VIOLENCE AGAINST CHILDREN
Monitoring and Indicators

Literature Review

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

UN Study on Violence Against Children 2006

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List of Acronyms Used

EU	European Union
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
FRA	European Union Agency for Fundamental Rights
ICC	International Children Center
ILO	International Labour Organization
ISPCAN	The International Society for Prevention of Child Abuse and Neglect
ÖZ-GE DER	The Assocation for Solidarity with the Freedom-Deprived Juvenile
UN ECOSOC	United Nations Economic And Social Council
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNDAW	United Nations Division for the Advancement of Women
UNICEF	United Nations Children's Fund
WHO	World Health Organization

Executive Summary

This desktop review is commissioned by UNICEF Turkey to understand what existing knowledge and practice along with their strengths and shortcomings are out there to inform and help bolster monitoring violence against children (VAC) efforts done by civil society organizations (CSOs) in Turkey through provision of new tools: guide to indicators and indicators and monitoring training modules for monitoring VAC. The whole exercise is a part of a project named Protection of Children from Violence in South East Europe (Commission of the European Union (EU) and UNICEF Regional Office for Central and Eastern Europe and Commonwealth of Independent States - CEE/CIS). The Project aims to improve the participation of non-governmental organizations at national and international level in the process of politics making regarding violence against children through awareness and capacity development trainings in the fields of data gathering, monitoring and evaluation.

This desktop review is the first step of the preparation of the aforementioned guide to indicators and indicators and monitoring training modules for monitoring VAC by CSOs. It is expected to cover different approaches towards the monitoring of children's rights to freedom from violence, implementation of those rights, the required skills to monitor VAC, and the indicators of violence against children developed in five main settings where violence occurs as identified by the UN Study on Violence Against Children (UNVAC). Additionally, the desktop review provides insight about the situation and status of violence against children in Turkey by making references to the earlier and current literature produced by or with funding from specialized agencies of the EU (in order to build upon them and link them to our work) and other international organizations such as UNICEF and the like.

Within this framework, more than 200 books, reports, guides, training materials, reports, documents from EU funded projects, research articles from scholarly journals were reached from the libraries and databases of METU, Bilkent and Ankara Universities and the archives of ICC, UNICEF and Öz-Ge Der along with ones searched in the online and open access databases of UN agencies, EU bodies, international and national CSOs. UNVAC and General Comment 13 of the UN Committee on the Rights of the Child (UNCRC) along with the UNCRC's Concluding Observations to Turkey are used to guide the conceptual framework of the desktop review. A number of inclusion criteria for a material to be reviewed was identified; they were

- monitoring the child's right to freedom from violence,
- monitoring the implementation of the rights of the child,
- monitoring these through indicators,
- it is produced by UN agencies, EU bodies or funded by the EU, CSOs and/or civil initiatives, academicians and/or specialized CSOs

Few exclusion criteria were used as well to limit the amount of materials to be reviewed to meet the time frame of the desktop review:

- If a material does not base itself on the rights of the child,
- If a material is older than 2000 (in order to focus on updated knowledge on the issue),

Main findings of the desktop review are:
- There seems to be an evolution of approaches in monitoring the state of children and developing indicators in measuring the progress and impact of laws, policies, programmes, projects and activities. From child development outcomes to child well being to rights based to human

rights monitoring and indicators, there is a long and valuable learning curve for governments and CSOs alike.

- There is a constantly growing body of written materials such as guides on monitoring through indicators in the field of human rights and child rights, especially in measuring the compliance of States in upholding their obligations in the economic social and cultural rights (ESCR);

- Based on the work of UN Committee on ESCR, UN Office of High Commissioner for Human Rights (OHCHR) has been striving thriving to standardize a framework to be used in developing indicators based on international human rights normative framework;

- There are a number of interagency initiatives on measuring issues of child rights, disability rights, women rights and human rights (e.g. UN OHCHR Human Rights Indicators Group, UNICEF's child rights monitoring tool with the EU, Child Protection Monitoring and Evaluation Reference Group (MERG), Global Reference Group for Accountability on child rights and well being, Holistic Early Child Development Index Group, General Comment 7 Indicators Group)

- There seems to be a trend emerging in converting general comments of the UNCRC into monitoring tools through development of indicators (e.g. general comment 7 implementing child rights in early childhood, general comment 12 right to be heard, general comment 13 right of the child to freedom from violence)

- There seems to be a growing consensus of rights based monitoring and using an obligations approach (respect, protect, fulfill) to develop rights grounded indicators with three-tiered categorization corresponding to obligations of States (structural, process, outcome indicators).

- Violence is a relatively new area in the field of the monitoring of children's rights and UNVAC seem to have had an accelerating effect in development in development of materials on monitoring and indicators for VAC;

- Violence against children is monitored through a perspective based on the direct monitoring of a specific type of violence (e.g. domestic, corporal punishment, commercial sexual exploitation, sexual, etc) in a specific setting (e.g. educational, alternative care, places of detention, etc) or child rights mechanisms (mainly UNCRC) in which violence is defined as a main domain;

- A considerable number of these studies were conducted ad hoc and are seen as a starting point for the forthcoming monitoring studies on VAC. Most of these are produced by CSOs and UN agencies;

- CSOs applying rights-based approaches in their governance and programming their identify child rights monitoring processes as an important part of their work;

- These organizations are expected to be involved in this process through advocacy for the creation of independent monitoring mechanisms especially at the national level;

- The insufficient statistical data is advised to be supported by the qualitative data provided by the research studies and reports prepared by CSOs;

- The alternative/CSO reports presented to UNCRC and other human rights monitoring bodies at the UN and regional intergovernmental organizations such as Council of Europe (CoE), EU and Organization for Security and Cooperation in Europe (OSCE) are regarded as primary venues in monitoring VAC at the international fora;

The desktop review provides conceptual frameworks on evolution of monitoring children's rights, identifies good practice and skills to sustainably replicate such practice, situation in Turkey on VAC, and examples of indicators under each VAC setting as identified by UNVAC (home, school, institutions, work, street).

Introduction

Funded by the European Union, UNICEF Turkey together with three other offices in South East Europe (Albania, Bosnia and Herzegovina, Serbia) is undertaking a project to help strengthen capacities of civil society organizations through reinforced partnership between civil society and state decision makers in identifying, monitoring and addressing violence against children (VAC). It is also aimed to foster knowledge and experience-sharing among key intergovernmental organizations, networks of independent monitoring networks and civil society platforms.

In Turkey, the project focuses on the accountability and responsiveness of the public service systems through active, structured engagement of civil society organizations that are engaged and trained to raise awareness; improve the collection, monitoring and analysis of the data while contributing to the policy dialogue about violence against children at the local as well as national levels.

The Turkey segment of the project has already yielded in creation of a broad based NGO coalition named "Partnership Network for Preventing Violence against Children". One crucial component as identified by both the project and the aforementioned network itself during its consecutive meetings is a combination of actions to help consolidate the actions before it: development of indicators and a training program to help NGOs to help close the protection gap in accountability and responsiveness of public service systems towards violence against children in Turkey.

This study is the first step of the preparation of trainings mentioned above and it is expected to include different approaches towards the monitoring of children's situation, their implementations, the required skills, and the indicators of violence against a child developed in five basic fields.

İn this context, first chapter of this review aims to identify the types of monitoring; second chapter tries to introduce the different approaches to monitor the children rights and to provide the normative framework for monitoring violence against children; and the third includes an overview of violence against children in Turkey. The recommendations developed through the outputs of this review, conditions in Turkey and the aims of the project are submitted in the conclusion part.

Methodology

This literature review aims to provide the framework for developing the VAC indicators, and setting the context of the training. For this purpose, the key words such as 'violence against children', 'monitoring violence', 'rights based monitoring' were searched in the databases of the METU, Bilkent and Ankara Universities, which the consortium have access. The printed resources were obtained from the archives of UNICEF, ICC, and Öz-Ge Der. The digital resources were shared in a Dropbox folder created by Adem Arkadaş for this project. The studies that were conducted and published before 2000 were not included.

Considering the time limit of 20 days, among around 200 sources accessed, the monitoring mechanisms based on children rights and the violence against children in the five areas mentioned above and the studies in Turkey on the observation of violence against children were chosen. Among these, the studies conducted within the scope of EU, by UN organizations, primarily UNICEF and the monitoring studies of international non-governmental organizations, primarily Save the Children were given priority.

The first chapter includes the monitoring mechanisms defined by UN Office of the High Commissioner of Human Rights, and the implementations of them in monitoring VAC. Second chapter discusses how the children appear in the monitoring process; the child specific monitoring, and children rights based monitoring models.

The monitoring mechanisms examined in this review are selected from international (e.g. UNICEF, Save the Children), regional (EU) and national (Turkey, South Africa) models that are developed especially for monitoring VAC. The models oriented towards a specific right (Education) and a specific area (detention center) are also included. Depending on these mechanisms, second chapter provides the conceptual framework, international standards, general principles and the implementation methods for VAC in the direction of UN Committee on the Children Rights' recommendations and comments.

Brief information and the indicator examples of the selected monitoring mechanisms are given in the appendix 1. Because of the large volume, all of the indicators are not included. Furthermore, the information on the international standards, types of violence and the vulnerable groups related to the five basic settings referred in both in this monitoring models and the UN Violence Research can be found in appendix 2.

The research study of the UN Office of Secretary General on violence against children and 13th General Commentary of UN Children Rights Commission and Turkey Concluding Observations were determined as the main sources. In this context, the conceptual framework of this review depends on the UNCRC. 13th General Commentary of UN Children Rights Commission is the main guide to interpretation of the principles. The research study of the UN Office of Secretary General (hereafter UN Violence Research) conducted by independent expert Paulo Sergio Pinheiro is the primary resource to develop the conceptual framework, and its recommendations at local, national and international levels should be considered as the indicators of VAC.

Considering the fact that, the monitoring mechanism of VAC is designed for the governmental organizations, the references thought to be helpful and complementary for the NGO's are given in appendix 4.

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Types of Monitoring

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1.1
İzleme

Monitoring is a systematic process in which the State's efforts for the realization of the rights are measured, thereby it is not separate from neither additional to the State's obligations. In other words, State has responsible for preventing VAC and protecting children from violence, and providing rehabilitation and compensation, if happened. Therefore, the State should develop indicators to monitor whether these obligations are fulfilled or not.

Economic, social and cultural rights are qualified by the notion of "progressive realization", which requires progress, that is, improvement over time. However, some States interpret this notion too broadly to monitor their obligations. On the other hand, the UN Committee of Economic Social Cultural Rights emphasizes the evaluating the obligation of progressive realization that requires monitoring to measure achievements, detect failures, gaps (CESCR General Comment 3).

The monitoring mechanisms of these rights such as the Committee on CEDAW, the Committee on UNCRC and OHCHR recommend that the States[1] develop monitoring indicators, benchmarks, and objectivities to monitor their obligations. Not only the governmental institutions, but also non-governmental institutions are required to monitor violence through these tools, and to provide support to the implementation process.

In this context, "monitoring" refers to the continuous and systematic process of gathering and evaluating information compliant with any human rights obligation. Two main aims of monitoring are to measure the achievement of the defined objectives within a specified time frame, and to provide feedback on the implementation process and on implementation problems (UN ECOSOC 2009). In addition to these, the aim of monitoring violence is to measure the scope, frequency and incidence of violence, and the impacts of the precautions (UNDAW 2005). Defining the successful practices, interventions and programs, monitoring and evaluation reflect how the problems could be solved, and how the violence of rights could be prevented.

Monitoring evaluation is implemented through indicators and benchmarks. Indicators summarize complex data into a form that is meaningful for policy makers and the public. (UNDAW 2005). Benchmark is to define a value for each indicator. To analyze the changes within the process, benchmarks reflect whatever a defined target has been achieved within a specified time frame[2] (Save the Children 2007a).

While developing rights based indicators, the following principles should be taken into account:

• basing indicators on international human rights instruments,
• promoting non-discrimination and equality,
• emphasizing accountability and the rule of law,
• recognizing that some rights can be realized only progressively,
• providing national and international comparison,
• to compare the vulnerable groups with the others,

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1   Madde 26, (Viyana Antlaşmalar Hukuku Sözleşmesi), 1969 http://www.unicankara.org.tr/doc_pdf/Viyana_69.pdf

2   See Practical Guide on Child Rights Monitoring, Save the Children Romania (2010) for the example of bencmarks of the child rights based monitoring.

- the number of indicators should be manageable; if needed, some domains should be prioritized[3],
- being able to measure the changes within the process,
- (especially in monitoring violence) including early warning indicators to reflect the unexpected changes and the risks (for example change in HIV infection, civil war).

As a result of the studies conducted by OHCHR in human rights since 2003, there are three areas of monitoring and indicators defined to correspond to three main obligations (respecting, preventing, realizing): Structural, process and outcome.

1.2
Monitoring the Structure

This type of monitoring responds whether legislative and other necessary normative measures have been actually adopted; and whether they comply with international human rights standards. Because normative measures are not restricted to legislation or administrative regulations, policies, plans of action and programs defining policy principles and goals, resources, target groups, time lines also should be considered as State obligations (UN ECOSOC 2009).

Consequently, it reflects the existence of legal instruments as well as basic institutional and budgetary mechanisms necessary for facilitating the realization of the particular rights provision (FRA 2010). Through the structural indicators, this type of monitoring measures the acceptance of the international standards by the State (OHCHR 2012). For example, whether the State has ratified international treaties or adopted legal instruments; whether domestic law explicitly promotes and protect the right; whether basic institutional mechanisms facilitate realization of the right (Save the Children 2007).

1.3
Monitoring the Process and the Impact Assessment

Ratifying the conventions and adoption of the legal instruments are not enough for realization of the rights. The efforts within the process should be measured by emphasizing how they affect the different right holders.

The process indicators reflect the efforts of the duty-bearer at national and local level, and include national strategies, policy measures, action plans (FRA 2010). These indicators are developed to monitor the targeted and also unforeseen results through the policy instruments such as public programs and specific interventions. By defining the process indicators in terms of a concrete "cause-and-effect relationship", the accountability of the State to its obligations can be better assessed. At the same time, these indicators help in directly monitoring the progressive fulfillment of the right or the process of protecting the right, as the case may be for the realization of the concerned right (UN ECOSOC 2009).

In a similar way, impact assessment aims to measure the effects of the legislation, policy or budgetary allocation aimed at realizing particular rights. It provides determining the gaps of a policy measure before it is implemented (UN ECOSOC 2009; a comparison between estimated and actual budget (Save the Children 2004); impacts to be predicted, monitored and if necessary avoided or mitigated (Save the Children 2007).

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3   For example, National and Economic Social Council (2002) suggests that an indicator set should include between 15-20 indicators, and the New Policy Institute (2001) suggests that the total number of indicators should be between 50-100 (Save the Children, 2007a, Hanafin&Brooks 2005).

Child impact assessment should provide a description of how a measure affects children and the implementation of the rights expressed in the United Nations Convention on the Rights of the Child; an identification of controversial issues and any gaps in information or expertise; guidelines on how a measure should be monitored; and children's views about a measure (Save the Children 2007:9).

The participation of children in monitoring process allows children to consider their situation; to identify what changes they would wish to see; and to contribute to the achievement of those changes. Children may be involved either as full participants (contributing as partners to the design, development and implementation of activities), or in a more consultative capacity (Save the Children 2004a).

1.4
Monitoring the Outcomes

This type of monitoring aims to evaluate the outcomes of the efforts made by the duty-bearer in meeting their obligation. This evaluation also gauges the social change that means, in terms of rights-based approach the results of those efforts from the perspective of rights-holders.

To measure the changes in the context of children rights, five dimensions are defined by the type of change and the way in which it relates to children's rights principles such as equality, participation, and accountability (Save the Children UK 2004:10):

- Changes in the lives of children and young people

  Which rights are being better fulfilled? Which rights are no longer being violated?

- Changes in policies and practices affecting children's and young people's rights

  Duty bearers are more accountable for the fulfillment, protection and respect of children's and young people's rights. Policies are developed and implemented and the attitudes of duty bearers take into account the best interests and rights of the child.

- Changes in children's and young people's participation and active citizenship

  Children and young people claim their rights or are supported to do so. Spaces and opportunities exist which allow participation and the exercise of citizenship by children's groups and others working for the fulfillment of child rights.

- Changes in equity and non-discrimination of children and young people

  In policies, programs, services and communities, are the most marginalized children reached?

- Changes in civil societies' and communities' capacity to support children's rights

  Do networks, coalitions and/or movements add value to the work of their participants? Do they mobilize greater forces for change in children and young people's lives?

1.5
Monitoring Violation of Rights

This type of monitoring refers to recording and documenting of violation of rights that requires the analysis of the statistical data gathered by the related institutions, and the information based on the incidents (HRI/MC/2008). In this regard, monitoring violence of rights should comprise quantitative and qualitative data together.

Monitoring normative violence consists of whether the legal and administrative structure comply with international human rights standards; whether the existing implementations are abusive; what are the gaps in the legal and administrative structure (UN ECOSOC 2009).

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Violation of rights and violence are monitored through recording of the appeals to the complaints mechanisms. Considering the fact that, most of the violations and the incidents are not reported, and so the official records are not sufficient, the reports of NGO's, the studies of the parliamentary committee and the information provided by the media should be included in the monitoring process.

On the other hand, to measure the scope, prevalence and frequency of violence, population based survey should be conducted. While developing indicators (UNDAW 2007);

The types of violence should be defined:

- A single indicator that includes all forms of violence against children and which does not separately specify them.
- A separate indicator for each form of violence.
- A few indicators, one each for the more major forms of violence against women.

Units for the measurement of prevalence and incidence should be defined:

- Prevalence: rate (%) of violence against children in the children population
- Incidents: number of incidents of violence against children per unit (e.g. 100, or 1,000) of children population
- Variations: life-time prevalence; and annual rates of number of incidents of violence against children per 1,000 children.

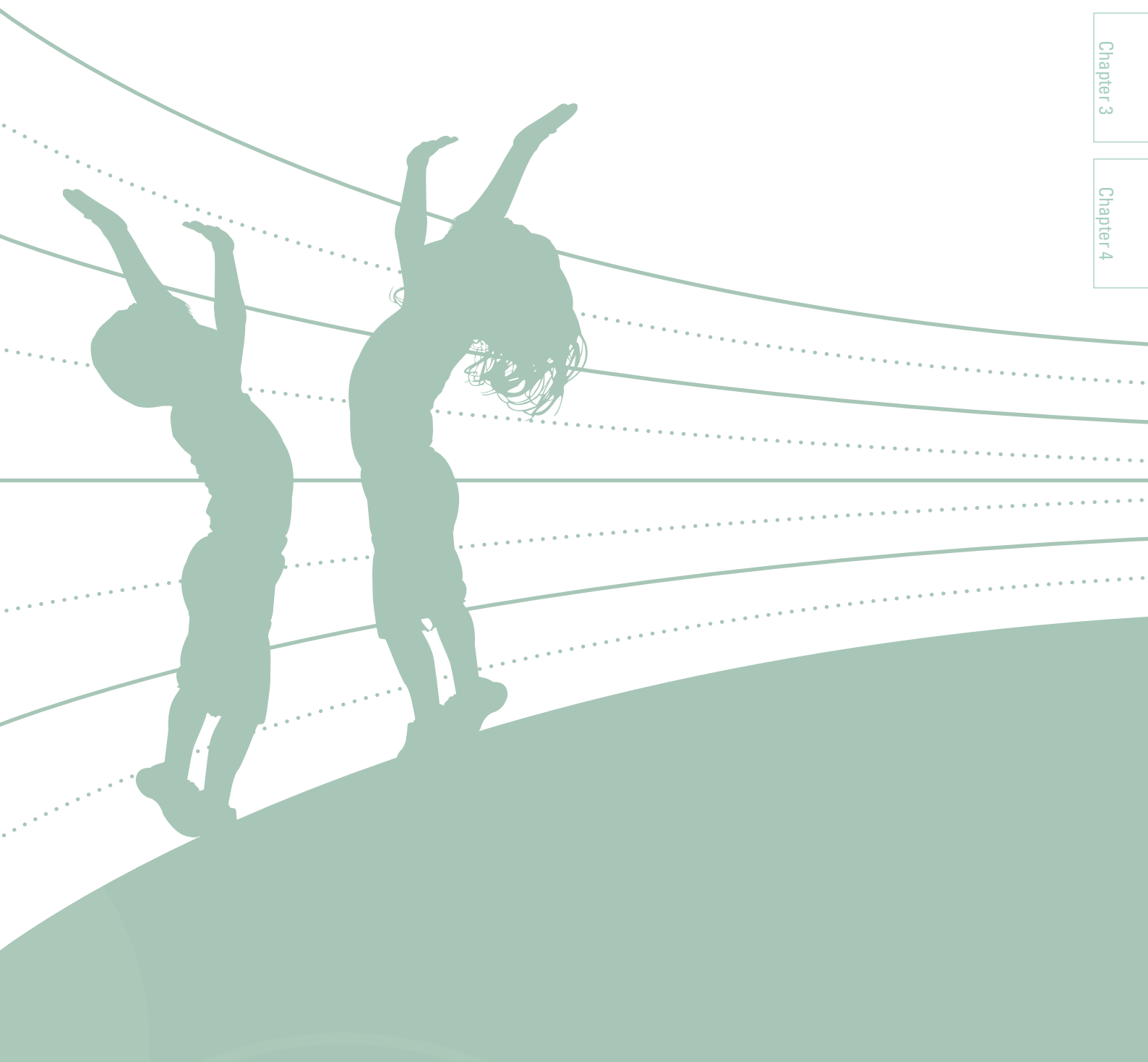**Severity and impact of violence should be measured:**

- the nature of the action,
- frequency,
- injury: whether or not there is an injury, and if so its seriousness.

Time period should be defined:

- Life time
- Last 12 months

Chapter 2
Approaches to Monitoring the Children Rights and Violence

2.1
The Monitoring of Children

There are many studies on the monitoring of children although this field of study does not have a long history. By making it necessary for the contracting countries to report the improvements that they have achieved to UN Committee of Children Rights once in five years, UNCRC has had a triggering role in the development of mechanisms for the monitoring of children (Bray & Dawes, 2007:5). Since the time when the convention was adopted, several studies have been conducted both by the governments and international organizations like UNICEF.

In all these studies, UNCRC is regarded as the principal reference in the formation of indicators and it determines the general principals. With all its studies, most notably its report of *State of the World's Children,* which has been published annually since 1979, UNICEF has played an important role in raising global awareness regarding the monitoring of children.

The studies in this field can be categorized as welfare, well-being and rights-based monitoring. Although these monitoring mechanisms sometimes contradict each other because they are based on different approaches, they usually cover the same indicators.

The early studies that focused on children's basic needs and the negative conditions measure the welfare level of the children. In these monitoring studies, the main indicators are about survival and development. Therefore, they rely on data such as children-infant deaths, nutrition and school enrollment. International monitoring frameworks, which are designed to make the comparison between countries possible, focus on survival, health, protection and education for practical reasons. These monitoring models have some limitations in terms of their capability to represent the fragile areas of children about social inequalities and the mutual relationship of children with their environment (Bray & Dawes, 2007; Ben-Arieh et.al. 2001; Ben-Arieh 2000). In this regard, the monitoring models that are developed through the perspective of welfare approach are criticized for their insufficiency to represent the children's current situation.

This criticism has increased the international interest in the monitoring of children's well-being since the late 1990s. With the adoption of UNCRC, there has been a global responsibility to improve children's well-being and an increase in the importance of evidence-based politics, which feed this interest (Ben-Arieh et al 2001; Ben-Arieh 2000). Consequently, this requires a comprehensive analysis of the situations that children face and the outcomes of the applied programs. In other words, effective politics should include accountability. As a result, this requires the evaluation of the outcomes of the investments as well as the information regarding the current state of monitoring mechanisms.

The indicators regarding children's well-being are developed by sociologists, psychologists, economists, educators and health workers in objective conditions so as to cover the subjective perceptions and personal experiences. As a requirement of the multi-dimensional structure of the conceptualization of well-being, negative indicators are being used as well as the positive ones, and the child's capacity, relationships and the official and unofficial supports provided for the child in a certain socio-cultural context (Haydon & Boyce 2007, Bray & Dawes, 2007; Ben-Arieh et.al. 2001; Ben-Arieh 2000). In short, the monitoring of children's well-being focuses not on the prospective adults that the children would grow into, but on the current situation of those children.

A lot of countries have been carrying out monitoring activities including the child's well-being indicators. For example, *the National Set of Child Well-Being Indicators* in Ireland and *the Index of well-being for Children* in Scotland were developed. Since 1997 in the USA, an annual report titled *America's Children: Key National Indicators of Well-Being* has been published by a federal institution. In the United Kingdom, *The Well-Being of Children in the UK* reports were prepared in 2002 and 2005. The first of these reports included areas such as health, education, crime and poverty, whereas the second covered

areas such as children rights and immigrant children as well. For the formation of a national well-being monitoring mechanism, the study conducted for Ireland, *National Set of Child Well-being Indicators,* is regarded as a good example.

Well-being indicators are indirectly related to children rights, but they do not have to be rights-based (Save the Children 2007). Rights-based approach provides data on principals and standards of children rights and follows the politics and processes regarding the improvement and protection of these rights. This approach defines individuals not as passive beneficiaries, but as right holders. In this regard, a child is not a member dependent on the family as it is in the welfare approach, but he/she is an independent individual. A child's being an independent individual means that he/she has his/her own specific conditions and thus has his/her own rights. This subject position of the child requires his/her participation.

Within the framework of all these studies, it can be said that by focusing on the changing needs and priorities, the approaches regarding children's situation point to a period of development recorded in this area. Therefore, although from time to time they contradict each other, all of them are still used in different contexts and play a complementary role to provide holistic information regarding children's situation. These contradictions usually result from the differences between the priorities and focuses of these approaches.

2.2
Normative Framework for Monitoring VAC

2.2.1 Conceptual Framework

Child is every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier (CRC article 1).

Violence against children is "all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse" as listed in article 19, paragraph 1, of the Convention. Frequency, severity of harm and intent to harm are not prerequisites for the definitions of violence (General Comment 13, parag.17).

Physical violence includes all corporal punishment and all other forms of torture, cruel, inhuman or degrading treatment or punishment; and physical bullying and hazing by adults and by other children (General Comment 13). Physical violence is invariably degrading, no matter how light it is.

Psychological and emotional violence refers psychological maltreatment, mental abuse, verbal abuse and emotional abuse and neglect. It can also occur as different types such as placement in solitary confinement, insults, humiliation, threat, bullying by both adults and children (General Comment 13).

Sexual violence involves:

- The inducement or coercion of a child to engage in any unlawful or psychologically harmful sexual activity;
- The use of children in commercial sexual exploitation; and
- The use of children in audio or visual images of child sexual abuse;
- Child prostitution, sexual slavery, sexual exploitation in travel and tourism, trafficking (within and between countries) and sale of children for sexual purposes and forced marriage. Many children experience sexual victimization which is not accompanied by physical force or restraint but which is nonetheless psychologically intrusive, exploitive and traumatic (General Comment 13, parag.25).

Un Violence Research states that the perpetrators of VAC can be parents and other family members, caregivers, acquaintances, strangers, others in authority (such as teachers, soldiers, police officers), employers, health care workers, other children, and in the case of self-harm children themselves. In this regard, violence against children occur in the five settings: home-family, school-education, institutional settings, community-streets, work environment.

2.2.2 International Standards

UN CRC is accepted as the main framework to monitor violence. To develop indicators, UNCRC, optional protocols and all of the related international conventions (if needed regional conventions) determine the definitions and the extent. The legal legislation should be evaluated within this context. This evaluation provides the structural indicators.

2.2.3 General Principles

2.2.3.1 Participation

The right to the participation defined in article 5 and articles between 12-17 is one of the basic rights of the child. According to the article 12:

- Every child capable of forming his or her own views, the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with age and maturity.
- The child shall be afforded the right to be heard in any judicial or administrative proceedings affecting him or her.

The right to the participation is widely used to describe ongoing processes, which include information-sharing and dialogue between children and adults based on mutual respect, and in which children can learn how their views and those of adults are taken into account and shape the outcome of such processes (General Comment 12, parag.3). Participation as a main principle is the right of every child in developing indicators and monitoring violence.

Collecting information on children's experiences from their own perspective is especially important in monitoring violence. However, surveys and interviews conducted directly with children, especially on violence experience, bring some ethical and safety issues which should be considered. Therefore, it is a must to adopt a code of ethics. For example;

- taking extra precautions to protect the safety of children and their information;
- preparing a guide regarding the ethical issues;
- questions should be appropriate to children's emotional maturity;
- ensuring the complete confidentiality of children;
- before the interview, the context and the aim of the study should be explained,
- children should be informed that they can break or stop the interview whenever they want, and they don't have to answer if they don't want;
- interviewers should be trained in interview skills, and provided supervising;
- the interviewers should be prepared to respond the request of children for help (Save the Children & UNICEF 2011a,b). More detailed information about the ethical issues could be found in appendix 4.

If conducting interviews directly with children is not appropriate, survey on childhood experience, lifetime victimization with the adults can be also used to measure violence. The related resources to these surveys can be found in appendix 4.

2.2.3.2 Non-discrimination

The principle of non-discrimination requires that every child has the right to be protected from all forms of violence "without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status". Especially discrimination against vulnerable or marginalized groups of children should be addressed. While examining the countries reports, UN Committee considering the rights of the child determines more than 50 discrimination grounds (UNICEF 2007:28), and so emphasizes the importance of collecting disaggregated data to monitor the level of discrimination. Therefore, the data should be disaggregated according to gender, ethnicity, socio-economic status, education, disability status etc.

In this regard, it is remarkable that the discrimination based on sexual orientation and sexual identity is referred in only two studies which are the UN Violence Research and the Human Rights Watch's report named *Easy Targets: Violence against Children Worldwide.* Although there has not yet established an international legal framework for the rights of LGBTI people, it doesn't mean that discrimination against sexual minorities could be overlooked. Besides, to refer such these cases, the concept of "other status" in UNCRC article 2 can be used.

2.2.3.3 The Best Interest of the Child

The principle of a child's best interest cannot be used to justify practices, including corporal punishment and other forms of cruel or degrading punishment, which conflict with the child's human dignity and right to physical integrity. An adult's judgment of a child's best interests cannot override the obligation to respect all the child's rights under the Convention. In particular, the Committee maintains that the best interests of the child are best served through:

- Prevention of all forms of violence and the promotion of positive child-rearing, emphasizing the need for a focus on primary prevention in national coordinating frameworks;
- Adequate investment in human, financial and technical resources dedicated to the implementation of a child rights-based and integrated child protection and support system (General Comment 13 parag.61).

2.2.3.4 Life, Survival and Development

Protection from all forms of violence must be considered in terms of the child's right to "life", "survival", and their right to "development". Development should be interpreted in its broadest sense as a holistic concept, embracing the child's physical, mental, spiritual, moral, psychological and social development. Implementation measures should be aimed at achieving the optimal development for all children (General Comment 13, parag.62).

2.3

The Implementation of the Monitoring Violence against Children

Although the studies and efforts regarding the monitoring of violence against children have increased recently, the implementation of them are not at the desired level. The underlying reason is that children are not defined as a separate unit in data gathering tools. This situation is stated in UN Violence Survey at the global level, in UN studies at the regional level and in country observations of UN Children Rights Committee at the national level.

The monitoring of violence brings other problems with it. The official data is not viewed as reliable since it is known that violence is not realized or reported although it is very common. However, the principal sources are still police and court reports. In addition, many studies conducted in the field of

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violence are only single studies and there is no systematical and regular monitoring. Some studies are conducted to offer methodology, and some other are carried out to set a starting point.

The most important contribution of non-governmental organizations to the studies on the monitoring of children is the shadow reports submitted to the UN Children Rights Committee. In addition, as a requirement of a rights-based approach and of the fact that the data regarding violence is not reliable, the importance of gathering qualitative data has increased. In this regard, non-governmental organizations are expected to report violence incidences and to include qualitative data while doing this.

2.4

The Skills Required to Monitor the Violence against Children

Within the scope of this literature review, no specific source regarding the skills required in the monitoring of the violence against children has been reached. However, it is possible to reach the results below basing on the qualities of the monitoring studies examined:

- Since the conceptual framework and methodology of all the mechanisms examined are based on UNCRC, rights-based approach towards violence against children should be known.

- Since violence against children is monitored through the institutions that develop politics, offer services and gather data regarding children, information on these institutions should be obtained.

- In the monitoring of violence against children, many data gathering and data analysis techniques are used. The issues such as forming the sample, preparing the questions, carrying out the interviews, and analyzing the data require methodological and ethical knowledge and skills.

- The monitoring of the violence against children depends on a very disciplined approach and sharing of knowledge and experience between the institutions. As a result, it is necessary for the institutions functioning in different fields to demonstrate study skills in coordination and cooperation with each other.

Monitoring is an organized and systematical process. It includes planning. As a result, it is necessary to implement it regularly, to follow syste

Chapter 3
Violence Against Children in Turkey

There is no systematical effort in Turkey regarding the monitoring children in general and particularly monitoring violence. Especially in the rural areas, since even the birth records are not kept accurately, it can be said that the data regarding even the basic indicators are not satisfactory. The UN Children Rights Committee, in its 2011 Concluding Observations, recommends the collection of independent data on children, mainly on child poverty and well-being, and rights-based monitoring studies. UN Violence Survey also advises to form reliable data gathering systems at a national level until 2009. The UNICEF 2012 research stated that the existing monitoring mechanisms in Turkey are not effective enough because objectivity is not achieved and they have no right to impose sanction.

Research studies which are few in number and with a limited scope show that all forms of violence against children are exercised in all areas in Turkey. Children in Turkey, regardless of age-sex-region, experience violence mostly from their fathers at home and from their teachers at school and on the street from the people they know (UNICEF 2009). These children exercise violence that they have learned from the adults over each other mainly at school and in various environments. In elementary education, 1 out of 3 students experiences violence regularly and this violence is usually in the form of bullying; in high school physical violence takes the form of bullying (MEB 2006). Teachers also admit that they use violence when their knowledge, skill or capacity is not enough (Semerci vd 2012).

Physical and emotional violence against children is approved as a common way of disciplining and is used by parents at home and officers in the institutions. The fact that children approve the violence they experience (UNICEF 2012; Semerci vd 2012) indicates that these children internalize violence. The possibility to exercise violence in men and the possibility to experience violence in women double when the person witnessed or was exposed to violence as a child (Altınay & Arat 2008).

Poverty is the first and main reason for the high percentage of violence in family (UNICEF 2009) (71.6%) and children's tendency to commit a crime (Öz-Ge Der 2012). As the material poverty of the family and thus the child increases, all the well-being indicators in all areas get worse (Semerci vd 2012).

Violence, mainly the one in the family, is gender based. In Turkey 1 of 3 women experience physical violence (Altınay & Arat 2008); more than 40% are exposed to physical or sexual violence at a time in their lives; 1 of 10 women experience serious physical violence from their husbands during pregnancy (KSGM 2009). Girls are under a high risk because of sexual violence, violence in the name of honor and early marriages. Early marriages are also a form of commercial exploitation of children and these increase the risk of being exposed to various exploitation forms. Some of the children who experience sexual exploitation are also the victims of human trafficking from neighbor countries and they are in İstanbul and Diyarbakır (ECPAT 2006).

Punishment execution institutions are the places where the risk of violence is high for boys (Öz-Ge Der, 2005). Lastly, the incidences took place in Pozantı Juvenile Prison are worrying. After Pozantı and Mersin juvenile prisons, the education houses in Ankara and Elazığ were also closed down and the children there were taken to the new education house near Ankara Sincan Prison. This situation firstly violates the most basic rights of children to meet their families. Moreover, a centralized model which is far away from the city center, near the prison destroys the potential of the education house to be an alternative to prison sentence.

UN Children Rights Committee also stated its worries regarding the violence in prisons and police stations in its 2011 Resulting Observations and pointed to the fact that children with a Kurdish origin are at a higher risk. In fact, by insisting on its reservations in UNCRC, Turkey admits that it is not fully applying the principal of not making discrimination. The most obvious form of this exists in education in mother tongue.

Conclusion

The adoption of UNCRC is regarded as a starting point for the studies regarding data gathering and monitoring mechanisms on children. These studies have been developed since the time when the contract was adopted. In this context, historically three approaches in the monitoring of children have arisen. Welfare approach focuses on children's basic needs and the prospective adults that the children would grow into; well-being approach focuses on an understanding that gives importance to the current conditions of children. Regarding children rights as human rights has played an important role in the development of rights-based approach. Rights-based monitoring differentiates by emphasizing participation as well as protection, by putting accountability in the center, and by defining violence as one of the basic areas.

Violence is a relatively new area in the monitoring of children and UN Violence Research has been a speeding factor in this process. In this regard, violence against children is monitored through the mechanisms that are formed to directly monitor a certain type of violence in a certain area or formed within a rights-based framework. An important number of these studies are single studies and are regarded as a starting point for the following monitoring. Within the scope of these studies, the comments below can be provided regarding the violence against children in five basic areas:

Girls are at a higher risk at home and in family environments due to harmful traditions such as honor killings, early or forced marriages and mainly sexual violence

- Ethnic minorities and disabled children are at a higher risk in terms of school-education environments and closed institutions. For girls, there is a high risk of sexual violence including virginity control.
- Poor children, homeless children, sexual minorities and immigrant or refugee children are at a higher risk in terms of group and street environment.
- Boys are at a higher risk in public jobs in terms of work environments. Girls are at a higher risk in terms of domestic work and sexual violence, mainly commercial sexual abuse.

Rights-based approach defines non-governmental organizations as the actors of monitoring and evaluation periods. These organizations are expected to participate in the process by supporting the formation of independent monitoring mechanism especially at the national level. It is advised to enhance the statistical data which is insufficient in the monitoring of violence with qualitative data gathered through the research studies and reports by non-governmental organizations. The shadow reports presented to UN Children Rights Committee are also regarded as the principal sources in the monitoring of violence.

In this context, the suggestions regarding the education project for non-governmental organizations to report and monitor violence against children can be listed as follows:

- When widely accepted violence against children and the need to define violence more widely are considered, this education should offer a basic framework regarding children rights and violence. This will also help to standardize the concepts as well. In order to define violence in a broader manner, especially the incidences experienced or fictionalized in the areas where violence is approved can be used.
- The development of the capacity of non-governmental organizations to support the monitoring of violence against children might be covered.
- A standardized form might be prepared for non-governmental organizations to record the violence incidences that they come across or the ones that are reported to them. As an example, the form developed by World Health Organization and International Society for Prevention of Child Abuse and Neglect (ISPCAV) is given in annex 3.
- These forms can be brought together as annual reports and can be used as sources for shadow reports that are presented to the Committee. As a result, this education might cover the process of the preparation of the shadow report.

Chapter 4
Annexes

Annex 1

Best Practices

1. UNICEF's Manual for the Measurement of Indicators of Violence against Children

VIOLATION INDICATORS	PROTECTIVE ENVIRONMENT INDICATORS
Quantify the levels of child rights violations or violations of international standards for violence against children in different environments.	Reveal the structures in place and possible gaps in the protective environment for children.
Environment-specific • Self-reported violence against children (1)	**Environment-specific** • Children's life skills (2) • Adults' attitudes towards violence against children (3)
Morbidity and Mortality • Child homicide rate (4) • ER visit rate due to assaults in children (5) • Hospital discharge rate due to assaults in children (6)	**Child Protection System** • Official reports of violence against children (7) • Substantiated cases of violence against children (8) • Child victims referred to services (9) • Use of services by child victims (10)
School • Children who skipped school due to violence (11)	**School** • School violence policy (12)

Each indicator profile is set out in the format below:

Indicator #: name of indicator

Definition of indicator

Purpose: This section describes why it is helpful to measure the indicator.

Category:

Violation or Protective Environment /

Environment-specific or Morbidity and Mortality or Child protection system or School

There are three environment-specific indicators, three morbidity and mortality indicators, four child protection system indicators, and two school indicators.

Level: National, Regional, Local

Numerator: This section provides information needed to calculate the indicator.

Denominator: This section provides information needed to calculate the indicator.

Target population: This section details which children or adults must be counted in order to measure a particular indicator. Sometimes, it may not be possible to count a whole relevant child or adult population. When this is the case, it may be possible to take a sample from the relevant child or adult population.

Disaggregation: The indicators are most able to provide assistance to country officials where information is available in a disaggregated form. This box provides suggested categories of disaggregation.

Information Source(s): This section suggests possible data sources.

Origin: This section provides information on the origin of the indicator.

Notes on Methodology: This section provides additional information and helpful hints on measuring the indicator.

Tools: This section will detail the tools needed to collect information for some of the indicators. These tools may be particularly helpful where no existing information is available, requiring information for the indicators to be collected by the use of sampling, or where existing information is required to be further organized before collection.

The tools used to collect information from existing information systems will likely vary depending on the country context.

2. Manual of the Indicators of General Comment 7 - A Guide for State Parties Reporting to The Committee on the Rights of the Child

Indicator 7: Violence Against Young Children
(CRC Articles 18.1, 18.2, 19, 28.2 and 29; CRC General Comment 8: The Right of the Child to Protection from Corporal Punishment and Other Cruel or Degrading Forms of Punishment)

Structure	• What policy measures are in place to ensure adequate monitoring and data collection on violence against young children?
	• Is there a written policy intended to protect, remove and/or rehabilitate young children subjected to severe physical punishment, and, if in the child's best interests, to reunite separated children with parents/caregivers?
	• What policy measures exist to:
	  - assess the prevalence of violence or abuse of young children in general and in informal caregiving and/or formal professional settings?
	  - raise awareness among parents, caregivers and professional groups about the negative consequences of violent (physical and verbal) disciplinary measures?
	  - promote alternative forms of discipline that serve to minimize or eradicate the use of violent forms such as spanking, beating infants, shaking babies or other, non-physical forms of discipline, such as shouting, shaming or withdrawal of affection?
	• What laws and policies are in place to illegalize violence or abuse of young children (for example, female genital cutting and female infanticide) and to prosecute adults (parents, caregivers and professionals) who violate these laws?

Process	• Are there research projects to investigate the predominant causes of, and strategies to prevent, violence against young children, especially children from vulnerable groups? • Are there systems of data collection on the use, modes and effects of violent discipline on young children, disaggregated by age, gender and other at-risk or vulnerable groups? • Are there initiatives to raise awareness and prevent violent physical and emotional (demeaning, ridiculing) disciplinary measures on children? • Are there initiatives to raise awareness of alternative non-violent, non-abusive disciplinary measures that respect the child as a rights holder? • Are there systems, or efforts in place to build systems, to ensure quality monitoring in the provision of social services to ensure appropriate removal of at-risk children and, where appropriate, to return these children to their primary family or caregiving environment?
Outcome	• Has there been a reduction in the levels of violence perpetrated against young children, as indicated by such sources as hospital statistics, police reports, church officials, etc.? • Are there improved levels of awareness among duty bearers as to the effects of violent discipline and the benefits and potentials for alternative non-violent methods of discipline? • Are there improved standards in the provision of social services with regards to protection, removal and reunification of at-risk children? • Are there improved standards in the provision of social services with regards to disciplinary methods used with children in state/foster care? • Is there disaggregated data on the use of violent punishment across a variety of vulnerable groups?
Sources of Information	• Desk reviews of injury or abuse statistics, hospital statistics, social work cases, and so on with respect to vulnerable groups and causes of childhood injury • Quantitative reporting of numbers and proportions of young children (also with respect to vulnerable groups) who have experienced injurious physical punishment or otherwise unexplained injuries • Qualitative surveys or studies of childhood experience of violence in early childhood (possibly with older children but wherever practicable as young as possible)
Duty Bearers	• National and local government departments with responsibility for supporting families and young children, particularly on child protection and social work but also not excluding areas such as health and education • Civil society and private sector providers of services for vulnerable families, particularly those working on child protection issues • Social leaders, for example, religious or community leaders • Parents, other caregivers and professional and/or lay bodies representing or supporting these stakeholders

General Comment 7 (paragraphs)	Reporting Guidelines (sections)
3 : young child as rights holder 16 : parents as conduit of rights 18 : parenting and caregiving styles, and child protection 29 : parents as first educators 36a : abuse and neglect	6b : programs 6c : resources 6d : statistical data 16 : raise awareness 28a : parental guidance 28b : parental responsibility 28f : deprived of family 28g : adoption; 28i : abuse and neglect

3. FRA 2010, Developing indicators for the protection, respect and promotion of the rights of the child in the European Union.

- This model is developed by FRA to measure the respect, protection and promotion of the rights of the children, however it has not implemented yet.

- This model is depended on all of the related international human rights norms and EU legislation. The UNCRC is accepted as the starting point and normative framework.

- This model includes four core areas related to children which are family and alternative care, protection from exploitation and violence, adequate standard of living and education, citizenship and cultural activities.

- Child trafficking, economic and sexual exploitation are included.

- This model requires monitoring child participation as a sub-area, and children's views in this process.

- The indicators are designed as being able to compare with the adults' data, and among children as well.

- Civil society organizations participated in the process of developing this model.

Indicators

INDICATOR AREA	INDICATOR GRUOP			
Family environment and alternative care	Family justice	Rights and welfare of children separated from their family due to migration	Family reunification	
Protection from exploitation and violence	Child trafficking - Identification of victims - Protection of victims - Prosecution of perpetrators - Prevention of child trafficking	Sexual and economic exploitation - Identification of victims - Protection of victims - Prosecution of perpetrators - Prevention of child exploitation	Violence against children - Identification of victims - Protection of victims - Prosecution of perpetrators - Prevention of violence against children	
Adequate standard of living	Child income poverty	Impact of government response	Aspects beyond income poverty as well as children's subjective perceptions	
Education, culture, citizenship and participation in activities related to school and sport	Accessibility of education	Adaptability of education	Personal development	Citizenship and participation

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4. Violence against Children in Conflict with the Law
Defence for Children International & Howard League for Penal Reform, 2008

- This model was implemented in four countries (Belgium, England&Wales, France and the Netherlands) once. İt is accepted as a starting point.

- Make the comparison between countries possible, this model doesn't refer all types of violence against children in conflict with the law

- This model consists 12 indicators; six of them are borrowed from the juvenile justice indicators developed by UNICEF and UNODC.

- Quantitative information includes the justice statistics at national level and police records at the local level. Quantitative data consists of the analyzing the related legislation.

Indicators

	INDICATOR	DEFINITION
QUANTITATIVE INDICATORS		
1	Children in detention (I)	Number of children in detention per 100,000 child population
2	Child deaths in detention (II)	Number of child deaths in detention during a 12 month period, per 1,000 children detained
3	Self-harm	Percentage of children in detention who are victims of self- harm during a 12 month period
4	Sexual abuse	Percentage of children in detention who are victims of sexual abuse during a 12 month period
5	Seperation from adults (III)	Percentage of children in detention not wholly separated from adults
6	Closed or solitary confinement	Percentage of children in detention who have experienced closed or solitary confinement at least once during a 12 month period
7	Contact with parents and family (IV)	Percentage of children in detention who have been visited by, or visited, parents, guardians or an adult family member in the last 3 months
8	Exit interviews	Percentage of children released from detention receiving confidential exit interviews by an independent authority
POLICY INDICATORS		
9	Regular independent inspections (V)	- Existence of a system guaranteeing regular independent inspection of places of detention - Percentage of places of detention that have received an independent inspection visit in the last 12 months
10	Complaints mechanisms (VI)	- Existence of a complaints system for children in detention - Percentage of places of detention operating a complaints system
11	Limitations of physical restraint and use of force	- Existence of specialized standards and norms concerning recourse by personnel to physical restraint and use of force with respect to children deprived of liberty - Percentage of children in detention who have experienced the use of restraint or force by staff at least once during a 12 month period
12	Specialized disciplinary measures and procedures	- Existence of specialized standards and norms concerning disciplinary measures and procedures with respect to children deprived of liberty - Percentage of children in detention who have experienced a disciplinary measure at least once during a 12 month period

(I) Juvenile Justice Indicator No. 2, (II) Juvenile Justice Indicator No. 6, (III) Juvenile Justice Indicator No. 7, (IV) Juvenile Justice Indicator No. 8, (V) Juvenile Justice Indicator No. 12, (VI) Juvenile Justice Indicator No. 13

5. Right to Education Project, 2010
http://www.right-to-education.org/node/860

- This model aims to monitor the education by defining it as a right, rather than a basic need.

- This model has own methodology named 4A (availability, accessibility, acceptability, adaptability).

- It depends on the principles of non-discrimination, participation and accountability.

- It defines more than 200 indicators in the five core areas and under 37 titles.

- Civil society organizations provide support to implement this model at the local and school level.

Indicators

Governance framework	Availability	Accessibility	Acceptability	Adaptability
- Normative Framework - Educational Policy Plan of Action - Monitoring - Resources - Budget - International Assistance and Cooperation	- Early childhood care and education - Primary education - Secondary education + TVE - Tertiary education + TVE - Fundamental Education - Adult basic and literacy education - Educational and vocational information and guidance - Private Schools - Closing Schools - School infrastructure	- Physical obstacles - Economic obstacles - Administrative obstacles - Gender obstacles - Socio-cultural obstacles - Out-of-school children	- Skills - Tolerance - Qualification of teachers - Gender - Discipline - Religion - Language	- Child labour - Child soldiers - Minorities - Persons with disabilities - Prisoner - Armed conflict

6. Child Rights Indicators, Save the Children, 2007

- This study is conducted to provide support to the rights based monitoring.

- This study defines 7 core areas which are general measures of implementations; general principles; civil rights and freedoms; family environment and alternative care; basic health and welfare; education, leisure and cultural activities; special protection measure.

SPECIAL PROTECTION MEASURES			
CRC ARTICLE	STRUCTURAL	PROCESS	OUTCOME
Children in situations of emergency:			
Refugee children [A22]	• Existence of legislation to determine the refugee status of children/ young people, with procedures taking into account the special needs and rights of children, particularly when the child/ young person is unaccompanied by an adult • Existence of legislation to ensure that any child/ young person seeking refugee status or considered a refugee, whether unaccompanied or accompanied, receives appropriate protection and humanitarian assistance	• Existence of mechanisms to determine the refugee status of children/ young people, with interviews or hearings conducted in a child-friendly environment and the child's views represented in the proceedings • Existence of mechanisms to provide protection and humanitarian assistance to children/ young people seeking refugee status or considered refugees (eg access to basic services such as health, safe and habitable accommodation, education, benefit entitlements, legal representation and independent advocacy, support and rehabilitative care for any trauma suffered, efforts to trace family members) • Existence of mechanisms to provide additional support for unaccompanied asylum seekers and refugees (e.g. appointment of guardians; accommodation of such children under care legislation) • Existence of mechanisms to monitor provision for children/ young people who are asylum seekers and refugees (e.g. independent inspection of accommodation and services provided)	• Disaggregated numbers of children/ young people applying for refugee status, as a proportion of the total number applying for refugee status within a specified time-period, including number of successful applications • Disaggregated numbers of children/ young people provided with protection and assistance while awaiting a decision about their refugee status, and following the decision, as a proportion of the number of applications within a specified time-period - including type of assistance provided and for how long • Disaggregated numbers of unaccompanied asylum seekers and refugees provided with protection and assistance while awaiting a decision about their refugee status, and following the decision, as a proportion of the number of applications within a specified time-period - including type of assistance provided and for how long • Disaggregated numbers of asylum seeking children and young people/ unaccompanied asylum seekers who disappear during the application process

CRC ARTICLE	STRUCTURAL	PROCESS	OUTCOME
Children affected by armed conflict [A38]	• Existence of legislation preventing the recruitment of under-15s into the armed forces • Existence of legislation ensuring that, in recruitment of 15-18 year olds, priority is given to those who are oldest • Ratification of the Optional Protocol on the Involvement of Children in Armed Conflict • Existence of legislation to protect the civilian population in armed conflict, including protection and care of children/ young people affected by armed conflict	• Existence of mechanisms to ensure that under-15s do not take a direct part in hostilities and are not recruited into the State's armed forces • Existence of mechanisms to ensure that recruitment of 15-18 year olds gives priority to the oldest • Existence of mechanisms to record numbers of children/ young people affected by armed conflict, and how • Existence of mechanisms to provide protection and humanitarian assistance to children/ young people affected by armed conflict • Existence of mechanisms to ensure the psychological recovery and social reintegration of children/ young people who have experienced armed conflict	• Disaggregated numbers of 15-18 year olds recruited or voluntarily enlisted into the State's armed forces, as a proportion of the total number enlisting or recruited within a specified time-period, including minimum length of service for specified age groups and whether they participate in hostilities • Disaggregated numbers of children/ young people affected by armed conflict, as a proportion of all under-18s, including range of effects (eg death, medical or psychological treatment) • Disaggregated numbers of children/ young people, as a proportion of those under-18 affected by armed conflict, receiving protection and humanitarian assistance including types of assistance provided • Disaggregated numbers of children/ young people, as a proportion of those under 18 who have experienced armed conflict, receiving treatment and support of different types • Qualitative information about whether support provided aided psychological recovery and social reintegration

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SPECIAL PROTECTION MEASURES			
CRC ARTICLE	STRUCTURAL	PROCESS	OUTCOME
Administration of juvenile justice Laws, procedures, authorities and institutions specifically applicable to children [A40, 3] Treatment and aims [A40, 1] Guarantees [A40, 2]	• Existence of legislation specifically applicable to children/ young people under 18 alleged as, accused of, or recognized as having infringed the penal law, including establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law (ie statutory age of criminal responsibility) and measures for dealing with such children without resorting to judicial proceedings • Ratification of relevant standards (eg Beijing Rules, European Prison Rules, Riyadh Guidelines, Tokyo Rules, UN Rules for the Protection of Juveniles Deprived of their Liberty) • Existence of legislation ensuring that every child/ young person under 18 alleged as, accused of, or recognized as having infringed the penal law is treated in a manner consistent with promotion of their sense of dignity and worth, which reinforces their respect for the human rights and fundamental freedoms of others, takes into account their age and the desirability of promoting their reintegration in society • Existence of legislation ensuring that every child/ young person alleged as, or accused of, having infringed the penal law has the following guarantees:	• Existence of mechanisms to establish laws, procedures, authorities and institutions specifically for children/ young people under 18 alleged as, accused of, or recognized as having infringed the penal law (eg juvenile courts, youth justice agencies, juvenile justice centres) • Existence of mechanisms to ensure that those alleged as, accused of, and recognized as having infringed the penal law are treated respectfully, taking into account their age and the promotion of their reintegration • Numbers of institutions for children/ young people alleged as, accused of, or recognized as having infringed the law – number of under-18s in each type of institution and average length of stay • Existence of mechanisms to ensure guarantees are met	• Disaggregated numbers of children/ young people, as a proportion of all under-18s, in the youth justice system during a specified time-period – including those: arrested, charged with an offence, awaiting trial or sentencing, found guilty and sentenced, with reason (ie type of crime) • Qualitative information about responses to children/ young people within the youth justice system and whether this has promoted their sense of dignity and worth, reinforced respect for human rights, taken into account their age, promoted their reintegration • Qualitative information about whether the guarantees have been met for all children/ young people in the youth justice system

CRC ARTICLE	STRUCTURAL	PROCESS	OUTCOME
	1) Is presumed innocent until proven guilty according to law 2) Is informed promptly of the charges against her/him and has assistance in the preparation/ presentation of her/his defense 3) Has the matter determined without delay by a competent, independent, impartial authority or judicial body in a fair hearing, in the presence of legal/ other appropriate assistance 4) Is not compelled to give testimony or confess guilt, and is able to examine witnesses 5) If considered to have infringed the law, is able to have this decision and any measures imposed, reviewed by a higher competent, independent authority or judicial body according to law 6) Has the free assistance of an interpreter 7) Has her/his privacy fully respected at all stages of the proceedings		
Sentencing of juveniles [A40, 4]	• Existence of legislation prohibiting life imprisonment without the possibility of release, or indefinite/ indeterminate sentences, for under-18s • Existence of legislation providing a variety of dispositions to ensure that children/ young people are dealt with in a manner appropriate to their well-being and proportionate to both their circumstances and the offence	• Existence of mechanisms to provide a variety of dispositions emphasizing educational and community-based responses (eg care, guidance and supervision orders, counselling, mental health treatment, probation, foster care, education and vocational training programs, victim reparation/ restitution and other alternatives to institutional care)	• Disaggregated numbers of under-18s receiving life imprisonment without the possibility of release or indefinite/ indeterminate sentences, as a proportion of the total number receiving life imprisonment or indefinite/ indeterminate sentences • Disaggregated numbers of children/ young people, as a proportion of under-18s convicted of an offence, receiving each type of disposition (eg custodial sentence, diversion scheme and type)

CRC ARTICLE	STRUCTURAL	PROCESS	OUTCOME
Deprivation of liberty [A37]	• Existence of legislation to ensure that no child/ young person is deprived of their liberty unlawfully or arbitrarily – that arrest, detention or imprisonment are in conformity with the law and used only as a measure of last resort for the shortest appropriate period of time • Existence of legislation ensuring that every child/ young person deprived of their liberty is: treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons her/his age; separated from adults; able to maintain contact with their family	• Existence of mechanisms to ensure that arrest, detention and imprisonment of children/ young people are in conformity with the law, used only as a measure of last resort, for the shortest appropriate period of time • Existence of mechanisms to register, record and report details of any restriction of liberty of any child/ young person • Existence of mechanisms to ensure that children/ young people deprived of their liberty are: 1) treated with humanity and respect for their dignity and in a manner which takes into account their needs 2) able to access prompt legal and other assistance 3) separated from adults, unless it is considered in their best interest not to do so 4) able to maintain contact with their family through correspondence and visits 5) able to access to independent advocacy services and independent, child-sensitive and accessible complaints procedures concerning all aspects of their treatment 6) able to enjoy their rights (e.g. to education, training and vocational guidance, health and child protection) 7) entitled to a periodic review of their situation and treatment 8) provided with appropriate after-care support • Existence of mechanisms providing independent inspection of institutions in which children/ young people are deprived of their liberty; Numbers of each type of institution in which children/ young people are deprived of their liberty, as a proportion of the total number for each type, which have received an independent inspection within a specified time period • Existence of mechanisms through which detained children/ young people can make complaints; number of complaints received and investigated by independent human rights institution(s) within specified time periods, with outcomes and recommendations	• Disaggregated numbers of children/ young people deprived of their liberty, as a proportion of the total number deprived of their liberty, with reasons (e.g. awaiting trial or sentencing, imprisonment, secure care, detention as a refugee or asylum seeker) and length of detention • Disaggregated numbers of children/ young people, as a proportion of the total number of under-18s deprived of their liberty, in different types of institutions (e.g. custody, secure care, detention center) who are not separated from adults • Qualitative information about whether children/ young people deprived of their liberty are: treated with humanity and respect for their dignity, in a manner appropriate for their age and needs; able to maintain contact with their family; able to access advocacy services and complaints procedures; able to enjoy their right to education, health and child protection; involved in periodic review of their situation of treatment; provided with suitable after-care support

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Children in situations of exploitation

	SPECIAL PROTECTION MEASURES		
CRC ARTICLE	STRUCTURAL	PROCESS	OUTCOME
Children belonging to a minority or an indigenous group [A30]	• Existence of legislation ensuring that any child/ young person belonging to ethnic, religious or linguistic minorities, or of indigenous origin, is not denied the right to enjoy her/his own culture; profess and practice her/his religion; or use her/his own language	• Existence of mechanisms to identify children/ young people belonging to ethnic, religious or linguistic minorities, or of indigenous origin (eg within population census) • Existence of mechanisms to ensure that such children/ young people are not denied the right to enjoy their own culture, practice their own religion or use their own language in community with members of their own group (eg opportunities to learn their own language as well as the majority language, campaigns to combat prejudice against minority or indigenous groups)	• Disaggregated numbers of children/ young people belonging to ethnic, religious or linguistic minorities, or of indigenous origin, as a proportion of all under-18s • Qualitative information about whether children/ young people belonging to ethnic, religious or linguistic minorities or of indigenous origin are able to enjoy their own culture, practice their own religion, or use their own language
Economic exploitation, including child labour [A32]	• Existence of legislation/ standards relating to child labour (e.g. definition of a minimum age for employment that is equal to the age of completion of compulsory education and not less than 15, with limited exemptions defining the hours and conditions of employment for children/ young people in cases where work is permitted; application of a national minimum wage to young workers) and workplace conditions (e.g. protection from work which is hazardous, interferes with the child's/ young person's education, is harmful to the child's/ young person's health or development, breaches their rights)	• Existence of mechanisms to uphold standards for child labour and workplace conditions (e.g. statutory minimum age at which children/ young people may be involved in paid employment, with a minimum wage for specified age-groups; information and campaigns for children/ young people about risks and forms of protection available; training for professionals working with children/ young people about the standards and how to protect against economic exploitation; information for employers) • Existence of mechanisms to inspect situations of work or employment, enable access to complaints procedures, and penalize or sanction organizations which do not comply with standards	• Disaggregated numbers of children/ young people in specified age groups (e.g. under- 16, 16-18), as a proportion of all children in the same age-groups, involved in different types of paid work • The minimum wage for specified age-groups under 18, compared with the minimum wage for adults doing the same job • Qualitative information about whether standards are applied to working children/ young people • Disaggregated numbers of children/ young people making complaints about economic exploitation to the independent human rights institution, as a proportion of the total number of complaints received, reasons and outcomes

CRC ARTICLE	STRUCTURAL	PROCESS	OUTCOME
Drug abuse [A33]	• Existence of legislation to: protect children/ young people from the illicit use of narcotic drugs and psychotropic substances, prevent the use of children/ young people in the illicit production and trafficking of such substances, prevent the sale of solvents to children/ young people	• Existence of mechanisms to protect children/ young people from the illicit use, production and trafficking of narcotic drugs and psychotropic substances (e.g. preventive strategies including public education campaigns, drug education as part of the primary and secondary school curriculum, information for parents and other adults about early symptoms of drug abuse and sources of help; rehabilitative strategies including treatment therapies for children/ young people who are substance misusers)	• Disaggregated numbers of children/ young people of specified ages (e.g. under-11s, 12-15, 16-18), as a proportion of all children in the same age-groups, reported as using narcotic drugs and psychotropic substances, and responses (e.g. treatment, assistance, recovery services) • Disaggregated numbers of children/ young people, as a proportion of under-18s, reported as being involved in the production and trafficking of such substances, and responses • Qualitative information about whether preventive and rehabilitative drug abuse strategies are effective
Sexual exploitation and sexual abuse [A34]	• Existence of legislation to protect children/ young people from all forms of sexual exploitation and sexual abuse, including national, bilateral and multilateral measures to prevent 1) inducement or coercion of children to engage in any unlawful sexual activity 2) exploitative use of children in prostitution or other unlawful sexual activities 3) exploitative use of children in pornographic performances and materials - ensuring that children/ young people who are sexually exploited are not criminalized	• Existence of mechanisms to protect children/ young people from all forms of sexual exploitation and abuse (e.g. public education programmes about sexual exploitation, abuse and child protection; appropriate sex education within the school curriculum; rehabilitation programmes and care centres for those who have been sexually exploited or abused; training for border and law enforcement officials) • Existence of mechanisms to protect particularly vulnerable groups, such disabled children/ young people, domestic servants, children in institutions • Existence of mechanisms providing access for children/ young people to complaints procedures and courts in cases involving sexual abuse and exploitation, including within their family; Numbers of complaints to the independent human rights institution by children/ young people, as a proportion of the total number of complaints received, relating to sexual abuse and exploitation • Number of legal proceedings and sanctions against perpetrators of child sexual abuse, trafficking, producers or consumers of child pornography	• Disaggregated numbers of children/ young people, as a proportion of all under-18s, reported as being involved in sexual exploitation or abuse (e.g. prostitution, pornography, trafficking), including location (e.g. family, alternative care, school, community, hospital, youth custody, secure care or other institution), responses

CRC ARTICLE	STRUCTURAL	PROCESS	OUTCOME
Sale, trafficking and abduction [A35]	• Existence of legislation to prevent the abduction of, sale of, or traffic in children/ young people for any purpose or in any form, including national, bilateral and multilateral measures • Ratification of the Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography	• Existence of mechanisms to prevent the abduction, sale or trafficking of children/ young people, and to assist the prosecution of perpetrators • Existence of mechanisms to treat the victims of abduction, sale or trafficking humanely and not as criminals – providing them with appropriate forms of support and assistance to promote their physical and psychological recovery and social reintegration • Number of legal proceedings and sanctions against perpetrators of child abduction, sale or trafficking	• Disaggregated numbers of children/ young people reported as abducted, sold or trafficked, as a proportion of the total number reported as abducted, sold or trafficked, responses
Protection from other forms of exploitation [A36]	• Existence of legislation to protect children/ young people from all other forms of exploitation prejudicial to any aspects of their welfare	• Existence of mechanisms to protect children/ young people from all other forms of exploitation prejudicial to any aspects of their welfare (e.g. welfare agencies empowered to intervene when there is concern that a child/ young person is undertaking activities which may impair their physical, mental, emotional, spiritual, moral or social development; regulation of all research and medical/ scientific experimentation involving children/ young people by a mandatory code of ethical practice)	• Disaggregated numbers of children/ young people, as a proportion of all under-18s, reported as experiencing exploitation prejudicial to their welfare and development, responses

7. National Set of Child Well-being Indicators

The National Children's Office-Ireland. (2005). Measuring Child Well-Being: An Inventory of Key Indicators, Domains and Indicator Selection Criteria to Support the Development of a National Set of Child Well-Being Indicators. Sinéad Hanafin & Anne-Marie Brooks.

Hanafin, Sinéad & Anne-Marie Brooks. (2009). From Rhetoric to Reality: Challenges in Using Data to Report on a National Set of Child. Ind Res, 2:33–55.

- This model aims to measure the well-being of children in Ireland; to track changes over time; benchmark progress in Ireland relative to other countries; to highlight policy issues arising.
- İt was developed following an extensive multi-stage research and analysis process.
- It consists of 42 well-being and 7 sociodemografic indicators representing a monitoring exercise reported via biennial State of the Nation reports. The first biennial State of the Nation's Children Report was published in 2006, with the most recent in 2010.

8. Eşitsiz Bir Toplumda Çocukluk (Childhood in a unequal Society)

Semerci, Müderisoğlu, Karatay, Akkan, Kılıç, Oy, Uran, İstanbul Bilgi Üniversitesi Yayınları, 2012.

- This study may be the most recent published academic research conducted in Turkey.
- It aims to measure the well-being of children in Istanbul region.
- It consists of 8 core areas that are economic status, health, education, home condition, risk and safety, relationship, and subjective well being.
- VAC is measured under the area of risk and safety. It includes bullying, child mortality and morbality, child accident, child labour. The qualitative data sho
- In terms of child participation, this model is a good example. Child participation is defined as a core area. Besides, interviews conducted diretly with children. The qualitative data gathered from interviews revealed the gaps of the research.

9. Monitoring Child Well-Being -A South African Rights-Based Approach.

Edited By Andrew Dawes, Rachel Bray & Amelia Van Der Merwe, Save the Children Sweden, 2007

- This model is accepted as one of the best examples at the national level.
- Depending on this model, an annual report named South African Child Gauge has been published since 2005. These reports analyze the gaps in the legal protection.
- Policy objectivity, timeline and data source are defined to each indicator.

Annex 2

VAC Indicators in Terms of The Main Settings

VAC in Home and Family Environment

International Norms

- CRC

    Article 18 the responsibilities of the parents

    Article 3 the best interest of the child

    Article 9 separating from parents

    Article 19 the right to protection from all forms of violence

    Article 20 protecting children deprived of parental care

    Article 21 the adoption

    Article 23 disabled children

    Article 34 protecting from sexual exploitation and sexual abuse

    Article 35 the abduction of, the sale of or traffic in children for any purpose or in any form

    Article 37 torture and imprisonment

    Article 24 health and health care services

- Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography

- CEDAW

- General Comment 8 &13

Encountered types of violence

physical, emotional, sexual, psychological neglect and abuse
especially physical violence as an accepted discipline method

Vulnerable Groups

Girls – sexual violence and early marriage
Disabled children

VAC in Schools and Educational Environment

International Norms

- CRC

    Article 28 the right to education

    Article 19 the right to protection from all forms of violence

    Article 29 the aims of education

    Article 2 non-discrimination

    Article 13 the right to freedom of expression

    Article 34 protecting from sexual exploitation and sexual abuse

    Article 12 the views of the child

- International Covenant on Economic, Social and Cultural Rights article13

- CEDAW

- General Comments 1, 8 & 13

- Minimum Standards for Education

Encountered types of violence

physical, emotional, sexual, psychological violence

among the students (physical, emotional, sexual, psychological) bullying

especially physical and psychological violence as an accepted discipline method

Vulnerable Groups

Minorities

Disabled children

Girls – sexual violence

Chapter 1

Chapter 2

Chapter 3

Annexes

Chapter 4

Chapter 5

VAC Deprived of Parental Care

International Norms

- CRC
  Article 19 the right to protection from all forms of violence
  Article 20 protecting children deprived of parental care
  Article 9 separating from parents
  Article the adoption
  Article 25 periodic review of replacement of the child
  Article 2 non-discrimination
  Article 3 the best interest of the child
  Article 6 the survival and development of the child
  Article 12 the views of the child
  Article 23 disabled children
- General Comment 8 &13
- Minimum Standards of Care and Protection for Children Living without Parental Care

Encountered types of violence

physical, emotional, sexual, psychological neglect and abuse
especially physical violence as an accepted discipline method

Vulnerable Groups

Minorities
Disabled children

VAC Conflict with Law

International Norms

-   CRC

    Article 40 the prosecution of children

    Article 12 the views of the child

    Article 19 the right to protection from all forms of violence

    Article 20 protecting children deprived of parental care

    Article 9 separating from parents

    Article 37 torture and imprisonment

    Article 23 disabled children

    Article 25 periodic review of replacement of the child

-   International Convenant on Civil and Political Rights, articles 6,10,14

-   The UN Convention agaisnt Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment article 2

-   UN Rules for the Protection of Juveniles Deprived of their Liberty (The Havana Rules)

-   The UN Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules)

-   The UN Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines)

-   General Comments 8, 10 &13

Encountered types of violenc

physical, emotional, sexual, psychological violence

especially police violence

Self-directed violence including self-cutting and suicide

*Vulnerable Groups*s

The number of boys conflict with the law are higher than the girls, however the girls are more invisible.

Minorities

Disabled children

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Chapter 5

Annexes

VAC in Community and Streets

International Norms

- CRC
    Article 20 protecting children deprived of parental care
    Article 28 the right to education
    Article 34 protecting from sexual exploitation and sexual abuse
    Article 35 the abduction of, the sale of or traffic in children for any purpose or in any form
    Article 36 protecting from all other forms of exploitation
    Article 2 non-discrimination
    Article 3 the best interest of the child
    Article 29 the aims of education
    Article 19 the right to protection from all forms of violence
    Article 24 health and health care services
- General Comments 8 & 13

Encountered types of violenc

physical, emotional, sexual, psychological violence
Police violence
Gangs
Alcohol and drug abuse

*Vulnerable Groups*ss

Street children
Sexual minorities
Refugee and migrant

VAC in Works Environment

International Norms

- CRC

    Article 32 child labour

    Article 28 the right to education

    Article 34 protecting from sexual exploitation and sexual abuse

    Article 35 the abduction of, the sale of or traffic in children for any purpose or in any form

    Article 36 protecting from all other forms of exploitation

    Article 2 non-discrimination

    Article 3 the best interest of the child

    Article 24 health and health care services

    Article 29 the aims of education

    Article 19 the right to protection from all forms of violence

    Article 37 torture and imprisonment

    Article 27 life standard

    Article 12 the views of the child

    Article 13 the right to freedom of expression

    Article 15 freedom of association

- ILO Convention No 138 - Minimum Age Convention

- ILO Convention No 182 - Worst Forms of Child Labour Convention

- General Comments 8 & 13

Encountered types of violenc

physical, emotional, sexual, psychological violence

*Vulnerable Groups*ss

Lower class children

Boys are at risk in public work environment, while girls in domestic.

Information items to record for known and suspected cases of child maltreatment

Resource: WHO & ISPCAN. 2006. Preventing child maltreatment: a guide to taking action and generating evidence

The following information should be recorded in known and suspected cases of child maltreatment.

- **Characteristics of the child**
  - age
  - Sex
  - race or ethnicity
  - housing status
  - educational status
  - address
  - Previous reports of maltreatment
  - Physical or developmental disabilities
- **Details of maltreatment**
  - Source and date of allegation
  - form or forms of maltreatment
  - Status of report (for example, "suspected" or "substantiated")
  - Severity of harm
  - duration of maltreatment
  - Investigating agencies
- **Characteristics of alleged perpetrator or perpetrators**
  - relationship with child
  - history of abuse
  - age
  - Sex
  - employment status
  - address
  - race or ethnicity
  - Previous allegations of similar offence
  - history of drug or alcohol abuse
- **Characteristics of caregiver, if this person is different from alleged perpetrator**
  - age
  - Sex
  - relationship with child
  - history of abuse
  - employment status
  - marital status
  - level of education
  - race or ethnicity
  - Interaction with service agencies
- **Characteristics of household**
  - household income
  - number of people in household
  - description of other children in household and their relationship to child
  - housing accommodation
  - Previous reports of maltreatment
  - Physical or developmental disabilities

Annex 4

Further Reading for NGO's

Reporting

- Hükümet Dışı Kuruluşlar için Çocuk Hakları Sözleşmesi'nin Uygulanmasını İzleme ve Raporlama El Kitabı (Uluslararası Çocuk Merkezi) http://www.cocukhaklariizleme.org/wp-docs/69.pdf

- Çocuk Haklarının İzlenmesi: Yerel Kuruluşlar için Araç Seti (Kanada Çocuk Hakları Koalisyonu) http://www.cocukhaklariizleme.org/wp-docs/26.doc

- Çocuk Hakları Komitesi'ne Rapor Veren Hükümet Dışı Kuruluşlar için Kılavuz http://www.cocukhaklariizleme.org/wp-docs/27.doc

- BM Çocuk Hakları Komitesi'ne Çocukların Satılmaları, Çocuk Fuhuş ve Çocuk Pornografisi İhtiyari Protokolü'nün Uygulanması konulu Rapor sunmak isteyen HDKlar için Rehber http://www.cocukhaklariizleme.org/wp-docs/28.doc

- BM Çocuk Hakları Komitesi'ne Rapor Sunan Hükümet Dışı Kuruluşlar için Çocuklara Yönelik Şiddete dair Rapor Yazma Kılavuzu http://www.cocukhaklariizleme.org/wp-docs/icc-violence.doc

Child Participation and Ethic

- Çocuk Katılımını İzlemek ve Değerlendirmek için Bir Çerçeve (A Framework for Monitoring and Evaluating Children's Participation) ve Çocuk Katılımını İzlemek ve Değerlendirmek üzere adımlar oluşturmak için bir araç (Toolkit for Creating a Step Change in Monitoring and Evaluating Children's Participation)

  Monitoring and evaluating children's participation

  http://www.crin.org/hrbap/index.asp?action=theme.infoitem&item=25808

- Çocuklar için Çocuk Haklarının Uygulamasını izlenme ve Raporlama El Kitabı (Uluslararasi Cocuk Merkezi)

  http://www.cocukhaklariizleme.org/wp-docs/67.pdf

- Çocuklara Danışmada Asgari Standartlar

  http://www.cocukhaklariizleme.org/wp-docs/icc-minimum-standards.doc

- Değişimin Özneleri Olarak Çocuklar: Çocuk Haklarına dair Sözleşme'nin Periodik Raporlanmasında Çocuk Katılımına İlişkin Kılavuz

  http://www.cocukhaklariizleme.org/wp-docs/child-participation-guide-for-reporting.docx

- Çocukların Danışma Süreçlerine Katılımı Elkitabı

  http://www.cocukhaklariizleme.org/wp-docs/icc-operations-v3.doc

- Çocuğun Gelişen Kapasiteleri ve Çocuk Katılımı

  http://www.cocukhaklariizleme.org/wp-content/uploads/evolving-capacities.pdf

- The Population Council. (2005). Ethical Approaches to Gathering Information from Children and Adolescents in International Settings: Guidelines and Resources, by Katie Schenk and Jan Williamson. http://www.popcouncil.org/pdfs/horizons/childrenethics.pdf.

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- King, N.M.P. & Churchill, L.R. (2000). Ethical Principals guiding research on child and adolescent subjects. Journal of Interpersonal Violence, 15 (7):710=724.

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- UNIFEM, Budgeting for Women's Rights: Monitoring Governmental Budgets for Compliance with CEDAW, New York, 2006.

- Çocuğun Korunmasına Yönelik Harcamaları İzleme Kılavuzu, Nurhan Yentürk ve Ayşe Beyazova, İstanbul Bilgi Üniversitesi STK Eğitim ve Araştırma Birimi, İstanbul, 2009.
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Attitude Scales on Violence Against Children

- ABD Hastalık Kontrol ve Önleme Merkezleri'nin kullandığı çocukluktaki olumsuz deneyimler anketi, WHO & ISPCAN tarafından hazırlanan ve UNICEF tarafından Türkçe'ye çevrilen Çocuklara Kötü Muamelenin Önlenmesi: Harekete geçilmesine ve kanıt derlenmesine yönelik bir kılavuz içerisinde ek olarak yer almaktadır.

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