

WE CAN PREVENT ABUSE!



**RESPONSIBILITIES OF ADULTS
IN STRUGGLE AGAINST SEXUAL ABUSE**
and

"CHILDREN'S BODILY AUTONOMY"



info@cinselsiddetlemucadele.org

www.cinselsiddetlemucadele.org

Prepared by

Nurgül Öz, Psychologist

Ceren Suntekin, Social Worker

Graphic Design



Illustrations

Ceren Suntekin

Translation

Ayşe Pınar Köprücü

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This manual is prepared within the scope of “Children’s Bodily Autonomy” Dissemination Program. The objective is to present a holistic perspective on our adult perception of children and their bodies, on the way we view sexual abuse and on what we can do to struggle against abuse.

Some of the concepts and definitions in the manual may possibly bring back a past memory of sexual abuse you may have experienced and/or witnessed, the impact of which is still in effect, or you may or may not be aware of. This may aggravate your anxiety or cause the mental enactment of the experience of violence. This is why we recommend that you get ready before you start reading it, and that you take a break if you feel triggered and that you continue reading it again whenever you feel ready in the presence of someone you trust, if you need to do so.

WE CAN PREVENT ABUSE!



sexual abuse can be prevented

The prerequisite to prevent sexual abuse is to believe that sexual abuse is something that can be prevented.

Preventing abuse is the work of a comprehensive system. It is the state's responsibility to set up, follow up, supervise, evaluate and improve the system.

There are many **measures** that the state institutions and local governments can take and many **practices** they can implement until sexual abuse takes place. Local administrations and state institutions can receive support from the non-governmental organizations working in this field and also from experts during strategic planning and policy development processes.

We, adult individuals, have the right to demand these prevention and support schemes. Apart from that, there are many responsibilities in the struggle against sexual abuse we can take as individuals who form the society.

Our perspective in preventing sexual abuse should be more about telling adults not to abuse children, rather than teaching children how to protect themselves. It is the responsibility of adults to struggle against sexual abuse, not of children.

Teaching children how to say “no” is not the only way to protect children from sexual abuse. Children already know how to say “no” and they often do say “no”. What is important is that the adults hear these “no”s and take them into account. Still, **an abuse that the child has not said “no” to is still abuse and it is the responsibility of the adult.** Therefore, the main role and responsibility in preventing abuse belongs to the adult. It is the duty of adults to recognize children’s bodily autonomy, to respect their rights and to make sure **a culture of consent** * is established.

* You can find the explanations of the concepts with an asterisk at the end of the guide, under the glossary of concepts.



sexual abuse: definition and types

SEXUAL ABUSE:

Sexual abuse is **the sexual exploitation** of individuals defined as children (every individual until the age of 18 is a child) under the international conventions and national legal texts, by someone the child is in a trust or power relationship with, and who assumes their own responsibility according to their age and level of development.

Sexual abuse should not be mixed up with sexual games played out of curiosity amongst peers or with consent-based behaviours.

In cases where it is not an adult who practices an abusive behaviour, but another child; it should be kept in mind that the perpetrator is also a child under the age of 18 and that they may also have been abused or may be abused. In these cases, their well-being should be observed and both children should be supported by a mental health specialist.

TYPES OF SEXUAL ABUSE:

Sexual abuse does not only contain behaviours that include physical contact with the child's body or their sexual organs. Approaching the concept of sexual abuse from that perspective and thinking that there is nothing problematic unless there is physical contact, hinders us from noticing other types of sexual abuse. Furthermore, sexual abuse does not necessarily have to be directed towards the sexual organs. Sexual abuse also includes all the touch, look, talk, caressing and addressing types directed at the whole body. This is why it is important to be aware of the different types of sexual abuse where there is no physical contact and to keep in mind that these behaviours are also detrimental to the child's mental health. Sexual abuse might also take place in a virtual setting and via digital means.

Just like in other violations of children's rights, when it comes to sexual abuse, **the best interests of the child*** are taken into account for the well-being and protection of the child. This principle is crucial for the child's disposal of all the risks and for their support before, during and after the period when the abuse is forwarded to the judicial system.

Types of Sexual Abuse that Involve Physical Contact:

- Touching any part of the child's body and/or their genitalia
- Making the child touch their body and /or genitalia
- Hugging, kissing, stroking, rubbing against the child for sexual pleasure
- Mouth and genital contact (oral rape)
- Rape, rape attempt
- Genital mutilation (cultural child circumcision)
- Sex assignment operations of intersex babies
- Sexual abuse of the child through marriage (forcing the child to marry /making the child marry by building their consent at an early age)

Types of Sexual Abuse that Do Not Involve Physical Contact:

- Trying to flirt with the child
- Meeting the child on the internet, corresponding, liaising, asking for photos
- Talking or bantering with the child with a sexual content (face to face or digital)
- Making use of the child's sex, body, genitalia as an instrument for mockery, pride or shame
- Looking at the child's body and/or their genitalia
- Watching or peeping at the child (directly or with a camera in a digital setting)
- Taking pictures of the child or saving their images for personal pleasure, keeping these and/or sharing them in various settings
- Demanding the child to touch their own body and /or their own genitalia and watching them
- Showing their own body and/or genitalia to the child
- Touching themselves and making the child watch it
- Showing the child some visuals or making them watch films with a sexual connotation
- Making the child witness sexual intercourse
- Commercial and sexual abuse of the child (using it in commercials, virtual sexual abuse, etc.)
- Using the child in the production of pornographic materials, watching these, saving these through recording, spreading them
- Repressive, violent and discriminatory discourse and behaviours about the child's sexual identity, sexual orientation and sexual expression

Sexual abuse is a form of sexual violence. Sexual abuse, just like all other acts of violence, is not about sexuality, but about power and hierarchy. The person who sexually abuses the child realizes the act of violence by misusing the fact that the child is weaker from a physical, emotional, cognitive and experiential perspective. Unlike the common belief, the child's weaker position is not due to the physical difference, but more due to the emotional and cognitive difference and also due to the difference in the value that society attributes to the child. **In societies where children are not seen as individuals, where children are not given their rights, where there is no access to a comprehensive education of sexuality, where children do not have a say and where adults clamp down on children,** children are more likely to be exposed to abuse, especially by the people close to them.

An illustration of a woman with short black hair, wearing a long orange dress and black shoes. She is standing on the left side of the frame, pointing her right index finger towards a large white rectangular area on the right. The white area contains handwritten text. The background is a solid teal color.

~~PERVERT, PAEDOPHILE, CUTTHROAT,~~


~~PSYCHO, MONSTER..~~

PERPETRATOR,

YOU, I, THEY

misconceptions about sexual abuse

There are common false beliefs about sexual abuse of children in every society. These beliefs grow by feeding into each other and pose obstacles in an effective struggle against sexual abuse. First step to break the silence about sexual violence in a society is to have the right information and approach. Adults need to have correct and scientific information about the scope, reasons and impacts of sexual abuse and should assume responsibility in preventing abuse.



In this list, you will find common false beliefs about the types of sexual abuse directed at children, especially the ones that include contact and explanations of why they are wrong. When people hear the phrase sexual abuse, they tend to think mostly of the types that include contact. This is why the myths also focus on these types of abuse. But still, let's keep in mind that there are other types of sexual abuse where there is no contact.

"Sexual abuse won't happen around me."

This is the thought that lies beneath every misconception. We want to believe that abuse won't take place around us, but the reality is that abuse also takes place around us. In fact, abuse can take place **in any part of society** regardless of socioeconomic status, ethnic origin, level of education, occupation, status, age and place of residence. You may not know it, but the likelihood that you have not already met a child who was exposed to sexual abuse is lower than you think.

“Sexual abuse takes place in parks or in dangerous places like deserted streets, and usually by old, stranger and shabby-looking men.”

The myth of “dangerous strangers who deceive children with candy and chocolate” is not as widespread as it used to be, but it still holds valid. Contrary to common belief, sexual abuse does not only take place in parks, deserted streets, or in dangerous areas like empty construction sites and commonly by men who are old, stranger and shabby- looking. Sexual abuse may take place in every environment where there are children and power dynamics; at home, at school, on the street, on the service bus, at the houses of prayer, at the park, on social media and it can also be enforced by women. This is why it is not adequate and comprehensive for you to give messages to children like ‘don’t talk to strangers’ or ‘don’t trust strangers’. Statistics show that abuse mostly takes place in long term relationships where the bond of trust has been established **by people the children know and feel close to**, that it is spread over time and that it is planned.

“People who abuse are either perverts, sick or paedophiles.”

Continuing to believe in this helps us repel incidents of sexual abuse away from us. However, perpetrators of sexual abuse are ordinary people who are part of our lives, they are around us and among us. We may be perpetrators ourselves. Not every person who commits an act of sexual abuse is a paedophile*. Abuse is not about people's inability to constantly control their sexual impulse, neither is it about them being sick or perverts. People who abuse can be figures of power, authority, status and privilege or they may as well be married, they may be parents or people who are liked and respected by others. **Sexual violence is not about sexuality, but about power.**

“Sexual abuse always involves physical violence and coercion.”

Sexual abuse does not always take place by intimidation, threat, coercion and imposition of force against the child. In many incidents of abuse, the adult makes use of the trust, admiration and love the child has for them. Children may be physically and sexually aroused during the act of abuse; or they may want the act to take place. Still, this absolutely **does not change** the fact that the act is still an abuse. Children may remain silent towards the act of abuse, like in the case of abuse through marriage, where their consent is built or simply because they may believe they have no other choice.

"It is children's physical appearance or behaviour that causes abuse."

Acts of abuse take place regardless of the children's biological sex, their physical appearance, their having a physical or a mental disability, how social they are and their behaviours. Acts of abuse take place depending on various dynamics. Even if the child may have allowed for it, or may have acted willingly or may have asked to play a game that involves sexual contact, these cannot be excuses for a sexual act continued by the adult. It is always an adult's responsibility to set boundaries and to say no. Do not forget that in case of a sexual act by an adult to a child, one cannot speak of 'consent'. The cause of abuse is always **the perpetrator themselves**.

"It is only girls who are abused."

The number of boys who are subject to abuse is substantially high. Existing gender roles and norms in society see men as strong and tough and relate abuse to vulnerability, weakness and frailness. This is why these roles and norms bring about the perception that it is only girls who are exposed to abuse. It is this perception that makes abuse that boys and all other children who do not fit gender roles are **exposed to invisible**.

“Adolescents are different from children, what they experience doesn’t count as abuse.”

When it is about the adolescents, we see that the perception about sexual abuse in the media and society change. This period when sexual and physical development accelerate leads to a perception where children lose their innocence and they can easily be blamed. However, every individual until the age of 18 is a child. Mental development continues until the age of 25. Adolescents may be in a position where they demand the sexual act or where they express their romantic emotions towards adults. Still, this doesn't change the fact that it is the adult who needs to draw boundaries. Adolescents, too, need boundaries and support. We have to face our perception regarding adolescence. We should advocate the rights of **all children** without forgetting that all types of hierarchical sexual acts involving an adult, is sexual abuse.

“Children have a vivid imagination; this is why they make up stories about sexual abuse.”

We tend to believe that children make up stories of sexual abuse because they have a vivid imagination. Most often, this way of thinking may be a relief to us. Especially if the person the child talks about is someone we know, someone we wouldn't expect such a behaviour from... However, sexual vocabulary and experience of children is not large enough to make up stories about abuse. Most often, they do not lie about the subject. And if they do, there is definitely **another neglect of abuse** behind that unreal act, which needs to be investigated. As long as we do not build a relationship of trust with children and as long as we do not believe them, it will be more difficult for them to reveal these acts. They will be more likely to keep abuse a secret, and this will cause the act of neglect or abuse to continue.

“Reporting abuse is ruining the child’s future. One or two small incidents are not important, children forget about these things quickly.”

We often believe we will ruin the child’s future if we report the abuse. We want to believe that the incident they experienced was trivial and that children will forget about it anyway because they are children. However, if the incident of abuse is not reported, then the adult who undertook the abuse will continue to harm other children. We should keep in mind that abuse is not the fault of the child, but that of the perpetrator and it is our responsibility as adults to report it. In order to protect children and to ensure that they lead a happy and productive life, the very first step is **to break the silence** and to fight against the social approach that blames the victim. We should not forget that when we report the abuse and as long as we maintain a child-centered perspective throughout the process, we contribute to the empowerment of the child and to their healing following the abuse.

“Sexual abuse will happen in one way or another, there’s nothing we can do to prevent it. It was ever so...”

We may believe that there is nothing we can do about sexual abuse and that we won’t be able to stop it no matter what we do. Nonetheless, we can stop sexual abuse by demanding a solution from the state, the judiciary, the society and by supporting civil society institutions struggling in the field, by keeping the obligation to report in mind, by starting with ending sexual violence in the way we speak, and most importantly, by always reminding ourselves that the struggle against sexual violence **starts with us**. Only by reviewing these false beliefs of ours and by spreading the right information, can we change a lot of things.

CHANGE STARTS WITH US!



change starts with us

Subject of sexual abuse is a tough one to talk about like sexual violence. However, as long as we do not talk about this subject out loud, we ignore it and then, it becomes more difficult to take measures. Tell the people around you about what you have learned. Make sure other adults also take responsibility to prevent sexual abuse. Do not forget: Children can be healed after sexual abuse they experienced through protection, support and with the right expert approach. They can lead a happy and productive life. Breaking the silence is the first step.

Staying silent about adults' sexual abuse towards the child and reacting against the sexual games among children are conflicting situations. As a natural part of their sexual development process, children can play 'sexual games' such as playing doctor or playing house with their peers. They can get involved in behaviours like kissing each other, looking at each other's genital organs out of curiosity and in order to explore their bodies or rubbing against each other during these games. Such games should not be confused with 'sexual abuse'.

No matter what age the child might be, it is the adult who needs to set boundaries in the relationships children may form with adults. NEVER be in a position to blame the children in the relationship you build with them. Do not underestimate their emotions when they express an uncomfortable situation. Be a good listener so they continue to share disturbing situations with you. Children will tell you everything if they know you will listen to them and that you will not judge or blame them. So you can take measures against the risks or you can intervene in an incident of abuse in time and in the right way.

If the messages meant to protect children's bodies are delivered via an intimidating language, children may develop negative emotions about their bodies. This approach has a negative effect on their sexual development and body perception.

On the other hand, if messages are delivered with an empowering and positive language, they will promote children's self confidence and communication skills.

Wrong	Right
"Do not let anybody touch you."	"It is you who has the say about your body, you always have the right to say no to anyone, including to me."
"They will kidnap you, they will harm you."	"It is not a right thing if adults ask you to keep a secret. If something like that ever happens, I would like you to come and share it with me."
"There are bad people."	"It is not a right thing if adults ask you questions about your body and if they touch you without your permission."
"I won't hear that ever again."	"There is nothing you can't share with me, you can tell me everything."
"Those parts are the dangerous zones, nobody should touch it."	"You are special, every part of your body is special and valuable."
"It is forbidden, it is a sin, it is shameful..."	"Sexuality is a natural part of development, you can ask me everything you're curious about your body."



children's bodily autonomy

Children's bodily autonomy is a reflection of the child's participation right, one of the main principles of the Convention on the Rights of the Child. Child participation* means children having access to a suitable setting and tools to express their views about matters affecting them and their views being listened to and taken into account by adults. Like adults, children are also individuals who have autonomy over their own bodies.

- You first have to accept that the body of the child belongs to them. Question your seemingly innocent demands like kissing them by coercion, grabbing them as a sign of love, asking them to kiss you.
- Building a physical connection and touching someone are not the only ways to show someone love and worth. Loving and valuing someone can also be manifested by establishing verbal communication and by opening up room for children to express themselves. When you do not hear the “no”s of children and when you insist on having physical contact, then children start to believe that they do not have control over their own bodies and that you and other adults have the right to touch them whenever and however they want.
- If you make promises to children in return for their kissing you or giving you a hug and if you stop attention and communication, when you get offended and stop talking to them when they do not do these things, you give children the message that pleasing others is more important than pleasing themselves. This will cause them to put their own needs and wants to second place and make it difficult for them to set their personal boundaries. Such messages may also cause children to be more prone to abuse and to other unwanted behaviours from adults.

- Children who learn that 'No' is not an answer believe that they themselves can also easily violate others' boundaries. Keep in mind that children whose boundaries were violated are more likely to become individuals who violate boundaries themselves.
- It is important to give children the right to choose about giving someone else a kiss or a hug. So they know they have the say about their bodies and they learn that other people have to respect these decisions. This is how they can notice a disrespectful or abusive behaviour towards their bodies, so they can know this is not right and they can express themselves better about it.



IT IS QUITE NORMAL TO SAY NO TO HUGS AND KISSES

Are you going to meet the relatives over the Eid break?
It is a great opportunity to talk to kids (and adults!) about
their bodily autonomy and consent!



Give children the choice to give someone - or not give someone- a hug or a kiss. And respect their decision.

"Do you want to give Auntie X a hug? No? Alright."

Give them other greeting alternatives that do not involve hugs or kisses.

"Do you want to say hi to Uncle Y? How about waving at Auntie X?"

Explain what you are trying to do to your relatives and friends...

"We are teaching A that body-related decisions belong to A.
Thank you for respecting A's choices."



CHECKLIST

- lunch ✓
- water ✓
- rain ✓
- when ?
- sun ✓

checklist of the adult who recognizes children's bodily autonomy

- ✓ I take consent of the child about every intervention towards their body and I inform the child
- ✓ I do not insist when they say "No" or I do not make them feel guilty because they say no
- ✓ I do not continue with the touch, the talk, the looks or the behaviours that are disturbing to them and that are unwanted
- ✓ I take their opinion about decisions about themselves
- ✓ I do not take their pictures without taking their consent and I do not share them on social media

- ✓ I do not speak as though they were not there
- ✓ I do not share the secrets and special feelings the child has shared with me without their permission and information
- ✓ I do not enter their special area without their consent and information
- ✓ I make room for their questions about their bodies and sexuality. I do not shame them for speaking and asking questions about these subjects. If I have any prejudice myself, I revisit them and support my answers with scientific information
- ✓ I am honest to children
- ✓ To questions I don't know the answers to, I am able to say "I don't know but I will learn about it and inform you" instead of giving wrong answers

- ☑ I sometimes explain the reason why and say “no” to behaviours they demand
- ☑ I do not establish hierarchy between different forms of violence, I do not make violence ordinary and I intervene immediately in case of violence
- ☑ I do not give discriminating messages to children depending on their sex*, I establish equal relationships / I improve myself about gender*
- ☑ I conduct research in order to learn about the developmental phase characteristics of children
- ☑ I do not take personal/ emotional/ sexual advantage

IS THIS MY NEED OR
IS IT THE CHILD'S NEED?




good intentions
are not good enough...

The difference between raising one's voice against violence and taking responsibility to prevent violence is huge. A blazing social reaction following an abuse but fading after a short period of time can mean well, but it is not good enough. On the contrary, it is wrong, problematic and most importantly, temporary.

Most of us express our anger but we do not take concrete steps to change the existing conditions. We do not dwell upon the reasons for abuse, its social construct and the power discrepancy between the child and the adult.

In order to attract attention to the subject and to share our emotions, we share and spread the news that most often reinforce false information about sexual abuse and that contain language and visuals which abuse children's rights.

What we really have to do is to develop a language and approach that allow us to methodically talk about sexual abuse, without reactions that involve despair, accusation or denial.



I AM READY
FOR THE
STRUGGLE!

FIRST OF ALL, I'LL CHANGE
THE WAY I SPEAK...

tips for an effective struggle

Conduct conversation trials with the adults around you on abuse, ask questions, take a risk to start and continue a dialogue. Reach more people, do not abstain from defining and naming sexual abuse in your neighborhood, at your workplace or at routine meetings. Do not forget that talking about sexual abuse can be motivating for every adult with different roles so that they take a meaningful step.

For every comment where you talk about punishing the perpetrator, make sure you talk about supporting the person who was exposed to violence and their rights at least twice. Try to see that the survivors fight against blaming of the victim, stigmatization, forced marriage, generalization and shaming. This is why they can not use their rights such as asking for support, seeking justice, continuing their studies.

Do not marginalize the perpetrator by using words like "pervert, monster, paedophile, cutthroat". Using these words may alleviate your anger but it feeds into the misconception about sexual abuse and increases abuse. Do not forget that the perpetrator of sexual abuse can be from any age, any socioeconomic status, any political conviction, any sex, any country. Do not create labels and generalizations by making use of the perpetrator's profession, country of birth, refugee status, neighborhood they live in.

Do not represent the violence behaviour as a disease that can not be controlled.

Do not make comments that cause despair. Don't limit yourself to social media posts: Participate in your local city council meetings and demand preventive activities against sexual abuse from the local administration. Get together with the institutions and non governmental organizations working in the field, ask for opinions, take the lead to start an initiative in your neighborhood.

Do not share news with photos of children or those that include details which may be triggering or traumatizing.

Do not objectify children so that your post is read more.



communication with the child after the disclosure of abuse

- ✦ Accept the statement of the child, **believe them**. If it is a tough disclosure to believe, remind yourself that false disclosures happen rather rarely. Thank them for telling you, tell them you love them.
- ✦ Try to listen to them in a **calm and composed** manner. Do not lose control. When children realize that you're sad about what has been told, they may easily retreat and withdraw their statements. This may be a relief to you, but do not forget that their withdrawal of the statement doesn't mean there is no abuse.
- ✦ If the child doesn't want to talk about it, do not insist, do not force them. **Keep away from** body- and behaviour-focused, detailed, judgemental, incriminating, frightening and embarrassing questions and comments that ask for a description.

✘ Children often tend to blame themselves for false behaviour. Get the following message across to them: **'It was the abusive adult who did wrong, not you'**

✘ First and foremost, it is about rebuilding the child's damaged feeling of trust. Let the child feel safe by your side, make sure they do not face the abusive adult, **respect their privacy** and do not tell what they went through to everyone.

✘ The child might have allowed for, acted willingly or asked for a game that involved sexual contact. However, none of this, can be an excuse for a sexual act pursued by an adult. It is always **the responsibility of the adult** to set boundaries and to say no. Do not forget that one can not speak of 'consent' if it is about a child and an adult.

✘ The abusive adult may be someone the child likes and cares about. Or it may even be someone you know and trust. Whoever it may be, **do not react in such a way that protects that person or that justifies their acts**. Whatever the circumstances might be, sexual abuse is always the transgression of the perpetrator.

✦ **Inform** the child about what is going to happen from now on. Tell the child that the abusive adult should be stopped so they do not hurt others as well. Tell the child that you will share the situation with relevant persons and authorities.

✦ Following the disclosure of the child or a situation which you think was an abuse, make sure you **inform** relevant authorities without further ado, and **follow up the process**. Do not try to solve the incident with your own methods.



notification and application

The fact that the children do not file a complaint about it or that they do not define the behaviour they went through as abuse, does not change the reality that behaviours they were exposed to were sexual abuse. The presence of a doubt on sexual abuse is sufficient to make a notification. We should not forget that it is not our duty to decide if an act was an offense or not, but that it is our responsibility to notify the relevant authorities right away.

Notification, Support and Information Centers

ALO 183

Ministry of Family, Labor and Social Services Social Support
Hotline

ALO 150

CİMER – Presidency Communications Center (online application)

ALO 155

Police

ALO 156

Gendarmerie

Istanbul Provincial Directorate of Family, Labor and Social Services
0212 511 42 75

Koza Center for Prevention and Monitoring of Violence (ŞÖNİM)
0212 465 21 96

Police Department Juvenile Division

The closest police station

The closest social services authority

Public Prosecution Offices

The Bar Association Legal Assistance Centers

The Bar Association Children's Rights Centers

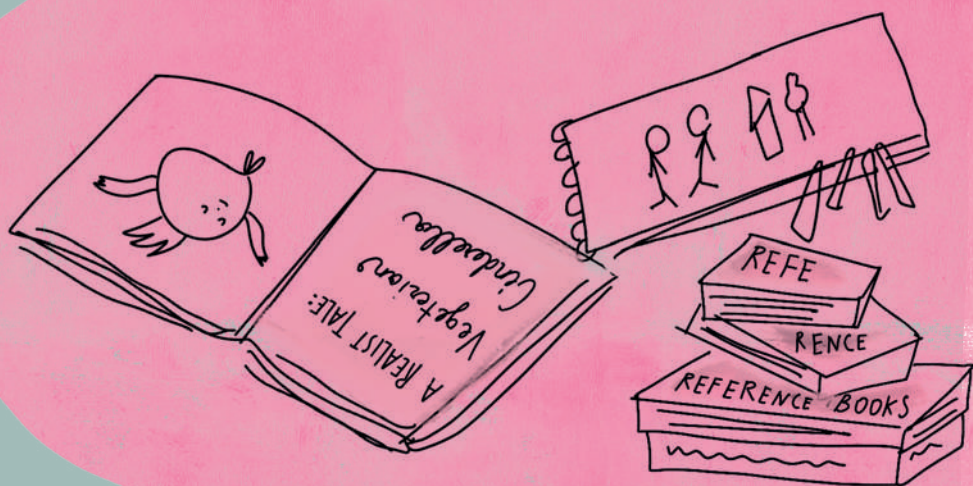
Child Monitoring Centers (ÇİM)

Ombudsman Institution (KDK): <https://kdkcocuk.gov.tr/index.php>

Marmara University Child Protection Center - <http://macok.marmara.edu.tr/>

ÇOKMED (Association to Support Child Protection Centers) - <http://cokmed.net/>

Child Protection Map - <http://www.cocukkorumaharitasi.info/>





recommended references

There are a lot of references that will enable you to talk with children about the body, emotions, boundaries and sexual development. Use non-sexist references, participate in workshops and seminars about the subject.

For Children

Series on Comprehensive Sexuality Education: ME (Kapsamlı Cinsellik Eğitimi Serisi: BEN)

Rayka Kumru, Minty Books, 2018

Welcome, Me (Hoş Geldim)

Rayka Kumru, Hep Books 2019

My Body! What I Say Goes! (Bu Vücut Benim! Ben Ne Dersem O Olur!)

Jayneen Sanders, Beyaz Balina Yayınları, 2019

Declaration of the Rights of Girls and Declaration of the Rights of Boys (Kız Çocuk Hakları Bildirgesi ve Erkek Çocuk Hakları Bildirgesi)

Elisabeth Bami, Yapı Kredi Publishing House, 2017

Girls can do that too! Boys can do that too! (Kızlar da Yapar! Erkekler de Yapar!)

Sophie Gourion, Yapı Kredi Publishing House, 2020

A Realist Tale: Vegetarian Cinderella (Vejeteryan Külkedisi)

Nunila Lopez, NotaBene Publishing House, 2012

Prince Cinders (Külprensi)

Babette Cole, Kuraldışı Publishing House, 2014

Stories on Sexual Education (Cinsel Eğitim Öyküleri)

Yaşam Yanardağ Çelik, Net Çocuk Publishing House, 2011

Teo's Book on 'Where did I come from?' (Teo'nun 'Ben Nereden Geldim?' Kitabı)

Yağmur Artukmaç & İpek Gökozan, Bilgi Publishing House Children's Library, 2018

Crispy Crispy Philosophy 4: Boys and Girls (Çıtır Çıtır Felsefe 4: Oğlanlar ve Kızlar)

Brigitte Labbe and Michel Puech, Güneşli Publishing House, 2016

Crispy Crispy Philosophy 22: Violence and Non-Violence (Çıtır Çıtır Felsefe 22: Şiddet ve Şiddetsizlik)

Brigitte Labbe and Michel Puech, Güneşli Publishing House, 2016

My Body Belongs to Me from My Head to My Toes (Bedenim Bana Ait)

Pro Familia, Gergedan Publishing House, 2014

I Won't Go with Strangers (Ben Herkesle Gitmem ki)

Dagmar Geisler, Gergedan Publishing House, 2017

Do you Have a Secret? (Sır Versem Saklar mısın?)

Jennifer Moore Mallinos, Redhouse Kidz Publishing House, 2008

Red Line (Kırmızı Çizgi)

Samar Mahfouz Barrraj, Erdem Kids, 2017

The Void (Boşluk)

Anna Llenas, Nesin Publishing House, 2017

A Terrible Thing Happened: A story for children who have witnessed violence or trauma (Çok Kötü Bir Şey Oldu: Travma Yaşamış Çocuklar İçin Bir Hikâye)

Margaret M. Holmes, Okuyan Koala Publishing House, 2016

When Adults Hurt Children: Helping Children Heal from Abuse (Yetişkinler Beni İncitiyor: İstismara Uğramış Çocuklara Yardım)

Marge Eaton Heegaari, İletişim Publishing House, 2011

Compasito: Manual on Human Rights Education for Children (Pusulacık: Çocuklar İçin İnsan Hakları Eğitimi Kılavuzu)

İstanbul Bilgi University Publishing House, 2010

Kiko and the Hand (Kiko ve El)

www.kikoveel.org

Consent for Children

<https://www.youtube.com/watch?v=E2QZNrTcf9w>

For Adults

<https://ergengelisimi.org/>

<https://www.tabukamu.com/>

<https://www.sekspozitifbeveynlik.com/>

<https://cinselsiddetlemucadele.org/projeler/cocuk-ve-ergen-odaginda-cinsel-haklar/>



glossary of concepts

Consent Culture: It is the establishment of a way of communication in society that questions and speaks about the presence of consent in all relationships and liaisons based on emotions and sexuality. Consent culture represents a culture where children are brought up so they listen to themselves while saying no or yes and so they explore their own boundaries, where people are not differentiated based on gender roles so they are not oppressed to express or hide their desires, where non-consensual sexual behaviours are not encouraged and where violence is not taught to people because of various motives and misconceptions.

Best Interests of the Child: The term often appears in the Constitution of the Republic of Turkey and in the UN Convention on the Rights of the Child to which Turkey is a party. It defines ensuring children's rights such as equality, justice, peace, freedom, care, happiness, love, understanding, etc. for their wellbeing, development, right to life and safety no matter what the circumstances are. According to this term, in all actions concerning children, whether undertaken by public or private institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration. Decision makers and lawmakers have to act in accordance with this principle in their decisions no matter what the circumstances are. Moreover, the term also encompasses giving children an environment to express themselves where they do not feel

oppressed, prioritizing their needs, protecting them from violence, making regulations for their healthy development. No matter what the circumstances are, protection of children is the primary duty of adults.

Intersex: It is used for individuals who from birth (i.e. without a medical intervention) do not completely fit typical binary notions of male or female definitions of the society and who have developed a primary or secondary sex characteristics. In the past, the term hermaphrodite was used to define intersex individuals, however it is obsolete and not the right wording. There is not a single type of “intersex body”. The term encompasses many situations that do not have much in common, other than the fact that the society assumes it “abnormal”. The common characteristics of intersex individuals is not their biology, but their experience of medicalization.

Child Participation: It is the fourth one of the four core principles in the Convention on the Rights of the Child. Children’s participation right such as non discrimination, supporting the child’s development and prioritizing their best interests no matter what is the most effective way to protect children and ensure their safety. This right makes sure that the children are able to express themselves freely, that they are able to share their opinions about all matters relating to themselves and that their needs are visible in the decisions taken. Child participation is not only limited to asking the child for their opinions. It is also important to create favourable environments for them to share their views, to give them the tools and to have adults to listen to them and to address them. Children are the experts in subjects that are about themselves. This is why they know and analyse their own needs the best. Nevertheless, it is the duty of adults to lend them a listening ear, to make room for them, and to develop policies and practices in line with these needs.

Paedophile: Paedophilia is a medical diagnosis. It is defined as the repetitive emergence of intense, sexually arousing fantasies, sexual impulses or behaviours about sexual activity with a child or with children who have not yet reached puberty for a period of at least 6 months. Sexually abusing children is not a medical diagnosis and sexual abuse to children does not always mean that the person is a paedophile.

Sex: It is a medically constructed category; it is often assigned by ultrasound or by the appearance of genital organs at birth. Despite the fact that it broadens out in some countries / cultures, it is mostly limited with the binary sex, girl and boy / woman and man. Although terms like “biological sex” or “bodily sex” are used quite often, it is more correct to use the term “assigned sex”, because a person’s sexual identity is assigned by medicine, and not with their statement.

Gender: It is usually assumed that gender is compliant with sex. It is used to express the social and cultural norms that are linked to womanhood and manhood. The term gender also contains concepts like sexual identity, sexual orientation and sexual expression. Sexual identity is complex, fluid and personal. This is why, just like gender binary itself, unequal and hierarchical relation between woman and man is also artificial; and thus it can be questioned, changed, transformed. When the stereotypes and roles based on gender are sharpened and hardened; prejudice, pressure and violence towards people who do not fit these stereotypes escalate.

If there is anything that is still unclear, please contact us so we can add it to the glossary.


COME, NOW IT IS TIME TO PUT
ALL THIS INFORMATION INTO
PRACTICE!





notes

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