



# **“EDUCATE, NO PUNISH”.** **Campaign for awareness** **against the physical** **children punishment in the** **family**

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**NO PUNISH**



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## 1. INTRODUCTION

**Title:** “EDUCATE, NO PUNISH”. Campaign for awareness against the physical children punishment in the family.

**COUNTRY/REGION:** SPAIN

**ENTITY:** SAVE THE CHILDREN

**LINK/CONTACT FOR MORE INFORMATION:**

<https://www.savethechildren.es/publicaciones/educa-no-pegues>

## 2. DESCRIPTION OF THE GOOD PRACTICE

**Target group:**

Parents guide.

**Objectives:**

Awareness to the population, and particularly to parents, mothers and responsible professionals of their attention to childhood, about consequences associated to the physical punishment.

To promote positive and non-violent forms of education and care of the child in the family.

Advise to boys and girls about their rights

**Intervention structure:**

Difussion of material which attempts to provide a number of basic tools to parents, who feel bad beating their children, who often feeling alone and overwhelmed and they would like to know how to solve the problems that arise at home without resorting to slap

It tries to give a positive alternative, that shows that it can make of another way.

1. To know the rights of children, as well as their responsibilities.
2. That the parents know them different stages of the development evolution of the child.
3. reflect on the role parental "what is being father?"
4. To analyze and know that it is to educate: the importance of communication in education, self-esteem and concept of self, values, norms and attitudes.
5. The resolution of conflicts in the family.

**Methodology:**

Guides through a written material which deal with basic concepts of education.

It is discussed in talks colloquium

This stage of awareness is complemented by training to organizations such as Save the Children and UNICEF, developed with parents at risk.



**Costs related:**

Low, since the guide is free, easy to acquire and to work. It requires a professional with training in the subject, which promotes discussion and reflection.

**Further information:**

Save the children. <https://www.savethechildren.es/publicaciones/educa-no-pegues>.

Unicef.

**Resources available:**

Is a campaign of awareness that allows develop it, both through medium of communication that allow wide dissemination, as in workshops group with which work through groups of discussion with the parents.

Approach to transversal, is can address from an environment community, from social and educational services, as “AMPAS...”.

### **3. DIMENSIONS**

**Please make the cross if the good practice meets the proposed items. Also, try to expand the information in each section.**

#### **3.1. EVIDENCE OF POSITIVE AND/OR PROMISING RESULTS IN ORDER TO ELIMINATE CORPORAL PUNISHMENT**

**Training/Education**

The program increases the use of positive disciplinary methods for parents and educators/teachers:

- Promoting the positive parenting (promoting positive relationships, care and development the child's capacities, offering recognition and guidance to the child, establishing limits that allow the full development of the child).
- Offering alternative educational strategies to corporal punishment, that promotes democratic family educational model.
- The program promotes to caregivers, the knowledge and skills for protect the children.
- The program promotes a positive dynamic and healthy family relationships.

**Promotes protection**

- The program will focus attention on children to understand their worries and circumstances.
- The program works on emotional education as a protective factor for violent behavior.

**Empowerment**



- The practice provides skills for children, promote their resilience and resources to deal with situations of violence.
- The practice promotes and improves parental skills such as: behavior of control and emotional self-regulation.

### **Living environment approach**

- The program has references to the real living environment of parents and children (social environment, living environment, etc.).
- The program takes into account, cultural differences in the intervention.

### **Formal networking**

- The program implies networking and cooperation with other Institutions: with comprehensive services for care, recovering, children reintegration, teens at risk or victims of corporal punishment.
- There is a networking/cooperation with other stakeholders in the local and professional environments.
- The program is included in the structure of the national/regional system and it depends on several people.

From this program, pursues an educational model that contemplates their standards and their limits the essential in children education, but not physical punishment, "the slap not educates, also makes damages, both physical as emotional."

It promotes the idea that educating is not direct, but channel, educate in what do not in say and is educating through it effectiveness, that builds them links family. Strategies are promoted as effective and affective, communicating the importance of listening and not just talking. All to encourage educational strategies to violence.

It addresses, the different stages of evolution of the child, and our educational and emotional needs.

## **3.2. DATA ON IMPACT OF THE PRACTICE**

### **Effectiveness of the elimination of corporal punishment**

The practice has demonstrated a good impact on:

- The decreases of corporal punishment.
- The increase in positive interactions parents / mother / infant caregivers.
- The increase in timeshare.
- The improvement of communication and resolution of conflicts without using corporal punishment.
- A significant increase in knowledge, skills and confidence of parents or caregivers.
- An improvement of the welfare of the participants.



### **Sustainability of the impact**

The effects on the target group are sustainable.

The program promotes the parents care, from the understanding and reflection of their fears.

While it is an awareness program, a first approach, not deepening on the concepts, since it provided training courses, so the impact is not very high.

While the objective is mobilizing to those parents to investigate in new forms and model of education.

### **3.3. COMPREHENSIVE NATURE**

Please, tick the items the practice address to:

#### **Dimension 1: Social and cultural context towards corporal punishment and alternative methods (including MEDIA analysis)**

The program promotes support and guidance to parents in developing a responsible parenthood that will reduce corporal punishment.

The program supports teachers and school support staff in improving their skills and management skills of non-violent learning methods.

It involves parents and tutors through established participatory Organizations (AMPA and others), prevention and elimination of corporal punishment.

The practice promotes the child-youth movement through the creation and / or consolidation of representative organizations in communities.

#### **Dimension 2: Legal framework conditions and other procedural, judicial frameworks related with the implementation of the law**

The practice responds to the objectives of education and social reintegration provided by law.

It is consistent with the existing legal framework for protection of violence against children and teenagers, to ban explicitly corporal punishment.

#### **Dimension 3: Awareness and training efforts concerning corporal punishment and alternative methods:**

The program raises awareness about the importance in eliminating corporal punishment.

The practice provides training about corporal punishment elimination methods.

#### **Dimension 4: Resources available on positive parenting techniques and complementary knowledge**

The practice provides resources available on positive parenting techniques and complementary knowledge.



The program is based, in the compliance of the Convention of the right of the child, art19, "right to their physical integrity". From this approach, as axis of the program, is deals with the rights and duties of children and protection that they must receive from their parents.

The legal approach is from a more general and universal framework such as the universal child rights.

The modules are focused explicitly on the reduction of the physical punishment as education strategy.; it is what gives greater weight to the program, since addresses directly this problematic from a focus preventive and of intervention primary.

### **3.4. INNOVATION**

The program has an innovative character, or implies innovative aspects (e. g. actual knowledge, new ideas or methodology, etc.).

### **3.5. COST-EFFICIENCY**

The cost-efficiency is adequate.

There are no lower cost alternatives to achieve the same impact.

Although there are not express references on the results of this campaign, the impact on the parents. Although, given the low costs of the implementation of the programme, we estimate that the effect achieved is high, given that it mobilizes to change and reflection

### **3.6. TRANSFERABILITY POTENTIAL**

There is access to the methodology and how the program has been implemented (e. g. process description, manual etc.).

The program has already been successfully transferred to another region.

The program can be transferred to other frame conditions in international contexts:

The program does not rely too much on specific aspects of the national/regional system.

The program does not depend too much on one/few specific professional qualifications and/ or profiles.

The program can be transferred if the material, program or license are paid.

The program has high transfer.

From a content approach, since it deals with this subject from a broad education, free of religious or cultural connotations approach making to be generalizable to any community.

The methodology, as an educational guide, makes it very flexible and adaptable to different didactic gives lot of flexibility in how to implement it.



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Seeking as a priority, the awareness, the contents that are addressed are very general, so do not require a qualification and specific preparation.



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