Indicators for Monitoring of VIOLENCE AGAINST CHILDREN GUIDEBOOK

THIS PROJECT IS FUNDED BY THE EUROPEAN UNION IN PARTNERSHIP WITH UNICEF
Indicators for Monitoring of VIOLENCE AGAINST CHILDREN GUIDEBOOK

“No violence against children is justifiable, acceptable and all violence against children in all settings is preventable.”

UN Study on Violence Against Children 2006
Acknowledgements

This guide is developed with contributions from a wide range of stakeholders of a project implemented by UNICEF in South East Europe in four countries including Turkey to contribute to the efforts in monitoring violence against children.

UNICEF would like to thank Adem Arkadaş-Thibert and H. Feray Salman for preparing this guide;

The authors of this guide would like to thank Severine Jacomy-Vite, Eylem Şavur and Sinem Bayraktar from UNICEF Turkey, members of the Partnership Network for Preventing Violence against Children, especially the members of the Training Working Group, namely Sibel Erenel, Doç. Dr. Mine Oğul, Prof. Dr. Runa Uslu, Prof. Dr. Neşe Erol and Yrd. Doç. Dr. Neşe Şahin for their extremely helpful feedbacks, comments and suggestions.

In development of the indicators and the ensuing guide, authors’ special thanks are due to 25 children at Ankara Etimesgut Education Park of Education Volunteers’ Foundation of Turkey (TEGV), to TEGV itself, and to numerous experts and NGO activists that provided invaluable insight, direction, and motivation.

In addition, UNICEF Turkey would like to thank the members of the NGO Consortium members International Children’s Center (ICC), Association for Solidarity with Freedom Deprived Youth and Youth Federation of Turkey.

Last but not least UNICEF Turkey would like to thank European Union for co-financing the project.
# Contents

**Acronyms** .................................................................................................................................................................................................................... 7

**Chapter 1. Introduction** .............................................................................................................................................................................................................. 9
  - Background ................................................................................................................................................................................................................. 10
  - Conceptual Framework .................................................................................................................................................................................. 11
  - Violence against Children (VAC) ............................................................................................................................................................... 11
  - Indicators and Monitoring ......................................................................................................................................................................... 15
  - Benefits of Indicators in Monitoring VAC .................................................................................................................................................. 16

**Chapter 2. How to use this guide?** ................................................................................................................................................................. 19

**Chapter 3. VAC Prevention Indicator Sets** ..................................................................................................................................................... 29
  - VAC at Home and in Family Setting ............................................................................................................................................................ 30
  - VAC in School and Other Education Settings .......................................................................................................................................... 34
  - VAC in Institutions (care, rehabilitation, detention, justice, etc) ........................................................................................................... 40
  - VAC in the Workplace .................................................................................................................................................................................. 48
  - VAC in the Street and in Public Spaces ....................................................................................................................................................... 52

**Chapter 4. Supporting Tools** ............................................................................................................................................................................. 57
  - Tool 1. Reporting Steps and Sample Report Analysis Tools .................................................................................................................. 58
  - Tool 2. Good Practices .................................................................................................................................................................................. 61
  - Tool 3. International Normative Protection Framework ................................................................................................................................ 66

**Tool 4. UNCRC Concluding Observations on VAC for Turkey** .................................................................................................................... 70
  - (20 July 2012) ................................................................................................................................................................................................... 70

**Tool 5. UNVAC Study Recommendations** .................................................................................................................................................... 73

**Tool 6. Information Notes** ................................................................................................................................................................................ 76
  - VAC and Gender .................................................................................................................................................................................................. 76
  - VAC and Media ..................................................................................................................................................................................................... 78
  - VAC and Disability .................................................................................................................................................................................................. 80
  - VAC and Discrimination .................................................................................................................................................................................. 82
  - VAC and Poverty ....................................................................................................................................................................................................... 84

**Tool 7. Glossary** ........................................................................................................................................................................................................ 85

**Tool 8. Indicators Pool** .................................................................................................................................................................................................. 88

**Chapter 5. Bibliography** ..................................................................................................................................................................................... 95
Acronyms

CAT  UN Convention against Torture
CEDAW  UN Convention on Elimination of All Forms of Discrimination against Women
CERD  UN Convention on Elimination of Racial Discrimination
GC  General Comment
CoE  Council of Europe
CRC  United Nations Convention on the Rights of the Child
CRPD  UN Convention on the Rights of Persons with Disabilities
CWM  UN International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
ICC  International Children’s Center
ICCPR  UN International Covenant on Civil and Political Rights
ICESCR  UN International Covenant on Economic Social and Cultural Rights
ILO  International Labour Organisation
OZGEDER  Association for Solidarity with Freedom Deprived Youth
TGF  Turkish Youth Federation
UN  United Nations
UNCRC  United Nations Committee on the Rights of the Child
UNICEF  United Nations Children's Fund
UNVAC  United Nations Study on Violence against Children
VAC  Violence against Children
Humanity has come a long way from conceptualizing children as being “in a state of immaturity characterized by irrationality, incompetence, weakness, naivety, and innocence” to understanding the child as an autonomous human being (not one becoming human) valued for and of her/his agency and as bearer of normative human rights with evolving capacities to exercise her/his rights and responsibilities. However, we still have a long way to go to break the remaining barriers before children to be seen as equals in the eyes of the adults. One of the last barriers in the field of human rights is the power relationship between adults and children, which manifests itself in the form of violence against children. Children’s generally relative small size, developmental immaturity, and state of dependence on adults make them more vulnerable to violence than adults. This power imbalance makes children seen as unequal human “becoming”s instead of human beings whose dignity and rights are equally respected. Although developmental, physical, psychological, long-term social and economic consequences of violence against children are well documented and known; governments are not doing enough to address the scourge of violence against children.

In the meantime, the United Nations Convention on the Rights of the Child (CRC), as a universally accepted international law, provides a unique and universal legal framework, which acknowledges children as subjects of legal rights. The CRC defines legal criteria for the child’s entitlement to freedom from violence together with corresponding legal obligations of individuals, parents, communities and first and foremost the governments to introduce the necessary measures to ensure the realization of those legal rights.

This gives governments a significant tool to build an environment where every child enjoys a safe and nurturing childhood in which they develop and grow to their full potential free from violence and want, protected from neglect and exploitation, to have good health, to learn and to play; i.e. enjoy their childhood to the full.

In Turkey like in many other countries, ratification of the CRC in 1995 has been followed up with policies, legislation, services, resources and administrative reform consistent with the legal rights it embodies. However, although significant steps have been taken, the full realization of those rights is far from being a reality. In order to facilitate better realization of the rights of the child, there needs to be a consistent monitoring system with clear markers to indicate progress and achievement of legal obligations Turkey agreed upon when ratifying CRC and other relevant human rights treaties. Both government representatives and child rights practitioners acknowledge this need in Turkey.

Therefore, there has been growing awareness in recent years that the development of indicators is central to developing the capacity for monitoring child rights to freedom from violence that provide legal, economic and social protection for children of all ages, as well as evaluating the performance of public administration at all levels in implementing these rights.

This guide borne out of this need to provide NGOs and other concerned organisations a starting point in their efforts to end violence against children (hereinafter VAC) in Turkey through systematic monitoring of violence against children.

**Background**

Funded by the European Union, UNICEF Turkey with three other offices in South East Europe (Albania, Bosnia and Herzegovina, Serbia) is undertaking a project to help strengthen capacities of civil society organisations through reinforced partnership between civil society and governmental decision makers in identifying, monitoring and addressing VAC.

In Turkey, the project focuses on the accountability and responsiveness of the public service systems through active, structured engagement of civil society organisations that are engaged and trained to

---

raise awareness; improve the collection, monitoring and analysing of data while contributing to policy
dialogue about VAC at the local as well as national levels.

UNICEF Turkey commissioned a number of activities to achieve the goals of this project including one,
which has overseen development of VAC indicators and a guide for non-governmental organisations
(NGOs) in Turkey based on the UN Convention on the Rights of the Child (CRC) and its Committee on
the Rights of the Child’s (UNCRC) deliberations in the form of general comments, days of general dis-
cussion outcomes, decisions, and concluding observations as well as UN Study on VAC.

Several articles of the CRC especially articles 19, 34 and 37 and umbrella rights/guiding principles of the
CRC (articles 2, 3, 6, 12) as well as UNCRC’s general comments 8 and 13 provided direction in develop-
ment of the framework, the indicators, and the guide itself.

The main objective of this guide is to provide a monitoring tool on VAC indicators for NGOs in Turkey
so that they can contribute better to the work of local and national governmental efforts in combatting
VAC and help NGOs utilise available information on violence against children, within a context of child
rights, to better inform laws, policies, programs and projects.

A mixed methodology was employed in developing this guide. Similar existing literature provided a
framework for this guide. Along with the literature reviewed, a number of workshops and consulta-
tion meetings were conducted to gain insight and obtain guidance in developing the guide with the
representatives from the members organisations of the Partnership Network for the Prevention of
Violence against Children, with experts from different disciplines (medicine, legal, political science,
philosophy, pshychology, social work, gender and women’s rights, disability etc.) and with 25 children
in three groups at the Education Volunteers Foundation of Turkey Ankara Education Park.

Conceptual Framework

During the consultation meetings and workshops in preparation of this Guide, one of the recurring needs
that were raised is to have explanations of concepts around violence against children (VAC) in the Guide.
With the aim of meeting this need, this section provides a conceptual framework in understanding the
basic concepts of VAC, monitoring, indicators, importance of disaggregation of data for NGOs that would
like to monitor VAC. In addition to this section, a glossary of terms (Tool 1) and information notes (Tool 8)
on main crosscutting areas are provided in the Supporting Tools part of the Guide.

Violence against Children (VAC)

There are a multitude of definitions for VAC. All of them point to uneven power relationship in differ-
ent forms and manifestations involving economic status, social status, physical and mental status,
gender roles, cultural and religious mores. Where there is inequality and discrimination, there is VAC.
VAC in itself is discrimination against children. Similar to defining violence against women as discrimi-
nation, VAC can also be discrimination against children for children are commonly exposed to violence
because of their relative physical and mental immaturity, relative lack of experience, their evolving de-
velopmental state, their lower status in the society and the state system, in the legal system through
their age.

A number of human rights documents, especially article 19, 33 and 37 of CRC, General Comments of
CRC especially 8 and 13, Declaration on Elimination of Violence against Women (1993), UN Study on
VAC.

---

3 Please see Berghan S (2013). Literature Review on Monitoring Indicators to Measure Violence against Children. UNICEF
Publications.

4 Turkish Translations of the general comments of the UN Committee on the Rights of the Child can be reached at ICC’s
Child Rights Monitoring and Reporting website: http://www.cocukhaklarizleme.org
Indicators for Monitoring of Violence Against Children Guidebook

12

For the purposes of this guide, VAC is defined as:

All forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, the intentional use of physical force or power, threatened or actual, against a child, by an individual or group, that either results in or has a high likelihood of resulting in actual or potential harm to the child’s health, survival, development or dignity.

Although this definition is clear enough to understand the basics of VAC, it would be useful to unpack this loaded definition into its main components so that NGOs that would like to monitor VAC may better understand how to identify VAC and how it manifests itself; following table unpacks VAC with a number of core components:

Based on this definition, following table unpacks VAC with a number of core components:

Table 1

<table>
<thead>
<tr>
<th>Intentional use of physical force or power</th>
<th>Threatened or actual</th>
<th>An individual or a group</th>
<th>Actual or potential harm</th>
<th>Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>economic</td>
<td>verbal</td>
<td>parents</td>
<td>physical</td>
<td>health</td>
</tr>
<tr>
<td>political</td>
<td>written</td>
<td>wider family</td>
<td>mental</td>
<td>survival</td>
</tr>
<tr>
<td>social</td>
<td>emotional</td>
<td>friends</td>
<td>emotional</td>
<td>development</td>
</tr>
<tr>
<td>cultural</td>
<td>social</td>
<td>community</td>
<td>cognitive</td>
<td>dignity</td>
</tr>
<tr>
<td>sexual</td>
<td></td>
<td>care givers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>educators</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>service providers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>any one or group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The consequences of VAC are both immediate in the form of physical or psychological injury or long term through its effects on the cognitive, mental, physical, emotional and social development of the child, thus VAC has social, economic, political and cultural consequences. Following are few of the visible and known consequences that are scientifically proven (UN. Independent Expert for the United Nations Study on Violence against Children., & Pinheiro, P. (2006). World report on violence against children. Geneva: UN. pp 63-66.):

- fatal and non-fatal injury,
- cognitive impairment,
- failure to thrive,
- feelings of rejection and abandonment,
- impaired attachment,
- trauma,
- fear,
- anxiety,
- insecurity and shattered self-esteem,
- figures of trust perceived to be sources of pain to be avoided,
- loss of faith in justice and rule of law when justice is not served,
- decrease in participation in public life and democratic decision making processes,
- decrease in efficiency in workplace.

Consequences of VAC

The consequences of VAC are both immediate in the form of physical or psychological injury or long term through its effects on the cognitive, mental, physical, emotional and social development of the child, thus VAC has social, economic, political and cultural consequences. Following are few of the visible and known consequences that are scientifically proven (UN. Independent Expert for the United Nations Study on Violence against Children., & Pinheiro, P. (2006). World report on violence against children. Geneva: UN. pp 63-66.):

- fatal and non-fatal injury,
- cognitive impairment,
- failure to thrive,
- feelings of rejection and abandonment,
- impaired attachment,
- trauma,
- fear,
- anxiety,
- insecurity and shattered self-esteem,
- figures of trust perceived to be sources of pain to be avoided,
- loss of faith in justice and rule of law when justice is not served,
- decrease in participation in public life and democratic decision making processes,
- decrease in efficiency in workplace.
Having defined VAC, one has to understand how VAC can be identified. UNVAC Report outlines three identified types and many manifestations that provide ease of use in identifying VAC. Following table shows types and manifestations of VAC:

Table

<table>
<thead>
<tr>
<th>Types of violence</th>
<th>Manifestations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical and Psychological Violence</td>
<td>• Abduction</td>
</tr>
<tr>
<td></td>
<td>• Bullying</td>
</tr>
<tr>
<td></td>
<td>• Corporal punishment</td>
</tr>
<tr>
<td></td>
<td>• Death penalty</td>
</tr>
<tr>
<td></td>
<td>• Domestic violence</td>
</tr>
<tr>
<td></td>
<td>• Extra-judicial execution</td>
</tr>
<tr>
<td></td>
<td>• Gang violence</td>
</tr>
<tr>
<td></td>
<td>• Harmful traditional practices (including early marriage)</td>
</tr>
<tr>
<td></td>
<td>• Honour killings</td>
</tr>
<tr>
<td></td>
<td>• Infanticide</td>
</tr>
<tr>
<td></td>
<td>• Judicial use of physical punishment</td>
</tr>
<tr>
<td></td>
<td>• Kidnapping</td>
</tr>
<tr>
<td></td>
<td>• Physical abuse</td>
</tr>
<tr>
<td></td>
<td>• Physical punishment</td>
</tr>
<tr>
<td></td>
<td>• Psychological abuse</td>
</tr>
<tr>
<td></td>
<td>• Psychological punishment</td>
</tr>
<tr>
<td></td>
<td>• Psychological treatment</td>
</tr>
<tr>
<td></td>
<td>• Torture and cruel, inhuman and degrading treatment</td>
</tr>
<tr>
<td>Neglect</td>
<td>• Abandonment</td>
</tr>
<tr>
<td></td>
<td>• Dangerous, harmful or hazardous work</td>
</tr>
<tr>
<td></td>
<td>• Deprivation</td>
</tr>
<tr>
<td></td>
<td>• State neglect</td>
</tr>
<tr>
<td>Exploitation</td>
<td>• Pornography</td>
</tr>
<tr>
<td></td>
<td>• Sex tourism</td>
</tr>
<tr>
<td></td>
<td>• Sexual exploitation</td>
</tr>
<tr>
<td></td>
<td>• Slavery</td>
</tr>
<tr>
<td></td>
<td>• Trafficking</td>
</tr>
<tr>
<td></td>
<td>• Violence at work</td>
</tr>
</tbody>
</table>

UNVAC Report also guides us to identify settings where violence occurs:

1. Violence in the home and family: Includes infanticide, physical, psychological and sexual violence.
2. Violence in schools and education settings: This includes violent and humiliating discipline, physical, emotional, and sexual violence and harassment, and bullying in special schools (including military schools) and mainstream schools.
3. Violence in institutions: Includes violence in alternative care situations such as orphanages, foster and other care homes, NGO shelters, and institutions for disabled children and young people.
4. Violence in the community and on the streets: Including children in conflict with the law, gang violence and children and young people involved in organised crime, but not “war” situations. Also includes private security guards, death squads and vigilantes, as well as harmful traditional practices.
5. Violence in work situations: Includes children in domestic work, trafficking (for forced labour and sexual exploitation), commercial sexual exploitation, (includes sex tourism), and child labour in hazardous conditions.

All forms of VAC also happen in the media, information communications and technologies (ICT) such as on the Internet, chat rooms, social networking sites and tools, mobile phones and the like.

VAC may generally stay hidden, unseen and unnoticed for different reasons, all children experience VAC in their childhood in directly or indirectly. However, violence may be a more pronounced fact in the lives of some children. Discriminatory perceptions or practices, whether intentional or unintentional, towards some groups of children make them more vulnerable to violence.

The following information box is prepared for NGOs planning to engage in monitoring VAC (violence against children) to show them which risk groups need special attention:

---

5 Taken from CRIN’s VAC Portal at http://www.crin.org/violence/formsofviolence/index.asp
6 Ibid.
BUNCRC’s general comment 13 (para60) indicates that discrimination may be based on prejudices towards commercially sexually exploited children, children in street situations or children in conflict with the law or based on children’s clothing and behaviour. The general comment continues to stress obligations in this regard by saying that States parties must address discrimination against vulnerable or marginalized groups of children and make proactive efforts to ensure that such children are assured their right to protection on an equal basis with all other children. Such groups include of children (GC13 para72§g)

- not living with their biological parents, but in various forms of alternative care;
- not registered at birth;
- in street situations;
- in actual or perceived conflict with the law;
- with physical disabilities, sensory disabilities, learning disabilities, psychosocial disabilities and congenital, acquired who are indigenous and from and/or chronic illnesses or serious behavioural problems;
- other ethnic minorities;
- from minority religious or linguistic groups;
- who are lesbian, gay, transgender or transsexual; at risk of harmful traditional practices;
- in early marriage (especially girls, and especially but not exclusively forced marriage);
- in hazardous child labour, including the worst forms;
- who are on the move as migrants or refugees, or who are displaced and/or trafficked;
- who have already experienced violence;
- who experience and witness violence in the home and in communities;
- in low socio-economic urban environments, where guns, weapons, drugs and alcohol may be easily available;
- living in accident- or disaster-prone areas or in toxic environments;
- affected by HIV/AIDS or who are themselves HIV infected;
- who are malnourished; looked after by other children;
- who are themselves carers and heads of households;
- born to parents who are themselves still under 18;
- who are unwanted, born prematurely or part of a multiple birth;
- hospitalized with inadequate supervision or contact with caregivers;
- or exposed to ICTs without adequate safeguards, supervision or empowerment to protect themselves.

Children in emergencies are extremely vulnerable to violence when, as a consequence of social and armed conflicts, natural disasters and other complex and chronic emergencies, social systems collapse, children become separated from their caregivers and caregiving and safe environments are damaged or even destroyed.
Indicators and Monitoring

Although the importance of indicators in the implementation of human rights is widely recognized and also arranged for by human rights conventions as in Article 31 of the Convention on the Rights of Persons with Disabilities, the use of indicators is yet not systematic.

Since human rights standards and principles enshrined in conventions are expressed as recipes on the basis of values, they are not responsive to the development and implementation of policies, programmes and activities. These legal standards and principles have to be translated into concrete and functional messages. And these concrete messages are indicators.

The idea of measuring whether States actually implement human rights conventions and other human rights instruments that they have their legal and political commitments derived from J.K. Galbraith’s eloquent formulation as one of the first development thinkers: “If anything is not counted/measured, then it is missed”. That is, we can gauge progress only in matters that have been made visible and measurable.

Monitoring is an activity geared to regularly measuring changes taking place in a given phenomenon within a given period of time. In order to carry out this activity and to manage the process of change leading to desired objectives, we have to formulate and express targets clearly, mobilize instruments necessary for this and to identify required policy tools and mechanisms.

The demand to transform clear and intelligible targets into measurable indicators so as to assess the responsibilities of States in the field of human rights is not a distinct work by itself. It is rather a part and parcel of efforts through a systematic process to ensure that States do implement these rights while this process of implementation is continuously monitored.

Consequently, civil society organizations (CSOs) have the duty of supporting the same process of implementation by monitoring and reporting whether States fulfil their obligations through indicators, thresholds and objectives.

Concluding Observations of the Committee on the Rights of the Child on Turkey Regarding Data Collection

The Committee remains concerned about the lack of regular data in areas such as child poverty and well-being, child labour, children with disabilities, injury and risk behaviour. It also regrets the lack of data disaggregated by gender, geographic location, ethnicity and socio-economic background, which would help to monitor the equal enjoyment of their rights by all children in the State party.

The Committee encourages the State party to set up a comprehensive data collection system to provide regular and timely data, especially in areas such as child poverty and well-being, child labour, children with disabilities, injury and risk behaviour and to analyse the data collected as a basis for assessing progress achieved in the realization of child rights and for designing policies and programmes to implement the Convention. The data should be disaggregated by age, sex, geographic location, ethnicity and socio-economic background to facilitate analysis of the situation of all children.

For full text of concluding observations:
http://www.cocukhaklariizleme.org
The development of indicators based on human rights norms and standards empowers CSOs in many respects. Through dialogue with public authorities and monitoring with indicators, those with obligations are empowered on the one side and holders of rights as well on the other by supporting their claims for rights.

**Benefits of Indicators in Monitoring VAC**

- The use of appropriate indicators is a way of helping States evaluate their progress in ensuring the exercise of rights by people living under their jurisdiction.
- Indicators are useful in expressing and further developing claims of rights before those who have their obligations in this regard. Similarly, they are also used in formulating public policies and programmes that will facilitate the implementation of human rights.
- The work for developing and using qualitative and quantitative indicators helps in clarifying the content of human rights standards and norms.
- Indicators provide concrete practical tools by which we can understand whether human rights are actually implemented under existing legislation.

**Direct Data Collecting and Child Protection**

This guide recommends CSOs that intend to conduct monitoring on VAC to use secondary sources of information instead of direct information collection methods which require expertise such as focus group and in-depth interviews or questionnaires to obtain responses to indicator questions given in Part 3. The reasons can be listed as follows:

- Collecting information on violence directly from children may give rise to problems in child protection and ethics, it is probable to harm the child while the intention is to prevent VAC;
- Collecting information directly from children requires expertise;
- Direct methods are costly and time-consuming for CSOs;
- Not all direct information collection methods are appropriate for each specific locality, environment and child group;
- There is no single information collection method that can be suggested to CSOs.

---

7 For ethical concerns about surveys directly involving children, visit the child rights monitoring website of the ICC including “Do you want to consult to children? Minimum Standards in Consulting Children; Handbook for Involving Children in Consultation Process and other sources: http://www.cocukhaklariizleme.org/kategori/ceviriler
Importance of disaggregating data

The human rights approach assigns special importance and focuses on the needs of most disadvantaged and vulnerable population groups. It is therefore necessary to have disaggregated data in monitoring the state of human rights and their implementation. We can measure the state of disadvantaged groups most vulnerable to violation of rights as well as changes in this status only by such disaggregated data.

Disaggregated data help us understand the risk factors specific to some population groups, who suffer human rights violations most, how these violations manifest themselves, frequency and gravity of cases of violence and how governments respond to.

Disaggregated data also help us identify the following: which groups need special attention or are unprotected against specific forms of violence; which groups face difficulty in accessing services and protection measures; which behaviour and practices are to be supported and encouraged and which to be stopped or changed; which services need change in their delivery and how this change can be materialized; and which monetary/financial mechanisms are needed to support the most needy.
We have to understand that the government is the main duty bearer to establish a data collection system, not NGOs. Therefore, NGOs has to act for and with children as their advocates to help protect their rights through bringing rights holders’ (children) concerns and problems to the main duty bearers (government agencies, local administrations) so that duty bearers can address the issue in time to avert further rights violations, bring responsible to account, redress and remedy the rights violation (VAC), and provide rehabilitation and reintegration to the victim. In short, NGOs should help justice served through mobilising good governance and rule of law structures.

NGOs have to first consult and demand information using existing legal tools such as right to information act and/or written parliamentary motions from relevant government departments. One or more departments or ministries may have some or all of the information needed.

If we still do not have the information, this means existing systems needs to be strengthened and improved to incorporate VAC data and information, to be in compliance with the international child rights legal framework.

The first point to be clear about in monitoring is this: It is first of all governments, not NGOs that are supposed to collect and analyze information, share them with relevant parties and to take structural and practical measures in the light of this information. Thus, what NGOs must do first are:

- voicing the unheard cries of children suffering together with them to prevent VAC,
- making violence itself and concerns of children about it visible and convey these problems and possible solutions to local and central authorities as major duty bearers,
- encouraging authorities to respond to problems in time and by observing the interest of the child without letting these problems turn into violations,
- ensuring that those who resort to VAC or others who condone such cases are held accountable,
- working to restore the rights of the child suffering violence; and
- providing rehabilitation services to help child victims of violence regain their health and participate to society.

In short, NGOs should guide authorities in line with good governance and rule of law without the emergence of any case of VAC and mobilize all those who are responsible to restore justice for the child when such cases happen.

In order to obtain information necessary for monitoring VAC, existing legal instruments can be used by communicating with responsible institutions and units. For example, the right to obtain information under the Law on the Right to Information (The law no. 4982, [http://www.tbmm.gov.tr/kanunlar/k4982.html](http://www.tbmm.gov.tr/kanunlar/k4982.html)) can be used to prevent VAC. Other sources of information can be found in Part 2, “Non-exhaustive list of governmental agencies in Turkey collecting data and extending services in relation to violence against children.”

In case you can’t still reach necessary information, it means that there is need to strengthen systems for preventing VAC and protecting children and to conduct advocacy work to further improve relevant information base.
Chapter 2
How to use this guide?
The present guide consists of five major parts. The first part lays the foundation of the document by giving background information, to whom it is addressed to, its objectives, what can be expected from information contained, some special points to be careful about, conceptual framework adopted and definitions needed to be able to use the indicators introduced.

With reference to annexes given in the final part of the guide, the second part is intended to support advocacy work for preventing violence against children through local and national level reporting on the basis of indicators used as tools of analysis.

The third part includes five clusters of indicators. These five clusters consist of indicators for five major environments where childhood and violence against children are experienced as described in the UN-VAC Study. These environments are: (1) home and family environment, (2) school and other education environments, (3) care, rehabilitation and juvenile justice institutions and environments, (4) working environments, (5) street and public sphere.

After giving general information for the user in each cluster of indicators, indicator questions that may improve local and national monitoring and advocacy are given in a table with respect to the three basic obligations of the State (respect, protection, implementation) corresponding to three clusters (structural, process and outcome) also by underlining four fundamental steps to be taken within each cluster.

The framework of indicator-related obligations and steps to be taken are shown below:

How to use this guide?

Chapter 1

Chapter 3

Chapter 2

Chapter 4

Chapter 5

Indicators for Monitoring of Violence Against Children Guidebook

There are about 10-12 indicator questions in each set of indicators. The following were considered while selecting indicators:

- clearness,
- targeting the effective working of institutional structures that exist or must exist,
- referral to information necessary for preventing VAC,
- providing the basis of advocacy work for accountability,
- questioning about the change within the system,
- helping in revealing the root causes of problems,
- helping in understanding whether obligations and responsibilities are fulfilled,
- helping in monitoring cases of VAC,
- referral to secondary sources of information to make cases visible.

The fourth part includes written sources used in preparing the guide. Also annexed to this part is a non-exhaustive list of readings in Turkish related to VAC as well as links to related websites. Among sources in Turkish, the reader will find information on monitoring child rights and reporting violence against children, guides facilitating children’s participation to these processes, minimum rules and ethical principles to be observed in child participation and general comments elaborating the role of CSOs. These sources may also be used as tools of advocacy by CSOs.

The fifth and the last part include a set of tools to support the use of the guide.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Steps to be taken</th>
<th>National Level</th>
<th>Local Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structural</td>
<td>Prevention</td>
<td>Structural indicators check whether there is legal, political, institutional</td>
<td></td>
</tr>
<tr>
<td>indicators</td>
<td>Protection</td>
<td>and financial basis or commitments. For example, is there a correspond-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accountability</td>
<td>ing legislative arrangement? Are gaps in this area covered? Is there</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rehabilitation (restoring earlier health status re-integration with social life)</td>
<td>sufficient budget allocation? Can one speak of prevention, protection,</td>
<td></td>
</tr>
<tr>
<td>Process</td>
<td>Prevention</td>
<td>accountability, rehabilitation institutions and inter-agency coordination</td>
<td></td>
</tr>
<tr>
<td>indicators</td>
<td>Protection</td>
<td>in relation to violence against children? Are there institutional arrange-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accountability</td>
<td>ments, systems and mechanisms to facilitate the implementation of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rehabilitation (restoring earlier health status re-integration with social life)</td>
<td>rights?</td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td>Prevention</td>
<td>They measure efforts waged by the legislative, executive and judiciary.</td>
<td></td>
</tr>
<tr>
<td>indicators</td>
<td>Protection</td>
<td>They help us understand whether steps necessary for the implementa-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accountability</td>
<td>tion of rights are taken or not and how institutions, systems and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rehabilitation (restoring earlier health status re-integration with social life)</td>
<td>mechanisms defined by structural indicators work in the process. Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>indicators are related to efforts waged by the State within the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>framework of the right of the child to be free from violence; they do not</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>measure outcomes.</td>
<td></td>
</tr>
<tr>
<td>Sources and tools</td>
<td>Refer to page 19 for a non-exhaustive list of governmental agencies in Turkey</td>
<td>These indicators check whether policies and programmes related to the</td>
<td></td>
</tr>
<tr>
<td>to be used in</td>
<td>collecting data and extending services in relation to violence against children</td>
<td>right of children to be free from violence have yielded desired outcomes.</td>
<td></td>
</tr>
<tr>
<td>collecting</td>
<td>and page 20.</td>
<td>They seek to measure directly the change in the lives of children. They</td>
<td></td>
</tr>
<tr>
<td>necessary</td>
<td></td>
<td>focus on the impact on children of structures and processes. They</td>
<td></td>
</tr>
<tr>
<td>information</td>
<td></td>
<td>measure such outcomes as mortality rates, rates of disability and injury,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>and prevalence of abuse and neglect.</td>
<td></td>
</tr>
</tbody>
</table>

Note: All indicators must be disaggregated by characteristics or statutes that may be the basis of discrimination including sex, age, disability, ethnic origin, social status, urban/rural etc. Difficulties that disadvantaged groups face cannot be seen without this disaggregation.

Table 3: The table of indicators appears as follows
The first supporting tool (Tool 1) includes steps in reporting by using indicators for a sound situation analysis and a template report format. In the light of information obtained from indicator questions, there is also a tool for analysis that helps us to see what gaps exists in government in relation to rights violated by VAC and with which we can plan what needs to be done for solution.

The Supporting Tool 2 contains two good examples from the monitoring practices of CSOs in Turkey on the basis of some indicators. This part shows step by step methods used in monitoring, positive outcomes obtained and how these outcomes may provide a basis for advocacy activities. By referring to these best practices, CSOs may use similar ones in their local VAC related activities. Further best practices will be added to the existing stock.

The Supporting Tool 3 is added to inform CSOs about the international framework for protection against VAC and to draw attention to some basic international norms that can be used in monitoring and advocacy. Since Turkey has the obligation to bring her VAC related legislation in line with international norms in this area, it is necessary for CSOs who want to conduct monitoring work to master and use these norms and speak the language of established legislation. Indicators offered for use in this guide were developed on the basis of these international norms.

The Supporting Tool 4 includes VAC related parts of the concluding observations of the Committee on the Rights of the Child which was established by the Convention on the Rights of the Child with the mandate of monitoring and steering the implementation of the Convention. These concluding observations which were issued after a constructive dialogue meeting of the Committee with Turkey on 1 June 2012 set forth problem areas that Turkey must record progress in the next 5 years and steps that Turkey must take at structuring and implementation levels including relations with CSOs. These parts of observations are important in that they include issues that Turkey is obliged to act on and can be used by CSOs in monitoring VAC. Further, indicators presented in this guide tried to bring these issues to the fore. In this way, CSOs who want to conduct evidence based advocacy and lobbying in the light of information obtained from the field may safely assert that any specific issue is not the subjective perception of any specific CSO but also expressed as a concern by the UN Committee on the Rights of the Child whose observations Turkey has to consider.

The Supporting Tool 5 includes recommendations of the UN Secretary-General’s Study on Violence against Children, which constitutes one of the major frames of reference in VAC and also used in developing indicators. Whether these recommendations are implemented or not is monitored again by the UN Committee on the Rights of the Child. Both national and local CSOs may monitor whether they are implemented or not. Each of these recommendations may be taken as an indicator in itself.

The Supporting Tool 6 contains short information notes examining the relationship between all indicators including the 5 fundamental ones and VAC: gender, media, disability, discrimination and poverty. These five areas are those closely associated with all environments and indicators of violence and supply practical information to CSOs interested in VAC monitoring.

The Supporting Tool 7 offers a glossary explaining terms and concepts used in the guide. For example, a reader who wants to find out what an “effective system” is and what it entails can refer to the glossary.

The last Supporting Tool (8) includes sample indicators that remain out of indicators presented in Part 3, but may be used by CSOs in monitoring violence. They should be taken as general indicators appropriate for all environments of violence.

In all parts of the guide information boxes were inserted to bring to the fore essential information and to facilitate the use of the guide and indicators. These information boxes, tables and charts were prepared in a way to be usable in trainings in VAC monitoring. They are briefly introduced below:

- **Information Box on How Violence Affects Children (Page 7)** includes simple information that CSOs may use in their evidence-based advocacy activities after monitoring based on indicators.
- **Information Box on the Definition of Violence against Children (Page 7)**: it gives the definition of VAC that is internationally adopted. The discourse in studies of violence that there is no universal-
ly accepted definition of violence is one of the basic problems that CSOs often face. Against such
discourse, using this definition of violence adopted by the UN will make CSOs more powerful.

- **Information Table on Elements Constituting Violence against Children (Page 8):** further clarifies
  the definition of violence, exposes the elements of violence and supplies information for CSOs to
  help them better and more easily spot cases of violence.

- **Information Box on Forms of Violence (Page 8):** similarly, it provides CSOs insight in manifesta-
  tions of violence beyond those already well known.

- **Information Box on Child Groups Particularly Vulnerable to Violence (Page 10):** it is important in
  reminding CSOs which groups of children need particular attention while conducting monitoring
  work.

- **Information Box on the Definition of Indicator of Violence against Children (Page 11):** it defines an
  indicator that is based on child rights and exposes elements that it entails. This information can
  be used by CSOs when developing their own indicators.

- **Information Box on Points that are underlined by the Committee on the Rights of the Child in its
  Concluding observations regarding Turkey in the Context of Data Collection (Page 11):** it is intended
  to inform CSOs about what Turkey must do in the field of information collection.

- **Information Box on Direct Information Collection and Child Protection (Page 12):** while it reminds
  CSOs their child protection responsibilities in collecting information directly from children, under-
  lines the difficulty of such direct information collection.

- **Box on the Importance of Disaggregating Data (Page 12):** this box stresses the importance of hav-
  ing data disaggregated with respect to specific criteria while seeking answers to indicator ques-
  tions and of the need for disaggregated data for proactive interventions that prevent violence
  before it occurs. The advocacy role of CSOs particularly for those groups that may be affected
  adversely by inequalities constitutes the focal point of all activities in the field of child rights.

- **Information Box on CSOs, Monitoring and Sources of Information (Page 13):** It reminds CSOs that
  it is primarily the obligation of governments to collect information and share it with the public
  and that their first counterparts in advocacy activities for preventing VAC is central and local gov-
  ernments while stressing the importance of supporting children in their exercise of VAC related
  rights.

- **Chart on Obligations Regarding Indicators and Steps to be taken (Page 14):** it explains the way fol-
  lowed while developing VAC indicators and for what monitoring these indicators were developed.

- **Table of Indicators (Page 15):** it explains the content of the table of indicators used in Part 3.

- **Information Box on a Non-exhaustive List of Governmental Institutions Having Information and in
  Charge of Extending Services in the Field of Violence against Children (Page 19):** it list the sources
  of information that must be considered while using indicators. This box also reminds CSOs to
  check whether central institutions exist at local level as well and that each specific institution
  within the legislative, executive and judiciary has specific steps to take in relation to VAC.

- **Information Box on Possible Sources of Information for Local Governments (Page 20):** as above, it
  is important in showing the relationship between the central government and local governments
  and where to solicit VAC information at local level and which institutions should advocacy work
  target.

- **Information Box on Some Recommended Ways of Collecting evidence or Data (Page 21):** it pres-
  ents CSOs way to follow when there is no access to information.

- **Flowchart for Monitoring Violence against Children (Page 22):** In giving the flow of monitoring
  by using VAC indicators, CSOs in fact show the place of indicators as a part of evidence-based
  advocacy work. It summarizes in one page what and how we monitor and measure, that indica-
  tors are tools in monitoring, that we need reporting after monitoring and that we can bring about
  changes to prevent VAC by using reports as tools to strengthen our advocacy work.
Non-exhaustive list of public offices to look for data and to direct advocacy activities about VAC in Turkey:

- Ministry of Family and Social Policies as the designated coordinating body in the area of child rights and VAC, it is in charge of national plans of action on child rights, VAC, violence against women, and disability, it also runs telephone hotline for a population under its mandate including children

- National Human Rights Institute (NHRI) as the designated body to monitor human rights issues including VAC (recently established therefore it may take a while for NGOs to understand how to work with the NHRI)

- Office of the Ombudsperson and sub-office of deputy ombudsperson in charge of women and children as the designated mediator in times of administrative acts and decisions involving VAC (recently established therefore it may take a while for NGOs to understand how to work with the Office)

- Ministry of Health – family physicians, health clinics, hospitals are one of the first places a child is taken when exposed to VAC

- Ministry of Education – teachers, school administrators are one of the first places children turn to when exposed to VAC

- Ministry of Justice – many laws are drafted in the Ministry, in charge of places where convicted and on-remand children over 12 years are held (justice institutions)

- Court of Cassation – case laws and precedents influence laws and policies

- High Court of Appeal – case laws and precedents influence laws and policies

- Constitutional Court – case laws and precedents influence laws and policies

- Ministry of Youth and Sports – youth participation to combat VAC, non-violent policy formulations

- Ministry of Interior – Ministry regulates and administers places of detention, police officers are one of the first places a child is taken or turn to when exposed to VAC, also oversees governorships, provincial administration board, asylum and migration bureau, border control bureau, emergency and disaster relief bureau, local administration inspection and its bureau for allegation of human rights violations, and gendarmerie

- Ministry of Development – it is in charge of planning and policy formulation including planning on children

- Ministry of Finance – it is in charge of provision of, management of and accountability for budget and funds to be used to combat VAC

- Ministry of Labour and Social Security – it is in charge of labour inspections for VAC in work places and overall social security including health care insurance

- Ministry of Science, Industry, and Technology – it is in charge of linking science, industry and technology through standards which should have VAC components
• Ministry of European Union – it oversees EU norms and standards implemented in Turkey, EU has child rights, protection and VAC policies

• Ministry of Transport, Maritime, and Communication – it is in charge of communication technologies where internet, online social media, new mobile technologies affect lives of children through such new concepts as cyber bullying, online child pornography, sexting (texting sexual content), online privacy, commercialised use of children’s internet usage information, abusive mobile apps (applications or programmes)

• Ministry of Foreign Affairs – in charge of making international legal standards known in the public administration such as new laws and general comments about VAC

• Prime Ministry – it has sections helping draft laws, it oversees several directorates that have impact on VAC practices such as Religion Affairs Directorate which can influence public through sermons on VAC, Radio Television Board (RTÜK) which can influence audio-visual media

• Ministry of Environment and Urbanisation – it is in charge of environment and urbanisation policies and practices that may trigger risk factors regarding VAC for example regeneration projects, loss of livelihood due to environmental wrongdoing

• Ministry of Culture and Tourism – it is in charge of culture and tourism policies and practices that may have direct effect on children such as non-violent culture, tolerance to other cultures, protection of children in tourism including from sex tourism

• Ministry of Food, Agriculture and Livestock Farming – it is in charge of right to food that affects policies and programmes that may trigger VAC through social risk factors such as poverty

• Ministry of Energy and Natural Resources – it is in charge of natural resources and energy policies and practices that indirectly affects VAC through triggering social risk factors

• Ministry of Forestry and Water – it is in charge of right to water and forests that affect livelihoods of families as a social risk factor for VAC
Under the structure of Ministry of Interior, following local governance agencies may have data with respect to VAC: governorships, provincial administration board which has financial mandate in relation to municipalities and village/precinct authorities (muhtars), asylum and migration bureau, border control bureau, emergency and disaster relief bureau, local administration inspection agency and its bureau for allegation of human rights violations as well as such law enforcement agencies as police and gendarmerie

- Governorships/sub-governorships – although under the Ministry of Interior structure, they also house social services departments under Ministry of Family and Social Policies, health departments, education departments, justice departments, human rights boards, child rights provincial committees, and child protection provincial coordination committees
- Municipalities – they are in charge of infrastructure and other a number of social services at the local level, some if not all have children’s sections or units within them, some run child friendly cities initiatives, they have social affairs directorates with children and women sub-units, they have municipal police that works with street children and other vulnerable groups
- Village and precinct authorities (muhtars) are the closest public offices to children at the local level, they have the authority and obligation to report VAC

The Ministry of Family and Social Policies is the centre responsible, together with its provincial offices, for coordinating central and local bodies established for the implementation of the Child Protection Law (CPL) and its Regulations. Agencies and duties thus coordinated are as follows:

- Counselling services and measures: Ministry of National Education and its provincial offices, Ministry of Family and Social Policies and its provincial offices, local governments (municipalities, etc)
- Educational measures: Ministry of National Education and its provincial offices, Ministry of Labour and Social Security and its provincial offices
- Care services and measures: Ministry of Family and Social Policies and its provincial offices,
- Health services and measures: Ministry of Health and its provincial offices,
- Sheltering services: Ministry of National Education and its provincial offices, Ministry of Family and Social Policies and its provincial offices, local governments (municipalities, etc)

Institutions constituting the Central Coordination for VAC are as follows:

- Ministry of Family and Social Policies,
- Ministry of Justice,
- Ministry of Interior,
- Ministry of National Education,
- Ministry of Labour and Social Security,
- Ministry of Health,
- İŞKUR (Employment Agency).

Here are some other places to look for data about VAC in civil society and business in Turkey:

- Organizations providing child care, education and support services as well as child rights monitoring (private and civil society)
- Bar Associations (child rights commissions/centres, legal aid commissions)
- Organizations representing parents
Here are few suggested ways to collect proxy evidence or data

- Approach relevant stakeholders/duty bearers using formal (e.g. right to information act) or informal (e.g. meetings) means,
- Review relevant legislation and policy and the resulting impact on all policies affecting children, including jurisprudence/case law such as court decisions,
- Interview key informants about changes in practice in education, health, the judiciary, social work, and any other relevant sector,
- Monitoring local and national media,
- Working with members of the parliament (preferably representing your town) to facilitate parliamentary written and oral inquiry/question motions,
- Requesting information from relevant agencies/stakeholders through official (i.e. the law on the right to information) or unofficial ways (i.e. meetings),
- Examining the ultimate impact on children of relevant laws, regulations and policies, including court decisions and case law,
- Monitoring through decision making mechanisms
  - You may use the handbook prepared by Yasader for the inspection mechanisms of the TBMM: http://www.yasader.org/,
  - Governorates,
  - Provincial Councils, etc
  - For example, working with deputies (preferably those representing your province) to facilitate the process of starting written or oral requests for parliamentary investigation,
- Complaints communicated to official institutions (Human Rights Provincial and District Committee, TBMM Commission for Petitions, information requested from local units of the central government including:
  - Shelters
  - Childcare institutions
  - Juvenile detention centres
  - 115 police,
  - 183 women/children/elderly persons support line,
  - 170 psychological harassment support line,
  - 144 social assistance support line,
  - 147 school assistance line,
  - 157 trafficking in human beings support line,
  - 156 gendarmerie.
- Conducting interviews with experts and those working in the field in regard to changes to practices in such areas as education, health, justice, social work etc.,
- Following local and national media,
- Analysis of available statistics, such as:
  - Monitoring in the field of education by using MoNE’s Education Reform Initiative and other available statistics,
  - Annual report card on women’s rights by using Ka-Der’s available statistics
- Complaints and events communicated to CSOs, such as:
  - ÖZGERDER has its support line for youth, 0800 314 00 70 and http://www.gencilikdestekhatti.org/gdh/
  - International Child Centre has a website reporting online cases of violence against children: www.cocukhaklariizleme.org/harita
  - Child rights, disability rights, women’s rights NGOs in the PNPVAC
  - Applications to Human Rights Association, to Human Rights Foundation, to Mazlum-Der and other similar relevant NGOs
  - Bar associations, medical associations, other professional groups
Indicators for Monitoring of Violence Against Children Guidebook

Reporting on what we monitor

- International
- National
- Local

Indicators
- Structural
- Process
- Outcome

Which settings to monitor?
- home and family
- institutional settings (e.g., rehabilitation, detention, etc.)
- workplace
- streets and public spaces

Levels
- International
- National
- Local

Indicators
- Structural
- Process
- Outcome

What are we monitoring in State obligations?
- Strengthening systems and mechanisms: how are local and national regulations and implementation mechanisms designed to uphold children’s rights to freedom from violence?
- Execution of laws and regulations: do judicial and law enforcement officials uphold children’s rights to freedom from violence?
- Enforcement of judgments and laws: how public administration, including law enforcement, enforce the implementation of judgments and laws?

How do we monitor?
- Situation analysis
- Performance analysis of the State apparatus in fulfilling their obligations
- Gap analysis in services that must be provided to children exposed to violence

What are we monitoring on the ground?
- What is being done to prevent VAC happening?
- What is being done to protect children once VAC occurred?
- What is being done to establish justice and accountability after VAC happened (including complaints and redress mechanisms)?
- What is being done to provide rehabilitation and reintegration?

International Legal Obligations of the State
- Respect
- Protect
- Fulfil
- Promotion
- Provision

Monitoring Violence against Children Flowchart
VAC at Home and in Family Setting

Home should not be a space that is feared from; it must be a space where all inhabitants feel themselves safe and respected.

The UN Convention on the Rights of the Child sets forth that governments must ensure that children are protected from violence, abuse and neglect by their parents or any other caregiver.

Family is a natural environment for all and it is important particularly for children to grow and feel themselves safe and protected. Yet, for many children in the world, their home is not so safe. Domestic violence mostly remains hidden and even when children speak about, grownups may reject it.

There are many studies revealing that domestic violence is a widespread phenomenon in Turkey. For example, a study conducted in 2010 covering 988 university students Of the 988 participants, 527 (53.3%) had a history of childhood physical abuse (64.0% in men and 41.6% in women). 53% of respondents said they experienced incidences of violence at home including being kicked, beaten, pushed down, burns, loss of teeth and bone fracture. Over one in every five child (22%) says this violence was for purposes of discipline, 15.9% say to “teach a lesson” and 16.1% say it was for building respect and authority.¹

A study conducted by UNICEF and Child Protection Agency (SHÇEK) in 2008 suggests that in home environments 45% of children in the age group 7-18 experience physical abuse, 51% emotional abuse and 25% neglect.²

The Balkan Epidemiological Study on Child Abuse and Neglect (14 January 2013) covered 7,540 children in Turkey from İzmir, Zonguldak and Denizli provinces. Children were in the age group 11-13-16. 78.6 percent of children stated that they experienced more abuse for more than once. While children experiencing psychological and physical abuse constituted 70.7 percent and 58.1 percent of total, respectively, 42.4 percent stated they faced neglect. Children at age 16 were identified as the group who suffered abuse more than any other age.³

Violence against very small children– Violence against very young children may lead to long-term health problems and even death. For example, shaking an infant may cause brain damage and death.

**Physical violence** - many acts of physical violence against children do not lead to death or lasting wounds. This is used mostly to keep small children under control. Rough treatment and punishment can be seen all over the world. However, children say that they can be disciplined without these physical and degrading types of punishment. There are only 16 countries in the world where physical punishment of children at home is expletively prohibited.

**Emotional violence** - to punish their children, families often resort to emotional violence besides physical interventions. It is definitely form of emotional abuse to insult a child, giving him/her names, threaten, leave isolated or refuse.

**Neglect** - Neglect means the failure of the family concerned to provide for safe and healthy growth of the child and to protect him/her from harm. Girls and children with disabilities are the most neglected ones.

---


² Türkiye’dede Çocuk İstismarı ve Aile İçi Şiddet Araştırması (Survey on Child Abuse and Domestic Violence in Turkey) http://panel.unicef.org.tr/vera/app/var/files/c/o/cocuk-istismari- yaporu-tr.pdf

³ www.becan.eu
**Sexual violence** - Children may be forced to sexual relation, harassed or disturbed by touching by males in their families and male children. Male and female children may face sexual abuse at home by one of their family members. It is shown that 1 to 21 percent of girls experience sexual abuse until they reach age 15.

**Early marriage** - throughout the world there are 82 million girls getting married before reaching age 18. There are many among them who are at even younger ages. As such, they face violence including forced sexual intercourse.

**Harmful traditional practices** - some traditional practices involve violence against children as in the case of so called honour killings. In this practice, males kill female members of their own family in the name of ‘family honour’ for having extramarital sexual relationship or refusing a marriage arranged by the family.

**Witnessing domestic violence** - Throughout the world 133 to 275 million children witness domestic violence at home mostly between their parents. Witnessing violence of this kind has implications on children’s feelings, development and their future relations with other people. The existence of violence against women in a family often indicates the existence of violence against children as well.

Parents, step-parents, foster families, male and female siblings, relatives and other persons taking care of children may be perpetrators of violence against children at home.

---

**Extracts from the decision of the European Court of Human Rights on the Case of Opuz Related to Violence against Women and Domestic Violence**

“195. Furthermore, there appear to be serious problems in the implementation of Law no. 4320, which was relied on by the Government as one of the remedies for women facing domestic violence. The research conducted by the aforementioned organisations indicates that when victims report domestic violence to police stations, police officers do not investigate their complaints but seek to assume the role of mediator by trying to convince the victims to return home and drop their complaint. In this connection, police officers consider the problem as a “family matter with which they cannot interfere” (see paragraphs 92, 96 and 102 above).

198. In the light of the foregoing, the Court considers that the applicant has been able to show, supported by unchallenged statistical information, the existence of a prima facie indication that the domestic violence affected mainly women and that the general and discriminatory judicial passivity in Turkey created a climate that was conducive to domestic violence.

200. Bearing in mind its finding above that the general and discriminatory judicial passivity in Turkey, albeit unintentional, mainly affected women, the Court considers that the violence suffered by the applicant and her mother may be regarded as gender-based violence which is a form of discrimination against women. Despite the reforms carried out by the Government in recent years, the overall unresponsiveness of the judicial system and impunity enjoyed by the aggressors, as found in the instant case, indicated that there was insufficient commitment to take appropriate action to address domestic violence.

201. Taking into account the ineffectiveness of domestic remedies in providing equal protection of law to the applicant and her mother in the enjoyment of their rights guaranteed by Articles 2 and 3 of the Convention, the Court holds that there existed special circumstances which absolved the applicant from her obligation to exhaust domestic remedies. It therefore dismisses the Government’s objection on non-exhaustion in respect of the complaint under Article 14 of the Convention.

(Source: www.ahimiz.org.tr)
# Table 4: Indicators Table / VAC at Home and in the Family

**Foundations of the indicator in human rights law:** CRC articles 18.1, 18.2, 19 and 37; GC8; GC13; ICCPR articles 4(1), 23(1,4), 24(1), GC 3, 17 and 18; ICESCR articles 10(1,3), 12(1); (2b) and (c), 2(3), 6, 11(2) 13, 14, GC 5, 11, 13, 17, 18; CAT Article 10; European Social Charter (revised) articles 7 and 17; European Council Lanzarote Convention (sexual abuse).

**INDICATORS:** Questions to be asked to see whether necessary conditions are satisfied

**Note:** All indicators must be defined separately with respect to features and positions that may lay the ground for discrimination such as gender, age, disability, ethnicity, social status, urban/rural etc. Without this distinction it is impossible to see the difficulties that disadvantaged groups experience.

**Note:** CSOs may use one, some or all of these indicators in their monitoring work. It depends on their respective financial and human resources capacity, what is required by their specific position, goals and objectives and fields of work.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Steps to Be Taken</th>
<th>National Level</th>
<th>Local Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STRUCTURAL INDICATORS</strong>&lt;br&gt;(Legislation, national action plans, institutional/field action plans, strategy documents, institutional strategy documents, established national and local mechanisms, provincial action plans, national budget, local budget etc.)&lt;br&gt;Prevention&lt;br&gt;Is the government action plan to combat violence against children is periodically reviewed with the participation of CSOs?&lt;br&gt;Is there a provincial committee in your province as envisaged by the Circular on Child Rights Monitoring and Evaluation Committee (Prime Ministerial Circular dated 3 April 2012)? What are the CSOs represented in this committee?</td>
<td>•</td>
<td>• Is there a provincial committee in your province as envisaged by the Circular on Child Rights Monitoring and Evaluation Committee (Prime Ministerial Circular dated 3 April 2012)? What are the CSOs represented in this committee?</td>
<td></td>
</tr>
<tr>
<td>Protection&lt;br&gt;Is the participation of bar associations and CSOs envisaged in the structuring of the Central Coordination of Child Protection Law?&lt;br&gt;Is there a special institutional arrangement for child victims of domestic violence? (as in the case of female victims of violence)</td>
<td>•</td>
<td>• Do bar associations and CSOs take part in provincial coordination for the Child Protection Law?</td>
<td></td>
</tr>
<tr>
<td>Accountability&lt;br&gt;Article 232§2 maintains the authority of adults in discipline practices and does not explicitly ban physical punishment at home. Is there any step taken to revoke this part of the legislation as required by the decisions of the European Committee of Social Rights and UN Committee on the Rights of the Child?&lt;br&gt;Are necessary confidentiality and protection mechanisms set to prevent any retaliation by perpetrators of violence or others to authorities who are in charge of reporting violence including domestic/family violence under the Penal Code (Articles 278, 279, 280)?&lt;br&gt;Are local governments and provincial units of the Central Government have complaint mechanisms on domestic violence against children which are easily accessible by children and which do not pose the risk of retaliation by perpetrators? (i.e. boxes in neighbourhoods, hotlines, complaint desks in municipalities, governorates, schools and other institutions)</td>
<td>•</td>
<td>• Do local governments and provincial units of the Central Government have complaint mechanisms on domestic violence against children which are easily accessible by children and which do not pose the risk of retaliation by perpetrators? (i.e. boxes in neighbourhoods, hotlines, complaint desks in municipalities, governorates, schools and other institutions)</td>
<td></td>
</tr>
<tr>
<td>Rehabilitation&lt;br&gt;Are minimum standards set for rehabilitation centres where child victims of domestic/family violence are referred to?</td>
<td>•</td>
<td>• Are there institutions in your province that can deliver rehabilitation services to child victims of domestic violence?</td>
<td></td>
</tr>
<tr>
<td><strong>PROCESS INDICATORS</strong>&lt;br&gt;(Efforts to translate into life those rights which are safeguarded by law and have their relevant implementation plans)&lt;br&gt;Change within the last year/reporting period&lt;br&gt;Prevention&lt;br&gt;Is there any national level campaign to prevent domestic/family violence?&lt;br&gt;Number of statements by legislators/policy makers that domestic/family violence against children is acceptable/unacceptable?&lt;br&gt;Is there a guide for those in charge of reporting (teachers, health workers, social workers, neighborhood/village headmen, etc) giving information about procedures to be followed in reporting, whom to report and steps to be taken after reporting?</td>
<td>•</td>
<td>• Are the Provincial Child Committee of Child Rights and Provincial Child Committee engaged in activities to enhance awareness on domestic violence against children?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Number of statements made by deputies from your province/district, governors and district governors and mayors that domestic violence against children is acceptable/unacceptable?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Budget allocated at province/district level to trainings in non-violent methods of discipline and positive/non-violent parenting?</td>
<td></td>
</tr>
</tbody>
</table>
### PROCESS INDICATORS (continue...)

**Protection**
- Are there guidelines for those working with children or who are supposed to protect children from domestic violence (i.e. physicians, teachers, family consultants, police etc) that facilitate their work in identifying cases of violence and taking protective measures? If there are, are they sufficiently disseminated?
- Are there measures to protect those working with children or those who are in charge of protecting children from domestic violence after their reporting and to ensure the anonymity of reporting? Are these measures given effect?
- Are there widely disseminated information materials in non-violent discipline methods and positive/non-violent parenting?

**Accountability**
- Number of officials who are inquired for not officially reporting cases of domestic/family violence against children?
- Number of officials such as police, prosecutors and judges who are inquired for not processing reported cases of domestic/family violence against children and failing to take protective measures?
- Number of legal proceedings, trials, punishments and convictions related to cases of domestic/family violence?

**Rehabilitation**
- Number of institutions and/or personnel in each province/district who can extend psycho-social support and rehabilitation services to child victims of domestic/family violence?
- Trainings and materials related to domestic/family violence delivered to those involved in extending health care and social support services

### OUTCOME INDICATORS

(How does the structural framework and efforts made in the process for ensuring it look in the actual life of children and supporting framework? Has it brought along any positive change in the lives of children?)

**Prevention**
- Change over years in the number of identified and reported cases of domestic/family VAC by systems of justice, education, health, social services etc
- Deterring judiciary decisions/average periods of conviction in cases of domestic/family violence including sexual abuse in particular

**Protection**
- Change over years in the number of cases of domestic/family VAC in the light of information derived from hospital and security statistics
- Change over years in the number of girls and boys getting married while under age 18?

**Accountability**
- What is the average period between the reporting of domestic VAC and action taken by security and other authorities? How is the situation compared to the year before?
- The proportion of the number of officially “re-reported” domestic/family VAC to the number of total reported (for the first time and re-reported) domestic/family VAC? What is the change over the previous year?

**Rehabilitation**
- Number of child victims of domestic/family VAC who were referred to rehabilitation and psycho-social service centres/professionals?
- The proportion of the number of child victims of domestic/family VAC re-referred (more than once for the same child) to rehabilitation and psycho-social service centres/professionals to total number of child victims of domestic/family VAC?

### Sources and instruments to be used in collecting necessary information

Reports by official institutions, statistics published at national and provincial levels, Ministry of Justice Statistics, reports by the Ombudsmen, reports by the National Human Rights Institution, reports by the Security Directorate, reports by the Ministry for the Family and Social Policies (at central and provincial levels), judicial information, information from court files, civil society reports, reports from universities, academic studies on family/domestic violence, media features.
The scale and frequency of violence at school and educational environments remain mostly hidden. In order to develop effective prevention policies and mechanisms, offer necessary support to victims and witnesses of violence and to make education environments free from violence, it is necessary to give priority to uncovering, recognizing and prohibiting this phenomenon. This may mobilize the potential that education has for changing stances that tolerate violence and for learning behaviour that is free of violence.

After family environments, schools as education environments come to the fore as spaces where children receive close care. In the system presently prevailing in Turkey, education environments consist of formal and non-formal education institutions. From children’s side, “special education institutions” and “courses” are the main pillars of non-formal education. As to formal education, there is primary education including preschool phase and secondary education institutions.

The first paragraph of Article 29 in the CRC defines the objectives of education which have been agreed to by all States parties: the holistic development of the full potential of the child including development of respect for human rights, an enhanced sense of identity and affiliation and his or her socialization and interaction with others and with the environment (Committee on the Rights of the Child, General Comment No. 1 “Aims of Education”, Article 29 (1), 2001).

Each child has the right to education and education should impart necessary life skills to children, provide them the capacity to make full use of all human rights and promote a culture that embodies human rights values. The ultimate aim is to empower the child by improving his/her skills, learning and other capacities, self-respect and self-confidence. In this context, “education” goes far beyond formal school education to cover life experiences and learning processes through which children develop their personalities, talents and skills both individually and collectively so as to lead a full and satisfactory life in society.

Schools offer children opportunities to learn and impart values of solidarity, tolerance and respect. Promoting “behaviour and environments free of violence” serves to ease tensions and to avoid conflicts between children and school personnel, among children and with wider circles of society. Unfortunately, school environments today represent a different space where children face and learn violence. Children do not relinquish their human rights just for stepping into a school. Thus, educa-

---

5 ibid
tion has to be delivered in a way to **respect to the dignity of the child**, to allow children to speak out their opinion freely as stated in Article 12 (1) and to ensure their active participation to school life. Another important point to be observed in education is, as stated in Article 28 (2), to ensure that school discipline is in conformity with the rights of the child and to eliminate all forms of violence in schools.

Many studies reveal that violence and threat of using violence leads to serious behavioural problems and that physical and verbal violence against teachers and students negatively affects teaching-learning processes and social integration. Destructive and anti-social behaviour in schools drive students farther away from learning processes and teachers from their function as conveyors of information and values.

For a child victim of violence, school may cease to be an opportunity for learning and personal development and turn into a torture chamber. The pain, trauma or fear generated by violence undermines any potential, excitement for learning and exploring that education offers. Lower school performance, negative trends in health and life comfort, disruption of the capacity to behave in self-confidence and absence of skill to establish open and mutual trust based relations with others may emerge as the consequences of children’s acquaintance with violence in schools.

The negative implications of violence experiences in schools are not limited to child victims of violence only; they also affect the life of witnesses of violence by creating an unsafe atmosphere, which is incompatible with learning. In sum, violence may seriously undermine the opportunity for learning together with its benefits to individuals and the society.

The scale and frequency of violence at school and educational environments remain mostly hidden. In order to develop effective prevention policies and mechanisms, offer necessary support to victims and witnesses of violence and to make education environments free from violence, it is necessary to give priority to uncovering, recognizing and prohibiting this phenomenon. This may mobilize the potential that education has for changing stances that tolerate violence and for learning behaviour that is free of violence.
### Table 5: Indicators Table / VAC in Schools and Other Education Settings

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Steps to be Taken</th>
<th>National Level</th>
<th>Local Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STRUCTURAL INDICATORS</strong>&lt;br&gt;(Legislation, national action plans, institutional/field action plans, strategy documents, institutional strategy documents, established national and local mechanisms, provincial action plans, national budget, local budget etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Compliance of laws and policies with international human rights norms</td>
<td>• Does the law protect all children from corporal punishment and other degrading and rough punishment treatments?</td>
<td>• Does governorship circular letter exist with regard to implement the law?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Does violence ban in education settings clearly indicated in the law?</td>
<td>• Are there decisions of mayorship, provincial assembly and city council with regard to implement the law?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Does the law clearly ban any exception or excuse for violence against children in education settings?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Existence of a national action plan</td>
<td>• Are there national action plan to extend non-violent approaches in childrearing and education? If there is does it cover all institutions? Is there division of responsibility between institutions?</td>
<td>• Existence and effectiveness of provincial action plan which will enable actualisation of National Action Plan (Prevention of school based violence action plans):</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Is there division of responsibility between institutions?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Does it have target-driven, child rights based indicators?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Is there time-based planning?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Does it comprise of monitoring and reporting indicators?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Does it comprise of human rights impact assessment?</td>
<td></td>
</tr>
<tr>
<td>c. Suitable and sufficient budget</td>
<td>• Is there an allocated budget to implement national action plan in full?</td>
<td>• Does sufficient budget allocated to implement “prevention of school based violence action plan”?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Is there combating with violence in the budget share allocated to National Education System?</td>
<td>• Is there a share for combating with violence in the budget of Provincial Directorate of National Education? Is it sufficient?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Is there a priority for prevention of violence against children in regional development agencies support programs?</td>
<td></td>
</tr>
<tr>
<td>d. Data collection and analysis</td>
<td>• Existence of a comprehensive and reliable national data collection system which enables to systematically monitor anticipated systems, services, programs and results according to international standards</td>
<td>• Is there data collection mechanism for collecting all violence cases, monitoring measures and results related to the cases in all schools (rural and urban) in provincial level?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Does the system, which runs Alo 147 telephone helpline, has these features? Is there utility for collecting data related to violence, results, offenders and measures taken in e-school system?</td>
<td></td>
</tr>
<tr>
<td>e. Research</td>
<td>• Are there researches to reveal root causes of violence in nationwide?</td>
<td>• Are there researches to reveal root causes of violence in school in provincial level?</td>
<td></td>
</tr>
</tbody>
</table>

**Foundations of the field of indicator in human rights law**: CRC article 19, 28, 29 and 37; GC3; GC13; ICCPR article 4(1), 23(1, 4), 24(1), GC 3, 17 and 18; ICESCR article 10(1,3), 12(1); (2b) and (c), 2(3), 6, 11(2), 13, 14, GC 5, 12, 13, 17, 18; CAT Article 10, European Convention on Human Rights Optional Protocol 1 article 2, European Social Charter (revised) article 7 and 17

**INDICATORS**: Questions to be asked to see whether necessary conditions are satisfied

**Note**: All indicators must be defined separately with respect to features and positions that may lay the ground for discrimination such as gender, age, disability, ethnicity, social status, urban/rural etc. Without this distinction it is impossible to see the difficulties that disadvantaged groups experience.

**Note**: CSOs may use one, some or all of these indicators in their monitoring work. It depends on their respective financial and human resources capacity, what is required by their specific position, goals and objectives and fields of work.
### Indicators for Monitoring Violence Against Children Guidebook

#### Structural Indicators

**Protection**
- Do non-violent approaches incorporate to pre-service and in-service training of teachers, the staff of social services and justice who works with children?
- Is non-violent dispute resolution training for children/students part of education system?
- Are there development of educational and other measures to root out corporal punishment and other degrading and rough punishment treatments? Do they take children’s opinion into account while developing and implementing these measures?
- Do non-violent approaches in schools and all education settings in provincial level incorporate to pre-service and in-service training of teachers, the staff of social services and justice who works with children?

**Accountability**
- Is there an efficient mechanism for reporting and monitoring violent cases in education settings in law?
- Do laws and policies provide protection guarantee from violence for children and education staff (children to children, adult to children, children to adult, adult to adult)?

**Rehabilitation**
- Is there monitoring indicators related to violence in schools? Do indicators identify different forms of violence? Are there required mechanisms for collecting sufficient and reliable data developed?
- Are they take opinions of Provincial Child Rights Committees, Child Rights Commissions in School, and Parent-Teacher Association into account? Are these opinions evaluated?

#### Process Indicators

**Prevention**
- Is there an action program to extend non-violent approaches in childrearing and education? If there is, does it include all media, government and non-government organisations?
- Do non-violent approaches incorporate to pre-service and in-service training of teachers, the staff of social services and justice who works with children?
- Are there non-violent and positive examples and materials developed by the state, UN organisations, NGO’s and other organisations in child-rearing and education? Are they used in all education institutions?

**Protection**
- Do they take opinions of Provincial Child Rights Committees, Child Rights Commissions in School, and Parent-Teacher Association into account? Are these opinions evaluated?

**Accountability**
- Do disciplinary actions and punishment system towards offenders have deterrent force?
- Can the case to be passed to the court with essential legal and other aid?

### Change within the last year/ reporting period

- Do they take opinions of Provincial Child Rights Committees, Child Rights Commissions in School, and Parent-Teacher Association into account? Are these opinions evaluated?

### Change within the last year/ reporting period

- Do they take opinions of Provincial Child Rights Committees, Child Rights Commissions in School, and Parent-Teacher Association into account? Are these opinions evaluated?

# Accountability

- Do they take opinions of Provincial Child Rights Committees, Child Rights Commissions in School, and Parent-Teacher Association into account? Are these opinions evaluated?

- Are there efficient legal proceedings, when acts of corporal punishments outside of home, such as schools, other institutions, alternative care settings occur?
- In these settings, can children and their representatives reach child-friendly consultancy services, defence and complaint ways within privacy rules?

### Change within the last year/ reporting period

- Do they take opinions of Provincial Child Rights Committees, Child Rights Commissions in School, and Parent-Teacher Association into account? Are these opinions evaluated?

- Are there efficient legal proceedings, when acts of corporal punishments outside of home, such as schools, other institutions, alternative care settings occur?

- In these settings, can children and their representatives reach child-friendly consultancy services, defence and complaint ways within privacy rules?
<table>
<thead>
<tr>
<th>Indicators</th>
<th>National Level</th>
<th>Local Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OUTCOME INDICATORS</strong>&lt;br&gt;(How does the structural framework and efforts made in the process for ensuring it look in the actual life of children and supporting framework? Has it brought along any positive change in the lives of children?)&lt;br&gt;Change within the last year/reporting period&lt;br&gt;<strong>IN TERMS OF CHILDREN’S STATUS</strong>&lt;br&gt;• What is the change on the number of children returned to the school?&lt;br&gt;• What is the change on the number of children (or parent) applied to administrative and/or judicial complaint ways?&lt;br&gt;• What is the number of children and education staff were sent to health institutions (hospital, community clinic etc.) due to violence received in education settings, what is the change? (also, information on treatments costs were covered by the state or not and whether act of violence is monitored related to regaining health and trauma recovery or not)&lt;br&gt;• How many children rights training including violence ban information were conducted in education settings? How many children received these training? How many teachers received these training? Do these training repeat every school term?&lt;br&gt;• Is there quotes from international children rights law in education program, or any references are given?&lt;br&gt;• Can acts of violence in educational settings be passed to the court with essential legal aid? How many cases have been passed to the court?&lt;br&gt;• Use of children in combating violence in education settings, and number of publications such as published books, guides etc.?&lt;br&gt;• Have policies, legal, implementation changes and modifications been made with violence data in education settings collected by central government institutions and local institutions and agencies? What are these? How many times have been made?&lt;br&gt;• Provincial Level: (in last 12 months)&lt;br&gt;• What is the change (increase – decrease) on the number of children absent from school due to violence in school?&lt;br&gt;• What is the change (increase – decrease) on the number of children left the school due to violence in school?&lt;br&gt;• What is the change (increase – decrease) on the number of guidance-training program developed for children in need of support?&lt;br&gt;• What is the change (increase – decrease) on the number of teacher/trainer who received guidance related to risk factors, all kind of violence and knows how to interpret these?&lt;br&gt;• School Level (in last 12 months)&lt;br&gt;• What is the change (increase – decrease) on the number of children who was harassed verbally by another child in school?&lt;br&gt;• What is the change (increase – decrease) on the number of children who was harassed physically by another child in school?&lt;br&gt;• What is the change (increase – decrease) on the number of children who was exposed to degrading and threatening behaviour of another child in school?&lt;br&gt;• What is the change (increase – decrease) on the number of children who was excluded by friend groups in school?&lt;br&gt;• What is the change (increase – decrease) on the number of children whose belongings were confiscated in school?&lt;br&gt;• What is the change (increase – decrease) on the number of verbal harassment from school management / teacher / school workers to children in school?&lt;br&gt;• What is the change (increase – decrease) on the number of physical harassment from school management / teacher / school workers to children in school?&lt;br&gt;• What is the change (increase – decrease) on the number of degrading and threatening behaviour from school management / teacher / school workers to children in school?&lt;br&gt;• Provincial Level: (in last 12 months)&lt;br&gt;• What is the change (increase – decrease) on the number of in-service training conducted for violence against children in education and responsibilities of teachers given to staff works in every level of education system?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OUTCOME INDICATORS</td>
<td>Provincial Level: (in last 12 months)</td>
<td>What is the change (increase – decrease) on the number of research initiated and conducted in child care and protection in education sector based on Children Rights and General Comment no 19?</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Provincial Level: (in last 12 months)</td>
<td>What is the increase of school number participated to the campaign against violence which was initiated and conducted by Governorship and Provincial Directorate of Education to achieve the target?</td>
</tr>
<tr>
<td></td>
<td>Provincial Level: (in last 12 months)</td>
<td>Increase on the number of complaint made to ALO 147 line</td>
</tr>
<tr>
<td></td>
<td><strong>Provincial Level:</strong></td>
<td>What is the change (increase – decrease) on the number of school initiated child-friendly school project?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How many child rights training covering also violence ban in education setting information were conducted? How many children received these training? How many teachers received these training? Do these training repeat every school term?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is there quotes from international children rights law in education program, or any references are given?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of children in combating violence in education settings, and number of publications such as published books, guides etc.?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is the change on the number of children (or parent) applied to administrative and/or judicial complaint ways?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can acts of violence in educational settings be passed to the court with essential legal aid? How many cases have been passed to the court? How many cases decided in favour of children?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is the number of children and education staff were sent to health institutions (hospital, community clinic etc.) due to violence received in education settings, what is the change? (also, information on treatments costs were covered by the state or not and whether act of violence is monitored related to regaining health and trauma recovery or not)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How many legal proceedings were taken when corporal punishment revealed in schools, regional primary boarding school, mobile education institution, primary school with hostel? What is the change (increase – decrease) on the number of case decided in favour of children and measures taken for relief?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have violence data in education settings collected by provincial central government institutions and local institutions and agencies been evaluated? What are these? How many times have been made?</td>
</tr>
</tbody>
</table>

**Sources and instruments to be used in collecting necessary information**

- Judicial Information: (Administrative Courts and Criminal Courts) information obtained from court file
- Civil Society reports: Education Union reports,
- Reports from Universities, master and doctoral thesis related to the topic
- Field information (surveys and focus group meetings with students, families, teachers),
- Visual and print media news
Violence against children in care and justice systems is legitimized partly for existing legislation and problems in its implementation and partly for prevailing patterns of behaviour. For a long time, physical punishment is being used as an instrument of social policy and discipline against “rebelling” children in care and detention centres.

Although the campaign against physical punishment\(^6\) is being conducted at international level, the case still prevails in many places either as a result of ignorance or established practice.

Sources of Violence in Care, Rehabilitation and Detention Centres

**Violence by personnel:** For children in boarding institutions there is always the risk of facing physical, sexual and psychological violence by personnel. This violence may include verbal harassment, beating, excessive and too long periods of confinement, rape and sexual assault.

**Violence on the ground of treatment:** In boarding institutions where children with disabilities (with brain damage, developmental defects or psychiatric disorders) are placed, violence may be used as a method of treatment.

**Lack of care as a form of violence:** Wherever children may live, whether at home with family or state institutions, the State has the obligation to respond to basic needs of children. Yet in many care or detention institutions children’s health and life may be under risk due to negative conditions. Overcrowded institutions with poor hygiene facilities, insufficient personnel and financial resources may lead to high rates of child death.

**Violence by other children:** In boarding institutions where conditions and personnel watch are insufficient it is highly probable that smaller children face violence by their peers or elder children. In overcrowded spaces, little respect to private life and different cultures, unmet expectations, keeping smaller children together with elder ones, letting more aggressive children manage peer violence and encouragement by personnel of peer violence for purposes of keeping control or amusement are other factors that perpetuate violence in such institutions.

**Violence against oneself:** Placement in institutions may also institutionalize the cycle of violence. Self-harm by children, hatred of others, and involvement in crime, prostitution or substance abuse are the outcomes of this cycle. The high rate of children among those grown up in boarding institutions who are in conflict with law is another outcome of the cycle of violence emerging in institutional care settings.

Sources of Violence within the Justice System

The risk of facing violence is quite high for children deprived of their liberty or placed in institutions. As is the case in boarding institutions, violence at detention centres come from peers and personnel. Further, children may suffer violence by police or other security forces when they are first taken under custody or they may be accorded heavy sentences by courts.

**Violence by Personnel in Detention Centres:** Children under detention may be subject to violence by personnel for purposes of control or punishment for some small offences they committed. They may be kept in confinement for long periods as a method of discipline or forced to remain in unfavourable physical conditions for some time.

**Violence experienced while detained by police and security forces**

One of the problems that children living or working in streets frequently face is violence by police and security forces. Police violence manifesting itself in such forms as beating, sexual assault, ha-

---

rassment and even as killing mostly take place in the process of custody (catching, questioning, and keeping in police station). It is known that there are cases where methods of violence and torture are used to extract confession or information from children.

**Violence in the Form of Imprisonment:** Sentencing children to capital punishment, lifelong or long-term imprisonment for their offenses constitutes violence against children.

**Violence by Adult Detainees/Convicts:** In cases where there is no separate juvenile justice system, keeping children in same centres with adults makes them vulnerable to the risk of violence by adults. In systems where children are tried and sentenced as adults, they may also be kept in same institutions with adults.

**Violence by other Children:** as in other institutions, in detention centres too some children are more vulnerable to violence that may come from their peers. This is particularly the case where watch by institution personnel and conditions of detention are poor. The lack of private life, disappointment, overcrowded spaces and failure to keep sensitive children from others make it easier for more aggressive children to exercise violence against others.

**Self-harm:** The risk is high that children deprived of their freedom may harm themselves or develop tendency to commit as a result of violence they face, neglect, isolation and adverse circumstances. Long periods of detention and confinement affect the psychological state of children negatively and increase the risk of self-harm.

**Risk Factors in Care and Detention Centres**

The reasons behind placing children in institutions include disabilities, family breakdown, domestic violence, abandonment, absence or insufficiency of social support mechanisms and poor social and economic status including poverty. In addition to these, natural disasters (flood, earthquake etc) and armed conflicts are some specific circumstances where families cannot provide adequate care to their children.

**Poverty:** Poverty is one of the leading factors affecting the decision of families to transfer their children to boarding institutions. When they are convinced that they cannot provide for their children, families may prefer them to be placed in institutions hoping their access to education, health and nutrition.

**Domestic Violence:** Many children are eventually transferred to care institutions as a result of neglect and psychological, physical and sexual violence they face at home. Also, children subject to serious harassment by their parents and caregivers are separated from their families and placed in institutions.

**Disability:** There are studies showing that due to widespread stigmatization and inadequate support to families, the proportion of children with disabilities placed in institutional care is higher than other children.

**Lack of Alternative:** Against institutional care, alternatives such as supporting families and family-based care are not sufficiently developed and available. The lack of alternatives leads to excessive use of institutionalization.

---


Table 6: Indicators Table / VAC in Institutions (care, rehabilitation, detention, justice, etc)

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Steps to be Taken</th>
<th>National Level</th>
<th>Local Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STRUCTURAL INDICATORS</strong> (Legislation, national action plans, institutional/field action plans, strategy documents, institutional strategy documents, established national and local mechanisms, provincial action plans, national budget, local budget etc.)</td>
<td>a. Existence of a prevention plan and its content</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Existing law and policy framework for institutional care:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Does it identify required steps to be taken to prevent children leaving from family? Do these steps conform to Child Rights Convention and UN alternative care guideline?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Does it give priority to foster home care?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Does it guarantee that institutional care is used as last resort and temporary measure for especially young children?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Does existing law and policy framework for institutional care provide guarantee for participation of children especially adolescent in placement decisions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Are there sufficient support programs including services and subsistence aid for families of children with disabilities, or with the risk of to be abandoned or left to the institution?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Are there alternatives such as foster home care to institutional care for all children (orphans, children with disabilities, children of marginalised groups) in need of care?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Is there a national action plan which covers in-depth analysis of problems to prevent children’s involvement with crime?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Does national plan including below points aim to prevent conflicting with the law?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Supporting families in child rearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Development of community-based network for sensitive children</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Services for low income groups and flexible working possibilities for parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Clearly banning punishment forms, such as corporal punishment, dark cell confinement, solitary confinement cell, which affect mental health and life comfort of children</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Reducing violence and harassment at home</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Services and supportive programs to prevent alcohol and drug addiction and help addicted children</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Foundations of the field of indicator in human rights law:** CRC article 19,20, 21, 23, 37, 40; GC10; GC13; ICCPR article 4(1), 23(1), 24(1), GC 3, 17 and 18; ICESCR article 10(1,3), 12(1); (2b) and (c), 2(3), 6, 11(2) 13, 14, 17, 18; CRDP article 7; CAT article 10, European Convention on Prevention of Torture and Committee Decisions, European Social Charter (revised version) article 7 and 17, Council of Europe Lanzarote Convention (sexual abuse).

**INDICATORS:** Questions to be asked to see whether necessary conditions are satisfied

**Note:** All indicators must be defined separately with respect to features and positions that may lay the ground for discrimination such as gender, age, disability, ethnicity, social status, urban/rural etc. Without this distinction it is impossible to see the difficulties that disadvantaged groups experience.

**Note:** CSOs may use one, some or all of these indicators in their monitoring work. It depends on their respective financial and human resources capacity, what is required by their specific position, goals and objectives and fields of work.
### Structural Indicators (continue...)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Alternatives to formal school or supportive education opportunities for it.</td>
<td>- Improving life comfort and protection of all children, extending rights</td>
</tr>
<tr>
<td>- Sport and cultural activities for children</td>
<td>- Restricting to access and use of wounding gear and firearm in general</td>
</tr>
<tr>
<td>- Extending child rights information prepared in child-friendly format</td>
<td>- Existing of measures to ensure that no children can be accused of or punished for an act which is nonincriminating when done by adults.</td>
</tr>
<tr>
<td>- Use of mass communication tools which encourage positive contribution of children to the society</td>
<td>- Protection of children from abuse, exploitation and criminal activities</td>
</tr>
</tbody>
</table>

### Protection

<table>
<thead>
<tr>
<th>Question</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a data collection system which contains disaggregated information and reasons of institutionalization on all children in boarding schools under state supervision?</td>
<td>E-okul sistemi, şiddet olaylarına ilişkin bilgi alanı içeriyor mu?</td>
</tr>
<tr>
<td>Is there an evaluation system for officers to review reasons of institutionalization of children under state care and supervision regularly and to decide continuation of institutionalization or not? Do children and their parent take part in these evaluations?</td>
<td>Toplanan veriler periyodik aralıklarla değerlendiriliyor mu?</td>
</tr>
<tr>
<td>Is there a system where all acts of violence registered and reported? Is there an official authority which is assigned to this responsibility?</td>
<td>• Is there an article for systematically collecting disaggregated data?</td>
</tr>
<tr>
<td>Does the plan comprised of followings:</td>
<td>• Does the plan provide:</td>
</tr>
<tr>
<td>- (government or non-government organisations) a mechanism provides coordination for prevention between all institutions, agencies and staff</td>
<td>- Specialized personnel at all level</td>
</tr>
<tr>
<td>- Well identified responsibilities of institutions, agencies and staff</td>
<td>- Are there funds and other resources for medical and mental care, nutrition, shelter, prevention and cure of drug and alcohol use</td>
</tr>
<tr>
<td>A system/mechanism, which is designed with participatory perceptive, evaluates and monitors the efficiency of measures taken</td>
<td></td>
</tr>
</tbody>
</table>
### Table 6: continue...

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Steps to be Taken</th>
<th>National Level</th>
<th>Local Level</th>
</tr>
</thead>
</table>
| **STRUCTURAL INDICATORS** (continue...) | Accountability | • In existing legislation and policy framework  
  - Is there development of regular independent external auditing for institutions (daytime, boarding, rehabilitation centres, child detention rooms, child prisons) where children stay under supervision of state or private agencies?  
  - Are regular visits of judges, prosecutors and those acts for them to these institutions guaranteed?  
  - Does the aim of regular visits comprised of evaluation of care and supervision institution’s conformity to law and child rights standards?  
  - Are there legal and administrative regulations for monitoring behaviours of personnel, who work in these institutions at all level, towards children?  
  - Is there a mechanism which shows children in these institutions, where to apply and how in case of violence against children (telephone lines, anonymous complaint boxes, regular independent auditing etc.)? | | • Is there independent auditing agency in the province? Are care, rehabilitation and violence against children in justice system prioritised in the agenda of auditing mechanism (Human Rights Inspection Board, Prison Inspection Board, ombudsman Office etc)? |

| | | • Are inspectors authorised with below powers?  
  - Able to make spot checks?  
  - Able to make checks with own initiative?  
  - Able to reach all institution staff within confidentiality rules  
  - Able to reach records of all institution staff within confidentiality rules  
  - Able to reach all children stays in the institutions within confidentiality rules  
  - Able to reach records of all children stays in the institutions within confidentiality rules  
  • Are medical and health personnel enabled to participate to the inspection?  
  • Are inspectors able to announce their reports (with findings, evaluation and recommendations)? | |

| **STRUCTURAL INDICATORS** (continue...) | | • Are all kind of violence, torture and abuse against children in detention centres prevented?  
  • Are there private complaint mechanisms for detained children?  
  • Is there a special authority such as ombudsman which takes and investigates complaints of detained children (violence, torture, abuse, allegations related to detention conditions)?  
  • Do detained children or their legal representative or parents have rights to complain to a competent authority? | |
<table>
<thead>
<tr>
<th>PROCESS INDICATORS</th>
<th>Prevention</th>
<th>Rehabilitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change within the last year/reporting period</td>
<td>Are there regular training of personnel for prevention of violence against children at the institutions where children stays? How many training have been conducted? What is the change on the number of training and the number of personnel reached?</td>
<td>Are there redress mechanisms set for child victims suffered from violence, torture or abuse?</td>
</tr>
<tr>
<td></td>
<td>Do personnel from all level receive training?</td>
<td>Is there a regulation for noncompensatory corrective measures such as improvement of detention conditions?</td>
</tr>
<tr>
<td></td>
<td>Is there collaboration with UNICEF and NGOs in the training?</td>
<td>Is there an institution or authority which gives an advice for implementing remedy/solutions found for victims?</td>
</tr>
<tr>
<td></td>
<td>Are these training evaluated at regular intervals</td>
<td></td>
</tr>
</tbody>
</table>

Indicators for Monitoring of Violence Against Children Guidebook

- Are detained children allowed to participate to the decisions process related to detention centres where detained children stay carried by authorised personnel?
- Does it guarantee a system where violence, torture or abuse complaints of detained children and health or social service specialist monitored mandatorily by a complaint office?
- Are there penal sanctions, administrative and disciplinary sanctions to law implemeters and child justice personnel who were found guilty for violence, torture or abuse accusations?
- Are there redress mechanisms set for child victims suffered from violence, torture or abuse?
- Is there a regulation for material compensation?
- Is there a regulation for noncompensatory corrective measures such as improvement of detention conditions?
- Is there an institution or authority which gives an advice for implementing remedy/solutions found for victims?

Rehabilitation Indicators

- Are there regular training of personnel for prevention of violence against children at the institutions where children stays? How many training have been conducted? What is the change on the number of training and the number of personnel reached?
- Do personnel from all level receive training?
- Is there collaboration with UNICEF and NGOs in the training?
- Are these training evaluated at regular intervals?
- Are there special methods being followed to select personnel who will work with children?
- Are personnel works with children being trained with a special training on international standards on child rights such as child psychology, child health, awareness on HIV/AIDS, first aid, prevention of suicide?
- Do personnel works with children receive regular in-service training to combat bullying?
- Is there a special regulation for followings?
- Treatment of children who are in conflict with the law
- Treatment of the freedom deprived children
- Is there a separate authority or separate juvenile court for taking decisions on the cases of children who are in conflict with the law?
- Is there a semi-institutional regulation such as transition homes, education homes or day time education centres for children who are in conflict with the law?
- Are children kept separated from adults in all kind of detention conditions?
### Table 6: continue...

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Steps to be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROCESS INDICATORS</strong></td>
<td></td>
</tr>
<tr>
<td>(continue...)</td>
<td></td>
</tr>
<tr>
<td>Are parents of children or guardian of children being informed right away after detention or arrest of children?</td>
<td></td>
</tr>
<tr>
<td>Is there an obligation to show respect for privacy of children who are in conflict with the law in all steps of the process?</td>
<td></td>
</tr>
<tr>
<td>Is there a right to freedom of expression for child?</td>
<td></td>
</tr>
<tr>
<td>Is participation of children provided to contribute to the decisions that may affect their life by taking into consideration of child's ability, age and capacity in prosecution process?</td>
<td></td>
</tr>
<tr>
<td>Is there a ban to prevent lawless and arbitrary detention, arrest or imprisonment of children as for adults?</td>
<td></td>
</tr>
<tr>
<td>Is deprivation of freedom being used as a last resort and potentially at minimum number for children?</td>
<td></td>
</tr>
<tr>
<td>Accountability</td>
<td></td>
</tr>
<tr>
<td>Do children need experts to have information about existing complaint mechanisms?</td>
<td></td>
</tr>
<tr>
<td>Do children under detention have right to get aid from family members, psychological counselors, social service experts when making demands or complaints?</td>
<td></td>
</tr>
<tr>
<td>Do children under detention have right to get free legal advice without delay when making demands or complaints?</td>
<td></td>
</tr>
<tr>
<td>Do children under detention have permission to make demands or complaints collectively?</td>
<td></td>
</tr>
<tr>
<td>Is it possible for children under detention to make demands or complaints by petition without any censorship?</td>
<td></td>
</tr>
<tr>
<td>When a complaint needs to be filed in a written form, is there an aid provided for illiterate children?</td>
<td></td>
</tr>
<tr>
<td>Is there measures taken to prevent negative response or oppression towards children when they make demands or complaints</td>
<td></td>
</tr>
<tr>
<td>National Level</td>
<td></td>
</tr>
<tr>
<td>Local Level</td>
<td>Relevant information and figures at provincial/town/local level.</td>
</tr>
<tr>
<td>Relevant information and figures at provincial/town/local level.</td>
<td></td>
</tr>
</tbody>
</table>
### PROCESS INDICATORS

<table>
<thead>
<tr>
<th>Rehabilitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there provision of proper support and help for children who committed a crime in the past in order to support their re-integration to community again?</td>
</tr>
<tr>
<td>Are there campaigns towards community to say that children who committed a crime in the past have a right to play a constructive role in the community?</td>
</tr>
<tr>
<td>Are there efforts to maintain communication, if there is and possible, between children under institutional care and their families? Are these efforts being evaluated?</td>
</tr>
<tr>
<td>Are there efforts to prevent ostracization (in school, where they live) of children under institutional care? Are these efforts being evaluated in regard to whether they work or not?</td>
</tr>
</tbody>
</table>

### OUTCOME INDICATORS

<table>
<thead>
<tr>
<th>Change within the last year/reporting period</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the change on the number of children who suffered from sexual violence while under care and supervision?</td>
</tr>
<tr>
<td>What is the change on the number of children who self-harmed himself/herself while under care and supervision?</td>
</tr>
<tr>
<td>What is the change on the number of children who died while under care and supervision?</td>
</tr>
<tr>
<td>What is the change on the number of children who are under institutional care and supervision?</td>
</tr>
<tr>
<td>What is the change on the number of reported violence against children cases under care and supervision?</td>
</tr>
<tr>
<td>What is the change on the number of administrative and legal investigation for personnel reported for performing violence against children?</td>
</tr>
<tr>
<td>How many personnel are being tried as a result of reported for performing violence against children after an investigation? Is there a change on this number?</td>
</tr>
<tr>
<td>What is the change on the number of punishments were imposed after judgement?</td>
</tr>
<tr>
<td>- Assignment to the same type institution in a different place</td>
</tr>
<tr>
<td>- Prison sentence</td>
</tr>
<tr>
<td>- Cash fine</td>
</tr>
<tr>
<td>- Written to the records of the personnel.</td>
</tr>
</tbody>
</table>

### Sources and instruments to be used in collecting necessary information

- Reports of Ministry of Justice
- Reports of Ministry of Family and Social Policies and reports of its provincial organisations
- Reports of Ministry of Youth and Sport
- Reports of Children Ombudman
- Reports of Prison Monitoring Boards
- Reports of annual criminal records
- GNAT Human Rights Investigation Commission
- Reports of Legal Aid Services (Ministry of Justice, Bar Association)
- Reports of NGOs about children justice system or relevant subjects (For example: Prisons, guidance in children justice system)
Whether employed legally or illicitly, places where children are employed must be safe, health and free of violence.

Turkey has been working with the International Labour Organization (ILO) since the 90s to eliminate the exploitation of child labour. There are significant achievements particularly in the sector of industry; new legislation was adopted and the number of working children is significantly reduced. However Turkey still has a long way to go to totally eliminate child labour.

According to the year 2012 statistics supplied by the Turkish Institute of Statistics (TÜİK) the number of working children has fallen drastically from 1,700,000 to 893,000 within the last 20 years. Of these working children, 292,000 are from the age group 6-15. At present there are some 600,000 children working in unfavourable circumstances. This situation is classified as “worst forms of child labour” by the ILO Convention no. 182. Turkey, on the other hand, accepts only 3 of what are coined as “worst forms”: seasonal works in agriculture, employment by small and medium size enterprises and street working. Of course there are some other worst forms of child labour, but they do not appear in studies and statistics since they are not clearly defined. Domestic child labour, child prostitution, use of children in illegal activities, sale of and trafficking in children, forced labour, debt bondage and slavery, forced or compulsory recruitment of children to be used in armed conflicts are items that are not addressed by Turkish legislation in harmony with the CRC and ILO Convention no. 182. Children are not legally allowed to be members of trade unions or labour associations. The age legally set for admittance to employment is also in contrast with the age interval for compulsory education.

Article 32 in the UN Convention on the Rights of the Child states that governments should protect children from performing any work that is likely to be hazardous or to interfere with their education. Many children work long hours because they have to. There are cases where their parents force them to work.

Places where children work include crop fields, factories, mines, streets, market places, shops, bars, brothels, transportation centres and private homes. Many children have to work in hazardous and unhealthy environments. They may be forced to engage in illegal activities or pornography and prostitution. One of the most common forms of child labour is girls under age 16 going for domestic works in other people’s homes and as workers these children have no social protection. Child domestic workers are often treated and paid badly sometimes not paid at all and may also be used as if they are slaves.

For more information: http://www.tuik.gov.tr/PreHaberBultenlerI.do?id=13659

VAC in the Workplace

48
Although there is a decrease in the number of working children worldwide within the last few years, there are still many children who have to work. The International Labour Organization (ILO) estimates that there are 218 million child workers worldwide and 126 million of these children are involved in hazardous jobs. Further figures are as follows: 5.7 million children are forced to work, 1.8 million is used for prostitution and pornography and there are 1.2 million child victims of trafficking.

Working children face violence or abuse not only by their employers but also by workmates, clients, police and crime gangs.

While two special international conventions (ILO Convention no 138 and 182) are instrumental in protecting children, there is no legislation that protects children against violence at workplaces.

Which forms of violence do working children experience?

- Violence by employers, personnel and clients – violence is frequently used to forcibly employ children, to punish or keep them under control at workplaces.

- Prostitution and child pornography – every year over 1 million children are used in prostitution. These children mostly have nobody to help them. Even when they do, they are still treated as guilty, locked in or not allowed to sue their employers.

- Forced or bonded labour — children may be forced to work as a form of repayment for any borrowing or may be sold as slaves. Children in such situations cannot protect themselves from their employers and other workers.
### Table 7: Indicator Table / VAC in the Workplace

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Steps to Be Taken</th>
<th>National Level</th>
<th>Local Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STRUCTURAL INDICATORS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Legislation, national action plans, institutional/field action plans, strategy documents, institutional strategy documents, established national and local mechanisms, provincial action plans, national budget, local budget etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prevention</td>
<td>• Is there a national plan of action to facilitate the implementation of the laws that prohibit children under 15 to work? Does it include prohibition of work for children in conditions that are defined as worst forms of child labour? Does the plan include children working/living on the streets, domestic child labour, commercial sexual exploitation, prostitution, agriculture including seasonal agricultural work?</td>
<td>• Are there local plans of action to combat exploitation of child labour for children under 15? Does it include worst forms of child labour for 15? Does the plan include children working/living on the streets, domestic child labour, commercial sexual exploitation, prostitution, agriculture including seasonal agricultural work?</td>
<td></td>
</tr>
<tr>
<td>Protection</td>
<td>• Is there a data collection system for violence against children in workplaces? (including periodic surveys)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountability</td>
<td>• Are there concrete policies protecting right to education of working children between 15-18?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rehabilitation</td>
<td>• Are there rehabilitation centres designed to cater for special needs of working children should they be exposed to violence?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROCESS INDICATORS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Efforts to translate into life those rights which are safeguarded by law and have their relevant implementation plans)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prevention</td>
<td>• Are there awareness raising campaigns about effects, support needed and legal limits of child labour under 15 and under 18 in case of worst forms of child labour?</td>
<td>• Are there programmes that provide continuing family support at the national including combating poverty, conditional cash transfers, repealing hidden school fees, accessible social service centres?</td>
<td>• Are there centres or services available where working children may go and ask for/get psychosocial support at the provincial, sub/provincial/local level?</td>
</tr>
<tr>
<td></td>
<td>• Are there programmes that provide continuing family support at the national including combating poverty, conditional cash transfers, repealing hidden school fees, accessible social service centres?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Are there regular surveys on VAC in workplaces/working children?</td>
<td>• Budget allocated and spent for awareness raising, family support, research projects on VAC and working children by municipality and government?</td>
<td></td>
</tr>
</tbody>
</table>

**Foundations of the field of indicator in human rights law**: CRC articles 18.1, 18.2, 19.1-32; GY8, GY13; IILO 138 and 183; ICCPR articles 4(1), 23(1A), 24(1), GY3, 17 ve 18; ICESCR articles 10(1, 3), 12(1)(2b) ve (c), 2(3), 6, 11(2) 13, 14, GY 5, 11, 13, 17, 18; CAT Article 10, European Social Charter (revised) article 17.

**INDICATORS**: Questions to be asked to see whether necessary conditions are satisfied

**Note**: All indicators must be defined separately with respect to features and positions that may lay the ground for discrimination such as gender, age, disability, ethnicity, social status, urban/rural etc. Without this distinction it is impossible to see the difficulties that disadvantaged groups experience.

**Note**: CSOs may use one, some or all of these indicators in their monitoring work. It depends on their respective financial and human resources capacity, what is required by their specific position, goals and objectives and fields of work.
### PROCESS INDICATORS

<table>
<thead>
<tr>
<th>Protection</th>
<th>Accountability</th>
<th>Rehabilitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are places where children work being inspected and reviewed periodically by Labour and Social Security personnel as well as security forces staff?</td>
<td>• Are there trainings materials/trainings made available to business owners on VAC and child labour?</td>
<td>• Number of children exposed to worst forms of child labour including trafficking, for sexual purposes, prostitution, sale of children, exploitation in agricultural sector received rehabilitation services?</td>
</tr>
<tr>
<td>• Are there places within the child protection system providing temporary shelter and support accessible to working children?</td>
<td>• Are reported cases of VAC in workplaces/against working children brought before the courts and justice is served for the benefit of the child?</td>
<td>• Relevant information and figures at provincial/town/local level.</td>
</tr>
<tr>
<td>• Are there opportunities in terms of non-formal education, life skills trainings, sports and leisure services made available to working children?</td>
<td>• Number of training provided to municipality and governorship staff as well as business owners on VAC and child labour?</td>
<td>• Relevant information and figures at provincial/town/local level.</td>
</tr>
</tbody>
</table>

### OUTCOME INDICATORS

<table>
<thead>
<tr>
<th>Prevention</th>
<th>Protection</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Number of working children who received with family support programmes</td>
<td>• Number of working children taken in for protection services</td>
<td>• Average time period spent from a VAC in workplace report to the follow-up and positive resolution of the case by the security forces and other relevant staff?</td>
</tr>
<tr>
<td></td>
<td>• Reported cases of VAC in workplaces/against working children</td>
<td>• Rate of formally reported repeat cases of VAC in workplaces/against working children to total cases of reported cases of VAC in workplace/against working?</td>
</tr>
</tbody>
</table>

### Change within the last year/reporting period

- Relevant information and figures at provincial/town/local level.

### Sources and instruments to be used in collecting necessary information

- Government Agency Reports and statistics such as Ministries of Labour and Social Security, Family and Social Policies, Justice, Interior (police and gendarme included), Education.
- TGNA Human Rights Inspection Commission, Ombudsman, National Human Rights Institute,
- Court decisions
- NGO reports, academic research articles, masters and doctoral thesis
- Print, audio-visual, and online media news stories.
Society must be a safe haven where children feel themselves supported and under protection. However, children may face the risk of violence when they are away from the protection of their families or other caregivers. This risk may include injuries, sexual violence and child trafficking. As the incidence of violence in a society increases, children constitute the group most affected. Adults in a society may be confident that they would not be prosecuted for violence and sexual abuse and profit from the absence of any protection for children.

Outdoor spaces include not only physical locations but also the social environment where relations and interaction among different groups take place. This social environment starts from street right after the home door and extends to public areas open to all.

Social environments (streets, neighbourhoods, public places, etc) may be spaces of solidarity and protection for children and where children face peer, armed, gang, police violence and risks such as sexual abuse, abduction and trafficking. Violence may emerge also through the means of mass communication and new information and communication technologies. As they grow up, the risk that children face violence may be higher and the risk of sexual and gender based violence against girls grows further.

What forms of violence are experienced in communities?

Violence among children themselves - such violence occurs more frequently in groups suffering unemployment, adverse housing and living conditions and limited opportunities. When children have meagre expectations for future, they may manifest their disappointment and enragment by resorting to violence. Substance and alcohol abuse is a factor that further aggravates this tendency. Male children and young males may be encouraged to resort to violence since they are told that this is a part of “being a man”. Violence among children may lead to fatal consequences.

Sexual violence in society - this may take such forms as harassment by paying, inappropriate touching or forcing someone to have sexual intercourse with another. Sexual violence is often not by foreigners but by persons known by and trusted in such as sports coaches, religious leaders, police, teachers or employers.

Violence by male or female partners - there are many adolescents and young persons stating that they have been hit, slapped or hurt by their partners.
Violence against street children - most of these children has nobody to protect them and they may be regarded as nuisance by their communities. The police interfere and try to remove children from streets. These children may be subject to beating, sexual violence and torture or they may just “disappear.”

Sex tourism - this refers to sexual exploitation of children in the tourism sector. It may be by tourists or hotels, entertainment centres and other places that force children to prostitution.

Violence in camps for refugees and displaced persons - children may be living in such camps without their parents with them. Even when they are with their parents, these camps may be unfit for their proper growth and development since they are regarded as temporary shelters for persons who are not legally allowed to live in the country concerned. This makes these camps particularly hazardous for women and female children.

Trafficking in human beings and child abduction - children may be separated from their families for employment at low wages, prostitution or forced marriage without their consent. Physical, emotional and sexual violence is used to force children to do these.

Violence via media and Internet - children observe all forms of violence on TV, movies, video games and Internet and they are often presented as normal or even fun. Children may be used for pornographic purposes or may be seduced and separated from their families by persons who appear as their “friends” in chat rooms. Children may threaten, humiliate or bully other children by using their mobile phones or e-mails.

Causes behind violence manifesting itself in social sphere are numerous and complex. However, it can be said that poverty and inequality are the leading ones among them. High rates of crime and violence are observed mostly in environments where public services, schools and recreation facilities fall short of needs.
Table 8: Indicators Table / VAC in the Street and in Public Spaces


| INDICATORS: Questions to be asked to see whether necessary conditions are satisfied |
| Note: All indicators must be defined separately with respect to features and positions that may lay the ground for discrimination such as gender, age, disability, ethnicity, social status, urban/rural etc. Without this distinction it is impossible to see the difficulties that disadvantaged groups experience. |
| Note: CSOs may use one, some or all of these indicators in their monitoring work. It depends on their respective financial and human resources capacity, what is required by their specific position, goals and objectives and fields of work. |

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Steps to be Taken</th>
<th>National Level</th>
<th>Local Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STRUCTURAL INDICATORS</strong> (Legislation, national action plans, institutional/field action plans, strategy documents, institutional strategy documents, established national and local mechanisms, provincial action plans, national budget, local budget etc.)</td>
<td>Prevention</td>
<td>• Existence of researches conducted to understand urban poverty, characteristics and extensity of ostracisation which affect children</td>
<td>• Existence of researches conducted in poverty, ostracisation, not benefiting from rights and violence in provincial level (including urban and rural settings)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Existence of researches which cover violence risk factors and obstacles before development of living, health, development, sanitation, education and protection rights of children in urban settings</td>
<td>• Whether these researches cover all kind of violence, all different groups and gender inequality or not</td>
</tr>
<tr>
<td>Protection</td>
<td>• Existing legislation,  - Does it cover all kind of violence against children in urban settings? Do these include sport and sport activities?  - Does it cover articles for violence against children who are stateless or are not citizen? (refugee, asylum seeker, displaced children)  - Does it ban commercial exploitation of children (including prostitution and other illegal sexual activities)?  - Does it ban all kind of violence against children trade or sale of children (including parents)?  - Existing legislation,  - Does it ban production, distribution and possession of child pornography?  - Does existing legislation provide for establishment of national and local coordination mechanism? (with national collaboration framework and action plan, budget of the plan and assurance for accountability in practice)</td>
<td>Existence and efficiency of local action plan for preventing violence in social settings:  • Do local action plans show dependence to law and national strategies?  • Are local action plans build upon indicators and time frame?  • Are monitoring and evaluation anticipated?  • Are opinions of children and parents taken into consideration?  • Are conformable coordination between central administration units and municipality units anticipated?  Does the action plan cover both urban settings and rural settings?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Level</th>
<th>Indicators</th>
<th>Steps to be Taken</th>
<th>National Level</th>
<th>Local Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PREVENTION</strong></td>
<td>• Existence of researches conducted to understand urban poverty, characteristics and extensity of ostracisation which affect children</td>
<td>• Existence of researches conducted in poverty, ostracisation, not benefiting from rights and violence in provincial level (including urban and rural settings)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Existence of researches which cover violence risk factors and obstacles before development of living, health, development, sanitation, education and protection rights of children in urban settings</td>
<td>• Whether these researches cover all kind of violence, all different groups and gender inequality or not</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROTECTION</strong></td>
<td>• Existing legislation,  - Does it cover all kind of violence against children in urban settings? Do these include sport and sport activities?  - Does it cover articles for violence against children who are stateless or are not citizen? (refugee, asylum seeker, displaced children)  - Does it ban commercial exploitation of children (including prostitution and other illegal sexual activities)?  - Does it ban all kind of violence against children trade or sale of children (including parents)?  - Existing legislation,  - Does it ban production, distribution and possession of child pornography?  - Does existing legislation provide for establishment of national and local coordination mechanism? (with national collaboration framework and action plan, budget of the plan and assurance for accountability in practice)</td>
<td>Existence and efficiency of local action plan for preventing violence in social settings:  • Do local action plans show dependence to law and national strategies?  • Are local action plans build upon indicators and time frame?  • Are monitoring and evaluation anticipated?  • Are opinions of children and parents taken into consideration?  • Are conformable coordination between central administration units and municipality units anticipated?  Does the action plan cover both urban settings and rural settings?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Structural Indicators

#### Accountability
- Is there an access procedure for complaint mechanism in all acts of violence against children happened in social environment without fear of reprisal? Does it cover rural settings?
- Do existing legislation, rules, regulations provide for reporting? Is there punishment for those who do not report? Are there measures for protecting those who reported?
- Are there independent agencies such as national human rights agency/ombudsman which were established in the framework of Paris principles? Is there priority field for prevention of violence against children and protection of children in the job description of those agencies? Is it anticipated for those agencies to work to implement existing law and actualisation of rights? Do recommendations of those agencies have sanction power?

#### Rehabilitation
- Does existing legislation identify free, accessible, efficient redress system?
- Does existing laws provides assurance for getting all suitable aid for reintegration of child trade victims to community in terms of social aspect including full physical and psychological recovery? Does it make responsibility distribution?

### Process Indicators

#### Prevention
- Existence of campaigns aimed to increase public awareness and decrease consumer demands for the sale of children, child prostitution and child pornography (last 1 year)?
- Existence of campaigns aimed to combat with violence against children in cyberspace and mass communication tools (last 1 year)
- Rise in child friendly town initiatives in nationwide
- Statements/speeches of senior officials in national and local level (condemning violence against children)

#### Protection
- Numbers and frequency of training programs comprise of violence against children, kinds and responsibilities in state agencies (hospital, police, service providers) (last 1 year)
- Rise in the number of participants participated to training programs such as (including urban and rural settings)

#### Accountability
- Rise in the number of opened investigations against police constables and law enforcement officers who committed violence against children
- Rates of captured, arrested, imprisonment of offenders (with disaggregating different kinds of violence)

#### Rehabilitation
- A number of child victims received rehabilitation, psychological support, shelter support, social support in last one year
- Rates of social service workers received training in care, rehabilitation, support of child victims (last one year)
<table>
<thead>
<tr>
<th>OUTCOME INDICATORS (How does the structural framework and efforts made in the process for ensuring it look in the actual life of children and supporting framework? Has it brought along any positive change in the lives of children?)</th>
<th>Change within the last year/reporting period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rise on the number of children who returned to the school (official and public education)</td>
<td></td>
</tr>
<tr>
<td>Rise on the number of captured organized crime syndicates which deal with child trade</td>
<td></td>
</tr>
<tr>
<td>Decrease on the number of child who were critically injured or died as a result of child homicide (supported with hospital records, police records)</td>
<td></td>
</tr>
<tr>
<td>Decrease in the rate of individual’s possession of firearms</td>
<td></td>
</tr>
<tr>
<td>Rise in registering children to population registration system</td>
<td></td>
</tr>
<tr>
<td>Rise on the number of access restricted internet sites due to promotion of sexual exploitation of children</td>
<td></td>
</tr>
<tr>
<td>Rise on the number of youth centres</td>
<td></td>
</tr>
<tr>
<td>Is there a decrease on the level of violence against children reflected from hospital statistics, police reports and researches conducted systematically and regularly in the reporting period (last one year)?</td>
<td></td>
</tr>
<tr>
<td>Are there positive changes on the rate of marriages under 18 years in the reporting period (last five years)?</td>
<td></td>
</tr>
<tr>
<td>Have data been collected about below subjects in last five years?</td>
<td></td>
</tr>
<tr>
<td>Identification and reporting of violence against children in children welfare system including criminal justice system, education and health</td>
<td></td>
</tr>
<tr>
<td>Investigation of violence against children cases</td>
<td></td>
</tr>
<tr>
<td>Court decisions for lawsuits were opened in the scope of violence against children</td>
<td></td>
</tr>
<tr>
<td>Children welfare services with regard to violence against children incidents</td>
<td></td>
</tr>
<tr>
<td>Average punishment imposed on offenders in violence against children cases in the reporting period (last one year)</td>
<td></td>
</tr>
<tr>
<td>Is there a rise on the number of imprisonment of those committed child trade crime with regard to reported cases to the police in last five years? Have those statistics recorded with disaggregation?</td>
<td></td>
</tr>
<tr>
<td>Is there a decrease on the rate of children abused continuously among officially reported children exposed to abuse (last one year)</td>
<td></td>
</tr>
<tr>
<td>Is there a positive change on the rate of child victims who restored his/her health, reintegrated of social life or child victims guided to psychological support services in the reporting period (last one year)</td>
<td></td>
</tr>
<tr>
<td>Is there a positive change on the compensation amounts paid to child trade victims? (average case on yearly basis and on disaggregated data basis)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sources and instruments to be used in collecting necessary information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Data of Ministry of Justice</td>
<td></td>
</tr>
<tr>
<td>Data of Ministry of Family and Social Policies</td>
<td></td>
</tr>
<tr>
<td>Data of Foreign Ministry</td>
<td></td>
</tr>
<tr>
<td>Data of Foreign Ministry on Human Trafficking</td>
<td></td>
</tr>
<tr>
<td>Reports and data of NGO Network of End Commercial Sexual Exploitation of Child</td>
<td></td>
</tr>
<tr>
<td>ECPAT International reports</td>
<td></td>
</tr>
<tr>
<td>Reports United States of America on Human Trafficking</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 4
Supporting Tools
**Tool 1**

**Reporting Steps and Sample Report Analysis Tools**

There is need to take eight basic steps in reporting whether the right of the child to be free from violence is implemented or not. These steps are the same with methods used in participatory surveys:

1. Make a plan for a situation analysis on the right of the child to be free from violence. You are preparing this report to change or affect what? Decide on what type of information is important for you. At this stage, the set of indicators you have will guide you to data that should be collected.

2. Go over documents, printed materials and information files that you have.

3. Identify those issues in which there is shortage of data/information and collect further information if necessary.

4. Analyze data/information you have.

5. If you feel it necessary, collect more information and go deeper in analyzing.

6. Prepare a draft of your situation analysis report on the right of the child to be free from violence.

7. With your report structured now, consult to all relevant parties and check the accuracy of your analysis.

Finalize your report on the right of children to be free from violence and start developing a plan and strategy on what you are going to do after the report. Think about activities to modify/add activities related to the problem you want to have an impact on and don’t forget that you can use your report in more than one way!

In all these processes do not forget to work together with children. Your report will benefit from the opinions and creativity of children and you will be able to move faster towards your common objective.

---

1 Save the Children’s Getting it Right for Children Published in 2007
Sample Report Analysis Tool

<table>
<thead>
<tr>
<th>Suggested heading</th>
<th>Issues to consider</th>
</tr>
</thead>
</table>
| Introduction and background                           | State of affairs  
  - Linking children's right to freedom from violence with general state of affairs in political (including ethnic politics), economic, cultural (age, gender), traditional (including child rearing practices, harmful traditions), religious spheres;  
  - Trends and developments that may affect children's right to freedom from violence  
  - Structures that may support children and their capacities  
  - Contemporary legal, political documents relevant to children's right to freedom from violence |
| Budget, public administration and structural analysis  |  
  - Legal and public administration system (including international laws Turkey is party to)  
  - Relevant laws and their implementation  
  - Budget visible, allocated, and used  
  - Key agencies responsible (governmental)  
  - How accountable the public administration is  
  - What public data and information readily available |
| Analysis of immediate and rooted causes of problems    |  
  - Issues that need immediate resolve and why (laws, policies, etc)  
  - Root causes of issues that needs resolve, why (distribution of power, lack of participation, etc)  
  - How root causes and issues of immediate nature are linked |
| Power and gender analysis                              |  
  - Power relationships at home and in society (age, gender, disability etc, disaggregation)  
  - How power is distributed in society, who distributes it, resources and decision making mechanisms, who controls them (money, labour force, food, time, etc)  
  - Which groups of children forgotten, excluded, prioritised? |
| Obligations and responsibilities analysis              |  
  - Who are the duty bearers at different levels: home, local, central  
  - Who are the most attentive duty bearers, most influential duty bearers, why? Undersecretaty, advisor to the prime minister, etc…  
  - Key responsibles, duty bearers, analyse their resons of inaction, reaction, obstacles they face or they create, why?  
  - Who are other people, institutions that affect children’s right to freedom from violence (NGOs, private sector, media, etc)? |
| Level of decentralisation                              |  
  - Do municipalities and governorships and other local administrations have responsibilities/obligations in addressing VAC?  
  - How much of service delivery responsibility is decentralised, where are the power holders? (decision making, budget allocation, administration of services)?  
  - Would local administrations facilitate children’s participation? |
| Right to freedom from violence analysis                |  
  - Which groups of children are more likely to VAC, why, how?  
  - Prevalence and severity of VAC  
  - Examples of failure to protect children from violence |
| Perception and views of children of all ages           |  
  - How children perceive and experience violence?  
  - Key areas of concerns children identified, their solutions, recommendations? |
| Evaluation and conclusion                              | Analysis of the overall picture of VAC, what would happen if state of affairs does not change |
| Recommendations                                        | Clear, doable, simple recommendations for different stakeholders |
### Sample Report Analysis Table

<table>
<thead>
<tr>
<th>Rights that are violated/not realised within the context of right of the child to freedom from violence</th>
<th>Causes</th>
<th>Duty bearers and responsible (government, state agencies, local administrations etc) and (family, opinion leaders, private sector, media, NGOs etc)</th>
<th>Areas needs to be strengthened, supportive actions, activities</th>
<th>Reasons of inaction</th>
<th>Obstacles</th>
<th>Steps to be taken to overcome inaction, resistance to change, increasing accountability, etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visible causes</td>
<td>Root causes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Tool 2**

**Good Practices**

**Good Practice 1.** Reporting Map of Monitoring Violence against Children

<table>
<thead>
<tr>
<th>Monitoring Civil Society Organization</th>
<th>: International Children’s Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring area</td>
<td>: Turkey</td>
</tr>
<tr>
<td>Type of data collected</td>
<td>: Individual reports, Press news, Reports by civil society organizations</td>
</tr>
</tbody>
</table>

**Purpose and subject of monitoring**

The purpose of "Map for Monitoring Violence against Children" is to provide a reporting tool to individuals and civil society organizations for reporting cases of violence against children. On the basis of this reporting tool, it is envisaged to collect cases of violence and child rights violation from all parts of Turkey; to confirm such cases and place them in the map and to publish at the end of each year a report analyzing what is observed in that map.

Thanks to this reporting tool children and adults from any part of the country will be able to report cases of violence against children taking place in their vicinity and obtain information about the following matters:

- forms of violence experienced in various parts of Turkey,
- frequency of cases of violence,
- Which forms of violence are experienced in different parts of the country by children in different age groups and sectors in charge of preventing such cases,
- Specific environments in which children are more vulnerable to violence.

**Data collectors**

By using the reporting form in the website, all including children, families, teachers and social workers.

**Data collection areas**

Sexual Abuse, Abuse, Neglect, Death (Strangling, Burning, Poisoning, by Firearms), Missing Children, Accidents (Traffic, Indoor Accidents, Injuries and Mutilation), Detention/Custody, Other Environments (Schools, Boarding Schools, Homes, Family Environments, Institutions, Hospitals/Health Facilities, Working environments, Detention Centres, Prisons, in Public Sphere, on Streets), Sectors with Responsibility (Education, Health, Justice, Social Services, Security Forces), Gender (Female, Male, Unknown), Age Intervals (0-3, 4-7, 8-12, 13-15, 16-18, unknown)

**Method of Collecting and Storing Data**

Reports and information collected are transferred to the database in www.cocukhaklariizleme.org/harita by observing confidentiality. Reports of cases of VAC or others appearing in the media are checked and confirmed (i.e. appearance of the same case in more than one channel, entry into police records, confirmation by local CSOs, etc) and then placed onto the map of Turkey.

**Reporting Method**

Reporting a case of violence on internet directly from the map of Turkey is made by filling in the form at http://www.cocukhaklariizleme.org/harita/reports/submit.
**Good Practice 2.** Monitoring the Effectiveness of the Judiciary in Preventing Violence against Women

<table>
<thead>
<tr>
<th>Monitoring Civil Society Organization</th>
<th>Human Rights Joint Platform (2012-2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring area</td>
<td>Ş.Urfa, Van, Trabzon, İzmir, Mersin</td>
</tr>
<tr>
<td>Type of data collected</td>
<td>Decisions on cases of violence against women given by High Criminal, Basic Criminal, Family and Juvenile Courts (decisions entered into court registries)</td>
</tr>
<tr>
<td>Legislation Monitored</td>
<td>The way courts address the articles of the Turkish Penal Code on violence against women Implementation of measures specified in the Law no. 4320 on the Protection of Family</td>
</tr>
<tr>
<td>Data collectors</td>
<td>Lawyers serving in women's rights commissions of bar associations, members of human rights organizations who are lawyers</td>
</tr>
<tr>
<td>Number of court decisions collected</td>
<td>1100</td>
</tr>
<tr>
<td>Data collection areas</td>
<td>Implementation of measures and processes envisaged by the Law no. 4320</td>
</tr>
</tbody>
</table>

**Information concerning the court and parties**

- City where the case is held
- Court in charge and case file number
- Name, family name and sex of the Judge

**Of claimant/victim**

- a) name, family name,
- b) place of birth, age,
- c) sex,
- d) marital status,
- e) number of children if any,
- f) income status,
- g) educational status (illiterate, literate, primary, secondary, high school, university, postgraduate degree)
- h) nationality (to be selected from among)

**Of defendant/offender**

- name, family name,
- age,
- sex,
- marital status,
- income status,
- educational status (illiterate, literate, primary, secondary, high school, university, postgraduate degree)
- affinity to the victim (mother, father, spouse, child, sibling, father-mother in law, uncle, aunt, etc.)

- Name, family name and sex of the victim/complainant
- Name, family name and sex of the lawyer of the offender

**Information about the case**

- Information about the date and place of the event: Home, workplace, police station, judiciary building, care institutions, others.
- Brief description of the event (free narrative area)
- Support received from any CSO?
- Has the case been covered by the media?

**Başvuruya ilişkin bilgiler**

- Form of violence in question
  
  - a) Beating and other physical interventions: (kicking, hitting, pulling by hair etc).
  - b) Any instrument used? What?
  - c) Any weapon used? What?
  - d) Is there any claim of threat and insult? What kind of threat if there is any? Is there any psychological and emotional violence? What kind of, if there is?
  - e) Is there any economic violence? What kind of, if there is?
  - f) Is there any sexual violence? (rape, physical harassment, oral harassment, Sexual assault, other)

**Who is the applicant?**

- a) Victim/claimant himself/herself
- b) A relative (the level of affinity if such)
- c) A neighbour
- d) Other

**Where/whom did the applicant/victim/claimant apply first?**

- a) Police station
- b) Public prosecutor
- c) Family Court
- d) Bar Association
### Application Process

- Application date:
  - Date when the file is referred to the prosecutor’s office if application is made to a police station (after a day, a week or longer)
  - Prosecutor’s referral of the file to family court (1 day, 1 week after, longer?)
  - Did the prosecutor refer the victim to a shelter? (yes, no)
  - Is this victim’s first application? (yes, no)
  - Who took the first statement of the victim and when? Police station, police, prosecutor, court, judge?
  - Was the victim attended by a lawyer? (yes, no)
  - If yes, at which stage? (while in police station, with the prosecutor or judge)
  - Does the victim speak Turkish? If not was any interpreter used? Was the interpreter officially appointed?
  - Has the claimant/victim/complainant asked for alimony in his/her application to the Family Court? If yes, what is the amount?

Where has the victim taken shelter at judicial preparation and trial stages?
- a) at home, together with the offender,
- b) at home but in the absence of the offender,
- c) together with relatives and friends
- d) at a shelter house,
- d) other …..

Has any social support been extended to the victim at judicial preparation and trial stages? By who? (Municipality, SHÇEK, CSOs, Governorate)

### Implementation of protection measures specified in the Law no. 4320

- Which measures were decided on by the Family Court?
  - On the part of the offending spouse or other family member:
    - a) To be removed from the common house and to have that house allocated to other family members and to stay away from the house or workplaces where other family members are present,
    - b) Not to resort to verbal or physical acts that involves violence or threat to other family members,
    - c) Not to damage personal belongings of family members,
    - d) Not to disturb family members by using means of communication,
    - e) To submit to security forces any weapon or instrument that may harm others,
    - f) Not to be present at the house or workplace where the victim is present after having had alcohol or other drugs or not using such substances where there,
    - g) To apply to a health facility for check up or treatment,
    - h) Other measures (please explain)

For how long these measures will be in effect?
- Date of court decision

### Ratified international human rights conventions (here, CEDAW and European Convention on Human Rights/EcHR Opuz decision)

- Was there any reference to international conventions in the decision taken? (yes/ no)
Analysis of Data Obtained: Tables of case analysis

Turning analyses into a report and disseminating it: Analyses were incorporated into a report and sent to the Ministries of Justice and Family and Social Policies and shared with the public at round tables organized in Ş. Urfa and Van.
**Good Practice 3.** Monitoring the Execution of the Decisions of the European Court of Human Rights

<table>
<thead>
<tr>
<th>Monitoring Civil Society Organization</th>
<th>Human Rights Joint Platform (2012-2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring area:</td>
<td>Turkey</td>
</tr>
<tr>
<td>Type of data collected</td>
<td>Court records</td>
</tr>
<tr>
<td></td>
<td>Decisions of the Court of Appeals</td>
</tr>
<tr>
<td></td>
<td>Decisions by the State Council</td>
</tr>
<tr>
<td></td>
<td>Administrative decisions/Circulars</td>
</tr>
<tr>
<td></td>
<td>Official strategy documents</td>
</tr>
<tr>
<td></td>
<td>Media news</td>
</tr>
<tr>
<td></td>
<td>Reports by civil society organizations</td>
</tr>
<tr>
<td>Legislation Monitored</td>
<td>Amendments made in legislation that is covered by the judicial reform and pertaining to selected cases</td>
</tr>
<tr>
<td>Data collectors</td>
<td>Lawyers, members of human rights organizations</td>
</tr>
<tr>
<td>Data collection areas</td>
<td>Decisions by the European Court of Human Rights (EcHR) that require the adoption of general measures and that are to be monitored by the European Council Committee of Ministers: For the year 2012: Conscientious objection, violence and discrimination against women, long periods of detention, availability of legal assistance, effective examination of cases of torture, freedom of press</td>
</tr>
</tbody>
</table>
| Method of data collection and storing | Under the project, priority was given to decisions that were monitored qualitatively by the Committee of Ministers. In selecting decisions, the following criteria were observed other than those of the Committee:  
  • Graveness of the offence committed,  
  • Whether any legislative amendment is needed to eliminate the violation,  
  • Whether the offence has any systemic and/or structural nature,  
  • Number of people who would be affected if the offence is repeated,  
  • Symbolic value of the case,  
  • Potential to give way to new violations,  
  • Difficulties that might be encountered during monitoring.  
Documents collected are transferred to the database at the website www.aihmiz.org.tr by observing the rules of confidentiality. |
| Reporting Method                    | The report first tries to determine which general measures are deemed necessary by the decision of the EcHR. In doing this, as stated before, not only the verdict clause but also the discussion on the essence of the decision is analyzed.  
The **second part of the report** is related to the process of monitoring by the Committee of Ministers. In this part, measures of the Committee of Ministers required to be adopted by individuals and the Government in general and the response of the Government are examined.  
The **third part of the report**, it is examined with respect to each level of authority whether information collected about general measures adopted for the implementation of the decision at national level are in compliance with the decision of the EcHR.  
The **last part of the report** makes a statement indicating that the execution has taken place in a manner in compliance with the Convention acquis. In case the decision is not executed or executed only in part, suggestions are made to the Government and Committee of Ministers for full execution and prevention of new offences. |
Tool 3

International Normative Protection Framework

For indicators to be set on the basis of human rights standards and norms, it is also important to define this international legal framework for protection. It will be easier to develop indicators if this definition is made for each indicator area.

The human rights legal framework has developed significantly since the adoption of the Universal Declaration of Human Rights by the UN General Assembly on 10 December 1948. Besides developments taken place within the UN system, regional human rights systems in Europe, Americas, Asia and Africa also consolidated legal framework for protection globally and contributed to the universality of rights. At present, the system includes the following (1969 Vienna Convention Article 38):

1. conventions and statements related to different rights and population groups,
2. recommendations,
3. general comments and recommendations by relevant committees in charge of monitoring conventions that define the content of rights guaranteed under conventions (1969 Vienna Convention Article 31 – conventions are interpreted in good faith- and Article 32)
4. resolutions of human rights courts
5. opinions and reports by experts (rapporteurs/commissioners/representatives) on special processes (UN special processes, European Council, etc)
6. legal opinions by experts/competent persons,
7. preparatory works for treaties (travaux préparatoires)

In this system States who adopt treaties by ratification also accept all legal responsibilities in the same system and commit to implement them in good faith (1969 Vienna Convention Article 26, Pacta sunt servanda). This is accepted as a superior rule of international law.

Situation in Turkey with Respect to International Human Rights Law

Turkey is a State Party to many instruments of humanitarian law including the Convention on the Rights of the Child. All these instruments prohibit acts that harm human dignity and integrity of individuals including children.

According to a 2012 study on the legitimacy of violence against children conducted by the Council of Europe to which Turkey is a member since 1949, although violence against children in schools or detention centres as a form of punishment or disciplining is not considered legitimate, there is no explicit official prohibition. The study finds that in Turkey the use violence at home and care institutions is still considered as legitimate.2

After having examined country reports for 2001, 2006, 2009 and 2012, the UN Committee on the Rights of the Child recommended Turkey to take legal and social measures to put an end to domestic violence and to implement legislation effectively in areas and issues where violence is legally prohibited.3

In November 2010, the EC Committee for the Prevention of Torture recommended Turkey to clarify the status of physical punishment in schools and prisons and to ban physical punishment in all environments including home.4

---

2 http://www.coe.int/t/dg3/children/corporalpunishment/Source/CPAppendixUpdates/Appendix1UpdateJune-2010-final.doc
3 CRC/C/15/Add.152, para. 48
4 CAT/C/TUR/CO/3, Concluding observations on third report, para. 22
In June 2011, the UN Committee on Economic, Social and Cultural Rights recommender Turkey to cover all legal gaps existing in relation to violence against children.\(^5\)

In 2012, the European Committee of Social Rights stated that Turkey was still not in line with Article 17 of the European Social Charter for not explicitly banning physical punishment of children and that it constituted a breach of human rights.\(^6\)

In her UN Periodic Universal Report discussed in 2010 admitted that violence against children is not explicitly prohibited at home and other environments.\(^7\)

**A non-exhaustive list of documents providing basic legal protection**

Documents that are not legally binding but bringing along obligation for enforcement when adopted politically and legally

1. Universal Declaration of Human Rights
2. Statements on Development, Violence against Women and Similar Issues
3. General Assembly Resolutions and Reports
4. Resolutions of the Economic and Social Council (as required by the United Nations Charter), UNESCO Recommendations
5. World Health Organization (WHO) Recommendations
6. Reports by UN Special Rapporteurs and Representatives (as required by the United Nations Charter)
   a) Special Rapporteur on the Sale of Children, Child Prostitution and Pornography
   a) Special Rapporteur on the Right to Education
   a) Special Rapporteur on the Protection of Freedom of Opinion and Expression
   a) Special Rapporteur on the Freedom of Religion and Belief
   a) Special Rapporteur on the Right of All Individuals to Highest Attainable Standard of Physical and Mental Health
   a) Special Rapporteur on the Status of Human Rights and Rights of Indigenous Peoples
   a) Representative of the Secretary-General on Internally Displaced Persons
   a) Special Rapporteur on Trafficking of Women and Children in Particular
   a) Special Rapporteur on Violence against Women, its Causes and Consequences
   a) Representative of the Secretary-General on Violence against Childre

---

\(^5\) E/C.12/TUR/CO/1, Concluding observations on initial report, para. 24
\(^6\) Conclusions XVII-2
\(^7\) Recommendation 101.4 http://daccess-dds-ny.un.org/doc/UNDOC/GEN/G10/144/95/PDF/G1014495.pdf?OpenElement
Legally binding documents

1. United Nations Charter and Court of Justice Document
2. Security Council resolutions
   a. General Comment of the obligations of States Parties (Article 2 (1)) and other general comments
   b. Precedents and case law established on the basis of concluding observations by relevant Committee’s monitoring reports on States Parties
   c. Case law established by the Committee within the framework of the right for individual application (not in effect yet)
4. International Covenant on Civil and Political Rights and its Optional Protocol
   a. General Comment of the obligations of States Parties (No. 31) and other general comments
   b. Precedents and case law established on the basis of concluding observations by relevant Committee’s monitoring reports on States Parties
   c. Case law established by the Committee within the framework of the right for individual application
5. International Convention on the Elimination of All forms of Racial Discrimination and precedents and case law established on the basis of decisions taken by the monitoring committee on complaints as envisaged by Article 14
6. Convention on the Elimination of All Forms of Discrimination against Women
   a. General Comment on the basic obligations of States Parties (Article 2) and other general comments
   b. Precedents and case law established on the basis of concluding observations by relevant Committee’s monitoring reports on States Parties
   c. Case law established by the Committee within the framework of the right for individual application
   a. General Comments no 5, 13 and other general comments on general measures for implementation
   b. Reports and decisions of Days of General Discussion
   c. Precedents and case law established on the basis of concluding observations by relevant Committee’s monitoring reports on States Parties
   d. Case law established by the Committee within the framework of the right for individual application (not in effect yet)
   a. General Comments (not issued yet)
   b. Reports and decisions of Days of General Discussion
   c. Precedents and case law established on the basis of concluding observations by the committee on monitoring reports
   d. Case law established by the Committee in the context of the right for individual application (yet only one case was resolved)
9. Decisions, reports and general comments of the monitoring committee and sub-committees for the Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment and decision taken upon individual and inter-State complaints
10. International Convention on the Protection of the Rights of All Migrant Workers and their Family Members, general comments by the Committee and case law established as a result of individual applications

11. Convention on the Protection of Persons under Detention and case law established as a result of individual applications

12. UNESCO Convention against Discrimination in Education


14. Geneva Conventions and Protocols or Armed Conflict (especially those pertaining to the treatment of prisoners of war and protection of civilian population)

15. International Labour Organization Conventions (particularly 132 and 183), recommendations and decisions of administrative courts


17. Decisions of the European Court of Human Rights

18. European Social Charter – as amended (article 17 – prohibition of violence against children)
   a. Precedents and case law deriving from concluding observations on States Parties’ reports


20. Human Rights and Biomedicine Convention

21. European convention for the Prevention of Torture, Inhuman or Degrading Treatment or Punishment

22. European Convention on Compensation of Victims of Violent Crimes

23. European Framework Convention for the Protection of Minorities

24. European Charter on Regional and Minority Languages

25. Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence


27. European Council Convention on the Protection of Children against Sexual Abuse and Sexual Exploitation

28. European Council Cyber Crime Convention

29. Additional Protocol to the EC Cyber Crime Convention on criminalizing acts of racist or xenophobic nature committed through computer networks

30. Criminal Law Convention on Corruption

31. European Organization for Security and Cooperation - Helsinki Final Act
**UNSCR Concluding Observations on VAC for Turkey**  
*(20 July 2012)*

**Domestic Violence**

The Committee however regrets the lack of information on the application of this principle [best interest of the child] in cases of domestic violence and family disintegration, in respect of which the State party seems to take punitive measures, rather than provide support to the family concerned.

The Committee also requests the State party to provide information in its next periodic report on the application of the principle of the best interest of the child, in particular in cases of domestic violence and family disintegration.

**Honour Killings**

While noting the State party's efforts in combating gender-based violence, including “honour killings” and social pressure resulting in suicide, the Committee remains concerned that such practices continue and the significant number of victims are women, including girls. The Committee is also concerned about the insufficient number of shelters to host and protect women and children who are in danger of such practices.

In the light of articles 2, 3, 6 and 19 of the Convention and in line with the recommendations of the Special Rapporteur on violence against women, its causes and consequences (A/HRC/4/34/Add.2), the concluding observations of the Committee on the Elimination of Discrimination against Women (CEDAW/C/TUR/CO/6) and of the Committee against Torture (CAT/C/TUR/CO/3), the Committee strongly recommends that the State party:

(a) Further its legal reforms to ensure more effective deterrents to gender-based violence, including “honour killings” and social pressure resulting in suicide, among others;

(b) Ensure prompt and effective investigation into all allegations of such crimes;

(c) Implement effective preventive measures, including educating and raising awareness among law enforcement officials, the judiciary, health-service providers, social workers, community leaders and the general public;

(d) Provide a sufficient number of shelters to host and protect women and children who are in danger of “honour killings” or committing suicide due to social pressure.

The Committee also recommends that the State party introduce a comprehensive system of data collection to obtain statistics on violence against women, including domestic violence and honour killings, disaggregated by sex, age, ethnicity and geographical location.

**Corporal Punishment**

The Committee takes note of the amendment to the Civil Code (2002) to remove parents’ “right to correction of their children,” as well as the amendments to the State party’s criminal legislation to prohibit corporal punishment as a sentence for a crime and as a disciplinary measure in penal institutions. The Committee however remains concerned that corporal punishment is still not explicitly prohibited in the home and in alternative care settings. The Committee is concerned at reports that corporal punishment is considered acceptable in homes and has, in some cases, been used in psychiatric facilities and rehabilitation centres. The Committee notes that while corporal punishment is prohibited in schools, reports indicate prevalence of the practice in addition to a continued perception among adults of its educational value, which raises grave concerns over the interpretation and implementation of the ban on corporal punishment in schools.
The Committee reiterates its concerns, as expressed in previous concluding observations (CRC/C/THA/ CO/2, paras. 40 and 41) and in line with its general comments No. 13 (2011) on the right of the child to freedom from all forms of violence and No. 8 (2006) on the right of the child to protection from corporal punishment and other cruel or degrading forms of punishment, with respect to measures to combat all forms of violence against children, and recommends that the State party:

(a) Eliminate the practice of corporal punishment, including by explicitly prohibiting corporal punishment in the home and in alternative care settings;

(b) Monitor the implementation of the prohibition of corporal punishment in schools, including by investigating and taking appropriate action against perpetrators;

(c) Develop measures to raise awareness on the harmful effects of corporal punishment and promote alternative forms of discipline in families.

**Violence Against Children**

The Committee takes note of the new Law to protect the family and prevent violence against women (8 March 2012). However, the Committee remains concerned about the high rates of violence against children and women in the home, and the lack of data about the incidence of violence as well as about the measures taken to prevent it.

The Committee recommends that the State party:

(a) Take immediate measures to ensure the enforcement of the Law to protect the family and prevent violence against women;

(b) Systematically collect data on the incidence of violence against children and the measures taken to prevent such violence;

(c) Prioritize the elimination of all forms of violence against children, including by ensuring implementation of the recommendations of the United Nations study on violence against children (A/61/299);

(d) Provide information concerning its implementation of the recommendations contained in the above-mentioned study in its next periodic report,

in particular the following:

(i) The development of a comprehensive national strategy to prevent and address all forms of violence against children, with due consideration to gender;

(ii) The introduction of an explicit national legal prohibition on all forms of violence against children in all settings;

(iii) The consolidation of a national system of data collection, analysis and dissemination, and a research agenda on violence against children.

**Violence in Schools**

The Committee is concerned about:

Widespread prevalence of violence in schools, ranging from verbal to physical violence;

Strengthen its programmes on violence in schools, including strict adherence to the prohibition of corporal punishment and fostering a spirit of nonviolence among children;
**Monitoring on Worst Forms of Violence**

The Committee also regrets the lack of information on the implementation of its concluding observations of 2009 on the State party’s initial report under the Optional Protocol to the Convention, on the involvement of children in armed conflict (CRC/C/OPAC/TUR/CO/1) as well as those of 2006 on its initial report under the Optional Protocol to the Convention, on sale of children, child prostitution and child pornography (CRC/C/OPSC/TUR/CO/1).

The Committee is concerned that information on follow-up to its concluding observations on the State party’s initial report under the Optional Protocol on the sale of children, child prostitution and child pornography has not received adequate attention. The State party has yet to establish a plan of action for implementation of the Optional Protocol and to enact legislation to cover all the provisions thereof. Furthermore, there is no information on how the State party addresses cybercrime and child pornography.

The Committee reiterates its concluding observations to the State party’s initial report under the Optional Protocol on the sale of children, child prostitution and child pornography with regard to a comprehensive national Plan of Action to address the implementation of the Optional Protocol (CRC/C/OPSC/TUR/CO/1). In addition, the Committee requests information on measures taken to strengthen legislation concerning the sale of children, child prostitution and child pornography. In this regard, the Committee requests the State party to provide relevant information in its next periodic report to the Committee.
UNVAC Study Recommendations

For full UNVAC Study and its recommendations, please visit http://www.crin.org/violence/index.asp

Overarching Recommendations

1. Strengthen national and local commitment and action.
2. Prohibit all violence against children.
4. Promote non-violent values and awareness-raising.
5. Enhance the capacity of all who work with and for children.
6. Provide recovery and social reintegration services.
7. Ensure participation of children.
8. Create accessible and child-friendly reporting systems and services.
9. Ensure accountability and end impunity.
10. Address the gender dimension of violence against children.
11. Develop and implement systematic national data collection and research
12. Strengthen international commitment.

Recommendations for Five Settings

Home and Family

a) Prioritise prevention
   i. Ensure that comprehensive systems to prevent violence and protect children are implemented at scale, in ways that respect the whole child and their family, their dignity and privacy, and the developmental needs of girls and boys.

b) Societal measures
   i. Assess the impact of public policies on children and their families
   ii. Increase economic and social safety nets for families
   iii. Implement evidence-based advocacy programmes on violence prevention

c) Legal measures
   i. Develop an explicit framework of law and policy in which all forms of violence against children within the family are prohibited and rejected
   ii. Ensure that family courts and other parts of the justice system are sensitive to the needs of children and their families

d) Strengthen coordinated responses
   i. Provide pre-natal and post-natal care, and home visitation programmes for optimising early childhood development
   ii. Implement culturally-appropriate and gender-sensitive parenting programmes and programmes that support families to provide a violence-free home
   iii. Protect especially vulnerable children in the family, and address gender issues

e) Build capacity
   i. Build capacity among those who work with children and their families
f) Build information systems
   i. Implement civil registration universally, including the registration of births, deaths, and marriages
   ii. Develop a national research agenda on family violence against children

**School / Educational Settings**

a) Prioritise prevention
   i. Ensure universal access to violencefree learning environments
   ii. Prohibit violence in schools.
   iii. Prevent violence in schools with specific programmes
   iv. Prioritise attention to gender issues and their links with violence.
   v. Give special attention to vulnerable groups.
   vi. Provide safe physical spaces.

b) Build capacity
   i. Establish and implement codes of conduct reflecting child rights principles.
   ii. Ensure that school heads and teachers use non-violent teaching and learning strategies and disciplinary measures.
   iii. Listen to students and encourage participation.

c) Strengthen knowledge and skills for nonviolence
   i. Revise the curriculum
   ii. Implement life skills education
   iii. Promote school–community partnerships

d) Build information systems
   i. Strengthen data collection systems
   ii. Develop a national research agenda on violence in and around schools.

**Institutions (care and justice environment)**

For all care and justice settings

a) Prohibit all violence in care and justice systems.

b) Ensure institutionalisation is a last resort, and prioritise alternatives.

c) Ensure quality staffing and training.

d) Sensitise police, referral agencies, lawyers, judges, institution managers and staff.

e) Ensure court systems are sensitive to the needs of children and their families.

f) Regularly reassess placements.

g) Ensure effective complaints, investigation and enforcement mechanisms.

h) Effective sanctions against perpetrators.

i) Ensure effective monitoring and access.

j) Registration and collection of data.

For care and social welfare systems

k) Support parents’ capacity to care for their children.

l) Ensure that alternatives to institutionalisation cover all children in need of care.

For justice systems

m) Reduce detention.

n) Legal reform

o) Establish child-focused juvenile justice systems
Workplace

a) Legislation
   i. Violence against working children should be condemned
   ii. Relevant international legal instruments should be ratified and applied

b) Policy and programme development
   i. Develop national action plans to address child labour
   ii. Tackle violence in the workplace generally
   iii. Set up services for children to report violence and escape from it
   iv. Provide services for working children and those leaving the workplace
   v. Mainstream the participation of working children in the creation and implementation of policies, programmes and services for their benefit
   vi. Build the capacity for all who come into contact with working children

c) Enforcement
   i. Perpetrators of violence against children in the workplace should be brought to account
   ii. Enforcement and judicial procedures should be child-friendly

d) Advocacy and social mobilisation
   i. Increase public awareness of the damaging effects of child labour
   ii. Enlist the support of the private sector and civil society

e) Information and research
   i. Collect data about violence against children in the workplace
   ii. Interventions should be monitored and evaluated

Street and Public Spaces

Legislation

a) Violence against working children should be condemned
b) Relevant international legal instruments should be ratified and applied

Policy and programme development

c) Develop national action plans to address child labour
d) Tackle violence in the workplace generally
e) Set up services for children to report violence and escape from it
f) Provide services for working children and those leaving the workplace
g) Mainstream the participation of working children in the creation and implementation of policies, programmes and services for their benefit
h) Build the capacity for all who come into contact with working children

Enforcement

i) Perpetrators of violence against children in the workplace should be brought to account
j) Enforcement and judicial procedures should be child-friendly

Advocacy and social mobilisation

k) Increase public awareness of the damaging effects of child labour
l) Enlist the support of the private sector and civil society

Information and research

m) Collect data about violence against children in the workplace
n) Interventions should be monitored and evaluated
Information Notes

VAC and Gender

What does gender mean?

We are all born as male or female. This is not something that we can choose. No matter in which culture and age we may be living in, being born as such is an inseparable character of our biological existence just as inevitable death some day. However, the process that starts even before birth involving different clothes for expected male or female children then goes on to generate artificial distinctions about what can be done by women and men, respectively. Consequently, there emerge differences in levels of participation to social life by males and females. While females are oriented to private sphere like home, males can express themselves in all parts of public life.

The term gender denotes roles and responsibilities attributed to men and women in different societies, during different moments in human history and in different geographies. In short, gender is defined as roles and responsibilities given to men and women socially. Information about gender is a tool that helps us analyze situations and understand fundamental problems.

Particularly in the field of education, gender inequality and discrimination is fuelled in various ways including the following: Leaving the society and parents uninformed about gender issues; initiatives to prevent violence without due consideration of the gender aspect of the problem; denial of access to social, health and educational services; not responding to nutritional needs; not letting them to play; forcing to work at home or other places, etc.

Gender equality, on the other hand, means the absence of any gender-based discrimination in enjoying available opportunities, allocation and use of resources and access to services and extending remedial support to those groups negatively affected by gender discrimination. The concept gender recognizes that males and females have different needs and strengths. Given this difference, introducing measures to restore the balance between two sexes is the duty of the States to eliminate gender inequality in social life.


Legal guarantees

Protection from gender-based discrimination is guaranteed by Article 2 of the CRC which is about protection from discrimination as one of the four overarching rights in the Convention. Also; there is an international convention that lays down legal guarantees particularly in the context of gender inequality: Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). In the CEDAW, Article 2 (legislative and administrative measures), Article 5 (‘modification of social and cultural patterns of conduct) and Article 16 (prevention of too early marriages) in particular provide the legal ground for advocating for the elimination of gender-based violence and discrimination against women and young females. Further, general comments and recommendations of the UN Committee on CEDAW, as is the case with the Child Rights Committee, facilitate the use of legal guarantees set forth in the Convention.
For example, the General Comment No. 13 by the Committee on the right of the child to be free from violence recommends the States Parties the following in relation to gender and violence:

**General Comment 13/72(b)**

States parties should ensure that policies and measures take into account the different risks facing girls and boys in respect of various forms of violence in various settings. States should address all forms of gender discrimination as part of a comprehensive violence-prevention strategy. This includes addressing gender-based stereotypes, power imbalances, inequalities and discrimination which support and perpetuate the use of violence and coercion in the home, in school and educational settings, in communities, in the workplace, in institutions and in society more broadly. Men and boys must be actively encouraged as strategic partners and allies, and along with women and girls, must be provided with opportunities to increase their respect for one another and their understanding of how to stop gender discrimination and its violent manifestations.

**Gender, children and violence**

Gender-based violence is the form of violence that derives from the secondary status/position of women and girls in society. It denotes any act or threat by males or male-dominant institutions that causes or has the potential of causing physical, sexual or psychological damage to women and girls. In many cultures, traditional beliefs, norms and social institutions legitimize and thus perpetuate violence against women and girls. Gender-based violence is not an issue that is related exclusively to women and girls; it is also relevant to girls and boys with different sexual orientations, males and society as a whole. The use of the concept “gender-based violence” provides us a new context to better analyze, understand and find solutions to violence. It places the concept of gender at the centre instead of women and violence and enables us to see unequal/discriminatory relations fed by gender stereotypes that have its implications on the development of children as the major cause and consequence of violence. It enables us to see the following:

- difference between sex as a biological distinction and gender representing different roles, characteristics and duties socially attributed to males and females;
- relative position and status of men and women and the great disadvantage that this relative positioning brings to women and girls in many societies;
- marginalization of women and girls as a result of lower value attributed to them, much smaller control on proprietorship and assets (land, income, etc) and denial of utilization of non-material resources (participation to social and political life);
- linkage between gender discrimination and other categories of discrimination based on class, race, ethnicity etc. and understand multi-layered discrimination; and
- since they are constructed socially, they can be changed also socially on the basis of fairness, equality and partnership of male and female children.
Forms of gender-based violence

Domestic violence;
• Sexual abuse of children including rape by other family members;
• Sexual abuse;
• Forced pregnancy;
• Sexual slavery;
• Traditional practices harmful to women including honour killings, burning or damaging by acid, female genital mutilation, violence related to trousseau, early/forced marriage etc;
• Killing and rape during armed conflicts;
• Emotional abuse, forcing, using swear language;
• Trafficking of women and girls for prostitution, sexual harassment and assault at workplaces, intimidation and mobbing

Also, the following forms of violence are defined as gender-based:
• Overt physical abuse (including beating at home or workplace, sexual assault)
• Psychological abuse (deprival of freedom at home or workplace, forced marriage, sexual harassment, etc)
• Depriving of means necessary for physical and psychological well-being (including health care, nutrition, education, means of subsistence)
• Treating women and girls as commodities (including trafficking in women and girls for sexual or other purposes)

VAC and Media

Media access and use is quite common in Turkey. Even smaller children are heavily exposed to TV, video, films, cartoons, music, lyrics and computer games. With their colourful appearance, excitement, artistic and sometimes disturbing images, the media may deeply influence children. While media products offer attractive opportunities for learning and amusement, violence through the same means may be very harmful to children.

Children now have more opportunities to be online while at home or school through mobile phones and games. For children, the difference between being online and offline is losing its meaning as they easily produce and consume media in-between these environments.

The Internet8 may be to the benefit of children. It may help them in their homework, expressing their views easily in various forms through the media and even in building new friendships.

But it may also pose some risks to children. It is important to be aware of these risks and dangers by both children and adults to ensure the safety of children while using Internet.

Each child has the right to obtain information. However, unless children’s access to the media and to the electronic media in particular is not appropriately overseen by parents or other caregivers, they may be exposed to some information and images that involve violence and not conducive to their healthy development. It appears that particularly Internet has its role in the spread of worst forms of violence against children (for example, pornographic materials using children). There are increasingly reported cases of “grooming” of children for sexual or other types of abuse and there is ready clients/demand for online pictures of children. While preventing violence against children on the Internet is within the jurisdiction of individual States, there are many difficulties in reducing/eliminating it beyond borders.

The General Comment No. 13 by the Committee on the Rights of the Child in charge of monitoring the

---

8 Internet: Social media networks including web pages, Facebook, Twitter; chat rooms and programmes (MSN, Yahoo!, Skype, etc), their mobile versions and all online uses
implementation of the CRC in relation to the obligations of States Parties in the field of protecting children from violence in the mass media is as follows:

30. Violence in the mass media: Mass media, especially tabloids and the yellow press, tend to highlight shocking occurrences and as a result create a biased and stereotyped image of children, in particular of disadvantaged children or adolescents, who are often portrayed as violent or delinquent just because they may behave or dress in a different way. Such stirred-up stereotypes pave the way for State policies based on a punitive approach, which may include violence as a reaction to assumed or factual misdemeanours of children and young persons.

31. Violence through information and communications technologies: Child protection risks in relation to ICT comprise the following overlapping areas:

(i) Sexual abuse of children to produce both visual and audio child abuse images facilitated by the Internet and other ICT;

(ii) The process of taking, making, permitting to take, distributing, showing, possessing or advertising indecent photographs or pseudophotographs (“morphing”) and videos of children and those making a mockery of an individual child or categories of children;

(iii) Children as users of ICT:

As recipients of information, children may be exposed to actually or potentially harmful advertisements, spam, sponsorship, personal information and content which is aggressive, violent, hateful, biased, racist, pornographic, unwelcome and/or misleading.

As children in contact with others through ICT, children may be bullied, harassed or stalked (child “luring”) and/or coerced, tricked or persuaded into meeting strangers off-line, being “groomed” for involvement in sexual activities and/or providing personal information.

As actors, children may become involved in bullying or harassing others, playing games that negatively influence their psychological development, creating and uploading inappropriate sexual material, providing misleading information or advice, and/or illegal downloading, hacking, gambling, financial scams and/or terrorism.

In the same General Comment the Committee recommends States Parties and the media the following:

(viii) Collaboration with the mass media and the ICT industry to devise, promote and enforce global standards for child care giving and protection;

(ix) Development of guidelines for protecting children from information and material produced by mass media disrespecting the human dignity and integrity of the child, abolishing stigmatizing language, refraining from the dissemination of re-victimizing reports on events in family or elsewhere affecting a child and promoting professional methods of investigation based on the use of diverse sources which can be examined by all parties involved;

(x) Opportunities for children to express their view and expectations in the media and be not only engaged in children’s programmes, but also involved in the production and transmission of all kinds of information, including as reporters, analysts and commentators in order to support an adequate image of children and childhood in the public.

The Committee on the Rights of the Child identified the following areas of intervention with respect to children’s rights, protection from violence and the media (Outcome Report of the 1996 Day of General Discussion):

---

9 Exposition to pornography may instigate sexual abuse of children by other children since children observing pornographic material may “try” the same on smaller and easily manipulated children.

10 Adapted from a table developed by the EUKids Online project; see, AUPs in context: Establishing safe ve responsible online behaviours, 2009, p.6. Also see, Rio Declaration and Action Plan: http://iiicongressomundial.net/congreso/archivos/RIo%20Declaration%20and%20Call%20for%20Action%20%20FINAL%20Version.pdf.
• Child media
• Child forum within internet
• Child libraries
• Media education
• State support to media for children
• Agreements with the media to protect child rights
• Empowerment of parents in the media market
• Guides for the media to observe while reporting cases of child abuse and neglect
• Incorporating child rights into the training of journalists
• Establishing a network of child/child rights reporters and supporting them including in education and training

VAC and Disability

What is disability?

Restricted participation to social life of persons who suffered physical or mental function losses by birth or in later life for various reasons led to the emergence of the concept of “disability”.

For a long time disability is regarded as a problem related to body, mind and their functions and addressed within the science of medicine (Medical Model). The underlying assumption of this model is that the problem derives from the person concerned and therefore the solution must be personal too. To solve the problem, these persons whose physical and mental functions are different than others need to be treated, if possible. This “patient” role attributed to persons with disabilities exempts them from all social functions and obligations including employment and this exemption continues until the curing of the state of “ill health”. The cost of this exemption, however, is still paid by them by remaining out of social life.

The Social Model asserts that disability is not the natural outcome of differences in functioning, hence it does not originate from the person himself/herself, it derives rather from prejudiced and stereotype attitudes and poor design and construction of physical environments and services. The social model requests respect to the characteristics of the person with disability released from any prejudice or stereotype and, going beyond this, also regards it as imperative to consider such differences while constructing buildings and designing services. Departing from the medical model and shifting the problem from the person concerned to society, this model too has been proven to be insufficient in suggesting a holistic solution.

The Human Rights Model, on the other hand, represents a new understanding related to the origin of the problem of disability. According to this, the problem derives neither from the person himself/herself nor from negative attitudes or physical environment. In fact the problem derives from the absence of recognition that an individual with disability has the same rights and freedoms as others. According to this model, persons with different physical or mental characteristics are the same with others in terms of rights and freedoms. It is the human rights related obligation of States to take all measures to ensure that these persons fully and equally enjoy their rights and freedoms as others. Focused on solution, the Human Rights Model envisages that all human beings should be accorded environments and conditions on which they can maximize their potential.

The Convention on the Rights of Persons with Disabilities defines an individual with disability as follows: “Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.” (Article 1).

Legal Guarantees

In fact all rights guaranteed under UN human rights conventions as well as European Council treaties
cover individuals with disabilities (males, females and children) as well. However, the observation that persons with disabilities cannot effectively enjoy and exercise these rights the United Nations Convention on the Rights of Persons with Disabilities was developed and given effect.

All children are entitled to the right to protection under Article 19. With this article, States Parties undertake the obligation to protect children from neglect, abuse, maltreatment, violence and exploitation. Protection measures include, besides protection programmes, the establishment of mechanisms to prevent maltreatment, to spot and report such cases, to monitor and improve. It is important to grasp the content of Article 19 that it envisages protection from all forms of violence and abuse – domestic violence, sexual abuse, psychological or sexual violence, maltreatment by police and other security personnel, maltreatment or abuse in dormitories, care institutions and detention centres, violence in streets and in schools. It is apparent that this article introduces special obligations of protection for children with disabilities.

**United Nations Convention on the Rights of Persons with Disabilities**

**Article 15:** Freedom from torture or cruel, inhuman or degrading treatment or punishment

1. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. In particular, no one shall be subjected without his or her free consent to medical or scientific experimentation.

2. States Parties shall take all effective legislative, administrative, judicial or other measures to prevent persons with disabilities, on an equal basis with others, from being subjected to torture or cruel, inhuman or degrading treatment or punishment.

**Article 16:** Freedom from exploitation, violence and abuse

1. States Parties shall take all appropriate legislative, administrative, social, educational and other measures to protect persons with disabilities, both within and outside the home, from all forms of exploitation, violence and abuse, including their gender-based aspects.

2. States Parties shall also take all appropriate measures to prevent all forms of exploitation, violence and abuse by ensuring, inter alia, appropriate forms of gender- and age-sensitive assistance and support for persons with disabilities and their families and caregivers, including through the provision of information and education on how to avoid, recognize and report instances of exploitation, violence and abuse. States Parties shall ensure that protection services are age-, gender- and disability-sensitive.

3. In order to prevent the occurrence of all forms of exploitation, violence and abuse, States Parties shall ensure that all facilities and programmes designed to serve persons with disabilities are effectively monitored by independent authorities.

4. States Parties shall take all appropriate measures to promote the physical, cognitive and psychological recovery, rehabilitation and social reintegration of persons with disabilities who become victims of any form of exploitation, violence or abuse, including through the provision of protection services. Such recovery and reintegration shall take place in an environment that fosters the health, welfare, self-respect, dignity and autonomy of the person and takes into account gender- and age-specific needs.

5. States Parties shall put in place effective legislation and policies, including women- and child-focused legislation and policies, to ensure that instances of exploitation, violence and abuse against persons with disabilities are identified, investigated and, where appropriate, prosecuted.

Article 23 of the Convention on the Rights of the Child directly relates to children with disabilities.

**Disability, Children and Violence**

For many children violence still persists as a problem. But still abuse and neglect are problems that specifically victimize children with disabilities. There is evidence that children with disabilities, especially those with speech, mental and behavioural problems are more prone to being abused.
Children with disabilities placed to care institutions far outnumber other children placed for other reasons. This increases the possibility of violation of their integrity. It is documented how common is the abuse of children with disabilities staying in institutions. It is therefore important that the Convention stresses the rights of children in institutions.

Children with disabilities are more prone to all kinds of abuse whether physical or sexual or emotional in all environments including family, school, care institution, public authority, working environment and community in general. Children with disabilities often face physical violence and sexual abuse in their homes and in institutions and they also suffer neglect of neglectful attitude since they are regarded as physical and material burden. Moreover, in the absence of smoothly working mechanisms of complaint and monitoring, abuse may assume a more systematic and permanent character. Bullying in schools is a special type of violence that many children face and such acts may specifically target children with disabilities. The reasons that place these children in particularly difficult positions include the following among others:

a) As a result of difficulties they have in hearing, moving, getting dressed and undressed, toilet and bathing, children with disabilities are left to other for care which makes them vulnerable to abuse.

b) The possibility of abuse is increased as a result of being isolated from parents, siblings, extended family and friends.

c) Even when they communicate and complain about any act of abuse, it is probable that children with disabilities are ignored, found unconvincing or misunderstood.

d) Parents or other caregiver of the child with disability may be under serious stress in physical, material or emotional terms. Studies show that such persons are more inclined to abuse.

e) Children with disabilities may be specific targets since there is common misconception that such children have no sexuality and any awareness of their body.

**VAC and Discrimination**

**What is Discrimination?**

According to the binding comment of the UN Committee on Human Rights on “discrimination and anti-discrimination” in the Covenant of Civil and Political Rights, discrimination is any distinction, exclusion, restriction or preference which is based on any ground such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, and which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing, of all rights and freedoms.

A binding definition on discrimination is given in the preface of the UN Convention on the Elimination of All Forms of Racism: “any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.” (Article 1).

There are several acts that are prohibited under the international law on discrimination.

**Direct Discrimination:** Direct discrimination is based on inequality before law. It can be defined as bans on the basis of language, religion, sex, race or disability that are less favourable or directly against certain individuals or groups.

**Indirect Discrimination:** Indirect discrimination takes place when a practice, rule, qualification or condition which appears neutral generates a disproportionate effect on specific groups.

**Harassment:** Harassment occurs as a result of an undesired act on purpose or unintentionally that violates the dignity of another person and creates a hostile, humiliating and degrading situation for that person.

**Victimization:** It occurs as a result of actions to pacify and dysfunction an organization or a person in their efforts to implement legal principles including those related to equality and non-discrimination.
Legal Guarantees

Together with equality before the law and equal protection under the law without any distinction, the ban on discrimination is a fundamental and universal principle in the protection of human rights. It is one of the fundamental rules of international human rights law. As stated in human rights instruments that impose legal obligation on States, it is their duty to ensure that any random characteristics of persons (race, colour, nationality, sex, language, religion, sexual orientation, age, social status, disability and others) do not compromise equal treatment in the protection and implementation of rights.

The ban on discrimination is one of the overarching rights of the Convention on the Rights of the Child. Article 2 of the Convention brings the following obligation to States Parties: “States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child’s or his or her parent’s or legal guardian’s race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.”

Discrimination, Children and Violence

In many parts of the world children are treated unfairly for their relative physical and political weakness and, in contrast to the principle of equality before the law, excluded from processes through which national policies are developed. Underlying reasons include the dependency of children to adults especially while they are too young, unwillingness of adults to share their power in decision making with children and their refusal of children’s exercise of their rights in line with their evolving capacity. It is also the result of common perception that children are small human beings who need protection only.

Other than these, fear from adolescents as a group that exist in some societies seeing them inclined to crime and other deeds disturbing public order is a strong factor of exclusion.

As stated in the General Comment No. 13 by the Committee on the Rights of the Child States must adopt sufficient measures to ensure that each child is protected from all forms of violence. Also, these measures have to be taken “without any distinction on the basis of child’s, parents’ and his/her legal guardian’s race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property and disability, birth or any other status.” This statement also includes prejudices to children exploited by commercial sex sector, street children, children in conflict with the law and other types of discrimination based on children’s dressing or behaviour.

Children particularly vulnerable to discrimination and violence include but not limited to the following: children not living with their biological parents but under different types of alternative care; children without birth registration; children living in streets; children in conflict with the law or having the potential to be so; children with physical and mental disabilities and learning difficulties; children having inherited and/or chronic diseases and serious behavioural problems; children belonging to indigenous communities or other ethnic groups; lesbians, gays, travesties and transsexuals; children who are prone to harmful traditional practices; children getting married too early (particularly girls whose case should not be limited to forced marriages); children involved in child labour including its worst forms; refugee, displaced and trafficked children; children facing violence at present; children who have experienced or witnessed violence at home or in the community; children living in low socio-economic status urban quarters where firearms, drugs and alcohol can be easily found; children living in environments prone to accidents, disasters or poisoning; children affected by HIV/AIDS or having this infection; children with malnutrition; children under the care of other children; children who are themselves caregivers or household heads; children of parents under age 18; unwanted, premature children, twins and triplets; children hospitalized but not receiving good care; children using information and communication technologies without appropriate overseeing or means to protect themselves. During emergencies children are particularly vulnerable to violence. It is because social support and protection systems collapse during social unrest and armed conflict, natural disasters and other emergencies of complex and chronic characteristics; as children fall apart from their families safe environments shrink and even totally disappear.
Forms of Violence based on Discrimination - Examples

Forms of violence based on discrimination include all forms of violence defined in General Comment No. 13. These forms of violence which may be defined in general under age discrimination should also be distinguished with respect to sex, colour, physical or mental status, race, ethnic origin, economic and social status, religion, language, sexual identity etc.

VAC and Poverty

Poverty and Child Poverty

Poverty is generally defined as the state when a person or household is deprived of financial means to provide for its essential needs such as food, clothing and shelter. Besides this definition based on economic status, social policy advocates take a step further and define poverty as being cast out of mainstream social life and exclusion from resources, opportunities and objective and subjective well-being that others enjoy.

“Child poverty or childhood experienced in poverty may affect several generations and create a cycle or spiral of poverty. As a social problem that may have its implications over coming generations, child poverty is of course not a separate issue from overall poverty. But its implications may be more problematic. Hence child poverty stands before us as an economic, social and political problem to be addressed together with its causes.”

Poverty, Children and Violence

Poverty affects children differently than adults and it is often heavier. Poverty reduces during early childhood children’s chances of survival and balanced nutrition and protection from diseases and infections. Children with disabilities, retarded development and chronic diseases are mostly girls and boys of poor background. These children cannot realize their full potential because of lack of early stimulation and adequate nutrition. Children from poor families also have lesser chance of receiving quality care and participation to preschool education. Further, these children may face difficulties in school access, buying school materials and finding spaces to study. So they may engage in child labour at very early ages in spite of risks it embodies. Parents cannot provide adequate care and support to these children, making them more vulnerable to accidents, abuse, street life and crime. Moreover, the effects of child poverty are transferred to next generations. The problems that children from poor families face, particularly those in the field of education prevent them from preparing well for their adulthood. When they grow up to be adults, they cannot find regular jobs and may be lacking necessary information for enjoying public services or giving adequate care to their children. As a result, their own children also face the risk of growing up in poverty.

Forms of Violence based on Poverty

1. Use of children for purposes of commercial sexual exploitation
2. Sexual abuse and exploitation (child prostitution, sexual slavery, sexual abuse in travel and tourism, trafficking (domestic and from country to country)
3. Sale of children for forced marriage and sexual motives
4. Forced labour
5. Taking confession, extra-judicial punishment of children involved in illegal or unwanted acts or forcing children to do things contrary to their will (victims are mostly from marginal, disadvantaged and discriminated groups without accompanying adults to protect their rights and interests)
6. Self-harm: (substance abuse, self-injury, thinking and attempts of suicide)

### Glossary

<table>
<thead>
<tr>
<th>TERMS</th>
<th>DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability</td>
<td>The requirement that organisations (public, private and civil society) and their employees answer to stakeholders on the disposal of their powers and duties, act on criticisms or requirements made of them and accept (some) responsibility for failure, incompetence or deceit. Accountability requires freedom of information, stakeholders who are able to organise and the rule of law. (Adapted from UNDP (1997) Governance for Sustainable Human Development: Policy Paper)</td>
</tr>
<tr>
<td>Alternative care</td>
<td>Care of children who are temporarily or permanently deprived of their family environment or in whose own best interests cannot be allowed to remain in that environment</td>
</tr>
<tr>
<td>Child care settings</td>
<td>Care settings are places where children spend time under the supervision of their “permanent” primary caregiver (such as a parent or guardian) or a proxy or “temporary” caregiver (such as a teacher or youth group leader) for periods of time which are short-term, long-term, repeated or once only. (UNCRC-CG13§34)</td>
</tr>
</tbody>
</table>
| Children            | The Child is defined as anyone under 18 in this document. Violence affects lives of all children from birth:  
• to early years (under 8 years of age),  
  - highly vulnerable first 12 months  
  - first three years  
  - 3-5 years  
  - 6-8 years  
• to years of transition (9-10 years of age),  
• to early adolescence (11-12 years of age),  
• to middle adolescence (13-15 years of age),  
• and to late adolescence (16-18 years of age). |
| Concluding Observations | A report prepared by the Committee on the Rights of the Child after it has heard all the evidence from a country. These reports contain recommendations on how governments can improve their record on children’s rights until the next report to be submitted to the Committee. Concluding observation can be used as advocacy tools for change in country’s child protection systems. |
| Corporal punishment | It is the deliberate infliction of pain as retribution for an offence, or for the purpose of disciplining or reforming a wrongdoer, or to deter attitudes or behaviour deemed unacceptable. |
| Disaggregation      | To separate or break down into components of exclusion and vulnerability of the young child, including indigenous children, children from ethnic minorities, and so on |
| Discrimination      | The unfair treatment of a person or group on the basis of prejudice                                                                                                                                         |
| Duty bearer         | An organization or individual responsible for ensuring someone can claim their rights                                                                                                                       |
| Effective system    | In accordance with GC13§57, effective system should have components ensuring enforcement, quality, relevance, accessibility, impact and efficiency of the system that should include:  
1. Inter-sectorial coordination, mandated by protocols and memorandums of understanding as necessary  
2. The development and implementation of systematic and on-going data collection and analysis  
3. The development and implementation of a research agenda; and  
4. The development of measurable objectives and indicators in relation to policies, processes and outcomes for children and families |
<p>| General Comments    | Guiding documents on a specific topic developed by the Committee on the Rights of the Child to provide authoritative guidance to State parties.                                                          |</p>
<table>
<thead>
<tr>
<th>TERMS</th>
<th>DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Governance</td>
<td>It addresses the allocation and management of resources to respond to collective problems; it is characterised by participation, transparency, accountability, rule of law, effectiveness and equity. (UNDP 1997, <a href="http://mirror.undp.org/magnet/policy/glossary.htm">http://mirror.undp.org/magnet/policy/glossary.htm</a>) It brings governments closer to its citizens, make it more effective, reinforce democracy in the country and consolidate the legitimacy of its institutions by reforming itself in order to fill the democratic deficit of its institutions in working with civil society organisations. It also entails improving the quality of legislation, making it clearer for its citizens including children and therefore more effective. (adapted from EU White Paper <a href="http://europa.eu/legislation_summaries/glossary/governance_en.htm">http://europa.eu/legislation_summaries/glossary/governance_en.htm</a>)</td>
</tr>
<tr>
<td>Harmful traditional practices</td>
<td>Female genital mutilation, early/forced/under 18 marriages, corporal punishment, virginity-testing, a wide range of initiation ceremonies, some community/religious based, some linked to schools or other institutions, so-called honour crimes, lack of care for children with disabilities, restriction of liberty for certain groups of disabled children – autism; children with albinism</td>
</tr>
<tr>
<td>Indicators</td>
<td>Pointers that help to determine the extent to which a particular obligation or standard has been, or is being, met</td>
</tr>
<tr>
<td>Life skills</td>
<td>“Life skills” are defined as psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills: cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others. (UNICEF <a href="http://www.unicef.org/lifeskills/index_7308.html">http://www.unicef.org/lifeskills/index_7308.html</a>)</td>
</tr>
<tr>
<td>Monitoring</td>
<td>It means close observation of a situation or individual case carried out so as to determine what further action needs to be taken. Human rights monitoring includes gathering information about incidents, observing events, visiting sites such as places of detention and refugee camps, discussions with Government authorities to obtain information and to pursue remedies and other immediate follow-up. Human rights monitoring is undertaken to see whether international human rights standards or norms are met in domestic settings. (HURIDOCS, 2003)</td>
</tr>
<tr>
<td>NGO reports</td>
<td>Reports produced by NGOs and children’s organizations that are submitted to the Committee on the Rights of the Child with a government’s main report</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Those indicators measure the results achieved by policies to combat violence against children. They show the “facts” about the child’s state, such as mortality, prevalence of violence, prevalence of injuries, and so on. Outcome indicators usually reflect many interrelated processes that collectively determine an outcome, e.g. under five mortality — an outcome indicator — is influenced by various processes, including child health care, sanitation and education. (adapted from the report of Paul Hunt, Special Rapporteur of the Commission on Human Rights on Right to Health, 2003)</td>
</tr>
<tr>
<td>Participation</td>
<td>It means the right of the child at all ages and their caregivers to be involved in decisions that affect the child</td>
</tr>
<tr>
<td>Positive parenting</td>
<td>It refers to parental behaviour based on the best interests of the child. It provides nurturing, empowering, recognition and guidance, and involves setting boundaries to enable the full development of the child. Positive parenting supposes respect for children’s rights and a non-violent environment where parents do not use corporal or psychologically demeaning punishment to resolve conflict or teach discipline and respect. Real discipline cannot be taught with violence. (from Council of Europe) <a href="http://www.coe.int/t/dg3/children/corporalpunishment/positive%20parenting/default_en.asp">http://www.coe.int/t/dg3/children/corporalpunishment/positive%20parenting/default_en.asp</a></td>
</tr>
<tr>
<td>Poverty</td>
<td>Absolute poverty refers to some absolute standard of minimum requirement, while Relative poverty refers to falling behind most others in the community</td>
</tr>
<tr>
<td>Process indicators</td>
<td>Those indicators that provide information on the processes by which a policy to combat violence against children is implemented. They measure the degree to which activities that are necessary to attain certain policy objectives are carried out, and the progress of those activities over time. They monitor, as it were, effort, not outcome. (adapted from the report of Paul Hunt, Special Rapporteur of the Commission on Human Rights on Right to Health, 2003)</td>
</tr>
<tr>
<td>Recovery, rehabilitation, reintegration</td>
<td>Therapeutic services for child victims of violence, such as therapeutic day care, individual therapy, group therapy, family therapy, temporary foster care, hospitalization, etc.</td>
</tr>
<tr>
<td>TERMS</td>
<td>DESCRIPTIONS</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Redress / Remedy / Reparation</td>
<td>In this guide, these three terms are used interchangeably. These are principles of law as well as concepts used in ethical and political discourses. In purely legal terms, they refer to the obligation of the wrongdoing party to compensate the damage caused to the injured party. They involve:</td>
</tr>
<tr>
<td></td>
<td>• Restitution – an affirmative performance of the state to the benefit of the victim or the public at large for example in the form of a law change</td>
</tr>
<tr>
<td></td>
<td>• Compensation – awarding the victim with any economically assessable damage resulting from violations of human rights and humanitarian law, including (a) physical or mental harm (such as pain, suffering and emotional distress); (b) lost opportunities, including education; (c) material damages and loss of earnings, including loss of earning potential; (d) harm to reputation or dignity; and (e) costs required for legal or expert assistance, medicines and medical services, and psychological and social services</td>
</tr>
<tr>
<td></td>
<td>• Rehabilitation - medical and psychological care and other services as well as legal and social services including establishment of rehabilitation centres for anyone who may suffer similar human rights violations</td>
</tr>
<tr>
<td></td>
<td>• Satisfaction and Guarantees of Non-repetition - the range of measures that may contribute to the broader and longer-term restorative aims of reparation. A central components are:&lt;br&gt;• cessation of continuing violations,&lt;br&gt;• apology, including public acknowledgement of the facts and acceptance of responsibility,&lt;br&gt;• judicial or administrative sanctions against persons responsible for the violations,&lt;br&gt;• the victims’ right to know the truth and to hold the perpetrators accountable,&lt;br&gt;• commemorations and tributes to the victims,&lt;br&gt;• preventing the recurrence of violations by such means as&lt;br&gt;  * ensuring effective control of public administration&lt;br&gt;  * protecting persons in the legal, media and other related professions and child/human rights defenders&lt;br&gt;  * conducting and strengthening, on a priority and continued basis, practical human rights training (e.g. negotiation and non-violent restraint techniques) to all sectors of society, in particular to public servants, professionals working for/with children&lt;br&gt;  * promoting the observance of codes of conduct and ethical norms, in particular international standards, by public servants, including law enforcement, correctional, media, medical, psychological, social service and military personnel, as well as the staff of economic enterprises;&lt;br&gt;  * creating mechanisms for monitoring conflict resolution and preventive interventions (Adapted from Reparation Sourcebook 2003)</td>
</tr>
</tbody>
</table>

| Reporting                                  | Monitoring is done to serve a purpose, which is to provide a basis of action in the face of a certain situation or case. It often involves finding out what is wrong and also finding out whether remedies intended to correct problems are working. It is therefore necessary that the persons undertaking monitoring regularly produce information, in the form of reports. These reports detail the events or findings in a given period and should provide an over-all assessment, indicating whether there are changes from one period to another, such as an improvement or a deterioration of the situation. The reports therefore form the basis for further action, by the persons actually doing the monitoring, or by other parties being asked to intervene (HURIDOCS, 2003) |

<p>| Rule of law                                | A principle of governance in which all persons, institutions and entities, public and private, including the State itself, are accountable to laws that are publicly promulgated, equally enforced and independently adjudicated, and which are consistent with international human rights norms and standards. It requires, as well, measures to ensure adherence to the principles of supremacy of law, equality before the law, accountability to the law, fairness in the application of the law, separation of powers, participation in decision-making, legal certainty, avoidance of arbitrariness and procedural and legal transparency. (Report of the Secretary-General, 2004) |</p>
<table>
<thead>
<tr>
<th>TERMS</th>
<th>DESCRIPTIONS</th>
</tr>
</thead>
</table>
| System | A collection of components or parts that are organized (i.e., connected to each other) around a common purpose or goal. Main components of a system are:  
- common purpose (e.g. respecting the human rights of children, tolerant to other cultures, ready for life, individuals equipped with knowledge...),  
- normative framework,  
- infrastructure, structures, mechanisms (linking the parts of a system, e.g. linking social services to juvenile justice services)  
- functions (governance, administration and execution of laws, and enforcement laws)  
- capacities (human, infrastructure, budget and funding)  
- continuation of services (promotion, prevention and effective response)  
- provision of services (identification, reporting, referral, inquiry, assessment, rehabilitation, monitoring)  
- accountability (data collection, quality standards, research, analysis, holding responsible to account)  
These components that make up a system are in constant formal and informal communication with the child, her/his parents or other caregivers, her/his immediate environment, community, public, the State, and international community. (Adapted from UNICEF, 2010) |
| Structural indicators | These are among the simplest type of indicators. They are usually framed as a question and often generate a simple yes/no answer. The answer to the question usually depends on information that is easily available. In other words, structural indicators offer a rapid-assessment and cost-effective reporting methodology. Structural indicators address whether or not key structures, systems and mechanisms are in place in relation to a particular issue. Thus, a right to freedom from violence structural indicator would assess whether or not key structures, systems and mechanisms that are considered necessary for, or conducive to, the realization of the child’s right to freedom from violence are in place. (adapted from the report of Paul Hunt, Special Rapporteur of the Commission on Human Rights on Right to Health, 2003) |
| UN Committee on the Rights of the Child or the Committee | Monitoring body of CRC composed of 18 independent experts on children's rights  
Nominated by State parties mandated to examine implementation of the CRC by governments |
| Violence | All forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power (UN Study on VAC 2006, WHO World Report on Violence and Health 2002) |
**Tool 8**

**Indicators Pool**

### STRUCTURAL INDICATORS

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
</table>
| 1 | Is the country party to:  
  a. CRC,  
  b. CRC- Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict,  
  c. CRC- Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography  
  d. CRC- Optional Protocol to the Convention on the Rights of the Child on a communications procedure  
  e. anti-trafficking |
<p>| 2 | Does the existing law ban all forms of violence against children in all settings (including at home) clearly including removal of legal defences? |
| 3 | Does the existing law provide mandatory reporting and for whom it applies, who is responsible for investigating reported cases of violence against children (criminal justice system as well as child welfare system), who are the competent authorities responsible for making a decision on cases of reported victimization, and the role of social or child welfare services? |
| 4 | Does the law provide children right to claim her/his rights by herself/himself without discrimination through legal means of any kind, be it in courts or in any other means of legally recognized settlement such as a remedy to redress the violation, even in the form of a recommendation, and the finding should set a form of precedent or at least embody an authoritative interpretation of the legal right? |
| 5 | Is there a national human rights institute and/or an ombuds office (a statutory body established with Paris Principles) for children ensuring independent oversight of laws and their execution and enforcement? |
| 6 | Does the law provide the right of children to access to care settings (GC13 para34) and programmes on a non-discriminatory basis (GC13 paras 60, 72§g) |
| 7 | Does the law set out complaint mechanisms that are child accessible, age appropriate, disability conscious for all children to complain and to seek redress in cases to abuse, without fear of reprisals? |
| 8 | Is there a law that entitles children to be heard at all stages of child protection procedures? |
| 9 | Does the law set out a system of monitoring and periodic review (such as independent inspection institutions, ombuds institutes etc) of compliance in all settings where violence occurs? |
| 10 | Does the law set out a reporting system for breaches of compliance? |
| 11 | Does the law set out an accessible, free, timely, and effective system of remedy and redress mechanism? |
| 12 | Does the law set out a system of recovery, rehabilitation, reintegration of children who experienced violence? |
| 13 | Does the law set out minimum ages of consent below 18 to treatment? |
| 14 | Does the law set out rights of children to confidential legal, medical, school and other counselling? |
| 15 | Does the law set out protection of children in the media and information communications technologies (ICTs) such as mobile, internet, chat rooms, social media sites, etc (including protection from hate speech, introduction of positive measures zero tolerance discriminatory language, promotion of peace and human rights and the like.)? |
| 16 | Does the law set out legal basis for establishment of a national and local coordination mechanisms such as a national coordinating framework (NCF) and a plan of action with budget to provide legal guarantees for accountability for their implementation? |
| 17 | Does the law set out follow up mechanisms after official report on violence against children (reporting can be done by Public health facility, Private health facility, Educational facility, Social Work Centre, Police Station, Family / relative, Self (child), Other, Unknown)? |
| 18 | Does the law set out a system of routine data collection on violence against children (at home, at school, etc...)? |
| 19 | Does the law set out a system of routine post-mortem investigation to determine the cause of a child’s death? |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Does the law set out a system of standard procedures to deal with reported perpetrators?</td>
</tr>
<tr>
<td>21</td>
<td>Does the education law have an official reporting mechanism in place in the school to allow children to report violence to complain and to seek redress in cases to abuse, without fear of reprisals?</td>
</tr>
<tr>
<td>22</td>
<td>Does the law governing formal care settings (including places of alternative care, custody, prisons) have an official reporting mechanism in place to allow children to report violence to complain and to seek redress in cases to abuse, without fear of reprisals?</td>
</tr>
</tbody>
</table>
| 23 | Are there legally binding codes of conduct for professionals and state officials, including on rules of conduct for managing VAC incidences?  
   a. law enforcement  
   b. teachers  
   c. social workers  
   d. medical doctors  
   e. nurses  
   f. personnel in care settings |
| 24 | Are there laws setting out coverage of formal procedures governing inspection of child care settings, state institutions (including in schools, care centres, residential homes, police custody and justice institutions) including detention centres and prisons by independent inspection institutions? |
| 25 | Is there a National Coordinating Framework (NCF) and National Plan of Action (NPA) which addresses/ensures the implementation of protection of children of all ages against violence on a national level and administrative levels including governorships, municipalities, districts and villages? |
| 26 | Are the above-mentioned NCF and NPA grounded in GC13? |
| 27 | Do they have a clearly identified budget allocated? |
| 28 | Are they linked to other NPAs or NCFs if any (development plan and its coordination body, violence against women plan and coordination body etc)? |
| 29 | Are they prepared with participation of all relevant stakeholders including NGOs, children, and families? |
| 30 | Do they include legislative, administrative, judicial, economic, social and educational measures and steps to take at the national, urban, peri-urban, rural and hard to reach segments of the population? |
| 31 | Do they set out an effective system of prevention, protection, treatment, rehabilitation and reintegration? |
| 32 | Do they include due diligence / standard of care checklists (control system) for different government departments to utilise to detect early warning signs of violence against children, care provided to children’s best interest and healthy development in care settings (GC13 paras 33-34), in law enforcement and in execution of laws before during and after the child is brought into these settings? |
| 33 | Do they include identification and evaluation of VAC mechanisms to counter such incidences? |
| 34 | Do they have a non-discrimination clause? |
| 35 | Do they have a gender dimension of VAC? |
| 36 | Do they guarantee children’s participation? |
| 37 | Do they guarantee participation of non-governmental organisations (NGOs)? |
| 38 | Do they have child-friendly versions of the NPA and terms of reference (ToR) of NFC? |
| 39 | Are they accessible to children and families? |
| 40 | Does NFC have a clear coordination structure with a clear understandable ToR, budget, and accountability mechanism to hold its members to account if not implemented? |
| 41 | professional ethics codes, protocols, and memoranda of understanding or standards of care |
| 42 | Social programmes to support the child individually and to support the child’s family and other caregivers to provide optimal positive child-rearing  
   a. guidance in terms of childcare options  
   b. guidance in terms of early child development |
c. guidance in terms of after-school care programs

d. guidance in terms of child and youth groups and clubs

e. guidance in terms of 24-hour toll-free children’s helplines with trained personnel

f. guidance in terms of foster family services that are subject to periodic review

g. guidance in terms of social assistance programmes to support families’ standard of living, including, but not limited to, direct allowances to children at a certain age

h. guidance in terms of counselling support to caregivers having difficulties with employment, housing and/or child-rearing

i. guidance in terms of therapeutic programmes (including mutual help groups) to assist caregivers with challenges related to domestic violence, addictions or with other mental/physical health needs

j. adequate guidance in terms of public education measures addressing attitudes, traditions, customs and behavioural practices which condone or promote violence against children

k. public information programs, including awareness campaigns, via opinion leaders and the media, to promote positive child-rearing

l. public information programs to combat negative societal attitudes and practices that condone or encourage violence

m. dissemination of the Convention in a child-friendly format accessible to all children (disabled, children in institutions, different languages for ethnic groups, refugees, migrants, etc)

n. age-appropriate accessible information for children to empower them on life skills

o. age-appropriate accessible information for children on how to develop positive peer relationships

p. age-appropriate accessible information for children to empower them with knowledge on how to combat bullying

q. education on positive child-rearing for parents and caregivers

r. accurate and accessible information on specific risks

s. guidance in terms of how to listen to children and take their views seriously

t. guidance for all professionals and non-professionals working with and for children (including teachers at all levels of the educational system, social workers, medical doctors, nurses and other health professions, psychologists, lawyers, judges, police, probation and prison officers, journalists, community workers, residential caregivers, civil servants and public officials, asylum officers and traditional and religious leaders) in terms of providing initial and in-service general and role-specific training (including inter-sectoral where necessary) on non-violent restraint in practice

u. guidance for all professionals and non-professionals working with and for children (including teachers at all levels of the educational system, social workers, medical doctors, nurses and other health professions, psychologists, lawyers, judges, police, probation and prison officers, journalists, community workers, residential caregivers, civil servants and public officials, asylum officers and traditional and religious leaders) in terms of developing officially recognized certification schemes in association with educational and training institutions and professional societies in order to regulate and acknowledge such training, the Convention is part of the educational curriculum of all professionals expected to work with and for children
### PROCESS INDICATORS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number of public campaigns on violence against children (at home, at school, etc...) during reporting period/last 5 years?</td>
</tr>
<tr>
<td>2</td>
<td>Number of public statements of senior government officials condemning violence against children (at home, at school, etc...) during reporting period/last 5 years?</td>
</tr>
<tr>
<td>3</td>
<td>Have there been systematic efforts to collect and disseminate valid and reliable, disaggregated qualitative and quantitative data on VAC during reporting period/last 5 years?</td>
</tr>
<tr>
<td>4</td>
<td>Have there been specific initiatives led and/or supported by government departments for research on VAC involving academic institutes, children, NGOs and other key stakeholders during reporting period/last 5 years?</td>
</tr>
<tr>
<td>5</td>
<td>Have data collection systems on VAC been introduced during reporting period/last 5 years?</td>
</tr>
<tr>
<td>6</td>
<td>Have there been initiatives to raise awareness of alternative non-violent, non-abusive disciplinary measures that respect the child as a rights holder during reporting period/last 5 years?</td>
</tr>
<tr>
<td>7</td>
<td>Are there government supported research projects to investigate the root causes of and strategies to prevent VAC during reporting period/last 5 years?</td>
</tr>
</tbody>
</table>
| 8 | Have data been collected for the last 5 years on  
   a. detection and reporting of VAC to criminal justice system and child welfare system including health and education 
   b. investigation of cases of VAC 
   c. decisions on cases of VAC 
   d. child welfare services regarding incidences of VAC |
<p>| 9 | Have data been collected and shared with public and children for the last 5 years on use, modes and effects of child care giving good practices on children and findings? |
| 10| Have there been VAC indicators for national and local monitoring of VAC introduced during reporting period/last 5 years?           |
| 11| What are the proportions of received complaints on VAC investigated and adjudicated by the police, courts, national human rights institution, human rights ombudsperson or other mechanisms and the proportion of these responded to effectively by the government during reporting period/last 5 years? |
| 12| What are the proportions of medical/official/police personnel who are trained in identifying violence against children during reporting period/last 5 years? |
| 13| What is change in number of programmes and number of mothers and fathers or other immediate care-givers participated in such programmes of parent education/positive parenting education/ family skills training programmes on child rights and VAC are developed and made widely available including rural and peri-urban areas during reporting period/last 5 years? |
| 14| What is the change in caseload of confidential helplines or counselling centres for victims of VAC during reporting period/last 5 years? |
| 15| How many recovery, reintegration, and psychological support services for victims of VAC introduced during reporting period/last 5 years? |
| 16| How many child rights training, including a focus on VAC and participation, is introduced at pre- and in-service levels for all professionals working with and for children, including teachers, doctors, nurses, lawyers, judges, police, psychologists, social workers, prison staff, and staff working in institutions during reporting period/last 5 years? |
| 17| Have requirement for teachers to participate in non-violence classroom management training during their education introduced and number of teachers participated in such trainings during reporting period/last 5 years? |
| 18| Have effective procedures / policies for intervention in violence against children introduced for all care settings including schools, hospitals, alternative care institutes, places of custody, prisons and the like during reporting period/last 5 years? |
| 19| Proportion of law enforcement officials (including police, military and State security forces) trained in child rights, VAC and rules of conduct concerning proportional use of force, arrest, detention, interrogation or punishment of children during reporting period/last 5 years? |
| 20| Proportion of law enforcement officials formally investigated for neglecting reports of VAC, not applying due diligence in matter of VAC, and/or directly physical or non-physical abuse or crime that caused death or threatened development, wellbeing or life of the child during reporting period/last 5 years? |</p>
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.</td>
<td>Proportion of formal investigations on VAC incidences of State officials including teachers, school administrations, social workers, law enforcement, and other officials resulting in disciplinary actions or prosecution in the reporting period?</td>
</tr>
<tr>
<td>22.</td>
<td>Proportion of all identified perpetrators of reported cases of VAC pursued, arrested, adjudicated, convicted or serving sentence in the reporting period?</td>
</tr>
<tr>
<td>23.</td>
<td>Proportion of public social expenditure on campaigns to sensitise people on VAC during reporting period/last 5 years?</td>
</tr>
<tr>
<td>24.</td>
<td>Proportion of healthcare and community welfare professionals trained in handling VAC issues during reporting period/last 5 years?</td>
</tr>
<tr>
<td>25.</td>
<td>Proportion of children reporting forms of violence (physical, sexual or psychological) against self or other children initiating legal action or seeking help from police or counselling centres during reporting period/last 5 years?</td>
</tr>
<tr>
<td>26.</td>
<td>Number of persons arrested, adjudicated, convicted or serving sentence for violent crime (including homicide, rape, assault) against children per 100,000 population in the reporting period? (used in UNVAC Study Report)</td>
</tr>
<tr>
<td>27.</td>
<td>Have legal information and education programmes on VAC provided for children during reporting period/last 5 years?</td>
</tr>
<tr>
<td>28.</td>
<td>Have adequate legal, social, psychological, research guidance documents such as codes of conducts, terms of references, implementation guidelines in terms of VAC including risk and protective factors during reporting period/last 5 years?</td>
</tr>
<tr>
<td>29.</td>
<td>Does the guidance include existing body of international and national child protection knowledge?</td>
</tr>
<tr>
<td>30.</td>
<td>Does it promote interdisciplinary and international collaboration in order to maximize complementarity?</td>
</tr>
<tr>
<td>31.</td>
<td>Does it provide ethical guidance in child participation and involving children in VAC research?</td>
</tr>
<tr>
<td>32.</td>
<td>Have the efforts been introduced to address needs of children who are at greater risk of experiencing discrimination and violence during reporting period/last 5 years?</td>
</tr>
</tbody>
</table>
OUTCOME INDICATORS

1. Has there been a reduction in the levels of VAC, as indicated by such sources as hospital statistics, police reports, systematic and regular research, etc., during reporting period/last 5 years?

2. Has there been any positive change in the proportion of children who have indicated via self-reports that they have been victims of violence during reporting period/last 5 years?

3. Has there been any positive change in the proportion of children who know what to do/who to turn to in case of victimization during reporting period/last 5 years?

4. Has there been any positive change in the proportion of children who accept VAC as means of education/discipline during reporting period/last 5 years?

5. Has there been any positive change in the proportion of adults who accept violence against children as a means of education/discipline during reporting period/last 5 years?

6. Has there been any positive change in the homicide rate in children during a 12-month period per 100,000 persons during reporting period/last 5 years?

7. Has there been any positive change in the number of emergency room visits due to assaults in children during a 12-month period per 100,000 persons during reporting period?

8. Has there been any positive change in the number of hospital discharges due to assaults in children during a 12-month period per 100,000 persons during reporting period/last 5 years?

9. Has there been any positive change in police records on violent crimes against children during reporting period/last 5 years?

10. Has there been any positive change in the number of children officially reported as victims of violence to authorities during a 12-month period per 100,000 children during reporting period/last 5 years?

11. Has there been any positive change in the number of substantiated cases of violence against children during a 12-month period per 100,000 children during reporting period/last 5 years?

12. Has there been any positive change in the percentage of child victims referred to recovery, reintegration, or psychological support services during a 12-month period during reporting period/last 5 years?

13. Has there been any positive change in the percentage of child victims who used recovery, reintegration, or psychological support services during a 12-month period during reporting period/last 5 years?

14. Has there been any positive change in the proportion of children, who skipped school because they were afraid / felt unsafe to go to school due to violence in the last 12 months during reporting period/last 5 years?

15. Has there been any decrease in the time between reported act of VAC and successful follow-up by authorities during reporting period/last 5 years?

16. Has there been any decrease in the proportion of officially reported repeatedly abused children of all reported child victims during reporting period/last 5 years?

17. What is the average sentences of perpetrators in cases of VAC (at home, at school, etc...) during reporting period/last 5 years?

18. Has there been any positive change in the number of anti-violence campaigns in schools during the last 12 months during reporting period/last 5 years?

19. Has there been any positive change in the number of published or “aired” articles/books/radio/TV media reports related to violence against children (at home, at school, etc…) during reporting period/last 5 years?

20. Has there been any positive change in the number of incidents of sexual and gender-based violence (sexual, physical, emotional and psychological, harmful traditional practices, socio-economic) during reporting period/last 5 years?

21. Has there been any positive change in the number of incidence of child trafficking including for sexual purposes during reporting period/last 5 years?

22. Has there been any positive change in the proportion of under 18 marriages during reporting period/last 5 years?

23. Has there been any positive change in the proportion of child patients who experienced corporal punishment in medical institutions during reporting period/last 5 years?
English


Save the Children & UNICEF. (2011b). Toolkit for Creating a Step Change in Monitoring and Evaluating Children’s Participation.

Save the Children UK. (2008). Menu of the Outcome Indicators.


**Turkish**

General Comment No. 13 (2011) The right of the child to freedom from all forms of violence (UN Committee on the Rights of the Child)


General Comment No. 8 (2008) The right of the child to protection from corporal punishment and other cruel or degrading forms of punishment (UN Committee on the Rights of the Child)


Abolishing corporal punishment of children – Questions and answers (Council of Europe)


Off the books! Guidance for Europe's parliaments on law reform to eliminate corporal punishment of children (Council of Europe)


Guidelines of the Committee of Ministers of the Council of Europe on child friendly justice (Council of Europe)


Council of Europe's Policy Guidelines on Integrated National Strategies for the Protection of Children from Violence (Council of Europe)

Monitoring Children’s Rights: A Toolkit for Community-Based Organizations (Canadian Coalition for the Rights of Children)
http://www.cocukhaklariizleme.org/wp-docs/26.doc

Third Edition of the Guide for Non-Governmental Organizations Reporting to the UN Committee on the Rights of the Child (Child Rights Connect)
http://www.cocukhaklariizleme.org/wp-docs/27.doc

Guide for NGOs Reporting to the UN Committee on the Rights of the Child on the implementation of the Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography (Child Rights Connect)
http://www.cocukhaklariizleme.org/wp-docs/28.doc

Minimum Standards for Consulting with Children (Inter-Agency Working Group on Children’s Participation (IAWGCP))
http://www.cocukhaklariizleme.org/wp-docs/icc-minimum-standards.doc

Children as change agents: Guidelines for child participation in periodic reporting on the Convention on the Rights of the Child (World Vision)
http://www.cocukhaklariizleme.org/wp-docs/child-participation-guide-for-reporting.docx

Reporting on Violence against Children: A thematic guide for Non-Governmental Organizations Reporting to the UN Committee on the Rights of the Child (Child Rights Connect)
http://www.cocukhaklariizleme.org/wp-docs/icc-violence.doc

Operations Manual on Children’s Participation in Consultations (Inter-Agency Working Group on Children’s Participation (IAWGCP))
http://www.cocukhaklariizleme.org/wp-docs/icc-operations-v3.doc

Policy Note: Children’s Best Interest in Juvenile Justice

Policy Note: Child Friendly Justice

Policy Note: Age Discrimination, Equality before the Law and Child Rights

Research Reports on Administration of Juvenile Justice in Turkey

Policy Note: Violence against Children cannot be Defended, Accepted, can be Prevented!

Research Report: Violence against Children cannot be Defended, Accepted, can be Prevented!

Brochure for Families: Prevention of Violence against Children

Monitoring and Reporting Handbook on Child Rights

Monitoring and Reporting Handbook on Child Rights for NGOs