



Violence Against Children in Schools: A Regional Analysis of Lebanon, Morocco and Yemen



August 2011

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The Child Rights Governance Programme in Save the Children Sweden's Regional Office for the Middle East and North Africa implemented the activities of the Manara Network: A Civil Society for Child's Rights in the Middle East and North Africa Region.

Work on Child Rights Governance aims to build societies that fulfil children rights by establishing and strengthening the infrastructure necessary for states to effectively implement the United Nations Convention on the Rights of the Child and other child rights obligations. It seeks to support a vibrant civil society pushing children up the political agenda and holding states to account for what they have or haven't done to realise children's rights. It is an effective strategy for impacting at scale the lives of millions of children, resulting in structural and lasting change.

Our long-term vision is that far more children have their rights fulfilled because:

- All states meet their obligations to monitor and implement children's rights
- A strong civil society, including children, holds states and the international community to account for children's rights

To advance this vision the Child Rights Governance Programme will have significantly contributed to two key objectives:

- Strengthened State institutions and mechanisms for the implementation and monitoring of children's rights,
- Increased awareness and capacity among civil society and children to promote children's rights and hold duty bearers to account

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Save the Children's vision is a world in which every child attains the right to survival, protection, development and participation.

Save the Children's mission is to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.

The Manara Network is a regional network focused on coordinating and promoting information and action on children's rights in the Middle East and North Africa. Based on the belief that civil society can and should play a key role in the protection and promotion of human rights in general and child rights in particular, Manara aims to support civil society organisations and children in the MENA region in their role as advocates and active development partners for the rights of the child.

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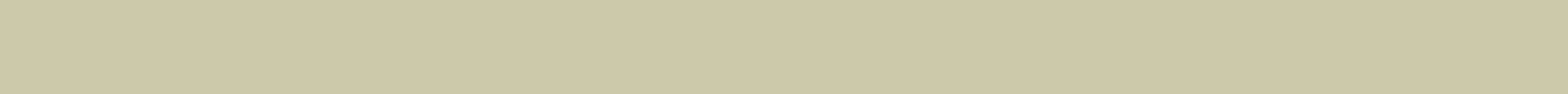
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Foreword

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The project “Manara Network: A Civil Society for Child’s Rights” was designed and has been implemented by Save the Children Sweden in a time when the Middle East has experienced an Arab spring.

Our partners, the International Bureau for Children’s Rights, Lebanese Association for Education and Training (ALEF), Bayti, Developmental Action without Borders (Naba’a) and SOUL for Development were key in producing this regional report, a component of the Manara Network project.

The objective of this innovative project is to assure and contribute to effective development and implementation of policies, strategies and legislation in line with the Convention on the Rights of the Child at the national and regional levels in Middle East and North Africa countries. The overall project aim is to establish a regional child rights network of civil society organisations by supporting and strengthening the capacity of local organisations in four main components: analysis and reporting, coordination and networking, advocacy and child rights programme mainstreaming with a high degree of children’s participation. During the year, children across the region have been actively involved in the newly-developed child-led data collection. Based on their findings, the children developed their own animated movies for advocacy purposes, which can be found at www.manaracrc.org.

On behalf of Save the Children Sweden’s Regional Office for the Middle East and North Africa, I am happy to introduce you to one of the key components of the Manara project, the regional review, a report exploring commendable practices implemented by government, civil society

(parents, non-governmental organisations, media, religious leaders, etc.) and the international community (United Nations agencies and international non-governmental organisations) towards compliance with the Convention on the Rights of the Child and its Optional Protocols.

The regional review component of the Manara project is a rigorous and exhaustive report on a key regional concern identified by partners and important to implementation of the Convention on the Rights of the Child. The report aims to be a resource for identifying gaps and challenges on the status of the implementation of the Convention and to identify commendable practices implemented by the State, civil society and the international community in addressing these issues.

We encourage its use as an inspiration to neighbouring countries, since the exchange of experiences presented in the regional review can only lead to positive changes in the promotion and protection of children’s rights in the region.

I would also like to thank the Swedish International Development Cooperation Agency and their regional office in Cairo who believed in this idea and made the funding available.

Sanna Johnson
Regional Director, Save the Children Sweden

Regional Office for the Middle East and North Africa



Acronyms

AHRF	Arab Human Rights Foundation	MEHE	Ministry of Education and Higher Education
ALEF	Lebanese Association for Education and Training	MENA	Middle East and North Africa
ARFEDEC	Association de Recherche Féminine pour le Développement et la Coopération	MNE	Ministry of National Education, Higher Education, Executives Training and Scientific Research
CEDROMA	Centre for Legal Studies on the Arab World	MoE	Ministry of Education
CERD	Centre for Educational Research and Development	MOSA	Ministry of Social Affairs
CRC	Convention on the Rights of the Child	Naba'a	Developmental Action without Borders
CSO	civil society organisation	NAPC	National Action Plan for Childhood
CTC	Child to Child	NOCR	National Observatory for Child Rights
FAMA	Moroccan Association for Promoting Women's Rights	NODS	National Organization for Developing Yemeni Society
GDP	Gross Domestic Product	oPt	occupied Palestinian territory
HCC	Higher Council for Childhood	PSWG	Psychosocial Working Group
HCMC	Higher Council for Motherhood and Childhood	RMF	Rene Moawad Foundation
IBCR	International Bureau for Children's Rights	SAF	Sisters Arab Forum for Human Rights
IDRAAC	Institute for Development, Research, Advocacy, and Applied Care	SCS	Save the Children Sweden
LibanCAN	Lebanese Intersectoral Board of Associations Network	SFD	Social Fund for Development
MAHR	Moroccan Association for Human Rights	UNDP	United Nations Development Programme
MDGs	Millennium Development Goals	UNFPA	United Nations Population Fund
		UNHCR	United Nations High Commissioner for Refugees
		UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
		WHO	World Health Organization

Introduction

1. Background Information

The project “Manara Network: A Civil Society for Child Rights” is a three-year project funded by the Swedish International Development Agency and implemented by Save the Children Sweden (SCS) in collaboration with the International Bureau for Children’s Rights (IBCR). The project aims at establishing a Regional Child Rights Network of Civil Society Organisations (CSOs) in the Middle East and North Africa (MENA) region with the objectives of supporting and strengthening the capacity of local CSOs in four main components: analysis and reporting, coordination and networking, advocacy and child rights programming mainstreaming.

After an inception phase between September 2008 and March 2009, four partners were identified to implement the first phase of the project: the Lebanese Association for Education and Training (ALEF)¹ and Developmental Action without Borders (Naba’a)² (both based in Lebanon); the Moroccan non-governmental organisation (NGO) Bayti³, and SOUL for Development in Yemen.⁴ The network aims to expand to 17 countries in the MENA region. To date, members of Manara come from Lebanon, Yemen, Morocco, Jordan, the occupied Palestinian territory (oPt) and Iraq.

The first phase of the component on analysis and reporting included the creation of Country Profiles on the status of the implementation of the United Nations Convention on the Rights of the Child (CRC) by local organisations in their respective country. This component has two objectives: strengthening the capacity of organisations in conducting research on children’s rights, and producing

a report that provides an overview of the status of child rights in each given country. The report aims to identify gaps and challenges on the status of implementation of the CRC, highlight the recommendations of the Committee on the Rights of the Child on specific matters and identify commendable practices adopted by the State, civil society⁵ and the international community⁶ to address those issues.

For the second phase of the component on analysis and reporting, the four partners (AleF, Naba’a, Soul and Bayti) chose to focus their attention on a common problem they identified in their respective country profiles: violence against children in schools. They conducted an in-depth analysis of the topic, including a literature review and interviews with relevant stakeholders. The first stage of the research on violence against children in schools started in July 2010. Each organisation produced a national study that reviewed the prevalence of violence against children in schools and the recommendations of the Committee on the Rights of the Child, and identified the commendable practices implemented in its country by the State, civil society and international organisations in preventing and addressing this issue.

The research examined violent acts that are committed by teachers and administrative staff towards students. The study covered physical, psychological and sexual violence. The study also aimed at analysing violence between peers within the school setting; however, very little data on this subject was available and, therefore, this aspect of violence against children could not be included in this analysis. Furthermore, the few studies available addressed the problem of violence in general rather than specifically within the school setting. Each partner conducted a literature review to identify existing research on the topic, followed by field research involving a series of interviews with identified stakeholders. These interviews contributed



to filling the gaps identified through the desk research. These two phases of research allowed partners to paint a clearer picture of school-based violence in their respective countries, the legislative and institutional framework regulating education and ensuring protection and responses to this phenomenon by governmental and non-governmental actors.

In December 2010, the second stage of the research process began. National sections were compiled and the four partners along with IBCR came together in a workshop to analyse the information. The data was then divided into four main areas of responses or practices identified by local partners:

- ▶ initiatives toward prevention,
- ▶ legislation and initiatives to end impunity;
- ▶ initiatives in monitoring, reporting, and research; and
- ▶ services provided to victims.

By the end of January 2011, partners had finalised the report and produced an analysis of results in each realm of intervention, as well as making recommendations for various stakeholders. The study includes initiatives implemented from the latest Concluding Observations of the Committee on the Rights of the Child until December 2010.

2. Definitions

In order to have a coherent approach to the issues addressed partners have used the following definitions.

As per Article 1 of the Convention on the Rights of the Child, a child is defined as, “every human being under the age of 18 years unless under the law applicable to the child, majority is attained earlier.”

The definition of violence was derived from Article 19 of the Convention, which identifies “all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.”

Moreover, corporal or physical punishment was defined by the Committee on the Rights of the Child in its General Comment No. 8, as:

any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting (“smacking”, “slapping”, “spanking”) children, with the hand or with an implement - a whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (for example, washing children’s mouths out with soap or forcing them to swallow hot spices). In the view of the Committee, corporal punishment is invariably degrading.⁷

Psychological violence in this study includes punishment that degrades or humiliates the child without any physical contact. In its General Comment No. 8, the Committee refers to psychological violence as “non-physical forms of punishment that are also cruel and degrading and thus incompatible with the Convention.” Examples of such violence include “punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.”⁸

“Sweden was the first state to outlaw corporal punishment in school. Many countries have followed Sweden’s example and today corporal punishment in schools has been prohibited in at least 110 states worldwide.”

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As for sexual violence, partners have used the definition provided by the World Health Organization (WHO): “any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work.”⁹

In its General Comment No. 1, the Committee reasserts that schools should be free of violence and should reflect respect for the inherent dignity of the child. “Education must be provided in a way that respects the strict limits on discipline reflected in Article 28 (2) and promotes non-violence in school. The Committee has repeatedly made clear in its Concluding Observations that the use of corporal punishment does not respect the inherent dignity of the child nor the strict limits on school discipline.”¹⁰ Furthermore, the Committee affirms that “a school which allows bullying or other violent and exclusionary practices to occur is not one which meets the requirements of article 29 (1).”¹¹

Hence, for the purpose of this study, the definition of violence in schools employed is any violent act, being physical, psychological or sexual, committed by a teacher or any other personnel from the administration towards a child in any circumstances.

According to information collected for the purpose of this research, sexual violence is considered a crime by all stakeholders in all three countries. However, it is too often underreported and understudied due to social taboos related to the problem. Psychological violence, though, is also underreported because it is considered a minor offence. Physical violence, on the other hand, is the form of violence most discussed and debated. Some consider corporal punishment an acceptable form of discipline and as such sanction it.

Factors determining violence are numerous in all countries studied, ranging from cultural to structural/direct causes, such as perceptions of children in these societies, traditions of educating children, effects of wars on behaviour, legislation allowing such practices, poverty, lack of education, and overcrowded schools.

3. Evolution of the Ban on Corporal Punishment

Throughout history and in many ancient civilisations, children have been subjected to the use of violence as a ‘disciplinary’ method in educational settings.¹² In fact, corporal punishment of children—the most common form of physical violence experienced by children in school¹³—has long been socially and legally accepted in all kinds of settings.

In 1958, Sweden was the first state to outlaw corporal punishment in schools.¹⁴ Many countries have followed Sweden’s example and today corporal punishment in schools has been prohibited in at least 110 states worldwide.¹⁵

In 1959, the Declaration on the Rights of the Child, proclaimed by the General Assembly of the United Nations, set out 10 principles aimed at providing special safeguards



for children. One of these principles states that “the child shall be protected against all forms of neglect, cruelty and exploitation.”¹⁶

Following up on this recognition, the first human rights instrument to specifically address the protection of children from violence was the 1989 CRC.

In September 2001, the Committee on the Rights of the Child dedicated one day of its general discussion days in addressing the problem of violence against children within the family and in schools. That same year, based on the recommendation of the Committee, the Secretary General requested an in-depth study on violence against children. This led to the “Report of the Independent Expert for the United Nations Study on Violence against Children” published in 2006.¹⁷ The study recommended, among other things, a prohibition of all violence against children, including corporal punishment, as well as the adoption and implementation of a code of conduct applicable to educational staff, the use of non-violent forms of teaching and learning strategies by school administration and teachers, the implementation of prevention measures to reduce violence in schools and the conformity of curricula and teaching process with the provisions and principles of the Convention on the Rights of the Child.¹⁸

When looking at the progress that the MENA region has made towards the legal prohibition of corporal punishment against children in schools, four categories of states can be identified: 1) States that have made corporal punishment a criminal offence, 2) States that have issued laws banning such practices, 3) States that have issued school regulations or new ministerial decrees, and finally 4) States that have not yet taken any step in that direction.

Morocco and the Tunisian Republic appear to be the only states in the MENA region to have explicitly integrated the ban on corporal punishment against children in schools in their penal codes of 2003¹⁹ and 2010²⁰, respectively.

Egypt (1952/1953)²¹, Jordan (1981)²², and Algeria (2008)²³ have all issued laws prohibiting corporal punishment in school.

Others have initiated a few steps towards the legal prohibition of corporal punishment in schools through the creation of school regulations or the issuance of new ministerial decrees/ordinances. However, such a ban has not yet been specifically included in their Penal Code. This is the case for Libya (1979)²⁴, Bahrain (1992)²⁵, the United Arab Emirates (1998)²⁶, Oman (1999)²⁷ and Yemen (2001).²⁸

As of October 2010, states in which corporal punishment in schools is still lawful include Iraq²⁹, Lebanon, Qatar, Saudi Arabia and Syria.

In addition to national efforts to prohibit corporal punishment, the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), which manages nearly 691 schools in the Middle East, banned corporal punishment in 1993 through its “Educational Technical Instructions”. UNRWA is the main provider of free-of-charge basic education to 483,000 Palestinian pupils in five areas: Gaza and West Bank, Jordan, Lebanon and Syria.³⁰ Around 22,000 school staff members work in UNRWA schools.

Lebanon

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Lebanon is located along the eastern coast of the Mediterranean Sea and is surrounded in the north and east by Syria and by Israel in the south. Lebanon is an upper middle-income country,³¹ with a total population of about 4,224,000 individuals in 2009, with 1,303,000 children³² representing approximately 31% of the population. In 2009, the life expectancy at birth was 72 years and the population growth rate for the period 2000-2009 was 1.4%.³³ The population is composed of 95% Arabs and 4% Armenians.³⁴ The official language in Lebanon is Arabic, with English and French being primary languages of instruction depending on the school. Armenian is also spoken by Armenians. There are two main religions in Lebanon; Muslims constitute 59.7% of the population and Christians 39%, but 17 religious sects are recognised.³⁵ The country is divided into six governorates, with half of the population living in the Beirut and Mount Lebanon governorates. Eighty-seven percent of the Lebanese population lives in urban centres,³⁶ and there are vast differences in standards of living across Lebanon's different regions.³⁷ The capital is Beirut. The country ranked 78 out of 177 countries in the 2006 Human Development Index³⁸.

Lebanon has a history of armed conflict, including a civil war that damaged its physical infrastructure and greatly weakened its governmental institutions.³⁹ Non-governmental organisations, service providers, family and sectarian networks, and charities play a significant role in filling the gap in public service provision.⁴⁰ According to UNICEF, over 50% of education and over 90% of primary health care are satisfied by private (non-governmental) institutions.⁴¹

Lebanon has achieved considerable progress in raising living standards in comparison to pre-war levels, but poverty persists. In 1999, 28% of the population lived below the poverty line.⁴² Among the poorest and most vulnerable factions of Lebanese societies are the refugee and migrant communities. According to UNRWA, 422,188 Palestinian refugees live in the country⁴³, constituting 10% of the overall population, with 125,479 children (representing 30% of the Palestinian population). Most Palestinian refugees reside in 12 official camps⁴⁴ located around major city centres, while others live in so-called "informal gatherings"⁴⁵, which are spread across the country and are located nearby official camps.⁴⁶ The camps are densely-populated and overcrowded, with around 145 people living per 1,000 square meters.⁴⁷

Lebanon ratified the Convention on the Rights of the Child (CRC) in 1991, signed the Optional Protocol to the CRC on the involvement of children in armed conflict in 2002 and ratified the Optional Protocol to the CRC on the sale of children, child prostitution and child pornography in 2004.

1. Overview of the Educational System in Lebanon

The educational system in Lebanon is centralised, in principle, and all institutions related to education in the public sector are regulated by the Ministry of Education and Higher Education (MEHE). However, public schools in

“According to UNICEF, over 50% of education and over 90% of primary health care in Lebanon are satisfied by private (non-governmental) institutions.”
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Lebanon serve only 38% of the Lebanese student population, while private schools serve 62%.⁴⁸ Forty-six percent of teachers work in public institutions while 54% teach in private ones (see table below).

Where public schools are regulated by the MEHE, private schools operate independently, with only some coordination institutions in place such as the Union for Private Education Associations.⁵⁰ Confessional private schools constitute the majority of private schools in Lebanon. The major groups are: Catholic schools, Evangelical/Protestant schools, Jesuits Schools, Dar al-Fatwa Schools⁵¹, and many other religious-based educational institutions. Other types of private institutions found in Lebanon are secular schools, international schools, and “free-private” schools mostly run by NGOs. The Central Administration for Statistics reported in 2007-2008 that 13.9% of the student population is enrolled in these “free-private” schools while 52.8% are enrolled in “paid-private” schools.⁵²

The Palestinian refugee student population attends schools within camps and Palestinian gatherings operated by UNRWA, independently from the Ministry of Education (MoE). UNRWA sponsors the education of 51% of Palestinian school-aged children in elementary (six years) intermediate (three years) and secondary (three years) stages (see table on right).

Non-Lebanese citizens are in principle allowed to attend public schools but priority is given to Lebanese children. Other refugees usually attend private or public schools, registering on an annual basis, often with the financial assistance of the United Nations High Commissioner for Refugees (UNHCR), and local and international NGOs. In connection with the Iraqi refugees in Lebanon, the Norwegian Refugee Council reported in 2008 that “40% of Iraqi children between 6 and 17 did not enrol in schools.”⁵⁴

Distribution of Students by Level of Education and Type of Educational Institution⁴⁹

LEVEL OF EDUCATION	PRIVATE EDUCATIONAL INSTITUTIONS	PUBLIC EDUCATIONAL INSTITUTIONS	NO RESPONSE OR NOT RELATED	TOTAL
Pre-school	72.4	26.9	0.8	100.0
Elementary	60.2	38.9	0.8	100.0
Intermediate	49.9	49.4	0.8	100.0
Secondary	42.2	56.4	1.4	100.0
University	40.4	50.3	9.3	100.0
Special education	78.7	14.1	7.2	100.0
Total	53.2	44.6	2.3	100.0

UNRWA's Educational Programme

NUMBER OF SCHOOLS (2010-2011)	74 ⁵³
TEACHING STAFF (2007-2008)	1,705
PUPILS' ENROLMENT IN UNRWA SCHOOLS (2009-2010)	33,167 out of 64,421 at school age (51%).
FEMALE PUPILS (%) (2006-2007)	52.24
VOCATIONAL TRAINING CENTRES	2

Enrolment rates among the Lebanese population are high and roughly even across genders. The drop-out rate in Lebanon has been reported to be 9.21% in the first cycle of basic education. Drop-out rates recorded after grade seven are 8.61%, and 6.67% after grade eight.⁵⁵ Among Palestinian refugee students, 65.9% of the students in UNRWA schools in the elementary stage do not reach the intermediate level as a result of either failing or dropping out of school; 71% of intermediate students do not reach the secondary stage; 91% of students at the elementary and intermediate stages do not reach the secondary stage.⁵⁶

National expenditure on public education amounts to 11% of the Gross Domestic Product (GDP) and the United Nations Development Programme (UNDP) has reported that results are not commensurate with expenditure.⁵⁷ The MEHE has been implementing a national education strategy with the priority of improving the quality of public education. On a legislative level, education is compulsory and free until the age of 12, but on the practical level Lebanon has not yet achieved its 'education for all' objectives. Law No. 686 legislates for free and compulsory education but it is not fully implemented "due to the slow process of issuing implementation decrees."⁵⁸

2. Concluding Observations

In its last Concluding Observations of 2006 in response to the third state report submitted by Lebanon, the Committee on the Rights of the Child referred to abuse, maltreatment, and neglect of children in Lebanon as a "serious problem,"⁵⁹ urging the State of Lebanon to take effective legislative measures to prohibit all forms of violence against children of both genders in the family and other settings. With regards to violence, abuse and neglect, and maltreatment, the Committee's recommendations incorporated the following: (i) legislative measures for protection, (ii) monitoring, complaints, and intervention procedures for cases of violence, (iii) adequate care, counselling, and assistance with recovery and reintegration for victims, (iv) awareness-raising campaigns with child participation to change predominant cultural attitudes and practices, (v) a child help-line with an intervention and follow-up model, (vi) technical assistance from UNICEF, WHO, and others.⁶⁰

The Committee noted with appreciation the efforts of the HCC in the legislative and awareness-raising fields, for example, and commended the committees established to deal with sexual exploitation, child abuse and neglect, and child participation. Nonetheless the Committee urged



DEVELOPMENTAL ACTION WITHOUT BORDERS

NABA'A



Palestinian children in Lebanon work on educational enrichment activities at a programme sponsored by Naba'a.
Courtesy of Save the Children Sweden

the Lebanese Government to “as a matter of priority, complete in consultation and cooperation with relevant partners, including civil society, the national plan of action for children”⁶¹ and to ensure that it contains specific time-bound targets and measures for the implementation of the Convention with an increased budget allocation.⁶²

The Committee noted that corporal punishment is still used in schools and other institutions despite its prohibition by the 2001 Memorandum of the Minister of Education. In this regard, the Committee urged the Lebanese Government to do the following: “(i) to critically review its current legislation, with a view to preventing and ending the use of corporal punishment as a method of discipline and introducing new legislation prohibiting all forms of corporal punishment” in all settings; and (ii) “to introduce public education, awareness-raising and social mobilization campaigns on alternative

non-violent forms of discipline with the involvement of children in order to change public attitudes to corporal punishment, and to strengthen its cooperation with non-governmental organizations, such as Save the Children, in this respect”.⁶³

The Committee expressed concern over the gaps in legal protection for refugees in Lebanon and about the continued exposure of Palestinian refugee children to violence in the home, school, and community. The Committee urged the State of Lebanon to ensure the fulfilment of the human rights and freedoms of Palestinian children by, among other things, protecting them from all forms of violence.⁶⁴

3. National Legal Framework Affecting Violence Against Children

Corporal punishment is lawful in schools under Article 186 of the Penal Code which states that, “the law permits the types of discipline inflicted on children by their parents and teachers as sanctioned by general custom.”

Other articles of the Penal Code that are relevant to the protection of children from violence include Articles 500 to 600 as well as Articles 492 and 498. These articles define the act of violence and outline penalties for the various forms of violence.

Law No. 422 - 6/2002 for the Protection of Juveniles in Conflict with the Law and Endangered Juveniles defines mistreatment and provides remedial (not preventive) protection for violence occurring in any setting. The juvenile court, upon receiving a complaint, has the power to remove a child from the abusive environment. However, similar to Article 186 of the Penal Code, Article 25 of Law 422 defines the conditions endangering a child more specifically; in its second clause it considers physical violence as dangerous only if exceeding culturally-accepted discipline.

The above-mentioned legal framework is applicable to all children in Lebanon including Palestinian refugee children. However, specific challenges in the implementation of the law arise in the Palestinian context. These challenges include the difficulty in accessing camps, which are closed in nature, faced by social workers sanctioned by Law 422 to investigate abuse. Furthermore, Palestinian refugee children within the camps are not targeted in awareness-raising and dissemination efforts, which is reflected in the lack of willingness on the part of a victim or a victim’s family to report abuse. The lack of awareness of the procedures and protection measures amongst key duty bearers, such as doctors, teachers and social workers, involved in addressing the problem of violence against children is another reason for the weakness of the formal child protection system.



Morocco

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Morocco is located in North Africa, bordering the Atlantic Ocean and the Mediterranean Sea. Morocco's population was about 31,993,000 individuals in 2009⁶⁵, comprised of mostly Berbers and Arabs.⁶⁶ There are 10,997,000 children, representing 35% of the population.⁶⁷ In 2009, the life expectancy at birth was 72 years and the annual population growth rate was 1.4 for the period 2000-2009.⁶⁸ The main religion in Morocco is Islam (98%), and Arabic is the official language of the country. There are 16 "wilaya't" (regions or economic centres) and while the capital of the country is Rabat, Casablanca is the economic centre. Tangier, Marrakech and Agadir are among the cities that have developed in recent years. Fifty-eight percent of the Moroccan population lives in urban centres.⁶⁹

According to the World Bank, Morocco is part of the lower middle-income group.⁷⁰ Morocco is a country in transition. It ranked 123 out of 177 countries in the 2006 Human Development Index and 123 out of 177 countries in the Gender Related Development Index for the same year.⁷¹ In 2007, 15% of the population lived below the poverty line.⁷² Both its geographical position and national projects such as the National Human Development Initiatives launched by His Majesty King Mohammed VI in 2005 have helped Morocco reduce extreme poverty and vulnerability, and helped develop its economy over the last decade.⁷³ However, this economic development is not enough to address the many challenges that the country faces. Of these, the educational system and children's rights have received special attention.

Morocco ratified the CRC in 1993, the Optional Protocol to the Convention on the Rights of the Child on the sale

of children, child prostitution and child pornography in 2001 and the Optional Protocol to the Convention on Rights of the Child on the involvement of children in armed conflict in 2002.

4. Overview of the Educational System in Morocco

Morocco's educational system has received much attention during the last decade, as two national reforms of the educational system were undertaken under the supervision of the Ministry of National Education, Higher Education, Executives Training and Scientific Research (MNE).⁷⁴ In 1999, the Charter for National Education and Training⁷⁵ was followed in 2009 by an "Emergency Plan" to ac-

“Morocco's educational system has received much attention during the last decade, as two national reforms of the educational system were undertaken under the supervision of the Ministry of National Education, Higher Education, Executives Training and Scientific Research.”

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celerate the implementation of the reform during the following years. This emergency plan includes 23 projects and focuses on four specific goals: (i) to make effective the obligation of education until 15 years old; (ii) stimulate initiative and excellence in high school and college; (iii) confront all issues of the education system; (iv) provide the means to success. Moreover, the State increased the budget allocated to education in 2010 with 26% of the global budget dedicated

to Education, an increase of 6.9% comparing to 2004. However, according to the report on the situation of Children in Morocco for the 20th anniversary of the CRC

by the National Observatory for Child Rights (NOCR) and UNICEF, widespread education has not yet been achieved, school dropout rates remain high and the quality of education is still subject to sharp criticism.⁷⁶

In fact, even if enrolments rates are more or less high—depending on school levels—completion and repeater rates are low. Indeed, for the 2007-2008 school year, the repeater rate was 12,6% and the completion rate was 73%. These rates are even lower in secondary levels, where in 2007-2008 16,4% repeated and 48% completed.⁷⁷ The Moroccan education system is divided into two sectors (public and private), with the public sector encompassing 93% of overall education settings.⁷⁸ Private schools are either Moroccan or under foreign cultural missions (mainly French, American and Spanish).

The Moroccan education system is divided into four levels—pre-school, primary, secondary and high school—and is now compulsory for six- to 15-year-olds⁷⁹, as defined by the Emergency Plan. Therefore, education is compulsory in Morocco until students finish secondary school. Regarding pre-school, according to NOCR and UNICEF, “only 59.7% of children of 4-5 years are pre-schooled—28.5% for girls in rural areas—and 80% of them are pre-schooled in *Kouttabs*.^{80,81} For primary schools, the net enrolment rate for the school year 2007-2008 was 93.5% with a rural/urban disparity rate of 98.2%. However, the net enrolment rate for the same school year was 47.4%, with a rural/urban disparity rate of 32.1%.⁸² This information indicates that the majority of students do not complete primary school and/or do not pass on to secondary school or high school.

5. Concluding Observations

In its last Concluding Observations from 2003, the Committee on the Rights for the Child made several recom-

mendations related to violence, abuse, neglect and maltreatment, including violence in schools. The Committee did recognise the efforts of the Government of Morocco in establishing a committee to draft a national strategy to fight child abuse and the exploitation of children and in undertaking initiatives to raise awareness on this issue, such as the note sent in 2000 by MNE to all education professionals directing them to refrain from administering corporal punishment.⁸³ However, the Committee also made several recommendations to: (i) “Promote and facilitate, within the family, the schools, the courts and administrative bodies, respect for the views of children and their participation in all matters affecting them, in accordance with article 12 of the Convention”⁸⁴; ii) “Develop skills-training programs in community settings for teachers, social workers, local officials and religious leaders to enable them to assist children to express their informed views and opinions and to take those views into consideration”⁸⁵; iii) “Take legislative measures to prohibit all forms of physical and mental violence, including corporal punishment and sexual abuse of children in the family, schools and in institutions”; iv) “Amend its legislation regarding the existing age-limit for special protection against violence” v) “Carry out public education campaigns about the negative consequences of ill treatment of children and promote positive, non-violent forms of discipline as an alternative to corporal punishment”; vi) “Establish effective procedures and mechanisms to receive, monitor and investigate complaints, including intervening where necessary”; vii) “Investigate and prosecute cases of ill treatment, ensuring that the abused child is not victimized in legal proceedings and that his/her privacy is protected”; and viii) “Provide facilities for the care, recovery and reintegration of victims”; ix) “Train parents, teachers, law enforcement officials, care workers, judges, health professionals and children themselves in the identification, reporting and management of cases of ill treatment.”⁸⁶



6. National Legal Framework Affecting Violence Against Children

Violence is another main challenge that the educational system has to address. Violence against children in schools does exist, as demonstrated in several studies published in Morocco by UNICEF, the MNE and the Ministry of Justice. Even if corporal punishment is not explicitly prohibited in the Penal Code, the use of corporal punishment by teachers against children is completely proscribed by ministerial directions from the MNE. Also, according to the Penal Code, “Any person who voluntarily causes injury or hits a child under the age of 15, or who purposely denies health care or medicine to the point of compromising the child’s health, or deliberately commits violence or assault, excluding minor offenses, on the child, is punishable by imprisonment from one to three years.”⁸⁷ Therefore, in the Moroccan legal framework, violence is prohibited only

if it causes severe injuries, whereas the ministerial directions prohibit the use of all violence against children. Violence within the home is completely prohibited (Articles 400-404).⁸⁸

In Morocco, several actors are engaged in preventing and fighting violence in schools. Governmental stakeholders include the MNE through the School Life Directorate, its delegations, the Regional Academies as well as the Secretariat in charge of educational teaching. The Ministry of Health, the Ministry of Justice and the Ministry of Social Development, Family and Solidarity are also engaged in several initiatives to address the problem. Stakeholders from civil society (Centre for People’s Rights, National Association for Students in Difficulty,⁸⁹ Moroccan Association for Human Rights, etc.) are taking part in these activities as well. Finally, regional and international organisations are playing a role, mainly in supporting governmental initiatives.



Yemen

Yemen is located in the south of the Arabian Peninsula, bordered by the Kingdom of Saudi Arabia from the north and Oman from the west, the Red Sea to its east and finally the Indian Ocean to its south.

Yemen is a mostly rural country, with more than three-quarters of the Yemeni population living in small villages. Yemen has the lowest human development indicators and highest poverty rates in the world, which is reflected in indicators for health, education, gender, unemployment and poverty.⁹⁰ The total Yemeni population was 23,580,000 in 2009, with a life expectancy of 63 years (also in 2009)⁹¹ and a 3.2% annual population growth rate for the period 2000-2009.⁹² The percentage of young people is increasing due to high birth rates. Eighteen percent of the Yemeni population is under five years old and 47% is under the age of 15.⁹³ The composition of the population is predominantly Arab but also Afro-Arab, South Asian and European.⁹⁴ The main religion is Islam and the official language is Arabic.

The density of population is 43.4 persons per square kilometre. In 2007, the urban population was increasing, comprising 30.1% of the total population.⁹⁵ Yemen is divided administratively into 21 governorates, including the Capital Secretariat. The governorates are divided into 333 districts.

According to the World Bank, Yemen is a lower middle income country.⁹⁶ Since unification in 1990, the Republic of Yemen has seen progress in economic and social development. Yet despite this, Yemen is unlikely to meet the United Nations Millennium Development Goals (MDGs). The country ranked 150 out of 177 countries in the 2006

Human Development Index and 117 out of 177 countries in the Gender Related Development Index (2006).⁹⁷ Poverty reduction is still one of the main pressing issues in Yemen. It is likely that a future deterioration in oil production will negatively affect Yemen's GDP, which was USD 2,264 per capita in 2006. That will, in turn, impact poverty reduction and employment targets.⁹⁸ In 2003, 45.2% of the population lived below the poverty line.⁹⁹

The Republic of Yemen ratified the CRC in 1991 and accessed to the Optional Protocol to the CRC on the sale of children, child prostitution and child pornography in 2004 and the Optional Protocol to the CRC on the involvement of children in armed conflict in 2007. Furthermore, it is a signatory to other conventions and treaties that relate to the welfare and development of children, as well as the MDGs. Moreover, Yemen has espoused new laws and altered existing laws to meet its signatory commitments.¹⁰⁰

1. Overview of the Education System in Yemen

After the unification of the North and South of Yemen, which produced the Republic of Yemen, a joint education system was introduced in 1994. This structure encompasses nine years, for children aged six to 14 years old, of obligatory basic education and three years of secondary education with enrolment branching out into the Science and Literary tracks in the last two grades, 11 and 12. General education is under the preview of the MoE.¹⁰¹

Education in Yemen is obligatory and free of charge, as mentioned in the Yemeni Constitution, the Rights of the Child Act No. 45 of 2002 and the Yemeni General Education Law No. 45 of 1992. Furthermore, Article 18 of the General Education Act No. 45 of 1992 ensures the child's right to education, guaranteeing "general and unified education for all students in the Republic of Yemen for the



duration of nine years, which is compulsory, and accepts students from the age of six.”¹⁰²

The following table represents the school enrolment and attendance ratios in both primary and secondary education:

INDICATOR	MALE	FE-MALE
Primary school enrolment ratio 2003–2008, net	85%	65%
Primary school attendance ratio 2003–2008, net	75%	64%
Secondary school enrolment ratio 2003–2008, net	49%	26%
Secondary school attendance ratio 2003–2008, net	48%	27%

Source: UNICEF, http://www.unicef.org/infobycountry/yemen_statistics.html#67

The Government has made progress regarding education; from 1994 to 2008, literacy rates leaped from 60.2% to 82.9% (95.1% males and 70.0% females) among youth aged 15 to 24 years compared to the 2008 regional average (87.4%).¹⁰³ In the strategic plan of Yemen for the coming 15 years, the Government has committed to make considerable alterations in the education system, thereby reducing illiteracy rate to less than 10% by 2025.¹⁰⁴

While education is compulsory for the first nine years, there are disparities between male and female enrolment rates in Basic Education. The differences are even higher at the secondary level, with almost half of boys going to secondary school and over a quarter of girls enrolled in secondary school, demonstrating the high number of drop-outs in Yemen.

2. Concluding Observations

In its Concluding Observations of 2005 to Yemen’s third periodic report, the Committee on the Rights of the Child was deeply concerned that corporal punishment is still commonly used in schools, in spite of the existence of the Ministerial Decree that prohibits practicing corporal punishment against children.¹⁰⁵ Accentuating its concern regarding the wide use of corporal punishment, the Committee re-emphasised the recommendations of the Human Rights Committee and the Committee against Torture¹⁰⁶ as well as its own previous recommendations of 1999. The Committee recommended that the State party review its legislation and explicitly ban all forms of corporal punishment and carry out public-awareness campaigns on the negative impact of corporal punishment on children, as well as training teachers and parents in non-violent alternatives to corporal punishment as a discipline measure for children.¹⁰⁷

Regarding sexual abuse, the Committee drew some general observations. It indicated that sexual abuse was not addressed sufficiently by the State. There is no adequate data on the problem and many cases of sexual abuse remain unreported due to cultural attitudes. Therefore, the Committee recommended that Yemen conduct a study on the occurrence of sexual abuse and exploitation, take actions to prevent the phenomenon, provide victims with recovery programs

“The Committee recommended that Yemen review its legislation and explicitly ban all forms of corporal punishment and carry out public-awareness campaigns on the negative impact of corporal punishment on children.”

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and services, including accessible psychological support through a telephone hot-line.¹⁰⁸

The Committee indicated its concern about the lack of measures taken to address the common incidence of child abuse and neglect. In addition, the Committee added that the State should assess the scope and causes of child abuse so that it is able to adopt a strategy and effective measures for addressing the issue, as well developing effective reporting methods.¹⁰⁹

Finally, the Committee recommended that the State provide systematic training on children's rights to all those who work with children, including teachers and school administrators in both urban and rural areas. Furthermore, the Committee recommended that the State target the public on children's rights through various types of media.¹¹⁰

3. National Legal Framework Affecting Violence Against Children

Yemen confers importance to international conventions, and treaties on human rights in general, and the rights of children in particular. It ratified the CRC in 1991, ratified the Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography in December 2004, and the Optional Protocol on the involvement of children in armed conflicts in March 2007. Moreover, Yemen worked to fulfil its international obligations by amending previous and passing new legislation in order to decrease the contradictions between international laws and national laws.

The Rights of the Child Act No. 45 of 2002 provides a comprehensive legislative framework concerning the rights of the child. As the first Yemeni law exclusive to

children affairs and rights based on the CRC, it gives independent and integrated legitimacy to the rights of Yemeni children.

Regarding the protection of children in general, Article 30 of the Yemeni Constitution imparts that: "the state shall protect mothers and children, and shall sponsor the young."¹¹¹

Furthermore, the Rights of the Child Act No. 45 of 2002 addresses the protection of children through Article 6: "The protection of the child and his¹¹² interests shall have priority in all the decisions and measures related to childhood and motherhood or family or environment, no matter which authority issues them or deals with them."

With regard to ill-treatment, torture and discipline of children, Article 146, paragraphs c) and d) of the Rights of the Child Act No. 45 of 2002 provide that the State, through the MOSA and the HCMC, should: "c) Protect children from bad treatment and from being subjected to physical and mental torture and referring those subjecting children to such treatment to the judiciary while taking into consideration the parents' right for disciplining their children. d) To protect using all disciplinary means including legal punishment the children from falling into depravity."

Corporal punishment of children in schools is prohibited by the decree of the MoE No. 10 of 2001. This decree, however, does not include penalties in case it is breached. Furthermore, no complaint mechanism is put in place in order for victims to report such actions.



Prevalence of Violence in Schools

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There is a lack of consistent and official data regarding the incidence of violence in schools in Lebanon, Morocco, and Yemen. However, in all three countries, studies conducted by governmental and non-governmental organisations have pointed towards the high prevalence of physical, psychological, and—to a lesser degree—sexual violence in schools. It is important to note, however, that the studies have not used the same methodologies and results vary in sample sizes. Some represent the nation as a whole, whereas some represent a specific context. Therefore, no comparisons can accurately be drawn.

According to the only study on violence in schools in Morocco,¹¹³ the prevalence of violence in Moroccan schools is extremely high, and the use of corporal punishment is the most commonly used method of discipline. The size of the problem in Yemen is not defined, although reports indicate the prevalence of different forms of violence (physical, verbal, sexual, neglect) at home, in school and in the community. Physical punishment has been reported to be the main and most widespread way of disciplining children in the family and at school.¹¹⁴ In Lebanon, studies have indicated that physical and non-physical violence in schools is a problem in both private and public schools, while in UNRWA schools this practice persists despite the existence of an official protection policy.

The social and cultural context plays a significant role in the prevalence of all forms violence in the schools of Lebanon, Morocco, and Yemen. Violence is still perceived by many as a necessary pedagogic tool, used within the family and in schools. In these three countries, the contin-

ued use of violence affects the quality of education and in some countries, like Lebanon, results in high numbers of children dropping out of school.¹¹⁵ As the sources used for this study indicate, other factors that contribute to violence in all three countries include gender-based discrimination and socio-economic background of student and perpetrator. Finally, the lack of awareness by children of their right to be protected from violence contributes to the prevalence of violence in schools.

In Lebanon, reports have pointed out that there is a perceived distinction between “mild” and “serious” punishment that leaves the former socially acceptable. In Yemen, physical punishment is also generally accepted within the school context, and even teachers and administrators regard it to be in the interest of the child. It is considered an effective way of raising children and has been inherited from one generation to another because they believe that it is the easiest way to make children behave.¹¹⁶ This also applies to Morocco, as most of the time parents are aware of physical punishment towards their child but accept it, even if they do not use physical violence themselves.¹¹⁷ According to several other studies in Morocco, corporal punishment and the use of violence are part of the culture and are perceived as the most useful pedagogical tools for the majority of teachers.¹¹⁸ In fact, a study by the Moroccan Association for Human Rights conducted in 2004 showed that half of the 1,000 teachers interviewed viewed the use of violence and, more specifically, corporal punishment as necessary tools to succeed in “pedagogical action and teaching.”¹¹⁹

1. Physical Violence

In Lebanon, a study conducted by St. Joseph University found that 45.6% of children interviewed experienced violence in schools.¹²⁰ In an UNRWA school in Ein el-Hill-

weh camp, 91.8% of 126 children surveyed revealed that they had been exposed to violence in school.¹²¹ According to the Moroccan study of the MNE and UNICEF, in collaboration with the School of Psychology in 2005, 87% of children recognised that they had been the victim of physical violence at school at the hands of teachers and administrators.¹²² Finally, in Yemen, physical violence is the most common form of discipline, as reported by over 90% of 586 children surveyed in a study¹²³ conducted by the HCMC.¹²⁴

“In Yemen, physical punishment at school takes several forms such as beating, tying the feet, pinching and biting, pulling hair or ear, hitting on the head and forcing children to stand in the midday sun.”

to be the most widespread form of physical punishment (56%). This form of punishment was more commonly used against boys (76.2%) rather than girls (54.1%).¹²⁶ Meanwhile, physical violence in Morocco is expressed in different ways: blows with iron rulers, tying children's legs with a rope to render them immovable, blows to the hands and fingertips, slapping, electrocution (on the chest, legs and hands), kicking, and making children raise their feet for two hours.¹²⁷ In Lebanon, 40.7% of children surveyed reported being slapped on the hand or the arm, while 32.6% reported being hit by thrown objects. Other

Types of physical punishment in the three countries range from hitting or slapping, to more serious forms of punishment and degrading treatment. In Yemen, physical punishment at school takes several forms such as beating, tying the feet, pinching and biting, pulling hair or ear, hitting on the head and forcing children to stand in the midday sun.¹²⁵ In the same study of the HCMC, hitting with a stick was found

forms of physical violence that reportedly exist in schools include beating, burning, and kicking until the victim suffers bruises or injuries.¹²⁸ Regarding the types of violence against Palestinian children in Lebanon, the students of Ein el-Hillweh camp have been exposed to hitting by stick or pen between the fingers (3.7%), slapping with a hand, foot, belt or pipe, dragging by the hair (12.34%) and whipping with a stick (83.9%).

Furthermore, 55.2% of surveyed Palestinian children described their school as a violent environment and 60.9% of students that drop out at fifth grade did so because of the prevailing violence in school.¹²⁹ In another study, 5.95% of the 401 children surveyed stated that violence among children was one reason students dropped out of school.¹³⁰ The study conducted in Ein El-Hillweh camp stated: “The use of corporal punishment in UNRWA schools has received much attention in recent times, with UNRWA themselves acknowledging its existence and the need to stamp it out. UNRWA banned the use of corporal punishment in schools in 1993. Despite this, interviewees claimed the practice continues and deters children from wanting to go to school.”¹³¹ Nearly 44% of 126 questioned children stated that violence in school and mistreatment from teachers was one of the main reasons for students dropping out.¹³²

Students are punished for different reasons. In Morocco, violence is used by 73% of teachers and 33% of administrators, mainly in cases of misbehaviour or academic weakness.¹³³ The School of Psychology's study showed that the majority of children subjected to violence in schools are aged between 12 and 13 years (58.5% of the sample), which amounts to six children out of ten. Children under 12 years of age represent 26.9% of the total and children of 14 years of age or more represent 14.6% of the whole.¹³⁴ Teachers surveyed testified that they use violence when children do not do their homework, come

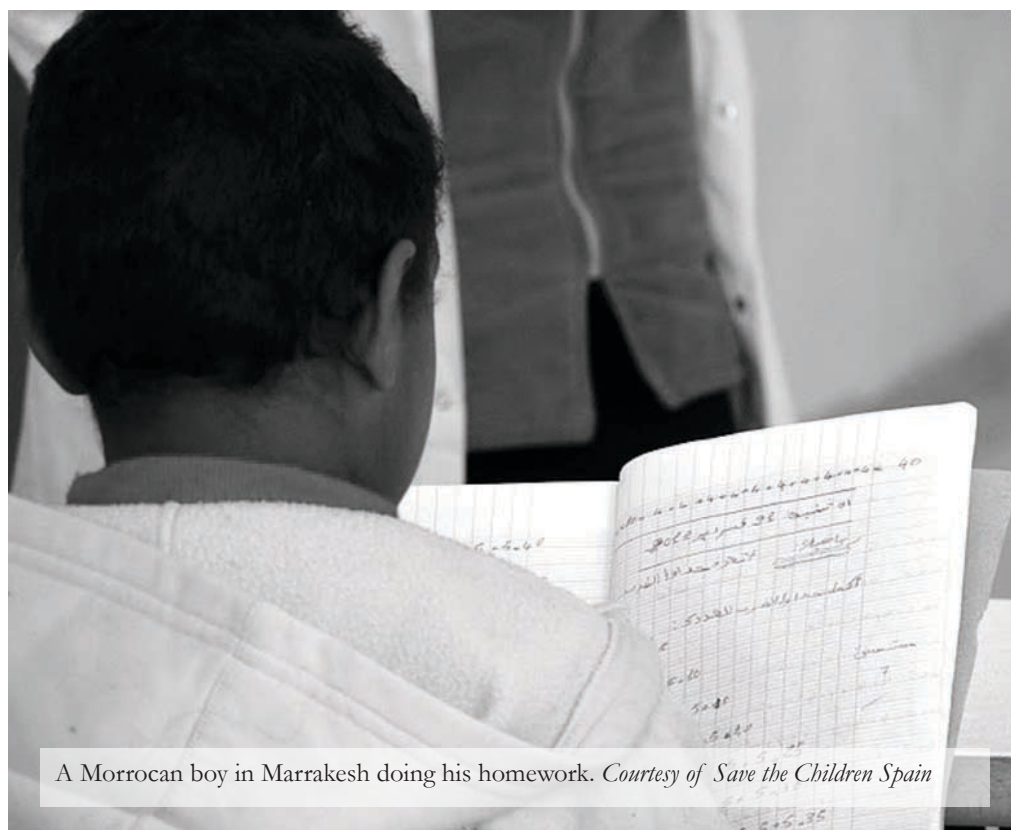


late to school, miss class or talk during class. Teachers also listed unruliness, fights between children, and writing on tables and walls as a reason for physical punishment.¹³⁵ Moreover, the study shows that teachers use physical violence because they are convinced that children need to fear them in order to perform better.¹³⁶ Also, according to a Teacher's Union member, violence seems to be more pervasive in new generations that he said have less patience.¹³⁷ Evidence also suggests that male teachers are more violent than female teachers.¹³⁸ On the other hand, teachers also testified that they regret hitting their students and would be willing to resort to other means of disci-

pline if they received greater assistance and cooperation from the child's family

In Yemen, the three main reasons are given for the use of physical punishments in schools were not doing homework (46.9%), misbehaving in class (21.2%) and not obeying orders of teachers or school staff (9.9%).¹³⁹ In the same study it was found that boys are more exposed to punishment than girls for not doing their homework and for misbehaving in class. Girls from rural areas (51%) are punished more often for not doing their homework compared to girls from urban areas (37.9%); this appears to be because girls in rural areas have more responsibilities to carry out, such as household tasks and agricultural work.¹⁴⁰

The study done in Lebanon's Ein El-Hillweh camp indicates that teachers resort to physical punishment because "overcrowded classes, the carelessness of parents, and children's obscenity are creating a disturbed atmosphere in which violence becomes the only mean of communication between teachers and children."¹⁴¹ A national survey conducted in Lebanon by World Vision and St. Joseph University's Faculty of Medicine found that children coming from larger families of a lower



A Moroccan boy in Marrakesh doing his homework. *Courtesy of Save the Children Spain*

educational background are more likely to report being subject to physical violence.¹⁴²

Finally, it is important to note that evidence, though limited, was found that political instability and lack of security affects the prevalence of violence in schools. In Lebanon, unstable political conditions coupled with prolonged exposure to conflict (most recent of which was the July 2006 war and the internal armed clashes of May 2008¹⁴³) contributes “to a general culture that endorses weapon carrying and physical fights”.¹⁴⁴ A study conducted by the American University of Beirut in coordination with national stakeholders and UN agencies released in 2008 found that the rates of violent behaviour by adolescents in Lebanon is relatively high in comparison with other countries. The study found that the prevalence of weapon carrying¹⁴⁵ in schools among adolescents is higher than 10%.¹⁴⁶

2. Psychological Violence

Psychological violence is also prevalent in schools in these three countries. In Morocco, psychological violence is the second most common type of violence in schools. According to the study by the MNE and UNICEF in collaboration with the School of Psychology, 35% of students were subject to verbal violence.¹⁴⁷ Teachers and administrators use various methods to psychologically assault students including insults, segregation from the group, threats and intimidation, humiliation, depriving them of speaking and going out at recess, depriving them from having classes and sport lessons, and deleting their notes.¹⁴⁸ Meanwhile, in Lebanon, 51.7% of the children surveyed by St. Joseph University had been deliberately insulted while 48.6% had been shouted at with the aim of humiliation.¹⁴⁹ In the same study in Lebanon, it was also found that verbal and/or emotional violence is more

frequent than physical abuse and the perpetrator is more often a peer rather than a teacher. It was described as a “pervasive experience across all strata and regions.... findings confirm that we are more verbally abusive than a physically abusive culture.”¹⁵⁰ Furthermore, psychological punishment takes various forms in Yemen, including verbal abuse, ridicule, and isolation or ignoring a child.¹⁵¹ In the study conducted by the HCMC in Yemen with a sample of 586 children, results show that scolding (6.5%) is the second most common means of punishment, followed by being forced to stand in class (6.0%), ridicule (3.2%), and depriving students from their extracurricular activities (1.4%).¹⁵²

In Yemen, children are usually insulted and become subject to verbal violence when they do not do their homework, misbehave in class or do not follow school regulations. Words like “stupid, donkey, troublemaker, etc.” are used to scold them.¹⁵³ Girls (10.1%) are found to be more likely than boys (2.8%) to be the object of this form of violence in both rural and urban areas.¹⁵⁴

Yet again, the main reason given for the phenomenon of psychological violence is that it is socially acceptable. In Lebanon, psychological violence is not widely recognized as a prevalent form of violence against children, owing to either a lack of awareness or social acceptance. “Acts of denigration, intimidation, ridiculing, and other menacing behaviours practiced by children are often social and culturally legitimized. As such, educators and parents feel forced to use similar behaviours to control children.”¹⁵⁵ In Yemen, legislation addressing violence against children concentrates on physical and sexual violence without regard for psychological abuse.¹⁵⁶

As for the impact of psychological violence, according to a study by Naba’a of Palestinian children in Lebanon, 26.85% of 401 interviewed children mentioned psycho-



logical violence as one of the main reasons for dropping out of school.¹⁵⁷ In UNRWA schools, although physical violence decreased after teachers signed a pledge in 2004 to avoid physical punishment of children, verbal punishment was found to be on the rise.¹⁵⁸ The impact of this is resentment towards the curriculum and school teachers, and increased conflict between students and teachers as well as parents and teachers.¹⁵⁹

3. Sexual Violence

In these three countries, the subject of sexual violence is taboo. The sensitivity of sexual violence is reflected in the experience of the School of Psychology in Morocco. During its interviews with students, a question about rape was translated precisely in classical Arabic, but still misunderstood by the children. Language barriers hamper efforts to measure the prevalence of sexual violence, as the Arabic language is restricted in its terminology when describing sexual actions and the different forms of sexual assault.

The persistence of this taboo is also reflected in extremely rare reports of sexual abuse. In Yemen, many sexual abuse cases are not reported due to the sensitivity of the issue. Children, especially girls, feel afraid and embarrassed to report cases, even to their parents. When parents do know about sexual abuse of their children, they do not report it, fearing social shame or a bad reputation.¹⁶⁰ On the other hand, this subject has recently received increased public and scholarly attention in Lebanon, owing to awareness-raising and advocacy work led by civil society.

Despite the difficulties of evidence-gathering, existing studies show that sexual violence does exist in the schools of the three countries. In Yemen, a study with a sample of 267 children found that 31.4% children were exposed to sexual harassment and abuse.¹⁶¹ Children reported that sexual abuse happens most in the streets (52.8%), fol-

lowed by at school (31.4%). The phenomenon is reported similarly between urban and rural areas, with 30.5% and 32.3% of children being exposed to sexual harassment, respectively.¹⁶² Another survey conducted in Morocco found that sexual violence is present in Moroccan schools.¹⁶³ According to M. Raji, director of the NOCR, between January and October 2010, eight cases of sexual abuse were reported to the centre's listening centre out of a total of 40 cases of various kinds of assault. Of the eight cases, six of the victims were boys and two girls.¹⁶⁴

In Lebanon, a 2008 study on child sexual abuse in Lebanon led by national NGO KAFA, in cooperation with numerous stakeholders, found that six percent of reported sexual abuse cases occurred at school. The study addressed a key need cited in previous studies to measure child sexual abuse in Lebanon. The study found that 16.1% of children surveyed, their average age being 10, experienced some form of sexual abuse either before or after the July 2006 war, more often at home rather than at school or in another setting. The study reported that "childhood sexual abuse is considerably less common in males, with the ratio of female to male victims estimated to be as high as 12:1; however, there is a belief that the reported rates for male child sexual abuse are seriously underestimated".¹⁶⁵ Concerning Palestinian children, UNRWA has reported the incidence of sexual abuse by teachers of students at four cases per 1,000 students.¹⁶⁶

In Lebanon, both teachers and children were found to be perpetrators of sexual violence. The types of sexual violence that exist include forcing the child to touch sexual organs, touching the child, or exposure to child pornography.¹⁶⁷ In Yemen, a study of 267 children found that siblings and neighbours (56.2%) were most commonly the perpetrators of child sexual abuse, followed by teachers (13.7%) in rural areas, and pedestrians (11.8%) in urban areas.¹⁶⁸

Initiatives Towards Prevention

Violence against children is a concern for all three countries. In fact, all three countries drafted or are drafting national strategies for childhood. These strategies each include a component related to the protection of children from violence, and more specifically from violence in schools.

“All three countries—Yemen, Morocco and Lebanon—drafted or are drafting national strategies for childhood.”

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aged six to 14, Component 4.6 is dedicated to eradicating violence against children at school and home.¹⁶⁹ Moreover, based on the study on “Violence Against Children: A Sociological Study in Selected Areas in Yemen”, the HCMC developed a national plan specific to the issue of fighting violence against children. The final draft of this plan was to be approved during the annual meeting of the Council in December 2010 and implantation begun by the beginning of 2011.¹⁷⁰

In Morocco, the National Action Plan for Childhood (NAPC) (2006-2015) commits the State to deploy efforts nationally and regionally. One objective of the NAPC is to

“make progress for the child to have the right to protection”¹⁷¹ and one of the results expected in this objective is that “the mechanisms for child’s protection against violence at school are put in place”¹⁷². This result should be reached through implementation of the following actions: (i) identifying sources and forms of violence in school; (ii) elaborating violence control and prevention procedures to be shared; (iii) integrating behaviours and risks of violence into support programs; (iv) promoting non-violent culture and behaviours; and (v) evaluating implementation of the procedure put in place.

In Lebanon, a planning process led by the MOSA through the HCC was initiated in 2006 following the Concluding Observations of the Committee on the Rights of the Child. A national task force, the Lebanese Intersectoral Board of Associations Network (LibanCAN), was established to tackle legislative change, research, awareness-raising, advocacy, and involvement of the media and civil society.¹⁷³ The aim of this process is to create a new protection legislative framework, as well as establish an inter-sectoral system that monitors, detects, and intervenes in cases of violence. The Lebanese MEHE is represented in this national committee; however, no specific outputs have targeted violence in schools *per se*.

Growing out of the above processes, governmental and non-governmental stakeholders in all three countries have tackled the issue of violence against children through prevention and awareness-raising. These initiatives can be grouped into several categories: (i) trainings of teachers and other staff working with children in schools; (ii) awareness initiatives and advocacy; (iii) manuals and academic support for children and teachers; (iv) child participation; and the (v) media’s role.



1. Training of Teachers, Other Staff and Children

Training initiatives have been identified in each of the three countries. These training sessions are delivered by the ministries of education, local NGOs or international organisations to teachers and other school staff, children and parents. The ministries of education in Yemen and Lebanon invest heavily in this type of action, while Morocco training activities are more specific to non-governmental organisations.

i. Training of Teachers and Other School Staff

In Yemen, an important number of training initiatives were put in place to raise awareness of teachers and other staff about the issue of violence in schools. The Social Fund for Development¹⁷⁴ implemented a number of training sessions and workshops to actors working in schools. In 2008, 213 social workers and supervisors at 117 schools in Taiz were trained in diagnosing behavioural problems and constructing guidance programs; in 2009, 20 social workers in private and public schools in Sana'a were trained in applying psychological guidance principles and behavioural problems management for teenage students; and in 2010, approximately 80 teachers from 80 schools in Taiz participated in three training workshops on alternatives to corporal punishment and 20 social workers from 16 schools in 'Amran were trained on how to deal with students' behavioural problems. Also, between 2006 and 2008, the Arab Human Rights Foundation (AHRF)¹⁷⁵ in partnership with UNICEF trained 120 social workers from 120 schools—one social worker from each school—from four governorates: Sana'a, Taiz, al-Hodeida and Aden. They were trained on the CRC and the rights of children living with disabilities.¹⁷⁶ Also, in 2007, the AHRF in collaboration with UNICEF established “Ending

Violence against Children Friends Groups” in 50 schools in five governorates: Sana'a, Ibb, Al-Hudaydah, Taiz and Hadramaut. Those groups were trained and equipped with information on prevention of violence against children. Their mandate is raising awareness on prevention of violence against children.¹⁷⁷

Governmental institutions, mainly in Yemen and Lebanon, played an important role in initiating training activities. For example, in Yemen, a regional trainer worked with 23 national trainers from the MoE on exercises in peace-building and alternatives to corporal punishment in schools; these trainers then developed a training manual on alternatives to corporal punishment and trained 300 to 340 teachers on the manual in Aden, Lahaj, Taiz and Sana'a. The manual has been included in the MoE training package.¹⁷⁸ UNICEF and Save the Children printed 5,000 copies of this manual and distributed them to basic education schools in the targeted governorates.¹⁷⁹ In Lebanon, the MEHE has institutionalised training components within its five-year action plan to be implemented by the Centre for Educational Research and Development (CERD) as well as the Guidance and Counselling bureau. According to a representative of the CERD, the issue of violence is being integrated into training workshops for public school teachers with a focus on raising awareness of teachers, administrators, students and parents on their roles in preventing school-based violence. It is important to note that these training sessions are optional and participation not widespread.¹⁸⁰ Also, they are essentially pedagogic training and do not always espouse a rights-based approach.¹⁸¹

International organisations and local NGOs are also active in the three countries. For example, in December 2009, UNRWA trained 20 of its staff members on the General Staff Circular in the education department. The circular discusses sexual exploitation and abuse and the possible

punishment for perpetrating them, as well as Educational Technical Instructions that prohibit verbal and non-verbal abuse.¹⁸² In Morocco, as part of the “Youth for Youth program” implemented by the United Nations Population Fund (UNFPA) and the MNE, Youth Clubs run by students under the supervision of teachers were put in place. These clubs are based on a peer-to-peer approach, and teachers supporting these children have voluntary access to trainings on gender-based violence, listening and orientation techniques, as well as human and child rights.¹⁸³

In Lebanon and Yemen, Save the Children Sweden played an important role in this field, with the support of local NGOs. For example, in Yemen in 2010, Save the Children Sweden established four child protection committees in four schools in Sana’a.¹⁸⁴ Of the committees’ 28 members, seven members from each committee were trained by Save the Children Sweden on the international NGOs protection policy and code of conduct, the various forms of violence and abuse, detection, reporting and referral, and ways to interview children when reporting cases of violence against children. A terms of reference (ToR) developed by Save the Children Sweden was discussed and approved by the committees. According to this ToR, the committees are mandated with taking the initiative to address any type of violence, abuse or neglect that may happen to children in their communities. Save the Children Sweden and school staff monitor the child protection committees. Moreover, Save the Children Sweden is planning to expand the project to include more schools in Sana’a.¹⁸⁵ In Lebanon, the HCC in partnership with Save the Children Sweden held a series of training sessions targeting parents and teachers on “positive discipline.” This initiative was part of a series of activities within the Higher Council’s campaign to combat corporal punishment in schools.¹⁸⁶

Apart from these initiatives, UNRWA in Lebanon and the Social Fund for Development (SFD) in Yemen have developed training programmes on remedial or active teaching that do not directly target the issue of violence but may be good preventive initiatives. Yemen’s Access Plus Programme¹⁸⁷ trains targeted school teachers on remedial education, life skills, student-centred teaching methodologies, and alternatives to physical violence as well as methods of dealing with children in order to create active workshop classrooms.¹⁸⁸ A similar initiative has been reported in UNRWA schools. Indeed, the project “Intervention aimed at providing school support for pupils enrolled in the first cycle inside eight UNRWA schools in Ein el-Hillweh camp” was put in place to address the prevalence of low-performing students in the first cycle of eight schools inside the camp.¹⁸⁹ In order to provide teachers and assistant teachers with new educational tools and methods, two training components focused on educational tools and active learning methodologies that facilitate cooperation among children, improve student performance, foster inclusion, consolidate and enhance the relationship between students and teachers, all of which in turn reduce the prevalence of violence in schools.¹⁹⁰

In Morocco, to fill in the gaps in governmental training initiatives, local NGOs worked with teachers and school staff. Teachers volunteering in the Listening and Orientation Centres put in place by the National Association for the Students in Difficulty had access to training provided by psychologists, social assistants, judges or any other specialised person needed. For example, in 2005, 2008 and 2010, local NGOs trained the two teachers working as volunteers in these centres, with the help of psychologists and a social worker.¹⁹¹ Of these, a training session on listening techniques was delivered by a psychologist from the National Association for the Students in Difficulty. The Moroccan Association for Promoting Women’s

Rights (FAMA) also delivered training in club creation, their legal status and listening techniques.¹⁹²

The Moroccan Association for Human Rights (MAHR), within its inclusive education program, put in place the Ibn Rochd programme which aimed at training 200 teachers, with gender balance, on human and child rights.¹⁹³ In 2009 and 2010, Save the Children Spain, in partnership with local partners Espace Associatif, Forum des Femmes Maroc in Al-Hoceima, Amej Maroc in Sale and Ared Maroc in Taza, carried out training sessions in inclusive education that focused on changing and modifying teaching methods, school management and education planning. Forty people in each city (for a total of 120), including teachers, administrators and officers from the Education Delegations were trained. These sessions took into account child protection and raised awareness on the importance of reducing violence in schools. Likewise, in 2010, with the support of Save the Children Spain, Espace Associatif carried out training in inclusive education for teachers and officers from the MNE.¹⁹⁴

ii. Training Parents

Evidence suggests that parents have only been minimally targeted in prevention of violence initiatives. In Morocco and Yemen, this kind of training hardly exists; in Lebanon some efforts by NGOs to target parents are commendable. In Yemen, in 2010, the Social Fund for Development trained 436 fathers and mothers and 38 social workers from nine schools in Al-Hudaydah in alternatives to corporal punishment.¹⁹⁵ In Lebanon, the training initiatives found did include elements a focus on raising awareness of parents. The HCC and Save the Children Sweden's positive discipline awareness-raising campaign included training sessions that targeted parents in addition to teachers. Save the Children Sweden has also sought to

target parents through a model developed since 2009 to fit the Lebanese context. This model for positive discipline provides tools and tactics for parents to use in non-violent behaviour modification; for example, at the close of the training session, parents and children sign a written agreement on the changes they want to see in each others' behaviour.¹⁹⁶ Additionally, national NGO KAFA has been developing advocacy and awareness-raising tools in the form of short movies seeking to raise parental awareness on the nature of child sexual abuse and how to avoid or prevent it in any setting.¹⁹⁷

“Evidence suggests that parents have only been minimally targeted in prevention of violence initiatives. In Morocco and Yemen, this kind of training hardly exists; in Lebanon some efforts by NGOs to target parents are commendable.”



In Lebanon, field research for this study shows a general acknowledgment by civil society of the importance of the role of parents in prevention of violence in all settings. However, only few NGOs in all three countries have attempted to go a step further and establish a constructive link between the student, the school administration, and the parents. In Lebanon, parents' committees in most areas are inactive, even though all public

schools are obliged annually to provide the MEHE with a list of people sitting on this committee. The Lebanese NGO Mouvement Social¹⁹⁸ has sought to activate the role of parents' committees as an acknowledgement of their importance in preventing violence against children and, as Mouvement Social is particularly concerned, preventing children from dropping out of school.¹⁹⁹

In Morocco, since 2008, Save the Children Spain in partnership with Association de Recherche Féminine pour le Développement et la Coopération (ARFEDEC) and Association AMNA has implemented programming to create Listening Centres in schools. Through this project, social workers visit schools in order to provide students with a focal person who they can talk to and to whom they can report cases of violence, among other things. The programming also engages parents and teachers on the issue. So far, the Listening Centres have been created in 20 schools in Titian, nine schools in Tangier and five in Chefchaouen. Their exact impact is still being measured.²⁰⁰

iii. Training Children

Children of all three countries appear to have benefited from training in their rights and the CRC. Apart from Yemen, initiatives training children in these issues originate with international organisations or local NGOs. In Morocco, the Youth for Youth programme put in place in collaboration with the UNFPA and the MNE trained children in Youth Clubs, using a peer-to-peer approach, in fighting gender-based violence in all environments. The five-day training session focussed on listening and orientation techniques, as well as on human and child rights.²⁰¹ Also, the Moroccan Association for Human Rights (MAHR), through its inclusive education programme, developed a project entitled “Prométhée”, in which 200 secondary and high school students (100 girls and 100 boys) were trained in human and child rights. In Lebanon, Save the Children Sweden supported local partners to implement in Bekaa, Mount Lebanon, and the South the “Kid Power” model (through Kidpower International²⁰²), to produce safety promotion handbooks that empower children to protect themselves. According to a Save the Children representative, these will help children understand protection measures through simple tools adapted

to the Lebanese cultural context.²⁰³ A similar programme in Lebanon, also supported by Save the Children Sweden uses the “Allan” and “Ellen” models and seeks to equip children with strategies to enhance self-esteem and empower children with critical thinking, as well as counteract sexual discrimination and socially-accepted gender discrimination.²⁰⁴

In Yemen, between 2006 and 2008, the AHRF in partnership with UNICEF trained 240 students with disabilities from 120 schools (two students from each school) in four governorates: Sana’a, Taiz, Al-Hudaydah and Aden. In 2008, student councils consisting of seven students aged six to 17 were established by Save the Children Sweden in 35 schools in four governorates: Sana’a, Aden, Lahj and Abyan. These students received training on the CRC and the “Safe You Safe Me” manual, which aims at empowering children to protect themselves from violence, abuse, neglect and exploitation. The mandate of these student councils is to work with their peers and school staff to enhance children’s participation in school administration. In Yemen, Save the Children Sweden also trained all members of the Children’s Parliament in August 2010 on how to advocate on the ministerial ban on corporal punishment. The training included Save the Children’s protection policy, code of conduct, and actions and activities related to fighting different forms of violence and abuse. Furthermore, members were briefed on outcomes of studies on violence against children conducted by Save the Children and were given a copy of the ministerial ban. Accordingly, the Parliament’s members developed an advocacy plan to enforce the ministerial ban.²⁰⁵

Other related training programmes have been carried out in Yemen and Lebanon. In Yemen, in 2009, the National Organization for Developing Yemeni Society (NODS)²⁰⁶ provided a training programme to 25 imams and educators on child rights, including preventing violence against







Yemeni boys at a camp for the internally-displaced outside their makeshift school. *Courtesy of Save the Children Sweden*

children. The training focused on the role of imams in spreading the principles of the CRC in society. In 2010, NODS in partnership with Save the Children Sweden and the trainees developed a manual on raising awareness on children's rights. Then they trained around 330 imams, educators, lawyers, journalists and social figures in 15 governorates on this manual. As part of the training, 25 of the trainees implemented related activities. For example, one imam conducted a 15-day training session in children's rights for approximately 200 people in Sana'a.²⁰⁷

A 2010 workshop about legal reforms prohibiting all forms of corporal punishment of children conducted in Lebanon by Save the Children in partnership with the Global Initiative to End All Corporal Punishment of Children, the League of Arab States and the HCC in Lebanon found that there are many opportunities for promoting legal reform in the region, as laws go for revision and new legislation is discussed in many states. National strategies drafted during the workshop will be further developed and implemented with a view to making full use of these opportunities. The strong commitment by governments, civil society, and the League of Arab States to prohibit and eliminate the corporal punishment of children provides a positive context for this work.²⁰⁸

While this study found a significant number of training programmes in all three countries, it also shows a lack of evaluation and follow-up. Measuring the impact of these training initiatives remains difficult since they are not, in any country, part of a coherent strategy. For example, in Morocco, it was not possible to measure the exact number of training sessions delivered, or schools and teachers targeted. Some teachers may receive training on the same issue, with no follow-up to ensure that they actually implement what they learn. Better record-keeping is noted in Lebanon and Yemen, however more can still be done.



Also in all three countries, while training is provided to nearly all categories of stakeholders related to violence in schools, it is not expanded to all actors, such as administrators, counsellors or inspectors. This is due to lack of funding and coordination.

2. Prevention, Awareness Initiatives and Advocacy

i. Institutional Awareness

Some initiatives, started mostly by school administrators or ministries, aim to raise teachers' awareness about violence through global initiatives that can be considered institutional in all three countries. A number of private schools—such as Al-Mabarrat schools in Lebanon—have established their own protection policies, appointed a protection officer in all schools, incorporated child protection policies and procedures into employment contracts and established a complaint and reporting mechanism in case a child is subject to abuse. UNRWA schools, also in Lebanon, have worked on establishing a complaint mechanism under the programme of “Violence Free Schools”. In this case, school principals and supervisors have been trained in methods of establishing and implementing a code of conduct inside schools. Each school has formed a team of parents, students and teachers to establish a code of conduct. (The results and impact of this initiative were not available at the time of writing.)

A similar initiative was implemented in Yemen by SOUL for Development.²⁰⁹ Within two years (2011-2013), SOUL will apply a Child Protection Policy in schools in partnership with five local non-governmental organisations in five governorates for one educational year. This project is a pilot to formally assess the application of a child protection policy. The findings of the assessment will be used

by the MoE in an advocacy campaign to nationalise and systemised this experience in every school in Yemen.

“Morocco’s initiatives could represent a real added value if the new positions of dean of students and censeur or the new councils were trained in rights-based approaches and positive disciplinary measures.”

.....

students and secure commodities.²¹⁰ Therefore, the principal is responsible for the protection of children inside the institution, as well as of the teachers, administrative staff and any visitor to the school. To ensure the school’s mission, the legislature provides the principal with the necessary tools to carry out his/her duties. In secondary schools, the framework adds two administrative staff positions: the dean of students who is responsible for following up on students; and the censeur, who follows up on the educational and pedagogical work of teachers.²¹¹

The MNE and UNICEF, in collaboration with the School of Psychology, found in their joint study that teachers use violence as a stop-gap against absenteeism, delays, incomplete homework and lack of respect for adults.²¹² A preventive and participative manner by the dean of students could help resolve these problems, preventing them from leading to conflict.

In Morocco, initiatives have been human-resources based. For instance, the MNE created an institutional framework to support school administrations in preventing and fighting violence in schools. According to this framework, one of the main tasks of the principal is to make sure teaching is done well, make sure that everyone respects orders, ensure the necessary conditions for the health of the staff and

The Moroccan institutional framework also establishes a class council for secondary school and higher education that meets twice a year.²¹³ The dean of students, the school principal, the counsellor in orientation and education, teachers, and a representative of the parents association all must be present at these class council meetings. This framework is a tool for identifying factors that may be a cause of violence.

In addition, the framework includes the creation of other councils that contribute to the participative approach of the different actors to school management: the management council, the pedagogical council and the teaching council. Such councils, among other things, can have an important impact in the monitoring and prevention of violence in schools. Furthermore, these councils can aid in identifying difficulties that impede the realisation of the curricula and teachers' training needs.²¹⁴ In fact, examinations, students' grades, pedagogical organisation, constraints on realizing the curricula, as well as difficulties in coordination are usually the main causes of breakdowns in discipline, which is when violence takes hold.²¹⁵

Even if all these institutional initiatives are localised and remain unevaluated for their effect on the prevalence of violence in schools, to be effective they should be taken into consideration within an integrated strategy along with other initiatives. For example, Morocco's initiatives could represent a real added value if the new positions of dean of students and censeur or the new councils were trained in rights-based approaches and positive disciplinary measures. Yemen's initiative should be given special attention as a pilot project, possibly representing a commendable practice like Mabarrat Schools Network or UNRWA schools.

ii. Awareness Campaigns

Apart from the new educational positions created in Moroccan schools described above, UNICEF Morocco launched with the support of the MNE a "School of Quality" programme, which includes a component addressing the problem of violence in schools. As part of this programme, UNICEF held an awareness campaign in the six regions where UNICEF intervenes in Morocco during the school year 2005-2006. The campaign consisted of an "Open Door Day", where UNICEF and the MNE focused on raising awareness of all actors inside and outside the school on the issue of violence in school, using the results of the 2005 study conducted by the MNE and UNICEF in collaboration with the School of Psychology. According to the Education programme manager of UNICEF Morocco, these campaigns had a real impact. Three of the regions put in place an action plan after this integrated strategy was implemented (Marrakech-Tensift El Haouz, Souss Massa Draa and Al-Hoceima-Taza-Taounate).²¹⁶ These regional integrated strategies led to the creation of listening and orientation centres responsible for providing support, but also for preventing violence in schools. These listening and orientation centres, mainly present in Marrakech-Tensift El Haouz, are holding local activities to prevent and fight violence within the schools.

Also in Morocco, in Al-Hoceima, the Regional Academy of Education put in place a Network of Non-Violent Schools; the network is led by students using a "Chart of Honour", signed by both teachers and students.²¹⁷ In Tangier-Tetouan (even if no regional plan was put in place) teachers and students implemented a network of non-violent communication.

In addition to these governmental actions, the Centre for People's Rights²¹⁸ held in 2009 a one-week awareness

campaign to address the issue of violence in schools. This campaign was conducted in primary and secondary schools of the Prefecture of Fes and the provinces of Sefrou, Boulemane and Moulay Yaacoub. Launched in collaboration with the Regional Academy for Education and Training of the region of Fes-Boulemane and with the support of the Friedrich Neuman Foundation, the campaign targeted teachers, principals, administrators, parents' associations and members of the Management Councils through several workshops on subjects including non-discrimination, tolerance, equity and non-violence.²¹⁹

In Yemen, awareness campaigns on violence against children took several forms. In 2006, the AHRF in partnership with UNICEF carried out an awareness campaign on the rights of the child and violence against children targeting five students per school in 10 schools in each of the following governorates: Sana'a, Aden, Taiz, Ibb, Abyan and Hadramaut. Four thousand hats and 4,000 pins advocating prevention of violence against children were produced and distributed to the Child Friends Groups in schools. Also, between August and November 2007 and as part of the activities of the International Day for Child Protection from Physical and Sexual Exploitation, Ebhar Foundation for Childhood and Creativity²²⁰ arranged five school radio programmes in five schools in Sana'a about child protection from physical and sexual exploitation. Shawthab²²¹ produced in 2008 three sung animation sketches about avoiding sexual violence at home, at school and on the streets. The sketches were shown in nearly 300 schools. Around 10,000 CDs of the sketches were distributed to teachers and students in different schools in five governorates: Sana'a, Aden, Taiz, Al-Hudaydah and Hadramaut. In 2008, Ebhar Foundation in collaboration with the Ministry of Culture, during a festival entitled "A More Humanitarian World", targeted elementary school students at five schools in Sana'a to raise their awareness on child protection by painting murals on the schools'

walls.²²² During the 2008-2009 school year, the National Coalition for Child Rights Care²²³ and Democracy School²²⁴ carried out a project on violence, neglect and discrimination. The project concentrated on raising awareness by distributing approximately 3,000 brochures to teachers, students, and administrative staff in 13 schools in Taiz, Aden and Hadramaut. The brochures present alternatives to physical and psychological punishment, as well as measures that protect one from violence and discrimination. The project also arranged eight open days for school students, conducted a study on discrimination on the basis of gender and carried out eight workshops on ways to avoid using violence at school for teachers in six governorates. In addition, discussion sessions with decision-makers and members of the Local Councils in these three governorates made some recommendations; however, further details were unavailable at the time of writing. Democracy School worked on the same components in Sana'a, Hajjah and Al-Hudaydah. The project was evaluated by two experts (one local and one international). The evaluation of the project indicated that it had a positive impact, but more details were unavailable.²²⁵ More recently, in 2009 and 2010, the HCMC and Seyaj²²⁶ also undertook important initiatives to raise teachers' and students' awareness about the issue of children's rights. In 2009, Seyaj in cooperation with Save the Children Sweden produced a documentary film on the negative impact of corporal punishment and other forms of violence. This film was displayed at six public events and was disseminated in some schools in Hadramaut, Al-Hudaydah and Sana'a.²²⁷ One thousand copies of the film were distributed to local and international media, government and non-governmental organisations, as well as specialists in the field of childhood. In 2010, the HCMC carried out an awareness campaign about children's rights for teachers and students in five public and private schools, installing complaint boxes as one of the campaign's components.²²⁸

“Even if Lebanon and Yemen are much more active in initiating awareness campaigns, these campaigns remain separate from an integrated strategy, which undermines their effectiveness.”

.....

Lebanon have both coordinated with NGOs and international organizations in implementing awareness raising campaigns.

In Lebanon, the HCC in coordination with local and international organisations, governmental organisations and the UN has been organising, on the occasion of the International Day on Prevention of Child Abuse, annual awareness and advocacy campaigns about violence against children inside their homes, schools and local community. These campaigns target all children on Lebanese territory, including Palestinian refugee children, as well as parents, teachers and workers in local and governmental organisations.²²⁹ Also, in 2008, during an advocacy and awareness-raising campaign organised by World Vision, the HCC, Save the Children Sweden, and local NGOs such as KAFA, and Amel, children set up “Love Check-points” across the country at which they distributed flyers and posters to raise public awareness on violence against children. They also visited the Prime Minister, the head of the Lebanese Army and other Lebanese leaders to give their recommendations on legislative reform.²³⁰ UNRWA schools, within the first phase of the project “Interven-

Whereas in Morocco and Yemen awareness campaigns were occasional, in Lebanon they appear more systematic. In all three countries, however, most awareness campaigns are implemented by international organisations or local NGOs. In Yemen and Lebanon, governmental agencies have also contributed to national campaigns; for example the HCMC in Yemen and the HCC in

tion Aimed at Providing School Support for Pupils Enrolled in the First Cycle in Eight UNRWA Schools in Ein el-Hillweh Camp” implemented regular meetings between psychologists, assistant teachers and UNRWA teachers, aimed at exchanging academic and psychosocial information. This represents a different means of raising the awareness of teachers about their role and the impact of the disciplinary measures they use.

Also, SOUL for Development and the Democracy School will carry out a joint advocacy campaign on “creating violence-free and child-friendly schools where children enjoy their rights” in April 2011. The objectives of this campaign are the issuance of a decree by the President of Sana’a University and the Dean of the Faculty of Education that will integrate an obligatory Child Rights subject into the curriculum of the Faculty of Education (for future school teachers) and the activation and dissemination of a ministerial decree banning violence in schools in every school in Yemen. The project is expected to last two to three years.²³¹

Even if Lebanon and Yemen are much more active in initiating awareness campaigns, these campaigns remain separate from an integrated strategy, which undermines their effectiveness. Follow-up and evaluation of the campaigns either do not exist or are not available in order to measure these campaigns’ effectiveness.

The existence of these initiatives show that the problem faced in the three countries is not related to the number of initiatives, but rather their coherence and the coordination between stakeholders. Very few initiatives tackle the source of violence, or involve several different stakeholders. In Lebanon, for example, initiatives that were not mentioned within the scope of this study contribute indirectly to the prevention of violence, mainly tackling the quality of public education and the issue of dropout rates,



both of which are linked with the presence of violence in schools.

3. Manuals and Academic Support

Initiatives related to the production of manuals or integrating the issue of violence in schools through academic support exist in all three countries, but at differing levels. In Lebanon and Yemen, initiatives either include this issue in teachers' curricula, and/or have developed manuals on "positive discipline" or non-violent communication. In Morocco, as part of the National Charter of Education and Training, some modifications referring children and human rights were made to curricula and pedagogical support. The first changes derived from the National Charter of Education and Training concerned avoiding stereotypes and addressing discrimination. Also, through the new Emergency Plan, these changes based on a human rights approach and universal principles²³² will be incorporated into the curricula and pedagogical support for future teachers.²³³ In fact, a commission has been put in place to revise all primary and secondary student curricula and integrate the teaching of civics, which will address the issue of gender-based violence and violence in the schools. This process is still ongoing. However, a representative of the Teachers' Union confirmed that some irregular and unstructured pedagogical meetings are already held in schools. These meetings are carried out as a discussion, led by the inspector from the MNE.²³⁴

As stated, Yemen and Lebanon are much more active in this field. Apart from governmental interventions and the formal curricula for teachers and students, NGOs are also active in producing expertise and materials to support teachers, parents and students. These initiatives are recent (in 2010 and 2011), as opposed to other initiatives such as

training sessions or awareness-raising campaigns underway in both countries since 2005 or 2006.

In Lebanon, the main focus of the CERD is currently students with learning difficulties. A toolkit is being developed by the CERD in partnership with the Institute for Development, Research, Advocacy, and Applied Care (IDRAAC), a national NGO, which aims to equip teachers with participatory teaching tools to allow them to mitigate problems within the classroom and implement disciplinary measures in a non-violent way, but with a specific focus on children with learning difficulties.²³⁵ Teachers will be trained in these tools and indicators. The issue of children who have been subjected to violence is also included. The toolkit helps teachers put in place a personal action plan for the students, cooperate with the parents and administrators, deal with the problem and not resort to violence. It also takes into account the different ways that students learn, as well as group learning methods, seeking to ensure that all students are assisted properly towards academic achievement. This prevention work is tackling issues that, if solved, may reduce violence.

In Yemen, in 2010, the HCMC in partnership with UNICEF and the WHO is in the process of developing a manual entitled "Instructions for Protecting Children, Women and Old People from Violence, Abuse and Neglect". The manual aims at enabling doctors and health staff to detect cases of violence so as to report them to the police.²³⁶ Moreover, the HCMC in collaboration with the Ministry of Endowments developed a manual for imams and religious people to raise community awareness on issues related to the protection of children such as violence against children, early marriage, child trafficking etc. This manual is to be published in January 2011. After publishing this manual, the HCMC is planning on conducting training workshops in 10 Yemeni governorates to 300 imams. Another manual is being developed by the

HCMC as a part of the curriculum of the students of the Higher Institute for Preaching and Guidance. This manual tackles all child rights issues, including violence against children.²³⁷

4. Child Participation

Child participation has been an important element in initiatives towards preventing violence, and is growing in use. Indeed, spaces of expression for children have been put in place as to increase their participation in matters that concern them. For example, in Morocco, the Youth

“Yemen’s Children’s Parliament is playing a key role in advocating for children, having been given authority by the President of Yemen to investigate and make recommendations to Ministers and decision-makers on issues affecting their rights.”

.....
inform their colleagues about child rights, including rights against the use of violence by both students and teachers within school.²³⁹ Over time, these clubs have evolved and undergone several changes. Some of them still exist but have been transformed into Youth Clubs or Health Clubs, within the Youth for Youth Programme implemented with the UNFPA.

for Youth programme worked on implementing Youth Clubs that use the peer-to-peer approach as a way to support children on gender-based issues and difficulties that youth may experience in their school environment, including violence.²³⁸ All clubs are initiated by children, who are responsible for producing and implementing their action plans. For example, in the school of Ibn Abbad in Marrakech, students carried out a one-day awareness campaign to

In Yemen, Children with Disabilities’ Friends Groups were put in place in some schools. These groups were established by the AHRF and UNICEF. The groups developed plans to raise the awareness of their peers and society on the rights of children with disabilities. Also, in 2007, the AHRF with UNICEF established “Ending Violence Against Children Friends Groups” in 50 schools in five governorates: Sana’a, Ibb, Al-Hudaydah, Taiz and Hadramaut. Those groups were trained in and equipped with information on prevention of violence against children, according to their mandate.²⁴⁰

A similar initiative exists in Morocco in student-run listening centres put in place by UNICEF through the “Quality of Education” programme. For example, the centre in the region of Tangier-Tetouan presented a play on violence in school.²⁴¹ Also, in Al-Hoceima, students of these centres suggested the creation of a school network of non-violence communication, with a Code of Honour that all teachers and students must sign.

In Lebanon, World Vision has integrated Children’s Councils into all of its projects since 2008. In 2010, World Vision’s National Council, which also has an elected board, was composed of 360 children.²⁴² This council has effectively participated in the decision-making and implementation of World Vision’s projects, some of which tackle the issue of violence against children.²⁴³

Another interesting way to include children and increase their participation is through a children’s parliament. Yemen’s Children’s Parliament is playing a key role in advocating for children, having been given authority by the President of Yemen to investigate and make recommendations to Ministers and decision-makers on issues affecting their rights.²⁴⁴ The Children’s Parliament discussed the problem of violence against children at its session on



2-3 August 2010 and has issued a number of recommendations to the Government. These include:

- ▶ Issuing and distributing brochures to raise awareness on combating violence against children in both school and family settings;
- ▶ Providing protection for children at school; and
- ▶ Raising awareness on preserving children's rights and preventing violence against them.²⁴⁵

These recommendations were submitted to the Presidency, who responded by sending a note to the MoE to take action. Hence, the MoE in October 2010 issued decree No. 303 banning the use of physical and psychological punishment in schools.²⁴⁶ Moreover, the Social Workers Association with Save the Children conducted the project "Highlighting Children Voices on Corporal Punishment in Schools and Homes." Its objective is to improve children's participation and promote their views about violence against them.²⁴⁷

Finally, in Lebanon, child participation occurs mainly through the integration of children in the implementation of projects. The NGO KAFA has developed prevention and awareness-raising toolkits in consultation with children. KAFA's toolkit for the prevention of child sexual abuse targets children with the aim of empowering them so they avoid becoming victims.²⁴⁸ Similarly, Save the Children Sweden has trained local NGO staff on a model for child empowerment called "Kid Power", which was implemented in the Bekaa, Mount Lebanon, and the Southern region of Lebanon. According to a representative of Save the Children Sweden, these tools target children directly to empower them to know their right to protection and what to do in certain scenarios in order to protect themselves.²⁴⁹ In the same vein, a number of local NGOs use Child to

Child (CTC) methodology in their projects, training teams of children in the methodology and children's rights. Consequently, CTC teams work on ameliorating a violated right, such as violence against children inside schools. Children use tools such as interviews, focus groups, questionnaires and observation in collecting data from teachers, parents and other students. After analysing the collected data, children set a plan to raise the awareness of other children to stop the violence they experience. Also in Lebanon, children played an important role in the planning and implementation of awareness-raising campaigns organised by the HCC in partnership with local and international NGOs on the occasion of the International Day on Prevention of Child Abuse. Children were able to meet with and present recommendations to members of Parliament, the Army Commander, the MEHE and the education department of UNRWA, as well as representatives of international organisations and agencies.²⁵⁰

Initiatives described in this section are not as numerous as training initiatives, for example. However, in a culture where children have very little space for expression, in all three countries mainstreaming of child participation is underway. Some practices, such as the Children's Parliament in Yemen, may represent a commendable practice for other countries. Child participation initiatives are welcome, with the key message of integrating children into all stages of a project.

5. Media

In Yemen and Lebanon, the media is still not engaged in raising awareness on the prevention of violence in schools.

In Lebanon, the vast majority of media coverage on the educational system is related to politically-sensitive issues; where there is coverage of violence in schools, it is of se-

vere cases that have reached ministerial or judicial authorities. Otherwise, the media often publishes the findings of inspectors and research studies. This coverage is not consistent and there is no regular investigation and follow-up on the issue.

In Morocco, a search of newspaper archives found 30 newspaper articles dedicated to the issue of violence in schools. These articles were related to the results of the study of the School of Psychology, ministerial meetings, the listening and orientation centres of the National Association and the awareness campaigns of the Centre for People's Rights. Several newspapers tackled the issue but one newspaper in particular covered it more often.

In Yemen, in 2010, the Ministry of Justice published two annexes in *Althawra* newspaper.²⁵¹ Those annexes referred

to articles related to the rights of the child, interviews with key stakeholders of children's rights such as ministers and directors of international and local NGOs, and activities implemented by the Ministry of Justice in partnership with other ministries such as the Ministry of Human Rights. The Ministry of Justice plans to publish these annexes every two months, starting from 2011, in the same newspaper.²⁵² This initiative is significant in that it is targeting the entire community. The use of newspapers as a partner in the awareness-raising process shows that some changes are occurring in media conditions.

The media can play an important role in communicating the messages of awareness campaigns by the Government and NGOs. In all three countries, the media represents an opportunity to break taboos and open up debate between parents, teachers and other stakeholders.



Legislation and Ending Impunity

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Legal prohibitions of violence against children do exist in Lebanon and Morocco, as mentioned in their penal codes. In Yemen, the prohibition of violence is also part of the Penal Code, but as a general prohibition of violence against all (citizen to citizen).²⁵³ The penal codes in Lebanon and Morocco, as well as some items in the Penal Code amendment project in Yemen still pending, reflect the idea that the degree of violence determines whether that violence is legal or not. Only “severe injury” is considered to be illegal and, even in this case, there are no severe sanctions against perpetrators. Sexual violence is explicitly reflected in the law in Morocco and Lebanon, while psychological violence is not mentioned at all. Yemen’s Penal Code prohibits verbal violence in general i.e. “citizen to citizen.”²⁵⁴ Often these laws are not implemented to punish the perpetrators of violence against children because it is considered socially acceptable. The concept of “customary discipline” does exist in the laws of Yemen and Lebanon, actually encouraging the use of violence against children.

Though Lebanese legislation applies to all children in Lebanon, including Palestinian refugee children, there are some challenges facing the implementation of the law for Palestinians. Corporal punishment was banned in UN-RWA schools in 1993 through the Educational Technical Instructions, which define corporal punishment as an unacceptable disciplinary measure. This prohibition continues to be contradicted by Article 186 of the Lebanese Penal Code. Moreover, Lebanese legislation contradicts itself; corporal punishment is lawful in schools under Article 186 of the Penal Code while violence is defined and

penalties for its various manifestations laid down in other articles.

The Moroccan Penal Code states that “Any person who voluntarily causes injury or hits a child under the age of 15, or who purposely denies health care or medicine to the point of compromising the child’s health, or deliberately commits violence or assault, excluding minor offenses, on the child, is punishable by imprisonment from one to three years.”²⁵⁵ This article remains unclear, however, since it excludes “minor offenses”, which thereby permits the use of violence.

Initiatives in the sphere of legislation are various. Both Yemen and Lebanon are studying existing laws and proposing amendments that would bring them in line with the CRC. In Lebanon, the HCC in cooperation with UNICEF and Save the Children determined that there were gaps in national legislation in this regard. Although the study has not yet been published, stakeholders have already started working towards protection legislation. The University of St. Joseph, through its Centre for Legal Studies on the Arab World (CEDROMA), is working to amend the existing Law 422 in order to fill gaps in protection and reach children at risk of abuse. The Lebanese Parliament was reviewing the articles of the Penal Code at the time this research was underway. According to the general director of the HCC, the elimination of Article 186, which legally sanctions the use of violence against children by parents and educators, was being debated.²⁵⁶

NGOs in Lebanon have succeeded in organising collective advocacy and achieving legislative change. A network of international and national NGOs formed in 2005 complemented their advocacy with a legal analysis of Lebanese laws related to violence.²⁵⁷ Once gaps in legislation were determined, the NGO network approached governmental stakeholders with recommendations. In response, the

General Director of the MEHE re-issued the Ministerial Memorandum of 2001 banning corporal punishment in 2008 for the 2008-2009 academic year, while continuing discussion on a national Child Protection Act coordinated by the HCC's national protection task force.²⁵⁸

A similar situation occurred in Yemen: after ratifying the CRC and its two protocols, the HCMC conducted an analytical study of 14 Yemeni laws with articles that relate to children and proposed amendments to 11 of them. The project was approved by the Ministers Council in 2007 and then was submitted to the Ministry of Legal Affairs. Because some of the amendments had been presented before or contradicted other legislation, amendments to four laws (Child Rights Law, Juvenile Justice, Penal Code and the Personal Status Law) were submitted to the House of Representatives in 2007 and still awaits their approval.²⁵⁹ The project faces some opposition because some representatives refuse the idea of specifying the minimum age for marriage and the age of legal responsibility.²⁶⁰ The Higher Council is advocating for and supporting the project by arranging meetings and workshops for members of the House of Representatives, publishing journal articles and reports, and preparing television and radio seminars.²⁶¹

One of these amendments included adding Article No. 243 entitled "Restrictions To The Right To Discipline". This article states that the right to discipline does not justify the following acts:

- ▶ Severe beating leading to disability or surgeries;²⁶²
- ▶ Mutilation or amputation of an organ;
- ▶ Burning and using substances that may harm or affect the body;

- ▶ Deprivation of food or drink; or
- ▶ Expulsion from the house.

Those who break this law are punishable by imprisonment for not more than five years with a fine, not exceeding 50,000 Yemeni Riyals²⁶³, without affecting the right of the victim to compensation, depending on the circumstances.²⁶⁴ These legal studies identifying gaps between national law and the CRC might be applied also in other countries.

Another commendable practice is the issue of notes, decrees and memorandums. In Morocco, the MNE sent several Ministerial Notes to remind of the prohibition of the use of violence in school. These notes are sent to the Regional Academies, which are responsible to share them with the delegations. Delegations are then responsible for disseminating these in all schools. The Principal of the school is responsible for sharing it with all teachers; indeed all teachers must sign the note so they cannot deny seeing it afterwards.²⁶⁵ This was how teachers learned of Article 408 of the Penal Code, which states "a person who intentionally punishes a child under the age of 12 physically or deprives him or her of nutrition or needed care in a manner that endangers his or her health, or has intentionally exposed a child to violence or injury in any form other than light reproach, shall be punishable by imprisonment for a term of one to three years".²⁶⁶ According to a judge for minors, however, these ministerial notes have no legal import and are mainly to sensitise teachers and delegations of the MNE on various issues. The MNE can then take disciplinary measures towards teachers that do not comply.²⁶⁷

In Lebanon, the MEHE issued a memorandum in 2001 prohibiting educational staff from using any form of violence, including psychological violence. However, even if this memorandum has helped to reduce violence levels

in schools, the legislative gap in criminalising the use of violence contributes to its perpetuation. The MEHE in Lebanon disseminates memoranda and internal regulations in much the same way as Morocco, however, there is no evidence that teachers are required to sign a written pledge. Civil society advocates have recommended that this memorandum be re-issued at the start of each academic year.²⁶⁸

The situation in Yemen is relatively similar to that in Lebanon. Corporal punishment of children in schools is prohibited by MoE regulation No. 10 of 2001. This regulation, however, does not include penalties if is breached. Moreover, there is no complaint mechanism put in place in order for victims to report such actions. In 2007, in response to ministerial order No. 10 of 2001, the Technical Office for Social Service²⁶⁹ disseminated a note banning physical punishment in all schools in Sana'a. In 2010, the MoE issued another regulation banning corporal and psychological punishment in school. In the same year, and as a response to the issuance of this rule, the Technical Office for Social Service disseminated ministerial decree No. 303 of 2010, as well as another note and a manual on educational alternatives to physical punishment disseminated to almost all schools in Sana'a. It is worth mentioning that this manual was developed based on the experience and knowledge of several social workers in the Technical Office, as well as a manual on "Alternatives to Physical and Humiliating Punishment" developed by the MoE.²⁷⁰

The Technical Office for Social Service in the MoE also disseminated another note describing the role and responsibilities of social workers at school.²⁷¹ The mandate of social workers, says the note, includes developing and implementing a social action plan, as well as studying, diagnosing and resolving individual students' issues. Moreover, this note illustrates the importance of the head teacher's

“In Lebanon and Morocco, a nominal procedure for dissemination of internal regulations to schools exists; it is insufficient, however, because the process places too much unmonitored responsibility for dissemination on the individual administration.”

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schools, as shown in the studies used in this research. Further, gaps in dissemination, implementation and proper evaluation make it difficult to know how these decrees contribute to reducing violence in schools.

The issuance of those notes, decrees and memorandums is a commendable practice by the governments of Lebanon, Morocco and Yemen. Nevertheless, their dissemination is not adequate in any of the three countries. In Lebanon and Morocco, a nominal procedure for dissemination of internal regulations to schools exists; it is insufficient, however, because the process places too much unmonitored responsibility for dissemination on the individual administration. For example, the school administration does not have to report on its dissemination actions and there is no set activity at the beginning of each academic year to orient old and new teachers on the Ministry's internal rules and regulations.

role in engaging the social worker to assist students.²⁷² It also states that a weekly session should be held between the head teacher and his/her students, to be followed up by the Principal and the school social workers.²⁷³

In the absence of the criminalisation of the use of violence against school students, these decrees fill a gap, albeit with lesser authority. Despite these decrees, there remains a high prevalence of violence in

CSOs have also led initiatives to disseminate existing laws. For example in Lebanon, in a project supported by Save the Children Sweden but implemented in 2009 only in the Mount Lebanon area, national organisations AFEL and UPEL²⁷⁴ collaborated to raise the awareness of school children and teachers on avenues for legal and social protection. AFEL focused on social protection since it works among the local community on protection outside the scope of the judiciary, while UPEL focused on legal protection, being an association contracted officially by the Ministry of Justice to intervene in cases studied by the General Prosecutor.²⁷⁵ According to a representative of UPEL, school children encountered in this project were encouraged to report violence to a focal person within the school, which could be a social worker or other staff.²⁷⁶

Training stakeholders in child protection is a key part of legal impunity. Sisters Arab Forum for Human Rights (SAF) in Yemen,²⁷⁷ for example, is working to improve the skills of all those who deal directly with victims of violence and sexual harassment, such as the police and judges, within a two-year (2009-2011) project funded by the Netherlands Royal Embassy. A similar activity was implemented by Seyaj Organisation for Childhood Protection starting in December 2010. Funded by UNICEF and the European Commission, Seyaj in collaboration with the Yemeni Lawyers syndicate, conducted a training of trainers programme for 30 lawyers from 14 Yemeni governorates on laws related to children's issues.²⁷⁸

Governments also play a role in training for child protection. In 2010, the Yemeni Ministry of Justice conducted

a training workshop on the CRC and its two optional protocols for 80 judges, prosecutors, heads of courts, lawyers, social workers, civil society organisations, and members of a judicial inspection team from nine governorates: the Capital Secretariat, Aden, Taiz, Ibb, Hajja, Abyan, Dhamar, Hadhramout and Al-Hudaydah. The same training programme was provided in five other governorates: Mahwit, Ammran, Sana'a, Aljawf and Lahj, but with more emphasis on child trafficking.²⁷⁹ This activity was implemented in partnership with UNICEF and the European Union (EU).²⁸⁰ Another initiative by the Ministry of Justice is "Amal Manual"²⁸¹; developed by an expert from UNICEF and national experts. This manual on child protection is divided into four sections: two are dedicated to child protection including documents related to juvenile justice, and two are on the methodologies and technicalities of training others on the first two sections. This manual practically explains the role of each stakeholder in relation to children, such as police, prosecutors, courts, journalists, lawyers, social workers, etc. Furthermore, the manual includes all laws and conventions related to child protection.²⁸² Theoretical and practical training workshops have followed the development of this manual. In October 2010, the Ministry of Justice conducted a Training of Trainers theoretical workshop on "Amal Manual" to 25 national trainers from nine governorates: lawyers, judges, journalists, social workers, policemen and human rights activists. The practical training workshop on "Amal Manual" took place in December 2010 and targeted the same 25 participants. This programme was implemented in partnership with UNICEF, the EU, and the Social Fund for Development.²⁸³



Monitoring, Reporting & Research

1. Research and Analysis of the Problem

The following analysis focuses on studies and research conducted in Lebanon, Morocco, and Yemen that have been used towards informed advocacy for change. Despite the generally accepted belief that research is lacking in the concerned countries and that the extent of the problem of violence in schools is undefined, evidence has pointed towards the contrary. A variety of research outputs dealing with issues of violence were found, mainly in Yemen and Lebanon, in both published and unpublished form. In Morocco the subject has been covered in one main study, described below.

Nonetheless, the existing data in these countries remains disconnected, mainly due to a lack of coordination as well as the absence of a centralised and accessible database. Furthermore, research initiatives have been implemented mainly as individual initiatives, rather than as part of a strategic process.

Lebanon's research capacity is strong, ranging from project-based research studies by local NGOs to large-scale surveys and policy analyses conducted by academic institutions and international organisations. The national task force for the prevention of violence, hereafter referred to as LibanCAN, envisions the centralisation of research within the framework of an academic-based observatory²⁸⁴; although sources have verified the establishment of this observatory, evidence of its impact and visibility was not found.

Networking initiatives researching and analyzing the problem of violence in schools have been carried out in Lebanon and Yemen. For example, in Lebanon, Rene Moawad Foundation (RMF), World Vision, UNICEF, Save the Children Sweden, and the HCC formed a committee working on various aspects related to child protection. One of the activities of the network, which was complemented by a successful advocacy action, was the completion of a legal analysis of Lebanese laws that determined gaps in child protection and made recommendations. These recommendations were presented to governmental stakeholders. In turn, the General Director of the MoE re-issued in 2008 the Ministerial Memorandum of 2001 banning corporal punishment in schools. Efforts to amend legislation and come up with a comprehensive protection law continue under the auspices of the LibanCAN, which is supporting a more comprehensive legal study that, once finalised, will serve as the basis for proposed legislative amendments related to child protection.²⁸⁵

In a similar initiative in Yemen, the members of the National Network for Child Protection²⁸⁶ conducted field visits to five schools (four public and one private) in Sana'a to investigate the status of violence against school students. The Network involved the MoE in these visits and, based on the data collected, met with representatives of the MoE to present its report. As a result, the Network managed to extract a promise from the Deputy Minister of Education that a plan would be developed to meet the report's recommendations.²⁸⁷

International organisations operational in all three countries have been pivotal in conducting research on violence against children in schools. Save the Children Sweden and UNICEF, in collaboration with national actors in both Yemen and Lebanon, especially the higher councils for childhood in both countries, have been quite influential in the research field. In Yemen in 2005, the HCMC together

“The existing data in these countries remains disconnected, mainly due to a lack of coordination as well as the absence of a centralised and accessible database.”

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and its Effect on Children in Schools”. The project’s objective was to study all forms of corporal punishment at schools and their impact on school performance.²⁸⁹

Similarly in Lebanon, Save the Children Sweden in 2005 analysed the role of public administrations in preventing corporal punishment in schools and worked more recently in partnership with UNRWA and with implementing partners (Naba’a, Defence for Children International-Palestine section, the Palestinian Centre for Democracy and Conflict Resolution) on the mapping of existing child protection mechanisms for Palestinian refugee children in the Middle East. World Vision’s Lebanon office also conducted a national survey on violence against children in schools and guaranteed child participation in the reporting process to the Human Rights Council, on the occasion of the Lebanon Universal Periodic Review in November 2010.

The literature on violence in schools in Morocco is less extensive than in the other two countries. Despite the existence of the NAPC, which sets the objective of identifying the problem of violence in schools and evaluating interventions²⁹⁰, national research conducted on

with Save the Children Sweden, UNICEF and the World Health Organization conducted a study on “Violence against Children: A Sociological Study in Selected Areas in Yemen”.

²⁸⁸ In 2006, in partnership with the MoE and the Social Workers Association in Lahj and Mukala governorates, Save the Children Sweden conducted a study on “Corporal Punishment

and its Effect on Children in Schools”. The project’s objective was to study all forms of corporal punishment at schools and their impact on school performance.²⁸⁹

this subject was not carried out within the framework of this action plan. The main source of information on the phenomenon of school-based violence in Morocco is the study conducted in 2005 by the MNE and UNICEF in collaboration with the School of Psychology.²⁹¹ This study has contributed to a better understanding of the status of violence in schools, as well as the various initiatives and existing laws dealing with this issue. Other studies conducted by civil society uncovered relatively the same results.²⁹²

These research efforts paved the road for follow-up actions based on the evidence collected. In Yemen, workshops and meetings to disseminate the findings of the 2005 study were carried out in 2006, targeting the MoE, Ministry of Social Affairs and Labour, Sana’a and Aden Universities, and some non-governmental organisations.²⁹³ In Lebanon, Save the Children Sweden and the HCC led a campaign on positive discipline which targeted parents and teachers in 2007 and 2008 through educational material, trainings, and television spots. Studies by the HCC, Save the Children Sweden, and others had uncovered that these duty-bearers were unaware of alternatives to corporal punishment and that Lebanese society accepted violence as a form of discipline. Therefore, manuals were created by Save the Children Sweden in 2007 and 2008, followed by workshops, to raise awareness on alternatives to violence. Similarly, World Vision developed in 2009 a training module for parents named “Positive Parenting: Positive Discipline for Children” that was used in workshops targeting parents in Beirut, Bekaa Valley, Tyre, and Marjeyoun.²⁹⁴

In Morocco, the study conducted by the MNE and UNICEF in collaboration with the School of Psychology in 2005 resulted in the creation of a strategy that incorporated awareness-raising campaigns for the school year 2005-2006. These campaigns had a concrete impact,



decreasing violence in the six regions targeted,²⁹⁵ according to the education programme manager of UNICEF Morocco.²⁹⁶ Similarly, the MAHR field study targeting 1,000 teachers found that teachers regard the use of violence as a necessary pedagogical tool to succeed in child education. In response, MAHR sought the collaboration of the MNE in establishing human rights clubs in schools and in training teachers and students.²⁹⁷

The issue of sexual violence remains taboo in Yemen, Lebanon, and Morocco and studies covering it often do so under the general rubric of ‘violence’. The initiative of KAFA, a local NGO in Lebanon, is noteworthy for its research on child sexual abuse. In response to a clear lack of systematic data collection on violence against children, KAFA’s 2008 study on child sexual abuse is a study that is a first of its kind considering the social taboos that still surround the subject in many areas of Lebanon. The study provided much-needed statistical evidence of the prevalence of sexual abuse, its causes, and proposed a national strategy and recommendations for dealing with the issue. The study brought together the efforts of the HCC, the MOSA, the Development Community Centres, the ArabSPCAN, the RMF, World Vision Area Development Programs in Bourj Hammoud and Bekaa, in addition to child protection NGOs.²⁹⁸ Statistics provided data on 1,025 children and are presented in a disaggregated form.²⁹⁹ Based on the recommendations from the study, KAFA and Save the Children have worked on developing the first Arab toolkit for child sexual abuse.³⁰⁰ KAFA started initial national training sessions in September 2010, targeting school advisors and teachers at private and public schools, NGOs, etc.

2. Opportunities in Research

Although not yet completed, several opportunities in research are worth noting. Their launch will contribute to further identifying and analysing the problem of violence in schools. In Yemen, the SAF will be conducting a study on the causes of sexual abuse against women and children, to be published in April 2011. Moreover, the project will be monitored by the Ministry of Interior and local NGOs in a manner that has not been seen in the other countries.³⁰¹

In Lebanon, a series of studies are planned, including a study conducted by the HCC on violence within the school. Additionally, Save the Children Sweden is working on two studies: one to map services for victims of violence in schools, and the second to survey the issue nationally, using academic experts associated with the University of St. Joseph. According to Save the Children’s country director, data has been collected for the mapping study, but its analysis is not yet complete. The second study aims at shedding light on regional disparities in service provision and distinguishing between protection services and services that merely provide awareness-raising on protection.³⁰²

Finally, a study to assess the problem of gender-based violence in Lebanon was launched by UNESCO in 2010. UNICEF also continues in its four-year strategy to develop alongside the Central Administration for Statistics³⁰³ an operational database of information related to social policy as it applies to women and children. UNICEF is also planning on updating a situation analysis last conducted in 2000 on the realisation of child and women’s rights and the impact of policies.³⁰⁴

Meanwhile, in Morocco a follow-up report on the 2005 study of the MNE and UNICEF in collaboration with

the School of Psychology on school violence is currently underway. Also, according to a representative from the Central Directorate of the Moroccan MNE, the Central Directorate is in the process of carrying out a feasibility study on the possibility of integrating into teachers' training curriculum the question of the use of violence in schools.³⁰⁵ Additionally, the commission responsible for revising the curriculum for student programmes also published a report on avoiding stereotypes in national school curriculums, including the use of violence. This report stipulates that a new revised curriculum will include six subjects, among them "human rights" and "violence in schools".³⁰⁶ Finally, UNICEF intends to inform new policies and practice in the prevention of school violence by compiling, documenting, and evaluating their intervention with the MNE over the past few years, within the scope of the "Quality Education" country programme.³⁰⁷

3. Monitoring and Reporting Violence in Schools

The following analysis seeks to identify specific monitoring, investigation, and intervention procedures implemented by the ministries of education in Yemen, Lebanon, and Morocco. Although this ministry is considered the primary duty bearer mandated with protecting children from violence in schools, child protection is the responsibility of all duty bearers. Therefore, the analysis also extends to the monitoring and reporting work conducted by non-governmental actors as well as ministries outside the scope of education.

i. Monitoring by the Ministries of Education

The ministries of education in Yemen, Lebanon, and Morocco have issued internal regulations, decrees, and ministerial notes prohibiting the use of violence in schools.

However, in all three countries, monitoring of these ministerial notes is not a mandate in itself, but rather one task among others designated to specific bodies' resident within schools or that visit schools periodically. Sources confirm that the responsibility for monitoring and reporting cases of violence in schools falls primarily on the school administration and the system of oversight by the ministries of education is mainly reactive. No evidence of specific monitoring or assessment indicators of violence in schools was found.

“The effectiveness of the inspectors in Morocco and Lebanon as monitors of violence in schools essentially depends on the numbers of cases reported to the inspectors, which in both countries is low.”

Administrative positions exist in varying forms to oversee the performance of schools and school administrations. These positions are able to receive and act upon complaints of violence and, therefore, are important to mention within the scope of this analysis. Educational inspection is one common administrative function in Lebanon, Morocco, and Yemen. Educational inspectors periodically visit schools but the extent to which their monitoring covers the issue of violence varies across the three countries. In Yemen, the inspectors' role in practice is restricted to academic matters.³⁰⁸ In Morocco and Lebanon, the educational inspectors who conduct periodic visits to schools are mandated to monitor the implementation of all internal regulations and ministerial notes, which include the ministerial notes banning corporal punishment. The effectiveness of the inspectors in Morocco and Lebanon as monitors of violence in schools essentially depends on the numbers of cases reported to the inspectors, which in both countries is low, according



to data collected for this study. Furthermore, there is no evidence in any of the three countries that inspectors are targeted for sensitisation or capacity-building on detection and assessment of violence.

While Lebanon and Yemen suffer from a lack of human resources designated to individual schools for monitoring purposes, Morocco has an elaborate human resource system with a variety of administrative staff appointed in colleges and high schools to follow up on the performance of students and teachers. As stated in other sections of this document, Morocco's educational framework gives its school principals full responsibility for the protection of children and the school environment. In principle, Morocco's complex administrative framework is meant to counteract the possibility of violence; in other words positions such as the censeur can monitor the reasons behind the use of violence, such as absenteeism, delays, incomplete homework, and lack of discipline. In practice, however, the monitoring conducted is not integrated within a comprehensive child protection strategy.

In Lebanon, the issue of violence in schools also touches upon the mandate of the Guidance and Counselling directorate of the MEHE. These "counsellors" are essentially teachers with an educational and psychology background who have received capacity-building on various pedagogical issues, including positive discipline and alternatives to violence.³⁰⁹ These teachers are meant to work in their respective schools cooperatively with teachers, parents, and students in order to reach solutions to academic and behavioural problems or types of violence a student may face in the school environment. The guidance counsellor is an important element in the system as individual cases are referred to him/her by the administration or parents and he/she is able to study, investigate and report.

From 2007 to 2008, the educational inspection in Lebanon reported that, despite the presence of 246 teachers with added guidance and counselling roles, these human resources are not properly invested.³¹⁰ In addition to these teachers, the Ministry also has at its disposal 11 coordinators who work in academic guidance and counselling; these coordinators conduct regular visits to schools. It was reported that between 2008 and 2009, 86 students were referred by the Ministry's coordinators to specialised centres, usually operated by civil society organisations. Thirty-one students were provided with psychiatric treatment after experiencing sexual harassment, suicide attempts, misbehaviour, etc.; 55 students were referred for assistance with learning and other disabilities.³¹¹

Despite these follow-up systems, violence in schools persists. These monitoring mechanisms are not yet child-focused and interventions by counsellors, inspectors, or social workers in their respective contexts are not part of an integrated, rights-based monitoring system. Rather, academic and teaching performance is the priority for monitoring by the ministries of education in the three countries and, therefore, its effects on mediating violence in schools largely incidental.

ii. Reporting and Complaints Procedures

Despite the nominal existence of channels of communication, procedures, and regulations in the educational systems of all three countries, cases of violence are still greatly underreported. The reasons for this are similar across the three countries: mainly, the lack of awareness by students, parents and school staff on what constitutes a violation of the child's right to protection. Furthermore, reporting procedures are not properly disseminated, avenues of communication to the administration are often not child-friendly and accessible, and finally, parents are at

times accomplices in accepting the use of violence against their child as a form of discipline and thus do not report cases. UNRWA schools stand apart from the other three contexts in that they have clear procedures with focal points that receive and investigate complaints. However, even with the existence of this protection policy, violence continues to be prevalent in UNRWA schools, which shows a weakness in implementation and reporting.

In all three countries, when violence is directed at a child in a public school, parents have the option to either complain to the administration of the school or directly to the ministry of education through the heads or regional departments of the ministry. Generally, upon receiving a complaint and conducting the necessary investigations, the principal or the appropriate ministerial body can issue a verbal or written warning to the teacher or staff member responsible for inflicting the violence. If it is repeated, then some form of disciplinary measure can be taken in the form of either a temporary or a permanent suspension of tasks, depending on the discretion of the authority. The procedure can also be done informally, as in Yemen, excluding a legal procedure.³¹² Judicial avenues through the police or the Ministry of Justice are another option for reporting in all three countries. However, in order for the Ministry of Justice to intervene in the three countries, the violence has to be ‘severe’ enough to be classified a criminal act by the law.

In Lebanon, students, parents and teachers can also complain to the Department of Education Inspection. Inspectors visit public schools once every two months; they can receive complaints from students, parents, or administrations and report back to the General Inspector who refers criminal offenses³¹³ to the judiciary or issues disciplinary-administrative measures such as a warning or temporary suspension of the offender. Studies have noted, however, that the time it takes for investigations to be concluded

with appropriate disciplinary measures is prolonged and riddled with slow bureaucratic procedures.³¹⁴ In Yemen, social workers present in all schools can also receive complaints. According to the by-laws of the MoE, each school in Yemen must have a social worker that is mandated with following up on and solving individual cases with students and teachers.³¹⁵

“Out of the three countries, the complaints procedure present within UNRWA schools in Lebanon is the most coherent, despite the fact that these procedures have not been effective in enhancing reporting of violence cases in schools.”

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awareness sessions with children and a child-friendly publication of complaint mechanism procedures. Following investigation procedures, both informal and formal depending on the case, actions that may be taken include: “mandatory training, reprimand, a change of functions or responsibilities, counselling or other appropriate corrective measures.”³¹⁶ Field research has shown that children and parents are still unaware of UNRWA’s complaint mechanism. The awareness-raising activities implemented by the agency have focused more on human rights rather than the specificities of UNRWA’s protection policy.³¹⁷

Out of the three countries, the complaints procedure present within UNRWA schools in Lebanon is the most coherent, despite the fact that these procedures have not been effective in enhancing reporting of violence cases in schools. The procedures designate focal points for receiving complaints and providing information on reporting to anyone who asks. The procedures call for dissemination of complaint forms through various means such as parent’s meetings,

Meanwhile, some private schools in Lebanon are taking the initiative to instate their own protection policies.³¹⁸ For example, Al-Mabarrat schools, a network of schools across the country, have adopted child protection as a priority. A protection officer has been appointed in all the schools and child protection policies and procedures are being incorporated into employment conditions and internal regulations. Furthermore, a complaints and reporting mechanism is being put in place in case a child is subject to abuse, one manifestation of which would be complaints boxes distributed in the schools.³¹⁹

iii. National Reporting Mechanisms

Reporting mechanisms outside of the ministries of education also exist in Yemen, Lebanon, and Morocco and have been resorted to for violations in school settings. Centralised statistics are not available, however, to measure their use. For example, help lines found in all three countries cover cases of violence in schools but are not explicitly established for violence in school settings. In Yemen, a helpline is operated by the AHRF, through a group of social workers, psychology and legal experts who provide counselling and referral to around 1,000 cases per year. In 2009, UNICEF and AHRF trained 35 participants from the Government and local NGOs on how to support children who seek help through the help lines and what is needed to make help lines effective for children.³²⁰

Meanwhile, in Lebanon, efforts are underway to establish a national, Government-sponsored child help line.³²¹ This help line would be respond to cases in all settings, including schools, and will allegedly include a role for the Guidance and Counselling directorate to respond to reported cases of violence.³²² Other help lines that already exist in Lebanon and that receive cases of violence both in and out of schools include the hotline belonging to UPEL³²³,

“ Help lines found in all three countries cover cases of violence in schools but are not explicitly established for violence in school settings.”



sometimes even to the perpetrator. UPEL, on the other hand, being a public utility association contracted with the Ministry of Justice, receives complaints but only investigates and intervenes upon order of the General Prosecution court. In principle, UPEL social workers would investigate and report on violence received *via* their hotline even if it occurred in a school.³²⁵ UPEL's intervention is limited to severe cases of violence resulting in danger or risk to the child and all cases of sexual abuse. According to the director of UPEL, cases which are less severe are usually either solved on the phone with the school administration, or referred to the MEHE's inspectors.³²⁶

A national reporting mechanism also exists in Morocco. The NOCR created a counselling centre and a national hotline³²⁷ (*Numéro vert*) in 2000. This centre is responsible for receiving and orienting child victims of violence, in general, and also follows up on cases requiring legal, medical or psychosocial intervention. To ensure victims receive the necessary support, the centre has partnerships with the Ministry of Justice and Ministry of Health (through listening and orientation centres in hospitals).³²⁸ This hotline, created to support child victims of violence, is also responsible for supporting child victims of violence

KAFA (specifically for cases of sexual abuse and gender-based violence) and Himaya.³²⁴ KAFA, Himaya and other NGOs such as Dar El Amal that receive cases of violence respond by employing social protection methods such as contacting the school administration, providing mediation and offering support to the victim and

in schools, even in the legal prosecution of their perpetrators. It is also responsible for prevention, information and awareness of violence against children. Its protection unit also evaluates conditions of violence against children. To accomplish its mission, the unit is comprised of a complete psycho-socio-educative team and representatives of all concerned state services. The NOCR compiles data on the number of cases received or referred to the centre. Indeed, since last January 2010, 40 cases of violence in school were reported to the centre. Among them, eight cases were related to sexual abuse.³²⁹ However, the research team was not able to learn the number of cases followed up on by the Ministry of Justice, or their outcomes.

Other ministries were also found to have a role regarding violence in schools. In Yemen, some ministries beyond the MoE have bodies mandated with a monitoring function for human rights violations in general. For example, the Studies and Research Department at the Ministry of Human Rights could potentially monitor cases of violence. In fact, they have conducted research initiatives such as the questionnaire that was disseminated to school children in July 2009 to measure levels of awareness on violence against children in schools.³³⁰ Similarly, in Morocco the Ministry of Public Health and the Ministry of Social Development, Family Affairs, and Solidarity operate listening centres where they receive cases of violence in general, but also cases of violence from schools. These centres are a valuable source of data on the extent of the problem in schools. The MOSA in Lebanon through its Social Development Centres³³¹ accesses schools through social workers working within communities. These social workers play a monitoring and intervening role for cases of violence in schools.³³²

iv. Filling in the Gaps: Initiatives by Civil Society

In Yemen, Lebanon, and Morocco civil society organisations (CSOs) have implemented several initiatives that—if implemented nationwide—could prove effective in enhancing monitoring and reporting of violence in schools. The information that NGOs receive through their interaction with beneficiaries of their projects is extremely valuable. The gaps identified in this context, however, are that civil society initiatives are individual rather than national initiatives; the monitoring by civil society is *ad hoc* and communication and information-sharing insufficient. On the other hand, data gathered shows that the most successful civil society initiatives have been those that took their expertise a step further by including other NGOs and stakeholders such as parent associations and municipalities, and approached the Government with clear recommendations inspired from field work.

Yemeni civil society has been active in establishing monitoring networks. In 2006, the National Coalition for Child Rights Care established a monitoring unit. The unit receives complaints about violence against children through reports collected from the coalition's coordinators in the governorates (15 representatives of 15 active organizations in 15 governorates) and through the media. In principle, when the unit receives a complaint, documentation and proof are required. According to the results, a memorandum is then directed to the responsible authority such as the Attorney General, the MoE, the HCMC, the Ministry of Interior and the Ministry of Human Rights. In some cases, the unit refers victims to some local NGOs and networks such as Seyaj and the National Network for Child Protection.³³³ Unfortunately, no evidence of follow-up on individual cases was found for the purpose of this study. Similarly, in December 2008, a monitoring, legal and psychological support unit for children to report cases of violence was established by Seyaj. The monitoring is

carried out through a field monitoring team of volunteers in all the Yemeni governorates, as well as through a hotline and the media. According to the executive director of Seyaj, this monitoring unit has documented more than 1,000 cases of different forms of violence in various settings since its establishment, and has analysed 257 cases. Seyaj issued its first annual report about trends of violence against children in Yemen in 2009.³³⁴

Meanwhile, in Lebanon, local NGOs attempt on an *ad hoc* basis to assist victims in reporting abuse. CSOs and local service providers often receive complaints by the children they work with about violence in schools. Means of intervention are then determined by the internal staff of the organisation, who sometimes works directly with the parents or the school administration to solve the problem.³³⁵ According to the interviews conducted for this study, it is generally accepted by NGOs and community-based workers that successful monitoring and intervention for cases of violence heavily depend on the personal inclination or initiative of the individual school administration.³³⁶ Arguably, in most local contexts in Lebanon, the responsibility for monitoring violence in schools is dispersed among various stakeholders, with little coordination and almost no case management.

One of the practices among CSOs in Lebanon that can be considered commendable is the work of Mouvement Social, a national NGO, on the issue of school drop outs, through which they harnessed their grassroots experience for research, analysis and advocacy purposes. Mouvement Social made use of their access to a pool of beneficiaries who had dropped out of school to analyse and report reasons for dropping out, finding that violence in schools is a major cause. Mouvement Social then went on in April 2006 to launch a coalition reaching various regions, composed of representatives from municipalities, NGOs, social development centres, the Guidance and

Counselling section of the MEHE and so forth. Over two phases, these committees collectively examined reasons for drop-outs, one of which was violence, and proposed solutions. The documented results of these forms were then transferred to the MEHE, which contributed to the establishment of a 'drop-out committee', which a Mouvement Social representative considers a continuation and expansion of the work initiated by CSOs.³³⁷

Among Palestinians in Lebanon, there are a number of rights networks that facilitate monitoring and referral among NGOs in constant contact with children. Some of these networks also extend to Lebanese children, such as the child rights network in Sidon and the child protection network in the Tyre area. The children's rights network in the north is restricted to Palestinian children, however. Although the strategic plan of these networks is monitoring violations of children's rights including violence against children, they are still in need of capacity-building in order to extend their activities beyond referral and service provision and to be able to monitor, report and conduct systematic research.³³⁸

In 2010, in Yemen, Shawthab installed complaint boxes in 13 schools, five in Sana'a and eight in Aden, to allow children to report cases of violence practiced against them. These complaints are studied by social workers and the appropriate intervention then implemented. Sometimes Shawthab provides assistance to students in cooperation with related authorities and parents. In Lebanon, a similar initiative was proposed but never actualised. Save the Children Sweden and the Centre for Education Research and Development were planning on launching a child-friendly school model that included the installation of complaints boxes in select public schools in Lebanon. This project, however, was never implemented.³³⁹

In Morocco, the National Association for Students with Difficulty established listening and orientation centres in schools across the country. These centres seek to facilitate reporting of problems and violence faced by students. There has been no reporting or monitoring of these centres since their establishment in 2005; it can only be estimated that 1,500 centres were created in Casablanca alone.³⁴⁰ Despite their proliferation, no evaluation of their impact was found for this study. According to Ms. Saadia Serghini, president of the National Association, teachers were also trained in reporting mechanisms.³⁴¹ Interviewees pointed out challenges such as the fact that these centres function *via* teachers who work on a voluntary basis in each school. Furthermore, due to lack of funding, there is no specific room designated for the reporting function within the schools.³⁴² Nonetheless, the volunteers working within these centres have been the target of training courses delivered to them by NGOs in 2005, 2008 and 2010, with the purpose of further building their capacity to receive and orient students facing problems.

4. Participation in Monitoring, Reporting, and Research

An interesting practice in child participation in monitoring violence in schools was implemented in Yemen by

the MENA Child Protection Initiative.³⁴³ The initiative launched a Local Council for children in Sana'a. The members of the Council, children aged 12 to 18, were elected in March 2008. The 27 children represented 22 public and private schools and five societies. The Local Council members developed a questionnaire on violence against children at school and distributed it in the same 22 schools and five societies they originated from. The questionnaire asked questions about physical and verbal punishment as well as discrimination. The findings of the questionnaire were published and disseminated in a workshop implemented by the Initiative.³⁴⁴ The Local Council was funded by the MENA Initiative for Child Protection, UNICEF and the Capital Secretariat but was not renewed in March 2010 due to the lack of funding.³⁴⁵

Members of the Children's Parliament in Yemen occasionally receive reports of cases of violence, which they share with the School of Democracy. Accordingly, the School of Democracy intervenes with authorities on a case-by-case basis. However, the Children's Parliament's coordinator indicated that the Parliament does not have a formal mechanism for reporting cases of violence against children.³⁴⁶



Services Provided for Victims

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The services needed for children victims of violence in school are varied, most important of them medical services and a referral system for psychosocial support, counselling services, legal consultations and sometimes reporting. Although there are numerous initiatives that provide services in Yemen, Morocco and Lebanon, weaknesses and overlapping persists. There are also opportunities to develop some of these initiatives for dissemination in the MENA region.

1. The State of Service-Provision for Victims of Violence

Evidence collected for this report suggests a lack of provision of medical services in schools or medical support specific to violence inside schools. There exist, however, disparate initiatives that could be considered commendable if institutionalised within the educational system.

For example, in Morocco in August 2000, the Ministry of Health put in place “Listening Centres for Children Victims of Violence”, which were created to give integrated support to children, including medical support.³⁴⁷ On the other hand, Protection Units for Children were put in place by the Ministry of Social Development, Family Affairs and Solidarity in 2006 to offer medical support for children victims of violence.³⁴⁸

Similarly, in Yemen, a Primary Health Clinic was established by UNHCR, providing a doctor dedicated to deal with any case of sexual abuse against refugees³⁴⁹; moreover, the Yemeni Red Crescent Society has launched

a project to activate the existing Red Crescent Society groups in schools in 2005. These groups were responsible for providing first aid to other students and raising the awareness of others on health issues.³⁵⁰

In Lebanon, reports have pointed out that medical and psychosocial services are available for child victims of violence only where specialised medical teams are available.³⁵¹ Many services tackle domestic violence, with home visits and assistance to the parents, but there is no evidence of such services within schools and for educational staff who perpetrate violence. The gaps in services available to victims of violence are much the same as the gaps found in the public health system in Lebanon; there is an uneven geographical distribution of primary health care facilities, consultative clinics and other forms of social services.³⁵² Comprehensive mapping efforts for services available for children subjected to violence is underway by

“Evidence collected for this report suggests a lack of provision of medical services in schools or medical support specific to violence inside schools.”
.....

Save the Children Sweden, and according to a representative, the findings so far have pointed towards a lack of specialisation in child protection among service providers and an inequality in distribution of services across Lebanon.³⁵³ Other localised mapping efforts have shown that the majority of services available within communities provide medial or psycho-

social services, many of them almost free of cost. An assessment conducted on behalf of the Italian Cooperation in the southern suburbs of Beirut found that “collaboration among centres is almost nonexistent and there is no networking”³⁵⁴; the findings also revealed competition and duplication of services. The assessment additionally

showed that some community-based service providers conduct awareness-raising sessions in schools, mainly on health and, at times, reproductive health.

The gaps in service provision is covered in Lebanon by NGOs like Dar El Amal and KAFA which offer rehabilitation, counselling services, legal consultation, court representation and referral services for children subjected to sexual violence. Dar El Amal, which is specialised in the field of sexual exploitation and abuse of children, collaborates with schools to identify children at risk of sexual exploitation and abuse. In another example, national NGO KAFA provides counselling services to victims of sexual violence and runs a 24-hour emergency help line, adver-

tised through emergency cards and stickers. KAFA also runs a centre for women and children victims of violence in any setting, offering services such as legal consultation, counselling and support groups, court representation and referral services.³⁵⁵

Naba'a, along with Terre des hommes-Italy and UNRWA, has dedicated a component for psycho-social support activities in eight UNRWA schools for low-performance children enrolled in the first cycle. These activities were presented during the implementation of an intervention project for low-performance children in UNRWA schools inside Ein El Helweh Palestinian refugee camp in Lebanon from April 2009 till September 2010. At the

same time, "Child Friendly Environment", a project implemented by Naba'a in partnership with Save the Children Sweden in 2008 and 2009, offered psychosocial support and coordination with the existing psychosocial referral system in order to follow-up on children exposed to violence inside six Lebanese and UNRWA schools in the south of Lebanon.³⁵⁶

In Morocco, the NOCR created in 2000 a counselling centre and a national hotline (*Numéro vert*) that is responsible for receiving and orienting children victims of violence and following up on needed legal, medical or psychosocial



Children in Morocco painting a mural on children's rights. *Courtesy of Save the Children Spain*

intervention. Moreover, Listening and Medication centres were established by UNICEF in collaboration with the MNE just after a UNICEF campaign carried out in school year 2005-2006 to fight school attrition, violence and exploitation of children. Of the six regions reached by the campaign, Marrakech-Tensift-Elhaouz was the only region to put in place these centres, representing an interesting pilot experience.³⁵⁷ Meanwhile, the National Association for Students with Difficulty has also put in place listening and orientation centres to deal with children having all kinds of problems at school, including violence. It is estimated that 1,500 centres were created in Casablanca alone.³⁵⁸

These initiatives are not comprehensive since they do not cover all children in schools across the three countries. In addition, the initiatives didn't provide medical support specific to violence in school.

In Yemen, the AHRF in partnership with UNICEF has established a psychological clinic to provide violated children and families with psychological and legal aid. On the other hand, the Primary Health Clinic that was established by UNHCR in 1994 refers cases to a safe shelter if necessary, provides legal support and follows up in court. Refugee children have access to the UNHCR clinic, where a doctor is dedicated to deal with any case of sexual abuse against refugees, including victims in schools. The added value of this clinic is that the victims get medical services without being obliged to report their cases to the police, as is the case in other clinics. Under the sponsorship of UNICEF in 2004, the Ministry of Justice in Yemen contracted 16 lawyers to provide free legal support for children victims of crime. For sustainability, after the project had ended, the Ministry contracted those lawyers under its own budget to continue their work. Copying this experience, in 2010, UNICEF is funding the Ministry of Justice to contract 20 lawyers, through their offices to maintain

credibility and sustainability, to provide free legal support for children victims of crime.³⁵⁹

In spite of these initiatives across the three countries, there is no direct referral system in schools or psychosocial support specific to violence in schools except in UNRWA schools where a team of specialists are available for psychosocial support to children exposed to violence in schools.³⁶⁰ The initiatives carried out by these governments, CSOs, international NGOs and UN agencies often overlap, lack coordination and are presented in the same geographical areas.

2. Opportunities to Improve the Quality of Services

Teacher participation in listening and orientation centres in Morocco is voluntary, lessening their impact. Nevertheless, the initiative, if funded, is a positive effort supporting children victims of violence in schools. The centres reinforce teacher-to-student listening and communication skills while providing an accessible mechanism that supports student victims of violence. The centres are a fundamental component of psychosocial support for students and could be improved, professionalized and disseminated within Morocco and across other the Arab countries. A monitoring mechanism for the centres would be required to evaluate the quality of the services provided to child victims of violence.

Psychosocial support and complaint mechanisms in UNRWA schools suffer from a lack of human resources. (At this writing, there was one school counsellor for every 7,000 students and one teacher counsellor for each school.) However, the programme could be developed by activating the work of the Psychosocial Working Group (PSWG), which includes local and international NGOs and UNRWA and is intended to create a shared work-

ing mechanism between them, to bridge existing gaps in psychosocial support in UNRWA schools.³⁶¹

Finally, the child protection unit created by the Moroccan Government is a good model of a reception and listening mechanism for child victims of violence, offering children medical, psychological, juridical and social support. The Unit works in close collaboration with all concerned departments: justice, health, police, regional academies and delegations. This programme could be developed and disseminated throughout the country and the region.

3. Initiatives in the Field of Referral and Rehabilitation Services

This study has found that community-based service providers in the three countries could strengthen their work by increasing collaboration and networking with one another.³⁶² Some initiatives have made use of networking for referral purposes, however.

For instance, the Child Protection Network, established in 2007 in north Lebanon, supported by Save the Children Sweden and funded by the EU, has provided psychosocial support and recreational activities. It is also cooperating with a medical institution that provides psychiatric services for children enrolled in Lebanese and UNRWA schools.³⁶³

Social workers, health personnel and other employees of the Lebanese MOSA in Lebanon play an important role in

referring cases of violence from schools to the appropriate channels (despite the absence of a direct referral system for children in schools). These contacts are important for detecting and reacting to cases of violence in schools on a community level. Apparently, the MOSA here has adopted the role of the MEHE to fill an existing gap.

In Yemen, the Primary Health Clinic, at work since 1994, is a good example of a commendable practice. At these clinics, a doctor is dedicated to receive and treat cases of sexual abuse against refugees. The added value of this clinic is that victims receive medical services without being obliged to report to the police, as is the case in other medical institutions.

4. Obstacles to the Development of Services

An analysis of the available services and initiatives in these three countries shows that many are unsustainable or suffer from inadequate resources. In addition, research indicates that there is a general acceptance of violence against children in these communities. For example, this was one reason given for the Moroccan listening centres' inactivity. Services are not sufficiently advertised or easily accessible. Moreover, a lack of public services encourages local NGOs to fill gaps through informal and recreational activities, psychosocial and medical support, legal support and monitoring and reporting.



Recommendations

We urge the ministries of education and relevant governmental stakeholders in Yemen, Lebanon, and Morocco to abide by their obligations under Articles 19, 28 (2), and 29 (1) of the Convention on the Rights of the Child, and expedite efforts to implement the following:

Based on ministerial notes existing in all three countries prohibiting the use of corporal punishment and other forms of violence in schools:

- ▶ Develop comprehensive and child-focused protection policies with codes of conducts for all educational staff;
- ▶ Establish unified indicators for detection of violence in schools, disseminate these to all educational staff and train administrative personnel in monitoring and reporting violations of child rights;
- ▶ Allocate adequate and qualified human resources for monitoring the implementation of protection policies within schools, training staff in child protection and monitoring of child rights violations;
- ▶ Rationalise the work of administrative staff resident within schools (such as the *censeur* in Morocco or the social worker in Yemen) or periodically visiting schools (such as guidance counsellors in Lebanon), in order to distribute clear monitoring mandates and avoid duplication;
- ▶ Establish and implement effective measures for holding individual school administrations accountable for the implementation of protection policies through the mandatory submission of annual action plans with a section dedicated to prevention of violence;
- ▶ Disseminate at the start of each academic year internal regulations and codes of conducts to all teachers and raise awareness on reporting and complaints procedures;
- ▶ In Lebanon, benefit from the protection policies being implemented in UNRWA-operated schools and some private schools;
- ▶ Implement a comprehensive data collection policy and create an accurate and high-quality database for cases of violence reported or detected in schools in partnership with national statistics bodies or observatories;
- ▶ Develop and widely disseminate a child-friendly framework (such as hotlines, complaints boxes, etc.) for children to report cases of violence at schools;
- ▶ Ensure that the above recommendations are implemented through consultation and with the participation of relevant CSOs in order to benefit from their field experience; and

- ▶ Ensure that the above recommendations are implemented through inter-ministerial cooperation, with the active involvement of ministries of health, education, social affairs, human rights, and higher councils for children.

Build the capacity of educational staff, parents, and children on protection of children from violence in schools by:

- ▶ Developing ongoing training initiatives for teachers and administrative staff that develop their pedagogical skills, new disciplinary measures that are alternatives to corporal punishment and knowledge of children's rights;
- ▶ Incorporating into curricula for training future teachers a teaching component on child protection that addresses both the CRC and national legislation;
- ▶ Conducting annual workshops for old and new teachers on internal regulations and codes of conduct that prohibit the use of corporal punishment and other forms of violence, explaining consequences, reporting and complaints procedures;
- ▶ Activating the role of parents' and teachers' councils and similar bodies by conducting annual orientation sessions around the themes of child protection and alternative forms of discipline so that teachers and parents complement each other in their use of positive discipline;
- ▶ Developing user-friendly training modules and academic support for teachers and academic staff on alternatives to physical and non-physical violence; and
- ▶ Centralizing existing materials in Lebanon, Yemen, and Morocco and other MENA countries in an accessible database so as to facilitate knowledge exchange and sharing of best practices in positive discipline techniques and child protection.

Implement targeted awareness-raising campaigns for the prevention of violence in schools by:

- ▶ Raising the awareness of children, parents, and teachers on complaints procedures;
- ▶ Raising the awareness of children, parents, and relevant education staff on services available for child victims of violence in schools;
- ▶ Creating opportunities for children to develop and implement their own awareness-raising campaigns within schools and communities on school-based violence;
- ▶ Integrating into national curricula practices that provide alternatives to violence, such as conflict resolution, mediation and communication skills; and
- ▶ Ensuring that national awareness-raising campaigns are sustainable rather than ad hoc, with wide participation of CSOs, governmental stakeholders and children.

The existing laws and decrees that prohibit corporal punishment and other forms of violence against children in the three countries are insufficient for conducting legal battles to support and protect child victims of violence. Therefore, we urge the legislative authorities in Yemen, Morocco, and Lebanon to:

- ▶ Expedite legislative reform efforts to criminalize all forms of violence, including corporal punishment and psychological violence, against children in all settings and
- ▶ Remove from existing legislation exceptions allowing caretakers' use of violence as a 'socially-accepted' form of discipline.

Duty-bearers and children have an important role in preventing, monitoring, and addressing violence in schools. Sustainable links between children, parents, and the school, if available, can provide a safety net for children: a social form of protection that compliments legal and administrative frameworks of protection. We urge parents, children and teachers to:

- ▶ Establish a mechanism where violence witnessed in schools is reported immediately through official channels;
- ▶ Urge school administrations and local or national bureaus of the ministry of education to map and disseminate official complaints channels and follow-up procedures;
- ▶ Establish committees comprised of parents, teachers and children to monitor, report and advocate for the prevention of violence in schools;
- ▶ In cases where the school administration does not act to prevent violence, approach the appropriate authorities directly and follow up on investigation and intervention;
- ▶ Involve the media in severe cases that remain unaddressed by the appropriate authorities;
- ▶ Seek capacity-building or legal advice from NGOs and service providers with a relevant educational or protection mandate; and
- ▶ Create or participate in community-protection networks composed of national and local governmental authorities, schools, children, parents, NGOs and service-providers and present their recommendations to the relevant authorities.

In all three countries, service provision for child victims of violence in schools is not comprehensive and suffers from gaps and duplication of effort. We urge service providers and the relevant authorities to:

- ▶ Activate a coherent referral system among the ministries of education, health, and social affairs to offer public medical and psychosocial services for children victims of violence in schools;

- ▶ Increase cooperation and coordination between the ministries of education, UN agencies and international and local NGOs in order to benefit from shared experiences and resources in services related to violence against children;
- ▶ Appoint social workers and counsellors to support child victims of violence within schools;
- ▶ Document and report cases on a systematic basis, in order to reveal trends. Share information with advocates, lobbyists, and researchers in order to feed advocacy and research efforts; and
- ▶ Forge partnerships and networks with NGOs and private and public service providers working in communities and schools for case management and referral purposes.

Civil society organisations work to fill gaps in service provision, monitoring and reporting of violence in schools. However, CSOs should complement their field work with advocacy and follow-up. It is imperative that localised initiatives are endorsed by the Government in order to institutionalise their impact and build a comprehensive national protection system. We urge civil society organisations and advocates to:

- ▶ Strengthen collective advocacy efforts targeting ministries of education and relevant policymakers for the immediate prevention of violence in schools;
- ▶ Emphasise in advocacy efforts the need to mainstream child protection in educational reform initiatives;
- ▶ Raise awareness of stakeholders and policymakers on the consequences of the use of corporal punishment and other forms of violence in schools;
- ▶ Advocate for comprehensive and clear legislation that defines all types of violence with adequate sentences in the Penal Code;
- ▶ Integrate national advocacy components of all projects and initiatives tackling the issue of violence in schools, in order to institutionalise the outputs and impact of individual civil society initiatives;
- ▶ Ensure sustainability of projects that tackle violence in schools, by endorsing existing institutional and communication links between children, parents and the school;
- ▶ Hold the government accountable for disseminated action plans, reports and public commitments by following up on the progress of implementation;
- ▶ Prepare and widely disseminate annual reports on violence in schools and the impact of projects and initiatives;
- ▶ Establish coalitions or networks on the issue of violence in schools to mobilise all organisations working with children through an integrated and coherent strategy of prevention, targeting schools, parents and children;

- ▶ Map and forge partnerships with journalists active in coverage of child protection and educational quality, build their capacity on reporting child rights violations and regularly share information with them; and
- ▶ Reinforce child participation in all projects related to children, and seek to equip children with knowledge and skills to protect themselves.

International NGOs, funding organisations, and UN agencies in Yemen, Lebanon, and Morocco have been influential in leading or supporting national initiatives for protection of children from violence in schools. We urge international organisations, funders and UN agencies to:

- ▶ Seek local partnerships and prioritize the capacity-building of national stakeholders in order to ensure sustainability of projects and initiatives;
- ▶ Ensure that the strategies and plans of the organisation's country missions, as well as those of local implementing partners, are responsive to the needs and priorities of beneficiaries;
- ▶ Fund and support initiatives that allow children to lead awareness-raising campaigns, advocacy, monitoring and reporting of violence against children in schools.
- ▶ Enforce child participation as a criteria for the funding of projects preventing violence in schools;
- ▶ Support and fund research initiatives that analyse the consequences of violence in schools for educational quality;
- ▶ Support and fund research initiatives that measure the prevalence of violence against particularly vulnerable children such as children living with disabilities or learning difficulties, foreign and refugee children, or poor children, with collection and reporting of geographical, gender, and other disaggregated data; and
- ▶ Ensure that training modules and tools for the capacity-building of stakeholders are translated into Arabic for wider accessibility and tailored to national and local contexts.

The media has an important role to play in disseminating initiatives for child protection, monitoring the progress of Government commitments and obligations, and spreading awareness and influencing social perception on violence against children in schools. Based on this, we recommend to print, audio, visual and digital journalists the following:

- ▶ Follow up on violence cases in schools using proactive investigative journalism in order to sustain the issue of violence on public policy agendas; and
- ▶ Cooperate with civil society in information-sharing and the dissemination of cases, intervention measures, and outcomes.

Annex 1 - Status of Corporal Punishment in the MENA Region According to CRC Reporting

1. Algeria

In March 2005, the Government of Algeria informed the Committee that corporal punishment in schools was strictly prohibited.³⁶⁴ Also in 2005, a national strategy to combat violence against children was implemented in collaboration with UNICEF; under this strategy, actors of relevance—notably teachers and educators—are obligated to intervene and report violence occurring in school settings.³⁶⁵ Article 33 of the Constitution “guarantees the inviolability of the human person and prohibits any form of physical or moral violence” and Article 34 stipulates that “[p]hysical or moral attacks on the integrity of the human being shall be punishable by law”.

Nonetheless, in its Concluding observations of 2005, the Committee stated that, notwithstanding the fact that corporal punishment is prohibited in schools, it remained concerned that it is still used as a disciplinary measure.³⁶⁶ Furthermore, the Committee urged the State to adopt legislation explicitly prohibiting corporal punishment in all settings, and to conduct public education and awareness-raising campaigns promoting children’s right to protection from all forms of violence and alternative, participatory, non-violent forms of discipline.³⁶⁷ In addition, the Committee recommended that the State improve the effectiveness of monitoring to ensure that abuse of power by teachers or other professionals working with and for children does not take place in schools or other institutions.³⁶⁸ In May 2009, the Government of Algeria notified the Committee that Articles 19 and 21 of the law No. 08-04 adopted on 23 January 2008 gives legal sanc-

tion to the ban on corporal punishment.³⁶⁹ Furthermore, the Government informed the Committee that circulars are regularly sent to educational establishments to remind them of this ban.³⁷⁰

2. Bahrain

In July 2001, the Government of Bahrain informed the Committee that the Code of School Discipline promulgated by the MoE was designed to develop a sense of responsibility among schoolchildren, preserve their dignity, safeguard their rights, ensure justice and equality in disciplinary measures and prohibit beatings and corporal punishment in all schools.³⁷¹ Furthermore, pupils are given opportunities to lodge complaints and grievances with their school’s governing body and with the Department of Education and can also use a “hot line” to bring their questions, issues and problems to the attention of the MoE, from which they receive a direct response.³⁷² In its Concluding Observations, the Committee recommended that the State take legislative measures to prohibit all forms of violence, including corporal punishment and sexual abuse of children in the family, schools and in other institutions.³⁷³ It also recommended carrying out public education campaigns about the negative consequences of ill-treatment of children, and promoting positive, non-violent forms of discipline as an alternative to corporal punishment.³⁷⁴



3. Egypt

In its Second Periodic Report dated November 1999, the Government of Egypt did not mention of the issue of violence against children in school settings. In 2001, the Committee, in light of articles 19 and 39 of the Convention, expressed concern in its Concluding Observations that the ill-treatment of children in schools was ongoing despite prohibitions outlined in the Law on Primary Education.³⁷⁵ It further recommended that the State take legislative measures to prohibit all forms of physical and mental violence, including corporal punishment and sexual abuse, against children in the family, the school, and care institutions.³⁷⁶ These measures should be accompanied by public education campaigns on the negative consequences of the ill-treatment of children, the Committee said, and positive, non-violent forms of discipline as an alternative to corporal punishment.³⁷⁷ Moreover, adequate procedures and State mechanisms should be established to receive complaints in a child-friendly manner; monitor, investigate and prosecute instances of ill-treatment; and ensure that an abused child is not further victimized in legal proceedings.³⁷⁸

In its alternative report of 2001, the NGO Coalition on the Rights of the Child noted that, despite the legal prohibition against beatings in schools, 54% of youth in schools stated in a survey that teachers usually beat them.³⁷⁹

4. Iraq

In August 1996, the Government of Iraq informed the Committee that it aspired to ensure that school discipline was administered in a manner consistent with the human dignity of the child. It also drew attention to school regulations that prescribe an approach “based on coun-

selling and guidance and abstention from the infliction of corporal punishment.”³⁸⁰ In its Concluding Observations of 1998, the Committee expressed its concern that corporal punishment was not expressly prohibited in domestic legislation. It recommended that measures, including legislation, be taken with the aim of prohibiting corporal punishment at all levels of society.³⁸¹ The Committee also suggested that awareness-raising campaigns be conducted to ensure that alternative forms of discipline are administered in a manner consistent with the child’s human dignity.³⁸² In Article 29 of its 2005 Constitution, Iraq prohibits all forms of violence and abuse in the family, school, and society.

5. Israel and the Occupied Palestinian Territory

In February 2002, the Government of Israel informed the Committee that the MoE has imposed an absolute ban on the use of any form of corporal punishment as a means of discipline. The prohibition against the use of corporal punishment was given legal sanction by the Pupils’ Rights Law of 2000, which determined that students have the right to disciplinary measures at school that respect human dignity.³⁸³ Furthermore, in 1990, the MoE established a hotline to promote the needs and rights of students in the education system. The hotline handles specific complaints about injustice or discrimination against students (e.g., unfair treatment, unjustified punishment, physical or verbal violence).³⁸⁴ In its Concluding Observations, the Committee stated that it deeply regretted the lack of any information about the situation of children in the occupied Palestinian territory (oPt).³⁸⁵ It further recommended that Israel carry out public education campaigns about the negative consequences of ill-treatment of children and promote positive, non-violent forms of discipline as an alternative to corporal punishment.³⁸⁶

Independently, Defence for Children International reported that, despite the existing ban, corporal punishment of children still occurs in practice, especially in ultra-Orthodox Jewish residential schools and Arab schools.³⁸⁷ Lack of governmental supervision in closed communities (ultra-Orthodox, Arab, and Bedouin, among others) may be responsible for underreporting of cases of corporal punishment of children.³⁸⁸ They also warned that while schools are required to report cases of violence to the MoE, they cannot always be counted on to do so, according to a report by the State Comptroller.³⁸⁹

As the main provider of education in the occupied Palestinian territory, the Palestinian Authority has rules and regulations addressing the treatment of children in its schools. The Palestinian Child Law No. 7 of 2004, more specifically chapters 8, 9 and 10, provide protection rights, protection mechanisms and measures against violence, abuse and ill-treatment.³⁹⁰

6. Jordan

In March 2006, the Government of Jordan informed the Committee that Jordan's Penal Code includes provisions aimed at protecting children from abuse and exploitation. MoE Directive No. 4 of 1988 concerning school discipline emphasizes the need to respect the human dignity of the child and precludes the practice of physical punishment.³⁹¹ The Government also stated that Jordanian organisations, both official and non-governmental, are seeking through various programmes to implement educational and legal measures that will strengthen positive, non-violent forms of discipline, with the aim of promoting methods of interacting with children that are free of violence and abuse.³⁹²

In its Concluding Observations, the Committee notes that corporal punishment is prohibited in schools and

institutions and has been outlawed in penal institutions.³⁹³ However, it recommends that the State prohibit by law all forms of corporal punishment in the home, as well as in all other settings including private and public institutions, and effectively enforce this ban. The Committee also recommends that the State party review the draft Child Rights Act with a view to introducing an all-inclusive ban on corporal punishment.³⁹⁴

7. Kuwait

In September 1996, the Government of Kuwait informed the Committee that it has made child care and protection of children a key aim in Kuwaiti society. It said that it had done so by promulgating numerous laws protecting children from all forms of physical or mental violence, injury, abuse, neglect, maltreatment or exploitation, including sexual abuse.³⁹⁵ In its Concluding Observations, the Committee expressed its concern about the lack of a specific prohibition in domestic legislation against the use of corporal punishment.³⁹⁶ It also recommended that the State take all appropriate measures, including of a legislative nature, to prohibit corporal punishment in schools, in the family and other institutions, and in society at large.³⁹⁷ The Committee further suggested that awareness-raising campaigns be conducted to ensure that alternative forms of discipline are administered in a manner consistent with the child's human dignity and in conformity with the Convention, in the light of Article 28.2 of the Convention.³⁹⁸

8. Lebanon

In October 2005, the Government of Lebanon informed the Committee that employees in the education sector were prohibited by Article No. 41 of Decision No. 1130/2001 from inflicting physical punishment upon pupils.³⁹⁹ It went on to state that the HCC had recently

formed a special committee on the issue of children maltreatment and was working to produce mechanisms for monitoring, receiving and following up on complaints from children.⁴⁰⁰ In its Concluding Observations, the Committee expressed concerns that, despite the 2001 Memorandum of the Minister of Education, which prohibits educational staff from “inflicting corporal punishment, insulting, verbally humiliating and attacking the honour of their students”, corporal punishment is still used in schools and other institutions.⁴⁰¹ It therefore urged the Government of Lebanon to critically review its current legislation, in particular Article 186 of the Penal Code, with a view to ending the use of corporal punishment of children as a method of discipline in the family and within all institutions, including public and private schools.⁴⁰² It also recommended public education, awareness-raising and social mobilization campaigns on alternative non-violent forms of discipline with the involvement of children in order to change public attitudes towards corporal punishment.⁴⁰³

9. Libya

In August 2000, the Government of Libya informed the Committee that the beating of children in schools had become a criminal offence under the School Discipline Ordinance.⁴⁰⁴ It also mentioned that all professionals working with children are legally required to report any case of maltreatment to the competent bodies.⁴⁰⁵ The State further explained that these bodies have the obligation to investigate any complaint of ill-treatment and to refer them to the courts.⁴⁰⁶

In its 2003 Concluding Observations, the Committee welcomed the above-mentioned prohibitions and measures. Yet, it did express concerns as to the lack of information regarding prevention and awareness-raising activities.⁴⁰⁷

The Committee recommends that the Government conduct a study aimed at assessing the nature and extent of ill-treatment of children in order to design policies and programmes addressing this issue.⁴⁰⁸ It also recommends implementing awareness-raising activities on alternative non-violent forms of discipline.⁴⁰⁹

10. Morocco

In its 2000 periodic report,⁴¹⁰ the Government of Morocco did not mention the issue of violence against children in school settings.

In its Concluding Observations, the Committee expressed its concerns regarding the “apparently ongoing and rather common”⁴¹¹ use of corporal punishment in schools. It also expressed concern at the lack of awareness and information on the issue of violence against children and at the age limit set in national legislation implicitly allowing certain types of violence against children.⁴¹² As a consequence, the Committee made a number of recommendations. First, it recommended the Government conduct a study with the aim of assessing the causes, nature and extent of maltreatment of children⁴¹³ and that legislative measures be taken to prohibit all forms of physical and psychological violence against children in schools.⁴¹⁴ The Committee also recommended the State amend its legislation, removing the age limit for protection against violence.⁴¹⁵ Furthermore, it recommended that the Government implement public education campaigns on alternative non-violent forms of discipline and train professionals working with children to identify and report violence.⁴¹⁶ Finally, the Committee recommended the establishment of effective procedures and mechanisms for receiving, monitoring and investigating complaints.⁴¹⁷

11. Oman

In April 2005, the Government of Oman informed the Committee that Ministerial Decree No. 91/99 prohibits beating and corporal punishment in schools.⁴¹⁸ Those practices are also punishable under school regulations.⁴¹⁹ The State reported that the MoE is responsible for monitoring the behaviour of teachers⁴²⁰ and that no beatings in schools had been reported.⁴²¹

In its Concluding Observations, the Committee noted the measures aimed at preventing violence against children in schools⁴²² and recommended that awareness-raising campaigns on alternative non-violent forms of discipline be established involving children so as to change widespread public attitudes towards corporal punishment.⁴²³ It also recommended the State conduct a comprehensive study assessing the magnitude of violence against children⁴²⁴ and establish/improve procedures and mechanisms to receive, monitor and investigate cases of violence against children.⁴²⁵

12. Qatar

In January 2008, the Government of Qatar recalled the 1993 Ministerial Decree banning corporal punishment in schools.⁴²⁶ In its place, the State issued the 2001 Ministerial Decree No. 57 establishing “a system of behavioural guidance and discipline for students aimed at creating an appropriate educational environment.”⁴²⁷ This decree prohibits corporal punishment in all its forms in schools. In addition, the Government of Qatar informed the Committee that the Education Institute of the Supreme Education Council had developed guidelines aimed at preventing corporal punishment in schools and emphasizing the importance of good behaviour.⁴²⁸

The Committee took note of these measures⁴²⁹ and recommended awareness-raising campaigns be established on alternative non-violent forms of discipline so as to change public attitudes favouring corporal punishment.⁴³⁰ In fact, the Committee expressed concerns that corporal punishment is unlawful in schools only, and not in other settings such as the home and alternative care settings.⁴³¹

13. Saudi Arabia

In November 2004, the Government of Saudi Arabia informed the Committee that its MoE was issuing regular circulars prohibiting “the beating or ill-treatment of school children during all stages of general education and prescribing penalties designed to deter teachers from committing such acts.”⁴³²

In its 2006 Concluding Observations, the Committee expressed concerns that corporal punishment remains lawful and widely-used in other settings.⁴³³ It therefore recommended legislative measures be taken to prohibit physical punishment in all settings so as to be consistent and generate a change in public attitudes to corporal punishment.⁴³⁴

14. Syria

In August 2000, the Government of Syria informed the Committee that its MoE was “very insistent that children should not be subjected to corporal punishment.”⁴³⁵ Reaffirming this principle, the Ministry issued a number of administrative decisions and orders.⁴³⁶ Furthermore, the State explained that a child has the right to file a complaint on his own behalf.⁴³⁷

The Committee expressed concerns that, in spite of the Syrian MoE measures, corporal punishment in schools is

not prohibited by law.⁴³⁸ It therefore addressed a number of recommendations. The State party should conduct a comprehensive study so as to assess the magnitude of maltreatment of children in all settings.⁴³⁹ Awareness-raising campaigns should be put in place so as to promote alternative non-violent forms of discipline.⁴⁴⁰ It also recommended the State take legislative measures to effectively prohibit all forms of violence against children in all settings,⁴⁴¹ including in schools, and establish effective procedures and mechanisms to receive, monitor and investigate complaints.⁴⁴²

In its most recent State report of 2009, the Government of Syria informed the Committee that a draft bill on children's rights was submitted by the Syrian Commission for Family Affairs to the Council of Ministers in 2009 and has since been under review. In this draft bill, articles 16 and 103 respectively ban the use of corporal punishment in schools and provide administrative sanctions for teachers found guilty of using these methods. The MoE also reported issuing a bulletin to its staff banning physical and verbal violence in schools while encourage teachers to using alternative methods of disciplining children.⁴⁴³

15. Tunisia

In June 2008, the Government of Tunisia informed the Committee that violence in all its forms is prohibited under Tunisia's Penal Code; "violence", however, remains undefined.⁴⁴⁴ It also reported that a survey had been conducted to assess the extent of violence and its consequences in schools.⁴⁴⁵

In its Concluding Observations, the Committee expressed concerns that corporal punishment remains a widespread practice in schools throughout the country⁴⁴⁶ and that official interpretation of the provision banning maltreatment of children is much narrower than the Commit-

tee's.⁴⁴⁷ As a result, the Committee recommended Tunisia's Penal Code be amended in order to explicitly outlaw all forms of corporal punishment in all settings, including in schools, and take the necessary measures to ensure that such regulations are effectively implemented.⁴⁴⁸ Another recommendation was to amend the definition of maltreatment in line with the Committee's.⁴⁴⁹ Furthermore the Committee recommended the conducting of a comprehensive study on violence⁴⁵⁰ and the introduction of an awareness-raising campaign on alternative non-violent forms of discipline.⁴⁵¹

In July 2010, the Government of Tunisia amended its Penal Code to prohibit any form of physical punishment meted out to children, however light it may be.

16. United Arab Emirates

In its initial report of 2001⁴⁵², the Government of the United Arab Emirates did not mention violence against children in schools. In its Concluding Observations, the Committee expressed concerns regarding the lack of information and awareness about the issue of ill-treatment of children in schools.⁴⁵³ As a consequence, the Committee issued a number of recommendations. The Committee recommended the State conduct a comprehensive study to assess the extent of violence against children in schools⁴⁵⁴ and that legislative measures be taken to outlaw all forms of violence against children in schools.⁴⁵⁵ The Committee also recommended the conducting of awareness-raising campaigns about the negative impact of violence against children and alternative non-violent forms of discipline⁴⁵⁶, as well as the training of professionals working with children in identifying, reporting and managing cases of ill-treatment.⁴⁵⁷ Finally, the Committee recommended the establishment of effective procedures and mechanisms to receive, monitor and investigate complaints.⁴⁵⁸

17. Yemen

In December 2004, the Government of Yemen informed the Committee that corporal punishment had been banned in schools by MoE decree No. 14 of 1996.⁴⁵⁹ Furthermore, the Penal Code prescribes penalties for offenders in cases when the victim is a child or when the

offender is the child's guardian or trustee.⁴⁶⁰ In its Concluding Observations, the Committee expressed concerns that corporal punishment was still practiced in schools even though it was banned and recommended that the Government put in place awareness campaigns and training for teachers and parents about non-violent forms of discipline.⁴⁶¹



Annex 2 - Indicators

COUNTRY	TOTAL POPULATION (THOUSANDS) 2009	POPULATION UNDER 18 (THOU- SANDS) 2009	BIRTH REGISTRATION (%) 2000-2009*		UNDP DEVELOPMENT INDEX, 2010	GDP PER CAPITA, AVERAGE ANNU- AL GROWTH RATE (%), 1990-2009	LIFE EXPECTANCY AT BIRTH (YEARS) 2009	INFANT MORTALITY RATE (UNDER 1) 2009	UNDER-5 MORTALITY RATE 2009	UNDER-5 MORTALITY RANK (ON A TOTAL OF 193 COUNTRIES) 2009	MATERNAL MORTALITY RATIO, AD- JUSTED 2008	MATERNAL MORTALITY RATIO, LIFETIME RISK OF MATERNAL INFANTS WITH LOW BIRTH WEIGHT (%) 2005-2009*	POPULATION USING IMPROVED DRINKING WATER SOURCES (%), 2008		POPULATION USING IMPROVED SANITATION FACILITIES (%), 2008		EST. NO. OF CHILDREN (0-14 YEARS) WITH HIV (THOUSANDS) 2008*	
			ur- ban	ru- ral									ur- ban	rural	ur- ban	ru- ral		
Leba- non	4224	1303	n/a	n/a	n/a	2,2	72	11	12	130	26	2000	6	100	100	100	n/a	n/a
Mo- rocco	31993	10997	92	80	114	2,3	72	33	38	68	110	360	15	98	60	83	52	n/a
Yemen	23580	12062	38	16	133	1,5	63	51	66	48	210	91	32	72	57	94	33	n/a
World	6 813 327	2 219 545	n/a	n/a	n/a	2,5	69	42	60	n/a	260	140	15	96	78	76	45	2 500
Least devel- oped coun- tries\$#	835 486	390 642	44	25	n/a	3	57	78	121	n/a	590	37	16	80	54	50	31	1 100
Devel- oping coun- tries\$#	5 580 485	1 970 587	64	39	n/a	4,6	67	47	66	n/a	290	120	15	94	76	68	40	2 500
Sub- Saharan Africa#	841 775	414 349	54	30	n/a	1,8	53	81	129	n/a	640	31	14	83	47	44	24	2 300

PRIMARY SCHOOL ENROLMENT RATIO NET 2005-2009*		SECONDARY SCHOOL ENROLMENT RATIO NET 2005-2009*		YOUTH (15-24 YEARS) LITERACY RATE 2004-2008*		TOTAL ADULT LITERACY RATE (%) 2005-2008*	CHILD LABOUR (5-14 YEARS) (%) 2000-2009*		CHILD MARRIAGE (%) 2000-2008*		FEMALE GENITAL MUTILATION/ CUTTING WOMEN (A) (15-49 YEARS) 2002-2007*	FEMALE GENITAL MUTILATION/ CUTTING DAUGHTERS (B) TOTAL 2002-2007*	ATTITUDES TOWARDS DOMESTIC VIOLENCE 2002-2009*	CHILD DISCIPLINE 2005-2008*	% OF HOUSEHOLD CONSUMING IODIZED SALTS 2003-2009
male	female	male	female	male	female		male	female	urban	rural					
91	89	71	79	98	99	90	8	6	n/a	n/a	n/a	n/a	n/a	n/a	92
92	87	37	32	85	68	56	9	8	12	21	n/a	n/a	64	n/a	21
79	66	49	26	95	70	61	21	24	28	35	23	20	n/a	95	30
91	88	61	60	91	85	81	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71
85	81	33	29	76	67	60	30	27	36	55	n/a	n/a	54	n/a	57
90	87	54	53	91	84	79	17	15	22	45	n/a	n/a	49	n/a	72
81	77	32	28	77	67	63	34	32	26	50	40	27	58	n/a	61

Western and Central Africa#	405 786	202 608	57	33	n/a	1,6	51	92	150	n/a	720	26	13	82	46	35	21	690
Eastern and South-ern Africa#	392 853	192 017	46	27	n/a	1,8	53	69	108	n/a	550	38	14	87	47	55	28	1 600
Middle East and North Africa#	413 313	156 647	87	68	n/a	2,4	70	32	41	n/a	170	190	10	93	76	90	66	19
East Asia and Pacific#	2 012 285	551 312	82	66	n/a	7,2	73	21	26	n/a	88	600	6	96	81	66	55	48
Latin America and Carib-bean#	576 790	194 445	92	82	n/a	1,6	74	19	23	n/a	85	480	8	97	80	86	55	58
South Asia#	1 619 757	621 106	50	31	n/a	4,4	64	55	71	n/a	290	110	27	95	83	57	26	110
Central and Eastern Europe/ CIS#	404 153	96 724	96	95	n/a	2,2	69	19	21	n/a	34	1700	7	98	88	93	82	19
Industr-ialised coun-tries\$#	988 390	204 686	n/a	n/a	n/a	1,7	80	5	6	n/a	14	4300	n/a	100	98	100	98	1,3

Source:

The State of the World's Children 2011 - UNICEF

<http://www.unicef.org/sowc2011/statistics.php>

The State of the World's Children 2009 – UNICEF

<http://www.unicef.org/rightsite/sowc/statistics.php>

Human Development Report 2010 – United Nations Development Programme

<http://hdr.undp.org/en/statistics/>

Human Development Report 2009 – United Nations Development Programme

<http://hdr.undp.org/en/statistics/>

For more information about indicators, see sources

71	64	29	22	72	60	57	34	35	26	53	33	24	56	n/a	74
88	87	35	33	81	73	68	36	32	26	48	42	28	59	n/a	53
91	86	66	62	92	86	74	11	9	12	24	n/a	n/a	n/a	90	60
98	97	65	67	98	98	93	11	10	11	23	n/a	n/a	36	n/a	87
95	94	72	77	97	98	92	9	7	n/a	n/a	n/a	n/a	n/a	n/a	89
88	83	n/a	n/a	86	73	62	13	12	30	55	n/a	n/a	51	n/a	55
93	92	82	81	99	99	97	5	4	10	13	n/a	n/a	27	n/a	51
95	95	91	92	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Acronyms and symbols:

n/a: Not available

Bold Italic: data from previous report

CIS: Commonwealth of Independent States UNDP: United Nations Development Programme

* data refer to the most recent year available

§ includes territories as well as countries within each category or regional group

countries and territories in each category or regional group are classified according to UNICEF's State of the World's Children report



Annex 3 - Status of Ratification of the CRC and Other International Instruments

COUNTRIES	UN	CRC	OP-CRC-AC	OP-CRC-SC	ICERD	ICCPR	ICCPR-OP1	ICCPR-OP2	ICESCR	CEDAW	OP-CEDAW	CAT
Lebanon	24 October 1945	R 14 May 1991	S 11 February 2002	R November 2004	A 12 November 1971	A 3 November 1972	No Action	No Action	A 3 November 1972	A 16 April 1997	No Action	A 5 October 2000
Morocco	12 November 1956	R 21 June 1993	R 22 May 2002	R 2 October 2001	18 December 1970	R 3 May 1979	No Action	No Action	R 3 May 1979	A 21 June 1993	No Action	R 21 June 1993
Yemen	30 September 1947	R 1 May 1991	A 2 March 2007	A 15 December 2004	A 18 October 1972	A 9 February 1987	No Action	No Action	A 9 February 1967	A 30 May 1984	No Action	A 5 November 1991

Key

N/A - Not applicable

R - Ratification

A - Accession

D - Succession

S - Signature



OP-CAT	ICRMW	CRPD	CSR	1967 PROTOCOL TO SR	REDUCTION OF STATE- LESSNESS	ICPED	SUPPRESSION OF TRAF- FIC & PROSTITUTION	PALERMO PROTOCOL	CONSENT TO MARRIAGE	ILO-138	ILO-182	UNESCO	ROME STATUTE	AFRICAN CHARTER
A 5 Oc- tober 2000	No Ac- tion	S 14 June 2007	No Ac- tion	No Ac- tion	No Ac- tion	S 6 Feb- ruary 2007	No Ac- tion	R 5 Oc- tober 2005	No Ac- tion	R 10 June 2003	R 11 Sep- tember 2001	R 27 Oc- tober 1964	No Ac- tion	N/A
No Ac- tion	R 21 June 1993	R 8 April 2009	D 6	A 20 April 1971	No Ac- tion	S 6 Feb- ruary 2007	A 17 Au- gust 1973	No Ac- tion	No Ac- tion	R 6 Janu- ary 2000	R 26 Janu- ary 2001	A 30 Au- gust 1968	S 8 Sep- tem- ber 2000	No Ac- tion
No Ac- tion	No Ac- tion	R 26 March 2009	A 0	A 18 Jan- uary 1980	No Ac- tion	No Ac- tion	A 6 April 1989	No Ac- tion	A 9 Feb- ruary 1987	R 15 June 2000	R 15 June 2000	No Ac- tion	S 28 De- cem- ber 2000	N/A

CRC - Convention on the Rights of the Child

OP-CRC-AC - Optional Protocol to the CRC in the Involvement of Children in Armed Conflict

OP-CRC-SC - Optional Protocol to the CRC on the Sale of Children, Child Prostitution and Child Pornography

ICERD - International Convention on the Elimination of All Forms of Racial Discrimination

ICCPR - International Covenant on Civil and Political Rights

ICCPR-OP1 - Optional Protocol to the International Covenant on Civil and Political Rights



ICCPR-OP2 - Second Optional Protocol to the International Covenant on Civil and Political Rights, Aiming at the Abolition of the Death Penalty

ICESCR - International Covenant on Economic, Social and Cultural Rights

CEDAW - Convention on the Elimination of All Forms of Discrimination Against Women

OP-CEDAW - Optional Protocol to the Convention on the Elimination of all Forms of Discrimination Against Women

CAT - Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

OP-CAT - Optional Protocol to the Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

ICRMW - International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families

CRPD - Convention on the Rights of Persons with Disabilities

CSR - Convention Relating to the Status of Refugees

1967 Protocol to SR - Protocol Relating to the Status of Refugees

Reduction of Statelessness - Convention on the Reduction of Statelessness

ICPED - Protocol Against the Illicit Manufacturing of and Trafficking in Firearms, Their Parts and Components and Ammunition, Supplementing the United Nations Convention Against Transnational Organized Crime

Suppression of Traffic & Prostitution - Convention for the Suppression of the Traffic in Persons and Exploitation of the Prostitution of Others

Palermo Protocol - Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention Against Transnational Organized Crime

Intercountry Adoption - Convention on Protection of Children and Co-Operation in Respect of Intercountry Adoption

International Child Abduction - Convention on the Civil Aspects of International Child Abduction

Consent to Marriage - Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages

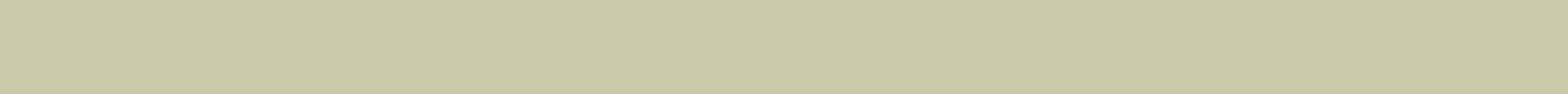
ILO-138 - Convention Concerning the Minimum Age for Admission to Employment

ILO-182 - Convention Concerning the Elimination of the Worst Forms of Child Labour

UNESCO - Convention Against Discrimination in Education

Rome Statute - Rome Statute of the International Criminal Court

African Charter - African Charter on the Rights and Welfare of the Child



Annex 4 - Reports to the Committee on the Rights of the Child

CONVENTION ON THE RIGHTS OF CHILDREN (CRC)										
COUNTRY	STATE PARTY REPORTS AND ALTERNATIVE REPORTS						CONCLUDING OBSERVATIONS			
	Re- port #	Re- port type	Due date	Date submit- ted or CRC session	Code or name of organisation	Link	Re- port #	Date	Code	Link
Lebanon CRC - Rati- fication -14 May 1991 CRC-OP- AC - Sig- nature – 11 February 2002 CRC-OP- SC - Rati- fication – 8 November 2004	1	State report	12 June 1993	21 De- cember 1994	CRC/C/8/ Add.23	http://www.unhchr.ch/tbs/doc.nsf/(Symbol)/CRC.C.8.Add.23.En?OpenDocument	1	7 June 1996	CRC/C/15/ Add.54	http://www.unhcr.org/refworld/country,COI,CRC,COINCOBSERVATIONS,LBN,,3ae6af5b28,0.html
	1	Alter- native report	CRC Session 12, May - June 1996		Lebanese Union for Child Wel- fare	http://www.crin.org/docs/resources/treaties/crc.12/Lebanon_LUCW_NGO_Report.pdf				
	1	Alter- native report	CRC Session 12, May - June 1996		Coordina- tion Forum of the NGO's Working Among the Palestinian Community	www.crin.org/docs/resources/treaties/crc.12/Lebanon_Palestinian_NGO_Report.pdf				

OPTIONAL PROTOCOLS TO THE CRC

OPTIONAL PROTOCOL	STATE PARTY REPORTS AND ALTERNATIVE REPORTS					
	Report #	Report type	Due date	Date submitted	Code	Link
CRC-OP Armed Conflicts	Not applicable - this country has yet to ratify this protocol					
CRC-OP Sale of Children	1	State Report	8 December 2006	Not yet submitted		

	2	State report	12 June 1998	4. December 1998	CRC/C/70/Add.8	http://www.unhcr.ch/tbs/doc.nsf/(Symbol)/CRC.C.70.Add.8.En?Opendocument	2	21 March 2002	CRC/C/15/Add.169	http://www.unhcr.org/refworld/country,COI,CRC,CONCOBSERVATION,S,LBN,,3df5887b4,0.html
	2	Alternative report	CRC Session 29, 14 January - 1 February 2002		Coordination Forum of the NGO's Working Among the Palestinian Community	www.crin.org/docs/resources/treaties/crc.29/lebanon_ngo_report.doc				
	3	State report	12 June 2003	15 November 2004	CRC/C/129/Add.7	http://www.unhcr.ch/tbs/doc.nsf/(Symbol)/CRC.C.129.Add.7.En?Opendocument	3	8 June 2006	CRC/C/LBN/CO/3	http://www.unhcr.org/refworld/country,COI,CRC,CONCOBSERVATIONS,LBN,,45377ee70,0.html
	3	Alternative report	CRC Session 42, 15 May - 2 June 2006		Child Helpline International	http://www.crin.org/docs/42nd session Lebanon.doc				
	3	Alternative report	CRC Session 42, 15 May - 2 June 2006		Amnesty International - International Secretariat	http://www.crin.org/docs/Lebanon_Amnesty_Int_NGO_Report.doc				
	3	Alternative report	CRC Session 42, 15 May - 2 June 2006		Coordination Forum of the NGO's Working Among the Palestinian Community	http://www.crin.org/docs/Lebanon_NGO_Report_CFN-WPC.doc				
	3	Alternative report	CRC Session 42, 15 May - 2 June 2006		Amnesty International - International Secretariat	http://ara.amnesty.org/library/Index/AR-AMDE180042006				
	4, 5	State report	12 December 2011	Not yet submitted						

Morocco CRC - Rati- fication - 21.06.1993 CRC-OP- AC - Rati- fication - 22.05.2002 CRC-OP- SC - Rati- fication - 02.10.2001	1	State report	20 July 1995	27 July 1995	CRC/C/28/ Add.1	http://www.unhchr. ch/tbs/doc.nsf/ (Symbol)/CRC.C.28. Add.1.En? Opendocument	1	30 Oc- tober 1996	CRC/C/15/ Add.60	http://www. unhchr .ch/tbs/ doc.nsf/ (Symb ol)/CRC. C.15.Add. 60.En ?Open document
	2	State report	20 July 2000	13 Octo- ber 2000	CRC/C/93/ Add.3	http://www.unhchr. ch/tbs/doc.nsf/ (Symbol) /CRC.C.93. Add.3.En? Opendocument	2	10 July 2003	CRC/C/15/ Add.211	http://www. crin.org/ docs/Mo- rocco%20 COs.doc
	2	Alter- native report	CRC Session 33, 19 May - 6 June 2003		Espace As- sociatif	www.crin.org/docs/ resources/treaties/ crc.33/ Morocco_ngo_re- port.doc				
	3, 4	State report	20 Janu- ary 2009	Not yet submitted						
Yemen CRC - Rati- fication - 01.05.1991 CRC-OP- AC - Ac- cession - 02.03.2007 CRC-OP- SC - Ac- cession - 15.12.2004	1	State report	30 May 1993	14 No- vember 1994	CRC/C/8/ Add.20	http://www. unhchr.ch/tbs/ doc.nsf/(Symbol)/ CRC.C.8.Add.20. En?Opendocument	1	13 Feb- ruary 1996	CRC/C/15/ Add.47	http://www. unhchr. ch/tbs/ doc.nsf/ (Symbol) /CRC.C. 15.Add. 47.En? Open document
	1	Additional Information		16 July 1997	CRC/C/8/ Add.38					
	1	Alter- native report	CRC Session 11, January 1996		Yemen Na- tional NGO Coalition	www.crin.org/docs/ resources/treaties/ crc.11/Yemen_ NGO_Report.pdf				
	2	State report	30 May 1998	7 Octo- ber 1997	CRC/C/70/ Add.1	http://www.unhchr. ch/tbs/doc.nsf/ (Symbol)/CRC.C.70. Add.1.En? Opendocument	2	10 May 1999	CRC/C/15/ Add.102	http://www. unhchr. ch/tbs/doc. nsf/ (Symbol)/ CRC.C.15. Add.102. En?Open document



CRC-OP Armed Conflicts	1	State Report	22 June 2004	19 February 2010	CRC/C/OPAC/ MAR/1	Not yet available online
CRC-OP Sale of Children	1	State Report	18 January 2004	28 June 2004	CRC/C/OPSA/ MAR/1	http://daccess-ods.un.org/ TMP/6487733.html
	1	Alter- native Report	CRC Ses- sion 41, 9 - 27 January 2006		Foundation Terre des Hommes - Lausanne	http://www.crin.org/docs/Moroc- co_ngo_report.doc
	1	Con- cluding Observa- tions	11 January 2006		CRC/C/OPSC/ MAR/CO/1	http://www2.ohchr.org/english/ bodies/crc/docs/co/CRC-C- OPAC-OMN-CO-1.pdf
CRC-OP Armed Conflicts	1	State Report	2 April 2009	Not yet sub- mitted		
CRC-OP Sale of Children	1	State Report	15 January 2007	15 February 2008	CRC/C/OPSC/ YEM/1	http://www2.ohchr.org/english/ bodies/crc/docs/AdvanceVer- sions/CRC.C.OPSC.YEM.1.doc
	1	Alter- native Report	CRC Ses- sion 52, 14 September - 2 October 2009		Democracy School	http://www.crin.org/docs/Yemen_ Children's%20Parliament_Report. doc
	1	Alter- native Report	CRC Ses- sion 52, 14 September - 2 October 2009		Child Helpline International	http://www.crin.org/docs/Yemen_ CHI_NGO_Report.doc



	3	State report	30 May 2003	7 May 2003	CRC/C/129/Add.2	http://www.unhchr.ch/tbs/doc.nsf/(Symbol)/CRC.C.129.Add.2.En?Opendocument	3	21 September 2005	CRC/C/15/Add. 267	http://www.unhchr.ch/tbs/doc.nsf/(Symbol)/1296a4127ff7b38ac1257018002e6633?Opendocument
	3	Alternative report	CRC Session 39, 16 May - 3 June 2005		Yemen National NGO Coalition	www.crin.org/docs/resources/treaties/crc.39/Yemen_ngo_report(E).pdf				
	4	State report	30 May 2008	Not yet submitted						

	1	Alternative Report	CRC Session 52, 14 September - 2 October 2010		Yemen National NGO Coalition	http://www.crin.org/docs/OPSC%20Yemeni%20report%20by%20the%20Chairman%20of%20Research%20and%20Study%20Department.doc
	1	Concluding Observations	05 October 2009		CRC/C/OPSC/YEM/CO/1	http://www.crin.org/docs/CRC-C-OPSC-YEM-CO1.pdf

Annex 5 - Regional Instruments and Status of Ratification in the MENA Region

COUNTRIES	CRC	ICERD	ICCPR	ICESCR	CAT
Algeria	R	R	R	R	R
	16 April 1993	14 February 1972	12 September 1989	12 September 1989	12 September 1989
Bahrain	A	A	A	A	A
	13 February 1992	27 March 1990	20 October 2006	27 September 2007	6 March 1998
Egypt	R	R	R	R	A
	6 July 1990	1 May 1967	14 January 1982	14 January 1982	25 June 1986
Iraq	A	R	R	R	No Action
	15 May 1994	14 January 1970	25 January 1971	25 January 1971	
Israel	R	R	R	R	R
	3 October 1991	3 January 1979	3 October 1991	3 October 1991	3 October 1991
Jordan	R	A	R	R	A
	24 May 1991	30 May 1974	28 May 1975	28 May 1975	13 November 1991
Kuwait	R	A	A	A	A
	21 October 1991	15 October 1968	21 May 1996	2 September 1994	8 March 1996
Lebanon	R	A	A	A	A
	14 May 1991	12 November 1971	3 November 1972	3 November 1972	5 October 2000
Libyan Arab Jamahiriya	A	A	A	A	A
	15 April 1993	3 July 1968	15 May 1970	15 May 1970	16 May 1989

ICRMW	DISCRIMINATION IN EDUCATION	CAIRO DECLARATION IN HUMAN RIGHTS IN ISLAM	COVENANT ON THE RIGHTS OF THE CHILD IN ISLAM	ARAB CHARTER IN HU- MAN RIGHTS	AFRICAN CHARTER
A	A	AG		R	R
21 April 2005	24 December 1968	5 August 1990		11 June 2006	8 July 2003
No Action	No Action	AG		R	N/A
		5 August 1990		18 June 2006	
A	A	AG		A	R
19 February 1993	28 March 1962	5 August 1990			9 May 2001
No Action	R	AG		R	N/A
	28 June 1977	5 August 1990		5 July 2009	
No Action	R	N/A		N/A	N/A
	22 September 1961				
No Action	A	AG		R	N/A
	6 April 1976	5 August 1990		28 October 2004	
No Action	A	AG		A	N/A
	15 January 1963	5 August 1990			
No Action	R	AG		A	N/A
	27 October 1964	5 August 1990			
A	R	AG		R	R
18 June 2004	9 January 1973	5 August 1990		7 August 2006	23 September 2000

Morocco	R	R	R	R	R
	21 June 1993	18 December 1970	3 May 1979	3 May 1979	21 June 1993
Oman	A	A	No Action	No Action	No Action
	9 December 1996	2 January 2003			
Qatar	R	A	No Action	No Action	A
	3 April 1995	22 July 1976			11 January 2000
Saudi Arabia	A	A	No Action	No Action	A
	26 January 1996	23 Setpember 1997			23 September 1997
Syrian Arab Republic	R	A	A	A	A
	15 Juky 1993	21 April 1969	21 April 1969	21 April 1969	19 August 2004
Tunisia	R	R	R	R	R
	30 January 1992	13 January 1967	18 March 1969	18 March 1969	23 September 1988
United Arab Emirates	A	A	No Action	No Action	No Action
	3 January 1997	20 June 1974			
Yemen	R	A	A	A	A
	1 May 1991	18 October 1972	9 February 1987	9 February 1987	5 November 1991



R	A	AG		A	No Action
21 June 1993	30 August 1968	5 August 1990			
No Action	No Action	AG		A	N/A
		5 August 1990			
No Action	No Action	AG		R	N/A
		5 August 1990		11 January 2009	
No Action	R	AG	R	R	N/A
	17 August 1973	5 August 1990	2006	15 April 2009	
A	No Action	AG		R	N/A
2 June 2005		5 August 1990		6 February 2007	
No Action	R	AG		A	S
	29 August 1969	5 August 1990			16 June 1995
No Action	No Action	AG		R	N/A
		5 August 1990		15 January 2008	
No	No Action	AG		R	N/A
Action		5 August 1990		12 November 2008	

Annex 6 - International Legal Framework

All States in the MENA region have ratified the Convention on the Rights of the Child. However, there are other international treaties addressing the topics of violence and physical punishment, humiliating and degrading treatment, and education.

Convention Against Discrimination in Education (1962)

Article 5

1. The States Parties to this Convention agree that:

(a) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace;

International Covenant on Civil and Political Rights (1966)

Part III, Article 7

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

International Covenant on Economic, Social and Cultural Rights (1966)

Article 13

1. The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.

Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (1984)

Part I, Article 1

1. For the purposes of this Convention, the term “torture” means any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person for such purposes as obtaining from him or a third person information or a confession, punishing him for an act he or a third person has committed or is suspected of having committed, or intimidating or coercing him or a third person, or for any reason based on discrimination of any kind, when such pain or suffering is inflicted by or at the instigation of or with the consent or acquiescence of a public official or other person acting in an official capacity.

ity. It does not include pain or suffering arising only from, inherent in or incidental to lawful sanctions.

Article 4

1. Each State Party shall ensure that all acts of torture are offences under its criminal law. The same shall apply to an attempt to commit torture and to an act by any person which constitutes complicity or participation in torture.

2. Each State Party shall make these offences punishable by appropriate penalties which take into account their grave nature.

Article 5

1. Each State Party shall take such measures as may be necessary to establish its jurisdiction over the offences referred to in article 4 in the following cases:

(a) When the offences are committed in any territory under its jurisdiction or on board a ship or aircraft registered in that State;

(b) When the alleged offender is a national of that State;

(c) When the victim is a national of that State if that State considers it appropriate.

2. Each State Party shall likewise take such measures as may be necessary to establish its jurisdiction over such offences in cases where the alleged offender is present in any territory under its jurisdiction and it does not extradite him pursuant to article 8 to any of the States mentioned in paragraph 1 of this article.

3. This Convention does not exclude any criminal jurisdiction exercised in accordance with internal law.

Article 16

1. Each State Party shall undertake to prevent in any territory under its jurisdiction other acts of cruel, inhuman or degrading treatment or punishment which do not amount to torture as defined in article 1, when such acts are committed by or at the instigation of or with the consent or acquiescence of a public official or other person acting in an official capacity. In particular, the obligations contained in articles 10, 11, 12 and 13 shall apply with the substitution for references to torture of references to other forms of cruel, inhuman or degrading treatment or punishment.

Convention on the Rights of the Child (1989)

Article 19

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 28

1. States Parties recognize the right of the child to education and with a view to achieving this right progres-

sively and on the basis of equal opportunity, they shall, in particular:

- (a) Make primary education compulsory and available free to all;
- (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- (d) Make educational and vocational information and guidance available and accessible to all children;
- (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:

- (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- (e) The development of respect for the natural environment.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- (a) The inducement or coercion of a child to engage in any unlawful sexual activity;
- (b) The exploitative use of children in prostitution or other unlawful sexual practices;
- (c) The exploitative use of children in pornographic performances and materials.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Regionally, only three treaties address the topic of violence against individuals in general, including one specifically for children.

International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (1990)

Article 16

1. Migrant workers and members of their families shall have the right to liberty and security of person.
2. Migrant workers and members of their families shall be entitled to effective protection by the State against violence, physical injury, threats and intimidation, whether by public officials or by private individuals, groups or institutions.

Article 30

Each child of a migrant worker shall have the basic right of access to education on the basis of equality of treatment with nationals of the State concerned. Access to public pre-school educational institutions or schools shall not be refused or limited by reason of the irregular situation with respect to stay or employment of either parent

or by reason of the irregularity of the child's stay in the State of employment.

Article 45

1. Members of the families of migrant workers shall, in the State of employment, enjoy equality of treatment with nationals of that State in relation to:

(a) Access to educational institutions and services, subject to the admission requirements and other regulations of the institutions and services concerned;

2. States of employment shall pursue a policy, where appropriate in collaboration with the States of origin, aimed at facilitating the integration of children of migrant workers in the local school system, particularly in respect of teaching them the local language.

3. States of employment shall endeavour to facilitate for the children of migrant workers the teaching of their mother tongue and culture and, in this regard, States of origin shall collaborate whenever appropriate.

4. States of employment may provide special schemes of education in the mother tongue of children of migrant workers, if necessary in collaboration with the States of origin.

Cairo Declaration on Human Rights in Islam (1990)

Article 2

(d) Safety from bodily harm is a guaranteed right. It is the duty of the state to safeguard it, and it is prohibited to breach it without a Sharia-prescribed reason.



Article 20

It is not permitted without legitimate reason to arrest an individual, or restrict his freedom, to exile or to punish him. It is not permitted to subject him to physical or psychological torture or to any form of humiliation, cruelty or indignity. Nor is it permitted to subject an individual to medical or scientific experimentation without his consent or at the risk of his health or of his life. Nor is it permitted to promulgate emergency laws that would provide executive authority for such actions.

Covenant on the Rights of the Child in Islam (2004)

Article 17

State Parties shall take necessary measures to protect the child from:

2. All forms of torture or inhumane or humiliating treatment in all circumstances and conditions, or his/her smuggling, kidnapping, or trafficking in him/her.
3. All forms of abuse, particularly sexual abuse.

The Arab Charter on Human Rights (2008)

Article 33

2. The State and society shall ensure the protection of the family, the strengthening of family ties, the protection of its members and the prohibition of all forms of violence or abuse in the relations among its members, and particularly against women and children.



Endnotes

¹The Lebanese Association for Education and Training (ALEF) is a Lebanese non-governmental, human rights organisation based in Beirut. ALEF seeks to strengthen the respect and practice of human rights at all levels of the social, political, and economic structure and to re-instate the fundamental value of every human being as a priority for policymakers and policy agendas.

²Naba'a is a non-profit Lebanese organisation that works with Palestinian and Lebanese communities. The core team that established Naba'a used to be part of the Save the Children-UK mission in Lebanon; after its withdrawal from the country in 2001, this team decided to continue working. Naba'a works to empower Palestinian and Lebanese communities to uphold their rights and build a better future. It aims at creating an environment in which children and youth can develop and live in harmony regardless of their religion, gender and nationality.

³Bayti is a Moroccan NGO created in 1995, working on promoting children's rights in Morocco, and protecting children in difficult circumstances (children living in the street, children victims of violence...) through several support programmes. Bayti also works on building the capacities of local and regional NGOs in supporting children in difficult circumstances. For more information: www.bayti.ma.

⁴SOUL for Development (SOUL) is a professional, non-profit NGO founded in 1997 and licensed and operating in the Republic of Yemen. SOUL strives to offer services that aim to improve the status of children, youth and women in Yemen by establishing effective and sustainable development projects and services, as well as enabling the local community to build viable partnerships.

⁵By "civil society", this study means to incorporate local NGOs, academics, communities, unions, professional orders, media, religious authorities, parents associations and students' organisations.

⁶In this study, "international community", includes United Nations agencies and international NGOs.

⁷Committee on the Rights of the Child, General Comment No. 8: The right of the child to protection from corporal punishment and other cruel or degrading forms of punishment, 02/03/2007, CRC/C/GC/8, pg. 4, §11

⁸Committee on the Rights of the Child, General Comment No. 8: The right of the child to protection from corporal punishment and other cruel or degrading forms of punishment, 02/03/2007, CRC/C/GC/8, pg. 4, §11

⁹World Health Organisation, World Report on Violence and Health, Chapter 6 "Sexual violence", 2002, pg. 149

¹⁰Committee on the Rights of the Child General Comment No. 1, Article 29 (1): The aims of education, 17/04/2001, CRC/GC/2001/1, § 8

¹¹Committee on the Rights of the Child General Comment No. 1, Article 29 (1): The aims of education, 17/04/2001, CRC/GC/2001/1, § 19

¹²Cecilia Modig, "Never Violence – Thirty Years on from Sweden's Abolition of Corporal Punishment", available on-line at <http://www.endcorporalpunishment.org/pages/pdfs/NeverViolenceSweden2009.pdf> (last accessed 8 September 2010)

¹³UNICEF, "Eliminating Violence against Children", pg. 48, available on-line at http://www.unicef.org/protection/files/Violence_against_Children.pdf (last accessed 10 September 2010)

¹⁴Global Initiative to End All Corporal Punishment of Children, "Country Report on Laws and Research Relating to Corporal Punishment in Sweden", available on-line at <http://www.endcorporalpunishment.org/pages/frame.html> (last accessed 9 September 2010)

¹⁵Global Initiative to End All Corporal Punishment of Children, "Countdown to Universal Prohibition", available on-line at <http://www.endcorporalpunishment.org/pages/frame.html> (last accessed 11 March 2011)

¹⁶United Nations General Assembly, "Declaration of the Rights of the Child", available on-line at [http://www.undemocracy.com/A-RES-1386\(XIV\).pdf](http://www.undemocracy.com/A-RES-1386(XIV).pdf) (last accessed 10 September 2010)

¹⁷Resolution adopted by the General Assembly on the report of the Third Committee No. 56/138, The rights of the child, 88th Plenary meeting, 19 December 2001



¹⁸ United Nations General Assembly, Report of the independent expert for the United Nations study on violence against children, 29/08/2006, A/61/299, pg. 28-29, available on-line at http://www.crin.org/docs/UNVAC_World_Report_on_Violence_against_Children.pdf (last accessed 15 September 2010)

¹⁹ Royaume du Maroc, “Bulletin Officiel”, available on-line at http://www.sgg.gov.ma/BO/bulletin/Fr/2004/BO_5178_fr.pdf (last accessed 16 December 2010).

²⁰ Law No. 2010-40 of 26 July 2010 amends Article 319 of the Tunisian Penal Code, thereby abrogating the provision, which then provided a legal excuse for the use of corporal punishment in children’s education.

²¹ Article 21 of Law No. 210 on primary education (1952) and Article 48 of Law No. 211 on secondary education (1953).

²² School Discipline Regulation, Instruction No. 4 on School Discipline (1981), issued in accordance with Law No. 16 (1964).

²³ Article 21 of Law No. 08-04 (2008).

²⁴ School Discipline Ordinance for Schools, the Regulations concerning Primary and Preparatory (Basic) Education, the Regulations concerning Secondary (Intermediate) Education (1979) and the Regulation concerning Student Discipline (1983).

²⁵ Code of School Discipline, promulgated by the Ministry of Education in Ordinance No. 549/168-1/1992.

²⁶ Article 9 of Ministerial Decision No. 454 of 1998. Corporal punishment is considered to be prohibited in private schools under the Regulation of Behavioural Direction for Private School Students but there is no explicit prohibition.

²⁷ Organisational Statutes of the General Education Schools. The only punishments permitted in schools are those allowed in Ministerial Decree No. 91/99, which does not include corporal punishment.

²⁸ Article 68 of the regulations governing school punishment (2001).

²⁹ School regulations (1996) explicitly prohibit corporal punishment in schools, but this is undermined by the confirmation of a “legal right” to discipline in Article 41 of the Penal Code (“the disciplining by parents and teachers of children under their authority within certain limits prescribed by law or by custom”).

³⁰ Figures of 2009-2010. United Nations Relief and Works Agency for Palestine Refugees in the Near East, available on-line at <http://www.unrwa.org/etemplate.php?id=32> (last accessed 1 November 2010)

³¹ World Bank “Data: Country and Lending Groups”, available on-line at http://data.worldbank.org/about/country-classifications/country-and-lending-groups#Low_income (last accessed 10 March 2011)

³² UNICEF, “At a glance: Lebanon- Statistics”, available on-line at http://www.unicef.org/infobycountry/lebanon_statistics.html#57 (last accessed 9 March 2011)

³³ UNICEF, “At a glance: Lebanon- Statistics”, available on-line at http://www.unicef.org/infobycountry/lebanon_statistics.html#57 (last accessed 9 March 2011)

³⁴ Central Intelligence Agency World Factbook, available on-line at <https://www.cia.gov/library/publications/the-world-factbook/geos/le.html> (last accessed 9 March 2011)

³⁵ Central Intelligence Agency World Factbook, available on-line at <https://www.cia.gov/library/publications/the-world-factbook/geos/le.html> (last accessed 10 March 2011)

³⁶ UNICEF, “At a glance: Lebanon- Statistics”, available on-line at http://www.unicef.org/infobycountry/lebanon_statistics.html#57

³⁷ Are Knudsen, “Precarious PeaceBuilding: Post War Lebanon 1990-2005”, Chr. Michelsen Institute, 2005 pg. 5

³⁸ United Nations Development Programme, Human Development Report 2006, available on-line at : <http://hdr.undp.org/en/media/HDR06-complete.pdf> (p. 363) (last accessed 10 March 2011)

³⁹ World Bank, “Country brief- Lebanon”, available on-line at <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES>



⁴⁰ Rana Jawad, “Religion and Social Welfare in the Lebanon: Treating the Causes or Symptoms of Poverty?” in *Journal of Social Policy*, vol. 38, Part 1, Jan 2009, pg. 141, 16

⁴¹ The Situation of Women and Children in Lebanon- Short duration country programme document- UNICEF 2007 E/ICEF/2007/P/L.26

⁴² Central Intelligence Agency World Factbook, available on-line at <https://www.cia.gov/library/publications/the-world-factbook/fields/2046.html?countryName=&countryCode=le®ionCode=?countryCode=le#le> (last accessed 10 March 2011)

⁴³ United Nations Relief and Works Agency for Palestine Refugees in the Near East, “Where UNRWA Works: Lebanon”, available on-line at www.unrwa.org/etemplate.php?id=65 (last accessed 26 October 2010)

⁴⁴ United Nations Relief and Works Agency for Palestine Refugees in the Near East, “Where UNRWA Works: Lebanon”, available at www.unrwa.org/etemplate.php?id=65 (last accessed 26 October 2010)

⁴⁵ Unregistered Palestinian informal gatherings or unofficial settlements, which were established by refugees settling on plots of land, and are not managed by UNRWA. However, UNRWA does provide direct education, relief, health and social services to registered and non-registered refugees living in these settlements or ‘gatherings’. (UNRWA, “The Latest Developments in the Living Conditions of Palestine Refugees in Lebanon”, 2006)

⁴⁶ Norwegian Refugee Council, “NRC’s Country Programme in Lebanon”, available on-line at <http://www.nrc.no/?did=9167197> (last accessed 8 November 2010)

⁴⁷ Palestinian Refugee Research Network, “Palestinian Non-Government Organizations in Lebanon”, available on-line at <http://prrn.mcgill.ca/research/papers/ajial.htm> (last accessed 1 October 2009)

⁴⁸ Central Administration for Statistics 2007, available on-line at <http://www.cas.gov.lb/images/PDFs/Educational%20status-2007-ar.pdf> (last accessed 6 July 2011)

⁴⁹ Central Administration for Statistics 2004, available on-line at <http://www.cas.gov.lb/images/PDFs/Educational%20status-2004.pdf> (last accessed 6 July 2011)

⁵⁰ The Union comprises representatives of 15 private educational institutions, most of them belonging to a religious group. These institutions in turn preside over networks of schools in all parts of the country.

⁵¹ Dar Al Fatwa is a Muslim institution with several branches of services, one of which is educational. It is important to note here, however, that schools associated with religious groups teach the national Lebanese curriculum with some variations, and are not necessarily “religion-instruction” schools.

⁵² Central Administration for Statistics 2008, “Lebanon in Figures”, available online at www.cas.gov.lb (last accessed 6 July 2011)

⁵³ There were 86 schools during the academic year 2006-2007.

⁵⁴ International Organization on Migration (IOM), “Assessment on Psychosocial needs of Iraqis Displaced in Jordan and Lebanon”, Survey Report, Amman and Beirut, February 2008, available online at http://www.iom.int/jahia/webdav/shared/shared/mainsite/published_docs/brochures_and_info_sheets/report_psy_assessment.pdf (last accessed 6 July 2011)

⁵⁵ Centre for Educational Research and Development (CERD), 1994 statistics.

⁵⁶ Palestinian Human Rights Organisation, “The Palestinian Refugee Situation in Lebanon”, available on-line at <http://www.palhumanrights.org/reports/ENG/pal-ref-situations-05.pdf> (last accessed 6 July 2011)

⁵⁷ United Nations Development Programme, “Education and Citizenship”, available on-line at <http://www.nhdrlebanon.org/pdf/English%5B1%5D.pdf> (last accessed 6 July 2011)

⁵⁸ Third periodic report of state parties due in 2003: Lebanon, 11/15/2004, CRC/C/129/Add.7

⁵⁹ Committee on the Rights of the Child, Concluding Observations: Lebanon, 08/06/2006, CRC/C/LBN/CO/3, pg. 10, § 47

- ⁶⁰ Committee on the Rights of the Child, Concluding Observations: Lebanon, 08/06/2006, CRC/C/LBN/CO/3, pg. 11, § 48
- ⁶¹ Committee on the Rights of the Child, Concluding Observations: Lebanon, 08/06/2006, CRC/C/LBN/CO/3, pg. 3, § 12
- ⁶² Committee on the Rights of the Child, Concluding Observations: Lebanon, 08/06/2006, CRC/C/LBN/CO/3, pg. 4, § 18
- ⁶³ Committee on the Rights of the Child, Concluding Observations: Lebanon, 08/06/2006, CRC/C/LBN/CO/3, pg. 9, § 42 (a) (b)
- ⁶⁴ Committee on the Rights of the Child, Concluding Observations: Lebanon, 08/06/2006, CRC/C/LBN/CO/3, pg. 18, § 73-74
- ⁶⁵ UNICEF, “At a glance: Morocco statistics: Demographic Indicators”, available on-line at http://www.unicef.org/infobycountry/morocco_statistics.html#57 (last accessed 9 March 2011)
- ⁶⁶ Central Intelligence Agency World Factbook, available on-line at <https://www.cia.gov/library/publications/the-world-factbook/geos/mo.html> (last accessed 9 March 2011)
- ⁶⁷ UNICEF, “At a glance: Morocco statistics: Demographic Indicators”, available on-line at http://www.unicef.org/infobycountry/morocco_statistics.html#57 (last accessed 9 March 2011)
- ⁶⁸ UNICEF, “At a glance: Morocco statistics: Demographic Indicators”, available on-line at http://www.unicef.org/infobycountry/morocco_statistics.html#57 (last accessed 9 March 2011)
- ⁶⁹ UNICEF, “At a glance: Morocco statistics: Demographic Indicators”, available on-line at http://www.unicef.org/infobycountry/morocco_statistics.html#57 (last accessed 9 March 2011)
- ⁷⁰ World Bank “Data: Country and Lending Groups”, available on-line at http://data.worldbank.org/about/country-classifications/country-and-lending-groups#Low_income (last accessed 9 March 2011)
- ⁷¹ United Nations Development Programme, Human Development Report 2006, available on-line at : <http://hdr.undp.org/en/media/HDR06-complete.pdf> (p. 363) (last accessed 10 March 2011)
- ⁷² Central Intelligence Agency World Factbook, available on-line at <https://www.cia.gov/library/publications/the-world-factbook/fields/2046.html?countryName=&countryCode=le®ionCode=?countryCode=le#le> (last accessed 10 March 2011)
- ⁷³ In fact, the GDP increased from USD 59,523,857 in 2005 to USD 90,859,128 in 2009 according to the World Bank. World Bank, available on-line at <http://donnees.banquemondiale.org/indicateur/NY.GDP.MKTP.CD> (last accessed 25 October 2010)
- ⁷⁴ Administration of the education system in Morocco is divided by area. We find regional academies in each region and delegations in each province or prefecture.
- ⁷⁵ The Charter for National Education and Training is the reference document for educational reforms carried out between 2000 and 2009. This charter mainly concentrated on consultations between all implicated actors. This reform was the fourth since independence.
- ⁷⁶ National Observatory for Child Rights, UNICEF, “Situation of Children in Morocco: 20 years after the adoption of the Convention on the Right of the Child”, November 2009, pg. 8
- ⁷⁷ African Development Bank, National Education Emergency Support Programme, January 2009, Apendix I, p.2
- ⁷⁸ Jeuneafrique.com, “Education : le privé é la rescousse du public”, available on-line at <http://www.jeuneafrique.com/Article/ART-JAJA2519p042-044.xml0/> (last accessed 5 July 2011)
- ⁷⁹ Law No. 04-00 of Dahir No. 1-00-200 of 19 May 2000 modifying Dahir No. 1-63-071 of 13 November 1963 relatively to the obligation of fundamental teaching, in Bulletin Officiel, No. 4800, 1 June 2000, pg. 483
- ⁸⁰ ‘*Kouttals*’ are preschools placed under the Directorate to Support Education within the MNE. They are a mix between the Msid (a Koranic school, with mainly religious instruction) and the kindergarten.
- ⁸¹ National Observatory for Child Rights, UNICEF, “Situation of Children in Morocco: 20 years after the adoption of the Convention on the Right of the Child”, November 2009, pg. 10

- ⁸² African Development Bank, National Education Emergency Support Programme, January 2009, Appendix I, pg. 2
- ⁸³ Committee on the Rights of the Child, Concluding Observations: Morocco, 10/07/2003, CRC/C/15/Add. 211, pg. 9, § 42
- ⁸⁴ Committee on the Rights of the Child, Concluding Observations: Morocco, 10/07/2003, CRC/C/15/Add. 211, pg. 7, § 31b)
- ⁸⁵ Committee on the Rights of the Child, Concluding Observations: Morocco, 10/07/2003, CRC/C/15/Add. 211, pg. 7, § 31c)
- ⁸⁶ Committee on the Rights of the Child, Concluding Observations: Morocco, 10/07/2003, CRC/C/15/Add. 211, pg. 7, § 43 b) to h)
- ⁸⁷ Royaume du Maroc, “Bulletin Officiel”, available on-line at http://www.sgg.gov.ma/BO/bulletin/Fr/2004/BO_5178_fr.pdf (last accessed 16 December 2010). We should mention that the Penal Code was changed in 2003 (Law 24-03), raising the official age of a child from 12 years to 15 years. However, these changes were not widely known in the field.
- ⁸⁸ Royaume du Maroc, “Bulletin Officiel”, available on-line at http://www.sgg.gov.ma/BO/bulletin/Fr/2004/BO_5178_fr.pdf (last accessed 16 December 2010)
- ⁸⁹ This association was created in October 2005 after programming in the school of Ibn Haytam in 2004. This school, located in a marginalized area, unified teachers, students and parents in groups to support children and youth with difficulties through informal listening centres inside the school. Since 2005, the pilot has been expanded.
- ⁹⁰ Rima Habasch, “Physical and Humiliating Punishment of Children in Yemen”, Save the Children Sweden, 2005, pg. 9
- ⁹¹ UNICEF, “At a glance: Yemen statistics: Demographic Indicators”, available on-line at http://www.unicef.org/infobycountry/yemen_statistics.html (last accessed 9 March 2011)
- ⁹² UNICEF, “At a glance: Yemen statistics: Demographic Indicators”, available on-line at http://www.unicef.org/infobycountry/yemen_statistics.html (last accessed 9 March 2011)
- ⁹³ Rima Habasch, “Physical and Humiliating Punishment of Children in Yemen”, Save the Children Sweden, 2005, pg. 9
- ⁹⁴ Central Intelligence Agency World Factbook, available on-line at <https://www.cia.gov/library/publications/the-world-factbook/geos/ym.html> (last accessed 9 March 2011)
- ⁹⁵ UNdata, “Yemen”, available online at <http://data.un.org/CountryProfile.aspx?crName=Yemen> (last accessed 29 January 2011)
- ⁹⁶ According to World Bank Classification, Table of Country Income Group, available on-line at http://data.worldbank.org/about/country-classifications/country-and-lending-groups#Low_income (last accessed 9 March 2011)
- ⁹⁷ United Nations Development Programme, Human Development Report 2006, available on-line at <http://hdr.undp.org/en/media/HDR06-complete.pdf> (p. 363) (last accessed 10 March 2011)
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- ⁹⁹ Central Intelligence Agency World Factbook, available on-line at <https://www.cia.gov/library/publications/the-world-factbook/fields/2046.html?countryName=&countryCode=le®ionCode=?countryCode=le#le> (last accessed 10 March 2011)
- ¹⁰⁰ Higher Council for Motherhood and Childhood in cooperation with UNICEF, “Report on Progress Made by the Republic of Yemen Towards ‘A World Fit for Children’”, December 2006, pg. 3
- ¹⁰¹ The Ministry of Education was established in 1962 with the aim of providing educational services for children, as well as eradicating illiteracy among those who missed out on education. Information available on-line at <http://www.moeyemen.net/About/ministrytask/MinistrytaskStarting.aspx> (last accessed 5 July 2011)
- ¹⁰² “The Yemeni General Education Law No. (45) for the year 1992”, 1992

- ¹⁰³ United Nations Educational, Scientific and Cultural Organization Institute for Statistics (UIS), “UIS Statistics in Brief”, Education in Yemen, 2010, available on-line at http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=121&IF_Language=eng&BR_Country=8850&BR_Region=40525 (last accessed 24 August 2010)
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- ¹⁰⁵ Committee on the Rights of the Child, Concluding Observations: Yemen, 21/09/2005, CRC/C/15/Add. 267, pg. 7, § 41
- ¹⁰⁶ Human Rights Committee, Concluding Observations: Yemen, 2002, (CCPR/C/75/YEM, para. 16), Committee against Torture, Concluding Observations: Yemen, 2004 (CAT/C/CR/31/4, para. 7) and the Committee on the Rights of the Child, Concluding Observations : Yemen, 1999, (CRC/C/15/Add.102, § 21 and 34)
- ¹⁰⁷ Committee on the Rights of the Child, Concluding Observations: Yemen, 21/09/2005, CRC/C/15/Add. 267, pg. 7, § 42
- ¹⁰⁸ Committee on the Rights of the Child, Concluding Observations: Yemen, 21/09/2005, CRC/C/15/Add. 267, pg. 13 &14, § 67 and 68),
- ¹⁰⁹ Committee on the Rights of the Child, Concluding Observations: Yemen, 21/09/2005, CRC/C/15/Add. 267, pg. 9, § 51 and 52
- ¹¹⁰ Committee on the Rights of the Child, Concluding Observations: Yemen, 21/09/2005, CRC/C/15/Add. 267, pg. 5, § 27
- ¹¹¹ Constitution of Yemen, 10 February 2001, available on-line at <http://www.unhcr.org/refworld/docid/3fc4c1e94.html> (last accessed 25 August 2010)
- ¹¹² In the Arabic language, the masculine pronoun refers to both genders.
- ¹¹³ Ministry of National Education, Higher Education, Executive Trainings and Scientific Research, UNICEF, “Violence in Schools”, School of Psychology of Casablanca, 2005
- ¹¹⁴ Save the Children Sweden, The International Save the Children Alliance’s global submission to the UN Study on Violence, “Ending Physical and Humiliating Punishment of Children Making it Happen”, pg. 23-24, available online at http://www.savethechildren.nl/Publicaties/UNStudy-onViolenceagainstChildren_1.pdf/ (last accessed 5 July 2011)
- ¹¹⁵ Rapport du Forum: “Education: Réalité et Perspectives- Des Pratiques pédagogiques dans la lutte contre le décrochage scolaire”- Mouvement Social 2009
- ¹¹⁶ Nabeel Al-Khather, “Violence against Children from a Cultural Perspective”, December 2007, available online at <http://www.dcters.org/s2996.htm> (last accessed 5 July 2011)
- ¹¹⁷ Ministry of National Education, Higher Education, Executive Trainings and Scientific Research, UNICEF, “Violence in Schools”, School of Psychology of Casablanca, 2005, pg. 33
- ¹¹⁸ Ministry of National Education, Higher Education, Executive Trainings and Scientific Research, UNICEF, “Violence in Schools”, School of Psychology of Casablanca, 2005, pg. 22
- ¹¹⁹ Moroccan Association for Human Rights, “Teachers’ Representation of Human Rights”, 2004
- ¹²⁰ Salim Adib, “Experience of Violence among Schoolchildren in Lebanon”, Department of Public Health, Saint Joseph University, available online at <http://www.docstoc.com/docs/49898197/EXPERIENCE-OF-VIOLENCE-AMONG-SCHOOLCHILDREN-IN-LEBANON> (last accessed 5 July 2011)
- ¹²¹ Naba’a, “Violence against Palestinian Children in Lebanon – Ein Elhelweh Camp”, November 2007, pg. 50, 53, 54
- ¹²² The study conducted by the Ministry of National Education, Higher Education, Executives Training and Scientific Research (MNE) and UNICEF, in collaboration with the School of Psychology, gathered quantitative and qualitative data. For qualitative data, the study was conducted with 1,411 students through 100 group interviews and 57 teachers through seven group interviews. For quantitative data, the study was conducted through questionnaires delivered to primary schools only. A sample of 200 schools was selected (rural and urban areas). The questionnaires were filled by 5,349 students, 1,827 teachers, 833 parents and 194 directors.

- ¹²³ Global Initiative to End All Corporal Punishment of Children, “The Nature and Extent of Corporal Punishment– Prevalence and Attitudinal Research in the Middle East and North Africa”, March 2008, pg. 4-5, available on-line at <http://www.endcorporalpunishment.org/pages/pdfs/prevalence/MidEast-North%20Africa2008.pdf> (last accessed 5 July 2011)
- ¹²⁴ The Higher Council for Motherhood and Childhood is a governmental institution established in 1999 with a mandate for the promotion, supervision, and monitoring of the implementation of conventions that relate to children and women.
- ¹²⁵ Save the Children Sweden, The International Save the Children Alliance’s global submission to the UN Study on Violence, “Ending Physical and Humiliating Punishment of Children Making it Happen”, pg. 23-24, available on-line at http://www.savethechildren.nl/Publicaties/UNStudy-onViolenceagainstChildren_1.pdf/ (last accessed 5 July 2011)
- ¹²⁶ The Higher Council for Motherhood and Childhood, “Violence against children: a sociological study in selected areas in Yemen”, pg. 43
- ¹²⁷ Ministry of National Education, Higher Education, Executive Trainings and Scientific Research, UNICEF, “Violence in Schools”, School of Psychology of Casablanca, 2005, pg. 18
- ¹²⁸ Peter Newell, “Briefing for the Human Rights Council, Universal Periodic Review - 9th session”, 2010, available on-line at http://lib.ohchr.org/HRBodies/UPR/Documents/Session9/LB/GIEACPC_EndAllCorporalPunishmentofChildren.pdf (last accessed 5 July 2011)
- ¹²⁹ Naba’a, “Violence against Palestinian Children in Lebanon – Ein Elhelweh Camp”, November 2007, pg. 50, 53-54
- ¹³⁰ Naba’a, “The Impediments and Problems Facing the Protection and Participation of the Palestinian Children and Youth in Lebanon”, May 2009, pg. 35
- ¹³¹ Terre des hommes Foundation Lausanne, “A Child Protection Assessment in Palestinian Camps and Gatherings, Tyre, South Lebanon”, pg. 20
- ¹³² Naba’a, “Violence against Palestinian Children in Lebanon – Ein Elhelweh Camp”, November 2007, pg. 56
- ¹³³ Ministry of National Education, Higher Education, Executive Trainings and Scientific Research, UNICEF, “Violence at School”, Psychology School of Casablanca, 2005, pg. 32
- ¹³⁴ Ministry of National Education, Higher Education, Executive Trainings and Scientific Research, UNICEF, “Violence in Schools”, School of Psychology of Casablanca, 2005, pg. 25
- ¹³⁵ Ministry of National Education, Higher Education, Executive Trainings and Scientific Research, UNICEF, “Violence in Schools”, School of Psychology of Casablanca, 2005, pg. 19
- ¹³⁶ Ministry of National Education, Higher Education, Executive Trainings and Scientific Research, UNICEF, “Violence in Schools”, School of Psychology of Casablanca, 2005, pg. 7
- ¹³⁷ Meeting between Bayti and Mr. Mohamed Tafnoute, from Teacher’s Union, 23 November 2010
- ¹³⁸ Meeting between Bayti and Mr. Mohamed Tafnoute, from Teacher’s Union, 23 November 2010
- ¹³⁹ The sample for this study was 586 children. Higher Council for Motherhood and Childhood, “Violence against children: a sociological study in selected areas in Yemen”, 2005
- ¹⁴⁰ Higher Council for Motherhood and Childhood, “Violence against children: a sociological study in selected areas in Yemen”, 2005, pg. 42
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- ¹⁴² Salim Adib, “Experience of Violence among Schoolchildren in Lebanon”, Department of Public Health, Saint Joseph University, available on-line at <http://www.docstoc.com/docs/49898197/EXPERIENCE-OF-VIOLENCE-AMONG-SCHOOLCHILDREN-IN-LEBANON> (last accessed 5 July 2011)
- ¹⁴³ In July 2006, a 34-day war erupted between Hizbullah and the state of Israel, causing the death of 1,200 Lebanese civilians. From May to September 2007, an internal armed conflict erupted between the military group Fatah Al-Islam and the Lebanese armed forces in the Palestinian camp of Nahr Al-Bared, in the north of Lebanon, which led to its destruction and the displacement of 30,000 Palestinian residents.

¹⁴⁴ Sibai et. al., “Violent Behavior among Adolescents in Postwar Lebanon: The Role of Personal Factors and Correlation with Other Problems” in Journal of Public Health, Vol. 31, No. 1, pg. 39-46

¹⁴⁵ Weapon carrying refers here to the possession of knives, blades, clubs etc.

¹⁴⁶ Sibai et. al., “Violent Behavior among Adolescents in Postwar Lebanon: The Role of Personal Factors and Correlation with Other Problems” in Journal of Public Health, Vol. 31, No. 1, pg. 39-46

¹⁴⁷ This point was considered violence in the study. Also, Judge for Minors Mrs. Ougadoun agreed that this was not the proper way to make children understand they are wrong and should be considered violence. However, she went on to say that no such cases are brought to them; only severe violence is reported to judges.

¹⁴⁸ Ministry of National Education, Higher Education, Executive Trainings and Scientific Research, UNICEF, “Violence in Schools”, School of Psychology of Casablanca, 2005, pg. 18

¹⁴⁹ Salim Adib, “Experience of Violence among Schoolchildren in Lebanon”, available on-line at <http://www.docstoc.com/docs/49898197/EXPERIENCE-OF-VIOLENCE-AMONG-SCHOOLCHILDREN-IN-LEBANON> (last accessed 5 July 2011)

¹⁵⁰ Salim Adib, “Experience of Violence among Schoolchildren in Lebanon”, available on-line at <http://www.docstoc.com/docs/49898197/EXPERIENCE-OF-VIOLENCE-AMONG-SCHOOLCHILDREN-IN-LEBANON> (last accessed 5 July 2011)

¹⁵¹ United Nations General Assembly, “Report of the Independent Expert for the United Nations Study on Violence against Children”, 29/08/2006, A/61/299, pg. 23, available on-line at http://www.unicef.org/violencestudy/arabic/reports/SG_violencestudy_en.pdf (last accessed 5 July 2011)

¹⁵² Higher Council for Motherhood and Childhood, “Violence against children: a sociological study in selected areas in Yemen”, 2005, pg. 43

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¹⁵⁵ Save the Children Sweden “Child Rights Situational Analysis- Lebanon”, 2008

¹⁵⁶ UN, General Assembly, “Report of the independent expert for the United Nations study on violence against children”, 29/08/2006, A/61/299, pg. 23, § 88, available on-line http://www.unicef.org/violencestudy/arabic/reports/SG_violencestudy_en.pdf (last accessed 5 July 2011)

¹⁵⁷ Naba’a, “The Impediments and Problems Facing the protection and participation of the Palestinian children and Youth in Lebanon”, May 2009, pg. 35

¹⁵⁸ Meeting between Naba’a and Mrs. Widad Hijazi, Acting School Supervisor Guidance and Counselling - UNRWA, Lebanon, 10 November 2010

¹⁵⁹ Meeting between Naba’a and Mrs. Widad Hijazi, Acting School Supervisor Guidance and Counselling - UNRWA, Lebanon, 10 November 2010

¹⁶⁰ The Higher Council for Motherhood and Childhood, “Violence against children: a sociological study in selected areas in Yemen”, 2005, pg. 56

¹⁶¹ Sexual harassment is not defined in the study.

¹⁶² The Higher Council for Motherhood and Childhood, “Violence against children: a sociological study in selected areas in Yemen”, 2005, pg. 55

¹⁶³ Najat Mjid (AMASDEQ), Ministry of National Education, Higher Education, Executive Trainings and Scientific Research, and UNICEF, “Elaboration of an integrated strategy to prevent and fight violence of children in the schools”, February 2007, pg. 7

¹⁶⁴ This data was provided during an interview between Bayti and the NOCR, Rabat, 10 November 2010

¹⁶⁵ KAFA “Child Sexual Abuse” 2008

¹⁶⁶ Meeting between Naba’a and Mrs. Widad Hijazi, Acting School Supervisor Guidance and Counselling- UNRWA, Lebanon, 10 November 2010

- ¹⁶⁷ Meeting between Alef and Ms. Ghida Anani, Child Sexual Abuse programme coordinator, KAFA, Beirut, 21 October 2010
- ¹⁶⁸ Save the Children, “Physical and Humiliating Punishment of Children in Yemen”, pg. 18 & 19, available online [http://www.crin.org/docs/SAVE_THE_CHILDREN_Physical_and_Humiliating_Punishment_of_Children_in_Yemen_\(English\).pdf](http://www.crin.org/docs/SAVE_THE_CHILDREN_Physical_and_Humiliating_Punishment_of_Children_in_Yemen_(English).pdf), (last accessed on 5 October 2010)
- ¹⁶⁹ The Yemeni National Strategy for Children and Youth, 2006-215, Action Plan (6-14), component 6.4
- ¹⁷⁰ Meeting with SOUL for Development and the General Secretary of the Higher Council of Motherhood and Childhood, Sana’a, 26 October 2010
- ¹⁷¹ Available at : http://www.unicef.org/morocco/french/rapport_unicef_ok.pdf (last accessed 16 December 2010)
- ¹⁷² Available at : http://www.unicef.org/morocco/french/rapport_unicef_ok.pdf (last accessed 16 December 2010)
- ¹⁷³ Gerbaka, Bernard “Intervention during the ICRC meeting in Geneva, concerning the Lebanese report on the prevention of violence against children”. Ref: rLibanCAN0605Geneva.doc. available on-line at <http://www.childoflebanon.com/data/rLibanCAN0605Geneva.pdf> (last accessed 5 July 2011)
- ¹⁷⁴ The Social Fund for Development (SFD) is a governmental organisation established in 1997. It is functioning under the purview of the Council of Ministers. It aims at contributing to the implementation of the government’s plans in the social and economic fields. For more details, see www.sfd-yemen.org (last accessed 5 July 2011)
- ¹⁷⁵ The Arab Human Rights Foundation (AHRF) is a Yemeni non-governmental organisation established in 1999 working in the field of human rights
- ¹⁷⁶ Meeting between SOUL for Development and the Executive Director of the Arab Human Rights Foundation , Sana’a, 2 November 2010
- ¹⁷⁷ Meeting with SOUL for Development and the Protection Officer in UNICEF, Sana’a, 27 October 2010
- ¹⁷⁸ Meetings between SOUL for Development and UNICEF, 27 October 2010; Save the Children Sweden, 20 October, 2010; Training Sector in the Ministry of Education, 29 October, 2010
- ¹⁷⁹ Meeting with SOUL for Development and the Protection Officer in UNICEF, Sana’a, 27 October 2010
- ¹⁸⁰ Meeting between Alef and Ms. Martha Tabet, representative of CERD, Beirut, 4 November 2010
- ¹⁸¹ Meeting between Alef and Mr. Jean Hayek, Guidance and Counselling Director, Ministry of Education and Higher Education, Beirut, 28 December 2010
- ¹⁸² Meeting between Naba’a and Mrs. Widad Hijazi, Acting School Supervisor Guidance and Counselling - UNRWA, Lebanon, 10 November 2010
- ¹⁸³ Meeting between Bayti and M. Khalid Benhassan, National Programme officer Youth Program, UNFPA Rabat, 13 December 2010
- ¹⁸⁴ These child protection committees consist of community members (refugees and Yemenis), social workers, school principals, deputy heads, heads of school students councils and heads of parents councils.
- ¹⁸⁵ Meeting with SOUL for Development and the Child protection Specialist of Save the Children Sweden, Sana’a, 20 October 2010
- ¹⁸⁶ Meeting between Alef and Elie Mekhael, General Director of Higher Council for Childhood, Beirut, 25 October 2010
- ¹⁸⁷ Alternatives to Combat Child Labour through Education and Sustainable Service Programme (Access Plus), 2008-2011 is implemented in partnership between the Charitable Society for Social Welfare and Cooperative Housing Foundation (CHF) International. Access Plus is funded by the United States Department of Labour. Access Plus’s activities are implemented in coordination with the Ministry of Planning, Ministry of Social Affairs and Labour, Ministry of Education as well as Ministry of Vocational and Technical Training and the Local Councils in the targeted governorates.
- ¹⁸⁸ Meeting with SOUL for Development and the Executive Director of Access Plus Program, Sana’a, 27 October, 2010
- ¹⁸⁹ Meeting between Naba’a and Fairuz Hussain, Naba’a representative in the project, Saida, Lebanon, 18 December 2010



- ¹⁹⁰ Meeting between Naba'a and Fairuz Hussain, Naba'a representative in the project, Saida, Lebanon, 18 December 2010
- ¹⁹¹ Meeting between Bayti and Ms. Zhour Alaoui, French teacher at Ibn Chahid High School, Casablanca, 16 November 2010
- ¹⁹² Meeting between Bayti and Ms. Zhour Alaoui, French teacher at Ibn Chahid High School, Casablanca, 16 November 2010
- ¹⁹³ Meeting between Bayti and Ms. Abnow Khadika, Women's Rights Committee Coordinator at the Moroccan Association for Human Rights (MAHR), Rabat, 18 November 2010
- ¹⁹⁴ Information provided by email by Save the Children Spain – Office of Morocco, 3 March 2011
- ¹⁹⁵ Meeting between SOUL for Development and the Special Needs Groups Sector Officer in the Social Fund for Development, Sana'a, 14 November 2010
- ¹⁹⁶ Meeting between Alef and Ms. Rouba Khoury, Save the Children Sweden, Beirut, 3 November 2010
- ¹⁹⁷ Meeting between Alef and Ms. Ghida Anani, Child Sexual Abuse programme coordinator, KAFA, Beirut, 21 October 2010
- ¹⁹⁸ Mouvement Social has been working since 1961 on sustainable development in Lebanon through socio-economic development projects and projects that target youth and education. See <http://www.mouvementsocial.org/en/index.aspx> (last accessed 22 February 2011)
- ¹⁹⁹ Meeting between Alef and Ms. Gisele Ashkar, Information and Communication officer, Mouvement Social, Beirut, 5 November 2010
- ²⁰⁰ Information provided by email by Save the Children Spain – Office of Morocco, 3 March 2011
- ²⁰¹ Meeting between Bayti and M. Khalid Benhassan, National Programme Officer Youth Program, UNFPA Rabat, 13 December 2010
- ²⁰² Kidpower™ is a charitable educational non-profit organisation founded in Santa Cruz, California in 1989. See <http://www.kidpower.org/about-us/progress-report.html> (last accessed 22 February 2011)
- ²⁰³ Meeting between Alef and Ms. Rouba Khoury, Save the Children Sweden, Beirut, 3 November 2010
- ²⁰⁴ Save the Children, Youth- "Ongoing Projects". http://www.savethechildren.net/alliance/get_involved/youth/ongoing.html (last accessed 5 July 2011)
- ²⁰⁵ Meeting between SOUL for Development and UNICEF, Sana'a, 27 October 2010; Save the Children Sweden, Sana'a, 20 October, 2010; Training Sector in the Ministry of Education, Sana'a, 29 October, 2010
- ²⁰⁶ The National Organization for Developing Yemeni Society (NODS) is a local non-governmental organisation established in 1997. NODS aims at developing the society by promoting rights and liberties and building youth's capacities. See <http://www.nodsyemen.org> (last accessed 5 July 2011).
- ²⁰⁷ Phone call with SOUL for Development and the Executive Manager of NODS, Sana'a, 12 November 2010
- ²⁰⁸ Report of the Middle East & North Africa Region technical workshop: "Law reform to prohibit all forms of corporal punishment of children" June 30 – July 2, 2010, Beirut, Lebanon, Prepared for the Child Rights Information Network, July 2010, available at <http://resourcecentre.savethechildren.se/content/library/documents/report-middle-east-north-africa-region-technical-workshop-law-reform-prohi>. (last accessed 5 July 2011)
- ²⁰⁹ SOUL is a non-profit, non-governmental Yemeni organisation committed to raising the quality of life of Yemeni women, youth and children through the implementation of development projects and creating partnerships with civil society, government and international organisations. See www.soul-yemen.org (last accessed 5 July 2011).
- ²¹⁰ Article 11, Decree No.2-04-675 of 29 December 2004, modifying and completing Decree No.2-02-376 of 17 July on Particular status of Education and Teaching of public institutions
- ²¹¹ Surveillant Général, Article 15, Decree No.2-04-675 of 29 December 2004, modifying and completing Decree No.2-02-376 of 17 July on Particular status of Education and Teaching of public institutions

- ²¹² Ministry of National Education, Higher Education, Executive Trainings and Scientific Research, UNICEF, “Violence in Schools”, School of Psychology of Casablanca, 2005, pg. 28
- ²¹³ Decree No.2-04-675 of 29 December 2004, modifying and completing Decree No.2-02-376 of 17 July on Particular status of Education and Teaching of public institutions.
- ²¹⁴ Article 26, Decree No.2-04-675 of 29 December 2004, modifying and completing Decree No.2-02-376 of 17 July on Particular status of Education and Teaching of public institutions.
- ²¹⁵ Article 19, Decree No.2-04-675 of 29 December 2004, modifying and completing Decree No.2-02-376 of 17 July on Particular status of Education and Teaching of public institutions.
- ²¹⁶ Meeting between Bayti and Ms Skika Meriem, Education Programme Manager – UNICEF Morocco, Rabat, 9 December 2010
- ²¹⁷ Meeting between Bayti and Ms Skika Meriem, Education Programme Manager – UNICEF Morocco, Rabat, 9 December 2010
- ²¹⁸ The Centre for People’s Rights is a non-governmental organisation that was created in 1999 to put in place a network promoting human rights. Its main priority is on women, children, teachers, and justice and health staff. There are today 100 sections of the organisation throughout the country.
- ²¹⁹ Available at <http://maghress.com/fr/lematin/107393> (last accessed 17 December 2010). We were unfortunately not able to make contact with the organisation and supported our information through several newspaper articles reporting on the action.
- ²²⁰ Ebhar Foundation for Childhood and Creativity is a local non-profit and non-governmental organisation established in 2002. Ebhar’s scope of work is enhancing and developing the talented people’s skills and direct their talents towards resolving human and environmental concerns creatively. For more details, see www.ebhar.org (last accessed 5 July 2011).
- ²²¹ Shawthab Foundation for Childhood and Development is an NGO established in 2004, aiming at providing services to violated children and mothers. For more details, see www.shawthab.org (last accessed 5 July 2011).
- ²²² Phone call between SOUL for Development and the Executive Manager of Ebhar Foundation for Childhood and Creativeness, Sana’a, 2 November 2011
- ²²³ Yemeni National NGO Coalition for Child Rights Care (the Coalition) was established in 1995. In 2010, the Coalition’s members include 34 local NGOs, syndicates, unions, and associations working for children’s rights.
- ²²⁴ Democracy School is a non-governmental and non-profitable organisation established in 2002 with a mandate of raising the awareness and education of human and democratic rights focusing mainly on the rights of the child. For more details, see www.ds.yemen.org (last accessed 5 July 2011).
- ²²⁵ Meeting between SOUL for Development and the Executive Director of the National Coalition for Child Rights Care, Sana’a, 2 November 2010
- ²²⁶ Seyaj organisation for Childhood Protecting is a non-governmental and non-profitable organisation established in 2008.
- ²²⁷ Meeting between SOUL for Development and Seyaj executive director, Sana’a, 28 October 2010
- ²²⁸ Meeting between SOUL for Development and the Head of the research and studies unit in the Higher Council for Motherhood and Childhood, Sana’a, 18 December 2010
- ²²⁹ Meeting between Naba’a and Mr. Yasser Dawood, Naba’a Executive Director, Saida, Lebanon, 18 December 2010
- ²³⁰ The Global Initiative to End All Corporal Punishment of Children “International, regional and national campaigns for law reform to prohibit all corporal punishment of child: Lebanon”, available on-line at <http://www.endcorporalpunishment.org/pages/reform/campaigns.html#Lebanon> (last accessed 1 March 2011)
- ²³¹ Meeting between SOUL and the Head of Projects Unit of SOUL for Development, Sana’a, 13 November 2010

- ²³² Meeting between Bayti and M. Abdelaziz Ankouri, Assistant Director of School Life, Rabat, 15 December 2010
- ²³³ We were, unfortunately, unable to gain detailed information on the training and pedagogical support of future teachers.
- ²³⁴ Meeting between Bayti and Mr. Ahmed Tafnoute, from the Teachers' Union, Casablanca, 16 November 2010
- ²³⁵ Meeting with Ms. Martha Tabet, representative of CERD, 4 November 2010
- ²³⁶ Meeting with SOUL for Development and the Head of the research and studies unit in the Higher Council for Motherhood and Childhood, Sana'a, 18 December 2010
- ²³⁷ Meeting with SOUL for Development and the General Secretary of the Higher Council of Motherhood and Childhood, Sana'a, 26 October 2010
- ²³⁸ Meeting between Bayti and M. Khalid Benhassan, National Programme Officer Youth Program, UNFPA Rabat, 13 December 2010
- ²³⁹ Consultative Council for Human Rights, "Report on ongoing actions to promote human rights culture", Rabat, p.31
- ²⁴⁰ Meeting with SOUL for Development and the Protection Officer in UNICEF, Sana'a, 27 October 2010
- ²⁴¹ Meeting between Bayti and Ms. Skika Meriem, Education Programme Manager – UNICEF Morocco, Rabat, 9 December 2010
- ²⁴² World Vision Lebanon Children's Council. Stakeholder Submission, UPR 9th Session Lebanon, 2010, available on-line at http://lib.ohchr.org/HRBodies/UPR/Documents/Session9/LB/WVI_WorldVisionInternational.pdf (last accessed 5 July 2011)
- ²⁴³ Patricia Mouamar "Lebanon Children's Council stars in new awareness campaign", 15 September 2010, available on-line at http://meero.world-vision.org/news_article.php?newsID=2129 (last accessed 5 July 2011)
- ²⁴⁴ Meeting with SOUL for Development and the Children's Parliament Coordinator, Sana'a, 24 October, 2010
- ²⁴⁵ Felix News, "The recommendations of the Children's Parliament during the second session held under the slogan: violence against children" 2 and 3 August 2010, available on-line at <http://www.felixnews.com/news-6271.html> (last accessed 5 July 2011)
- ²⁴⁶ Interview between SOUL for Development and the Coordinator of the Children's Parliament, Sana'a, 24 October, 2010
- ²⁴⁷ Save the Children, "Physical and Humiliating Punishment of Children in Yemen", pg. 29-32, available online [http://www.crin.org/docs/SAVE_THE_CHILDREN_Physical_and_Humiliating_Punishment_of_Children_in_Yemen_\(English\).pdf](http://www.crin.org/docs/SAVE_THE_CHILDREN_Physical_and_Humiliating_Punishment_of_Children_in_Yemen_(English).pdf) (last accessed 5 July 2011)
- ²⁴⁸ Meeting between Alef and Ms. Ghida Anani, Child Sexual Abuse programme coordinator, KAFA, Beirut, 21 October 2010
- ²⁴⁹ Meeting between Alef and Ms. Rouba Khoury, Save the Children Sweden, Beirut, 3 November 2010
- ²⁵⁰ Meeting between Naba'a and Mr. Yasser Dawood, Naba'a Executive Director, Saida, Lebanon, 18 December 2010.
- ²⁵¹ Alhawra Newspaper is the official Gazette and the most widely-read newspaper in Yemen.
- ²⁵² Meeting with SOUL for Development and the Deputy Minister of the Ministry of Justice, Sana'a, 16 December 2010
- ²⁵³ Meeting with SOUL for Development and the Deputy Minister of the Ministry of Justice, Sana'a, 16 December 2010
- ²⁵⁴ Meeting with SOUL for Development and the Deputy Minister of the Ministry of Justice, Sana'a, 16 December 2010
- ²⁵⁵ Available at http://www.sgg.gov.ma/BO/bulletin/Fr/2004/BO_5178_fr.pdf (last accessed 16 December 2010)
- ²⁵⁶ Meeting between Alef and Elie Mekhael, General Director of Higher Council for Childhood, Beirut, 25 October 2010
- ²⁵⁷ The Rene Mouwad Foundation (RMF), World Vision, UNICEF, Save the Children Sweden, and the Higher Council for Childhood formed a committee working on various aspects related to protection

²⁵⁸ Bernard Gerbeka, “Creating a national strategy for protecting the child”, available on-line at <http://www.childoflebanon.com/data/Dr.%20Gerbeka%20-%202.pdf> (last accessed 5 July 2011)

²⁵⁹ The House of Representatives has the legislative authority in Yemen.

²⁶⁰ The Yemeni National Strategy for Children and Youth, 2006-2015, Action Plan (6-14), component 6.4

²⁶¹ Meeting with SOUL for Development and the General Secretary of the Higher Council for Motherhood and Childhood, Sana’a, 26 October 2010

²⁶² There is no clear definition of “severe beating” in the amendment project.

²⁶³ 50,000 Yemeni Riyals equals USD 234; USD 1=214 YR

²⁶⁴ The Amendment project of the Yemeni Penal Code (2007), submitted by the Higher Council for Motherhood and Childhood to the House of Representatives.

²⁶⁵ Meeting between Bayti and Mr. Ankouri, Assistant Director for School Life, Rabat, 15 December 2010

²⁶⁶ Meeting between Bayti and Mr. Ahmed Tafnoute, Teachers’ Union, Casablanca, 16 November 2010

²⁶⁷ Meeting between Bayti and Mrs. Ougadoun, Judge for Minors, Casablanca, 29 October 2010

²⁶⁸ Meeting between Alef and Ms. Rouba Khoury, Save the Children Sweden, Beirut, 3 November 2010

²⁶⁹ The Guidance Unit operating under the Guidance and Curricula Sector in the Ministry of Education has several offices for each subject taught in school; one of these offices is the Technical Office for Social Service.

²⁷⁰ Meeting with SOUL for Development and a member in the Technical Office for Social Service in Sana’a, Sana’a, 16 December 2010

²⁷¹ According to the Yemeni Ministry of Education’s School Bylaw, each school must have at least one social worker. However, in reality, not every school has a social worker due to the shortage of financial resources. Information received during a meeting with SOUL for Development and a member in the Technical Office for Social Service in Sana’a, Sana’a, 16 December 2010

²⁷² The head teacher is a teacher selected by school administration to be in charge of a specific class as a mentor and a facilitator for all class activities and other issues such as resolving students’ problems and helping the class to overcome challenges.

²⁷³ Meeting between SOUL for Development and a member in the Technical Office for Social Service in Sana’a, Sana’a, 16 December 2010

²⁷⁴ UPEL and AFEL are Lebanese organisations working with vulnerable children.

²⁷⁵ Meeting between Alef and Ms. Amal Farhat, AFEL, Beirut, 31 December 2010; and meeting between Alef and Ms. Rouba Khoury, Save the Children Sweden, Beirut, 3 November 2010

²⁷⁶ Phone interview between Alef and Ms. Roula Lebbos, representative of Union for the Protection of Juveniles (UPEL), 22 December 2010

²⁷⁷ Sisters Arab Forum is a local women’s NGO established in 1998 working in the field of human rights and women’s rights with a focus on protection and awareness-raising. For more details, see www.saf-yemen.org (last accessed 5 July 2011)

²⁷⁸ Mareb Press e-newspaper, available online at http://marebpress.net/news_details.php?sid=29501 (last accessed 18 December 2010)

²⁷⁹ Those governorates are well-known for child trafficking as they lie on the border with other countries.

²⁸⁰ Meeting with SOUL for Development and the Minister Deputy of the Ministry of Justice, Sana’a, 16 December 2010

²⁸¹ “Amal” in English means “hope”.

²⁸² Meeting with SOUL for Development and the Deputy Minister of the Ministry of Justice, Sana’a, 16 December 2010

²⁸³ Meeting with SOUL for Development and the Deputy Minister of the Ministry of Justice, Sana'a, 16 December 2010

²⁸⁴ Bernard Gerbaka, "Intervention during the ICRC meeting in Geneva, concerning the Lebanese report on the prevention of violence against children", Ref: rLibanCAN0605Geneva.doc. available on-line at <http://www.childoflebanon.com/data/rLibanCAN0605Geneva.pdf> (last accessed 5 July 2011)

²⁸⁵ Meeting between Alef and Ms. Rouba Khoury, Save the Children Sweden, Beirut, 3 November 2010

²⁸⁶ The National Network for Child Protection was established in 2008. The network involves governmental and non-governmental organisations working in the field of child protection.

²⁸⁷ Up to October 2010, only a draft plan has been developed. Meeting with SOUL for Development and the Coordinator of the National Network for Child Protection, Sana'a, 6 November 2010

²⁸⁸ The same study used in this report.

²⁸⁹ Save the Children, "Physical and Humiliating Punishment of Children in Yemen", pg. 18 & 19, available on-line at [http://www.crin.org/docs/SAVE_THE_CHILDREN_Physical_and_Humiliating_Punishment_of_Children_in_Yemen_\(English\).pdf](http://www.crin.org/docs/SAVE_THE_CHILDREN_Physical_and_Humiliating_Punishment_of_Children_in_Yemen_(English).pdf), (last accessed on 5 October 2010)

²⁹⁰ Available at http://www.unicef.org/morocco/french/rapport_unicef_ok.pdf (last accessed 16 December 2010)

²⁹¹ We should mention that the representative of the Teacher's Union and other teachers interviewed for this research project was not aware of the existence of this study. An update of the study was launched in 2010, according to the School Life Directorate.

²⁹² A study was conducted in 2004 by the Moroccan Association for Human Rights on "Teachers' Representation of Human Rights" and another study was conducted by the Democratic Association for Women in Morocco about "Non-Discrimination in the Moroccan Education System" with the support of the FNUAP in 2001.

²⁹³ Meetings with SOUL for Development and Save the Children Sweden, 20 October, 2010; General Secretary of the Higher Council for Motherhood and Childhood, 26 October, 2010

²⁹⁴ World Vision "Twenty Years on: Children and their Rights in Lebanon", 2009

²⁹⁵ As mentioned earlier, this campaign targeted the six regions where UNICEF Morocco intervenes: Al-Hoceima-Taza, Taounate, Fes-Boulemane, Guelmin Es Smara, Marrakech-Tensift-El Haouz, Souss Massa Draa and finally Tangier-Tetouan

²⁹⁶ Meeting between Bayti and Ms Skika Meriem, Education Programme Manager – UNICEF Morocco, Rabat, 9 December 2010.

²⁹⁷ Meeting between Bayti and Ms Abnow Khadika, Women's Rights Committee Coordinator at the Moroccan Association for Human Rights (MAHR), Rabat, 18 November 2010

²⁹⁸ Save the Children Sweden "Child Sexual Abuse – the Situation in Lebanon", 10 October 2008, available on-line at <http://www.crin.org/violence/search/closeup.asp?infoID=18660> (last accessed 5 July 2011)

²⁹⁹ Save the Children Sweden "Child Sexual Abuse – the Situation in Lebanon" 10 October 2008, available on-line at <http://www.crin.org/violence/search/closeup.asp?infoID=18660> (last accessed 5 July 2011)

³⁰⁰ Meeting between Alef and Ms. Ghida Anani, Child Sexual Abuse programme coordinator, KAFA, Beirut, 21 October 2010

³⁰¹ IRIN, "Yemen: Protecting women, children from violence", available online at <http://www.irinnews.org/report.aspx?ReportID=80714> (last accessed 5 July 2011)

³⁰² Meeting between Alef and Ms. Rouba Khoury, Save the Children Sweden, Beirut, 3 November 2010

³⁰³ This body conducts periodic national surveys related to health, social, and economic conditions and provides assistance in strengthening the quality of data utilised in national programmes by various partners.

³⁰⁴ UNICEF, Lebanon – "Summary results matrix - Lebanon country programme 2010 – 2014", available on-line at http://www.unicef.org/about/execboard/files/FINAL_Lebanon_SRM_2010_2014_.pdf (last accessed 5 July 2011)

- ³⁰⁵ Meeting between Bayti and M. Abdelaziz Ankouri, Assistant Director of School Life and Dr Wafa Benzaouia, Rabat, 15 December 2010
- ³⁰⁶ Meeting between Bayti and M. Abdelaziz Ankouri, Assistant Director of School Life and Dr Wafa Benzaouia, Rabat, 15 December 2010. We were unfortunately not able to obtain a copy of this guide.
- ³⁰⁷ Meeting between Bayti and Ms Skika Meriem, Education Programme Manager – UNICEF Morocco, Rabat, 9 December 2010
- ³⁰⁸ Meeting with SOUL for Development and a member in the Technical Office for Social Service in Sana'a, Sana'a, 16 December 2010
- ³⁰⁹ Ayyash-Abdo, Alamuddin, & Mukallid "School Counselling in Lebanon: Past, Present, and Future", *Journal of Counselling & Development* B Winter 2010, Volume 88
- ³¹⁰ Imad Zoghbi, "Taqrir il-ta'feesh il-sannawi ydaq naqush il-khatir ala il-tirbiya", *Assafir Newspaper*, 7 April 2009, available on-line at <http://alshahed.free-forums.org/vt1775.html> (last accessed 5 July 2011)
- ³¹¹ Rapport du Forum, "Éducation: Réalité et Perspectives- Des Pratiques pédagogiques dans la lutte contre le décrochage scolaire," Mouvement Social, 2009
- ³¹² Phone call between SOUL for Development and the Principle of Al-Thawra Complex (a public school), Sana'a, 9 January 2011
- ³¹³ "Degree of harm" is defined by the Lebanese Penal Code as medically-proven physical impairment measured by time. Mainly, sentences depend on whether the impairment is less or more than 10 days, 20 days, or whether it is permanent or leads to death.
- ³¹⁴ Zeina Halabi, "Corporal Punishment in Lebanon: The Role of the Public Administration in Implementing a Ban on Corporal Punishment in Schools in Lebanon", *Save the Children Sweden*, 2005, available on-line at [http://www.crin.org/docs/SAVE_THE_CHILDREN_Corporal_Punishment_in_Lebanon_\(English\).pdf](http://www.crin.org/docs/SAVE_THE_CHILDREN_Corporal_Punishment_in_Lebanon_(English).pdf) (last accessed 5 July 2011)
- ³¹⁵ Meeting with SOUL for Development and a member in the Technical Office for Social Service in Sana'a, Sana'a, 16 December 2010
- ³¹⁶ United Nations Relief and Works Agency for the Palestinian Refugees in the Near East (UNRWA), General Staff Circular No. 07/2010, about Sexual Exploitation and Abuse Complaints procedure, 20 August 2010
- ³¹⁷ Meeting between Naba'a and Mrs. Widad Hijazi, Acting School Supervisor Guidance and Counselling - UNRWA, Lebanon, 10 November 2010
- ³¹⁸ Phone interview between Alef and Ms. Roula Lebbos, representative of the Union for the Protection of Juveniles (UPEL), 22 December 2010
- ³¹⁹ World Vision, "Twenty Years On: Children and Their Rights in Lebanon", 2009
- ³²⁰ Meeting with SOUL for Development and the Protection Officer in UNICEF, Sana'a, 27 October 2010
- ³²¹ Bernard Gerbaka, "Intervention during the ICRC meeting in Geneva, concerning the Lebanese report on the prevention of violence against children", Ref: rLibanCAN0605Geneva.doc. available online at <http://www.childoflebanon.com/data/rLibanCAN0605Geneva.pdf> (last accessed 5 July 2011)
- ³²² There has been administrative progress in establishing the Lebanese help line; the Minister of Social Affairs issued an order that is pending approval by the council of ministers and the project awaits funding. Interview with Elie Mekhael, General Secretary of the HCC, 25 October 2010
- ³²³ The public prosecutor, juvenile court judge, social representative of the UPEL, and the police cooperate in cases where children are in conflict with the law or are exposed to ill-treatment or abuse. These stakeholders form a crucial network for juvenile justice in Lebanon. More information can be found on their website available on-line at <http://www.upel.org/about.htm> (last accessed 5 July 2011)
- ³²⁴ KAFA and Himaya are both national NGOs that deal with violence and provide services to victims.
- ³²⁵ Judicial protection is almost never resorted to in Lebanon, except in severe cases of violence with severe physical harm, because the law (Article 186 of the Penal Code) still permits the use of corporal punishment for discipline by teachers and parents.
- ³²⁶ Phone interview between Alef and Ms. Roula Lebbos, representative of Union for the Protection of Juveniles (UPEL), 22 December 2010
- ³²⁷ A toll-free number, operating 24 hours a day, seven days a week.

- ³²⁸ Interview between Bayti and M. Raji, National Observatory for Child Rights, in Rabat, 10 November 2010
- ³²⁹ Interview between Bayti and M. Raji, National Observatory for Child Rights, in Rabat, 10 November 2
- ³³⁰ Meeting with SOUL for Development and the head of the Studies and Research Department in the Ministry of Human Rights, Sana'a
- ³³¹ The Ministry of Social Affairs presides over some 160 Social Development Centres; these centres do outreach in their respective communities whereby they work cooperatively with community-based and non-governmental organizations. Often children attending schools in the area head to these centres after school for recreational activities and services.
- ³³² Interview between Alef and Ms. Martha Tabet, representative of Center for Education Research and Development, Beirut, 4 November 2010
- ³³³ Meeting with SOUL for Development and the executive director of the National Coalition for Child Rights Care , Sana'a, 2 November 2010
- ³³⁴ Meeting with SOUL for Development and the Executive Manager of Seyaj for Childhood Protection, Sana'a, 28 October 2010
- ³³⁵ Meeting between Alef and Ms. Amal Farhat, AFEL. Beirut, 3 December 2010
- ³³⁶ Meeting between Alef and Ms. Amal Farhat, AFEL. Beirut, 3 December 2010
- ³³⁷ Meeting between Alef and Ms. Gisele Ashkar, Mouvement Social, Beirut, 5 November 2010
- ³³⁸ Meeting between Naba'a and Mr. Yasser Dawood, Executive Director of Naba'a, Saida, 18 December 2010
- ³³⁹ Meeting between Alef and Ms. Martha Tabet, representative of the Centre for Education Research and Development, Beirut, 4 November 2010
- ³⁴⁰ Meeting between Bayti and M. Ahmed Tafnoute, Casablanca, 16 November 2010
- ³⁴¹ Meeting between Bayti and Ms Saadia Serghini, Child Protection Unit and President of the National Association for Students in Difficulty, Casablanca, 9 December 2010
- ³⁴² Meeting between Bayti and M. Ahmed Tafnoute, Casablanca, 16 November 2010
- ³⁴³ The MENA Child Protection Initiative is a semi-governmental entity working under the Capital Secretariat in development programs for Children and Youth
- ³⁴⁴ The findings of this questionnaire are used in this report.
- ³⁴⁵ Meeting with SOUL for Development and MENA Child Protection Initiative coordinator, Sana'a, 26 October 2010
- ³⁴⁶ Meeting with SOUL for Development and the Children's Parliament Coordinator, Sana'a, 24 October 2010
- ³⁴⁷ Ministerial Circular No. 985/DHSA of 28th August 2000, by the Ministerial Circular No. 1040 of 17 June 2008
- ³⁴⁸ Interview between Bayti and with Mrs. Ougadoun, Judge for Minors, Casablanca, 29 October 2010
- ³⁴⁹ Meeting with SOUL for Development and the Protection Officer in the UNHCR, Sana'a, 8 December 2010
- ³⁵⁰ Meeting with SOUL for Development and the Coordinator of the Capacity Building Project, Sana'a, 11 December 2010
- ³⁵¹ Bernard Gerbaka, "Creating a national strategy for protecting the child" available on-line at <http://www.childoflebanon.com/data/Dr.%20Gerbaka%20-%202.pdf> (last accessed 5 July 2011)
- ³⁵² Bernard Gerbaka, "Creating a national strategy for protecting the child", available on-line at : <http://www.childoflebanon.com/data/Dr.%20Gerbaka%20-%202.pdf> (last accessed 5 July 2011)
- ³⁵³ Meeting between Alef and Ms. Rouba Khoury, Save the Children Sweden, Beirut, 3 November 2010

³⁵⁴ Jinan Usta, “Mapping of Social Services related to Gender Based Violence in the Southern Suburbs of Beirut” Italian Cooperation office of Embassy of Italy, Beirut, October 2007, available on-line at www.un.org.lb/.../Mapping_of_Gender_Based_Violence_services-report4.doc (last accessed 5 July 2011)

³⁵⁵ KAFA, “The listening and counselling centre at KAFA”, available on-line at <http://www.kafa.org.lb/LCC.aspx> (last accessed 5 July 2011)

³⁵⁶ Meeting between Naba’a and Mr. Ali Sallam, Project coordinator, Naba’a, Saida, Lebanon, 17 December 2010.

³⁵⁷ Meeting between Bayti and Ms Skika Meriem, Education Programme Manager – UNICEF Morocco, Rabat, 9 December 2010

³⁵⁸ Meeting between Bayti and Ms Saadia Serghini, Child Protection Unit and President of the National Association for Students in Difficulty, Casablanca, 9 December 2010

³⁵⁹ Meeting with SOUL for Development and the Deputy Minister of the Ministry of Justice, Sana’a, 16 December 2010

³⁶⁰ Meeting between Naba’a and Mrs. Widad Hijazi, Acting School Supervisor Guidance and Counselling - UNRWA, Lebanon, 10 November 2010

³⁶¹ Meeting between Naba’a and Rowaida Ismail, Psycho-Social Working Group (PSWG) representative, 20 December 2010

³⁶² Jinan Usta, “Mapping of Social Services related to Gender Based Violence in the Southern Suburbs of Beirut”, Italian Cooperation office of Embassy of Italy, Beirut, October 2007, available on-line at www.un.org.lb/.../Mapping_of_Gender_Based_Violence_services-report4.doc (last accessed 5 July 2011)

³⁶³ Meeting between Naba’a and a representative of the Child Protection Network (CPN) in the North of Lebanon, 17 December 2011

³⁶⁴ Second periodic reports of state parties due in 2000: Algeria, 3/03/2005, CRC/C/93/Add.7

³⁶⁵ Third and Fourth periodic reports of State Parties due in 2010: Algeria, 18/05/2009, CRC/C/DZA/3-4 §50, 51,52

³⁶⁶ Concluding Observations: Algeria, 12/10/2005, CRC/C/15/Add.269 § 41,42

³⁶⁷ Concluding Observations: Algeria, 12/10/2005, CRC/C/15/Add.269 § 41,42

³⁶⁸ Concluding Observations: Algeria, 12/10/2005, CRC/C/15/Add.269 § 41,42

³⁶⁹ Third and Fourth periodic reports of State Parties due in 2010: Algeria, 18/05/2009, CRC/C/DZA/3-4 § 41, 42

³⁷⁰ Third and Fourth periodic reports of State Parties due in 2010: Algeria, 18/05/2009, CRC/C/DZA/3-4 § 41, 42

³⁷¹ Initial Report of State Parties due in 1994: Bahrain, 23/07/2001, CRC/C/11/Add.24 § 117

³⁷² Initial Report of State Parties due in 1994: Bahrain, 23/07/2001, CRC/C/11/Add.24 § 117

³⁷³ Concluding Observations: Bahrain, 02/07/2002, CRC/C/15/Add. 175 § 38

³⁷⁴ Concluding Observations: Bahrain, 02/07/2002, CRC/C/15/Add. 175 § 38

³⁷⁵ Concluding Observations: Egypt, 21/02/2001, CRC/C/15/Add.145 § 37

³⁷⁶ Concluding Observations: Egypt, 21/02/2001, CRC/C/15/Add.145 § 38

³⁷⁷ Concluding Observations: Egypt, 21/02/2001, CRC/C/15/Add.145 § 38

³⁷⁸ Concluding Observations: Egypt, 21/02/2001, CRC/C/15/Add.145 § 38

³⁷⁹ The NGO Coalition on the Rights of the Child, “NGOs Report on the Rights of the Child in Egypt”, pg. 14. Report submitted to the CRC Session 26, 8-26 January 2001

³⁸⁰ Initial Report of State Parties due in 1996: Iraq, 09/12/1996, CRC/C/41/Add.3 § 106



- ³⁸¹ Concluding Observations: Iraq, 09/10/1998, CRC/C/15/Add.94 § 77
- ³⁸² Concluding Observations: Iraq, 09/10/1998, CRC/C/15/Add.94 § 77
- ³⁸³ Periodic Reports of State Parties due in 1993: Israel, 27/02/2002, CRC/C/ 8/Add.44 § 109
- ³⁸⁴ Periodic Reports of State Parties due in 1993: Israel, 27/02/2002, CRC/C/ 8/Add.44 § 1058
- ³⁸⁵ Concluding Observations: Israel, 09/10/2002, CRC/C/15/Add.195 § A
- ³⁸⁶ Concluding Observations: Israel, 09/10/2002, CRC/C/15/Add.195 § 39b
- ³⁸⁷ Defence for Children International, “NGO Comments on the Initial Israeli State Report on Implementing the UN Convention on the Rights of the Child”, pg. 141
- ³⁸⁸ Defence for Children International, “NGO Comments on the Initial Israeli State Report on Implementing the UN Convention on the Rights of the Child”, pg. 141
- ³⁸⁹ Defence for Children International, “NGO Comments on the Initial Israeli State Report on Implementing the UN Convention on the Rights of the Child”, pg. 190
- ³⁹⁰ Palestinian Child Law, No. 7 of 2004
- ³⁹¹ Initial Report of State Parties due in 1993: Jordan, 26/11/1993, CRC/C/8/Add.4 § 75
- ³⁹² Periodic Reports of State Parties due in 2003: Jordan, 02/03/2006, CRC/C/JOR/3 § 161
- ³⁹³ Concluding Observations: Jordan, 29/09/2006, CRC/C/JOR/CO/3 § 46
- ³⁹⁴ Concluding Observations: Jordan, 29/09/2006, CRC/C/JOR/CO/3 § 47
- ³⁹⁵ Initial Report of State Parties: Kuwait, 12/09/1996, CRC/C/8/Add.35 § 114
- ³⁹⁶ Concluding Observations: Kuwait, 09/10/1998 , CRC/C/15/Add.96 § 139
- ³⁹⁷ Concluding Observations: Kuwait, 09/10/1998 , CRC/C/15/Add.96 § 139
- ³⁹⁸ Concluding Observations: Kuwait, 09/10/1998 , CRC/C/15/Add.96 § 139
- ³⁹⁹ Third Periodic Report of State Parties due in 2003: Lebanon, 25/10/2005, CRC/C/129/Add.7 § I-5
- ⁴⁰⁰ Third Periodic Report of State Parties due in 2003: Lebanon, 25/10/2005, CRC/C/129/Add.7 § 241
- ⁴⁰¹ Concluding Observations: Lebanon, 08/06/2006, CRC/C/LBN/CO/3 § 41
- ⁴⁰² Concluding Observations: Lebanon, 08/06/2006, CRC/C/LBN/CO/3 § 42
- ⁴⁰³ Concluding Observations: Lebanon, 08/06/2006, CRC/C/LBN/CO/3 § 42
- ⁴⁰⁴ Second periodic reports of State parties due 2000: Libya, 08/08/2000, CRC/C/93/Add.1, § 172
- ⁴⁰⁵ Second periodic reports of State parties due 2000: Libya, 08/08/2000, CRC/C/93/Add.1, § 174
- ⁴⁰⁶ Second periodic reports of State parties due 2000: Libya, 08/08/2000, CRC/C/93/Add.1, § 173
- ⁴⁰⁷ Concluding Observations: Libya, 04/07/2003, CRC/C/15/Add.209, § 33
- ⁴⁰⁸ Concluding Observations: Libya, 04/07/2003, CRC/C/15/Add.209, § 34 (a)
- ⁴⁰⁹ Concluding Observations: Libya, 04/07/2003, CRC/C/15/Add.209, § 34 (b)



⁴¹⁰ Second periodic reports of State parties due 2000: Morocco, 13/10/2000, CRC/C/93/Add.3

⁴¹¹ Concluding Observations: Morocco, 10/07/2003, CRC/C/15/Add.211, § 42

⁴¹² Concluding Observations: Morocco, 10/07/2003, CRC/C/15/Add.211, § 42. As mentioned in Concluding Observations: Morocco, 10/07/2003, CRC/C/15/Add.211, § 183 Article 408 of Morocco's Penal Code stipulates that "a person who intentionally punishes a child under the age of 12 physically or deprives him or her of nutrition or needed care in a manner that endangers his or her health, or has intentionally exposed a child to violence or injury in any form other than light reproach, shall be punishable by imprisonment for a term of one to three years."

⁴¹³ Concluding Observations: Morocco, 10/07/2003, CRC/C/15/Add.211, § 43 (a)

⁴¹⁴ Concluding Observations: Morocco, 10/07/2003, CRC/C/15/Add.211, § 43 (b)

⁴¹⁵ Concluding Observations: Morocco, 10/07/2003, CRC/C/15/Add.211, § 43 (c)

⁴¹⁶ Concluding Observations: Morocco, 10/07/2003, CRC/C/15/Add.211, § 43 (d)

⁴¹⁷ Concluding Observations: Morocco, 10/07/2003, CRC/C/15/Add.211, § 43 (e)

⁴¹⁸ Second periodic reports of State parties due 2004: Oman, 28/04/2005, CRC/C/OMN/2, § 175

⁴¹⁹ Second periodic reports of State parties due 2004: Oman, 28/04/2005, CRC/C/OMN/2, § 177

⁴²⁰ Second periodic reports of State parties due 2004: Oman, 28/04/2005, CRC/C/OMN/2, § 177

⁴²¹ Second periodic reports of State parties due 2004: Oman, 28/04/2005, CRC/C/OMN/2, § 530

⁴²² Concluding Observations: Oman, 29/09/2006, CRC/C/OMN/CO/2, § 33

⁴²³ Concluding Observations: Oman, 29/09/2006, CRC/C/OMN/CO/2, § 34 (b)

⁴²⁴ Concluding Observations: Oman, 29/09/2006, CRC/C/OMN/CO/2, § 39

⁴²⁵ Concluding Observations: Oman, 29/09/2006, CRC/C/OMN/CO/2, § 39 (c)

⁴²⁶ Second periodic report of State parties due in 2002: Qatar, 10/01/2008, CRC/C/QAT/2, § 242

⁴²⁷ Second periodic report of State parties due in 2002: Qatar, 10/01/2008, CRC/C/QAT/2, § 242

⁴²⁸ Second periodic report of State parties due in 2002: Qatar, 10/01/2008, CRC/C/QAT/2, § 243

⁴²⁹ Concluding Observations: Qatar, 02/10/2009, CRC/C/QAT/CO/2, § 39

⁴³⁰ Concluding Observations: Qatar, 02/10/2009, CRC/C/QAT/CO/2, § 40 (b)

⁴³¹ Concluding Observations: Qatar, 02/10/2009, CRC/C/QAT/CO/2, § 39

⁴³² Second periodic report of State parties due in 2003: Saudi Arabia, 12/11/2004, CRC/C/136/Add.1, § 122

⁴³³ Concluding Observations: Saudi Arabia, 17/03/2006, CRC/C/SAU/CO/2, § 44

⁴³⁴ Concluding Observations: Saudi Arabia, 17/03/2006, CRC/C/SAU/CO/2, § 45

⁴³⁵ Second periodic report of State parties due in 2000: Syria, 15/08/2000, CRC/C/93/Add.2, § 69

⁴³⁶ Second periodic report of State parties due in 2000: Syria, 15/08/2000, CRC/C/93/Add.2, § 69

⁴³⁷ Second periodic report of State parties due in 2000: Syria, 15/08/2000, CRC/C/93/Add.2, § 68. "A child has the right to file a complaint on his own behalf with the magistrate in each governorate who has competence for monitoring the implementation of the Convention of the Rights of the Child?...? or directly with the Department of Public Prosecutions, if the child has been subjected to violence."



- ⁴³⁸ Concluding Observations: Syria, 10/07/2003, CRC/C/15/Add.212, § 36
- ⁴³⁹ Concluding Observations: Syria, 10/07/2003, CRC/C/15/Add.212, § 37 (a)
- ⁴⁴⁰ Concluding Observations: Syria, 10/07/2003, CRC/C/15/Add.212, § 37 (b)
- ⁴⁴¹ Concluding Observations: Syria, 10/07/2003, CRC/C/15/Add.212, § 37 (c)
- ⁴⁴² Concluding Observations: Syria, 10/07/2003, CRC/C/15/Add.212, § 37 (d)
- ⁴⁴³ Third and Fourth Periodic Report of State parties due in 2009: Syria, 14/03/2009, CRC/C/SYR/4, pg. 40-43
- ⁴⁴⁴ Third periodic report of State parties due in 2004: Tunisia, 06/06/2008, CRC/C/TUN/3, § 181
- ⁴⁴⁵ Third periodic report of State parties due in 2004: Tunisia, 06/06/2008, CRC/C/TUN/3, § 184
- ⁴⁴⁶ Concluding Observations: Tunisia, 11/06/2010, CRC/C/TUN/CO/3, § 39
- ⁴⁴⁷ Concluding Observations: Tunisia, 11/06/2010, CRC/C/TUN/CO/3, § 39
- ⁴⁴⁸ Concluding Observations: Tunisia, 11/06/2010, CRC/C/TUN/CO/3, § 40 (a)
- ⁴⁴⁹ Concluding Observations: Tunisia, 11/06/2010, CRC/C/TUN/CO/3, § 40 (b)
- ⁴⁵⁰ Concluding Observations: Tunisia, 11/06/2010, CRC/C/TUN/CO/3, § 40 (c)
- ⁴⁵¹ Concluding Observations: Tunisia, 11/06/2010, CRC/C/TUN/CO/3, § 40 (d)
- ⁴⁵² Initial reports of State parties due in 1999: United Arab Emirates, 15/04/2001, CRC/C/78/Add.2
- ⁴⁵³ Concluding Observations: United Arab Emirates, 13/06/2002, CRC/C/15/Add.183, § 34
- ⁴⁵⁴ Concluding Observations: United Arab Emirates, 13/06/2002, CRC/C/15/Add.183, § 34 (a)
- ⁴⁵⁵ Concluding Observations: United Arab Emirates, 13/06/2002, CRC/C/15/Add.183, § 34 (b)
- ⁴⁵⁶ Concluding Observations: United Arab Emirates, 13/06/2002, CRC/C/15/Add.183, § 34 (c)
- ⁴⁵⁷ Concluding Observations: United Arab Emirates, 13/06/2002, CRC/C/15/Add.183, § 34 (g)
- ⁴⁵⁸ Concluding Observations: United Arab Emirates, 13/06/2002, CRC/C/15/Add.183, § 34 (d) and (e)
- ⁴⁵⁹ Third periodic report of State parties due in 2003: Yemen, 07/05/2003, CRC/C/129/Add.2, § 307
- ⁴⁶⁰ Third periodic report of State parties due in 2003: Yemen, 07/05/2003, CRC/C/129/Add.2, § 151
- ⁴⁶¹ Concluding Observations: Yemen, 21/08/2005, CRC/C/15/Add.267, § 41 and 42.

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