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CHILDHOOD CENTERED SOCIAL RESPONSIBILITY

AN EXPERIENCE AT DEVELOPMENT

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INTRODUCTION

When a country ratifies the Children's rights convention, it assumes the obligation to guarantee that girls, boys and teenagers can enjoy and practice them. With this purpose, besides to protect and promote them, the State has the responsibility to provide basic services that guarantee the implementation of these; and, citizens, including girls, boys and teenagers, have the right to demand them.

In this context, in San Juan de Miraflores, Acción por los Niños has developed a pilot experience that, with the focus social responsibility centered in childhood rights, seeks to generate a platform for structured dialogue between girls, boys who are informed and aware of their rights, with the providers of a public service, and, from that instance, achieve improvements in access and quality of care for girls, children and teenagers.

It is a process in which they approach and converge, on the one hand, the expectations and demands of the rights holders, users of the service; and, on the other hand, positive answers from service providers.

The experience we present, focuses on the right of girls, boys and teenagers to be protected from all forms of violence, and on the responsibility of the operators of the Women's Emergency Center (WEC)¹ of San Juan de Miraflores to offer quality care, that considers the needs and expectations of this segment of the population.

The tool developed to evaluate the service and identify the necessary improvements, is a service evaluation card that reflects the needs and expectations of children and teenagers in relation to the care they expect to receive at the WEC. The mechanism for dialogue and rapprochement between users and providers has been by Zoom meetings.

¹ The WEC (CEM - Spanish acronym for Centro de Emergencia de la Mujer) are services for the attention and prevention of family and sexual violence. Organically they depend on the AURORA Program implemented by the Ministry of Women and Vulnerable Populations at national level. They offer legal information, social orientation, judicial defense and psychological support. They also carry out preventive promotional actions with the population, to prevent family and sexual violence.

As will be seen throughout the report, the process put into practice the components of the social responsibility and accountability approach proposed by Save the Children²; achieving:

- a) Mobilize the interest, commitment and informed participation of the parties (users and suppliers) through awareness meetings and the presentation of the objectives and activities of the process proposed by Acción por los Niños.
- b) Guarantee information access and users empowerment. Teenagers received communication about the functions, ways to access and the type of protection service to receive, object of the intervention. They identified their rights as public services users and developed proposals to improve attention offered to them.
- c) Promote a dialogue in which, on the one hand, teenagers express their expectations about the attention quality they expect to receive from the service; and on the other the WEC operators listened to them and gave them an account, pointing out the quality criteria that they are fulfilling and those that are not guaranteed.
- d) Prepare an action plan, in which, by consensus between teenagers and operators, they prioritized actions to improve the conditions of the WEC premises, managing to promote the operation of a shelter for victims of violence and expand the scope of prevention actions, with the participation of School Municipality³.
- e) Arrange periodic meetings between teenagers and providers, to evaluate the improvements and progress in the execution of the work plan.
- f) Generate a dialogue, that allowed teenagers, introduce officials, who are the key people of the Program, on which the WEC of SJM depends⁴, the evaluation results, the work plan, your request for improvements to the premises and your prevention proposals.
- g) And, through dialogue, achieve a positive response from officials and authorities of the AURORA Program, who committed to making improvements at the WEC of SJM⁴ premises, share the service evaluation card, with those responsible for other attention services and arrange a meeting with the teenagers, to organize the proposed prevention actions.

² Key components of the approach: a) Concerned parties' mobilizations to introduce program objectives, ensure concerned parties' engagement and realistic expectations from the start. b) Information access to sensitize all stakeholders about their rights and responsibilities, and to guarantee transparency, informed decision-making. c) Service evaluations and interface dialogs to build the service evaluation mechanism and foster an open discussion on access and quality. d) Accountability mechanisms, including action plans, commitments and follow-up meetings. e) Promotion to encourage and support the sustainability of the mechanism, with the authorities support.

³ Mechanism of organization and participation of girls, boys and teenagers at schools.

⁴ National Program for the Prevention and Eradication of Violence against Women and Family Group Members - AURORA



CHILDHOOD CENTERED SOCIAL RESPONSIBILITY

The social responsibility approach is based on the citizen's rights, especially girls and boys, to evaluate the quality of public services, and hold providers to account, and in this way, ensure that services respond to their needs and expectations.

For the exercise of social responsibility, it is essential that girls, boys and teenagers know their rights and recognize themselves as users with the right to receive quality attention. Service providers must show a receptive attitude, assume their functions

with responsibility and manage to generate a mechanism that allows an honest and transparent dialogue on the quality of service provision and agreements, to achieve the necessary improvements.

This approach complements, with the participation of girls, boys and teenagers, the supervision and control mechanisms that the Public Administration and the State, have the obligation to establish, to guarantee access and quality of public services.

CONTEXT IN WHICH EXPERIENCE IS DEVELOP

The experience began in August 2020, 5 months after the first COVID-19 case was confirmed, which until February 2021 has affected more than one million 200 thousand people, and caused the death of 45 thousand. A health emergency that has evidenced the precariousness of public services, many of which suspended their face-to-face attention; and it has exposed the economic and social gaps that prevent millions of girls, boys and teenagers from living with dignity.⁵

In 2020, Peru ended with a 12.9% drop in GDP, according to CEPAL estimates, and with more than 30% of the country's population living in poverty.⁶ The Executive Power found itself in the middle of a severe political crisis, with mobilizations and protests around the territory. Excessive repression, caused the death of two young people and the change of 3 Presidents in a week.⁷ We have a transitional Government that faces the challenge of responding to the health emergency and solving social demands⁸, reactivate the economy, regain the population confidence and guarantee the general elections in April 2021. While, simultaneously, the disapproval level of Congress⁹ continues to rise. Further, the population uncertainty in the face of health measures that limit productive activities, the increase in deaths due to oxygen shortages, the worsening of the economic crisis and the lack of certainty about access to vaccines.

⁵ 4 of each 10 children under 3 years old have anemia, 22.7% of the population (more than 7 million) do not have drinking water and 25.8% (8.3 million) do not have a public sewage network. 27% of Peruvian homes (2.5 million) live in overcrowded conditions (ENAH0 2018) 67% of Peruvian employment is not formal: they are people with incomes below the legal minimum, they do not have social benefits or job security.

⁶ Monetary poverty estimated at 20.2% before the pandemic (approx. 6.6 million) would become 30% (9.9 million) La República newspaper August 2020. Statements by the Minister of MINDES.

⁷ President Vizcarra, who took office in March 2018, was dismissed on November 11. In his replacement Manuel Merino was appointed by Congress, who, due to pressure from social mobilization, left office a few days later, assuming the presidency of the country, Francisco Sagasti on November 17.

⁸ Report No. 201 on the monitoring of social conflicts of the Defensoría del Pueblo (Ombudsman's Office), reports 198 social conflicts in November.

⁹ Estimated by IPSOS at 83%, November 2020.





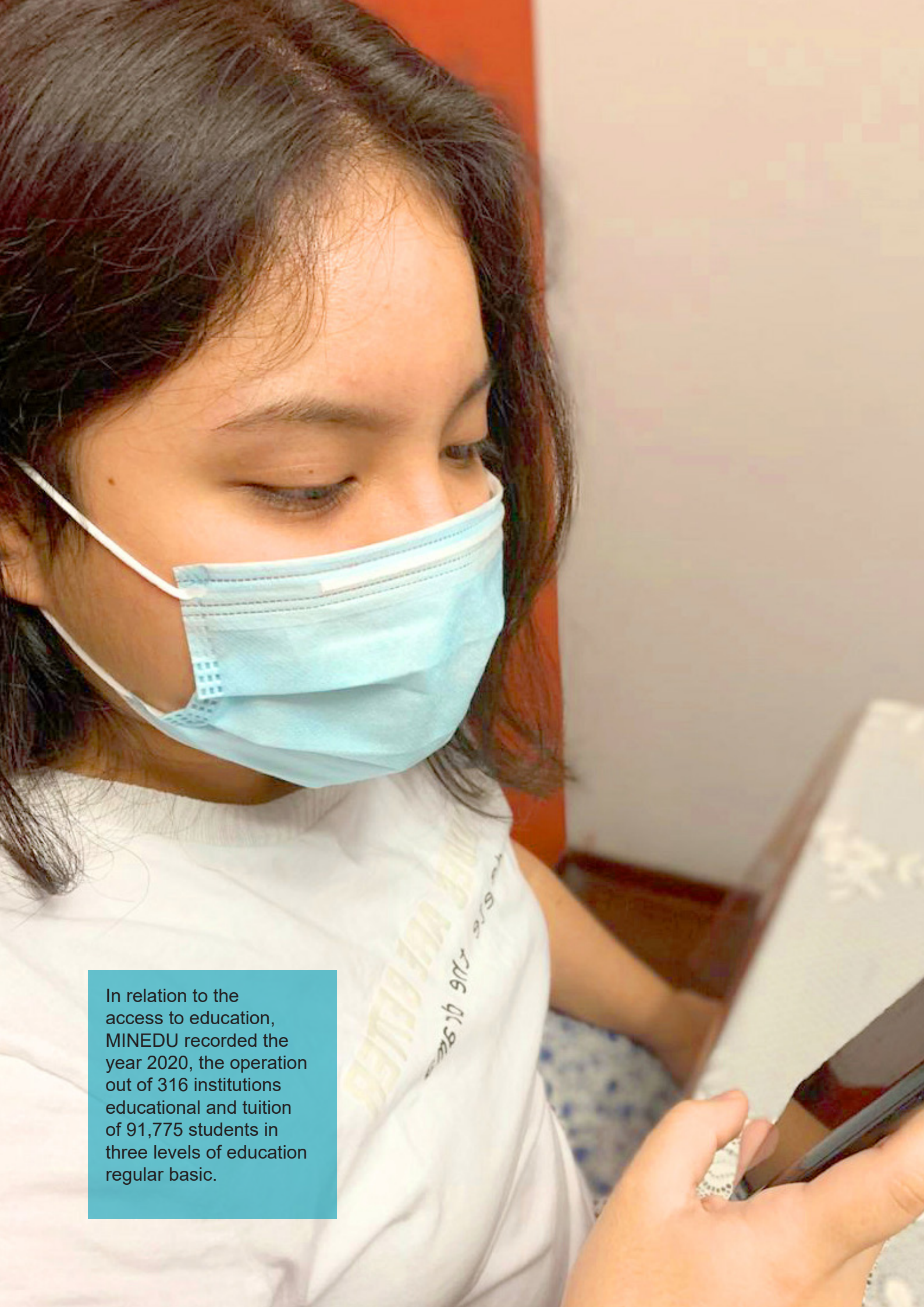
In this context, the opportunities for girls and boys to exercise and enjoy their rights have been reduced, increasing vulnerability risks. The right to education, which is taught remotely, has not been able to be exercised by girls and boys who do not have mobile devices or live in areas without connectivity.¹⁰ For more than 4 months, it was not possible to manage the identity registry of girls and boys. The DEMUNAS¹¹, social programs and first-level health establishments, suspended their face-to-face care activities. The health risk for children and teenagers increased when vaccination programs for children and pregnant women, growth and development control, sexual health for teenagers and nutritional monitoring or delivery of nutritional supplements, stopped operating. Besides, specialists from the Department of Health (MINSA) warn that the confinement, the abrupt change in their routines, the mourning for the death of relatives, the fear of getting sick themselves or their parents and the restrictions for recreational activities outdoors or meeting with their peers, will affect the mental health of girls, boys and teenagers.

The limitations on access to prevention and protection programs against violence, due to the confinement and closure of services or their limited operation, particularly affected the population under 14 years old, who during quarantine could not leave their homes. Evidence of the violence exercised against them, which does not reflect the real magnitude of the problem, is the 91,671 cases of girls, boys and teenagers attended by the AURORA¹² program, between January and November 2020 (30,529 through 413 Woman Emergency Centers and 61,142 through the telephone service on the Línea 100).

¹⁰ The 2017 Census - INEI, reports that 66% of homes do not have a computer or tablet, 72% of homes do not have internet, 27.2% do not have TV, 62.4% do not have cable services.

¹¹ Municipal Ombudsman for Children and Teenagers.

¹² InXXX



In relation to the access to education, MINEDU recorded the year 2020, the operation out of 316 institutions educational and tuition of 91,775 students in three levels of education regular basic.

INTERVENTION ENVIRONMENT

San Juan de Miraflores is a Lima district, located in the southern cone of the city of Lima. 26% of its 355,219 inhabitants, according to the 2017 census, are girls, boys and teenagers¹³.

Before the pandemic, the 2018 poverty map prepared by the National Institute of Statistics and Informatics (INEI) indicated that 15.18% of the district's population lived in poverty, a figure that according to MIDIS¹⁴ estimates could have increased between 8 and 10 points.

For health care, 30 establishments operate, 26 from the public sector¹⁵, 2 from private management, 1 from social security and 1 from Police forces. The 21% (19,469)¹⁶ of the girls, boys and teenagers, have limitations to access these services, because they do not have any type of health insurance.

In relation with education access, the MINEDU records the year 2020, the operation of 316 educational Institutions

and the enrollment of 91,775 students in the three levels of regular basic education. The 87 public schools in the district serve 72% of students; while the remaining 28% study in 229 privately managed Institutions. The low-cost non-state educational offer observed in urban-popular areas, as in the case of San Juan de Miraflores, is the result, among other factors, of limited state regulation and supervision and the deficient quality of public education¹⁷.

To attend violence situations and / or violation of children's rights, there are three regular Police Stations and a Family Police Station, two Women's Emergency Centers¹⁸, one DEMUNA, and dependencies of the Public Ministry and the Judicial Power. Services that during the quarantine, limited their operation to remote attention and that, according to the INEI,¹⁹ do not have the trust of the citizens. Distrust that could explain, for example, that only 29.5%²⁰ of women who suffer violence by their partner, seek help in institutions.

¹³ In SJM, according to the 2017 census, the population from 0 to 17 years old is 93,134. Of this total, 28,902 are from 0 to 5 years old, 30,781 are from 6 to 11 years old and 31,631 are adolescents from 12 to 17 years old.

¹⁴ Ministry of Development and social inclusion (MIDIS for its Spanish acronym).

¹⁵ 23 first-class establishments, 2 Maternal and Child Centers and one Hospital.

¹⁶ 2017 Census.

¹⁷ María Balarín, GRADE Associate Researcher in <http://www.grade.org.pe/novedades/las-escuelas-privadas-de-bajo-costo-en-el-peru-por-maria-balarin/>

¹⁸ One regular WEC and one Police Station WEC (WEC or CEM - Spanish acronym for Centro de Emergencia de la Mujer)

¹⁹ INEI, 2020 Report: Peru: Citizen Perception on Governance, Democracy and Trust in Institutions. There is no trust: in the Judicial Power (82.3%), in the Public Ministry (73.1%), in the National Police of Peru (78.8%) nor in the municipalities (81.5%). https://www.inei.gob.pe/media/MenuRecursivo/boletines/informe_de_gobernabilidad_may2020.pdf

²⁰ https://www.inei.gob.pe/media/MenuRecursivo/publicaciones_digitales/Est/Endes2019/

PRIORITIZED PROBLEM

HOPED OBJECTIVES AND RESULTS

The pandemic has increased the risk of violence against girls, boys and teenagers, and decreased their opportunities to access attention services and prevention actions developed at the San Juan de Miraflores WEC (Women's Emergency Center).

Objectives

Generate a platform for structured dialogue between girls, boys and empowered communities, informed and aware of their rights, with service providers and responsible authorities. Using this instance, achieve improvements in coverage and quality in services directly related to the rights of girls, boys and teenagers.

Results

Teenagers involved at the process: (Users-rights holders)

- They know their rights as users of public services.
- They know the activities, services and attention procedures of the SJM Women's Emergency Center.
- They prepare a service evaluation card that establishes criteria for evaluating the care of children and teenagers in the WEC and proposals for the prevention of violence.
- They present their proposals for service improvements.

Members of the WEC team: (supplier- guarantors)

- They know the needs and demands of this segment of their users.
- Improve its arrival to them.
- Aligns its offer of activities with the priorities, needs and interests of the children and adolescents.
- Identify aspects of the service that meet the quality expectations formulated by the children and teenagers and those that need improvement.

Users and providers

- They agree to periodic meetings to evaluate and improve the service, based on the scorecard and a work plan.

INVOLVED ACTORS

PROVIDERS

- The Women's Emergency Center, is a specialized public service for the care of victims of violence against women and members of the family group. It is part of the AURORA National Program, a program attached to the Ministry of Women and Vulnerable Populations (MIMP).
- It has a multidisciplinary team that provides legal advice, judicial defense, psychological counseling and supports the recovery of victims of gender violence. It also carries out prevention and service promotion actions through workshops, trainings, campaigns and talks directed to teachers, students, parents and leaders of grassroots organizations.
- The WEC is part of the COMUDENA²⁰ coordination space of the institutions that work for the children's rights at the local level, of the District Committee on citizen security and the district agreement instance against women's violence and members of the family group.
- Although the name of the service makes women visible as the target population, 34.5% of the total users served in 2019, and 37% in 2020²¹ are girls, boys and teenagers.
- In the fortnight of March 2020, care was suspended in all the WEC of the country. To guarantee the continuity of the service, the AURORA Program reinforced its telephone and virtual service channels. The emergency attention service staff increased and itinerant teams were formed.
- The WEC team of SJM remains active providing remote support for cases that had entered before the start of the pandemic and those that were and continue to be transferred by Línea 100, the Police or the prosecution, since July 2020. It has also restarted home visits in emergency cases and continues to participate in virtual inter-institutional coordination meetings.
- As a result of the suspension of face-to-face activities and confinement, the number of cases attended between July and November 2020 has decreased by 35%, compared to the same months of the previous year.
- The team's main interest is to fulfill its institutional mission.

²⁰ Multisectoral committee for the rights of girls, boys and teenagers in the San Juan de Miraflores district.

²¹ % of cases attended from January to March and from July to November by the SJM WEC.

REGULATORY AND INSTITUTIONAL ADVANTAGES AND OPPORTUNITIES FOR THE INVOLVEMENT OF PRIORITIZED SERVICE PROVIDERS

- The general policy of the Government of Peru to 2021²³ establishes as a priority guideline to guarantee the protection of children, adolescents and women against all types of violence.
- The technical standard for quality management of public services²⁴, establishes the benchmarks for public services to meet the needs and expectations of users.
- The manual to improve attention to the citizenship²⁵ includes as standards, that the services identify the needs and expectations of the citizens, and establish mechanisms and spaces for citizen participation.
- Law 30466 that regulates procedural parameters and guarantees for the application of the Best Interest of the Child (ISN) establishes that for the determination and application of the same, the opinion of the girl, boy or teenager must be considered.
- Supreme Decree No. 012-219-MMP (base protocol for joint action in the field of comprehensive care and protection against women's violence and family group members) includes provisions for differentiated public attention for children and teenagers.

²³ DS 056-2018 PCM Priority guideline 4.6.

²⁴ <https://sgp.pcm.gob.pe/wp-content/uploads/2016/10/manual-atencion-ciudadana.pdf>

²⁵ <https://sgp.pcm.gob.pe/wp-content/uploads/2016/10/manualatencion-ciudadana.pdf>



The School Municipality is the most widespread form of organization and participation of girls, boys and adolescents at the national level.

USERS

VULNERABLE AND AT-RISK GIRLS, BOYS AND TEENAGERS.

- Of every 100 girls, boys and teenagers attended in the WEC of SJM, between the years 2019 and 2020²⁶ 17 are between 0 and 5 years old, 47 are between 6 and 11 years old, and 56 are teenagers between 12 and 17 years.
- The most frequently attended form of violence against children and teenagers is psychological (38% in 2019 and 45% in 2020) and in second place, it found sexual violence (27% in 2019 and 32% in 2020).
- It is important to note that the cases registered in the WEC are probably not all those that occur in the locality, since the health emergency also affects the

opportunities of access for children and teenagers to violence prevention programs and actions and to health services attention. For many months, minors under 14 have only been able to leave their homes for 30 minutes during the day, in the company of a caregiver and a maximum of 500 meters from their homes. In addition, the suspension of face-to-face educational activities prevents them, until now, from direct encounters with their peers and with teachers who can detect and support cases of violence. Moreover, surveys carried out in other districts of Lima²⁷ show that the services of the WEC are little known to girls and boys.

MEMBERS OF SCHOOL MUNICIPALITIES CONCERNED ABOUT THE SITUATION OF VIOLENCE

- The School Municipality, is the most widespread form of organization and participation of girls, boys and teenagers at the national level. Its operation is regulated by Vice-Ministerial Resolution 067-211-ED. Its members elected by vote, represent the students of the educational institution and are accompanied by an advisory teacher.
- The current members of the school municipalities of San Juan de Miraflores²⁸ were elected in the last quarter of 2019. Most, despite the limitations generated by the health emergency, participate in forums and virtual meetings to which

they are invited through UGEL 01 and the advisory teachers and directors of their educational institutions. They also participate in the meetings and activities promoted by the Interdistrict Network of School Municipalities (REDIME) of which they are a part.

- Facebook page²⁹ of the REDIME evidence that, in the context of the health emergency, the issues that generate the greatest interest and concern among the members of the school municipalities, are related to their rights to education, participation and protection against violence.

²⁶ 238

²⁷ Survey carried out in the field of UGEL 04, July 2020, with technical assistance from UNICEF, shows only 29% of children surveyed know the WEC.

²⁸ <https://www.facebook.com/UgelUno/posts/2561402063945941>

²⁹ <https://www.facebook.com/redime.peru/>

ALLIES

- In San Juan de Miraflores, as in other Lima districts, the Women's Police Station and the Women's Emergency Center have the voluntary support of the community.
- Volunteers collaborate in outreach campaigns, that upon learning about a situation of violence, offer guidance and support to the victims.
- They are particularly concerned about the problem of violence against women, they know the problems of their community and how the WEC works. They are interested in the well-being of their neighbors.

DIALOGUE ENABLER

- Acción por los Niños, accompanies since 2000 the participation processes of girls, boys and teenagers; as well as the strengthening of articulation spaces of protection services in South Lima.
- Promoted the development and implementation of the Single Route of Attention to Girls, Boys and Teenagers Victims of Family and Sexual Violence, a tool that was institutionalized by Resolution of the Prosecutor's Office of the Nation No. 3978-2014-MP-FN.
- Is part of the Municipal Committee for the rights of the boy and girl of San Juan de Miraflores.
- Within the framework of the actions for the elimination of physical and humiliating punishment, of the Collective Dare to Raise with Love, of which it is a part³⁰ communication campaigns and workshops are carried out to train promoter teachers in positive parenting.
- Its main interest is that girls, boys and teenagers, exercise their rights, are valued and recognized as social actors, who are protagonists of their development and that they live free from all types of violence and discrimination³¹.

³⁰ Also made up of the ACAPE Association, IPRODES, Paz y Esperanza and Save the Children.

³¹ Institutional vision.

DEVELOPED ACTIVITIES

MEETINGS WITH THE WEC TEAM AND AUTHORIZATION PROCEDURES

Stakeholder mobilization must begin with government officials and service providers, the "duty bearers." Having the appropriate consent from a set of interested service providers, helps build greater credibility and set realistic expectations for children and community members.³²

- To motivate the interest and participation of the members of the WEC team, meetings were held with the person in charge of community work and the team coordinator. The meetings made it possible to present the objective of the project, confirm their interest in participating as long as Acción por los Niños managed to obtain authorization from the head of the Program.
- After learning of the interest of the WEC team to participate in the process, contact was made with the children and teenagers and the authorization procedures of the AURORA Program headship began.
- The objectives of the project and the request for authorization were formally presented on September 21, 2020. On October 6, additional information was delivered and on October 21, the program headquarters officially communicated its authorization, indicating the interest in knowing the results of the intervention³³.
- On November 5, with the formal authorization of the AURORA Program, the meeting was held that allowed the WEC team to know and analyze the demands of the children and teenagers and to agree on the date of the dialogue.

³² Child Centered Social Responsibility (CCSA), Save the Children Working Paper 2020.

³³ Official letter: Oficio -001494-2020-DE- AURORA- MIMP.

SCHEDULE OF MEETINGS WITH ADOLESCENTS

21

August



Proposal

Presentation of the proposal to the person in charge of promotion in the WEC team. Shows interest in collaborating with the process, requests to obtain authorization from the AURORA program leadership and present the proposal to the WEC coordinator.

17

September



Team WEC

Presentation of the coordinator and members of the WEC team. They indicate interest in participating, but need authorization from their leadership.

21

September



APPLICATION

a formal request is submitted to the Executive Director of the Program.

7

October



ADDITIONAL REQUEST

additional delivery requested by the AURORA program

21

October



Authorization

Executive Board formally authorizes the actions (Official Letter-001494-2020-DE-AURORA-MIMP)

5

November



Advances

Progress of work with children and teenagers is reported to the WEC team. A preliminary version of the card is provided for review and analysis of the equipment. It is agreed to coordinate a date for interface dialogue.

MEETINGS WITH THE TEENAGERS

Children's participation and empowerment are goals in themselves, but at the same time, they are a key factor in improving access and quality of services.³⁴

The continuous presence of Acción por los Niños in the district and its links with directors of educational institutions, advisers and members of school municipalities, facilitated the convening of meetings with teenagers.

PROPOSAL PRESENTATION

After confirming the interest of the WEC team and initiating the procedures for the authorization of the Program, the first meeting with teenagers was held on September 23. At this meeting, the participants were informed about the objectives and activities of the social responsibility process and were asked if they agreed to participate in the meetings on a voluntary basis. The teenagers expressed their willingness to participate in the process, which would take place virtually in the context of the health emergency caused by COVID-19.

CHILDREN'S RIGHTS AND THE STATE AS A SERVICE PROVIDER

In the second meeting, using participatory techniques (brainstorming through the chat and successive questions), were analyzed the rights of girls, boys and teenagers as users of public services and the obligation of the State to guarantee them, through the provision of quality public services. The dynamics allowed the participants to identify their rights to health, education, identity and protection against violence and the public institutions responsible for offering the care required by girls, boys and teenagers. Then, based on their personal experiences, when they went to health establishments and carried out procedures in a RENIEC office³⁵, they established the differences between a quality service and a poor-quality service.

³⁴ Child Centered Social Responsibility (CCSA), Save the Children Working Paper 2020.

³⁵ National registry of identification and civil status (RENIEC - Spanish acronym)

KNOWING THE WEC: WHAT IS IT, WHAT ARE ITS FUNCTIONS AND HOW DOES THE WEC WORK?

The third meeting, with the participation of the person in charge of work in schools of the WEC team, allowed teenagers to learn about the attention services offered by the AURORA Program to girls, boys and teenagers living in situations of violence. They received

information about the telephone line and Chat 100. They also learned what the WEC is, the services it has, which professionals serve the population, the activities they carry out, what is the procedure for handling cases and what actions of prevention perform.

DEFINING CRITERIA FOR THE CARD SERVICE EVALUATION

The information developed in the previous sessions, as well as the inquiries made by the teenagers with their peers, parents, relatives and some neighbors, was essential for them to grow and empower themselves in the process, selecting the aspects they wanted to evaluate through the card.

The questions that helped develop the evaluation criteria were:

How do I want to be attended to if I call Línea 100?

How do I want to be treated if I connect through the chat?

What do I want the WEC place to be like and how do I want to be treated upon arrival?

How do I want to be treated at the WEC?

What prevention activities would I like the WEC to carry out?

The result is a card organized in five sections with criteria that can be scored with the colors of a traffic light: green, yellow and red. Where green means that the criterion is fulfilled, red that it is not fulfilled and yellow that it is partially fulfilled.

TABLE N ° 1
LINE 100

When I call Línea 100	Complies	In process	Fails
They answer my call quickly			
If I have to wait, they tell me how long the wait will last			
They tell me their name to know who attended me			
It tells me why it is necessary to record my call			
They listen to me carefully and are patient			
It offers me clear and simple information			
Encourages me to tell them about my problem, or the problem I know			
It tells me who or who can help me and how it is going to contact them			
It informs me how they will verify that my problem has been solved (they will call me, I will call them again, they will visit me: who and when)			
If my native language is not Spanish, does my call transfer to a person who speaks my native language?			

TABLE N ° 2
ATTENTION BY CHAT

When I connect through the Chat	Complies	In process	Fails
They respond to me quickly			
They tell me their name to know who attended me			
Encourages me to tell you about my problem, or the problem I know			
They tell me what he can do to help me			
They tell me clearly and simply what he can do to help me			

TABLE N ° 3

LOCAL WEC

The WEC place	Complies	In process	Fails
It has good lighting and ventilation			
It has a poster with hours and days of attention			
Has private environments to talk with children and teenagers and people who request care			
Has posters with useful information for girls, boys and teenagers			
Has a suggestion box			
People in wheelchairs can enter the place without difficulty			
Upon arrival they tell me how long I have to wait for them to attend to me			
They fulfill the waiting time that they informed me upon arrival			
I wait in an environment that has chairs and is comfortable			
The person who receives me treats me with respect and kindness			
They tell me what I must do to be taken care of			
If I have difficulties communicating (because I have a hearing disability or my native language is not Spanish) They do call an interpreter to help you communicate with me?			

TABLE N ° 4

ATTENTION AT THE WEC

The WEC people who attend me	Complies	In process	Fails
They tell me their name and why they have to talk to me			
They treat me with respect and kindness			
They speak to me in simple and understandable language			
They listen to me with attention and empathy			
Makes me feel safe and confident			
Their way of talking to me doesn't make me feel bad			
They explain to me what the WEC is going to do to help me			
If my problem has to be dealt with by another institution, they tell me why my case should go to another institution, and how they will continue to accompany me.			
If they tell me that I must return another day, they will tell me who will attend me, when and at what time I must return.			
While my problem is solved, do you call or visit me to see how I am doing?			



The participation of the person responsible for work in schools from the WEC team allowed adolescents to learn about the care services offered by the Aurora Program to girls, boys and adolescents who live situations of violence.

TABLE N ° 5

PREVENTION ACTIONS

For the prevention of violence, the WEC of SJM	Complies	In process	Fails
They carry out workshops and virtual talks in my Educational Institution, when we request it through the Directorate or tutoring			
The workshops or talks are entertaining and participatory: they use presentations, videos or games that put what they teach us to the test			
In workshops or talks they answer our questions or queries			
The WEC has a Facebook page to: <ul style="list-style-type: none"> • Share tips to prevent violence with children and teenagers 			
<ul style="list-style-type: none"> • Organize contests and positive challenges so that we children and teenagers can participate with ideas, drawings, slogans and songs for the prevention of violence 			
<ul style="list-style-type: none"> • Conduct talks for children and teenagers inviting specialists from other institutions 			

PREPARATION OF THE FIRST INTERFACE DIALOG

To prepare the interface meeting in which the service evaluation card would be applied with the WEC team, the teenagers agreed that after presenting each section, they would ask the WEC team to indicate

which of the criteria were fulfilled and which were not³⁶. For this purpose, they appointed the children and teenagers responsible for conducting and those in charge of the presentation of each section.

CARD VALIDATION WITH THE COMMUNITY

With the support of the community leader promoter of WEC and the PNP Major, in charge of the San Juan de Miraflores Women's Police Station, contact was made with 15 community leaders (1 man and 14 women). In

the first meeting, the proposal was presented to them and they promised to collaborate for the card validation that would be prepared by the children and teenagers.

³⁶ In fact, this exercise already involved a previous evaluation carried out by the teenagers in the service scorecard elaboration process, and in the preparation of their presentations.

... An intervention that is unsure about the involvement of service providers, but proceeds to mobilize the community to provide feedback, may create misleading expectations among service users or ("rights holders") and could even cause more harm than good, by breaking any existing trust, in the relationships between providers and users.

Were held 4 meetings, in which they were informed of the progress of the process developed with the teenagers, their contributions were collected to improve the

prevention of violence against children and teenagers and the service evaluation card, prepared by the teenagers, was shared.

Contributions of volunteers for the prevention of violence against children and teenagers.

It takes constant work (not once in a while) to:

- Beat down the culture that accepts violence as something normal in the relationship and in the children's education.
- Beat down the population's indifference to the violence that affects children, teenagers and women.
- Regain confidence in authorities and institutions.
- Beat down the fear of reporting or being involved in legal proceedings.

It needs to spread:

- Protection's rules against violence.
- Attention's routes.
- The services that can be used according to the type of violence.
- The places where complaints can be made, if the services do not comply with receiving and dealing with the complaint.

- Strengthen the work in educational institutions with parents, girls, boys and teenagers (with talks, workshops on parenting and education without violence, self-esteem, mental health, techniques to release tension, family relationships, conflict resolution)
- Strengthen and support the work with promoters and volunteers (from the Police Station, from the WEC) with diffusion materials.
- Seek the churches and parish councils support in the dissemination and violence prevention.
- Perform preventive activities in public spaces (when possible).
- Create messages and campaigns to overcome the indifference of the neighbors and so that the children and teenagers lose their fear of reporting.
- Retake work from house to house once the quarantine is over.

TELEPHONE ATTENTION BY LINE 100 - Table N ° 1

Team response

Línea 100, is an orientation service run by the Program and the Ministry, it is not attended by WEC staff. The users who have arrived, referred by the telephone line, have commented that they were attended.

Attention is through the WEC landline. They report that there is a person on the team who is in charge of admitting cases and also responding to incoming calls.

It may happen that a call comes in when a user is being attended to, so they cannot respond quickly. If the other members of the team are not attending a case or preparing their reports, they usually answer the calls, but there are times when this is not possible. Who answers the call, complies the criteria of saying its name, listening carefully, and providing information clearly.

ATTENTION BY CHAT - Table N ° 2

Team response

Chat 100 is a service specifically aimed to girls, boys, teenagers and young people in charge of the Ministry. The hired people meet the profile to provide these services according to the presented criteria.

Most of them are psychology professionals, who can serve users with empathy and in a friendly language. They believe that the chat complies all the evaluation criteria proposed by teenagers.



Chat 100 is a service specifically aimed at girls, boys, adolescents and young people in charge of the Ministry.

WEC PLACE AND ATTENTION ON ARRIVAL - Table N ° 3

Team response

WEC premises do not meet the criteria for good lighting, ventilation or access ramp for people with disabilities. It does have private environments and informational posters of the service route and posters of the national program and its services. They do not have comfortable chairs, users sit on benches. They indicate that they would like to have more suitable environments, but it does not depend on them, since the WECs operate in the premises of other institutions.

It complies with informing users of the waiting time to be attended, specifying that the service is in order of arrival and that the waiting time depends

on how the case they are attending develops. If it is an urgent case (person in crisis, for example) or a preferential attention user (pregnant women, girls, boys, people with disabilities or the elderly), it is attended immediately and the users are told that they are waiting.

The entire team starts the attention by saying their name and treats people with respect and kindness. People with disabilities or with a different native language, usually go with a relative who helps them in the interview. If necessary for the proceedings, the support of interpreters can be requested through the Ministry of Culture.

ATTENTION IN THE WEC - Table N ° 4

Team response

All criteria are met. Staff introduce themselves by saying their name and specialty. Regarding the treatment received by the people who come to the service, they commented that all people have the right to receive cordial and respectful treatment and that is the way in which the entire team treats the users. Also, they meet the criteria of providing information, even if it concerns matters that are not within their competence; pointing out as an example that people who come for food demands, are informed where to go and what kind of actions they have to take.

As for the interpreter, they mention that generally when a Quechua-speaking victim goes to the premises, she always comes accompanied by a relative who helps them communicate. If necessary, they can request support from the Ministry of Culture, which has authorized interpreters. They did not specify if they can manage the support of sign language interpreters. All areas, especially the legal, follow up to find out how the victim is, and how the procedures are being followed. The follow-up is by phone or WhatsApp.

PREVENTION ACTIONS - Table N ° 5

Team response

The person in charge of the WEC prevention area, pointed out that all the proposals presented are actions that have already been taken out, by the Program and the Ministry. With parents, teachers and students, workshops or talks are held for the prevention of violence in the romance stage, information is given on WEC services, and issues such as decision-making or self-esteem are addressed.

They also pointed out that the Ministry has organized TikTok campaigns, posters and slogan contests through Facebook or other digital platforms of some institutions. They pointed out that, although they are not reaching all educational institutions, they are carrying out the proposed actions. They asked the teenagers to think of new and creative actions or campaigns to later promote them, together.

TEENAGERS PROPOSALS

- Work hand in hand with the WEC in prevention actions, supporting the diffusion campaigns to achieve greater impact.
- They propose that the WEC works in coordination with the School Municipalities and with the interdistrict network that have leadership in the schools, in addition, that they share ideas and tastes with their peers.
- They offer to support the creation of new content, make LIVE, so that everyone knows about the campaigns.
- They propose to hold dialogues, every three months, to evaluate the improvements.

WEC RESPONSE

- The WEC coordinator congratulated the enthusiasm of the teenagers who made their proposals, explained that the WEC works under the directives of their superiors, indicating the guidelines to follow, although they can make proposals, it is a decision that does not depend on them.
- They pointed out that they agreed that these meetings be made, however, for this, they must have permission from their immediate superior and coordinate the dates.
- Other team members highlighted the importance of dialogue that allows professionals to know the needs and users' opinions.

DIALOGUE EVALUATION

For the teenagers, the dialogue with the WEC team was a positive experience, as they were given information and pointed out the problems that exist in the premises.

They feel that they were heard and that most of their questions were answered.

They have the impression that there is not much coordination between the members of the WEC, because the team members could not answer the question about the preventive campaigns they have programmed³⁷. (December 22 meeting).

³⁷ The person in charge of school work, was not present at the time the question was asked, as she had to participate in another activity.

ACTION PLAN FOR SERVICE IMPROVEMENT

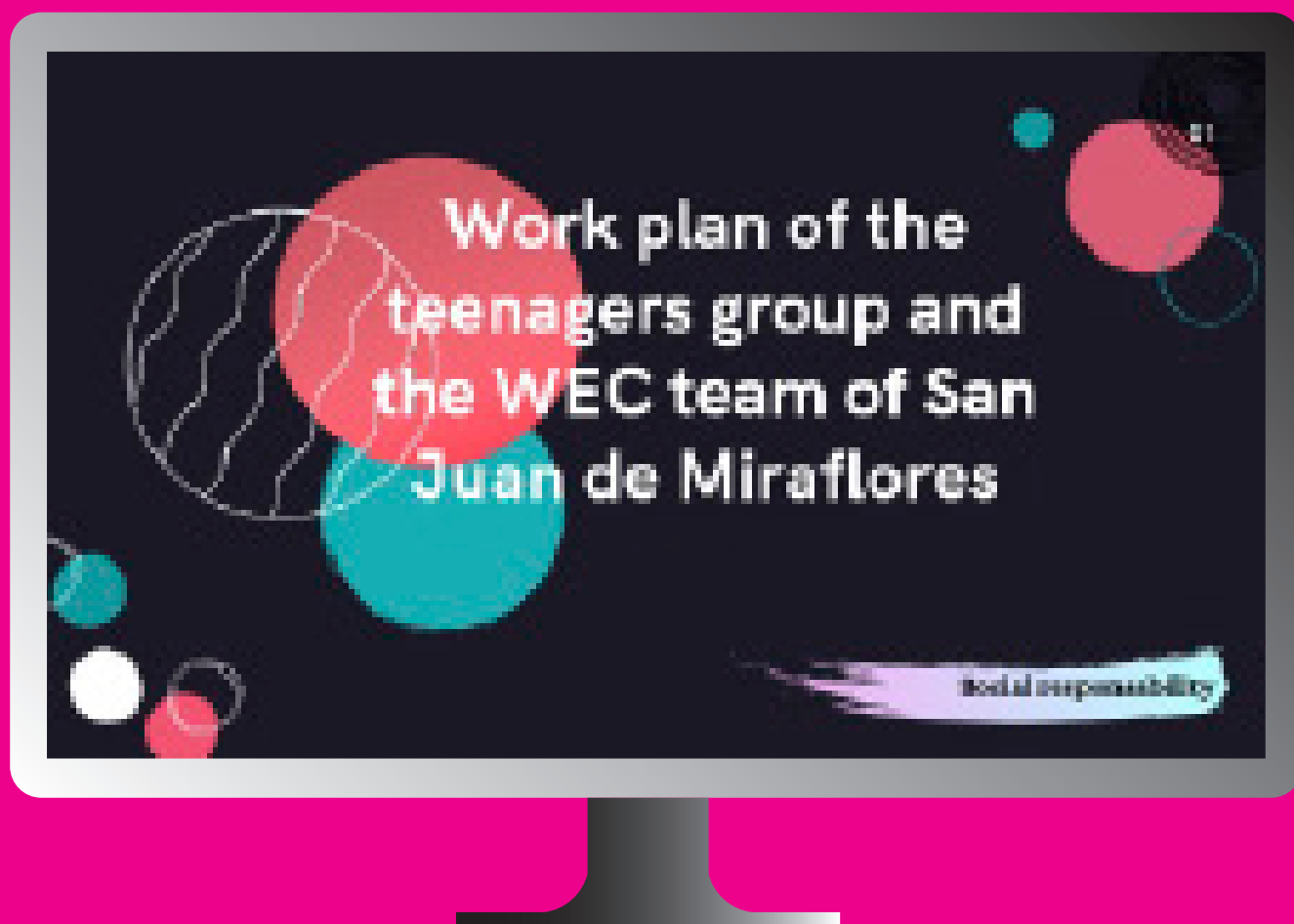
After reviewing the results of the application of the service evaluation card, in meetings held on January 28, 2021 and on February 4 and 9, the teenagers agreed to propose to the WEC team an action plan to achieve:

- That the conditions of the WEC premises improve.
- That a big number of children and teenagers know the WEC, know how to ask for help in case of violence and participate in prevention activities.

At an interface meeting, held on February 16, the teenagers presented their proposed

action plan, which was accepted by the members of the WEC. The dialogue generated between teenagers and providers made it possible to identify and include as a third objective of the plan: promote that the Municipality fulfills its responsibility to implement a shelter for victims of violence.

The WEC team promises to provide information on the needs to improve the premises and organize a meeting to design with the teenagers, the actions of prevention and service diffusion. While the teenagers agreed to form commissions to carry out the procedures related to the shelter and improvements to the premises.



WHAT ARE WE TRYING TO ACHIEVE?

- *That the conditions of the WEC premises improve.
- *That a big number of children and teenagers know the WEC, know how to ask for help in case of violence and participate in prevention activities, conducted by the WEC.
- *That a shelter house for victims of violence operates in our neighborhood.



TO HELP IMPROVE THE CONDITIONS OF THE SAN JUAN DE MIRAFLORES WEC PLACE WE PROPOSE



1. Submit support requests to the Ministry of Women and Vulnerable Populations and the Municipality.

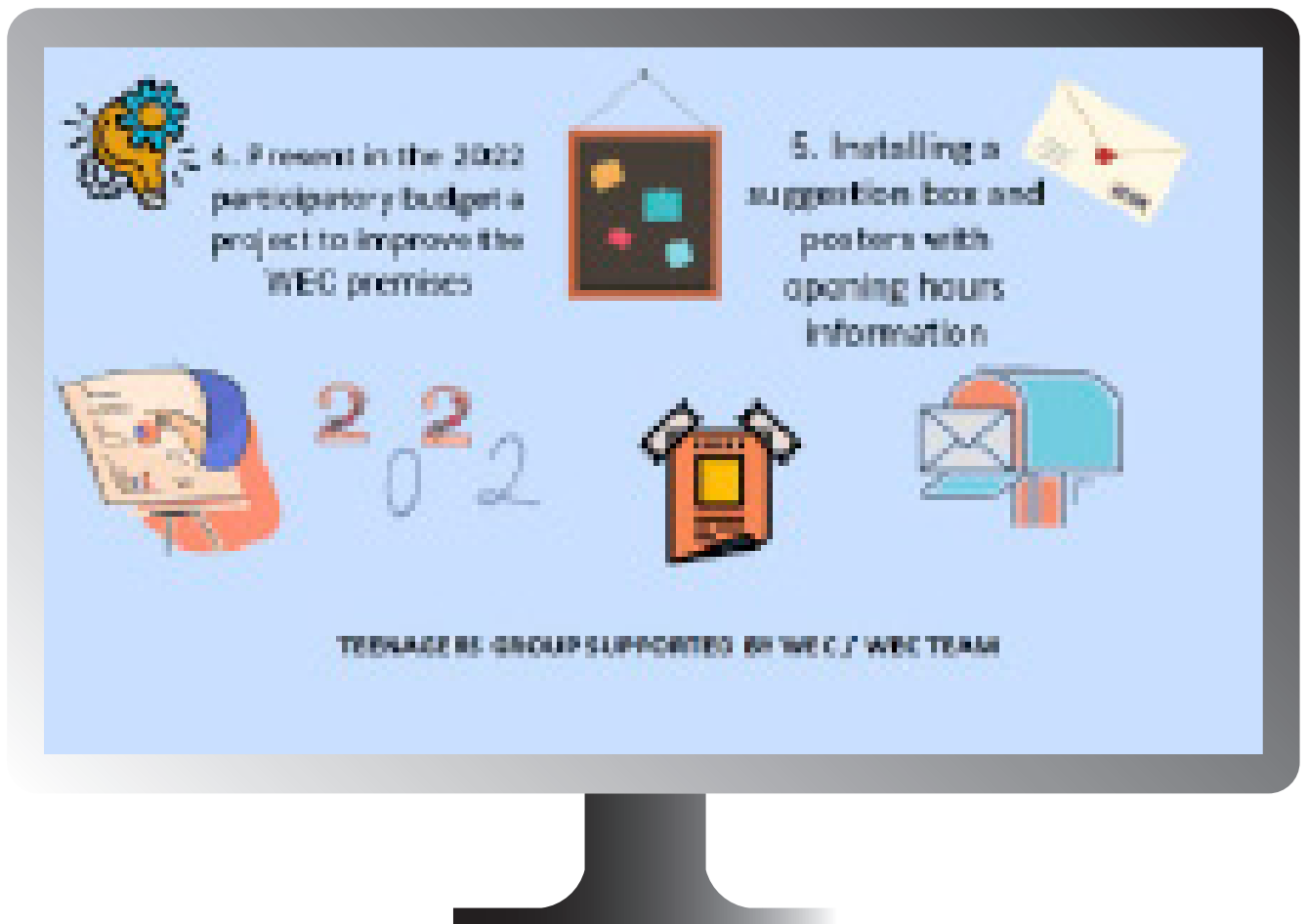
2. Meeting with the Minister to present the results of the evaluation and request her support to improve the WEC place.



3. Meeting with the Mayor to present the results of the evaluation and request her support to improve the premises.



TEENAGERS GROUP WITH APP SUPPORT



TO ACHIEVE THAT A BIGGER NUMBER OF CHILDREN, GIRLS AND TEENAGERS KNOW THE WEC, KNOW HOW TO ASK FOR HELP AND PARTICIPATE IN THE PREVENTIVE ACTIVITIES WE PROPOSE

1. Teenagers group meeting with the WEC to learn about the preventive activities that it will carry out and agree on how we can support.
2. WEC preventive activities diffusion, Lines 100 and Chat 100, through our contacts on social media and the school municipalities.

3. Virtual talks for schoolchildren, we coordinate with our teachers and principals, so that the WEC team can carry out the talks.

4. Present proposals to the head of the AURORA program, so that the WEC of San Juan de Miraflores can have its own social media.

PROGRESS IN THE WORK PLAN IMPLEMENTATION

WEC PREMISES IMPROVEMENT

On May 6, 2021, the teenager's group in charge of the procedures for the improvement of the premises, met with the responsible team for the implementation of services of the AURORA Program³⁸ throughout the country. At the meeting, the teenagers shared with the officials their experience with the San Juan de Miraflores (SJM) WEC team dialogue, the results of the evaluation they carried out, their work plan, and explained the reasons why they request that the Program improve the conditions of the WEC premises.

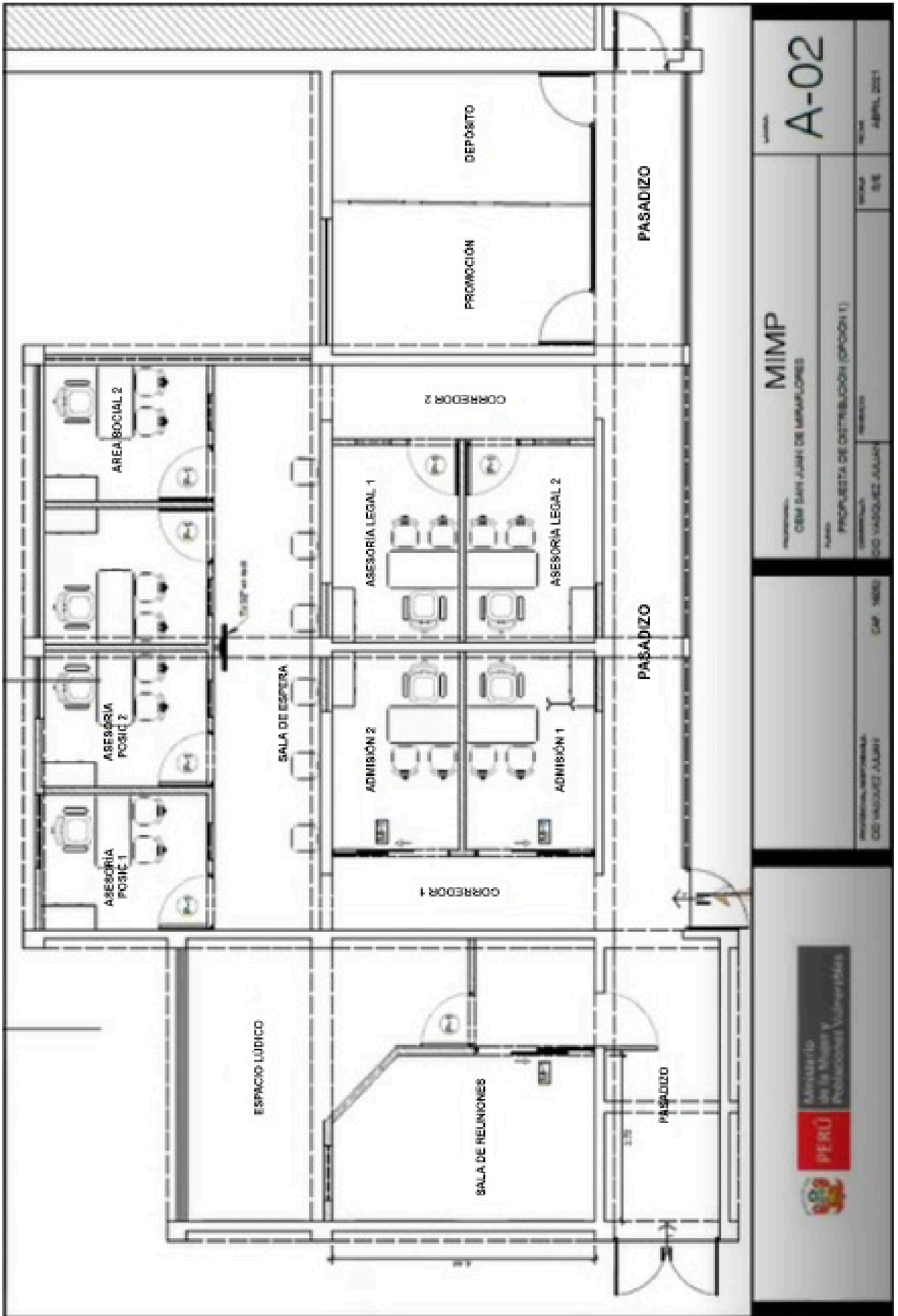
The AURORA Program team, after listening carefully to the statements made by the teenagers, informed them that:

Since October last year, when the WEC services were restarted, the Program has been implementing a plan to improve the infrastructure and conditions of the

premises, in which this year it has included the WEC of SJM. They also pointed out that the technical evaluation of the premises shows problems of ventilation, lighting, as well as an inadequate distribution of the space for the care of the users and the children who accompany them.

Showing an architecture plan, they indicated that the most feasible technical proposal, due to cost and time, is the reorganization of the space using drywall partitions. In this way, a more spacious and suitable playful environment for girls and boys could be set up. In the same way, independent and private admission, legal care, psychological care and social care offices. Also, they will be able to put windows for the entrance of natural light and better ventilation and install artificial light. To carry out the improvements, they have a budget of S/ 34,000 thousand soles.

³⁸ Participants: Ana Icochea, Víctor Alex Ordinola and Judith Peralta (Territorial articulation unit), Architect Julián Vásquez (Sub-supply unit) Elva Cañahuaray (Prevention Area), Juan Pablo Rodas (Territorial Unit of South Lima), Marieta Menacho, coordinator from the WEC of SJM and Patricia Ortega psychologist from the WEC of SJM.



Ministerio de la Mujer y Poblaciones Vulnerables

MIMP

COM SAN JUAN DE URUBAMBA
 PROYECTO DE DISTRIBUCIÓN (OPCIÓN 1)

A-02

PROYECTISTA: COO 14432-02-0001
 VERIFICADO: COO 14432-02-0001
 FECHA: 04/04/2011

PROYECTISTA: COO 14432-02-0001
 VERIFICADO: COO 14432-02-0001
 CAP. 14432

TELEPHONE SUPPORT

In the dialogue with program officials, the teenagers also expressed their concern about the response time on the telephone line and requested that an exclusive line be installed for the district.

Officials informed them that at the beginning of the pandemic, Línea 100 was strengthened with trained technical teams to reduce waiting time, provide timely and quality 24-hour attention. For the attention of cases at the national level, Línea 100 coordinates the intervention of the WEC teams or the SAU³⁹ or of the services of the area where the call comes from. As it is a service of the Central Government and of attention throughout the country, it is not

able to operate telephone lines at the level of each district. They also indicated that within the framework of Law 30364⁴⁰ at the local level, coordination bodies should be created, which, led by the Municipalities, can articulate the efforts of all the institutions that work in attention and prevention of violence, recommending to the teenagers who take this proposal to the Municipality of their district.

The officials offered the teenagers to hand over the criteria for telephone attention that they propose in the service evaluation card, with the responsible personnel, so that they take it into account in their telephone attention protocols.

VIOLENCE PREVENTION AND GUIDANCE THROUGH SOCIAL MEDIA

The teenagers also requested that the WEC of SJM have a Facebook page that allows children and teenagers to maintain a fluid relationship with the WEC, learn about the activities that are organized at the local level

and share information. This idea was well received by the officials who proposed to organize a meeting with the WEC team to work in a coordinated manner.

³⁹ Urgent Care Service

⁴⁰ Law to prevent, punish and eradicate violence against women and members of the family group.

TEMPORARY SHELTER FOR VIOLENCE VICTIMS

Officials reported that the MIMP and the Municipalities, in accordance with Law 30364, are the institutions responsible for promoting temporary shelters. They have had meetings with the Mayor who is interested in implementing this service. They recommended that the teenagers, in their dialogue with the Mayor, make the proposal that the Municipality develop a public investment project to finance

construction. They also pointed out that this year it is not possible for the Ministry to hire specialized personnel to attend new shelters, because there are regulations that prevent it. However, if the Municipality manages to complete the construction, the Ministry may include in its budget for next year the resources necessary to implement it and staff it, resources that amount to approximately S/ 250,000 thousand soles per year.

QUALITY OF TREATMENT

The proposals of the teenagers, about the treatment they expect to receive in the Women's Emergency Centers, were positively commented on by the officials, who pointed out that it is important to transmit the experience and expand it to other WECs at the national level, as a good practice that allows knowing and considering the perspective of teenagers in care. They added that the treatment of users starts from the entrance to the premises, with the

reception given by the staff and the welcome posters. They also pointed out that the new protocol of action of the WEC of the year 2021, emphasizes the treatment of users and avoids revictimization.

To transmit the experience, the representative of the AURORA Program, promised to share the service evaluation card with the WECs through the Directorate of Territorial Articulation.

DIFFICULTIES AND CHANGES OBSERVED DURING THE PROCESS

AT THE WEC TEAM LEVEL

- The participation of the members of the WEC, depends on the authorization of the head of the Program of which they are part. Changes in authorities and program officials, and the suspension of face-to-face activities delayed authorization.
- The level of participation of the WEC members in the meetings was not homogeneous. Although an average of 8 team members were there, they only spoke or commented on the proposals of the teenagers, the coordinator, the prevention promoter and 2 team members.
- The meetings made it possible to detect that the remote attention modality limits communication and coordination between the members of the WEC team in the areas of prevention and case management.
- The attitudes of the WEC team members varied during the process. At the initial meeting, some with their silence showed little interest. In the evaluation dialogue, a greater willingness to listen was observed, they recognized the evaluation criteria that they could not reach, and they justified or explained the deficiencies. In the meeting to prepare the action plan, there was more openness, reactions and positive comments to the proposals of the teenagers and interest in working with them, whom they identify as allies for the improvement of the service.
- Facilitated by Acción por los Niños, the letter from teenagers was received by the Ministry of Women and Vulnerable Populations, through the Executive Directorate of the AURORA Program, which authorized work meetings of the authorities responsible for the Unit for Territorial Articulation of the Ministry and the WEC of SJM with teenagers.
- With them, it was possible to talk about the requests: a better implemented and bigger premises, a greater diffusion of attention services, a better quality of reception in the attention of cases and the promotion of prevention programs in situations of violence.
- The four aspects are being progressively addressed, the improvements in the premises with available resources, the possibility of a shelter and reception facility in coordination with the Municipality of San Juan de Miraflores, and a capacity development program to improve the quality of attention. In this way, it is that they have been sent and it is possible to attend the request.
- An additional positive effect is that the Territorial Management Unit of the AURORA Program of the MIMP, has proposed to share the service evaluation card prepared by adolescents with the WEC at the national level, as a way to improve the services that the Program gives.

AT THE TEENAGERS LEVEL

- Most of the teenagers did not have information about the WEC, the services they offer, or experiences of relationship with the operators.
- The information they have received and the dialogues with the WEC team, has increased their level of knowledge about the services they offer, the problem of violence, and they have developed their ability to formulate proposals to improve the service. Likewise, it is observed in them and they have greater security to dialogue with the operators, demand information and take steps to advance in the implementation of the plan they have formulated.
- The overload of homework in the last months of the school year, especially of teenagers who were finishing high school, affected their level of attendance at meetings. In some meetings there were internet connection difficulties. 35 schoolchildren from 13 educational institutions (6 men and 27 women) participated in the process, an average of 25 attended the meetings.
- The process has also improved the organizational capacity of teenagers, since for the implementation of the work plan, they have formed commissions, drafted requests to the authorities and managed meetings with the district Mayor and the head of the AURORA Program.

PERSPECTIVES

- Teenagers will monitor compliance with the agreements of their meeting with officials of the AURORA Program and await the response of the Municipality on their request for a meeting with the Mayor of the district. In the meeting with the Municipality, they will have the opportunity to make the problem visible and advocate so that their request for the construction of the shelter house is attended to.
- Acción por los Niños, will continue to accompany the process, will seek opportunities to expand it to other districts and will advocate for the AURORA Program to include as a strategy for improving the care of children and teenagers in the WECs the establishment of mechanisms for the participation and dialogue of the providers with users.

ATTACHMENTS

PROCESS ACTIVITIES

1**Preparation**

The adolescents prepare to work on the proposal.

Mobilization

Stakeholders develop mobilization and awareness actions.

2**3****Card**

Construction and validation of the service evaluation card with teenagers

Actions

Execution of plan actions

4**5****Plan**

Preparation of an action plan

Evaluation

Service evaluation interface dialog

6**7****Follow-up**

Quarterly follow-up meetings

Diffusion

Dissemination of the experience and escalation

8

STRENGTHENED CAPACITIES IN TEENAGERS

Teenagers know their rights as users of public services and analyze differences between quality attention and poor attention

Teenagers analyze the role of the State as a provider of public services to guarantee the rights of children and teenagers

Teenagers know the WEC: what it is, what its functions are and how it works

Teenagers define criteria for the scorecard: How we want to be cared for if we need to go to the WEC

Teenagers review and pass the scorecard

Teenagers prepare for the dialogue with operators and for the application of the card

MOBILIZATION OF TEENAGERS

Teenagers conduct dialogue with operators and application of the card

Teenagers evaluate the dialogue with operators

Teenagers meet to prepare a proposal for an action plan

Teenagers conduct a meeting with operators, present a plan proposal and agree on joint actions

Teenagers initiate steps to comply with an action plan

Teenagers present their proposals to the AURORA Program and obtain a positive response to their requests

SCORE CARD

LOCAL CONDITIONS AND ATTENTION UPON ARRIVAL [\(View file\)](#)

The WEC Place	Complies	In progress	Fails
It has good lighting and ventilation			No
It has a poster with hours and days of attention			No
Has private environments to talk with children and teenagers and people who request care	Yes		
Has posters with useful information for girls, boys and teenagers	Yes		
Has a suggestion box			No
People in wheelchairs can enter the place without difficulty			No
Upon arrival they tell me how long I have to wait for them to attend to me	Yes		
They fulfill the waiting time that they informed me upon arrival	Yes		
I wait in an environment that has chairs and is comfortable			No
The person who receives me treats me with respect and kindness	Yes		
They tell me what I must do to be taken care of	Yes		
If I have difficulties communicating (because I have a hearing disability or my native language is not Spanish) They do call an interpreter to help you communicate with me?		Most of them arrives with a family member who supports communication	

ATTENTION IN THE WEC

The WEC people who attend me	Complies	In progress	Fails
They tell me their name and why they have to talk to me	Yes		
They treat me with respect and kindness	Yes		
They speak to me in simple and understandable language	Yes		
They listen to me with attention and empathy	Yes		
Makes me feel safe and confident	Yes		
Their way of talking to me doesn't make me feel bad	Yes		
They explain to me what the WEC is going to do to help me	Yes		
If my problem has to be dealt with by another institution, they tell me why my case should go to another institution, and how they will continue to accompany me.	Yes		
If they tell me that I must return another day, they will tell me who will attend me, when and at what time I must return.	Yes		
While my problem is solved, do you call or visit me to see how I am doing?	Yes		

PROPOSALS FOR PREVENTION

For the prevention of violence, the WEC of SJM	Complies	In progress	Fails
They carry out workshops and virtual talks in my Educational Institution, when we request it through the Directorate or tutoring	Yes		
The workshops or talks are entertaining and participatory: they use presentations, videos or games that put what they teach us to the test	Yes		
In workshops or talks they answer our questions or queries	Yes		
<p>The WEC has a Facebook page to:</p> <ul style="list-style-type: none"> • Share tips to prevent violence with children and teenagers • Organize contests and positive challenges so that we children and teenagers can participate with ideas, drawings, slogans and songs for the prevention of violence • Conduct talks for children and teenagers inviting specialists from other institutions 		The AURORA program has Facebook and they do the activities, but they don't reach all the girls	

TELEPHONE ATTENTION

When I call línea 100	Complies	In process	Fails
They answer my call quickly			
If I have to wait, they tell me how long the wait will last			
They tell me their name to know who attended me			
It tells me why it is necessary to record my call			
They listen to me carefully and are patient			
Encourages me to tell them about my problem, or the problem I know			
It offers me clear and simple information			
It tells me who or who can help me and how it is going to contact them			
It informs me how they will verify that my problem has been solved (they will call me, I will call them again, they will visit me: who and when)			
If my native language is not Spanish, does my call transfer to a person who speaks my native language?			

ATTENTION FOR THE CHAT

When I connect through the Chat	Complies	In process	Fails
They respond to me quickly			
They tell me their name to know who attended me			
Encourages me to tell you about my problem, or the problem I know			
They tell me what he can do to help me			
They tell me clearly and simply what he can do to help me			



Save the Children



Sweden
Sverige