

6 Implementation of prohibition in the home and other settings

6.1 Lessons from Sweden

Monika Sarajärvi

The history of legislative reform in Sweden

At the end of the 19th century, legislation slowly started to change to demonstrate that the child is an individual with his or her own rights. Only decades earlier it had been perfectly acceptable for a husband to beat his own servants, wife and children – provided they didn't die from their injuries. In 1920, a law was passed giving priority to the best interests of the child. But at that time, 'a good spank' was still considered to be in the child's best interests, and was expressly permitted in the law.

The first law explicitly regulating the relationship between parents and children was introduced in 1949. The law referred to 'reprimand' instead of 'punish', indicating that parents should avoid the 'more violent forms of physical violence'. But corporal punishment was still permitted.

In 1957, the legal defence for the use of corporal punishment was removed from the Penal Code. This meant that it was no longer lawful for a parent or guardian to beat a child if this caused injury. And soon after, corporal punishment in schools and in social, including penal, institutions was prohibited. But the Parenthood and Guardianship Code still allowed for corporal punishment by parents.

In the mid-1960s, an investigation revealed

that many children were still subject to assault in their homes. The Ministry of Justice wanted to introduce legislation saying that chastisement was no longer allowed, but the Swedish parliament was not ready to take this step. However, they agreed to remove the provision from the Parenthood and Guardianship Code which said that parents could use 'convenient means' of bringing up children, commonly used to justify the use of corporal punishment. In theory, this meant that children in Sweden had the same right under criminal law to be protected from violence at the hands of their parents as did adults and other people's children.

But the long history of social and legal acceptance of corporal punishment in childrearing meant that this was insufficient in itself to protect children from being hit by their parents. This was highlighted by a number of cases of child abuse in the early 1970s.

Following one case, where a father was acquitted even though his daughter had been taken to hospital covered in bruises, parliament in 1977 appointed a Children's Rights Committee to investigate how many people knew that since 1966 it had been unlawful to beat children. The Committee also considered whether stronger legislation was necessary to protect children. Public awareness of the law was found to be poor, and experts testified that physical chastisement and humiliating,

insulting and degrading treatment was endangering children's development. The Committee proposed explicit prohibition in law, which was enacted in the Parenthood and Guardianship Code in 1979.

Summary of legal reform in Sweden

1949	Parenthood and Guardianship Code – regulated the parent-child relationship, and referred to 'reprimand' not 'punish', but permitted corporal punishment
1957	Penal Code – amended to remove the legal defence available to parents who assaulted their children in the name of punishment
1958	Corporal punishment forbidden in schools
1960	Corporal punishment forbidden in social, including penal, institutions
1966	Parenthood and Guardianship Code – amended to remove the legal defence for parental corporal punishment
1975	Acquittal of the father of a 3-year-old, despite causing extensive bruising, prompted parliamentary concern
1977	Children's Rights Committee appointed by parliament to investigate effectiveness of the 1966 legal change
1978	Children's Rights Committee recommended explicit prohibition
1979	Parenthood and Guardianship Code – amended to explicitly prohibit corporal punishment

Parenthood and Guardianship Code (amended 1979)

'Children are entitled to care, security and a good upbringing. Children are to be treated with respect for their person and individuality and may not be subjected to corporal punishment or any other humiliating treatment.'

The purpose of prohibition

The Swedish ban on corporal punishment had, and still has, three objectives:

1. To change attitudes

The ban was intended to alter attitudes towards the use of physical force against children. The law was expected to produce a shift in social pressure, so that a 'good' parent would be seen as one who does not use physical punishment.

2. To set guidelines

The ban was intended to set a clear guideline for parents and professionals working with children, ending debates about 'acceptable' and 'unacceptable' forms of physical punishment. Nurses, social workers, teachers and other professionals could now state clearly that physical force was simply not permitted.

3. Earlier identification, intervention and prevention

Earlier identification was expected to result in earlier intervention and prevention. Professionals could now feel comfortable in recommending alternative disciplinary strategies, providing supportive and educational materials to families, and acting quickly when they identified families at risk.

An obligation to report suspected child abuse, on professionals and authorities such as child-care, school, health and social services, accompanied the law. This made it clear that violence is never a private matter.

Public education

The Ministry of Justice in Sweden understood that although the new law enjoyed broad domestic support they would need to take strong action to make it known to the wider public.

A massive information campaign was launched in the media, but information efforts were also targeted directly at families, including:

- a 16-page pamphlet distributed to all families with children. It was printed in many languages and was the most expensive pamphlet distribution ever carried out by the Ministry of Justice
- information on milk cartons. For two months, information about the law was printed on milk cartons, ensuring that the campaign landed in practically every Swedish kitchen, giving children and their parents a topic to discuss.

In 1981, two years after the law had entered into force, a survey showed that 99 per cent of the Swedish population was familiar with the law.

Impact

At the time, the ban on physical punishment was considered a radical measure outside of Sweden. Many international commentators ridiculed it or viewed it as an intrusion into private life – a threat against the liberty of parents in bringing up their children.

In Sweden, very few people accused the government of meddling in family affairs by imposing the law. However, a small group of parents did complain to the European Court of Human Rights, claiming that their rights as parents were being violated. Their complaint was turned down and instead the Council of Europe promoted the Swedish initiative and expressed their wish for more countries to follow this example.

From the legal point of view all loopholes in the law had now been closed in such a way that the use of violence could no longer be justified by claiming that it was necessary or reasonable. However, publicising the law and influencing attitudes, as well as offering parents support on positive parenting, is a continuous process.

Evaluating the effect of prohibition on attitudes and behaviour

Attitudes towards physical punishment do not necessarily reflect what is actually happening, so evaluation of prohibition must measure both.

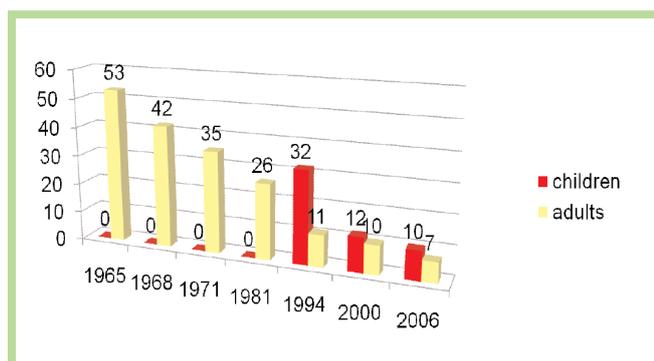
In 1999, the Swedish Government established the Committee on Child Abuse and related issues, to evaluate the impact of the ban on corporal punishment. The long-term objective was to create:

- better conditions for the prevention of child abuse
- better co-operation between authorities
- better knowledge among professionals
- better opportunities to provide support and assistance to abused children.

The creation of the Committee was also part of the Swedish strategy to implement the UNCRC.

The investigation found a significant and steady decrease in support among adults for the use of corporal punishment, from 53% in 1965 to 7% in 2006.

Percentage of people in favour of corporal punishment



The research revealed that certain groups are more likely to be in favour of corporal punishment than others:

- Men and boys view corporal punishment more positively than women and girls.
- Parents of whom one or both are born outside of Sweden, and children born outside of Sweden, are more in favour of corporal punishment than parents and children born in Sweden.
- Parents and children who have themselves been corporally punished have a much more favourable attitude toward corporal punishment than parents and children who have never experienced it.

As well as the clear change in public attitudes towards corporal punishment, there has been a clear change in behaviour, with a steady decline in the infliction of corporal punishment on children by parents. In 1994, 65 per cent of children had never experienced corporal punishment: by 2000, this figure had grown to 86 per cent. In 1980, 51 per cent of adults said they had used corporal punishment during the previous year: in 2000 the figure was 8 per cent.

Challenges and Opportunities

- The prohibition of ‘other forms of humiliating treatment/punishment’ needs to be elaborated.
- In Sweden, people from many cultures live side by side and do not get the same information. Approaching the issue of the ban on corporal punishment from the rights perspective can create suspicion. SC needs to approach new parents and explain the issue to them.
- There needs to be a shift from a discourse of ‘discipline’, ‘boundaries’, and ‘manage-the-child’, etc. to one of ‘parents knowing

their own boundaries’, ‘interaction-with-the-child’, ‘relationship’. Discipline is linked to punishment, and is associated with boundaries and parents needing tools to ‘manage’ the child rather than ‘interacting’ with the child. It is better to promote an approach that is not method based and focus instead on the relationships parents can have with children, to explore the people they are and who they will become.

- There is a need for child-friendly reporting and support systems. It is most important for children to know what action will or will not be taken so they can seek support.

6.2 Implementation of prohibition: Lessons from New Zealand

Beth Wood

Following the passing of the total ban on corporal punishment in New Zealand,²⁶ there was a brief period of excitement, co-operation between organisations and government, and hope for a complete change in people's views on corporal punishment. However, the period following the ban has not been entirely positive and the campaign is by no means over.

The journey continues

The climate following prohibition has been characterised by:

- political caution. Following the law reform, the country was weary of the debate, advocates were exhausted and politicians just wanted it all to go quiet so that they were not put further at risk from angry voters
- a failure to publicise the new law. Since the new law had not been sponsored by a government politician,²⁷ the government seems to take little responsibility for its implementation. There has been no government-led public education campaign about the new law and no resources about it produced by the government. Some NGOs and the Children's Commissioner have produced materials
- a failure to gauge understanding and support. Public knowledge about, and understanding of, the new law remains unknown. Research is needed
- a failure to establish monitoring mechanisms
- media publicity about cases investigated/prosecuted under the new law
- highly organised and well-funded opposi-

tion. The organised forces against the new law have been very active. There is a petition before parliament to force a referendum to overturn the new law. The results of a referendum would be non-binding but would put pressure on politicians. The petitioners have managed to collect approximately 300,000 signatures (roughly 10 per cent of registered voters), many of which were gathered before the law change. Other informal polls suggest that the law change is not popular.

More positively ...

- Advocates of the new law are still active, for all the above reasons, e.g. producing leaflets on the new law, media information kits on why a referendum is unnecessary, briefings, etc.²⁸
- So far, politicians of most parties, including the two main ones, have tried to stay out of the debate and have not answered calls for the law to be overturned. This is despite the fact that there is a general election later in 2008 and some politicians might be tempted to win votes by promising to revisit the law.
- Well-informed commentators, such as newspaper editors are becoming impatient with the petitioners, and calling for people to get on with living with the new law.
- There is no significant increase in prosecutions under the new law. Other interventions that are more in children's best interests are available. Cases that do reach court are those where there is an increased risk to children's safety and/or the assault is heavy handed. Sentences in the few cases that have

been heard have been supportive of family functioning, as the courts have dealt with the cases compassionately and sensibly.

In summary:

Do the public know about the law?	Probably
Are the public well informed?	Probably not
Do the public resent the new law?	Some do, but no figures available
What about the politicians?	Supporting the law so far
View of informed commentators	Get over it and get on with living with the new law

The case being made against the new law

Opponents of the new law are arguing that:

- New Zealand has become a ‘Nanny State’, and government has no right to interfere in the way families raise their children
- child abuse has not stopped. There were never any claims that it would – though in time, child abuse rates are likely to drop as attitudes change
- investigations are intrusive and there are unnecessary prosecutions. In fact, the investigations that have taken place have been entirely appropriate
- smacking is effective and essential.

EPOCH is constantly on the lookout for opportunities to challenge these claims, but they are sometimes hard to find. EPOCH has prepared material for the media in the form of an information kit, and for politicians in the form of a briefing sheet, and tries to ensure that positive views of the prohibition get as much media attention as the opposition.²⁹

Advocacy activities

Advocacy activities since the law was passed

include:

- reactivating the alliance
- being responsive to the media
- lobbying politicians to stay strong on the new law
- informing politicians
- challenging opposition
- preparing to mount a public campaign in the event there is a referendum
- organising research.

The following media release is one example of continuing leadership and advocacy. Dr Hone Kaa is an Anglican Bishop and a leader in the Maori Community. He and others have recently formed an alliance, Te Kahui Mana Ririki, to work to reduce child abuse among the Maori, the indigenous people of New Zealand.

Media release

Maori must maintain opposition to smacking
Thursday, 15 May 2008, 1:08 pm

Maori must continue to maintain a commitment to non-violent parenting, Dr Hone Kaa said this morning as pressure to revisit the legislation around smacking continues.

“Maori children are twice as likely to be abused as other groups. We must stop using smacking as disciplinary technique. It sits on a continuum of family violence that has become epidemic within our *whanau* [family].”

Dr Kaa has called a cross-party meeting with Maori politicians next week to talk about strategies to reduce Maori Child Abuse. Maintaining the repeal of Section 59 is high on the agenda for the *hui* [meeting].

“The Children’s Commissioner Dr Cindy Kiro is one of the few Maori leaders who have shown a continual commitment to this issue. We must stand with the Commissioner and be unified.”

Hope for the future

- The petitioners may not collect enough signatures to force a referendum.
- The referendum, if it takes place, is non-binding.
- Politicians and many commentators do not want a re-run of the debate.
- Over time, the worst fears about the new law will prove to be without substance.
- Over time, the new law can be promoted positively.
- Over time, more parents will learn about positive parenting.

The new law is likely to be retained and, in time, to increase respect for children's rights in New Zealand. The public are likely to become more supportive when they find that children's best interests are not only being served by the new law protecting children's rights, but also in the sensitive way in which the law is applied.

Efforts to promote positive non-violent parenting are ongoing, through a government initiative called *Strategies with Kids: Information for Parents* (SKIP) and many NGO projects – though promoting the positive benefits of the new law and explaining its provisions will probably remain a task for NGOs.

The Children's Commissioner launched a revised edition of a popular positive parenting booklet called *Choose to Hug* in June 2008. It explains the provisions of the new law.³⁰

Children in New Zealand are taught how to handle fighting and bullying in schools. If another child hits them, they are taught to put out their hand and say, "Stop it! I don't like it!" One day a mother came to her child's teacher and told her that she was so angry with her child, she smacked him. He put out his hand and said "Stop it! I don't like it!" The mother

was shocked at her own action and very upset. She swore never to slap her child again.

Lessons learned

1. Law change is not the whole story. The new law is not exactly what was hoped for, and the question has to be asked whether it would have been better to have refused to support the compromise law. But it seems to be working well so far.³¹
2. There are risks associated with political compromise and limited support. With an election in the near future, some political parties may hint at revising the law in order to get votes, though there is little sign of this so far.
3. There is a risk that political expediency will dominate over the best interests of children.
4. Maintaining the energy of supporters is a challenge. Advocates are sometimes worn out. The excitement of the challenge has gone. It would be difficult to engage the necessary help to influence a referendum outcome.
5. Conservative forces are determined, powerful, and very well funded. In New Zealand, the issue of the perceived right to smack is part of a bigger political agenda to overthrow a government that has been in power for nine years and has introduced some socially progressive legislation, including legal unions for same-sex partners, de-criminalisation of prostitution, banning smoking in bars and cafes, etc. The same people opposed some of these laws that oppose the child discipline law.
6. Children are the focal point of the issue, and it is vital to address their right to know about the new law.

6.3 Implementation of prohibition: Lessons from South Africa

Samantha Waterhouse

This chapter examines implementation of prohibition in schools in South Africa.

The legal context

South African Constitution

The South African Constitution includes a number of provisions that protect children's rights, including:

- freedom and security of the person – rights to protection from all forms of violence from either public or private sources, and not to be treated or punished in a cruel, inhuman or degrading way (section 12)
- equality – rights to equal protection and benefit from the law, and non-discrimination on the basis of age (section 9)
- right to respect for human dignity (section 10)
- right to protection from maltreatment, neglect, abuse and degradation (section 28).

Legality of corporal punishment

Corporal punishment is lawful in the home, under the common law defence of 'moderate and reasonable chastisement' in cases of assault. It is prohibited in all other settings. In schools, corporal punishment was abolished by the South African Schools Act 1996 and the National Education Policy Act 1996. Prohibition was partly initiated by government with a civil society force, immediately after corporal punishment in penal settings became unlawful.

Article 10 of the South African Schools Act 1996 states:

Prohibition of Corporal Punishment

(1) No person may administer corporal punishment at a school to a learner

(2) Any person who contravenes subsection (1) is guilty of an offence and liable on conviction to a sentence which could be imposed for assault.'

Article 8 states that a school must develop a code of conduct with learners, parents and educators, to establish a disciplined school environment.

The National Education Policy Act, No. 27 of 1996 requires that the Minister of Education determine the national education policy on a range of issues including on 'control and discipline of students at education institutions: Provided that no person shall administer corporal punishment, or subject a student to psychological or physical abuse at any education institution' (article 3).

Legal challenge

The prohibition of corporal punishment in schools has been challenged in the courts. In *Christian Education South Africa v Minister of Education* (Constitutional Court, Judgment – August 2000), 196 Christian independent schools argued that 'corporal correction' was integral to their Christian ethos, and that prohibition limited the right of parents to consent to 'corporal correction' of their children at independent schools.

The Court dismissed the appeal and held that:

- corporal punishment infringes on the child's rights to dignity and to be free from all forms of violence

- corporal punishment had no place in schools, based on history and the issue of institutionalised violence and humiliation of children, and the impact of this on society
- Christian schools form part of broader society and children in Christian schools form part of society
- Christian parents may not authorise teachers to inflict corporal punishment on the grounds of religious freedom.

Department of Education strategy

Corporal punishment was banned in the context of efforts to move from apartheid education. There was no initial Departmental strategy for implementing the ban. It was implemented at the same time as classroom sizes increased and the curriculum was changed, both changes which teachers felt ill-equipped to manage.

Guidelines for *Alternatives for Corporal Punishment* were developed in 2000 and 2001, but there was no strategy for dissemination. Many educators still have not seen this document.³² NGOs have been involved in implementing Alternatives training programmes in schools. Their interventions tend to be ad hoc and many target individual schools, though there is some work at the district and provincial level.

The legal requirement for codes of conduct was poorly implemented. Codes have been developed in a number of schools, but many are still without, and few have been developed with the genuine participation of learners.

In 2007, the Department of Education undertook radio and television advocacy campaigns on classroom management and discipline.

There is a strategy to improve leadership and management at schools, which includes the issue of classroom management and discipline of educators and learners. But essentially there was, and is, no dedicated or comprehensive strategy by the Department to address discipline in schools.

Prevalence of corporal punishment

In spite of legal abolition, corporal punishment is widely practiced in South African schools. The Department of Education estimates that 60 per cent of schools were using corporal punishment in 2006. Research in schools by the University of the Free State showed that in 2005, 58 per cent of teachers believed corporal punishment should be reinstated, with 28 per cent admitting to still using it.

In the National Youth Victimization Survey in 2005, involving 3,247 children and youth, 51 per cent reported experiencing caning and spankings at school, with the highest rates being experienced by black youth, 12 to 14-year-olds, and learners in poor rural areas.

In a survey by the University of Witwatersrand survey in 2005/2006, of 1,700 learners in 15 schools, 80 per cent noted that teachers used corporal punishment at least once a week, with about 20 per cent using it daily. Over half (53 per cent) believed corporal punishment is still lawful.

Corporal punishment in the context of violent communities

The issue of discipline in classrooms is often divorced from broader violence at schools and in the surrounding communities. This is in spite of the obvious link between schools experiencing the most serious levels of violence being located in communities with high rates of violence.

South Africa is one of the most violent societies in the world. Children experience high rates of violence in general, and this is reflected in violence at schools. This violence includes physical violence, sexual violence and psychological abuse including:

- violence perpetrated by educators on children

- violence perpetrated by community members on children and educators
- violence perpetrated by children on children
- violence perpetrated by children on educators.

In spite of the continued use of corporal punishment in schools, its prohibition is often cited as the reason for high levels of violence in schools and in society. This is then cited as a reason not to prohibit corporal punishment in the home. MPs often use the example of the Columbine and other shoot-outs in the US.

The Department of Education repeatedly notes that problems with school discipline can be addressed by better discipline by parents in the home. But the Department fails to see a role for itself in strengthening the capacity of parents and providing space for them to engage with issues of parenting.

Children perceived as the problem

Children are seen as the problem in society, rather than being recognised as victims of violence:

- Violence committed by children is emphasised, while other actors are downplayed or ignored by the public and the media.
- Adults do not see children's behaviour as a reflection of adults' behaviour.
- Debates on school discipline generally ignore the wide range of unacceptable behaviour of teachers. In a focus group discussion with RAPCAN (Resources Aimed at the Prevention of Child Abuse and Neglect), learners indicated that in addition to corporal punishment, educators regularly swear at learners, are drunk or hung over at school, lie, arrive at school late or are frequently absent.
- The recent Education Laws Amendment Act enables largely unregulated searching and drug testing of learners by educators,

which would exacerbate sexual violence.

- The Bill of Responsibilities for learners is to be introduced with no similar Bill for teachers.

Successful strategies in schools

Successful strategies by RAPCAN include:

- capacity building for the Department of Education and NGOs through training instructors
- *The Tree by the River* story and workbook
- work at provincial and district levels
- access to certain schools at local level as part of community-based violence prevention programmes
- teacher training programmes at universities.

Comments on the RAPCAN programme

"When I do something wrong, my teacher tells me what I do wrong. She is very kind and I love my teacher." Learner

"I like that school because there is a culture of respect that is visible from the teacher to the children." Parent

Successful Management, Systems and Training Programmes (MSTP) include:

- approaching positive discipline through broader school leadership programmes
- the 'seven steps' methodology, developed from pilot research
- teacher training and school management training at universities.

Comments on MSTP Programme

"The school has benefited from having a Code of Conduct for Learners that takes into consideration learners' circumstances. There is now a sense of family in the school."

School management

"Learners now enjoy coming to school."

Learner

"I don't fear my teachers anymore because they don't beat us. I now listen to what they say in class. Teachers and learners are proud of our school."

Learner

Other NGOs (e.g. the Quaker Peace Centre) engage at school and community levels.

Successful strategies are characterised by:

- an inclusive approach to the development of codes of conduct, in which all school staff, governing bodies, parents, learners and educators participate, and which all are bound by
- recognition of the context and experiences of learners and the impact of this on their behaviour
- strengthening the methods of positive discipline, using problem solving, testing and adjustment
- not relying heavily on financial resources at school level, taking impoverished contexts into account
- strengthening the links between the school, families and the community to address issues and facilitate learning

- utilising educators who use positive discipline successfully to educate others
- continuous intervention – one-off workshops give ideas but do not address mind-sets or stressors
- school leadership in the process
- organised and structured participation of learners
- formal engagement of parents.

Lessons learned

1. It is essential that prohibition of corporal punishment be accompanied by a government strategy for implementation at the outset.
2. NGOs have limited reach. The state must take responsibility for implementation.
3. Resources and time must be allocated to district level to facilitate and support implementation at schools. This must be addressed in provincial budgets.
4. NGOs should develop and test material and pilot programmes to enhance classroom management.
5. NGOs must help build the capacity of the Department through training the trainers and developing materials
6. NGOs must ensure the quality of programmes delivered, through support to, and monitoring of, state initiatives
7. Advocacy should be undertaken at national and local levels. It must continue to:
 - challenge and correct inaccurate messages and beliefs relating to discipline and school violence
 - maintain pressure on the National and Provincial Departments as well as on School Districts and schools to implement the prohibition
 - insist on quality programmes, including adequate time and resource allocation for training and delivery

- take a whole-school approach to the issue
- advocate for resource allocation for capacity building in schools to address contextual issues
- consider legal action against the Department
- ensure NGO collaboration.

6.4 Implementation of prohibition: Lessons from Romania

Gabriela Alexandrescu

Key elements in advocating for children's right to protection from violence

Following the complete ban on corporal punishment in 2005,³³ SC Romania carried out several campaigns to advocate protection of children from corporal punishment. Key elements in this advocacy were:

Preventive measures:

- information campaigns in schools, health units, care institutions
- training for professionals and parents.

Children's participation:

- public debates with children, Save the Children volunteers, public authorities and personalities on children's rights and eliminating violence against children
- events with children in schools
- children's forums
- children's clubs
- a play illustrating children's right to protection from violence being violated
- a National Hearing spreading the message, 'Children say NO to violence'
- street campaigns.

Assistance and counselling:

- setting up of five counselling and rehabilitation centres for children and families, with 36 professionals available
- three extended training sessions for profes-

sionals on specific therapies for children and families

- establishment of five resource centres for parents to attend training sessions on positive discipline methods.

Initiatives based on the UN Study

SC Romania needed to promote the law and raise awareness, as well as educating parents and professionals about positive ways of disciplining children. Using the launch of the UN study as a base, a number of activities were conducted.

National seminar on Violence against Children (2005)

SC was the first organisation in Romania to arrange such an event, which the media was invited to cover. A manifesto against corporal punishment, signed by prominent personalities, was launched. Statements by children, media celebrities, parents and teachers were recorded and broadcast on television. The launch attracted a lot of attention and helped spread awareness about the new law.

The objectives of the seminar were to:

- provide information on the UN Study
- identify future actions
- stimulate children's participation
- prepare for Romania's participation in the regional consultation.

Participants came from international organisations (UNICEF, WHO, ILO-IPEC), ministries and other central public institutions, local authorities, and NGOs.

Open letters

These were sent to remind the government to answer the country questionnaire within the UN Study. The questionnaire requested, among other things, detailed information on the legality of corporal punishment and on measures taken to eliminate it.

Participation in the regional consultation

SC's participation in the regional consultation in the UN Study process included working with a group of school children to design and answer questionnaires to learn about their opinions on the ban. A publication, *Children Say NO to Violence!* was the result of these consultations. Children participated in the regional consultation and meetings for designing child-friendly materials in Ljubljana in July 2005, and in New York in May 2006.

Children's Forums

National Children's Forums were held in 2005 and 2006. The theme for 2005 was 'Children say NO to violence!', for 2006 'Fighting Violence against Children'. In 2006, a National Meeting of Children was held to inform children about the progress of the UN Study, and to consult them on the form and content of the child-friendly materials developed.

Launch of the Study

Following the launch of the UN Study report in New York, in October 2006, SC Romania issued a press release informing the public about the Study, together with a summary of the Study.

Building a Europe for and with Children

In April 2006, in Monaco, the Council of Europe launched its three-year programme to combat violence against children. Eliminating corporal punishment throughout Europe is an important element of this programme.³⁴ SC Romania was involved in the children's preparation meeting and in the conference, and developed an electronic newsletter entitled *Info-Children's Rights*, informing the public and children's rights specialists about the programme.

Achievements

The significant outcomes of SC's work following the legislative prohibition of corporal punishment include:

- the adoption of 5 June as the Day against Violence on Children, with a focus on public and professional training on positive, non-violent discipline and education about the negative consequences of corporal punishment and other violence against children
- publication of a handbook and several booklets on positive parenting, and translation of existing resources into Romanian
- counselling, rehabilitation and assistance for child victims of violence and their parents within the children's counselling and rehabilitation centres
- a large scale media campaign ('Violence breeds violence'), with a video spot broadcast on TV and in cinemas, a radio spot broadcast on 8 radio stations, the campaign promoted on 33 websites, and wide distribution of information materials, including 98,000 flyers and posters and 50 million stickers
- a website aimed at parents – www.educatiefaraviolenta.ro

- wide media coverage, including published articles in specialty reviews and in national and local newspapers, appearances in TV shows and feature reports within national and local news broadcasts, and radio broadcasts on national and local stations
- collaboration with the Ministry of Education to reduce violence in schools, based on materials developed by SC Romania including a training course on positive discipline.



26. See section 3.2

27. It had been introduced as a Private Members' Bill by Green MP Sue Bradford. See section 3.2.

28. These are available on the website of EPOCH New Zealand (<http://epochnz.org.nz>), together with all materials relating to the law reform process itself

29. The materials are available at http://epochnz.org.nz/index.php?option=com_content&task=view&cid=92&Itemid=22

30. The booklet is available at www.occ.org.nz/childcomm/resources_links/reports_publications/choose_to_hug

31. See section 3.2 for a discussion of the compromises involved

32. It is available on the Global Initiative website www.endcorporalpunishment.org (in the 'Useful Publications' section of the 'Reform' pages)

33. See section 3.5

34. For further details of the programme, see www.coe.int/T/TransversalProjects/Children/default_EN.asp. For details of the Europe-wide initiative against corporal punishment launched in June 2008, see www.coe.int/t/transversal-projects/children/violence/corporalPunishment_en.asp.

