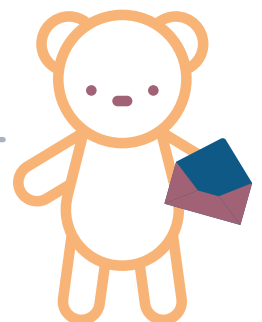
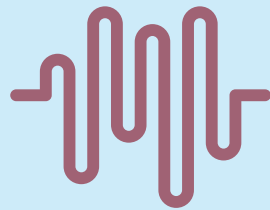


# Building supportive societies for non-violent childhoods

Awareness-raising campaigns to achieve  
an end to corporal punishment



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# the non-violent childhoods programme

## **Changing the World: Making Non-Violent Childhoods a Reality**

The adoption of a national law that prohibits the corporal punishment of children in all settings, including in the home, is a milestone achievement. It makes a clear statement that corporal punishment is a form of violence against children which is no longer socially acceptable nor legally condoned. Once a prohibition is in place, societies and states have a duty to invest in ensuring its effective implementation. Countries all over the world are confronting this challenge and the goal of ending the corporal punishment of children is now firmly on both national and regional agendas.

The Baltic Sea Region is almost a 'no-corporal-punishment zone' for children as 10 out of the 11 countries in the region have prohibited corporal punishment in all settings. Sweden was the first country in the world to enact a legal ban in 1979; Finland (1983), Norway (1987), Denmark (1997), Latvia (1998), Germany (2000), Iceland (2003), Poland (2010), Estonia (2015) and Lithuania (2017). The Russian Federation has yet to introduce a legal ban.

The Baltic Sea Region is diverse. While some countries in the Region have almost 40 years of experience of implementing a legal ban, others have only just embarked on the journey to ensure childhoods free from violence. The Non-Violent Childhoods programme draws on the outstanding commitment and leadership demonstrated by changemakers in the region. This includes politicians, public officials, service providers, practitioners, researchers, advocates, the media and citizens, including children, young people and parents.

The developments in the Baltic Sea Region show that it is possible to change attitudes and behaviours and that social norms can be transformed in favour of positive, non-violent child rearing. Since the national bans have come into force, more and more parents have rejected the use of corporal punishment in the upbringing of their children. But despite the progress achieved, too many children continue to experience physical and emotional violence or humiliating and degrading treatment.

The aim of the Non-Violent Childhoods programme is to promote the full implementation of a ban on corporal punishment of children in the Baltic Sea Region through collaborative, multi-stakeholder planning and action. Its programme of work is managed by the Council of the Baltic Sea States Secretariat with co-funding from the European Commission. Five country partners are supporting the project drawn from ministries and national institutions in the Baltic Sea region: The Ministry of Social Affairs, Estonia; the Ministry of Social Affairs and Health, Finland; the Ministry of Welfare, Latvia; the Ombudsman for Children's Rights, Poland; and the Ministry of Health and Social Affairs, Sweden. The Global Initiative to End All Corporal Punishment of Children is an international partner to the programme.

The Non-Violent Childhoods programme has developed a set of guidance reports and a campaign, aimed at parents, children, practitioners, advocates and policy makers. Each report focuses on a specific theme; a step-by-step guide, implementing the ban in the domestic setting, positive parenting, awareness-raising campaigns, service provision and tracking progress. In addition, the campaign raises awareness of the harmful impact of corporal punishment and the importance for children to have trusted adults to turn to. The reports and campaign offer inspiration and provide guidance standards and practical tools aimed at transforming societies and making non-violent childhoods a reality. While the reports are based on the experience of the Baltic Sea Region, they convey key messages and highlight best practices that have relevance not only to the 11 states in the region but also to Europe and beyond.

More information on the reports and campaign can be accessed at [www.childrenatrisk.eu/nonviolence](http://www.childrenatrisk.eu/nonviolence)



# 01

## introduction and key messages

Awareness-raising and communication are key measures used to support the adoption and implementation of national laws to prohibit corporal punishment of children. Such campaigns typically aim to generate awareness of, and support for, the legal ban and to promote a shift from corporal punishment to positive and non-violent parenting approaches. These measures may involve ministries and institutions at national, regional and local level; service providers in the health and education systems; and NGOs, community and faith groups as implementing partners of the State or by taking independent initiatives.

There are many different forms and approaches to communication and awareness-raising. These can be universal, targeting the whole population or they can be directed towards a specific group in a society that is particularly persistent in its belief in, and use of, corporal punishment. They can actively engage different types or professions, faith groups as well as children or young people. The topics addressed and focal points chosen can also vary from campaign to campaign, ranging from information about the law, the impact of violence on children to alternative parenting strategies.

Campaigns are most successful if they are part of a broader national strategy, for example a public health approach, which includes a broad set of activities, targeting a large part of the population over time. It is often a mix of initiatives that constitute the most effective way to generate behaviour change and transform attitudes and norms. This can include, for example, a combination of a universal campaign and participatory approaches, involving a dialogue with community and religious leaders as well as information offered by service providers and training for parents in non-violent parenting strategies.

This guidance report looks at the different types of campaigns and actions that can be used to generate more aware and supportive societies, ultimately helping to bring about a shift away from corporal punishment towards non-violent parenting. It takes as its starting point a short discussion of

awareness-raising and campaigning in a changing world before taking a closer look at the cornerstones of generating social transformation and changing individual behaviours. Key principles of awareness-raising and campaigning for non-violent childhoods are introduced. The guidance report concludes with an overview of recommendations for actors who wish to raise awareness and campaign on the issue of corporal punishment in order to change attitudes and practice in support of non-violent childhoods.

### KEY MESSAGES

This guidance report provides the following key messages:

- There is a growing legal, social and scientific foundation to end corporal punishment of children.
- Imposing a legal prohibition on corporal punishment sends a strong message that violence against children is unacceptable.
- Awareness-raising about changes in the law and its implications is imperative to support implementation of a ban.
- Communications in support of a ban is also needed to lay the foundation for a new societal consensus that violence against a child, however light, is not acceptable.
- Effective awareness-raising and campaigning must promote children's rights, be inclusive and ethical.
- Behaviour and social change is a complex and long-term process, which requires a mix of interventions, which should take into account the national context, audience, potential partners and resources.
- Building easy, attractive, timely and social interventions, which involve children in developing, implementing and evaluating action can maximise outcomes and ensure cost effectiveness.
- Learning from monitoring and evaluation is crucial when determining how future strategies, activities, partners and channels should be designed and deployed to maximise impact.





# 02

## awareness-raising in a changing world

**Today there is a growing legal, social and scientific foundation to end corporal punishment of children. The experience of many States around the world has demonstrated that it is possible to transform societies and change individual behaviour. Strong arguments and concerted action is needed to break away from obsolete attitudes and beliefs and introduce new ideas and practices.**

In spite of global progress to eliminate the use of corporal punishment, many parents continue to use corporal punishment to “educate” their children. In some societies, violence is simply considered to be a normal way to train and control children. As a result, some parents believe that corporal punishment is an appropriate and effective way to educate children and that the pain of being hit will help the child to learn. Sometimes parents may not be aware of the negative impact of corporal punishment on the health and development of the child. In other cases, parents resort to corporal punishment because of stress, tension and anger, often because they lack non-violent strategies and approaches to addressing challenging situations.

The continued use of corporal punishment clearly demonstrates the need for constructive initiatives to break historical and cultural patterns and to support parents in finding alternative strategies for the challenge of child rearing. Today there is a growing legal, social and scientific foundation to end the corporal punishment of children, which clearly signals that all forms of violence against children are unacceptable.

New scientific evidence has increased our knowledge about child development and the negative impact of corporal punishment on children’s health and development. There is also an increasing awareness and recognition of the negative effects on parents and on societies. Social progress, including pre- and postnatal care, regular health checks for children

and family support services have provided new opportunities to raise awareness, educate parents and detect violence at an early stage.

International law is clear that all countries must protect children from corporal punishment by prohibiting and eliminating its use. The near global adoption of the UN Convention on the Rights of the Child (UNCRC) has contributed to an increasing recognition that children must be treated as full human beings with rights to dignity, participation and protection from all forms of violence. There is also an increasing number of regional instruments and initiatives aimed at ending corporal punishment. Many countries have introduced legal bans on corporal punishment of children. Subsequent campaigns, media reporting and support for parents, reinforced by positive signals from politicians and community and religious leaders, have generated more aware and supportive societies.

The argument that corporal punishment is an inherent part of many cultures and societies is no longer accepted in many parts of the world. No one should be left unaware of the negative consequences of corporal punishment on children, parents and societies. Social acceptance of corporal punishment must, and can, end.

The experience of many States around the world has shown that it is possible to transform societies and to change individual behaviours if strong arguments are promoted and a concerted effort is made to

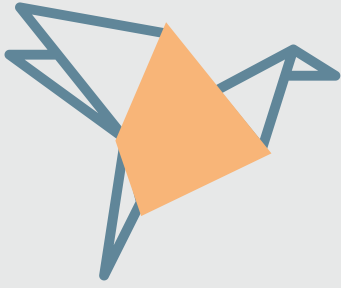
break away from obsolete attitudes and beliefs and to introduce new ideas and practices. For example, as a result of the determination of political leaders and citizens, many States have developed legal frameworks to protect citizens' rights and ensure equality, and social systems including universal access to education and public health care. As these positive changes have taken place, attitudes, traditions, cultures and subsequently practice have undergone incremental change.

Ensuring children's equal protection against violence under the law is a powerful step towards continued social, economic and human development. It contributes to the achievement of societies which respect and fulfil the human rights of both adults and children on equal terms.

#### **EXAMPLE**

Sweden is a striking example of the change that is possible in terms of generating a high level of awareness and social support for the legal ban on corporal punishment. Over the past four decades since the prohibition on corporal punishment in Sweden there has been a notable change in how children are perceived and how Swedish society believes they should be treated. Today, children in Sweden are considered as rights holders and members of society with an absolute right to freedom from all forms of violence, including corporal punishment.





# 03

## building supportive societies for non-violent childhoods

Imposing a legal prohibition on corporal punishment of children sends a strong message that violence against children is unacceptable. Awareness-raising about changes in the law is imperative to support implementation of a ban. However, awareness-raising about the law alone is not likely to guarantee strong social support and individual commitment. Communications in support of such a change is needed to lay the foundation for defining a new consensus in society that no violence against a child, however light, is acceptable.

### 3.1 BUILDING AWARENESS AND KNOWLEDGE ABOUT THE LAW

#### WIDE DISSEMINATION AND EXPLANATION

A legal ban on corporal punishment of children sends a strong message that violence against children is unacceptable and that it will not be ignored. A key component of any information campaign that seeks to build support for such a prohibition is to ensure wide dissemination and explanation of the proposed new law and its implications for all individuals. Some of the countries that have adopted legislation prohibiting corporal punishment of children have implemented large-scale, universal awareness-raising campaigns to inform the public about the content and purpose of the new law.

#### EXAMPLES

In Sweden, a large-scale Government funded communication and information campaign was rolled out after the adoption of the law in 1979.<sup>1</sup> It

included the delivery of a brochure in Swedish and English to every household. In addition, information was also posted on milk cartons to ensure that the awareness-raising reached both children and adults and encouraged discussion within the family. In Finland, the implementation of the law has been supported by periodic campaigns since the adoption of the legislation in 1983<sup>2</sup> and in Estonia the Ministry of Social Affairs cooperates with other stakeholders to disseminate information about the law through campaigns and public debate.<sup>3</sup>

#### TARGET PROFESSIONALS

To ensure that professional practice supports the implementation of the law, targeted efforts among relevant professionals about the content of the law and its implications for their roles and responsibilities are crucial. This may, for example, include information on how to report a suspicion of violence. Awareness-raising activities can include information days for professionals, including social and child protection workers, teachers, medical staff and the police.<sup>4</sup>

<sup>1</sup> Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, National Consultation Report Sweden (2017).

<sup>2</sup> Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, National Consultation Report Finland (2017).

<sup>3</sup> Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, National Consultation Report Estonia (2017).

<sup>4</sup> Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, National Consultation Report Latvia (2017).

## RESPECT BEST INTERESTS OF THE CHILD

Communication and awareness-raising campaigns should ensure that all actors involved are made aware that the legal ban must be implemented in a manner consistent with the best interests of the child. The best interests of the child cannot be used to justify corporal punishment since it infringes on the child's right to human dignity and physical integrity.

### 3.2 BEHAVIOURAL CHANGE

#### AND SOCIAL TRANSFORMATION APPROACHES

Following the adoption of a legal ban on corporal punishment, communication activities typically focus on information about the new law. However, awareness-raising about the law alone does not automatically guarantee strong social support and individual commitment for this change. Communication should, therefore, go beyond information about the ban and seek to lay the foundation for defining a new consensus within society stipulating that no violence against a child, however light, is acceptable.

Communications in support of behaviour change and social transformation are two complementary campaigning approaches that seek to address individual practice and the social influences that hinder the implementation of national laws.

#### BEHAVIOUR CHANGE

The first approach is the behavioural change approach. It focusses on addressing individual knowledge, attitudes and practice. It seeks to empower parents to break with long-standing patterns and enable them to adopt and sustain non-violent parenting strategies. Individual behaviour does not occur in a vacuum. It is often influenced by social norms and practices. Politics can also support or hinder transformation depending on the position and influence of groups that reject or defend the use of corporal punishment. For example, in Sweden, social transformation and practice was heavily influenced by many different professional groups and individuals, such as well-known social workers, doctors and politicians, who were strongly supportive of the ban and demonstrated this publicly.<sup>5</sup>

#### SOCIAL TRANSFORMATION

The second approach is social transformation, it focusses on communities and the broader society with the aim of changing harmful cultural practices, societal norms and religious beliefs that influence individual behaviour. It may involve community-wide discussions with children, caregivers, teachers, religious leaders and other members of the community on the impact of harmful behaviour and how stigma and taboos can be addressed.<sup>6</sup>

### 3.3 FEATURES OF AWARENESS-RAISING CAMPAIGNS

Awareness-raising is an important aspect of both behaviour change and social transformation communications. It may involve informing individuals and communities about legal frameworks, the impact and risk of corporal punishment and support services available for parents and children. Experience in countries that have adopted a prohibition tell us that there are a number of key thematic areas that are particularly useful to generate awareness and social consensus in support of the law and a change in behaviour. These include campaigns that are incremental, long-term and have a broad target; explain the negative impact of corporal punishment; highlight the benefits of positive parenting; counter justifications; and place a duty to act.

#### TAKE AN INCREMENTAL AND LONG-TERM APPROACH WITH A BROAD TARGET AUDIENCE

Behaviour change and social transformation often entail incremental and long-term processes. To change attitudes and practice that have been around for a long time there may be a need for a sustained effort. To support incremental progress and sustain impact, it is important that planning and funding enables long-term and recurrent activities, which draw from and follow-up on learning from previous campaigns and initiatives.<sup>7</sup> A national strategy to prevent and address violence – which has a broad target group and is sustained over time – is likely to have more impact than one-off or isolated campaigns. Changing behaviour and transforming societies implies that all members of a society see and acknowledge violence against children and take action.

#### EXAMPLE

In Sweden, there is a public health approach to combating corporal punishment, which allows for long-term action with a broad target group, in combination with other activities such as helplines and public information in cinemas, newspapers, TV and radio.<sup>8</sup>

#### FOCUS ON NEGATIVE IMPACT AND POSITIVE PARENTING

Experience shows that a powerful way to stimulate change in attitudes to corporal punishment is to raise awareness about its negative impact on children's health and development. Spreading information about positive parenting and the impact of non-violent parenting strategies on children's health, development and on parent-child relations is also central to changing individual behaviour.

<sup>5</sup> Staffan Janson, Universities of Karlstad and Uppsala, Sweden, Presentation at the Non-Violent Childhoods Kick-off Meeting, Stockholm, 7 February 2017.

<sup>6</sup> [https://www.unicef.org/cbsc/index\\_42352.html](https://www.unicef.org/cbsc/index_42352.html) and

<sup>7</sup> Corporal punishment in the Baltic Sea Region, National Consultation Report Estonia (2017)/

<sup>8</sup> Non-violent childhoods: Consultation with stakeholders in Expert Meeting, Warsaw, 13-14 March 2018: "The Swedish Journey" by Bodil Långberg available at <http://www.childrenatrisk.eu/nonviolence/2018/03/14/expert-meeting-communication-and-campaigns-related-to-the-legal-prohibition-of-corporal-punishment/>

Parental support programmes, preventive health care and positive parenting programmes are a helpful complement to universal campaigns and often form part of the effort to raise awareness and prompt behaviour change among parents. For example, the Council of Europe campaign “Raise your hand against smacking” combines awareness-raising with material that educates parents on positive parenting.<sup>9</sup>

### COUNTER JUSTIFICATIONS

Experience in Estonia shows that awareness-raising about the legal ban and positive parenting is most effective when it is framed in the context of the culture, social traditions and norms of the target group. It explores how corporal punishment has evolved throughout history and how it is perceived today.<sup>10</sup> Justifications for corporal punishment based on culture and religion need to be specifically addressed, including by using evidence and research as well as cultural and theological arguments to address misconceptions, attitudes and beliefs.

### EXAMPLES

The Council of Europe campaign “Raise your hand against smacking” has developed material that debunks myths that sustain the existence and “legitimacy” of corporal punishment. The Child Rights International Network (CRIN) has also issued counterarguments to parental rights and culture and religious based arguments for using corporal punishment in children’s learning process.<sup>11</sup>

### IMPOSE A DUTY TO ACT

The Ombudsman for Children’s Rights in Poland has implemented country-wide campaigns called “React. You’ve got the right” and “Don’t beat me - love me” to make society aware of violence against children in their communities and to understand that taking action may save a child’s life.<sup>12</sup> Similarly, the campaign “See it, hear it, tell it” rolled out in five European countries encourages and empowers people to notice signs of violence and to take action. In Sweden, campaign material “Dare to see, Dare to react”, which encourages early detection and taking action against both physical and psychological abuse was developed with funding from the Government.<sup>13</sup>

In Latvia, the “See it, hear it, tell it” campaign was followed up with a campaign that delivered the message that the use of corporal punishment remains an issue hidden within families and that it breaks parent-child relations. The campaign was rolled out using posters, radio, TV and public events where high-level personalities were invited to hang a belt as a sign of their commitment to end the corporal punishment of children. A campaign to stop the transgenerational transmission of corporal punishment was implemented in several countries in Europe. It used the image of a family tree that was tied by belts, visualising a strong message of how the use of corporal punishment is passed on through the generations.<sup>14</sup>

9 <https://www.coe.int/en/web/children/corporal-punishment>

10 Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, National Consultation Report Estonia (2017).

11 <https://www.crin.org/en/library/publications/corporal-punishment-arguments>

12 Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, Mapping Report for the Baltic Sea Region, Stockholm (2017).

13 Ibid.

14 Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, National Consultation Report Latvia (2017).





# 04

## principles for effective awareness-raising and campaigning

**Effective awareness-raising and campaigning must promote children’s rights and ensure opportunities for children and other stakeholders to inform the development, implementation and evaluation of communication activities. Such actions must be inclusive, ethical and involve a broad set of actors in implementing diverse activities.**

### 4.1 CHILDREN AS RIGHTS-HOLDERS

The way children are treated is closely connected to how they are perceived. A key foundation for social transformation and behaviour change in this area therefore lies with the acknowledgement that children, like adults, are full persons, with their own rights to physical integrity, human dignity and participation.

Countries with a high level of social and individual support for the legal prohibition of corporal punishment against children have often seen a notable change over time in how children are perceived. When societies move away from viewing children as property of adults who can be punished without consequences and begin to see children as rights holders and equal members of society, there is less room to accept violence against children. Recognising children as rights-holders implies, among other things, that children should enjoy equal protection as adults against violence under the law, including protection against corporal punishment.

#### CHILDREN’S RIGHTS EDUCATION

To achieve this recognition, States that are party to the UN Convention on the Rights of the Child must make the principles and provisions of the Convention widely known to both adults and children. This can

help support progress towards the implementation of a legal ban on corporal punishment by contributing to making children visible and enhancing respect for children and their rights as well as changing negative attitudes towards children and their position in society

#### EXAMPLES

In Sweden, the Ombudsman for Children has produced material about children’s rights for parents and future parents on behalf of the Government. The material informs parents about how they can avoid behaviour that is inconsistent with children’s rights and that violates children’s integrity, including corporal punishment. It also provides support on how parents can build a positive relationship with their child based on mutual respect. The material consists of three short movies intended for parenting groups, guidelines for group leaders and a pamphlet for parents and future parents. In addition, the Council of Europe has developed a campaign that enables children to discover children’s rights in an understandable and enjoyable way. The material can be used in awareness-raising activities in schools and other places that children visit, such as health centres, social services, sports and cultural centres.<sup>15</sup>

<sup>15</sup> <https://www.coe.int/en/web/children/i-have-rights-you-have-rights-he/she-has-rights-...>

However, promoting children's rights in communication activities goes beyond simply disseminating information about children's rights. It also implies that the communication practices are informed by children's rights principles.<sup>16</sup> The best interests of the child must be a primary consideration in planning, implementation and evaluation of campaigns and advocacy for non-violent childhoods.

### EXAMPLE

The Communication for Development (C4D) process is an example of how to adopt a children's rights approach to social transformation and behaviour change. C4D is defined as a systematic, planned and evidence-based strategic process to promote positive and measurable individual behaviour and social change based on an understanding of the local context. C4D strategies and approaches help inform and develop the skills and self-confidence of community members to make informed decisions on issues that affect children's well-being. It encourages listening, dialogue, debate and consultation including the active and meaningful participation of children and young people. Marginalised groups are prioritised and given high visibility and voice. The activities address the whole child, including the physical, cognitive, emotional, social and spiritual aspects of childhood development. Activities also ensure that children are seen as agents of change and promotes self-esteem and confidence of care providers and children.<sup>17</sup>

## 4.2 ACTIVE INVOLVEMENT BY CHILDREN

Communication and awareness-raising can play an important role in implementing children's right to participation, both in terms of ensuring that they are made aware of their right to freedom from violence, and in terms of empowering them to play an active role in driving behaviour change and social transformation among both children and adults.<sup>18</sup> A wide range of awareness-raising initiatives addressing corporal punishment and aimed directly at children already exist. Yet, experience and research in many countries shows that children often do not know their rights and where to seek help and support when their rights are infringed upon. Children want to have access to quality information about violence, how it can be prevented and where to turn to if they are exposed to violence. Universal campaigns can play an important role, but it is also important to ensure that children have access to confidential advice and counselling.

### 4.2.1 MEANINGFUL AND EFFECTIVE PARTICIPATION

Informal consultations in Poland and Estonia in the context of the Non-violent Childhoods Programme gathered the views of children in relation to how to maximise the impact of campaigns to end the use of corporal punishment. The young people consulted expressed the view that although young people can be important change makers, many children and young people do not have opportunity to make their views heard and to feel represented politically.<sup>19</sup>

There are many advantages in engaging children in meaningful and effective participation in the development, implementation and evaluation of communication and awareness activities. Experience from across the globe shows that children can be important in awareness-raising and campaigning if they receive appropriate information, support and a safe environment to become actively engaged. Child participation can also play an important role in shifting the perception of children as beneficiaries of adult interventions to seeing them as rights-holders who are actively involved in making change.

Children's participation in awareness-raising and campaigns should create real opportunities to influence content, format and communication methods. Meaningful participation requires careful planning and sensitivity to a wide range of principles and foundations for child participation. The UN Committee on the Rights of the Child has developed a list of basic requirements for meaningful, ethical, effective and safe child participation.<sup>20</sup>

Participation must be transparent and informative, which means that children must be provided with relevant, diversity-sensitive and age-appropriate information about their participation, including where it will take place, its scope, purpose and potential impact. Children should be informed about their right to freely express their views and have them treated with respect. Participation is not an obligation, it is a right, and should therefore be voluntary. Children should never be coerced into expressing views and they should be informed that they can end their involvement in research and consultation at any time.

Meaningful child participation empowers children, builds self-esteem and confidence so that they feel that they are free and able to contribute. Participation must be respectful so that children are free to initiate ideas and activities and to negotiate their participation so that it is adapted to the involved children's preferred ways of working. The views of children should be treated with respect and bear in mind the socio-economic and cultural context. Children's participation should be of real relevance to children's lives and

<sup>16</sup> UN Convention on the Rights of the Child, Article 3 and Committee on the Rights of the Child, 'General Comment No. 14 (2013) on the right of the child to have his or her best interests taken as a primary consideration'.

<sup>17</sup> <https://www.unicef.org/cbsc/>

<sup>18</sup> UN Convention on the Rights of the Child, Article 12 and Committee on the Rights of the Child, 'General Comment No. 12 (2009) on the right of the child to be heard'.

<sup>19</sup> Turid Heiberg, 'Non-violent childhoods – lessons learnt' Presentation at the Non-Violent Childhoods Kick-off Meeting, Stockholm, November 2017.

<sup>20</sup> Committee on the Rights of the Child, 'General Comment No. 12 (2009) on the right of the child to be heard', p.26.

enable children to fully draw on their knowledge, skills and abilities. Children should be enabled to highlight and address issues that they themselves identify as relevant and important. To ensure participation is accountable a commitment is needed to follow up with children on how their views have been interpreted and used. Children should be provided with clear feedback on how their participation has influenced outcomes and should be given the opportunity to participate in follow-up processes or activities if appropriate.

Participation should be adapted to children's capacities and needs to ensure that it is child-friendly. Where appropriate, this also involves providing time, space and resources to prepare children so that they grow in confidence and ability to express their views. It is also important to recognise that children may need different types of preparation and support depending on their age and evolving capacities. Experience shows that adults also need preparation, skills and support to facilitate child participation. This may include training in listening to and communicating with children, working jointly with children and engaging children effectively.

Children's voices and experiences should be given equal weight. Participation must be inclusive, avoid existing patterns of discrimination, and encourage opportunities for all children to be involved. In certain situations, an expression of views may involve risk. All child participation must therefore be safe and sensitive to risk. This may involve developing a child safeguarding strategy that recognises the particular risk faced by some groups of children and the extra barriers they face in getting help and support. Confidentiality, privacy and the protection of data belonging to the children must be guaranteed at all times. Children must be made aware of their right to be protected from harm and know where to go for help. This may also involve engaging with families and communities to build understanding of the value and impact of children's participation and to identify potential risks.

#### EXAMPLE

The "Young speakers" method – based on the conviction that children are experts in their own lives – engages children in consultation in a meaningful and safe way. In Sweden, it has been used to consult with children on a wide range of topics, including on violence. The consultations have gathered useful messages from children about the implementation of the legal ban on corporal punishment, including on the role of social services.<sup>21</sup>

#### 4. 2. 2 CHILD FRIENDLY MATERIAL

Many countries have developed child-friendly material to support children of all ages in seeking information about corporal punishment and where to turn with questions and concerns. Child-friendly material can come in many different shapes and forms. Involving children in the development of information and awareness-raising activities helps ensure that the information and communication tools are interesting, relevant and appropriate for children.

#### EXAMPLES

The Council of Europe offers material on corporal punishment that is adapted for children, including a brochure and a TV spot.<sup>22</sup> In Sweden, the Ombudsman for Children has developed material for children about their rights, which consists of folders with information for different ages and guidelines for teachers who want to use the material in their education.<sup>23</sup>

#### STORY-TELLING APPROACH

Research has shown that key messages are conveyed more effectively through a story-telling approach than by simply communicating the information. Story-telling can transmit information in a way that is simple and attractive to children. Importantly, it often triggers emotions that the children can relate to.<sup>24</sup>

#### EXAMPLES

Experience in Estonia has revealed that story-telling on corporal punishment through movies or literature is effective in facilitating discussions and dialogue. In one project, a child-friendly story about corporal punishment in the first half of the 20th century was used to initiate discussions with young children about the legal ban on corporal punishment. Children were provided with opportunities to reflect on corporal punishment in meetings and in theatre plays and to take away learnings that they could transmit to others.<sup>25</sup> The development of children's books for a younger audience in Estonia and Sweden has been met with positive reactions. The books are written in a simple, but compelling language to ensure that the messages they contain are understandable and accessible. The Swedish book "Liten" (Small) is about a child who experiences conflict in the home and the strategies he uses when in difficult situations.<sup>26</sup>

Story-telling can also be a powerful tool to reach out to adolescents, both in written material and film, which can be disseminated in schools, via TV and radio, social media such as YouTube and Instagram and in film festivals for children and youth. The stories for older children can also be more explicit and raise difficult subjects as long as they tell the story from the

21 Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, National Consultation Report Sweden (2017).

22 <https://www.coe.int/en/web/children/child-friendly-materials>

23 <http://www.barnombudsmannen.se/barnombudsmannen/publikationer/utbilda-och-informera/jag-vill-saja-nagot-handledning-2009/>

24 Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, National Consultation Report Sweden (2017).

25 Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, National Consultation Report Estonia (2017).

26 Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, National Consultation Report Sweden (2017).

perspective of the child and respect the dignity of the child.<sup>27</sup> Story-telling has also been successfully used with adults, for example by compiling stories told by children to helplines in information material distributed in pharmacies, railway stations and medical clinics.<sup>28</sup>

#### EXAMPLE

The Džimba Safety Programme for young children in Latvia has proven to be effective in teaching children about risks and protection strategies, in a playful and interactive way. Children using these materials embark on a fictitious journey with the hero Džimba and learn about physical safety, safety in their relationships, their right to grow up free from corporal punishment and other forms of violence, and where to turn to for help. The programme supports parents, caregivers and teachers in discussions with children about violence and how to keep safe. The evaluation of the programme has shown that it has had a positive long-lasting impact on awareness.<sup>29</sup>

### 4.3 INCLUSIVE AWARENESS-RAISING AND COMMUNICATION

To support implementation of a legal ban on corporal punishment, it is important that communication activities reach out to the broad population. Populations are seldom homogenous. Different groups may respond to different types of activities and information. Special efforts must be made to reach and involve marginalised groups and those with a heightened risk of using violence.

It can be challenging to identify effective means to ensure that communication activities reach, and are adapted to, all segments and groups of the population so that they target specific needs, attitudes and practice. For example, universal approaches and campaigns may do little to convince communities and groups that condone corporal punishment as an effective way to educate and control children.

Experience shows that participatory approaches which engage community or religious leaders, educators, parents and children in dialogue, can be an effective way forward to transform persistent attitudes and norms that condone violence against children.

#### 4.3.1 HEIGHTENED RISK

Failing to involve hard-to-reach communities in the development, implementation and evaluation of communication and awareness-raising can undermine the credibility and effectiveness of these activities. Special efforts are often needed to reach families in which children are perceived to be at a heightened risk of violence. Parenting and support programmes, which work with parents to change their perception

of children and their behaviour can be effective in changing attitudes and reducing the use of corporal punishment.

#### EXAMPLE

In Estonia, participatory research involving parents in support programmes revealed that the community-based programme had improved parenting and communication skills as well as enabling participants to develop strategies for problem-solving and managing conflict. In particular, parents taking part in the programme appreciated having someone to turn to get information about legal matters, parenting and child protection.<sup>30</sup>

#### FATHERS

Many countries face a particular challenge in reaching and involving fathers in such programmes. This is a problem because even if the mother is informed and changes her attitudes and behaviour, the father may not, so the violence in the family continues. It may therefore be necessary to target fathers directly, including adapting messages, approaches and strategies to motivate their involvement and potential change.

#### EXAMPLES

In Latvia, a campaign specifically targeting fathers promoted the message that when fathers and mothers are both active parents and share the responsibility in the family, stress levels can be reduced and violence and aggressions can be prevented. The campaign offered group programmes, including in partnership with churches and faith-based organisations.<sup>31</sup> Another example is the global campaign to involve fathers called “Men Care Campaign”. It uses images and positive messages that speak directly to fathers, encouraging fathers to see the potential, importance, and responsibilities of fatherhood.<sup>32</sup>

#### MOTHERS

Experience shows that corporal punishment and other forms of violence against children is committed to a significant degree by women. Special attention is therefore also required to reach mothers who use, or are at risk of using, corporal punishment. In Finland, women who have tried to seek help report that they have not been heard or followed-up in an appropriate way. An important lesson learned is that there needs to be a low threshold for women to access information and counselling. Peer groups and group counselling can have a strong preventive effect and contribute to breaking cycles of transgenerational transmission of corporal punishment.<sup>33</sup>

27 Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, National Consultation Estonia (2017).

28 Non-violent childhoods: Consultation with stakeholders in Expert Meeting, Warsaw, 13-14 March 2018.

29 <http://www.dzimba.lv/lv/>; <http://www.centrsdardedze.lv/en/services/children/programm-for-children>.

30 Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, National Consultation Report Estonia (2017) p.27.

31 Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, National Consultation Report Latvia (2017) p.29.

32 <https://men-care.org>

33 Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, National Consultation Report Finland (2017).

#### 4. 3. 2 NEWLY ARRIVED CHILDREN AND PARENTS

Countries where strong social consensus and support for a legal ban on corporal punishment has been achieved may need to reconsider their strategies and adopt new ways of reaching out to newly arrived children and parents. This requires learning and adaptation from both new and established citizens as well as from professionals who work with children and their families. The information provided must meet the needs of migrants and asylum-seekers so that they have access to the same type and quality of information as long-term residents. Special efforts are required to ensure that the information provided addresses differences in culture, perceptions of children and violence so that it contributes not only to an awareness of the law, but an incremental change in attitudes and practice. Migrants and asylum-seekers are well placed to become advocates for changing attitudes and behaviours among people with similar backgrounds and cultures. If people from within the migrant communities are mobilised, they can become important advocates who can successfully engage others in discussions and sensitise their own communities.

#### EXAMPLES

Experience in Finland has found that providing information can make a difference if it is combined with counselling and advice on how to apply it in day-to-day family life.<sup>34</sup> In Sweden, a web-based youth clinic, administered by the county council in Stockholm, contains information available online in the five most common languages of migrants and asylum seekers. Together with the Swedish Agency for Youth and Civil Society, training courses are being developed linked to this website.<sup>35</sup>

#### 4. 3. 3 CHILDREN WITH DISABILITIES

Inclusive communication and awareness-raising also implies that all children are included in information and support material. Children with disabilities belong to a particularly vulnerable group that requires special attention. For example, experience in Finland shows that there is a need for information and guidelines for professionals on how to detect and identify violence against children with disabilities.<sup>36</sup> In Sweden, research has shown that there is a need for more information and more education on the prevention of violence, the right of children to grow up free from violence, interpersonal relationships and sexual and reproductive health specifically for children with disabilities. Such training should take place through the standard training curricula and on the job training for professionals who work with children with disabilities. Findings also show that parenting support programmes need to be in place specifically for parents of children with disabilities.<sup>37</sup>

#### 4. 4 ETHICAL AWARENESS-RAISING AND CAMPAIGNS

Ethics are particularly important in the context of campaigns and public debates on violence against children. Strong ethics contribute to the credibility and effectiveness of a campaign and protect children and adults from potential emotional harm or threats to their security as a result of their participation or visibility in campaigns.

Key principles include ensuring respect for persons, including ensuring informed consent, privacy, data protection and safeguarding participants from harm; and ensuring respect for the broader community or target groups so that the risks do not outweigh the benefits of a campaign.

Another crucial ethical concern is to refrain from making promises or encouraging actions that are unrealistic in a given context. Contextual analysis is key to ensuring that campaigns “do no harm”, that they do not expose children to risk or contribute to generating distrust between children and adults. For example, in countries where research indicates teachers are largely in favour of corporal punishment, it may not be wise to encourage children to talk to teachers about the violence they are exposed to.

#### 4. 5 WORKING TOGETHER

Strong and broad partnerships are crucial to effective behaviour change and social transformation. Working together can help ensure inclusive awareness-raising and campaigns that reach and involve all important audiences with activities and messages that are effective and appropriate to their different needs. Such partnerships also gather critical mass and demonstrate that different groups and professions, such as doctors, politicians, faith based groups, teachers, the police and civil society, stand firmly behind a ban on the use of corporal punishment against children.

States have a primary role in ensuring measures to implement the legal ban, for example through national strategies on public health and education. In addition, there are a number of stakeholders that can take effective action alongside ministries and local government, by emphasising different aspects such as health, positive parenting, the impact of violence, harmful traditions and practice and the role of law enforcement. Such actions can reach and influence different audiences, including for example parents, educators, health professionals, community and religious leaders, children and young people. They deliver different types of action, including advocacy, service-provision, education and community-based activities that provide opportunities to raise awareness and contribute to change in attitudes and practice. This mix of focus, reach, influence and activities forms an important recipe for successful behaviour change and social transformation.

34 Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, National Consultation Report Finland (2017).

35 Ola Florin Preventing Men's Violence Against Women and the Child Rights Implications, Ministry of Health and Social Affairs, Presentation, Stockholm, 10 May 2017.

36 Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, National Consultation Report Finland (2017) p.29.

37 Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, National Consultation Report Sweden (2017).



Some of the key actors for change in this area are discussed in further detail below. However, this list is not exhaustive, a thorough analysis of which actors can and will be most influential in securing social change is needed. Building strong partnership should never be based on mere assumptions of what might constitute a helpful partner in reaching out to individuals and communities.

#### 4.5.1 NON-GOVERNMENTAL ORGANISATIONS

Non-governmental organisations (NGOs) play an important role in advancing both changing behaviour and social transformation through their role in advocacy, awareness-raising, training, service provision and delivery of positive parenting programmes. Youth based NGOs and groups can play a particularly important role in reaching out to children and supporting peer-to-peer learning that is adapted to the interests of children and uses their preferred communication channels. A wealth of NGO produced awareness-raising and campaign initiatives exists on children's right to freedom from violence, including on corporal punishment.

##### EXAMPLES

The Global Initiative to End All Corporal Punishment of Children has actively supported global, regional and national campaigns with relevant information and assistance since 2001, drawing on a broad partnership and extensive research.<sup>38</sup> Save the Children has supported and implemented numerous awareness-raising initiatives and campaigns to end the use of corporal punishment, including a campaign in Romania that was developed and implemented by children. The Global Initiative to End All Corporal Punishment of Children and Save the Children have also together developed a campaign manual aimed at ending the use of corporal punishment against children.<sup>39</sup> There are also many examples of national campaigns. In Poland, the Empowering Children Foundation has developed and implemented numerous campaigns, which have been shared with many other countries in the region to save resources and capitalise on successful concepts. In Latvia, the Centre Dardedze has been campaigning for non-violent childhoods and positive parenting for over a decade. Activities have included a multi-pronged approach including awareness-raising, campaigning, advocacy, activities with children and the implementation of positive parenting programmes. In Finland, the Federation of Mother and Child Homes and Shelters, which operates shelters and open care centres for adult and child victims of domestic violence, offers a programme called "Encourage me and I'll grow strong", which focuses on the relationship between parents and the

child. The programme has produced a leaflet that offers guidance to parents in relation to their behaviour towards their child, how to talk and negotiate with a child, how to control their own and the child's emotional state and how to set boundaries in a child's life that are positive and create security. The leaflet informs parents that some parenting methods can be harmful and explains different forms of maltreatment of children as well as their immediate and longer-term consequences for the child and the parent-child relationship. Parents are encouraged to seek help early, if they experience difficulties.<sup>40</sup>

#### 4.5.2 SERVICE PROVIDERS

NGOs often work as service providers or in collaboration with local service providers, such as health services, child protection services and schools. Service providers can play an important role in raising awareness with adults, children and professionals in the context of their work, but also in terms of developing targeted awareness-raising campaigns and support programmes.

##### EXAMPLE

In Estonia, civil society, community-based organisations and local child protection departments play an important role in sensitising citizens in relation to child protection, the rights of the child and positive parenting. The strong emphasis on local services as well as the adaptation of services to the context and needs of communities has helped reach in particular families who are marginalised or from minority groups. In the areas where the population is mainly Russian speaking, local associations have succeeded in promoting positive change in parent-child relations and community life by translating various information materials into Russian, targeting kindergartens, schools and youth clubs and encouraging the active involvement of the media with positive and ethical reporting on child protection and parenting.<sup>41</sup>

#### 4.5.3 SCHOOLS

Schools play a key role in raising awareness with children and engaging children in interactive learning opportunities. They also provide a platform for reaching out to parents and professionals.

##### EXAMPLES

In Estonia, there is a collaboration between the Office of the Chancellor of Justice and the Union of School Psychologists that involves awareness-raising and sensitisation in schools. Parents and teachers are invited to an event where they watch a film together and discuss the subject matter, moderated by the school psychologist. The results of this initiative have

38 <http://www.endcorporalpunishment.org/>

39 <https://resourcecentre.savethechildren.net/sites/default/files/documents/3320.pdf>

40 Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, National Consultation Report Finland (2017). The campaign can be found on [http://www.e-julkaisu.fi/ensi\\_ja\\_turvakotien\\_liitto/towards\\_a\\_safe\\_childhood/#pid=1](http://www.e-julkaisu.fi/ensi_ja_turvakotien_liitto/towards_a_safe_childhood/#pid=1)

41 Irina Golikova, Sillamäe Child Protection Association, Activities and services of Sillamäe child protection association: Putting effort on psychological help and preventing violence, National Consultation Estonia, Narva, 16 November 2017.

been very positive as it helps people to open up about corporal punishment with a focus on the events in the film, rather than having to share personal stories.<sup>42</sup> Finland has an education programme for professionals in schools, funded by the National Board of Education. It informs professionals about the stories, views and concerns that children have expressed when in contact with a helpline. The programme has been rolled out in three cities and has been very well received by education professionals.<sup>43</sup>

#### 4.5.4 POLICE

The Police can make an important contribution to awareness-raising, community out-reach and training. Experience in Estonia shows that establishing trusted relations and open communication channels between police, citizens and professionals, encourages children and adults to contact the police to ask for information or help in relation to violence against children. In Estonia, the police can be contacted at the police station, via telephone, email or through a “Web-Constable” on Facebook. Web-Constables provide children and adults with easy access to information and advice from a police officer. Children use this contact actively on a range of issues, including matters of corporal punishment and violence. The police has also had positive experiences in engaging directly with children, for example through camps where children learn self-defence skills and in schools where they participate in awareness-raising activities.

#### 4.5.5 RELIGIOUS, SPIRITUAL AND FAITH-BASED GROUPS

Religious, spiritual and faith-based groups have tremendous reach and credibility with their constituencies and can play an important role in helping communities to reflect on faith and beliefs in the context of violence against children. Through awareness-raising, education and discussion they can send out a strong signal that traditions and practices that are harmful to children must end. They can also support their communities in changing behaviours and finding positive alternatives. In addition, they can provide a safe environment which allows adults and children to discuss their experiences, and seek advice and support, both individually and in groups.

#### EXAMPLES

Experience in Poland shows that priests can have a strong impact in promoting non-violent parenting strategies in their parishes. There are many opportunities for priests to speak openly about violence prevention in the family and the prohibition of corporal punishment against children, to sensitise parents and promote non-violent childhoods.

Opportunities to address these matters present themselves in schools, in youth work, in community centres and social activities, in family counselling, in individual conversations with members of the parish and in church during the service.<sup>44</sup>

The Church of Sweden works with children and families in many different ways. Most parishes offer counselling for parents and individuals and in larger parishes there are usually networks for family counselling. Many offer an open space for new parents to meet one another while they are on parental leave. The parishes also work with children and youth groups, which provide space and opportunities for young people to discuss issues that affect their lives, including violence. The church also offers a neutral space for parents to seek advice.

Faith groups are also in a strong position to engage in a theological discussion with other faith groups that condone violence and to confront interpretations of scripture that are used to justify corporal punishment. Around the globe, churches and faith groups have taken action to issue public statements and support legislation to prohibit corporal punishment. Inter-faith collaboration has been, and continues to be, crucial in demonstrating unity and delivering strong messages to religious constituencies across the globe.<sup>45</sup>

#### 4.5.6 THE MEDIA

The media can be an important and influential partner in communicating information to the public about the prohibition of corporal punishment, the prevalence and impact of violence, children’s rights and alternatives to violence. Informed and critical public debate can help generate a public awareness, social consensus and support for prohibition. Sensationalist reporting on the other hand often tends to dismiss opportunities to generate awareness, to educate the public about violence against children and to promote positive practice.

Ethical and professional standards, including respect for confidentiality and privacy, are central to media reporting in this area, and to avoid negative consequences for sources who initiate, contribute to or feature in media reporting. Guidelines for ethical media reporting and awareness can help both journalists and campaigners to establish principles and accountability, avoid exploitation and eliminate risks to children.<sup>46</sup> It also helps if those who report on violence have a developed understanding and sensitivity to the issues at stake.

42 Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, National Consultation Report Estonia (2017).

43 Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, National Consultation Report Finland (2017).

44 Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region: National Consultation report Poland (2017).

45 Chris Dodd (2018) ‘Engaging with faith-based communities – campaigning for non-violent childhoods’ Presentation at Non-violent childhoods: Consultation with stakeholders in Expert Meeting, Warsaw, 13-14 March 2018.

46 See for example International Federation of Journalists, ‘Putting Children in the Right. Guidelines for Journalists and Media Professionals (2002).

## EXAMPLES

In Latvia, the media has engaged in awareness-raising, dissemination of information and public debates to encourage measures to prevent corporal punishment, including positive parenting and teaching strategies. Reporting on specific cases can sometimes shine a spotlight on particular concerns and provide a powerful incentive for action to protect individual children against violence. However, given the potential risks associated with public exposure there is a strong preference for anonymous, factual reporting of cases accompanied by non-judgemental analysis. Some journalists also work closely with the civil society and experts to provide them with information and advice.

In Poland, the Ombudsman for Children's Rights meets regularly with journalists who specialise in reporting stories concerning children. These consultations and the specific insight of journalists who have investigated cases inform the Ombudsman's policy analysis and can influence the development of recommendations and advocacy work aimed at strengthening the implementation of national laws concerning children.<sup>47</sup>

### 4.5.7 HELPLINES

Child helplines can play an important role in disseminating information and providing children with an opportunity to speak about violence and receive advice. Helplines are particularly successful if they offer multiple channels for children to get in contact, including telephone, email, Skype, Facebook Messenger and other mobile chat applications. In many countries, child helplines have implemented campaigns to raise awareness about children's rights, the right to protection from violence and places where children can get help. The helplines also make an important contribution to collecting systematic data collection, statistics and qualitative reports from children, which can provide a basis for developing new tools, guidelines, policy and procedures. For example, the Child Helpline in Finland, has, in collaboration with the Children's Ombudsman, supported the development of concrete guidelines on how to engage with and listen to children.<sup>48</sup>

### 4.5.8 INTERGOVERNMENTAL ORGANISATIONS

International and regional intergovernmental organisations can play an important role in supporting national awareness-raising and campaigns by supporting research, providing campaign material, and mobilising cross-country partnerships and political support for action at a national level.

## EXAMPLES

For example, UNICEF provides a wealth of research and guidance on how to develop campaigns with

a children's rights approach. The World Health Organisation (WHO) has a strong focus on ending violence against children and corporal punishment, including publishing the INSPIRE report containing evidence-based strategies to tackle violence against children. The UN Special Representative of the Secretary-General on Violence against Children acts as an influential catalyst for change by mobilising action and political support.

## COUNCIL OF EUROPE

At a regional level, the Council of Europe (CoE) has played a formidable role in promoting children's rights in Europe, including children's right to freedom from violence through the 'Raise your hand' campaign. The Parliamentary Assembly, which brings together representatives from all 47 Member State's parliaments, has adopted a Recommendation that calls for Europe to become a "corporal punishment-free zone". The European Committee of Social Rights has found that a failure to prohibit corporal punishment by a State party to the European Social Charter and the Revised Social Charter is a breach of the Charter itself. In recent years, the European Court of Human Rights have condemned the use of corporal punishment against children in several judgments.<sup>49</sup>

## EUROPEAN UNION

The European Union (EU) has also made important contributions to ending the use of corporal punishment. For example, the European Parliament has issued political statements in favour of stamping out the use of corporal punishment against children and the EU has also provided extensive funding for projects to end the use of corporal punishment in Europe.

## COUNCIL OF THE BALTIC SEA STATES

The Council of Baltic Sea States (CBSS) plays an active role in promoting a legal ban on the use of corporal punishment and changing the mind-sets and public opinion in the Baltic Sea region and beyond. The Non-violent Childhoods Programme is an example of how a regional organisation can help support and facilitate collaboration across borders on a common cause.<sup>50</sup>

## PARTNERSHIPS

In addition, the Global Partnership to End Violence against Children brings together governmental, non-governmental and private sector actors to accelerate action to tackle violence against children, including awareness-raising on the Sustainable Development Goal 16.2 and other targets for ending violence against children.<sup>51</sup> The Partnership's strategy provides building blocks for countries that want to accelerate action to end violence against children.<sup>52</sup>

47 Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region; National Consultation report Poland (2017).

48 Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, National Consultation Report Finland (2017) p.31.

49 See in particular *Tyrer v. UK*, 1978; *Campbell and Cosans v. UK*, 1982; *Costello-Roberts v. UK*, 1993; *A v. UK*, 1998.

50 [www.childrenatrisk.eu/nonviolence/](http://www.childrenatrisk.eu/nonviolence/)

51 <https://sustainabledevelopment.un.org/sdgl6>

52 <http://www.end-violence.org/>



#### 4.5.9 THE PRIVATE SECTOR

Private sector involvement has proven fruitful in many campaigns related to children's rights due to its huge financial power and reach. There are a number of ways corporate bodies can engage, for example through campaigns, developing communication channels and material and supporting the education of their employees in non-violent parenting strategies.<sup>53</sup> The Body Shop campaign "Stop violence in the Home" implemented in collaboration with civil society organisations is one example of a campaign that was effective in both reach and impact. The Body Shop has also supported research by UNICEF on how violence affects children in the home.

There are also examples of where products have been used for broad dissemination of short messages to stop violence against children. One example is the Save the Children campaign which placed short messages to discourage corporal punishment on flip-flops, which they distributed widely in communities. This campaign was a result of a consultation with children that revealed that parents often used their shoes to hit children.

#### 4.5.10 RESEARCHERS, UNIVERSITIES AND THINK-TANKS

Researchers, universities and think-tanks can provide invaluable insights into, for example, contextual analysis, data and research on the prevalence and impact of corporal punishment, evidence-based evaluation of the impact of initiatives and innovative solutions to address violence. In many countries, research findings and data about child development, the impact of violence on children, and intergenerational transmission of violence have played a crucial role in informing awareness-raising, public debate and the support that is offered to parents and professionals. Well-known researchers have provided evidence to support arguments in favour of prohibition and brought their knowledge and credibility to public campaigns by providing concrete information, data and solutions.

<sup>53</sup> Non-violent childhoods: Consultation with stakeholders in Expert Meeting, Warsaw, 13-14 March 2018: "Working with the corporate sector on child rights" by Henrik Holmquist available at <http://www.childrenatrisk.eu/nonviolence/2018/03/14/expert-meeting-communication-and-campaigns-related-to-the-legal-prohibition-of-corporal-punishment/>



# 05

## awareness-raising and campaigning for behaviour and social change

Behaviour and social change is a complex and long-term process, which requires a mix of interventions that are carefully planned, embedding principles and taking into account the national context, audience, potential partners and resources. Taking time to build easy, attractive, timely and social interventions, which involve children in developing, implementing and evaluating action can maximise outcomes and ensure cost effectiveness. Learning from monitoring and evaluation is crucial to determining how future strategies, activities, partners and channels should be designed and deployed to maximise impact.

Behaviour and social change is often complex and sometimes sensitive. Awareness-raising and campaigning therefore requires careful planning and attention to how messages are developed and transmitted, taking into account the foundations and principles introduced in the previous chapters.

Social and behaviour change communication (SBCC) uses communication to change the attitudes, norms and behaviours of individuals and societies. This method connects and coordinates messaging across a variety of communication channels to reach multiple levels of society so that individuals and communities receive information from sources they know and trust. SBCC has had proven impact in the area of health promotion. It places the participation of audiences at the centre of situation analysis and the development, implementation and evaluation of initiatives.

### 5.1 UNDERSTANDING THE CONTEXT

The first step for SBCC is to define and understand the specific problem and the dynamics that underpin it.<sup>54</sup> This involves analysing the context, dynamics and drivers of a certain practice. This will help identify challenges, priority groups, who and what influences attitudes and behaviours and who the key partners might be. Paying specific attention to analysing the audience can help identify, develop and implement activities that are effective and appropriate to a certain audience, including messaging, communication channels and materials. It can also help ensure that the campaign is sensitive to the principle of doing no harm to the target group.

The aim of the exercise is to avoid making assumptions or jumping to conclusions but instead to achieve a deep understanding of the existing opportunities and challenges that need to be leveraged and addressed. Involving actors including target audiences, that have experience and insight into different contextual

<sup>54</sup> The steps set out for SBCC in this report draw on the 'P Process', but do not represent a description or overview of that process. For further details, see: [https://www.thehealthcompass.org/sites/default/files/strengthening\\_tools/P%20Process%20Eng%20%26%20Fr.pdf](https://www.thehealthcompass.org/sites/default/files/strengthening_tools/P%20Process%20Eng%20%26%20Fr.pdf)

elements, groups, attitudes and other drivers of behaviour, will help ensure that the information and analysis is useful and relevant.

## 5.2 BUILDING THE INTERVENTION

Once there is adequate analysis in place, it is time to start building initiatives. SBCC typically includes several different types of interventions and communication channels that engage different actors, in particular in societies which are diverse and where different groups may need different approaches. This may include advocacy, community-based and national media, broad public campaigns, counselling, positive parenting programmes and ICT (such as social media and eLearning). Actors that are most likely to influence the respective audiences apply the knowledge gained through the situation analysis to their context and role, and develop targeted communication objectives and measures to convince their audience. The audience is invited and enabled to participate in the activities and play an important part in the evaluation of the programme.

SBCC is based on knowledge, research and data but it is also reliant on creative ideas to identify effective ways of sharing knowledge. There are a number of methods and approaches to effective learning and awareness-raising that aim at encouraging a certain behaviour. Key messages include that learning methods should be adapted to how people want to learn, that they should be memorable, engaging and fun.<sup>55</sup> Participation in story-telling activities is one example of how learning with children can be made memorable, engaging and fun.

### 5.2.1 EASY AND ATTRACTIVE INITIATIVES

The EAST method applies four guiding principles to initiatives that want to influence behaviour: Easy, Attractive, Social and Timely.<sup>56</sup> This framework was developed to help policy makers and practitioners develop effective behavioural approaches and can inspire the development and planning of awareness-raising and campaign activities. The EAST method advocates simple messages that are easy to understand and include clear and specific recommendations of what should be done. Making communication attractive can involve identifying and applying elements that will attract attention, including the use of images, colours, styles etc. An example of this is the campaign in Latvia, which used a photo of a family tree tied with belts that illustrated a compelling message of transgenerational transmission of violence.

### 5.2.2 SOCIAL INITIATIVES

Making initiatives social can involve showing that most people, or people who can influence a certain individual or group, either support or practice the desired behaviour. It may also involve mobilising communities and networks in encouraging behaviour to spread peer-to-peer, for example through faith-based groups or youth organisations. In some contexts, it is powerful to bring in celebrities, well-known professionals and politicians as ambassadors and spokes-persons that demonstrate their support for the cause openly. In Sweden, many different professional groups and individuals, such as well-known social workers and doctors, as well as politicians, have helped influence the public opinion by demonstrating their support and sharing their knowledge openly.<sup>57</sup>

### 5.2.3 TIMELY INITIATIVES

A timely initiative prompts people to support or practice the desired behaviour at a time when they are most likely to be receptive, such as around major life events like becoming a parent. At key moments it can help people to understand and plan how their intentions will turn into actual behaviour. For example, service providers, including pre- and post-natal care for new parents can play an important role in raising awareness with parents about the impact of violence and non-violent parenting strategies at a time when parents are likely to be receptive to advice and learning.

### 5.2.4 INVOLVING THE AUDIENCE

Relevant and appropriate communication products can move audiences, change attitudes and inspire change in behaviour. For example, the use of compelling images and messages in campaign material or a convincing training framework and material about the impact of violence on children's health and non-violent alternatives to parenting can prove important in changing behaviour. It is important to understand and assess the opportunities and risks a particular communication tool can generate, so there is preparedness to take action to mitigate negative impact. For example, social media campaigns can generate push-back from non-supportive individuals and groups and may lead to distorted messaging and unhelpful public conversations.

Involving the audience and children can provide useful advice about developing appropriate communication channels, messages and materials. It is also a useful tool to inform evaluation and review. Where appropriate, audiences can also be mobilised to engage in implementation of the activities.

<sup>55</sup> See for example Mindspace <https://www.mindspace.net>

<sup>56</sup> <http://www.behaviouralinsights.co.uk/reports/behavioural-insights-team-publishes-east-a-new-framework-for-applying-behavioural-insights/>

<sup>57</sup> Staffan Janson, Universities of Karlstad and Uppsala, Sweden, Presentation at the Non-Violent Childhoods Kick-off Meeting, Stockholm, 7 February 2017.

During a consultation in Estonia, young participants made a number of recommendations about how to build effective communications against the use of corporal punishment. The use of social advertising in communications about corporal punishment was strongly recommended. It was suggested that a very short video might attract the attention of a young audience instantaneously, causing them to reflect on the subject matter. It was suggested that the brief advertising videos on YouTube, which cannot be skipped, could be a good entry point to reach young people online. By comparison, the use of posters was thought to be less impactful, although potentially effective if displayed at locations where children and parents would see them daily, for instance at bus stops.

It was suggested that communications should also target parents and advise them on alternatives to corporal punishment. It was felt that parents should be made to understand how children feel when they are subjected to violence, in particular the fear that they would feel about being in the home. It was felt that the message that corporal punishment is a form of violence should be forcefully delivered. The young people believed it could be acceptable to show scenes of parental violence against children, as long as they reflect the reality and the perspectives of the child. They expressed the view that a successful campaign against corporal punishment should act as a powerful wake-up call, demonstrating precisely how violence is harmful to children. The young people also emphasised the need to inform children about how to get help from a social worker or another support person and encourage them to speak about violence. An important message was that it is vital to create a culture of empathy and encourage people to help each other when someone needs help.<sup>58</sup>

### 5.3 TESTING, LEARNING AND ADAPTING

Monitoring and evaluation is crucial to understand if the awareness-raising initiative or communications campaign has had the intended impact on the knowledge, attitudes and behaviours of the targeted audiences and if it has generated positive change for children and parents.<sup>59</sup>

Important lessons can be learned about how future strategies, activities, partners and channels should be designed and deployed to maximise impact. It can give important information about how success can be scaled up, if and how it is possible to replicate positive impact with other audiences and which areas, methods and materials need to be revised or improved.

Monitoring and evaluation are often overlooked in the planning process. In order to ensure that it really happens, it is important to plan roles, responsibilities, strategies, methods and resources and to identify success indicators already at the planning stage. Indicators can help reveal important outcomes:

- Valid - does the indicator measure what it is intended to measure?
- Reliable - does the indicator produce similar results when used in other contexts?
- Specific - does the indicator measure a single topic or challenge?
- Sensitive - does the indicator reflect changes in what is being studied?
- Operational - is the indicator measurable or quantifiable with developed and tested definitions and reference standards?

Involving the audience in monitoring and evaluation can shed light on information and perspectives that otherwise would have been lost. Audiences, including children, should be encouraged and enabled to provide feedback and evaluate the initiatives.

<sup>58</sup> Non-violent childhoods: Moving on from corporal punishment in the Baltic Sea Region, National Consultation Report Estonia (2017).

<sup>59</sup> See for example <https://www.k4health.org/sites/default/files/BCCTools.pdf>, <https://ccp.jhu.edu/social-behavior-change-communication/> and <https://sbccimplementationkits.org/lessons/task-7-monitoring-and-evaluation/>



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### **Non-Violent Childhoods**

The Non-Violent Childhoods programme aims to promote the full implementation of the legal ban on corporal punishment in the Baltic Sea Region through collaborative, multi-stakeholder planning and action. The programme is managed by the Council of the Baltic Sea States and jointly funded by the European Commission. [www.childrenatrisk.eu/nonviolence](http://www.childrenatrisk.eu/nonviolence)

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### **Council of the Baltic Sea States**

Established in 1992, the Council of the Baltic Sea States (CBSS) is a political forum for regional inter-governmental cooperation and dialogue. The member states of the CBSS are Denmark, Estonia, Finland, Germany, Iceland, Latvia, Lithuania, Norway, Poland, Russia, Sweden, as well as the European Commission. The CBSS operates through its networks and expert groups. In 1998, the CBSS initiated its work to implement the UN Convention on the Rights of the Child. The CBSS Expert Group on Children at Risk engages with national, regional and international stakeholders to end abuse, exploitation, trafficking and all forms of violence against children. [www.cbss.org](http://www.cbss.org)

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### **A Regional Initiative and Partnership**

The Non-Violent Childhoods programme operates in partnership with ministries from Estonia, Finland, Latvia and Sweden and with the Ombudsman for Children's Rights in Poland. Representatives from government ministries, national parliaments, ombuds-offices for children, academia and organisations as well as children from most of the countries in the Baltic Sea Region have in addition participated in expert meetings and contributed to the programme and the guidance reports. Experts from other countries and institutions in Europe have also taken part.

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### **Global Initiative to End All Corporal Punishment of Children**

The Global Initiative to End All Corporal Punishment of Children works with governments and non-governmental actors towards universal prohibition and elimination of corporal punishment of children. It is an international partner to the Non-Violent Childhoods programme. [www.endcorporalpunishment.org](http://www.endcorporalpunishment.org)

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## Guidance Reports

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**A Step-by-Step Guide** on implementing the Convention on the Rights of the Child to achieve an end to corporal punishment

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**Ensuring Non-Violent Childhoods** –  
Guidance on implementing the prohibition of corporal punishment in domestic settings

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**Parenting for Non-Violent Childhoods** –  
Positive parenting to achieve an end to corporal punishment

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**Building Supportive Societies for Non-Violent Childhoods** – Awareness-raising campaigns to achieve an end to corporal punishment

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**Service Providers as Champions for Non-Violent Childhoods** – Service provision for children and parents to achieve an end to corporal punishment

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**Tracking Progress towards Non-Violent Childhoods** – Measuring changes in attitudes and behaviour to achieve an end to corporal punishment

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The Non-Violent Childhoods Programme is led by the  
Council of the Baltic Sea States in partnership with:

Ministry of Social Affairs, Estonia  
Ministry of Social Affairs and Health, Finland  
Ministry of Welfare, Latvia  
Ombudsman for Children's Rights, Poland  
Ministry of Health and Social Affairs, Sweden  
The Global Initiative to End All Corporal Punishment of Children

More information on the Non-Violent Childhoods programme, including its guidance reports and the campaign, can be found at [www.childrenatrisk.eu/nonviolence](http://www.childrenatrisk.eu/nonviolence)



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GLOBAL INITIATIVE TO  
**End All Corporal  
Punishment of Children**