

NGO Group for the Convention on the Rights of the Child
Grupo de las ONGs para la Convención sobre los derechos del niño
Groupe des ONG pour la Convention relative aux droits de l'enfant

**Violence Against Children
in
EUROPE & CENTRAL ASIA**

Violence Against Children in Educational Settings

DATABASE

**from national NGO coalitions reports to the UN Committee on the Rights of the Child
1990-2005**

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Context: This table has been formed using NGO coalition alternative reports that can be found on the CRIN website. Hopefully the table will serve a visual tool to easily see and assess what is and is not being reported on in this region. Just because there isn't any indication of a certain kind of violence in a certain sector of life does not mean it doesn't exist, it may just be unreported. *While you will find the table for one sector of life below, tables for each sector of life are available (Home and Family, Institutions, Education, or Community and Place of Work).* Please reference the actual NGO alternative reports for further, more detailed information. Hopefully this table will aid in encouraging countries and NGO coalitions to report on violence in all sectors of life. Please, contact the NGO Group for the Convention on the Rights of the Child for an electronic version of the database.

Methodology: Through this table we are able to categorically plot and track violence against children that is being recorded in national NGO coalition reports. The goal of this table is to be able to better analyze what forms of violence against children have been reported to take place and where (from the family to the community, country and world region).

In the left vertical column are listed the countries that have ratified the CRC, come before the Committee and for which a national NGO coalition report has been prepared and submitted.

Across the top, horizontally, are listed:

- Country
- Date report was published
- Date of the last CRC that the Committee addressed the given country
- State Party Reference
- Link to CRIN with access to the NGO coalition report used in making the table

Continuing across the top, according to setting, the following categories are addressed:

- General Information on Violence Against Children Report
- Violence in Home and Family Settings (overall comments):
 - Corporal Punishment
 - Child Abuse
 - Harmful Traditional Practices
 - Neglect
- Violence in Institutional Settings (overall comments):
 - Care System
 - Correctional Institution
 - Shelters
 - Disabled Persons
- Violence in Educational Settings (overall comments):
 - Violent Discipline
 - Verbal Abuse
 - Violence in Military Schools
 - Peer Bullying
- Violence in the Community (overall comments):
 - Trafficking
 - Law Enforcement
 - Judiciary Process
 - Sexual Exploitation
- Violence and Compromising Situations in the Work Place (overall comments):
 - Domestic Labor
 - Child Labor
 - Trafficking
 - Streets

Countries	Date Published	Dates of CRC	CRC Session	State Party Reference	Link to CRIN	Violence in Educational Settings	Violent Discipline	Verbal Abuse	Military Schools	Peer Bullying
Albania	August 2004	10 - 28 January 2005	38	CRC/C/11/Add.27	www.crin.org/docs/resources/tr eaties/crc.38/Albania_ngo_report.pdf	Physical abuse of children by teachers is largely accepted by the families of children and teachers themselves as a "good" method of education. In the Albanian schools it is noticed the discrimination of children by their teachers according to the economic situation or social strata of their families. There have been cases of rape of a female child deprived of a family environment, when she was living in a Boarding School in north of Albania. The percentage of minors who should follow the obligatory education (elementary school) has decreased from 95 % in 1990 to 75 % in 1999.	Yes	Yes	No	Yes
Andorra					not available on the CRIN	No report available on the CRIN	No	No	No	No
Armenia	unknown	12 - 30 January 2004	35	CRC/C/93/Add.6	www.crin.org/docs/resources/tr eaties/crc.35/armenia_ngo_report.doc	Enrollment dropped by 18% in kindergartens. Most children do not attend schools due to extremely poor living conditions. Limited information on violence.	No	No	No	No
Austria	January 2004	10 - 28 January 2005	38	CRC/C/83/Add.8	www.crin.org/docs/resources/tr eaties/crc.38/Austria_ngo_report(E).doc	The frequently concluded so-called "behavior agreements" ("Verhaltensvereinbarungen") at school should be abolished anew, as they do not serve to increase democracy, but repression in schools. The "Schulunfähigkeit" ("non-capability of attending school") must be abolished as all have the right to education.	No	Yes	No	No
Azerbaijan					No report available on the CRIN	No report available on the CRIN	No	No	No	No
Belarus					No report available on the CRIN	No report available on the CRIN	No	No	No	No
Belgium	September 2001	20 May - 7 June 2002	30	CRC/C/83/Add.2	www.crin.org/docs/resources/tr eaties/crc.30/belgium_coal_ngo_report_eng.doc		No	No	No	No
Bosnia and Herzegovina					http://www.crin.org/resources/tr eaties/listType.asp?type=ctry	Newest report has been recently published but is not yet available in electronic form. Please check www.crin.org periodically for an electronic report.	No	No	No	No
Bulgaria						No report available on the CRIN	No	No	No	No
Croatia	unknown	13 September - 1 October 2004	37	CRC/C/70/Add.23	www.crin.org/docs/resources/tr eaties/crc.37/Croatia_ngo_report(E).doc	«The children of Croatia declared to UNICEF that they are being physically punished". Discrimination towards Roma children. Frustration over ethnic divides. Few disabled persons enter edu. Although the teachers declared that they have the same relation towards all children the CHC activists have noted a case of physical violence by a teacher towards a Roma child.	Yes	Yes	No	Yes
Cyprus						No report available on the CRIN	No	No	No	No
Czech Republic	September 2002	January 2003	32	CRC/C/83/Add.4	www.crin.org/docs/resources/tr eaties/crc.32/Czech_LHR_ngo_report.doc	Discrimination against the Roma minority. 50 % of teachers physically punish students and peer bullying is prevalent.	Yes	Yes	No	Yes
Denmark					http://www.crin.org/resources/tr eaties/listType.asp?type=ctry	Newest report has been recently published but is not yet available in electronic form. Please check www.crin.org periodically for an electronic report.	No	No	No	No
Estonia	2002	January 2003	32	CRC/C/8/Add.44	www.crin.org/docs/resources/tr eaties/crc.32/Estonia_ngo_report.pdf	54% of the students turning to them have complaints concerning school bullying. Most of students ignoring the compulsory school attendance/	No	Yes	No	Yes

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					ort.doc	dropouts have experienced abuse from the side of teacher(s) and/or schoolmates. Education is not always made accessible to all children. The relative number of 16-year-old children, who have not acquired basic education, has stayed around 20%. Education in native language is made accessible to the Russian speaking population, but other minor ethnic groups (e.g. Poles, Lithuanians, and Finnish) have not been guaranteed education in their native language. As Estonian schools have no conditions for disabled children (no elevators or special teaching equipment) and most of the school administrators and teachers have no special training and to teach a disabled kid is very low, most of the disabled children are sent to special schools.				
Finland		18 September - 6 October 2000	25	CRC/C/70/Add.3	http://www.crin.org/resources/translations/listType.asp?type=ctry	Newest report has been recently published but is not yet available in electronic form. Please check www.crin.org periodically for an electronic report.	No	No	No	No
France	March 2003	17 May - 4 June 2004	36	CRC/C/65/Add.26	www.globenet.org/enfant/dei/france_rapport_2002.zip	There is an example of strip searching in an elementary school after a theft took place. The education system does not integrate groups, but rather reinforces social inequalities. School bullying, along with sexist, racist language is at times prominent.	No	No	No	Yes
Georgia	March 2003	15 September - 03 October 2003	34	CRC/C/104/Add.1	www.crin.org/docs/resources/translations/crc.34/georgia_ngo_report.doc	Little information on school violence. Still there are certain problems in the school. Such as payments to "School Fund" or "Class Fund" is required for school. In certain cases such payments are legally asked additional charges to be made by parents, but considering poor economic situation, these financial aspects put children under stress, and may cause negative emotions, that in several cases may lead to a child's motivation and decision to quit the school.	No	No	No	No
Germany	unknown	12 - 30 January 2004	35	CRC/C/83/Add.7	www.crin.org/docs/resources/translations/crc.35/Germany_Coalition_ngo_report.doc	Parents, children and teachers all complain about the growth of violence in schools. In this context, the discussion increasingly includes issues focusing on the lack of participation and the phenomenon of structural and verbal violence.	No	Yes	No	No
Greece	May 31, 2001	14 January - 1 February 2002	29	CRC/C/28/Add.17	www.crin.org/docs/resources/translations/crc.29/greece_ngo_report.doc	Children with special needs have no possibility to attend secondary schools because there are only primary special schools. Little information about violence in the school system.	No	No	No	No
Hungary	unknown	18 May - 5 June 1998	18	CRC/C/8/Add.34	www.crin.org/docs/resources/translations/crc.18/Hungary_NGO_Report.pdf	Roma (Gypsy) children in Hungary suffer from unremitting discrimination in schools and in the general community. Barely half of all Roma finish primary school; a large percentage of those have received most of their education in segregated "remedial" classes and schools in which very few Hungarian children are placed. "Educate them? We ought to shoot them." - Hungarian man from Nagykanizsa, giving his opinion on plans to open a private high school for Roma students.	No	Yes	No	No
Iceland	unknown	January 2003	32	CRC/C/83/Add.5	www.crin.org/docs/resources/translations/crc.32/Iceland_ngo_report.doc	A study performed by the Icelandic Red Cross Society identified children with developmental and/or behavioral problems as being particularly vulnerable to discrimination within the school and social system.	No	No	No	No
Ireland		5 to 23 January	17	CRC/C/11/Add.12	www.crin.org/docs/resources/translations/crc.17/Ireland_SmallVoice	Education can be said to be discriminatory towards minorities and disabled students, but report did not stress any violent discrimination.	No	No	No	No

Countries	Date Published	Dates of CRC	CRC Session	State Party Reference	Link to CRIN	Violence in Educational Settings	Violent Discipline	Verbal Abuse	Military Schools	Peer Bullying
		1998			es NGO Report.pdf					
Italy	November 2001	January 2003	32	CRC/C/70/Add.13	www.crin.org/docs/resources/tr eaties/crc.32/Italy_ngo_wg_report.doc	Bullying is a complex phenomenon arising from multiple causes. The most worrying finding is its widespread existence. The rate of school truancy or non-attendance is very high, 73.2% for elementary schools and 84.6% for middle schools. School is too often perceived by children as an "unfriendly" environment, especially for children in the most vulnerable social groups. Many children, especially those from different cultures or deprived backgrounds, experience schools as places where they are excluded and discriminated against. Indeed, schools can and do exacerbate rather than mitigate difference, and thereby contribute towards marginalisation and social maladjustment.	No	No	No	Yes
Kazakhstan	unknown	19 May - 6 June 2003	33	CRC/C/41/Add.13	www.crin.org/docs/resources/tr eaties/crc.33/Kazakhstan_ngo_report.doc	Various forms of punishment are widely used in Kazakhstani schools. They include corporal and other types of degrading punishment. Humiliation, verbal abuse of the student in front of the class is widespread.	Yes	Yes	No	Yes
Kyrgyzstan	April 2004	13 September - 1 October 2004	37	CRC/C/104/Add.4	www.crin.org/docs/resources/tr eaties/crc.37/kyrgyzstan_ngo_report.doc	Lack of clear definition of rules and punishments=chaos, collective punishment is often used, orphanages	No	Yes	No	No
Latvia	unknown	8-26 January 2001	26	CRC/C/11/Add.22	www.crin.org/docs/resources/tr eaties/CRC.26/Latvia_ngo_report.pdf	Many drop out. Little information about violence in the educational system.	No	No	No	No
Liechtenstein						No report available on the CRIN	No	No	No	No
Lithuania						No report available on the CRIN	No	No	No	No
Luxembourg	unknown	10 - 28 January 2005	38	CRC/C/104/Add.5	www.crin.org/docs/resources/tr eaties/crc.38/Luxembourg_ngo_report.doc	Le système scolaire luxembourgeois est une source permanente de discriminations, de situations conflictuelles et de violation des droits des enfants.	No	Yes	No	Yes
Malta						No report available on the CRIN	No	No	No	No
Monaco							No	No	No	No
Netherlands	May 2003	12 - 30 January 2004	35	CRC/C/117/Add.1	www.crin.org/docs/resources/tr eaties/crc.35/Netherlands_coalition_ngo_report.doc	October 1999 among a representative group of 354 headmasters and 112 teachers in primary school year groups 6, 7 and 8 found that: -four out of ten teachers have observed severe forms of bullying in class; -there are more bullies than victims of bullying; this shows that bullying takes place in groups; -according to teachers, approximately 7 out of 100 children engage in severe bullying.	No	No	No	Yes
Norway		15 May - 2 June 2000	24	CRC/C/70/Add.2	http://www.crin.org/resources/tr eaties/listType.asp?type=ctry	Newest report has been recently published but is not yet available in electronic form. Please check www.crin.org periodically for an electronic report.	No	No	No	No
Poland	unknown	16 September	31	CRC/C/70/Add.12	www.crin.org/docs/resources/tr eaties/crc.31/Poland_ngo_report.doc	School fears are deepened by different types of punishment: i.e. pulling by the ears, striking hands with a ruler. 33% of surveyed children were	Yes	Yes	No	No

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		- 4 October 2002			rt_eng.doc	victims or witnesses of such actions. In 1999 one of each ten families decided not to buy necessary handbooks for children, one of each nine families is not paying their parental committee fees, one of each five gave up any sort of courses outside school. The number of people starting education on high school and technical school level is decreasing. Reasons for this are increasing costs of education: formal fees, informal costs of individual courses, prices of handbooks.				
Portugal	May 1995	30 October - 17 November 1995	10	CRC/C/3/Add.30	www.crin.org/docs/resources/tr eaties/crc.10/Portugal_NGO_Report.pdf	Little information about violence in the educational setting.	No	No	No	No
Moldova (Republic of)	2002	16 September - 4 October 2002	31	CRC/C/28/Add.18	www.crin.org/docs/resources/tr eaties/crc.31/Moldova_ngo_report.doc	Little information about violence in the educational setting.	No	No	No	No
Romania	2002	January 2003	32	CRC/C/65/Add.19	www.crin.org/docs/resources/tr eaties/crc.32/Romania_Federation_ngo_report.doc	Little information about violence. Education budget is insufficient and rural schools are stretched thin. Persons with disabilities are not always integrated in the local school.	No	No	No	No
Russian Federation		20 September - 8 October 1999	22	CRC/C/65/Add.5	http://www.crin.org/resources/tr eaties/listType.asp?type=ctry	Newest report has been recently published but is not yet available in electronic form. Please check www.crin.org periodically for an electronic report.	No	No	No	No
San Marino		15 September - 03 October 2003	34	CRC/C/8/Add.46	www.crin.org/docs/resources/tr eaties/crc.34/SanMarino_CSC_S_ngo_report.doc	n/a	No	No	No	No
Serbia and Montenegro						No report available on the CRIN	No	No	No	No
Slovakia	unknown	18 September - 6 October 2000	25	CRC/C/11/Add.17	www.crin.org/docs/resources/tr eaties/crc.25/slovakNGOreport1.doc	Bullying is present in schools-need for attention. Handicapped students need to be integrated. Little information beyond this.	No	No	No	Yes
Slovenia	unknown	12 - 30 January 2004	35	CRC/C/70/Add.19	www.crin.org/docs/resources/tr eaties/crc.35/Slovenia_ngo_report.doc	Deep discrimination with regards to minorities and refugees or asylum seekers. No report on the violence that this discrimination may ensue. Children without legal papers are denied education. Segregation of Roma children in the education system.	No	No	No	No
Spain		20 May - 7 June 2002	30	CRC/C/70/Add.9	www.crin.org/docs/resources/tr eaties/crc.30/spain_plataforma_ngo_report_eng.doc	Financial support from the state is diminishing. No mention of violence in the education system.	No	No	No	No
Sweden	June 1, 2004	10 - 28 January 2005	38	CRC/C/125/Add.1	www.crin.org/docs/resources/tr eaties/crc.38/Sweden_ngo_report_NC.doc	"There is so much bullying In Sweden and bullying often leads to suicide." In the hearing reports of 2000 and 2002 the young ones had commented on and shown concern over foul and crude language, crude words and insulting comments at school.	No	No	No	Yes

Countries	Date Published	Dates of CRC	CRC Session	State Party Reference	Link to CRIN	Violence in Educational Settings	Violent Discipline	Verbal Abuse	Military Schools	Peer Bullying
Switzerland	unknown	20 May - 7 June 2002	30	CRC/C/78/Add.3	www.crin.org/docs/resources/treaties/crc.30/swiss_ngo_report_eng.doc	Many cantonal school laws do not contain any interdiction of corporal punishment inflicted by teachers. On the contrary: The Regulation concerning obligatory Schooling in the Canton of Zurich (Verordnung betreffend das Volksschulwesen des Kantons Zürich) considers corporal punishment «excusable in special cases, in particular when the teacher has been provoked». Many other cantonal school laws or regulations do not explicitly mention the subject of corporal punishment.	Yes	No	No	No
Tajikistan	April 2000	18 September - 6 October 2000	25	CRC/C/28/Add.14	www.crin.org/docs/resources/treaties/crc.25/tajikistanNGOreport.doc	Girls are disproportionately forced out of school than boys. The deterioration in the income of families has forced many girls to drop out from their education. Many parents are of the opinion that education is the privilege for sons. According to the annual "Human development report on Tajikistan in 1998" PUBLISHED BY UNDP, the level of attendance of schools fell to 65%. By 1998, 5,400 teachers left the system of education, while the need for teachers grows every year.	No	No	No	No
Macedonia (The Former Yugoslav Republic of)	multiple	10 - 28 January 2000	23	CRC/C/8/Add.36	www.crin.org/docs/resources/treaties/crc.23/Macedonia_MNC_ngo_report.pdf www.crin.org/docs/resources/treaties/crc.23/Macedonia_Mediasi_ngo_report.pdf www.crin.org/docs/resources/treaties/crc.23/Macedonia_HRW_ngo_report.pdf	www.crin.org/docs/resources/treaties/crc.23/Macedonia_MNC_ngo_report.pdf www.crin.org/docs/resources/treaties/crc.23/Macedonia_Mediasi_ngo_report.pdf www.crin.org/docs/resources/treaties/crc.23/Macedonia_HRW_ngo_report.pdf	No	No	No	No
Turkey						No report available on the CRIN	No	No	No	No
Turkmenistan						No report available on the CRIN	No	No	No	No
Ukraine	January 1995	30 October - 17 November 1995	10	CRC/C/8/Add.10/Rev.1	www.crin.org/docs/resources/treaties/crc.10/Ukraine_NGO_Report.pdf	In addition, there have been multiple incidents of child beatings in schools by the teachers. Thus far, there is no law regulating the right of the child to be heard and to act as plaintiff in court; this actually makes it impossible to investigate such cases, thus limiting the possibility to restrain these teachers from the educational process or to punish them.	Yes	Yes	No	No
United Kingdom of Great Britain & Northern Ireland	multiple	16 September - 4 October 2002	31	CRC/C/83/Add.3	http://www.crin.org/resources/treaties/list.asp?ID=225&type=country www.crin.org/docs/resources/treaties/crc.31/CRC_England_2002.pdf www.crin.org/docs/resources/treaties/crc.31/UK_ngo_report.doc www.sacr.org.uk/artman/publish/article_50.shtml www.crin.org/do	The U.K. NGO system has split their reporting into four reports, one for each of the four main regions. For more information please reference the full reports directly.	No	No	No	No
Uzbekistan	2001	24 September - 12 October 2001	28	CRC/C/41/Add.8	www.crin.org/docs/resources/treaties/crc.28/Uzbekistan.doc	Corporal punishment is found in families, especially in dysfunctional families, schools and children institutions, e.g. orphanages, where parents, teachers or other relevant staff physically and psychologically abuse children by beating them considering it an educational norm. Child economic exploitation in Uzbekistan was and still is mainly associated with cotton harvesting season when children are taken from schools to work in cotton fields. During the cotton harvesting season classes in rural schools	Yes	No	No	No

Countries	Date Published	Dates of CRC Session	State Party Reference	Link to CRIN	Violence in Educational Settings	Violent Discipline	Verbal Abuse	Military Schools	Peer Bullying
					and provincial higher educational institutions are usually cancelled and those who refuse to work in the fields are subject to academic punishment.				