Thank you for completing this questionnaire. This questionnaire was developed to assess the response to interpersonal violence in your country. It is based upon the recommendations of the 2002 *World report on violence and health* (WRVH) and World Health Assembly Resolution 56.4 of 2003, and normative and technical guidance documents prepared as follow up to the report and resolution.

The same questionnaire will be completed by several colleagues from various sectors in your country, and your National Data Coordinator (NDC) will convene a consensus meeting to determine one set of answers for the country. The information collected will be compiled into a report, the *Global Status Report on Violence Prevention*, which will be published in 2014. We know that a great deal of information is being requested in this questionnaire and sincerely appreciate your efforts.

This glossary explains the key terms used in the questionnaire and aims to clarify the type of information we are seeking for each of the questions in the questionnaire – so please consult it as you go along.

Should you have any queries, please do not hesitate to contact your National Data Coordinator (see questionnaire for contact details).

**Where the questions ask for data, please provide the most recent national data available in your country - unless otherwise indicated.**
GENERAL TERMS

Armed violence: the intentional use of physical force, threatened or actual, with arms (i.e. firearms), against oneself, another person, group, community or State that results in loss, injury death and/or psychosocial harm to an individual or individuals, and that can undermine a community's, country's or region's development achievements and prospects.

Child maltreatment: the abuse and neglect that occurs to children under 18 years of age. It includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence, and commercial or other exploitation, which results in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.

Elder abuse: an act of commission or of omission (in which case it is usually described as ‘neglect’), that may be either intentional or unintentional and involves persons 60-65 years of age or more (the cut-off for “old age” varies by country and often coincides with the official age of retirement). The abuse may be physical, sexual, psychological (involving emotional or verbal aggression), or financial or involve other material maltreatment, and result in unnecessary suffering, injury or pain, the loss or violation of human rights, and a decreased quality of life for the older person.

Gang violence: the intentional use of violence by a person or group of persons who are members of, or identify with, any durable, street-oriented youth/armed/male group whose identity includes involvement in illegal activity.

Gender norms: these are social expectations that define appropriate behaviour for women and men. The different roles and behaviours of females and males, children as well as adults, are shaped and reinforced by gender norms within society. Differences in gender roles and behaviours often create inequalities, whereby one gender becomes empowered to the disadvantage of the other. Thus, in many societies, women are viewed as subordinate to men and have a lower social status, allowing men control over, and greater decision-making power than, women. Often inequalities in gender increase the risk of acts of violence by men against women. For instance, traditional beliefs that men have a right to control women make women and girls vulnerable to physical, emotional and sexual violence by men.

Interpersonal violence (all types): the intentional use of physical force or power, threatened or actual, by a person or a small group of people against another person or small group, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation.

Intimate partner violence: behaviour within an intimate relationship that causes physical, sexual or psychological harm to those in the relationship, including acts of physical aggression, sexual coercion, psychological abuse and controlling behaviours.

National: relating to a nation or a country as a whole.
Prevention: throughout this questionnaire prevention refers to primary prevention, unless otherwise indicated.

Primary prevention: preventing violence before it occurs. More technically, primary prevention refers to reducing the number of new instances of violence by addressing the underlying causes and risk factors that make the first-time perpetration of violence more likely to occur.

Sexual violence: any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work. Three types of sexual violence are commonly distinguished: sexual violence involving intercourse (i.e. rape), contact sexual violence (e.g. unwanted touching, but excluding intercourse), and non-contact sexual violence (e.g. threatened sexual violence, exhibitionism, and verbal sexual harassment).

Sub-national: relating to an administratively defined region within a country, such as a state, province or municipality.

Violence: the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation.

Violence related to organized crime: the intentional use of violence by a person or group of persons who are members of a structured group that acts in concert with the aim of committing one or more serious crimes or offences in order to obtain, directly or indirectly, a financial or other material benefit.

Youth violence: violence involving people between the ages of 10 and 29 years old.

TERMS RELATED TO SPECIFIC QUESTIONS

Only those terms highlighted in bold have been defined.

A. National action plan for violence prevention and mechanisms for collaboration and exchange of information on violence prevention (WRVH Recommendations 1 and 7)

1. For each type of violence listed below, please indicate if there is a national action plan for prevention or, if none exists, if there is at least one sub-national action plan.

A national action plan is a document, usually either endorsed or produced by the government, that sets out the main principles, defines goals, objectives, prioritized actions and coordination mechanisms for preventing violence or a particular sub-type of violence in the country as a whole. In some countries, such a document may be referred to as a violence prevention strategy, programme, or policy.
A **sub-national action plan** is a document that sets out the main principles, defines goals, objectives, prioritized actions and coordination mechanisms for preventing violence or a particular sub-type of violence **in a state/province or municipality**. In some countries, such a document may be referred to as a violence prevention strategy, programme, or policy.

National or sub-national **action plans for crime and/or violent crime reduction** that include a substantive and explicit section on the prevention or reduction of interpersonal violence should also be counted here.

2. **Are there one or more government agencies or departments that take responsibility for overseeing and/or coordinating violence prevention activities in your country?**

There may be a single agency or department in your country at a national level that oversees and coordinates all violence prevention activities and takes the form of a designated stand-alone bureau, or a committee or cabinet representing several different government agencies. But there could also be multiple agencies or departments responsible for making decisions, controlling resources, and coordinating different types of violence prevention efforts of other relevant sectors of government (e.g. health, justice and police, interior, and education across the country, etc.). For example in the USA, violence prevention activities are the responsibility of multiple government departments: the Department of Justice, the Department of Education, and several agencies in the US Department of Health and Human Services (National Institutes of Health, The Substance Abuse and Mental Health Services Administration, the Centers for Disease Control and Prevention, etc.).

2.1 **If yes, please indicate the name/names of the agency/agencies or department/departments, the type of violence included in its/their responsibilities, and its/their status.**

For **"the type of violence"**, please select one or more types from the following list:

- Interpersonal violence (all types)
- Armed violence
- Gang violence
- Violence related to organized crime
- Child maltreatment
- Youth violence
- Intimate partner violence
- Sexual violence
- Elder abuse

**The status of the agency** refers to whether the lead agency is part of a government body (for example, within the Ministry of Interior) or is a mechanism that coordinates violence prevention efforts across multiple ministries. In some cases, the agency may be intergovernmental, i.e. comprising representation from each state or province in the country. If this agency has another status, for example, a nongovernmental organization, please specify what this is.
3. A “clearing house” refers to a central institution or agency that collects, compiles, and disseminates, making widely available, information, evidence, and data on a particular subject, such as violence prevention.

B Capacity for collecting data on violence (WRVH Recommendation 2)

4. **How many intentional homicide victims were reported in your country in 2011 or the most recent year for which data are available?**

For the figures on intentional homicide victims, please provide rates per 100'000. If these rates are not available, provide the number of intentional homicide victims per year in the country and rates will be calculated.

*Intentional homicide victims according to police data*
*Intentional homicide victims from civil or vital registration data*

**Vital or civil registration systems** record such events as live births, deaths, foetal deaths, marriages, divorces and other related occurrences, such as adoptions. Vital or civil registration systems are established by law to meet the specific needs of governments and of the individuals subject to the jurisdiction of the civil registration law. Some countries show significant differences between homicide rates derived from vital or civil registration systems and those based on police data.

5. **What percentage of intentional homicide victims was reported involving the following mechanisms – in 2011 or the most recent year for which data available?**

If your country collects data on homicide victims broken down by mechanism of attack, please indicate the percentage of fatalities among each group, and the source of this information. If you have data using other categories, please specify these and provide the data. We would like the figures for the year 2011 or, if not available, for the most recent year for which such data are available.

6. **Please provide data on the rate of homicide victims per 100’000 population in your country for the last 10 years or for as many years of data as possible over the last 10 year period, excluding 2011 or the most recent year for which data are available (since that data is provided above).**

Please provide rates per 100'000. If these rates are not available, provide the number of intentional homicide victims per year in the country and rates will be calculated.
7. For each of the types of violence below please indicate if representative prevalence survey data on victimization are available nationally or, if not, sub-nationally.

If representative prevalence survey data on victimization are available nationally, please indicate the national prevalence rate, specifying the time period (e.g. last year, lifetime) and denominator, e.g. per 100'000, per 10'000 population.

If such national prevalence surveys exist for more than one year and/or multiple national surveys are available for the same year, please use the most recent and highest quality national prevalence survey. Please also provide the full reference for the survey (title, authors, year, etc.) and the web link if available. If there are no national surveys for any type of violence, skip to question 8.

**Prevalence** is a measure of all individuals affected by the disease or condition within a particular period of time. For prevalence rates, it is important to specify the time period – typically last year or lifetime – and the denominator (per 100'000, 10'000, 1'000 or per 100 [%]).

**Full reference for national prevalence survey:** Please include authors' names (if applicable), year data published, full name or title of dataset or report, institution it is published by, and provide web link if available.

C. Primary prevention responses, including integration of violence prevention into social and educational policies (WRVH Recommendations 4 and 6)

C.1. Social and educational policies

8. In your country, is there legislation requiring employers to provide paid maternity and/or paternity leave to care for newborn or adopted children to all those who have worked for their current employer for a certain period of time?  [select only one]

In some countries, paid maternity and/or paternity leave to care for newborn or adopted children is a legal requirement for those who have worked for their current employer for a certain period of time. National legislation governing paid maternity and/or paternity leave, however, varies widely around the world.

9. In your country, are there policies to provide incentives for youth at high-risk of violence to complete secondary schooling?

Providing young people with incentives to attend and complete school can increase school participation and educational attainment, and thus promote factors that can protect young people from involvement in violence. Incentive policies and programmes are typically used in secondary schools and involve financial support to encourage youths to graduate and pursue higher education. They are usually targeted at youths from low-income families who are at risk of low academic achievement.
10. **In your country, are there specific housing policies to reduce the concentration of poverty in urban areas with a view to prevent violence?**

**Policies** – and housing policies in particular– to reduce the concentration of poverty in urban areas may be effective in combating youth violence. For instance, research shows that providing families with the opportunity, through housing vouchers or other forms of subsidies, counselling and other assistance for instance, to move to neighbourhoods with lower poverty levels substantially reduced violent behaviour by adolescents.

C.2. **Alcohol policies and programmes**

11. **In your country, are there regulations or policies concerning: excise duty tax on alcohol; restrictions over the production and sale of alcohol; minimum age of purchase of alcohol; limits on alcohol outlet density; and government support for community action to reduce harmful use of alcohol?**

There is no need to complete section 11 (11.1-11.5) of the questionnaire about regulations and policies concerning alcohol. Data for this set of questions will be taken unchanged from the current “Global survey on alcohol and health questionnaire”. This questionnaire will be implemented as part of the Global status report on alcohol and health in the first half of 2012, and the information gathered will be endorsed by governments, thus reflecting Member State's official positions. The data collected will be used in the Global status report on violence. This will ensure consistency of information across the subsequent reports on alcohol and on violence, and reduce the work load for Global status report on violence respondents.

C.3. **Policing strategies and civilian firearm controls**

12. **In your country are the following policing strategies used?**

*Do the police use a strategy to improve community-police relations (e.g. community policing)?*

Strategies to improve community-police relations, such as community policing, emphasize the establishment of police-community partnerships and a problem-solving approach that is responsive to the needs of the community. One of their major objectives is to establish an active partnership between the police and the community which can help analyze problems and design and help implement solutions and services that are truly community-based. This requires the police to make a conscious effort to create an atmosphere in which community partners actively and willingly co-operate with the police.

*Do the police routinely use "directed" or "problem-oriented" policing strategies?*
Directed – or "hot spots" – policing is based on the idea that police can reduce crime by focusing their limited resources on the small number of places that generate a majority of crime problems. Such strategies focus police enforcement activities in high crime areas, often using stop and search techniques to target suspicious vehicles and individuals and to identify illicit weapons. Problem-oriented policing integrates daily police practice with criminological theory and research methods in order to develop the best possible means for preventing and reducing crime and disorder. It emphasizes the use of systematic data analysis and assessment methods to address crime and disorder problems.

13. **Please reply to the following questions concerning laws to regulate civilian access to and use of firearms. In each case, please indicate if the laws apply nationally or, if not, sub-nationally.**

Countries or states/provinces with more restrictive firearms policies and lower firearms access tend to experience lower levels of firearm-related violence. Legislation and regulation can reduce access to firearms by controlling their sale, purchase and use, and in this way help to reduce firearm-related violence.

**In your country, is there a law/laws to regulate civilian access to and use of firearms?**

A firearm refers to a portable barrelled weapon that expels, is designed to expel or may be readily converted to expel a shot, bullet or projectile by the action of an explosive. Antique firearms and their replicas shall be defined in accordance with domestic law. In no case, however, shall antique firearms include firearms manufactured after 1899 (from UN Protocol against the Illicit Manufacturing of and Firearms, Their Parts and Components and Ammunition, supplementing the United Nations Convention against Transnational Organized Crime, 2001).

If yes, does it or do they restrict civilian access to **handguns**?

A handgun refers to any firearm, other than a fully automatic firearm, with a barrel length of less than 30 cm (12 inches) that is designed, made, or adapted to be fired with one hand. There are three common types of handguns: single-shot pistols (more common historically), revolvers, and semi-automatic pistols. Revolvers have a number of firing chambers or "charge holes" in a revolving cylinder; each chamber in the cylinder is loaded with a single cartridge. Semi-automatic pistols have a single fixed firing chamber machined into the rear of the barrel, and a magazine, usually removable, so they can be used to fire more than one round.

If yes, does it or do they restrict civilian access to **rifles and shotguns**?

A rifle has a rifled barrel that fires single bullets, while a shotgun fires packets of shot, a single slug, or a specialty round (such as tear gas or a breaching round). Rifles have a very
small impact area but a long range and high accuracy. Shotguns have a large impact area with considerably less range and accuracy.

If yes, does it or do they restrict civilian access to automatic firearms?

An automatic firearm (including "assault rifles") is a firearm capable of firing multiple rounds with one pull of the trigger. It is any firearm that loads another round mechanically after the first round has been fired. The term can be used to refer to semi-automatic firearms that fire one shot per single pull of the trigger, or fully automatic firearms, which will continue to load and fire ammunition until the trigger (or other activating device) is released, the ammunition is exhausted, or the firearm is jammed. The term ‘assault rifle’ usually includes the requirement that the weapon can be switched from semi-automatic to fully automatic (‘selective fire’).

14. In your country, are there specific programmes to restrict civilian firearms possession and use (e.g. public information campaigns, civilian amnesties, buybacks schemes, and weapons collection). Please indicate if the programme is national or sub-national (select one only).

Civilian firearms amnesties and buyback schemes are commonly used at national, state, or local level to remove illicit firearms from public possession. Amnesties can be voluntary or coercive and sometimes provide compensation for surrendered firearms. Buyback schemes may involve, for instance, the state purchasing prohibited firearms from civilians at cost. Weapons collection can take place after conflicts, such as civil wars, and may come with international financial support for local development projects in areas where firearms have been surrendered and for the development of government and police weapons registration and stockpile storage systems.

C.4. Child maltreatment

15. For each of the primary prevention programmes for child maltreatment listed below, please indicate if it is being implemented in your country and, if yes, specify the extent of the implementation in your country.

By "implemented systematically on a large scale", here and in the following questions, we mean that the programme has been implemented either throughout a large municipality, throughout a state or province, or throughout the whole country. So, for instance, if a parenting programme for parents with children under five living under the poverty line reaches all such parents in a province, the programme can be considered to have been "implemented systematically on a large scale".

Home visiting programmes involve visits by nurses to parents and children in their homes to provide support, education, and information. They may target a variety of health and social problems. However, only include those home-visiting programmes that have
preventing child maltreatment as an explicit programme aim. Home visiting programme for purposes other than child maltreatment should not be counted.

**Parenting education programmes** are usually delivered in groups with the aim of improving child-rearing skills, increasing knowledge of child development, and encouraging positive child management strategies.

Programmes for **training children to recognize and avoid potentially sexually abusive situations** are usually delivered in schools and teach children about body ownership; the difference between good and bad touch; how to recognize potentially abusive situations; how to say “no”, and how to disclose abuse to a trusted adult.

16. *In your country, please indicate which of the following types of laws concerning child maltreatment exist, indicating whether they are national or, if not, sub-national and the extent of enforcement of the laws in those areas where they apply.*

**Corporal punishment** means any punishment in which physical force is used and intended to cause some degree of pain or physical discomfort, however slight. Most corporal punishment involves hitting children with the hand or with an implement.

**Statutory rape** is a term used in some legal jurisdictions to describe sexual activities where one participant is below the age required to legally consent to the behaviour. Statutory rape differs from forcible rape in that overt force or threat need not be present. The law presumes coercion, because a minor – or intellectually impaired adult – is legally incapable of giving consent to the act. The term statutory rape generally refers to sex between an adult and a sexually mature minor past the age of puberty. Sexual relations with a prepubescent child is typically treated as a more serious crime.

**Child marriage** usually refers to two distinct social phenomena practiced in some societies. The first and more widespread practice is that of marrying a young child (generally defined as below the age of fifteen and usually a girl) to an adult. The second practice is a form of arranged marriage in which the parents of two children from different families arrange a future marriage. In this practice, the individuals who become betrothed often do not meet one another until the wedding ceremony, which occurs when they are both considered to be of a marriageable age.

**Female genital mutilation** comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. Female genital mutilation is generally classified into four types:
- **Type I:** Partial or total removal of the clitoris and/or the prepuce (clitoridectomy).
- **Type II:** Partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (excision).
- **Type III:** Narrowing of the vaginal orifice with creation of a covering seal by cutting and appositioning the labia minora and/or the labia majora, with or without excision of the
clitoris (infibulation). Type IIIa, removal and apposition of the labia minora; Type IIIb, removal and apposition of the labia majora.
Type IV: All other harmful procedures to the female genitalia for non-medical purposes, for example: pricking, piercing, incising, scraping and cauterization.

### C.5. Youth Violence

17. *For each of the primary prevention programmes for youth violence listed below, please indicate if it is being implemented in your country and, if yes, specify the extent of the implementation in your country.*

**Pre-school enrichment programmes** introduce young children early on to the skills necessary for success in school, but may also include the acquisition of life skills (see below), thereby increasing the likelihood of future academic success and reducing the likelihood that children will become involved in violence as they grow into adolescents and young adults.

**Social development/life skills training programmes** are designed to help children and adolescents manage anger, resolve conflict, and develop the necessary social skills to solve problems. They commonly include improving competency and social skills with peers and generally promoting behaviour that is positive, friendly and cooperative. Such programmes can be provided universally (i.e. to all children of a certain age), or just to high-risk groups and are most frequently carried out in school settings.

**Mentoring programmes** assume that a warm and supportive relationship with a positive adult role model can help to protect against involvement in youth violence. Mentoring programmes typically match a young person – particularly one at high risk for antisocial behaviour or growing up in a single-parent family – with a caring older person from outside the family. Mentors may be older classmates, teachers, counsellors, police officers or other members of the community.

**After-school programmes to extend adult supervision** aim to improve children’s academic achievement and school involvement by supporting their studies and offering recreational activities outside normal school hours.

**Programmes to reduce school bullying** can take different forms. Individualized interventions target children who have had significant involvement in bullying situations, either as perpetrators or victims using interventions like social skills and assertiveness training and anger management. Peer-led interventions, like befriending or conflict resolution, involve teaching peer helpers the basic skills of active listening, empathy, problem solving, and supportiveness that they need to help students involved in a bullying situation. The whole-school approach is predicated on the assumption that bullying is a systemic problem, and, by implication, programmes must address the problem at all levels of a school community, including the development of an anti-bullying policy, increased adult supervision on school grounds, and the establishment of an anti-bullying committee, and involvement of parents.
18. In your country, please indicate which of the following types of laws concerning youth violence exist, indicating whether they are national or, if not, sub-national and the extent of enforcement of the laws in those areas where they apply.

Law prohibiting membership in an organized criminal group or gang include, for example, laws proscribing participating in, establishing or attempting to establish, directing and leading an organized criminal group or gang; making it a crime to recruit another to join an organized criminal group or gang; laws allowing schools to prescribe a dress code and prevent gang members from wearing their gang apparel at the schools; stiffer penalties for gang-related crimes; and anti-loitering laws, allowing police to arrest vagrants and others deemed to be menaces to society.

C.6. Intimate partner violence

19. For each of the primary prevention programmes for intimate partner violence listed below, please indicate if it is being implemented in your country and, if yes, specify the extent of the implementation in your country.

School-based dating violence prevention programmes typically aim to reach students aged 14-15 years. They are often integrated into existing health and physical educational curricula, and taught in sex-segregated classes. They have an underlying theme of healthy, non-violent relationship skills, and frequently involve using graduated practice with peers to develop positive strategies for dealing with pressures and the resolution of conflict without abuse or violence.

Microfinance combined with gender equity training targets women living in the poorest communities, and combines a microfinance programme with training and skills building sessions on gender roles and norms, cultural beliefs, communication, and intimate partner violence.

Changing social and cultural gender norms aims to change the social expectations that define appropriate behaviour for women and men. Differences in gender norms often create inequalities whereby men become empowered to the disadvantage of women, increasing the risk of violence towards women. For instance, the gender norm that men have the right to control women makes women and girls vulnerable to physical, emotional, and sexual violence by men.

20. In your country, please indicate which of the following types of laws concerning intimate partner violence exist, indicating whether they are national or, if not, sub-national and the extent of enforcement of the laws in those areas where they apply.

Domestic and family violence legislation aims to provide safety and protection for people in domestic relationships who are victims of domestic and family violence. Domestic relationships are typically defined as spousal relationships, intimate personal relationships, family relationships and informal care relationships. They may include
provisions such as "domestic violence orders" or "protection orders" which aim to prevent domestic and family violence from occurring within a domestic relationship by restricting the behaviour of the person committing the abuse.

20.1. In your country, is there a law governing the minimum legal age for sexual activities (i.e. "age of consent")?

Laws governing the minimum legal age for sexual activities (i.e. "age of consent") set the minimum age at which a person is considered to be legally competent to consent to sexual acts. The age of consent varies from jurisdiction to jurisdiction. The relevant age may also vary by the type of sexual act, the gender of the actors, or other restrictions such as abuse of a position of trust. Many jurisdictions regard any sexual activity by an adult involving a child as child sexual abuse.

20.2 In your country, is there a law governing the minimum legal age of marriage?

A law governing the minimum legal age of marriage stipulates the age at which a person is allowed to marry, either as of right or subject to parental or other forms of consent. The age and other requirements vary between countries. The marriage age in a country may be below the age of majority and the age of consent that applies in that country. Additionally, the age at which a person is legally permitted to engage in sexual activity may be below the marriage age.

C.7. Sexual violence

21. For each of the primary prevention programmes for sexual violence listed below, please indicate if it is being implemented in your country and, if yes, specify the extent of the implementation in your country.

Sexual violence prevention programmes for school and college populations involve college/university, high school and middle-school populations, and usually include educational and awareness-raising exercises that focus on challenging rape myths; providing information on acquaintance and date rape; reviewing statistics on rape, and coaching in risk reduction and protective prevention skills.

Improvements to physical environments involve efforts to reduce the likelihood of sexual assault by, for instance, improving the safety of trains or buses through the provision of special seating areas and/or compartments for women and girls, and ensuring that streets and parking areas have adequate street lighting.

Changing social and cultural norms. Cultural and social gender norms are the rules or “expectations of behaviour” which regulate the roles and relationships of men and women within a specific cultural or social group. Often unspoken, these norms define what is considered appropriate behaviour, govern what is and is not acceptable, and shape the interactions between men and women. Individuals are discouraged from violating these norms through the threat of social disapproval or punishment, or because of feelings of guilt and shame in contravening internalized norms of conduct. Currently the three main approaches for changing social and cultural norms that support intimate partner and
sexual violence are social norms theory (i.e. correcting misperceptions that the use of such violence is a highly prevalent normative behaviour among peers); media awareness campaigns, and working with men and boys. Often several approaches are used in one programme.

22. In your country, please indicate which of the following types of laws addressing sexual violence exist, indicating whether they are national or, if not, sub-national and the extent of enforcement of the laws in those areas where they apply.

**Sexual violence involving intercourse** is defined as contact between the penis and the vulva or the penis and the anus involving penetration, however slight; contact between the mouth and penis, vulva, or anus; or penetration of the anal or genital opening of another person by a hand, finger, or other object.

**Contact sexual violence** is defined as intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person without his or her consent, or of a person who is unable to consent or refuse.

**Non-contact sexual violence** does not include physical contact of a sexual nature between the perpetrator and the victim. It includes acts such as voyeurism; intentional exposure of an individual to exhibitionism; unwanted exposure to pornography; verbal or behavioural sexual harassment; threats of sexual violence to accomplish some other end; and taking nude photographs of a sexual nature of another person without his or her consent or knowledge, or of a person who is unable to consent or refuse.

C.8. **Elder maltreatment**

23. For each of the primary prevention programmes for elder maltreatment listed below, please indicate if it is being implemented in your country and, if yes, specify the extent of the implementation in your country.

**Professional awareness campaigns:** social and health care professionals who come into routine contact with older people are in an ideal position to identify and support those at risk of or already experiencing maltreatment. Training and education programmes aim to increase professional awareness of elder maltreatment and improve professionals’ ability to identify and deal effectively with suspected cases. They typically include: education about the signs and symptoms of elder maltreatment; discussion around the roles and responsibilities of professionals in protecting older people; discussion of ethical issues around reporting; training in problem-solving skills; training in evaluation and assessment; and training in strategies to manage cases effectively.

**Caregiver support programmes:** such programmes are based on the assumption that dependency of the victim and resulting caregiver stress is a major cause of maltreatment. They aim to provide services to relieve the burden of caregiving, by, for instance, providing help with housekeeping and meal preparation, respite care, support groups, and day care.
Programmes to improve residential care policies and procedures: such programmes aim to improve standards of care within nursing and other residential care homes for the elderly by implementing policies and procedures within the homes that will reduce the likelihood of elder maltreatment. This may include the promotion of team work and professional development, a focus on person-centred care, and regular audits.

24. No definitions

D.1. Health and social services

25. For each type of health and social service listed below, please indicate if it is being implemented in your country and, if yes, specify the extent of the implementation in your country.

Child protection services are government agencies charged with investigating cases of child maltreatment and identifying, assessing, and providing services to children and families in an effort to protect children, preserve families, whenever possible, and prevent further maltreatment. Such services are also sometimes known by other names, often attempting to reflect more family-centered (as opposed to child-centered) practices, such as "children and family services", "child welfare services" or even "social services."

Medico-legal services for victims of rape and sexual assault: In many countries, when sexual violence is reported, the health sector has the duty to collect medical and legal evidence to corroborate the accounts of the victims or to help identify the perpetrator. Medico-legal services for victims of sexual violence typically collect the following types of information and services: a full description of the incident, listing of all the assembled evidence; the gynaecological and contraceptive history of the victim; results of a full physical examination; assessment of the risk of pregnancy; testing for and treating sexually transmitted diseases, including, where appropriate, testing for HIV; providing emergency contraception and, where legal, counselling on abortion; providing psychological support and referral.

Adult protective services are responsible for identifying and assessing elderly and disabled adults who have been maltreated, investigating these cases, and providing services, in part to prevent further maltreatment.
D.2. Legal services

26.   In your country, please indicate which of the following types of victim support laws exist, indicating whether they are national or, if not, sub-national and the extent of enforcement of the laws in those areas where they apply.

   **Law providing compensation for victims from the state:** such laws typically provide compensation for victims of crime who have suffered loss or injury and for the dependents of the victim who died as a result of crime. They may cover lost earnings, medical expenses, and the replacement of missing property. However, they vary considerably by country and sometimes only individuals who have a low income or few resources are eligible.