



Measuring Freedom from Violence

A workbook for children, young people and adults based upon General Comment No. 13 of the *UN Convention on the Rights of the Child* on the right of the child to freedom from all forms of violence

World Vision is a Christian relief, development and advocacy organisation dedicated to working with children, families and communities to overcome poverty and injustice. Inspired by our Christian values, we are dedicated to working with the world's most vulnerable people. We serve all people regardless of religion, race, ethnicity or gender.

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Published by Advocacy & Justice for Children (AJC) on behalf of World Vision International.
For further information about this publication or World Vision International publications, please contact wvi_publishing@wvi.org.

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Acknowledgements

The child-friendly interpretations of the standards of General Comment No. 13 contained in this workbook were drafted by Denise Allen, child protection consultant. The accompanying materials and presentations for the field test of the workbook in Bintaro, Indonesia, in May 2015, were adapted from the accompanying materials and presentations contained in the World Vision Workbook for Children, Young People and Adults based on General Comment No. 15 on the right of the child to the enjoyment of the highest attainable standard of health. All materials were revised and finalised following the field test in Indonesia

Overall management of the project was undertaken by Jennifer Philpot-Nissen.

Special thanks are due to Grace Van Herk, consultant, for editorial assistance in preparing the final draft of the workbook and accompanying materials for final publication.

Last but not least, World Vision International expresses its gratitude to the staff of World Vision Indonesia, particularly the Advocacy team and staff from seven area development programmes throughout Indonesia, and to the child participants for their willingness to share their experiences, information, challenges and feedback through their participation of the field test of the first draft of the workbook.

January 2016



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Background

Following the adoption by the UN Committee on the Rights of the Child of General Comment No. 13 of the *UN Convention on the Rights of the Child* on the right of the child to freedom from all forms of violence, World Vision International created this workbook to facilitate the understanding and participation of children to be advocates for the right to protection from violence. The goal of this workbook is not to provide a replication of General Comment No. 13 in child-friendly language, but to be an interactive tool through which children can be guided in their discussions prior to embarking on advocacy initiatives.

The first draft of this workbook and accompanying materials were translated into Indonesian and presented to a group of 24 children and 20 adults, World Vision staff, and local government child protection personnel in Bintaro, Indonesia, in May 2015. The children were all members of World Vision Children's Committees from seven different regions of Indonesia and were aged between 11 and 17. A two-day workshop with the children, chaperones and interpreters was followed by a two-day workshop with the staff and government personnel. Following this pilot test, both the workbook and the accompanying materials were revised in light of the feedback received from all parties involved.

The workbook is intended for global use, and it is expected that users will translate the workbook and its accompanying materials into relevant languages as appropriate for each context.

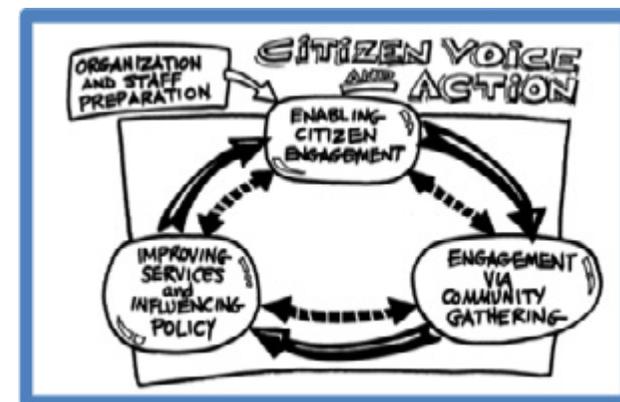
Citizen Voice and Action

This workbook incorporates elements of Citizen Voice and Action (CVA) – World Vision’s approach to social accountability – and is intended to, where appropriate, serve as a tool to increase children’s ability to further understand and articulate their rights and entitlements to health, and their own ability to influence these. For more information on CVA visit www.citizenvoiceandaction.org and <https://casestudiescva.crowdmap.com>.

CVA is a local-level advocacy methodology that transforms the dialogue between communities and government in order to improve services (like health care and education) that affect the daily lives of children and their families.

CVA works by educating citizens about their rights and equipping them with a set of tools designed to empower them to protect and enforce those rights. First, communities learn about basic human rights and how these rights are articulated under local law. Next, communities work collaboratively with government and service providers to compare reality with government’s own commitments. Communities also have the opportunity to rate government’s performance against subjective criteria that they themselves generate. Finally, communities work with other stakeholders to influence decision makers to improve services, using a simple set of advocacy tools. As government services improve, so does the well-being of children.

The four-step CVA process enables communities to measure service delivery against standards the government has promised or is mandated to provide. Using social audit and community scorecard tools, CVA is currently used in more than 600 World Vision programmes in 45 countries.¹



The CVA methodology leads to:

Information - increased empowerment of citizens to engage in evidence-driven dialogue with government

Voice - increased capacity of citizens to engage productively with government and those in positions of power

Dialogue - increased opportunities for government and citizens to create transparent, collaborative and accountable relationships

Accountability - increased responsiveness of power holders and duty bearers to those they serve.

¹ As of 2015.



CitizenVoice AND ACTION

World Vision®

The CVA process:
simple and effective

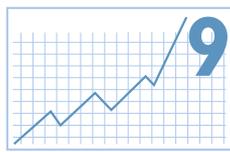


What should my school, clinic, or other facility have according to local law?

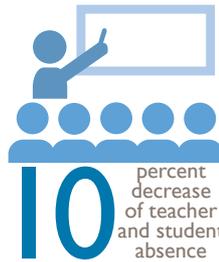


What does it actually have?

RESULTS



percent increase of test scores in 1 year



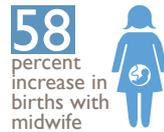
percent decrease of teacher and student absence



Study of a similar approach found:



percent drop in child mortality



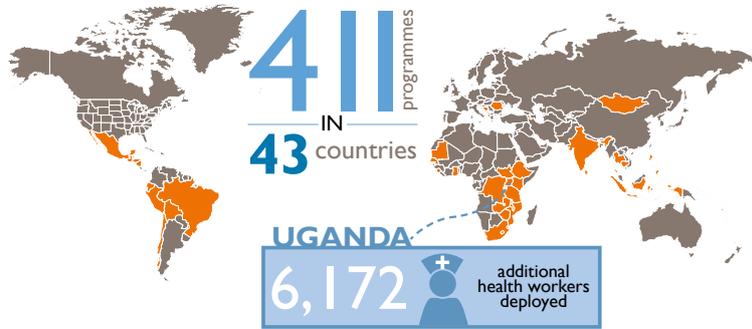
percent increase in births with midwife



percent increase in patients seeking prenatal care



Citizens work with high level government to ensure commitments are met



	😊	😐	😞
1			
2			
3			
4			
5			

How happy am I with this service?



Citizens and government improve service



Citizens and government decide on an action plan



Townhall meeting to discuss what community has found with government reps



FOR MORE INFORMATION: cva@wvi.org

Introduction

Using this workbook

There are different ways you can use this workbook.

For education and understanding

As an individual or in a group, you can use this workbook to better understand freedom from violence. You can use the information to have discussions and debates with other children, young people and adults. You can explore your own definitions of *freedom from violence* and what is most important to you and/or your community.

You can learn more about your rights, the needs of your community, services in your area and the questions you can ask when accessing services

For monitoring and evaluation

You can use this workbook to discuss what resources and services you already have in your community or area, which protect children from violence, and what resources are still needed. You can monitor how well the different measures to protect children are actually working. You can explore the issues that are most important to children. You can learn about children's realities and experiences relating to violence and what can be done to prevent it.

For advocacy

After learning about violence and having examined the particular priorities and realities for children in your community, you may decide you want to take action for positive change in your community – this is called *advocacy*. Advocacy is about changing people's behaviour and knowledge, shaping policies, making a situation better and improving children's rights. This workbook can be used to help you with your advocacy efforts.



Preparations

Before you start using this workbook, or facilitate or participate in a workshop with it, there are some important things you need to consider.

Level of understanding

It is important to ensure that everyone using this workbook or participating in a workshop has a good understanding of the concepts involved. If workshops have a wide range of participants of different ages and levels of education or understanding, particular care must be taken to ensure that all have grasped the basic concepts about violence, rights and different levels of protection in order to contribute to the discussions to the best of their ability and wishes. The section below contains background materials to help you understand important information about the right to be protected from violence and what the UN says and does to protect this right. The annex of this workbook includes suggested PowerPoint presentations to help you start your discussions. We encourage you to design other presentations about your local and national situation.

Participants' experience

Not all children, young people and adults will have had relevant experience of being exposed to or protected from violence as discussed in this workbook. For example, some sections will be relevant only for those who live or have lived in institutions or who have experience of the justice system.

For facilitators: Preparations to use this workbook should include an assessment of the experiences of the particular children who will be using it and consideration of any specific planning needed in order to ensure that they can fully participate. The World Vision 'ADAPT': Analysis, Design and Planning Tool', www.wvi.org/sites/default/files/Child_Protection_ADAPT.pdf, provides guidance for working with children, adults and other important partners to identify and prioritise child protection issues, identify root causes of those issues and examine how the existing child protection system is functioning.

Research of sensitive issues

Prior to doing any research or organising any discussion groups about violence, you should consider any risks that may be involved. Are there some topics that are too sensitive to talk about? Are there some issues that are only appropriate for older young people and not younger children? Are there cultural or religious considerations? Are there some things boys and girls may not be able to discuss around each other?

If you are not sure about any of these issues, please speak with an adult or group leader you trust.

For facilitators: Please refer to World Vision's 'Guidelines for Child Participation', <http://www.wvi.org/child-rights-and-equity/publication/guidelines-child-participation>. 'Guidelines for Child Participation' gives guidance on the minimum basic expectations to uphold the quality of child participation across World Vision. The guidelines help ensure meaningful and safe child participation by explaining what is expected from World Vision staff, adult and youth volunteers, and partner organisations prior to, during and after participatory engagement with children.

Ethics

Collecting data from children and communities always raises ethical questions and concerns. Guidance as to how this should be approached is also contained in the 'ADAPT: Analysis, Design and Planning Tool', www.wvi.org/sites/default/files/Child_Protection_ADAPT.pdf. The section entitled 'Ethics' outlines a set of 10 principles which must be kept in order to protect everyone involved in the research and data collection.

Your guide to this workbook

This workbook has the following sections:

Before you get started

This section provides useful details to help you understand more about children's rights. This section should be read or presented to you first. If any information is still unclear, please talk to an adult or group leader who can help you clarify the information. The section entitled 'Useful sources of information' in the annex should be a helpful starting point.

General Comment on the Right to Freedom from All Forms of Violence

This section provides information about the General Comment on the Right to Freedom from All Forms of Violence. It is based on several articles of the *UN Convention on the Rights of the Child*, particularly Article 19. There are also some very important details about general comments.

Checklist based on General Comment No. 13 of the UN Convention on the Rights of the Child

The checklist provides an overview of the content of the rights outlined in the General Comment on the Right to Freedom from All Forms of Violence. These are listed as 'Standards of the general comment'. You can use these to think about the violence and protection issues in your own lives and communities, and then determine your own performance indicators' which would satisfy each standard of the general comment.

Policy review and data collection conducted by children

This section reviews some of the recommendations made in the general comment. General comments are written primarily as a guide for governments; therefore there are many recommendations on laws and how they should be implemented. This information can be useful if you would like to do further research or pursue some form of action to prevent, combat, or end violence in your community or country.

Advocacy

If you are interested in taking action and creating a positive change in your community, this section can help you think about the steps needed to create an advocacy plan.

Resources for research and further information

In this section a few helpful resources are provided for you to do further research and to find more information about children's rights to freedom from all forms of violence.

Before you get started

For facilitators: The information below can be presented and discussed further using the relevant accompanying materials and presentations contained in the annex.

Before you read this workbook, there are a few concepts, words and details you need to understand.

What are human rights?

All children have human rights. You have rights that address your basic physical needs to grow and be healthy, including the right to food, water, shelter and basic health care. You have the right to be treated with dignity and respect by others. You also have the right to develop and be part of your community. You have a right to education, a right to express your opinions, a right to be protected against all forms of violence and a right to get information and participate in decisions that are being made about things that affect you. You have the right not to be discriminated against because of who you are, where you are from or what you look like.

In many instances human rights are defined in international agreements (such as treaties and conventions developed by the United Nations) as well as by regional and national agreements.

What is the United Nations?

The United Nations, or UN for short, is an international organisation that was created in 1945. The UN is a way for all countries of the world to discuss problems and deal with issues that affect them all (for example, peace, the environment, health and poverty).

The UN takes many different actions to support human rights. The UN creates treaties and conventions (international agreements) to help protect girls, boys, women, men and also our planet. These agreements contain the steps and actions countries should take to solve a particular problem (such as climate change) or to protect and support some groups of people (for instance, children with disabilities). Children's rights are defined in the *UN Convention on the Rights of the Child*.

What is the *UN Convention on the Rights of the Child*?

The *UN Convention on the Rights of the Child* (or the CRC for short) recognises the human rights of every boy and girl throughout the world. The CRC was adopted by the UN on 20 November 1989. Any person under the age of 18 – according to the CRC – is considered a child. The CRC includes 54 articles (or sections) that outline the rights of children. The CRC is the most universally accepted human rights convention in history.

Many conventions, including the CRC, are monitored by special committees of experts.

What is the *Committee on the Rights of the Child*?

The Committee on the Rights of the Child examines how governments around the world are fulfilling the commitments they made when they ratified the CRC. The Committee is composed of 18 international children’s rights experts who regularly meet at the UN in Geneva, Switzerland. All governments that have ratified the CRC are required to submit regular reports to the Committee to explain how the rights are being fulfilled in their country.

What is a general comment?

Most articles found in the CRC are only a few lines long. Therefore, to help governments better understand the CRC and fulfil their promises, the Committee on the Rights of the Child has written some general comments to help explain a theme or article of the CRC in more detail and with more information. For example, the Committee has created general comments on the subjects of health, education, freedom from violence and more.

General comments can be used by judges or lawyers during legal procedures and with other adults and professionals who work for children’s rights. They can also be used by children and young people, as you will learn in the pages that follow.

General comments are technical documents and are often around 20 pages in length.

A **convention** is a legal agreement made by governments about a particular issue; for example, children’s rights or the environment.

To **ratify** means to ‘approve’. Governments that have ratified the *UN Convention on the Rights of the Child* approve and agree with it. Governments that have ratified the Convention promise to follow all of the articles found in the Convention and to support the rights of children.

General Comment on the Right to Freedom from All Forms of Violence

What is freedom from violence?

Violence is when someone hurts you or threatens to hurt you. Violence means hurting someone's body or feelings. Violence also takes place when people hurt themselves. The General Comment on the Right to Freedom from All Forms of Violence says that violence is all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.

For facilitators: A presentation or discussion about violence and protection concerns in the country should be part of the workshop.

In 2011, the Committee on the Rights of the Child adopted a General Comment on Freedom from Violence. Its full title is:

General Comment No. 13 (2011) The right of the child to freedom from all forms of violence

The purpose of the General Comment on the Right to Freedom from All Forms of Violence is to help explain Article 19 and other relevant articles of the CRC in more detail.

Article 19 of the CRC states the following:

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.
2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

IMPORTANT

It is important to understand that general comments are not legally binding documents. Unlike the *UN Convention on the Rights of the Child* and other treaties, governments do not ratify or 'sign on' to a general comment.

General comments of the CRC are drafted by the Committee on the Rights of the Child. They serve as advice to governments to help fulfil their promises.

Not all governments may agree with the views of the committee or some of the details found in a general comment.

The pages that follow contain the details of the General Comment on the Right of the Child to Freedom from All Forms of Violence. If you are unsure if your government or your community agrees with some of the topics covered by the general comment, we encourage you to do some research and maybe speak to an adult or group leader who can advise you. You should consider both the cultural or religious contexts of your community and some of the policies or laws that exist.

Prior to doing any research or organising any discussion groups about freedom from violence, you should consider any risks that may be involved. Are there some topics that are too sensitive to talk about? Are there some issues that are appropriate only for older young people, not younger children? Are there cultural or religious considerations? Are there some things boys and girls may not be able to discuss around each other?

If you are not sure about the answers to these questions, please speak with an adult or group leader you trust.

Checklist based on General Comment No. 13 of the UN Convention on the Rights of the Child

Checklist

The following chapter is a summary of the General Comment on the Right of the Child to Freedom from All Forms of Violence.

The checklist is divided into the following sections:

- description of violence and vulnerable situations
- settings where violence might occur such as in the family, in the community, with caregivers and in state institutions
- government responsibilities – including legislative measures, administrative measures and child protection systems
- children's participation in protection from violence.

Each section provides an opportunity to learn more about freedom from violence and your rights. Some sections may be more important or relevant to different people or groups, depending on your reasons for using this workbook. Therefore, you may prefer just to review just one section or specific sections in detail, rather than the whole checklist.

IMPORTANT! You might not have enough knowledge or experience about some of the topics being discussed. You are not expected to be able to give responses to all the statements in the checklists.

There are different ways that you might decide to use the checklist, for example:

- **As an individual**

Working by yourself, you can review the statements and answer based on your experiences and knowledge. There are no right or wrong answers, and sometimes you may not have an answer or opinion. Through this exercise you will learn more about your right to be free from all forms of violence. In addition to learning on your own, you may like to discuss some of the issues with others.

- **As a group**

During a group, club or classroom discussion you can use the checklist to guide the discussion. You can use the questions to see if opinions and experiences are the same or different and why. During your discussion encourage respectful dialogue and debate. If the subject is not too personal, ask participants to share examples so that others can learn and understand different experiences.

- **Research and advocacy**

You can use the checklist to do research and to prepare an advocacy plan with your club or group. The checklist is an overview of the advice the Committee on the Rights of the Child has given to governments and provides a good starting point for any action to improve children's right to freedom from all forms of violence.

How the checklist works

Standards of the general comment

Each section starts by outlining the standards required by the general comment.

Performance indicators

You will determine specific performance indicators as an individual or in a group. These indicators are the particular activities, events or resources which you consider, in your local context, would satisfy the standard of the general comment outlined above. We have given an example below to get you started.

For facilitators: Further guidance on how to ensure that children understand how to create their performance indicators can be found in 'A Toolkit for Monitoring and Evaluating Children's Participation', http://www.unicef.org/adolescence/files/ME_toolkit_booklet_4-2014.pdf.

Then consider and discuss the extent to which your indicator (or indicators) is being met and mark a tick (or a cross) in the appropriate box. *It is for you to determine how many indicators you want to have for each performance measure.* There is a 'Performance indicator' template to create extra charts in the annex, and we suggest you use flip charts to document group discussions and reasons for each choice, and most important, your proposals to improve each situation.

For facilitators: For an overview of how to design the flip charts needed to record these outcomes, see 'Citizen Voice and Action Guidance Notes' (2009), <https://docs.google.com/file/d/0B01TNkdJ6IczODN6NFikSmpYQUk/edit>.

EXAMPLE

Standards of the general comment

1. My school is a violence-free zone. Children are encouraged to find nonviolent ways to settle their differences.

Performance indicators table

Performance indicators (to be determined by you, as an individual or in a group)	AGREE The issue(s) has been carefully considered and successfully addressed 	SOMEWHAT AGREE There is some awareness about the issue(s), but not enough has been done 	UNSURE More information is needed 	SOMEWHAT DISAGREE The issue(s) has been discussed, but not addressed 	DISAGREE The issue(s) has not been considered at all 
<i>Example: Class time is regularly allocated for students to discuss issues of conflict and how to resolve differences</i>		X			

Reasons for this choice – to be noted on flip charts – might include, for example, that class time was allocated for this discussion on only one occasion but was not repeated.

All forms of violence

Description of violence

'... protect children from all forms of physical or mental violence, injury or abuse, or negligent treatment.'

—CRC article 19 para 1

Standards of the general comment

1. Children and young people are always protected from violence and abuse when they are in children's institutions in my country.
2. Children and young people are always protected from violence and abuse by the police when they get into trouble.
3. Some forms of punishment of children, like corporal punishment (physical punishment), are considered to be a form of violence in my community.
4. When children and young people are exposed to mental violence (such as verbal or emotional abuse), the problem is adequately dealt with in my community.
5. When children are physically or emotionally neglected, the problem is adequately dealt with in my community.
6. In my country children are adequately protected from sexual exploitation in the home, at school, in the community, on the Internet, by the tourist industry and by traffickers.

All forms of violence: Description of violence performance indicators table

Performance indicators	AGREE The issue(s) has been carefully considered and successfully addressed 	SOMEWHAT AGREE There is some awareness about the issue(s), but not enough has been done 	UNSURE More information is needed 	SOMEWHAT DISAGREE The issue(s) has been discussed, but not addressed 	DISAGREE The issue(s) has not been considered at all 

All forms of violence (cont.)

Children in potentially vulnerable situations

'State Parties shall take all appropriate measures to protect the child from all forms of violence.'

—adaptation of CRC article 19 para 1

Standards of the general comment

1. For children who do not live with their parents or guardians, there are places in my community where these children receive care and protection.
2. For children who have physical and learning disabilities or behaviour problems, there are places in my community where these children receive care and protection.
3. Children and young people who live on the street, who work instead of going to school, who are forced to marry at a young age, or who are in charge of younger siblings with no adults living at home are more likely to experience violence. The authorities in my community are taking adequate measures to help children in these situations.
4. Children and young people in my community are adequately informed, supervised and protected when using the Internet to avoid being put at risk of violence and exploitation.
5. There are traditions in my community that hurt children, but adults are trying to ensure that these practices are ended.
6. In my community, measures are being taken to protect children from violence associated with guns and other weapons, drugs and alcohol.

All forms of violence: Children in potentially vulnerable situations performance indicators table

Performance indicators	AGREE The issue(s) has been carefully considered and successfully addressed 	SOMEWHAT AGREE There is some awareness about the issue(s), but not enough has been done 	UNSURE More information is needed 	SOMEWHAT DISAGREE The issue(s) has been discussed, but not addressed 	DISAGREE The issue(s) has not been considered at all 

Settings for protection

Family

'... while in the care of parent(s), legal guardian(s) and any other person who has the care of the child.'
—CRC article 19 para 1

Standards of the general comment

1. Parents and guardians in my community are fully aware of what is meant by 'all forms of violence against children and young people'.
2. There are government departments, schools and other places in my community that offer training to parents and guardians on how to raise children without using any form of violence.
3. Parents and guardians in my community who are violent towards their children are punished by the authorities.
4. Families in my community are the best place to protect children and prevent violence. Families support and empower children to protect themselves.

Settings for protection: Family performance indicators table

Performance indicators	AGREE The issue(s) has been carefully considered and successfully addressed 	SOMEWHAT AGREE There is some awareness about the issue(s), but not enough has been done 	UNSURE More information is needed 	SOMEWHAT DISAGREE The issue(s) has been discussed, but not addressed 	DISAGREE The issue(s) has not been considered at all 

Settings for protection (cont.)

Community

'... while in the care of ... any other person who has care of the child.'

—CRC article 19 para 1

Standards of the general comment

1. In my community, children know where to go to get help if someone is violent towards them; they know how to report a case of violence that another child is experiencing.
2. Schools in my community are violence-free zones. The teachers actively encourage children and young people not to use any form of violence to solve problems. Because of this, children feel safe at school.
3. Children feel safe on the streets in my community because both adults and other children know that they will be punished if they threaten or hurt children.
4. Children are not bullied in my community because efforts are being made to address bullying.
5. Girls in my community are not likely to experience violence because enough measures are taken to protect them and their particular needs.
6. Boys in my community are not likely to experience violence because enough measures are taken to protect them and their particular needs.
7. When children in my community get into trouble with the law, they are dealt with and punished in a manner which respects their age and level of maturity, not as if they were adults.

Settings for protection: Community performance indicators table

Performance indicators	AGREE The issue(s) has been carefully considered and successfully addressed 	SOMEWHAT AGREE There is some awareness about the issue(s), but not enough has been done 	UNSURE More information is needed 	SOMEWHAT DISAGREE The issue(s) has been discussed, but not addressed 	DISAGREE The issue(s) has not been considered at all 

Settings for protection (cont.)

Community (cont.)

Standards of the general comment

1. In my community, the government takes responsibility for caring for children who are in violent situations and need protection.
2. In my community, children and young people know where they can go if they are suffering violence at home or in the community.
3. In my community, children and young people generally feel safe going to the police or to other places that have the authority to protect children.
4. Children's homes, foster care and juvenile centres are safe and suitable places for children who cannot live with their parents or guardians.
5. The church/temple/mosque/synagogue or other place for religious gathering in my community is a safe place for children and young people to get help.

Settings for protection: Community performance indicators table (cont.)

Performance indicators	AGREE The issue(s) has been carefully considered and successfully addressed 	SOMEWHAT AGREE There is some awareness about the issue(s), but not enough has been done 	UNSURE More information is needed 	SOMEWHAT DISAGREE The issue(s) has been discussed, but not addressed 	DISAGREE The issue(s) has not been considered at all 

The government's role

For facilitators: The following sections on the government's role are most appropriate for older children and adults or for those of any age who have done prior research into these standards.

Legislative measures

'refer to both legislation, including the budget, and the implementing and enforcing measures' ... 'while in the care of ... any other person who has care of the child'

—General Comment No. 13 para 40, para 1, and CRC Article 19

Standards of the general comment

1. The government of my country and in my community takes action to prevent and respond to all forms of violence against children.
2. The government of my country has introduced or changed laws to give to children greater protection from all forms of violence.
3. In my country, there are adequate laws to control the media, the Internet and other forms of communication to protect children from abuse through pornography and other forms of violence.
4. In my country, the 'adequate laws' referred to in point three are being implemented to ensure that children are protected from abuse through pornography and other forms of violence.
5. In my country, adequate money and resources are available to properly take care of children who need protection from violence.
6. In my country, there is an independent national organisation for children's rights.

The government's role: Legislative measures performance indicators table

Performance indicators	AGREE The issue(s) has been carefully considered and successfully addressed 	SOMEWHAT AGREE There is some awareness about the issue(s), but not enough has been done 	UNSURE More information is needed 	SOMEWHAT DISAGREE The issue(s) has been discussed, but not addressed 	DISAGREE The issue(s) has not been considered at all 

The government's role (cont.)

Administrative measures

'... Administrative measures should reflect governmental obligations to establish policies, programmes, monitoring and oversight systems required to protect the child from all forms of violence'

—General Comment No. 13 para 42

Standards of the general comment

1. In my region, a government office knows which organisations are working to protect children and makes sure that they are coordinated.
2. In my community, there are particular services (child protection services) responsible for protecting children, and children know what they are and where to find them.
3. The child protection services help families when there are problems with violence. Children stay with their parents unless it is not safe for them to stay at home.
4. The government provides services for children and young people who deliberately hurt themselves.

The government's role: Administrative measures performance indicators table

Performance indicators	AGREE The issue(s) has been carefully considered and successfully addressed 	SOMEWHAT AGREE There is some awareness about the issue(s), but not enough has been done 	UNSURE More information is needed 	SOMEWHAT DISAGREE The issue(s) has been discussed, but not addressed 	DISAGREE The issue(s) has not been considered at all 

The government's role (cont.)

Administrative and social measures

'Social measures should reflect government commitment to fulfilling child protection rights and provide for basic and targeted services.'

—General Comment No. 13 para 43

Standards of the general comment

1. All government officers who protect children are trained and have rules on how to behave towards children and young people.
2. When children need to meet these government officers, the officers are kind and helpful to the children.
3. In my community, both children and adults know what to do to prevent violence against children.
4. Children and young people from different religions and ethnicities have equal access to services when violence occurs in their family or community.
5. There are services in my community that can treat any child who is hurt by violence.

The government's role: Administrative and social measures performance indicators table

Performance indicators	AGREE The issue(s) has been carefully considered and successfully addressed 	SOMEWHAT AGREE There is some awareness about the issue(s), but not enough has been done 	UNSURE More information is needed 	SOMEWHAT DISAGREE The issue(s) has been discussed, but not addressed 	DISAGREE The issue(s) has not been considered at all 

Children's participation in protection against violence

Children's views

'Children's right to be heard and to have their views taken seriously must be respected.'

—General Comment No. 13 para 49

Standards of the general comment

1. In my community, children who are disabled, or cannot speak up for themselves get special attention so that their views can be heard, especially when they are hurt by others.
2. In my country, there are 24-hour toll-free hot lines that children and young people can use to report violence.
3. Children who are in institutions or other forms of alternative care get the chance to express their views about their care. Their views are taken into consideration when decisions are being made about their care.
4. In my community, when the authorities are investigating a situation where a child has been hurt, they take seriously the child's views about the incident.
5. When the authorities remove a child either temporarily or permanently from his or her parent or guardian because the child has been abused, the authorities listen to what the child says and make decisions together with the child.

Children's participation in protection against violence: Children's views performance indicators table

Performance indicators	AGREE The issue(s) has been carefully considered and successfully addressed 	SOMEWHAT AGREE There is some awareness about the issue(s), but not enough has been done 	UNSURE More information is needed 	SOMEWHAT DISAGREE The issue(s) has been discussed, but not addressed 	DISAGREE The issue(s) has not been considered at all 

Policy review and data collection conducted by children

This section may be useful if you are considering an advocacy initiative or would like to do further research on violence against children in your community or country. It explores some of the issues that governments around the world should address through policies, child protection programmes and measures to address violence. These are sometimes called 'social interventions' or just 'interventions'. You might want to see if similar policies and interventions exist in your country. Collecting these details may require research into government policies, legislation and other sources of information.

Governments' responsibilities to protect children's freedom from all forms of violence

Governments need to respect, protect and fulfil children's right to freedom from all forms of violence. To do this, governments have some responsibilities or 'core obligations' they need to follow.

Does your government have interventions that

prohibit, prevent and respond to all forms of violence?

ensure that different organisations work together and coordinate with one another to protect children?

make efforts to remove any violence-prevention programmes which are not working?

Interventions

To help children enjoy freedom from all forms of violence, governments should provide interventions to help protect and support children along the way. These interventions should address a variety of problems. Governments and other organisations should work together to prohibit, prevent and eliminate all forms of violence.

Does your government have interventions to address these issues

physical neglect: failure to protect children from harm?

psychological and emotional neglect, which means children not being loved and cared for?

neglect of children's health?

educational neglect, that is, failure to ensure that children attend school?

abandonment, that is, parents leave their children without proper care?

violence and bullying from other children?

sexual exploitation?

harmful traditional practices, including corporal punishment (physical punishment)?

abuse because of the child's sexual orientation?

allowing children to see violence through films, video games, etc.?

violence and bullying through social media?

Laws, budgets, legal system and other measures to enforce protection from violence

Some interventions involve strengthening the country's laws, policies, budget or finances, systems and measures in order to implement and enforce the law at national, regional, local and other levels in the country.

Does your government have interventions to address these issues

adequate funding to implement laws, policies and measures to end violence against children?

access to support, justice and compensation for child victims?

programmes to help parents and caregivers raise children in nonviolent ways?

police, lawyers and judges who are trained to be child friendly in their work?

laws to provide protection to children using social media and other information technology?

support to independent national institutions to defend children's rights?

the inclusion in the country's laws of the highest international legal standards for children?

Administrative measures

According to the general comment, particular 'administrative measures' by the government should be taken to create policies and programmes, and provide leadership, coordination and monitoring of efforts to protect children from all forms of violence.

Does your government

coordinate the different organisations working to protect children at national, regional, local and other levels?

create special committees to support, manage, monitor and hold those different organisations accountable for protecting children?

ensure that services to protect children at all levels are good and are distributed in a fair and equal manner?

ensure that there is a thorough and reliable national system to collect information (data) to monitor, evaluate and plan measures to protect children?

train professionals working with children in addition to giving them guidelines and standards to govern their behaviour towards children?

ensure that there are good research programmes on protecting children from violence?

Annex

Accompanying materials

A set of suggested accompanying materials has been developed to facilitate the presentation of the workbook and initiate discussions with the youth. All materials should be reviewed, edited and amended for use as appropriate, taking the particular circumstances and contexts of each workshop into consideration.

1. **Advocacy**

This interactive session guides the children through some of the key steps of an advocacy plan.

2. **Useful sources of information**

Links to resources for further information about advocacy, child rights and other relevant topics can be found here. These links are for resources in English, and thus preparations for use of this workbook in other languages should include a review of available materials in the required language.

3. **Two workshop agendas**

We recommend allowing four days for two two-day workshops – one for the adults and one for the children.

4. **Presentation: Context: The CRC and the General Comment**

This presentation – for both adults and children – is intended to set the context with a short introduction to the CRC and the general comment. Background reading for the presenter can be found in the ‘Useful sources of information’ section in this annex.

5. **Presentation: Before you get started**

This presentation – for both adults and children – provides the background to the development of the general comment, briefly covering the creation of the UN and drafting of the Universal Declaration on Human Rights, the development of the main International Human Rights Treaties, and the role of general comments.

6. Presentation: Policy review and data collection conducted by children

This presentation – primarily for adults – is useful particularly if the children you are working with are considering an advocacy initiative or are planning further research on freedom from violence in your country. It provides a series of points to generate the discussion on how best to assist the children in their work.

7. Advocacy simulation exercise

A role-playing exercise, in which participants are put into groups of five and are assigned particular roles – child participant, government minister, adult non-governmental organisation (NGO) worker, among others – which gives the participants a chance to think about their advocacy strategies and tactics. The particular subject matter should be adapted to national or local contexts.

8. Template for reproducing the checklist

You can use this template to print or photocopy extra performance indicator charts.

Advocacy

For facilitators: This section should be covered by way of an interactive session to guide the children through the different steps of an advocacy plan. The children should be encouraged to think about the different steps and stages which might be involved and then in groups to decide the appropriate order for each step, taking their own contexts and upcoming opportunities that they are aware of into consideration.

Are you an advocate?

Now that you have learned about freedom from violence and examined the priorities and realities for children in your community, do you want to:

- learn more about protection issues?
- share information with others?
- take action to improve the situation for children in your community/country?

Advocacy is about changing behaviour, improving knowledge, shaping policies, making a situation better and protecting children's rights. It is also about:

- speaking on behalf of others
- bringing change to the way the authorities protect children from violence
- supporting and working with others who share similar goals to protect children
- drawing decision makers' attention to important issues on violence and its effect on children.

To create positive change in your community, it is a good idea to start with an advocacy plan. Here are some steps you may want to consider:

1. Set a goal

You need to decide what you hope to achieve. What is the positive change you want for children? What is your vision for the future?

2. Develop your key messages

What is the problem you are addressing? Why does it exist? Who are the decision makers? Why is this change important? What are the solutions? What actions do you want people to take?

3. Define your target audience

Who are the people you need to influence? Who are the people that can take action or make decisions?

4. Tailor your message

Now that you know whom you need to influence, how can you ensure they hear your message? What will convince them? What do they care about? What action do you want them to take?

5. Make the connection

How do you get your target audience to hear your message? Do you need to organise an event? Do you need to create an information package? Do you need to set up meetings or radio announcements?

6. Identify the resources you need

What support do you need to put your plan into action? Do you need special funding? Do you need to do more research? Do you need to reach out to other experts for help and information?

7. Create a work plan

Create a list of actions that need to be carried out. Define the responsibilities of everyone on your team. Set up goals and timelines.

8. Ongoing evaluation

Track your progress. Celebrate little and big successes. Adapt or change your plan as needed.

9. Stay safe

Consider any risks that may be involved with your advocacy plan. Are there people who may strongly disagree with you? How will you address this? Do you need support from other experts or adults to better understand the risks and how to keep safe?

10. Sustainability

How can you make sure that your achievements are sustained after you finish your work?

What other steps might you need to consider?

Useful sources of information

Organisations

UNICEF: <http://www.unicef.org>

World Vision: <http://www.wvi.org>

Child Rights Connect: <http://www.childrightsconnect.org>

Child Rights Information Network: <https://www.crin.org>

Other resources

UN Convention on the Rights of the Child

To learn more about the *UN Convention on the Rights of the Child* and your rights, you can read the convention by visiting: <http://www.unicef.org/magic/briefing/uncorc.html>. The site includes links to the official text (in 58 languages) and reader-friendly versions.

Country reports to the Committee on the Rights of the Child

You can research country reports at <http://www.ohchr.org/EN/HRBodies/CRC/Pages/CRCIndex.aspx>.

Child Led Data Collection: A guide for young people to learn how to do research and create positive change

This resource was developed by Save the Children to support young people and adults/organisations to better understand child-led data collection (CLDC) and the important role young people have in collecting information about their lives and telling others about their realities. Young people can use this manual to better understand data collection and learn, step by step, how to do it. Adults or civil society organisations can use the manual to support young people and help guide and support them as they work on CLDC. This resource is available at <http://resourcecentre.savethechildren.se/library/child-led-data-collection-guide-young-people-learn-how-do-research-and-create-positive>.

What is? leaflets

This series of leaflets developed by Save the Children, Plan International and War Child Holland for children and young people helps to explain many different things about the UN. The following are particularly helpful here:

What is? The United Nations

What is? The Human Rights Council

What is? A Convention and a Treaty

What is? Children's Participation

Please visit <http://resourcecentre.savethechildren.se/library/what-United-nations> to access all of the *What is?* leaflets.

My Pocket Guide to CRC Reporting

This guide for children and adolescents who want to tell the UN Committee on the Rights of the Child how children's rights are respected in their country is available at several websites on the Internet. You can simply search by the title: <http://www.childrightsnet.org/ngogroup/infodetail.asp?ID=26268>.

Want to learn more about advocacy?

One Step Beyond – Advocacy Handbook for Children and Young People

This handbook from Save the Children provides more information about how to do advocacy and includes activities for learning and planning. It can be used by advocacy experts and by people who have little or no experience with advocacy planning. It is available at <http://resourcecentre.savethechildren.se/library/one-step-beyond-advocacy-handbook-young-people-and-children>.

Human Rights

<https://www.youtube.com/watch?v=JpY9sIAgbsw&list=UU3L8u5qG07djPUwWo6VQVLA>

The UN Convention on the Rights of the Child

http://www.unicef.org.uk/Documents/Publication-pdfs/UNCRC_PRESS200910web.pdf

<http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

General comments

<http://www.childrightsconnect.org/connect-with-the-un-2/committee-on-the-rights-of-the-child/general-comments>

<http://www.ohchr.org/EN/HRBodies/Pages/TBGeneralComments.aspx>

<http://acerwc.org/the-committees-work/general-comments>

<http://ipaworld.org/childs-right-to-play/un-general-comment/what-is-a-un-general-comment-2>

Children advocating for their rights

<https://www.youtube.com/watch?v=E30zjNInx08&list=UU3L8u5qG07djPUwWo6VQVLA>

The Universal Declaration of Human Rights

<https://www.youtube.com/watch?v=hTlrSYbCbHE>

The CRC Committee

<https://www.youtube.com/watch?v=BgRBZO2xK8w&list=UU3L8u5qG07djPUwWo6VQVLA>

Ratification and the importance of putting child rights in law

https://www.youtube.com/watch?v=I5To3_MMXbo&list=UU3L8u5qG07djPUwWo6VQVLA

https://www.youtube.com/watch?v=J_0LhcSD_UA

<https://www.youtube.com/watch?v=pjAa3lGnZMM>

What is advocacy?

https://www.youtube.com/watch?v=0F_PxzLlIzQ

Empowering children to be advocates

<http://www.wvi.org/united-nations-and-global-engagement/video/child-participation-upr-mechanism>

<https://www.youtube.com/watch?v=J50SB509pZQ&list=PL40BCBF8DB78543B7&index=8>

Two workshop agendas

Measuring Child's Freedom from Violence in Country X:

Orientation for adults working on children's right to freedom from violence

Template agenda

Note: Allocated time periods are just suggestion and could vary widely depending on the context and priorities.

Day I

Session I: Setting the scene

15 min – 'Context: The CRC and the General Comment' presentation

10 min – Child freedom from violence status in country (presentation prepared by host country)

10 min – Overview of child rights in country (presentation prepared by host country)

25 min – Group discussion

15 min – BREAK

20 min – 'Linkages between violence and child rights' presentation prepared by host country - linking the country-specific violence concerns with a child rights approach to addressing them

15 min – Group discussion

20 min – How children and youth can be engaged in advocacy

20 min – Group discussion (based on case studies)

60 min – LUNCH

Session 2: Unfolding the child-friendly version of the General Comment on the Child’s Right to Freedom from Violence

20 min – ‘Before you get started’ presentation

20 min – Group discussion

30 min – Group activity: Working through the checklists

20 min – Feedback on group activity/discussion

30 min – BREAK

15 min – ‘Policy review and data collection conducted by children’ presentation

15 min – Group discussion

30 min – Wrap up of the day

Day 2

Session 3: Working with children and young people in advocacy

15 min – Recapturing Day 1

25 min – ‘Empowering children as advocates for the right to freedom from violence’ presentation by host country - examples of when and how children have been involved in local, national and international advocacy against violence

30 min – Group discussion

15 min – BREAK

60 min – Advocacy simulation exercise

30 min – Feedback on advocacy simulation exercise

60 min – LUNCH

Session 4: Looking forward

60 min – Group discussion: Opportunities and challenges for the next year (national, regional and global levels)

30 min – Writing conclusions and recommendations together

30 min – Wrap up of the day and of the two-day workshop

Measuring Child Freedom from Violence in Country X: Children's consultation

Template agenda

Note: Allocated time periods are just suggestion and could vary widely depending on the context and priorities.

Day 1

Session 1: Setting the scene

15 min – 'Context: The CRC and the General Comment' presentation

30 min – Introduction of participants

15 min – Child freedom from violence status in country (presentation prepared by host country)

15 min – Group discussion

15 min – BREAK

15 min – 'Before you get started' presentation

15 min – Group discussion

30 min – Group activity: Working through the checklists (instructions on page 12)

20 min – Feedback on discussion and group activity

60 min – LUNCH

Session 2: Unfolding the child-friendly version of the General Comment on the Child's Right to Freedom from Violence

15 min – 'Policy review and data collection conducted by children' presentation

15 min – Group activity: Identify issues, formulate your recommendations and present your questions to the expert

20 min – Feedback from adults, facilitators and children

25 min – BREAK

30 min – Opportunities for child participation in country

15 min – Wrap up of the day

Day 2

Session 3: Being a child advocate

15 min – Recapturing Day 1

75 min – Empowering children as advocates for the right to freedom from violence

15 min – BREAK

60 min – Advocacy simulation exercise

30 min – Feedback on advocacy simulation exercise

45 min – Group activity: Writing our stories together (creative writing, filmmaking, painting, drawing to express our discussions, concerns, conclusions and recommendations about freedom from violence, in whichever format we prefer)

60 min – LUNCH

60 min – Group activity: Writing our stories together, continued

30 min – Wrap up of the day and of the two-day workshop

Presentation: Context: The CRC and the General Comment

World Vision



Context: The Convention on the Rights of the Child and the General Comment



CitizenVoice AND ACTION

World Vision

We believe

"Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world." (Eleanor Roosevelt)



CitizenVoice AND ACTION

World Vision

The General Comment on the child's right to health

- On 4 February 2011, the CRC Committee decided to start drafting a General Comment on article 24 of the CRC on the child's right to health
- Civil society, including World Vision International, provided support to the Committee
- General Comment was adopted in April 2013



CitizenVoice AND ACTION

World Vision

One of the objectives of the General Comment is to...

empower children and communities, so that they can hold their leaders to account and demand improvements in services that have an impact on their health.



CitizenVoice AND ACTION

World Vision

The child-friendly workbook of the General Comment

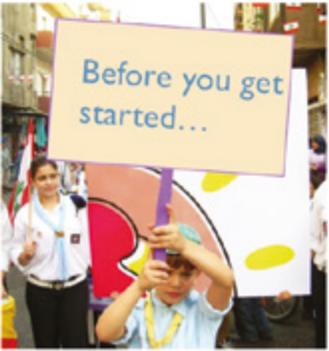
was created to help children understand, according to their age and maturity, their right to health and what needs to be done to ensure they have this right.



CitizenVoice AND ACTION

Presentation: Before you get started

World Vision



Before you get started...

CitizenVoice AND ACTION

World Vision

What are human rights?

CitizenVoice AND ACTION

World Vision

What is the United Nations?

CitizenVoice AND ACTION

World Vision

World War II – 1939-1945



CitizenVoice AND ACTION

World Vision

Creation of the United Nations



CitizenVoice AND ACTION

World Vision

Universal Declaration of Human Rights - 1948

- A set of principles which Governments agreed to, which outlined the "rights" which every human being should have as a minimum, to live a life of peace and dignity.
- But how to enforce it?

CitizenVoice AND ACTION

Presentation: Before you get started (cont.)

World Vision

International Conventions



- Racism – 1965
- Civil and political Rights
- Economic, Social and Cultural Rights
- Discrimination against Women - 1979
- Torture - 1984
- Rights of the Child – 1989
- Rights of Migrants – 1990
- Protection from Enforced Disappearance - 2006
- Rights of People with Disabilities - 2006



World Vision

What is ratification?

When a Government expressly agrees to commit to the rights outlined in these treaties and tells the UN this.



World Vision

What is a General Comment?

- Detailed guidance about particular rights in the Convention
- Helpful for both Governments and civil society



Presentation: Policy review and data collection conducted by children



World Vision

Policy Review and Data Collection conducted by children



World Vision

General Topics to be Addressed by Children

- What services are needed, how and where they are best provided
- Barriers to accessing or using services
- Quality of services and attitudes of health professionals
- How to involve children more effectively on the provision of services as peer educators



World Vision

Justification

- Inform children about the contents of their right to health
- Collect children's views on issues affecting their health
- Empower and mobilize children to advocate for themselves on health issues



World Vision

You can encourage children to:

1. Identify the issues that are relevant to their own health
2. Search for evidence on the chosen topic
3. Come up with their own recommendations on how to address the issue that was identified



World Vision

The Workbook can help...

Children identify specific policies/interventions that they might want to know more about and/or influence



World Vision



Thank you



Advocacy simulation exercise

This is a role-playing exercise in which participants are put into groups of five and are assigned particular roles – child participant, government minister, adult NGO worker, among others – giving the participants a chance to think about their advocacy strategies and tactics. The particular subject matter should be adapted to national or local contexts.

Stakeholders

- Representative of adolescent girls (under 14 years old)
- Representative of children (under 18 years old)
- Representative of Ministry of Women and Children's Affairs
- Representative of Ministry of Social Affairs
- Representative of Coalition of Child Rights NGOs

Context

After three years of discussions on the need for developing and implementing a policy on the critical issues affecting the safety of adolescent girls in the country, all the stakeholders mentioned above have come together to decide a way forward. On the one hand, the representatives of adolescent girls and the Coalition of Child Rights NGOs have been strongly advocating for the passing of a new separate policy to address violence against children. On the other, the children's representative and the Ministry of Women and Children's Affairs official have been advocating for the revision of a general existing policy for the protection of children from violence. The Minister of Social Affairs has not expressed a position publicly and has repeatedly requested the group to come up with a joint recommendation.

Exercise

In the first 30 minutes, read the background note and discuss the particular position of your role with the other participants. Use the remaining 30 minutes to agree on a set of recommendations to be submitted to the Minister of Social Affairs. The minister is very busy and does not read documents that are longer than half a page. Please make sure the recommendations are concise and go directly to the point.

Note: This is a fictitious exercise designed to help participants develop, practice and strengthen their advocacy skills in the context of child participation and children's right to freedom from violence.

Positions

(Each participant should see only his or her own position.)

Position of representative of adolescent girls (under 14 years old)

After participating in several meetings with children and adolescent girls in your community, you have been selected to represent adolescent girls in discussions with adults. In all previous meetings with your peers the concerns raised were violence against girls and concern about early or child marriage. Many girls are forced into child marriage by their families for a number of reasons. According to UNICEF, 25 per cent of girls are married by the age of 18. Try to address the issue of early marriage in the recommendations to the minister. Advocate strongly for a separate budget to address the issues identified by you and your peers.

Position of representative of children (under 18 years old)

As a member of the Children's Parliament in your country, you have been asked by your peers to do something about violence against children in the country. You have learned from the NGO that works closely with the Children's Parliament that a problem with violence is the taboos surrounding it and gender discrimination, particularly in certain areas of the country. You don't think children's right to protection from violence needs a separate piece of policy in the country, so you would ask that the existing policy on protection from violence be revised to allocate more money to the priority issues identified by the Children's Parliament.

Position of representative of Ministry of Women and Children's Affairs

Given the large mandate of your ministry, you are trying to use these discussions with the Ministry of Social Affairs to revise the existing policy for children's right to protection from violence, which in your opinion is outdated. Your minister thinks that the development of a particular policy to outlaw corporal punishment in the home at this point will delay the more important reforms required to implement fully the existing policy on child freedom from violence. In particular, you are keen to focus on the integration of the law on child marriage and child protection.

Position of representative of Ministry of Social Affairs

You understand all the points raised by the other participants. Your role is to achieve the best outcome for this meeting. Your minister is an experienced politician and has instructed you to accommodate all the competing interests, as this will be critical for implementation of policies and programmes on the protection of children from violence in the next years. You should also let the others know that the Ministry of Social Affairs has limitations and that issues related to the religious context need to be dealt with by the Ministry of Religious Affairs (not represented at the meeting).

Position of representative of Coalition of Child Rights NGOs

While your coalition of child rights NGOs is a strong supporter of child participation and is working hard for children to be heard by decision makers, it also has started a big campaign to outlaw corporal punishment in the home. You would like to see that topic addressed in a separate policy on children's right to protection from violence. You think this is the only way to get a budget allocated for this issue; otherwise the government will include it in general plans but will not implement it.

Template for reproducing the checklist

Performance indicators	AGREE The issue(s) has been carefully considered and successfully addressed 	SOMEWHAT AGREE There is some awareness about the issue(s), but not enough has been done 	UNSURE More information is needed 	SOMEWHAT DISAGREE The issue(s) has been discussed, but not addressed 	DISAGREE The issue(s) has not been considered at all 

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World Vision is a Christian relief, development and advocacy organisation dedicated to working with children, families and communities to overcome poverty and injustice. Inspired by our Christian values, we are dedicated to working with the world's most vulnerable people. We serve all people regardless of religion, race, ethnicity or gender.