

UNICEF

VIOLENCE AGAINST CHILDREN

UNDER SECRETARY-GENERAL
AYŞENUR ZEYBEK



LETTER FROM SECRETARY GENERAL

Dear delegates,

I would like to give a warm welcome to all of you that come to participate CityMUN 2020. I hope to give you an amazing experience that you can look back on with joy.

Over the course of 3 days in total, you are going to be saving our world. I hope that you take this opportunity to widen your horizon to in a respectful manner, challenge and be challenged and form new friendships. Our team worked so much for you, both academically and organizational. During these 3 days, we hope that you'll be pleased.

We can't wait to see you all in CityMUN 2020. Please don't hesitate to ask me anything via email.

mervekarakulak6@gmail.com

**Yours Sincerely,
Merve Karakulak**





Our lovely and esteemed participants,

I am Ayşenur Zeybek, I am 17 years old. It is my utmost pleasure to serve you as Under-Secretary-General of United Nations International Children's Emergency Fund in this amazing Model United Nations conference which is CityMUN'20. I believe that Model United Conferences are not only a conference which can improve your English skills. It's more beyond it. You can learn about world problems, the history of the world, cultures that you do not know. You can make amazing friendships. You can be more conscious about problems and you can learn how to solve problems. It has been only 1,5 years since I started to participate in MUNs but I can say that I am more advanced about the world.

To conclude:

UNICEF is a really important special program of the United Nations because children are the future of the world. It is devoted to aid national efforts to improve the health, nutrition, education, and general welfare of children. And our topic is violence against children. People who use violence against children were also used violence by their uneducated parents so that is a loop. If we solve this problem, that will affect the future and new generations.

We expect you all to attend our well-prepared committee. We also did our best to prepare this committee for you. And lastly, I would like to express my gratitude to our Secretary-General Merve Karakulak for giving me this amazing opportunity to attend this conference.

If you have any questions about the topic, guide or anything, you can contact me via; aysenurzeybek@outlook.com.tr





INTRODUCTION

All children have a right to survive, thrive and fulfill their potential – to the benefit of a better world.

HISTORY OF UNICEF

The International Children's Emergency Fund (ICEF) is created by the UN Relief Rehabilitation Administration to help children affected by World War II. ICEF is for child health purposes generally and aid is to be distributed to all children, without discrimination.

On 11 December 1946, a resolution of the United Nations General Assembly brings the United Nations Children's Fund (UNICEF) into being. UNICEF works in over 190 countries and territories to save children's lives, to defend their rights, and to help them fulfil their potential, from early childhood through adolescence.

WHAT DO UNICEF DO ?

- **Child protection and inclusion**
- **Child survival**
- **Education**
- **UNICEF in emergencies**
- **Gender**
- **Innovation for children**
- **Supply and logistics**
- **Research and analysis**



KEY DEFINITIONS

Physical punishment: Shaking, hitting or slapping a child on the hand/arm/leg, hitting on the bottom or elsewhere on the body with a hard object, spanking or hitting on the bottom with a bare hand, hitting or slapping on the face, head or ears, and hitting or beating hard and repeatedly.

Severe physical punishment: Hitting or slapping a child on the face, head or ears, and hitting or beating a child hard and repeatedly.

Psychological aggression: Shouting, yelling or screaming at a child, as well as calling a child offensive names such as ‘dumb’ or ‘lazy’.

Violent discipline: Any physical punishment and/or psychological aggression.

Bullying (including online bullying): It is unwanted aggressive behavior by another child or group of children who are neither siblings nor in a romantic relationship with the victim. It involves repeated physical, psychological or social harm, and often takes place in schools and other settings where children gather, and online.

Youth violence: It is concentrated among those aged 10–29 years, occurs most often in community settings between acquaintances and strangers, includes physical assault with weapons (such as guns and knives) or without weapons, and may involve gang violence. Intimate partner violence (or domestic violence) involves violence by an intimate partner or ex-partner. Although males can also be victims, intimate partner violence disproportionately affects females. It commonly occurs against girls within child and early/forced marriages. Among romantically involved but unmarried adolescents it is sometimes called “dating violence”.

Sexual violence: It includes non-consensual completed or attempted sexual contact; nonconsensual acts of a sexual nature not involving contact (such as voyeurism or sexual harassment); acts of sexual trafficking committed against someone who is unable to consent or refuse; and online exploitation.



Emotional or psychological violence and witnessing violence: It includes restricting a child's movements, denigration, ridicule, threats and intimidation, discrimination, rejection and other non-physical forms of hostile treatment. Witnessing violence can involve forcing a child to observe an act of violence, or the incidental witnessing of violence between two or more other persons.

Corporal punishment: It is any punishment in which physical force is used and intended to cause pain or discomfort, however light. Most corporal punishment involves hitting ('smacking', 'slapping', 'spanking') children with the hand or with an implement – whip, stick, belt, shoe, and so on. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, burning or scalding them or forcing them to swallow food or liquid

Interpersonal violence: Homicides or injuries inflicted by another person with intent to injure or kill by any means.

Collective violence and legal intervention: Injuries to civilians and military personnel caused by war and civil insurrection, or injuries inflicted by the police, other law enforcement agents and on-duty military personnel in the course of arresting or attempting to arrest lawbreakers, suppressing disturbances, maintaining order and other legal action. Because deaths due to legal intervention are rare in most countries/regions, this cause of death is frequently referred to as 'collective violence' in this report for readability.

Violent deaths: Killings due to interpersonal or collective violence and legal intervention. Deaths due to self-harm (i.e., suicides) are not included.



TOPIC: VIOLENCE AGAINST CHILDREN

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

Violence against children takes many forms, including physical, sexual, and emotional abuse, and may involve neglect or deprivation. Violence occurs in many settings, including the home, school, community and over the Internet. Similarly, a wide range of perpetrators commit violence against children, such as family members, intimate partners, teachers, neighbours, strangers and other children. Such violence not only inflicts harm, pain and humiliation on children; it also kills. All children have the right to protection from violence, regardless of the nature or severity of the act and all forms of violence can cause harm to children, reduce their sense of self-worth, affront their dignity and hinder their development. Examining global patterns of violence as well as attitudes and social norms sheds light on an issue that has remained largely undocumented. Using data to make violence against children and its many ramifications more visible will bring about a fuller understanding of its magnitude and nature and offering clues to its prevention.

The protection of children from all forms of violence is a fundamental right guaranteed by the Convention on the Rights of the Child and other international human rights treaties and standards. Yet violence remains an all-too-real part of life for children around the globe – regardless of their economic and social circumstances, culture, religion or ethnicity – with both immediate and long-term consequences. Children who have been severely abused or neglected are often hampered in their development, experience learning difficulties and perform poorly at school. They may have low self-esteem and suffer from depression, which can lead, at worst, to risk behavior and self-harm. Witnessing violence can cause similar distress.



Children who grow up in a violent household or community tend to internalize that behavior as a way of resolving disputes, repeating the pattern of violence and abuse against their own spouses and children. Beyond the tragic effects on individuals and families, violence against children carries serious economic and social costs in both lost potential and reduced productivity.

Over the last decade, recognition of the pervasive nature and impact of violence against children has grown. Still, the phenomenon remains largely undocumented and underreported. This can be attributed to a variety of reasons, including the fact that some forms of violence against children are socially accepted, tacitly condoned or not perceived as being abusive. Many victims are too young or too vulnerable to disclose their experience or to protect themselves. And all too often when victims do denounce an abuse, the legal system fails to respond and child protection services are unavailable. The lack of adequate data on the issue is likely compounding the problem by fueling the misconception that violence remains a marginal phenomenon, affecting only certain categories of children and perpetrated solely by offenders with biological predispositions to violent behavior. One of the limitations inherent in any attempt to document violence against children is what it leaves out: the presumably large numbers of children unable or unwilling to report their experiences.

The process of understanding and addressing violence against children will continue to be fraught with difficulties. Nevertheless, as additional strategies to end violence are formulated and carried out, it is also clear that systematic investments in data generation are vital. The evidence that results is essential to monitoring commitments, informing the development of new programmes, policies and laws and assessing their effectiveness. Future research should focus on not only documenting the prevalence of violence but also understanding the underlying factors that fuel it and evaluating interventions aimed at preventing and responding to it. Broad dissemination of data in accessible formats will continue to be needed to raise awareness and to foster the political will required to develop and implement effective strategies and action – at all levels of society.

Ending violence against children is in our hands. With reliable data, we will know when this human rights imperative is finally achieved.



“1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.” – *Article 19 of the Convention on the Rights of the Child*

“All forms of violence against children, however light, are unacceptable. [...] Frequency, severity of harm and intent to harm are not prerequisites for the definitions of violence. States parties may refer to such factors in intervention strategies in order to allow proportional responses in the best interests of the child, but definitions must in no way erode the child’s absolute right to human dignity and physical and psychological integrity by describing some forms of violence as legally and/or socially acceptable.”

-United Nations Committee on the Rights of the Child, General Comment No. 13 on the Convention on the Rights of the *Child*

CHILD ABUSE

Child abuse can result from physical, verbal, or sexual harm. While child abuse is often considered to take the form of an action, there are also examples of inaction that cause harm, such as neglect. Households in which participants suffer from alcoholism, substance abuse, or anger issues demonstrate higher occurrences of child abuse as compared to households without. Outcomes of child abuse can result in both short- and long-term injury, or even death. Some children may be unaware that they are victims of child abuse. Child abuse is widespread and can occur in any cultural, ethnic, or income group.



Physical abuse involves non-accidental harming of a child by, for example, burning, beating, or breaking bones. Verbal abuse involves harming a child by, for example, belittling them or threatening physical or sexual acts. Emotional trauma can result from several forms of abuse.

Studies show that one in four girls and one in eight boys are sexually abused before the age of 18, and that approximately one in 20 children are physically abused each year. Child sexual abuse is the deliberate exposure of a minor child to sex or sexual activities that the child cannot comprehend or consent to.

Child neglect occurs when someone does not provide the necessities of life to a child, either intentionally or with reckless disregard for the child's well being. Emotional neglect includes withholding love or comfort or affection. Medical neglect occurs when medical care is withheld.

Signs of Physical Abuse: Any injury (bruise, burn, fracture, abdominal or head injury) that cannot be explained.

Signs of Sexual Abuse: Fearful behavior (nightmares, unusual fears), Abdominal pain, Bedwetting, Urinary tract infection, Genital pain, Sexually transmitted disease, Sexual behavior which is inappropriate for the child's age.

Signs of Emotional Abuse: Sudden change in self-confidence, Headaches or stomachaches with no medical cause, Abnormal fears, nightmares, or attempts to run away

Signs of Emotional Neglect: Failure to gain weight (especially in infants), Desperately affectionate behavior, Voracious appetite, or stealing food

Causes

A combination of individual, relational, community, and societal factors contribute to the risk of child maltreatment and abuse. Children are never responsible for the harm inflicted upon them, but certain individual characteristics have been found to increase a child's risk of being maltreated. Risk factors are contributing factors—not direct causes.





Examples of risk factors:

Disabilities or mental retardation in children that may increase caregiver burden

Social isolation of families

Parents' lack of understanding of children's needs and child development

Parents' history of domestic abuse

Poverty and other socioeconomic disadvantages, such as unemployment

Family disorganization, dissolution, and violence, including intimate partner violence

Lack of family cohesion

Substance abuse in the family

Young, single, or nonbiological parents

Poor parent-child relationships and negative interactions

Parental thoughts and emotions supporting maltreatment behaviors

Parental stress and distress, including depression or other mental health conditions

Community violence





TEN FACTS ABOUT VIOLENCE AGAINST CHILDREN

- In 2012 alone, homicide took the lives of about 95,000 children and adolescents under the age of 20 – almost 1 in 5 of all homicide victims that year.
- Around 6 in 10 children between the ages of 2 and 14 worldwide (almost a billion) are subjected to physical punishment by their caregivers on a regular basis.
- Close to 1 in 3 students between the ages of 13 and 15 worldwide report involvement in one or more physical fights in the past year.
- Slightly more than 1 in 3 students between the ages of 13 and 15 worldwide experience bullying on a regular basis.
- About 1 in 3 adolescents aged 11 to 15 in Europe and North America admit to having bullied others at school at least once in the past couple of months.
- Almost one quarter of girls aged 15 to 19 worldwide (almost 70 million) report being victims of some form of physical violence since age 15.
- Around 120 million girls under the age of 20 (about 1 in 10) have been subjected to forced sexual intercourse or other forced sexual acts at some point in their lives. Boys are also at risk, although a global estimate is unavailable due to the lack of comparable data in most countries.
- 1 in 3 adolescent girls aged 15 to 19 worldwide (84 million) have been the victims of any emotional, physical or sexual violence committed by their husbands or partners at some point in their lives.
- About 3 in 10 adults worldwide believe that physical punishment is necessary to properly raise or educate children.
- Close to half of all girls aged 15 to 19 worldwide (around 126 million) think a husband is sometimes justified in hitting or beating his wife.



VIOLENCE DICIPLINE

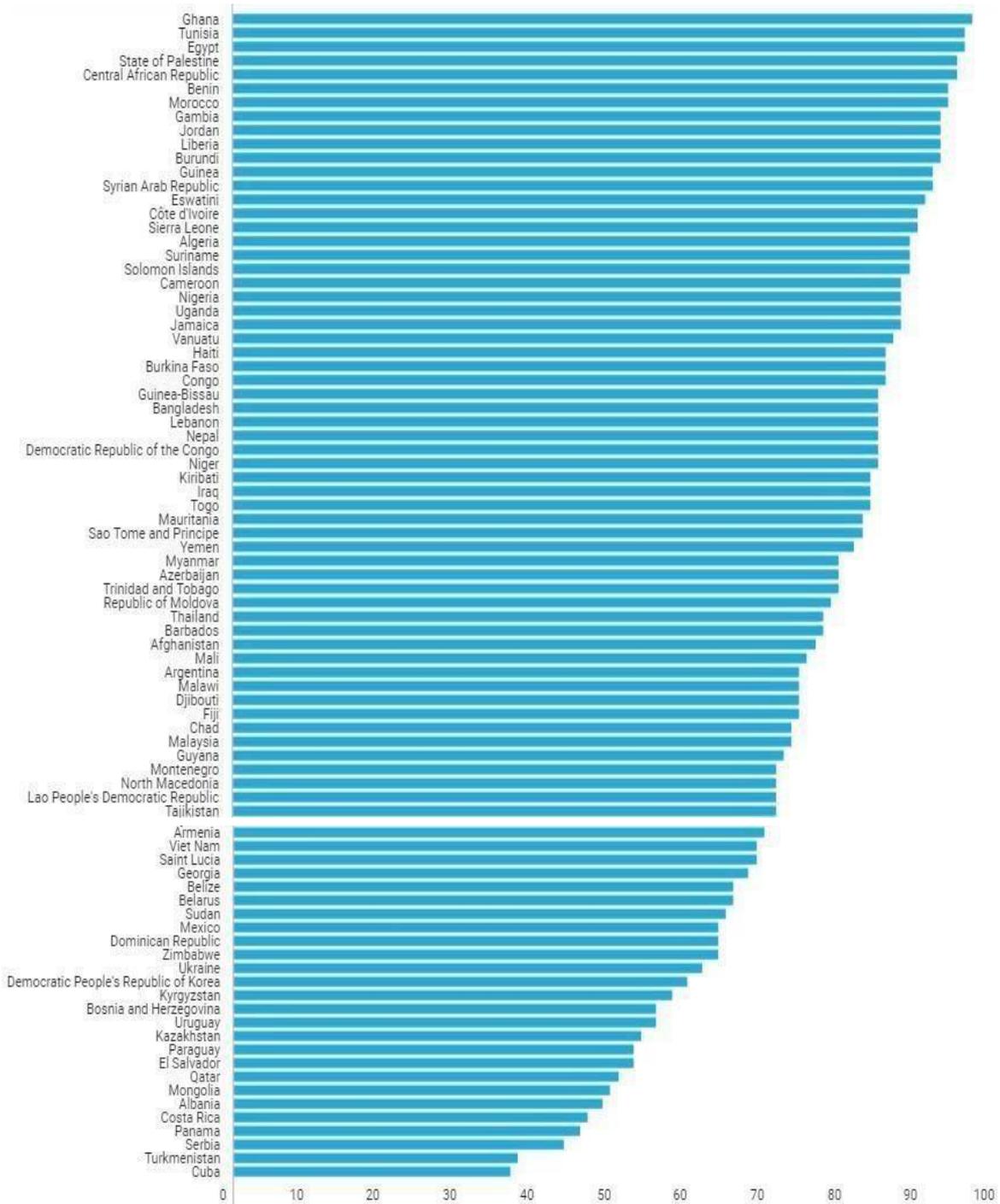
In a majority of countries, more than 2 in 3 children are subjected to violent discipline by caregivers.

Violent discipline at home is the most common form of violence experienced by children. While teaching children self-control and acceptable behaviour is an integral part of child rearing in all cultures, many caregivers rely on the use of violent methods, both physical and psychological, to punish unwanted behaviours and encourage desired ones. Regardless of the type, all forms are violations of children's rights. Caregivers do not necessarily use violent discipline with the deliberate intention of causing harm or injury to the child. Rather, it sometimes stems from anger and frustration, lack of understanding of the harm it can cause or limited familiarity with non-violent methods. While children of all ages are at risk, experiencing violent discipline at a young age can be particularly harmful, given the increased potential for physical injuries as well as children's inability to understand the motivation behind the act or to adopt coping strategies to alleviate their distress.





Percentage of children aged 1 to 14 years who experience any violent discipline (psychological aggression and/or physical punishment) in the past month



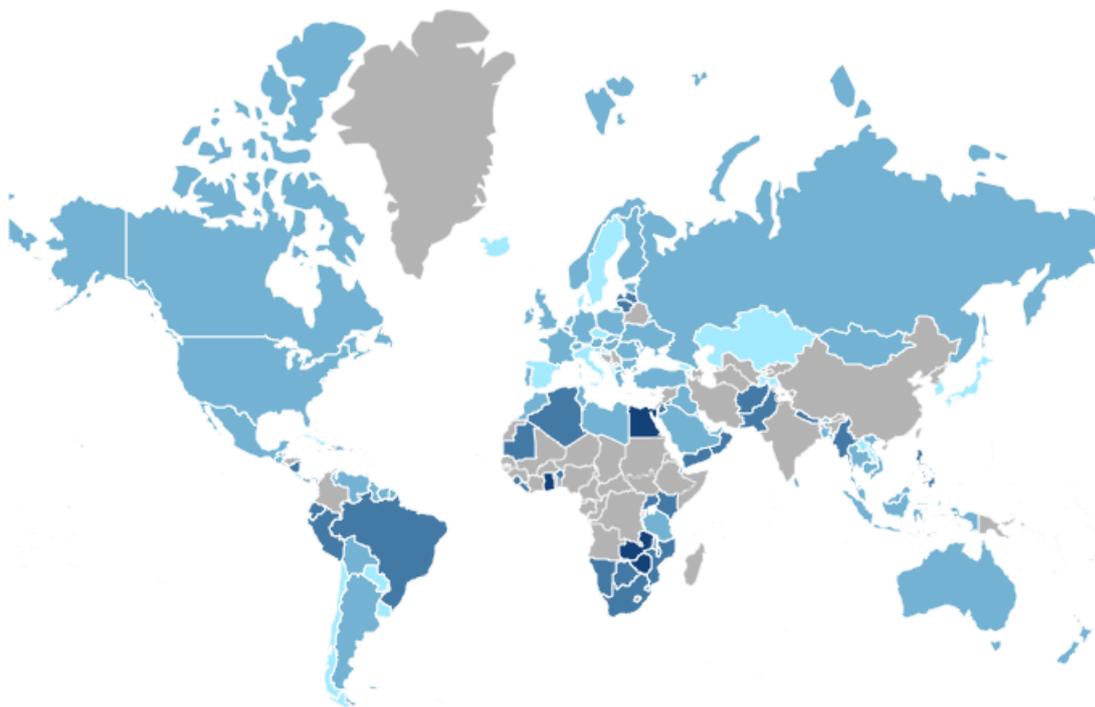
PEER VIOLENT

Bullying is a reality for a significant proportion of students around the world.

Once children enter school, friendships and interactions with peers take on an increasingly important role in their lives. These relationships have the potential to contribute to a child's sense of well-being and to social competence, but they are also associated with exposure to new forms of victimization. Although peer violence can take many forms, available data suggest that bullying by schoolmates is by far the most common.

The report outlines a variety of ways students face violence in and around the classroom. According to the latest available data from UNICEF:

- Globally, slightly more than 1 in 3 students aged 13-15 experience bullying, and roughly the same proportion are involved in physical fights.**
- 3 in 10 students in 39 industrialised countries admit to bullying peers.**
- In 2017, there were 396 documented or verified attacks on schools in the Democratic Republic of the Congo, 26 on schools in South Sudan, 67 attacks in the Syrian Arab Republic and 20 attacks in Yemen.**
- Nearly 720 million school-aged children live in countries where corporal punishment at school is not fully prohibited.**
- While girls and boys are equally at risk of bullying, girls are more likely to become victims of psychological forms of bullying and boys are more at risk of physical violence and threats.**



SEXUAL VIOLENCE

In one-third of countries, at least 5 per cent of young women reported experiences of sexual violence during childhood

Sexual violence is one of the most unsettling of children's rights violations. As such, it is the subject of dedicated international legal instruments aimed at protecting children against its multiple forms. Acts of sexual violence, which often occur together and with other forms of violence, can range from direct physical contact to unwanted exposure to sexual language and images. 'Sexual violence' is often used as an umbrella term to cover all types of sexual

victimization. Although children of every age are susceptible, adolescence is a period of pronounced vulnerability, especially for girls.

Sexual violence against children can and does occur in countries of all incomes and development levels and can affect children at all ages and in different settings. While both boys and girls can be the target of sexual violence, data suggest that girls are generally at a heightened risk. That said, the paucity of data documenting the experiences of sexual violence among boys has contributed to the erroneous perception that they are relatively immune from this form of violence.

CHILD SEXUAL ABUSE

Child sexual abuse, is a form of child abuse in which an adult or older adolescent uses a child for sexual stimulation. The effects of child sexual abuse can include depression, posttraumatic stress disorder, anxiety, complex posttraumatic stress disorder, propensity to further victimization in adulthood, and physical injury to the child, among other problems. The global prevalence of child sexual abuse has been estimated at 19.7% for females and 7.9% for males. Most sexual offenders are acquainted with their victims ; approximately 30% are relatives of the child, most often brothers, fathers, uncles, or cousins; around 60% are other acquaintances, such as “friends” of the family, babysitters, or neighbours; strangers are the offenders in approximately 10% of child sexual abuse cases.

CHILD MARRIAGE

If efforts are not accelerated, more than 150 million girls will marry before their eighteenth birthday by 2030.

Child marriage is often the result of entrenched gender inequality, making girls disproportionately affected by the practice. Globally, the prevalence of child marriage among boys is just one fifth that among girls. Child marriage robs girls of their childhood and threatens their lives and health. Girls who marry before 18 are more likely to experience domestic violence and less likely to remain in school. They have worse economic and health outcomes than their unmarried peers, which are eventually passed down to their own children, further straining a country’s capacity to provide quality health and education services.

Child brides often become pregnant during adolescence, when the risk of complications during pregnancy and childbirth increases – for themselves and their infants. The practice can also isolate girls from family and friends and exclude them from participating in their communities, taking a heavy toll on their physical and psychological well-being.

Because child marriage impacts a girl's health, future and family, it imposes substantial economic costs at the national level, too, with major implications for development and prosperity.

VIOLENT DEATHS

As girls and boys move through adolescence, they begin to spend increasing amounts of time in an ever-expanding social environment within and beyond their immediate networks, interacting with a wider array of people. The increased risk of victimization during adolescence is evident when looking at age-related patterns of deaths due to violence. As children enter the second decade of their lives, the mortality rate from violence more than doubles what it had been during their first 10 years of life.

- Every 7 minutes, somewhere in the world, an adolescent is killed by an act of violence. In 2015 alone, violence took the lives of around 82,000 adolescents worldwide. Those aged 15 to 19 are particularly vulnerable, being three times more likely to die violently than younger adolescents aged 10 to 14.**
- More adolescent deaths result from interpersonal than collective violence. In 2015, nearly 2 out of 3 victims died of homicide, while the rest were killed by conflicts.**
- While only about 6% of the world's adolescents live in the Middle East and North Africa, more than 70% of adolescents who died in 2015 due to collective violence were living in this region – with mortality rates having risen dramatically since 2011. If all adolescents faced the same risk of dying due to collective violence as those in the Syrian Arab Republic, there would be an adolescent death in the world every 10 seconds.**

SCHOOL-BASED VIOLENCE PREVENTION

Interpersonal violence affects the lives of millions of children across the world. Up to 50% of all children aged 2 to 17 years are thought to have been affected by a form of violence (physical, sexual or emotional abuse) in the past year – the equivalent of 1 billion children. Experiences of violence, particularly in childhood, can damage children’s physical and mental health and affect their whole lives. Violence can also affect educational outcomes and children’s potential to lead successful and prosperous lives. Schools are in a unique position to address and prevent violence against children. Not only are schools accountable in ensuring that their premises are safe and protective but they can also take an active role in engaging the community on issues related to violence. This can include violence that takes place in schools, such as physical violence, sexual violence, bullying, and corporal punishment. It can also include types of violence that emerge in the home and community, such as child maltreatment, dating and intimate-partner violence and elder abuse.

What role can schools play in preventing violence?

Simply providing education and organized activities for children can help to prevent violence: Schools and education systems can help by encouraging parents and children to enrol and attend. Having quality education can increase the likelihood of children finding paid work in adulthood, and taking part in organized activities can make it less likely that children will become involved in aggressive behaviour or violence.

Schools can also be ideal places for activities aimed at preventing violence. They can involve many young people at one time, influencing them early in life.

Skilled teachers can deliver violence prevention programmes and act as significant role models outside of family or community life. Schools can reach parents, improving parenting practices that may be harmful to children’s health and education.

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Schools make ideal environments to challenge some of the harmful social and cultural norms (standards or patterns that are typical or expected) that tolerate violence towards others (for example, gender-based violence).

What roles do schools play in protecting children?

Schools have an important role in protecting children. The adults who oversee and work in educational settings have a duty to provide environments that support and promote children’s dignity, development and protection. Teachers and other staff have an obligation to protect the children in their charge.

How can addressing violence benefit education?

Preventing and responding to violence in schools can improve educational outcomes in children and help achieve their educational targets. Many of the life skills taught in violence prevention, such as communication, managing emotions, resolving conflicts and solving problems, are the same skills that can help children succeed in school and that can protect against other issues that affect learning, such as alcohol and drug use.

Reducing violence and its negative consequences, for example absenteeism, lack of concentration, or school dropout, can have positive consequences on learning. Experiencing violence can also be a reason for demonstrating challenging behaviour which hinders their learning. These challenges prevent teachers from carrying out their roles effectively.

POINTS TO BE MENTIONED

- **What are the causes of violence against children?**
 - **How can we reduce rates?**
 - **What are the types of violence against children?**
 - **How can children be protected from any type of violence?**
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• RESOURCES

- <https://data.unicef.org/topic/child-protection/violence/#more--1566>
- https://www.unicef.org/publications/files/Hidden_in_plain_sight_statistical_analysis_SummaryEN2Sept2014.pdf
- <https://www.wikizeroo.org/index.php?q=aHR0cHM6Ly9lbi53aWtpcGVkaWEub3JnL3dpa2kvO29ycG9yYWxfcHVuaXNobWVudA>
- <https://data.unicef.org/topic/child-protection/violence/violent-discipline/>
- <https://www.unicef.org/reports/school-based-violence-prevention>