

Small Voices Big Dreams 2019 - Full Technical Manual

2nd edition

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© Armando Bello, Marta Martínez Muñoz, Iván Rodríguez Pascual and María Soledad Palacios Gálvez

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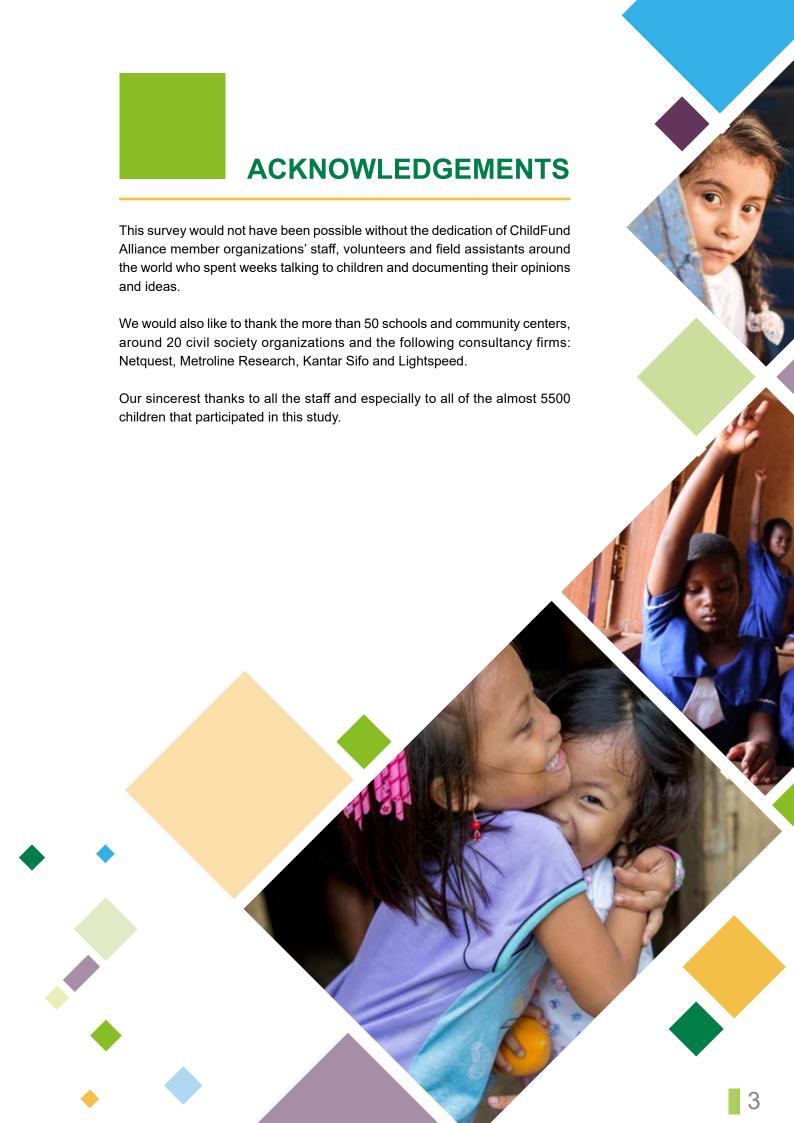
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The photographs used in this document are solely for illustrative purposes and should under no circumstances be interpreted as reflecting the content.

The names of the children have been changed to protect their identity.

The information in this publication is correct at the time of printing.







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"WE NEED TO BE LISTENED TO; OUR VOICE IS IMPORTANT"

"They are not going to believe you." Yesica

"Violence is something that traumatizes everyone." Alana

"The first person I would tell would be an adult, but it must be someone I trust." Ibai

"We need to be listened to. Our voice is important." Noemí

"Every day women in this country are killed, we are disappearing, at risk from extinction.

We must look after ourselves." Elena María

"Children have a wonderful brain. We have our own opinions and just because we are children it doesn't mean that everything we say is nonsense." **Alba**

"There are various types of violence, physical, verbal, and emotional, which means that they attack your emotions." **Ana Rosa**

"I think that it happens most of all when parents or relatives are not there to protect them." Fábio

"Adults should know about children's rights and participation." Aarya

"What those of us that are here can do is to play our part and start to plant something good in our communities, help the children that we have nearby. But we must each play our part."

Elena María

"What adults need to do most of all is try to understand what happens to children and how we are feeling." Ainhoa

"Because lots of people think that when you are a child your opinion will be ridiculous." Lucía







Children...

- ...do not believe their opinions matter
- ...want more love and communication
- ...do not feel sufficently protected
- ...urge adults to recognize and respect their rights
- ...think politicians are the ones who least protect them
- ...ask for spaces where they feel safe
- ...call for an end to corporal punishment
- ...are aware of gender-based violence
- ...seek easier access to protection resources
- ...want to be part of their own empowerement



A WORLD WHERE ALL CHILDREN LIVE FREE FROM VIOLENCE





Violence against children is a global dilemma that cuts across borders, class, culture, ethnicity, race, gender and socioeconomic status. More than one billion children experience violence and exploitation every year. No matter where they live, and no matter who they are, no child is immune to violence.

Understanding all of the dimensions of violence against children is key to creating a world in which children live free from violence. However, it is very difficult to achieve lasting solutions if we do not know what children themselves are thinking. Children have much to contribute to our mission to end violence against children, and the success of any policy or action aimed at children depends on our ability to engage with and respond to their voices, opinions and expectations.

As part of our Small Voices Big Dreams study, nearly 5,500 boys and girls in 15 countries revealed their own perceptions about the dimensions of violence against children. The results are shocking: more than 40% believe children are not sufficiently protected against violence and one in two feels that adults in their country do not listen to their opinions on issues that matter greatly to them.

Another clear message from the children who participated in the study is that the adults who should be protecting children are sometimes the ones harming them. The result is that children do not always trust the adults who are responsible for them, and they do not always feel safe, even in spaces created for and occupied by children.

Fear, low self-esteem, loneliness and suffering are just a few of the emotions children described feeling regarding the many types of violence that are present in their lives. Children have the inherent right to achieve their full potential, yet this will only be realized if they live in environments free from all forms of violence.

As a global network of 11 child-focused development organizations helping nearly 13 million children and their families in more than 60 countries, ChildFund Alliance works with and for children to prevent violence against children at all levels. The Alliance played a key role in ensuring the inclusion of a stand-alone target on ending violence against children in the Sustainable Development Goals (Target 16.2) and we continually promote the meaningful participation of children in decisions that affect them.

This year, as we mark the 30th anniversary of the United Nations' Convention on the Rights of the Child (CRC), we can and must do better for the millions of children left behind. When it comes to achieving lasting change, we have a moral, legal and economic responsibility to do more. Children are a vital part of the social change that is needed to achieve a world free from violence. We want them to be agents of change and to be part of their own empowerment. Most importantly, they want it too.

I hope you will join us in our mission to create a world for children that is free from violence. Together we can make a real difference for the world's most valuable resource—children.

Sincerely,

There is a need for a greater sense of urgency. Thirty years after adoption of the CRC, where are we? We need to do more, better and faster, to ensure no child is

Dr. Najat Maala M'jid, Special Representative to the UN Secretary-General on Violence against Children

left behind."

Meg Gardinier Secretary General ChildFund Alliance

ardiner



Violence against children is a global problem

No matter where they live, and no matter who they are, no child is immune to violence. Understanding all dimensions of violence against children is key to eradicating it. Incorporating and responding to children's voices, opinions and expectations is vital to the success of any policy or action aimed at helping children.

1 in 2 children surveyed said that in their country adults do not listen to their opinion on issues that matter to them

9 in 10 believe that the most important thing adults can do to end violence against children is to love children more and listen to what they have to say



More than 40% believe that children are not sufficiently protected against violence in the country they live in

9 in 10 believe that recognizing and being aware of their rights is a key factor for preventing and tackling violence



Only 18.1% think that the people who govern act to protect them



Children feel safe:

- in their home
- with their parents (especially with their mothers)

Children feel unsafe

- on the internet
- on the street

Girls fear bad things will happen to them, while boys fear they will be forced to do bad things

69% of children reject violence as an educational tool



More than 88% think they should seek the help of an adult when faced with a violent situation. but most of them encounter barriers when accessing these resources

63.8% do not agree with the idea that children cannot do anything to put an end to violence





INTRODUCTION

The Convention on the Rights of the Child (UN, 1989)¹ determines that every child has the right to receive adequate protection and defines violence against children as "any form of physical or mental injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse". Violence is manifested in many ways, including physical punishment, but also psychological and emotional maltreatment; sexual harassment and abuse; labor exploitation, sexual exploitation and human trafficking; harmful practices, such as female genital mutilation and child marriage; bullying and cyberbullying; attacks in conflict zones, and many others.

According to recent estimates by the World Health Organization (WHO, 2018)², every year almost 1 billion children in the world suffer from some kind of physical, sexual, emotional violence or neglect. Available data, despite being incomplete, also shows that one in every five women and one in every thirteen men say they suffered sexual abuse as children, while violence is the second main cause of death among children and adolescents aged 10 to 19, it being estimated that every seven minutes an adolescent is killed in a violent act³. Every year, six out of every ten children aged 2 to 14 are frequently subjected to physical punishments by those that should be caring for them⁴, and many more are victims of other kinds of abuse and psychological or emotional maltreatment.

This data only confirms that today violence is an extensive phenomenon which, sadly, continues to be a part of the lives of many children in the world. **No child in any country can be considered immune from violence** because violence, as well as taking many different forms, cuts across all geographical barriers and all types of differences including gender, religion, ethnic background, disability and socioeconomic status. It also invades almost all public and private spaces in the lives of children (home, school, community, internet, etc.) at all the stages of their childhood, and is committed by many different actors who are often members of their immediate environment⁵.

Despite the severity of these statistics, **often violence against children is accepted by society as inevitable or is hidden**, disguised beneath the broad umbrella of various forms of cultural legitimization and mechanisms that make it invisible, which appear to make it unrecognizable to a large portion of (adult) society.

Faced with this fact, having evidence and solid data which enable the documentation, visibility and understanding of violence in all its forms is the first step to eliminating it. But this cannot be done without the experiences, knowledge and opinions from children themselves. Traditionally, when researching this phenomenon and elaborating strategies to address it, the studies carried out have not included children's voices, or have done it in a marginal and anecdotal way.

This study, however, stems from the idea that **listening to and taking into account children's opinions**, as well as being an inalienable right of every child in any circumstance or place, **is the best strategy for understanding and unveiling a phenomenon that has such an impact on their lives and their development**. Children can and should be key informers and provide very

^{1.} United Nations: General Assembly, Convention on the Rights of the Child, Resolution 44/25, UN, New York, 20 November 1989.

^{2.} World Health Organization, INSPIRE. Seven strategies to end violence against children. WHO, Washington, D.C., 2017

^{3.} United Nations Children's Fund, A Habitual Situation: Violence in the Lives of Children and Adolescents, UNICEF, New York, 2017.

^{4.} United Nations Children's Fund, Hidden in Full Light. A Statistical Analysis of Violence against Children, UNICEF, New York, 2014.

^{5.} Ibidem

valuable information for decision-making. Also, **child participation is a tool for prevention in and of itself;** recognizing and promoting the active role of children as rights holders and their ability to be agents of change in their own lives, and transcending the idea of children as needing protection, being unable to decide for themselves, and understand and face up to violence, contributes to reducing their vulnerability and becomes a factor for protection in itself.

This research does not therefore intend to be another piece of research about the causes or the effect of violence on children. It is an investigation in which children and adolescents alert us in their own words about the place that violence has usurped in their lives, in order to tell us what they, and the adults that accompany them, could do to restore the peace that they deserve. It aims not just to amplify the voices of children, but also their legitimate and singular vision of social life which, as demonstrated in the results of the study, provide a high dose of common sense and thoughtful freshness which we adults should not ignore.

The project Small Voices Big Dreams (SVBD) is an initiative carried out by all the members of ChildFund Alliance⁶ whose aim is to raise children's voices about the issues that affect them. The SVBD 2019 edition has been coordinated by Educo, a ChildFund Alliance member in Spain.

The information presented below is based on research which has been carried out according to a solvent and multimethodological design which uses both quantitative (via a survey) and qualitative (via group interviews) ways to explore the social world, as well as a broad and diverse sample of interviewees which includes almost 5,500 children aged between 10 and 12 years of age from 15 different countries. For more information about the methodology used, the methodology notes that are included in this document can be consulted, where the procedure and observation instruments used are described.

The multimethodological nature of this study allows for the investigation, beyond the quantitative indicators, into the subjective logic of the identification of the different types of violence and their causes. In the different sections, what was said by the children in the group interviews is presented "literally" in order to reconstruct the real meaning that manifestations of aggression have in their conversations. In this respect, the children have revealed themselves as articulate and sophisticated subjects in their understanding and expressions about this phenomenon; as well as, unfortunately, witnesses and on occasion even recipients of one or many forms of aggression, including the most subtle ones but not for that reason less hurtful or important.

Finally, the international nature of the study, carried out in 15 countries with very diverse geographical origins, living conditions and cultural traditions, has made it possible to capture a diversity of experiences and visions about this phenomenon which is in itself global, but which also includes very different manifestations depending on the context. The results of the research reveal common tendencies in children's opinions about violence against children and its different dimensions, but it also highlights differences that depend on the country of origin which cannot be ignored in this study, and which provide one of its most interesting and enriching elements.

^{6.} ChildFund Alliance is a global network of 11 child-focused development organisations working in more than 60 countries to ensure that all children enjoy their rights and reach their full potential. ChildFund Alliance works with children and their communities to prevent violence at all levels protect them from violence and exploitation; and facilitate their meaningful participation in decisions that affect them.

For this reason, the decision was made to also provide information about the comparisons that arise from grouping the countries the information was collected from according to their IHDI (Inequality-adjusted Human Development Index⁷) and, in some cases, to also provide a country breakdown⁸ (data analysis for a comparative aggregated national perspective).

Table 1. Classification of the countries from the sample according to IHDI

IHDI Level	Country
	1. Sweden
	2. Canada
Very high	3. New Zealand
	4. South Korea
	5. Spain
Llink	6. Brazil
	7. Thailand
High	8. Ecuador
	9. Mexico
	10. Vietnam
	11. Nicaragua
Medium or low	12. India
Wedium of low	13. Honduras
	14. Ghana
	15. Burkina Faso

^{7.} The countries in the sample have been classified according to the Inequality-adjusted Human Development Index (IDI) and grouped into three groups of Very High, High, and Medium or low indicator level. A more precise description can be found at http://hdr.undp.org/en/content/ inequality-adjusted-human-development-index-ihdi . The IHDI is a criterion used for its value as a composite measure of development and inequality present in the sample of countries considered, although it has some limitations such as that of decontextualizing the countries in question from their geographical framework. Therefore, the data referring to the three groups of IHDI that are handled in this manual (very high, high and medium-low) should be seen as the result of an analytical approach, rather than an exact reflection of the reality of each socio-political or geographical context.

^{8.} Disaggregation by country is offered only exceptionally because it poses problems for representativity: in several of the participating countries (Ecuador, Spain, New Zealand, Honduras, Thailand and Nicaragua) the sample size is small and subject to possible biases that make it advisable to interpret this information with caution. However, sometimes these data are offered for their comparative and illustrative value of the strong differences existing within the overall sample, on the basis that their interest justifies this use. This analytical precaution should always be considered when providing these data disaggregated by country.





DIMENSIONS OF VIOLENCE AGAINST CHILDREN

This chapter makes up the central body of the report and presents the main findings from the research process organized into six dimensions of analysis.

In the first section – *Children's rights and violence* – violence is addressed using a rights-based approach, reflecting the perception that children have about their rights and the extent to which they are respected by the adult population. The second – *Manifestations of violence* – explores the different levels for recognizing violence in their different manifestations and the way in which the subjects themselves define them. The third section - *Motives for violence* – addresses what, in their opinion, are the causes and motives for the violence which is carried out against children, both by adults and children themselves (in cases of violence between equals). The fourth - *Spaces where violence occurs and perceived security* – explores the perception of risk that the surveyed population has in relation to the different spaces in their immediate and not so immediate surroundings. The fifth – *Protection agents and aggressors* – does the same in relation to the figures they perceive as protectors or, on the contrary, as potential aggressors. Lastly, the sixth section — *What children and adults can do to combat violence* – describes the different actions which both adults and children themselves can carry out in the face of different aggressive situations, from the point of view of the children surveyed.

Two more dimensions can be added to these six main ones, that were not among the initial areas of the study but have been 'suggested' by the discussions and responses from the children that have participated in the group interviews. These are compiled in two specific tables and cover the existence of groups of children that are especially vulnerable to violence and maltreatment — Who is the most vulnerable? - as well as some factors and elements that they identify as relevant for the prevention of this phenomenon — What do children need in order to avoid violence? -.

In each of the six main sections in this chapter the information is presented using a logically sequenced breakdown, in other words, first they present the global data that refer to all the countries analyzed, followed by the responses obtained in the different countries grouped according to the level of IDHI and then individually, using a comparative logic. It is worth remembering that every time a breakdown of data is presented, and especially when we are referring to an individual country, it should be interpreted and used with caution due to the small size of the sample in several of the countries concerned⁹.

At all times, both in this chapter and the next one, a dialogue with the different data takes place, articulating both the findings from the quantitative work and the main opinions, aspirations, positions and concerns expressed, literally, in the words of the children that have participated in the group interviews in the different countries they have been carried out in¹⁰.

^{9.} Ibidem

^{10.} Group interviews have been conducted in 10 of the 15 countries that are part of the overall research sample. For more details see the methodological note in chapter 6.

Therefore, in this document both the "Tables" and "Graphs" always refer to the results obtained in the quantitative work, by feeding the questionnaire into the global sample, whereas the "Figures" summarize the opinions expressed by the children in the group interviews.

Following the same logic of the breakdown by geographic area that is applied to the quantitative results, both the Figures and the literal opinions (*verbatim*) of the children about the different topics are organized in the following order and color: **countries with a very high Inequality-adjusted Human Development Index (IHDI)**; **countries with a high IHDI** and **countries with a medium-low IHDI**¹¹.

2.1 Children's rights and violence

- Children should know about children's rights (Aarya, 12 years old, India)
- We all have the same strength, the same rights and the same obligations (Letizia, 10 years old, Mexico)

Although the main objective of this study is to get to know the opinions of children from different places and contexts about the phenomenon of violence against children in all of its dimensions, the research includes a first block of extremely interesting information in which the children had the opportunity to reflect on their perception of the extent to which their rights are respected, as well as other significant issues. The results can be seen in the following table (Table 2), which shows the proportions in which the interviewees have declared themselves as not agreeing at all, agreeing a little bit, mostly agreeing or totally agreeing with each of the statements they were given.

Table 2. Questionnaire: Opinion about children's rights and their fulfilment

Do you agree with the following sentences? (%) of total responses for each sentence						
	I don't agree at all	I agree a little bit	I mostly agree	I totally agree		
In my country, the opinion of children of my age is heard on issues that matter to us.	17.1	32.6	30.6	19.4		
In my country, adults know and respect the rights of children and adolescents.	11.8	27.4	33.1	27.5		
In my country, it's more common for girls to suffer mistreatment or other forms of violence.	22.5	21.1	27.3	28.7		
In my country, children are sufficiently protected against violence and people who want to harm us.	18.7	22.9	28.9	29.2		
Like adults, everyone under the age of 18 has their own rights.	11.2	17.5	18.5	52.8		

^{11.} In order to guarantee their right to anonymity and protection, the real names of children who participated in group interviews have been replaced by fictitious names. Each testimony indicates the sex, age, and country of the child, although in some cases there is no data on the age because it has not been indicated by the interviewer when transcribing the interview text.

The first piece of data which we found interesting to observe is that almost half (49.8%) of the children interviewed say that they do not know about the United Nations Convention on the Rights of the Child (CRC).

This piece of data varies slightly between the countries in the sample, going up to 66.3% on average in those that have a very high HDI, and the percentage of interviewees that had not heard of the Convention was especially high in New Zealand (more than 90%), Canada (85.5%) and Spain (72.4%). The only exception among these countries was Sweden, where this figure is under 34%. On the contrary, knowledge of the Convention seems to be much higher among the interviewees in countries with a medium or low IHDI, where an average of 61% declared they had heard about it. Nicaragua and Honduras are the countries with the most favorable data (70% or more have heard of the CRC), followed by Vietnam, Burkina Faso and Ghana (65% or more). Among the countries with a high IHDI Ecuador stands out, where almost one in seven children interviewed said they had heard of the CRC¹².

However, in general, the children seemed to be very aware of their rights and they express this, 71% of them agreeing that all children have their own rights¹³.

The difference between groups of countries is very significant that in this case, because the children from medium or low IHDI countries believe less than those children from other countries in the existence of their rights: more than a third of them (38%) show some extent of disagreement with the idea that *all children have their own rights* (this same percentage in very high IHDI countries is less than 17%). This data is difficult to interpret if we consider, at the same time, that in the medium or low IHDI countries a higher percentage of the population know about the CRC (61% compared to 33.7% in the very high IHDI countries).

It is also interesting to observe the position of some countries in particular, that register very different figures. The percentage of children that mostly or totally agrees with this phrase is highest in Mexico (96.5%) and it is also very high in Honduras, Ecuador and Spain (around 95%), whereas its lowest figure is in Thailand, where only 26.6% of the surveyed population agrees that all children have their own rights, followed by India (44.4%).

At the same time, a considerable volume of children –more than 60%– seem to be satisfied (they either mostly or totally agree) with the extent to which adults know about and respect children's rights.

However, they have proven to be much more critical when expressing their position in relation to the issue of whether children are listened to regarding the issues that concern them: this phrase has combined the highest levels of disagreement compared to the rest of the opinions expressed in the table, where 49.7% of the surveyed population says it does not agree (17.1%) or agrees very little (32.6%).

There is also a significant proportion of children who say they disagree more ('totally disagree') or less ('agree a little bit') with the idea that in my country children are sufficiently

^{12.} It is important to remember here that data disaggregated by country pose representativeness problems and are subject to possible biases that make it advisable to interpret this information with caution. This analytical precaution should always be considered when providing data disaggregated by country.

^{13.} The questions from the questionnaire are indicated in italics.

protected against violence and those who want to harm us; specifically, in the overall sample, 41.6% of the children surveyed perceive that they are not sufficiently protected.

There are important differences in the views that children have about their rights in relation to protection from violence. It is interesting to note how the opinion of the surveyed children that live in countries with a high or medium-low IHDI tend to converge, in the sense that they are much more critical of the level of respect and fulfilment of these rights on behalf of adults, than those with a very high IHDI. Even so, they feel less protected as a group in the face of violence. As an example, the following data can be used: while 83.3% and 81.1% of children from a country with a very high IHDI mostly or totally agree that in their country adults know about and respect children's rights and children are sufficiently protected from violence and the people that could harm them compared to their counterparts in medium or low IHDI countries register only 54.3% and 57.9% respectively: a difference of some 30 percentage points which probably portrays extremely disparate contexts which, in the case of countries with lower levels of human development, are much more hostile to children.

Following this general tendency, it can be observed that Brazil and India are the two countries where the opinion of children has been more critical of these issues (40.6% and 32.8% believe that their rights are respected by adults; 29.5% and 38.2% agree that their opinion is heard in their country; 33.3 per cent and 42.2 per cent agree that they are sufficiently protected in their country), while in South Korea there are much higher figures for the three questions (88.3%, 81.3% and 87.8% agree respectively).

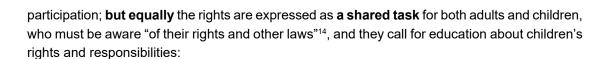
The only country that is an exception in this respect is New Zealand which, although it belongs to the group of countries with a very high IHDI, it registers a low level of agreement in relation to all of the questions analyzed up to this point (for example less than 40% of children in New Zealand think that their opinions are listened to).

Lastly, another of the questions included in the research had a clear gender focus. In this case, 56% of children said they mostly or totally agreed with the sentence in my country it's more common for girls to suffer from mistreatment or other forms of violence, revealing a certain amount of awareness of the greater vulnerability of the female population to violence in many of its forms, but not shared by a very large majority. In comparative terms, the countries in which this greater vulnerability of girls is least perceived includes Thailand, Vietnam and New Zealand (almost 30% of children mostly or totally agreed), while the perception is greater in countries like Mexico (81.2%), Burkina Faso and Ecuador (almost three quarters agreed).

Lastly, although these questions have not been presented explicitly in the group interviews, it is worth highlighting some of the common elements from the discussions in all the contexts in which the study has been carried out.

If all the testimonies obtained in the group interviews from all the countries are taken into account, the explicit discussion or knowledge of rights in their testimonies (in relation to other topics) is not frequent. However, this does not prevent children, even if it is not expressed as a right, from knowing how to identify, claim and demand contexts of well-being and care in their lives.

In relation to the explicit mentions of rights, on the one hand there is a demand that adults must have knowledge of them, protect and respect them, and be aware of the need for children's



- Children, despite being children, have a wonderful brain which we use for things and we have our own opinions and just because we are children it doesn't mean that everything we say is nonsense (Alba, 13 years old15, Spain)
- We all have the same strength, the same rights and the same obligations (Letizia, 10 years old, Mexico)
- Adults should know about children's rights and participation (Aarya, 12 years old, India)

In relation to the **explicit rights** most mentioned by the interviewees is the "right to have their own home", to not be abused or violated, the right to education and to study, to have an identity and a name, the right to a health certificate and to receive medical attention, the right to play, to have a family and the right to live, or the loss of rights and freedoms:

- A child has a right to live (Aïssata, 11 years old, Burkina Faso)
- A right to play, to study, to have a family (Irina, 12 years old, Mexico)
- The right to have parents, a name (Guadalupe, 10 years old, Mexico)
- To have your own name (Irina, 12 years old, Mexico)
- To receive medical attention (Guadalupe, 10 years old, Mexico)
- If a child is cold, we have to buy him or her a jumper. A child has a right to a birth certificate and to health (Azeta, 10 years old, Burkina Faso)
- Violence is any action taken against someone which means they cannot do what they want to do (Amina, Ghana)
- Violence is the abuse of the rights and freedom of children (Nanyamka, 12 years old, Ghana)

The child interviewees also believe that there is no reason that justifies not having their rights recognized, that these must be guaranteed and respected everywhere, regardless of their age and the family they are born into, because in addition, rights are a part of positive treatment, assistance and dialogue:

- According to what we are seeing, they are rights and they should be respected whether a person is younger or older than you, you must respect them, or there are some cases of "they did it to me, so I get them back", more than anything this should be explained so that other people help you and use dialogue (Ana Rosa, 11 years old, Mexico)
- I also think that grandparents have a lot of influence. For example, when a parent has a child out of wedlock with a lover, that child has exactly the same rights as the legitimate one, regardless of the mistakes made by adults, when that child wants to be introduced and wants to be part of the family (Elena María, 12 years old, Honduras)

2.2 Manifestations of violence

One of the objectives of the research is to investigate the visibility among the child population of these manifestations and forms of violence which are inflicted on them, from the most obvious ones to those that have an indirect or structural nature and, therefore, are more difficult to perceive by the subjects. All of these constitute one of the variables which have been investigated directly both in the questionnaire given to the children and in the group interviews.

^{14.} In addition to the verbatim, when the results of the qualitative work are presented, some quotations from the children interviewed are included in the text in quotation marks.

^{15.} The population surveyed in this study was aged between 10 and 12, with very few exceptions. Notably, one boy and two girls participated in the group interviews when they were 13 years old, and their testimonies are incorporated in this manual.

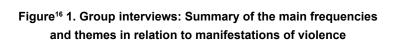
In the first case, they were given 15 different examples of behavior that could hypothetically be qualified as violence against children, allowing children to choose whether to label it as such ('yes, it is violence') or not ('no, it is not violence'), but also making it possible for them not to choose one or the other option (using the option labelled 'I don't know').

In the case of group interviews they were not given concrete examples of violence against children, and their replies respond to more open definitions, and there is a clear contrast in their opinions, with a higher or lower level of severity, in relation to the factors that can contribute to maltreatment in each of the countries.

The table and figure that follow summarize the result of both observation methodologies. In the first one (Table 3) the percentage of children globally who have identified each of the examples provided in the questionnaire as violence or not is reported. Figure 1, on the other hand, summarizes the main themes present in the children's discussions in the group interviews and their frequency (the number of times a given theme has been mentioned), by country, grouped according to IHDI level.

Table 3. Questionnaire: Opinion about possible examples of violence against children

Which of the following things do you think is an example of violence against children?					
(% of total answers for each sentence)					
	Yes, it is violence against children	No, it is not violence against children	I don't know		
Forcing a boy or girl to have sexual relations with another person.	88.1	5.0	6.6		
Harassing a girl by making her feel uncomfortable with compliments, rudeness or sexual comments when she walks down the street.	83.1	8.4	8.2		
Hitting (a slap or a kick for example) to punish a child who has done something wrong.	82.2	11.2	6.4		
That a child participates in organized crime (e.g. selling drugs) or in a gang.	81.6	8.0	10.1		
That a child participates in a war or other armed conflict or runs away because of it.	80.1	7.6	12.1		
Making fun of a boy or girl to ridicule him or her.	78.4	12.4	8.9		
Looking down on a child for being different from the majority (for example because of their religion, the color of their skin, because they have some kind of physical or mental disability, etc.).	78.1	10.6	10.8		
Harassing and deceiving a child on the internet or social networks in order to take advantage of him or her.	77.7	9.5	12.2		
Shouting at or insulting children.	76.1	14.8	8.8		
That girls have less freedom to make decisions about their lives than boys do.	65.5	18.0	16.2		
That a child works to earn money for his or her family.	65.0	20.5	14.1		
That a child is not able to go to school or to a doctor if they need one.	62.8	22.1	14.7		
Separating or taking a child away from a group of friends or classmates.	57.4	26.8	15.5		
That a child does not have enough money or resources to live.	49.8	28.9	20.7		
Forbidding children from playing freely in the street or in their community.	40.0	46.4	13.5		



			Thematic frequencies		
V 1: 1 11151	11	8	6		3
Very high IHDI	Physical abuse	Verbal abuse, insults	Cyberbullying	Judging a person's appearance	
			Thematic frequencies		
High IHDI	15	10	2	2	1
	Severe physical abuse	Psychological and verbal abuse	Desire to commit suicide	Rape and sexual abuse	Hide the violence
	Thematic frequencies				
Medium – Low	19	12	9	4	3
IHDI	Physical abuse	Domestic work, labour and exploitation	Verbal abuse	Rape, kidnapping, or trafficking	Abandonment

2.2.1 Global data

In global terms, in other words, without differentiating the results according to the interviewees' gender or country of residence, there is high level of variability in the data: **not all of the examples** are recognized by the majority as types of violence by the surveyed population, nor do those that are recognized have the same level of consensus when they do receive that label.

If the responses from the children in the questionnaire they were given are studied, sexual abuse or physical violence, for example, are considered examples of violence against children by a large majority of the surveyed population (more than 80% of cases), whereas other examples like forbidding children from playing in public spaces or the lack of the means that children need in order to live are less supported in general, and the majority of children do not see them as examples of violence (although, as is demonstrated later on, there are relevant differences depending on the country of residence).

To try and facilitate the analysis of this detailed set of data, the information in the following table (Table 4) has been reorganized in order to group the different examples of violence that children have expressed an opinion about into three large groups: a) those that are widely recognized as violence against children (more than three quarters agree), b) those that do not have a strong consensus on whether they are or not, but are recognized by a majority as a manifestation of violence (with percentages greater than 50%) and c) those examples where less than half of the children surveyed recognize them as a type of violence and therefore, do not have the support of the majority.

^{16.} All the figures present the frequencies of the most recurrent themes in the discussions from highest to lowest, i.e. the number of times a given subject is featured in the children's accounts.

Table 4. Summary of the recognition of different types of violence

a) Forms of violence recognized by a large majority of children (>75% "yes, it is violence")	b) Forms of violence about which there is no strong consensus, or which are recognized, but not by a large majority (between 50-65% say "yes, it is violence")	c) Forms of violence that are not supported by the majority (<50% say "yes, it is violence")
Forcing a child to have sexual relations with another person. Harassing a girl by making her feel uncomfortable with compliments, rudeness or sexual comments when she walks down the street. Hitting (a slap or a kick for example) to punish a child who has done something wrong. That a child participates in organized crime (e.g. selling drugs) or in a gang. That a child participates in a war or other armed conflict or runs away because of it. Making fun of a child to ridicule him or her. Looking down on a child for being different from the majority (for example, because of their religion, the color of their skin, because they have some kind of physical or mental disability, etc.) Harassing and deceiving a child via the internet or on social networks to take advantage of him or her. Shouting at or insulting children.	That girls have less freedom to make decisions about their lives than boys do. That a child works to earn money for his or her family. That a child is not able to go to school or to a doctor if they need one. Separating or taking a child away from a group of friends or classmates.	That a child does not have enough money or resources to live. Forbidding children from playing freely in the street or in their community.

It is clear that what the table shows, in this case, **is a gradient of the visibility of the different manifestations of violence** among the child population (from the most explicit to the most subtle, because they constitute structural or impersonal forms of violence). More recognition means more visibility (and awareness) about certain ways in which violence acts; less recognition implies less visibility for that type of violence, and most probably of its origin or consequences as well, which leads to the question of whether this reduced awareness and visibility of certain manifestations of violence could be corrected by approaching them from the position of a rights holder.

Analysis of the discussions of the children in the group interviews largely confirms these results. Physical maltreatment and (although they express it less) sexual harassment or abuse are among the most mentioned forms of violence in all the countries, but with varying intensities and meanings.

Physical abuse is expressed as "any kind of pain" caused in different ways, like "striking, attacking and hitting", generally "on purpose", "unconditional or without reason", and on a repeated basis:

- To slap unconditionally is violence (Joohee, 12 years old, Korea)
- Violence is when someone is attacked and can cause injuries or the death of the person (Ama, 12 years old, Ghana)



- Hitting a child without a motive is violence (Mouzetou, 12 years old, Burkina Faso)
- Hitting a child every day is violence (Awa, 10 years old, Burkina Faso)

Violence is also manifested through **sexual insinuations**, **rape and sexual abuse**: "touching bodies without permission":

- Touching a body without permission (Sohee, 12 years old, Korea)
- Sexual insinuation is also serious violence (Suk-Hee, 12 years old, Korea)
- When they try to abuse you sexually (Guadalupe, 10 years old, Mexico)

Another kind of violence mentioned often in the interviews in all the countries is **psychological and verbal abuse** (tell off, argue, insult, the use of abusive language or "insulting in the name of a caste"), that which aims to hurt using words, insulting as a type of emotional abuse or using lies and threats:

- Verbal abuse (Noah, 11 years old, Canada)
- I stick my finger up at C. or call them "stupid" or something. That is aggression in my opinion (Daniela, Spain)
- "But there is also verbal violence, and psychological and physical abuse (Alexandre, 12 years old, Brazil)
- There are various types of violence, physical, verbal, emotional, which means that they attack your emotions, like when you're happy and they make you sad with some bad news (Ana Rosa, 11 years old, Mexico)
- Verbal violence and when a person hurts another person inside (Mariana, 12 years old, Brazil)
- Using abusive language (Dhaneshwari, 11 years old, India)
- Violence is the act in which one individual hurts another, physically, mentally and emotionally and abuse is an act in which one individual treats another badly. In other words, the person doesn't know what the other individual is going through (Dzifa, 11 years old, Ghana)

2.2.2 Differences according to IHDI level

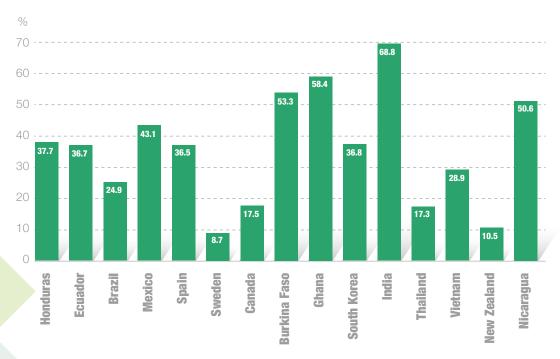
While in the first section various interesting findings have been mentioned in relation to the global data from the study, this second section aims to analyze the possible contrasts which exist according to the country a child lives in, which are sometimes very pronounced. It is very significant that some of the possible examples or manifestations of violence that are provided to the children in the questionnaire, that in the global data were not identified by the majority as violence, have received a much higher level of support in the surveyed population in countries with a medium or low IHDI, perhaps because it is also more familiar: this includes the case of forbidding children from playing in the street; working to earn money to help their families; separating or leaving out a child; not having the means to live; that some children cannot go to school or go to the doctor when they need to, and that girls have less freedom than boys in relation to the decisions that they can make about their lives. In all of these cases children from countries with less human development levels recognize these examples as types of violence to a much greater extent than the rest of the children. The following table summarizes this information:

Table 5. Questionnaire: Examples of violence identified more frequently by children in high or medium or low IHDI countries (% of the total responses)

	Very high IHDI	High IHDI	Medium/Low IHDI
Forbidding children from playing freely in the street or in their community.	19.0%	32.2%	56.6%
That a child works to earn money for his or her family.	49.5%	74.3%	67.3%
Separating or taking a child away from a group of friends or classmates.	42.2%	59.0%	64.8%
That a child does not have enough money or resources to live.	35.3%	49.5%	58.4%
That a child is not able to go to school or to a doctor if they need one.	53.9%	68.8%	63.9%

At country level, now not as parts of a set but compared individually, some of the examples presented have also produced extreme or very contrasting variability, as shown in Graph 1. In it we can see how **the proportion of girls and boys who identify the forbidding of playing in the street or in their community as a form of violence changes dramatically**: it is low in places like Thailand (17.3%), New Zealand (10.5%) and Sweden (8.7%), but has a high level of support in Burkina Faso, Ghana and Nicaragua (between 50 and 58% of the children consulted), and in particular in India (68.8%). It is interesting to see how an example of violence that has been classified globally as having little support from children, when distributed by country, offers a very different result to that offered by the global one.

Graph 1. Questionnaire: Level of recognition of forbidding playing freely in the street as a type of violence according to country (% that say "yes, it is violence")



A similar issue has been observed in the **group interviews** in which the children from countries with a lower IHDI mention on various occasions topics that are almost non-existent in the other country groups. Among them, different situations like **domestic help – especially among girls-, child labor and exploitative situations,** are much more evident especially in Honduras, Ghana

and Burkina Faso. The child population in these countries have different situations, which range from help with small chores in the home like errands, to situations involving labor and exploitation which they consider to be a form of violence. Different tasks emerge, like "carrying out one errand after another without stopping", "washing adults' clothing", "being forced to get water from the well or from springs that are far away" (girls in particular), "when you do things that are beyond your abilities", "working on farms" (mainly boys) or "working in agriculture". Similarly, there are cases of begging, such as going out on the streets with parents to "sing songs" in order to obtain money:

- For example, when an adult asks a child to do an errand. When he or she comes back, they ask them to do another errand. The child does the errand. The child gets sent on another errand. This could be considered violence against a child (Abdoul Razaou, 12 years old, Burkina Faso)
- Hitting a child and forcing them to go and get water from the well is violence (Haoua, 11 years old, Burkina Faso)
- For boys, child labor in particular. Most of them are on the farms when they should be in school (Addae, 12 years old, Ghana)
- When you're forced to farm a large area and you end up sick (Nematou, 12 years old, Burkina Faso)

Less frequently mentioned is the possibility of being **kidnapped** or killed "because you are no use for anything", as well as **rape**, **trafficking**, or the dangers involved in gangs and drug trafficking.

- Girls are victims of trafficking, and boys are too (Abena, 10 years old, Ghana)
- For me violence is verbal and sexual abuse. (...) sexual is that they use them to do things that cannot be done, like to be in the gangs to export drugs, all that and sometimes children, as I said, are mistreated because they are underage. The ones that are in the street are the ones that people choose the most to employ (Maricruz, 12 years old, Honduras)
- Violence is killing children because you are no use for anything like that, and also some people think they are better than others and treat them badly, because you are poor, because you are no use for anything, that is violence (María Luisa, 12 years old, Honduras)
- Kidnapping (Hien, 11 years old, Vietnam)

The presence of abandonment – abandoning children during infancy, abandoning children with illnesses or not helping them in difficult situations- is also present in their concerns:

- Not helping children that are in difficult situations (Payal, 11 years old, India)
- Avoiding and abandoning children with illnesses (Shraddha, 11 years old, India)

Another aspect to mention is that, although as it has been said that physical abuse is the type of violence that is most recognized in all the countries, its different manifestations are expressed with greater severity and intensity in some countries with high and medium or low levels of human development, especially the case of Brazil. Expressions like the following ones appear very often: "it is very cruel" "the trauma of violence", abuse in which "adults take out their anger on them" or even as serious as "you don't even have time to report it because they will kill you immediately":

- The worst thing is that you don't even have time to report it because they will kill you immediately (Marcia, 12 years old, Brazil)
- So much cruelty. I can't even find the right words for it (Bruno, 12 years old, Brazil)
- Violence for me is like... physical and emotional. There are people that think that children have been brought

up badly, but there are people that cross the line, they hang out in the street fighting, insulting... I think that is abuse (Karla, 12 years old, Brazil)

Aggression. But that is a case for the police, for those that do that. Even though they know they can be reported, this exists even in the home, lots of mothers force their children to do this kind of work, they force them to take the broom and sweep the whole house, sometimes even lick the floor (Juliana, 11 years old, Brazil)

Again in Brazil, the **desire to commit suicide** also appears, due to depression, loneliness, an absence of "paternal love" or lack of support, and the need for "early warnings" is formulated to support those in need, because when the person is "gone, there is nothing more to say":

- Wanting to commit suicide (João, 11 years old, Brazil)
- Due to depression, to the desire to commit suicide, there are lots of people like that, like my schoolmates, my friends, you know, they lack paternal love, no-one cares about them, they have their fist covered in cuts, they want to commit suicide, and it is because of their family. The person doesn't have any attention, so, for example, imagine that the person ends up dying, then you realize all the time that you could have had with that person. When the person is alive, you must love them, because when they are gone, there is nothing more to say (Bruno, 12 years old, Brazil)
- All bad, because violence is something that traumatizes everyone. A person can end up with depression, and that's really bad, because it really affects the person (Alana, 11 years old, Brazil)

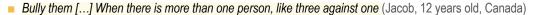
On the other hand, there are manifestations of violence that are mostly recognized as such in the countries with high or very high levels of development. In their responses to the questionnaire, children in countries with medium or low IHDI are less receptive when it comes to identifying sexual violence and violence whose main victims are girls: 84% say that it is violence to force a child to have sex with another person (compared to 93.4% in the high IHDI countries, for example) and 13.8% do not see it as an example of violence to harass a girl or make her feel uncomfortable with compliments, rudeness or sexual comments when she walks down the street, while this barely exceeds 4% among boys and girls from countries with a very high IHDI.

Another example, in which there are some very pronounced differences, is the **proportion of children that think that** harassing and *deceiving a child via the internet or on social networks to take advantage of them* **is violence**: in countries with a high IHDI this exceeds 93%, while among children from countries with a medium or low IHDI it is 65.6%, probably as a consequence of a context in which internet access among the population at this age is less widespread.

The same is observed in the group interviews, in which children from countries with high IHDI levels are the ones that mention the possible risks when they use **social networks**, naming situations of cyberbullying via personal attacks, insults and criticisms online:

- You post a photo, I don't know... and someone starts criticizing it, even if the photo is nice and everything, they start criticizing it saying that you think you're something and things like that (lbai, 12 years old, Spain)
- My sister for example, she went to a secondary school and well... it seems, I don't know, I don't know why but... this group didn't like her, and well... they started to insult her on social networks, and my sister hadn't done anything and we had to report their account... (Ibai, 12 years old, Spain)

Finally, these same children are also the ones which mention more often than the others a range of expressions of **bullying and harassment at school**:



Bullying isn't just punches, it is also insults (Josep, Spain)

Who is most vulnerable?

One of the explicit questions that was made to the participants in the group interviews was who they consider to be the children that are most likely to suffer from violence or abuse. Although this question was not present in the questionnaire, only in the group interviews, it is worth dedicating a specific reflection on this aspect here.

In general terms, as can be seen in Figure 2, the answers from the children can be grouped into two main categories: on the one hand, the factor that most affects the vulnerability of children in relation to violence, especially in countries with a higher IHDI (Spain, Canada and South Korea) is "difference" (being different) in its different manifestations; on the other hand, the children in the rest of the countries also insist on vulnerability factors related to the lack of a protective family environment or poverty and a lack of resources.

Figure 2. Group Interview: Summary of the main frequencies from highest to lowest in relation to who is most vulnerable

		Thematic frequencies			
V 1:1 IIIDI	11		3		
Very high IHDI	The different ones: Skin color, abilities, disease, physical	Shy and with low self-esteem			
High IHDI	Thematic frequencies				
	4	4	1		
	No family protection. Unwanted or unaccompanied children.	Abandoned and unaccompanied children	Black people and people in favelas		
		Thematic frequencies			
	9	6	6		
Medium – Low IHDI	"Street children", children "at the	Different, weak, disabled or younger	Children given up for adoption		
	traffic lights" or who are perceived as children without a family		or in the care of uncles, aunts, stepmothers or stepfathers		

In the first case, in response to the question about whether there are children that are more likely to suffer from abuse, **difference** is found as the main vulnerability factor, and skin color, abilities, illnesses, or being a different nationality are all highlighted. **Similarly, other factors of difference are indicated for a variety of physical traits, like "not wearing fashionable clothing or dressing well" or "for being a bit chubby".**

- Well, like, I don't know... a girl or a boy, that doesn't have the same physical traits, like they are a bit ugly or something, and, I don't know, they get ignored and all that... (Ibai, 12 years old, Spain)
- I just think it is children who are different or have different abilities. I don't mean disabilities because they are not bad things, but children who are different or have a different skin color like she said, people who they think are strange and who think "that person is not normal and so I'm going to be unkind" (Noor, Canada)
- They tend to bully people who they find defects in, but like... not really defects because no-one is perfect [...] For example, if someone is a bit chubby, or doesn't have a body, doesn't have, the same body as everyone else, or they belong to a different nationality [...] Even just because they are cleverer than you (Alba, 13 years old, Spain)

Children that are **weaker**, **shyer or have low self-esteem**, and also those **with disabilities or smaller**, are perceived as more vulnerable:

- Those that are too weak (Lien, 11 years old, Vietnam)
- Those that have a soft temperament, and children with disabilities, "crazy", "clueless", "ungainly" (Hien, 11 years old, Vietnam)
- Very small children are very vulnerable (Payal, 11 years old, India)
- Children that are shy and have low self-esteem or don't have an opinion. I don't think there is any difference (Tae-Yeon, 12 years old, South Korea)
- It doesn't have to be an exact type, there can also be other people. (Sara, Spain)

In the second group of answers, the children – especially in Brazil and Mexico – express that the most vulnerable children are those that do not have **protection from their families**, **that** "are not loved by their fathers and mothers", or their parents "have no resources". They also indicate that when the **parents** "are not there to protect them", not only the abused child suffers, but "the whole family suffers and will carry that suffering".

- I think that it happens most of all when the parents or relatives are not there to protect them (Fábio, Brazil)
- Yes, there are. Because there are children that are not loved by their fathers or their mothers, and that hurts, you know? Anything another person says hurts more because they don't have the love of their parents (Alana, 11 years old, Brazil)
- Sometimes, as a rule, it is the children that have very few resources, because according to the children that do have money, they are better looked after, or are more likely to be better looked after, and sometimes the parents of the children that don't have those same resources, don't look after them very well because they don't have the resources, and it is more likely that they will mistreat the children that don't have those resources (Beatriz, Mexico)

With a similar frequency they talk about the vulnerability of children that "are abandoned", "alone" or that "live on the street", because they don't have protection from their parents and can "suffer more from violence" because they are more exposed to "those that want to do bad things". However, Amalia, from Mexico, points out that, to earn money, well-off people can be kidnapped:

- Also, children that are abandoned suffer from cold, heat, thirst... (Beatriz, Mexico)
- Children in need, unprotected, that are alone. They just don't know how to protect themselves (Guilherme, Brazil)
- When a child is in an orphanage or a refuge, they don't have their parents to protect them so they are without protection and can suffer more from violence (Guilherme, Brazil)
- Sometimes if they want to get more money, if they want to kidnap them, they kidnap the ones with money, but if they want to do something bad to them it is more likely that for example out of all the children that live on the streets and don't have families and it is more likely that they will take them because no-one is looking out for them (Amalia, Mexico)

Bruno, from Brazil, points out that there are prejudices against black people and those that live in "favelas" (Brazilian slums) so it is more likely that "they think bad things about them".

Prejudices, lots of prejudices, because black people that live in "favelas", they think bad things about them, right neguin¹⁷? If they live in a favela, they are involved (Bruno, 12 years old, Brazil)

^{17. &}quot;Neguim": Brazilian term used to refer to people with a dark skin color.

Finally, in countries like Honduras, Ghana or India, they express a lot of empathy for the different risks that "street children", "traffic light children" or those that they perceive as children without families, who they mention as examples of greater vulnerability because they are not cared for by adults, as well as being more exposed to violence because they don't lead a "normal life". They also talk about orphaned children, explaining that "not all carers look after children as if they were their own", or because it is thought that "they are not the best children".

- For me it is only the children that are on the street that clean windows, collect bottles, sell mangos [...] It's not so much that, but that their rights are not being fulfilled, they don't eat, they don't study, they don't own anything, they don't have the freedom to play, freedom to have a normal life (Maricruz, 12 years old, Honduras)
- Children that live on the streets (Abena, 10 years old, Ghana)
- The "traffic light children". You see, the traffic light children don't have a normal life like that of a child who studies, a child that has all the attention from their parents [...] These children run the risk in the street that they will be killed, that they will be raped for example all those things that happened with the tear gas all the things that happened with the politics these children are in the street and they are affected by the tear gas bombs in the conflicts between the police and the people that are doing these things. They are at risk and have unbelievable consequences. (Luz, 12 years old, Honduras)
- Orphan children are very vulnerable (Payal, 11 years old, India)
- Children from families that are separated (Sabafarjin, India)

Children given up for adoption because of situations of poverty, or in the care of uncles, aunts, "stepmothers or stepfathers" are also considered especially vulnerable, because "some treat their children well and mistreat the one that isn't their child":

- They make the food, feed their children, while you work. [...] Yesterday, when I got home after school, they didn't feed me. They ate everything in front of me. [...] They don't make their own children suffer, they make the ones who don't have their parents with them suffer (Aïssata, 11 years old, Burkina Faso)
- Yes, girls. When they are with their uncles or stepmothers, they always feel that their fathers and mothers are dead, so they give them the hard work. They do most of the work or all the work in the home (William, 13 years old, Ghana)
- Children that normally come from poor homes, their parents ask themselves how their child is going to have a good life, so they give them to other people to look after and some of those people do not have good hearts. They treat them differently. They always mistreat them, and they also have children in their homes, but they don't treat the other children like their own (Dzifa, 11 years old, Ghana)
- Perhaps when children are adopted, they might not be the children of one of the parents, perhaps that person because they are not their child, they don't care how they treat them, the dad maybe does treat them like his own, but the other person is not related to them, so that person doesn't care how they treat them (Ana Carolina, 13 years old, Honduras)

2.3 Causes of violence

Together with the previous information, the quantitative and qualitative instruments also include questions about the possible causes that lead adults, and also children, to use violence against children.

The different items used to represent the different possible causes of violence against children, as well as the discussions and opinions from the interviewees in the group discussions, have given very different results, reflecting the way in which this population discriminates between different reasons for using violence against them. Some of these motives have caused high levels of agreement between children, while others have been largely rejected. Tables 6 and 7 expose, respectively, the global responses from the interviewees collected through the questionnaire about these causes in reference to adults and to when those that abuse are children.

Figure 3, however, summarizes the opinions expressed by the children that have participated in the group interviews, without differentiating in this case between the different aggressors.

It is also worth highlighting that there are very marked differences, in some cases, between the different countries grouped by their level of IHDI, which could be "hidden" by the global data, which makes it especially interesting and relevant in this dimension to observe the disaggregated data.

Table 6. Questionnaire: Opinion about possible causes of violence against children (by adults)

Why do you think some adults mistreat children? (%) of total responses for each sentence					
	I don't agree at all	I agree a little bit	I mostly agree	I totally agree	
Because sometimes people of my age need to be hit to educate us.	52.2	16.6	13.9	16.9	
Because children cannot defend themselves from adults.	19.3	20.9	26.6	32.8	
Because they are drunk or on drugs and cannot control themselves.	25.9	21.5	25.5	26.6	
Because those adults were also mistreated.	21.7	30.4	28	19.4	
Because they think we are less than them, they don't treat us like people with rights.	27.9	27	24	20.6	
Because the adults around us do nothing to stop it.	25	31.2	24.3	18.9	
Because sometimes we provoke them by misbehaving or disrespecting them.	25.3	27.1	23.5	23.8	
Because they are cruel and they want to hurt us.	37.4	28.6	19.2	14.2	
Because they are adults that have problems at home or at work and they take it out on children.	26.3	30.5	25.3	17.6	
Because there are families that need the money that children earn.	40.2	26.2	18.4	14.7	

Table 7. Questionnaire: Opinion about the causes of violence against children (by other children)

	I don't agree at all	I agree a little bit	I mostly agree	I totally agree
Because there are children that don't know how to behave and need someone to show them what their place is.	23.8	24.8	25.5	25.5
Because there are children who are younger and cannot defend themselves.	14.1	23.3	29.5	32.9
Because there are older children who don't know how to control themselves when they are drunk or on drugs.	28.2	24.2	24.9	22.2
Because at school there are places where it is easy to be mistreated without anyone knowing about it.	21.7	27	26.6	24.3
Because those children are also mistreated at home or at school.	18.4	26.2	30.7	24.2
Because those children are mean and want to hurt other children.	20.3	26.1	28.5	24.5
Because the adults around us do nothing to stop it.	24.2	28.2	26.1	21.1
Because these children don't really know how much harm they do by treating other children like this.	14.4	21.3	28.2	35.9

Figure 3. Summary of the main frequencies and themes about the causes of violence

			Thematic frequencies	;	
Very high IHDI	11	9	4	4	3
	Cicle of violence	Desire for popularity	Fear	Other family elements	Older kids and rich, spoiled teens
			Thematic frequencies	;	
High IHDI	7	4	4	1	2
nigii inbi		Unemployment	Drugs	Feel superior	Siblings in charge of siblings
			Thematic frequencies	i	
	13	13	11	3	
Medium – Low IHDI	People who don't love children, even hate them	Adults feel superior and are not conscious of the pain they cause.	Other family situations such as poverty and unemployment	School	

2.3.1 Global data

In global terms, one of the causes of violence most mentioned and with the highest level of agreement is **children's own defenselessness**, both when the aggressors are adults (*children can't defend themselves from adults*, with which 59% of the surveyed population mostly or totally agreed with) and when they are other children (*because there are children who are smaller and can't defend themselves*, with which 62.4% mostly or totally agreed).

When the aggressors are adults, another of the motives that registered high levels of agreement between children was the lack of self-control of adults associated with **drug and alcohol abuse** (because *they are drunk and can't control themselves*, according to 52.1%).

In the group interviews (especially in Brazil) they mention "abuse of alcohol and drugs" on behalf of family members who, "under the effects of those substances, try to hit them", and not just consumption but being involved with drug trafficking is also a risk factor:

- It is a big party, the "empanada" party which lots of people attend, the only danger is that there are people who drink, because in [the city] everyone likes to party, there are lots of people that get drunk too, but if we don't all know each other, and I doubt anyone is going to hurt you on purpose, there is always someone who will help you (Diego, Spain)
- Depression, alcoholic drinks, smoking, drugs, but not just alcohol, drugs and things like that, because there are lots of normal people that don't have problems and do bad things to children. But that type of person, I think it is someone with no scruples or shame, that just hurts other people for no reason (Juliana, 11 years old, Brazil)
- It depends on the child's family, because I have heard of friends of mine who have family members that are involved, and they receive threats because of their relatives, so these things happen here. A friend of mine has received threats because it looks like his cousin is involved. [...] He has received lots of threats from these people, but he doesn't care, because he knows that if these people kill him, his family will take revenge (Alexandre, 12 years old, Brazil)

A high level of the surveyed children, but less than 50%, believes that adults that mistreat a child have been victims themselves of violence in their childhood, and think **that the fact that they have been abused in the past, the "cycle of violence",** is a factor that influences this aggression, both in adults and children.

This is, in fact, one of the main arguments in the discussions between children in the group interviews. For them, the education they have received (expressed in terms of "correct or incorrect"), or the violence they suffered in the home, makes this population show a higher tendency to be aggressive because they consider it as an element of "intergenerational transfer" because, in their opinion, "people who were abused by their parents in the past, we shouldn't be surprised that they reproduce the same behavior". To justify this they use different arguments, like: "because when they were little they were treated in the same way", "because they want to compensate for their own problems", "because they are people that have suffered intimidation when they were young", and because "as adults, they are aggressive to forget what they went through". This is why they defend that a context of "good care from parents" is necessary:

They can be adolescents or parents that had a very difficult childhood, and so that has stayed with them and they can't let go of it. So they make other children pay for it so that they feel like they did when they were young (Ava, Canada)

- Or from their homes, for example in school, there are some children that bring that from home; their parents insult them and hit them and all that... They memorize that, and the child thinks that maybe that is OK because in their home that happens, they get to school and there they get their revenge (Alexa, 12 years old, Mexico)
- In reality I think they have not had enough opportunities in their lives to enjoy their childhood or their adolescence (Patrícia, 11 years old, Brazil)

In a similar proportion, the interviewees believe that violence is a direct consequence of the behavior of the victim, because sometimes we provoke them *by misbehaving or disrespecting them* (47.3%). This doesn't necessarily mean that these children justify the violence, and in fact the majority of them (68.8%) reject the statement *people my age sometimes need to be hit in order to educate us*.

Again, there is a very evident difference globally with regards to the idea that violence is due to the fact that there are families that need the money that children earn, where again 66.4% of the interviewees say they do not agree or agree a little bit.

At an intermediate level, some options have been supported by close to 45% of children, such as those that challenge the inaction or passivity of the adult population in general as a reason for violence, i.e. adults do not treat them as people with rights (44.6%) or do nothing to prevent violence (43.2%).

There are less differences in the causes of violence when the question specifically asks about aggressors that are, like the victims, children. Only two of the possible causes proposed in the questionnaire show a clear agreement among the surveyed children globally. One of these is in relation to the lack of awareness about the consequences of violence on behalf of the aggressors, because 64.1% said they mostly or totally agreed with the phrase in reality these children don't know how much damage they are doing when they treat other children like that. The other, as mentioned previously, is when the defenselessness of young children is mentioned once again as a possible cause. On the contrary, many of the statements proposed create an almost 50/50 divide, showing a strong division in children's opinions and, as a result, less conclusive results.

Lastly, it is worth highlighting another cause which, although it is not specifically included in the items proposed in the questionnaire, it has appeared quite frequently in the discussion between the children in the group interviews. This argument relates to **someone's belief that they are superior to others**, better than others, and the **desire to be popular**; in their own words, "to be cool", "to feel better about their lives", trying to make people "afraid of the ones that are violent". But they also explain that they attack those people that don't feel loved in their families and that the "desire to be popular" tends to be related to the existence of complexes like feeling inferior to others:

- Sometimes the aggressors try to make it look like they are stronger so that people are scared of them (Ben, Canada)
- They feel inferior and want to be above everyone else (Iria, Spain)
- Because the person thinks they are superior to another, so they think that the child won't do anything, but the
 other one thinks they are better than them (Mariana, 12 years old, Brazil)

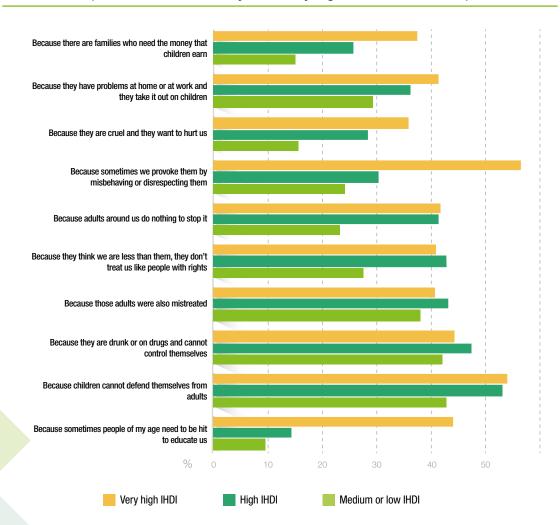
2.3.2 Differences according to IHDI

The study of the perceived reasons for why violence occurs has also produced very expressive results that, again, tend to become more evident when resorting to the extremes of aggregation by human development level.

Graphic 2 shows the percentage of children that mostly or totally agree with each of the possible causes of violence provided in the questionnaire. It now refers to violence perpetrated by adults, which is where the most significant differences are recorded, the observation of which leads us to some considerations.

Graphic 2 shows the percentage of children that mostly or totally agree with each of the possible causes of violence provided in the questionnaire.

Graph 02. Questionnaire: Causes of violence carried out by adults (% of children who "mostly" or "totally" agree with each sentence)



First of all, it is clear that as the level of IHDI of the country goes down, the level of agreement with all the causes indicated goes up, which appears to indicate that children from countries with medium to low IHDI recognize them and accept them much more as triggers of violence.

The general perception is that children from these countries tend to be more receptive of these descriptions of possible causes of violence, and support them by agreeing with them, while in the countries with a higher IHDI the opinion of the population that has participated in the study tends to reject them and be more critical.

The second thing that can be observed is that there is **no agreement between the different groups of countries**, as there is not a cause that is more or less supported by all the groups of countries. On the contrary, when looking at the composition of the responses in each of the country groupings, one observes a very different distribution of the possible causes of violence according to IHDI level. However, it is possible to identify **three causes that receive a high level of recognition in the three groups of countries, and which coincide with those that have had more support globally.** These are those that point to children's own helplessness, to the cycle of violence and to the loss of self-control through the use of substances. These causes are also those which register the least differences according to IHDI level.

Lastly, and perhaps most interestingly, there are very marked differences in some of the causes indicated, especially in the two opposite extremes of aggregation. In this case **children from high level IHDI countries** seem to be less tolerant of adult passivity, in the same way that they tend to be much less supportive of explanations which appear to relieve them of their responsibility (physical punishment in particular, for example, or violence as a result of a provocation from a **child or a lack of respect**). So while just 11.2% of children from the countries with very high IHDI say they mostly or totally agree with the sentence *because people my age sometimes need to be hit to educate us* (the high IHDI acts in a similar way), more than half (51.5%) say they agree with this sentence in the medium to low level IHDI countries. A difference of more than 40 percentage points and one of the strongest contrasts found in this study. In a similar vein, there is a difference of almost 38 percentage points between the surveyed children in the countries with a very high IHDI (28.2%) that agree that adults are violent because *sometimes we provoke them by misbehaving or disrespecting them,* and their counterparts from countries with medium or low IHDI (66%).

Graphic 2 also shows large differences on two other occasions, and it is interesting to note how in both cases it is in relation to causes which receive relatively low support globally (around 30%) while having much more support in countries with medium or low IHDI. They refer, in one case, to the more than 43% of the surveyed children from medium and low IHDI that agree that there are families that need the money their children earn, in comparison to just 17.6% in the countries with very high IHDI.

This information relates to some elements which have come up in the group interviews in the discussions between children from the medium and low IHDI and some Latin American countries, which refer to family and social situations, like the context of poverty and unemployment, crisis situations or family disintegration, as one of the explanations for why "family quarrels" happen, or why adults "take out their stress and anger" on children, as well as "because they can't offer their children what they need", even telling them "to leave home".

- My father died when I was young. My mother has to look after the family. My mother will take out her stress and anger on the children, hitting me and telling us to leave home sometimes (Samruddhi, 10 years old, India)
- My home because financially we are poor. If I ask for something, they tell me off using abusive language (Sansakar, 11 years old, India)
- I think it is because of unemployment. Sometimes, right? (Marissa, 12 years old, Brazil)



Secondly, it is worth observing how in the countries with lower levels of human development (medium or low IHDI) the children identify **adult cruelty** as a possible cause of violence (42%) more than in the countries with higher levels of human development (18.2%).

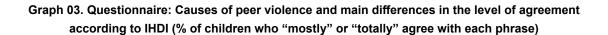
This information is also confirmed by the results of the group interviews, in which it has emerged even more strongly as a differentiating element in the countries with medium or low IHDI. The main arguments mentioned by the children from these countries all related to the existence of **people who don't love or want children**. These are the most common opinions in their discussions, along with the understanding that the main reason for aggression against children is that they are people who: "they haven't had children", "they don't like children", "they don't love them" or even as Abena, a 10 year old from Ghana shares, because "they hate them". In all these considerations there is a common theme, given that, in their opinion, "they are not their children¹⁸" or "they had children they didn't want", even being asked questions by their parents like "why were you born?":

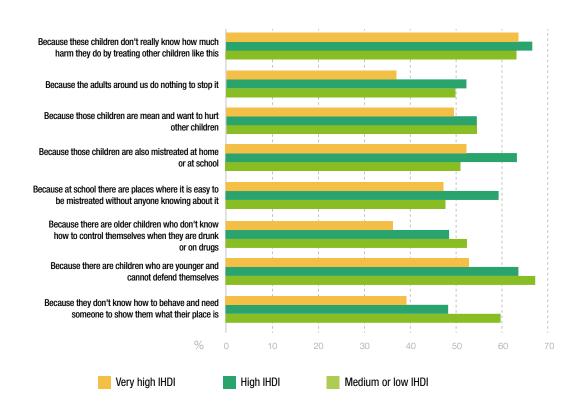
- People that haven't given birth don't know what it means to give birth to a child and don't know that abuse will affect the child (Mariam, 12 years old, Ghana)
- Because we are not their children (Shaurya, 11 years old, India)
- Sometimes fathers don't want to have children and sometimes they have them because the mother convinces them and then they treat the children badly, why were you born (Luz, 12 years old, Honduras)

Lastly, they express that adults (elders, parents, teachers) **feel superior and are not aware of the pain they provoke**; they also argue that they don't recognize the different abilities children have, thinking they are not intelligent and that they act out of pride or envy, which they consider to be "a reason for clear discrimination":

- They say that all those that make children suffer are aware of what the children suffer. Sometimes they think that it is an act of bravery (Aïssata, 11 years old, Burkina Faso)
- It is because children are not intelligent (Azeta, 10 years old, Burkina Faso)
- Adults enjoy themselves doing that (Samruddhi, 10 years old, India)

^{18.} There are a number of opinions expressed about cases of children who are orphaned, adopted or raised by other people or family members.





Up until this point this manual has referred to the possible causes of violence carried out by adults which as has been said, show very disparate scenarios in the different countries. In contrast, when referring to violence among peers (Graphic 3), in other words, carried out by other children, the differences in the level of agreement among the interviewees according to the level of human development are not as marked as in the previous case. It can also be observed that in general in all the countries the level of agreement with the causes indicated is high, and in particular that on this occasion the children from countries with very high IHDI levels are also very receptive to most of these causes.

However, it is worth pointing out **some significant differences**. First of all, and in line with what has been observed previously, **once again children in countries with very high IHDI are less tolerant of those causes that diminish the responsibilities of the aggressor and point more towards "blaming" the victim.** While the percentage of children in these countries who mostly or totally agree that *there are children who do not know how to behave and need someone to put them in their place* (39.2%) is by no means negligible, this percentage increases by 20 points in countries with medium or low HDI, where six out of ten children feel this way (59.5%).

Lastly, it is interesting to note how the percentage of children that recognize drug and alcohol abuse as a cause of violence carried out by children themselves stays very high in the countries with high and medium or low IHDI (48.4% and 52.3% respectively), at levels not very different from those that they had expressed in the case of the adults. This appears to indicate a higher level of recognition of the incidence and the consequences of the use of these substances in the child population in these contexts.

2.4 Spaces where violence occurs and perceived security

The issue of the possible spaces where violence occurs is one of the ones that has generated more contrasts in the children's perceptions, as well as more interesting data for establishing possible global tendencies. To begin with, because there are strong differences in the perception that these children have about the list of spaces proposed in the questionnaire, already quite detailed because it includes public and private spaces, but also online and school contexts, among others. In this case the surveyed population had the possibility to differentiate between the three options (spaces that 'never or almost never' are safe, the ones that 'sometimes' are and the ones that 'always or almost always' are safe), as well as the possibility of answering 'I don't know'. Table 8 shows these results for each of the spaces proposed.

Table 8. Questionnaire – Opinion about the spaces violence takes place in according to the level of perceived security

Where do you think children are more at risk from suffering mistreatment, physical or emotional abuse and other situations that make them feel bad? (%) of total responses for each sentence									
	Never or almost never is a safe space for children	Sometimes is a safe space for children	Always or almost always is a safe space for children	I don't know					
School	10.1	43.2	42	4.5					
The house they live in	7.9	29.5	58.7	3.7					
The streets of the community, town or city	34.4	41.8	17.3	6.2					
A cultural or sports event like a concert or a football match	22.4	46.8	19	11.6					
Internet and social networks (like Facebook or YouTube)	39.8	31.6	10	18.3					
An association or group where children participate (like a sports club, scouts or a children's council)	10.3	41.2	37	11.2					
School classroom	7.9	40.2	47.3	4.4					
Public transport (a train or a bus for example)	30.3	44	15.8	9.6					
The park or a square	26.6	47.5	15.2	10.4					
A home or shelter where children who do not have a family live.	23.5	37.3	23.2	15.8					

The analysis of the discussions among the children who have participated in the group interviews, as well as confirming the clear contrast between the different spaces they live in and pass through in their daily lives, add an interesting nuance in relation to one of the spaces perceived as high risk, the public one, where the perceived risk has clear differences in the different contexts.



Very high	Very high		6			6			6
IHDI		:	School			Internet			Home and neighbourhood
			Ther	natic free	quencies	;			
	18	12	12				3	3	
High IHDI	Organized crime	Street, neighbo favela					fficking		School
	33	11	4		4	4			1
Medium – Low IHDI	Areas of transit and on the way to school	City, Village, Community	Wells and water pumps		water Hon		"Mara and "m memb espect danger for gi	nara" pers ially rous	Internet

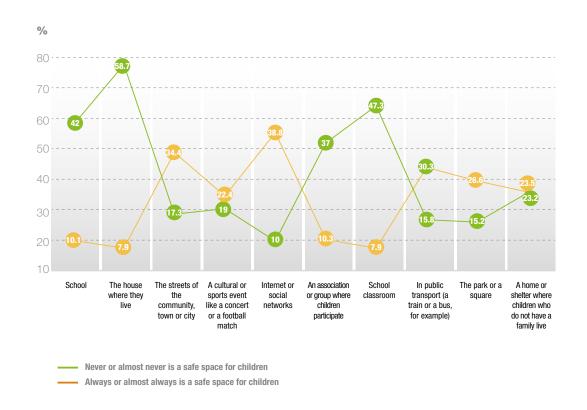
2.4.1 Global data

First of all it is clear that not all spaces are equally recognizable for boys and girls, and some generate doubts in the sample consulted: the behavior of the response percentage 'I don't know' testifies to this problem, and it is highest when they have to rate the level of security of the online space (Internet and Social Networks, 18.3%), shelters (15.8%) and to a lesser extent cultural events and associations (around 11%) or urban public spaces (a park or a square, just over 10%). There are several plausible explanations for this phenomenon, and all of them allude to the enormous diversity in the sample, where there may be children from countries in which access to the internet is limited for the age of the participants in the study, or with less access to the social fabric, cultural events or even urban spaces.

Beyond this issue, very different spaces immediately arise, those that are always or almost always considered safe, but also those that stand out for being perceived as insecure. To clarify them the following graphic has been included (Graphic 4), which only distinguishes those classified as 'never or almost never' safe, and those that appear conversely as 'always or almost always' safe.

The graphic is very eloquent and shows the extreme variability in the issue of perceived security. There are several spaces that emerge from this question as safe havens for girls and boys: specifically, the house they live in (the only place considered safe by a majority of boys and girls), the classroom at school and the school itself: 58.7%, 47.3% and 42% of the child population considered these to be always or almost always safe. The next space highlighted as safe is the space offered by clubs and associations (37%).

Graph 4. Questionnaire: classification of spaces according to perceived risk (only safe or unsafe spaces)



In contrast, there are also spaces marked clearly as insecure by children, all of which exceed or include close to a third of cases: for example Internet and Social Networks (39.8% think they are never or almost never safe) but also streets (34.4%) and public transport (30.3%).

In the testimonies from the group interviews, the internet is quoted as a place in which phishing and anonymity are possible, which "facilitates" verbal violence (especially in chats) adding that there can be "false" people and that "know how to act well":

Scams. Like in Fortnite when someone asks for your username to give them V Bucks which is what you use to buy things. And they steal their account and change the password and they can't log in anymore. And their mother's credit card is in the system, so they can buy anything they want (Liam, 10 years old, Canada)

To a lesser extent, other urban spaces appear as unsafe like the park or town squares (26.6%), cultural or sporting events (22.4%) and shelters for children (23.5%).

Urban spaces and the public space in general appear as the main spaces of risk in the group interviews. However, what the children say about these is very different depending on the context, and these spaces are clearly differentiated between **streets and parks**, **spaces controlled by organized crime groups**, and **areas of transit**, especially the route to school, more present in rural and isolated areas.

This information can and should be complemented with another of the questions asked in the research which, more generically, asked children if they felt safe: a) walking alone in the area they live in, b) in their homes or c) at school. As can be seen in Table 9, only the house they live in (more than 90% say they mostly or totally agree) is considered a safe place, followed in most cases but to a lesser degree by school (83.9%); instead, more than 38% of the children that have participated in the research rejected agreeing with the sentence I feel safe if I have to walk alone in the area I live in, revealing once again a global perception of the public space as having a higher level of insecurity.

Table 9. Questionnaire: Perceived security in the area they live in, home and school

Can you think of the area or community you live in and the people around you and tell us if you agree or disagree with these sentences? (% of total responses for each sentence)								
I don't agree at all I agree a little bit I mostly agree I totally a								
I feel safe if I have to walk alone in the area I live in.	16.5	21.7	31.6	30				
I feel safe if I'm at home.	3.1	6.5	18	72.2				
I feel safe if I'm at school.	3.5	12.4	36.5	47.4				

Differences according to IHDI level

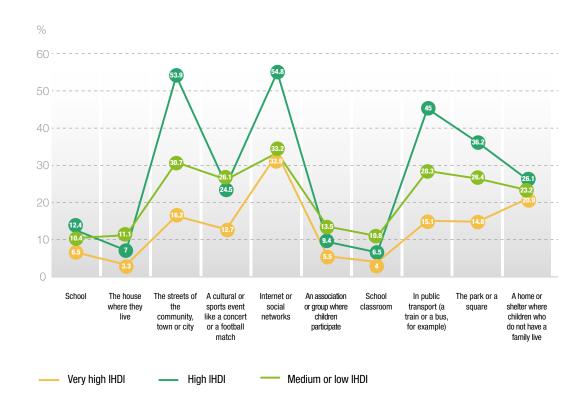
This section presents some of the most eloquent data in relation to the differences according to the level of human development, which can be summarized in three main observations.

First of all, breaking completely with the tendency so far in which the two opposite ends of the aggregation in relation to IHDI (very high and medium/low) stood out as the most contrasted ones, it is children from countries with high IHDI who show a heightened perception of insecurity in their environment, which they transfer to many of its spaces and those that appear in the research. Apart from the few spaces which the majority of children have declared more or less safe (at home and at school, classrooms and associations which children participate in), the rest show very contrasting opinions with differences which in some cases add up to several percentage points.

Let's look at some examples: the fact that 30% of the child population in the medium-low IHDI say that the streets are never safe may seem like a high figure, but the figure for children in the high IHDI countries exceeds it by more than twenty points (53.9%). Similarly, the latter also consider both the Internet (54.8%) and public transport (45%) to be very unsafe spaces, while the same data for the population surveyed at the very high level is 32.9% and 15.1% respectively (significant differences, and the latter figure for the high IHDI countries is almost three times higher than the very high IHDI countries).

Graph 5 clearly shows how the data extracted from the high IHDI level distances itself from the other two and gives us a scenario with a clear lack of perceived security on behalf of the child population from these countries.

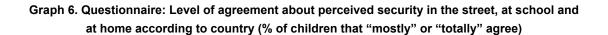
Graph 5. Questionnaire: Spaces considered never or almost never safe according to IHDI (% that responds "never or almost never a safe space")

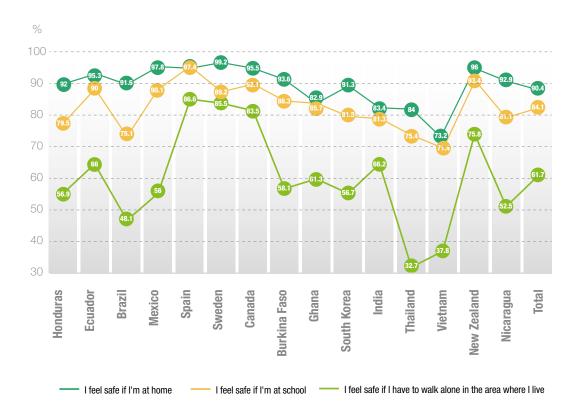


Secondly, perceived security at home, at school and in public spaces has also provided very contrasting data when comparing countries (Graph 6) which is probably a sign of the enormous diversity in the contexts present in the research: from those most favorable to those most hostile to the child population.

As a result, although there is a certain amount of variability (in Brazil for example, perceived security in schools is slightly less than in other countries in the same geographical area and with high IHDI), both home and school appear to be environments which children perceive as fundamentally safe; but when considering the open spaces of the streets in the areas they live in, the differences grow and multiply.

Children in Thailand for example, perceive the street as a space which does not offer security much more so than their counterparts in Spain or Sweden do: there is a difference of almost 54 percentage points (32.7% said they mostly or totally agreed with the sentence I feel safe if I have to walk alone in the area where I live). What the graph reveals is that, for children in Brazil, Thailand and Vietnam, the streets in their communities represent a space in which they clearly perceive their vulnerability, and this is a predominant view.





Lastly, analysis of the discussions between the children that have participated in the group interviews has provided a broader, clearer and more detailed description of the places and spaces they inhabit, which enables us to clearly observe how the **public space assumes very different connotations and characteristics depending on the context.**

So, although results show that the public space is globally perceived as one of the places with the highest level of risk for children, and that this perception is particularly acute in countries that belong to the high IHDI category, it cannot be ignored that this space varies greatly according to the geographical and socio-economic context.

It is also worth highlighting that while the majority of expressions and testimonies from children in countries with very high IHDI are based on the 'perception of insecurity' and not episodes suffered in person, in the rest of the countries there is not just a higher perception of insecurity, the discussions are also mainly based on narrating episodes that they have experienced in person.

Therefore, in the countries with very high IHDI the spaces of risk named more frequently, where children say they do not feel safe or feel afraid, are **in the street**, **in parks and/or dark and isolated places or badly lit at night**, as well as dark alleyways and public toilets in which there is no CCTV¹⁹:

Even when I am crossing a bridge or in the street, even if there is lots of CCTV, I don't feel safe. I am a bit scared because I don't know where the CCTV is, and if I have a problem, I am not sure that someone would come quickly to help me (Suk-Hee, 12 years old, Korea)

However, in countries with high IHDI, Mexico but particularly Brazil, it is striking to see the strong presence of "organized crime and criminal factions" in the children's accounts. The street, the neighborhood, the favelas, the community and the district where the interviewees live are all mentioned as risk spaces. The clear perception of the children is that they live in very dangerous places, where they are unable to go out in the street because of fights and assaults, the presence of drugs, theft and a lack of respect, episodes which are produced even "on their doorsteps" and that "put your life at risk". The street is also perceived as a place where not only can they not go out and play or have fun, but where they are very aware of the risk of kidnapping, or where you can die "on the pavement in front of your house":

- I've lived in roughly 21 'drug dens,' inside the favela, I lived opposite. Every time I woke up, there was already a smell of marijuana in my face, it wasn't nice at all, that's why we didn't even last a month in that house. At that time my mother didn't have any money, she found the cheapest house possible to rent, and the house was property of the owner of the favela, well, his mother. So, my mother left that place after 1 or 2 months, because the smell of marijuana was there every day (Bruno, 12 years old, Brazil)
- Crime, organized crime [...] They are rival factions, you know? Like, for example, that area is dominated by a criminal gang and there, a little further away, there is another stronghold of the same faction (Bruno, 12 years old, Brazil)
- They kill, and not only do they kill, they crush (João, 11 years old, Brazil)
- Yes, there have been a lot of fights in my street, and then the police always come. Lots of fights, it is very strange there, very strange. I almost don't leave the house (Patrícia, 11 years old, Brazil)

In keeping with the above, it is not surprising then that girls in particular are **afraid to go out on their own in the street, whether it be running errands or visiting family members, and when they have to** they are encouraged to "walk fast or run through the streets" because they feel "scared to death":

- My grandmother's house is close to my mother's house. Almost all of my family is sick and often I go to my grandmother's house. And then I am really afraid. I run, scared to death, going and coming back scared. I am scared every time my mother asks me to go to my grandmother's house because it is dangerous there (Marissa, 12 years old, Brazil)
- Not going out alone in the street, and also, that our parents have to watch us when we go to the shop or whatever, or when I go alone to the shop my mother watches me, and when I am coming back, when my mum is doing her chores, my mum sends me to the shop and well I also go at night, but then she watches me. On the days like in my neighborhood there are a few drunks, it scares me so much, but I pass quickly, so that I don't get robbed (Beatriz, Mexico)

Something similar has also been detected in Honduras, where there is the **presence of gangs** and gang members, and the feeling is that "if they like a girl, she feels almost obliged to become a part of their gang", because "if they identify you, there is no other way and you have to join them":

On the one hand there are gang members... so sometimes I would walk to do errands at the grocery store and when I came back there was one that kept looking at me, and my mum and dad noticed and the problem is that when they like a girl, she has to be theirs, there is no other way. [...] Sometimes girls get entangled in that, even if you don't want to, those kind of people are used to being the ones in charge and they are the ones who make the decisions for people, hopefully that won't happen to you, because to some girls it does. (Luz, 12 years old, Honduras)

Lastly, in the group of countries with low human development levels, the spaces perceived as having the highest risk **are areas of transit**, where the majority of children mention the walk to

school or to other communities in rural areas. A number of examples emerge, like *paths, areas* of shrubbery, remote roads and less travelled paths:

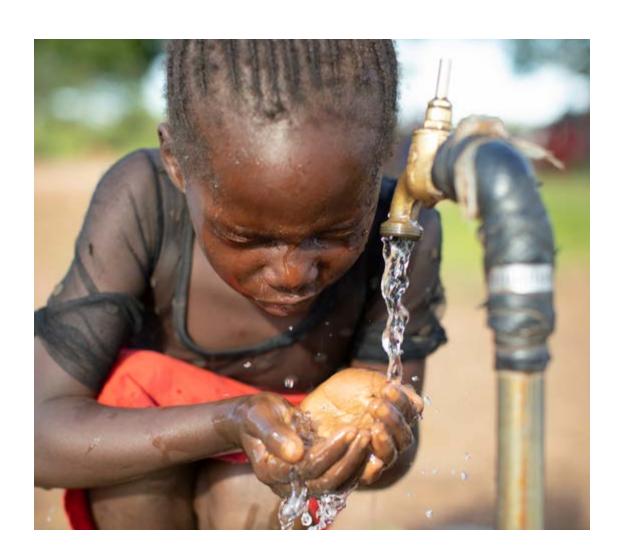
- Often on the way to school, on the way out of the village (Haoua, 11 years old, Burkina Faso)
- My house is 3km from the main road. I used to come home with my friends from school. My grandmother has told me that, when she was walking along the path that leads to the village, one of the children behaved badly with her. So, my grandmother has told me to be careful when I am walking (Arohi, 12 years old, India)

In the city, villages and the community it is perceived that danger can come "from anywhere", and these are expressed as places "where it is dangerous and one can't go out alone, especially at night":

In my community, children cannot go out at night because it is a new place and it is dangerous for children to go out alone at night (Mariam, 12 years old, Ghana)

For girls, who tend to be in charge of collecting water, **wells, tanks, taps and water pumps** are places of risk:

■ When I go and get water from the drilled wells and the well [is] far away from my house, there is a higher risk (Shaurya, 11 years old, India)



2.5 Protection agents and aggressors

Another aspect of the information about the spaces are the actors or agents, sometimes acting as barriers to violence and sometimes as aggressors. In this case the interviewees were asked to give their opinion in terms of protection about a list of possible agents who never protect, sometimes protect or always or almost always protect. From this information (Table 10), as in the previous case, what emerges are the main figures of protection children indicate, as well as those they trust less to give them protection, but also an important number of cases in which the children prefer not to make a choice.

At the same time, the child participants in the group interviews were asked to think, in this case without being given a list of agents, about potential aggressors and protection agents (Figure 5).

Table 10. Questionnaire: Opinion about protection agents

Who do you think are the people o	or groups who keep o	children safe? (% of t	otal responses for e	ach sentence)
	Never protect	Sometimes protect	Always or almost always	I don't know
Mothers	1.1	9.4	86.4	2.9
Fathers	2	16.3	78.5	3.1
Other family members (uncles, aunts, grandparents, etc.)	3.4	35.1	56.2	5
A teacher or other adult at school	2.7	44.4	48.5	4.2
Police or military	8.8	34	48.4	8.6
A place where children who have been hurt by violence live (for example a child protection center)	7.5	29.4	38.6	23
Friends or friends of the family	5.9	52.3	36	5.4
Someone who works for an NGO or humanitarian aid organization in your community	5.5	33.6	35.6	25
Public services for support (Social services, local or central government, community programs, etc.)	8.2	36.6	33.7	21.3
A telephone number you can call for help	9	33	33.1	24.7
Religious figures (for example, priests, nuns, rabbis, imams, etc.)	14.5	40.4	27	17.8
Neighbors	10.8	60.4	21.5	7
Other children	16.1	54.5	19	10.1
Politicians or people who govern	26.2	39.8	18.1	15.7

Figure 5. Group interviews: Summary of the main frequencies from highest to lowest regarding protective agents and aggressors

		Thematic frequ	encies – PROTEC	CTIVE AGENTS				
V 1: 1 IIIDI	10	7	5		;	3		
Very high IHDI Police NGOs			Trusted adults Lack of		accessibility to protective spaces			
	Thematic frequencies							
High IHDI	7	7	7 5		3		1	
Tilgit II IDI	Police, always with evidence	Fear of reporting	Trusted adults	No reference where to		NGOs		
		Т	hematic frequenci	es				
	15	15	14	9		5	5	
Medium – Low IHDI	NGOs, mentioning them very precisely	They don't know who to turn to	Police even though it's far away	Different places of worship		ts with wer	Fear and distrust of adults	

	Thematic frequencies – AGRESSORS									
	10	5	4	3	2		1			
Very high IHDI	Untrusted adults	Schoolmates	Fathers Marginalized people		,	d men who hurt girls"	People who know you well			
	Thematic frequencies									
	6	3	3 2			1	1			
High IHDI	Criminals, violent people, people who drink, take drugs, or are "mentally ill".	Perverted and abusive men	Strange	Adults or older children	Police and organized crime		Brothers			
		Th	ematic fre	quencies						
Medium – Low	17	9		5			2			
IHDI	Famliy members	Teachers and	Adults and older people		Fo	Foreigners				

2.5.1 Global data

According to children, and using as a criteria the percentage of replies that said *always or almost always protect*, **protection agents are clearly mothers (86.4% of cases) and to a slightly less extent fathers (78.5%); other protection agents** that can be highlighted, although they are chosen by a much lower proportion of interviewees, are **other members of the family like uncles**, aunts and grandparents (protection agents for 56.2% of the children) and, with less than 50%, teachers (48.5%) and the police or military (48.4%).

Those that emerge as more ambiguous categories of protection are friends of the family (52.3% say that they protect, but only sometimes), and the same thing occurs with other children (54.5%) as well as neighbors (60.4%) and religious figures (48.4%).

On the other hand, the percentage of children that have identified the people that govern as agents who never protect (26.2%) is the highest in the table, which appears to be an

indisputable allusion to perceived political inaction in the face of violence. But other agents also demonstrate an unfavorable representation, like religious figures (14.5% of children think they never or almost never protect) and children themselves (16.1%) who occupy an ambivalent role in children's perception.

It is also worth highlighting that more than a fifth of these children did not know what to say about this issue in relation to public services or helplines.

Although this data gives us a fairly clear global picture of the main agents perceived as protective by children, the testimonies collected in group interviews provide us with some additional elements of interest, both in global terms and using a comparative logic by country.

Firstly, there are two elements which emerge very clearly from the children's discussions in all the contexts: fear of reporting accompanied by the distrust of adults; and the lack or absence of knowledge about protection resources.

Although it is true that many of their answers point to the importance of being able to report and go to a trusted adult, at the same time they are clear that they can't just trust anyone, especially if they are not a family member, because **not all adults are trustworthy**:

- It has to be someone you trust (Olivia, 11 years old, Canada)
- The first person I would tell would be an adult, but it must be someone I trust because adults have more... Well those from my club, or my family, or the parent of one of my best and closest friends (Ibai, 12 years old, Spain)
- But if they don't have parents, maybe a relative or someone close to the family (Alexandre, 12 years old, Brazil)
- To people who are close to them and that aren't strangers (Guadalupe, 10 years old, Mexico)
- If there is a shop and there is a person we trust we can tell that person (Letizia, 10 years old, Mexico)

In these situations, on many occasions they explain that they don't trust adults and prefer "**not to say it to anyone for fear and mistrust** about not being believed by adults", they are even wary of being accused of lying ("you're making it up"), or being called a "snitch" by their peers, or being labelled "weak". There are also explanations based on the fear of being "attacked again", the fear of telling someone at home or a teacher, who often won't even do something about it, or even the fear of "being punished". There is also the fear of not seeing their parents again, or the suffering involved with retelling and reliving the violence they have been through:

- You are scared of going to a teacher and saying teacher, they are hitting me. Because the child is going to say, that child is a snitch, they're gonna pay. Or if they go to the police station, the same thing will happen when they receive the complaint (Josep, Spain)
- So, there are, for example, some teachers who might say you are making it up or just ignore you (Alba, 13 years old, Spain)
- Currently, the person who suffers violence reports to the class tutor, but the tutor does not want to be this major problem because of the reputation of the school. (Ji-Won, 12 years old, South Korea)
- No. Because there are a lot of people that don't believe them. "aren't you lying, look at this, or that" so it is not easy for them. Also, because children are underage and they always have to be accompanied by an adult, right? So, most of the time they don't believe them (Patrícia, 11 years old, Brazil)
- I am scared that they will report my mother to child welfare and that they will come and get her, and I will never see her again. It weighs on your conscience (Bruno, 12 years old, Brazil)
- ► He/she can feel embarrassed too, because the people will say they are weak. It's hard (Fernanda, Brazil)



- Because they don't really trust the adults because they will report them (Ana Carolina, 13 years old, Honduras)
- They feel intimidated (Maricruz, 12 years old, Honduras)
- They feel embarrassed that they might make fun of them (Maricruz, 12 years old, Honduras)

Another common element in the discussions with the interviewees is the lack or absence of knowledge about protection and assistance resources. On various occasions they say **they don't know where or who to go to for help**, and ask for a "place that offers guidance for children", because they explain that it is not easy because of the lack of material and personal resources, and the difficulty of "going somewhere alone in the city, as a child" or the fact that these resources are unknown or too far away:

- The health center is too far away. It must take about 15 minutes (Ji-Won, 12 years old, South Korea)
- In films, if something bad happens, people go to the police station. But I can't. It's too far away (Ji-Won, 12 years old, South Korea)
- There should be a place for giving guidance to children that abuse other children (Daniel, Brazil)
- It is difficult because sometimes the places are far away from us and because we are young, we don't really know how to get around the city because we are always with our father or mother (Ana Rosa, 11 years old, Mexico)
- No, we don't know the number to call to report cases of abuse (Ibrahim, 12 years old, Burkina Faso)
- No, because they don't have money, they can't walk to the orphanage and they need money to pay a taxi (Abena, 10 years old, Ghana)
- No because they don't know about it (Addae, 12 years old, Ghana)

At the same time, the testimonies of the interviewees **add very interesting nuances and help us better understand the perception of some actors.** In the case, for example, of two actors who in general terms appear as potential protection agents, teachers and the police, almost half of the interviewees consider them to be figures that always protect, but at the same time they also appear in the children's discussions as having a rather ambivalent role.

In the case of the police, for example, they are mentioned on various occasions as one of the agents that can protect children, both in the public space and in a domestic context, like when the parents themselves are the aggressors (like Noor in Canada says, "the police can calm the parents down"):

- Ideally if you are a child you tell an adult, or if you are an adult or also a child... to the police (Alba, 13 years old, Spain)
- If it is their parents they could go to the police or whatever and say that their parents are abusing them (Jacob, 12 years old, Canada)
- Here in our institution we had a talk from the Honduras national police force, and they gave us a number we can call and report when there is a situation in our family or in the community (Maricruz, 12 years old, Honduras)

However, they do not trust the efficiency of this resource in all situations, because, as they often say, they think that the police will not always believe them and, especially in domestic violence cases, they may side with the adult, like in a case (in Brazil) where they identify "corrupt police officers" as possible aggressors:

- Even if the children call the police, if the violence occurs at home, I have heard that the police might not take the violence into account by saying "Parents can hit their children for disciplinary reasons" and then the police let them go. I have heard this type of thing, and I can't trust the police (Sohee, 12 years old, South Korea)
- Child abuse cases normally occur in the home on behalf of the parents. The police and the person in charge of the case tend to force the abused children to go back to the house they live in with their parents. I think that is unfair because the child will be attacked by their parents again (Sohee, 12 years old, South Korea)
- Sometimes it is hard because the police for example don't believe you, and sometimes they ask your parents or something and if you don't want to tell them, they ask you something (Amalia, 9 years old, Mexico)
- Difficult. Maybe they won't believe you (Yésica, 9 years old, Mexico)

Some also mention the difficulty they have accessing a police station, either due to physical barriers (like distance), or fear, or because they can only go if they are accompanied by an adult:

- Children are not sure about going to the police station. Even I am scared of going to the police station. I prefer to call (Pavan, 12 years old, India)
- There's also the gendarmerie, but we don't know how to approach them (Abdoul Razaou, 12 years old, Burkina Faso)
- The police and the gendarmerie are far away from us, because they are in the city. So we children can't go there to report a situation of abuse (Haoua, 11 years old, Burkina Faso)

Lastly, the figure of child aggressors appears in the group interviews in almost all the countries, although with different nuances and intensity. They mention their schoolmates, those that want to be popular, superior, competitive or "go around with their little group behind them", and also those that are "older than us" or "bigger children" because they have "more of an advantage to do bad stuff to us".

- Perhaps they are friends. I have lots of competitive friends that are very competitive in games (Ethan, Canada)
- Well I don't know, for example, a boy who likes hurting girls... saying nasty things, and things like that... or even hitting them. Or insulting them online, because of their photos, or whatever... (Daniela, Spain)
- People that feel superior to others, other people. Or there are also people that are scared that, if they don't fit in to society, and like they put ideas in your head that no, if they don't do that, then they will treat them badly or whatever (Alba, 13 years old, Spain)
- Always those people that are older than us, so they have a more of an advantage to do bad stuff to us
 (Ana Rosa, 11 years old, Mexico)
- For example, the older children that go to secondary school or high school start to mistreat us, insult us...

 Things that are words that hurt us. [...] Like swearwords, or saying bad things about our family

 (Guadalupe, 10 years old, Mexico)
- Teachers, older children, male classmates, the ones that are "hard-headed" or "daring" (Hao, 10 years old, Vietnam)

2.5.2 Differences according to IHDI

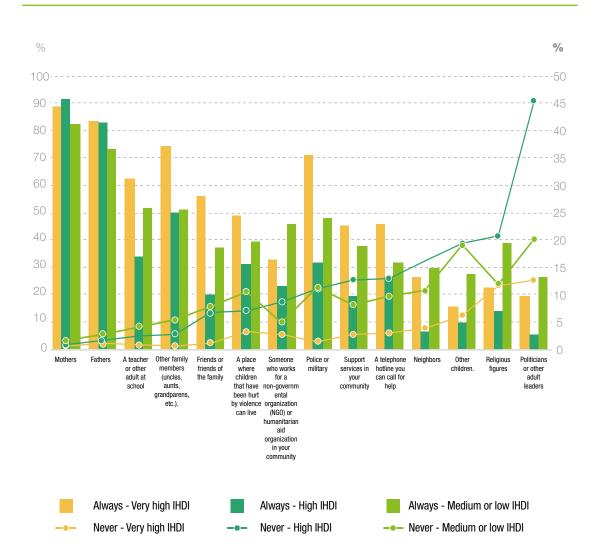
A reading of the data using comparative logic between countries (Graph 7) does not show a clear trend that can explain most of them, but a rather diverse impression depending on the type of agent the question is about.

Firstly, there are a few figures whose status as 'always' protectors changes very little as one moves through the three groups of countries considered (and can therefore be

considered the main protection agents from the point of view of the child population).

This is the case of fathers and mothers, who at the very least are protective agents for three quarters of the population consulted and, in some cases (mothers in the high IHDI countries), more than 91% consider that they always or almost always protect.

Graph 7. Questionnaire: Opinion of aggressive agents and protection agents, according to IHDI



However, in some countries such as Ghana or Burkina Faso, and to some extent in India, the percentage of children who think that parents, and in general family members, always protect them is somewhat lower, and at the same time they appear more often as aggressive agents in their discussions:

- My mother and my father don't make me suffer, the ones that mistreat me are my grandmother and my aunt (Guemilatou, 10 years old, Burkina Faso)
- Parents normally tell me off, slap me and throw me out of the house (Hien, 11 years old, Vietnam)
- Stepmothers (Amina, Ghana)
- Children, parents, especially mothers (Rimpal, 12 years old, India)
- I firmly believe that my parents are assaulting me. I hate it when my parents force me to do what I don't want to do. When I got 95 points, my parents shouted because they think it is a low grade (Joohee, 12 years old, South Korea)

In contrast, within the group of protection agents there are major differences in relation to some actors who are always more favorably portrayed in the case of children from the very high IHDI countries. For example, there is greater variability in the case of other family members such as uncles, aunts and grandmothers (slightly more than 74% of children in the very high IHDI countries think they always protect, a figure that barely exceeds 50% in the other two levels of IHDI aggregation, around 40% in countries like India, Ecuador or Brazil), or of figures close to the family such as family friends or acquaintances (56.2% in the very high IHDI, compared to an average of 19.8% in countries with high IHDI, and less than 15% in Ecuador or Thailand).

The case of teachers is also interesting, considered as agents that always protect by 62.3% of those surveyed in the very high IHDI countries, but much less so in countries with high IHDI (34%, almost 28 points less). More challenging to interpret is the data from the countries with low IHDI, where more than half of the interviewees think that teachers always protect, but at the same time, in some countries in this group the teachers are named as aggressive actors that "tell off and hit":

- At school: The teachers normally hit me on the head with their knuckles, tell me off (Mai, 10 years old, Vietnam)
- I asked my physical education teacher if I could study during the fourth hour. And she insulted me in front of the other teachers. That hurt (Akshra, 11 years old, India)
- I go to classes there and my teacher is always telling off and hitting my friend because she doesn't study (Roshani, 11 years old, India)

Agents that are difficult to classify as protectors because they never or sometimes protect show even more variable behavior that leads to significant differences. The case of politicians that govern, for example, is very illustrative of the strong contrasts: 45.5% of children in the high IHDI countries are clear that they never or almost never protect (especially in Mexico, Brazil and Ecuador), a figure that goes down significantly among the population surveyed in countries with very high IHDI with 12.6% (although Spain far exceeds this average, doubling it), and less in those of the medium and low IHDI with 20.1% (the lowest value being that of Burkina Faso, Ghana and Vietnam). Note that between the first data mentioned and the areas with higher human development there is a difference of more than 32 percentage points.

Children themselves are considered agents who never protect by more than 19% of those surveyed, both at the high and medium and low levels of human development (in this case, the figure is even higher in Thailand, and also in Vietnam and Nicaragua), whereas this figure is barely more than 6% in the case of very high IHDI (more than three times less).

The same can be said of the police and the military, whom 71.1% of children in the very high IHDI countries always or almost always consider protection agents, while it cannot be said that they enjoy this favorable condition either in the high IHDI (31.9%) countries or in the medium or low (48.1%) ones. Especially in Ecuador, Mexico and Nicaragua, the interviewees recognize the protection role of these actors much less.

Lastly, it is worth mentioning that some of the categories proposed in this section have generated more **doubts** than firm answers. Various figures show a slightly higher than average proportion of responses centered on "I don't know". This is the case of *someone who works in an NGO or humanitarian action organization*, but also religious figures, public assistance services, a hotline to call or a center where children who have been victims of violence live.

It is interesting to observe the differences in perception among children in relation to the **NGOs** and the humanitarian action organizations, which are more clearly recognized as protection agents in the countries with medium or low IHDI. In this case, the proportion of children surveyed who chose the 'I don't know' option is much lower than the rest (19.9% versus 36.6% of children in very high IHDI countries), while recognizing them much more as protection agents (45.8%). Burkina Faso, Ghana and Nicaragua are the countries where children value the most the role of these actors in their protection.

This same information has emerged clearly in the group interviews. In this case, although in countries with very high IHDI such as Spain, "associations" also emerge as safe spaces and "a place where we give each other support and we can rely on them because they are going to help us as much as possible", the girls and boys from countries with medium or low IHDI talk about their links and trust with different **non-governmental organizations**, United Nations agencies and community action associations in a very different way compared to the other children interviewees in the study, naming them as the first agent they perceive as a protector. They mention that they have "lots of organizations within the country" and quote some of them, specifically Educo, Christian's Children Fund of Canada (CCFC), Amnesty International, the UN, ChildLine and the Red Cross, both in Burkina Faso and in Ghana and Honduras:

- **Educo** (Aïssata, 11 years old, Burkina Faso)
- CCFC, Social Welfare (Addae, 12 years old, Ghana)
- The Red Cross gives talks to our institution, they are close to the young people, they do environmental activities so that they can be trained in a way that they can contribute to their surroundings and individually, inside here in Villanueva there is a lot of youth support and a lot of support for the children too (Brenda, 12 years old, Honduras)
- The UN also provides quite a lot of support (Elena María, 12 years old, Honduras)

In this same group of countries with medium or low IHDI there is also a higher recognition of religious figures as protection actors, 38.5% believe that they always protect children, which contrasts with the children in high IHDI countries, where 20.8% believe they never or almost never protect.

Similarly, in countries like India, Ghana and Burkina Faso, the different places of worship appear more frequently as safe, like the church and the mosque, where they can report to the Iman or the priest, people whose job, according to the children, is to "raise awareness and advise families".

- You can tell the Iman to come and talk to your parents so that they leave you in peace (Aïssata, 11 years old, Burkina Faso)
- You can tell the Iman to raise awareness among the people in the mosque (Azeta, 10 years old, Burkina Faso)
- Priest (Abena, 10 years old, Ghana)
- Temple (Shraddha, 11 years old, India)

In contrast, and related to what has been said in the previous section, it can be observed that the children in the countries with high IHDI are those that least trust that the public support services can be an effective and accessible tool for protection (19.3% compared to 45.4% in the very high IHDI countries), with almost 13% believing that they never or hardly ever protect them. In this case, this data is mainly explained by the responses of children from Central American countries, especially Honduras and Mexico.

Elements are also provided about those who in general terms appear more as potential aggressors. In this case, once again in the discussions between children in Mexico and Brazil "people that drink", "that take drugs" or "are wrong in the head" come up. They are described as violent people or criminals who act this way either because they have "mental illnesses" or because they "make easy money":

- *Drug addicts* (Letizia, 10 years old, Mexico)
- *Drunks* (Yvonne, 11 years old, Mexico)
- Ah, I think that apart from the fact that these people drink, these violent people, there are also bad people or with mental illnesses, so they drink and do bad things, right? Or it could be a kind of perverted man (Rita, Brazil)
- People that are mentally unstable or people that want to make easy money, for example, the people that are like that mentally, crazy people and don't think, they don't think it through before doing it and that's it (Beatriz, Mexico)
- Corrupt police officers, too. Those men are awful... awful I mean that they hate so much [...] they went into the house and hit these people, they threw them to the ground, they have some weapons which are, which give electric shocks, they hit them, then my stepfather's nephew was just looking at the pavement, they took him, they threw him over the wall of my stepfather's house, and then they invaded my stepfather's house. They broke the house and tortured him (Bruno, 12, years old, Brazil)



The girls also mention that it can be related to "perverted and abusive men" or who "indulge you with gifts" and then do "bad things" to you: These people can be "crazy strangers" or even "someone close":

- The people that sexually abuse boys or girls. People, crazy strangers (Yésica, 9 years old, Mexico)
- Some children are abused by, as my companion said, by those who say they have money (Marta, Mexico)
- It could be the people that you think are better than they are, they buy you things, like a mobile, they give you sweets, money, chocolate and all that. Those people could even be close to you. You think, "oh, that person likes me, that's it", and before you know it, they are doing bad things to you, right? (Mariana, 12 years old, Brazil)

The relationship between protection agents and spaces of risk

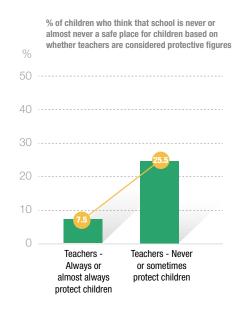
In global terms, the data up to this point presents a clear image of which agents are more or less perceived as protectors by children and which spaces they feel more or less protected in. Additionally, another very interesting question is the relationship that exists between these two

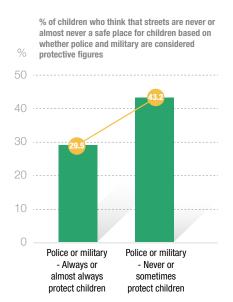
variables. In this respect, by cross-referencing the responses of the interviewees to both questions, it can be observed that as confidence in some actors who should protect children decreases, the perception of risk also increases in spaces where these actors play important roles in guaranteeing safety.

This relationship is particularly significant on two occasions. In the first case, when cross-referencing the perception of security at school (one of the spaces indicated as safest globally) with the identification of teachers as protection agents; in the second case, when looking at the relationship between the perception of security on the streets (one of the spaces indicated as having the highest risk globally) and the way in which children see the police and military as actors that protect them or not.

The following two graphs show a clear and significant result: in both cases, **children who have** singled out teachers and police or military officers as 'never or almost never protecting' have simultaneously shown a sharper perception of risk both at school and on the streets of their community, town or city.

Graph 8: Perception of risk at school and on the street, according to whether they consider the teachers and the police and military as protection figures





2.6 What children and adults can do to combat violence

Another fundamental aspect for getting to know children's perceptions of violence is the theme of possible responses to it, and, in particular, the ability to act or the agency of the child population. We have investigated both the possible actions for preventing or combatting violence on behalf of adults as well as on behalf of the child population itself.

After proposing a series of possible responses to the children and asking them to show how much they agree with each, the responses have been regrouped in the following two tables: the first contains the possible adult actions (Table 11) and the second refers to children (Table 12). Also, as in the rest of the document, a summary of the opinions expressed by children in the group

interviews is presented, grouped into categories and organized according to the frequency with which they appear in their discussions (Figure 6).

Table 11. Questionnaire: Opinion about what adults can do to put an end to violence

What about adults? What can they do to end to violence again	nst children? (% of total response	onses for each	sentence)
	I don't agree at all	I agree a little bit	I mostly agree	I totally agree
Explain to children that they have the right to be protected from violence	3	7.8	19.5	69.5
Love children more	2.4	7.1	17.7	72.5
Listen to what children have to say	3.2	6.5	18.1	71.9
Find solutions so that the internets and social networks are safer places for us	9.7	11.8	22.4	55.8
Make sure that children know there are consequences for harming other children ²⁰	8.5	12.8	28.1	50.1
Tell other adults or authorities that could help	2.3	8.9	22.7	65.7
Make better laws to keep children safe and protect their rights	3	8	20.9	67.7
Educate other adults about how important positive treatment of children is	3.3	7.6	19.4	69.3
Punish adults who hurt children with lots of years in prison	6.4	10.9	21.7	60.7
Explain to children how to defend themselves without using violence	3.3	9.2	22.9	64.1
Control children more and restrict what they do to keep them out of danger	7.5	15.3	26.8	50

Table 12. Questionnaire: Opinion about what children can do to put an end to violence

What do you think children themselves can do to end violence against them? (%) of total responses for each sentence								
	I don't agree at all	I agree a little bit	I mostly agree	I totally agree				
Children can't do anything to put an end to violence against children, it's not up to us	38.3	25.5	19.4	16.3				
Running away or not doing anything, to stay safe	35.7	27.4	18.9	17.6				
Use force if someone hits or mistreats me or someone I know ²¹	23.6	24.3	23.4	20.7				
We can act directly to stop a fight or defend other children	9.4	18.8	31	40.3				
Find other children and organize ourselves to find a solution	6.2	18.8	29.6	44.9				
Tell other children that they have the right to be safe and protected from violence	5.1	15.1	26.4	53.2				
Support children who suffer from violence or abuse by talking to them and showing them kindness and affection	4.1	11.6	26.5	57.5				
We must explain to adults that we have a right not to be harmed in any way	5.4	10.6	24.4	59.2				

^{20.} This answer can also be understood as "being stricter with children that harm other children", as it was formulated in the Spanish version of the questionnaire.

^{21.} In the question "Use force if someone hits or mistreats me or someone I know", the total number of answers does not add up to 100% because this option was not included in the questionnaire distributed in Burkina Faso because of an error in the translation of the questionnaire.

If we see an adult or a child hurting another child, we must inform	2.1	7.0	20.3	68.5
someone who can help	3.1	1.9	20.3	00.3

Figure 6. Group interviews: Summary of the main frequencies from highest to lowest regarding the possible responses of adults and children to violence against children

			Them	atic fr	requencies (RESPONSES	OF CHILD	REN)			
	20		18	Dialogue		3	2		2	1	
Very high IHDI	Help each other among equals	_	nelp from an adult			Looking for other adults	Confr	ont	Control emotions	To ignore the aggressor	
	Thematic frequencies										
III I IIIDI		7	5			3	3		1		
High IHDI		oort from arents	Report to to police	he	Obey, "bel	nave yourself"	Help each other among equals			ear, o reaction	
					Thema	tic frequencies	6				
Medium – Low		19		16					14		
IHDI	Gettin	g help fro	m an adult	Ge	Getting help from the child protection service			Obey,	Obey, "behave yourself" and apologize		

		Thematic	requencies (RES	PONSES OF ADULTS)			
Van chimb II IDI	13				1		
Very high IHDI	Stronger and more	e capable	adults	Punish harshly those who hurt children			
	Thematic frequencies						
High IHDI	High IHDI			1			
r ngri ir ib i	Adults who protect them an security	d offer	Don't go out	on the street alone	Moving to a new place of residence		
			Thematic fre	quencies			
Medium – Low	18		15	6	2		
IHDI	The need to be loved and caring adults	Adults who recognize their rights and greater care		Go to the police	Punish those who hurt children		

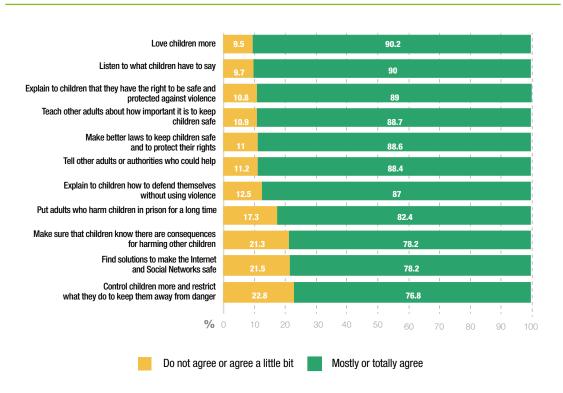
2.6.1 Global data

In relation to what adults can do to end violence against children (Graph 9) it is interesting to note that all of the proposals for action that have appeared in the research have been strongly supported by children. And although there is an oscillation between the highest, reresented by the phrase explain to children that they have the right to be protected from violence, to which 89% of the boys and girls consulted have shown their total or partial agreement, and the lowest, represented by control children more and restrict what they do to keep them away from danger (76.8% agree), these are in any case items that receive a very high level of support among the population consulted.

It seems noteworthy, nevertheless, that close to this figure there are possible responses that include raising awareness and empowering children as rights holders, or the need to love and listen to them, as opposed to more punitive options (make sure that children know that there are consequences for harming other children or punish adults who harm children with several years in prison) or those that give children a secondary role in the response (warning other adults or authorities or controlling more and limiting what children do).

Around 90% of the interviewees mostly or totally agree that the most important thing that adults can do to end violence against children is *love children more and listen to what they have to say.* Among other options that had similar percentages of agreement are awareness-raising actions aimed at the adult population (*teach other adults about how important it is tokeep children safe* and *explain to children how to defend themselves without using violence*).

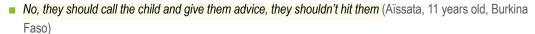
Graph 9. Questionnaire: Opinion about what adults can do to put an end to violence against children (% that agree)



Our interviewees have expressed themselves in a similar vein in the group interviews: adults that are more capable, protection figures who recognize children's rights, and being loved and cared for, are the three themes most mentioned in the three groups of countries.

Children ask adults for a more proactive attitude that is capable of stopping violence. They ask to be protected and be given both physical and psychological care, but they also ask to be given advice and that they teach their children to do the right thing, so that they learn to manage the situations of violence and be good. To do this they ask for security, trust, respect and to be believed:

■ To protect us, care for us and take care of our security. [...] I think that adults should have the responsibility, take care of your security, and have a better temper than the one they have (Karla, 12 years old, Brazil)



- Parents should remind their children that they need to do the right thing and give them advice often (Hien, 11 years old, Vietnam)
- I need training in self-confidence (Sheila, 12 years old, India)

They demand that adults "give children their rights", facilitating their participation, that they listen to them and "pay them attention", because they believe that some adults think that the opinion of children, because they are younger, can be considered "ridiculous", and they point out that they "have a wonderful brain and know how to use it":

- Children, despite being children, have a wonderful brain which we use for things and we have our own opinions and just because we are children it doesn't mean that everything we say is nonsense (Alba, 13 years old, Spain)
- Adults should know about children's rights and participation (Aarya, 12 years old, India)

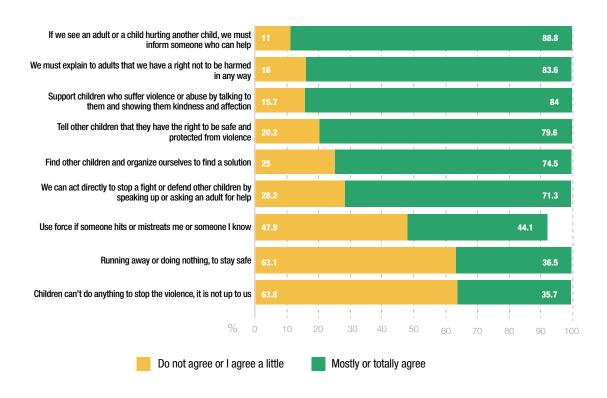


They also ask to be loved and made to feel loved, by giving them more love, support and spending time with them. Dhaneshwari from India says that the children feel "safer and more protected" when parents are affectionate with them:

Parents should believe their children. They should realize if the children do bad or good things (Pavan, 12 years old, India)

When the main subject of the question is children, the pattern of the answers changes and becomes more varied, because, unlike for the previous question, not all the possible answers have received support from the majority. Two main groups of answers can therefore be identified, with significant quantitative differences between them, and whose limits can be seen clearly in Graph 10. On the one hand, those that receive a very high level of support or a majority, even though they harbor a significant percentage of disagreement; on the other, those that are expressly and mostly rejected by children. The two trends can be seen easily in the graph and are summarized below.

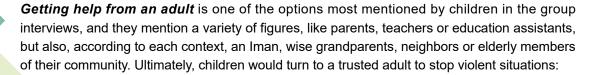
Graph 10. Questionnaire: Opinion about what children can do to put an end to violence against children (% that agree)²²



It can be said, in relation to these broad categories in which children's possible responses to violence can be encompassed, that:

a) Answers which a high majority agree with (4 out of 9)

In this case, the most popular response from the children has been to seek help from others in a violent situation (more than 88% mostly or totally agree that it is important to inform someone who can help).



- Maybe their parents would get cross with the child or with each other, they might hurt the child. Then perhaps if their parents are getting cross or their mother or father is cross, they could have a friend's house or a neighbor they can go to, so they don't get hurt (Noor, Canada)
- If it isn't a schoolmate that helps you, in the end someone else will help you or an adult will help you, we always do that, when you tell a teacher look this is happening and you talk to the person and in the end you work it out and things like that, things that in the end talking about them all together we can find a solution (Marina, Spain)

^{22.} The question "Use force if someone hits or mistreats me or a person I know", the total number of answers does not add up to 100% because this potion was not included in the questionnaire distributed in Burkina Faso due to an error in its translation.

- We can ask an adult to raise awareness among the other adults so that they don't mistreat us (Mouzetou, 12 years old, Burkina Faso)
- If I know that my father is coming home after going out drinking, I ask my grandmother to come out with me (Thuy, 10 years old, Vietnam)

Among the answers another idea that emerges is requesting help from an adult who is unknown to them, and isn't from their family or education center, like **reporting to child protection services and the police**, or community leaders. In the cases of India and Ghana, domestic violence units and women's police are identified as protection resources, showing that they identify the gender-based violence that occurs in their daily lives. A girl in Brazil also points out that they can film all the bad things that happen on their mobile phone in case "they have to prove it" in the police station:

- Call child protection services (Jacob, 12 years old, Canada)
- We can complain to the police in Mahila, so that they look after the girls (Shalini, 10 years old, India)
- We can call the police and tell them about the violence (Aarya, 12 years old, India)
- A child should go to the courts and ask for help (Aïssata, 11 years old, Burkina Faso)
- If the parents don't understand, if they already went to therapy, but they don't follow the instructions that the psychologist has given them then they should be charged because they would continue to hurt their own son or daughter (Guadalupe, 10 years old, Mexico)

However, what is very interesting is that, except in the first answer, the rest predominantly demonstrate empathy, cooperation and are associated to their rights: therefore, answers like tell an adult (but also other children) that they have the right to be protected against violence or support and help victims of violence are prominent options in this group, and the combination of the options 'mostly agree' and 'totally agree' give percentages close to 80% or more.

Alongside these there are answers which most children agree about, but at the same time there is quite a high proportion of answers that reject or do not agree (2 out of 9). These refer to answers in which at least a fourth of the children interviewed have said they did not agree. These include: finding other children and organizing ourselves to find a solution and telling other children that they have the right to be safe and protected from violence, two very different options that on the one hand refer to rights as an instrument for preventing violence, but also to direct action as a strategy for defending third parties.

Once more, this data is reaffirmed in the testimonies gathered in the group interviews. The answers that refer to the **help between equals** are the most frequent ones, especially in the countries with very high human development levels.

They indicate that it is possible to **defend the person being attacked**, **protecting them** and stopping the fight, "calling other children to stop it" (as Ava from Canada points out), or even **confronting the aggressor**, entering the fight, without "shrinking" and by standing up to them. Among those who mention help between equals, the idea of helping others also emerges, especially in "bad phases", as well as **caring for and supporting the person who has been attacked:**

Because I have seen that happen... OK? Someone being attacked and you get in-between them and say: now hit me. And the child doesn't dare. And so, they leave them alone... (Josep, Spain)

- For me the solution is, if you see that they are bullying or mistreating someone, then at least, I would try and grab the kid and ask what the matter with that kid is and, I don't know... try and help them, and maybe, well get together to stand up to the bully so that they stop. But, I mean, once they have stopped, we're not going to keep going on about it and we're not going to turn into bullies, if they've calmed down already... (Ibai, 12 years old, Spain)
- I will look after my friend who has been bullied at school and will play with him/her no matter what [...] help them to open their heart (Hyun, 12 years old, South Korea)
- Your friends can always do something, even if they are small, emotionally they are going to help you, because if someone supports you when you are alone that is the greatest thing you can have (Alba, 13 years old, Spain)
- The harm done by small acts of violence accumulate and get worse and worse. In this situation, the observers play an important role in resolving the situation (Eun-Ju, 12 years old, South Korea)
- You have to be a good example of a person, to be good. That way, the person will trust you (Daniel, Brazil)
- What we can do is that those of us that are here to play our part and start to plant something good in our communities is to help the children that we have nearby and try to teach them that they have the abilities, the potential and the responsibility to change what is around them. But we must each play our part (Elena Maria, 12 years old, Honduras)

Among the resources mentioned by the children for avoiding violence they also mention **talking to the aggressors**, solving the problem using dialogue, asking them to change their behavior and "make them understand the damage they are causing", especially when the people who are violent need, according to the children, psychological support or therapy:

- When you are mistreated, we should tell our parents and have good communication, and parents should hold our hand and give us good health or happiness to children, so they feel more cared for (Ana Rosa, 11 years old, Mexico)
- Social media also works, videos can be shown, reflections can be shown, and ways to help and contribute to the community by socializing with adults that have a bit of power in the community and see them and teach them that children are capable too, that we need to be listened to, that our voice is important (Noemí, 12 years old, Honduras)

b) Answers in which there is no agreement between the children and that are rejected by the child population (3 out of 9)

Here again there is a possible profile, insofar as the options for action included in this group seem to be the opposite of the previous ones: answers that, far from being based on group support, empathy towards victims or the claiming of rights, instead are more about escaping or inaction (running away or do nothing to keep safe, children cannot do anything to end violence, it does not depend on us), or responding to violence with a violent response (Use force if someone hits or mistreats me or a person I know). In this case, more than 63% do not agree or agree a little bit with the first two answers, while the level of acceptance of the last question is slightly higher and it has ended up dividing the opinions of children more (55.9% do not agree with the use of violence as a response to violence).

The fact that these can be considered less popular answers among children should not lead to misunderstandings, as a significant proportion of the child population does support them, and the global impression is that they represent a challenge for promoting actions more focused on children's rights and peaceful, collective responses to violence.

Although the frequency of this point of view has also been lower than the others in the group interviews, for some of the interviewees, especially in Brazil, the lack of action on behalf of

adults or the fear of something happening to the child means that children don't react, which prolongs the violent situations:

- I'll tell you something. There is a neighbor that lives in front of my house. She had always been nice, but then she got involved with bad people. Now she is receiving death threats. Sometimes I am scared to play with her, or even hang around with her, because she is marked. So, whenever a motorbike goes past, she gets really scared, because her friend, who was also being threatened, has disappeared and no-one knows where she is. So she gets scared, but she still doesn't get completely free of that kind of lifestyle, she hasn't stopped hanging out with bad people, I don't know if it is because she is scared of leaving them and dying because of it, or because she doesn't want to (Alana, 11 years old, Brazil)
- But then there is also fear. Once a friend was hit by her father. Her father almost never went to her house, but when he did, he would hit her. Once, her father hit her for no reason, so she tried to make a call to report him, but three weeks passed and they didn't do anything" (Bruno, 12 years old, Brazil)

Other elements that are found quite frequently in the children's discussions, especially in some of the Central American and African countries, and which diverge slightly from the more cooperative or rights-based options that are more common, refer to the fact that to avoid violence, they have to obey their parents and elders, behave well, be respectful, attentive and apologize:

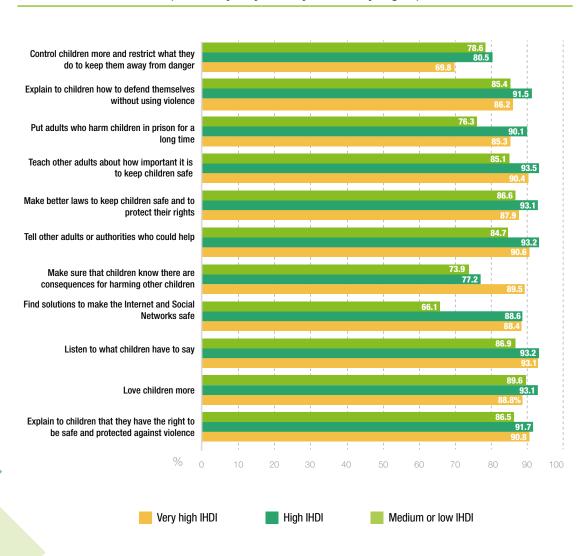
- A child should respect their parents and their elders, and shouldn't intentionally hurt anyone, and they should be intelligent and treat children well (Fatimata, 12 years old, Burkina Faso)
- It's normal that if we ask a child to do something, the child does it, and that if despite this we continue to make him or her suffer, the child can ask for forgiveness (Aïssata, 11 years old, Burkina Faso)



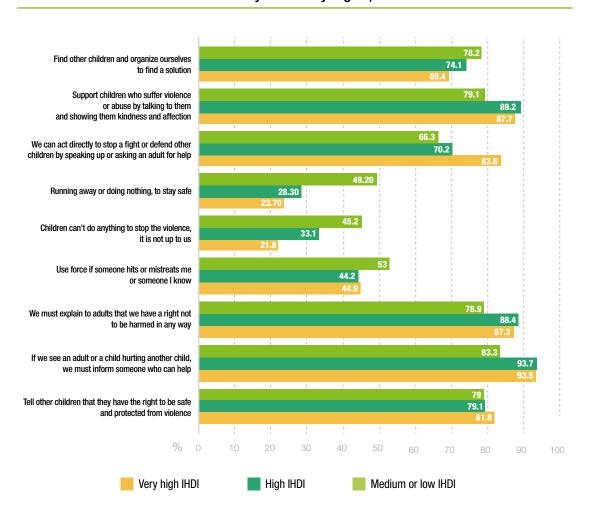
2.6.2 Differences according to IHDI level

When looking at the opinions of the children from the different countries in the sample, in relation to the different responses to violence, the first thing that can be seen is a **general trend towards convergence**. Bearing in mind that they have been given a high level of response options which are grouped according to actions on behalf of the children themselves or actions on behalf of adults, the decision was made to reflect these data in the following two graphs:

Graph 11. Questionnaire: Adult responses to violence against children (% that say they "mostly" or "totally" agree)



Graph 12. Questionnaire: Children's responses to violence against children. (% that say they "mostly" or "totally" agree)



As can be observed, in the case of the possible actions on behalf of adults (Graph 11), the convergence is clearer: there are differences, but they are of a smaller magnitude in most cases, as the opinions of the children from the three IHDI level countries tend to be similar.

There are some exceptions that are worth commenting on. First of all, although all of the possible answers have strong support from the children, there are two in which the differences are more pronounced: consequences for children that hurt other children, and find solutions for making the internet a safer place for children. In both cases, children from medium or low IHDI countries appear to agree less with these statements.

In the first case the difference is particularly great, because 89.5% of children in higher human development contexts (especially in Canada and South Korea, where it is almost 93%) said they mostly or totally agreed with more consequences for children who hurt others, compared to 73.9% in the medium or low IHDI countries. In the group of countries with high IHDI, quite low values are registered in Ecuador (the lowest, around 55%), Mexico and Thailand, and Brazil is the only exception with levels that equal those of Canada and South Korea.

In the second case, where it remains to be explored to what extent less access to the internet in certain contexts may influence their opinions, children in countries with lower levels of human

development (together with Thailand) support to a lesser extent than the rest the idea that adults should look for solutions to make the internet a safer place for children (66.1% as opposed to approximately 88.5%, that is to say a difference of more than 20 points, with the figure for Burkina Faso being especially low, less than 50% of those surveyed).

Some brief considerations from the analysis of the **group interviews** can be added to these data. In this case there is also a clear convergence in the discussions between the children in the different contexts, although there are two nuances that are worth noting and that are related to the specific conditions of some countries. In Ghana and Burkina Faso, the children also ask for more **time to rest**, and for adults to do more of the domestic tasks like making food, getting water from the well or washing up. They also mention the need to **attend to their basic needs** and "look after the children really well" offering them shelter, food, adequate clothing and protection:

- We would like the adults to make the food and do the domestic chores and let us rest (Samira, 11 years old, Burkina Faso)
- They need to look after the children really well, attend to their basic needs and correct them when they make mistakes (Ama, 12 years old, Ghana)
- They should protect children from the cold, by giving them proper clothing (Azeta, 10 years old, Burkina Faso)

In some Central American countries and especially in Mexico, as has already been mentioned when discussing the spaces they feel more fear or danger in, the children ask not to have to go out in the street alone, and to be accompanied by their parents on the way to school, or when running errands, going to the market or the city center. A girl from Brazil also points out that, if she were in the parents' position, she would move somewhere else to keep her children safe:

- For example, if we go shopping, they should come with us because if not someone could suddenly appear and take us away (Letizia, 12 years old, Mexico)
- Parents should accompany their children when they go out like she said maybe it is the shop just here and they go on their own, but they should be accompanied by their mums (Martha, 9 years old, Mexico).
- Like, for example, keep an eye on the children more, because when they go out on the street or something keep an eye on them because even if the shop is on the corner on their way there something could happen to them, they could be robbed or something like that (Amalia, 9 years old, México)

Turning now to the possible actions of the children themselves in the face of violence (Graph 12), it can be observed that violence, although it presents this same convergent agreement in general terms, is more diverse and, in particular, **there are three possible responses that behave differently from the rest:** use force if someone hits or mistreats me or someone I know; children can't do anything to stop the violence, it is not up to us; and running away or doing nothing, to stay safe.

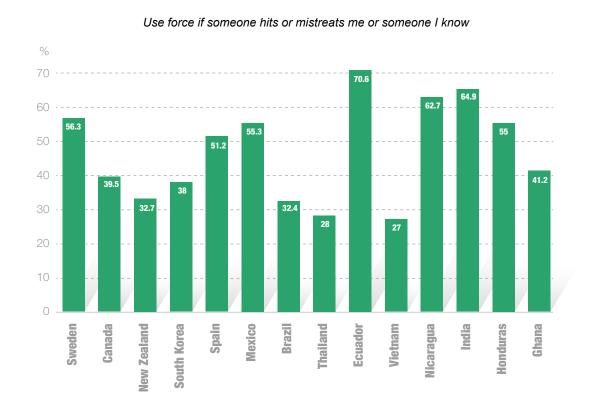
In general, as has been indicated in the analysis of the global data, children from all the different levels of human development tend to support responses of a more cooperative, empathic and altruistic nature, and have not overwhelmingly supported the option of *use force if someone hits or mistreats me or someone I know*. However, it is also true that this last answer has received a significant amount of support. Moreover, when investigating this issue in all the participating countries, some very diverse situations have emerged which provide many nuances for the global data. In this case there is a clear discrepancy between the countries with high and very high IHDI in relation to these global data, as these children agree less with these proposals.

For example, in the countries with very high IHDI only a fifth of the surveyed population (21.8%) mostly or totally agrees with the statement children can't do anything to put an end to violence, it's not up to us and less than a fourth (23.7%) agree with running away or not doing anything, to keep safe (although in both cases there is a significant difference between the countries in this group, Sweden being lowest, and Spain highest). However, these same percentages, for children from the medium and low IHDI, are at 45.2% and 49.2% respectively (more than double in both cases, India and Ghana being the countries with the highest levels).

The use of force as a response to violence is more present in all three levels of human development, especially in the countries with medium and low IHDI, where 53% accept it as a response to violence.

These differences are even more evident if the data is analyzed separately for each of the countries in the sample. As shown in Graph 13, there are countries in which a singularly high proportion of children support the use of force: the most visible case is Ecuador, where just over 70% of the sample say they mostly or totally agree, but India and Nicaragua are also worth mentioning (both with over 60% support for the use of force), Sweden (the very high IHDI country with the highest level support for the use of force, supported by 56.3% of the people surveyed), and Mexico and Honduras (more than 55% support the use of force).

Graph 13. Questionnaire: Level of agreement regarding the use of force as a response according to country. (% that 'mostly' or 'totally' agree with the phrase)



What do children need in order to avoid violence?

Although a specific question has not been included in the questionnaire or the group interviews, different responses appear in the discussions about what children need and ask for in order to avoid, prevent and act in the face of violence when they are victims of violence of any kind. To feel cared for and accompanied, have a good childhood and parents that love them, or to be daring, courageous and brave and teach adults about children's rights, are the main themes in each geographic context.

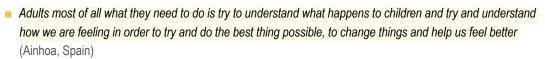
Figure 7. Group interviews: Summary of the main themes mentioned about what children need in order to avoid violence

		The	ematic freq	uencie	s			
	6	5	2		1	1		
Very high IHDI	Feeling cared for, feeling A gaccompanied commit		Educational support		Other resources	Severe punishment		
		The	ematic freq	uencie	S			
High IHDI		ô			3			
	A good childhood, pa	rents who love the	m	Е	Educational support and letting off steam			
		The	ematic freq	uencie	S			
Medium – Low	9	8			4			
IHDI	Have audacity, courage, bravery		Teach adults about children's rights			ving a good childhood		

To avoid violence, children point out the need to have a good childhood, counting on the support, help and trust, both from their parents and the community and their loved ones. They say that they need care and love, they need to feel accompanied, to be helped when they feel bad, to feel that they are not alone and have positive thoughts transmitted to them. They also express the need to be protected, well-fed, comfortable and safe, as well as maintaining their distance from dangerous people:

- Helping is fundamental. If you see that someone is having a hard time because of a situation, help is fundamental because you show the person that they are not alone, that they have support and because if they feel that they don't have anyone then it will get worse (Alba, 13 years old, Spain)
- Put positive thoughts in their heads, to distract them from what has happened, like being bullied at school or something (Charlotte, 12 years old, Canada)
- Sometimes the best thing for children is happiness and a good childhood so that they have the same with their children and this changes, every little thing they do in the world and that way you can say that you do it, your children do it and your children afterwards with their children and a child can be happy in that situation in which the happiness their parents give them or the affection they don't give them (Ana Rosa, 11 years old, Mexico)
- May we support our brothers that do not follow this path (Yésica, 9 years old, Mexico)

Children, mainly in Spain and Canada, also indicate that **good communication** with adults is necessary, especially with fathers, mothers and teachers. To achieve this, they say that they should **listen to children more**. Among the resources they indicate for avoiding violence are **empathy**, **learning to put ourselves in another person's place in order to understand and help**, as well as learning about respect:



- Listen to us [...] Because lots of people think that when you are a child your opinion will be ridiculous or won't
 make sense or won't mean anything even when it is a good idea because as you are a child, your opinion
 doesn't count (Ana, Spain)
- I think I have been through this a few times, I think parents should listen to their children more. I think if you are in a bad situation and you want to talk to an adult, your parents are the first ones you should go to. But sometimes they are busy or have other things to do and don't have time for you (Ava, Canada)

Another aspect mentioned is the **support and educational resources** that are needed to create better environments **for protecting victims**. They point out the need for a **space for respite and for dialogue**, "even in public schools", in which children can let off steam, take the "weight off their minds", talk about things, explain them to their parents. They also need a place for giving **guidance to children that carry out abusive acts**, where they can learn about the consequences of their actions. **Respect, self-esteem and feeling comfortable** with oneself are all fundamental for living side by side, and training is necessary to give others the support they need:

- They need to be aware of the things related to children's rights and the laws (Dhaneshwari, 11 years old, India)
- Children should be aware of children's rights (Aarya, 12 years old, India)

They also ask for training to **improve their self-esteem and gain confidence** when talking to adults and high-level officials, so that they can improve how they manage violent situations:

- I need training in self-confidence (Sheila, 12 years old, India)
- I need them to teach me to talk to adults and high-level officials (Aara, 12 years old, India)

Lastly, in the medium and low IHDI countries, among the qualities and conditions necessary to prevent violence they highlight the importance of escaping violence using their **bravery**, **courage**, **confidence**, **attitude**, **willingness and an explicit desire to avoid it**:

- They need courage and confidence (Amina, Ghana)
- Do our part (Maricruz, 12 years old, Honduras)
- They must be daring enough to say something if something is not right (Pavan, 12 years old, India)
- I need to be brave to stand up to those who do bad things, so they are punished (Sheila, 12 years old, India)





PERCEPTION OF VIOLENCE IN RELATION TO GENDER

This chapter summarizes the main results due to gender differences in the perception of violence between girls and boys, expressed both in their responses to the questionnaire and in the discussions that took place during the group interviews. It therefore fulfils the main purpose of identifying those dimensions and specific themes of the research in which the greatest differences in the opinions of boys and girls have been detected.

For the sake of brevity, there is no need to present all the disaggregated data, but rather to indicate briefly **those in which there are notable differences.** In order to do this, section 3.1 first sets out the differences found for the data set (without distinguishing other disaggregation criteria); section 3.2 then offers these results in more detail by first studying the differences present in the three large groups of countries that have been included in the research according to their level of development and inequality (IHDI), but also offering a synthesis of possible differences at a national level.

Lastly, section 3.3 shows the main results that correspond to the difference in gender in the discussions between the children that have participated in the group interviews. In this case, the testimonies of the children interviewed add some very enriching elements in terms of how the different perceptions of risk according to gender correspond to very different ways of experiencing violence in the different contexts in which the study has been carried out.

3.1 Global data according to gender

In terms of global data (the opinions of children without differentiating between national origin or other disaggregation criteria other than gender), what is most remarkable is the fact that children's perceptions of the different issues related to violence studied tend to converge and, as a result, there are few differences and those that do exist tend to be small. The following is an explanation of the main differences found.

To begin with, some striking differences have been found regarding the level of perception of the degree to which girls are more vulnerable to abuse and violence, but also regarding the degree of perceived security in relation to the area in which the children interviewed live. In the first case, girls show a higher perception of their vulnerability (more than 58% say they mostly or totally agree with the statement *In my country it is more common for girls to suffer mistreatment or other forms of violence* compared to little more than 54% among boys) and in the second they show a higher feeling of insecurity (more than 62% of boys feel safe walking alone in the area they live in, while among girls this goes down to 59.7%). The difference becomes even more acute (5 percentage points) when only people who show total agreement with feeling safe walking alone in the area where they live are counted, the percentages being 32.6% for boys and 27.4% for girls.

Table 13. Differences found: Perception of rights and security, (% according to gender)

	In my country, it is more common for girls to suffer mistreatment or other forms of violence		I feel safe if I have to walk alone in the area where I live	
	Boys	Girls	Boys	Girls
	(%)	(%)	(%)	(%)
Don't agree at all	23.7	21.3	15.3	17.8
Agree a little bit	21.9	20.5	21.2	22.5
Mostly agree	27.6	27.3	30.9	32.3
Totally agree	26.8	30.9	32.6	27.4

Similar figures can be found in other sections of the investigation. Table 14 shows some of them, related to the **possible manifestations or definitions of violence** expressed through examples. Although in many cases boys and girls haven't shown significant differences of opinion, in others there is data that is worth mentioning. For example, **harassment of a sexual nature in the street is well recognized by both boys and girls as a form of violence, but more so among girls (84 out of every 100 girls thinks it is a form of violence), as well as girls having less freedom than boys to make decisions about their lives** (67.4% of girls compared to 64% of boys), although this last example has not been one of the most supported ones in the surveyed population as a form of violence.

Even when they are not singled out in the statement of the proposed example (as in the two previous examples), girls are sometimes somewhat more in favor of identifying certain behaviors as examples of violence: this is the case with the 77.8% of girls who identify shouting or insulting as a form of violence, almost three percentage points more than boys.

Table 14. Differences found: Manifestations of violence, (% according to gender)

		Boys	Girls
		(%)	(%)
Harassing a girl by making her feel uncomfortable with compliments, rudeness or sexual comments when she walks	Yes, it is violence	82.7	84.1
	No, it is not violence	8.5	8.3
down the street	treet I don't know	8.8	7.6
	Yes, it is violence	75.0	77.8
Shouting at or insulting children	No, it is not violence	16.2	13.3
	I don't know 8.8		8.8
	Yes, it is violence	64.0	67.4
That girls have less freedom to make decisions about their lives than boys do	No, it is not violence	18.6	17.5
and so you do	I don't know	17.4	15.0

Another of the thematic areas in which the opinions of girls and boys have shown certain differences is in **the possible agency of children for preventing or combatting violence**. A series of possible actions against violence were proposed to the interviewees, both by adults and children themselves, and they had to show their level of agreement for each.

The results regarding adult actions were not particularly conclusive, but in the case of possible actions by children there is some data worth mentioning. They appear in the following table. Again, they are slight differences, but more relevant if you only observe the responses in which they "totally agree".

Table 15. Differences found: Children's responses to violence, (% according to gender)

		Boys	Girls
		(%)	(%)
	Don't agree at all	3.7	4.4
Support children who suffer violence or abuse by talking to them	Agree a little bit	12.8	10.5
and showing them kindness and affection	Mostly agree	28.0	25.1
	Totally agree	55.5	60.0
	Don't agree at all	6.9	5.6
Find other children and erganize aurachuse to find a solution	Agree a little bit	19.9	17.9
Find other children and organize ourselves to find a solution	Mostly agree	30.8	28.7
	Totally agree	42.4	47.8

Somewhat more significant are the differences found when resorting to an aggregation type that highlights the origin of the children who responded to the survey. The following section presents these findings.



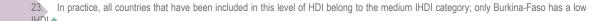
3.2 Gender in a comparative national perspective

The following is a summary of the possible significant results arising from the study of gender differences in the perception of violence by girls and boys, not from a global perspective but rather based on the possible effect of different geographical origins. In this case, to avoid an unmanageable data flow (due to its volume) a two-fold strategy has been applied: on the one hand, just over two dozen key indicators have been chosen from the set of items included in the quantitative research which will represent the different dimensions of the research; and on the other hand, a summary presentation of the main results is used.

The first thing that is achieved by mainly studying in detail those questions or statements in the questionnaire that specifically name girls, as well as those that are of greater importance for identifying each section of the investigation. Both tables 16 and 17 present this selection of key indicators in the first column. The second specifically leads us to these two tables, but in particular table 17, because it is an attempt to summarize a large amount of information that refers both to a first aggregation level (countries according to their inclusion within the IHDI) and a second one (national results). In the case of this last level of disaggregation of data it is necessary to bear in mind the necessary reservations already explained at the beginning of this manual, about the problems of representativity present in various of the national samples that make up the global study.

What are the main differences that have been found? Looking first at the data according to whether they have been taken from countries with a very high, high or medium and low IHDI, some notable differences between the perception of girls and boys can already be identified. To begin with, it is worth noticing the fact that most of the differences found (yellow-shaded cells in table 16) belong to countries that fit into a medium or low IHDI²³. To be more specific: 11 of the 22 indicators (50%) showed some degree of significant difference in this group of countries. Below is a brief summary of these differences:

- ► Children from countries with a medium or low IHDI know more about the CRC than the rest, and it is girls that say they know more about it (63.5% more than their male counterparts with 58.6%).
- ▶ Boys that live in countries with a very high IHDI are more reluctant to support the idea that in my country it is more likely that girls will suffer from maltreatment or other forms of violence as the majority (61.5%) say they more or less disagree (among girls it is slightly less, 54%). Boys and girls in the rest of the countries have shown a higher level of agreement in relation to this.
- The identification of forcing someone to have sexual relations with another person as a form of violence, on the other hand, is more frequent both among girls and boys in countries with very high or high IHDI levels; however it is lower in those with a medium or low IHDI (84%) and it is mostly girls that think "yes it is violence" (86.3%, almost 5 points more than boys). A similar behavior is observed in the item harassing and deceiving a child



on the internet or social networks in order to take advantage of him or her, where again the differences occur in this category of countries and favor greater recognition by girls.

- A sentence that directly referred to situations of gender discrimination (that girls have less freedom than boys to make decisions about their lives) has produced a polarized opinion between girls and boys, but only in countries with very high or medium and low IHDI (not in the intermediate category). In particular girls from the very high IHDI category have supported this statement much more than boys, more than 60% recognize it as a form of violence (compared to 53.2% of boys from the same group of countries).
- Most of the indicators that refer to the spaces of violence (which assesses if children think their school, home, the streets in their community and public transport are safe) present a very clear tendency: there are no significant differences in the opinion of the surveyed population in the very high or high IHDI countries, but they are significant in all cases when the children are from the countries in the medium or low IHDI group. The pattern is always the same, the girls qualify all the spaces in the majority as "never or almost never" safe or only safe "sometimes". Some more striking examples can be highlighted (the boys' percentage appear in brackets): school 46% (compared to 39.2%), home slightly over 41% (compared to 34.9%) and public transport 67.7% of cases (compared to 60.4%), although in this case the high IHDI has also shown some similar differences. As was the case at a global level, this information shows a certain increase in girls' perception of insecurity and their defenselessness in the face of violence.
- ▶ Girls from the medium or low IHDI aggregation level have also tended to indicate more frequently that parents and police and military officers are 'never or hardly ever' or 'only sometimes' protection agents. However, for other agents, significant differences have been found among the rest of the children. This is the case for the teachers in high IHDI countries, where only a third of the child population consider them to be agents that always or almost always protect. Boys are slightly more critical in that 3% consider that they never or almost never protect compared to just 1% of girls (this difference, however, has very little bearing on the question as a whole).
- Lastly, in relation to **perceived security** by girls and boys, there are no significant differences, except in reference to **the area they live in**, where they are much more pronounced. Here, **girls show a much higher perception of insecurity.** Particularly in the case of the countries grouped in medium and low IHDI in 47.6% of cases, but also in the very high and high IHDI with 22.3% (at least four points higher than boys). The difference in this case is two-fold and demonstrates the extreme inequality in which the boys and girls who have participated in the research live with: in relation to their gender, but also clearly anchored in the context of these children according to the level of human development of their countries, factors which are inextricably linked to each other²⁴.

^{24.} Among the human development indicators used by UNDP (United Nations Development Programme) is the gender gap throughout the life cycle.

Table 16. Differences by gender for key indicators according to IHDI²⁵

			Coun	try acco	rding to	IHDI	
		Very hig	h IHDI	High	IHDI	Medium IHI	
		boys	girls	boys	girls	boys	girls
Kasus about the CDC	Yes	35.4%	31.9%	44.0%	48.5%	58.6%	63.5%
reatment or other forms of violence sing a girl or boy to have sexual relations with ther person It girls have less freedom to make decisions their lives than boys do assing and deceiving a child on the internet or all networks in order to take advantage of him er	No	64.6%	68.1%	56.0%	51.5%	41.4%	36.5%
	Don't agree at all	28.0%	23.0%	17.1%	15.5%	26.2%	24.3%
In my country it is more common for girls to suffer	Agree a little bit	33.5%	31.0%	20.7%	19.1%	16.7%	16.0%
mistreatment or other forms of violence	Mostly agree	26.6%	31.0%	34.7%	33.7%	22.9%	21.3%
	Totally agree	11.9%	15.1%	27.6%	31.8%	34.2%	38.4%
	Yes, it is violence	90.3%	90.3%	92.9%	93.5%	81.7%	86.3%
	No, it is not violence	2.9%	1.9%	3.3%	3.7%	8.6%	6.4%
another person	I don't know	6.9%	7.7%	3.8%	2.8%	9.7%	7.2%
	Yes, it is violence	53.2%	60.5%	71.4%	71.0%	64.4%	68.7%
	No, it is not violence	17.7%	18.8%	14.7%	16.3%	21.9%	17.7%
about their lives thair boys do	I don't know	29.1%	20.6%	14.0%	12.7%	13.7%	13.6%
Harassing and deceiving a child on the internet or	Yes, it is violence	85.0%	84.5%	91.0%	91.4%	62.9%	68.1%
social networks in order to take advantage of him	No, it is not violence	4.8%	6.8%	4.0%	3.8%	17.5%	13.7%
or her	I don't know	10.2%	8.7%	5.0%	4.8%	19.6%	18.3%
	Never or almost never safe	6.9%	6.3%	10.9%	14.1%	9.3%	11.3%
chool	Sometimes safe	47.3%	49.4%	57.1%	53.4%	29.9%	34.7%
	Always or almost always safe	40.4%	39.4%	28.8%	28.6%	55.7%	49.4%
	I don't know	5.4%	5.0%	3.1%	3.9%	5.0%	4.6%
	Never or almost never safe	3.0%	3.5%	7.6%	6.5%	11.0%	11.1%
	Sometimes safe	30.8%	32.2%	33.3%	29.7%	23.9%	30.0%
Home	Always or almost always safe	61.2%	60.5%	56.7%	61.2%	61.3%	54.4%
	I don't know	5.0%	3.9%	2.4%	2.5%	3.8%	4.5%
	Never or almost never safe	16.6%	15.9%	51.7%	56.2%	30.4%	31.0%
The streets of the community town or city	Sometimes safe	59.8%	63.8%	37.0%	33.8%	34.0%	37.9%
The duote of the community, town or only	Always or almost always safe	16.1%	13.8%	8.6%	7.4%	28.1%	22.1%
	I don't know	7.5%	6.4%	2.7%	2.7%	7.5%	9.0%
	Never or almost never safe	14.7%	15.6%	42.0%	48.2%		
Public transport (train or bus, for example)	Sometimes safe	59.4%	61.3%	47.6%	39.9%	33.7%	38.1%
Table talloport (talli of bas, for oxample)	Always or almost always safe	15.2%	13.5%	6.0%	6.6%		
	I don't know	10.7%	9.5%	4.4%	5.3%	13.7%	
	Never protect	1.0%	1.3%	2.0%	1.3%	3.2%	2.2%
Describe	Sometimes protect	12.4%	13.5%	14.8%	13.5%	17.1%	21.9%
Parents	Always or almost always protect	84.1%	83.0%	81.6%	84.0%	75.5%	
	I don't know	2.6%	2.3%	1.6%	1.3%	4.3%	4.8%

^{25.} Yellow cells indicate statistically significant differences according to gender.

	Never protect	1.4%	0.3%	3.4%	1.3%	4.2%	3.7%
	Sometimes protect	34.1%	34.0%	60.8%	62.3%	36.6%	39.7%
A teacher or other adult at school	Always or almost always protect	61.9%	62.3%	33.4%	34.6%	53.3%	50.1%
	I don't know	2.6%	3.4%	2.4%	1.9%	5.9%	6.6%
	Never protect	1.4%	1.1%	10.0%	11.9%	11.7%	11.1%
	Sometimes protect	22.4%	21.5%	50.0%	52.6%	25.7%	31.0%
Police or military	Always or almost always protect	70.1%	72.0%	34.1%	29.5%	51.4%	45.2%
	I don't know	6.1%	5.3%	5.9%	6.0%	11.2%	12.8%
	Don't agree at all	4.0%	5.9%	18.5%	22.9%	19.0%	20.7%
I feel safe if I have to walk alone in the area where	Agree a little bit	14.1%	16.4%	28.4%	28.0%	19.6%	22.1%
I live	Mostly agree	38.6%	44.0%	35.5%	33.5%	23.5%	25.5%
	Totally agree	43.4%	33.7%	17.7%	15.6%	37.8%	31.8%

Table 17 shows some different information, although linked to the previous one. Once again it is possible to find the level of aggregation related to the IHDI, now without the quantitative detail, but the different countries that compose each level of the IHDI are also added to the study. Additionally, the table works as a visual map of possible differences found in the perception of children in each country, excluding the inclusion of the total data for each country which would make reading it very complex. Instead, table 18 summarizes this information by referring only to its most significant aspects.

As can be observed, the most pronounced differences in the opinions of girls and boys are mostly found at the high IHDI level and, to a greater extent, at the medium and low IHDI, where some countries stand out for having more diverse opinions: Vietnam, Ghana and Honduras. If we add Thailand²⁶ (high IHDI) which also has a noticeable number of detected differences, it is possible to draw up a portrait of the places where the opinion of children deviates from the pattern of convergence detected at the global data level. Also, although there are less differences in the more developed countries in the group, they do exist, but they are more concentrated in one of the thematic blocks of the investigation: that of the agents that can protect from violence. How can these differences be quantified and to what extent are they of a significant size? Table 18 summarizes this information, although it can be said that the main trend reported coincides with what is recorded in the global data: girls express a greater perception of insecurity and are more likely to be recognized as potential victims of violence.



^{26.} Thailand is one of the countries in which the sample size is small, so its results should be interpreted with caution.

Table 17. Map of significant differences by gender according to theme and country (cells in orange major differences detected)

	\	/ery	high	IHD)l	ŀ	High	IHD	I	Medium or low			/ IHE)	
	Sweden	Canada	New Zealand	South Korea	Spain	Mexico	Brazil	Thailand	Ecuador	Vietnam	Nicaragua	India	Honduras	Ghana	Burkina Faso
RIGHTS															
Knows about the CRC.															
Adults know and respect the rights of children and adolescents.															
It is more common for girls to suffer mistreatment or other forms of violence.															
MANIFESTATIONS OF VIOLENCE															
Forcing a girl or boy to have sexual relations.															
Harassing a girl by making her feel uncomfortable with compliments, rudeness or sexual comments.															
That girls have less freedom than boys.															
Harass and deceive a child on the internet or social networks.															
PERCEIVED SECURITY															
I feel safe walking alone in the area I live in.															
I feel safe at home.															
I feel safe at school.															
SPACES OF VIOLENCE															
School															
Home															
Streets of the community, village or city															
Internet or social networks															
Public transport															
PROTECTION AGENTS															
Fathers															
Mothers															
Teachers															
Politicians that govern															
Other members of the family															
Religious leaders															
Police or military															

Table 18. Summary of the differences by gender detected at a national level: Main results

Dimensions	Observations
Rights	- Thailand is the country where most of the gender differences for perception and fulfilment of rights are found: specifically, the proportion of girls who say they know about the CRC (34.7%), although a minority, is almost double that of boys. The same pattern is present in Ghana, except that the proportion of girls that say they know about the CRC is very high (71%).
	- Also in Thailand, the percentage of boys (68%) who disagree with the sentence <i>adults know and respect the rights of children and adolescents</i> is much higher compared to girls (49.3%).
	- Two countries with high IHDI have shown differences, albeit very small ones, in the opinion of girls and boys when it comes to harassing and deceiving a child on the internet or social networks to take advantage of him or her: Spain and Canada. In both, a greater proportion of girls say that it is not an example of a form of violence, although it is a minority response as a whole (4.3% in Spain and 9.6% in Canada) since it has been widely recognised as violence.
Manifestations of violence	- Much more striking is the tendency for girls to recognize sexual abuse more clearly as a form of violence against children: here a significant difference was detected among girls in Vietnam (73.90%, almost 20 points above boys).
	- Honduras also stands out for having very explicit differences between the opinions of girls and boys: particularly when it comes to pronouncing on whether harassing a girl or making her feel uncomfortable with compliments, rudeness or sexual comments when she walks down the street is a form of violence: Honduran girls consider it to be violence in 77% of cases (compared to 56.5% of boys). Although the difference is less pronounced, this also applies to the sentence girls have less freedom to make decisions about their lives than boys do (59.8% compared to 46.8%).
Demained accurity	- The girls in two countries strongly disagree, much more so than boys, with the sentence I feel safe if I have to walk alone in the area I live in: Honduras (more than 52% of girls) and Ghana (42,5%).
Perceived security	- In India the number of boys who do not feel safe at school is higher (46%), but it is a small difference compared to girls (3 percentage points).
Spaces of violence	- The streets and public transport are the spaces where the different perceptions between boys and girls are concentrated. In particular, the latter are the ones that girls perceive more as spaces that are never or only sometimes safe. 64.7% of girls in Ghana have this opinion (compared to 46.3% of boys), 86.7% of girls in Thailand (compared to 74.6% of boys) and 81.9% of girls in Vietnam (compared to 67.7%). The general trend inverts itself for Brazil, where 90.4% of boys say this compared to 87.2% of Brazilian girls.
	- In this section there is more variability, although it can be pointed out that it is the politicians who govern, other relatives, as well as religious leaders and the police and military officers who bring together the diverging perceptions of girls and boys.
	- The category other family members is seen mostly as agents who always or almost always protect, but in Vietnam there are more girls who support this option (61.20%) than boys (50.40%); in other countries the trend is the opposite, with many more boys in Ghana (61.50%) and Nicaragua (66.20%) than girls (48.40% and 43% respectively).
Protection agents	- For religious leaders, there is a strong contrast between the opinions of boys and girls, which vary depending on the country of residence. In Ghana, the majority of boys see them as protection agents (62.90% compared to 44.9% of girls); however, a minority of boys and girls in New Zealand and South Korea (two countries with very high IHDI) think this, and the latter is particularly noteworthy, where only 11% of girls consider them to be always or almost always protection agents (24.7% in New Zealand).
	- Something similar occurs with the police and the military: they are considered to be agents who are only occasional protectors or never or almost never protectors in Brazil, and it is mostly girls (59% versus 48.7% of boys), like in Ghana (girls, 48%; boys, 32%). In Vietnam however, 61.40% of girls see them as always or almost always protectors.
	- In South Korea there is a particularly noteworthy fact, in that girls in particular show very little confidence in governing politicians as protection agents (only 18.70% see them as agents who always protect, but at the same time, 36.30% say they do not know, almost twice as much as boys).

3.3 Gender in the children's testimonies

This section shows the main results that correspond to the difference in gender in the discussions between the children that have participated in the group interviews.

Figure 8. Group interviews: Summary of the main frequencies and themes in relation to gender differences

			Th	ematic frequencies						
Very high	15		10	2		2	2			
IHDI	Verbal assaults in the streets	Gender-ba	ased violence	Greater weakness of girls		r risk of nancy	Ciberbullying			
			Th	ematic frequencies						
High IHDI	6		4				3			
Tilgit ii ibi	Greater risk of rape abuse		sexual Girls are less violent		Kidna	apping mainly of boys for organ trafficking				
			Th	ematic frequencies						
	14	10	8	6	6	5	1			
Medium – Low IHDI	Sharing of domestic labour by girls	Greater risk of rape, trafficking or forced marriage	Boys and girls alike	Male children are given priority for study	Child Labour for boys	Spaces reserved exclusively for men				

In this case the analysis of the discussions between the children, both from a global perspective as well as according to their geographic location, summarized in Figure 8, leads us to some interesting considerations.

First, there is a general confirmation of the tendency to consider girls as the most exposed and most vulnerable to violence in its various forms, especially those relating to abuse and sexual harassment. This opinion is shared both by boys and girls, although it is the girls that express it more frequently and intensely, even expressing that, in Honduras, women are "at risk from extinction":

- Yes... and I think that this insecure situation that us women have, is because there is violence, there is more violence against women than men (Alba, 13 years old, Spain)
- In my experience girls are harassed more than boys. I think some boys think that girls are weaker than boys, so they can annoy them (Noor, Canada)
- Girls are weak, so it is more likely that they suffer from violence (Suk-Hee, 11 years old, South Korea)
- There is always a part of the body that is different between boys and girls, the private parts, and that's why sometimes they choose the girl to do bad things to (Beatriz, Mexico)
- Outside school, there is more violence against girls, people try to intimidate them in the street. There is violence
 against boys too, but less than girls (Juliana, 11 years old, Brazil)
- We women are disappearing. Every day around three women in this country are killed, we are disappearing, at risk from extinction, we must look after ourselves (Elena María, 12 years old, Honduras)
- Girls are mistreated more than boys (Aïssata, 11 years old, Burkina Faso)

Another aspect that emerges clearly in their discussions when they are asked about these issues is a clear differentiation between the types of violence that girls and boys are exposed to. Various testimonies state that both girls and boys are victims of violence, but very different types. They state that boys are at a higher risk of being victims of kidnapping or theft or being involved in organized crime, as well as some forms of child labor outside the home; girls however are much more exposed to sexual abuse and rape, forced marriages and domestic work.

It is on a secondary level when their responses are differentiated according to their place of residence, where they are very pronounced among the different countries grouped by IHDI level, both in terms of the frequency and intensity of the discussion, as well as in terms of the different faces that violence assumes according to the context. On the one hand, although the directionality of their opinions does not vary (i.e., in general everyone thinks that there is a greater vulnerability for girls), boys and girls express these differences with greater intensity in the discussions in countries with medium or low IHDIs (India, Ghana and Burkina Faso). On the other hand, the differences in gender in the different countries manifest themselves in different ways and have very different faces depending on the geographic location.

In Spain, Canada and South Korea (the group of countries with the highest levels of IHDI) they highlight verbal aggression, discrimination and gender violence. Mexico and Brazil point out that girls have a very high risk of suffering from rape and sexual abuse, while boys are more exposed to kidnapping and organized crime. Lastly, in the countries with the lowest human development levels (India, Ghana, Burkina Faso) is where the differences are more pronounced, with numerous testimonies based on experiences in first person, and where as well as rape and sexual abuse there are also examples of violence specifically aimed at girls, like domestic work and forced marriages.

3.3.1 Countries with a very high human development index

Verbal aggression in the street appears only in the testimonies from girls in Spain (not in Korea or Canada), and they also perceive **a higher level of insecurity in the street**. Spanish girls also point out that, as well as receiving verbal aggression when they are in the street, they are also exposed to physical aggression. They therefore see moving in groups (of girls) as a protection factor:

- A girl walks down the street, and is good-looking, and a stupid person, that's right, stupid, calls her "sexy lady" (Josep, Spain)
- He doesn't say anything to me, he touches my bottom and I'm used to it (Raquel, Spain)
- There's almost no difference even in the real world. However, girls aren't at risk from bad situations because they tend to move around in groups (Da-in, 12 years old, South Korea)

In countries with very high IHDI, **girls** express more than boys that they are **at risk from "being attacked"**, suffering abuse and **"gender-based violence"**, due to "physical differences", that they are perceived as "weaker" or as "sexual objects". They explain **that there is more discrimination against girls**, because "men are stronger and bigger in general", which is why girls aren't allowed to go out in the street so much or "play football". Girls also receive a different education, because they are "held back more" and are exposed to higher social expectations in relation to canons of "beauty," because "everyone wants a girl who is beautiful".

Less frequently there are references to the risk of girls and adolescents getting pregnant, or being afraid for example "to answer back" in their relationships.

In relation to internet use, a girl from Korea points out that **there is no difference between girls and boys**, because "no-one knows who is female or male until they identify themselves". However, Mikayla, from Canada, warns that **sometimes girls suffer more from cyber-bullying**, while boys are more likely to be bullied in person.

3.3.2 Countries with a high human development index

Both in Brazil and Mexico the higher risk for girls of suffering from rape and sexual abuse is present in the children's discussions. This risk is perceived even in the home, where it is considered "very dangerous to leave a girl home alone" because "they take girls away and hurt them". There is also the risk for girls to be abused, killed and assaulted for the amusement of adult men:

■ They want to have fun [...] They want to abuse for example: an adolescent is very good-looking to the abuser that wants to abuse her, that's why they do it for fun, to kill her, to hurt her (Beatriz, Mexico)

Boys and girls mention that **the reactions of girls tend to be less violent**, "even though they insult them in the street" or there is "more violence against them". They also warn that "girls are more fragile than boys" and "don't know how to defend themselves".

- Yes, I think it is unfair because there are situations when they are more fragile than boys. I have never seen a fight between girls (Daniel, Brazil)
- Because girls are more fragile than boys, they don't know how to defend themselves like boys, so it is easier to do that to them than to have girls selling drugs. There are girls, yes, but very few (Rita, 11 years old, Brazil)

While for girls one of the most perceived risks is rape, for boys they name theft and **organ trafficking** by criminal gangs. Although both are exposed to kidnapping, Dulce and Amalia from Mexico state that "the number of boys that are kidnapped is higher than the number of girls that they steal".

And the boys, there are gangs that, so to speak, take their organs, kill them, there is a difference between boys and girls for them, that's why there are differences, there are boys and girls, like she said, the girl gets raped or the boy has his organs taken and they sell them and it is easier for them to make money (Adriana, 10 years old, Mexico)

3.3.3 Countries with a medium or low human development index

The most common argument in the statements from girls (more than boys) are the clear differences of the designated roles for sharing domestic chores, especially among girls from Burkina Faso and Vietnam (less so in Honduras and India). In these testimonies, mainly girls talk about their need to rest, explaining that, after school, the treatment at home of boys and girls is very different, and they think it is, simply, "because boys aren't asked to do it". **Girls "get straight to work" when they return from school,** sweeping, washing clothes, washing up, running errands or getting water, among other tasks, and only "pick up their books to study their lessons" once they have finished their domestic chores. In contrast, many girls say that boy "put their schoolbags down and start playing" and "don't want to help" with the chores. Various girls say that

to do your chores, even when you are ill" or they will be "told off or hit". Preethi, from India, also warns that the parents shouldn't give them domestic chores, because they will "ruin our studies".

- When girls get home from school, they get straight to work. When the boys put their schoolbags down, they start playing, they don't want to help the girls, they can't be sent to buy things, they are told to leave their schoolbags and go and get water to wash themselves (Aïssata, 11 years old, Burkina Faso)
- When you are ill and someone has to go to the shop, they would rather send the ill girl than the boy who is fine and doesn't have anything to do. And they call the girl a liar, saying that she is not ill (Aïssata, 11 years old, Burkina Faso)

In general, children from medium or low IHDI countries perceive that girls are more at risk from suffering rape, trafficking or forced marriages. Also, they are exposed to getting pregnant very young, which puts their lives at risk. There is also mention of the violence suffered at home and at school as "girls are normally told off by their parents and attacked by the boys", whereas boys "are told off and hit less":

- When a girl gets married, her husband should make sure that she has everything she needs at home (Aïssata, 11 years old, Burkina Faso)
- For girls it is rape or having them fall in love with her, because the boys force them or lure them into selling themselves to them (María Luisa, Honduras)

Less frequently it is perceived that **boys and girls are mistreated the same amount,** although Odou from Burkina Faso warns that there are sacred spaces that girls cannot go to, and if they do "the adults hit them copiously". In terms of the risk of abuse, although it is true that more danger is perceived for girls, some children say **that boys also "have problems"**, because they are at risk from adults falling in love with them, or "being taught things they shouldn't know about or do", being incited to steal or take drugs. While for boys they talk more about the danger of being incited to do bad things, for girls it is more about the danger of bad things happening to them:

No, both boys and girls are mistreated in the same way (Mary, Ghana)

In relation to economic and academic resources, boys and girls say that adults **give priority to male children**, both in relation to access to education and the buying of clothes. Nihad, from Ghana, even says that "some of the girls are not allowed to go to school", and Akimaton, also from Ghana, says that "girls suffer more than boys" or for boys "they prefer private schools, while girls go to the government schools".

Yes, there are differences between boys and girls in my house. For example, if they buy clothes for my brother, they buy three things, but for me just one. Then I feel very sad. They give preference to sons (Shaurya, 11 years old, India)

Domestic tasks are not seen as work, which is why **the work done by boys is mentioned in some cases as more frequent**: "There are boys that work harder than girls". Also mentioned is **the risk that work involves for them**, being treated like slaves, sent to farms and serving other people when they should be at school. However, a boy from India explains the case of a girl who sells food to pay for her studies and help her family:

I go to the mines, and there in the mines is a girl that helps her family, she sells oranges, she sells food, and

we ask her why she sells and she says she is selling to be able to study because her parents can't pay for her studies so she started selling (Karan, 12 years old, India)

- When boys go to work very young there are more risks (Karan, 12 years old, India)
- Girls are mistreated. They mistreat them. And the boys are sent to work on farms or serving others (Abena, 10 years old, Ghana)

According to the testimonies, adults trust boys more than girls, threatening and keeping girls away from some areas "saying that there are ghosts" but they don't threaten boys in the same way. That is why it is not a surprise that the children consider that **the use of some public spaces are reserved for men**, or because they are spaces of worship and sacred rituals, exclusively for men, or because of the risks girls are faced with when they go there:

There is a group of young people around 21 years old in my neighborhood. I don't suffer from abuse there, it's more like psychological, a girl goes past them and they say 'goodbye my love' or say how pretty she is and how lovely, and that is the lack of respect there is (Brenda, 12 years old, Honduras)





PERCEPTION OF RISK AND SUBJECTIVE WELLBEING A COMPARATIVE NATIONAL PERSPECTIVE

In both the previous chapters, at the same time as presenting the global results of the research, the contrasts in the opinions of children have been revealed according to gender and geographic location, in relation to the central blocks of information in the questionnaire (rights, manifestations of violence, spaces and agents, as well as possible responses of the adult and child population to prevent and combat it).

This chapter however contains a concise account of the findings when the countries are compared individually, through aggregate measures that allow the different countries participating in the study to be positioned in some type of continuum that permits comparison²⁷. For this purpose, a series of synthetic indexes have been calculated, the detailed ratings of which can be found in the annex to this manual, but which can be summarized as follows:

- ▶ A subjective wellbeing index which measures the level of satisfaction with various aspects of their lives and their lives on the whole (from 1 to 7)
- ➤ A perception of risk index: the extent to which they have scored the spaces in their local context as not very safe and the people from their surroundings as not protection agents (from 0 to 100 points).
- ➤ A perception of security index in various central areas in their lives: home, the streets they live in and school (0 to 100 points)

These indexes show variable behavior that makes it possible to clearly identify the countries with the most acute or unfavorable perceptions of violence by children, with the "subjective well-being" category being the most equal to the extent that it has yielded high scores (more than 5 out of 7) for all the cases considered. The next two graphs show both the perceived risk index and the perceived security, and the strong contrasts are easily identifiable.

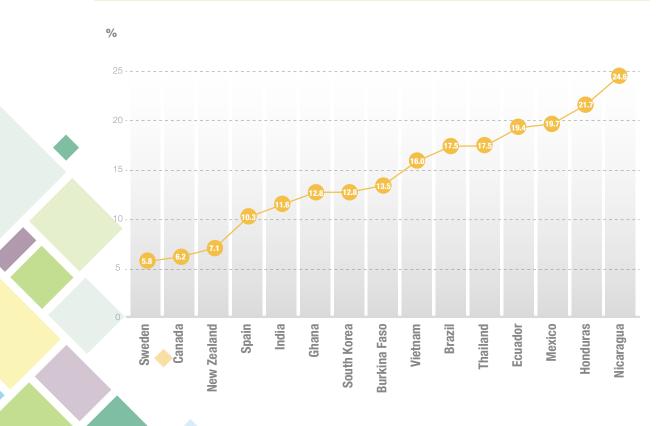
As can be identified in the next two graphs, both the perception of risk and the perception of security end up showing pronounced differences between the countries that participate in the study. Children from Sweden for example, show a high level of trust in their surroundings, which is expressed both in a high level of perceived security in their home, their streets and their schools, and in a perception of risk (the lowest in the entire study) that is almost five times lower than that of children in Nicaragua. Following this same logic, between the perception of security of Spanish children (87.2 out of 100) and that of their Vietnamese equivalent (58.2 out of 100) is a profound gap which can only be interpreted as a consequence of comparing two completely different contexts, in terms of violence against children.

^{27.} This account is based on a summarized presentation of information, rather than on an exhaustive breakdown of the data for each national subsample, and it includes the necessary reservations already expressed on the representativeness of some of these subsamples.

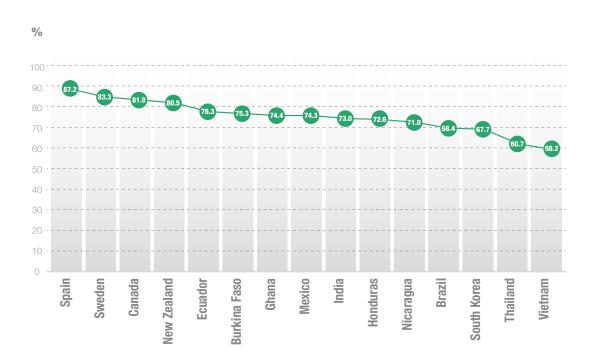


Finally, it is interesting to note that, although they are related, both indexes classify these countries in very different ways: the proof is that the most unfavorable scores in terms of risk perception (that is, the countries in which the child population surveyed is most sensitive or perceives the greatest risk of violence) take us to the Latin American geographic area (Brazil, Ecuador, Mexico, Honduras and Nicaragua are five of the six countries with the lowest scores in this index). In contrast, the most unfavorable positions when talking about the level of security perceived by children in the three areas already mentioned (their home, the street and their school) are mostly occupied by Asian countries (South Korea, Thailand and Vietnam) -although they are close to those of the Latin American environment- and, perhaps unexpectedly, they also include one country (South Korea) that is the only one among those with a very high level of human development to score unfavorably. Even this last group of countries (very high IHDI), a priori the ones with the best conditions of development and also less favorable contexts for violence, show differences: look at, for example, how the points Spain has for perception of risk are double that of Sweden, making it one of the least favorable ones in the group.

Graph 14. Perception of risk index (0-100)



Graph 15. Perception of security index (0-100)



Additionally, the scores of each index for the fifteen countries have been ranked from the most favorable to the most unfavorable and, according to these, each country's position in the three main synthetic indexes has been ranked. Table 19 is the result of this operation, where the five most favorable positions have been shaded dark green and the five least favorable light green.

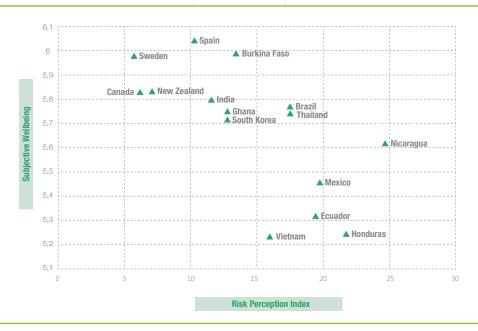
Table 19. Classification of countries depending on their score for indexes referring to perception of risk, security and subjective wellbeing

Position	Subjective wellbeing (from 1-7)	Perception of risk index (0-100)	Perception of security index (0-100)
1	Spain	Sweden	Spain
2	Burkina Faso	Canada	Sweden
3	Sweden	New Zealand	Canada
4	New Zealand	Spain	New Zealand
5	Canada	India	Ecuador
6	India	Ghana	Burkina Faso
7	Brazil	South Korea	Ghana
8	Ghana	Burkina Faso	Mexico
9	Thailand	Vietnam	India
10	South Korea	Brazil	Honduras
11	Nicaragua	Thailand	Nicaragua
12	Mexico	Ecuador	Brazil
13	Ecuador	Mexico	South Korea
14	Honduras	Honduras	Thailand
15	Vietnam	Nicaragua	Vietnam

Various aspects are of interest. First of all, the complex relationship these indexes have with the human development level for each country, as has been conceptualized for this study (using IHDI); in other words the perception children have of violence is not a simple reflection of the level of human development in the contexts they live in. It is well illustrated by two extreme cases: that of a country considered to have low human development, such as Burkina Faso, but which shows very high levels of subjective well-being in its child population and moderate scores in both risk perception and safety expressed by its child population; and on the other hand the case of South Korea, a country with a very high IHDI whose children rank it twice among the five most unfavorable positions in the table (subjective well-being and perception of safety), and which only ranks seventh when it comes to measuring the perception of risk of its child population. In general terms it can be affirmed that the most favorable area in the table is mainly occupied by countries with high human development levels (with the exceptions of India and Ecuador) while the lowest positions are occupied by the children from countries where the IHDI is lower (although it also occasionally includes countries with high IHDI like Mexico, the already mentioned South Korea and Ecuador).

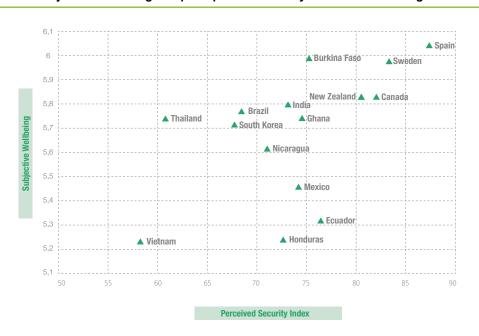
Additionally, the relationship that these indexes have with each other also constitutes an extremely interesting route for analysis and exploration. This is not the most appropriate place for doing this in depth, but we would like to highlight an aspect that brings together two scores from the study that appear to be closely linked. Graph 16 below is the result of placing each of these countries on a two-dimensional level containing the intersection of two axes: one horizontal (x) reflecting the average score of children in each national sample in the perception of risk index, and another vertical (y) representing the score referring to subjective well-being (which is a measure of the life satisfaction of the child population). It is observed that, although it cannot be easily stated that one is the result of the other, the impression remains that both scores are linked and it is difficult to explain them without thinking that the risk perceived by children is a clear conditioning factor of their subjective well-being (and vice versa). Therefore, most of the countries that stand out for their higher levels of subjective well-being and are in the green zone of the table above (Sweden, but also Canada and New Zealand) also stand out for having singularly low values in the perception of risk index. Spain, and more so Burkina Faso, show high levels of perceived risk, despite having high levels of life satisfaction. On the contrary, it is the countries in which children have given higher scores for the perception of risk index (probably indicating a greater sense of vulnerability to violence) that also have lower values for their subjective wellbeing: the least favorable are Vietnam, Honduras, Ecuador and Mexico, and slightly higher is the case of Nicaragua. The relationship is not lineal or automatic of course, and there are countries whose behavior doesn't completely fit this pattern. For example, in the case of Nicaragua or in that of Brazil and Thailand, countries which combine high levels of perception of risk with quite high levels of life satisfaction for the child population. However, the general impression that the perception that children have of their surroundings tends to be linked to their life satisfaction because an increase in the perception of risk tends to reduce it to some extent.

Graph 16. Positioning of the SVBD19 countries according to their score in the indexes for subjective wellbeing and perception of risk



This is even clearer if what is measured is the relationship between the perceived security in the context and the subjective wellbeing. The graph shows how in this case the relationship is more linear and proportional in the sense that higher levels of perceived security in the environment are accompanied by greater life satisfaction, but there are also some differences in countries that, while sharing a lower perception of security, they have much more disparate scores in terms of subjective well-being (Vietnam and Thailand, for example, but also Honduras, Ecuador and Burkina Faso are among the countries with the most favorable scores).

Graph 17. Positioning of the SVBD19 countries according to their score in the indexes for subjective wellbeing and perception of security in their surroundings







CONCLUSIONS

In the light of the data presented in this manual, here is a summary of the main results and the preliminary conclusions.

Although in global terms many common tendencies can be identified in the children's opinions in relation to violence against children and its different dimensions, there are also a number of differences in the way in which the surveyed individuals perceive this phenomenon depending on the country they come from. Some of them are especially pronounced and make the story in each different geographic context analyzed seem very different.

Therefore, in this last chapter of the report an attempt has been made, not without some challenges due to the quantity of information involved, to offer a set of conclusions that reflect both the global trends and the main differences between the countries in the sample. To make the reading easier the same thematic structure used in the rest of the report has been maintained.

Children's rights and violence

In global terms, children seem very aware of their own rights, and seven out of ten of the surveyed children express this. However, almost half (49.8%) of the children interviewed say that they have not heard of the United Nations Convention on the Rights of the Child (CRC).

This varies significantly between the different countries. At the extremes of the table we find countries whose children are very aware of their own rights (as in the case of Ecuador), as opposed to countries with a very high percentage of children who do not know about the convention and scarcely support the idea that all children have their own rights (this is especially the case in Thailand).

However, a better knowledge of the convention does not always mean more awareness of their rights. Therefore, although knowledge of the Convention seems to be much higher among those surveyed in countries with a medium or low IHDI (Nicaragua and Honduras are the countries with the most favorable data, followed by Vietnam, Burkina Faso and Ghana), it is children from some of the countries with very high IHDIs, like Canada, New Zealand, South Korea and Spain who, despite showing little knowledge of the Convention, believe to a greater extent in the existence of their rights.

The children who have participated in the group interviews also express that there is no reason that justifies them not having their rights recognized, that these must be guaranteed and respected everywhere, regardless of the individual and family context, and they express a need for more awareness of them. But equally, rights are expressed as a shared task for both adults and children.

In general most children seem to be satisfied with the extent to which adults know about and respect their rights, although one in two believes that in their country their opinion about the issues that are important to them is not listened to, and more than 40% believe that children are not protected enough from violence.

The children that live in countries with higher levels of human development are more satisfied about the way in which their rights are respected and how they are protected from violence (this is the case in South Korea, Sweden, Spain and Canada). In contrast, Brazil and India are the two countries where children's opinions have been more critical of these issues.

Manifestations of violence

In global terms, not all the manifestations of violence are recognized as such nor to the same extent by all children. Instead there are forms of violence that are more explicit and visible, and others that are much more subtle and difficult to identify by the child population.

As a result, the more direct forms of violence against individuals like **sexual abuse** and **physical violence**, as well as **participation in a war or in organized crime**, are considered examples of violence by more than 80% of the interviewees, while the more structural or impersonal forms like **forbidding children from playing** in public spaces or **a lack of the material means** to live are not recognized by the majority as forms of violence. Other manifestations of violence which include humiliation or discrimination, the lack of freedom of girls to make decisions about their own lives or the lack of access to basic services are in more mid-ranking positions.

There are also very pronounced differences between the different countries, and in some of them the children define some specific manifestations very clearly as forms of violence which at a global level have not received much support.

- More structural forms of violence and those related to contexts with more deprivation and insecurity (child labor, material deprivation and lack of access to basic services) are much more present in the countries with lower levels of human development and higher rates of inequality. In these contexts, both poverty and a lack of a stable and protective family environment are considered as one of the main factors of vulnerability. In the group interviews, the children from Honduras, Ghana and Burkina Faso mention different situations like labor exploitation (domestic chores in the case of girls) as well as episodes of abandonment, begging, trafficking and the danger of organized crime.
- In contrast, children from the countries with a very high IHDI are more receptive when identifying sexual harassment and violence, especially that which mainly targets girls.
- At the same time, the proportion of children that identify being harassed or deceived on the internet or on social networks is also much lower in the countries with a medium or low IHDI, which is probably a consequence of less access to the internet in these contexts and at this age.

Causes of violence

The children's answers in relation to the possible causes of violence against them have come up with very different results and include both "exculpatory" arguments and those pointing to negligent responses from adults, not just as aggressors but also as reference figures who should protect them.

- In global terms, one of the most frequently cited causes is the **defenselessness of children**, related to the difference in power that exists between the victim and the aggressor, both when the aggressor is an adult or a child.
- Among the causes that have had the most support are some **arguments that could be classified as "exculpatory"**. Among them, the **abuse of drugs or alcohol** that makes adults lose control, or the fact that the aggressor has been a victim of violence in their childhood themselves, pointing to the **replicating effect of violence** by victims (cycle of violence). This group of answers also includes the idea that violence can be a direct consequence of **behavior by the victim**, which "provokes" a violent reaction on behalf of adults.
- Other options that have had a certain amount of support in global terms, although slightly less, challenge the **inaction or passivity of the adult population**. In this case, children suggest that the violence is due to the fact that adults do not do anything to prevent it, as well as the **lack of recognition of their rights**.
- In general, children **reject violence as a possible educational tool** or as something "necessary" to educate them, although with numerous differences depending on the geographical context.
- When asked specifically about violence carried out by other children, one of the possible causes proposed is also a lack of empathy or awareness about the consequences of violence on behalf of the aggressor.

It is also especially interesting and relevant in this case to observe the disaggregated data as there are very pronounced differences between the different countries which could be "hidden" by the global data.

Although the three causes that have had the most support globally receive a high level of recognition in all of the countries studied (the defenselessness of children, the cycle of violence and the loss of self-control as a result of substance consumption) there are very pronounced differences in other causes cited, especially when the aggressor is an adult.

- It can be observed that as the IHDI increases, the children's opinions tend to become more critical of the role of adults and to recognize less many of the possible causes of violence. In particular, children from very high level IHDI countries seem to be less tolerant of adult passivity, rejecting more clearly arguments that legitimize violence, like those explanations that appear to relieve the aggressors of their responsibility and point to a "blaming" of the victim. However in the group of countries with medium or low IHDI, most of the children recognize violence as an educational tool or think that it is a result of bad behavior on behalf of the children who provoke the aggressor, both of which are largely rejected in the rest of the countries.
- Secondly, in the countries with lower levels of human development an argument that comes up quite frequently and which is almost not contemplated at the other extreme, is the association of violence with the socio-economic context of the families, deprivation, poverty and unemployment. Equally, in Honduras, Burkina Faso and Ghana, one in every two children supports the idea that a family's *need for money* can lead to situations of violence and mistreatment.

Spaces violence occurs in and perceived security

In global terms children very clearly express which are the possible spaces violence occurs in and where they feel more protected. They highlight online and the street as places with the highest risk, while home is where they feel safest.

- Almost four out of ten children that have participated in the research say they do not feel safe when using the internet and social networks, nor when moving around in urban spaces or public spaces in general.
- In contrast, **the house they live in** is the only space the majority of children globally consider safe, more than nine out of ten say they feel safe when they are at home, followed by at school (especially within their own classroom). Another space indicated as safe, to a lesser extent, is that of clubs and associations.

The risk perceived by children on the internet and in public spaces is highest in Latin American countries and in some of the medium or low IHDO countries.

- In Brazil, Nicaragua, Mexico and Ecuador half or more of the children have an acute perception of insecurity in their physical surroundings, indicating as spaces that are never safe as the street (this is also the case for Thailand, Vietnam and Burkina Faso) and public transport (along with Honduras), more than tripling the data for countries with very high IHDI. More than three in every ten children from Thailand for example perceive the street as a space that does not offer security, while in Spain or Sweden more than 85% declare themselves as safe walking alone in the area they live in.
- Similarly, in Brazil, Nicaragua, Mexico and Ecuador, children consider the **internet and social networks** as very unsafe places. In this case, children in some countries with very high IHDI, and especially Spain and South Korea, share this concern (about half), while the proportion of children who identify the internet or social networks as a space of risk is lower in countries with medium or low IHDI (Ghana, India or Burkina Faso), which again could be explained by more limited access to the online environment in certain contexts.
- In the discussions between the children that have participated in the group interviews, the public space assumes very different connotations and characteristics depending on the context. So in Mexico and Brazil it is often identified as a space (the street, the neighborhood, the favelas) controlled by groups of "organized crime and criminal factions", while in the group of countries with low levels of human development the spaces perceived as most at risk are areas of transit, and those which are mentioned most are the routes to school, to wells or to other communities in rural areas.

Protection agents and aggressors

In global terms the only protection figures clearly identified by the children in all contexts are their parents, and especially their mothers. In contrast, the surveyed population shows a certain level of distrust towards the political classes and those in power.

- ► Children identify clearly as protection agents mothers (86.4% of cases) and to a slightly lesser extent fathers. Other protection agents, although they might be so for a smaller proportion of the surveyed children, are the other members of the family like uncles and aunts, grandparents and, with less than 50%, teachers and the police or military officers.
- In contrast, the children consulted show a certain level of distrust towards the political classes, almost three out of every ten children think that politicians and people in power never protect them.
- ▶ But also, the children themselves (their peers) have quite an unfavorable representation, being the second group that is less perceived as potential protection agents (16.1% of those surveyed think that other children never protect them).

Except for parents, who are always perceived as protection figures, the characterization of many of the other agents identified is more variable, although they appear more favorably portrayed in the case of children from the very high IHDI countries.

The biggest differences are registered for the agents that at a global level have been classified as **hardly ever protecting children** and show a very variable response that introduces significant disparities among countries.

The case of **politicians that govern**, for example, almost half the children in the high IHDI countries are clear that they never or almost never protect (especially in Mexico, Brazil and Ecuador), a figure that goes down significantly for the population surveyed in countries with very high IHDI (with 12.6%) and in the medium and low IHDI (20.1%).

The percentage of the surveyed population that considers that **children themselves** never or almost never protect is more than ten times higher in countries like Nicaragua, Honduras or Vietnam, or even more so in Thailand, compared to what is registered in Sweden or Spain.

At the same time, other categories of actors that do not have a clear position at a global level, show notable differences according to the geographic context. For all of these, the distrust of children is much lower in countries like Ecuador, Brazil, Mexico and Nicaragua.

This is the case for example for the **other members of the family** (like aunts/uncles/grandparents) or people close to the family (like **friends or acquaintances of the family**) that mostly appear as protection actors in the countries with very high IHDI, while this is much lower in the rest of the countries and especially in the countries with high IHDI.

For the majority of children in countries with very high IHDI, as well as for some countries with medium or low IHDI (especially Burkina Faso and Ghana), **teachers** are considered actors that always protect. In contrast, most of the people surveyed in the Latin American context do not consider them to be protection agents.

Similarly, **the police and the military**, whom 71.1% of children in the very high IHDI always or almost always consider to be protection agents, do not have this support either in the high IHDI

(31.9%) or in the medium and low IHDI countries (48.1%). In Ecuador, Mexico and Nicaragua for example, no more than a fourth agrees with this.

Finally, there are two elements which emerge very clearly from the children's discussions in all the contexts: the fear of reporting accompanied by the distrust of adults; and the lack or absence of knowledge about protection resources.

- Although it is true that many of their answers point to the importance of being able to report something and go to a trusted adult, at the same time they are clear that they can't trust anyone, especially if they are not a family member (teachers or police officers), because not all adults are trustworthy. Then there is also the fear of not being believed by adults and even receiving reprisals or punishments and being assaulted again.
- Another common element in the discussions with the interviewees is the lack or absence of knowledge about **resources for protection and assistance**. More than a fifth did not know what to say about whether public services or helplines were effective protection resources and to what extent (if they were). Additionally, in the group interviews on various occasions they indicated they didn't know where or who to go to get help and manifest several material and non-material barriers for accessing the resources they know about.

What children and adults can do to combat violence

Faced with more immediate or punitive options, children demand much more structured and preventive responses from adults, based on respect and positive treatment, and also on the awareness and empowerment of children as subjects with rights.

- Nine out of ten of the interviewees think that the most important thing that adults can do to end violence against children is to *love children more and listen to what they have to say*. They also ask adults to protect them and look after them, both physically and psychologically, to love them and make them feel loved, by giving them more love, support and spending time with them.
- At the same time they emphasize the importance of the **awareness-raising actions** aimed at both the adult population (*educate other adults about how important positive treatment of children is*) and children themselves (*explain that children have the right to be protected from violence* or *tell children how to defend themselves without using violence*). They ask adults to recognize children's rights, respect them and believe them, as well as giving them advice, confidence and trust.

In the same way, when asked what they themselves can do to end violence against children, they show a good ability to act and offer several resources and solutions, opting in the majority for those responses that are empathic, cooperative and linked to their rights.

- The most popular response from the children has been to **report and seek help** from others in a violent situation (more than 88% mostly or totally agree that we should inform someone who can help). Seeking the help of an adult or the police is also one of the options most often mentioned by children in the group interviews.
- Another group of popular responses point to direct action as a defense strategy, intervening to defend the victim, giving them support and assistance, but also talking with the aggressors and trying to solve the problems using dialogue.

Globally the responses that have received less support than the rest of the options are those that mention running away or not doing anything, as well as those that feature the use of force to defend oneself. There are, however, significant differences among the different countries, and these options register much higher support in some of them, especially in the group of countries with medium or low IHDI.

The fact that these are considered less popular answers among children in general should not be misleading, given that the proportion of children who support them is still significant.

- If in the countries with very high IHDI little more than two out of four children agree with the option of running away or not doing anything to stay safe, or think that they can't do anything in the face of violence, in the medium or low IHDI countries more than double support these options, India and Ghana being the countries with the highest values.
- On the other hand, **the use of force** to defend oneself from violence is more present in all the countries, but in particular the countries with medium or low IHDI, where this option is supported by 53% of the interviewees (almost 10 points more than the rest). In this case, there are countries in which a singularly high proportion of children support this response, like in the case of Ecuador (more than 70%) and also India or Nicaragua (both with levels of support for the use of force of over 60%).

Perception of violence in relation to gender

Although globally the perception of children tends to be convergent and the differences in relation to gender are small, there is a general tendency for girls to express a greater perception of insecurity, and to recognize themselves to a greater extent as potential victims of violence.

While in general terms both boys and girls show a tendency to consider women as more exposed and more vulnerable to the different manifestations of violence, **girls show a more acute perception of their vulnerability**, supporting by 58% the idea that in their country it is more common for girls to suffer abuse or other forms of violence (compared to just over 54% in the case of boys). Also, they **manifest a higher sense of insecurity** when walking alone in the areas they live in.

At the same time, girls express greater awareness of certain forms of violence, and are somewhat more likely to support cooperative and empathetic responses.

- ▶ Girls are more likely to identify certain behaviors as examples or violence. For example, harassment of a sexual nature in the street is well recognized by both boys and girls as a form of violence, but more so among girls (84 out of every 100 girls thinks it is a form of violence), as well as girls having less freedom than boys to make decisions about their lives (67.4% of girls compared to 64% of boys). Finally, girls tend to identify shouts or insults as a form of violence more than boys do.
- In the children's discussions, there is also a clear difference in relation to the type of violence to which children are more vulnerable: boys are at greater risk from being victims of kidnapping or robbery, labor exploitation, as well as of being involved in organized crime; girls are much more exposed to sexual harassment and rape, forced marriages and domestic work (the latter is not even considered work, but what boys do outside the home is).
- Although again these are small differences, when asked about possible **responses to violence**, girls support more than boys those **of a more cooperative and/or group-centered type and in caring for victims of violence**, thus showing greater empathy.

Somewhat more noteworthy are the differences when analyzing the data according to the origin of the children, which accounts for the extreme inequality in which they live: because of their gender, but also clearly anchored in the cultural and socioeconomic environment of the different countries they live in.

Most of the differences are found in the medium or low IHDI countries, with the most notable ones in countries such as Vietnam, Ghana, Honduras and Thailand.

- Girls in the group of medium or low IHDI countries, more than boys, classify as insecure many of the spaces they inhabit in their daily lives, in particular schools, their homes and public transport. In this last case, the differences in relation to gender are especially evident in Ghana, Thailand and Vietnam. These same girls show a higher perception of insecurity walking around in the areas they live in, with pronounced differences in Honduras and Ghana.
- If in general the child population in the medium or low IHDI countries recognize **sexual abuse** and harassment as forms of violence less, in these contexts it is the girls who identify it as such (almost 5 points more than boys). Especially evident is the case of Vietnam where although the girls that agree are just under 74%, this figure is almost 20 points higher than that of boys. In Honduras the girls, much more than the boys, identify as violence harassing a girl or making her feel uncomfortable with compliments, rudeness or sexual comments when she walks down the street (once again 20 points higher than boys).
- Finally, girls from the medium or low IHDI have also indicated more frequently than boys that parents and police and military officers are agents that 'never or hardly ever' or 'only sometimes' protect. In Brazil and Ghana girls are especially critical of the protective role of police and military officers, by more than 10 and 15 points respectively over their male counterparts.
- In the group interviews these differences are expressed with more intense discussions in the medium or low IHDI countries. Additionally, the differences in gender in the different countries manifest themselves in different ways and are very different depending on the

geographic location. In countries like India, Ghana and Burkina Faso, the differences are more pronounced and there are several accounts of situations experienced in first person. As well as rape and sexual harassment there are also **specific forms of violence** like domestic work and forced marriages.

In contrast, it is in the countries with very high IHDI where the girls recognize more the existence of situations of discrimination based on sex, giving more support for the idea that in my country it is easier for girls to suffer from maltreatment or other forms of violence, and that girls have less freedom than boys regarding making decisions about their lives.

Perception of risk and subjective wellbeing

The results of this study clearly show that both the perception of risk and security that children have varies significantly depending on the country they live in.

- ► The countries in which the surveyed child population perceives the risk of violence more belong to the Latin American geographic area (five of the six countries with lower scores in this index are Brazil, Ecuador, Mexico, Honduras and Nicaragua). But Asian countries (South Korea, Thailand and Vietnam) also occupy more unfavorable positions when discussing the level of security perceived by children.
- ➤ The perception of risk in Sweden for example, is the lowest of all the countries analyzed, and is almost five times lower than that of the child population in Nicaragua. Following this same logic, between the perception of security of Spanish children and that of their Vietnamese equivalent there is a profound gap of 29 points.

Another aspect that can be observed as a general trend is the correlation between the risk perceived by children and their subjective well-being. An increase in the perception of risk is accompanied by a decline in their life satisfaction, while higher levels of perceived security in their surroundings are related to higher subjective wellbeing.

- Therefore, most of the countries that stand out for their higher levels of subjective well-being (Sweden, but also Canada and New Zealand) also stand out for having singularly low values in the perception of risk index.
- In contrast, it is the countries in which children have given higher scores for the perception of risk index that also have lower values for their subjective wellbeing (for example Vietnam, Honduras, Ecuador and Mexico).





METHODOLOGICAL NOTE

The design of the fieldwork for SVBD19 constitutes one of the biggest challenges of the project: 15 countries with very diverse geographical origins, living conditions and cultural traditions, alongside the aim of carrying out a broad and rigorous investigation focused on the child population aged between 10 and 12 years old. From the outset we also didn't want to relinquish the idea of designing a plural methodology which permitted not just the measurement (and therefore also the quantitative comparison), but also the gathering of the information from the voices of children using mechanisms which allowed them to express themselves with more freedom and without the restriction of a questionnaire of closed questions. In the end, this study is the result of the combination of a quantitative methodological design (survey based on a closed questionnaire containing 20 questions which has been completed by almost 5,300 boys and girls from 15 countries) and a qualitative design (based on 21 group interviews in 10 countries). The data analyzed in this manual is the result of two major work phases within the project:

- I. a first phase involving the design of the research instruments, which has included a space for participation from the participating countries;
- II. and a second one in which the fieldwork took place and, therefore, the gathering, registering and sending of the information to the team that coordinated the methodological design for their subsequent analysis. We describe both, albeit briefly, below.

I. Design phase

In order to make this design work satisfactorily and produce sufficiently rich data that could be studied and analyzed in a comparative perspective, it was necessary to fine-tune as much as possible the instruments that, translated into several languages, would facilitate the fieldwork: fundamentally the quantitative questionnaire for the research and the script for facilitating the development of the group interviews²⁸. To this end two operations were set up prior to the fieldwork, which took place in the summer of 2018 and the beginning of that same autumn (July-September 2018):

An exploratory questionnaire for the participating countries: aimed mainly at improving the knowledge of the characteristics of the different fields in which the research instruments were to be applied. Likewise, this exploratory questionnaire carried out online also allowed for the collection of data adjusted to the socioeconomic and geographical reality of each participating country, facilitating the design of the sample; it also served to explore the different visions of violence in these very different environments, as well as the conceptual dimensions of violence (and possible specific problems) that were more interesting from the point of view of the different participating countries, making the research richer and more respectful of the singular features of each reality studied and avoiding an excessively hierarchical or pyramidal design of the observation instruments.

^{28.} Both tools used are based on those produced and applied in Spain in the context of the Érase una Voz (Once Upon a Voice) study in 2018, and which was the result of a consultation process in which children actively participated. For further details see: Bello, A.; Martínez, Muñoz, M. y Rodríguez Pascual, I. (2019) "Érase una voz... Si no nos crees, no nos ves", Barcelona, Educo. https://www.educo.org/eraseunavoz

Workshops with children from the different countries (10-12 years old): the general objective of these was to incorporate into the design of the observation tools elements from the children's perspective on the phenomenon being studied, but also serving at the same time as a test or pilot for the main themes of the quantitative design questionnaire (definition of violence, spaces, actors, causes of violence and responses to violence). This last aspect has particular importance if we take into account the complexity of the fieldwork that was going to take place in very different contexts and that the instrument needed to be translated into different languages, with all the possible subsequent comprehension problems. Finally, not all of the countries carried out these workshops, but they did take place in Ghana, México, Vietnam, Thailand, Nicaragua, Canada, Brazil and Honduras²⁹. The results of these were transferred onto log sheets that, once studied by the research team, provided valuable contributions for the construction of better observation instruments.

I. Fieldwork phase

Both instruments (questionnaire and group interview script) were applied to the fieldwork carried out in the 15 participating countries in the study between the months of October 2018 and February 2019, in one of the critical phases due to the complexity of this task and a short timeframe.

Table 20. Complete Sample Design for the SVBD2019 Study and Participating Countries

COUNTRY I	NFO	QUA	NTITATIVE DE	ESIGN	QUA	ALITATIVE D	ESIGN
Continent /Region	Country	Quantitative sample designed	Qualitative sample designed	Deviation	Mixed	Girls	Total interviews analyzed
	Nicaragua	150	162	12			
	Honduras	150	151	1		1	1
Central and South America	Ecuador	150	150	-			
America	Brazil	700	722	22	2	1	3
	Mexico	600	629	29		2	2
	Spain	150	156	6	2	1	3
Europe + Canada	Sweden	400	381	-19			
	Canada	400	400	-	2		2
Africa	Burkina Faso	400	400	-	1	1	2
Allica	Ghana	500	522	22	1	1	2
	South Korea	400	171	-229	2		2
Asia	India	900	900	-	1	2	3
71010	Thailand	150	150	-			
	Vietnam	600	251	-349		1	1
Oceania	New Zealand	150	153	3			
TOTAL		5800	5298	-502	11	10	21

^{29.} These preliminary workshops were also held in El Salvador and Paraguay, although they later decided to withdraw from the study and were not present in the fieldwork phase.

The questionnaire

The survey on which the quantitative data are based generally complied with the planned design (Table 20), although by comparing the data collected (5,298 cases) with those planned at the start of the project (5,800) it is possible to see a deviation from the designed sample, which is mainly due to the fact that two Asian countries (South Korea and Vietnam) completed fewer cases than planned. In the end, the study has been able to bring together more than 91% of the cases designed on the basis of a very complex and diversified fieldwork.

The diverse casuistry in the field and the characteristics (geographic, but also socio-economic) of the different participating countries made necessary, while preserving the integrity of the instruments, an ad hoc adaptation of the general methodological outlines of the study. For this reason, for example, various countries opted for applying the questionnaire using an online survey using a panel procedure (Brazil, Ecuador, Mexico, New Zealand, Spain, Canada and Sweden), others have used the web survey but through local offices and programs run by the different organizations participating in the project (South Korea and Vietnam) and, finally, in other cases the research questionnaire has been applied in person, mainly in education centers (Burkina Faso, Ghana, Honduras, India, Thailand and Nicaragua).

Given the complex nature of the area that needed covering and the lack of precise information about the different categories of the population in several of the national frameworks considered, the decision was made not to carry out a strictly proportional sample allocation based on probabilistic criteria. However, in order to obtain guarantees regarding the final representativeness of the overall sample of the study, a sample design based on the following was made:

- a. the need to choose sample points in each country which ensure sufficient geographical variety in the cases studied;
- b. the balance of the sub-populations of boys and girls for each of the national samples

Additionally, an attempt was made to use a sample design that took into account the size of the child population in each of the countries, which is why there is a fluctuation in the country in which the highest number of cases has been gathered (900), in India, compared to countries in which the size of this population is smaller. It is also worth mentioning that this proportional design has not been completed it its totality, because in the case of some of the countries the size of the sample is small, which invites the treatment of their data with the necessary precaution when inferring results (this is the case of Ecuador, Spain, New Zealand, Honduras, Thailand and Nicaragua, whose sample size does not exceed 150 cases).

For the global data this survey presents significantly low levels of error, as shown in the following technical sheet:

TECHNICAL SHEET SVBD19 SURVEY

Age range: child population between 10-12 years

Population: children aged 10-12 in the 15 participating countries

Sample size: 5298 cases

Type of sampling: non-probabilistic

Implementation: mixed (individually answered online and in classrooms) **Fieldwork:** Oct 2018-Feb 2019

Margin of error: ± 1.77 for a confidence level of 99% and p=q=0.5.

The questionnaire that has been used in the investigation can be consulted in Annex IV. Where possible, the original writing both of the questions and the items from the questionnaire have been included in the tables, to facilitate their interpretation and safeguard the fidelity of the opinions of the interviewees.

By way of information, we find it interesting to note that 79.8% of the children interviewed showed some or total agreement that "the questions were clear and easy to answer"; on the other hand, almost 60% said they did not agree at all or agreed very little with the phrase "I have been asked things that may be important for the well-being of children". Lastly, 74.2% of the interviewed population manifested that they did not "feel uncomfortable when answering any of the questions in the questionnaire".

The group interviews

The qualitative mechanism of the research was based on an equally careful design and aimed at guaranteeing, in global terms, the maximum representation of the data collected, by carrying out the group interviews in 10 countries, ensuring the representation of all the large geographical areas considered in SVBD19. The global qualitative sample (Table 21) is made up of a total of 21³⁰ group interviews, of which ten groups were girls only and the rest were mixed. In each group between 4 and 8 children³¹ aged between 10 and 12 years of age³² participated.

The incorporation of a sub-sample within the general design, made up exclusively of group interviews carried out with girls, follows a logic of *approximation to gender inequalities*, through which it is possible to put the focus on a reading from a gender perspective.

In total, 136 children have participated in the group interviews, of which 28 were boys and 108 were girls (Table 29). Attending to the level of human development, almost half of the interviewees (60) came from the group of countries with medium or low IHDI, and the rest from the countries with very high (39) or high (37) IHDI.



^{30.} The planned total number of interviews in the design of the theoretical sample was 51, since those countries that wanted to, were given the option of extending the sample for exploiting the data nationally in the future. However, the group interviews that were taken into account and analyzed in the global study were the ones indicated here.

^{31.} Only in the case of Mexico, there was a group in which 10 girls participated...

^{32.} With very few exceptions, all children who have participated in the survey and group interviews fall into this age range.

Table 21. Sample for the group interviews, according to IHDI level and sex

IHDI level	Country	Number of groups	Gen Boys	der Girls	Quotation database 33
	1. Canada	2	5	7	28
Very high	2. South Korea	2	2	10	11
	3. Spain	3	5	10	81
Lligh	4. Brazil	3	7	14	31
High	5. Mexico	2		16	40
	6. Burkina Faso	2	2	12	24
	7. Vietnam	1		6	5
Medium or low	8. Ghana	2	4	10	22
	9. Honduras	1		6	20
	10. India	3	3	17	27
Tota	l	21	28	108	289

Finally, it should be noted that in the design of the sample *the distinction between the living conditions* of girls and boys has also been taken into account. This is the way in which the study aimed to include, on the one hand, children from environments we call "standardized", understood as those that contain that population whose living conditions are characterized by being representative of population groups with a socio-economic status situated in the average of each country; and on the other hand, the study also intended to include children who, due to their socio-economic status or other reasons, have more limited life opportunities (named in the following table as belonging to "vulnerable" contexts). However, it is worth remembering that this criterion has only been applied in the design of the sample and in the call for interviewees and has not been a criterion for analysis.

^{33.} Data grouped by country. The total analysis of content has been about 300 pages, product of the transcriptions of the different group interviews.





ANNEX I. RESULTADOS DESAGREGADOS POR NIVEL DE IDH-D

Results disaggregated by IHDI level and main thematic blocks of the study

CLASSIFICATION OF COUNTRIES ACCORDING TO IHDI

VERY HIGH IHDI	HIGH IHDI	MEDIUM OR LOW IHDI
Sweden	Brazil	Vietnam
Canada	Thailand	Nicaragua
New Zealand	Ecuador	India
South Korea	Mexico	Honduras
Spain		Ghana
		Burkina Faso

RIGHTS		Very high IHDI	High IHDI	Medium or low IHDI
Vacuus about the CDC	Yes	33.7%	46.1%	61.0%
knows about the CRC	No	66.3%	53.9%	39.0%
e adults, everyone under the age of 18 has their nrights ny country, adults know and respect the rights of dren and adolescents y country, the opinion of children of my age is and on issues that matter to us ny country, children are sufficiently protected inst violence and people who want to harm us	Don't agree at all	2.3%	7.5%	18.4%
Like adults, everyone under the age of 18 has their	Agree a little bit	14.5%	16.7%	19.6%
own rights	Mostly agree	26.4%	16.4%	15.8%
	Totally agree	56.7%	59.4%	46.2%
	Don't agree at all	1.7%	11.2%	17.6%
In my country, adults know and respect the rights of children and adolescents	Agree a little bit	15.0%	36.0%	28.1%
	Mostly agree	48.0%	35.6%	23.6%
	Totally agree	35.3%	17.2%	30.7%
I my country, the opinion of children of my age is heard on issues that matter to us	Don't agree at all	6.4%	18.4%	22.1%
	Agree a little bit	32.7%	40.9%	27.0%
	Mostly agree	42.8%	28.8%	25.6%
	Totally agree	18.1%	11.9%	25.3%
	Don't agree at all	3.5%	26.2%	21.6%
In my country, children are sufficiently protected	Agree a little bit	15.4%	32.3%	20.5%
against violence and people who want to harm us	Mostly agree	46.6%	24.0%	23.1%
	Totally agree	34.5%	17.4%	34.8%
	Don't agree at all	25.5%	16.4%	25.3%
In my country, it is more common for girls to suffer mistreatment or other forms of violence	Agree a little bit	32.3%	19.9%	16.2%
	Mostly agree	28.8%	34.2%	22.0%
	Totally agree	13.4%	29.6%	36.5%

MANIFESTATIONS OF VIOLENCE		Very high IHDI	High IHDI	Mediun or low IHDI
	Yes, it is violence	83.8%	89.0%	77.0%
Hitting (a slap or a kick for example) to punish a child who	No, it is not violence	6.4%	5.3%	17.8%
litting (a slap or a kick for example) to punish a child who as done something wrong. orbidding children from playing freely in the street or in neir community. orcing a child to have sexual relations with another person. hat a child works to earn money for his or her family. hat a child participates in a war or other armed conflict or uns away because of it. hat a child participates in organised crime (e.g. selling rugs) or in a gang. larassing a girl by making her feel uncomfortable with ompliments, rudeness or sexual comments when she ralks down the street. houting at or insulting children. eparating or taking a child away from a group of friends r classmates.	I don't know	9.8%	5.6%	5.2%
	Yes, it is violence	19.0%	32.2%	56.6%
ting (a slap or a kick for example) to punish a child who is done something wrong. rbidding children from playing freely in the street or in pair community. rcing a child to have sexual relations with another person. at a child works to earn money for his or her family. at a child participates in a war or other armed conflict or as away because of it. at a child participates in organised crime (e.g. selling ags) or in a gang. arrassing a girl by making her feel uncomfortable with mpliments, rudeness or sexual comments when she liks down the street. outing at or insulting children. parating or taking a child away from a group of friends classmates. at a child not have enough money or resources to live. at a child not be able to go to school or to a doctor if an achild not be able to go to school or to a doctor if an achild not a child to ridicule him or her. at girls have less freedom to make decisions about their as than boys do.	No, it is not violence	62.5%	53.2%	33.4%
	I don't know	18.6%	14.5%	10.0%
	Yes, it is violence	90.4%	93.2%	84.0%
Forcing a child to have sexual relations with another person.	No, it is not violence	2.4%	3.5%	7.5%
g	I don't know	7.2%	3.4%	8.5%
	Yes, it is violence	49.5%	74.3%	67.3%
That a child works to earn money for his or her family	No, it is not violence	26.8%	12.6%	22.9%
the same to be a second to the family.	I don't know	23.7%	13.1%	9.8%
	Yes, it is violence	77.3%	89.8%	75.2%
That a child participates in a war or other armed conflict or	No, it is not violence	6.9%	3.9%	10.5%
runs away because of it.	I don't know	15.8%	6.3%	14.3%
	Yes, it is violence	79.4%	92.4%	75.8%
That a child participates in organised crime (e.g. selling	No, it is not violence	5.6%	2.8%	13.0%
drugs) or in a gang.	I don't know	15.0%	4.8%	11.1%
darassing a girl by making her feel uncomfortable with ompliments, rudeness or sexual comments when she valks down the street.	Yes, it is violence	84.8%	92.5%	76.3%
	No, it is not violence	4.6%	3.5%	13.8%
	I don't know	10.6%	4.0%	9.9%
	Yes, it is violence	69.5%	87.9%	71.9%
Shouting at or insulting children.	No, it is not violence	14.8%	7.2%	20.2%
	I don't know	15.7%	4.8%	8.0%
	Yes, it is violence	42.2%	59.0%	64.8%
	No, it is not violence	36.8%	26.7%	21.8%
or classifiates.	I don't know	21.1%	14.4%	13.4%
	Yes, it is violence	35.3%	49.5%	58.4%
That a child not have enough money or resources to live.	No, it is not violence	36.5%	29.0%	25.2%
	I don't know	28.2%	21.4%	16.4%
	Yes, it is violence	53.9%	68.8%	63.9%
<u> </u>	No, it is not violence	24.7%	18.3%	23.6%
noy nood one.	I don't know	21.4%	12.9%	12.5%
	Yes, it is violence	74.3%	90.1%	73.1%
Making fun of a child to ridicule him or her.	No, it is not violence	13.9%	5.6%	16.3%
	I don't know	11.8%	4.2%	10.6%
That aids have loss freedom to make desisions about their	Yes, it is violence	57.0%	71.3%	66.5%
	No, it is not violence	18.3%	15.4%	19.7%
	I don't know	24.7%	13.3%	13.7%
ooking down on a child for being different from the	Yes, it is violence	74.7%	89.6%	72.7%
	No, it is not violence	12.4%	6.4%	12.7%
	I don't know	12.9%	4.0%	14.6%
	Yes, it is violence	84.7%	91.2%	65.6%
	No, it is not violence	5.8%	3.9%	15.5%
boolal networks to take advantage of film of her.	I don't know	9.5%	4.9%	18.9%

CAUSES OF VIOLENCE – carried out by adults		Very high IHDI	High IHDI	Medium or low IHDI
	Don't agree at all	74.7%	68.9%	28.9%
Because sometimes people of my age need to be hit to	Agree a little bit	14.1%	14.3%	19.7%
educate us.	Mostly agree	7.6%	9.0%	20.9%
	Totally agree	3.5%	7.8%	30.6%
	Don't agree at all	19.5%	20.5%	18.5%
Because children cannot defend themselves from adults.	Agree a little bit	30.6%	17.4%	18.4%
secause children cannot defend themselves from adults.	Mostly agree	30.4%	30.8%	22.0%
	Totally agree	19.6%	31.3%	41.2%
	Don't agree at all	17.4%	27.5%	29.5%
Because they are drunk or on drugs and cannot control hemselves.	Agree a little bit	33.3%	17.0%	18.7%
nemseives.	Mostly agree	31.0%	29.3%	20.3%
	Totally agree	18.2%	26.2%	31.5%
	Don't agree at all	12.7%	22.6%	26.0%
	Agree a little bit	42.8%	27.1%	26.6%
Because those adults were also mistreated.	Mostly agree	34.1%	33.6%	21.3%
	Totally agree	10.4%	16.8%	26.2%
Because they think we are less than them, they don't treat us like people with rights.	Don't agree at all	28.8%	24.8%	29.9%
	Agree a little bit	38.9%	25.1%	22.4%
	Mostly agree	23.5%	30.7%	19.9%
	Totally agree	8.7%	19.4%	27.8%
	Don't agree at all	29.6%	21.8%	25.1%
	Agree a little bit	43.3%	29.9%	26.2%
Because the adults around us do nothing to stop it.	Mostly agree	20.5%	32.8%	20.8%
	Totally agree	6.7%	15.6%	28.0%
	Don't agree at all	31.6%	33.2%	16.6%
Because sometimes we provoke them by misbehaving or	Agree a little bit	40.2%	31.4%	17.4%
disrespecting them.	Mostly agree	21.7%	24.0%	24.3%
	Totally agree	6.5%	11.4%	41.7%
	Don't agree at all	48.4%	34.6%	34.0%
Popular they are cruel and they want to have	Agree a little bit	33.4%	32.1%	24.1%
Because they are cruel and they want to hurt us.	Mostly agree	13.0%	22.6%	20.3%
	Totally agree	5.2%	10.7%	21.7%
	Don't agree at all	21.7%	26.5%	28.7%
Because they are adults that have problems at home or	Agree a little bit	44.0%	31.3%	23.1%
at work and they take it out on children.	Mostly agree	26.5%	28.6%	22.6%
	Totally agree	7.8%	13.7%	25.7%
	Don't agree at all	46.5%	43.6%	35.0%
Because there are families that need the money that	Agree a little bit	35.9%	26.3%	21.3%
children earn.	Mostly agree	12.6%	21.2%	19.7%
	Totally agree	5.0%	8.9%	24.0%

CAUSES OF VIOLENCE – carried out by children		Very high IHDI	High IHDI	Medium or low IHDI
	Don't agree at all	29.80%	28.20%	17.90%
Because there are children that don't know how	Agree a little bit	31.00%	23.60%	22.60%
to behave and need someone to show them what their place is.	Mostly agree	26.50%	27.70%	23.60%
	Totally agree	12.70%	20.50%	35.90%
	Don't agree at all	12.00%	14.40%	15.00%
Because there are children who are younger and	Agree a little bit	35.20%	22.20%	18.00%
cannot defend themselves.	Mostly agree	35.40%	31.90%	24.80%
	Totally agree	17.40%	31.50%	42.20%
	Don't agree at all	28.90%	30.10%	26.90%
Because there are older children who don't know how to control themselves when they are drunk or on drugs.	Agree a little bit	34.90%	21.50%	20.80%
	Mostly agree	23.20%	26.20%	25.10%
	Totally agree	13.00%	22.20%	27.20%
	Don't agree at all	17.30%	16.80%	27.60%
Because at school there are places where it is	Agree a little bit	35.60%	24.00%	24.80%
easy to be mistreated without anyone knowing about it.	Mostly agree	30.80%	32.60%	20.50%
	Totally agree	16.30%	26.60%	27.10%
	Don't agree at all	11.90%	12.80%	26.00%
Because those children are also mistreated at	Agree a little bit	36.00%	24.00%	22.90%
home or at school.	Mostly agree	37.20%	34.60%	24.90%
	Totally agree	15.00%	28.60%	26.10%
	Don't agree at all	15.40%	19.10%	23.90%
Because those children are mean and want to hurt	Agree a little bit	35.30%	26.30%	21.50%
other children.	Mostly agree	32.20%	32.00%	24.40%
	Totally agree	17.20%	22.50%	30.10%
	Don't agree at all	23.20%	20.00%	27.80%
Because the adults around us do nothing to stop	Agree a little bit	39.90%	27.80%	22.50%
it.	Mostly agree	27.70%	31.10%	22.00%
	Totally agree	9.20%	21.00%	27.70%
	Don't agree at all	7.70%	12.50%	19.30%
Because these children do not know how much	Agree a little bit	28.90%	21.10%	17.60%
harm they are doing when they treat other children like that.	Mostly agree	38.90%	30.40%	21.10%
	Totally agree	24.50%	36.00%	42.00%

SPACES OF VIOLENCE		Very high IHDI	High IHDI	Medium or low IHDI
	Never or almost never safe	6.5%	12.4%	10.4%
•	Sometimes safe	48.2%	55.3%	32.3%
School	Always or almost always safe	40.0%	28.7%	52.4%
	I don't know	5.3%	3.6%	4.9%
	Never or almost never safe	3.3%	7.0%	11.1%
The house they live in	Sometimes safe	31.5%	31.6%	27.1%
•	Always or almost always safe	60.8%	58.9%	57.7%
	I don't know	4.5%	2.5%	4.2%
	Never or almost never safe	16.2%	53.9%	30.7%
The streets of the community,	Sometimes safe	61.8%	35.4%	36.0%
own or city	Always or almost always safe	15.0%	8.0%	25.0%
	I don't know	6.9%	2.7%	8.3%
	Never or almost never safe	12.7%	24.5%	26.1%
A cultural or sports event like a	Sometimes safe	55.2%	54.9%	36.9%
concert or a football match	Always or almost always safe	20.2%	14.1%	22.0%
	I don't know	11.9%	6.5%	15.0%
	Never or almost never safe	32.9%	54.8%	33.2%
nternet and social networks	Sometimes safe	50.8%	32.8%	20.8%
(like Facebook or YouTube)	Always or almost always safe	7.0%	7.6%	13.3%
	I don't know	9.3%	4.8%	32.6%
A	Never or almost never safe	5.5%	9.4%	13.5%
An association or group where children participate	Sometimes safe	36.5%	52.8%	36.0%
(like a sports club, scouts or a	Always or almost always safe	51.3%	30.4%	34.3%
children's council)	I don't know	6.7%	7.5%	16.2%
	Never or almost never safe	4.0%	6.5%	10.8%
School classroom	Sometimes safe	34.6%	50.0%	36.6%
SCHOOL CIASSIOOTTI	Always or almost always safe	58.3%	40.7%	46.3%
	I don't know	3.1%	2.7%	6.3%
	Never or almost never safe	15.1%	45.0%	28.3%
Public transport (a train or a	Sometimes safe	60.3%	43.8%	35.9%
ous for example)	Always or almost always safe	14.5%	6.3%	23.2%
	I don't know	10.1%	4.9%	12.6%
	Never or almost never safe	14.8%	36.2%	26.4%
The park or a square	Sometimes safe	62.6%	51.1%	37.4%
paint of a oqualo	Always or almost always safe	14.0%	8.7%	20.4%
	I don't know	8.6%	4.0%	15.8%
A learner and 11 11	Never or almost never safe	20.9%	26.1%	23.2%
A home or shelter where children who do not have a	Sometimes safe	44.3%	47.7%	26.7%
family live.	Always or almost always safe	16.6%	15.4%	32.1%
	I don't know	18.2%	10.8%	18.0%

AGENTS		Very high IHDI	High IHDI	Medium or lo IHDI
	Never protect	1.1%	1.6%	2.6%
Fathers.	Sometimes protect	12.9%	14.2%	19.5%
rauleis.	Always or almost always protect	83.6%	82.7%	73.2%
	I don't know	2.4%	1.5%	4.6%
	Never or hardly ever protect	.6%	.9%	1.6%
Mada ana	Sometimes protect	8.3%	7.0%	11.7%
Mothers	Always or almost always protect	88.8%	91.3%	82.1%
	I don't know	2.2%	.7%	4.7%
	Never or hardly ever protect	.9%	2.4%	4.0%
A teacher or other adult at	Sometimes protect	33.9%	61.5%	38.2%
school.	Always or almost always protect	62.3%	34.0%	51.5%
	I don't know	2.9%	2.2%	6.3%
	Never or hardly ever protect	12.6%	45.5%	20.1%
Politicians or people who	Sometimes protect	46.6%	40.1%	36.2%
overn.	Always or almost always protect	19.5%	5.2%	26.4%
	I don't know	21.3%	9.1%	17.4%
	Never or hardly ever protect	3.7%	16.2%	10.8%
La Carlotta a ma	Sometimes protect	60.7%	71.8%	52.7%
Neighbors	Always or almost always protect	26.1%	6.3%	29.8%
	I don't know	9.4%	5.6%	6.7%
Friends or friends of the family	Never or hardly ever protect	1.1%	6.8%	7.9%
	Sometimes protect	38.1%	68.7%	48.7%
	Always or almost always protect	56.2%	19.8%	36.9%
	I don't know	4.6%	4.6%	6.5%
	Never or hardly ever protect	.5%	2.8%	5.3%
Other family members (uncles,	Sometimes protect	22.5%	45.1%	35.0%
nunts, grandparents, etc.)	Always or almost always protect	74.4%	50.2%	51.1%
	I don't know	2.6%	1.9%	8.6%
	Never or hardly ever protect	11.5%	20.8%	11.9%
Religious figures (for example,	Sometimes protect	39.3%	51.1%	33.7%
riests, nuns, rabbis, imams,	Always or almost always protect	22.5%	14.2%	38.5%
tc).	I don't know	26.7%	13.9%	15.9%
	Never or hardly ever protect	6.1%	19.4%	19.2%
	Sometimes protect	68.2%	63.5%	41.4%
Other children.	Always or almost always protect	15.4%	9.7%	27.4%
	I don't know	10.3%	7.5%	11.9%
	Never or hardly ever protect	1.3%	10.9%	11.4%
	Sometimes protect	21.9%	51.2%	28.5%
Police or military.	Always or almost always protect	71.1%	31.9%	48.1%
	I don't know	5.7%	6.0%	12.0%
	Never or hardly ever protect	2.6%	12.7%	8.0%
Public support services	Sometimes protect	27.5%	53.7%	29.8%
	Always or almost always protect	45.4%	19.3%	37.7%
	I don't know	24.5%	14.3%	24.5%
	Never or hardly ever protect	3.0%	12.8%	9.6%
telephone hotline you can call	Sometimes protect	25.5%	46.7%	27.6%
or help.	Always or almost always protect	45.6%	26.2%	31.5%
	I don't know	25.9%	14.4%	31.3%

Someone who works for an	Never or hardly ever protect	2.6%	8.7%	4.9%
	Sometimes protect	27.8%	44.4%	29.3%
NGO or humanitarian aid organisation in your community.	Always or almost always protect	32.9%	23.3%	45.8%
organication in Jour community.	I don't know	36.7%	23.7%	19.9%
A place where children who	Never or hardly ever protect	3.3%	7.1%	10.4%
have been hurt by violence live	Sometimes protect	25.8%	45.0%	21.3%
(for example a child protection centre).	Always or almost always protect	49.0%	31.2%	39.5%
	I don't know	21.9%	16.7%	28.9%

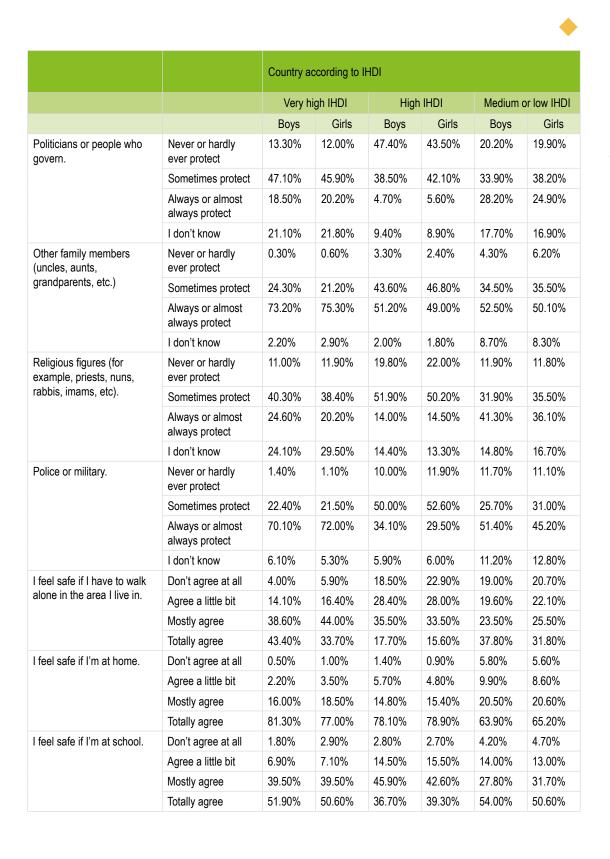
RESPONSES ON BEHALF OF CHILDREN			High IHDI	Medium or low IHDI
	Don't agree at all	2.1%	4.7%	7.0%
Tell other children that they have the right to be safe	Agree a little bit	16.1%	16.1%	14.0%
and protected from violence.	Mostly agree	33.2%	26.8%	22.6%
	Totally agree	48.6%	52.3%	56.4%
	Don't agree at all	.9%	1.5%	5.4%
If we see an adult or a child hurting another child, we	Agree a little bit	5.6%	4.8%	11.3%
must inform someone who can help.	Mostly agree	22.1%	16.4%	22.1%
	Totally agree	71.4%	77.3%	61.2%
	Don't agree at all	2.2%	2.4%	9.3%
We must explain to adults that we have a right not to	Agree a little bit	10.6%	9.1%	11.8%
be harmed in any way.	Mostly agree	28.5%	20.2%	25.3%
	Totally agree	58.8%	68.2%	53.6%
	Don't agree at all	20.4%	27.5%	27.4%
Use force if someone hits or mistreats me or	Agree a little bit	34.7%	28.3%	19.6%
someone I know.	Mostly agree	26.7%	26.3%	23.9%
	Totally agree	18.2%	17.9%	29.1%
	Don't agree at all	48.1%	40.8%	31.8%
Children can't do anything to put an end to violence	Agree a little bit	30.1%	26.1%	23.0%
against children, it's not up to us.	Mostly agree	15.7%	21.7%	20.0%
	Totally agree	6.1%	11.4%	25.2%
	Don't agree at all	35.9%	45.2%	29.3%
Dunning away or daing nothing to stay onfo	Agree a little bit	40.4%	26.5%	21.5%
Running away or doing nothing, to stay safe.	Mostly agree	16.6%	17.7%	21.1%
	Totally agree	7.1%	10.6%	28.1%
	Don't agree at all	2.2%	8.7%	13.8%
We can act directly to stop a fight or defend other	Agree a little bit	14.1%	21.0%	20.0%
children.	Mostly agree	36.2%	36.8%	24.5%
	Totally agree	47.4%	33.4%	41.8%
	Don't agree at all	1.3%	2.9%	6.4%
Support children who suffer from violence or abuse	Agree a little bit	10.9%	7.9%	14.6%
by talking to them and showing them kindness and affection.	Mostly agree	29.4%	24.1%	26.8%
	Totally agree	58.3%	65.1%	52.3%
	Don't agree at all	6.0%	5.3%	7.1%
Find other children and organize ourselves to find a	Agree a little bit	24.6%	20.6%	14.7%
solution.	Mostly agree	36.2%	30.9%	25.5%
	Totally agree	33.2%	43.2%	52.7%

RESPPONSES ON BEHALF FADULTSRESPONS	ES ON BEHALF OF ADULTS	Very high IHDI	High IHDI	Medium or lo
	Don't agree at all	1.7%	2.2%	4.3%
Explain to children that they have the right to be	Agree a little bit	7.5%	6.2%	9.2%
protected from violence.	Mostly agree	23.9%	14.8%	20.5%
	Totally agree	66.9%	76.9%	66.0%
	Don't agree at all	2.2%	1.9%	2.8%
	Agree a little bit	9.0%	5.0%	7.7%
ove children more.	Mostly agree	23.5%	10.9%	19.5%
	Totally agree	65.3%	82.2%	70.1%
	Don't agree at all	.7%	1.3%	5.7%
	Agree a little bit	6.1%	5.5%	7.4%
isten to what children have to say.	Mostly agree	19.9%	13.6%	20.5%
	Totally agree	73.2%	79.6%	66.4%
	Don't agree at all	1.3%	3.1%	18.8%
ind solutions so that the internet and social	Agree a little bit	10.3%	8.2%	15.1%
networks are safer places for us.	Mostly agree	26.9%	19.0%	22.5%
	Totally agree	61.5%	69.6%	43.6%
	Don't agree at all	2.2%	8.7%	11.7%
Make sure that children know there are	Agree a little bit	8.2%	14.1%	14.5%
consequences for harming other children.	Mostly agree	28.6%	25.5%	30.0%
	Totally agree	60.9%	51.7%	43.9%
Tell other adults or authorities that could help.	Don't agree at all	.6%	1.0%	4.2%
	Agree a little bit	8.7%	5.8%	11.2%
	Mostly agree	26.3%	19.8%	23.0%
	Totally agree	64.3%	73.4%	61.7%
	Don't agree at all	2.0%	1.5%	4.5%
Make better laws to keep children safe and protect	Agree a little bit	10.0%	5.5%	8.8%
heir rights.	Mostly agree	25.1%	15.6%	22.4%
-	Totally agree	62.8%	77.5%	64.2%
	Don't agree at all	1.3%	1.3%	5.8%
iduante other adults about how important it is to	Agree a little bit	8.3%	5.2%	9.0%
Educate other adults about how important it is to eep children safe.	Mostly agree	21.7%	14.5%	21.7%
•	Totally agree	68.7%	79.0%	63.4%
	Don't agree at all	3.0%	2.8%	10.7%
Put adults who hurt children in prison for a long	Agree a little bit	11.8%	7.1%	13.0%
ime.	Mostly agree	24.5%	14.8%	25.2%
	Totally agree	60.8%	75.3%	51.1%
	Don't agree at all	2.1%	1.5%	5.1%
xplain to children how to defend themselves	Agree a little bit	11.7%	7.0%	9.5%
vithout using violence.	Mostly agree	25.5%	16.6%	26.3%
	Totally agree	60.7%	74.9%	59.1%
	Don't agree at all	7.1%	4.2%	10.0%
Control children more and restrict what they do to	Agree a little bit	23.1%	15.3%	11.5%
eep them out of danger.	Mostly agree	30.3%	29.8%	23.1%
	Totally agree	39.5%		55.5%
P .	rotally agree	33.370	50.7%	55.5%

ANNEX II. KEY INDICATORS ACCORDING TO GENDER AND IHDI

		Country a	ccording to I	HDI			
		Very h	igh IHDI	High	n IHDI	Medium	or low IHDI
		Boys	Girls	Boys	Girls	Boys	Girls
Have you heard of the	Yes	35.40%	31.90%	44.00%	48.50%	58.60%	63.50%
Convention on the Rights of the Child?	No	64.60%	68.10%	56.00%	51.50%	41.40%	36.50%
In my country, adults know	Don't agree at all	1.90%	1.50%	11.60%	10.80%	18.60%	16.70%
and respect the rights of children and adolescents.	Agree a little bit	15.00%	14.90%	35.00%	37.00%	27.40%	28.70%
children and adolescents.	Mostly agree	50.20%	46.10%	35.50%	35.80%	23.50%	23.70%
	Totally agree	32.80%	37.50%	17.90%	16.40%	30.50%	30.90%
In my country, it's more	Don't agree at all	28.00%	23.00%	17.10%	15.50%	26.20%	24.30%
common for girls to suffer mistreatment or other forms	Agree a little bit	33.50%	31.00%	20.70%	19.10%	16.70%	16.00%
of violence.	Mostly agree	26.60%	31.00%	34.70%	33.70%	22.90%	21.30%
	Totally agree	11.90%	15.10%	27.60%	31.80%	34.20%	38.40%
Forcing a child to have	Yes, it is violence	90.30%	90.30%	92.90%	93.50%	81.70%	86.30%
sexual relations with another person.	No, it is not violence	2.90%	1.90%	3.30%	3.70%	8.60%	6.40%
another person.	I don't know	6.90%	7.70%	3.80%	2.80%	9.70%	7.20%
Harassing a girl by making	Yes, it is violence	83.80%	85.50%	92.00%	93.10%	75.10%	77.50%
her feel uncomfortable with compliments, rudeness or	No, it is not violence	4.80%	4.50%	3.80%	3.20%	14.00%	13.70%
sexual comments when she walks down the street.	I don't know	11.40%	10.00%	4.20%	3.70%	10.80%	8.80%
That girls have less freedom	Yes, it is violence	53.20%	60.50%	71.40%	71.00%	64.40%	68.70%
to make decisions about their lives than boys do.	No, it is not violence	17.70%	18.80%	14.70%	16.30%	21.90%	17.70%
their lives than boys do.	I don't know	29.10%	20.60%	14.00%	12.70%	13.70%	13.60%
Harassing and deceiving	Yes, it is violence	85.00%	84.50%	91.00%	91.40%	62.90%	68.10%
a child via the internet or on social networks to take	No, it is not violence	4.80%	6.80%	4.00%	3.80%	17.50%	13.70%
advantage of him or her.	I don't know	10.20%	8.70%	5.00%	4.80%	19.60%	18.30%
School	Never or almost never safe	6.90%	6.30%	10.90%	14.10%	9.30%	11.30%
	Sometimes safe	47.30%	49.40%	57.10%	53.40%	29.90%	34.70%
	Always or almost always safe	40.40%	39.40%	28.80%	28.60%	55.70%	49.40%
	I don't know	5.40%	5.00%	3.10%	3.90%	5.00%	4.60%
The house they live in	Never or almost never safe	3.00%	3.50%	7.60%	6.50%	11.00%	11.10%
	Sometimes safe	30.80%	32.20%	33.30%	29.70%	23.90%	30.00%
	Always or almost always safe	61.20%	60.50%	56.70%	61.20%	61.30%	54.40%
	I don't know	5.00%	3.90%	2.40%	2.50%	3.80%	4.50%

		Country a	ccording to	IHDI			
		Very h	igh IHDI	Higl	High IHDI		or low IHDI
		Boys	Girls	Boys	Girls	Boys	Girls
The streets of the community, town or city	Never or almost never safe	16.60%	15.90%	51.70%	56.20%	30.40%	31.00%
	Sometimes safe	59.80%	63.80%	37.00%	33.80%	34.00%	37.90%
	Always or almost always safe	16.10%	13.80%	8.60%	7.40%	28.10%	22.10%
	I don't know	7.50%	6.40%	2.70%	2.70%	7.50%	9.00%
Internet and social networks (like Facebook or YouTube)	Never or almost never safe	32.10%	33.70%	51.90%	57.90%	32.50%	33.90%
	Sometimes safe	49.70%	51.70%	34.70%	30.90%	18.70%	22.80%
	Always or almost always safe	8.10%	6.00%	8.10%	7.10%	14.30%	12.20%
	I don't know	10.10%	8.70%	5.30%	4.10%	34.50%	30.90%
Public transport (a train or a bus for example)	Never or almost never safe	14.70%	15.60%	42.00%	48.20%	26.70%	29.60%
	Sometimes safe	59.40%	61.30%	47.60%	39.90%	33.70%	38.10%
	Always or almost always safe	15.20%	13.50%	6.00%	6.60%	25.80%	20.80%
	I don't know	10.70%	9.50%	4.40%	5.30%	13.70%	11.60%
Fathers.	Never or hardly ever protect	1.00%	1.30%	2.00%	1.30%	3.20%	2.20%
	Sometimes protect	12.40%	13.50%	14.80%	13.50%	17.10%	21.90%
	Always or almost always protect	84.10%	83.00%	81.60%	84.00%	75.50%	71.10%
	I don't know	2.60%	2.30%	1.60%	1.30%	4.30%	4.80%
Mothers.	Never or hardly ever protect	0.50%	0.80%	1.00%	0.80%	1.50%	1.70%
	Sometimes protect	8.80%	7.90%	7.70%	6.20%	10.60%	12.60%
	Always or almost always protect	88.70%	88.90%	90.20%	92.60%	83.30%	81.00%
	I don't know	2.10%	2.40%	1.00%	0.40%	4.60%	4.70%
A teacher or other adult at school.	Never or hardly ever protect	1.40%	0.30%	3.40%	1.30%	4.20%	3.70%
	Sometimes protect	34.10%	34.00%	60.80%	62.30%	36.60%	39.70%
	Always or almost always protect	61.90%	62.30%	33.40%	34.60%	53.30%	50.10%
	I don't know	2.60%	3.40%	2.40%	1.90%	5.90%	6.60%



ANNEX III. INDEXES

DESCRIPTION OF INDEXES USED IN THE STUDY

Perception of risk index (0-100)

The result of counting how many times children choose the most unfavorable answer (1="never safe" or "never protects") in questions referring to safe spaces and protective agents, divided by the highest possible score (24) and expressed in %

Subjective wellbeing (1-7)

Average score on the items of Huebner's abbreviated scale on subjective well-being (1 not at all satisfied and 7 totally satisfied): a. with your family life; b. with your friends; c. with your school; d. with yourself; e. with the area or community you live in; f. with your life in general).

Perception of security index (0-100)

Result of adding the scores of the three questions referring to perceived safety (in the street, school and home) where 1 is the most unfavorable value "no agreement" and 4 the most favorable "totally agree"; to express the result from 0 to 100 in a more intuitive way, the total score is subtracted from the minimum score (3) and divided by the maximum-3 (9), and expressed in %.

AVERAGE SCORES FOR EACH COUNTRY FOR THE INDEXES OF THE STUDY

Country	Perception of risk index (0-100)	Subjective wellbeing (1-7)	Perception of security index (0-100)
Brazil	17.5	5.8	68.4
Burkina Faso	13.5	6.0	75.3
Canada	6.2	5.8	81.9
South Korea	12.8	5.7	67.7
Ecuador	19.4	5.3	76.3
Spain	10.3	6.0	87.2
Ghana	12.8	5.7	74.4
Honduras	21.7	5.2	72.6
India	11.6	5.8	73.0
Mexico	19.7	5.5	74.3
Nicaragua	24.6	5.6	71.0
New Zealand	7.1	5.8	80.5
Sweden	5.8	6.0	83.3
Thailand	17.5	5.7	60.7
Vietnam	16.0	5.2	58.2



Hi! This questionnaire is voluntary and completely anonymous, a everything you say secret. Do not write your name or surname answer sincerely and individually. There are no right or wrong know your opinion and a little more about you.	e. Pleas	e, we as	sk you t	to
Q1 Would you define yourself as a boy or a girl? Boy Gir	I I pı	refer no	t to ans	wer
Q2 How old are you today?				
Q3 Were you born in the same country you live in? Yes	No			
Q4 And was either of your parents born in a different count	ry than	the one	e you li	ve in?
Yes No				
Q5 Which of the following sentences (mark only one) best desc most of the time (we mean those you live with at home)?	ribes the	e people	you liv	e with
With my father and mother (and my siblings, if I have any)				
With one of my parents (my mother or father) (and my siblings, if I have any)				
With my parents, siblings (if I have any), and other members of my family				
With my parents, siblings (if I have any), and other people who are not member	ers of my t	family		
I don't live with my family				
Other (write it down):				
Q6 Have you ever heard about the Convention on the Rights of Q7 Do you agree with the following sentences?	the Child	d?	es	No
	I don't agree at all	I agree a little bit	l mostly agree	l totally agree
Like adults, everyone under the age of 18 has their own rights				
In my country, adults know and respect the rights of children and adolescents.				
In my country, the opinion of children of my age is heard on issues that matter to us.				
In my country, children are sufficiently protected against violence and people who want to harm us.				
In my country, it's more common for girls to suffer mistreatment or other forms				

of violence.

Q8 Why do you think some adults mistreat children? Mark with an "X" if you agree or disagree with each of the following sentences

	l don't agree at all	I agree a little bit	I mostly agree	I totally agree
Because sometimes people of my age need to be hit to educate us.				
Because children cannot defend themselves from adults				
Because they are drunk or on drugs and cannot control themselves				
Because those adults were also mistreated.				
Because they think we are less than them, they don't treat us like people with rights.				
Because adults around us do nothing to stop it				
Because sometimes we provoke them by misbehaving or disrespecting them.				
Because they are cruel and they want to hurt us				
Because they have problems at home or at work and they take it out on children.				
Because there are families who need the money that children earn.				

Q9 And when children mistreat other children, why do you think they do it? Mark with an "X" if you agree or disagree with each of the following sentences

	l don't agree at all	I agree a little bit	I mostly agree	l totally agree
Because they don't know how to behave and need someone to show them what their place is.				
Because there are children who are younger and cannot defend themselves.				
Because there are older children who don't know how to control themselves when they are drunk or on drugs.				
Because at school there are places where it is easy to be mistreated without anyone knowing about it				
Because those children are also mistreated at home or at school.				
Because those children are mean and want to hurt other children.				
Because the adults around us do nothing to stop it.				
Because these children don't really know how much harm they do by treating other children like this.				

Q10 Which of the following things do you think is an example of violence against children?

	Yes, it is violence against children	No, it is not violence against children	l don't know
Hitting (a slap or a kick, for example) to punish a child who has done something wrong.			
Forbidding children from playing freely in the street or in their community.			
Forcing a girl or a boy to have sexual relations with another person.			
That a child works to earn money for his or her family			
That a child participates in a war or other armed conflict or runs away because of it.			
That a child participates in organized crime (e.g. selling drugs) or in a gang			
Harassing a girl by making her feel uncomfortable with compliments, rudeness or sexual comments when she walks down the street.			
Shouting at or insulting children			
Separating or taking a child away from a group of friends or classmates			
That a child not have enough money or resources to live.			
That a child not be able to go to school or to a doctor if they need one.			
Making fun of a girl or a boy to ridicule him or her.			
That girls have less freedom to make decisions about their lives than boys do			
Looking down on a child for being different from the majority (for example, because of their religion, the color of their skin, because they have some kind of physical or mental disability, etc.).			
Harassing and deceiving a child on the internet or social networks in order to take advantage of him or her.			

Q11 Where do you think children are most at risk for mistreatment, physical or emotional abuse and other situations that make them feel bad? Mark with an "X" if you think a space is "safe" or "not safe" for children.

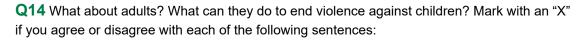
	Never or almost never is a safe space for children	Sometimes it is a safe space for children	Always or almost always is a safe space for children	l don't know
School				
The house where they live				
The streets of the community, town or city				
A cultural or sports event like a concert or a football match.				
Internet or social networks (like Facebook or Youtube)				
An association or group where children participate (like a sports club, scouts or a children's council)				
School classroom				
In public transport (a train or a bus, for example)				
The park or a square				
A home or shelter where children who do not have a family live				

Q12 Who do you think are the people or groups that keep children safe?

	They never protect children	They sometimes protect children	They always or almost always protect children	I don't know
Fathers				
Mothers				
A teacher or other adult at school.				
Politicians or other adult leaders.				
Neighbors.				
Friends or friends of the family.				
Other family members (uncles, aunts, grandparents, etc.).				
Religious figures (for example, priests, nuns, rabbis, Imams, etc.)				
Other children.				
Police or military.				
Support services in your community (for example, Social Services, local or central government, community programs, a health clinic or other support groups you can go to in your community).				
A telephone hotline you can call for help				
Someone who works for a non-governmental organization (NGO) or humanitarian aid organization in your community				
A place where children that have been hurt by violence can live (for example, a child protection center).				

Q13 What do you think children themselves can do to end violence against them? Mark with an "X" if you agree or disagree with each of the following sentences:

Children can	I don't agree at all	I agree a little bit	I mostly agree	I totally agree
Tell other children that they have the right to be safe and protected from violence.				
If we see an adult or a child hurting another child, we must inform someone who can help.				
We must explain to adults that we have a right not to be harmed in any way.				
Use force if someone hits or mistreats me or someone I know				
Children can't do anything to stop the violence, it is not up to us				
Running away or doing nothing, to stay safe.				
We can act directly to stop a fight or defend other children by speaking up or asking an adult for help.				
Support children who suffer violence or abuse by talking to them and showing them kindness and affection.				
Find other children and organize ourselves to find a solution				



Adults can	I don't agree at all	I agree a little bit	I mostly agree	I totally agree
Explain to children that they have the right to be safe and protected against violence.				
Love children more.				
Listen to what children have to say.				
Find solutions to make the internet and social networks safe.				
Make sure that children know there are consequences for harming other children				
Tell other adults or authorities who could help.				
Make better laws to keep children safe and to protect their rights.				
Teach other adults about how important it is to keep children safe.				
Put adults who harm children in prison for a long time.				
Explain to children how to defend themselves without using violence.				
Control children more and restrict what they do to keep them away from danger.				

215 How rich do you think your family is compared to other families living around you?					
Less rich	Just as rich	Richer			
216 And how often do you worry about your parents not having a job?					
Never	Sometimes	Often	Always		

Q17 Which of these things do you have and which ones do you not?

	Yes	No	I don't know
A computer you can use when you need it			
Internet connection			
School materials (notebooks or textbooks, for example)			
A mobile phone that only you use			
New clothes or clothes in good condition.			

Q18 How satisfied do you feel today with the following things? Remember that 1 is "Completely dissatisfied" and 7 is "Completely satisfied".

	1	2	3	4	5	6	7
	Completely dissatisfied	Quite dissatisfied	A little dissatisfied	Neither satisfied nor dissatisfied	A little satisfied	Quite satisfied	Completely satisfied
With your family life							
With your friends							
With your school							
With yourself							
With the area or community where you live							
With your life in general							

Q19 Can you think of the area or community where you live and the people around you and tell us if you agree or disagree with these sentences?

	I don't agree at all	I agree a little bit	I mostly agree	I totally agree
I feel safe if I have to walk alone in the area where I live.				
I feel safe if I'm at home				
I feel safe if I'm at school				

TO FINISH...

Thank you very much for your collaboration, your opinion will be very helpful and is very important for other children your age. Before saying goodbye, we ask you to tell us what you thought about this questionnaire by answering a very brief question. Once again, we assure that your answers are anonymous, and we ask you to answer sincerely.

Q20 Can you tell us if you agree or disagree with these sentences?

	1	2	3	4
	I don't agree at all	l agree a little bit	I mostly agree	I totally agree
The questions were clear and easy to answer				
The questionnaire has been long or boring for me				
I think I have been asked questions that may be important for the well-being of children				
I have felt uncomfortable answering some of the questions in the questionnaire				

Script for the group interviews.

Themes	Possible questions	Comments for the moderator
	Let's start with a round of introductions, to get to know each other better, and start the debate. What is life like for children and adolescents in your neighbourhood/city/village/community?	
Initial introduction	1. What is a normal day in the week like? And what about at the weekend? What do you like doing? What do you spend time doing? On your own? And in a group?	
	2. So, in your neighbourhood/city/village/community, what can you do? And what can't you do?	
	With regards to the places you have said you spend time in	3. Spend a bit of time talking about each space and re-asking about each one if they are not all mentioned. (Home?
	3. Where do you think that children are more at risk from suffering maltreatment, physical or emotional abuse and other situations that make them feel bad?	School? Online? Social media? Street/ community? Park/square? Children's associations/sports teams?) Parties or public events (in the street/squares/ communities)?) The facilitator should
Places, actors and risk factors/aggressors	4. And in terms of places, are there differences between boys and girls? Do girls and boys experience different situations/types of violence? Why do you think this is?	adapt the list of places by choosing the ones which apply to the country context. Similarly, the facilitator should use the terms and examples they consider most appropriate.
	5. Who do you think are the people who assault children and make them feel bad?	
	6. And why do you think these situations happen (causes)?	
	7. Do you think there are children that are more likely to suffer from maltreatment, physical or emotional abuse or other situations which make them feel bad? Why?	
Definition of violence and maltreatment	and based on what we have talked about, and because it has been so interesting, we would like to know	
maitreatment	8. How would you define violence? What is violence in your opinion?	
	But it seems that not everyone is in agreement	
Legitimization	9. Do you think that there are situations in which it could be justified or necessary to insult, assault or hit a child?	
	10. Do you think there are any other violent or difficult situations children experience which might be considered as normal?	

Consequences	And what about what happens to the victims of violence11. What consequences/effects do you think violence can have for the lives of children?12. How do you think a child who is victim of some kind of violence feels?	
Solutions	Active, capable children with a strong sense of justice like yourselves 13. Can children help to do something to avoid or stop a violent situation? 14. How? 15. What do children need in order to be able to help? 16. What do you think adults could do to make children feel more protected and less maltreated?	
Resources and services	And if something happens, where do we need to go? 17. Do you know of any place, organisation or person (not including family members, teachers or classmates) a child could go to if they are suffering from violence or maltreatment or know someone who is? 19. Do you think it is easy for a child to go to	17. To start with the facilitator should not suggest any particular resource. If necessary, introduce an example: NGOs, supportive organisations, council offices, community centres, police, helplines The facilitator should adapt the list of resources to the country context. Similarly, the facilitator will use the terms and examples they consider most appropriate.
	19. Do you think it is easy for a child to go to these places or people?	









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