



# Love, power and violence

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## 1. INTRODUCTION

**Title:** Love, power and violence

**COUNTRY/REGION:** SPAIN

(International Comparative: Peru, Bolivia, Argentina, Venezuela, Nicaragua, Costa Rica, Panama, India, Thailand, Vietnam, Camboya, Hon-kong, Laos )

**ENTITY:** Save the Children

**LINK/CONTACT FOR MORE INFORMATION:**

[https://www.savethechildren.es/sites/default/files/imce/docs/amor\\_poder\\_y\\_violencia\\_en\\_castellano\\_maquetado\\_titulo21.pdf](https://www.savethechildren.es/sites/default/files/imce/docs/amor_poder_y_violencia_en_castellano_maquetado_titulo21.pdf)

## 2. DESCRIPTION OF THE GOOD PRACTICE

**Target group:**

Professionals

“Save the Children” staff from different countries, counterpart professional organizations, Ministry of education, health professional, managers, Interior and Social Affairs schools, psychologists, social workers and educators of social personnel services, networks support police units for minors, directors of the Demunas (municipal child ombudsmen), journalists and media.

**Objectives:**

The main objective of these workshops are to sensitize the participants on the effects of physical and humiliating punishment on children; as well as the need of its eradication, promotion of an effective education and a discipline not violent to the boys and girls.

Get a personal clearest vision of the problem and provide them with resources to eradicate any form of violence in their private lives private and from their intervention as professional.

**Intervention structure:**

The workshops had a total duration of 12 hours, structured in 4 blocks:

1. Introduction of participants.
  2. The concept of violence: violence, difference between discipline and violence, punishment and abuse as a continuum of violence, abuse of power as the key of violence
  3. The relationship between affection and violence.
  4. Development of strategies of intervention
  5. Non-violent resolution of conflict into personal relationships.
- Non-violent resolution of conflicts in personal relationships.

**Methodology:**

As general strategies of workshops are:



Work the subject from a personal and affective perspective, work from practical examples of daily life and use origin families experiences. Experiential model.

**Costs related:**

There is no clear estimate of the costs involved in implementing such a program; While the manuals are made and do not require expertise from the professional to deliver it because they are general modules with a focus group discussion. It does not require specific infrastructure, which favors the cost of its implementation to be low.

**Further information:**

Save the children  
[https://www.savethechildren.es/sites/default/files/imce/docs/amor\\_poder\\_y\\_violencia\\_en\\_castellano\\_maquetado\\_titulo21.pdf](https://www.savethechildren.es/sites/default/files/imce/docs/amor_poder_y_violencia_en_castellano_maquetado_titulo21.pdf)

**Resources available:**

The workshop requires a professional who coordinates it. Groups cannot be more than 50 people. It is easily transferable, because it doesn't require support and infrastructure, technical, or professional.

### 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.

Rather than training skills, the workshops are aimed to reflect about values and attitudes about violence, move from changes awareness in values and attitudes, as prior and essential phase for change.

There is not a specific skills training, but to more general reflection of values and new performance models.

## **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 impact on the group is high, since the experiential approach used in the elaboration of these workshops is a mobilization from the emotional impact, being the most probable change.

By focusing on professionals, it ensures greater impact, as it moved on its way to act and intervene in its work reaching its high level (users of social services, policies, community educational planning). Being the program point stronger.

### **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 sustains in the value of affective link with the less for its proper development, highlighting the damage that physical punishment supposes in its emotional development, bringing new ideas or action strategies for healthier interaction.



### **3.4. INNOVATION**

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

The most innovate approach, is take into account the transnational variable, to apply the same workshop in different and very distant cultures between them, it has allowed extract conclusions very valuable on violence concept and education that complete allows the knowledge in this field.

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

The cost-efficiency is adequate.

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

We value this workshop as very efficient, attending to the low cost that implies its put up, and the high impact that it has in population, since works with key elements, different professional of the education and social care, what increases exponentially the program effect.

### **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.

One of the program strengths is the high potential to transfer, as it shows entry into practice in different countries and cultures with success, showing a total generalization power.



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