro Declaration and Call for Action to Prevent and Stop Sexual Exploitation of Children and Adolescents (2008)
www.ecpat.net/WorldCongressIII/PDF/Outcome/WCIII_Outcome_Document_Final.pdf

Annex IV

Sources related to the UN Secretary-General Study on Violence against Children:

- **Report** of the Independent Expert for the UN Study on Violence against Children, UN General Assembly, 61st Session, 19 August 2006 (A/61/299) www.violencestudy.org/IMG/pdf/English.pdf
- **Paulo Sérgio Pinheiro**, World Report on Violence against Children, published by the UN Secretary-General's Study on Violence against Children www.violencestudy.org/a553
- **United Nations Secretary-General's Study on Violence against Children**, adapted for Children and Young People "Our Right to be Protected from Violence": Activities for learning and taking action for children and young people. A child-friendly version of the Study and educational materials available on the web www.violencestudy.org/r245
- **Summary reports** of the nine regional consultations held in connection with the Study and other documents are available on the web www.violencestudy.org/r57
- **Responses from 137 member- and observer states** to the questionnaire on violence against children, circulated by the Independent Expert in connection with the UN Study in 2004, available at www.ohchr.org/english/bodies/crc/study.htm
- **Committee on the Rights of the Child documents**, including General Comments, Days of general discussion on violence against children, as well as individual state reports and concluding observations, available at [www.ohchr.org/english/bodies/crc\(index.htm](http://www.ohchr.org/english/bodies/crc(index.htm)
- **The Children's Rights Information Network (CRIN)** acts as a liaison for civil society to the Study and its follow-up, available at www.crin.org/violence/index.asp

Annex V

Questionnaire

We thank you for returning the questionnaire to WWSF at the following email wdpca@wssf.ch. Your comments and suggestions are highly appreciated.

Did you find the guide useful yes no

Are you planning to use the guide in your advocacy work yes no

If so, will you include child participation in your programs yes no

Do you plan to translate the guide into a local language yes no

Are you a registered WWSF coalition member yes no

If not, do you wish to be integrated into the coalition network and receive regular WWSF information (Calls to Action, reports, posters, press releases and updates) yes no

Thank you for giving us the name and details of your organization with a brief introduction to your prevention of child abuse programs.

Organization Name _____

Person in charge _____

Address _____

City _____ Country _____

Web site _____ Email _____

Tel. _____ Fax _____

Annex VI

About the WWSF Children's Section

The Women's World Summit Foundation (WWSF), an international, non-governmental, not-for-profit, non-denominational, humanitarian organization (with United Nations consultative status - ECOSOC, UNFPA, DPI), serves the implementation of women and children's rights and the Millennium Development Goals (MDGs).

Its **Children's Section** annually implements the following programs to help create a global culture of prevention of abuse and violence against children.



An international coalition of concerned organizations (*more than 900 in 135 countries* registered in 2008) to help make prevention a global priority. The **WWSF World Day for Prevention of Child Abuse - 19 November**, and **World Week for Prevention 13-19 November**, serve as focal points for coalition organizations and other actors.



The **WWSF Prize for prevention of child abuse**, awarded annually since 2005 to four active coalition members, honors innovative activities.



The **WWSF International Clearinghouse** of good practices serves as an Internet guide of examples for prevention measures.



The **WWSF yellow ribbon campaign "YES to prevention of child abuse"** serves to declare and portray your stand for prevention of child abuse in your home and place of work.



An educated youth can change the world. The participation of young people is key for the creation of a culture of prevention of abuse and violence against children and young people.



19 Days of activism for the prevention of abuse and violence against children and youth 1-19 November - to increase awareness and the number of actors for prevention. The annual WWSF Call to Action is published on our website www.woman.ch (children-youth section).



For more information:
www.woman.ch • www.YouthEngage.com
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