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Full Item Register Number [auto] **CF/RAI/NYHQ/SP/SSC/2002-01046**

Ext Ref: Doc Series/Year/Number **SP/SSC/WSC-000.08**

Record Item Title
Violence - Reference Book: Preparatory & Reference Documentation on the World Summit for Children (1990: July); Special Session for Children

Date Created / on Correspondence	*Date Registered*	*Date Closed*
7/1/1990	12/28/2001	

Primary Contact	Rijuta Tooker (Temp Assist)
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Home Location	Special Session & Global Movement For Chil =
Current Location	Special Session & Global Movement For Chil =

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Notes
[Archives: CF/NYH/SP/SUM; Folder: S0355.] Contents: Section 1: Members of the Planning Committee - Schedule of (remaining) meetings and activities; Section 2: Schedule and Programme of the World Summit for Children; Section 3: Draft Declaration of the World Summit for Children - Draft Plan of Action; Section 4: Report of Meetings: - 1st, 2nd, 3rd Meetings of the Planning Committee - Meetings of the Working Group on Format - Meetings of the Working Group on the Declaration - Statement of Agreement of the six Initiating Governments -

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VIOLENCE

Global challenges/provocative questions

- Are children being turned into vectors of violence, rather than zones of tranquility?
- Can children be 'immunised against violence'?
- Can we help make non-violence an aspiration for children?

[Bring together various references (Conventions, platforms) addressing children, women and violence. In summary: right to freedom from fear].

Identifying key transformations needed

- How do societies regard violence? What permits violence to occur?
  - Socially acceptable forms of violence
  - Socially unacceptable forms of violence

    [Violence in war and armed conflict, in the family, sexual violence, violence and gender issues (models of masculinity and femininity), political violence, violence and social status, related to resource disparity/basic needs, as a form of problem-solving, verbal violence, violence in the media, violence and authority...]

- How do societies regard non-violence?
  - Associated with positive or negative role models? With spirituality and reconciliation? Consistent with the folk image of the society?

Where is UNICEF's role?

- In underlining that violence <u>always</u> impedes the child's development to his/her fullest potential.
- In addressing the causes and expressions of violence against children and women through programmatic interventions.

    [Entry points might include: with *adolescents*, addressing violence and status issues, and developing one's own identity;
    with *ECCD*, questions of violence and child survival; breaking cycles of violence within families; socialisation of boys and girls; education for conflict resolution;
    with different forms of *children's participation*, their aspirations vis-à-vis violence; promoting the concepts of human interdependence and working together; gender equality;
    with *armed conflict*, preventing child recruitment; working for demobilisation and reintegration; for ratification of the landmines convention & related educational initiatives; broadening our own range of interlocutors; supporting the current anti-small arms trade initiative.

Programme/advocacy strategies

1. <u>Preventing</u> violence against children and women by
- Strengthening its social unacceptability (principally among men and boys, at community level)
- Encouraging 'self-help' skills for women, children and men
- [Promoting steps to strengthen the family as a source of stability – e'g' improved provision of childcare]
- Pursuing an antiwar agenda
- Promoting legislation which criminalizes violence against women and children and eliminates inequitable extenuating circumstances

2. <u>Providing shelter</u> from violence
- Drop-in centres/alternatives for children scared to return home
- Researching loci of violence (family, police stations, against marginalized)

3. <u>Addressing consequences</u> of violence
- Addressing PTSD and psychosocial needs
- Promoting (e.g.) medical 'entry points' to individual victims, leading to counselling and legal action
- Seeking legal redress mechanisms which are accessible to women and children

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