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Har Bacha Mehfooz...Safe, Secure and Protected

SAHIL

April-June 2017



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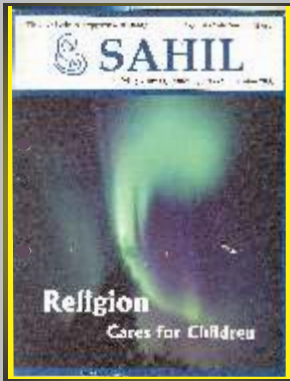
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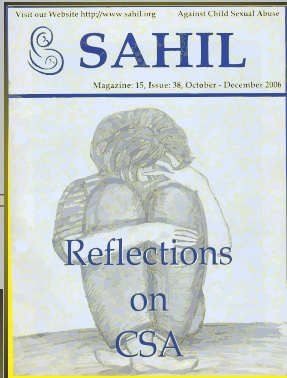
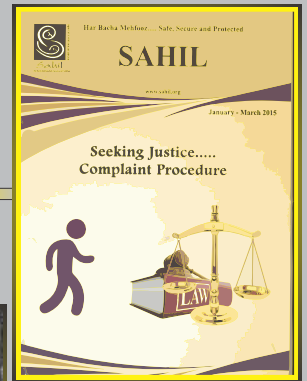
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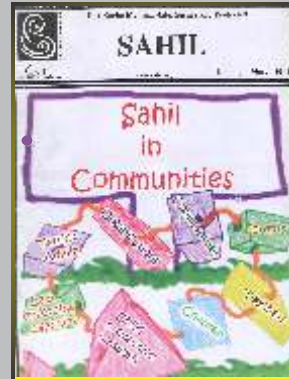


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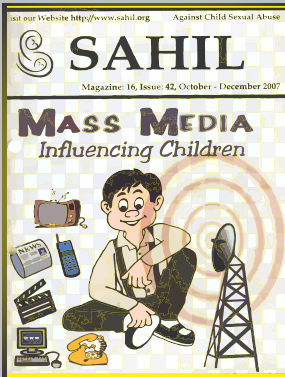


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21 Years Journey of Sahil Magazine (Part-2)



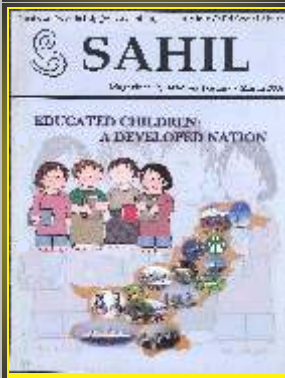
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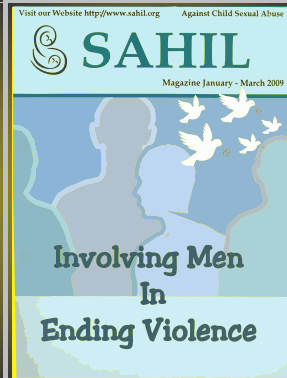
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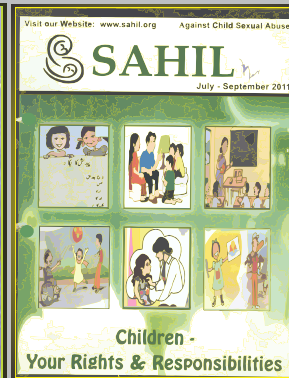
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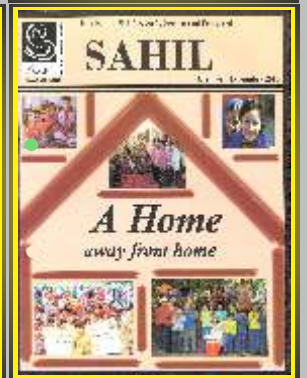
2009



2010



2011



2012

GUIDELINES FOR CHILD PROTECTION



Never take anything for free because you can be asked for something in return



Others should help in front of everyone



Do not enter a house in which there is only one person



Do not take anything for free from any one to fulfill a wish



Do not leave your child alone with any spiritual healer



Never take a lift from strangers, they may kidnap you



Make friends with children of your own age older children may exploit you



Tell your parents immediately if someone asks you to keep a secret

SAHIL

Against Child Sexual Abuse

Senior Editor
Manizeh Bano
Editors:
Mamtaz Hussain Gohar
Waqas Hameed
Sohail Ahmed
Title:
Muhammad Rehan

For Comments & Suggestions
Please write to:
Editor, Sahil
No. 13, First Floor,
Albabar Center, F-8 Markaz, Islamabad.
✉ : mag@sahil.org
🌐 : http://www.sahil.org
📘 : http://www.facebook.com/sahil.ngo
🐦 : http://www.twitter.com/SAHIL_NGO

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Sahil Head Office
No. 13, First Floor,
Al Babar Center,
F-8 Markaz, Islamabad
Phone # (92-51) 2260636
2856950
Fax # (92-51) 2254678
info@sahil.org

Sahil Regional Office, Jaffarabad
Khosa Mohalla, Near Civil Hospital,
Dera Allah Yar
Jaffarabad.
Phone # (92-838) 510912
uc_jfd@sahil.org

Sahil Regional Office, Sukkur
House # B 62, Street # 2, Sindhi Muslim
Housing Society Airport Road,
Sukkur.
Phone # (92-71) 5633615
uc_suk@sahil.org

Sahil Regional Office, Abbotabad
Makhdoom Colony, Nari Road
Mandian, Purana Ayub Medical College,
Abbotabad.
Phone # (92-992) 383880
uc_atd@sahil.org

Sahil Regional Office, Lahore
House # 686-C, Faisal Town,
Lahore.
Phone # (92-42) 35165357
uc_lhr@sahil.org

Editorial

Here we are with the second part of the special 20-anniversary issue of Sahil Magazine. Our efforts for child protection, sensitization and awareness raising continues.

Today we are proud to be able to say that in twenty years time a lot has been changed for the better. An increased awareness and reporting of child sexual abuse and an increase in research on the issue are some of the positive changes that have taken place.

The founder of Sahil Ms. Anusheh Hussain, said that "To say that the journey is long and hard would be a cliché. Whenever you challenge social norms, issues of morality, and challenge vested interests you are sure to keep coming up against walls. But each wall always has a door to walk through." And now after twenty years we again say that there is still a lot to do, and we look forward to meeting on the challenges in the coming years.

In this issue you will read different articles from 2004-2016 about taking care of your child after sexual assault, role of schools in child protection, help your child learn and grow, beyond child abuse, adolescent traits, mass media and children, concept of justice in Islam, effective parenting, juvenile delinquency and knowing the importance of childhood development.

We are really happy and thankful for the support, trust and contribution of all our well wishers for the last twenty years. It was not an easy task to reach the targets without all these.

Do write to us for your feedback, comments and suggestions.



Taking Care Of Your Child After Sexual Assault

Important facts to know about child sexual abuse

- Any kind of sexual contact between an adult and a child is abuse and a crime; sexual contact by a teenager that is forced or with a younger child is also abuse and a crime
- Most offenders know or are related to the children they abuse and typically they take advantage of the relationship to get the children to keep quiet about it
- Even though the children are usually not violently attacked or hurt physically during a sexual assault, they are afraid of being hurt
- Not all children are able to tell parents right away about the abuse; they are often worried about what will happen and are threatened by the abuser
- Children react in different ways after sexual abuse -children have serious emotional reactions.
- The love and support of family is the most important factor in children's recovery

Parent's /Caretaker's reactions

Parents are upset upon learning of the sexual abuse of their child.

Parents often feel angry with the offender or guilty for having failed to protect their child.

If their child did not tell right away, parents may wonder why.

Sometimes they may look back and realize that there were signs that something was wrong and feel sad they did not realize what was going on.

These are natural reactions.

Since most offenders are known, trusted by the family, or even family members it may be difficult to believe the abuse happened or to resolve mixed feelings. Parents often feel betrayed.

When the offender is a family member such as a grandparent, uncle, even another child, many difficulties arise for the family in terms of making decisions and taking action. Parents may disagree about how to handle the situation.

If a parent doesn't believe a child who has been abused and supports the offender, there can be severe damage to the child. What every child victim needs is to be believed and to know that he or she is not at fault.

When the parent is able to support and stand up for the child, the child has an excellent chance of recovering from the effects of sexual abuse.

Families are children's most important resource for recovery.

Counseling for the Child

Counseling can be very helpful for children. Negative effects on the child can be reduced.

Counseling provides a safe place to talk about what happened, teach coping skills to manage stress reactions, and help children do not blame themselves, feel ashamed or develop unhelpful. Ideas such as that no one can be trusted or the world is a very dangerous place.

The goal is for children and families to learn healthy ways to handle distress and to put the abuse in perspective as a bad experience that does not need to have lifelong effects. Fortunately most children will recover from abuse especially after counseling.

Counseling for Parents

The sexual abuse of a child can be traumatic for a parent as well. In addition to attending to the needs of the victim, parents must deal with their own feelings and reactions to the situation.

Protecting Your Child from Further Harm

Here are some ways to help protect your child from further abuse and minimize the emotional trauma your child may experience:

- Prevent contact between your child and the offender. Explain to your child that he/ she should tell you immediately if the offender attempts to touch or bother them again in any way.
- Believe your child and do not blame him/her for what happened. Give your child support and reassurance that he/she is okay and safe.
- Respond to concerns or feelings your child expresses about sexual abuse calmly. Listen to your child but do not ask a lot of questions.
- Respect your child's privacy by not telling other people, and make sure that those people, who know don't bring the subject up in front of your child.
- Listen to your child, but don't ask for information or details about the abuse. Let the professionals do the interviewing to find out the details. A legal case can be negatively affected if the child has been questioned by non-professionals.
- Try to follow the regular routine around the home; maintain the usual bedtimes, chores and rules.
- Make sure that all children in the family are given enough information to be able to protect themselves from the offender without discussing the details of the assault.
- Talk about your feelings with someone you trust - a friend, relative, clergy or counselor. It is best not to discuss your worries in front of, or with, your children.



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Role of Schools in Child Protection

Nusrat Naqvi

Schools are at the frontline of child protection since they have the potential to both teach protective behaviors effectively and to a greater number of children than any other system, including parental instructions. This is because a large part of the truly "awake" time of a child's waking hours is spent at school. Besides educators have a special role in combating child sexual abuse, as they possess the knowledge, training and opportunity to observe and respond to children's behavior and physical conditions over a period of time. Additionally, because of the close daily contact they are in a unique position to identify children who need help and protection.

What schools can do to prevent Child Sexual Abuse:

Ensure teachers, volunteers and anyone else with access to children is properly screened and trained

Implement and enforce a policy for reporting child sexual abuse and handling disclosures from children

Establish protocols and screening for school computer use. Provide training to students and teachers on acceptable use of computers



Assess your environmental structure and take every possible step to make it safer for children

Make certain campus security is in place so that all visitors are screened through the office and the unusual incidents/visitors are handled

Provide programs and roles for parents to make them a part of their children's safety and security at school and while going to and from school

Choose or develop child-safety programs for the school that are based on accepted educational theories, are appropriate for the child's age and levels of education and development, and are designed to offer concepts that will help children build self-confidence in order to better handle and protect themselves in all types of situations. Use multiple program components that are repeated several years and use qualified presenters who include role-playing, behavioral rehearsal, feedback e.; nd active participation in presentations.



Help your Child Learn and Grow

Some School and Homework, Ideas

Sadaf Zehra

Every child learns in a different way. Some children are visual learners, and some children are auditory learners. Here are some characteristics for both types of learners:

Visual Learner:

- Visual learners of course learn best when they can see what they are learning.
- Help your child write out and post important words and ideas.
- If your child is working on a certain city or state, find a map that is detailed or you can copy a map from a book and draw certain details on the map yourself.
- Make flash cards to study spelling words or a foreign language.
- Help your child draw a picture or diagram of what SAHIL Magazine January — March 2010 they are attempting to learn.



Auditory Learners

- Auditory learners learn mainly through their ears. They could most likely say an answer, but might find it difficult to write it down.
- Make up poems or rhymes. Many times the first letter of each word in a certain topic can be used to make a funny saying. For example, "My Very Excellent Mother Just Served Us Nine Pizzas." The first letter of each word in the above statement represents the order of the planets in the solar system starting from the sun. (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto).
- Say important dates out loud many times.
- Another fun way to help a child study is by role playing. Have your child be the teacher and you be the student. Your child can teach you the lesson and he/she will be learning it as well.



Homework Time

- Set a solid time for homework. Some children need to let off steam after being in school all day, so after dinner may be the time to start homework. Some children get tired early, so homework may need to begin shortly after school. Work it out with your child on what time is best and come to an agreement on the time and make a routine out of it.
- Adopt the attitude of doing Homework daily. Once your child is in middle school it is likely that there will be homework nightly. Many children will come home and tell you they don't have any homework when there really was some. It could have been a test they really need to study for and they're waiting until the last minute to do so.

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- Have your child find the best place to do homework and make that the Homework place. It becomes a routine for them and it helps them concentrate on the fact it's homework time.
 - Make sure there are supplies (pens, pencil, paper, etc.) at your child's study place. This helps them get settled down quicker when everything is right there.
 - Some children need complete quiet and some don't need complete silence but the television should be off during homework time.
 - Work on your own projects near your child. You can do your bills, write letters or even read a book. This can send a message to your child that you think homework time is important.
 - Try to remember to ask your child at least once a month if there are any big projects going on in school. Put a calendar in your child's room and have your child mark the day he or she will start working on the project.
 - As much as possible allow your child to have some control over homework time. Let him/her pick the place; come to an agreement on the time, etc. Set rules and be handy if your child needs help. Offer suggestions, but let your child make the decision on how he or she will do their work.
 - Allow small breaks for large projects or large amounts of studying.

HELPING YOUR CHILD, DO BETTER ON TESTS

As we are aware, tests are part of school life. Some children are at ease with studying for tests and some feel much pressured and studying can become a chore for them. This could cause your child to do poorly on a test when he or she really knew the answers.

How to Help Your Child Feel Less Pressured

- Explain to your child that everyone handles studying differently. Everyone has their strong points and their weak points. Talk to them about how they can deal with the parts they have the most trouble with. Help them come up with ideas on how they believe they can retain what they are studying.
- Encourage them to skip the trouble spots on a test and go on to the next question. They will find that they really do know the answers to many of the questions and they can go back to the trouble spots. Many times when a child stays on the tough spot, he or she will find that the time is up and rush to answer the remaining questions, therefore answering the question wrong when they could have answered them right.
- Remind your child to listen and follow the directions. The teacher usually offers a lot of information before a test which could help your child through the trouble spots.
- If there is time before a test, tell your child to look over his or her notes before taking a test.
- Teach your child to remember the clue words about a subject. Many times a child will read through a chapter and become overwhelmed thinking they need to remember every word. For example when it comes to a vocabulary test they will be given a paper that has the words in one column and very short definitions in the other. Those short definitions are usually the clue words defining the vocabulary word.
- It's important that your child try to get to bed early the night before a test.

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- Make a point to stress to your child that cramming doesn't work. A little bit of studying each night can go a longer way than cramming a whole chapter into one night.

SOME IDEAS TO HELP YOUR CHILD LEARN FROM MISTAKES

- Turning Defeats into Victories
- Praise: Remind your child that he/she tried their best and that you're very proud of their efforts.
- Help your child find something he/she can learn. You can do this by having your child write a list of the things he/she already learned or can learn from a certain experience. From there you can talk about what new skills he/she learned and what things she/he may want different the next time.
- Have your child point out all the good things that happened.
- Most of all remind your child that you love her/him for who they are, not for what they did.

Are You Putting Too Much Pressure On Your Child?

As we all know, we want our children to achieve their very best, but sometimes we may not realize that we may be causing our child to feel more pressured than they need to be. Just as we try to teach our children to try to do things differently, here are some questions we can ask ourselves in order for us to possibly do things differently:

- When you watch your child play a sport what do you do? Do you point out what they may have done wrong or do you focus on the fun of participating?
- When your child brings home a test, do you first ask about the questions answered wrong or do you look for what he/she got right?
- When your child does a household chore, do you tell your child he/she didn't do it right or do you thank your child for helping?
- When you talk to your child, so you mentioned what he/she hasn't done (example: clean room, do dishes) or do you try to say something positive about the things they do?
- Of course, there's nothing wrong with being critical about some things, but you may want to stop and ask yourself if there is a balance.
- A good quote to keep in mind regarding this is: "If I Had To Live My Life Over Again, I'd Dare To Make More Mistakes Next Time." — Nadine Stair. After all, part of learning is learning from ones mistakes!



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Beyond Child Abuse

Amin Muhammad, Canada

Child abuse has been a great menace in our country. Horrifying statistics and media reports present a gloomy picture of the abuse of children in our society. This abuse is prevalent in all shapes: emotional, physical and sexual. Each type carries a grave scenario in its own self. Statistics show that nearly 70 percent of all reported assaults occur to children aged 17 and under. Thirty to forty percent of the victims are abused by a family member while another 50 percent are abused by someone outside of the family whom they know and trust. So far, a lot has been said by people and organizations about the grave issue of child abuse, but one thing that is now being recognized clearly is long-term child abuse.

As a practicing psychiatrist in Pakistan and now in Canada, I came across a number of patients afflicted with some mental health problem who revealed a history of childhood abuse. Psychodynamically speaking, the roots of current mental health misery can easily be tracked down to whatever had happened to the individual as a child. Under the circumstances, it is vitally important to curb the menace by strictest means in order to avoid long-term complications and psychological fragility. Ironically, over 30 percent of victims never disclose their childhood experience to anyone. Socially, the adults of childhood abuse might continue to numb their emotions by using alcohol, drugs, self-harming behavior or unhealthy eating habits. They also have difficulties dealing with stressful situations. They may choose poor life partners and may display problematic behavior in their social interaction. They fall victims or perpetrators of criminal assault, domestic violence and property offenses.

Headaches as a physical symptom is often reported among these adults and a number of patients do present with false seizures. Overall, such individuals have low self-esteem; develop panic attacks, fears, depression, obsessive-compulsive behavior, nightmares of being chased or trapped or experience sensory flashes, insomnia, suicidal thoughts, angry outbursts and posttraumatic stress disorder (a sense of re-experiencing a past trauma) which are markedly characterized by hypervigilance, numbness and emotional problems. Impulsivity that is regarded as a trait among these individuals would engage them in self destructive behavior in response to suicidal thoughts.

Scientists have noted that childhood maltreatment may produce changes in both brain function and structure. Girls are more prone to develop eating disorders as adults. Reportedly, a number of patients who suffered from one or other mental disorder had a prolonged episode of illness that was unmanageable to treatment, had more relapses, increased frequencies of hospital admissions and a frequent of suicidal attempts.

The abuse is rampant for a number of reasons that include not sharing the information about the incident with anybody, the vulnerable nature of young children who may fall prey to perverted abusers, stigma attached to this problem, lack of understanding and education about this subject and absence of an effective law prohibiting or deterring this matter. Verbalization about the abuse has been a major problem as there is reaction in the form of disbelief and counter blaming by some family members.

Sometimes the mother would know about the occurrence of abuse but prefers to remain silent because of specific fears and disrepute. The feeling of guilt and shame also prevent the child or the adult from ventilating about the sufferings: It is only when the child is injured that the facts come to the surface and the perpetrator is apprehended. The family physician is a key person after the immediate family who can detect the problem if well-versed and sensitized to the issue. Some special skills are definitely required to understand the victim's plight.

Later, the school teachers can pinpoint recent academic problems with the child concerned. A sympathetic attitude with careful listening can reveal the facts before a teacher who can take the matter further in addressing problem.

Abuse is not unknown in the schools of Pakistan and is often reported in the print media. Once the mental health problems and its association with childhood abuse are detected in an adult, the matter related to treatment becomes complicated. Many cases succumb into chronicity with acute exacerbation with events of attempted suicides and frequent hospitalizations. Mental illness carries a lot of stigma and similarly childhood sexual abuse fall into the same category which becomes a bottleneck in identifying and addressing this issue.

As a matter of fact, if we sow the social adversity of child abuse, then, we are likely to reap a longstanding mental health morbidity and social fragility. This can well be prevented if all agencies involved with childcare gain insight and education regarding this complex social is-sue and devise means to prevent this happening. This is the time to act, or it will be too late.



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Treatment & Prevention of Drug Addicts

Arbab Kashif Noor

Treatment And Prevention

Treatment is seldom necessary for young people who are experimental or social drug users. They either stop taking drugs of their own will or use ways that do not get them into psychological difficulty. Medicinal and addictive use of drugs, on the other hand, typically interfaces with normal development and calls for professional intervention.

The treatment of drug-abusing adolescents focuses on the particular personal, social and family factors associated with an individual young person's drug taking. Various forms of individual and group psychotherapy, family counseling, and community action programs have been developed to help these adolescents improve their coping skills, attach themselves to drug free models and life styles, find a supportive climate at home, and resolve whatever psychological concerns have contributed to their drug abuse.

Medicinal drug users who are seeking escape from feelings of anxiety or depression often respond well to treatment programs of this kind that are aimed at easing their tensions and helping them manage difficult situations in their lives more effectively. Addictive drug users however, like character logical delinquents, are manifesting more of a life style than a reaction to currently troubling circumstances. Hence drug addiction often presents the same kinds of obstacles to effective treatment. Addicts like psycho paths, have difficulty admitting to any psychological problems; typically they deny needing help and resist close or trusting relationships with psychotherapists and counselors. In many cases, only a residential rehabilitation program, in which a therapeutic environment can be provided over an extended period of time, holds any promise for directing addicted young people to a satisfying life style that is not drug dependant.

Because the chronic nature of addictive drug use makes it so difficult to modify, most experts in the field believe that the only really effective way of overcoming it is to prevent it from occurring in the first place. With this in mind, enormous resources have been poured into programs of drug education over the past 20 years or so. These programs were based initially on the expectation that adolescents who were informed about the hazards of using drugs would not use them. However, no evidence ever emerged that participating in a drug education program deters adolescents from drug use. To the contrary, many investigators found that providing adolescents with information about drugs was producing a boomerang effect that increased rather than decreased their level of drug involvement. The early efforts at drug education were unsuccessful not because they were ill conceived but because they were too little and too late. Most adolescents who are going to have drug-related problems have already begun drug use by the time children enter their teens; hence, providing factual information about drugs to children of 14 years or more cannot be expected to accomplish very much. Likewise, scare tactics or moralistic preaching aimed at teenagers, when their value systems have already been largely shaped by family and peer influences, cannot be expected to find receptive ears.

With this in mind, drug education in the schools was gradually shifted to the lower grades, and

focusing on the hazards of using drugs has been replaced by focusing on the benefits of avoiding them. At the same time, programs of drug-abuse prevention paid special attention to helping young people become sufficiently assertive and decisive to resist social influences that will get them into trouble; that is, to be able to say "NO" to drugs. Programs of this kind aimed at junior high and especially elementary school students are showing promise for increasing knowledge about the implications of drug use, generating negative attitudes toward becoming involved with drugs and reducing the subsequent frequency of drug use.

Drug Abuse Treatment

Drug treatment is composed of the following stages:

- Detoxification
- Primary Rehabilitation
- Secondary Rehabilitation
- Follow up & Aftercare

1. Detoxification

Detoxification is the term used to describe the process your body goes through to get rid of toxins. Detoxification symptoms both physical and mental may appear when you alter your lifestyle by starting something new, such as changing your diet or exercising, or by discontinuing a current habit, such as eating chocolate or drinking coffee. The symptoms may be of short duration and slight irritation, or they could last longer and cause you considerable discomfort.

Because these symptoms are the same as those that show up in certain illnesses, changing your diet or lifestyle can result in misunderstanding: If I am doing something that is supposed to be good for me, why do I have these symptoms? Why do I feel worse, and not better? Understanding this apparent contradiction is perhaps the first, and most important, hurdle you must get over when making a dietary or lifestyle change.

The hardest thing for many people to do is accept that they are not sick and realize that the body is cleansing itself. Once you get beyond this psychological barrier, the process becomes easy. The most important thing to do can be summed up in one word: Rest.

Rest, and let the body do what it needs to. If you have the luxury of staying home, do so! If not, cut back on social engagements and perhaps even cut back on any exercise you are getting. Give your body as much energy as possible to do its job. Eat light foods that are easy to digest consume fruits and vegetables and drink plenty of water.

Detoxification is the first phase in the treatment process, and lasts for 10 to 15 days, during this period physical withdrawal of the drug takes place and the patient feels very uncomfortable during this stage. He might attempt to commit suicide and can cause injury to himself.

The main features of detoxification therapy include;

- Symptomatic Medical Treatment. (Treatment for symptomatic problem)
- No Substitute Drugs: (Never use substitute drugs, if situation is very severe, we can)

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- Hydro Therapy
 - (Giving patients a shower)
 - Individual Counseling. (counselor takes session with the patient)
 - Peer Support. (Old patient gives time to new patient and encourage him)

Detoxification process can be very painful and can cause the following effects:

- i. Severe pain in the body
- ii. Skin problems (rash)
- iii. Temperature
- iv. Insomnia (Loss of sleep)
- v. Vomiting
- vi. Bleeding from Nose or mouth
- vii. Anxiety
- viii. Gastro Intestinal problems
- ix. Loss of Appetite
- x. Absent mindedness

2. Primary Rehabilitation:

When a patient goes through detoxification, he is referred to a Primary Rehabilitation Area. Primary Rehabilitation phase lasts for 08 weeks and includes;

- Individual Treatment Plans
- Individual & Group Counseling
- Drug Abuse Education
- Behavior Shaping
- Therapeutic Duties
- Peer Support & Social Learning
- Recreational & Sport Activities
- Family Program

3. Secondary Rehabilitation

Main features of this phase includes;

- Skill Training according to individual needs
- Regular training sessions
- Micro enterprise development
- Job placement and follow-up on job

4. After Care /Follow Up

- Relapse Prevention Program (RPP)
- Narcotics anonymous meetings
- Letters and telephone calls
- Home visits of ex-clients
- Follow up on street sites and at Drop in centers.



Prevention of Drug Abuse

Primary prevention:

- Drug abuse prevention at the outset by information dissemination
- Developing self esteem and enhancing decision making skills
- Problem solving and resistance skills
- Recognizing risk factors and providing healthy alternative to drugs abuse

Secondary Prevention

Early intervention by early identification and solution of drugs problem in the initial stages

- Support to prevent recurrence
- Family involvement in the Treatment process

Tertiary prevention

Treatment and rehabilitation of drug

- Dependents and their families
- Establishing a community network of self help /NA groups to provide extended after care and support to the recovering addicts

Important points to follow during the treatment process;

- Appreciate the patients for accomplishments and efforts
- Criticize action not the child
- Give responsibility
- Show love and affection
- Freedom to make decisions instead of following the crowd
- Respecting your body and desiring for a good life
- To be in control of your own behavior
- Make children understand the problem
- Teach children to value individuality
- Explore the meaning of friendship to your child
- Make rules at home for everyone
- Use positive peer pressure

Preventing your child from focusing on drugs out of boredom or ideal curiosity

As we are working with drug addicts, and according to our experience a lot of adolescents fall into drug addiction out of boredom. Therefore as adults, it is our responsibility to create healthy alternatives for our children like sports, hobbies, school activities with out pressuring to always win or excel.

Do creative activities with them yourselves. Children appreciate the time spent with them even if doing household chores are involved.

If parents and teachers take interest and play an active role in the drug prevention then the child is likely to take an interest.



ADOLESCENT TRAITS

Sehar Taimoor

We denote adolescence with term "teenage" because of suffix "teen", but this definition is rather arbitrary. Adolescence begins with the onset of puberty, and ends when an adult identity and behavior are accepted. This period of development corresponds roughly to the period between the ages of 10 and 19 years. The era of "adolescence" varies from child to child it may depend on their level of physical and emotional maturity, the influences of their peer and environmental pressures.

To make teachers deal effectively with the students of this age group in the classroom, Sahil psychologists started a training program for the teachers with the name of "Adolescent's Health".

It is a four hour training program for the teachers of secondary schools. The objective of the trainings is to provide awareness to the teachers to understand and deal with adolescent problems and child protection. The training addresses a wide range of issues occurring during the period of adolescence.

The most interesting part of the trainings was the discussions with teachers on problems and reasons of adolescents and the strategies to deal with all these problems. The 'session demands high level of participation' from teachers to enlist the causes and solutions of the problems faced by adolescents.

Negotiating with teachers on the negative traits and reasons was an enlightening experience for the psychologists as well. This discussion also helped the psychologist to understand the teacher's perspectives on issues of adolescents.

According to a compiled data, 536 male and female teachers from 40 schools attended the trainings during the last 02 years (2006 & 2007).

A wide range of different problems were identified and enlisted by the teachers in these trainings. On analyzing, these were then categorized into 04 major categories. These problems can be further divided into two major categories, one is related to their personality building and other is related to their impression on others.

The most frequent reporting was about the behavior of students in schools. Adolescence is a time of rapid physical development and emotional changes. These changes are exciting, but at the same time can also be confusing and uncomfortable for child. These problems frequently affect performance at school and personal relationships of the adolescents.

During adolescence, the peer group often begins to replace the family as the child's primary social focus. Peer groups are often established because of distinctions in dress, appearance, attitudes, hobbies, interests, and other characteristics that may appear profound or trivial to outsiders.

The Learning Disability (LD) also starts to affect the child's performance in adolescent age because of the increased difficulty levels in the syllabus. Children with LDs do not have low intelligence; in fact,

they have average or above average intelligence.

As a result it becomes hard for a child to remember lessons resulting in boredom, and school avoidance, difficulty in concentrating, search for other options to pass the time and to succeed, often angry and frustrated, old children may drop-out, fail exam or get into trouble-both at school and outside.

REASONS IDENTIFIED BY TEACHERS

Reasons at school:

- Traditional teaching methods
- Abuse at school
- Negligence by teachers
- Lack of responsibility on part of teachers
- Focus on syllabus completion
- Lack of monitoring by teachers
- Teacher lack role modeling
- Bullying at school

Reasons at home:

- Un-fulfillment of needs
- Abuse at home
- Domestic violence
- Family values
- Lack of proper guidance
- Lack of future direction
- Lack of supervision
- Pampering by parents



Personal reasons:

- Pubertal changes, increased level of hormones in blood
- Information seeking age
- Exposure
- Friendships with older children
- Attention seeking
- Lack of activities
- Gender differences
- Emotionally disturbed

Some of those problems and their possible strategies given to the teachers in the trainings are listed below:

Behavioral Problems:

The most commonly reported behavior problems were:

- Aggression

- Biased behavior with teachers
- Careless
- Hyperactivity
- Casual attitude
- Impulsive
- Intolerance
- Lazy
- Over confident
- Restless
- Curious
- Lying
- Talkative
- Stealing
- Poor time management
- Stubborn



Strategies for teachers to deal with behavior problems:

- Take genuine interest in students.
- Deal with the student's present behavior.
- Avoid reactive behavior-be responsive instead.
- Find useful ways to calm students.
- Utilize the gifted energy; involve them in sport which is a healthy way to consume their energy.
- Plan interactive lessons to maintain interest.
- Reinforcements like stars, positive statements (praise), class room responsibilities e.g. proctor/monitor may be given.

Emotional Problems:

Teachers identified some emotional problems, like

- Sensitivity
- Lack of concentration
- Want to make friendship with teachers without maintaining limits
- Spend more time in other activities than education
- Shyness
- Not sharing with teachers
- Friendship with older children
- Low self esteem

Strategies for teachers to deal with Emotional problems

- Do not punish or criticize the student for mistakes let mistakes become self corrective
- Provide security by telling them you are always there for them to support
- Give the feedback to child (positive and corrective NOT negative)
- Involve parents to improve parent-child communication

Learning /Developmental Problems:

Learning problems includes impairment:

- Language development and language skills (listening, speaking, reading, writing, and spelling)
- Social skills
- Attention and organization
- Test-taking attitudes
- Not doing home work
- Trying to do but unable to achieve the targets
- Lack of interest in studies and some of them are slow learners

Strategies for teachers to deal with learning problems

- Identify what stimulus increases the problem
- Talk about problems and feelings instead of acting on them
- Do not highlight mistakes with red pens-explain mistakes
- Keep visual and auditory distractions to minimum
- Involve students in some activity or experiential learning, like art and play or any activity of their interest
- Find and use available technology assistance
- Make daily activity schedules
- Graded task assignments
- Try to use un-timed tasks
- Reinforce desired behavior immediately and be consistent



Social Problems:

Some traits of adolescents which teachers identifies can be categorized under social problems, which are

- Fashion oriented
- Overexposed through media and TV
- Smoke cigarettes
- Carry mobile phones

Strategies for teachers to deal with social problems

- Develop class room norms
- Ignoring- take time to give comments
- Set agreed rules with child

At the end the teachers were also informed that if necessary, talk to a mental health professional, such as a counselor, psychiatrist, or psychologist.



Mass Media and Children

Farah Naz

Just a generation ago books, magazines and specially comic books and children story books used to be the media that children used to read avidly. With the invention of the TV and computers and now the Internet the focus has changed and nowadays it is only the older generation who still purchase magazines and books. Children are no longer encouraged to read books or magazines and very few parents encourage children to read anything other than their school books. But on the other hand how many schools have proper libraries. How many encourage children to read, how many have library hours?

Mass media is like a double edged sword which can be both a good as well as a bad influence especially on children. A child's mind is very imaginative and impressive. Parents and teachers have to ensure that the child has the right influence. Raising a child to become a good human being involves more than education. It is all round character building. Rudyard Kipling said 'Give me the first seven years of a child and you can take the rest' and he was not wrong in this as these are the years that lays the foundation for building a child's character. It is during these early years that a child requires the maximum attention and guidance.

How many parents in Pakistan are even aware of what programs their children watch on TV? How many parents actually sit and watch children's programs with the children? How many parents are aware of the fact that a child younger than 2 years should not watch TV all the time or for long hours?

Any excuse to get rid of the children for a while is to send them into another room to watch television. But how many parents bother to get educational movies or cartoons for the children to watch.

Children are prone to be influenced by TV the most as this has become the most watched media.

Watching violence will make the children think that violence is good and will therefore become violent in their behavior.

In the developed countries of the world there is a strict code of conduct which the television stations have to adhere too. Any movie or TV program that is not suitable for children of a certain age is shown before the start of the program so that parents can either switch the channel or make sure that the children do not watch the program.



In Pakistan there is no watch group and one has rarely come across anyone who has objected to any program that is telecast here.

Younger children love to watch cartoons and there are some very good cartoons that children can watch. Sesame Street was a serial that was developed for children and it was a very big success and not only was it entertaining it was also educational. Walt Disney has launched their own TV channel

and their programs are educational as well as educational for younger children.

As children grow older their tastes change and they will wean away from cartoons and start watching other programs.

TV channels like Discovery, National Geographic and History channel are educational channels and parents should encourage the children to watch these channels. It is the parents' responsibility to raise their children and this does not mean just feeding them and educating them but also in molding their character. How much time should children be allowed to watch TV and what should they be allowed to watch should be dictated by the parents. Channels that the children should not watch should be locked. Most modern day televisions have child locks but one doubts if many people are even aware of this or how to use it.

The commercials that are shown on TV also have an effect on its viewers and children will not be impressed with what the models are trying to sell but by what they are wearing and their actions. Watching a skimpy clad girl bathing in a waterfall is not going to interest teenage boys in the soap she is using.

Our children are what we make them. It is the responsibility of the parents directly and of society as a whole to make sure that they teach the right values to the children. Encouraging the children to explore their positive abilities is going to make them better humans. Being careless in the upbringing of the children is going to mean having to cater with problematic adults later on. We know that parents have no control on media but what they have control on is the medium. Be that the TV or the computer there are enough safeguards that a parent can use to control them. The internet has become another source of education and entertainment but there is a lot of stuff that is not meant for children. Parents can use software like Child Control 2007 which only allows the child to use the computer for a limited time and automatically filters out any such words and sites that are unsuitable. An enterprising gentleman in Sri Lanka has introduced computer labs in the most backward areas of the country. The children who use these computers only have access to educational games and drawing and painting software. This makes the children use the computers as an educational aid.

Reading books and magazines must be encouraged and there should be more libraries set up in Pakistan. Parents should spend time and take the children to these libraries, and encourage them to read books. Today even students who have done their masters in English do not know anything about any world famous authors. They have only read authors whose books form a part of the course. Ask any masters degree holder regardless of what discipline they have done their masters in if they have ever read or heard of Albert Camus, Boris Pasternak, or any other world famous author and they will give you a vacant look.

Mass media is the single biggest influence of creating awareness, education and entertainment for anyone in the world. For this reason alone the providers of mass media are responsible for what they print, telecast or host. But first and foremost it is the responsibility of the parents. The control is in the parents hand and not in the child's. Using mass media to make a better future generation is with us and it is our responsibility to teach our children what to read and watch.



Concept of Justice in Islam

Advocate Hina Mirza

The Quran is the last revealed word of God and the basic source of Islamic teachings and laws. It deals with the foundations of creeds, morality, the history of humanity, worship, knowledge, wisdom, the relationship of God to man and man to God, and all aspects of interpersonal relationships. Its comprehensive teachings are meant to be used to construct sound systems of social justice, economics, politics, legislation, jurisprudence, law and international relations.

Human Rights in Islam

Since God (Allah) is the absolute and sole master of men and the universe, and since he has given each man dignity and honor, and breathed into him his own spirit, it follows that those men are essentially the same. In fact, the only difference between them is such trifocal ones such as race, nationality, and color. Thus all human beings are equal and form one universal community that is united in submission and obedience to God (Allah) The center of this universal brotherhood is the Islamic confession in the oneness of God (Allah) that, by extension, includes the oneness and brotherhood of humanity.

In Islam, human rights are granted by God (Allah), not by kings or legislative assemblies, and therefore they can never be taken away or changed, even temporarily, for any reason. They are meant to be put into practice and lived, not to stay on paper or in the realm of unenforceable philosophical concepts. Every Muslim is required to accept them and recognize the people's rights to have them enforced and obeyed. Following are the basic rights which are protected by Islam:

- The Right to Life ***"Do not kill a soul which Allah has made sacred except through the due process of law."*** (6:151)
- The Right to the Safety of Life ***"And whoever saves a life it is as though he had saved the lives of all mankind."*** (5:32)
- Respect for the Chastity of Women ***"Do not approach (the bounds) of adultery"*** (17:32).
- The Right to A Basic Standard Of Life ***"And in their wealth there is acknowledge right for the needy and destitute."*** (12:51)
- Right to practice religion: ***"There is no compulsion in religion. The right direction is henceforth distinct from error. And he who rejecteth false deities And believeth in ALLAH hath grasped a firm Hand hold, which will never break(2:252)"***
- The Individual's Right To Freedom ***"On this point the unequivocal words of the Prophet (blessings of Allah and peace be upon him) are as follows:***
- ***"There are three categories of people against whom 1 shall myself be a plaintiff on the Day of Judgment. Of these three, one is he who enslaves a free man, then sells him and eats this money" (Bukhari and Ibn Maja).***
- The Right to Justice ***"You who believe stand steadfast before Allah as witness for (truth and)***

fair play" (4:135).

- The Equality of Human Beings "***0 people, we created you from the same male and female, and rendered you distinct peoples and tribes, that you may recognize one another. The best among you in the sight of GOD is the most righteous. GOD is Omniscient, Cognizant. (49:13)***
- Equal Rights of Women "***And they (women) have rights similar to those (of men) over them, and men are a degree above them.***" (Qur'an 2:228)".
- Right of Inheritance: "***There is a share for men and a share for women from what is left by parents and those nearest related, whether the property be small or large – a legal share***" (4:7).

Concept Of Justice In Islam

Justice or "Adl", as it is called in the Quran, is the most vital ingredient of human society.

God (Allah) states in the Qur'an that: "_If any do fail to judge by the light of what God (Allah) hath revealed, they are no better than unbelievers" (5:44)

Allah expects his servants, the human race, to abide by the same principle of trial and justice for conduct of business on earth. The main ingredients of justice are:

- Justice on merit for all; rich or poor, friend or foe.
- No room for influence of wealth, position or recommendation (safarih).
- No concealment of witness or evidence.
- Enforcement of justice with an iron hand.

Ayat 58 of Surah An-Nisa (4) says, "Allah commands you to render back your trusts to those to whom they are due. And when you judge between man and man that you judge with justice: Verily how excellent is the teaching that He gives you! For Allah is He, who hears and sees all things".

Mercy and forgiveness are great virtues, but none can be favored at the expense of others.

Principle Of Justice And Trial

The Latin principle of justice is, "Let justice be done though heaven should fall". The Islamic principle of justice is that we have to act as if in the presence of Allah, to whom all things, acts and motives are known.

Dispensation of justice, without fear or favor, is a sacred trust and has been declared by Almighty Allah, as an essential part of piety (Taqwa).

Ayat 8 of Surah Al-Maidah (5) says, "0 you who believe! stand out firmly for Allah as witnesses to fair dealing, and let not the hatred of others make you swerve to wrong and depart from justice. Be just: that is next to piety: and fear Allah. For Allah is well-acquainted with all that you do".

Ayat 152 of Surah Al Anaam (6) categorically directs us to abide by the principles of fair play and justice, irrespective of whether the other party is weak or strong, akin to you or not.

"And come not near the orphan's property, except to improve it, until he attains the age of full strength, give measure and weight with (full) justice ... whenever you speak, speak justly, even if a near relative is considered: and fulfil the covenant of Allah: Thus does He command you, that you may remember".

Ayat 8 of Surah Al-Mumtahinna (60) guides us to deal kindly and equitably even with unbelievers.

It says, **"Allah does not forbid you from being kind and acting justly towards those who did not fight over faith with you, not expelled you from your homes, Allah indeed loves those who are just".**

If we can remember these teachings of Islam and become truthful in word and deed, and honest in the matter of our trusts and promises, and just and fair in our dealings with others, we can walk with our heads up and be recognized for our justice system.



SUBMIT YOUR ARTICLES

Dear Readers!

For the Readers' Corner segment of Sahil quarterly magazine, we will publish the writings of our readers. Submissions of your articles are welcomed for Sahil's upcoming issue July-September 2017, which shall be exclusively for children.

You can send your writings in English or Urdu. The editors reserve the right to make the final decision. The last date for submission of articles, stories, jokes, amazing facts, poetries, is 10th May 2017.

Send your contributions, on:

The Editor
No. 13, First Floor,
Al-Babar Centre, F-8 Markaz,
Islamabad, Pakistan.
P.O. Box # 235
Or E-mail: mag@sahil.org

Child Development:

Knowing the Importance

Manizeh Bano (Executive Director Sahil)

Understanding the processes of physical and cognitive development of a child contributes significantly towards the forming of a confident, emotionally balanced and responsible individual.

How little attention we pay to the first steps that the child takes in learning about its environment. Do we stop to think of how our own actions affect the child? Do we know what is important in these years of growth?



Defining development is looking at the process of change that a child goes through in its ability to use complex ways of thinking, feeling, and interacting with self and others.

These processes are in four areas of development:

Physical Development: includes the entire growth period of the body. This usually reaches completion by the age of 18 years.

Emotional Development: is the gaining of self-confidence, self identity and self-esteem through safe and secure relationships. Emotional needs are met through interactions of love, understanding, and kindness between parents and children.

Cognitive Development: is learning through language, thinking processes, memory, and problem solving skills. This process continues throughout life.

Social Development: concerns all aspects of the culture, including norms, limits and rules, ethical and moral behaviors that are learnt from the environment. This includes such customs as the celebrations at birth, or marriages; learning how to behave at social events; and what is considered as right or wrong behavior.

It is important to remember that all the areas of development do not work in isolation but in fact are closely interrelated.

Emotional development is the basis on which physical and cognitive development reaches its maximum potential. More and more research is now showing that children's learning capacities are dependent on the kind of emotional inputs they have received from birth. So, if a child is deprived of love and care, it can suffer the consequences for a life time.

There are three important circles of influence that surround the child.

First, parents as the primary care givers, have the major responsibility to provide all the basic needs of nurturing; that is food, shelter and love. Children who receive this support have self- confidence, good self-esteem, and positive self-identity. These characteristics help them to make decisions, be good role models and develop healthy relationships. All this enhances the quality of their lives.

A second circle of influence, after parents, is the family interactions, the school, and the community all of which impact the physical, emotional, cognitive, and social development of the child. These three players have the profoundest affect on the child as they are the first contact of the child with its immediate environment. If the child experiences violence, or neglect at this early stage, it will damage the child's abilities in all the areas of development.

Beyond this circle lies the third level of influence of governments, other political forces, and most importantly economic pressures. If these factors are negatively influencing the environment then the survival of the child may even be at risk.

Social systems play an important role in the lives of children.

If all these social systems do not provide support facilities to the child, there is a great possibility that children will become maladjusted adults, often angry and violent, without the required emotional stability and skills to manage their lives.

Reference: Raising Rights- Save the Children Sweden, Regional Programme for South and Central Asia.





ATTENTION TO VOLUNTEERS

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JUVENILE DELINQUENCY, CAUSES AND CONSEQUENCES

Imran Haider

Reports of children committing crimes capture headlines all over the world. However, what receives far less attention are the backgrounds of these children, the factors that have brought them in conflict with the law, the fact that they might not even have committed any crime in the first place, and the treatment and prison conditions they encounter after arrest. Offenders are not born but created by Society.



The realm of children in conflict with the law is an aspect of child rights that historically has remained uncharted territory in Pakistan. Although there are a number of laws and constitutional guarantees for the protection of the rights of children accused or convicted of criminal conduct.

The minimum age of criminal responsibility, the age below which children cannot be held responsible for their actions, varies greatly from country to country, at least in part.

In Pakistan the minimum age of criminal responsibility is seven years which is one of the lowest in the world. The juvenile justice system ordinance (JJSO) 2000 for the first time in Pakistan defines a child as a person who at the time of commission of crime is of the age from 7 years to 18 years and will be treated different to adult offenders and will not be awarded punishment of death. The other major features are, the reorganization of juvenile courts and matters connected with it and, provision of legal assistance to a child on state expenses with a lawyer with at least five years standing at the bar. This being a federal law and the most recent legislation on the subject implies that it is superior to all other relevant laws. Proper implementation of JJSO is still a dream to come true. The JJSO was scrapped by Lahore High Court due to increased number of juvenile cases but it is still active because it was challenged in Supreme Court and the final decision is still pending.

The Problems in the sphere of juvenile delinquency in Pakistan are manifold and often complex. The major requirement is that the causes behind the delinquent behavior should be minimized up to possible level and the rights of children should be fully respected when they come into conflict with the law. It should be tried to increase the efficiency of all the social institutions.

Methodology

This article is based on a survey, in which 102 juvenile prisoners were interviewed through a detailed questionnaire at Central Prison Rawalpindi.

Findings

The juvenile prisoners at Rawalpindi prison were from many different areas of Pakistan. 20 prisoners were from Rawalpindi and Islamabad, 35 were from the other areas of Punjab 18 children were Afghani 17 were from NWFP, 8 children were from FATA and other 4 were from Karachi. So the sample

was comprised of almost all geographical areas of Pakistan.

Children are subjected to degrading and inhuman punishments and conditions in prisons are extreme overcrowding, malnutrition, physical and mental abuse, lack of medical care and legal advice. The conditions in jails are very bad for young children. These are serving as the training centers for criminals.

During this research, it was found that many children were suffering from the delay in final decisions of their cases. That is due to usual very slow processing of our justice system. Many children reports that their family does not know that they are in prison. Long stays of juveniles in prison due to delay in decisions, interaction of juvenile offenders with adult criminals is causing another great problem. Which is why, they become skilled and proper criminals by association with experienced criminals? Another problem caused by delay in decisions is that prisons are losing their role of deterrence. Most of the juvenile prisoners report that before coming to prison their perception about the prison was very horrifying but it is not as much difficult place to live.

Age of respondents was ranging from 8 to 18 years. Two juvenile prisoners were below the age of 11 years and 28 prisoners were of the age from 11 years to 15 years. The age of remaining 72 juvenile prisoners was from 15 to 18 years. The exposure of as young children to the formal jails is an alarming sign.

Juvenile prisoners in Rawalpindi prison were charged of many different crimes. The alarming issue is that 24.5 percent juvenile prisoners were charged for murder. Other 27.5 and, 26.5 percent juveniles were charged for theft, and narcotics respectively. These are directly income generating crimes that show that the major cause behind the criminal behavior of juveniles is desire to get quick and more money. This might be a reason of structural strain due to unequal distribution of wealth and resources. Another crime of juveniles was Zina and 5.9 percent were charged for that. The reported reason for that was curiosity as a result of watching pornographic pictures and movies with elder friends.

The results of the study show that 32.4 percent respondents were illiterate and 24.5 percent were below primary education which means they started school but dropped out before completing even their primary level. 29.4 percent juvenile prisoners were having education level below matric which again show that though they started having education but due to certain reasons they might have fallen in bad company and committed certain crime in early ages which also became a hurdle in their education. 10.7 percent juvenile prisoners were having more than matric level of education. Only 21.6 percent respondents were student and 70.6 percent were working children before coming to jail. This also shows that early exposure to practical life and its difficulties can make the behavior of juveniles more delinquent and on the other hand their delinquent behavior can be a result of absence of proper parenting 7.8 percent respondents reported that they were doing nothing before coming to jail.

Another major finding was the lack of parental care due to single parent family. 59.8 percent juvenile prisoners were living with their both parents and 40.2 percent were living with either mother or father due to death of a parent or due to their separation. We cannot conclude this as the only cause of their

delinquent behavior but this situation may leads to poor economic conditions and a hurdle in their education resulting in their deviant behavior.

Poor economic status was found the major agent behind all the factors leading to juvenile delinquency. 20.6 percent juvenile prisoners reported their family income less than 2500 rupees per month which shows the extreme poverty, 29.4 percent reported their family income from 2501 to 5000 only 24.5 percent reported their monthly family income more than 5000 rupees. This finding shows that either the juvenile delinquency is only among lower class juveniles or the delinquents from strong socioeconomic backgrounds are protected from imprisonment.

Only 19.6 percent respondents reported their delinquent activities as their habits and responses of the remaining 80.4 percent were opposite to it. This shows that most of the juvenile prisoners were not the regular criminals. Mixing of both types of juveniles can make these children proper criminals, who were not so previously.

In very few cases criminal act of children was supported by the family only due to comparatively less punishment and easy bail of juveniles. So such practices should be discouraged by the whole society.

The question arises that, why these children commit crime and why they deviate from the societal norms, answer, may be many that, due to poverty or due to any social, psychological or emotional reason, any way we have to understand their deviant behavior to control it.

We can say on the basis of findings of the study that poor economic conditions, inadequate parental care due to family disorganization, and poor social control system are the main causes of criminal behavior among juveniles. But the issue of crime learning of juveniles is still complex and uncovered.

Recommendations

Following are some recommendations on the basis of this research:

- The purpose of justice system should be the rehabilitation and reintegration of the child.
- Minimum age of the child should be revised with respect to CRC guidelines.
- A child should be provided free legal aid by the government.
- Fast processing of juvenile cases should be insured.
- Detention and imprisonment of the juveniles should be avoided up to possible level.
- Conditions of the prisons should be improved.
- The question of crime prevention among juveniles is not just confined to dealing with children in police stations and in prisons. It also involves the treatment of children in homes, schools and in the whole community.
- Poverty and rapid urbanization should be recognized as precipitating factors in Pakistan. Poverty alleviating measures can go a long way in curing juvenile offences.
- Additionally the government must make education free for all children. In collaborations with NGO's efforts should be made to improve the mental, social and physical health of the individuals.
- All the laws, especially regarding juvenile justice, should be revised by the legislative bodies of Government keeping in mind the international standards and requirements of the time. Juvenile justice system ordinance 2000 is a positive step in this direction but its proper implementation is required.



Sahil "Cruel Numbers" Statistics 2005-2016

The publication of Sahil Cruel Numbers is a continued attempt to document and analyze child sexual abuse cases reported in newspapers. Also included are cases from other sources, if available. Sahil is also monitoring child marriage cases since 2012. These statistics are included in the report.

- **In 2005-** Total 1719 cases of child sexual abuse were reported, in which 1297 were girls and 422 were boys. In these cases, 64% occurred in rural and 36% in urban areas.
- **In 2006-** Total 2447 cases of child sexual abuse were reported. In these cases 1794 victims were girls and 653 were boys. Out of total cases 68% reported from rural and 32% cases from urban areas.
- **In 2007-** Total 2321 cases reported of child sexual abuse, in these cases 1612 were girls and 709 were boys. Out of the total cases 65% reported from rural and 35% from urban areas.
- **In 2008-** Out of 1838 child sexual abuse cases, 1298 victims were girls and 540 victims were boys. 70% cases were reported from rural and 30% from urban areas.
- **In 2009-** Total 2012 cases of child sexual abuse were reported, in which 1354 were girls and 658 victims were boys. Out of these, 63% cases reported from rural and 37% from urban areas.
- **In 2010-** Total 2252 cases of child sexual abuse were reported. In which 1646 cases were girls and 606 cases were boys. In these cases, 67% reported from rural and 33% from urban areas.
- **In 2011-** Out of the total 2303 reported cases of child sexual abuse, 1660 girls and 643 were boys. In which 60% cases were reported from rural and 40% from urban areas.
- **In 2012-** Total 2788 cases of child sexual abuse were reported, in which 1989 were girls and 799 victims were boys. Out of the reported cases 52% from rural and 48% from urban areas.
- **In 2013-** Total 3002 cases of child sexual abuse were reported, in these cases 2017 girls and 985 victims were boys. 57% cases from rural and 43% cases reported from urban areas.
- **In 2014-** Total 3508 cases of child sexual abuse were reported, in which 2141 girls and 1367 victims were boys. In these cases 67% were reported from rural and 33% from urban areas.
- **In 2015-** Total 3768 cases of child sexual abuse were reported, out of the total cases 1974 girls and 1794 victims were boys. In these cases, 74% reported from rural and 26% cases from urban areas.
- **In 2016-** Total 4139 cases of child sexual abuse were reported, in which 2410 girls and 1729 victims were boys. In these cases, 76% were reported from rural and 24% from urban areas.



What's on at Sahil (January-March 2017)

HEAD OFFICE

Media Department

- Published Cruel Numbers 2016.
- Organized the Best Newspaper, Best Volunteer Award and launch of Cruel Numbers 2016 on 22nd March 2017.
- Sahil representatives interviewed at Geo News, BBC Urdu, VOA, DAWN TV, Radio Mashaal and Power Radio 99 on different child right issues, especially on child sexual abuse.
- Published Sahil Magazine January-March 2016.

Training Department

- Conducted Meri Hifazat Training for 202 Ulemas of district Rahim Yar Khan.
- Meri Hifazat training has been conducted for the female teachers in Rahim Yar Khan.
- Puppet Shows in Rahim Yar Khan have been arranged for 2285 children of different schools.

Resource Center

- Supported 18 research students for their research/documentary/project/thesis work on CSA from different institutes and organizations of Pakistan.
- Eight new volunteers registered with Sahil.
- Placed four interns in Jeet Healing Centre, Monitoring and Evaluation and Admin department.
- Muhammad Ilyas Bhaagat received Best Volunteer Award 2016.
- Muhammad Ibrahim from Sukkur, Muhammad Majid from Sheikhpura, Noor Jahan from Jaffarabad and Muhammad Iqbal Khan from Karak received special mention category awards 2016.



Group photo after CFN and launch of Cruel Numbers 2016



Interview on Geo News morning show about Cruel Numbers report



Training for Ulema in Rahim Yar Khan



MH training for teachers in Rahim Yar Khan

Jeet Healing Centre

- Conducted two-day training for Lady Health Workers on Adolescents Health in Abbottabad and Haripur.
- Conducted four-day training on Para-Counselling in Sukkur, Khairpur, Sohbatpur and Jaffarabad.

SAHIL REGIONAL OFFICES

Sahil Sukkur

- Conducted workshop for district administration at Khairpur, Child Protection Network (CPN) members and NGO officials also attended the workshop.
- Conducted puppet show at Union Council Balochabad district Jacobabad for 432 boys and 220 girls.
- Arranged orientation about Sahil work and formed referral mechanism at Basic Health Unit (BHU), Maternal Child Hospital (MCH) and Dispensary of Union Council Balochabad District Jacobabad.
- Visited and monitored cable campaign survey and got 100 samples from Jacobabad city.
- Visited eight police stations for a meeting with police officials regarding follow-up of FIR posters and new legal aid mechanism.

Sahil Jaffarabad

- Conducted the puppet shows with the children of Jalalpur, Abdul Rasool Khoso, New Zangipur, Old Zangipur and Nazar Mohammad Brohi Primary Schools.
- Conducted the child protection session with the Basic Health Unit (BHU) Staff of Madadpur, Imam Buxkehar and Abdul Rasool Khoso.
- Conducted meetings with the Deputy Commissioner and Deputy Director Social Welfare Jaffarabad to discuss child right issues and services provided by Sahil for the victims of CSA.
- Conduct the annual press briefing at Regional Office on Sahil's Cruel Numbers Report 2016.



M. Ilyas Bhaaghat receiving Best Volunteer Award



Workshop for district administration in Khairpur



Meeting with police official regarding new legal aid mechanism



Annual press briefing on Cruel Numbers 2016

Sahil Lahore

- Supported eight students for their internship and research work on child sexual abuse.
- Conducted Meri Hifazat training in Lahore and Sheikhpura in collaboration with Bunyad organization.
- Conducted training for teachers and Ulema's in Rahim Yar Khan and puppet shows for children.



Group photo after Meri Hifazat training in Lahore

Sahil Abbottabad

- Conducted meeting with Station House Officer (SHO) Mangal , Mirpur and Cant regarding follow-up of FIR posters and new legal aid mechanism.
- Visited district bar Abbottabad to discuss child sexual abuse cases and referral mechanism with other district bar.
- Conducted meeting with Psycho-Socio Counsellor at Ayub Medical Complex Abbottabad for referral mechanism.
- Conducted meetings with Deputy Commissioner, Child Protection Officer and District Officer Social Welfare regarding child protection and organizational NOC.



Meeting regarding CSA cases and referral mechanism in Abbottabad

Jeet Healing Center provides trainings to secondary school teachers, communities and organizations

On

Para Counseling Skills, Trauma and Stress Management, Parenting Skills,

Conflict Management, Adolescent Health and Child Protection

Phone: 92-051 2856950

Email: jeet@sahil.org

Toll free services on 0800-13518



Sahil



Har Bacha Mehfooz... Safe, Secure and Protected

Sahil Mission is to develop a protective environment for children free from all forms of violence especially child sexual abuse.

The recognition which Sahil cherishes today, being expert in the area of child protection, is the result of many years of field based hard work.

Sahil's work includes:

- Awareness Raising
- Trainings
- Free Counseling Facilities
- Free Legal Aid
- Research
- Publications
- Resource Center

Feel Free to contact us.

Sahil Head Office, Islamabad
#13, First Floor, Al Babar Center,
F-8 Markaz, Islamabad,
Phone: 92-51- 2260636
info@sahil.org

Sahil Regional Office, Sukkur
House # B-62, Street #2,
Sindhi Muslim Housing Society
Airport Road, Sukkur
Phone# 92-71-5633615
uc_suk@sahil.org

Sahil Regional Office, Lahore
House # 686 - C, Faisal Town
Lahore
Phone: 92-42-35165357
uc_lhr@sahil.org

Sahil Regional Office, Abbotabad
Makhdoom Colony, Nari Road,
Mandian, Purana Ayub Medical
College, Abbottabad.
Phone # 92-992-383880
uc_atd@sahil.org

Sahil Regional Office, Jaffarabad
Khosa Mohallah, Near Civil Hospital
Tehsil Road, Dera Allah Yar,
Jaffarabad
Phone # 92-838-510912
uc_jfd@sahil.org

<http://www.sahil.org>

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A Sahil Initiative