

PREVENTING ILL-TREATMENT AND SEXUAL ABUSE AGAINST CHILDREN

Best practices
in prevention and
recommendations

BICE and its partners (Bolivia, Brazil, Cambodia, Chile, Ivory Coast, Mali, Moldova, Nepal, Paraguay, Peru, Dominican Republic, Russia, Togo, Ukraine and Uruguay) implemented preventative actions between 2011 and 2013 aimed at reinforcing children's personal capabilities, raising awareness among families and communities and informing a wider part of the population about the issue of ill-treatment.

The ambition behind this compendium of good practices is to inspire associations, NGOs and professionals fighting against ill-treatment. It also aims at encouraging the adaptation, integration and replication of these practices.

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PREVENTING ILL - TREATMENT AND SEXUAL ABUSE AGAINST CHILDREN

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www.bice.org

ISBN: 978-2-914862-68-4



**PREVENTING
ILL-TREATMENT AND
SEXUAL ABUSE
AGAINST CHILDREN**

**Compendium
of good practices and
position paper
"mobilization for the
protection of children
against sexual abuse
and exploitation"**

PREVENTION AND COMMUNITY-AWARENESS
PARTICIPATORY PRACTICES TO FIGHT
AGAINST ILL-TREATMENT
AND SEXUAL ABUSE
IN AFRICA, LATIN AMERICA,
ASIA AND EUROPE - CIS



PREVENTING ILL-TREATMENTS AND SEXUAL ABUSE AGAINST CHILDREN

a BICE publication

Published with the support of: The OAK Foundation



Design and layout: C. Beausoleil

Printed : Arti Grafiche Tris SRL

Photo credits: P29 ©BNCE-Mali; P56 ©JPC; P67 ©Durnez-BICE; P92 ©WCU

ISBN: 978-2-914862-68-4

Paris, 2013

This publication is the result of BICE's partnership with the following organizations:



bnce-togo
Bureau national
catholique de l'enfance



Cesip
CENTRO
DE ESTUDIOS
SOCIALES Y
PUBLICACIONES



ONG PAICABI
Corporación de Promoción y Apoyo a la Infancia



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[Acronyms

- BICE:** Bureau International Catholique de l'Enfance
BNCE: Bureau National Catholique de l'Enfance
CDE: Convention des Nations Unies relative aux droits de l'enfant
CDQ: Comité de Développement de Quartier
CEDAPP: Centro de Desarrollo y Asesoría Psicosocial
CIS: Commonwealth of Independent States (Russia, Belarus, Moldova, Ukraine, Azerbaijan, Armenia, Kazakhstan, Tajikistan, Kyrgyzstan, Uzbekistan)
CESIP: Centro de Estudios Sociales y Publicaciones
CHI: Child Helpline International
CIDDC / CRIC: Child Rights Information Centre (Moldova)
CLP: Comités locaux de protection
CSG: Comité de gestion scolaire
DCWC: Development of Children and Women center
DDC: District Development Committee
DDE-CI: Dignité et Droits de l'Enfant – Côte d'Ivoire
DEO: District Education Office
DGPE: Direction Générale de la Protection de l'Enfance
ILO: International Labour Organization
JPC: Juventud para Cristo
LSBE: Life Skills based Education
NAN: Net alkogolu I narkotikam
NCWC: National Commission for Women and Children
PTA: Parent teacher association
WHO: World Health Organization
UNDOC: Organisation des Nations Unies contre la Drogue et le Crime
WCU: Women's Consortium of Ukraine

[Introduction

Objective of the compendium

The objective of this compendium is to list all good practices^① implemented to prevent the use of violence against children whether physical, psychological and sexual. This compendium also lists related practices promoting well-treatment^②.

In the framework of its inter-regional programme 2011-2013 (Bolivia, Brazil, Cambodia, Chile, Ivory Coast, Moldova, Nepal, Paraguay, Peru, Dominican Republic, Russia, Togo, Ukraine and Uruguay), BICE and its partners implemented preventative actions aimed at reinforcing children's personal capabilities, raise awareness among families and communities and inform a wider part of the population about the issue of ill-treatment. The objective of these prevention campaigns developed within communities, schools and socio-educative centers is to create a safe, child-centered environment. The commitment of families, communities, associations and professionals is also sought after. Another objective is to raise awareness among the population as to the existence of a culture of well-treatment that entails denouncing any form of abuse and the promotion of the rights of children.

The ambition behind this compendium of good practices is to inspire associations, NGOs and professionals fighting against ill-treatment. It also aims at encouraging the adaptation, integration and replication of these practices.

What is prevention?

According to article 19 of the Convention on the Rights of the Child: "all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, ill-treatment or exploitation, including sexual

① The definition of "good practices" is presented in the last section of this introduction.

② Well-treatment is a culture inspiring individual actions and collective relations within a family, a community, a school or any other type of institution which aims at promoting an individual's welfare and/or the resilience.

abuse, while in the care of parent(s), legal guardian(s) or any other person who has care of the child".

This protection first requires the prevention of this violence. But what do we refer to when we speak about "prevention"? The World Health Organization (WHO) proposes a definition based on primary, secondary or tertiary intervention modes:

- Primary prevention refers to all means implemented to prevent the appearance of troubles, pathologies or symptoms: *inform the population, target groups or individuals (sanitary education or education for health), vaccinations... ;*
- Secondary prevention aims at detecting dysfunctions as soon as possible, in order to detect them at a stage when they can still be cured^③ ;
- Tertiary prevention works on avoiding complications in already diagnosed diseases.

The WHO adopts an inter-sectorial approach which is sometimes referred to as "the public health model". This model is also applied in other fields, always in collaboration with numerous sectors. According to this approach, action is taken to:

- Prevent the problem from occurring ;
- Detect the problem and intervene when it occurs ;
- Reduce its long-term negative consequences.

In child abuse cases, it implies:

- Implementing prevention measures ;
- Detect cases and early prevention ;
- Constant support to victims and families in which the ill-treatment has occurred
- Prevention to avoid any repetition of the violence^④.

Prevention therefore enables children and teenagers to anticipate risky situations, to protect themselves and be protected. But it also means victims are able to talk about it, before secrecy triggers serious psychological and emotional troubles. The law of silence, inherent in abuse situations, makes communication

③ All practices collected in this compendium focus mainly on primary and secondary prevention.

④ World Health Organization, Preventing child maltreatment: a guide to taking action and generating evidence, 2006.

very difficult. Yet, if victims do not speak, they still send signals – different ones depending on the age of the child.

Prevention also enables professionals surrounding the child to detect these signals.

Last but not least, prevention enables a protective and kindly environment to take center-stage in the family and community environments. Strengthening positive parenthood (i.e. reinforcing the families' capabilities in their protective and educative function) is key in preventing violence.

No prevention is possible without participation

The participation of children means that they are allowed to be heard and associated with the decision-making process, be it at home, at school, in their village or in their district. They are also allowed to participate in all legal or administrative procedures that concern them directly.

Active participation refers to serious personal management, on behalf of children, of their own daily life and future, taking into account their age, degree of maturity and circumstances. It implies considering the child as a partner, listening to him and associating him to the decision-making process, to project development and to project evaluation.

Prevention is, firstly, a means of guaranteeing the implementation of efficient actions to fight violence against children. Participatory prevention is opposed to moral-based prevention, whose effects are limited.

In order to be effective, prevention must be designed as a dynamic movement that is self-fulfilling through the context in which the program takes place. It is not just about warning against the danger of violence – which seems consensual – but rather to create, in a given context, an ecosystem, positive dynamics against the violence perpetrated against children. This dynamic necessitates (re) appropriating behaviors against violence (no matter what form they take). It is not sufficient to show how dangerous, and thus reprehensible, violence is, but it is also necessary to show each individual how, with his own skills, he can face violence and avoid it.

Participatory prevention enables real understanding by each teenager and adult targeted by the program. They realize alternative solutions do exist, without

being told this explicitly, but by creating the necessary conditions for them to realize it on their own. We do not seek to show them what to do but rather create the conditions for situations in which each individual will act or interact and modify the cycle of violence (victim/torturer, cycle of violence...) in order to exit it alone or with the help of someone they will be able to ask for help.

Only by thinking and working with young people and adults on real situations of violence, and without being taught about a particular representation of violence, will each individual be able to "test" and feel his own limits and resistance, his weaknesses and confrontation points.

What do we call a "good practice"?

"Good practice" has numerous definitions. For UNESCO, a good practice is "a creative, successful and durable solution solving social problems resulting from poverty and social exclusion". For the European Commission, it means "efficient practices to respond to a situation/problem or to meet a given objective, either because practices bring an answer to this problem or because they participate in solving the problem alongside other practices". For the European Union Committee of Regions, good practices are "Know-how and local experiences, innovative projects that have proved successful and therefore can be disseminated".

All these definitions emphasize the idea that the practice must be innovative, have an impact, and be sustainable and replicable.

These four criteria constitute the basis of the practices presented in this compendium. To these criteria, BICE and its partners also added 4 elements offering real added value and guaranteeing the efficiency of the prevention strategy being implemented: the resilience-based approach, the spiritual approach, the rights-based approach and the community approach.

1. The resilience-based approach

Resilience is the capacity each individual possesses, which leads him to develop and grow in the face of adversity. Stefan Vanistendael mentions 5 factors to be taken into account as the starting point of any action aimed at building a child's resilience after a traumatic event. These factors build upon an interaction between the individual and his environment:

- Fundamental acceptance of the child as a human being by at least one person ;
- The capacity of discovering a feeling – which can be achieved through artistic

expression, care given to an animal, a religious faith, participation in a sports team, a training project etc.

- Self-esteem development ;
- Various skills, particularly personal, social and professional ones ;
- Constructive humor.

In a prevention perspective, it is necessary to develop these factors to favor the child's personal development and enable him to develop personal resources to face potential abuse situations.

Violence prevention inspired by the resilience approach is therefore largely based on dynamic life development and on the improvement of life skills, which go hand in hand with a positive environment and the presence of protective adults. Interventions are always based on the strengths of the children rather than on their potential weaknesses.

2. The rights-based approach

The rights-based approach means that all male and female citizens, including young people, know their rights and are encouraged to have them respected. Children must not only receive help but also become active participants in their life project and become players who know their rights and can have them respected.

In violence prevention programs, this approach is fundamental, since knowing one's rights constitutes the first step in having them respected. This approach is closely linked to the children's participation, an intrinsic element of prevention practices.

3. The "spiritual approach"

We understand the term "spirituality" in its widest meaning – i.e. relative to inner life under all its forms. The notion of spirituality is essential as it gives breathing space to each child. It is a way of getting away from the rush of life, its materialism. It is also a way of putting things into perspective and opening our eyes on life elements which have sometimes been hidden by our daily routines. In children' lives, spirituality is an opportunity to enjoy things such as beauty, nature and silence, or develop values such as empathy, solidarity and simplicity. These values contribute to building of a positive environment.

4. The community-based approach

The community-based approach is a social process by which defined groups that share the same needs and live in a distinct geographic area, actively seek to identify

their problems and establish mechanisms to meet their needs in a consensual and sustainable manner. Once more, effective community mobilization constitutes a factor of success of prevention and awareness campaigns set up to fight the phenomenon of violence against children.

We hereby present 13 practices implemented in Togo, Ivory Coast, Mali, Peru, Chile, Uruguay, Nepal, Moldova, Ukraine and Russia. They have been evaluated positively, are characterized by their innovative aspect, their impact and sustainability. All are based on approaches encouraging the creation of a protective environment. We hope that these practices will inspire organizations willing to implement efficient participatory prevention practices.

AFRICA

POSTERS (COMIC STRIPS) **as awareness tools against abuse and sexual violence committed against children**

NAME OF THE ORGANIZATION

Bureau National catholique de l'enfance - BNCE - Togo

COUNTRY OF INTERVENTION

Togo

BENEFICIARIES

Children, parents, junior and senior Local Protection Committees (CLP), State social workers.

CONTEXT

During its field activities, BNCE Togo had to face multiple abuse and sexual violence cases. Often, these acts are committed by family members. Consequently, they remain unpunished or are solved by chieftains with an amicable out of court agreement. Children are sometimes promised for marriage to the abuser. Absence of general knowledge concerning abuse situations against children has been noticed among communities. Therefore, to fight against this phenomenon, BNCE Togo decided to launch an awareness campaign on prevention and protection from violence and sexual abuse against children in the Lacs, Bas Mono and Vo districts.

OBJECTIVE OF THE PRACTICE

Educating and raising awareness among communities on situations of violence and sexual abuse against children by means of posters.

PRACTICE DESCRIPTION (METHODOLOGY)

1. SURVEY

A BNCE Togo team surveys people in the field. Questionnaires are distributed to the target population. Judges and police officers are also consulted in order to determine which situations present a risk for children and, in case abuse has been committed, which actions should be undertaken.

2. CREATION OF POSTERS

Once risk situations have been identified, they are analyzed by the BNCE Togo team. A cartoonist will then illustrate these situations with pictures. The team therefore meets a second time to make sure pictures convey the desired meaning before being colored. Comments are added at the bottom of each picture in the local language (Ewé) and in French.

3. CAMPAIGN LAUNCH

At the launch of the campaign, State representatives and civil society members are invited: the representative for the Minister of Social Action, the representative for the General Direction for Childhood Protection (DGPE), some traditional chieftains and representative from partner NGOs.

4. POSTERS EDUCATION

Training sessions for junior and senior members of Local Protection Committees, District Development Committees, school directors and some teachers are organized by BNCE Togo in collaboration with trainers. Teachers are essential as they will use the posters during awareness-raising sessions.

5. PREPARING AWARENESS SESSIONS

This phase is necessary to determine the target group, the location of the awareness session and to share roles among all members. The material to be used must be discussed (which posters to use, microphones or audio devices) and local chieftains or prominent citizens must be informed in order to get their approval and support (which are necessary to gather the target population).

6. IMPLEMENTING AWARENESS SESSIONS

BNCE Togo, in collaboration with members of the Local Protection Committees, school directors and training centers implement awareness sessions. A general presentation of the fight against violence and sexual abuse against children is organized. Then, the audience is asked questions in order to evaluate their level of understanding. The audience is composed of parents, directors of the training centers, teachers and pupils. The different themes surrounding the prevention of abuse are then developed, using the pictures that have been drawn. Then, a debate is organised and the target population's opinions are gathered. A direct evaluation of the awareness-raising session is conducted among the audience and posters are given to the authorities or the people in charge.

7. FOLLOW-UP AND AUDIT

After the awareness session, a follow-up as well as an audit on the impact of the session are conducted.

IMPLEMENTATION CONDITIONS

MATERIAL: posters, microphone or audio device.

HUMAN RESOURCES: a cartoonist, a trainer and facilitators from BNCE Togo who can explain the posters.

ACCOMPLISHMENTS

- BNCE Togo now possesses a useful awareness tool to prevent abuse and sexual violence against children. 238 junior and senior members of Local Protection Committees now have the appropriate tools to understand the phenomenon of abuse and sexual violence against children. They are also able to analyze the prevention posters and can therefore raise awareness in their community by themselves ;
- Awareness sessions have been conducted via the distribution of posters in health centers, schools, social centers, centers hosting children, police stations etc... ;
- Awareness sessions continue: three sessions were organized in 2011 for 75 apprentices, two sessions for 800 primary school children and one session for 200 apprentices, with the help of Atitongon's commanding officer in 2012.

IMPACT

The campaign on abuse and sexual violence against children helped raise awareness among the population, who now is more willing to report abuse and rape cases. For instance, over the two months the campaign lasted, five rape or sexual abuse cases were reported, abusers were prosecuted and their victims have benefited from psychological and medical support.

Other NGOs have also replicated the concept implemented by BNCE Togo to set up their own awareness campaigns.

IMPACT OF THE PRACTICE ON THE ORGANIZATION

BNCE Togo is recognized as an organization working on the issue of sexual violence and abuse against children and numerous cases of abuse are referred to this organization.

TEACHING EQUIPMENT AND TOOLS NECESSARY FOR THE IMPLEMENTATION OF THE PRACTICE

Posters, training sessions on the content of the posters and booklets used for awareness purposes are necessary.

INSTITUTIONAL AND CIVIL SOCIETY PARTNERS

The General Direction for the Protection of Children (DGPE) and the Ministry for Social Action provide technical support. Police officers, chieftains, judges, Local Protection Committees, school directors, teachers and partner NGOs use the posters to raise awareness within the community and notify BNCE in the event a case of abuse of sexual violence is committed against a child.

CHALLENGES FACED DURING THE IMPLEMENTATION OF THE PRACTICE

Translating abuse situations into illustrated concepts is the biggest challenge.

ADVICE YOU COULD GIVE TO AN ORGANIZATION WILLING TO IMPLEMENT A SIMILAR PRACTICE

It is essential to use pictures as an awareness tool, particularly when the target is composed of children or illiterate people, as it facilitates understanding the message conveyed. This project can be reproduced in order to raise awareness on other issues such as child trafficking etc.

APPROACHES INCLUDED IN THE PRACTICE

RIGHTS-BASED APPROACH: during the awareness-raising sessions, an explanation is given on the right of the child to be protected.

PARTICIPATORY APPROACH: the community participates in the creation of posters, as their answers to the surveys and questionnaires help identify abuse situations against children.

Testimony

The testimony presents the story of a 7 year-old girl in 2nd grade in a school where BNCE Togo has organized an awareness session on the risk of abuse and sexual violence against children.

This girl participated more than once in these sessions. One day, when the little girl was in her room, an 11 year-old boy, living in the same house, came into the room and tried to sexually harass her. The little girl protested and started screaming. The other people in the house ran to the room the screams were coming from. The boy was punished by the people who came to help the girl. His mother, who has another child in the "early awakening" section of BNCE Togo was also called. She informed

BNCE Togo, who came to the house to fully understand the situation. By going there, BNCE was able to raise awareness among the house inhabitants on the risks of sexual violence and abuse against children as well as on the sentences which might be pronounced against abusers or their accomplices.

The following words are the little girl's own words: "I thank BNCE Togo for having created these awareness posters, which teach us how to act in order not to be raped. Hadn't I attended these awareness sessions organized by BNCE Togo, I wouldn't have known how to react to such a situation".

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What to do in case of sexual violence or abuse against children



01 Informe aussitôt tes parents ou quelqu'un qui peut t'aider, en qui tu as confiance.



02 Préserve toutes les preuves, garde tout intact: évite de laver ou de jeter tes habits



03 Fais toi accompagner au poste de police ou de gendarmerie le plus proche pour déposer plainte contre l'agresseur



04 N'oubliez pas de retirer une réquisition à médecin pour l'expertise médico-légale et les soins médicaux



05 Rendez-vous dans un centre de santé indiqué pour l'expertise médico-légale et les soins médicaux.



06 Demande à rencontrer quelqu'un qui peut t'écouter et t'apporter un soutien pour surmonter le choc



07 Faites le suivi de la plainte au tribunal pour que l'agresseur comparaisse et soit puni.



08 Rejetez tout arrangement. C'est une affaire qui doit être traitée devant la justice.

STREET SHOWS as an awareness tool against child maltreatment

NAME OF THE ORGANIZATION

Bureau national catholique de l'enfance, BNCE-Mali

COUNTRY OF INTERVENTION

Mali

BENEFICIARIES

Children facing abuse and ill-treatment situations

CONTEXT

Mali is a particularly poor country where traditions remain strong and women's and children's rights are very rarely recognized. Managing child abuse cases is very difficult, especially when ill-treatment cases occur in families or educational institutions. The difficulties arise at different levels: violence against children is not always perceived as a serious issue, reporting violations is rare and amicable settlements are often used to solve these issues. In light of this unfavorable environment, BNCE Mali sets up awareness actions in order to change the population's behavior and practices.

OBJECTIVE OF THE PRACTICE

Raise awareness among the population (parents, school staff, chieftains...) in order to get them to understand the consequences (physical, psychological, economic and legal) ill-treatment cases can have on the children. BNCE Mali uses street shows as a way to convey their message.

PRACTICE DESCRIPTION (METHODOLOGY)

- The shows are organized in schools or in the streets. The audience is informed of the show by town criers or by the district chieftain himself (following a meeting with his advisors).
- Between 100 and 150 people attend the shows,
- Audience participation is a key element: the show is a play in which an artist uses singing and comedy to make the public interact. A Q/A session is first organized between the actor and the audience to assess their knowledge of ill-treatment and abuse situations. A BNCE facilitator then presents and explains

the topic to the audience by using real stories. He also uses these stories as a way to inform people of the consequences of ill-treatment. After the presentation, a debate is organized with Q/A sessions, testimonies and contributions from the audience.

- The show ends with a wrap-up on the consequences of ill-treatment and child abuse. The chieftain (or mayor) is asked to give a few pieces of advice and the audience is thanked for participating in the show.
- Street shows are animated by BNCE members jointly with facilitators recruited for their skill and ability to convey the chosen message to a target audience.
- The topics covered are the following: violence at school, ill-treatment, declaring births, reporting an ill-treatment situation etc.
- Actors and facilitators prepare the show with the BNCE member in charge of this issue. They define the storyline, the outcomes, the content and the organization/methodology of the show.

IMPLEMENTATION CONDITIONS

For this project to be implemented, we need:

- the local authorities' authorization,
- communication means (audio devices),
- trained staff for the shows,
- dedicated premises,
- chairs or benches on which the audience can sit,
- come up with clear, concise and useful messages to be conveyed to the audience.

ACCOMPLISHMENTS

- Make people understand the consequences of ill-treatment against children. This collective awareness is measured by the testimonies gathered from the audience by the awareness team.
- Reporting of ill-treatment situations has increased: 25 cases have been reported i.e. a 16% increase.
- Increased involvement of the mayor's office in the practice: they help us by delivering authorizations for the shows. Officials are also present during performances. Fifteen mayors currently participate in organising these street shows.

IMPACT

- People (population and community) are more aware of the consequences ill-treatment can have on children (physical, psychological, economic and legal consequences).
- More and more people now respect the rights of children.

TEACHING EQUIPMENT AND TOOLS NECESSARY FOR THE IMPLEMENTATION OF THE PRACTICE

- Education booklets are used by facilitators to prepare the show as well as to explain the consequences ill-treatment situations can have. Reporting processes are also explained. These booklets contain written texts and drawings in order to be understood by a majority of the people.
- Surveys and questionnaires are distributed to the audience, after the show by BNCE members in order to check people's degree of understanding of the message. Members of the BNCE help the audience answer the questions.

INSTITUTIONAL AND CIVIL SOCIETY PARTNERS

- The mayor's office for granting authorizations as well as for mobilizing various local NGOs
- Traditional chieftains to gather the population.
- Partner NGOs working on children's rights help co-organize the shows
- The media help broadcasting the shows (radio programs and written press)

CHALLENGES FACED DURING THE IMPLEMENTATION OF THE PRACTICE

Obtain the chieftains' approval.

ADVICE YOU COULD GIVE TO AN ORGANIZATION WILLING TO IMPLEMENT A SIMILAR PRACTICE

- Obtain local authorities' as well as chieftains' authorizations (BNCE members usually visit chieftains at their homes in order to present the organization, the outcomes and the benefits the show can bring to their citizens)
- Have trained and skilled facilitators/staff.
- Convey simple, precise and easy to understand messages

APPROACHES INCLUDED IN THE PRACTICE

RIGHTS-BASED APPROACH: by explaining the legal consequences ill-treatment can have.

COMMUNITY-BASED APPROACH: by organizing shows in districts and involving local chieftains in the process.

PARTICIPATORY APPROACH: by getting the audience involved in the shows.

COORDINATED ACTION: via the involvement of other organizations working on child protection.

Testimony

"I am the director of a school close to the border with Burkina Faso. Before BNCE intervened in our school, we faced very difficult problems: non-registered births, children forced to quit school, early marriages, early school leavers etc.

Following exchanges with BNCE, we decided to try to raise awareness among the community. Therefore, with the help of the Local Committee for the protection of children' rights, meetings with local chieftains, religious communities, CSG and Economic Partnership Agreement (EPA), leaders were organized. We then considered organizing popular events to present the issues that had

a negative impact on children and that we had to cope with (early marriage, sexual abuse, non-registration of births, rural exodus etc.).

Owing to these actions, corporal punishments stopped in the school, the number of early school leavers diminished and some parents – who had removed their children from the school in order to get them to help in the fields – brought them back. Many people understood that academic success or family education were not achieved by resorting to violence".

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*Street shows
as an awareness tool*

THE HELPLINE telephone assistance to children in danger

NAME OF THE ORGANIZATION

DDE-CI - Dignity and Child Rights in Ivory Coast

COUNTRY OF INTERVENTION

Ivory Coast

BENEFICIARIES

Children facing ill-treatment or sexual abuse situations

CONTEXT

For 20 years, DDE-CI has been developing direct actions for children facing difficult life situations. The organization realized that reaching these children was very difficult and that treating abuse cases very often depended on adults' willingness to listen to their children's needs. These children are victims who are often left behind and therefore cannot benefit from the tools created to protect them and their inalienable rights.

By using the new techniques developed by telecommunications companies, we could bring an answer to this problem. A telephone assistance has been created to enable these children to call for help free of charge.

The Telephone Assistance Service was set up in 2000 by DDE-CI/BICE CI in Ivory Coast. It is part of the programs it developed in favour of promoting and protecting children's rights. The telephone line number 800 800 80 SOS CHILD IN DANGER offers free telephone assistance to children facing difficult life situations.

OBJECTIVE OF THE PRACTICE

The objectives are twofold: to enable children whose rights have been violated to request assistance and to enable adults who might be aware of such abuse cases to report them.

It is an efficient project for the following reasons:

- It enables children and adults to anonymously report the violations of children's

rights (exploitation, violence, ill-treatment, child trafficking) they are aware of, without being threatened by abusers

- The telephone assistance is opened 24 hours a day and covers the whole country
- Children in danger can be rescued very quickly due to the existence of a network of efficient actors
- Calls are free of charge

PRACTICE DESCRIPTION (METHODOLOGY)

This is what SOS Child in danger needs to do to render its services:

- Subscribing to a free telephone assistance (Helpline) from the national telecommunications company
- Premises equipped with all necessary materials to perform their 24-hour a day mission
- Ten staff members (social workers, educators, lawyers, volunteer and full-time DDE-CI facilitators) work in day and night shifts to provide attentive help and assistance to callers. These staff members have been trained in active listening techniques, in psychological support and their skills are frequently updated. Moreover, an index of all institutions protecting children's rights has been established and is also regularly updated.

THE FOLLOWING ACTIVITIES HAVE BEEN DEVELOPED

- Receiving telephone calls
- Listening and identifying needs
- Informing and transferring the caller toward specialized services
- Creation of a call index
- Reinforcement of capacities. Creating a network of active actors in the field of children's rights protection
- Promoting free telephone assistance.

IMPLEMENTATION CONDITIONS

After identifying the need for this free telephone assistance to children, various contacts have been established with key actors and partners to establish the feasibility of the project:

- Telecommunications companies (both mobiles and landlines)
- The Ministry for Telecommunications for issues concerning regulations
- Ministries and administrative authorities in charge of childhood issues
- The existing free telephone assistance services
- Actors in the field of childhood protection (both state and non-state actors).

- Development partners who might be interested in supporting this project.

A call was made to the Ministry of Family and Social Affairs to set up this project on its own. After the Ministry's refusal, DDE-CI decided to implement, on an experimental basis, the "SOS CHILDREN IN DANGER" service itself.

The landline telephone company CI-TELECOM accepted to offer two months free of charge to DDE-CI. The next bills (amounting to 125 000 Fcfa for month on average, equivalent to €190) were sent to DDE-CI.

In order to reassure the Government and bring it back at the center of this project, DDE-CI obtained from the Ivory Coast Agency for Telecommunications (ATCI) – with the help of Child Helpline International (CHI), an organization the DDE-CI is a member of – the setting up of a universal telephone number (# 116). Located in the Directorate for the Protection of Childhood, this new number is totally free (State service), is accessible either from a landline or from a mobile and covers the whole country. DDE-CI brings its experience to the State, both in terms of managing the helpline and of handling emergency situations for the children.

ACCOMPLISHMENTS

In 2010, 1700 calls were registered. Most dealt with calls requesting assistance for victims of violence, abuse, exploitation, child trafficking, ill-treatment denunciations, adult violence against children and a direct number to contact the Police Brigade for Minors. Some people also required information on AIDS and were reoriented toward the relevant services.

IMPACT

There has been widespread use (by adults and children) of the free telephone line to signal cases of violence against children's rights.

IMPACT OF THE PRACTICE ON THE ORGANIZATION

- Human resources: facilitators have developed active listening skills.
- Work organization: the work is done in shifts, which means a team is in charge of receiving the calls and answer them while another checks the information in the field and proposes the best-suited solution.

TEACHING EQUIPMENT AND TOOLS NECESSARY FOR IMPLEMENTING THE PRACTICE

- We created a poster to promote the telephone assistance line with the population.
- The line phone-number (800 800 80) is written on all DDE-CI flyers and posters.
- We created an index reporting all the calls.

INSTITUTIONAL AND CIVIL SOCIETY PARTNERS

- The project has been identified by all actors and partners working in the field of child protection.
- The project is regularly promoted in action plans.
- Our partners working on child protection issues have helped develop this project.
- This project (helpline) is found in other fields of social protection
- We benefit from the existence of a world network of actors (Child Helpline International).

CHALLENGES FACED DURING THE IMPLEMENTATION OF THE PRACTICE

- High operating costs.
- Service only available from a landline (though mobiles are spreading quickly throughout the country).
- A high number of hoax calls which have no link whatsoever with the purpose of the helpline.
- Very poor online promotion.
- Low degree of support from the government and civil society services.

ADVICE YOU COULD GIVE TO AN ORGANIZATION WILLING TO IMPLEMENT A SIMILAR PRACTICE

- Obtain the State's support through the setting up of a 3-figure telephone line (for example: "120" for "firemen", "police emergency squad", "ambulance service" etc.).
- Keep the service open 24 hours a day
- Develop a network of partners to identify children who are victims of abuse
- Train the staff to active listening in order to ensure quality service.

APPROACHES INCLUDED IN THE PRACTICE

RIGHTS-BASED APPROACH: after a case has been signaled, the DDE-CI can decide to solve it unilaterally and sue the abuser directly in court.

PARTICIPATORY APPROACH: children participate to the protection of their rights through the use of the helpline. The population also participates to the protection and defense of children in danger by denouncing abuse cases via the helpline, so that the relevant institutions can be notified and act.

Testimony

"At 15, Marie was supposed to move into 9th grade to take her BEPC – Brevet d'études du second cycle (equivalent to the GCSEs in the UK). However, she was forced to marry a 43-year old man his father had promised her to. Marie's mother, who wanted to honor her late husband's will, did not want to wait for the end of her BEPC before marrying her to this man. The wedding was organized but, while preparations were under way, Marie's friends realized her sorrow and decided to help her out. One of them had heard about the helpline on the radio and called "SOS Children in danger" to inform them of the situation. DDE-CI members therefore contacted the

Police Brigade for Minors, who sent a team to investigate and therefore saved Marie from forced and early marriage. Local religious authorities, informed of the situation, accepted to carry out awareness actions to avoid such a situation repeating itself. Marie, who passed her BEPC, is now studying for a C Baccalaureate (economics section). Marie's story is among one of the difficult situations that the Helpline SOS Child in danger helped unblocking".

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LATIN
A
AMERICA

[THE LISTENING SPACE

NAME OF THE ORGANIZATION

Centro de Desarrollo y Asesoría Psicosocial – CEDAPP

COUNTRY OF INTERVENTION

Peru

BENEFICIARIES

- Parents of children facing risk situations.
- Children victims of ill-treatment and sexual abuse.
- Volunteers working in community libraries who can report ill-treatment and sexual abuse situations to the Listening Space.
- School teachers who can report ill-treatment and sexual abuse situations to the Listening Space.

CONTEXT

Since 1994, one of the objectives of CEDAPP has been to create community libraries managed by district volunteers in order to offer a protected space for children facing risk situations. 52 libraries have so far been created to help children. Library volunteers quickly realised that some children from the district were victims of ill-treatment and/or sexual abuse. CEDAPP decided to create the Listening Space in order to provide therapeutic guidance to these children and their families.

Since its creation in 2006, the Listening Space has been implemented in three communities. Two are located in the Ate district in the east of Lima, while the other is located in the Huancavelica region in Peru. All three communities are populated by economically disadvantaged populations. Insecurity and criminality are prominent issues (gangs, drugs consumption and trafficking). Chronic malnutrition of children below 5, early pregnancies and illiteracy are among the main problems volunteers face. Moreover, family violence is a common phenomenon which can have serious consequences on children's development.

OBJECTIVE OF THE PRACTICE

Children victims of ill-treatment and sexual abuse, as well as their families and/or acquaintances, benefit from therapeutic guidance, which facilitates their recovery and long-term rehabilitation.

PRACTICE DESCRIPTION (METHODOLOGY)

The local community is first informed about the existence of the Listening Space and the free services it proposes. Training sessions (lasting a month and a half) are then given to future library volunteers so they can detect, follow and report sexual violence cases. This training is based on the 1999 guide Cedapp created, as well as on index cards describing evidence of sexual violence.

Each listening space is composed of 5 psychologists (3 professionals and 2 interns) who intervene in two different ways: either via regular psychosocial and therapeutic support (when a child and/or an adult comes to speak with the psychologists) or via long-term support (in sexual abuse situations). Each session (long or short-term) with a psychologist lasts 45 minutes.

Therapists try to make their patients regain self-confidence. They use attentive listening techniques which are characterized "by respecting the other's essence, which recognizes the other's duality and diversity. It is a form of listening which "observes" and offers support over time, not only based on words but also on the language of the child such as play language"⁶. The information provided is confidential and a trust-based relationship is established. These constitute the basis of a therapeutic relationship.

After each session, therapists fill in a form and write a summary of their meeting with the patient, which will be used in the next sessions as a tool for comprehension. It will also serve as the basis of clinical supervision. Clinical supervision sessions consist in analyzing the theory and the subjective aspects that have been emphasised with the patient in the previous session. The content to be analyzed is chosen and presented by the therapist to his supervisor who gives him feedback in order to reach the planned objectives. Every week, the therapist meets with his supervisor.

IMPLEMENTATION CONDITIONS

HUMAN RESOURCES:

- The Listening Space needs up to 2 to 4 psychologists or psychotherapists to support the children and their families.
- The team is supervised by a clinical psychologist who is a specialist in children psychoanalysis. The team therefore enjoys better understanding and quality support inside the Listening Space.

© CEDAPP, Ráez Saavedra, M.C. & Acosta de la Borda, D. (2012) " L'Espace d'Ecoute: Maintenant je peux exprimer ma terreur ". Bureau International Catholique de l'Enfance – Dignité et Droits de l'enfant, p. 1.

MATERIAL RESOURCES:

- Premises to welcome the children and their families in a private office, a playroom and a waiting room. Areas must be equipped with chairs, tables and games. Ideally, each child attending the Listening Space receives a box with toys and games which will be used all along the therapeutic support sessions.

ACCOMPLISHMENTS

- High-risk families were easily identified.
- In the Ate district, the children supported therapeutically in the Listening Space overcame their sufferings during sessions and were not passive face to this kind of situation anymore. During the first 9 months of 2012, 18 adults and 5 children were victims of ill-treatment/sexual abuse situations and were supported by the Listening Space.
- In the Huancavelica region, 24 families were identified and supported in 2011. It helped reduce the number of violence situations as relationships between family members were improved. Parenthood was reinforced among some parents; they could improve their reflection on their role as parents and better understand their children.
- In the Huancavelica region, 36 pupils and young mothers have been supported. A majority were facing family difficulties, lack of communication, family violence etc.
- In the three communities where the Listening Space has been implemented, volunteers working in the toy-library are viewed positively by the community as they have been trained to detect and report ill-treatment and sexual violence situations.

IMPACT

The Listening Space aims at preventing and curbing violence, ill-treatment and other behaviors likely to hurt children. By reporting violence and supporting the children and their families therapeutically, the violence cycle is ended and its negative consequences are diminished.

On the other hand, family therapeutic support enables them to think about their situation, offers them alternatives and new ways of thinking. This way, people benefit from free access to professionals who work in the field of mental health and who can help them improve their behavior towards their family and community.

IMPACT OF THE PRACTICE ON THE ORGANIZATION

When the Listening Space was created in 2006, CEDAPP planned to open a space managed by a social worker in order to implement activities in the community.

However, upon the community's, library volunteers' and school teachers' requests, Cedapp geared the Listening Space toward therapeutic support of children victims of sexual violence and/or ill-treatments. The reorganization of this project enabled Cedapp to improve support, both theoretically and practically.

TEACHING EQUIPMENT AND TOOLS NECESSARY FOR THE IMPLEMENTATION OF THE PRACTICE

The didactic material and tools developed in this project are the following:

- A publication "CEDAPP, Ráez Saavedra, M.C. & Acosta de la Borda, D. (2012) "The Listening Space : Now I can express my fears". Bureau International Catholique de l'Enfance – Dignité et Droits de l'enfant".
- An index used by professionals working in the Listening Space which enables them to know the reasons why therapeutic support has been recommended.
- An index used by professionals to detect and report sexual violence situations. It is also used by the community library volunteers and by school teachers.

INSTITUTIONAL AND CIVIL SOCIETY PARTNERS

- Community organizations in districts in which the Listening Space is set-up, books and toys libraries for instance. In the case of the Ate district, cooperation is very strong between the two books/toys libraries.
- Schools where teachers can detect and report sexual violence situations. At the Listening Space in the Huancavelica region, teachers from the "Ñanta Kichasum – Abriendo Caminos" the school detected and signaled ill-treatment situations.
- Health centers to rehabilitate children and/or adults victims of violence and ill-treatments.
- A solicitor or NGOs specialized in the legal support of ill-treatment and sexual abuse situations.

CHALLENGES FACED DURING THE IMPLEMENTATION OF THE PRACTICE

The first challenge we met was the difficulty of finding financing to secure the practice. We had to implement alternative strategies to finance renting the premises, transportation and the psychologists' salary. Many professionals helped us set up the project on a voluntary basis.

The second challenge came from difficulties in building trust relationships in communities to therapeutically support people victims of sexual violence and/or

ill-treatments. It is indeed necessary to make them understand that the Listening Space is a secure space where they can speak without being stigmatized.

Finally, the third challenge we faced came from difficulties in orientating people who needed multidisciplinary (from doctors, social workers, lawyers etc.) or highly specialized support. It was necessary to build up a network of contacts.

ADVICE YOU COULD GIVE TO AN ORGANIZATION WILLING TO IMPLEMENT A SIMILAR PRACTICE

The Listening Space must be part of a wider project with professionals who have worked beforehand with the community and more particularly among children to report ill-treatment and sexual abuse situations.

It is therefore essential to build on close relationships within the community. A continuous exchange as well as volunteer and teacher training to detect cases must be planned.

APPROACHES INCLUDED IN THE PRACTICE

RIGHTS-BASED APPROACH: Inside the Listening Space, everyone is supported without being discriminated. Everyone can express themselves freely and be listened to. Moreover, we deeply recognize and respect the rights of children.

RESILIENCE-BASED APPROACH: poverty, taken as a risk factor for development, does not refer only to economic poverty. Risk factors are, among others, emotional poverty (also to be taken into account) as well as lack of intellectual stimulation and instability of interpersonal relationships. They can have significant consequences on children's psychological development. Promoting the resilience capacities of children and their families is also part of the project.

PARTICIPATORY APPROACH: CEDAPP promotes "the recognition and acceptance of differences via an inclusive approach"⁶. It means that the Listening Space takes into account minorities and their differences in its therapeutic support design. In the same way, we try to associate men with issues linked to care and child education.

SPIRITUAL APPROACH: therapeutic support is based on emotions and individual welfare.

⁶ Extracted from the presentation brochure "Cedapp et ses approches" (Cedapp and its approaches), an internal document of the organization.

Testimony

"Thank you so much, thank you for listening to me. When it happened I couldn't tell anyone..."

35 year-old woman who attended the Listening Space in Chincho.

"Thank you so much for your heartfelt welcome; I had wanted to speak to you for so long because in my house it is very difficult..."

38 year-old woman, a volunteer in the toy library who attended the Listening Space.

"Thank you, now I feel calmer"

40 year-old woman who attended the Listening Space.

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THE CHILDREN PARADE for well-treatment and for a world without violence

NAME OF THE ORGANIZATION

Centro de Estudios Sociales y Publicaciones – CESIP

COUNTRY OF INTERVENTION

Peru

BENEFICIARIES

Children between 5 and 18, their close family and 17 institutions in the San Martín de Porres area.

CONTEXT

The practice has been implemented with children aged between 5 and 18, located in two districts where low income families live: "Miguel Grau" and "Cerro Candela", both located in the San Martín de Porres area in Lima, Peru. These two neighborhoods are disadvantaged economically but also environmentally and socially.

Children are living in a constant violence environment which affects daily relationships between community members. Insults, physical blows and ill-treatments are common. Physical and psychological punishment is considered as a disciplinary treatment and accepted. Children do not have a chance to participate to community life.

OBJECTIVE OF THE PRACTICE

Children design and organize actions aiming at promoting well-treatment and primary prevention against violence in the San Martín de Porres area.

PRACTICE DESCRIPTION (METHODOLOGY)

The practice was initiated in 2007. Children first attended a training session in order to reinforce their collective and individual capacities so they could develop actions promoting well-treatment in their communities. With facilitators' help, the children designed and carried out a survey to collect the various opinions people from their community held on the topic: "a world without violence".

On the basis of their answers, children drew up a working plan by trying to take into account all the suggestions made in the surveys.

They teamed with various local institutions and implemented their working plan. Various activities have been organized in order to promote well-treatment (street parades, awareness campaign promoting public services, broadcast of well-treatment ads, musical competition etc.). Eventually, the children structured and analyzed their experience.

IMPLEMENTATION PHASES

1. YOU CAN SPEAK. We asked people from all ages to imagine what a world without violence would be like and how they wished build it. We collected their ideas and suggestions.

2. TRANSFORM VIOLENCE INTO WELL-TREATMENT. During this second phase, various activities were organised to promote well-treatment and reinforce the active protecting role of adults as regards violence against children. In concrete terms, the following actions were been carried out:

Public presentation of "a collective vision for a world without violence", a work carried out thanks to the information gathered in the surveys ; street parade "Together we can Build a World Without Violence" ; well-treatment week in schools with various awareness activities organized in the classrooms ; presentation of the ads created by the children ; awareness campaign displayed in public transports entitled "Let's have a chat, do you want to join us?"

3. LET ME TELL YOU WHAT I LEARNT AND HOW I LEARNT IT. After having carried out all these activities, it was essential to tell others about the experience the children lived. To do this, they had the opportunity to present their own analysis of the practice.

IMPLEMENTATION CONDITIONS

- A facilitator and a logistics assistant for every group of 15 children.
- A training session adapted to the age of the participants as well as the necessary material for this session.
- Identification and working kit for each participant (a way of promoting group identity).
- Material and/or financial resources to implement the activities designed by the children.
- Working material (bond paper, printing copies, photocopies and pencils).
- Premises for group meetings.

ACCOMPLISHMENTS

- Families and various institutions and individuals have supported the development of the activities promoting well-treatment.
- The children have developed personal and social skills which enabled them to elaborate and coordinate various well-treatment promotion actions within their families, their schools and their communities.
- Families have listened to and understood the well-treatment message that was conveyed and it significantly modified their family and community relationships.
- The children play an active role and participate actively in promoting a well-treatment environment.

IMPACT

Children groups teamed with municipal authorities, schools and other local organizations. People realised that children were capable of finding solutions to social issues such as violence. They brought propositions and organized friendly events within their families and their schools.

IMPACT OF THE PRACTICE ON THE ORGANIZATION

The practice restated some fundamental elements to the active participation of children in the implementation of good practices. In concrete terms it helped sharpening the strategies to be implemented to promote participation. It also helped facilitators defining more clearly participants' profile as well as preparing the tools they then used to support the children.

TEACHING EQUIPMENT AND TOOLS NECESSARY FOR THE IMPLEMENTATION OF THE PRACTICE

- A training session.
- An analysis of the results made by children who already participated.
- Stickers and diverse material to work on the topic of well-treatment.
- Three short videos with the children' testimonies.
- A conclusion video in which all children participate.

INSTITUTIONAL AND CIVIL SOCIETY PARTNERS

- Schools.
- Families.
- The House of Women in Cerro Candela.
- Health centers located in school areas.
- The local mayor's office.
- Community organizations.

CHALLENGES FACED DURING THE IMPLEMENTATION OF THE PRACTICE

- It was difficult to integrate children's families to the full in order to improve their relationships and organise friendly moments between the children and their families.
- Having a trained team of facilitators to accompany and reinforce children's individual and collective abilities.

ADVICE YOU COULD GIVE TO AN ORGANIZATION WILLING TO IMPLEMENT A SIMILAR PRACTICE

- Active participation of the children and of their families is a key element. It is essential to involve the community in this practice.
- Creating strategic alliances with community organizations, schools and state departments also increases the impact of the awareness campaign.

APPROACHES INCLUDED IN THE PRACTICE

RIGHTS-BASED APPROACH: the children stand at the center of the project. They participate actively and have rights of their own. Reinforcing their capacities and skills gives them the necessary tools and opportunities to exercise their rights.

RESILIENCE-BASED APPROACH: through the implementation of this practice, children strengthen their identity (essence), their skills and abilities are developed (they do/make things), family ties are reinforced and relationships based on mutual respect are created with other adults (have). Similarly, we encourage critical thinking, social relationships, self-esteem, autonomy, initiative and creativity.

COMMUNITY-BASED APPROACH: the project is developed with the community; children's actions are carried out for and within the community. The final analysis made by the children show how important it is to recognize the individual, familial and community influence to develop a well-treatment environment.

PARTICIPATORY APPROACH: the main axis of this project consists in encouraging children's participation. Therefore, the process (including the elaboration and final analysis part) has been created considering the children as actors and initiators of this campaign.

SPIRITUAL APPROACH: this project develops conscious and solidarity actions which focus on people, first and foremost.

Testimony

" ... I used to be selfish, I never shared with anybody but I have now changed and I am different, I share with everybody: my belongings, my feelings and my emotions..."

" ...I improved the relationship I have with my parents and my brothers..."

"...Relationships with my family and friends have changed..."

"...it changed the way I think, I take into account others' feelings, I react differently..."

"...I am not afraid of speaking in public anymore, I communicate more easily, now I dare doing things and I can tell people what well-treatment is..."

"...What has changed? I now think before acting..."



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VACCINATION CAMPAIGN^⑦

"a cure for ill-treatment"

NAME OF THE ORGANIZATION

CLAVES Programme – Juventud Para Cristo Uruguay

COUNTRY OF INTERVENTION

Uruguay over 10 years and in 12 countries in Latin America

BENEFICIARIES

- Institutions and organizations working with children and teenagers (NGOs, schools, popular lunches, youth centers, parishes, churches etc.).
- State Institutions.
- International organizations.
- Children participating in the awareness activities.
- Adults participating in the awareness activities.
- The population as a whole who is "vaccinated" and/or have been warned, as well as the children of their family members.

CONTEXT

This is a networking project developed in Latin America with organizations working on childhood matters.

OBJECTIVE OF THE PRACTICE

The vaccination campaign "A cure for ill-treatment" is an awareness campaign to stop daily violence against children. Children themselves are actors in the campaign and promote attitudes and behaviors which respect their dignity and integrity.

Its objectives are:

- Promote the rights of children.
- Encourage participation and strengthen the role of children in defending their own rights.
- Raise awareness and engage the community to encourage respect-based relationships between men and women and between generations.

⑦ Vaccination understood as being forewarned hence forearmed against ill-treatment

PRACTICE DESCRIPTION (METHODOLOGY)

The organizations involved in the project implement educational activities and awareness activities to encourage social integration, networking and the promotion of the rights of children. Implementing such projects entails different working phases along a precise schedule:

- Launching a call to the organizations working on children.
- Train the members of the organizations who will implement the "vaccination" campaign. During this working phase, each organization starts planning vaccination activities in its neighborhood or in community for the special week planned every year. Each group receives: vaccination certificates, posters, stickers, sweets and a CD with the jingle and campaign commercials as well as documents on ill-treatments and well-treatments (Activity guide "Manos al buentrato").
- Organization professionals share what they learnt in their group and plan the campaign. The delegated teenagers also share what they learnt. For this purpose, the education manual "Manos al Buentrato" is essential. It is an activity guide which will then be reproduced by teenagers and shared with each other and among children and adults.
- Official launch of the campaign. During the week preceding the vaccination, a press conference is organized with the authorities supporting the project (teenagers are responsible for the launch of the campaign).
- The campaign is broadcast thanks to various communication means.
- "Vaccination week" starts. During that week, each group carries out various activities to start the vaccination. In the capital of Uruguay, a tent in which various activities are organized is located at strategic locations to raise awareness among the population.
- Strategic vaccinations are conducted with senators, MPs, ministers, media people, sportspeople and/or artists.
- Closing of the campaign: musical activities; citizens parade in the streets; artistic activities, etc...
- Campaign audit by the delegated teenagers from each organization participating in the implementation of the project.

THE VACCINATION

During the vaccination week, the participating organizations develop "vaccination" activities in their area, in their premises, at the market-place or in a public square, in coordination with other organizations which perform vaccinations. The frame and support provided by the referent educator who participated in the training session are fundamental elements for the vaccination.

Each " nurse ", along with his vaccination kit (certificate, stickers and sweets) asks the adult whether or not they have received the anti-violence vaccine. Usually, the adult answers negatively and asks what it consists in. Then, the teenager explains to him that a vaccination campaign to stop ill-treatments against children is currently going on. He then asks him if he is willing to get vaccinated against ill-treatment. The adult is of course reassured that this is free and that the vaccination can be summed up in five concepts to be developed with his children: LISTEN, BELIEVE, INCLUDE, PROTECT and DENOUNCE. If the adult accepts to get vaccinated, the teenager starts reading to him the certificate in which are inscribed the name of the adult, the vaccination date and the expiry date which remains empty as it consists in the date on which the adult breaks his commitment and commits ill-treatments. At the back of the certificate, five words describing these five concepts are written down with a short description.

When the adult commits to carry out these actions, the teenager gives him the certificate and offers him a sticker whose purpose is to make remind him of the oath he took. To close the vaccination session, the adult is invited to take the oral vaccination i.e. to eat a honey sweet which symbolizes the gentleness necessary for these daily activities. After the adult has received the vaccination kit, he is thanked and invited to share his experience around him.

IMPLEMENTATION CONDITIONS

HUMAN RESOURCES:

- A team to help implementing the campaign.
- Institutions and organizations working on childhood matters and that operate as networks.
- Facilitators motivated and trained on well-treatment teaching methods.
- Children who promote well-treatment actions.

MATERIAL:

- Booklet "Manos al Buentrato".
- Vaccination kit: certificates, stickers and sweets.
- Artistic expression material in order to attract public attention.
- Media material: ads, articles etc.

ACCOMPLISHMENTS

The campaign has been positively received and evaluated at all levels by teenagers and trainers. Value the campaign as a new educating approach that constitutes another tool to work on well-treatment matters. It favors teenagers' active participation and leads to a reflection on their implication in primary prevention.

The assets of the campaign lie in: 1/ Its positive consequences on teenagers' lives, i.e. the development of their capabilities and their role as promoters of well-treatment attitudes in society; 2/ Its consequences on trainers' lives and work. Furthermore, the campaign has a positive impact on society, which is educated about the negative consequences of ill-treatments against children.

IMPACT

The results of the audits show that the vaccination campaign constitutes an well-suited strategy to promote well-treatment and to contribute to the construction of a society aware of the importance of the benefits of well-treatment. The methodology as well as the material used during the campaign can be adapted to different social and cultural contexts.

The teenagers, trainers and organization members involved in the project judge the campaign positively as a tool having a significant impact, and whose results can be seen at various levels: in the relationship between teenagers and their families, in the educating work, in institutions, churches, state institutions, the lives of cultural personalities and vaccinated people.

The fact that teenagers are the main actors of the campaign constitutes one of the main assets of this campaign. This differs from other projects in which teenagers are usually beneficiaries but not actors and interlocutors able to think and act rationally. The participation of teenagers is therefore strongly linked to the education process proposed by the campaign. This should call for advanced reflection and higher involvement and training of the involved organizations. Practicing also develops teenagers' capabilities as they develop self-protection skills.

IMPACT OF THE PRACTICE ON YOUR ORGANIZATION

- Claves was identified as an organization which works on preventing ill-treatments and promotes well-treatments and children's active participation.
- The team work implemented in the organization at regional and national level was strengthened.
- Claves acted as a mediator in the knowledge and innovative methodology exchange process.
- The project developed our capabilities in mobilizing resources.
- The project developed our social and political influence.

TEACHING EQUIPMENT AND TOOLS NECESSARY FOR THE IMPLEMENTATION OF THE PRACTICE

- "Manos al Buentrato", a guidebook proposing activities which will be reproduced by the teenagers among themselves, teenagers and adults.
- Vaccination kits (certificates, stickers and sweets).
- A didactic video in order to broadcast the implementation of the campaign.
- A virtual course to consolidate the training sessions.
- A series of workshops and methodological tools to be used during the training sessions.

INSTITUTIONAL AND CIVIL SOCIETY PARTNERS

STATE ACTORS: INJU, Mides, Uruguay Intendence, INAU, Public Health, Education, Social Development and Tourism Ministries.

CHRISTIAN ORGANIZATIONS: BICE, CLAI, several evangelical churches.

CIVIL SOCIETY: media and companies. Numerous educational institutions.

CHALLENGES FACED DURING THE IMPLEMENTATION OF THE PRACTICE

- Human resources are generally limited due to the high number of activities carried out, the operating levels and the impact we seek to achieve. It is therefore essential to train a strong team and look for volunteers to ensure the continuity of the project.
- It is possible to face internal communication difficulties all along the campaign process, which generally worries teenagers. Teenagers and trainers alike understand that they should start working on the campaign as soon as possible, as trainers consider that teenagers need time to get strongly involved in the project.
- It is essential that the material and methodology proposed for the campaign be adapted to the different social and cultural contexts.

ADVICE YOU COULD GIVE TO AN ORGANIZATION WILLING TO IMPLEMENT A SIMILAR PRACTICE

- Create large and multiple links with other organizations
- Having teenagers promoting well-treatment is one of the key aspects of the project. Therefore, funds must be dedicated to the training part of the project. Organizing theoretical and practical training sessions for trainers and teenagers on preventing ill-treatments, promoting well-treatments and artistic expression and recreational techniques is therefore essential.
- Look for promotional spaces and make sure the children communicate with the media.
- Broadcast information campaigns so that people know where the vaccination sessions will take place (posters, brochures, blogs, Facebook).

- Organize a meeting with all participants in order to speak about the activities implemented during "vaccination week" and the various strategies implemented to raise awareness among the population.
- Give teenagers responsibilities, as they have an important role to play and must be listened to when they propose ideas related to the campaign and the possible activities to be implemented.

APPROACHES INCLUDED IN THE PRACTICES

RIGHTS-BASED APPROACH: recognizing the children as subjects of law is a key point of the campaign. One of the objectives is to favor both the rights of teenagers to participate and ensure they can exercise their rights as citizens. The campaign intends to influence the government.

RESILIENCE-BASED APPROACH: the campaign strengthens teenagers' abilities to develop protection and resilience behaviors.

COMMUNITY-BASED APPROACH: the campaign aims at raising awareness among the community and seeks to obtain its commitment to develop more harmonious relationships between men and women and between generations. Furthermore, the campaign gathers teenagers from different socio-economic, cultural and religious backgrounds at national level, creating links where none existed previously.

PARTICIPATORY APPROACH: the campaign favors the participation and the active role of the teenagers in defending their rights. It also invites adults to participate in promoting well-treatments.

SPIRITUAL DIMENSION: the campaign seeks to improve the relationships in society and at personal level. In religious communities, the campaign had a positive impact at the theological, ecclesiastical levels as well as in the religious mission. It also enabled numerous churches to develop an ecumenical dimension to their work and also to work in cooperation with non-religious organizations.

Testimony

"The vaccination campaign was positive as it helped parents to think about the way they were treating their children. Thanks to the campaign, the government listens to us and accepts the activities we are proposing. We can now voice our needs and more people now want to get involved in the fight against ill-treatments. Radio and TV channels take us into account and listen to what we are saying. The best part is that we fought together against ill-treatments while fostering well-treatment."

Group of teenagers presenting their conclusions. Methodology: Signs of Change

"To what extent does the campaign have an impact in the Oruro community? The children are the main actors in promoting well-treatment. They try to inform and raise awareness among the population in order to diminish negligence, physical, psychological and sexual ill-treatments perpetrated by adults. By getting involved in governmental

and non-governmental organizations they also try to influence them so that they participate in this event and encourage well-treatment with children".

**Wilma Choque, trainer,
Viva JPN Oruro**

"We always learn from teenagers, we benefit from their energy when we work with them".

Daniel, trainer

"We are so used to being maltreated that sometimes we don't even think of well-treatment".

Lucia, teenagers involved in the workshops

" We feel better when we vaccinate people, they listen to us and thank us. It was an efficient project, it helped us being more united in our group".

Fabiana, teenager " nurse "

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*Vaccination campaign
"a cure for ill-treatment"*

SCHOOL a privileged place to prevent sexual abuse against children

NAME OF THE ORGANIZATION

ONG PAICABI - Corporación de Promoción y Apoyo a la Infancia

COUNTRY OF INTERVENTION

Chile

BENEFICIARIES

- Children from the Oscar Marín school.
- Parents and close family members of the children from the Oscar Marín school.
- Teachers in the Oscar Marín school.

CONTEXT

It is essential to describe the facts which influenced the society and territory where this practice is being implemented. During the past two years over 200 sexual abuse cases that occurred in schools have been publicly reported. The peculiarity comes from the fact that 87% of this abuse has occurred in Catholic or private schools usually populated by children from rather wealthy families. These denunciations have had a strong impact on public opinion, which now shares a collective feeling of insecurity and asks for increased information on sexual abuse. Therefore, the work done with teachers and parents is essential. Working with them also developed in their minds an ever increasing interest in primary prevention and sexual abuse detection activities.

OBJECTIVES OF THE PRACTICE

This practice aims at preventing sexual abuse against children thanks to increased awareness and the implementation of primary prevention activities in privileged places such as schools. Children, teachers and families are invited to participate.

PRACTICE DESCRIPTION (METHODOLOGY)

The practice consists in organizing a social intervention tailored on the prevention of sexual abuse situations. This intervention takes place in schools and children, parents and teachers are invited to participate to the various activities. These activities aim at providing tools which can then be used to promote protective behaviors, to detect possible abuse situations and to be aware of the reporting and children protection procedures.

The simultaneous actions (which integrated different activities) have contributed to create a positive environment in schools. Schools are now acting together to prevent sexual violence situations. The parents are therefore respectfully participating in the activities with children and teachers.

The methods used have been defined collectively by using techniques favoring participation. Great store is set on participants' past experiences.

- Organizing workshops with children aged 7-11.
- Organizing workshops with parents.
- Organizing workshops with teachers from all grades (pre-elementary, elementary, secondary, technical, professional).
- Organizing an activity day with parents and teachers.

THE CHILDREN'S WORKSHOPS ARE ORGANIZED IN VARIOUS PHASES

- Getting to know one another: the trainers present themselves and the practice.
- Diagnosis: the children are invited to draw their dreams, sorrows and difficulties.
- Elaboration: based on the drawings, trainers elaborate the content of the training with the children.
- Training: the children implement the practice previously elaborated by choosing the activities and the tools to be used. It is possible to change what was planned if the group agrees.
- Evaluating each session of the training: after each session an evaluation is carried out and at the end of the last session the children are asked to evaluate the overall training.

IMPLEMENTATION CONDITIONS

- Creation of the practice coordination team, composed of one person responsible for the practice and two interns.
- Collaborating with schools and all actors potentially involved in the implementation of the project.
- Elaborating training modules adapted to each school and district for children, teachers and parents in order to prevent sexual abuses.
- Getting financial resources to buy the material necessary for group work.

ACCOMPLISHMENTS

- Families supported and participated in implementing sexual abuse prevention workshops in the Oscar Marín school.
- Children developed personal and social abilities in order to prevent sexual abuses. They have also been informed about the mechanisms used to report and protect children victims of abuse.

- Teachers' abilities in detecting and reporting cases of sexual abuse against children have been strengthened.

IMPACT

The evaluation results prove the importance of implementing these workshops in schools to prevent sexual abuse against children. The participatory methodology and the proposed material are useful to adapt to diverse education and social contexts.

Furthermore, this practice also fosters the creation of guidelines for the detection and the reporting of sexual abuse against children in schools. These guidelines indicate what procedure to follow, what institutions to contact while always taking into account the child's interests.

The practice has been deemed successful, as both teachers and municipality councilors have asked for it to be rescheduled next year.

IMPACT OF THE PRACTICE ON THE ORGANIZATION

The practice helped define fundamental concepts concerning the primary prevention of sexual abuse against children. It also helped sharpening training on detection and reporting of sexual abuse situations in schools. This work was done among parents, children and teachers. Previously, PAICABI worked only on the tertiary prevention of sexual abuse by supporting children victims of abuse. This practice enabled us to implement a holistic approach in which sexual abuse is seen from a prevention perspective.

TEACHING EQUIPMENT AND TOOLS NECESSARY FOR THE IMPLEMENTATION OF THE PRACTICE

Three training sessions have been elaborated to prevent sexual abuse and raise awareness among children, teachers and families. These training sessions are flexible enough and can evolve depending on participants' expectations and the various contexts of the schools in which these sessions are organized.

INSTITUTIONAL AND CIVIL SOCIETY PARTNERS

In order to implement this project, PAICABI collaborated with the following institutions:

- The Oscar Marín school.
- The health center.
- The Municipal Council.
- The University of the Americas.

CHALLENGES FACED DURING THE IMPLEMENTATION OF THE PRACTICE

- While planning the practice, involving a group composed of parents and pupils in order to implement the activities (parents' associations, class representatives...).
- Starting this practice during the first term of the school year implies securing authorisations from schools.
- Having a team of trainers to support and strengthen children, teachers and parents' abilities in preventing sexual abuse.

ADVICE YOU COULD GIVE TO AN ORGANIZATION WILLING TO IMPLEMENT A SIMILAR PRACTICE

- Plan the cooperation with the schools.
- Integrate entertaining activities as part of the means used to get children to communicate.
- Foster the organization of friendly meetings between children, teachers and parents.

APPROACHES INCLUDED IN THE PRACTICE

RIGHTS-BASED APPROACH: considering the other as a subject of law

RESILIENCE APPROACH: in each action, try to bring a new vision to participants so they can participate actively, knowing their capabilities and strengths

PARTICIPATORY APPROACH: it is a transversal axis of the practice, as not only children but also adults participate. It is also a way to contribute to society and active citizenship.

GENDER-BASED APPROACH: we work on some stereotypes which hide abuse situations. Power relationships are among these.

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ASIA

[CHILD-FRIENDLY SPACES

NAME OF THE ORGANIZATION

Aawaaj

COUNTRY OF INTERVENTION

Nepal

BENEFICIARIES

Children from marginalized communities who are suffering from domestic violence, conflict, migrants or displaced people, the poorest among the poor and whose parents are illiterate.

CONTEXT

Aawaaj is running children friendly space in Dailekh, Surkhet and Bardiya, especially aiming to provide a safe learning place for children from poor economic background and marginalized communities (i.e. children in slum areas, so- called low-caste children and day laborers) and who are vulnerable to violence. The child-friendly space established in three districts are running successfully and serving the best interest of the child.

OBJECTIVES OF THE PRACTICE

- To provide children a safe learning space.
- To build good harmonious relation among children from various castes and religions.
- To develop self –confidence in children.
- To promote the protection of the rights of the child.
- To create a resilience environment.
- To support children with their studies and school assignments.
- To reduce child sexual abuse, exploitation and vulnerability.

PRACTICE DESCRIPTION (METHODOLOGY)

The CFS directly supports the mental, physical and emotional development of a child.

In this platform (CFS) children get an opportunity of sharing, of being cared for in a safe environment, and good feeling of harmony is created among children. Children come daily and spend 2 hours there. For one hour they study and do school homework and they spend the other hour playing games, cultural games, reading poems, doing quizzes, and discussing personal hygiene, child rights, violence and how to protect themselves from violence, abuse, how and whom to report to, and enjoy discussion/interaction with parents and siblings on how to promote children's resilience at home and school.

- Community survey.
- Group discussion interaction/ discussion with children and parents.
- Competition.
- Exposure visit.
- Meeting for sharing.
- Weekly monitoring form.

IMPLEMENTATION CONDITIONS

Mobilization of all community stakeholders.

- Community groups like women, youth, self-help groups, other district level stakeholders (Village Development Committee, District Development Committee), police officers, as well as facilitators, teachers, child networks and parents.

ACCOMPLISHMENTS

- CFS has helped children in their day to day activities, making their lives easier through educational support and life-skill techniques. Students' school performances and children's general Health and Hygiene status have improved. CFS has always prioritized inclusion of vulnerable children (children with disabilities, orphan children etc.).
- Children are informed about the different forms of violence.
- Children are taught about safety measures to defend against any possible forms of abuse.
- Children are informed about child rights and responsibility.

IMPACT

CFS has improved people's understanding on violence. Parents and community stakeholders are aware of sexual abuse and exploitation as were as of gender-based violence happening in their surroundings. They build up trust and a positive attitude toward children; develop reporting and supportive mechanisms

against violence in the community; reduce children's vulnerabilities, and provide a friendly environment at home and school.

Children are actively participating in school and community level activities.

CFS centers have a positive impact at community level. It has proved that if children are given appropriate spaces they can demonstrate their potential. Regular meetings and discussions with parents gave parents a sense of belonging as well. Parents themselves are actively exploring government resources and agencies for the betterment of their children.

IMPACT OF THE PRACTICE ON THE ORGANIZATION

The CFS center has brought a new change in those districts educational sectors. CFS is regularly monitored and visited by government bodies / officers and, in view of its positive impact on children, the municipality has allowed a small grant to support and encourage Aawaaj's work. The Municipality also requested Aawaaj to expand CFS to other areas of the district as well; it has now expanded in most of the areas of Surkhet, Dailekh and Bardiya.

CFS has a direct impact on Aawaaj's work, its functioning and human resources. Through CFS, Aawaaj was able to deliver its services to children; it has benefited children in various ways. It has developed children's capacities and inner potential to become a good citizen. Aawaaj believes in the community-based approach and most of the facilitators are previous CFS attendees. Aawaaj is continuously focusing on improving these CFS centers to make them well-equipped and appropriate for children.

TEACHING EQUIPMENT AND TOOLS NECESSARY FOR THE IMPLEMENTATION OF THE PRACTICE

- Teaching booklets, publications, training tools, prevention campaigns, tools, surveys.
- Children booklets, posters, copybooks, pencils, drawing materials, playing materials, pamphlets, campaigning tools, sound box, tape recorders, mikes, dancing, drama and musical tools, clothes, an Encyclopedia etc.

INSTITUTIONAL AND CIVIL SOCIETY PARTNERS

Community child, youth and women groups, self-help groups, Health workers, Health stations, municipalities, DDC, water and sanitation offices, schools, like-minded NGOs/ INGOs, DCWC, the police etc.

CHALLENGES FACED DURING THE IMPLEMENTATION OF THE PRACTICE

- High demand of CFS centers / limited resources,
- Problem to get open spaces
- Lack of parents' and others stake holders' participation
- Problems of managing children's and parents' time
- Lack of reading and playing materials.
- Lack of adequate funding

ADVICE YOU WOULD GIVE TO AN ORGANIZATION WILLING TO IMPLEMENT A SIMILAR PRACTICE

It is a very effective practice for children who are really at risk and living in vulnerable conditions. It brings change in children's lives. The children get a chance of developing strong resilience. The time frame for running CFS should be at least 5 years. Pre-assessment should be made before a CFS is established.

Testimony

"I am 18 years old and my name is Sunita. I live with my family. Due to my poor economic condition I could hardly study. My father and mother had to go out every day to work as day laborers. I have to take care of my brother and sister. I attended school irregularly. My school work was not good because my parents are illiterate they couldn't afford home tuition. I could hardly pass the exam. One day, one Aawaaj staff came to my village and conducted a discussion with villagers about establishing a Child-friendly Space. My parents were happy to know about the CFS and immediately showed their support to the cause. At that time, I was studying in grade 6. As soon as it was established, my friends and I attended the CFS regularly. In the two-hour CFS period, we used to do our homework in the first one hour and were involved the rest of the time in recreational activities such as: dancing, singing, painting, and other activities. Debates, poetry and spelling competition are held on

a weekly basis. I used to participate in many activities like speeches, poems and drama. Eventually my school performances began to improve and my confidence level went up. I use to take part in drama, poetry and debate competition and rank high in every activity. I also used to participate in district level schooling activities and act in plays around various communities.

Now I am a student at the management faculty and I work in a CFS center as a facilitator. I feel so proud to work in Aawaaj's CFS. Now I am able to earn money and can contribute to support my family.

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Child friendly spaces

[LOCAL CHILD PROTECTION COMMITTEE

NAME OF THE ORGANIZATION

Aawaaj

COUNTRY OF INTERVENTION

Nepal

BENEFICIARIES

Children, Parents, Teachers, School Management Committee.

CONTEXT

Child protection committees (CPC) are formed with the sole objective of protecting and promoting children's rights, CPCs are set up in schools, where children spend most of their time. The committee consists of 15 members, including students, parents, teachers and school management committees.

OBJECTIVE OF THE PRACTICE

- To minimize children's vulnerabilities in school
- To create a child-friendly environment in school
- To encourage harmonious relationships between teachers, children and the school.

PRACTICE DESCRIPTION (METHODOLOGY)

The role of this committee is to provide a child-friendly environment in schools, listen to the children's interests and complains. Likewise, CPC is also responsible for taking action against any forms of violence against children happening at school, support the survivor and provide appropriate mentoring to needy children. Regular meetings, interactions, sharing-meetings are conducted among CPC members to make this group more effective.

- Group discussions, meeting and interaction/sharing workshops.
- Mass awareness and IEC (Information, Education and Communication) materials distribution.
- Mentoring, Communication and coordination.
- Networking.

IMPLEMENTATION CONDITIONS

EQUIPMENT: posters, pamphlets, reading materials, drawing materials, hand-held microphone

HUMAN RESOURCES: parents, teachers, children, School Management Committee, mentors, facilitators, and trained resource persons, principal, observer (Aawaaj).

PREMISES: open hall with enough space within school, use a projector, etc.

ACCOMPLISHMENTS

- CPC, with the collaboration with the School management committee, conducts different awareness activities at school level.
- Good Coordination and collaboration relationships have been built with the school Principal, District Education Office and Child protection committee.
- Sharing-meetings and workshops were organized among DCPC, DCWC members, the police and other relevant stakeholders.
- Counseling and educational support are provided to vulnerable children.
- Establishing a code of conduct
- Follow-up monitoring is done to measure achievements.

IMPACT

CPC has brought positive change in schools. It plays the role of a watchdog at school. CPC immediately takes action if any children's rights are found to be abused and violated. Teachers, students, SMC and parents are playing active roles in preventing all forms of abuses in schools. Likewise children, parents and teachers are aware about reporting, referral and reporting mechanisms

IMPACT OF THE PRACTICE ON THE ORGANIZATION

It has had a positive impact on the functioning of the organization. It is operating as a strong forum to make children, parents, teachers and CPC members aware of the violence and abuse that might occur at school and outside the school. The organization is most trusted body in all districts. The program has helped Aawaaj develop plans, programs and strategies. The organization provides material support to the committee. Needy children eligible to bet a scholarship are identified by CPC. This is a sustainable structure for implementing Aawaaj issues at community level.

TEACHING EQUIPMENT AND TOOLS NECESSARY FOR THE IMPLEMENTATION OF THE PRACTICE

- Training tools.
- Monitoring tools.
- Posters, pamphlets.
- Hand-held mike.
- Projector.

INSTITUTIONAL AND CIVIL SOCIETY PARTNERS

DCWC (Development of Children and Women center), DEO (District Education Office), the Police, the Hospital, the Teachers' union, Resource centers, the Bar association, Safe house, counselors, human right defenders, the medias, parents, teachers, children's networks.

CHALLENGES FACED DURING THE IMPLEMENTATION OF THE PRACTICE

- Problems to manage scheduling children, parents and CSM members to get together for the meeting.
- The forum cannot be mobilized during the holidays.

ADVICE YOU COULD GIVE TO AN ORGANIZATION WILLING TO IMPLEMENT A SIMILAR PRACTICE

- The organization must conduct regular monitoring of the program.
- Each case should be dealt with care because we are dealing with children.

Testimony

"My name is Dharendra Thapa. I am a 14 year-old studying in grade 7. I have been a CPC member in Janta lower secondary school for last four years. Before the child protection committee was set up, most of my friends used to speak using swear words inside the classroom. My boy colleague used to tease girl-colleagues by writing gross words on the blackboard, in girls' copybooks, drawing genitals in book, and on toilet walls.

After establishing CPC in the school, all students and teachers were made aware of abuse and harassment and the consequences of doing that. Before CPC was established,

our teachers seemed hesitant about taking action against such activities and my male colleagues were also not aware of consequences. Now, if any colleague attempts to indulge in such activities, they are strictly punished according to the penalties determined by the CPC. Now we the students are happy to curb vulnerabilities in our school.

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TELEPHONE ASSISTANCE for prevention and reporting of violence against children

NAME OF THE ORGANIZATION

Aawaaj

COUNTRY OF INTERVENTION

Nepal

BENEFICIARIES

Children, women and community people.

CONTEXT

In order to provide immediate rescue to the children and reduce harmful activities, Aawaaj has been operating a free child helpline (1098) in Surkhet, Bardiya and Dailekh districts in collaboration and co-ordination with the Ministry for women and child social welfare, the central child welfare board, the district child welfare board, and Nepal Tele-communications since 2010. It is accessible to all children whenever they require assistance or just need someone to talk to.

OBJECTIVE OF THE PRACTICE

- To provide emergency assistance to children.
- To provide children with an opportunity to express their concerns and talk about issues directly affecting them.

PRACTICE DESCRIPTION (METHODOLOGY)

- Friendly response to children via phone, written and recorded messages.
- Family visits.
- Counseling.
- Mentoring.
- Awareness-raising and information campaigns.

IMPLEMENTATION CONDITIONS

- Vehicle for immediate relief.
- Computer for communication and keeping records.
- Emergency house, to accomodate children after the rescue
- First aid kit.
- Facilitators, counselors, social workers, a warden, a casualty nurse.
- Coordination with police and other stakeholders to proceed with the case further.
- Volunteers, women and child networks.

ACCOMPLISHMENTS

- We provide 24-hour phone answering services
- Children are rescued through strong mobilization of police, volunteers, youth and child networks.
- Counseling and mentoring is provided by trained facilitators and counselors.
- Provide economic and educational support to needy children and reintegrate them into their community.
- Good Coordination and communication has been established with DCWC (Development of a Children and Women center), the Police, Lawyers, Doctors and the Transportation Association for children's rescue and reintegration.
- Mass awareness activities like broadcast radio jingle, billboards and pamphlets to raise awareness among the community.

IMPACT

This practice has directly benefited children who need immediate help and require a safe place to share their problem. It provides immediate services to the children who are abused, harassed and whose rights have been violated. The hot line service allows any community member to give information about the children who are in need of help/support. Thanks to the Hotline services, vulnerable children get immediate services together with areas to express their problem in confidence. The hidden cases are coming out; The number of cases coming to the open has increased in the community owing to the hot line service.

IMPACT OF THE PRACTICE ON THE ORGANIZATION

This practice had a positive impact on the organization. The network has been built up with the children's group, parents, school teachers and other GOs and NGOs in all three districts. The organization is solving various forms of problem, as reported via the help line.

Good coordination and collaboration relationships have been developed with DCWC (Development of Children and Women center), NCWC, the Police, Nepal Telecom and other stake holders. The hot line service has helped the organization develop IEC material and it also helped to develop staff's skills and knowledge regarding the various problems.

TEACHING EQUIPMENT AND TOOLS NECESSARY FOR THE IMPLEMENTATION OF THE PRACTICE

All the above mentioned equipment is necessary for effective results.

INSTITUTIONAL AND CIVIL SOCIETY PARTNERS

NCWC (National Commission for Women and Children), DCWC (Development of Children and Women Center), the Police, the Hospital EDO, the Federation of Journalists, Nepal Telecoms, Women, Chambers of Commerce, Bar Association, Teacher Associations, Human Right Networks, District Child network, Women, Children, Community People, Counselors.

CHALLENGES FACED DURING THE IMPLEMENTATION OF THE PRACTICE

Here are a few of the perceived challenges: missed calls, fake calls, misuse of phone, lack of vehicle and adequate human resources for immediate support, problems to provide services by night, less active district help line committee; limitation on phone calls, all the Children don't have access to phone calls.

ADVICE YOU WOULD GIVE TO AN ORGANIZATION WILLING TO IMPLEMENT A SIMILAR PRACTICE

Every school should tell their children about Baal help line; awareness should be provided to every child in the community for maximizing use of the Child help line. Only then will the practice will be more effective.

Testimony

"My name is Man Bahadur Nepali. I am 45 years old. I am a farmer. I live in a village. I have two sons and one daughter. One day, she ran away from home to get married, she was only 15 years old and studying in class 9 at that time.

I was too sad and surprised, then. I wanted to stop her but couldn't see any way to do so. I could not even inform the police station. Meanwhile, one villager came and said there was a child help line designed to stop child abuse, harassment and provide immediate help to children. Then I immediately phoned and

gave detailed information about my problem to the Hotline facilitators. Then immediately, Aawaaj, the police and DCWC helped rescue my daughter. They also gave her counselling, and after counselling she became normal again and ready to come back to us. Now she is in class 10. I am very happy that I saved my daughter from early marriage. I am very grateful to Aawaaj and its hotline service. Now, I tell other villagers about Aawaaj 's hotline service."

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EUROPE AND
COMMON-
WEALTH OF
INDPENDENT
STATES

[GRAIN OF SAND

NAME OF THE ORGANIZATIONS

Civic Initiative No to Alcohol and Narcotics (NAN) and Child Rights Information Center (CRIC)

COUNTRIES OF INTERVENTION

Russia (Moscow and Zlatoust) and Moldova

BENEFICIARIES

DIRECT: Children between 12 and 18 years old

INDIRECT: Parents; Teachers; Professionals working in NGOs focusing on helping children and their families (private and public)

CONTEXT

Children in the CIS are particularly exposed to various forms of violence whether physical or psychological. Infant mortality due to homicide is threefold higher in the CIS than in the European Union member states. Only extreme forms of violence are dealt with, such as infant mortality due to homicide. Actual prevention methods are often adapted from the Soviet tradition (moralistic and without direct communication with children) and is not suited to children's needs.

OBJECTIVE OF THE PRACTICE

- Teach the children to identify dangerous situations which can lead to a violent situation and face up to it.
- Raise awareness among the children on the different forms of violence;
- Widen parents' knowledge and the capabilities of educationalists specializing on violence prevention issues.

PROJECT DESCRIPTION (METHODOLOGY)

The method was created by the French organization ALC at the end of the 1990s. Its initial objective was to prevent sexual exploitation by targeting violence situations as a whole (identified as preliminary situations before exploitation).

It is based on showing movie or performing a play called "Grain of Sand" to a group of children, followed with a discussion. The movie or the performance

must contain numerous scenes which feature the main character in a dangerous situation so that children can then think of alternative solutions.

THE IMPLEMENTATION PHASES OF THE PROGRAM

- Choose a center or a school to implement the project. Meet and discuss with school directors and agree on formalities.
- Identifying and training ten adults who will act as relay volunteers and will then be recognised and introduced to the children. Their training lasts for about two half-days.
- Shooting a movie or preparing a theatrical performance.
- Select and train facilitators (3 - 4 days). In order to ease facilitators' work, we can provide them with pedagogical booklets and technical indexes.
- The session with the children lasts for about one and a half hour and must be limited to 30 children maximum.

SESSION ORGANIZATION

INTRODUCTION

Facilitators introduce themselves, present the method and the relay adults. They explain how the session is organized.

- The film (or theatrical representation) is shown
- Listening to children's comments. First discussion.
- Show the movie one scene after the other. Each scene is followed by a discussion.

Children must:

- (1) identify the person in danger,
- (2) identify the type of violence the characters are faced with and
- (3) propose alternative solutions for the person in danger.

CONCLUSION:

The objectives and the concepts of adult relays are discussed again. An evaluation questionnaire and flyers with the phone-numbers and addresses necessary to report abuse cases and support children victims of violence are distributed.

IMPLEMENTATION CONDITIONS

- Get the institution's, parents' and the authorities' agreements if necessary;
- A movie or a play or the means to organize them.
- Comfortable premises for the audience with enough chairs for them.
- Audiovisual equipment to show the movie (a computer with a projector, screen, audio-system - public address system - to use the sound track, and the necessary equipment for the play.

- 1 or 2 facilitators to moderate sessions; 1 or 2 trainers to teach the methodology to relay adults and facilitators.
- A blackboard or a paperboard to write down children's ideas and remarks
- Leaflets with information on how to organize help to children.

ACCOMPLISHMENTS

Civic Initiative, Russia: the program "Grain of Sand" is implemented in various schools and education or host establishments in Zlatoust. In total, more than 500 teenagers have taken part in these sessions.

NAN, Russia: the program is implemented in the rehabilitation center for addicted children in "Kvartal" and in a school in Moscow. In "Kvartal", three sessions are organized every month from September 2012 to July 2013. 15 children attend every session.

CRIC, Moldova: in 2012, CRIC trained more than a 100 teachers and 80 facilitators who in their turn organize, training sessions for children in schools in their regions. Their objective is to spread this practice around Moldova.

IMPACT

The children can identify various forms of violence (psychological, verbal, physical and sexual) and know how to react and develop their own abilities.

Issues dealing with violence perpetrated against children are often taboo in CIS societies. Therefore, preliminary explanatory work with parents helps them accept the prevention session with their children and makes it easier for them to communicate.

IMPACT OF THE PRACTICE ON THE ORGANIZATION

- Numerous parents received information on the organization and asked for psychological support on its part or help from professionals afterwards.
- The organization, using the media, called psychologists to help collaborate in implementing consultations and training for teenagers and adults (educationalists and parents).

TEACHING EQUIPMENT AND TOOLS NECESSARY FOR THE IMPLEMENTATION OF THE PRACTICE

Movie, educational booklet, technical index for facilitators, training sessions for the relay-adults, questionnaires to evaluate the efficiency of the sessions with teenagers, badges to identify relay-adults, information booklets on the organizations set up to help children®.

INSTITUTIONAL AND CIVIL SOCIETY PARTNERS

ALC France; Ministry for Education, Local education department, social protection department, minors' issues and minors' rights protection commission, policemen from the minors' brigade, sentence enforcement office, department for socio-medical help for teenagers, national center for abuse prevention etc.

CHALLENGES FACED DURING THE IMPLEMENTATION OF THE PRACTICE

- Difficulties to find facilitators who can start real discussions with children, who are not judgmental and who won't try to impose their own views
- Lack of coordination between public and municipal establishments on one hand, and the organizations promoting new prevention techniques on the other.
- Children do not trust the adults surrounding them because of communication difficulties and lack of respect for the children's secrets
- Lack of hosting and listening services for the community children

ADVICE YOU COULD GIVE TO AN ORGANIZATION WILLING TO IMPLEMENT A SIMILAR PRACTICE

- The movie must show situations typical of the intervention country
- The methodological guide must be drawn up with the contributions of both children and teachers
- Facilitators must encourage children's free expression
- Applying this method is an on-going process and must not be limited to a single session

APPROACHES INCLUDED IN THE PRACTICE

RIGHTS-BASED APPROACH: the method is based on respect for human dignity, on the right not to be discriminated against, the right to be protected against abuse and abandonment, the right to have and express one's opinions.

© References: the booklet "Grain of sand", BICE 2011, http://www.bice.org/images/pieces-jointes/PDFs/4.actualites/1.dernieres-actualites/2013/Grain_de%20_Sable_RU.pdf

RESILIENCE APPROACH: children are encouraged to discover their inner resources in order to overcome difficult situations

COMMUNITY-BASED APPROACH: children are encouraged to use the protection services existing in the community.

PARTICIPATORY APPROACH: children participate to the discussion and try to find solutions

SPIRITUAL DIMENSION: children understand different forms of violence, which helps them re-evaluate their own behaviours, respect other children's values and develop empathy.

Testimony

"When I heard that we were going to watch a film dealing with violence issues, I wasn't happy; there is already so much violence in our lives. But after we watched the movie and discussed it with the psychologists, I understood that young people had a part to play in preventing violence"

Aliona, 15 years old, Zlatoust, Russia

"I have been a pupil for 11 years already, but I learnt more things du-

ring these two hours than during 11 years at school"

Victor, 17 years old, Chisinau, Moldova

"This kind of course helps children express their opinions. You become stronger when you say what you think"

Maria, 15 years old, Leova, Moldova

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10-a, Chvernika street, 117449; Moscow, Russia,
Telephone: 8 (499) 126 3475
www.nan.ru

CRIC,
E. Coca street, 15, MD – 2008,
Chisinau, Moldova,
Telephone: (+373 22) 747 813
www.childrights.md

[RELAY-ADULTS

NAME OF THE ORGANIZATION

Civic Initiative, No to Alcohol and Narcotics (NAN) and Child Rights Information Center (CRIC).

COUNTRIES OF INTERVENTION

Russia (Moscow and Zlatoust) and Moldova

BENEFICIARIES

DIRECT: Children between 12 and 18

INDIRECT: parents, teachers, professionals working in NGOs focusing on helping children and their families (private and public).

CONTEXT

The relay-adults method is part of the project "Grain of Sand" but can also be used on its own as a technique when Grain of Sand cannot be implemented due to lack of financial resources or human resources.

OBJECTIVE OF THE PRACTICE

- Create a protective environment for children by identifying a network of adults to whom the children can refer to.
- Create a multidisciplinary network to help children by connecting relay-adults to child protection professionals.
- Make reporting ill-treatment situations a habit and better refer children in danger to appropriate specialists.

PRACTICE DESCRIPTION (METHODOLOGY)

The method relies on identifying a certain number of adult volunteers who will be trained and presented to the children as relay-adults (or trustworthy adults) to whom children can confide with when they are victims of violent acts.

Relay-adults are in contact with child protection professionals. This way, they know who to contact if a child is in danger.

THE DIFFERENT PHASES OF THE IMPLEMENTATION OF THE PROGRAM

- Identify a multidisciplinary network of child protection professionals (psychologists, social workers, policemen, doctors etc.)
- Choose a center or a school to implement the project. Meet the school director to discuss the project. Agreement on the formalities of the practice.
- Identify and train about ten volunteer relay-adults who will be recognized and presented to the children. Their training lasts for approximately 2 and a half day.
- Present the relay-adults and their mission to the children.

IMPLEMENTATION CONDITIONS

- Get the agreement of the school, the parents' and the authorities' if necessary.
- Have volunteer adults who will be attentive to children's needs even though they seem rather unimportant.
- Flyers with information on organizations that can help children.

ACCOMPLISHMENTS

CIVIC INITIATIVE, RUSSIA:

Civic Initiative is currently providing support to 5 teenagers who contacted relay-adults. 2 contacted them because of ill-treatments. 2 others tried to commit suicide because of psychological violence. We suspect the last teenager to have been the victim of sexual abuse.

CRIC, MOLDOVA:

170 children between 11 and 16 from Chisinau know the relay-adults from their schools.

IMPACT

Reporting ill-treatment situations is becoming more systematic. The relay-adults know how to report ill-treatment cases and to whom.

The relay-adults have helped restoring trust bonds between children and adults. It also helped improve intergenerational relationships in society.

IMPACT OF THE PRACTICE ON THE ORGANIZATION

- With the implication of the relay-adults, the number of volunteers has increased.
- Numerous parents received information on the organization and contacted us to ask for psychological support or professional help.

TEACHING EQUIPMENT AND TOOLS NECESSARY FOR THE IMPLEMENTATION OF THE PRACTICE

Training program for relay-adults, badges to identify them, information flyers on the organization able to help children

INSTITUTIONAL AND CIVIL SOCIETY PARTNERS

ALC France; Ministry for Education, Local education department, social protection department, minors' issues and minors' rights protection commission, policemen from the minors' brigade, sentence enforcement officers, department for socio-medical help for teenagers, national center for abuse prevention etc.

CHALLENGES FACED DURING THE IMPLEMENTATION OF THE PRACTICE

- Relay-adults can be difficult to mobilize as they are afraid of being overburdened.
- Children do not trust the adults surrounding them because of communication difficulties and lack of respect for the children's secrets.
- Lack of hosting and listening services for the community children.

ADVICE YOU COULD GIVE TO AN ORGANIZATION WILLING TO IMPLEMENT A SIMILAR PRACTICE

Do not under-estimate relay-adults' preliminary training work.

APPROACHES INCLUDED IN THE PRACTICE

RIGHTS-BASED APPROACH: during the discussion we present the mutual rights and obligations of children and adults.

COMMUNITY-BASED APPROACH: children are encouraged to use community protection services.

PARTICIPATORY APPROACH: children often play the part of "relays" for their friends who are facing difficult situations.

Testimony

"For a long time, I did not know there were people in our city who could help teenagers. Now I feel more secure and I know I can ask for help if I

face a difficult situation."

Aliona, 15 years old, Zlatoust, Russia

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www.childrights.md

PREVENTING VIOLENCE **by developing children's personal capabilities** **(life skills based education - LSBE)**

NAME OF THE ORGANIZATION

Women's Consortium of Ukraine (WCU)

COUNTRY OF INTERVENTION

Ukraine (Kiev, Lougansk, Vinnitsa, Pervomaïsk, Loutsk, Soumis, Tcherkassy, Kirovograd)

BENEFICIARIES

DIRECT: children between 10 and 14 years old, teachers, school psychologists, social educationalists.

INDIRECT: parents.

CONTEXT

LSBE is a method developed and promoted by the UNICEF as an integral part of quality education. The Moldovan organization CRIC (Child Rights Information Centre) was one of the first to use this method in the region and later transmitted its experience to the WCU.

Ukraine, as numerous other countries of the ex-USSR have only recently introduced participatory prevention practices. The soviet unilateral communication strategy (teacher=>pupil) remains predominant today and prevention is still based on moralizing children rather than offering them real participation.

OBJECTIVES OF THE PRACTICE

- Give children the means to manage violent situations.
- Enable children to acquire the skills necessary in daily life, by having them participate in the project.
- Improve contents quality by asking questions which are normally not covered in the curriculum.
- Contribute to creating a more participatory and open teaching framework.

PRACTICE DESCRIPTION (METHODOLOGY)

LSBE contributes to strengthening the education processes by using participatory teaching and learning methods.

The project consists in organizing training sessions on daily life skills. Sessions are conducted by trainers or teachers trained beforehand in participatory approaches.

There is no definite list of the skills necessary in daily life. Below are mentioned all psychosocial and interpersonal skills selected to be taught in Ukraine. The choice of skills and their degree of importance varies according to the issue and local contexts:

- self-esteem and reinforcement of self-trust.
- feeling in control.
- capacity of finding alternative solutions to problems and making a decision.
- capacity to communicate and resolve conflicts.
- Interpersonal communication skills.
- Knowledge and understanding of their rights.

IMPLEMENTATION PHASES

- Meet the directors of the target schools and sign an agreement
- Train teachers to LSBE and teach them participatory methods
- Organize training sessions on daily life competencies necessary for children

IMPLEMENTATION CONDITIONS

- Teachers willing to learn about teaching prevention participatory methods;
- Premises that can be used for the training sessions;
- Basic material: paper, badges, pens.

ACCOMPLISHMENTS

The project has been carried out in 10 schools covering 8 regions of Ukraine. 2,392 children and 140 adults have already participated in the training sessions.

IMPACT

Ukrainian schools focus more and more on formal education and abandon other learning methods.

Therefore, the LSBE method - which is focused on participation - enables all participants to acquire knowledge and behaviors that they can use to protect them from risk and abuse situations.

IMPACT OF THE PRACTICE ON THE ORGANIZATION

The use of the LSBE method permitted the WCU to include children in their target groups. Before this project, the WCU worked only on strengthening the skills of professionals.

Furthermore, the WCU expanded its regional presence and its network of facilitators.

TEACHING EQUIPMENT AND TOOLS NECESSARY FOR THE IMPLEMENTATION OF THE PRACTICE

The WCU used the LSBE method created by the CRIC as well as training programs, surveys for teachers and children.

INSTITUTIONAL AND CIVIL SOCIETY PARTNERS

Association "Pani Vsevit" from the Vinnitsa region;
Children environmentalist association "Flore";
Youth movements' coalition "Jeune Cherkachina";
Youth movements committee from the Soumis region;
Information and coordination center for women: "Olivia";
Association for the defense of people's rights "Postoupe".

CHALLENGES FACED DURING THE IMPLEMENTATION OF THE PRACTICE

- It can be very difficult to work in classrooms with many children, as noise can disturb sessions. But, overall, children were interested in the sessions, which teach them practical knowledge and how to communicate efficiently.
- As this project is implemented in various regions, debriefing is sometimes difficult due to distance problems.
- Some teachers may lack motivation and see the program only as extra-work

ADVICE YOU COULD GIVE TO AN ORGANIZATION WILLING TO IMPLEMENT A SIMILAR PRACTICE

- To better manage big groups of pupils, it is probably better to have various trainers per group
- This program must be included within a long-term project.
- It is essential to explain to teachers the importance of the teachings found in the method.
- It is essential to be able to exchange with trainers and teachers after implementing the method.

APPROACHES INCLUDED IN THE PRACTICE

RIGHTS-BASED APPROACH: children's rights and their implementation are part and parcel of the teaching.

RESILIENT-BASED APPROACH: LSBE is a strategy used to give children the necessary skills to defend themselves in difficult situations.

PARTICIPATORY APPROACH: the LSBE method on children participation relies on games, round table discussions and continuous interaction between children and facilitators/teachers.

Testimony

" The training session enabled me to know myself better and to better know the other children in my class. I learnt how to control my emotions and accept them. Communication

became easier. I find our class is more open and more united now. "

Bogdan, 11 years old

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PREVENTING VIOLENCE
Life skills based education

POSITION PAPER
MOBILIZATION FOR THE
PROTECTION OF CHILDREN
AGAINST SEXUAL ABUSE
AND EXPLOITATION

INTRODUCTION

The International Catholic Child Bureau (BICE), along with its 25 partner organizations⁹ in the Program "Promotion of Well-Treatment and Fight against All Forms of Maltreatment" (hereinafter program Well-Treatment/Maltreatment) from 15 countries in Africa, Latin America, Asia and Europe-CIS, reaffirm that only a **national legal and operational framework that is in line** with the United Nations Convention on the Rights of the Child (CRC), its optional protocols as well as the related Conventions and recommendations of the International Labor Organization (ILO), the United Nations Office on Drugs and Crime (UNODC) and regional instruments, is likely to guarantee fundamental rights to every child¹⁰.

The 2006 UN Study, *Violence against children*, showed a bleak picture of the situation and reported that "there are no possible compromises when it comes to tackling violence against children"¹¹. Five years later, the NGO Advisory Committee follow-up report also noted with concern that the "sad reality is that children continue to be humiliated, beaten, burnt and sexually abused by adults who are part of their lives, their parents, teachers, assistants and employers"¹² and that violence, including severe violence, continues affecting millions of children.¹³ The Committee on the Rights of the Child¹⁴, the UN Human Rights Council (HRC) Special Rapporteurs whose mandates relate to violence against children agree with that same statement¹⁵. The World Health Organization (WHO) stressed that as of 2002 there was an exponential increase in "sexual abuse within

⁹ Interim Assessment of the Well-Treatment/ Maltreatment Program, BICE, Brussels, October 2012 available on BICE website: <http://www.BICE.org/fr/actualites-du-BICE/actualites-BICE/dernieres-actualites/1182-premier-bilan-encourageant-de-notre-programme-international-de-lutte-contre-la-maltraitance.html>

¹⁰ Kazakhstan: Podrugi (Almaty), Kenes, Moldova: Child's Rights Information Center (CRIC) (Chisinau), Voinicel, Chile: Paicabi (Corporación de Promoción y Apoyo a la Infancia), la Vicaría de Pastoral Social de los Trabajadores (VPST), Hermanos de las Escuelas Cristianas, Hermanos Maristas, Hogar de Cristo, Vicaría de Pastoral Social, Uruguay: JPC - Juventud para Cristo, Bolivia: le CEINDES (Centro de Investigación Social para el Desarrollo Socioeconómico), EEC - Comisión de Educación y Cultura (Conferencia Episcopal), Brazil: CAF - Casa Filadelfia, Associação Brasileira Terra dos Homens (ABTH), INBRADESE – Instituto Brasileiro de Desenvolvimento Social e Educacional, INDICA, Pastoral do Menor Nacional, Cambodia: Smiling Cambodian Children, Ivory Coast: Droits et Dignité de l'Enfant en Côte d'Ivoire; Nepal: Briser le silence contre les abus sexuels, AAWAAJ , Paraguay: BECA (Base Educativa Comunitaria de Aprendizaj), Asociación CALLESCUELA, Peru: Cedapp - Centro de Desarrollo y Asesoría psicosocial, CESIP - Centro de Estudios Sociales y Publicaciones, COMETA - Compromiso desde la Infancia y Adolescencia, IFEJANT - Instituto de Formación Educadores de Jóvenes, Adolescentes y Niños Trabajadores de América Latina, INFANT - Instituto de Formación de Adolescentes y Niños Trabajadores, MANTHOC – Movimiento de Adolescentes y Niños Trabajadores Hijos de Obreros Cristianos, OPA - Observatorio de Prisiones de Arequipa, Dominican Republic: Centro Cultural Poveda (CCP) avec le Ministère de l'Éducation. Russia: NAN Foundation (Moscow), OZON (Moscow) and Initiative Civique (Zlatoust), Togo: Bureau National Catholique de l'Enfance; Ukraine: Women's Consortium (Kiev).

¹¹ A "child" means every human being below the age of eighteen years unless (art.1 of the CRC) under the law applicable to the child, majority is attained earlier.

the household", even in developed countries[®], also noting that over "150 million girls and 73 million boys under the age of 18 have presumably endured an imposed sexual relation or other forms of sexual abuse"[®]. According to UNICEF, the so-called "sex" industry sucks in approximately two million children every year. Over one million photographs representing 10,000 to 20,000 child victims of sexual abuse circulate on the Internet. Among these children, only a few hundred are identified. The others are anonymous, abandoned and most likely victims of repeated abuse."[®]

The Rio de Janeiro Declaration and Call for Action to prevent and stop the sexual exploitation of children and adolescents (2008) has, for its part, set 2013 as the deadline specifically for the establishment of mechanisms and/or processes that facilitate the **coordination, at national, regional and international scale**, of an effective and easily accessible system that allows the **reporting** of suspicions and instances of sexual abuse, the follow-up of cases and the support of child victims and **independent national institutions** in charge of promoting and protecting children's rights[®]. This objective has only partially been met.

Even though the CRC calls on States "to protect the child from all forms of sexual exploitation and sexual abuse" (article 34), and to take "all appropriate legislative, administrative, social and educational measures to protect the child

[®]A/61/299, § 2.

[®]Five years later: a global point on violence against children, pages 9-10.

[®]*ibid.*

[®]General Comment n.13 (2011), Concluding Observations: CRC/C/TGO/CO/3-4, §§ 49-50 and 69-70 (Togo), CRC/C/BOL/CO/4, §§ 77-80 (Bolivia); CRC/C/OPSC/UKR/CO/1, §§ 29-30 (Ukraine); CRC/C/KHM/CO/2, §§ 49-50, 71-74 (Cambodia).

[®]A/HCR/20/18/Add.1, §§ 5-16 (Australia), A/HCR/20/18/Add.2, §§ 7-16 (Thailand), A/HRC/17/35/Add.4 (Argentina) and A/HRC/17/35/Add.3 (Uruguay): Mission Report of the Special Rapporteur on trafficking in persons, especially women and children, Joy Ngozi Ezeilo.

[®]A/61/299, § 44.

[®]*Global Estimates of Health Consequences due to Violence against Children*, op.cit., note 8, based on the estimates prepared by G. Andrews et al., Child sexual abuse, chap. 23, in M. Ezatti et al., (2004) *Comparative Quantification of Health Risks: Global and regional burden of disease attributable to selected major risk factors* (Genève, World Health Organization, 2004), vol. 2, p. 1851 to 1940, and the data from the Division of Population of the Department of Economic and Social Affairs regarding populations of less than 18 years of age.

[®]Quoted from the Report of the Council of Europe on the Convention of the Council of Europe on the Protection of Children against Sexual Exploitation and Sexual Abuse, STCE n° 201, §§ 1-2.

[®]World Congress III against Sexual Exploitation of Children and Adolescents, **Rio Declaration and Call for Action 2008** to prevent and stop sexual exploitation of children and adolescents. <http://www.ecpat.net/ei/Updates/FRWCIIIOutcome.pdf>. The **Second World Congress** against Commercial Sexual Exploitation of Children **was held in Yokohama in 2001**. <http://www.csecworldcongress.org/en/yokohama/index.htm>; and the **First World Congress against Commercial Sexual Exploitation of Children in Stockholm in 1996** <http://www.csecworldcongress.org/fr/index.htm>

from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse" (article 19), these objectives are still largely to be met. That is why BICE and its 25 partner organizations decided to call for integrated and inclusive action as well as greater mobilization to ensure optimum protection for child victims, those who are at risk and/or have suffered from sexual abuse or exploitation.

1. ORIENTATION AND DEFINITION

This position paper draws its inspiration from the outcome of the BICE Good Treatment/Maltreatment program previously acquired by our organization and the members of our network. It focuses on the ever increasing abuse against children in trusted environments such as family, school, hosting and child-placement institutions, care centers, workplaces, with presumably trusted people such as relatives in a broad sense, neighbors, teachers, educators, therapists, trainers and others. In addition, this position focuses on sexual abuse and exploitation of children, specifically the new forms of violence and exploitation through the Internet.

BICE is convinced that an excessively precise definition may undermine the fight against impunity for violations pertaining to sexual abuse and exploitation. In the absence of such a definition, it is, however, necessary to identify the criteria and constitutive elements of these issues.

Thus, inspired by the CRC and specifically its articles 19 and 34, the Committee of the Rights of the Child General Comment n°13^④ provided the following constitutive elements:

a. The fact of inducing or compelling a child to engage into illegal or psychologically detrimental sexual activity. The Committee specifies that sexual abuse includes all sexual activity imposed onto a child by an adult, from which the child is protected by criminal law. Sexual activities are also deemed as violence when they are committed by a child against another child, if the perpetrator of the facts is sensibly older than the victim or uses his power, threats or other pressure tactics. Sexual activity among children is not considered as sexual abuse if the age of the children in question is over the minimum age set by the State for consenting to sexual relations.

④ CRC/C/GC/13, § 25, The right of the child to be protected from all forms of violence.

BICE considers the following as sexual abuse:

- Sexual activities or attempts at sexual activity with a child who has not reached the age required for the said activity, whether according to internal harmonized legislation or international law.
- Sexual activity or attempts to have sexual activity with a child resorting to or using fraud, coercion (force, constraint, violence of different natures), threats, a situation of vulnerability, a position of authority, influence and trust towards the child. The age of the child is not a determining factor. The status of the perpetrator of these activities may constitute an aggravating circumstance.

In these two cases, consent, whether clarified or not, of the victim cannot exonerate the author of the said abuse and sexual exploitation. The meeting of constitutive elements is sufficient to charge the perpetrator.

b. Use of a child for sexual exploitation for commercial purposes;

According to BICE, sexual exploitation refers to the exploitation of children for purposes of prostitution or for the production of performances or materials of pornographic nature, child pornography or cybercrime.

c. The use of children in sound or visual representations of sexual violence committed against children;

d. Child prostitution, sexual slavery, sexual exploitation during trips and tourism activities, trade (within countries and among them) and the sale of children for sexual purposes and forced marriage. Many children suffer from sexual offenses that are not accompanied by force or physical constraint but which are nonetheless psychologically intrusive and traumatizing; these constitute exploitation.

BICE's position is based on four areas: prevention, protection, participation, national, regional and international cooperation. These four areas are rooted in the fundamental principles of the CRC, which must serve as a compass in the analysis and interpretation of the criteria and constitutive elements of abuse and sexual exploitation:

a. A right-based approach: that recognizes the child as a subject of rights, ensures the inclusion of his or her opinion, protects procedural safeguards in judicial, non-judicial and administrative matters and preserves access to a court settlement, disciplinary action, litigation or other actions.

- b. The best interest of the child**^② (article 3 of the CRC and General Observation n.14): It transcends all considerations that do not contribute to the protection of the fundamental rights of the child. This principle is transversal and present before, during and after the investigation, hearing and outcome of a case involving a minor.
- c. Non-discrimination** (article 2 of the CRC): No reason for discrimination based on gender, race, color, language, religion, political or any other opinion, regular or irregular status, ethnic or social origin, belonging to a national minority or aboriginal population, property, birth, sexual orientation, health conditions, disability or any other condition, can legitimately and reasonably prevent benefitting from preventive, conservation and protective measures. All children must receive equal treatment.
- d. Listening to the child and his/her participation** (article 12 of the CRC): Listening to the child and encouraging his participation, whether he was the perpetrator, author, witness or victim in adapted conditions (*child-friendly*) are indispensable. The child has the right to freely express his or her opinions regarding any matter of his or her concern and the child's opinions must duly be taken into account. The child must be heard in any legal or administrative procedure that regards him or her, whether directly or through a representative or adequate organization, in a manner that is in accordance with the rules of procedure of national legislation.
- e. Respect for private and family life** (article 16 of the CRC): Arbitrary and illegal interference is prohibited; however, it may not serve as a pretext for the State and its services to allow the continuation of suspected or proven abuse within the family through converging evidence or clues. Intervention must be regulated by law and translated in practice into the psychosocial counseling of the child, in the legal procedure (closed session, confidentiality of recorded testimonies, blurred photographs, disguised voices, etc.) and following the same (non-communication of sensitive information -- e.g. criminal record -- at the time of re-insertion into a private or public company, a family or hosting institution, etc.)

^② For the content of the "best interest of the child", see General Comment n°14 (CRC/C/GC/14), 2013, of the Committee on the Rights of the Child.

2. PREVENTION

BICE has tested preventive interventions on three levels:

- **primary prevention:** general prevention through public health, education, social services and other approaches.
- **secondary prevention:** targeted public policies^③.
- **tertiary prevention:** inter-institutional collaboration in the implementation of public policies^④.

The most effective protection against sexual abuse and exploitation is prevention based on a national operational legal framework that is harmonized, strengthened and sustained by a multidisciplinary and inter-institutional strategy focused on prevention, protection, accompaniment and participation of children. That is why BICE:

- a. Intervenes with regard to positive parenting, to help parents raise their children in a safe environment, to adopt and put into practice education processes that are based on the knowledge of children's rights, child development characteristics and techniques of positive discipline to reinforce parent-child relations;
- b. Organizes awareness campaigns in communities as well as television and radio broadcasts in local languages to fight against attitudes that perpetuate tolerance and leniency with regard to sexual abuse and exploitation;
- c. Works to reinforce the capabilities of players such as psychologists, teachers, pedagogues, educators and social workers, therapists, judges and judicial police officers;
- d. Implements media self-regulation mechanisms through professional media charters for a treatment of sexual abuse and exploitation cases respectful of the child recognized as subject of law and as a human being to be accompanied for playing a constructive role in the future (respect for private and family life, nondisclosure of criminal records or other precedents that could be damaging to the child).

^③In its General Comment n°13, the Committee states: "Emphasis on general (primary) and targeted (secondary) prevention must remain paramount at all times in the development and implementation of child protection systems", § 46.

^④In its General Comment n°13, the Committee states "it is necessary to focus on general prevention (primary) and targeted prevention (second) during all the elaboration and implementation phases of the systems for the protection of the child, § 46

2.1. THE ROLE OF STATES

The role of States in prevention should focus on the following commitments:

LEGAL CONTEXT

- 1. Ratify** international legal instruments **without any reservation** incompatible with the objective and goals of the provisions pertaining to sexual abuse and exploitation; implement, specifically the CRC and its optional protocols, the supplementary Protocol to the United Nations Convention against organized transnational crime aiming at preventing, repressing and punishing human beings (especially children), the conventions pertaining to the ILO and the UNODC; and harmonize the national legal and operational framework with international provisions to which States have freely consented to adhere, with a view to meeting the objective of eliminating sexual abuse and exploitation of children;
- 2. Lead the national legal framework to evolve**, in accordance with the transformations, modifications, changes and natures of threats, and:
 - above all, adopt a **right-based approach**, which aims at establishing a participatory democracy and the rights of children in communities;
 - integrate **repression of cybercrime** in all its forms, specifically child prostitution, cyber-pornography, child pornography in the internet, sexual tourism involving children, child trafficking for sexual purposes, and ensure the regulation of the New Communication and Information Technologies sector (NCT), the company supplying the domain and internet access, the internet service supplier, mobile telephone operators, the producers of software, those responsible for internet websites and social networks, of cybercafés and blogs;
 - **criminalize the production, possession, storing, sharing, spreading, transportation** of pornographic material displaying children, and its distribution, including on line;
 - **specifically criminalize sexual abuse and exploitation within the family, in schools, in professional learning and training places, at the workplace, in private or public institutions of employment and coaching, as well as any other facility that hosts or cares for children.** Abuse and exploitation committed by a parent, an educator or a professional spontaneously trusted by a child constitutes an aggravating circumstance. Attempts and passive or active complicity should be equally punishable as total or partial consummation of the abuse or exploitation;
 - necessarily provide for the **minimum age** required for consent to sexual

relations and marriage, in order to prevent the exposure of little girls to sexual abuse and exploitation as well as to early or forced marriages;

- incorporate child protection and the prevention of child sexual exploitation to the **legal system** and the **social liability policies of businesses** engaged in tourism, travel, transportation, agriculture and financial services, as well as in communications, media, internet services, advertisement and entertainment sectors®.

PUBLIC POLICIES

1. Develop a **monitoring system** to identify and organize the follow-up of children in danger or children who have already been victims of violence or abuse in their families, schools, home institutions or health centers. An alert and support mechanism (such as telephone assistance) must be available. This system should also be available to families presenting a record of high risk factors (previous abuses, lack of surveillance by the adult responsible for the child, social services reports etc.) by offering them training sessions on preventing violence, promoting commitment to the child and discipline without violence;
2. **Train, and periodically retrain, continuously evaluate and systematically monitor** State representatives expected to implement and enforce the harmonized and reinforced legal and operational framework;
3. Integrate **well-suited training to sexuality in curricula**. Training should be offered to children but also to the **teaching staff, administrative staff working with children, medical staff and institutional teams working with children**. It should focus on friendly and unfriendly gestures, respect for the rights of children and sanctions applicable if these rights are violated;
4. **Integrate training modules** relating to the harmonized and reinforced legal framework, at **source** (training school) within the training plan of State agents, specifically judges, judicial police officers, teachers, social workers and educators, doctors, nurses, and other health agents, law enforcement, municipal authorities, decentralized communities or federal and canton authorities. These modules should also integrate aspects related to the development of the child, the causes and consequences of violence and sexual education suited to children;
5. Take into account **gender** issues in national policies;

® Rio Declaration and Call for Action 2008.

6. **Integrate the rights of the child** in school curricula at all levels, including informal education, to respond to training objectives, including children's, regarding human rights and thereby **defend respect for child rights in society**, starting with young children;
7. Promote **child participation** by institutionalizing it through the consultation of children before developing programs that concern them;
8. Conduct **awareness campaigns** over time, with culmination phases that target children, whether victims or not, community leaders, griots, traditional and customary chiefs, those in charge of traditional convents, opinion leaders, religious leaders, indigenous populations chieftains, including school establishments, psychologists, psychoanalysts, social educators, and the public at large, over the entire national territory, including rural areas whether remote or isolated, to solidly establish a knowledge of the rights of the child;
9. Implement **process and impact indicators** regarding the phenomena of abuse and exploitation, accompaniment mechanisms and coordination organized among different services dealing with child protection, involving other players, specifically civil society organizations.

2.2. ROLE OF CIVIL SOCIETY

Today, the action of civil society cannot be dissociated from government efforts. The latter recognizes and develops integrated cooperation between civil society organizations and public institutions. Some states, however, remain reluctant and try to hamper the actions of civil society organizations by enacting legislations against human rights defenders.

Civil society should:

1. Continue to **advocate with government authorities** the improvement of the legal framework and the development of public policies that are respectful of the international child rights system;
2. Intensify initiatives **aimed at the ratification without reservations of pertinent legal instruments and the harmonization of the national legal framework** to lay the foundations of prevention of sexual abuse and exploitation of children;

3. Gear the development of its **programs and projects** towards strengthening the concerned players' capabilities, to **achieve prevention objectives**, working in partnership with State services and agents involved in the care, guidance and protection of children;
4. Reinforce **partnerships among civil society organizations**;
5. Ensure that sexual abuse and exploitation **preventive measures** be listed on the **international agenda** and in **public policies** at **national** level;
6. **Continue to develop awareness campaigns on sexual violence, abuse and sexual exploitation. It should also continue its actions in terms of detection, orientation and follow-up of abuse cases committed against children.**

2.3. ROLE OF THE COMMITTEE ON THE RIGHTS OF THE CHILD

The Committee on the Rights of the Child is firmly committed to supervising the enforcement of the CRC through a constructive dialogue with States. Thus, it examines States periodical reports, expresses its concerns and formulates recommendations after consulting during pre-sessions, and designs a *list of issues* to request supplementary or updated information. The Committee also strives to interpret and clarify the CRC provisions through General Comments, namely numbers 8 (2006)²⁶ and 13 (2011)²⁷ concerning violence against children. General Comment N. 13 constitutes a call for the Committee to broaden the scope of its actions to eliminate violence, particularly sexual abuse and the exploitation of children.

The Committee should:

1. Systematically continue to pay particular attention on the abuse and exploitation of children at the time it **examines States' reports**, and **formulate achievable and measurable recommendations** to States, as well as report the **loopholes in the legal and operational frameworks** and **strategies for prevention and protection**;
2. Ensure that the CRC Optional Protocol on the sale of children, child prostitution and child pornography is adequately integrated to national law, particularly by **assessing its enforcement every three years**.

²⁶ /Doc: CRC/C/GC/8: The right of the child to protection from corporal punishment and other cruel or degrading forms of punishment (art. 19, 28 (par. 2) and 37, among others).

²⁷ See above. Footnote n. 12

2.4. ROLE OF SPECIAL PROCEDURES

Special Procedures are UN Human Rights Council mechanisms. They deal with a **specific country's** situation or with **thematic issues** in all regions around the world. Special procedures are mainly represented by field visits and exchanges with governments. The mandates of certain procedures relate to child rights, particularly to the abuse and exploitation of children. Among them, those concerning:

- Sale of children, child prostitution and child pornography;
- Trafficking people, especially women and children;
- Violence against children;
- Violence against women, its causes and consequences.

These procedures should:

1. Perform **thematic studies**, if necessary in collaboration with **universities and graduate institutes for training and research**, focused on aspects of prevention, protection, cooperation, accompaniment, care for child victims, witnesses and perpetrators of sexual abuse and exploitation;
2. Carry out **visits, studies, conferences and other joint activities with other mechanisms** at international, regional and national levels in order to reinforce visibility on all or certain aspects of sexual abuse and exploitation.

3. PROTECTION

Children are subjects of rights and their fundamental rights must be guaranteed and protected in accordance with what is required by their conditions as minors. **States** should therefore ensure that their duty to protect and guarantee protection does not permit a suspension of the rights or guarantees that are essential to protecting the said rights, even in exceptional situations.

According to BICE, **denouncing, reporting, accompanying, reintegrating, and monitoring the reinsertion** of child victims of sexual abuse and exploitation are fundamental elements. In particular, accompaniment should be carried out through the psychological, legal, physical, health, nutritional and clothing

reconstruction of the child. In addition, further guidelines have been adopted such as the **capitalization of best practices** (significant practices) and the **establishment of process and impact indicators**.

3.1. THE ROLE OF STATES

According to BICE, an adequate public policy for protection against child sexual abuse and exploitation and the supply of services requires a multi-disciplinary and integrated strategy focused on 15 criteria. Each of these criteria:

1. Takes into account, first and foremost, the victim and his or her needs and considers him or her as such by paying immediate attention to possible traumas endured, inherent effects and visible or latent consequences;
2. Accompanies, particularly on a psychological level, the victim's family notably when the family is not involved in abuse or exploitation;
3. Facilitates and accompanies with no procedural and financial constraints, the effort of **gathering evidence** of abuse and exploitation;
4. **Raises public awareness on the need to fight against impunity of perpetrators** of sexual abuse and exploitation, regardless of their social or political position or their closeness to the victim, particularly through denouncing and reporting actions, when circumstances demand it, at the expense of settlements, as these are actually catalysts of abuse and exploitation;
5. **Implements a child-friendly legal system, respectful of child rights before, during and after the legal procedure;**
6. Mobilizes a child-friendly **legal system that is reactive, effective and efficient**, particularly through an information system at all stages of the procedure; which provides **free legal and judicial assistance**, extra medical assistance and a support team made up of **social workers and educators**; and that ensures that the matter is dealt with **promptly and diligently** with **detering sanctions**;
7. Guarantees the **rights of the victim** and considers him or her as such, with all adequate services and measures; **abstains from further victimizing the victim** to the point of exposing him or her toward increasingly dangerous threats;

8. Ensures that the victims benefit from **protection**, including **preventive**, and **cautionary measures** while waiting for a final decision from justice and the administration or for the outcome of the investigation; that victims' **compensation** is not dependent on the "law of the strongest", which is often the only one the perpetrator of the abuse or exploitation respects, and that social services (housing, professional training, work, social security, etc.) are mobilized to ensure greater safety to the victim;
9. Establishes functional links of **coordination, exchange and reinforcement of capabilities** among State services, non-State services and other actors involved, on the basis of **harmonized and adjusted indicators**.
10. Is equipped with a program of **physical, emotional and psychological rehabilitation, fostering the socio-professional reintegration and monitoring** of the entire process, for victims as well as child witnesses or perpetrators, and that refrains from obstructing through whatever means and maneuvers, the intervention of other stakeholders, including civil society organizations;
11. Includes an **investigation and disaggregated data gathering process**, that is regularly updated on the phenomenon of abuse and exploitation, in order to adapt and adjust responses to changes and to the evolution of the threat, along, if necessary, with schools, institutes and universities;
12. Is equipped with a system of **effective reporting**, that is known, easily accessible, used and periodically evaluated in line with **indicators established** under the auspices of the State by professionals and institutions caring for children, State services engaged in child protection, civil society organizations possessing expertise and experience in that field, with the technical support of international organizations²⁸;
13. Integrates **international cooperation mobilized to meet the fundamental needs of children at risk or victims of abuse and exploitation** and provides **adequate responses focused on the child**, whether accompanied or separated, on his protection and guaranteeing fundamental rights;
14. Establish mechanisms and/or processes that facilitate **coordination on national, regional and international scale** or improves the existing

²⁸ Objective 2013 Rio Call for Action 2008: "Establish by 2013 an effective and accessible system for reporting, following up and supporting children victims of suspected or actual incidents of sexual exploitation, for example by instituting mandatory reporting for people in positions of responsibility for the welfare of children".

mechanisms for better cooperation among the different ministries, donors, UN agencies, NGOs, the private sector, employers and workers associations, the media and organizations;

15. Aims at developing the **specialization** of agents in charge of fighting against sexual abuse and exploitation to adjust to the new threats, particularly those emerging from the Internet and other NTCI and the establishment of **tools, as well as control and sanction services**, also online.

3.2. THE ROLE OF THE COMMITTEE ON THE RIGHTS OF THE CHILD

In its role of protection, the **Committee on the Rights of the Child** should:

1. Record abuse and exploitation as issues ranking high in importance, which must be the object of further studies during **pre-sessions**, to obtain specific supplementary information in **formulating the list of issues**;
2. Ensure that this topic is kept on the **international agenda**, particularly as a topic for debate at the time of the annual HRC day on the rights of the child, or as a topic to be examined during the Committee Day of General Discussion;
3. Implement – along with the **relevant Special Procedures**, other United Nations mechanisms related to child rights, as well as those established at a regional level -- some **joint actions** (visits, thematic reports, consolidated statistics, establishment of indicators, news, communications addressed to the States, etc.) about prevention and fight against sexual abuse and exploitation of children;
4. Formulate **recommendations** aiming at setting up institutions and public programs for the prevention and protection against violence, abuse and sexual exploitation.

3.3. THE ROLE OF SPECIAL PROCEDURES

These procedures should:

1. Perform **thematic studies**, if necessary in collaboration with **universities and graduate education institutions for training and research**, focused on aspects of prevention, protection, cooperation, accompaniment, care for child victims, witnesses and perpetrators of sexual abuse and exploitation;

2. Continue to conduct ***in situ* visits** in the States most affected by the phenomenon of sexual abuse and exploitation and submit to the Human Rights Council a report including **measurable and achievable recommendations** in accordance with an **implementation-oriented agenda**, including intermediate and follow-up activities and reports;
3. Provide **technical assistance** in terms of harmonization of the legal framework, reinforcement of involved players' capabilities, development of indicators and establishment of programs in accordance with the harmonized and reinforced legal framework;
4. Prepare a **collection of best practices of protection and accompaniment** recorded at the time of the in situ visits;
5. Provide **technical support** to the parties involved, for better protection of child victims of sexual abuse and exploitation.

3.4. THE ROLE OF CIVIL SOCIETY

Civil society organizations should:

1. Adopt a **policy for the protection of children** that is vibrant and dynamic, enforced and understood at all hierarchical levels;
2. **Incorporate its action** aimed at fighting against child abuse and exploitation to the **legal and operational national framework** and, in **synergy** and in **coordination** with other stakeholders, advocate for actions destined to creating an environment that is protective of child rights in families, communities, workplaces, schools as well as within the State apparatus;
3. Continue to launch **activities for the protection and accompaniment** of children as part of their programs and projects included in States' national action plan.

4. PARTICIPATION

An effective participation should play a preventive role on violence, abuse and sexual exploitation⁹ notably among trust-worthy environments such as

⁹ Doc. UN, General Comment no 12 (2009), § 118.

families. Parents must be trained in these methods and practices favoring the active participation of their child to decisions concerning both their families and themselves. At school, increased children participation to implementing prevention measures helps reduce and even eliminate incivilities, humiliations and other forms of violence. Discrimination, stigmatization and marginalization do not favor participation and expose children in danger to more violence, abuse and sexual exploitation.

The application of the participation principle is a responsibility of the state, and it should:

1. Recognize children as **subjects of rights** and not only as **beneficiaries of the benevolence of adults**, as **stakeholders that act for the protections of their rights and their promotion through campaigns conducted by children**, for and with children with a view to raising awareness and preventing sexual abuse and exploitation of children (e.g. education and awareness strategies directed toward other children, increased participation in the decision-making process on all issues concerning them directly, audits of the laws and decisions implemented as regards children);
2. To ensure the accompaniment of the child who is the perpetrator, victim, witness or is at risk of sexual abuse and exploitation is done through a process of socio-professional reinsertion whose monitoring must be based on the **active participation of the concerned child**, of his parents, if these are not involved in the abuse suffered by the child and, if appropriate, of his community;
3. To establish the said participation **on the right to information of the child**, as this allows the child to express his opinions and wishes, in full knowledge of the facts about the terms of his accompaniment, the services offered, the objectives and goals of the measures regarding him;
4. Ensure the said participation when the child is unaccompanied or separated, outside his country of origin. This demands the free of charge availability of an **interpreting service at all stages of the accompaniment process**⁹⁰.

⁹⁰ (General Comment n° 6, CRC/GC/2005/6)

5. Ensure the said **participation meets a transversal approach of the accompaniment process** and of services to the child since the beginning of his care, until his reintegration to family, school and professional environments, as well as during the follow-up process, besides **taking into account his opinion in the development of public policies regarding** sexual abuse and exploitation ;
6. Build on the **resilience capacity** of every child perpetrator, victim, witness or at risk of sexual abuse and exploitation, relying on his own resources to regenerate himself following the trauma he has **suffered** from;
7. Abstain from disregarding what the child says and therefore encourage the child's participation taking into account subjective criteria such as his age, discernment capacity, capability to fluently speak a language or not, his status (irregular), his record or background;
8. Apply the "**participation without discrimination**" **principle** to every child whether he is experiencing a handicap, is a foreigner accompanied or not, is living in the country regularly or not, is healthy or not, etc.;
9. Turn the child's participation into an indicator to determine respect for legal procedures, his psychosocial accompaniment and respect for his rights within the family.

5. COOPERATION

Inter-institutional cooperation (whether at regional, national or international levels) is essential to fighting efficiently against violence, abuse and sexual exploitation of children. Such networking favors information exchanges, coordination, follow-up as well as technical support. International media should also use this network to establish, develop and strengthen international cooperation.

It essentially concerns **States**, which should ensure:

1. The implementation of a **dynamic international collaboration** to meet challenges in light of the risks and threats of abuse and exploitation that are in constant evolution, particularly through the internet; **among States**, on one hand, specifically through the services of the Interpol, policemen, highway, port, airport and waterways customs and, on the other hand, **between the State**

- and the private sector** (banking, social networks, internet, sex industry...) in order to obtain the means to track perpetrators of child sexual exploitation and prosecute them, in addition to deny them access to their sources of income and supply;
2. Opening, by way of **international cooperation**, a path to collaboration between States and the private sector, specifically with **banking institutions and similar establishments as well as money transferring facilities**, to **fight against laundering money earned** from sexual exploitation; **with companies managing airports and airfields, travel agencies, tour operators and airline and waterways companies**, to raise the awareness of travelers, specifically tourists, regarding the laws of the country of destination and the risks involved; with hotels and hotel chains as agents of this awareness, sending prevention messages to their guests; and with the **sex industry regarding producing, possessing, storing, sharing, disseminating, transporting** pornographic material depicting children, and its **distribution**, including online;
 3. Develop **international cooperation** aimed at **sharing information and best practices** among services, offering **technical support** for States with scarce resources, to face up to the issue of abuse and exploitation across borders, and the **development of a network of data accessible** from the different services involved, including beyond borders.

CONCLUSION

The 2006 United Nations study on violence against children drew alarming conclusions on the daily, recurrent and vicious presence of violence, as well as on the multiple forms this violence could take. The Objectives of the 2008 Rio Declaration and Plan of Action are far from being met. Clearly, violence, abuse and sexual exploitation plague our societies. Unfortunately, the threat of violence usually stems from trustworthy environments such as families, schools and health centers. The workplace is also a place where violence and abuse can occur. The majority of these acts of violence and abuse are being perpetrated by people the child knows and trusts.

Furthermore, the development of new communication technologies (notably the Internet, which makes available pedophile activities, child pornography and other technological lures) continue posing serious threats to children and teenagers.

A rights-based approach represents the only way to guarantee children are effectively protected against violence, abuse and sexual exploitation. Confronted with risk factors within society but also within their own families, it is essential to work for the creation of an environment that favors behavior changes but must, above all, be included in States' legal apparatuses in order to protect children and youths.

Actions should converge toward making children autonomous and strengthening their defense against sexual abuse. These actions should also facilitate the implementation of parenthood programs taking into account the notion of gender. National policies on prevention and the protection of children must be included within a well-suited legal framework which should be designed in accordance with the social and cultural context, in order to support States and families in their efforts at creating a safe environment, free from violence and abuse.

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