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A Report on

Violence Against children
in Selected Areas of Yemen

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Abstract

The present study aims to investigate the different forms of the phenomenon of violence against children in Yemen. The forms of violence include physical and psychological violence, negligence, ill treatment, direct or indirect, intentional or unintentional physical assault at school, family home or local society. The study also attempts to investigate the role of the social care and define its reasons and effects on the Yemeni child.

In the theoretical part focus is made on the situation of the Yemeni child, his rights, the systems of protecting him against violence as reflected in the national legislations, institutional frameworks and development programmes provided by the Yemeni Government in accordance with its commitments to the international agreements on the rights of children as well as other charters, treaties and meetings related to the protection of children.

The field study is carried out in three selected governorates in the Republic of Yemen, covering both urban and rural areas. A number of quantitative and qualitative methods are used. Focus is made on studying the violence performed against children with the purpose of finding out the experiences of the children themselves and the nature of their perception of violence. An attempt is also made to find out the attitudes of parents or those who take care of children towards violence against children and the means they use to take care of children. Finally, the study investigates violence against children admitted in the social care centers.

In addition to that, focal discussions and in depth interviews are used with children, parents, teachers and social counseling specialists in schools and social guidance centers and local leaders.

The results of the study show that a number of direct and indirect, intentional and unintentional forms of violence are performed against children. These forms vary between physical and psychological punishment, ill treatment, negligence, beating, blaming, insulting and sexual harassment that varies in a relative manner between males and females and urban and rural areas. Children showed feelings of anger and depression towards violence and punishment at home and school.

The study also shows that parents incline to use means of punishment in dealing with their children, and that there is an influence on the nature of the means used for children care, as practiced by the parents who take care of the children,

resulting from the variables of the level of education, type of occupation and family size. Indications of concrete evidence of the sufferings of children from violence, ill treatment and lack of appropriate care at the centers for social guidance have been identified .

A collection of recommendations aiming at establishing mechanisms for protecting children against violence, ill treatment and forms of physical, psychological and sexual abuse are suggested as a conclusion for the study.

Violence against Children in Yemen

Introduction

The international interest in the child rights has developed, especially in relation to the forms of violence, ill treatment, negligence and exploitation. This development took the form of legislative and institutional commitment whereby all countries that signed the International Agreement on the Rights of the Child are participating. Those countries committed themselves to the rights of the child in care, protection against violence, abuse ill treatment and negligence.

In accordance with this global interest in violence against children, The Republic of Yemen strives to take more advanced measures in the field of human rights in general and children rights and their protection against violence and all forms of abuse and negligence in particular. This is intended to reinforce what has already been achieved during the last decade of the last century until the present time, especially after signing the Agreement on the Rights of the Child (1991). During that period several legislative and institutional measures as well as plans and development programmes have been adopted to improve the conditions of children, their care and protection in accordance with the internationally approved rights of children. Those measures include reforming 'The Motherhood and Childhood Supreme Council' (1999), which is a high supervisory board specialized in mother and child affairs, expanding the scope of interest in child rights through establishing a number of departments that deal with the child related issues in the ministries and other state institutions, implementing a number of studies on the conditions of children, especially those who live under difficult conditions and need special protection, issuing the Law of the Rights of the Child, and improving the system of reporting to the Child Rights Commission in Geneva regarding the implementation, by the

Yemeni Government, of the provisions of the International Agreement on Child Rights.

There are some documented indications that point to the existence of violence against children in Yemen. Some national programmes, and programmes funded by UN organizations as well as NGOs pointed out that some forms of violence are included in the social behavior and are socially accepted. Another report on violence and public participation, extracted from the 'Poverty Survey 1999', revealed some forms of violence against children. It was found that one third of children are subject to violence within the family while more than two thirds suffered from violence outside the family.

However, the above indications still need more explanations through conducting field studies to explain the dimensions of this phenomenon and its effects on the Yemeni society and considering it as one of the priorities of the government policies in the field of children care and securing their protection against violence and all forms of abuse and economic and sexual exploitations.

The implementation of the present study on violence against children in Yemen by The Motherhood and Childhood Supreme Council, which is the highest supervisory and coordinating board responsible for The Yemeni child rights, in cooperation with and support of WHO, UNICIF and Raada Barnen, can be considered as a first step in creating a deeper understanding of the reasons and forms of violence against children in Yemen in preparation for establishing national policies and strategies capable of children care and protection against violence in cooperation and partnership with the concerned ministries, UN organizations and NGOs.

The present study consists of an introduction, and two sections: a theoretical section and field based one. In the introduction we present the characteristics of the methodical procedures used in the study. The theoretical section deals with the increase, at the international level, in the interest in child rights, especially the relevance to violence against children. After that we move to the national level and discuss the importance given to the rights of children and the legislative, institutional and developmental measures taken by The Republic of Yemen in this field. This is followed by defining some common indicators of violence against children prevalent in the Yemeni society.

The field based section deals with the analysis and discussion of the quantitative field data collected through questionnaires, focal discussions, case studies

and interviews with the local leaders. The analysis is carried out in three ways. First, the analysis of the data concerning the children (children's experiences and perception of violence). Secondly, the analysis of data related to parents (the attitudes of mothers and fathers and practices against children). The third and final part is concerned with the data on children in the institutions of social care, orphan centres and street children. The study ends with conclusions and recommendations.

Methodical Procedures

The Research Topic

International efforts are oriented to investigate the phenomenon of violence against children, define its scope, dimensions, causes and measure its social and psychological effects on children. This applies to violence practiced by parents, or relatives at home or by the local community, schools, streets, work places, the institutions managed or supervised by the state as well as any other places where the dignity, health and life of children are endangered.

In spite of the differences in defining what is and what is not acceptable in the behavior of parents and other members of the family in dealing with children and taking care of them, there is a kind of consensus among most human cultures regarding the prohibition of children abuse and using severe ways of discipline and sexual assaults. As a result of this, a global view towards the traditional forms of punishment and severe discipline practiced against children at home and school has been adopted. That view considers those forms as abusive examples of violence.

The Yemeni society is like many other developing societies in which children suffer from ill treatment, violence, negligence and other forms of violence against children within the family, or the local community or other places such as the school, street, work places or social care institutions. No doubt, those forms of violence cause negative effects on the character of the child, his growth and psychological and social integration. They also cause many problems of social adaptation and integration. Such problems become more obvious and serious among children who missed the family care or were deprived of it and consequently live under difficult circumstances caused by poverty, orphanhood, and disintegration. They were, therefore, forced to live in streets, beg, do marginalized jobs, be subject to abuse and exploitation or become oblique and join the social care institutions.

The social and economic changes that took place in the Yemeni society during the past fourteen years, especially after adopting the economic reform policy and lifting the subsidy offered to the low income groups, contributed to the deterioration of the living conditions of the population, particularly among the poor families. This resulted in reducing the capabilities of many families to provide social care for children and created more burdens and societal anxiety that lead to the emergence of a fertile environment for deprivation and violence against children inside and outside the family.

The phenomenon of violence against children in Yemen and the forms of abuse, negligence and materialistic, psychological and sexual practices, whether they are intentional or unintentional, direct or indirect, within the family or outside it in the local society, school, street, work places or social care institutions require careful study and investigation in order to define its dimensions, causes and negative effects and propose appropriate social policies to reduce and treat it. Such efforts will reinforce the rights of children and provide better ways of care by the family, the local community and governmental and nongovernmental social care institutions.

Research Objectives

The research objectives are stated as follows:

- To review the international legislations on the rights of children, especially those that are related to measures of protecting them against violence, abuse and negligence and the similar national legislations and institutional mechanisms and development programmes concerning the protection of Yemeni children against violence and abuse.
- To find out the nature of violence practiced against children and its different forms: physical, psychological, negligence, intentional and unintentional, direct and indirect sexual assaults within the family, the local community, school, streets, work places and the juvenile, orphans and straggler children social care institutions of and to find out its reasons and likely effects on Yemeni children.
- To identify the main reasons for violence, especially the family characteristics such as the family educational status, family size, age, gender, the parents'

attitudes towards the prevalent educational system and the urban rural differences regarding violence sites and patterns.

- To find out the stand points and attitudes of the parties concerned with violence against children, the patterns and forms of violence against children within the family, school, street, workplaces and centres of social guidance.
- To find out the social and psychological effects of violence on children and setting countering strategies with special attention to how children perceive the problems of violence in their lives and feelings towards the kind of treatment they receive.
- To propose appropriate means for developing and improving the existing policies and strategies in the field of attacking and ending violence against children in order to improve the conditions of children and the means of securing care and protection against forms of punishment and violence against them.

Research Variables

There is no doubt that violence against children is related to the social characteristics of children as well as the social and living conditions of the family. The study, therefore, concerns itself with finding out the effects of the variables of gender, age and the urban/rural status on the scope of the sufferings of children from violence as well as the difference of the scope of the parental treatment of children with respect to the variables of gender, age, educational status and the family size.

Significance of the Study

The significance of the study stems from the understanding that it attempts to uncover the nature of violence against children, its reasons, forms and effects on the family, local community, school and social care institutions. Another source of significance comes from its aim to find out the nature of the attitudes and stand points adopted by the parties that practice violence against children. Such issues will contribute to providing a clear picture about the phenomenon of violence against children, setting policies, strategies, social programmes and measures capable of spreading awareness of the rights of children, mechanisms of protecting them and

improving the social conditions that help protect children against violence and realize their prosperity and happiness.

Research Methodology

To achieve the objectives of studying violence against children, the present study follows a descriptive and analytic approach to find out the reasons, forms and effects of violence on children. This is done by identifying the conditions of the social, family and school environment surrounding children. Questionnaires, case study conditions and in depth interviews are used for collecting quantitative data.

In general, the research used the following different methodical procedures:

- Office work to collect theoretical materials and employ them in the study. The available relevant information, data, studies and surveys are utilized. These include international and national legislations, studies and reports published by international organizations and the plans, programmes and strategies dealing with the issues of children in Yemen.

- Quantitative procedures are used to collect data through questionnaires. Three models are used:

a) A general questionnaire for children (6-15 yrs), consists of six themes and (49) closed questions.

b) A special questionnaire for those concerned with child care and parents, consists of six themes and (60) closed questions.

c) A questionnaire for children in the social care institutions (centres for social guidance of juveniles), consists of six themes and (62) closed questions.

-Qualitative procedures are used to collect data through concentrated focal group discussions. Practical handbooks are prepared with discussion themes for the focal groups such that they can be used for six categories: family and school children, children in the social care institutions and orphan centres , street children, fathers and mothers, school teachers and specialist in the social care institutions and orphan centres. Individual in depth interviews (similar to case studies) with children are also used together with interviews with the local leadership. All these procedures are used to collect detailed qualitative data intended to support the quantitative data obtained through the questionnaires that included background to children, their family status, forms of violence at school, street and local community. The handbook on how to

deal with children, attached to the 'UN Study on Violence against Children is also used.

Concepts Used in the Study

The study used a number of concepts related to violence against children based on the conceptual framework and approach of the 'UN Study on Violence against Children which in turn is based on the international report on violence and health published by the WHO. Among the concepts used in the study are the following:

Violence

According to the definition used in the International Report of the WHO on Violence and Health (WHO 2000), violence refers to ' intentional use of physical force either by threatening, actual practice against self or others, group or community which results in harm, injury, or meant to cause harm, death, psychological harm, abnormal growth or deprivation'.

Violence includes all forms of physical and mental violence, abuse, ill treatment, negligence, and exploitation including sexual harassment (which take place at home, school, street, work places or social care institutions).

The consultative expert group of the International Nongovernmental Organizations defined violence as 'physical, psychophysical, sociophysical, and sexual violence against children through ill treatment or exploitation such as intentional or unintentional, direct or indirect behavior which subject children to danger, or insult their dignity, body, social position or normal growth' (2003/AD Panel NGO/Group).

Child Abuse

The concept of child abuse is defined as follows:

Ill treatment and child abuse include all forms of physical ill or careless treatment, sexual assaults, negligence, commercial exploitation which results in real or possible harm to Children's health or growth in the context of the relationship of responsibility, trust or power which happen to the child at home, school, street, workplaces or care institutions.

The Child

The child refers to every human being below eighteen, unless maturity happens before that. This is according to the Child Rights Agreement and the Yemeni Child Rights Law. For a procedural purpose concerning the objectives of the present study, the target child is among the age group (6-15) which is the group equivalent to the age of children enrolled in the basic education schools. This includes school children as well as non-school children, children in the social care centres, children in the orphan centres and street children.

Research Sample

As a first stage in studying violence against children in Yemen urban and rural subjects are selected from the governorates of Sanaa, the Capital Trust and Hodeida. Three to four areas (districts), urban and rural are selected in every governorate. After that a number of school and family children, as a sample from residential areas/villages, were selected. In the Capital Trust, as a sample of urban areas the study covered (Old Sanaa, Safia, Middle Miseek, the residential town in Hadda and Saawan residential area). In Sanaa Governorate as a sample of rural area the selected areas are (Khowlan District, Bani Matter and Bani Hushaish). From the urban areas of Hodeida, the selected areas are (The Corniche, Commercial centre, Workers' area and Hali). The rural areas of Hodeida included (Almarawaa, Almansoria, Beit Alfagih and Alganous).

The oblique, street children and orphans are selected from the Capital Trust and the city of Hodeida. A random sample from the research area is selected for collecting quantitative and qualitative data as stated below:

Quantitative Data

- The sample of family and school children consists of (586) male and female children.
- Parents' sample (fathers and mothers) is (397).
- Juvenile children's sample in the social guidance centres is (33) male and female. (see table No1)

Table No (1) Distribution of the research sample: children, fathers and mothers and juvenile children.

Research areas	Sanaa				Hodeida				Total	
	Rural		Urban "Capital Trust"		Rural		Urban			
	No.	%	No.	%	No.	%	No.	%	No.	%
Male Children	73	49%	64	47.8%	75	50%	78	50.9%	290	49.5
Female Children	76	51%	70	52.2%	75	50%	75	49.1%	296	50.5
Total	149	100%	134	100%	150	100%	153	100%	586	100%
Fathers	89	89%	46	48.4%	50	50%	58	56.8%	243	61.2%
Mothers	11	11%	49	51.6%	50	50%	44	43.2%	154	38.8%
Total	100	100%	95	100%	100	100%	102	100%	397	100%
Male juvenile	–	–	10	50%	–	–	13	100%	23	69.7%
Female juvenile	–	–	10	50%	–	–	–	–	10	30.3%
Total	–	–	20	100%	–	–	13	100%	33	100%

Qualitative Data

The focal discussion group sample which included children, parents (fathers and mothers), teachers, specialists in schools, social care centres, orphan houses, working children, training centres and the safe childhood centre amounted to (80) focal discussions covering males and females in urban and rural areas, as shown in Table No (2).

Table No. (2) shows the distribution of the interviews of the focal discussion group sample with family and school children, fathers and mothers, male and female

teachers, juvenile children, street children, orphan houses and children training centres.

	Research areas	Sanaa		Hodeida		Total
	Sample	Rural	Urban "Capital Trust"	Rural	Urban	
Children	Male Children	5	4	5	5	19
	Female Children	3	4	4	2	13
	Total	8	8	9	7	32
Parents	Fathers	3	3	4	4	14
	Mothers	3	2	3	3	11
	Total	6	5	7	7	25
Specialists & Teachers	Male Teachers	3	2	2	2	9
	Female Teachers	-	1	2	1	4
	Total	3	3	4	3	13
Children kept in social guidance centers	Male	-	1	-	1	1
	Female	-	2	-	2	4
	Total	-	3	-	3	5
Safe Childhood House	Male	-	1	-	-	1
	Female	-	-	-	-	-
	-	-	1	-	-	1
Orphan Houses Children	Male	-	1	-	-	1
	Female	-	1	-	-	1
	Total	-	2	-	-	2
Children training centers	Male	-	1	-	-	1
	Female	-	-	-	-	-
	Total	-	1	-	-	1
Grand Total		19	21	20	20	80

The total number of the in depth individual interviews with children, children of the social care centers and local guiders amounted to (54) covering males and females in urban and rural areas, as shown in table (3).

Table No (3) shows the distribution of individual interviews with family and school children, juvenile children and local guiders.

	Research areas	Sanaa		Hodeida		Total
	Sample	Rural	Urban "Capital Trust"	Rural	Urban	
Children, Families, & Schools	Male Children	4	7	4	5	20
	Female Children	-	6	7	4	17
	Total	4	13	11	9	37
Juvenile	Male	-	1	-	1	2
	Female	-	1	-	-	1
	Total	-	2	-	1	3
Local Guiders	Male	4	2	7	1	14
Total		8	17	18	11	54

Researcher Training

A training course was organized for the field researchers on the collection of quantitative and qualitative data. The field researchers were trained to use methods of using questionnaires, focal discussions and individual interviews. They were provided with special handbooks for those instruments. The course lasted four days and took place in the Motherhood and Childhood Supreme Council premises and was conducted during the first three days by specialist consultants. A pretest was then applied in the Capital Trust.

Data Collection

After preparing three types of questionnaire forms for family and school children, social care institutions children and parents as well as the handbooks for the focal discussions themes, case studies and interviews, a team of local male and female researchers set out collecting quantitative and qualitative data. The research team was divided into four groups with (8) researchers in each group including a supervisor for urban and rural areas. Four lecturers from Sanaa University supervised the field work. The data was collected between 24/12/2003 and 2/1/2004.

Organizing and Analyzing Data

After finishing the collection of the field data through the questionnaires, the collected data forms were then revised, summarized, organized and tabulated by using the computer by an expert in statistics in preparation for analyzing it. Three statistical analysis procedures were applied: simple frequency based statistical analysis, descriptive statistical analysis, (Cross tabulation) and correlation analysis by using QI-square.

Limitation of Data

Regarding the data, some cautions need to be observed because they influenced the results, especially the ability to compare the major variables. In the sample of the fathers and mothers, for example, it is not possible to carry out a comparison between the fathers and mothers with respect to the actual practice of violence against children because of the coding errors made during the collection of data. It was found that an error was made in feeding the name of the respondent instead of the name of the head of the family. Consequently, the number of fathers in the questionnaires appeared greater than that of the mothers. In spite of that, both males and females were represented in sample. There is also another variable that could not be compared which is the variable of the socioeconomic status (SES). It was not possible to extract it from the questionnaire form. Under the best conditions, the type of work done by the parents was used inadequately as an expression of the socioeconomic status.. Despite the difficulty of getting data concerning the income, there is a possibility of measuring it by using the information related to the income and expenditure of the family, as the latter provides a more appropriate indication for the levels of poverty than the family income. However, both types of data are required.

In a similar fashion, the ages of children incline or deviate towards the ages of adults because most of the sample relied on the views of children between (12-15). This means that it is not possible to compare the views and experiences of young children with those of older ones. The same thing applies to children in the focal discussions.

The second stage of the study should, therefore, involve a useful modification of the scope of the sample such that data is obtained from the families to which the children belong.

As regards the qualitative data, the short period of the collection of data and the sensitivity of the topic suggest that there was not enough time to obtain data and a deeper understanding of the views of the respondents regarding violence against children. It may be useful to reduce the number of focal interviews and grant more time to the focal groups so as to obtain deeper data with less repetition from the participants.

The same thing applies to the individual children where focus was made on children only while the aspects that concern the persons who are important in their lives were neglected.

Future studies should, therefore, be planned to obtain much deeper data for some particular cases.

1-Global Interests in the Rights of the Child and his Protection against Violence

The global interest in the rights of the child began during the first half of the twentieth century when Geneva Declaration on Child Rights was made in (1924). This interest developed further during the second half of the same century in the framework of the global interest in human rights and fighting discrimination against women. Many international treaties and agreements came into existence. They included many paragraphs and items on child rights, among them is The International Declaration on Human Rights (1948)¹, The International Declaration on Child Rights adopted by the UN General Assembly, The Agreement on Eradicating All Forms of Discrimination Against Women (1979), The Declaration on Protecting Women and Children During Emergency Cases and Armed Conflicts (1974) and the dual agreements between states regarding political and economic rights (1966). Besides, there are the basic regulations of the specialized organizations and the international organizations concerned with childhood which amount to more than (80) international agreements that include committing formulas all of which aim to improve the situation of children the world over.

The year (1979) was specially declared as The International Child Year with the aim to concentrate all efforts on childhood issues on top of all priorities of international interests.

The Agreement on the Rights of the Child

The Agreement on the Child Rights appeared in (1989), but became effective in (1990) as culmination to all previous efforts and interests concerning the enforcement of child rights and translating them into legislative, institutional and developmental commitments by the states that signed the agreement.

The agreement involves a number of principles and provisions that call the member states which verified it not to discriminate between children on the bases of race or color, to take the necessary legislative measures to protect children against all forms of discrimination and to abide themselves to provide children with health care, protection against all forms of abuse, violence, harm and mental and physical negligence.

Article (19) is considered as the basic article that relates to the issue of abuse and violence against children. It states all forms of violence against children as well as the protection measures required from member states. This is in addition to other articles that deal with many forms of abuse and cases of supporting child rights and protection.

Article (19) states that all member states take all legislative, administrative, social and educational measures to protect children from all forms of violence, harm, mental or physical abuse, negligence, or treatment that include negligence, ill treatment, exploitation, sexual abuse while under the care of the parents or the legal curator (legal curators or any other person taking care of them)

Those protective measures should, as deemed necessary, include effective actions to establish social programmes to secure the necessary support for the child and to those taking care of him and to other forms of protection, identify cases of child abuse so far known and to report, refer, investigate, treat, follow up and call judicial interference if necessary.

The World Summit Child Conference (1990) which adopted the International Declaration on the Existence, Protection and Growth of the Child, represents a further step to reinforce child rights and translating them into applicable programmes of action through agreement on defined development objectives to improve children's conditions during the nineties and throughout the millennium.

The Summit Conference on Children was followed by a number of other

international conferences like The World Summit Conference on Social Development, Copenhagen (1995), which adopted a call for introducing and implementing special qualitative programmes and policies for general health and social services for the sake of protection against violence in societies and reducing its effects. We also find the recommendations of the International Conference on Population and Development, Cairo (1994), and The Fourth International Conference on Women, Pejen China (1995)², which insists on discussing the problem of violence against women and girls and perceiving its health consequences. . In Resolution 52/15 of November 20 (1997), The UN announced the year 2000 as The International Year of Peace Culture; and in Resolution 53/25 of November 10 (1998) the UN announced (2001-2010) as the International Decade for the Peace Culture and Nonviolence against Children of the World³.

In 2000 The General Assembly adopted the Two Optional Protocols Project of the Agreement on Child Rights concerning the participation of children in armed conflicts, selling children, children prostitution and using children in shows and free value free materials. All members states which signed the Child Rights Agreement, verified it or joined it are called to sign, verify or join the Two Optional Protocols attached to agreement as soon as possible so that they can become effective at an early time.

At the regional level, the Regional Conference on Childhood was held (1-3) March 1998 in Colombia and attended by the states in that region together with international organizations. The main themes of the conference were:

- Laboring children
- Sexual exploitation of children
- Children in armed conflicts and the need for peace culture⁴

One of the most important conferences is the conference on Encountering the Sexual Exploitation of Children for the Sake of Making Financial Profit, Sweden (1996), in which 122 participating countries agreed to encounter sexual exploitation, set plans to attack it and to protect children victims or those who may be subject to sexual assaults and abuses.

The Arab/African Meeting on Encountering Sexual Exploitation of Children, was held in Morocco, (24-26 October 2001). In this conference 47 Arab and African states participated in addition to representatives of international and regional

organizations as well as national and international NGOs in preparation for the effective participation of the Arab and African region in the Second International Conference, Japan (17-20 December 2001).

Rabat proclamation issued by the conference stated the outcomes of the five years, that followed the Stockholm conference, which are represented by several problems among which were the straitening of some countries from discussing the sexual exploitation of children, lack of research and quantitative and qualitative data at both national and regional levels, the absence of coordination mechanisms for attacking exploitation, meagerness of human resources, lack of habilitation and rehabilitations programmes of children victimized by sexual exploitation. The proclamation pointed out that poverty, illiteracy, weakness of the educational systems, gender discrimination, cultural traditions that abuse children, the uncontrolled social changes and the crises of human values are the main reasons for this problem.

The proclamation called for giving attention to the protection of children against exploitation, setting national plans, commitment to protecting Stockholm resolutions and the non-national associations, verifying The Two Optional Protocols attached to The International Agreement on Child Rights, particularly the protocol on selling children and the ILO Treaty No 182 concerning the worst forms of children laboring (The Arab/African Meeting on Encountering Sexual Exploitation of Children, Rabat 24-26/10/2001, General Report, P. 2 ff).

The paper presented by The Coalition of the NGOs to support The Agreement on Child Rights and ECPAT International at the meeting, point out that the reasons and factors that contribute to this phenomenon are a series of connected factors and events. Poverty is a factor in the commercial and sexual exploitation of children, but it is seldom the sole factor. Ignorance also plays an important role in exploitation among families and societies that lack educational and awareness means on sexual desire. The instructional, educational and public awareness raising initiatives are among the important activities for protection against exploitation that take patterning units in the school curricula, media and means of communication through the local community leadership⁵.

During the past few years, the international community witnessed a remarkable interest in studying violence against children as one of the important dimensions of the perception of child rights. The first step in this direction was the publication

of the WHO study and the World Report on Violence and Health (2000). During 2000 and 2001, the Child Rights Commission devoted two days for general discussions on violence against children after which it recommended that the General Secretary requests the General Assembly to carry out an in depth study on violence against children. In a letter addressed to the General Secretary, the chairperson of the Child Rights Commission asserted that the study aims at achieving the following:

- To lead to setting strategies aiming at preventing and attacking all forms of violence against children.
- To define the measures which have to be taken, at the international level, by all countries for the prevention, intervention, treatment, utilization and rehabilitation⁶.

The UN Study on Violence against Children strived to develop a well defined conceptual and methodological framework that can help find a joint definition of violence against children, define the concept of ill treatment of children, patterns of physical, sexual, and psychological child abuse and negligence. It also stressed the importance of defining the dimensions and sites of violence against children in the family and the governmental institutions, the organized crime and the state responsibilities.

2- National Interests in Child Rights and Measures of Protecting Him against Violence

The Republic of Yemen interacted positively and effectively with the global changes, especially during the last decade of the twentieth century and the spread of the concepts of globalization and human rights. The Republic of Yemen, since the Unification day, is established on the principles of democracy, political polarity and the recognition of the public rights and liberties of the citizens.

As a result it was easy for it to interact positively with the international charters and treaties concerning the human rights in general and the rights of women and children in particular. It verified the International Agreement on the Rights of the Child in 1991, and strived to reflect its international commitments in the provisions of the constitution and other legislations, either through the modification of some legislative articles that contradict the rights of the child, or by issuing new laws the last of which

was The Law of the Rights of the Child in 2002. Institutional mechanisms are also introduced, for example, reforming the Motherhood and Childhood Supreme Council in 1999. A variety of strategies, policies and development programmes have been originated to improve the conditions of the Yemeni child and working towards the creation of the appropriate environment for his care and protection against violence according to the country's social and economic capabilities.

National Legislations

Yemen gives marked significance to the legislative policies to enable itself to cope with the legislative commitments concerning the rights of the child and his protection against violence. This is represented by issuing laws and resolutions, modifying or canceling some provisions of laws to help establish legislative framework for fulfilling the commitments of Yemen towards the Agreement of Child Rights

The Constitution

The Yemeni Constitution, in a number of articles, stated several principles and provisions that create a fertile breeding ground for dealing with the rights of children and the requirements for their care and protection. Article (45) states the principle of equality among citizens in rights and duties, and secured their right to enjoy their political, economic, social and cultural rights, article (41). It also recognizes their rights to get educational and health services as well as other basic requirements necessary for constructing the society and its progress., article (53). The constitution gives special attention to women and children as article (35) states the role of the government in the protection of motherhood, providing care for children and youth and providing educational, health and social services to help construct the society and realizing its progress, article (32)⁷.

The Effective Laws

The process of formulating laws concerning the rights of children passed through two stages. During the nineties, those rights were dealt with partially within several laws of organizing social, economic and civil life such as The Civil Law, Civil Service Law, Labor, Crimes and Punishment Law, Social Care Law and Juvenile

Children Care Law. This legal care was later elaborated and crystallized by issuing The Child Rights Law in 2002.

In the following paragraphs reference will be made to the attention given by the Yemeni laws to the rights of the child and how those laws became actually effective.

The Civil law NO (19) for 1992 states the majority (full age) as 15 years, and the Juvenile Children Care Law of 1992 and its modifications in Law No.(4) for 1997 states the juvenile age as 15 full years at the time of committing a prohibited deed, as well as the necessary measures for protecting him⁸. Law No (19) for 1999, concerning the civil service and its executive regulation state the conditions for permanent employment in occupations and professions for those who are not below (18) years, giving exception to those not below (16) in occupations that require special training in training centers, institutes or work sites⁹. In the field of labor, the Labor Law No.(5) for 1995 states the equality between men and women in occupying public posts as well as other occupational demands. It also prohibits laboring juvenile children in overtime bases¹⁰. In the area of social care for children and family and the alternative care systems, The Social Care Law No(17) for 1999, states that the family bears the responsibility of child care as stated in the effective laws and legislations which stress the necessity of satisfying the basic needs of children to live in and out of the family.

The Government provided alternative social care systems for the deprived children and those without family care, such as juvenile and orphan children houses, training centres for children working in streets, educational and cultural service institutions, handicapped and socially marginalized children care services¹¹.

As regards the measures taken to protect children against all forms of discrimination and punishment, Crimes and Punishment Law No (12) for 1994, Article (31), states the responsibility of the juvenile and the like, and Article (32) prohibits the penal interrogation of children below the age of seven. If the child is above 7 but below 15 cautionary measures can be taken as stated in The Juvenile Children Law. If the child is 15 but not above 18, the penal responsibility is not full and he can be sentenced to not more than half the maximum penalty stated by law. In case of death penalty, the child can be jailed for not less than three years but not more than ten years¹².

The Yemeni Child Rights Law (2002)

By issuing the Child Rights Law, No (45) for 2002, the legislative framework of the rights of the child is to a great extent accomplished. There is now a unified law granting independent and comprehensive legality to the rights of the Yemeni child. It is the first Yemeni law on childhood which deals with all rights and affairs of the Yemeni child including a number of legal and legislative items regarding the rights of the child formulated in accordance with the characteristics of the Yemeni society which do not necessarily contradict the human orientations in the field of childhood rights and the effective laws concerning the child.

In chapter one, section 2, under the title 'objectives' the law focused on the idea of protecting the child. It emphasized the importance of providing legal protection for the child, securing his right to enjoy them and not to violate them in accordance with Islamic (Sharia) Laws and other effective laws. The law also emphasizes the protection of the child against all forms of exploitation, the penalties in case of performing them and names the authorities responsible for exercising control for securing the rights of the child.

With respect to the alternative social care, the law asserts the necessity of providing alternative care, for children deprived of normal care of their families, through three systems: the nursing family, the social care institutions and the social security institutions.

The law granted orphan children, children of unknown parents and imprisoned children, during their stay in prison, the right to get reasonable monthly support. Furthermore, it gave special attention to caring for and training juvenile children.

As for the protection of children who live under difficult conditions or those who suffer from ill treatment, the law urged the government to take scientific and practical measures and procedures to check their sufferings and guarantee that they are not persuaded to be associated with or directly involved in carrying out illegal jobs or begging. This applies to street children, straggler children, victims of natural and man made disasters, ill treated children, deprived and socially exploited children. The government should work to protect and care for orphan children and children of disintegrated families who are not taken care of and earn their living through begging. It should also eliminate this phenomenon and enroll the begging and straggler

children in the social care houses and help them to become good and productive citizens. Besides, the government should establish offices to protect children from straggling and begging and allocate funds for this purpose, establish social care houses and institutions and protect children against ill treatment, physical and psychological torture and take those who do such things against children to courts while watching the legal rights of parents to discipline their children. The government should use all possible educational means including legal and penal means to protect children against committing vices. For the sake of protecting children against exploitation, the law stressed the role of the state in protecting children against all forms of sexual and economic exploitation and taking strict measures and procedures to protect children against the performance of immoral behavior and prohibit using and exploiting them for prostitution and other illegal practices. Measures and procedures should also be taken to protect children against using drugs and substances that affect the human mind and to prohibit using them in producing or marketing such materials.

However, the Child Rights Law is blamed for not considering several legal articles stated in the Civil Law and the Labor Law and are seen as contradicting The International Agreement on Child Rights (1989) such as defining girls' marriage age, the contradiction between the age of the juvenile child and that of the child. For the purpose of this study we will review some of the issues regarding the child care and his protection against abuse and all forms of violence stated in the Child rights Law No(45) for 2002¹³.

3. Strategies and Development Programmes

Children related issues gained remarkable interest in the national strategies, programmes and development plans that have been designed since the beginning of the nineties till now. This interest in childhood issues does not show itself in the form of just occupying a place within other issues like motherhood, youth and women as in the case of the National Population Strategy (1991-2000)¹⁴ and the Population Policy (2001-2005) as well as other strategies such as the National Strategies for the Eradication of Illiteracy (2001-2005), the National Strategy for the Education of Girls, Poverty Rollback Strategy, the Social and Economic Development plans (1996-2000) and 2001-2005) but it takes the form of special strategies concerning motherhood and

childhood problems as in the National Childhood Strategy (1997-2002) and the ongoing preparations for the National Childhood and Youth Strategy (2005-2015), the formulation of specific qualitative strategy for childhood such as the National Strategy on Reducing the Laboring of Children which was approved by the Council of Ministers (the Cabinet) (2001) and the preparation of the National Strategy for the Protection of Children under difficult circumstances (2001). At present preparations are underway to set a national strategy and a work plan for childhood and youth for the coming ten years.

As regards the care programmes for children living under difficult circumstances and need special protection like juvenile and orphan children and street children, continuous efforts are being exerted to expand the provision of care and training services through establishing more juvenile and orphan houses and rehabilitation centres for children working in streets.

In the field of juvenile children care, there are seven houses in six governorates, only one of them is for female juvenile children located in the Capital Trust. Efforts are being exerted to build two other female houses in Aden and Taiz¹⁵.

With respect to the judicial control systems and juvenile children courts, some courts have been established in some governorates together with five new prosecution attorneys for juvenile children in the governorates of Hodeida, Taiz, Ib, Hadramout and Dhamar, in addition to the two already existing courts in The Capital Trust and Aden. Moreover, measures are being taken to provide those courts with social experts, train police officers for the juvenile children police, prepare a practical training manual on juvenile children care, originate six police stations for juvenile children in The Capital Trust, include the civil society and national societies in supporting and developing juvenile children care programmes¹⁶. Regarding orphan children, there are eight orphan houses, two of them for female orphans only one of which is governmental supported by The Ministry of Social Security, the rest are supported and supervised by Al-Sharja Society.

Furthermore, two centres have been established for rehabilitating children working in streets, one in The Capital Trust and the other in Aden. The purpose of establishing these centres is to give health, educational and guidance services to those children, protect them, provide services for their families and create economic alternatives to help withdraw children from work places¹⁷. In the field of studies and research on the status of children living under difficult circumstances, several field studies were

conducted between 1997 and 2001 on working children, dropouts, begging, the status of the children of the marginalized groups, the conditions of the social care houses, deformation of the sexual organs, behavior related to the social upbringing of children in Yemen, children in conflict with the law, handicap, and the health, nutritional and educational rights of girls¹⁸.

4. Cadre and Institutional Structures

Parallel to the measures taken in the fields of legislations, strategies, policies, development programmes concerning child rights and mechanisms of protecting him against all forms of violence, ill treatment and providing effective means of care for the Yemeni child, attempts have been made to create an institutional framework charged with implementing the legislative procedures and applying the provisions of those strategies and development programmes. This is done either through upgrading the existing institutions or establishing new ones. Among the important measures taken is the reformation of the Yemeni Council for the Motherhood and Childhood Care which was formed before Yemen had signed the Child Rights Agreement in 1991. In accordance with the Presidential Decree No (321) for 1999, the council is named The Supreme Yemeni Council for Motherhood and Childhood.

In addition to that, the High National Commission for Human Rights was reformed according to the Presidential Decree No (89) for 2001 and a new department concerned with women and children affairs was originated in several ministries. Furthermore, a number of NGOs interested in children affairs and studying their conditions were established.

The Supreme Yemeni Council for Motherhood and Childhood has become the high supervisory authority responsible for designing, coordinating and following up the motherhood and childhood related policies, controlling and listing progress made regarding child rights, sending periodical reports to the Children Rights Commission in Geneva¹⁹ and representing Yemen in all childhood related activities in the Arab League and the concerned UN organizations.

In general, the role of the Supreme Yemeni Council for Motherhood and Childhood in reinforcing the rights of the Yemeni child and creating the appropriate environment for his care and protection against all forms of violence

and abuse depends on the effectiveness of the expanded institutional framework at the official governmental level and the national and civil society levels. This is because the supervisory, coordinating and follow up roles practiced by the council remain tied to the effectiveness of the executing authorities which are responsible for implementing the children related projects and development programmes.

5. The Influence of the Socioeconomic Context on the Yemeni Child Reality and His Suffering from Violence

After the unification of Yemen (1995), a number of local and regional events took place and affected the capabilities of Yemen to realize and fulfill its commitments towards the socioeconomic development in general, and towards the Yemeni child in particular.

The first of those influential events is the regional event of the gulf war (1990), which led to the return home of a million immigrant and the reduction of the foreign aids to Yemen as a consequence of its attitude towards those events. This was followed by the (1994) war. All those events contributed to the deterioration of the living standard and increase of poverty the rates of which among Yemeni families amounted to 30-40%, especially in the rural areas. The local individual income in (1995) was (\$328) after the deficit in the individual GDP reached (16.3%) of the total GDP²⁰.

To face the economic crises, the Yemeni Government adopted a programme for the financial and economic reform in (1995), in an attempt to promote the national economy and achieve economic growth rates that match the transfer towards market economy.

Together with those measures, the government used a number of organizational procedures and development mechanisms to reduce the economic effects of implementing the economic reform on the population life, especially the poor categories such as the social security network and a number of strategies like the National Strategy to attack poverty 2002.

In spite of those measures taken to contain the socioeconomic effects of the economic reform on the population, the limitation of the economic sources, their poor employment, the prevalence of corruption, the waste of sources, the reduction of funds for the social sectors like education and health (the expenditure

on education between May 1990 and 2000 was reduced from 20.3% to 15.9% respectively and the increase in the expenditure did not exceed 4% of the grand total of the state budget)²¹ negatively affected the efforts exerted to improve the living standard of the population and limiting poverty. The high poverty rates, the deterioration in educational and health services, malnutrition and the deterioration on income rates (the share of the individual from the national product in 2001 was \$460, the annual inflation rate remained at 16%, the rate of those whose income is less than one \$ dollar reached 21% of the total population, the total school enrollment rates between 1990-1990 were 98% for males compared with 56% for females, the net enrollment went down to 76% for males and 45% for females²², the mortality rates of children under 5 remained at 107 cases for every 1000 born live children, the infant mortality rate is 79 cases for every 1000 born live child with relative improvement in life expectation at birth which amounted to 61 years and the literacy rates reached 46%²³.

The Field Study

1. Children's Experiences and their Perception of Violence

Children's Sample

With respect to the distribution of the children sample, as shown in table (4), it can be noted that the male/female, urban/rural distribution is close to each other a situation that permits a comparison between the experiences of children and their perception of violence according to sex and urban/rural status. However, the sample distribution according to age group is not balanced as the sample is in favor of the older age groups because the majority of children (57%) are in the age group (12-15). This imbalanced distribution of children on the basis of their age group does not help define the scope of differences, regarding children experiences and their perception of violence, among younger and older children.

Table (4) The relative distribution of children according to age groups, sex and the urban/rural status

Age group	Urban			Rural			Total
	M	F	Total	M	F	Total	
6 – 8	1.4%	2.7%	4.1%	1.5%	2.2%	3.8%	7.90%
9 – 11	7%	9.6%	16.6%	8.2%	9.9%	18.1%	34.7%
12 – 15	15.4%	12.5%	27.9%	15.9%	13.7%	29.6%	57.5%
G. total	23.8%	24.4%	48.5%	25.6%	25.8%	51.5%	100%

1.1 Family Status

The present study is interested in finding out some of the basic characteristics or social, cultural and economic variables either those that distinguish between children such as sex, age, school enrolment and urban/rural status, or the ones that distinguish the families to which children belong like family size, level of education of parents and the extent to which children do live with their fathers, mothers and relatives.

In the present study there is an indication that the majority of children (87%) live with their fathers and mothers in urban and rural areas compared with the

smaller rate of (12.1%) who live far from their homes and are, therefore, deprived of the parental care.

The problem of not living with parents is a result of the death of the father (33.3%), divorce (16.7%) or the death of the mother (13.9%). In this connection, one also needs to consider the differences resulting from gender and the urban/rural status. The rate of males living away from their parents because of the death of the father is (44.1%), which is greater than that of females (23.7%). The same is true for the rural areas where the rate is (46.9%) compared with (22.5%) in the urban areas. This may be a result of the domination of the male power, especially in the rural areas whereby the absence of the father gives the male children, who enjoy more freedom to be independent, to leave their families and stay away from them. The female children, on the other hand, are controlled by the social constraints imposed on them through chastity and shame and they are, therefore, less likely to be separated from their families. By contrast, the rate of those who live away from their parents because of divorce is greater among female children (26.3%) than male children (5.9%). Besides, this phenomenon is true only for urban areas (30%). The reasons may be the weakness of family relations in cities, the small size of the accommodation or getting married to another wife or husband all of which result in practicing violence against children and they become forced to leave their families, especially girls. The situation in the rural areas is different because the togetherness of the extended family provides opportunities to contain the children even when parents are separated. The separation of children from parents is greater in the rural areas (21%) than the urban areas (7.5%).

School enrolment

Most children in the sample (86.7%) are enrolled in schools, but urban children get a bigger share (92.3%) than their rural fellows (81.5%). The dropouts and staying out of school rate is (8%), most of them from rural areas.

Educational levels of parents

In general, the educational levels of parents are low, especially among mothers where illiteracy rates amount to (74%) and in the rural areas it even reaches (94%).

Laboring children

Although most children (73.2%) said that they do not work, and only (26.8%) are working, this rate does not reflect the actual rate of the work of children, especially if one takes into consideration the actual work done by children, particularly girls who do a lot of home activities. The rate of working children in the rural areas is (38.4%) which is greater than in the urban areas (14.4%). This is because of the domination of the family agricultural work in the rural areas. The rate of working male children is (45.2%) which is greater than that of females (8.8%). This is conceivable as girls take the burden of home activities (see table5). The data in table 5 show that the major type of children work (50.3%) falls in the family agricultural work, while the other types of work include helping the family either in shops that belong to the family (12.7%) or those that do not belong to the family (12.1%).

There is no doubt that the motives behind children work are related to the nature of poverty common among their families. The focal discussions revealed that children, in general, experience a difficult life, especially in the rural areas in the vicinity of Hodeida governorate where the family members share one or two rooms.

Other types of children's work have also been identified such as Qat collection, working with butchers as in the case of Sanaa rural areas, selling Qat and fish in Hodeida where children mentioned that they had to work in order to satisfy the needs of the family because of the death of the father. This is especially true for Hodeida male children.

Table (No 5) shows the types of work done by children according to gender and rural/urban status.

Type of work	Urban rural status																	
	Urban						Rural						Total					
	M		F		Total		M		F		Total		M		F		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Work in family workshop	3	8.6%			3	7.3%	1	1.0%			1	0.9%	4	3.1%			4	2.5%
Work in others workshop	1	2.9%			1	2.4%							1	0.8%			1	0.6%
Farmer in others' land							2	2.1%	1	5.0%	3	2.6%	2	1.5%	1	3.8%	3	1.9%
Farmer in own land	1	2.9%			1	2.4%	66	68.8%	12	60.0%	78	67.2%	67	51.1%	12	46.2%	79	50.3%
Shop seller	5	14.3%			5	12.2%	5	5.2%			5	4.3%	10	7.6%			10	6.4%
Family shop seller	12	34.3%			12	29.3%	4	4.2%			4	3.4%	16	12.2%			16	10.2%
Fisherman	2	5.7%			2	4.9%							2	1.5%			2	1.3%
Porter	1	2.9%			1	2.4%	2	2.1%			2	1.7%	3	2.3%			3	1.9%
Other	10	28.6%	5	83.3%	15	36.6%	15	15.6%	7	35.0%	22	19.0%	25	19.1%	12	46.2%	37	23.6%
Unidentified			1	16.7%	1	2.4%	1	1.0%			1	0.9%	1	0.8%	1	3.8%	2	1.3%
Total	35	100.0%	6	100%	41	100.0%	96	100.0%	20	100.0%	116	100.0%	131	100.0%	26	100.0%	157	100.0%

1.2 Violence within the Family

Ways of parental upbringing

Table (No.6) Ways of dealing with children in case of faults at home

Dealing with home faults and abnormal behavior	Urban rural status																	
	Urban						Rural						Total					
	M		F		Total		M		F		Total		M		F		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Explain fault and warn of repetition	21	15.1%	9	6.2%	30	10.6%	11	7.3%	21	13.9%	32	10.6%	32	11.0%	30	10.1%	62	10.6%
Punishment	118	84.9%	135	93.1%	253	89.1%	137	90.7%	127	84.1%	264	87.4%	255	87.9%	262	88.5%	517	88.2%
Ignoring and not interrogating							2	1.3%	1	0.7%	3	1.0%	2	0.7%	1	0.3%	3	0.5%
Express behavior motives and warn of repetition							1	0.7%	2	1.3%	3	1.0%	1	0.3%	2	0.7%	3	0.5%
Other			1	0.7%	1	0.4%							0	0.0%	1	0.3%	1	0.2%
Total	139	100.0%	145	100.0%	284	100.0%	151	100.0%	151	100.0%	302	100.0%	290	100.0%	296	100.0%	586	100.0%

It can be seen from table 6 that the common pattern of treating children by their parents when they fault is punishment (82.2%), whereas explaining the fault and warning against repeating it scored (10.6%) only. Furthermore, there is no real difference between males and females in the rural or urban areas regarding their negative evaluation of the ways of treating children.

This coincides with what children mentioned, during the focal discussions, that parents incline not to negotiate, silencing children during talks, depriving them of expressing their opinions, treatment through orders and discriminating between children and adults by respecting adults and treating children harshly and not satisfying their needs.

"They just beat. They don't know what we want". A male child, Sanaa rural area.

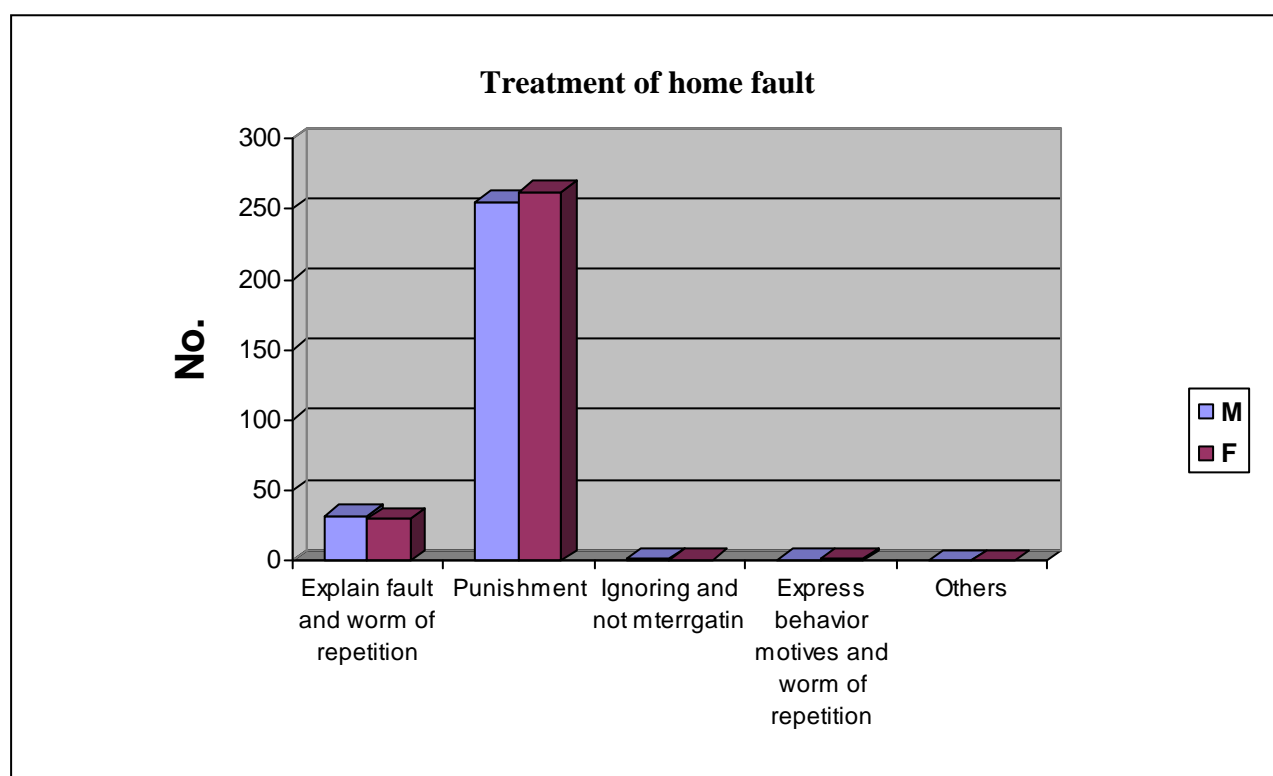
"Dad has no time for us. He doesn't care for girls as he does for boys". A female child, Sanaa rural area.

"When my brother does anything dad supports him in anything, and when I don't obey my brother dad beats me". A female child, Sanaa rural area.

There is, however, a difference between urban and rural children. Whereas urban children assert the harsh treatment of their fathers and mothers, the rural children think that treatment swings between harshness and flexibility, especially by mothers.

It should be noted that girls reported specific constraints imposed on them. A girl from Sanaa, for example, mentioned that young girls are forced to use the veil. Urban girls, in general, complained that they are not allowed to go out and play outside the house. The rural girls, on the other hand, pointed to the discrimination between boys and girls.

Fig (1) Ways of home treatment



Reasons of punishment

Table (7) The important things for which children are punished at home.

Important things for which children are punished at home	Urban/ rural status																	
	Urban						Rural						Total					
	M		F		Total		M		F		Total		M		F		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Playing in street	14	10.1%	5	3.4%	19	6.7%	7	4.6%	8	5.3%	15	5.0%	21	7.2%	13	4.4%	34	5.8%
Coming home late	40	28.8%	24	16.6%	64	22.5%	17	11.3%	11	7.3%	28	9.3%	57	19.7%	35	11.8%	92	15.7%
Escaping from home	3	2.2%			3	1.1%	5	3.3%			5	1.7%	8	2.8%	0	0.0%	8	1.4%
Neglecting homework	33	23.7%	22	15.2%	55	19.4%	49	32.5%	9	6.0%	58	19.2%	82	28.3%	31	10.5%	113	19.3%
Not implementing parents orders	24	17.3%	59	40.7%	83	29.2%	52	34.4%	103	68.2%	155	51.3%	76	26.2%	162	54.7%	238	40.6%
Watching TV for a long time	3	2.2%	12	8.3%	15	5.3%	2	1.3%	5	3.3%	7	2.3%	5	1.7%	17	5.7%	22	3.8%
Others	18	12.9%	18	12.4%	36	12.7%	17	11.3%	15	9.9%	32	10.6%	35	12.1%	33	11.1%	68	11.6%
Not stated	4	2.9%	5	3.4%	9	3.2%	2	1.3%			2	0.7%	6	2.1%	5	1.7%	11	1.9%
Total	139	100.0%	145	100.0%	284	100.0%	151	100.0%	151	100.0%	302	100.0%	290	100.0%	296	100.0%	586	100.0%

Concerning the important things for which children are punished at home, table (7) shows that refusing or disobeying the orders of the parents is the main reason

(40.6%). This is followed by neglecting school assignments (19.3%) and returning home late (15.7%).

It is observed that there are differences between males and females regarding the importance of the reasons for punishment. While disobeying the orders of parents is very clear among females (54.7%), it is much less among males (26.2%). Besides, there is a more important reason among male children which is the negligence of school assignments (28.3%). The same reason scored much less among female children, (10.5%) only.

The gender dimension in the social control process of children is greater among females than males. This is shown by the females' concentration on disobeying the orders of parents as a reason for punishment. This traditional dimension of the expected disciplined behavior among girls is stronger in the rural areas (15.3%) than in the urban ones (29.2%). This implies that there is a traditional culture reinforcing the principle of commitment and obedience among females compared with males and in the rural more than urban areas through the manners of the family upbringing which tend to encourage conformity among females, especially in the rural areas where, according to the prevailing cultural norms, punishment becomes acceptable as a means for discipline rather than violence.

The focal discussions point to other reasons for punishment such as chewing qat, smoking and abusing others, especially among urban children.

Ways of punishment

Table (8) Most used home punishment ways

Most used home punishment ways	Urban/rural status																	
	Urban						Rural						Total					
	M		F		Total		M		F		Total		M		F		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Depriving of pocket money	9	6.5%	9	6.2%	18	6.3%	1	0.7%	1	0.7%	2	0.7%	10	3.4%	10	3.4%	20	3.4%
Blaming	32	23.0%	47	32.4%	79	27.8%	39	25.8%	43	28.5%	82	27.2%	71	24.5%	90	30.4%	161	27.5%
Hitting	30	21.6%	52	35.9%	82	28.9%	71	47.0%	73	48.3%	144	47.7%	101	34.8%	125	42.2%	226	38.6%
Ridiculing	13	9.4%	11	7.6%	24	8.5%	5	3.3%	18	11.9%	23	7.6%	18	6.2%	29	9.8%	47	8.0%
Depriving of some meals	1	0.7%	4	2.8%	5	1.8%							1	0.3%	4	1.4%	5	0.9%
Face slap	6	4.3%			6	2.1%	6	4.0%			6	2.0%	12	4.1%	0	0.0%	12	2.0%
Stick hitting	33	23.7%	5	3.4%	38	13.4%	25	16.6%	10	6.6%	35	11.6%	58	20.0%	15	5.1%	73	12.5%
Not allowing to play	6	4.3%	8	5.5%	14	4.9%			3	2.0%	3	1.0%	6	2.1%	11	3.7%	17	2.9%
Imprison in a locked room	5	3.6%	3	2.1%	8	2.8%							5	1.7%	3	1.0%	8	1.4%
Other	2	1.4%	2	1.4%	4	1.4%	3	2.0%	2	1.3%	5	1.7%	5	1.7%	4	1.4%	9	1.5%
Not stated	2	1.4%	4	2.8%	6	2.1%	1	0.7%	1	0.7%	2	0.7%	3	1.0%	5	1.7%	8	1.4%
Total	139	100.0%	145	100.0%	284	100.0%	151	100.0%	151	100.0%	302	100.0%	290	100.0%	296	100.0%	586	100.0%

Table (8) shows that children are subject to various patterns of physical and psychological punishment and deprivation and isolation. The prevailing punishment pattern, however, is physical, followed by the psychological one and rarely do we find other ways like withholding pocket money. Most children (53.1%), mentioned that they face violence and physical abuse either by hitting (38.6%), hitting with a stick(12.5%) or face slapping (2%), but (27.5%) mentioned that they are subject to blaming or withholding meals. Withholding pocket money, as one of the accepted educational means for punishing children, scored only (3.4%), still less children face imprisonment or other punishment means.

It is observable that females (42.2%) are more subject to beating than males (34.8%); and rural children (47.7%) face beating more than urban children (28.9%) but, absolutely, rural girls face punishment more than any other group (47.7%).

By contrast, the rate of being beaten by a stick is high among males (20%), while among females it is (5.1%). It is also higher among urban males (23.7%), compared with (13.4%) with rural males. Females are more subject to blaming (30.4%) than males (24.5%), but there are no urban rural differences with respect to blaming.

In general there is a clear violence practiced against male and female children within the family and in urban and rural areas with a tendency towards a

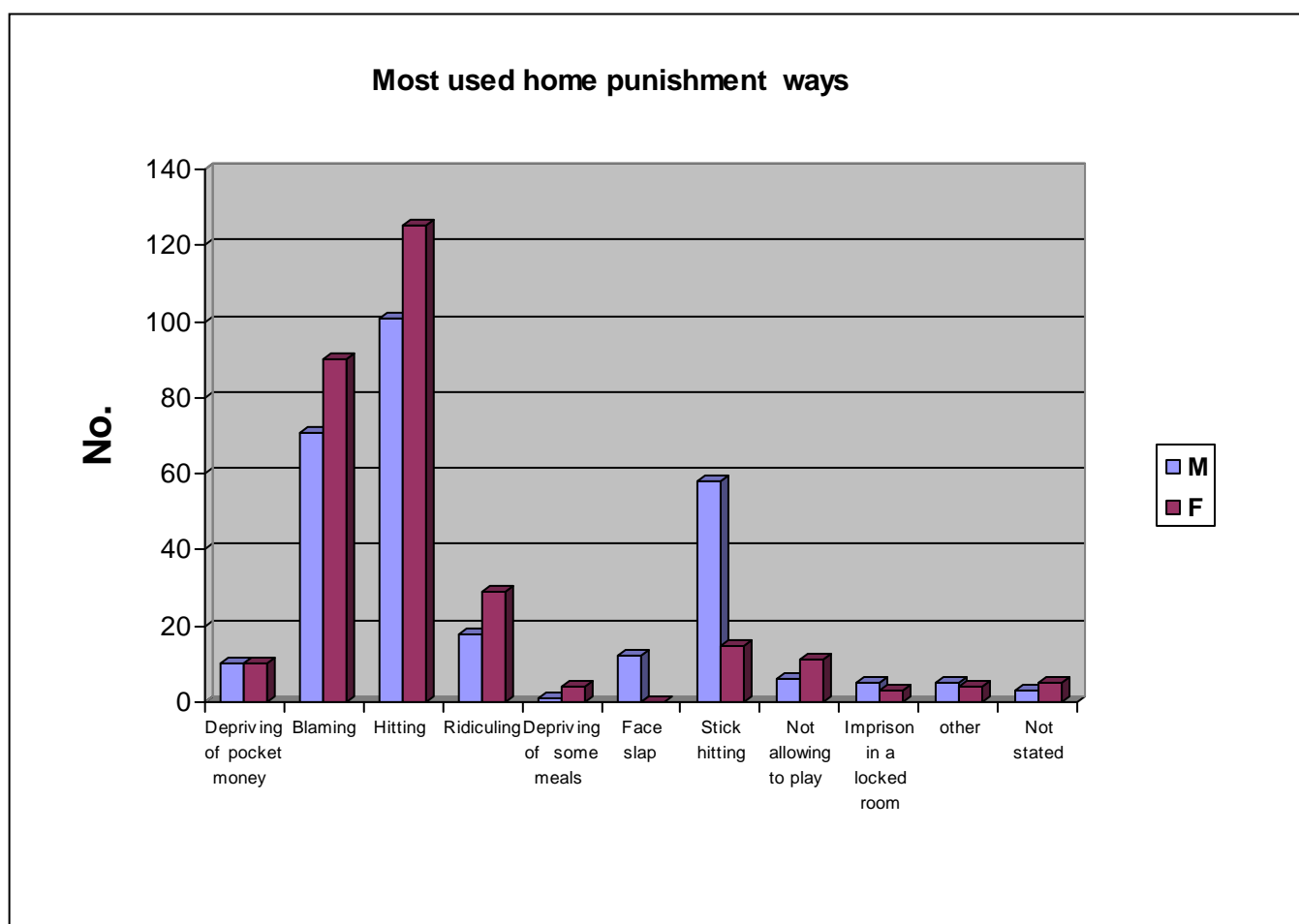
traditional classification of the forms of punishment on the basis of sex and the urban rural status. Beating prevails more among females than males and it is widely spread among rural children than among urban children. Besides, hitting with a stick is more common among males, especially urban children, while blaming is more common among females.

The data obtained from the focal discussions of children imply that the traditional classification of violence against children according to sex and the urban rural status is relatively diminishing as a result of the overlap between the harsh forms of violence like hitting with a stick and the medium and mild forms of violence among urban and rural males and females. Urban and rural male and female children report their suffering from all forms of physical and psychological violence, deprivation and isolation such as hitting with a stick or belt, head thrust, bunching, hitting with an electric wire or cane or water pipe, tying feet with a rope, face slapping, ear pulling as well as other forms of psychological torture, deprivation, isolation, vilification, insulting, mocking, threatening to kill, locking in a room or toilet or house court yard or dismissing from home. Few children reported withholding pocket money or forbidding outdoor playing.

"Dad carries a stick or anything in his hand and sometimes slaps you in the face till it becomes red and blood appears. "He imprisons me in the toilet." Male rural children from Hodeida.

"They beat us with the water pipe, wire or green stick." "Dad took me to the doctor, because my back was bleeding, my brother hit me." Rural girls from Hodeida.

Fig (2) Most used home punishment ways



Who punishes most?

Table (9) Most home punishment practicing person

Most home punishment practicing person	Urban rural status																		
	Urban						Rural						Total						
	M		F		Total		M		F		Total		M		F		Total		
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Father	70	50.4%	44	30.3%	114	40.1%	101	66.9%	35	23.2%	136	45.0%	171	59.0%	79	26.7%	250	42.7%	
Mother	25	18.0%	65	44.8%	90	31.7%	23	15.2%	76	50.3%	99	32.8%	48	16.6%	141	47.6%	189	32.3%	
Older brother	38	27.3%	28	19.3%	66	23.2%	24	15.9%	34	22.5%	58	19.2%	62	21.4%	62	20.9%	124	21.2%	
Uncle	2	1.4%	3	2.1%	5	1.8%	1	0.7%			1	0.3%	3	1.0%	3	1.0%	6	1.0%	
Grand father							2	1.3%	2	1.3%	4	1.3%	2	0.7%	2	0.7%	4	0.7%	
Other	3	2.2%	2	1.4%	5	1.8%			3	2.0%	3	1.0%	3	1.0%	5	1.7%	8	1.4%	
Not stated	1	0.7%	3	2.1%	4	1.4%			1	0.7%	1	0.3%	1	3.0%	4	1.4%	5	0.9%	
Total	139	100.0%	145	100.0%	284	100.0%	151	100.0%	151	100.0%	302	100.0%	290	100.0%	296	100.0%	586	100.0%	

Table (9) shows that fathers and mothers (42.7%), (32.3%) respectively, are the persons who practice punishment against children most. The elder brother comes next (21.2%). In comparing the male female subjects of punishment, we find that males (59%) are more subject to punishment by fathers, while females (47.6%)

are more subject to punishment by mothers. This is a reflection of a form of the traditional distribution of the social roles among males and females with respect to the social control of children. The gender issue becomes more obvious when we look deeply at the rural/urban status where the rate of male children, in the rural areas, who point to the father as the person who practices punishment most, is higher up to two thirds (66.9%). By the same token, the rate of female children who point to the mother as the person who practices punishment most rises to (50.3%). In the focal discussions with children, there is a tendency to sequence the persons who practice punishment most as fathers, mothers and elder brothers.

1.3 Violence at School

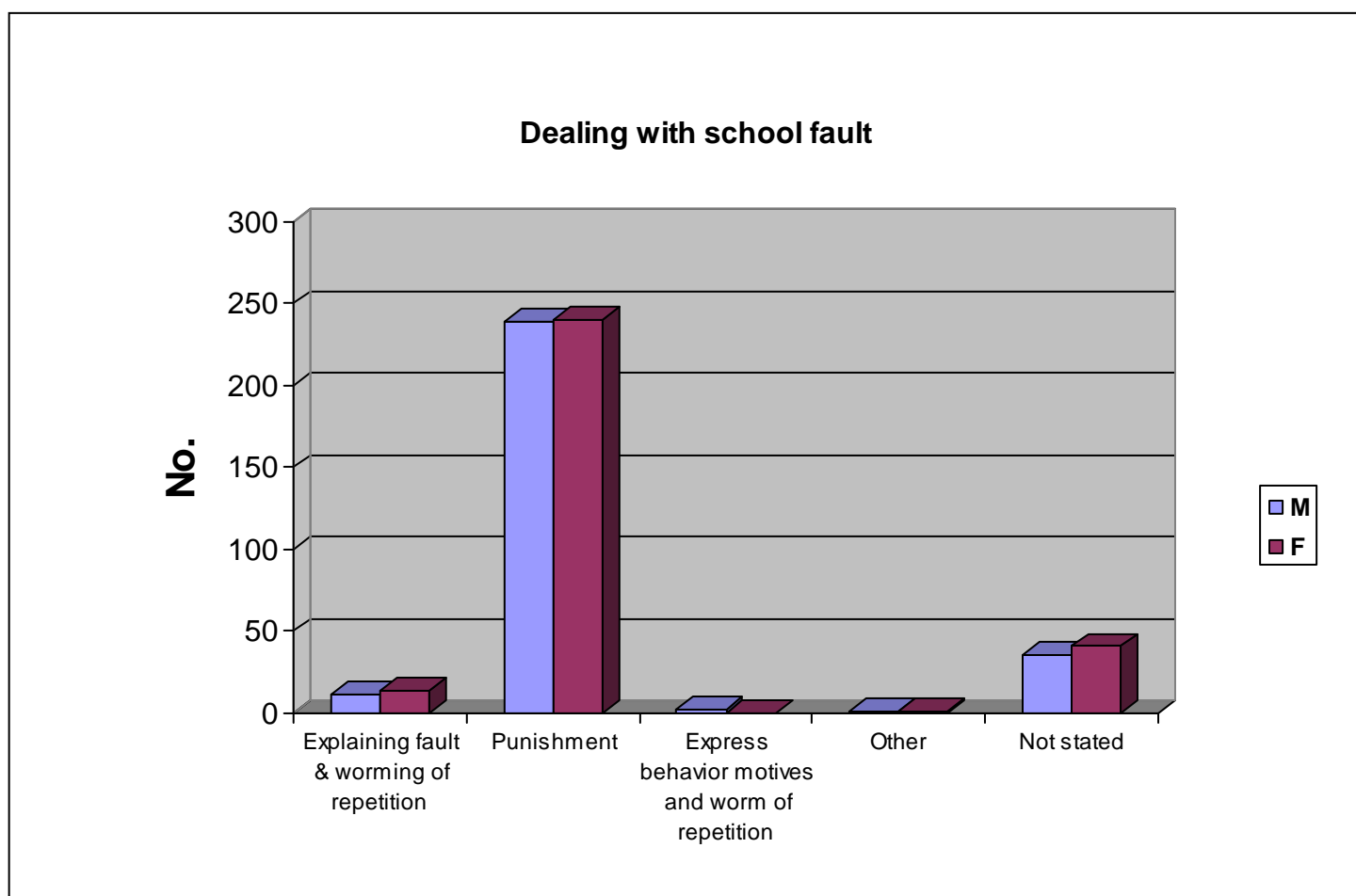
Ways of education at school

Table (10) Ways of dealing with children in case of faults at school

School treatment in case of faults or abnormal behavior	Urban rural status																	
	Urban						Rural						Total					
	M		F		Total		M		F		Total		M		F		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Explaining fault & worming of repetition	8	5.8%	10	6.9%	18	6.3%	4	2.6%	4	2.6%	8	2.6%	12	4.1%	14	4.7%	26	4.4%
Punishment	122	87.8%	121	83.4%	243	85.6%	117	77.5%	119	78.8%	236	78.1%	239	82.4%	240	81.1%	479	81.7%
Express behavior motives and worm of repetition							2	1.3%			2	0.7%	2	0.7%			2	0.3%
Other	1	0.7%	1	0.7%	2	0.7%							1	0.3%	1	0.3%	2	0.3%
Not stated	8	5.8%	13	9.0%	21	7.4%	28	18.5%	28	18.5%	56	18.5%	36	12.4%	41	13.9%	77	13.1%
Total	139	100.0%	145	100.0%	284	100.0%	151	100.0%	151	100.0%	302	100.0%	290	100.0%	296	100.0%	586	100.0%

Table (10) shows that punishment in dealing with children is repeated at school. Most children (81.7%), say that the dominant pattern of dealing with pupil children when any fault is made at school is punishment. Strangely enough, the rate of violence at urban schools is (85.6%) which is a little higher than that of the rural schools which amounts to (78.1%). In addition, the rate of pupil children who reported that the dominant way in urban schools is consideration and explaining the fault did not exceed (6.3%).

Fig (3) Dealing with school faults



Reasons for punishment

Table (11) The most common features of misbehavior at school for which children are punished.

Most common things for which children are punished at school	Urban rural status																	
	Urban						Rural						Total					
	M		F		Total		M		F		Total		M		F		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Class trouble	38	27.3%	37	25.5%	75	26.4%	32	21.2%	17	11.3%	49	16.2%	70	24.1%	54	18.2%	124	21.2%
Leaving class	4	2.9%	4	2.8%	8	2.8%	3	2.0%	2	1.3%	5	1.7%	7	2.4%	6	2.0%	13	2.2%
Escaping from school	9	6.5%			9	3.2%	7	4.6%	2	1.3%	9	3.0%	16	5.5%	2	0.7%	18	3.1%
Neglecting assignments	71	51.1%	55	37.9%	126	44.4%	72	47.7%	77	51.0%	149	49.3%	143	49.3%	132	44.6%	275	46.9%
Not implementing school orders	4	2.9%	24	16.6%	28	9.9%	7	4.6%	23	15.2%	30	9.9%	11	3.8%	47	15.9%	58	9.9%
Other	2	1.4%	5	3.4%	7	2.5%	2	1.3%	2	1.3%	4	1.3%	4	1.4%	7	2.4%	11	1.9%
Not stated	11	7.9%	20	13.8%	31	10.9%	28	18.5%	28	18.5%	56	18.5%	39	13.4%	48	16.2%	87	14.8%
Total	139	100.0%	145	100.0%	284	100.0%	151	100.0%	151	100.0%	302	100.0%	290	100.0%	296	100.0%	586	100.0%

Regarding the important behaviors for which pupil children are punished at school, table (11) shows that the negligence of school assignments is the major reason (46.9%). It is followed by causing trouble in the classroom (21.2%) and

disobeying school administration orders (9.9%). One also needs to note some relative differences between males and females as the former are more subject to punishment than the latter as a result of neglecting school assignments and making more classroom trouble. Similarly, the rate of neglecting school assignments among rural females is (51%) which is much higher than that of the urban females (37.9). The difference may be attributed to the nature of the burdens shouldered by the rural girls at home and in the farm and less attention paid by the family for providing appropriate conditions for learning and acquiring knowledge.

"trouble making, neglecting school assignments, late coming to school assembly, absence, escaping from school, leaving the school during the lessons and classroom trouble." Teachers, Sanaa rural areas.

Most used school punishment means

As shown by table (12), the most used means for punishing children at school is hitting with a stick (65%). Males (54.1%) are more subject to hitting with a stick than females (10.1%). In both urban and rural areas females are more subject to blaming than males (2.8%).

There is a statistical evidence to suggest that most children (74.4%) report that male teachers are the persons who practice punishment most at school. This coincides with what most children said during the focal discussions that male teachers treat them harshly and hit them with a stick. However, some children in Hodeida rural areas said that male teachers treat them in a good manner.

"Female teachers don't beat us. If we don't do our assignments they should beat us."
A rural female pupil child, Hodeida.

"Hitting with a stick, male teachers. Oh God, my hand is still aching because of hitting." A male pupil child, The Capital Trust.

By contrast, the teachers' focal discussions, especially female teachers present a different picture. In Hodeida urban areas in particular, some female teachers said that they do not beat girls, but they advise them. They further described such punishments as having negative results, in the long run, on both male and female pupil children, and that punishments are used only in the lower classes as a form of discipline.

"The way of dealing with the misbehaving child is advice and guidance, when this doesn't work,, we can do nothing but physical punishment." A male teacher, The Capital Trust.

"When a child faults I hit him with a stick or let him stand in the classroom, and show him that what he did was wrong, or I warn him and tell him not to do it again. If he lies or abuses I warn him of punishment in the day after." Urban female teacher, Hodeida.

Table (12) Most used school punishment means

Most used school punishment ways	Urban rural status																	
	Urban						Rural						Total					
	M		F		Total		M		F		Total		M		F		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Stick hitting	110	79.1%	74	51.0%	184	64.8%	111	73.5%	86	57.0%	197	65.2%	121	76.2%	160	54.1%	381	65.0%
Depriving of leaving school	1						1	0.7%			1	0.3%	1	0.3%			1	0.2%
Dismissal from school	1	0.7%			1	0.4%	1	0.7%			1	0.3%	2	0.7%			2	0.3%
Depriving of school activities	5	0.7%	7	4.8%	8	2.8%							1	0.3%	7	2.4%	8	1.4%
Sending off class	3		3	2.1%	3	1.1%			1	0.7%	1	0.3%			4	1.4%	4	0.7%
Standing in class		3.6%	16	11.0%	21	7.4%	8	5.3%	6	4.0%	14	4.6%	13	4.5%	22	7.4%	35	6.0%
Face slapping	7	2.2%			3	1.1%	1	0.7%			1	0.3%	4	1.4%			4	0.7%
Ridiculing	1		12	8.3%	12	4.2%	2	1.3%	5	3.3%	7	2.3%	2	0.7%	17	5.7%	19	3.2%
Blaming	11	5.0%	11	7.6%	18	6.3%	1	0.7%	19	12.6%	20	6.6%	8	2.8%	30	10.1%	38	6.5%
Others	139	0.7%	2	1.4%	3	1.1%			6	4.0%	6	2.0%	1	0.3%	8	2.7%	9	1.5%
Not stated		7.9%	20	13.8%	31	10.9%	26	17.2%	28	18.5%	54	17.9%	37	12.8%	48	16.2%	85	14.5%
Total		100.0%	145	100.0%	284	100.0%	151	100.0%	151	100.0%	302	100.0%	290	100.0%	296	100.0%	586	100.0%

1.4 Patterns of Abuse at Home, School and Local community

The main purpose of this section is to find out the patterns of abuse and inconvenience facing children, basically sexual harassment, which requires seeking help from others. Due to the sensitivity of this subject, it has not been treated directly, but integrated within the patterns of abuse so that children can talk in detail about and describe the types of abuse like sexual harassment and abuse.

The focal discussions with children revealed that dealing with this topic requires more accurate specifications than just talking vaguely about inconvenience. In some cases children reported facing strange deeds and behavior such as touching hands as a form of inconvenience or sexual harassment. In other cases they pointed to more than that, but without mentioning events and specific details which should have been dealt with in depth during the focal discussions with

children. This issue needs more investigation and research. The focal discussions showed that rural children avoid discussing sexual harassment and abuse.

Table (13) Abusing children and causing inconvenience to them

Harming and causing inconvenience	Urban rural status																	
	Urban						Rural						Total					
	M		F		Total		M		F		Total		M		F		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	80	57.6%	54	37.2%	134	47.2%	30	19.9%	35	23.2%	65	21.5%	110	37.9%	89	30.1%	199	34.0%
No	56	40.3%	91	62.8%	147	51.8%	121	80.1%	116	76.8%	237	78.5%	177	61%	207	69.9%	384	65.5%
Not stated	3	2.2%			3	1.1%							3	1.0%			3	0.5%
Total	139	100.0%	145	100.0%	284	100.0%	151	100.0%	151	100.0%	302	100.0%	290	100.0%	296	100.0%	586	100.0%

Table (13) shows that one third of the children (34%) said that they had been subjected to inconvenience or abuse and that males (37.9%) faced inconvenience more than females (30.1%). These rates are higher in the urban areas (47.2%) than in the rural ones (21.5%).

Table (14) Types of inconvenience and sites of facing them

Type of inconvenience	Family	School	Local community
Hitting	-	27.0%	10.2%
Vilification	76.1%	42.3%	0.7%
Sexual harassment	17.9%	26.5%	5.4%
Fearful threats	6.0%	4.2%	10.2%

To identify the types and sites of inconvenience, table (14) shows the following:

- Children face vilification, sexual harassment, beating, terrifying threats in the family, school and local community. (in and out of house and school).
- Vilification is the most common type of inconvenience and abuse, especially within the family (76.1%), the local community (70%) and school (42.3%). However, there are relative differences in this connection as vilifying children in the family and local community is a common phenomenon against males and females in urban and rural areas in general. Vilification at school is directed towards males more than females and it is more common in urban areas than in rural ones.
- Sexual harassment is more common at school (26.5%), followed by family (17.9%) - the rise in the rate seems to result from confusing the concepts of harassment and inconvenience- and the local community (5.4%) with differences

between rural areas (8%) and urban ones (4.1%) and males and females (6.1%) and (4.1%) respectively. There are relative differences regarding sexual harassment in the family whereby males are subject to it more than females. The situation at school is different since females are subject to sexual harassment more than the males. The rate rises more clearly in urban areas (44.3%) than in the rural ones (6.7%). There are no noticeable differences between urban and rural males and females with respect to sexual harassment. This coincides with what the focal discussions revealed as girls pointed to the existence of sexual harassment by car drivers and inconvenience in residential areas according to male and female children in Sanaa and Hodeida. Children in the rural areas of Sanaa and Hodeida tend to give less importance to this phenomenon.

"Once I was on my way to school when three persons in a car chased us, and when we entered the school one of them came after us." Female Hodeida urban child.

"A man wanted to take me by car, and I escaped, he is not from our area." Male Capital Trust child.

As regards the persons who cause inconvenience, brothers at home scored (56.9%), school teachers (42.8%) and school mates (32.1%) in addition to neighbours and bus drivers out of school and family. In spite of that, one of the case studies provided some details about the forms of inconvenience, particularly sexual harassment. This suggests that there are cases of sexual harassment but there are reservations and embarrassments regarding expressing them. As case studies give the researcher a relative opportunity to talk individually and confidentially to the researched child, they can reveal some forms of sexual harassment facing children as the following text of case study (1) shows.

Case study No (1)

Most inconvenience is a kind of ill behavior. Some boys say to me 'do you want to come with me, he means follow me. It means danger when I see him uttering bad words or doing some silly actions or walk with ill behaving boys. Sometimes I pretend not to hear him.

Once an adult caught my back and said 'let's do exercises', evil things. I quarrelled with him and escaped. In the village, those who don't treat me well, wicked or villain I leave them. (15 year old child, Hodeida rural area).

Fig. (4) Family inconvenience

Fig. (5) School inconvenience

1.5 Ways Used by Children to Protect Themselves against Violence

There is no doubt that children use different ways to protect themselves against punishment and abuse either at home, school, local community street, or residential areas. Data show that about one quarter (23.4%) mentioned that there is a person who helps them when they face inconvenience, and that males (31.7%) request help more than females (15.2%), while there are no big differences between urban and rural areas.

Table (15) Persons helping children when they are punished or while facing inconvenience

Helpful person in the family	Urban/rural status																	
	Urban						Rural						Total					
	M		F		Total		M		F		Total		M		F		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Father	8	8.9%	5	4.2%	13	6.2%	15	11.3%	8	7.3%	23	9.5%	23	10.3%	13	5.7%	36	8.0%
Mother	10	11.1%	4	3.4%	14	6.7%	4	3.0%	3	2.8%	7	2.9%	14	6.3%	7	3.1%	21	4.7%
Brothers	13	14.4%	7	5.9%	20	9.6%	4	3.0%	5	4.6%	9	3.7%	17	7.6%	12	5.3%	29	6.4%
Uncle / Aunt	3	3.3%	3	2.5%	6	2.9%	3	2.3%			3	1.2%	6	2.7%	3	1.3%	9	2.0%
Uncle / Aunt			7	5.9%	7	3.3%	3	2.3%			3	1.2%	3	1.3%	7	3.1%	10	2.2%
Other			3	2.5%	3	1.4%	1	0.8%	2	1.8%	3	1.2%	1	0.4%	5	2.2%	6	1.3%
Not stated	56	62.2%	90	75.6%	146	69.9%	103	77.4%	91	83.5%	194	80.2%	159	71.3%	181	79.4%	340	75.4%
Total	90	100.0%	119	100.0%	209	100.0%	133	100.0%	109	100.0%	242	100.0%	223	100.0%	228	100.0%	451	100.0%

It is obvious from table (15) that the father (8%) and brothers (6.4%) then mothers (4.7%) are the persons from whom children seek help most when they face inconvenience or punishment. It is strange that both males and females seek help from the father and elder brothers, although, as noted from table (15), the father and the elder brothers use punishment most, especially with males. This may be attributed to the nature of the masculine society where the effective authority lies in the hands of the father and the elder brothers from whom children seek help when they have to.

At school children go the class supervisor (36.6%) or the social counselor (29.9%). This is true for urban and rural males and females.

At the local community level, children usually refer to friends or brothers passers-by. There is a relative difference here between males and females as the former seek help more from friends and brothers while the latter seek help more from girl friends and passers-by. It can be noted that females (29%) seek help more from passers-by than males (17.7%). This suggests that females face inconvenience outside the house in the streets or residential areas.

In the focal discussions, rural children said that they seek help from their grandfathers or grandmothers when they face punishment or violence within the family.

As regards the problems created by children outside the family, with neighbours, in the street or residential area, the interviews with village and area leaders showed that they try to sort out the problems caused by children through the families who take responsibility for punishing their children. Simple problems are solved through mutual understanding by the concerned parties, while at same time warning them against repeating such things by their children. In case problems are repeated they are referred to the concerned authorities in the district where the penalty is usually put on the child's father. The situation may require keeping the child in the police station or in the juvenile house.

"We punish children by hitting, and we in the village when an adult disciplines a child the latter's family doesn't object or be annoyed. They know that it is in his interest."

Locla leaders, Sanaa rural area.

They think that the causes take the form of destroying possessions and properties such as school windows electricity pillars, steeling qat from farms and beating children.

1.6 The Effects of Violence on Children

The forms of punishment and materialistic and psychological inconvenience usually affect children and result in reactions varying according to the degree and strength of violence practiced against them.

Table (16) Reactions of children towards home violence practiced against them

Feeling during home violence	Urban/rural status																	
	Urban						Rural						Total					
	M		F		Total		M		F		Total		M		F		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Anger	69	49.6%	89	61.4%	158	55.6%	100	66.2%	86	57.0%	186	61.6%	169	58.3%	175	59.1%	344	58.7%
Depression	69	49.6%	55	37.9%	124	43.7%	49	32.5%	64	42.4%	113	37.4%	118	40.7%	119	40.2%	237	40.4%
Not stated	1	0.7%	1	0.7%	2	0.7%	2	1.3%	1	0.7%	3	1%	3	1%	2	0.7%	5	0.9%
Total	139	100.0%	145	100.0%	284	100.0%	151	100.0%	151	100.0%	302	100.0%	290	100.0%	296	100.0%	586	100.0%

With respect to violence against children within the family, table (16) shows that most children (58.7%) feel annoyed, while (40.4%) feel depressed. These rates are similar for sex and urban and rural areas. At school level, (18.3%) feel depressed, (6.8%) sad, (5.6%) annoyed and (5.3%) feel like taking revenge. Depression is more noticeable among females than males. This means that females are subject to violence more than males and are, therefore, more sensitive to reacting against it.

In the focal discussion, most children said that they accept punishment but develop a feeling of subjugation and annoyance. They also point out that they surrender to punishment, but they consider resisting, revenge and escaping from home. Females incline to isolation inside the house or take refuge in a relative's house. When punishment or violence is caused by individuals other than the family, they said that they complain.

"When dad hits me I sleep." A male child, Hodeida urban area.

"Harsh treatment by the father push children to leave the house and escape." A female child, Hodeida urban area.

" If hitting is by dad I run away, but when it is by mum, I don't, because dad beats harshly." A female child, Sanaa rural area.

The above reported results reveal that violence against children at home and school does not help solve problems, but it escalates tension, depression and the desire to revenge. Despite all this sensitivity against to forms of punishment, abuse and violence against children, they believe that it is a normal feature of life. When they were asked as to whether they deserve punishment, the vast majority (93.7%) said they deserve it, while (5.3%) only rejected using violence against them and asserted that they do not deserve it justifying their rejection by saying that punishment is harsh, violent and does not suit the faults they make.

However, the high acceptance completely contradicts what the children said during the focal discussions when most of them, urban and rural males and females, mentioned that they do not deserve punishment. Some comment by saying that they deserve it only in case of faults.

When children are asked about the right ways of punishment at home and by teachers at school, most of them (57.7%) said that parents should depend on kindness, consideration and encouragement. It is found that (19.3%) of the children prefer using ways of raising the awareness of children and informing them of the accepted forms

of behavior. Finally, (18.8%) pointed to the importance of explaining the faults to the children and warning them against their consequences.

At school level, about half of them (44%) prefer using ways of consideration and encouragement by teachers, while (31.2%) prefer means of guidance and acquainting children with the accepted norms of behavior. Last but not least (12.3%) confirmed the significance of respecting teachers by pupils. It is noticeable that rural children, particularly females lay more emphasis on means of consideration and encouragement at home and school.

2. Attitudes of Parents towards Violence against Children and Means of Caretaking

In this part of the present study attempts are made to explore the attitudes of fathers and mothers towards violence against children and the means they use to treat their children. This is done by investigating the nature of the social, economic and cultural conditions of the Yemeni family as well as the effects of the family situation on the prevailing relationships within the family. Of particular interest is the dominant educational ways of dealing with children, means of punishment against children when they fault, their views on the scope of facing inconvenience at school and street, the nature of measures taken to counter this and their opinions regarding the right means to educate children.

The sample

Table (17) The distribution of the sample of fathers and mothers according to the urban/rural status and the research areas

	Sex				Urban/Rural status				Total	
	M		F		M		F		No	%
	No.	%	No.	%	No.	%	No.	%		
C. Trust	46	18.9%	49	31.8%	95	48.7%			95	23.9%
Hodeida	108	44.4%	94	61.0%	100	51.3%	102	50.5%	202	50.9%
Sanaa	89	36.6%	11	7.1%			100	49.5%	100	25.2%
Total	243	100.0%	154	100.0%	195	100.0%	202	100.0%	397	100.0%

According to Table (17), the total number of the subjects of the sample of fathers and mothers is 397 distributed approximately equally on urban/rural basis and according to the research areas. However, their distribution according to sex is not balanced since the number of fathers looks bigger than mothers as a result of mistakes made

during data collection as mentioned when we discussed the difficulties and problems of the study. This limited the effectiveness of using the data of the fathers and mothers to carry out a gender based comparison on the issues of violence against children. In spite of that, the use of some questions, in the questionnaire such as the educational level and type of occupation, which are directed to fathers and mothers separately, made it possible to compare these two variables between fathers and mothers.

2.1 The Status of the Family and Violence against Children

With respect to the family status of parents, most of them (94%) are married with a little rise in the rural areas, but there is no explanation as to whether they had divorced and the number of wives. In general, the family appears cohesive, few children below (15) live away from the family (3.3%) and the relationships within the family are good. Conflicts between the husband and the wife sometimes take place in the presence of the children.

The focal discussions reveal a strong relation between family disintegration and the high rates of abuse, violence, negligence and careless treatment that children face. This is particularly true of the focal discussions with juvenile children in the social guidance houses, but less severe in the focal discussions with the children of normally living families.

The educational level

The data reflect low educational levels of fathers and mothers in general, but this problem is clearer among mothers. The illiteracy rates among mothers amount to (63%) and it is even higher among rural mothers (77.7%) compared with (47.7%) among urban mothers. The illiteracy rates among fathers is lower (28.5%) and it is lower than that among urban fathers (20%) compared with (36.6%) among rural fathers. The literacy rate among mothers (10.6%), on the other hand, is lower than that of the fathers (20.2%). The rates of those who have graduate and postgraduate degrees are not more than (16.4%) and among mothers it is (4.5%) only.

The limitation of the educational levels, especially among mothers affects the ways of treatment and care of children. Many studies carried out in different parts of the world, maintain that low the educational level is one of the factors that increase the likelihood of more violence and child abuse and decrease the chances of improving

the social and economic conditions of the family. This results in negative effects on the condition of the child and maybe his suffering from violence. There is no statistically significant relationship between the educational levels of parents and the forms of violence against children.

Occupation

There are differences in the types of occupations and professions practiced by urban and rural fathers and mothers according to the social division of labor between males and females. In the urban areas most of the fathers and mothers are workers and employees, whereas in the rural areas most of them are workers and peasants. As for mothers, most of them work as farmers in the rural areas or teachers and employees in the urban areas.

The focal discussions with fathers and mothers reflect the nature of the low social and economic conditions and poverty, especially in the rural areas and the rural areas of Hodeida in particular. They pointed to the deterioration of the living conditions, poverty and the failure to meet the basic needs of the family all of which directly relate to the family conflicts and problems.

"The relationship between me and my children is very bad. No respect, you don't have enough to support them because of high prices, and you, therefore, create problems and beat." Urban Hodeida father.

Age at the first marriage

Although early marriage is not stated as one of the forms of female abuse, table (18) shows increase in the female early marriage rate, as most mothers got married at an early age, between (10-16 years).

Table (18) Age at first marriage of fathers and mothers

Age	Fathers	Mothers
10 -16	9.6%	51.6%
17 – 26	73.4%	45.6%
27 – 32	11.7%	2.0%
Over 33	5.3%	0.8%

There is no doubt that early marriage results in high fertility rates among mothers and consequently leads to big family size. For this reason there is connection between the family size and the existence of family conflicts between parents and children.

No explanation is given to the categories of the responses of the researched fathers and mothers, instead vague alternatives are used in the questions about the conflicts between parents and children (sometimes/rarely/never happen). This is in addition to the inclination towards the big family size as can be seen from table (19).

Table (19) The spread of conflicts

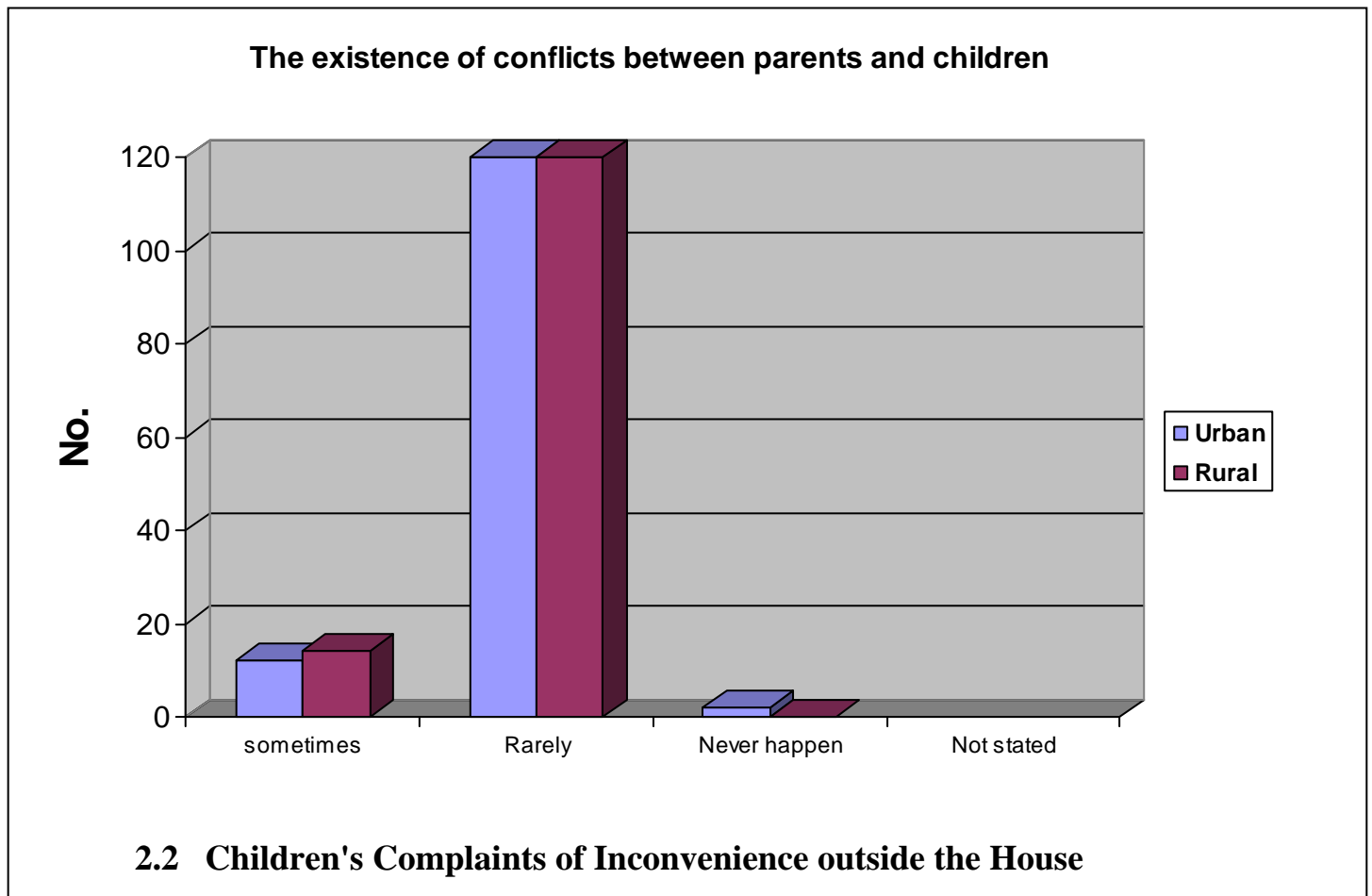
Family size	Conflicts between parents & children		
	Sometimes	Rarely	Never happen
3	3.0%	2.7%	2.7%
4 – 7	12.7%	2.2%	26.7%
Over 8	23.7%	2.2%	29.9%

Table (19) measures the relationship between the family size and the conflicts between the parents and the children. There are clear indications of the relationship between the conflicts between parents and children and the size of the family. The acceptance of the existence of those conflicts rises according to the family size.

It is noticed that the rate of those who report limited existence of family conflicts between parents and children is high. This reflects the nature of the classical social structure of the Yemeni family as parents usually do not disclose their problems to others and consider them as parts of the family secrets. Besides, they do not like to be seen as families lacking cohesion and consequently belittled by others. This means that obtaining such sensitive information relatively requires longer stay with those people, gaining their confidence and identifying their problems and worries.

The focal discussions did not provide more details in this regard as both fathers and mothers point to the existence of some family problems that are usually solvable in the family context. There is a relationship, though not a significant one, between the low educational level of parents and the increase in the conflicts between parents and children. i.e. the existence of conflicts between parents and children increase as the educational level of the parents goes down.

Fig. (6) The existence of conflicts between parents and children



2.2 Children's Complaints of Inconvenience outside the House

Among the important things that fathers and mothers should pay attention to and follow up is the issue of suffering from inconvenience and sexual harassment outside the house. The study data show that most fathers and mothers (51.4%) mentioned that they receive complaints from their children concerning this issue, but (48.6%) said that such things do not happen.

This agrees with what male and female children said during the focal discussions that they do encounter inconvenience and harassment caused by some people or strangers in the streets, especially in the urban areas. Females in Sanaa city said that they go together with their girl friends for they fear such things. In Hodeida city females said that they face inconvenience and harassment by motorcycle drivers. By contrast, the focal discussions with the fathers and mothers did not point to encountering things like these by their children.

Table (20) Sites of encountering inconvenience by children

Sites	Urban		Rural		Total	
	No.	%	No.	%	No.	%
School	40	30.5%	44	32.3%	84	31.4%
Street	77	58.7%	64	47.1%	141	52.8%
House of neighbors	11	8.3%	18	13.2%	29	10.8%
House of relative	1	0.7%	7	5.1%	8	2.9%
Bus	2	1.5%	-	-	2	0.7%
Other	-	-	3	2.2%	3	1.1%
Total	131	100.0%	136	100.0%	267	100.0%

There is evidence for supporting the existence of facing inconvenience and harassment by children in the urban and rural areas. Mothers and fathers, as table (20) shows, said that the places in which children face inconvenience are streets (52.8%) and schools (31.4%). According to the fathers and mothers, rural children face inconvenience caused mainly by neighbours and relatives. This reflects the differences in the life norms between urban and rural areas.

Patterns of inconvenience

Both urban and rural fathers and mothers say that the most common patterns of inconvenience (beating, abuse, vilification, sexual harassment and any terrifying threats) of which children complain and face outside the house are beating (48.7%), vilification (31.5%), while the complaints of sexual harassment do not go beyond (4.7%). These rates rise in the urban areas (6.5%) compared with (2.9%) in the rural areas.

Table (21) Types of inconvenience encountered by children outside the house

Types of inconvenience	Urban		Rural		Total	
	No.	%	No.	%	No.	%
Hitting	63	45.6	70	51.8%	133	48.7%
Abuse	19	13.7	14	10.3%	33	12.1%
Vilification	44	31.9	42	31.1%	86	31.5%
Sexual harassment	9	6.5	4	2.9%	13	4.7%
Terrifying threats	3	2.1	3	2.2%	6	2.1%
Other	-	-	2	1.4%	2	0.7%
Total	138	100%	135	100%	273	100%

The rates stated in table (21) about the views of fathers and mothers regarding the complaints of their children of sexual harassment appear relatively close to what children mentioned (see comment on table 14 about children's suffering from sexual harassment outside the house in which it was mentioned that reporting sexual harassment in general was limited (5.4%), and in the rural areas it scored (8%) compared with (4.1%) in the urban areas, and (6.1%) among males compared with (4.1%) among females).

The limited report of the existence of sexual harassment is a logical and understandable issue because the children who really face such harassments, especially girls usually feel reluctant or afraid of reporting them even to their fathers and mothers who in turn, do not disclose such events when they actually happen for fear of shame and undermining their social position.

Data show that the performers of inconvenience are relatives (56.2%), teachers (13.7%), especially in rural areas (16.9%), passers-by (11.8%), especially in urban areas (15.3%).

The same thing appears in the focal discussions with children, fathers and mothers who point out the high levels of violence in the school.

Measures taken when complaints are reported

Table (22) Measures taken by fathers and mothers when complaints are reported.

Measures taken	Urban/rural status				Total	
	Urban		Rural		No.	%
	No.	%	No.	%	No.	%
Hiding what children face	7	3.6%			7	1.8%
Beating	11	5.6%	16	7.9%	27	6.8%
Complaining	27	13.8%	17	8.4%	44	11.1%
Revenge and taking personal action	2	1.0%	2	1.0%	4	1.0%
	38	19.5%	35	17.3%	73	18.4%
Other	24	12.3%	31	15.3%	55	13.9%
Not stated	86	44.1%	101	50.0%	187	47.1%
Total	195	100.0%	202	100.0%	397	100.0%

Table (22) exhibits the negative nature that characterizes the behavior of fathers and mothers towards the sufferings of children from inconvenience. About half of them (47.1%) did not state their points of view. The absence of these people

may mean that they have nothing to do with this issue, and most of them maybe women and this thing is the responsibility of men.

It is found that (18.4%) say that they accept such issues as reality. That is they do not make any decision or they do not care, a problem that results in more sufferings from inconvenience, on the part of the children, as long as the doers are not penalized. Furthermore, they result in facing more serious problems by the child than he can actually handle. The rate of those who report complaints does not exceed (11.1%). There does not seem to be any fundamental differences in this respect between the child care takers whether they are fathers or mothers, urban or rural.

The focal discussions with fathers and mothers show that they incline to treat girls more firmly and strictly, thus confirming with the classical gender understanding that females are more likely to cause harm and distortion to the dignity and reputation of the family than males.

2.3 Dealing with Children When They Fault

Table (23) Means used by parents in dealing with children when they fault

Treatment	Urban/rural status				Total	
	Urban		Rural		No.	%
	No.	%	No.	%	No.	%
Explains fault risks	85	43.6%	55	27.2%	140	35.3%
Excuse	2	1.0%	6	3.0%	8	2.0%
Punishment	102	52.3%	138	68.3%	240	60.5%
Ignoring	1	0.5%			1	0.3%
Not stated	5	2.6%	3	1.5%	8	2.0%
Total	195	100.0%	202	100.0%	397	100.0%

As table (23) shows the dominant means used by parents in dealing with children when they fault is punishment (60.5%). However, (35.3%) said that they use dialogue, consideration and explaining the risks of misbehaving on children.

"I hit my son, kicked and injured him" Urban father, Hodeida.

"Understand him first, then beat." "Violence not harshness, this is education for the child." Rural mothers, Sanaa.

There is a clear difference between the educational treatment of parents in urban and rural areas. Rural parents tend to use more punishment (68.3%), compared with

(52.3%) by urban parents who tend to use more educational means and explain faults to their children (43.6%) compared with (27.2%) as used by rural parents.

Using Chi square test to measure the relationship between the means of treating children, by rural and urban parents, when they fault the differences found are statistically significant at (0.02) between urban and rural parents (Pearson's chi-square =14.628, df =3, sig =0.02).

Statistically significant differences at (0.003) are also found between the types of occupations practiced by mothers on the one hand, and the means they use when children fault on the other. (Chi-square = 260 841, df =15, sig. =0.003).

Mother teachers incline more to explaining faults to children when they do them than punishing, whereas female farmers punish their children when they fault.

Fig.7 Dealing with children when they fault according to the occupation of the father.

Reasons of punishment

Table (24) Reasons of punishment by parents

Sites	Urban	Rural
Negligence of school assignments	23.9%	23.2%
Watching TV. for a long time	8.9%	3.1%
Not praying	13.5%	17.3%
Disobeying orders	19.8%	29.5%
Returning home late	16.5%	11.2%
Playing in the street	8.1%	11.7%
Other	9.3%	6.1%

The rates of the reasons for punishment by parents shown in table (24) indicate that disobeying orders and neglecting school assignments are the most important reasons that push parents to punish their children. This confirms what children said (table7) about the reasons for which they are punished.

"If the child doesn't obey his father, he is slapped, or stick" Father, Sanaa rural area.

As regards the child age at which punishment starts, the majority of fathers and mothers said that it is 5 or 7, but in rural areas it starts in the first and second year. On the other hand punishment stops at the age of 15 and beyond.

Most commonly used means of punishment

Table (25) The most commonly used means of punishment

Most used means of punishment	Urban		Rural	
	No.	%	No.	%
Imprisonment in a room	0.5%	-	1.5%	1.0%
Depriving of school	60.0%	73.3%	41.6%	54.0%
Verbal abuse	27.2%	16.4%	45.0%	32.2%
Physical abuse	8.7%	6.7%	3.5%	4.0%
Depriving of friends	3.1%	3.6%	7.4%	8.4%
Other				
Total	100.0%	100.0%	100.0%	100.0%

It can be seen from table (25) that verbal abuse is the most commonly used means of punishment against children, especially in urban areas.

"Explain the fault. When they fault we talk to them, and vilify them." Rural mother, Hodeida.

These results agree with what some fathers and mothers said during the focal discussions, namely that boys are more subject to punishment than girls. The results also relatively agree with what children themselves said (see table 8) and what they said during the focal discussions that girls are less subject to punishment.

"The son is more subject to beating." Rural Hodeida father.

'Most punishment results from street and school problems.' Mother, Sanaa rural area.

The degree of verbal abuse rises more among urban females (73.3%) than rural ones (54%). The situation is different with respect to physical abuse which is (45%) for males in rural areas compared with (27.2%) in urban areas.

Using chi-square test to measure the differences between the types of punishment means used by parents against children in urban and rural areas, statistically significant differences at (0.001) for males are found where (chi-square =20.936, df =4, sig =>0.001). For females the differences are significant at (0.00) where (chi-square =19.982, df =4, sig = > 0.00).

On asking parents about who is more subject to punishment, according to table (26), it appears that there are statistically significant gender differences at (0.26), regarding the succession of punishment against boys and girls (chi-square =7.268, df = 2, sig = 0.26).

The boy is more subject to punishment (43.8%) than the girl (8.6%), especially among urban families. By contrast, (40.1%) of the families say that there are no differences between boys and girls regarding punishment, especially among rural families. This suggests that girls are more distinguished among urban families than their rural counterparts. As concerning the person who performs punishment, it is commonly known that it is the father, especially in rural areas. The mother comes next, especially in urban areas where mothers punish children more than fathers.

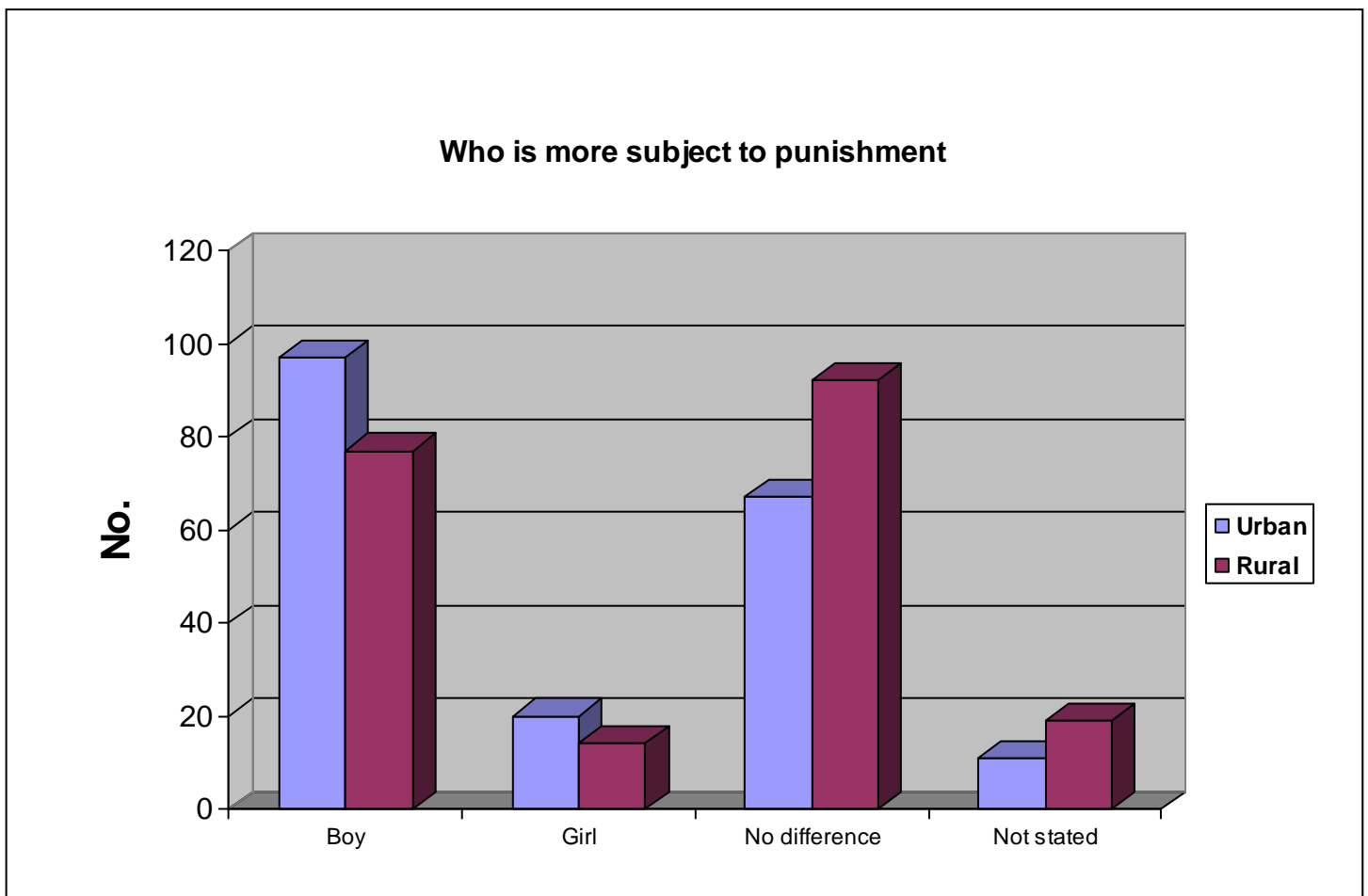
Table (26) The differences of using punishment against boys and girls.

Who is more subject to punishment	Urban/rural status				Total	
	Urban		Rural		No.	%
	No.	%	No.	%		
Boy	97	49.7%	77	38.1%	174	43.8%
Girl	20	10.3%	14	6.9%	34	8.6%
No difference	67	34.4%	92	45.5%	159	40.1%
Not stated	11	5.6%	19	9.4%	30	7.6%
Total	195	100.0%	202	100.0%	397	100.0%

From the focal discussions with fathers and mothers, it can be concluded that fathers usually let mothers bear the responsibility of upbringing, punishing and taking care of girls as they are more likely to understand them than fathers.

There is evidence to suggest that mothers (41.51%) intervene more to protect children against punishment, especially in rural areas (49%), they are followed by grandmothers (26.2%), especially in rural areas (28%), then comes the father (10.4), especially in urban areas (14.1%).

Fig.(8) Who is more subject to punishment?



2.4 Reaction to Punishment

In connection with children's reaction to punishment and how it affects them, fathers and mothers were asked about the behavior of children during and after punishment as well as their belief in the correctness of the means used to punish children and finally their views on the right educational means of education at home and school. The data showed two main responses by fathers and mothers; the first (38.5%) say that children complain to someone, and the second (25.2%) say that they isolate themselves. Both results are similar in the rural and urban areas and show that punishment by beating or vilification, as mentioned before, creates problems for the children and the family. Complaining to someone or isolating oneself means lack of confidence, on the part of the child, and lack of protection and security in the family. Isolation means a way of absorbing and oppressing punishment and consequently transferring it to psychological problems that affect the personality of the child.

In the focal discussions, most children say that they do not usually respond to the means of punishment used by fathers and mothers because it means showing insult and disrespect to adults.

As regards children's reaction after punishment, most fathers and mothers (68.8%) said that children perfect their misbehavior. This rate amounts to (74.4%) in urban areas and goes below this (63.4%) in rural areas. On the other hand, some (15.6%) mentioned that punishment does not leave any effect on children, while others (11.6%) think that children become more obstinate and repeat faults. This implies that about one third of the fathers and mothers (27.2%) believe that there is no positive effect for punishment on the child. In view of the domination of physical (beating) and moral (vilification) punishment and other forms of violent punishment, as we saw in the former sections, most fathers and mothers (82.1%) believe in the correctness of using punishment, compared with only (15.1%) who believe that punishment is a wrong means for educating children. The acceptability of punishment amounts to (85.1%) in urban areas.

In spite of this, great tendency towards believing in the correctness of parental punishment means in dealing with children, the responses of the fathers and mothers as to the right educational means that should be practiced at home and school contradict the previous results, as one third of the fathers and mothers (33.1%) believe that kindness, encouragement and consideration are the best means of good education at home. Besides, more than one third (28.7%) prefer informing the child of the socially acceptable and unacceptable norms of behavior, and (23.4%) prefer explaining faults and their consequences to the child. To a great extent, fathers tend to prefer these educational means in dealing with children at school.

If something is to be concluded here in order to explain the contradiction between the assessment of the fathers and mothers of the effects of punishment on children and their belief in the correctness of the means of punishment against children when they fault, on the one hand, and their preference of using means of encouragement and raising the awareness of children and informing them of the faults, as good means for educating children at home and school on the other, it can be said that there is a big gap between the reality that puts pressure on parents and pushes them to use punishment to control the behavior of children and the

good ideal values that they fail to realize. This makes the desire far from the reality of the practice of violence against their children.

3. Children Living under Difficult Conditions

Juvenile children

The sample

As can be seen from table (1), the number of juvenile children to whom the form was applied is small (33), most of them are males (70%) and the rest (30) are females below 15 (72.7%) and the remaining number is 15 and above who are juvenile children kept in the social guidance houses (SGH) in Sanaa and Hoeida . The purpose of using the form was to find out the effects of violence against them inside those social institutions. The small number of the sample makes the generalization of the results not possible. This suggests that enlarging the size of the sample in forthcoming studies is necessary.

3.1 The Social Background of the Juveniles and Its Relation to Violence

In this study, there is some evidence to say that most children (60.6%) were living away from their parents before taking them to the social care centres. Of these (18.18%) live with the grandfather or grandmother, or the mother (15.15%), or father/uncle and aunt (12.12%), or married brothers or sisters (3.03%). The disintegration of the family, which results from divorce (30%), then the death of the father (25%) or the death of the mother (15%) or other reasons. may be the main reason for not living with their family.

There are evidences that violence is common in the lives of those children, since most of them (71.8%) refer to conflicts, continuously or frequently, inside their families. The ways of sorting out conflicts between the children and one of the parents are, in general, violent and harsh.. About half the children (46%), mentioned beating by the father or dismissal from the house (23%) or withholding pocket money (23%).

There is evidence from the focal discussions with children supporting the negative situation of the family which is dominated by disintegration. Most of their families suffer from divorce, the father's marriage to another wife, death or

immigration of the father and the low economic condition of the family. Not only that, but some of the juvenile girls also added that their parents force them to beg. Most of these cases are rural.

"Harsh treatment resulted in my escape from the house and rebel. Discrimination in treatment between brothers, in favor of the elder ones leads to escaping from the house. I straggled from my house before four years because my dad beat me and forced me to beg, my mum too." Girls from the SGH, the Capital Trust.

Education

The vast majority of the fathers and mothers has low educational levels and are dominated by illiteracy. Most fathers (75%) and mothers (88%) are either illiterate or just read and write. In comparison with normal children (12%), a small number of juvenile children never joined schools (3.3%) In addition to that, the children enrolled in schools face problems in their schooling, for about two thirds pointed out that they suffer from hitting by teachers during the lesson, and one third (35.7%) cannot understand the lessons because of their difficulty.

Work

Half the children (50%) worked before joining the SGH. This rate is higher than that of normal children (26%). Despite the common problems like poverty and lack of basics among both normal and juvenile children, the difference between the two categories is clear. The juvenile children were more subject to deprivation and bearing the responsibility of working at an early age. Furthermore, most of them worked for other people doing marginal and hard jobs such as bus conductors, shop sellers or porters in the market.

"I was working as ticket collector in a bus." A girl in the SGH in The Capital Trust said.

There is a sharp difference between the juvenile children and the normal ones regarding their satisfaction with their family conditions. Most juvenile children (76%) said that they were unhappy with their family status, while most normal children expressed satisfaction with their status. The high rate of dissatisfaction among the juvenile children is attributed to much beating, lack of comfort at home, lack of basics, favoring male children and driving them to begging as manifested by table (27).

Table (27) Reasons for dissatisfaction with the family status

Reasons	No.	%
Beating	9	36.0%
Not satisfying needs	3	12.0%
Negligence	1	4.0%
Lack of comfort at home	6	24.0%
Forcing children to beg	1	4.0%
Favoring male brothers	2	8.0%
Other	3	12.0%
Total	25	100.0%

This appears more clearly in the focal discussions with the juvenile children who are not satisfied with their family and living conditions because of violence against them, complaints of females from discrimination against them in favor of the males who are considered as a source of income, the harshness of the father's second wife and preferring her children as well as the father's siding with her against his children from the first wife. Despite the unclear family status of the juvenile children before joining the institutions as seen in the questionnaire of the juvenile children, in the focal discussions with the care providers in the SGH it was mentioned that a big number of juvenile children encountered different forms of violence, sexual abuse and rape of girls before joining the SGH. Most of the juvenile male and female children came from disintegrated families before joining the SGH. A number of them lived in streets, usually with men older than them, practiced stealing, faced sexual harassment and some girls were even raped.

3.2 Life in the Social Guidance Houses (SGH)

Ways of joining

As to how to join the SGH, about one third of children (33.3%) said that they entered through their families. Another third (33.2%) mentioned that they came through the public prosecution, juvenile court, police or other unspecified ways. What is striking here is that one third of the children entered through their families. There should have been a thorough investigation to find out the reasons that made their families do so, the legal texts that allow the admission of those children and studying their cases in depth accordingly. Absence of checking may lead to admitting normal children sent by irresponsible parents who want to utilize

the social care centers as means for not shouldering their responsibilities towards their children

Reasons for joining

There are numerous reasons for joining the guidance houses such as the death of the father or mother, stealing, continuous abuse of others, disobeying parents, encountering sexual harassment by male children and rape by females and a lot of other unnamed reasons (40%) because they maybe unsystematic or unjustified enough to permit guidance houses entrance, or perhaps the danger of normal children joining the wrong place.

"The death of my father and the incapability of my mother to support the family, just with food water and bread." A male child, SGH, The Capital Trust. See also table (28).

Table (28) Reason for joining the Social Guidance Houses

Reasons	No.	%
Father or mother orphan	2	6.06%
Father orphan	3	9.09%
Mother orphan	1	3.03%
Disobeying parents	1	3.03%
Sexual harassment	3	9.09%
Stealing	4	12.1%
Abusing others	3	9.09%
Rape	3	9.09%
Other	13	39.3%
Total	33	100.0%

By looking at the mentioned reasons, for entering the Social Guidance Houses, we find that the social problems of the family rather than the faults done by children, lead to enrolling children in the SGH. It can also be noticed that the children enrolled in the SGH are, in fact, victims of sexual assault (12% sexual abuse and 9% rape), while 18% joined because of the death of the father or the mother and this suggests that orphans are admitted to juvenile houses. By revising the main reasons for entering the SGH it is found that stealing is the right reason for this.

In the focal discussions with juvenile children, the role of the social problems of the family appears clearly as the reason for enrolling male and female children in

the SGH of the juveniles. Males refer to stealing, harshness of some parents or the second wife of the father and the death of the father as the reasons. The females, on the other hand, refer to ill treatment, harshness in the family, either by the wife of the father, or the husband of the mother as the reasons that push children to escape from the house and straggle, practicing prostitution and begging.

Ways of treatment in the Social Guidance Houses

The ways of treating children in the SGH is characterized by strong harshness (33.3%) or mild harshness (33.3%), according to the children most of whom (75.7%) say that punishment is the dominant means of dealing with any fault. Few (24.3%), mentioned using ways of warning of repeating the fault but said that the dominant means is hitting with a stick (68%).

During the focal discussions, the female supervisors in one of the SGH said that one of the means used in punishing girls is to deny her contacting her family, showing her how to do cleaning work continuously, denying her establishing relationships with her mates and forcing her to rewrite her school assignments several times.

Most children in the SGH refer to using the same harsh means against them, although they were brought to those houses without committing crimes for which they deserve to be in those houses.

Concerning the harshest means of punishment, most juvenile children say that it is hitting with a stick (32%). This confirms what was said during the focal discussions with the admitted children themselves, but contradicts the evaluation by the normal children who said that the harshest means of punishment is the verbal one, be it at home or school, because it is a kind of insult and oppression to the child.

Encountering inconvenience

It is observable that juvenile children encounter inconveniences most (63.6%), compared with normal children (37.9%) and most of the forms of inconvenience are verbal abuse (42.9%) and hitting (38.1%) as table (29) show.

Table (29) Patterns of inconvenience encountered by juvenile children

Patterns	No.	%
Beating	8	38.1%
Beating with a stick	1	4.8%
kicking	1	4.8%
Sexual harassment	1	4.8%
Vilification	9	42.8%
Terrifying threats	1	4.8%
Total	21	100.0%

Most children (51.5%) do not complain when they encounter inconvenience. When they do they go to the manager of the house (62.5%) or the counselors or supervisors (18.7%). The majority of juvenile children (62.5%) say that they complain if the punishment is harsh, or incase it is repeated (18.7%) or when they really suffer from intolerable inconvenience. When they are asked why they do not complain, (43.7%) said that no one listens or supports them. Others (18.7%), said that they do not dear do it and that the issues do not necessitate complaints.

Protection against inconvenience or abuse

It can be understood from the responses of the children that the means they use to protect themselves when they encounter inconvenience are different. Some of them (28.5%) refer to the house management, while others (28.5%), said that they defend themselves, (19%) said that they just submit, and (18.9%) seek help from one of the teachers or counselors. Only (4.7%) said that they complain to their families, a response that suggests low expectations on the part of the families.

As regards the reactions of juvenile children to violence against them as reflected in the harsh means of punishment, it can be seen from table (30) that they suffer from oppression, anger, depression and insult, all of which show the psychological effect of violence which, on the long run, may motivate revenge and aggression among children.

The focal discussions with juvenile children show that some of them expressed a desire to commit suicide and hope to die in order to put an end to the conditions under which the live.

"I wish to leave the prison."

"Here's a prison, I want to die"

Two children from the SGH in the Capital Trust said.

Table (30) Feeling during punishment

Feelings	No.	%
violence	5	20.0%
Depression	4	16.0%
Degraded	8	32.0%
Accept punished	5	20.0%
Insult	3	12.0%
Total	25	100.0%

More than half of the children (52%) feel that they do not deserve the punishment practiced against them in the SGH, because it does not match their faults (46.1%), it is an incorrect means (30.7%) and harsh (15.3%). As a result, very often than not, these means of punishment lead to reversed norms of behavior like attempts to escape from the house (8%), creating problems with mates (8%), vilifying teachers and supervisors and mocking the administration (8%) or repeating faults and become obstinate (4%).

Working children

A number of focal discussions with a group of working children who were trained in care and training centres in the Capital Trust were held and revealed the following information about their social background and its relationship to violence:

All families, from which the working children come, live under bad economic conditions. Children said that their parents force them to work and the event of not going to work is considered as one of the main reasons for punishment and conflicts between them and their parents. They view their relationship with their parents as not good because they are the more violent people to them. The types of work they do vary. They sell newspaper, chewing gum, or cassettes or work in festival and wedding halls. They give the money they earn to their families. The punishment they encounter take the form of hitting with a stick, vilification and dismissal from home. The most serious form to them is vilification in the presence of others in the market and tying with chains. Children refer violence to poverty and ignorance of the parents.

Homeless Children

The children interviewed in the Safe Childhood House come from outside Sanaa. They reported that their relationship with their parents was not good and that their parents, uncles and brothers are the most violent people to them. As a result of this harsh treatment they escaped from their towns and villages to Sanaa. The reasons for punishment are refusing to work or beg or coming late from streets. The means of punishment are vilification, beating, injuring with knives, threatening by pistols and burning with hot water. The worst types of violence, according to the children, are injuring with a dagger, threatening by pistols and hitting heads with iron bars. Children attribute the misunderstanding of their families of their needs to poverty and ignorance or the death of one of the parents and carelessness of brothers and uncles. The children also encountered sexual harassment, before and after entering the centre, in the streets, or one of the hotels the owner of which protected them against the attackers. They also use daggers to protect themselves. As for the work, they worked as bus conductors, moving sellers, qat sellers and the revenue of their work goes to them and their families.

Orphan children

Two types of focal discussions with orphan children were held, one for boys and the other for girls.

Boys

The boys are either father orphans or father and mother orphans. They reported that the treatment of their relatives is harsh and dominated by vilification and beating. They attribute this treatment to poverty and unemployment facing the mothers or the elder brothers. The type of punishment they encounter takes the form of beating, vilification or dismissal from the home. Children either accept and submit punishment or leave the home. The causes of punishment are school failure, escaping from school or refusal to work in the markets or as shepherds. Children encounter sexual harassment by older students or other people in the streets. They protect themselves by themselves and they put the light on when they go to bed.

Girls

The girls reported that the treatment they found, before joining the house was by the husbands of their mothers, the wives of the fathers, brothers or uncles. The

types of punishment they encountered took the form of beating, vilification and withholding food by the wives of their fathers. Girls protect themselves by submission, hiding behind their mothers or escaping from the home and beg.

Discussion of the Research Results

The Results of the Theoretical Study

- With respect to the national legislations regarding the rights of the child, there is remarkable progress represented by issuing a national Child Rights Law that complies with the commitments of Yemen towards the international legislations on the Rights of the Child. The Child Rights Law was issued in 2002 and contained the different legal, social, economic, health, educational and cultural rights. It also stated the duties of the state, society and family towards the child and his protection against all forms of violence, abuse, ill treatment, negligence and sexual assaults.
- There are some texts in the law that do not comply with the commitments of Yemen to the rights of the child as approved internationally like girls' marriage and the laboring of children.
- As regards the institutional organs responsible for the child rights care and the implementation of the commitments of Yemen towards the rights of the child as stated in the international legislations, there is an institutional framework which is nearly complete. It is supervised and coordinated by The Motherhood and Childhood Supreme Council the power of which has been extended in the area of childhood despite the continuing existence of some negative aspects related to the defects in the government institutional framework as a whole.
- There are clear indications to the deterioration in the educational, health and feeding conditions of children, especially in rural areas. These conditions reflect the weak performance of the government in its attempt to provide appropriate social conditions to improve the conditions of the Yemeni child.

The Results of the Field Study

1. Children's Experiences and Their Perception of Violence

The Family Conditions of the Child

There is no doubt that the family conditions of children affect their life, the extent to which they enjoy parental care and means of dealing with children either through punishment or encountering violence and other forms of abuse.

The present study attempted to find out some of the basic characteristics or social, cultural and economic variables which distinguish the child like age, sex, urban/rural status, education or those that distinguish the family to which children belong such as the family size, the educational level of the parents and whether children live with their fathers and mothers or relatives.

Those variables help identify the characteristics of children who encounter violence. This comes after some studies, on violence against children had carried out in some societies, had found that small age group children are more subject to violence that does not result in death than old age groups, girls are more subject to deprivation of schooling than boys, children abuse is more in rural areas than in urban ones and that the family size and density of residents in the same house increase the possibility of facing physical violence by parents.

- Most children (87.9%) live with their fathers and mothers in urban and rural areas compared with (21.1%) who live far from their homes and are, therefore, deprived of the parental care.
- Among the important reasons why children live away from their families is the death of the father or mother or divorce.
- The separation of children from their parents is more in the rural areas (21.9%) than in the urban ones (7.5%).
- The likelihood that male children can be separated from their families because of the death of the father is more than the female children, especially in rural areas. By contrast, the separation of girls from their families because of divorce is more than boys and it is restricted to urban areas.
- Most children (86.7%) are in schools with some increase in favor of urban children. The dropout rate is (8%) only.

It should be noted, however, that these indications do not reflect the actual situation of the basic education enrolment rates, rather they reflect the fact that most of the subjects in the sample are from school children. It is worth noting that the basic education enrolment rate at the national level is (55%) in 1998 and that this rate is lower among girls (33%). Besides, in the urban areas the rate is (80.8%) compared with (51.7%) in rural areas.

- The lack of education of parents and the high illiteracy rates among mothers, in this way, decreases the possibility of the children getting appropriate

environment for developing their abilities and securing their needs. Furthermore, the lack of education among parents, as some studies mentioned, increases the likelihood of encountering physical violence by children.

- The rate of the working children amount to (26.8%) and increases among rural children (38.4%) in general and reaches (45.2%) among male children. Most of the works done by children cluster round family agricultural activities, family shops or working as sellers with others.

In the focal discussions with children it was pointed out that there are other works done by children like qat picking, butchering in rural areas, selling qat and fish in urban areas and that they were made to do them in order to meet the needs of the family because of the death of the father.

Violence in the family

- Most urban and rural children (88.2%) pointed out that the dominant pattern of treatment by their parents when they fault is punishment, and few of them use educational ways based on consideration and explaining the fault and warning against repeating it.
- In the focal discussions, most children mentioned that the parents do not give them the chance to express their opinions and negotiate. Instead they tend to stop children talking, treat small children harshly and the elder ones with respect. Whereas most urban children assert the harshness of the fathers and mothers, rural children believe that the parental treatment swings between harshness and flexibility, particularly by mothers.
- Among the important reasons for encountering punishment at home is disobedience (40.6%), negligence of school assignments (19.3%) and returning home late (15.7%).
- There are relative differences between male and female children regarding the causes of punishment. Male children are more subject to punishment as a result of neglecting school assignments (28.3%), females are more subject to punishment as a result of disobeying parents (54.7%), especially in rural areas (68.2%). This means that beating is part of the prevailing traditional culture. It is more practiced against females in the rural areas and males in urban areas that witnessed some contemporary socio-cultural changes. In other words, beating is viewed as part of the physical and behavioral education of children

when they violate the norms of discipline and behavior determined by the parents and the family and relatives' context at large. This further means that there exists a traditional culture that reinforces the principle of conformity and obedience by girls compared with boys and in rural regions more than urban ones as seen through the means of family education.

- The most commonly used means of punishment against children at home are beating (38.6%), blaming (27.5%), hitting with a stick (12.5%) and mocking and ridiculing (8%).
- Females are more subject to punishment than males, rural children are more subject to beating than urban ones and rural females are more subject to beating in all cases.
- Males are more subject to hitting with a stick than females, especially in urban regions. By contrast, females are more subject to blaming than males.
- The focal discussions with children revealed that most males and females, in general, encounter different forms of harsh, physical and psychological punishment such as beating, hitting with a stick or belt, thrusting, boxing, hitting with an electric wire, cane, water pipe or other types of psychological abuse, deprivation, isolation, vilification, insulting, ridiculing, threatening to kill and room imprisonment. Few children mentioned withholding pocket money or preventing them from playing outside the house.
- The persons who practice punishment more at home are: fathers (32.3%), mothers (32.3%) and the elder brothers (21.2%). Males are more subject to punishment by fathers, especially in rural areas, while girls are more subject to punishment by mothers, especially in rural regions. This means that there is a gender based traditional social classification regarding the roles of social control practiced by parents against male and female children.

Violence at school

Violence (81.7%) is the dominant means of dealing with children at school when they fault. The rate of those who mentioned the dominance of education through punishment rises to (85.6%) in urban schools compared with (78.1%) in rural ones. This points to a distortion of the educational and cultural dimensions of urbanization that appeared in two Yemeni cities Sanaa and Hodeida as well as a distortion of the relationship between education and society. Education is

supposed to promote the social values and behavior and develop new formulas for the social treatment, particularly among the young generations who design the road to the future. This is an issue that requires attention as an urban school is supposed to be more disciplined and progressive with respect to the means of modern education, especially the means of dealing with children and understanding their needs. It should also have more awareness of the rights of the child and discard means of punishment and violence against children.

- The important reasons that cause punishment of children at school is the negligence of assignments (21.2%) and not following school instructions (9.9%).
- The most used means of school punishment is hitting with a stick (65%), followed by lower rates means such as blaming (6.5%) and standing in the classroom (6%). Whereas males are more subject to hitting with a stick, females face blaming more than males.
- School punishment is mostly performed by male teachers. This confirms what children said during the focal discussions, namely that male teachers treat them harshly and use a stick for punishment.

Patterns of inconvenience at home, school and local community

- One third of the children (34%) encountered inconvenience which is more frequent among urban males.
- The most common forms of inconvenience are vilification and sexual harassment.
- Vilification of children is more common in the family (76.1%) and the local community (70%), and at school it is lower than that (42.3%). Vilification is used against urban and rural males and females equally, but at school it is more directed to urban males.
- This implies that there is a moral crisis in the social values that are oriented towards the social behavior. Vilification is one of the symbolic means that generate hatred and violence in the society.
- Sexual harassment appeared in a disturbing form at school level (26.5%), but less within the family (17.9%) {t seems that the rise in the rates is a result of confusing the concepts of inconvenience and harassment} and the local

community (5.4%). The rate of sexual harassment against females rises sharply in urban schools (44.3%). This confirms what urban girls mentioned during the focal discussions that they encounter harassments by car drivers as well as inconvenience in the residential areas.

- Most of the forms of inconvenience at home are caused by brothers, at school by teachers and outside the house by bus drivers.

Means used by children to protect themselves against violence

- About one quarter of the children (23.4%) receive help from some people when they face inconvenience and in such cases males seek help more than others.
- The persons from whom children seek help most when they face punishment are the father and elder brothers at home, and at school the class supervisor and the social counselor and at the local community friends, brothers or passers-by.
- Females seek help more from passers-bys when they encounter inconvenience outside the house in the street or residential areas.

The effects of violence on children

- Most male and female urban and rural children (58.7%) and (40.44%) respectively feel annoyed and depressed when they face punishment at home.
- A less number of children feel annoyed (18.3%) and sad (6.8%) and develop a desire to revenge (5.3%) as a result of school punishment. The focal discussions showed that they accept punishment but they have a feeling of anger and oppression, although they usually think about resisting and have a desire to revenge and escape from the house. Females mentioned that they tend to isolate themselves inside the house or go to one of their relatives. When they encounter punishment outside the house they complain.
- Although most children (93.7%) say that they deserve the punishment they face, in the focal discussions they said that they do not deserve it, and that they deserve punishment only when they fault.
- The majority of children prefer, in general, using kind, considerate and encouraging means as well as informing them of their faults by their parents at

home and teachers at school. They assert, especially in urban schools, the importance of respecting students by teachers.

2. Parents' Attitudes towards Violence against Children and Means of Taking Care of Them

The Family Conditions and Violence against Children

The family represented by the parents (the father and the mother) or whoever acts as such, or the brothers or relatives are responsible for providing care and full protection for children and to avoid ill treatment and all forms of inconvenience, abuse and negligence and sexual assaults as well as all other forms of exploitation which may affect their personalities and make them face psychological and social problems and consequently face the difficulty of social adaptation and being less effective in their future roles in constructing the society and realizing its progress and prosperity.

The family is also responsible for securing integrated care of children socially, economically and culturally by satisfying their basic and secondary needs for education health, culture and joy according to their materialistic and human capabilities and the rights stated in international legislations of children and the Law of the Yemeni Child Rights. This responsibility is shouldered by the family together with the State, society and civil society institutions. The effectiveness of fulfilling this task by the family is determined by the living conditions of the family and the societal environment and the prevailing culture.

There are several factors that lessen the capabilities of the family to provide an appropriate environment for child care and satisfying his needs and may consequently lead him to encounter forms of violence, physical and psychological abuse, negligence and sexual harassment. Poverty, unemployment, low levels of education of parents and their young age, the lack of suitable income and the inability to satisfy the family needs increase the likelihood of physical violence against children. In addition to that, the increase of the number of children in the family and the overcrowded houses, the instability of the family, the continuous change of the job, the lack of income and the health and economic problems as well as other factors lead to destabilization of the family and generate clashes at home and consequently result in child abuse and negligence.

- There are evidences as to the existence of some family cohesion since most of the fathers and mothers are married and seldom do clashes between them happen in the presence of their children.
- There is clear deterioration in the levels of education of the parents, especially among rural mothers where illiteracy rates amount to (77.7%). In spite of that there is no significant relationship between the educational levels of the parents and forms of violence against children. The low levels of education, especially among mothers influence the means of treating children and taking care of them. Several studies carried out in different parts of the world pointed out that the low levels of education are one of the factors that increase the likelihood of violence and child abuse and decrease the chances of improving the social and economic conditions of the family and all of these affect the conditions of the child and maybe his suffering from violence. There is no significant relationship between the educational levels of the parents and forms of violence against children.
- Most of the fathers and mothers in the urban areas are workers and employees, whereas in the rural areas they are workers and farmers.
- The focal discussions with fathers and mothers reveal their complaints of poverty, the deterioration of the living conditions and the failure to meet the requirements of the basic needs of the family, particularly in Hodeida rural areas.
- Most mothers (51.6%) got married at an early age that is between (10-16) years.
- Few fathers and mothers mentioned the existence of family clashes between parents and children. Besides, there are clear indications that clashes between parents and children result from the family size.
- In the focal discussions a number of fathers and mothers pointed out that there are some family problems that are usually sorted out within the family.
- There is relationship, though not a significant one, between the low levels of education of parents and the high rates of clashes between parents and children.

Children's Complaints of Inconvenience outside the House

- Most fathers and mothers (51.4%) said that they received complaints from their children about inconvenience outside the house. This coincides with what male and female children said during the focal discussions that they encounter forms of inconvenience and sexual harassment caused by some people in the streets and residential areas, especially in the urban areas.
- The majority of the patterns of inconvenience outside the house of which children complain are beating (48.7%), vilification (31.5%), abuse (12.1%) and harassment (4.7%).
- The people who cause inconvenience are neighbours, rural teachers and urban passers-by.
- About half the fathers and mothers only take measures to counter the inconvenience that children face, while one third (18.1%) react negatively by accepting the situation. Those who do complain are not more than one fourth (11.1%) and this rate increases in the rural areas.

Treating Children when they fault

- The common way of treating children when they fault is punishment (60.5%) compared with (35.3%) who use dialogue, consideration and explaining the harm caused by wrong behavior. Punishment is practiced in the rural areas more than in urban areas.
- There are statistically significant differences between the urban and rural areas with respect to the ways of treating children when they fault.
- Teacher mothers incline more to explaining the fault to their children than to punishing them. Working mothers incline to use punishment when their children fault.
- The important reasons for practicing punishment by parent are disobedience and neglecting school assignments. This is confirmed by children themselves.
- Most fathers and mothers start punishing their children when they are between five and seven. In rural areas, however, the punishing age starts at the first and second year and stops at the age of fifteen.
- The most common way of punishment used by fathers and mothers is the verbal punishment then the physical form.

- Females are more subject to verbal abuse, especially in urban areas, whereas in the rural areas physical punishment is more, especially among males.
- There are statistically significant differences between the means of punishment used by parents against urban and rural male and female children.
- There are statistically significant differences between boys and girls regarding the succession of punishment. The boy is more subject to punishment than the girl, especially in urban families. The focal discussions with fathers and mothers show that the latter usually charge the former with the responsibility of controlling the girls, taking care of them and punishing them because they are more capable of doing that than the fathers.
- Mothers (41.5%) and grandmothers (16.2%) intervene more in protecting children against punishment, especially in rural areas while fathers come next (10.4%), especially in urban areas.

In considering the roles of the fathers regarding punishment and protection from punishment against children, it is noticed that there is a traditional division based on the variables of sex and the urban status. The father who reflects the male power usually practices punishment, especially in rural areas which are more traditional and where the role of the mothers is minimized and oriented more towards the punishment of females and dictating the rules of obedience so as to maintain the chastity of the family. The role of the mother is negative as represented by intervention to protect children against punishment. By contrast, the role of the urban mother is more effective as represented by performing punishment. This reflects her increasingly effective role in the family together with the father, but reduces her negative reaction to the protection of the child when he faces punishment so that the contradiction between the ways of education used by each of them is avoided.

The Reaction of Children to Punishment

- The reaction of children to punishment by their parents is represented by complaining to another person or isolating themselves. These results are similar in urban and rural areas.
- In the focal discussions, most children said that they do not usually react to the ways of punishment by the fathers and mothers because it is a kind of insult and disrespect to adults.

- The reaction of children after punishment, as suggested by the majority of fathers and mothers (68.8%) is represented by correcting their mistakes, especially in urban areas (74.41%). A smaller rate (15.6%), however, said that punishment does not make any effect on children and only (11.6%) said that children become more obstinate. This means that about two thirds of the fathers and mothers believe that punishment has no positive effect on the behavior of the punished child.
- The majority of the fathers and mothers (82.1%) believe that using punishment is right. This rate increases in urban areas (85.1%). In spite of that, the majority of the fathers and mothers believe that good education at home and school should be based on kindness, consideration, encouragement and acquainting children with the accepted as well as the unaccepted norms of behavior, explaining the faults to them and making them aware of the consequences.

3. Juvenile Children

The Social Background to Juvenile Children and Its Relationship to Violence

A number of studies on the social conditions that motivate the obliqueness of children and putting them in the social care institutions pointed out that they lack good parental care which results from family clashes and family disintegration.

- There are indications that confirm the prevalence of family clashes and disintegration among the families of the juvenile children. Most of the children (60.6%) were living away from their parents before joining the Social Guidance Houses (SGH). They usually live with their grandfathers, grandmothers, father, mother, brothers, sisters or the married brothers or sisters.
- The important reasons for living away from parents are divorce (30%), the death of either the father (25%) or the mother (15%).
- Most of the juvenile children (71.8%) lived within families suffering from the prevalence of violence and clashes before joining the SGH.

- Most of the children lived within families that use violence and harshness to sort out clashes and disputes between the children and one of the parents. About half the children (46%) mentioned beating by the father, dismissal from the house (23%) or withdrawal of pocket money (23%).
- There is some evidence from the focal discussions with children supporting the negative indications of the family conditions among the disintegrated families. Most of their families suffer from divorce, marrying a second wife by the father or his migration, deterioration of the economic conditions of the family and forcing children to beg. Moreover, most of the fathers and mothers of the juvenile children have low levels of education and are illiterate .
- Most juvenile children who go to schools (64.2%) face problems there. They are subject to beating by teachers and have difficulties understanding the lessons.
- Half the children (50%) used to work before joining SGH (this rate is higher than that of the normal children 26.8%), doing marginal jobs like bus conductors or working with others as shop sellers or porters in the market.
- The majority of the juvenile children are not, generally speaking, pleased with their family conditions and life because they suffer from beating, lack of comfort and home requirements, preference of male brothers and being forced to beg.
- There is some evidence to say that many children encountered different forms of violence, sexual abuse and rape of girls before joining the SGH. The focal discussions with the supervisors of the SGH and the children themselves assert that many of them came from disintegrated families before joining the SGH. Not only that, but a number of them used to live in the streets with men who were older than them, practiced stealing, encountered sexual harassment and some girls were raped.

Life inside the Social Guidance Houses

- One third of the children (33.3%) were enrolled by their families and the other third (32.2%) by the public prosecution and the juvenile court, the rest by the police and others not specified.
- There are various important reasons for enrolling children in the SGH among them are the death of the father or the mother, stealing, abusing others,

disobedience of the parents, encountering sexual harassment and raping by some girls as well as other highly rated unspecified reasons.

- Some children were enrolled because they encountered sexual assault, abuse or rape, while others as a result of the death of one of the parents or both of them. This means that they were enrolled as a result of family problems and not because of their own faults which in turn suggest that they were put in the wrong place
- The focal discussions with juvenile children revealed most of the family problems that resulted in enrolling children in SGH. Straggling, stealing and prostitution are results of the harshness of some fathers, the second wife of the father or his death and forcing some children to beg.
- The ways of treatment in the SGH, in general, are harsh (33%) or medium (33.3%) and punishment is the dominant way (75.7%) of treating whoever makes a mistake. Hitting with a stick is the common means of punishment.
- In children's opinion, the harshest and most severe means of punishment in the SGH is hitting with a stick. This opinion does not agree with the normal children's opinion that verbal abuse at home or school is the worst because it is a kind of oppression and insult to children.
- Juvenile children are more subject to inconvenience (63.6%) compared with (37.9%) among normal children. The inconvenience takes the form of vilification or hitting.
- The most inconvenience causing people in the SGH are classmates (38.1%), teachers, supervisors and guards (14.2%) and specialist (9.5%).
- Most children (51.5%) do not usually complain when they face inconvenience, but some do complain to the house director (56.2%) or supervisors and specialists (18.7%). They usually complain when punishment is severe and harsh or frequent. The reason for not complaining is the fear doing so and they do not find someone ready to listen.
- To protect themselves against inconvenience in the SGH they seek help from the administration (28.5%), defend themselves (28.5%), accept and submit (19%), seek help from one of the teachers or specialists or complain to relatives (4.7%).
- The harsh means of punishment in SGH result in oppression, depression, anger and a feeling of being insulted. The focal discussions with juvenile

children showed that some children expressed the desire to commit suicide and wished they had died before facing the conditions under which they live.

- As regards the feeling during punishment, most children (52%) feel that they do not really deserve that punishment because it does not match their faults and it is an incorrect and harsh way.
- The effects of using violent ways of punishment are represented by attempts to escape from the house, creating problems to mates or vilifying teachers and supervisors, mocking the administration, repeating the misbehavior or becoming obstinate. This supports the idea that violence leads to violence and that harsh means of punishment develops the culture of violence among children and later in the whole society.

Conclusions

- It is clear that most normal children live under relatively cohesive family conditions and few of them live away from their parents. In such cases they usually live with relatives but in spite of that they experience low level family and social conditions that result from poverty, deterioration of the living conditions, lack of basic needs, large family size, low levels of health and income, especially in rural areas. All these conditions provide fertile environment for weakening the means of parental care and the appearance of the phenomena of negligence, abuse and violence against children.
- The separation of children from their parents and families can be attributed to the death of the father or mother or their divorce, and clashes between parents and their children. It is usually the death of the father that leads to the separation of male children from their families, especially in rural areas, whereas divorce affects the likelihood of the separation of girls.
- Most children enrolled in the SGH come from families dominated by family clashes, disintegration, divorce, the father's marriage to another woman or his death or immigration, the low levels of education of the parents, the economic conditions of the family and forcing children to beg.
- The social background of both normal children and those enrolled in the SGH are reflected in the kind of life they experience and their dissatisfaction with it, suffering from deprivation and being forced, by their parents, to work. Few normal children are forced to work and they usually work with their families and feel satisfied with their life, though they actually lack many basic things. By contrast, the family background of the children enrolled in the SGH reveals their sufferings from abuse, deprivation and being forced to work with other people, maybe steeling and consequently encountering sexual harassment, steeling, rape of girls and finally being sent to SGH.
- Punishment is the prevailing means of dealing with children inside the family when they fault and few fathers and mothers incline to use educational means based on consideration and understanding, explaining the fault and warning against repeating it. Punishment usually results from disobeying parents, especially among females, neglecting school assignments and coming home late, particularly by males.

- Before joining the SGH, juvenile children usually had already experienced punishment because they did not practice begging. Parents, especially fathers, do not listen to small children's opinions and objections. Dealing with females takes a wider scope as they are forced to wear the veil while they are still very young, deprived of going out and playing in the street and some incline to show discrimination in treatment between males and females.
- The harshness of fathers and mothers becomes even more severe among the families of the children who were enrolled in the SGH and the harshness of punishment goes to the extent of forcing them to go begging and maybe encouraging them to steal, dismissing them from the family house and consequently forcing them to straggle.
- There is a kind of traditional gender based social division of the ways and means of punishment and its harshness. This division is based on gender and the urban rural status. Boys, for example, are more subject to punishment as a result of neglecting school assignments, whereas girls are punished because they disobey the orders of their parents, especially in rural areas where the traditional culture of parents, through the family education and upbringing that fosters the principle of obedience and conformity among females more than males and in rural more than urban areas.
- As regards the means of punishment, the prevailing means is beating, hitting with a stick, blaming and mocking. However, females are more subject to beating than males and rural children more than urban ones. Rural girls are more subject to beating in an absolute sense. By contrast, males are more subject to hitting with a stick than females, especially in urban areas, whereas females face blaming more.
- Similarly, in the division of tasks between the parents with respect to social care and control of children, male children are more subject to punishment by the fathers, especially in the rural areas, whereas females face punishment more by the mothers, especially in the rural areas. Fathers usually charge the mothers with the task of caring, punishing for misbehavior and controlling the girls, especially in rural areas. In the same direction, mothers seem to intervene more to protect children against punishment by the father, especially in rural areas as compared with urban mothers. The reaction of children to violent punishment, according to urban and rural parents, varies between

complaining to someone or isolating themselves at home. They do not respond practically to the punishment by their parents because they consider this as a kind of abuse and disrespect. When they encounter punishment at home, children usually refer to the father or elder brothers. At school, they go to the class supervisor or the social counselor and in the street they seek help from friends, brothers or passers-by.

- There is statistical significance in the clear differences between the norms of punishment that appeared in the questionnaire on the one hand, and the focal interviews with the children, fathers and mothers on the other. The focal discussions revealed some forms of harsh punishment against children like beating with an electric wire or cane, plastic water pipe, thrusting, tying the feet with a rope, face slapping, cursing, vilification, insulting, jailing in the toilet or house enclosure, threatening to kill or dismissing from the family house. It is noticed that such means are applied to males and females and the traditional division between males and females diminishes gradually. The situation in the schools is not much different as most children said that the dominant means in school education is punishment by teachers who usually treat children harshly. Among the important problems facing juvenile children at school is punishing by teachers who use different means such as hitting with a stick, blaming and standing in the classroom. The reasons for this punishment are usually negligence of school assignments, classroom trouble, not implementing school instructions and difficulty in understanding lessons. This points to a distortion of the educational and cultural dimensions in the Yemeni city schools. The school is supposed to foster and promote the social values and the parameters of social behavior, particularly among young children who are the ambition and hope of the future.
- Children face a number of inconvenience and abuse norms at home, school and local community (street or residential areas) such as beating, vilification, sexual harassment and fearful threats. The rates of vilification rise in the family, local community and school. The rates of sexual harassment rise in the school, especially among females but to a lesser degree in the family and local community. Sexual harassments are usually caused by brothers at home, teachers at school and neighbours and bus drivers in the streets or residential areas. There should be an understanding as to which forms of inconvenience

those harassments are aiming at. This suggests that there is some sort of looseness in the effectiveness of the social values, that are oriented to the social behavior, which were subject to some change without developing alternative values capable of controlling the mechanisms of the social change and limiting the phenomena of hatred, violence and abuse, especially against children in the society.

- There is a kind of negativity and perhaps carelessness, on the part of the fathers and mothers, towards the inconvenience encountering children as less than half of them take certain measures to face those forms of inconvenience. Few raise complaints against the performers of inconvenience but the majority accept it as a reality.
- Concerning the effects of violence on children, most of them males and females urban and rural have the feeling of anger and depression as a result of encountering home punishment and to a lesser degree school punishment with a rise in this rates among females. Although children accept punishment with a feeling of oppression and anger, they mostly think of resisting and revenge or escaping from home or school. Whereas in the questionnaire children mentioned that they deserve punishment, in the focal discussions they asserted that they do not deserve punishment and that they deserve it when they fault.
- By contrast, the majority of the fathers and mothers, especially in the urban areas, believe that punishment helps children correct their faults. The rest, however, pointed out that it does not have any positive effect and may make children more obstinate and repeat the faults. In spite of that, the majority of the fathers and mothers, especially in urban areas believe that punishing is right, but they also believe that good education must be based on kindness, consideration, encouragement and making children aware of the accepted norms of behavior and the consequences of their faults.
- With respect to juvenile children, most of them were enrolled in the SGH because they encountered sexual assault or abuse and raping girls, while some were enrolled because of the missing of one of the parents or both. This means that they were enrolled as a result of family problems and not because of their faults, and they were, therefore, put in the wrong place.

- Most juvenile children mentioned that the ways of treatment in the SGH swing between harshness and mildness, and the most common means of punishment is hitting with a stick which is the most severe means.
- Juvenile children suffer from punishment more than normal children and most of the inconvenience forms are verbal abuse and beating. Inconvenience is caused most by teachers, supervisors, guards and specialists. They do not usually complain of punishment except when it is too harsh or when it is repeated. The reasons for not complaining are the fear of doing so or because nobody listens to them. Juvenile children usually seek help from the house administration, defend themselves, accept and submit or seek help from teachers and specialists.

The effects of violence on juvenile children appear in the form of depression, anger, oppression and the feeling of being insulted. Some of them expressed a desire to commit suicide and preferred death to living under those bad conditions. Most of them do not believe that they deserve punishment and that it does not match their faults and it is harsh and wrong. The effects resulting from using violent means of punishment are attempts to escape from the house, creating problems for mates, vilifying teachers or supervisors, mocking the administration, repeating the misbehavior or showing obstinacy.

Recommendations

In the Field of National Policies and Studies on Child Rights

- To complete the amendments of certain legal articles such that they serve the commitments of Yemen to the international legislations regarding child rights, especially the issues related to the laboring of children and the female related matters; and to exert efforts to issue legislations which specify the male and female marriage age in accordance with the international agreements.
- To activate the laws and the other legislative procedures which protect children and secure their protection against exploitation as well as the psychological and physical consequences resulting therefrom.
- To create harmony between the Crime Laws and each of the Child Rights Law and the Juvenile Care Law, and to activate the implementation of their provisions by the concerned authorities.
- To develop strategies for the protection of children with special needs and allocating the necessary funds for their implementation on the basis of specified schedules and to follow up their evaluation and development.
- To coordinate, with the Ministry of Planning and International Cooperation, in order to activate the implementation of the Poverty Limitation Strategy, and to incorporate the plans and programmes of the council into the plans of the ministry which aim to achieve the objectives of the developmental millennium.
- To publish relevant literature on the ways of dealing with children at home school and in the street and residential areas as well as work places, through the development of educational formulas that focus on the values of respecting the child and taking care of him, and to link these with the understanding of the people and the good values that are part of the folks heritage and the Islamic values.
- To print and publish literature on child rights and the procedures of protecting him against violence, exploitation, negligence and physical, psychological and sexual abuse as stated in the international and national legislations such as the Yemeni Child Rights Law, and to send them to schools, local councils, health departments and NGOs.

- To incorporate child rights subjects into the curricula of the basic and secondary schools and the universities; and to establish special research centres for the childhood related issues in the Yemeni universities to be concerned with the child rights and to support similar centres and coordinate with them.
- To carry out more in depth studies on violence against children and to enlarge the scope of the sample such that it includes numerous variables not included in the present study and to concentrate on the qualitative aspects.
- To incorporate a special item for childhood indicators and violence against children in the official reports and statistical surveys.

Concerning the Institutional Framework

- To support the efforts of the Motherhood and Childhood Supreme Council and promote its financial and technical capabilities so as to help activate its role in following up the coordination of the childhood issues including violence against children.
- To name a specialized centre from which children can seek help when they encounter violence by using hotline help mechanism. Such a centre should provide psychological, medical or social support needed by the child.

Concerning Violence within the Family

- Raising the awareness of mothers and fathers, through media programmes and the motherhood and childhood centres, regarding the risks of using harsh means of punishment and their negative effects on their children, and to inform them of the right educational means that are based on kindness, encouragement and accountability.
- To activate the role of the Illiteracy Eradication and Adult Education schools as one of the mechanisms of raising the awareness of the mothers and fathers.
- To exert efforts in order to limit discrimination against females, as demonstrated by the means used by the prevailing traditional educational means that tend to reinforce the norms of obedience and conformity, through spreading the principle of equality in the contents of the school curricula and the informational and educational rhetoric that addresses the society.

- To spread the dialogue and flexibility culture in the society in order to limit the prevalence of the means of physical, verbal and sexual violence against children at home, school or local community.
- To develop appropriate mechanisms to protect children against harsh means of punishment and patterns of inconvenience encountered by them at home, by using population, educational and legal awareness raising programmes.
- To make children aware of the means of protection against violence and the risks of harassment at home.

Concerning Violence at School

- To activate the school regulation on the rules that regulate the way of dealing with children at school and the educational measures that should be taken against the children who violate or break the regulations.
- To reassess the inputs of the college of education and the teacher training institutes in order to foster the possibility of producing good teachers.
- To originate means of supervising the Social Guidance Houses such as including the departments of education, psychology and health in the universities in supervising them so that they can truly become supervisory, curative and qualifying institutions.
- To raise awareness, through the different types of media, regarding the particularities of these groups and the appropriate means of dealing with them.

Concerning the Children Enrolled in the Social Guidance Houses

- To reconsider the means and rules of enrolling juvenile children in the social guidance houses to allow separation of children who were subject to sexual harassment or abuse or rape from the juvenile children who made faults that necessitate enrolling them in those houses. This can be followed by establishing special houses for the victimized children to take care of them and to establish other special houses for the juvenile children who need to be reeducated and rehabilitated.
- To activate the social control offices to help reduce the obliqueness phenomenon and to provide the follow up care for the oblique children in order to reintegrate them in the society.

- To protect the juvenile children enrolled in the social guidance houses against violence and all forms of abuse that they encounter. This can be done by recruiting specialized personnel devoted to the supervisory, qualifying and curative programmes inside those houses and to follow up and develop their work.
- To train the workers in the judicial system of the oblique children on means of dealing with the oblique child.
- To update the technical regulations of the oblique children houses in a way that contributes to determining the mechanism of working in those houses so as to reduce violence against children.

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¹⁶ *Altagreer Aldowri*, (The Regular Report) p.97&103.

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