

# **Protecting children against corporal punishment – awareness-raising campaigns**

Monika Sajkowska  
Łukasz Wojtasik  
Nobody's Children Foundation  
Poland

Directorate General of Social Cohesion

Integrated project “Responses to violence in everyday life  
in a democratic society”

Council of Europe Publishing

The opinions expressed in this publication do not necessarily reflect the official opinions of the Council of Europe.

All rights reserved. No part of this publication may be translated, reproduced or transmitted, in any form or by any means, electronic (CD-Rom, Internet, etc.) or mechanical, including photocopying, recording or any information storage or retrieval system, without prior permission in writing from the Publishing Division, Communication and Research Directorate (F-67075 Strasbourg or [publishing@coe.int](mailto:publishing@coe.int)).

Cover design: Graphic Design Workshop, Council of Europe  
Layout: DTP Unit of the Council of Europe

Council of Europe Publishing  
F-67075 Strasbourg Cedex

ISBN 92-871-5551-8  
© Council of Europe, November 2004  
Printed at the Council of Europe

## **INTEGRATED PROJECT “RESPONSES TO VIOLENCE IN EVERYDAY LIFE IN A DEMOCRATIC SOCIETY”**

All Europeans feel affected by violence and its repercussions. Personal security is threatened every day in a whole range of places and circumstances: at home, at school, at work, at sports events and on the streets. While violence and the fear of violence affect everyone’s quality of life, certain groups – such as women, children and the elderly as well as migrants, refugees and particular ethnic groups – may be seen as specific targets.

The integrated project on “Responses to violence in everyday life in a democratic society” was launched by the Secretary General of the Council of Europe as a means of mobilising the Council’s resources over a period of three years (2002-04) to address the widely shared concerns that violence engenders. Its main aim is to help decision makers and others to implement consistent policies of awareness-raising, prevention and law enforcement to combat violence in everyday life. Significantly, these policies have to be formulated and applied in ways that respect human rights and the rule of law. That is an absolute prerequisite for achieving lasting improvement in the actual situation and in people’s feelings about security in Europe.

*Protecting children against corporal punishment* is the twelfth of a series of publications for a general readership containing recommendations or instruments used to launch Council of Europe activities and projects on violence prevention. The series also includes discussion and summary documents on the different topics covered by the integrated project.



## CONTENTS

	<i>Page</i>
<b>Introduction</b> .....	7
<b>Chapter 1 – Public education campaigns against the corporal punishment of children</b> .....	11
Hitting children must stop. Full stop (United Kingdom) .....	11
Childhood without violence (Poland) .....	14
SpankOut day (United States) .....	21
<b>Chapter 2 – Role of public information campaigns by NGOs</b> .....	23
Planning a campaign .....	23
Analysing the situation. Diagnosing the scale of the problem and social attitudes .....	25
Goals and expected outcomes of the campaign .....	28
Target groups .....	29
<b>Chapter 3 – Activities carried out within the campaigns</b> .....	31
Media campaigns .....	31
Local activities .....	40
<b>Conclusions</b> .....	51
<b>Appendices</b> .....	53
Appendix I – Questionnaire on support services for children and families .....	55
Appendix II – Questionnaire for children .....	59
Appendix III – Questionnaire for professionals .....	71
<b>References</b> .....	83



## INTRODUCTION

Corporal punishment of children is an integral component of the parent–child relationship, deeply rooted in tradition and law, and determined by the child’s status. This status has evolved from virtual non-existence<sup>1</sup> to a reduced form of participation in the world controlled by adults. The tradition of unquestionable paternal power has been present for ages both in everyday life and in binding laws. Disobedient children could be punished by flogging and other forms of corporal punishment or by disinheritance and expulsion from the family. In Christian theology for hundreds of years children were perceived in accordance with the Bible, which emphasises the absolute power of the father, and the teachings of St Augustine, who depicted the child as a symbol of evil, an imperfect and capricious creature bearing the burden of the original sin. St Augustine justified all forms of corporal punishment of children as designed to correct what is deformed and evil.<sup>2</sup>

The world is changing. The child’s social status and the resulting social and legal norms, however, evolve much more slowly than political and economic systems. It was only a few decades ago when the importance of childhood was first noticed and the children’s rights movement began to emerge. Not everywhere, however, have these developments brought about legal and moral guarantees, protecting children against adults’ violent behaviour.

Although European institutions’ and international organisations’ growing interest in this problem has resulted in recommendations condemning violence against children and setting child-protection standards, corporal punishment is still legal in many countries, and observations of childrearing practices show that parents commonly use such forms of punishment. This has been confirmed by research into children’s experiences of corporal punishment. Regardless of the region, the vast majority of European families practise hitting children: corporal punishment has been experienced by 91% of children in the United Kingdom, 93% in Croatia, 75% in Romania, and 80% in Poland.

---

1. In ancient Rome the *pater familias* had the right to decide about his children’s life and death. He could kill or abandon a child and – as history shows – exercised this right quite frequently. In the Middle Ages children under the age of five were not included in censuses. Social acknowledgement of 5-year-olds was equivalent to their entrance into adulthood.

2. St Augustine, 1994, *City of God*, Modern Library, New York.

However, despite the time-consuming process of adjusting national legislation to international conventions and the slow behavioural changes in adults' corporal punishment of children, the public has become increasingly interested in reducing such forms of punishment. Although only about one fourth of forty-six Council of Europe member states prohibit hitting children,<sup>1</sup> nearly 60% of EU citizens perceive corporal punishment of children as a form of violence. Just as many believe that any form of violence against children should be punished.<sup>2</sup>

The experiences of the countries that have faced the challenge of enacting legislation against hitting children demonstrate the strength of the opinion-making power of legal regulations and educational activities addressed at the adult segment of society. In most cases a large proportion of the public had regarded corporal punishment of children as necessary before the legislative changes were implemented, and – as a natural consequence – had opposed outlawing such forms of punishment. In 1979, when such a ban was introduced into the Family Code in Sweden, the first country to have outlawed corporal punishment of children, nearly half of adult Swedes accepted corporal punishment and 70% opposed the legal act against it.<sup>3</sup> The Swedish legislators did not intend to bring parents to court or break up families, but to change social attitudes and officially protest against using violence and physical strength as instruments of shaping interpersonal relations. Before enacting the law (from 1966 onwards!) a great deal of preparatory legislative work was carried out, accompanied by an educational campaign addressed to parents, which continued after the regulation came into force. Twenty years after hitting children was made illegal only 10% of adult Swedes opposed the act, with the same percentage accepting corporal punishment as a childrearing method.

Public education is a key to changing attitudes and, consequently, people's behaviour. Social campaigns focusing on the negative effects of corporal punishment and alternative methods of childrearing do not produce immediate results, but can be an effective tool for implementing desirable changes. The Swedish experience is a case in point.

---

1. Austria, Bulgaria, Croatia, Cyprus, Denmark, Finland, Germany, Iceland, Latvia, Norway and Sweden.

2. Eurobarometer, *Attitudes to violence against women and children*, <http://europa.eu.int>

3. Durrant, J. E., 1999, "Evaluating the success of Sweden's corporal punishment ban", *Child abuse and neglect*. Vol. 23, No. 5.



This publication has been developed by a team of practitioners who planned and implemented a nationwide campaign against hitting children and other forms of child abuse in Poland. As a result of positive evaluations of the messages and organisation of the “Childhood without violence” campaign, as well as the campaign’s measurable outcomes, we (the authors) were invited to share our experiences and knowledge about organising social campaigns aimed at equalising children’s and adults’ rights to physical immunity, and thus protecting a child’s right to a happy childhood.

Such campaigns have been implemented across the world for more than 20 years. Their organisers have pursued their goals in many different ways, promoting a wide variety of media messages. The first chapter presents examples of campaigns in which various strategies were applied. The following chapters discuss the universally applicable lessons of such campaigns. We present principles for planning and organising a public campaign, which, according to our experience, systematise the organisers’ work and increase the effectiveness of activities undertaken.

Campaign programmes following the rules discussed in this handbook may certainly contain different forms of social influence and may vary with regard to subject matter. Therefore we illustrate the universal guidelines with specific solutions and tools used in the Polish “Childhood without violence” campaign. We hope that the reader will find these examples inspiring. As in many other areas of activities, learning about other people’s experiences – both their successes and their failures – may make our own projects more effective.



## **CHAPTER 1 – PUBLIC EDUCATION CAMPAIGNS AGAINST THE CORPORAL PUNISHMENT OF CHILDREN**

This chapter presents selected public education campaigns concerning the problems of corporal punishment of children. The selection has been based on the campaigns' comprehensiveness, as conveyed in a combination of local activities initiated by the campaign organisers with a wide variety of media messages, and by their outreach, that is, the initiatives presented have been organised at national or international levels. Campaigns meeting these criteria have been implemented across the world, as organisations and institutions dealing with the child-abuse problem have long recognised the role of public opinion in prevention. It is thus impossible to present all such projects. Three campaigns will be therefore discussed, selected not only for their multidimensional character and outreach, but also their high content value.

- *Hitting children must stop. Full stop.* This was the largest British campaign relating to the problem of corporal punishment of children and it took place in 2002.
- *Childhood without violence.* This was the first Polish social campaign concerning child abuse, with much attention devoted to the hitting of children by their parents. It took place from March 2001 until February 2002.
- *SpankOut day.* This campaign persuades parents and caregivers not to inflict corporal punishment on children. Since 1998, it has been organised in the United States annually on 30 April. From 2003 the campaign has been implemented at international level.

### **Hitting children must stop. Full stop (United Kingdom)**

The organiser of Britain's biggest campaign concerning the hitting of children, the National Society for the Prevention of Cruelty to Children (NSPCC), has been implementing a large-scale national project "Full stop" for several years. It is aimed at preventing different forms of child abuse. The NSPCC's activities have engaged other NGOs, individual professionals dealing with the problem of child abuse, politicians, governmental bodies, celebrities, and thousands of volunteers.

The onset of the campaign concerning corporal punishment was set for 5 May 2002: Children's Day. Every year the NSPCC organises a traditional celebration of Children's Day, including numerous events for children and charity initiatives, which usually get extensive media coverage. The organisation strategically chose this date to present its new project.

The campaign's main goals include:

- persuading society that corporal punishment is a poor childrearing method;
- educating parents about good parenting;
- lobbying for the legal protection of children against corporal punishment.

Prior to the campaign the corporal punishment of children was systematically researched. On top of the campaign's general idea, the findings of the study became one of the main messages conveyed in the media for Children's Day. The study did not focus on the scale or incidence of corporal punishment of children for such figures were already known. Researchers were mainly interested in adults' attitudes towards the corporal punishment of children and the effect of such punishment on the parents themselves. The research report was entitled *Hitting children hurts parents too*, as it was discovered that more than three-quarters (79%) of the parents who punish their children physically felt uncomfortable about it. Seven out of ten parents (73%) reported feeling sad, 67% regretful, and 65% guilty. The study also showed that nearly half (44%) of the parents using corporal punishment did not consider it a good childrearing method, with more than half of them hitting their children out of frustration (49%) or anger (56%). Moreover, a strong correlation was observed between using corporal punishment as an adult and having experienced it as a child.

The campaign's main idea was that corporal punishment of children was irrational. Indeed, the research findings supported this proposition, demonstrating that parents needed information on how to rear their children without hitting and how to control their own anger and frustration. Therefore, the NSPCC's staff and partners repeatedly emphasised the need to implement governmental educational programmes on good parenting. As part of the campaign a brochure was published, *Encouraging better behaviour: A practical guide to positive parenting*. Addressed at parents, it contained information on good parenting and coping with negative emotions, and criticised stereotypes about corporal punishment's positive effects on childrearing. Tens of thousands of copies of the brochure were distributed.

The main media of the NSPCC's campaign included posters displayed for a month on billboards across the United Kingdom and a radio spot on dozens of local and national radio stations for two weeks (see pp. 17-18). The first of the four posters presented showed a boy violently pushing another child in the playground. The caption says: "Unfortunately, hitting your children does teach them a lesson." The second poster depicts an angry mother hitting her child on the head. The caption, "If smacking works, why do you have to keep

on doing it?”, draws the viewer’s attention to the ineffectiveness of corporal punishment. The third poster illustrated the risk of the escalation of physical punishment. A parent is beating a crying child with a belt, and the caption asks: “What will you do when a smack stops working?” Finally, the fourth poster concerns the long-term emotional effects of hitting children. It portrays a scared and unhappy girl in her bedroom and the caption explains: “She was hit because she wet herself. She wet herself because she was hit.”

The radio spot begins with a joyful children’s song about a boy who is just about to eat a cake. Suddenly the song stops. The narrator describes how the boy’s mother slaps him in the face because he fails to use the spoon. Noticing that his younger brother is not using it either, the boy hits him too. A comment follows: “Hitting children must stop, full stop. It’s simple enough for a child to understand. Being a parent isn’t easy. For advice call NSPCC helpline 0808 800 5000”.

All the educational components of the campaign (posters, brochures and the radio spot) were successful in showing how purposeless, ineffective and dangerous corporal punishment was. Moreover, the brochures presented alternative, positive childrearing methods. The authors of the campaign emphasised, however, that when corporal punishment of children is still permitted by law even the best social advertising and educational programmes are not enough. The issue of banning corporal punishment was raised in many of the media messages accompanying the Children’s Day celebrations and the campaign itself. These messages criticised the obsolete regulations in contemporary British law and invoked examples of several European countries that legally protect children against any form of corporal punishment.

The media coverage of the Children’s Day celebrations and the accompanying campaign against hitting children was of special interest to the NSPCC’s team as it has been well documented that media messages have the strongest appeal, aside from social advertising. Thus, media coverage should be regarded as an integral component of any social campaign.

The implementation of the campaign and its social evaluation were subject to in-depth sociological analysis. Research into the media coverage of the campaign and its perception by the British public showed that information about the NSPCC’s celebration of Children’s Day and the campaign against hitting children had been mainly presented by the regional and local press (53% of the messages). From February to July 2002 (especially in May) the British print media published 453 articles relating to the NSPCC’s initiative. The research identified five fundamental messages received by the

British public (percentages of adults who got each of the messages are given in parentheses):

- hitting children is wrong and ineffective (63%);
- the government ought to reform child-protection law (62%);
- stop hitting children (57%);
- parents hit their children out of helplessness (43%);
- using corporal punishment makes no sense (28%).

Messages concerning the Children’s Day celebrations and the campaign were noticed by 65% of adults in the United Kingdom, which should be considered a success. Moreover, as many as 53% of the respondents received at least three of the above messages. Based on the available evidence it may be concluded that the British campaign “Hitting children must stop” achieved its goals: it brought the problem of corporal punishment of children to the attention of the media, the public, and policy makers; and the campaign initiated long-term activities aimed at educating parents and changing the law.

### **Childhood without violence (Poland)**

The nationwide social campaign “Childhood without violence” was organised by the National Agency for Solving Alcohol-Related Problems, the Nobody’s Children Foundation and the “Blue Line” emergency hotline, and its media dimension was handled by McCann Erickson Poland. The campaign was the first Polish preventive programme aimed at reducing child abuse to be implemented on such a large scale.

Following a few months of conceptual work, the campaign was officially launched in March 2001, when a special conference was held in the Presidential Palace in Warsaw. This meeting, devoted to the problem of child abuse in Poland, was attended by representatives of the Polish Government and the Presidential Office, which ensured extensive media coverage of the entire campaign. During the conference a campaign coalition was formed, which was ultimately joined by more than 800 individuals and numerous organisations. Activities undertaken under the banner “Childhood without violence” were carried out until February 2002.

The campaign was not limited to the problem of corporal punishment of children. It dealt with the broadly understood phenomenon of domestic violence against the youngest family members and was addressed at parents, professionals working with children, and the general public. It was also targeted at representatives of local and national authorities, who decide on child-protection policies.

The campaign was planned on the basis of practical knowledge about child abuse in Poland and the results of the limited research into the scale of the problem. These data revealed that:

- 60% of adult Poles punish their children physically up to the age of 19;
- one in six 12-year-olds reports having suffered injuries such as bruises or scratches as a result of their parents' violent behaviour;
- nearly 23% of Polish students report at least several cases of domestic violence in their homes (see [www.przemoc.com.pl](http://www.przemoc.com.pl)).

These findings were completed with the results of the first nationwide study of the problem of child abuse, which was conducted within the campaign. The research showed that despite a relatively low percentage of adults supporting corporal punishment (36%), 80.4% of parents spanked their children, 24.8% hit them with a belt, and 7.8% slapped them in the face (Fluderska and Sajkowska, 2001). These figures (together with other research findings) fully confirmed the need for undertaking activities to be carried out within the campaign.

The general objectives of the “Childhood without violence” campaign included:

- increasing the general public's interest and role in reducing violence against children;
- social education about child abuse and ways of coping with the problem;
- promoting positive conceptual, organisational and legal solutions to the problem of violence against children;
- motivating local communities and institutions to undertake activities aimed at protecting abused children;
- changing parental attitudes and developing positive parenting skills.

These goals were pursued in two ways. The first was through local activities, mainly organising local debates relating to the problem of child abuse. The organisers were supported by 550 “ambassadors” of the campaign. Trained and provided with educational materials (posters, leaflets, and video tapes), the ambassadors prepared and hosted 230 such debates across Poland. The debates were attended by representatives of local authorities, employees of services, institutions, and NGOs dealing with child protection, as well as the media. Apart from educating the participants on different aspects of the child-abuse problem, many of these meetings resulted in undertaking specific activities aimed at helping children who are abused or neglected by their closest family.

The other method for achieving campaign goals was the use of media activities. The organisers and the advertising agency McCann Erickson Poland, which offered its services voluntarily, prepared the media part of the campaign, including posters, a billboard, two radio spots, and a television commercial.

The television advert featured a girl feeding her teddy bear. “Come on, eat it...”, says the girl tenderly. But when some food drops off the spoon and stains the bear’s fur, the girl starts to tear the toy violently apart, shouting: “See what you’ve done?! Don’t you stare like this!!! Are you deaf or what? Answer me, you damn idiot!!!” The girl’s behaviour reflects aggression, with which adults frequently respond to their children’s natural carelessness or unruly liveliness. Towards the end the announcer appeals: “thousands of Polish children fall victim to domestic violence. Support the ‘Childhood without violence’ campaign.”

The campaign billboard showed the last shot of the television commercial: a scared child cowering in the corner and a caption: “thousands of Polish children fall victim to domestic violence. Don’t stay indifferent to their suffering.” On the posters entitled “The Litany” the same girl’s photo is accompanied by an appeal to parents: “respect me so I respect others ... Do not beat me so I won’t beat others ... I’m learning life from you.” (Posters shown on pp. 19-20)

The words of “The Litany” – read by children – were also the content of one of the radio spots. The other one highlighted the problem of violence against children, using a negative message. It featured parents’ insults towards their children: “You squirt! You idiot. ... I’m fed up with you ... You’re worthless. ...” The advert finishes with the announcer’s warning: “be careful, the child is learning life from you.”

The media materials were presented from 30 March to 31 July 2001. About a thousand billboards were displayed across Poland. More than three thousand posters were exhibited at bus and tram stops, and over 20 thousand smaller copies of “The Litany” (A1 and A4 formats) were printed out and sent to institutions across the country. The television adverts and radio spots were broadcast by dozens of stations.

According to research conducted in November 2001 by TNS/OBOP (Poland’s leading opinion polling centre), as requested by the campaign organisers, the social reception (visibility) of the media messages was high. The television commercial was seen by two-thirds (66%) of Poles older than 15. One-third (33%) noticed the billboard and one-fifth (20%) saw the poster displayed at bus and tram stops. The first radio advert (“The Litany”)





**Unfortunately, hitting your children does teach them a lesson.**

This billboard poster and those on the following page were part of a national campaign against hitting children launched by the National Society for the Prevention of Cruelty to Children (UK). The posters use illustration styles found in children's books to present real situations of parents physically punishing their children. ©NSPCC, London; designed by Saatchi & Saatchi.





Photo: Andrzej Georgiev

**Thousands of Polish children fall victim to domestic violence.**

**Don't stay indifferent to their suffering.**

This billboard poster and “The Litany” poster on the following page were used in the Polish national campaign “Childhood without violence”. The words of “The Litany” poster were read out by children on a radio spot. The posters were designed by the ad agency McCann Erickson Poland, which offered the services to the campaign “Childhood without Violence”.



www.unicef.org  
www.unicef.org

### **Translation of The Litany poster**

Respect me so I can respect others.

Forgive me so I can forgive others.

Listen to me so I can listen to others.

Do not beat me so I won't beat others.

Do not humiliate me so I won't humiliate others.

Talk to me so I can talk to others.

Do not laugh at me.

Do not ignore me.

Love me so I will be able to love.

I am learning about life from you.

was heard by 30% of Poles, the other – by 16%. The respondents evaluated the “Childhood without violence” campaign very positively and 96% of those who had noticed the campaign considered it to be much needed (Sajkowska, 2002).

As part of the evaluation of the campaign’s outcome, the organisers analysed its press coverage. It was found that from March to June 2001 the 200 national and local papers included in the research programme published 130 articles about the campaign, covering a total area of 4m<sup>2</sup>!

### **SpankOut day (United States)**

The American SpankOut day campaign is slightly different from the above-mentioned initiatives. It is not a sequence of carefully scheduled activities, but rather an annual “event”, drawing the public’s attention to the problem of corporal punishment of children, based on a wide range of grassroots initiatives.

Similarly to most campaigns of this kind, the SpankOut day event aims to promote the idea of parenting without corporal punishment, educating caregivers about alternative childrearing methods, and lobbying for a legal ban on corporal punishment of children. The various local initiatives undertaken in connection with the SpankOut day use the media, social advertising, and different forms of educational influence.

The SpankOut day’s originator and main implementer is Epoch, USA and the organisation’s Centre for Effective Discipline (CED) in Ohio. The campaign has been carried out annually for the past five years.

To help organise celebrations across the United States, CED offers guidelines and information available in booklets and on the Internet: [www.stophitting.com](http://www.stophitting.com). The authors of the SpankOut day idea suggest different forms of activity that may be undertaken on 30 April by institutions and organisations joining the campaign, such as distributing CED’s educational materials, drawing the local media’s attention to the problem of corporal punishment, petitioning to the local and federal authorities for a legal ban on corporal punishment, displaying posters and billboards urging people to stop punishing their children corporally, and organising other preventive activities.

The website presents examples of the most interesting local initiatives undertaken within the SpankOut day project, such as the billboard campaign “It’s never right to hit a child”, distribution of educational materials: *Hands are not for hitting* among teachers in Catholic elementary schools (Columbus, Ohio), distribution of

educational materials among the staff of Fort Jackson (a military unit in Columbia), the non-violent parenting festival in Los Angeles, and many others.

Every year there is more interest in the SpankOut day celebrations and the day seems to have found its well-deserved place in the American calendar of public holidays, as long as corporal punishment of children is perceived as a significant social problem in the country. This initiative has been also appreciated outside the United States, which has led its authors to the idea of expanding the campaign into other countries. Since 2001 SpankOut day has been an international event, celebrated in many countries around the world.

#### **SpankOut day Proclamation**

Whereas, all children need guidance and deserve to grow up in an environment free from physical harm, and

Whereas, millions of children suffer child abuse each year in the name of discipline, and

Whereas, corporal punishment of children provides a poor model for solving interpersonal problems, leads to pro-violence attitudes, and contributes to the vicious cycle of abuse, and

Whereas, violence to children is a preventable harm, and

Whereas, preventing physical violence to children includes learning and using effective, nonviolent discipline methods, and

Whereas, we recognise the importance of discipline as teaching rather than punishment:

Now, therefore, we declare April 30th to be *SpankOut* day in our community and advocate childrearing practices that develop caring, responsible, self-disciplined adults.

## **CHAPTER 2 – ROLE OF PUBLIC INFORMATION CAMPAIGNS BY NGOS**

Many parents consider corporal punishment of children to be an effective, socially acceptable childrearing method, as they have experienced it themselves as children and it is commonly used by their neighbours and friends. Parents who hit their children seldom do so because they want to humiliate or hurt them, but rather because they believe that corporal punishment teaches children positive behaviour, and thus protects them from various threats. Frequently, parents do not know other ways to communicate their dissatisfaction to their children. They rarely reflect on what their child feels when experiencing hitting or expecting an inevitable spanking.

To improve the situation of children who are physically punished by their parents it is necessary to change social attitudes towards these forms of behaviour and to teach parents about their negative effects. Another key issue is educating parents about alternative childrearing methods. Changes in attitudes and educational activities may be implemented through individual contact with professionals, literature and occasional media messages. The social impact of such activities, however, depends on their outreach and accessibility. This is why preventive activities against corporal punishment of children more and more take on the form of social campaigns: diverse, short-term messages usually based on social advertising and addressed at specific target groups.

### **Planning a campaign**

A carefully planned and skilfully implemented social campaign against corporal punishment of children may indeed have significant impact on the social perception of this problem, its prevention, and support for abused children. This, however, requires accurate and coherent conceptual assumptions underlying the campaign, as well as clear-cut decisions about the campaign components and relationships among them. Such decisions are made at the planning stage by the team of campaign organisers, who are later responsible for monitoring the campaign and evaluating its outcome. Social campaigns may be initiated and carried out by a wide range of entities: NGOs, government bodies or advertising agencies. Such campaigns may also be organised

by several organisations with complementary competencies. The organisers appoint their representatives to the “campaign headquarters”, where all strategic and tactical decisions are made. The headquarters of a campaign against the corporal punishment of children or other forms of child abuse should ideally consist of the organisers’ representatives who have theoretical knowledge and practical experience in child psychology, family pathology, and helping abused children and their families, and mass communication and social perception. At the same time, these organisations (or individuals) should be influential, that is:

- have some decision-making power as regards the local and/or national child-protection policies,
- have enough financial means to conduct the campaign or be experienced in fundraising, and
- (if the campaign is not limited to media activities) have a network of representatives, branches or partners that may contribute to the local activities undertaken within the campaign.

The nationwide “Childhood without violence” campaign was organised by:

- *The Nobody’s Children Foundation*. A non-governmental organisation specialised in helping abused children, with many years of experience in support and educational activities in this area;
- *The State Agency for Solving Alcohol Problems*. A government agency carrying out programmes aimed at preventing alcohol addiction and domestic violence; experienced in organising social campaigns; co-operating with a network of municipal and provincial representatives for preventing alcohol problems and having some means to fund the campaign;
- “*Blue Line*”: *National emergency hotline for victims of domestic violence*. An institution helping victims of family violence, operating a nationwide emergency hotline and co-operating with a network of organisations and institutions from all over Poland that provide assistance to victims of violence (the “Blue Line” Agreement).

The campaign headquarters’ work begins long before the campaign’s first messages reach their targets. The organisers’ activities may be divided into three stages: preparation, implementation, and evaluation.



At the preparatory stage the organisers should:

- diagnose the situation (the scale of the problem, social sensitivity to the problem, the level of its institutionalisation, resources, etc.);
- define the goals and expected outcomes of the campaign;
- define the target group (the addressees);
- specify the activities to be undertaken within the campaign and set its agenda;
- identify partners and co-operators;
- develop the campaign's budget.

### **Analysing the situation. Diagnosing the scale of the problem and social attitudes**

At the preparatory stage of the campaign it is essential to collect and analyse data concerning different aspects of corporal punishment and child abuse in the given country, and then develop a report based on such data. This analysis allows the organisers to:

- plan the activities that need to be undertaken to reduce or prevent the problem more carefully;
- be more effective in persuading the authorities that these activities need to be undertaken;
- evaluate the outcomes of the campaign after its implementation.

The next section presents the main types of information that should be contained in a report on child abuse. Before writing the report, an action plan should be developed, taking into consideration:

- people who may help the organisers with this task and their competencies,
- financial means at the organisers' disposal, and
- the time needed to collect and process relevant data.

A report on child abuse in the given country should contain the following key elements:

- general characteristics of the area of activity (background information);
- an assessment of the existing institutional services for abused children and their families at national level (their strengths and weaknesses);

- a diagnosis of the scale of the problem of corporal punishment of children and other forms of child abuse, as well as social attitudes towards the problem;
- information on similar campaigns that have been already carried out in the country, together with their results.

*General characteristics of the area of activity (background information)*

It is worth collecting basic information describing the social and legal situation of children in the country, as well as in the particular area where the campaign is going to be carried out. This allows the organisers to plan for the scale of needs and set the direction of activities that ought to be undertaken. The following types of data may be especially useful:

- the country's legislation regulating proceedings in cases of hitting children and other forms of abuse;
- the structure and competencies of national and local institutions responsible for protecting children and helping their families;
- official statistics and research findings characterising the scale of problems relevant to further activities, such as crime, alcohol addiction, society's (including children's) health, unemployment, poverty, etc.;
- number of inhabitants including number of children in particular age groups.

*Assessment of the existing help services for abused children and their families*

Carrying out an assessment of the existing help services for abused children involves:

- making a list of institutions working with families at risk or providing specialised assistance to abused children;
- drawing up a list of NGOs dealing with the problem of child abuse, which may contribute to organising and implementing the campaign as allies or partners.

*Diagnosis of the scale of the problem of corporal punishment of children and other forms of child abuse, as well as social attitudes towards these problems*

The main sources of information about the scale of the child abuse problem include registers and statistics concerning reported cases of child maltreatment, as well as research findings providing information on the incidence, determining factors, and the consequences of child abuse.

In countries such as Poland, where there are no specialist institutions intervening in cases of child abuse and there is no obligation to register reported cases, it is impossible to collect statistics presenting the overall incidence of the problem. One may try, however, to find statistical data illustrating selected aspects of the child-abuse problem. There are certainly police and court statistics concerning offences against children, interventions in cases of domestic violence, which are usually held by courts and police headquarters. Statistics concerning the neglect of children and domestic violence are presumably available at the government agency responsible for social care. The health-care agency may have data about diagnosed cases of battered-child syndrome. It is worth searching for such dispersed data held by different agencies using them to describe the identified scope and incidence of the problem of child abuse in the given country.

Research data may be found in previous expert analyses of the child-abuse problem or related issues (such as family pathologies or health problems). It is thus worth checking if the parliament, government agencies responsible for child protection, or any other institutions have ever commissioned such analyses. Research findings can be widely dispersed and may be sought in different academic centres conducting research aimed at diagnosing the situation of children or families. If such data are unavailable, insufficient, or outdated, the campaign organisers may conduct their own research at the preliminary stage of the campaign, which will provide information about the incidence of the problem and current social attitudes. Such research may be nationwide or local, describing the problem in a selected province or municipality. If the sociological diagnosis is chiefly aimed at setting the main goals of the campaign and defining the nature of activities to be carried out, it is worth collecting nationwide data at the preparatory stage, which will help formulate a global diagnosis. Local research would make a significant contribution to preparing local initiatives to be implemented within the campaign.

In 2000, the State Agency for Solving Alcohol-Related Problems, the “Blue Line”: Emergency hotline for victims of domestic violence, and the Nobody’s Children Foundation began the preparatory phase of the first Polish national social campaign against child abuse. Prior to the campaign the organisers diagnosed the problem of child abuse in Poland and help services available to abused children and their families. As part of the assessment a national study was conducted on a representative sample of 1 058 adult Poles, focusing on:

- Polish society’s attitudes towards different forms and aspects of child abuse, especially: social assessment of the scale and dynamics of the problem,

acceptance of corporal punishment of children, willingness to intervene in cases of child abuse, and attitudes towards abusers;

- the respondents' childhood experiences of violence and other forms of ill-treatment by adults;
- experiences of using different forms of abuse against their own children.

The study of social attitudes was replicated after one year to learn about changes in the social assessment of the problem's selected aspects.

*Information on similar campaigns that have already been carried out in the country, together with their results*

The campaign's goals and the nature of its activities may vary significantly, depending on whether there has been a history of media coverage of the issue. Therefore, before planning the campaign the organisers should collect data about previous campaigns concerning the problem (if any such campaigns have ever been carried out), including information about their target groups, the content and form of media messages, the outcomes, and their social perception. Such data will directly influence the process of planning the future campaign's goals and agenda.

It might also be inspiring to learn about social campaigns organised in other countries. Detailed knowledge about both successful campaigns – considered effective and evaluated positively – and failed ones – ineffective and criticised – may help the organisers to optimise their own choices.

### **Goals and expected outcomes of the campaign**

The organisers have to identify the final outcomes they expect from the activities carried out as part of the social campaign or within a broader programme including the campaign.

The expected results of the social campaign discussed here is to eliminate adults' abusive behaviour towards children, especially the use of physical punishment in the process of childrearing. In order to accomplish this, it is necessary to achieve several sub-goals. The key one is to change social attitudes towards corporal punishment. While setting such a goal the campaign organisers have to bear in mind that the process of shaping public opinion is neither easy nor fast. Changes brought about by the activities undertaken within the campaign are slow and gradual. The organisers of the model

campaigns presented above were fully aware that their initiatives' success required a wide range of activities and long-term commitment.

As the educational activities carried out within the campaign do not produce immediate results, the campaign organisers should also set goals relating to improving the situation of children who are currently actual or potential victims of adults' abusive behaviour. Supporting such children requires enforcing legal regulations enabling intervention and broadening the scope of help services for children and their families. Social campaigns may be used to lobby for legislative changes or to seek funds for help services.

Disclosing and defining social problems is a complex negotiation process among leaders of public opinion, mass media, political elites, and expert circles. Therefore, the organisers should pursue an important goal of using the campaign to enhance their own credibility and create their public image as experts. The status they achieve through the public visibility of their activities and competencies may improve the effectiveness of future initiatives against child abuse.

Summing up, a well-planned and skilfully implemented social campaign against the corporal punishment of children and other forms of child abuse may aim at achieving the following objectives:

- raising social awareness of the problem;
- providing useful information about the problem and ways of preventing or reducing it;
- enabling identification of those who need help;
- expanding the scope of help services for abused children;
- gaining social and financial support for the activities undertaken;
- influencing political decisions relating to legislation and social policies;
- enhancing the organisers' image as experts and credible sources of information about the problem.

### **Target groups**

Social campaigns against corporal punishment of children are usually targeted at parents and caregivers, who may – consciously or not – abuse their power over children and thus do harm to them. Such campaigns may also be

addressed at society as a whole, because although childrearing is the parents' private affair, it is strongly affected by cultural norms and social influences exerted on parents and caregivers. Moreover, parents are not exclusively responsible for all aspects of their children's lives, as supporting children requires the whole of society to share responsibility for their well-being. The idea of directing social campaigns at broadly defined target groups stems from the belief that people influence the status of the child-abuse problem in many different ways: through the scope and quality of help offered to children; reacting or failing to react to cases of abuse; ways of treating their own children; financial and political support for help initiatives; and social policies towards children and their families.

Social campaigns may be also targeted at professionals – representatives of services and institutions working with children and for children (educators, psychologists, employees of law-enforcement and health-care institutions, social workers, the clergy, etc.). Those who have contact with children professionally may benefit from the messages of such campaigns, improving their skills in diagnosing cases of abused children (or children at risk of abuse) and undertaking effective interventions.

Finally, the campaign messages may be addressed at policy makers at national or local levels. In countries where corporal punishment of children is not legally banned, such campaigns are likely to include lobbying for the enforcement of legal regulations to ensure the corporal immunity of the youngest members of society.

## **CHAPTER 3 – ACTIVITIES CARRIED OUT WITHIN THE CAMPAIGNS**

### **Media campaigns**

The goals of a social campaign are often pursued through direct forms of activity, such as conferences, training programmes, debates, festivals, and so on. This can be done in the case of local activities or when the campaign message is addressed to a limited target group. Reaching the general public, however, requires using means of mass communication. This type of campaign activity is usually called a media campaign.

In order to be successful a media campaign needs to develop efficient relations with editors and journalists, resulting in wide coverage of the campaign and mention of the problem of child abuse in the press, and on the radio and television. News, articles, interviews, press columns, and other forms of media messages increase public awareness about the child-abuse problem, and influence the informational and educational aspects of the campaign.

The media campaign is based on social advertising: how messages relating to the problem of child abuse are conveyed to the public, aiming at shaping social attitudes towards this phenomenon and adults' positive behaviour towards the youngest members of society.

#### *Media relations*

Effective co-operation with the media requires both careful preparation before the launch of the campaign and skilful management of relations with journalists while it is in progress. The media's interest in the campaign is neither fully predictable nor entirely controllable by the campaign organisers. Undoubtedly, however, thorough preparations for the media campaign will usually be reflected in the quality and quantity of media messages.

In the sections below we present guidelines that are mainly addressed at campaign organisers, though they might also prove helpful to their local partners (ambassadors), who manage media relations in their respective area of responsibility.

The media part of the "Childhood without violence" campaign was carried out over four months. During this time – both as a result of the campaign organisers' and their local partners' (campaign ambassadors') efforts, and on

the media's own initiative – the campaign received coverage in 37 television stations, 113 radio stations, and more than 200 local and national magazines. Over 900 articles were published concerning the problem of child abuse.

#### *Media resource inventory*

Most organisations dealing with the problem of child abuse have contact with the media while implementing their programmes and organising important events, such as anniversaries, conferences and launches of new centres. Quite frequently it is the media themselves that turn to experts employed in such institutions, requesting them to comment on the latest news relating to the problem of child abuse. All such contacts may prove beneficial. Therefore, while preparing a social campaign the organisers should develop a *media resource inventory*, including a list of contact persons to be invited for co-operation within the campaign. Such an inventory should be as extensive as possible – containing both local and national media – to maximise the campaign's reach. It may be based on existing contacts with journalists and editors. Other sources of information include the Internet, the yellow pages, and so on. It is also worth checking if other collaborating organisations have such systematic information or if they know journalists who are interested in the issue of child abuse.

#### *Media relations co-ordinators*

The campaign's organising committee should co-opt a media relations co-ordinator, whose tasks would be to develop the media resource list, prepare press releases and send them to the media, develop the press kit, organise press conferences, and so on. This person's contact data should be included in all materials forwarded to the media and in other informational materials developed for the campaign's purposes. Ideally this person should have experience in media relations and rich knowledge about the campaign, its organisers, and the problem of child abuse in general.

It is also useful to appoint professionals dealing with the problem of child abuse, who may give an interview or make a comment when requested by a journalist. Ideally, they should represent different professions, such as a sociologist, a psychotherapist and a lawyer.

#### *Press kit*

In order to ensure efficient information flow and smooth contacts with media representatives, a press kit (informational package for journalists) should be



developed as part of the social campaign preparation. The press kit ought to contain:

- concise information about the goals and agenda of the campaign;
- information about the child-abuse problem or the specific aspect forming the subject matter of the campaign (incidence, social attitudes, police data or other statistics, etc.);
- information about the campaign organisers;
- contact data.

The press kit should be forwarded to the media together with press releases concerning the campaign and ought to always be available at the campaign office. The materials should be available in both printed and electronic versions.

#### *Internet information*

Each social campaign should be present on the Internet. The campaign's website ought to contain a media section, providing access to the above-mentioned press kit and presenting regularly updated campaign news and accompanying media materials, such as radio and television adverts, posters, banners, and so on. In searching for information journalists often visit campaign organisers' websites. Thus, it is important to remember to update the site even at the preparatory stage of the campaign.

#### *When to contact the media?*

The media coverage of a social campaign does not only depend on the campaign's content value or noble goals. The media need specific, interesting events – while presenting such news, they can depict the campaign itself and the underlying social problem. If the campaign was preceded with sociological research into issues such as the incidence (the scale) of the selected form of child abuse or social attitudes towards the problem, information about the research findings may become such media news, providing a good opportunity to announce the planned social campaign.

From the media perspective it is definitely the official launch of the campaign that is considered its most important point. It is therefore essential that on that day information about the planned activities reaches as many press, radio and television editors as possible.

Another moment that might attract the media's attention is the publication of social advertisements. Intriguing billboards on city streets and moving television adverts may be interesting for the public so they should attract the media's interest, too.

Journalists should also be informed about other events accompanying the social campaign, such as conferences, training sessions and galas.

#### *How to inform? Press releases and press conferences*

Information concerning the ongoing or planned campaign should be addressed to carefully selected media, depending on the rank and character of the event (e.g. nationwide versus local). For example, information about the launch of a nationwide campaign should be forwarded to all potential media partners, while information relating to training sessions or other local initiatives would be more interesting for local media and should be passed to them. The basic characteristics of a good press release are as follows: it should be concise (not more than two pages) and well edited. The information about what is being organised, where, when, and by whom, ought to be placed in the first paragraph to immediately attract the reader's attention to the planned event. Moreover, it is important to emphasise the advantages of the event, such as the expected participation of celebrities and well-known organisations, the importance of the problem, the place where the event is going to be held, and so on. The press release should also contain contact information (telephone number, e-mail address) about the campaign office and the media relations co-ordinator, as well as the address of the campaign's website. After sending the press release by mail, e-mail or fax, it is recommended to make a follow-up phone call to ensure that the material has reached the addressee.

Events which are the most attractive from the media perspective, such as the official launch of the campaign, can be used to organise a press conference. Information about the planned conference should be included in the press release sent out to editors' offices. When opening the meeting with journalists, the campaign organisers' representative should discuss the campaign's goals and agenda. This opportunity might be also used to present the latest research findings and planned media messages.

#### *Ethics of media relations*

Good and frequent contact with the media is necessary for any public campaign to be successful. It might happen, however, that journalists' interest in

the problem of child abuse boils down to seeking sensational news, shocking examples of child maltreatment, moving reports by abused children, photos of such children, and so on.

Therefore, while co-operating with the press it is essential to protect the privacy of children and their families and to ensure high quality of all press materials. Here are a few fundamental rules concerning contacts with journalists during a social campaign focused on the problem of child abuse:

- never reveal personal details about abused children. Moreover, make sure that any other information that might help identify the child (such as detailed descriptions of unusual, specific cases) is not revealed;
- never let journalists contact children directly. An interview by a journalist may be harmful for the child even if all means have been used to conceal the child's identity. Firstly, an unprofessional conversation about painful experiences can be traumatic for the child. Secondly, the media's interest might suggest to the child that his or her painful experience might be seen as a kind of "commodity" (for example, I am important because I have been abused);
- warn abused children's parents and other family members as well as adult victims of violence about the harmful consequences that disclosing their story to the media might have for their children or themselves;
- monitor photographers' work. If you permit the media to photograph an institution helping abused children, please make sure that the photos do not allow for the identification of any of the people depicted;
- subtly suggest to journalists that instead of focusing on sensational cases they should concentrate on problems relating to helping abused children and positive examples of solutions to such problems.
- always insist on authorising interviews before their publication;
- inform other professionals working with abused children (police officers, educators, social workers, etc.) that they should follow these rules.

### *Public advertising*

Public advertising is the most visible element of the social campaign; sometimes it is the only aspect noticed by a significant part of society. This results from the vast reach of the television, radio, press, the Internet, and outdoor

advertising. It is therefore essential to invest maximum energy in developing and distributing advertisements, carefully adjusting their content and forms of communication to the target group. Although the organisers' expertise is certainly important, it is impossible to succeed without professional support from media and advertising experts. Proper selection of partners and collaborators may prove crucial for the success of this part of the media campaign and, consequently, for the public education campaign as a whole.

Advertisements published during the "Childhood without violence" campaign were developed on a non-profit basis by an international advertisement agency, McCann Erickson Poland. The organisers co-operated with the agency's creative department when preparing the content of the advertisement messages. Within the campaign a television advert and two radio spots were broadcast. More than 1 000 billboards and over 3 000 city lights (posters placed at bus and tram stops) were displayed in city streets. More than 20 000 indoor posters and 150 000 leaflets and educational posters were distributed. McCann Erickson's advertising material developed for the campaign received awards at several prestigious national and international advertising festivals.

### *Co-operating with the advertisement agency*

In commercial advertising campaigns the agency produces and distributes advertisements. The advertiser's role may be limited to approving draft advertisements and paying for the completed order. In the case of social advertising within a campaign against child abuse, however, things work differently. Production and distribution of advertisements is extremely expensive. The cost of producing and broadcasting a single television advert may exceed the annual budget of many NGOs or other institutions organising the campaign. It is thus crucial that the organisers negotiate special financial conditions of co-operation with the advertising agency, declaring their contribution to both the development and distribution of the advertisements. Agencies often accede to such forms of co-operation or even resign from any fee, as participating in a good social campaign creates the agency's positive image, and high-quality advertisements make the agency visible and widely recognised.

When attempting to establish a partnership with a good advertising agency, however, it is worth remembering that it probably receives many such propositions and chooses only the best ones. It is therefore essential to promote the campaign as much needed, topical, carefully planned, and innovative, and its

organisers as experienced specialists in dealing with the problem of child abuse. Furthermore, it is worth attracting cultural, scientific and political celebrities as campaign patrons, for their support may help to win partners in the media market.

While co-operating with the agency the campaign organisers ought to precisely define the intended message of the advertising materials and to participate in the process of developing the media campaign, offering their professional knowledge about child abuse, and monitoring the content and form of the materials.

### *Content of advertisements*

In most campaigns against the corporal punishment of children the content of advertisements can be reduced to a few fundamental messages:

- hitting children is a real problem;
- it is wrong to hit children;
- we should intervene in situations in which a child is beaten;
- children have the right to physical immunity.

The decision about the content of a particular advertisement depends on several factors. If public opinion polls and the organisers' experience show that the society is unaware of the subject matter of the campaign, the advertisement should primarily make people realise the scale and importance of this problem. If the problem has already been a subject of social debate, the emphasis may be placed on alternative childrearing methods and the need to react to cases of child abuse.

The selection of the advertisement's content is also dependent on its target group. Advertisements are sometimes addressed at children, informing them about their rights, including the right to physical immunity. It seems, however, that adverts should be primarily targeted at adults, as in practice children are not able to enforce their rights even if they are fully aware of them.

Adverts addressed at the general public should focus on making the audience more sensitive to the problem, while adverts targeted at parents may present a range of disciplinary practices which don't involve corporal punishment. In any case the adverts ought to promote sources of information about the problem (such as a website) and counselling services (e.g. an emergency hotline).

Any content may be presented in many different ways. There are basically positive and negative messages. We do not have to show a battered child (a negative message) to discuss the problem of corporal punishment. Instead, we may present positive parenting (a positive message) to illustrate the idea that children should be reared without violence. Negative messages are definitely stronger and more shocking, so they might prove more effective in presenting the problem to an unaware public, they can also cause backlash. Positive messages, in turn, may turn out to be more effective when talking to parents, as shocking scenes of violence can make some viewers – especially abusive parents – reject the message, for example on the grounds that the situation presented does not apply to them.

### *Forms of advertisements*

Social advertising may be presented in many different ways, and its basic forms include:

- television advertising;
- radio advertising;
- press advertising;
- Internet advertising;
- outdoor advertising.

The choice of advertising media depends on the inventiveness of the organisers and their partners. For example, some social campaigns have used alternative media, such as advertising on commodities of everyday use, such as food, and so on.

Television is the most expensive advertising medium. The reach of television adverts, however, is enormous, resulting in the high level of effectiveness of this form of advertising. When the advertising agency is strongly committed to the campaign and the television broadcaster shows a favourable attitude, the organisers may count on a substantial cost cut or even on free-of-charge television advertising.

Radio is also an effective medium of communication. The costs of radio advertising are relatively low, compared to television adverts. It is then possible to produce more than one radio spot. In cases of both forms of media – radio and television – it is worth raising national and local media's interest in

broadcasting the advertisements. Local campaign co-ordinators (ambassadors) may prove very helpful in dealing with the local media.

Another advertising medium is the press, i.e. national and local daily newspapers and periodicals, magazines, specialised branch journals, and so on. It is strongly recommended that press advertisements be developed and distributed as they ensure that the campaign and its messages are highly visible.

Internet advertising is not as commonly available as the previously discussed forms of social communication. Internet banners, however, are used more and more frequently both in social campaigns and in commercial advertising. This stems from the increasing number of Internet users and the resulting increasing visibility of advertising material presented on the Web. Moreover, the medium's interactive nature provides rich opportunities for advertisement makers to show their creativity. Among other advantages, banners may send the viewer to the campaign website, where he or she can find comprehensive information about the campaign.

Outdoor advertising is also a very useful means of conveying campaign messages. Organisers may choose from among several different types of material displayed on city streets – from billboards to city lights (placed at bus and tram stops) to small-format posters. The cost of outdoor advertising depends on its reach, scale, and duration. These parameters should be adjusted to the organiser's resources to maximise the campaign's visibility at a minimum cost. As in previously discussed cases, outdoor advertising agency's favourable attitude towards the campaign may turn out to be a decisive factor in its success.

#### *Evaluating the media campaign*

Once the social campaign is over it is worth evaluating the effect of the media activities undertaken. This can help us find out:

- how frequently the campaign itself and issues related to child abuse appeared in the media;
- how visible the presented advertisements were;
- how the campaign was perceived by the public;
- how the campaign affected social attitudes.

This information will help us assess the campaign and draw final conclusions from it. It may also allow us to assess needs for further educational and informative activities relating to particular aspects of the child-abuse problem. In order to establish how often campaign materials have appeared in the press and on radio or television, it is necessary to co-operate with a media-research company. Without such help we would be only able to analyse a few selected papers or magazines, which would not give us a complete picture of the media's response to the campaign. We may also choose to commission a media analysis, in advance, focused on the content of messages concerning child abuse. Comparing the results of such an analysis made before the launch of the campaign with the results obtained in the course of the campaign may give us additional knowledge about the campaign's influence on the media coverage of the problem.

In order to study the visibility of the media materials associated with the campaign, both social advertisements presented within the campaign and other media publications (press articles, television programmes, and so on), we should commission a public-opinion survey on a representative sample. While conducting such a study it is also possible to ask the respondents about their judgments of the campaign activities.

Research into changes in social attitudes caused by the perception of the campaign messages is more complex, however, as it necessitates conducting a study not only after the campaign, but also before its launch. Findings from such research may prove very interesting and helpful in planning further child-protection activities.

## **Local activities**

### *Coalition*

Ensuring the commitment of the largest possible number of institutional partners is a core element of any public education campaign. Such partners not only support the ideas behind the campaign, but also act as its ambassadors and implementers. At local level even a very strong organisation acting alone will never achieve as much as a coalition of organisations, institutions, and individuals focused on shared ideas and common tasks. Coalition partners may distribute the campaign messages, provide the organisers with valuable information, and carry out activities aimed at achieving the campaign goals.



The organisers ought to invite organisations and institutions that perform the following functions to join the coalition: providing assistance to children (help centres, NGOs, religious organisations); educating and taking care of children (schools, day-care centres); deciding on local policies (local authority bodies); and/or funding the campaign (businesses).

As part of the Polish campaign “Childhood without violence” a coalition was formed between child-protection organisations and institutions pursuing a shared goal of stopping violence against children. The following leaflet (see textbox below) was widely distributed. Almost 1 000 organisations from all over Poland participated in the campaign.

**Coalition of organisations and institutions united in combating child abuse and neglect**

Children have the right to grow up in secure, non-violent environments, and adults are responsible for ensuring that this right is observed. It is therefore necessary to undertake activities aimed at educating society about the phenomenon and effects of child abuse; promoting good, conscious parenting; enhancing social involvement in reducing domestic violence; and developing services offered by institutions providing support and assistance to children.

Within the “Childhood without violence” campaign a coalition has been formed by child-protection organisations and institutions pursuing the shared goal of stopping violence against children. If you would like to join the campaign, if you believe that children have the right to childhood without violence, if you want to help children actively – the list of coalition partners is still open and you are most welcome to join us.

**Declaration**

Organisations and institutions helping abused children should act together, pursuing their shared goal.

*Acting together we may stop violence against children!*

We invite you to participate in a coalition of organisations and institutions that wish to support and undertake activities aimed at stopping violence against children.

*I wish to join the coalition supporting the campaign:*

Organisation, institution:

Address:

Name and surname:

*continued*

1. I provide moral support.

2. I consent to placing the name of our organisation (institution) on the list of coalition partners and I shall promote initiatives undertaken within the campaign.

3. I shall undertake activities aimed at helping abused children and stopping violence.

(The above-mentioned forms of support do not exclude one another – you may mark one, two, or all three of them.)

Here is a list of potential activities aimed at reducing child abuse and neglect, which may be undertaken within local communities. Please indicate which of them you are able to initiate.

(This applies to organisations that have declared the third form of support.)

- Launch a specialised help centre for abused children.
- Expand the services provided by help centres for victims of violence by professional support for child victims of abuse.
- Implement therapeutic programmes for abused children.
- Implement programmes aimed at preventing child abuse.
- Organise or finance training programmes focused on helping child victims of violence.
- Organise or finance programmes on good parenting skills.
- Conduct public education, print brochures about local help centres for child victims of violence, co-operate with local media, organise local campaigns and conferences aimed at reducing violence against children.
- Form local coalitions to develop a support system for abused children.
- Support and finance the existing help centres' activities.
- Other

### *Local debates*

Organisations and institutions declaring their participation in the coalition may undertake various initiatives relating to preventing corporal punishment and child abuse. It is beneficial, however, that activities carried out in local communities are done so consistently with those carried out elsewhere in the country. In such a case the campaign organisers may inspire activities at

local-community level that are consistent with the campaign's general objectives, and provide local coalition partners with materials and tools developed at campaign headquarters (such as scenarios of meetings and training sessions or educational materials), and are better able to monitor the course of the campaign.

An important goal of the Polish "Childhood without violence" campaign was to motivate local authorities and encourage them to expand the scope of help services for abused children in their town or municipality. There are still no nationwide, systemic solutions to the problem of child abuse in Poland, so local authorities' commitment, resulting in the allocation of funds to such forms of activity, is the only guarantee of the efficient operation of help centres for abused children and other child-protection programmes.

The campaign's local aspect focused on so-called local debates, i.e. meetings attended by influential members of the local community (representatives of local authorities, cultural and scientific circles, the media, managers of schools and public care institutions, NGOs), seeking ways to effectively help abused children in their municipality or town. Such debates often resulted in specific decisions and solutions promoting effective help for abused children.

#### *Debate goals*

- Draw the local authorities' attention to the problem of child abuse and make them realise: the significance and scale of the problem; limitations of the local help services for abused children and their families; and the need to undertake educational activities concerning the problem of child abuse.
- Create opportunities for meetings of representatives of various institutions and services helping abused children and their families. Present the idea of interdisciplinary work. Work out opportunities for co-operation.
- Inspire local initiatives related to helping abused children.

The agenda of the debate and a model composition of its participants were suggested by the campaign organisers, but final decisions were left to the local organisers of the debates. Those meetings followed different formulas: some of them were held during the municipal council sessions devoted to the problem of child abuse, others – at conferences organised by academic institutions, still others – during meetings held in municipal institutions, such as social care centres, schools, or public care institutions.

### *Model agenda*

- Introduction: presenting the goals and structure of the nationwide “Childhood without violence” campaign (10 minutes).
- Showing of a film about the child abuse problem produced by the campaign organisers (20 minutes).
- Presentation of the diagnosis of the local scale of the problem (may include comparing local data with nationwide figures, pointing out risks, and so on) (20 minutes).
- Comments by local experts (e.g. a psychologist with rich practical experience in working with children) (40 minutes).
- Discussion of local needs and resources. (What do we do to prevent and reduce child abuse?) Presentation of a report developed by the campaign ambassador (20 minutes).
- Discussion, summing up, decisions (1 to 2 hours).

### *Campaign ambassadors*

Local activities undertaken as part of the campaign should be co-ordinated by specially appointed people who know the campaign goals, have regular contact with the campaign headquarters, as well as who animate and monitor the course of the campaign in their town or municipality. These people’s professional roles and contacts, combined with their personality traits, should allow them to successfully co-ordinate the campaign at local level. Local co-ordinators or campaign ambassadors may come from local branches of the institution organising the campaign or a nationwide network of its partners. Campaign ambassadors may also be selected by the organisers, who announce the recruitment process before launching local campaigns, specifying their expectations, tasks associated with the ambassador’s role, and remuneration (if any). All applications should be carefully assessed by the organisers in order to select the best suited candidates. The main advantage of this solution is that local activities are then co-ordinated by truly motivated people, for whom the ambassador’s role is freely chosen rather than imposed. The weakness of the recruitment procedure, however, is that the ambassadors are members of different organisations, which may make it difficult to follow the same campaign scenario in each town (municipality).

Organisers of the nationwide “Childhood without violence” campaign invited professionals from all over Poland to participate as local co-ordinators, drawing on a wide range of databases of people competent in dealing with the problem of child abuse and committed to protecting children’s well-being. Invitations were sent to organisations belonging to the nationwide “Blue line” agreement (870 institutions), local children’s rights committees (40 branches across Poland), graduates of training programmes concerning child abuse that had been conducted by the organisers in the years preceding the campaign, and others. Upon careful assessment of applicants the organisers recruited 512 ambassadors from all over Poland.

The ambassadors’ main task was to organise local debates in their areas of responsibility, in order to plan and launch local programmes of child abuse and neglect prevention in their municipalities.

#### **Ambassadors’ tasks**

1. Participate in a two-day training course about the problem of child abuse and the course of the campaign.
2. Prepare information about child abuse in their town (or municipality/district).
3. Develop information about local support services for abused and neglected children.
4. Organise local debates about the child-abuse problem and possibilities to create or develop local support systems:
  - establish contact with the local (town or municipal) authorities in order to win their support, patronage, and organisational help;
  - invite guests: authorities, local decision makers, experts in working with children and other people in need of assistance, and representatives from the local media;
  - ensure there is a suitable location (room) for the debate.
5. Host the debate:
  - present the underlying assumptions, agenda and goals of the campaign;
  - distribute the campaign materials among the debate participants;
  - present the collected data about child abuse in the given town (municipality);
  - moderate experts’ presentations and the discussion.
6. Prepare a report following the debate and send it to campaign headquarters.

The organisers invited the ambassadors to two-day training sessions, where the latest findings were discussed concerning the scale of the problem of corporal punishment and other forms of child abuse in Poland, and social attitudes towards the problem. The trainees were also presented with the goals of local debates and key rules of how to organise them. They learned about their tasks and recommended ways of performing them, and were given the campaign materials to be used during the debates or distributed locally (posters, brochures, stickers, books, and films).

### *Local diagnosis of the problem*

One of the campaign ambassadors' tasks should be to develop local diagnosis of the child-abuse problem in their geographical area of responsibility. Although preparing such a report requires much effort, it will be worthwhile at the stages of organising and conducting local debates, and when specific child-protection activities are carried out. Such a document facilitates planning priority initiatives at local level, makes the organisers more credible, and helps them establish contact with partners or win potential sponsors.

A complete report on child abuse in the local community should contain the following main elements:

- background: general characteristics of the area of activity (town or municipality);
- assessment of the existing institutional services for abused children and their families in the town/municipality;
- diagnosis of the scale of the child-abuse problem and social attitudes towards the problem in the town/municipality.

### *General characteristics of the area of responsibility*

It is worth collecting basic information on the municipality (or town or district), where the local debate is to be held. This will allow for planning of the scale of local needs and the direction of activities that ought to be undertaken. In particular, it is useful to collect data such as:

- the “topography” of the municipality (town, district, etc.): administrative borders, ground development, location and regionalisation of important institutions, and so on;
- number of inhabitants, including the number of children per particular age group;

- number and type of educational, health-care, social-care, and public-security institutions, etc.;
- number of people employed in such institutions;
- official statistics characterising the scale of problems relevant to the activities planned: crime, alcohol addiction, the community's (including children's) health, unemployment, poverty, and so on.

Data and statistics concerning these areas of the municipality's (town's) life are usually available at particular departments of the local authority office. Moreover, local social care centres, the police headquarters, the employment agency, and the chief health-care institution are likely to keep information about their clients, patients and care recipients.

*Assessment of the existing local institutional services for abused children and their families*

Carrying out an assessment of the local services for abused children requires making a list of institutions that work with problem families or provide specialist help for children in the given area. To prepare such a list, one may use the existing databases from these types of institutions. They may be available at the local social care centre or specialist help centres for children, if there are any such institutions in your town (municipality).

If data about the existing help services for children in your area of activity are unavailable or incomplete, you may try to reach all the previously identified institutions operating in the town/municipality, which provide various forms of help (psychological, social, legal, medical, etc.) to children and their families. Appendix 1 includes a model questionnaire, which may be used to collect data about such institutions. Information thus gathered can be useful in developing a local informative brochure about help services available to abused children and their families in the given area. Its development may be the first step towards organising a local (municipal) help system for abused children and their families.

*Diagnosis of the scale of the child-abuse problem and social attitudes towards the problem in the town/municipality*

While collecting information about the scale of the child-abuse problem and social attitudes towards the problem in the local community, the campaign ambassadors may draw on the registers and statistics kept by local institutions

(the police, court, child-protection services, health-care facilities). However, even if such statistics are actually kept, they illustrate but a tiny fragment of the real problem. It is then worth citing research findings. It may be possible to get access to existing data, if there is an academic centre in the town or if the local authorities have already ordered such research. This, however, will be exceptional and most ambassadors will have to face the question of how to present the scale of the problem they are going to deal with. Should this occur, they might consider the idea of conducting their own research into the local scale of the problem. It is easiest to obtain information about identified cases of child abuse in the town/municipality. Such cases may be recognised by people who work with children or help them professionally, such as teachers, educators, social workers, or paediatricians. If it proves impossible to conduct such research on a large scale for the purpose of preparing the report, the ambassador may get information from a selected professional group, such as teachers in a selected school or employees of the municipal social care centre. It is worth noting that the ambassador's objective is not to analyse the problem scientifically, but to learn about and present the experiences of, and attitudes to the issue by local professionals. Certainly, information about experiences of abuse may also be obtained from the children themselves or from their parents, although such research is difficult to conduct, requiring special sampling, substantial funds, and co-operation with experts (a sociologist, statistician, and so on). If, however, the ambassador or the local campaign staff are able to accept this challenge, they will certainly obtain highly valuable data. (Appendix 2 contains a questionnaire which may be used – as a whole or in part – for conducting research on children.)

Before starting our own research, we have to answer several questions:

- What do we want to know? What information are we trying to obtain?
- Where (and from whom) can we get this information?
- Are we able to reach the selected group of “sources” and win their consent to participate in the study? For example, if we want to research teachers or social workers, we will need official approval or co-operation of their supervisors.
- Finally, what method of collecting data shall we apply? Should we interview selected people or use a questionnaire? Both methods have their strengths and weaknesses, which deserve careful consideration.

Knowledge about the scale of child abuse is essential when we plan programmes aimed at reducing the problem. It is equally important to know



about social attitudes towards the problem, especially those held by our potential partners in developing a child-protection system. While preparing the report we may therefore want to seek answers to some of the questions that come to mind spontaneously:

- Do professionals (such as teachers) perceive the child abuse problem as real and significant?
- Do they acknowledge the right to interfere in the family, and to what extent are they willing to do so?
- What is their attitude towards corporal punishment? What is their attitude towards child abusers?
- What strategies for helping children and parents do they prefer?
- How do they judge the effectiveness of activities undertaken by various institutions, and so forth ?

Some of the information might be collected by use of the previously mentioned questionnaire attached in Appendix 3. Evidence obtained through your own research may be not only included in the report to be presented at local debates, but also used later, for example when developing training programmes for professionals.

Within the “Childhood without violence” campaign organised in 123 Polish municipalities the campaign ambassadors made local diagnoses of the child-abuse problem, based on the data collected and the results of research conducted before the local debates.

In Zawiercie, a town in the south of Poland, the local campaign was organised under the patronage of the City board plenipotentiary for solving alcohol-related problems. With his support and funds, the campaign ambassador researched children in all elementary and high schools in the town, using the questionnaire presented in Appendix 2. 800 students in 34 classes were studied.

The study showed that 39% of the children had received a severe spanking at home at least once, leading to physical injuries, while 42% reported being hit even for minor offences.

The campaign ambassador in Zawiercie studied professionals as well, using an anonymous questionnaire (Appendix 3). The respondent group of 250 people included doctors, pediatricians, educators, social workers, and police officers. The results showed that for the past year more than 50% of the

respondents had encountered cases of child abuse in families, 64% had diagnosed cases of emotional abuse of children, 12% – sexual abuse, and 70% – severe neglect.

When asked about their attitude towards corporal punishment, 36% believed that a child deserved a spanking for a minor theft, 20% would hit a child for smoking cigarettes, and 19% for skipping school.

### *Reports from local activities*

Another important task for ambassadors is to draw up reports on the activities undertaken in their area of responsibility (town/municipality) within the campaign. Information contained in such reports submitted to the campaign organisers facilitates the assessment of the scope and nature of the activities carried out at national level, interregional comparisons, and future evaluation of decisions made at local debates.

After the Polish nationwide campaign “Childhood without violence” was completed, the campaign organisers received detailed reports from more than half of the local debates and the resulting activities. The remaining ambassadors only informed the headquarters about the debate, for submitting a report was not obligatory. (Perhaps the reporting guidelines could have been formulated differently.)

The analysis of reports written three months after the campaign had been completed showed that in 49 municipalities interdisciplinary teams had been formed to reduce violence against children. In 25 municipalities informative brochures were to be published about the existing child-protection services, in 11 local coalitions had been formed. Seven campaign ambassadors gave information about workshops in good parenting, 12 about training sessions for parents to be organised in schools, and 23 about training programmes for services dealing with child victims and witnesses of domestic violence.

Moreover, in the ambassadors’ areas of responsibilities the following facilities had been established: 8 child-friendly interview rooms, 8 information and consultation centres, 9 centres of crisis intervention, 9 hotlines for child victims of violence, and 11 socio-therapeutic day-care centres.

In many municipalities it was decided that child-protection activities should be considered a priority. Such activities were incorporated into local preventive programmes.

## CONCLUSIONS

Children are entitled to grow up free from physical and emotional violence and from any form of harm, with their dignity fully respected. This fundamental right is proclaimed in the UN Convention on the Rights of the Child, which was passed unanimously in 1989 by the UN General Assembly. Governments of the 192 states that have ratified the convention have thus legally undertaken to observe and enforce in their countries the rights of the child listed in the convention. They are, therefore, under an obligation to initiate and support initiatives that lead to treating children as autonomous human beings and create environments enabling children to develop harmoniously, through protecting them against violence and abuse. To fulfil such obligations governments should develop help and protection systems for children whose well-being and safety are already threatened. It is equally important, however, to create a social atmosphere of understanding and respect for children's rights. This requires changing certain attitudes towards childrearing practices, which are still shared by a significant segment of the public.

Corporal punishment as a way to discipline children is not going to disappear immediately from parents' childrearing repertoire. However, as shown in research findings and experts' opinions, consistent and systematic efforts to educate society may gradually change parents' attitudes and behaviour. Organising public campaigns against corporal punishment of children is an important form of social education and here are the main reasons:

- a public campaign is the most effective instrument in changing attitudes as it reaches the biggest audience, may use messages differing in content and form, and raises social debate through activating emotions and reflection at both individual and collective levels;
- public campaigns can and should be a part of a state's social policy. They may follow a long-term plan, based on an understanding of the processes of attitude change and the rules of social perception.

Governments of many countries initiate or support educational campaigns focused on the reduction of corporal punishment of children, and thus meet their international obligations defined in the Convention of the Rights of the Child. In some of the signatory states, such as Sweden, educational activities

using public campaigns have existed for nearly 40 years. In others, such as Poland, the first government-supported public campaign against child abuse, with a special emphasis on the need to forego corporal punishment of children, was organised as recently as 2001-2002. There are still many governments, however, which – despite having ratified the convention – have not made an effort to initiate large-scale, nationwide educational activities in the form of public campaigns.

As was mentioned in the introduction, this manual is addressed at people and institutions that contribute to the organisation of public education campaigns against the corporal punishment of children. Such campaigns have been so far initiated by a wide range of institutions: NGOs, government agencies, advertising agencies, business companies or coalitions of various organisations. Regardless of who organises the campaign, however, they should always be offered organisational and financial support by the government of the country in which the campaign is conducted. This expectation stems from governments' obligations to the citizens of their countries, including children, and to the international community.

## **APPENDICES**



## **APPENDIX I – QUESTIONNAIRE ON SUPPORT SERVICES FOR CHILDREN AND FAMILIES<sup>1</sup>**

### **1. Name of establishment:**

Street:                      Town:                      Postcode:  
Parish:                      Tel.:                      Fax:

### **2. Client/Patient visiting days and hours:**

### **3. Is access to your office adapted for the use of people with disabilities?**

Yes                      No

If no, please describe the potential difficulties:

### **4. Legal and institutional structure of your establishment**

State administration (*voivode*, minister)  
Self-governing administration (parish)  
Non-government sector (foundation, associations)  
Religious union  
Other (please specify):

### **5. Please specify the nature/type of establishment:**

Clinic	Outpatient department
Care emergency services	Therapy workshops
Clubs	Community centres
Schools	Nurseries
Education centres	Hostels
Hospital department	Other (please specify)

---

1. The aim of this questionnaire is to collect data on services rendered with regard to the protection of the psychological health of children and young people, on the territory covered by the Warsaw centre. We would like to update our records with detailed information on the forms of help on offer to children and youngsters, so that we can use it in our preparation of a manual, a practical tool to be used at work by specialists and establishments helping children.

**6. Please define the territory covered by the *principal* activity of your establishment:**

region:

district:

parish:

administrative district:

whole city:

province:

whole country:

other (please specify):

**7. Please describe (in the table below) the most prevalent category of client/patient** – separately for each category – the steps (the forms of help) undertaken on their behalf and the conditions under which that help is granted (place, time, potential fee and so on). In particular, please provide a precise and fair description of services rendered on behalf of children and youngsters in the sphere of protecting psychological health, including the specificities of your actions therein, highlighting unique actions or your own programmes.

<b>Client type</b>	<b>Types of help extended to this category of client</b>	<b>Technical conditions for obtaining help (where, on what basis, potential fee, etc.)</b>

**8. Are the services provided by your establishment based on fees, particularly those relating to the psychological health of children and youngsters?**

no

yes

partly

other – specify



**9. What type of a first contact do you recommend your clients/patients?**

personal visit                      a telephone call                      a letter  
 does not matter  
 through another establishment (specify)

**10. Obligatory requirements when accepting a client/patient at your establishment:**

letter from a specialist (a doctor, a psychologist)                      no letter  
 presence of documents (health book, tests results)                      no documents  
 other (specify)

**11. Is using your establishment conditional to special conditions such as place of residence, age, sex or a membership of an organisation and so on?**

no    yes (please describe)

**12. Please specify which specialists render services in your establishment by marking the relevant column with “X” or, if that is not possible, by inserting the number of specialists in the given field.**

Specialists	Number of specialists
Teachers	
Psychologists	
Re-educators	
Speech therapists	
Therapists	
Rehabilitation experts	
Physiotherapists	
Re-socialisation experts	
Educators	
Psychiatrists	
Neurologists	
Paediatricians	
Doctors – other specialisations	
Other – specify	

**13. From amongst the forms of psychotherapy listed below, please indicate the ones that are used in your establishment, specifying the age of people who benefit from such forms of help:**

X	Type of psychotherapy	Age of patients
	Individual psychotherapy for children	
	Closed group psychotherapy for children	
	Open group psychotherapy for children	
	Individual psychotherapy for young people	
	Closed group psychotherapy for young people	
	Open group psychotherapy for young people	
	Individual psychotherapy for parents (guardians)	
	Closed group psychotherapy for parents	
	Open group psychotherapy for parents	

**Full name of the person filling in the questionnaire:**

**Date:**

**Name and details of contact person, when updating:**

*Name of researcher:*

*Date of receipt of the questionnaire:*

## APPENDIX II – QUESTIONNAIRE FOR CHILDREN

### Note for pupils

Your class has been selected, along with a limited number of others, to participate in research conducted amongst schoolchildren. This research will allow us to find out about the experiences and views of young people with regard to the many problems which they might have (including some very unpleasant ones). Please give sincere answers to the questions in this questionnaire. We guarantee full anonymity and the questionnaire should not be signed. The results of all the questionnaires will be processed for our statistics database and will be used for scientific purposes.

After reading each question, think carefully then underline the answer which is closest to what you think or write your own answer in the free space.

*Below are a number of stories which could have happened to your peers. Please read them carefully and express your views on them.*

**I. Adam's parents wanted a son who was the best at everything – smart, talented and popular. But Adam is only an average kid; he cannot live up to his parents' expectations. He knows that they are always disappointed in him and wishes that he was someone different.**

1. How many people do you think are in a similar situation to Adam?

- most children
- approximately 50% of children
- not many children
- hardly anybody
- it is hard to say.

2. Do you know anybody in a similar situation to Adam?

- I do not know anybody like this
- I know one such person
- I know a few people
- I know many children in similar situations.

3. Do you think that your family situation in comparison with Adam's is:
- very similar
  - sometimes (I think that it is) similar
  - totally different?

**II. Ewa has to do a lot of hard chores around the house. After school she must take care of her younger brother and do a lot of other household things. Often, she does not have time to play, see friends or do her homework.**

4. How many children do you think are in a similar situation to Ewa?
- most children
  - approximately 50% of children
  - not many children
  - hardly anybody
  - it is hard to say.

5. Do you know of anybody in a similar situation to Ewa?
- I do not know anybody in a similar situation
  - I know one such person
  - I know a few people
  - I know many children in similar situations.

6. Do you think that your family situation in comparison to Ewa's is:
- very similar
  - sometimes I think that it is similar
  - totally different?

**III. No one seems to care about Chris. His parents give him the things he needs, but they hardly ever talk to him and they do not care or know about his problems.**

7. How many children do you think are in a similar situation to Chris?
- most children
  - approximately 50% of children
  - not many children

- hardly anybody
  - it is hard to say.
8. Do you know of anybody in a similar situation to Chris?
- I do not know anybody in a similar situation
  - I know one such person
  - I know a few people
  - I know many children in similar situations.
9. Do you think that your family situation in comparison to Chris's is:
- very similar
  - sometimes (I think that it is) similar
  - totally different?

**IV. Agnes is sometimes hungry, because there is not enough food at home. Her parents do not give her proper clothing; sometimes she does not have basic school supplies.**

10. How many children do you think are in a similar situation to Agnes?
- most children
  - approximately 50% of children
  - not many children
  - hardly anybody
  - it is hard to say.
11. Do you know of anybody in a similar situation to Agnes?
- I do not know anybody in a similar situation
  - I know one such person
  - I know a few people
  - I know many children in similar situations.
12. Do you think that your family situation in comparison to Agnes's is:
- very similar
  - sometimes (I think that it is) similar
  - totally different?

**V. Jack is in the 6th grade, but he is on his own. Nobody takes care of him. He comes home whenever he wants to, sometimes even very late at night.**

13. How many children do you think are in a similar situation to Jack?

- most children
- approximately 50% of children
- not many children
- hardly anybody
- it is hard to say.

14. Do you know of anybody in a similar situation to Jack?

- I do not know anybody in a similar situation
- I know one such person
- I know a few people
- I know many children in similar situations.

15. Do you think that your family situation in comparison to Jack's is:

- very similar
- sometimes (I think that it is) similar
- totally different?

**VI. Mark's parents control his every step. He hardly ever gets to spend time with his friends and even then, he can only see those that his parents accept. His mother often comes to his school to see how he is managing and whether or not he needs any help.**

16. How many children do you think are in a similar situation to Mark?

- most children
- approximately 50% of children
- not many children
- hardly anybody
- it is hard to say.

17. Do you know of anybody in a similar situation to Mark?

- I do not know anybody in a similar situation
- I know one such person

- I know a few people
- I know many children in similar situations.

18. Do you think that your family situation in comparison to Mark's is:

- very similar
- sometimes (I think that it is) similar
- totally different?

**VII. Piotrek's parents often shout at him. They call him humiliating and degrading names such as "you idiot", "you moron".**

19. How many children do you think are in a similar situation to Piotrek?

- most children
- approximately 50% of children
- not many children
- hardly anybody
- it is hard to say.

20. Do you know of anybody in a similar situation to Piotrek?

- I do not know anybody in a similar situation
- I know one such person
- I know a few people
- I know many children in similar situations.

21. Have you ever experienced anything like Piotrek's experience?

- never
- once
- a few times
- many times.

**VIII. Grzesiek got such a hiding from his father that he had bruises and scratches all over his body.**

22. Do you think that what happened to Grzesiek also happens to:

- most children
- approximately 50% of children

- not many children
- hardly anybody
- it is hard to say.

23. Do you know of anybody who has had the same experience as Grzesiek?

- I do not know anyone who has experienced this
- I know one person who has experienced this
- I know a few people who have had the same experience
- I know many children who have had the same experience.

24. Have you ever experienced anything like Grzesiek's experience?

- never
- once
- a few times
- many times.

### **IX. Magda gets hidings even for trivial offences.**

25. How many children do you think are in a similar situation to Magda?

- most children
- approximately 50% of children
- not many children
- hardly anybody
- it is hard to say.

26. Do you know of anybody in a similar situation to Magda?

- I do not know anybody in a similar situation
- I know one such person
- I know a few people
- I know many children in similar situations.

27. Do you think that your family situation in comparison to Magda's is:

- very similar
- sometimes (I think that it is) similar
- totally different?



28. Many people get hidings from their parents or from people looking after them at least once in their lifetime. In what situation, in your view, is it justifiable to give a child a hiding? Do you think a child deserves a hiding if he/she: *(please insert an X in the appropriate column)*

	Yes	No	Hard to say
Lies			
Does not come home at a specified time			
Has got bad marks at school			
Plays truant			
Steals something small			
Displays a lack of respect towards his/her parents			
Damages something valuable			
Does not take care of his/her clothes and damages them			
Does not obey his/her parents			
Starts smoking			
Drinks alcohol			

Please could you give us your views on the situations in which some of your peers found themselves.

**X. An adult was persuading Maciek to accompany him/her in looking through pornographic magazines and watching pornographic movies.**

29. Do you think that what happened to Maciek also happens to:

- most children
- approximately 50% of children
- not many children
- hardly anybody
- it is hard to say.

30. Do you know of anybody who has had the same experience as Maciek?

- I do not know anyone who has experienced this
- I know one person who has experienced this
- I know a few people who have had the same experience
- I know many children who have had the same experience.

31. Have you ever experienced anything like Maciek's experience?

- never
- once
- a few times
- many times.

**XI. An adult man touched Kasia and persuaded her to touch his private parts as well.**

32. Do you think that what happened to Kasia also happens to:

- most children
- approximately 50% of children
- not many children
- hardly anybody
- it is hard to say.

33. Do you know of anybody who has had the same experience as Kasia?

- I do not know anyone who has experienced this
- I know one person who has experienced this
- I know a few people who have had the same experience
- I know many children who have had the same experience.

34. Have you ever experienced anything like Kasia's experience?

- never
- once
- a few times
- many times.

**XII. Robert was beaten up by boys from his school again. They threatened him that it would not be the last time.**

35. Do you think that what happened to Robert also happens to:

- most children
- approximately 50% of children
- not many children
- hardly anybody
- it is hard to say.

36. Do you know of anybody who has had the same experience as Robert?

- I do not know anyone who has experienced this
- I know one person who has experienced this
- I know a few people who have had the same experience
- I know many children who have had the same experience.

37. Have you ever experienced anything like Robert's experience?

- never
- once
- a few times
- many times.

**XIII. Marta is unhappy at school. She does not have any close friends. She feels disliked and rejected by her classmates.**

38. How many children do you think are in a similar situation to Marta?

- most children
- approximately 50% of children
- not many children
- hardly anybody
- it is hard to say.

39. Do you know of anybody in a similar situation to Marta?

- I do not know anybody in a similar situation
- I know one such person
- I know a few people
- I know many children in similar situations.

40. How does your situation at school compare to Marta's situation?

- very similar
- sometimes (I think that it is) similar
- totally different.

**XII. The teacher is really harassing Pawel. She does not like him and accuses him of things he has not done. She demands more of him than she does from the other pupils.**

41. How many children do you think are in a similar situation to Pawel?

- most children
- approximately 50% of children
- not many children
- hardly anybody
- it is hard to say.

42. Do you know of anybody in a similar situation to Pawel?

- I do not know anybody in a similar situation
- I know one such person
- I know a few people
- I know many children in similar situations.

43. How does your situation at school compare to Pawel's situation?

- very similar
- sometimes I think that it is similar
- totally different

44. Try to remember whether or not you have ever felt threatened, unhappy or lost because of a situation or events similar to those described in the stories above?

- often
- sometimes
- never (*go to question 48*)

45. In situations like that, was it ever so difficult for you to cope that you felt you needed help and support?

- often
- sometimes
- never (*go to question 48*)

46. Did you have somebody to turn to for help?

- always
- often
- sometimes
- never (*go to question 48*)

47. To whom did you turn for help?

48. Who do you think should help a child who has family problems or who is being badly treated or abused?

49. What was the last form of punishment you received at home?

50. What was the strictest punishment you ever received at home?

51. Do you agree with the following statements (*please put an X in the appropriate box*):

	<b>Definitely yes</b>	<b>Yes, on the whole</b>	<b>No, on the whole</b>	<b>Definitely not</b>	<b>Hard to say</b>
1. Almost always when I am punished at home I know that I deserve it.					
2. If a child is treated badly by his/her parents, he/she should not tell anybody about it. It is a family matter only.					
3. Children should not tell anybody if their peers hurt them. It is a matter between children.					
4. A telephone helpline, for children who cannot cope with a problem at school or at home is greatly needed.					
5. My present knowledge of child sexual abuse is sufficient to help me recognise such situations and avoid them.					

And now please could you give us some information about yourself. We remind you that the questionnaire is anonymous and that your answers will be used for scientific research only.

**M1. Sex** *(please mark the correct answer)*

1. Girl
2. Boy

**M2. Do your parents work?**      **Mother**      **Father**

1. Yes
2. No

**M3. Do you live permanently with:**

1. Both parents
2. Only with your mother
3. Only with your father
4. With somebody from your extended family
5. Other situation

**M4. Do you have any brothers or sisters?**

1. Yes
2. No

**M5. What are your marks at school:**

1. Fail
2. Pass
3. Good
4. Very good
5. Excellent

**M6. Your family's current financial predicament is:**

1. Better than most of your peers
2. The same as most of your peers
3. Worse than most of your peers
4. It is hard to say.

**Thank you for participating in our research.**

## APPENDIX III – QUESTIONNAIRE FOR PROFESSIONALS

### Note for those participating

Our foundation conducts research on problems relating to interfamily relationships. Within the framework of this research we contact various professional groups to find out about their experiences, views and opinions on different aspects of ways in which parents treat their children. We would ask you to kindly provide answers to the questions contained in this questionnaire. Your co-operation will be very helpful for our processing of scientific materials and our preparation of changes to the system, making it easier for us to help families. The questionnaire is anonymous and the answers will be used only for the compilation of a comprehensive statistical statement.

1. In your view, should the law control the way in which parents treat their children? (*please underline one answer*)

- Definitely yes
- Yes, I think so
- I think not
- Definitely not
- It is hard to say

2. Assuming a “100% figure” for the total number of small children (0-3 years) in your town, please state the percentage of children towards whom, in your view, parents use strict corporal punishment.

3. Assuming a “100% figure” for the total number of children of nursery age (3-7 years) in your town, please state the percentage of children towards whom, in your view, parents use strict corporal punishment.

4. Assuming a “100% figure” for the total number of children at school age (7-15 years) in your town, please state the percentage of children towards whom, in your view, parents use strict corporal punishment.

5. Assuming a “100% figure” for the total number of children aged between 0-15 years in your town, please state the percentage of children who, in your view, are victims of sexual abuse by adults.

6. Assuming a “100% figure” for the total number of children aged between 0-15 years in your town, please state the percentage of children who, in your

view, are significantly neglected by their parents (lack of hygiene, care, clothing and food).

7. Assuming a “100% figure” for the total number of children aged between 0-15 years in your town, please state the percentage of children who, in your view, are emotionally neglected by their parents (lack of interest in their child’s problems, do not spend time together, and so on).

8. Assuming a “100% figure” for the total number of children aged between 0-15 years in your town, please state as a percentage the number of children who, in your view, are in everyday life verbally abused and humiliated in various ways by their parents.

9. How often do you think that: *(please insert X in the appropriate column)*

	Often	Only occasionally	Hardly ever	Difficult to say
Using physical punishment on a child leads to injury (wounding, bruises, breakage)				
Repeated shouting and swearing leads to long-term emotional problems for the child				

10. Many people get hidings from their parents or from people looking after them at least once in their lifetime. In what situation, in your view, is it justifiable to give a child a hiding? Do you think a child deserves a hiding if he/she: *(please insert an X in the appropriate column)*

	Yes	No	Hard to say
Lies			
Does not come home at a specified time			
Has got bad marks at school			
Plays truant			
Steals something small			
Displays a lack of respect towards his/her parents			
Damages something valuable			
Does not take care of his/her clothes and damages them			
Does not obey his/her parents			
Starts smoking			
Drinks alcohol			



11. In your view using corporal punishment on a child:

A.

- is humiliating for a child;
- is not humiliating for a child but part of their normal upbringing;
- it is hard to say whether or not it is humiliating.

B.

- means that parents are not good educators;
- is as good an educational method as any other;
- it is hard to say whether or not it is a good educational method.

12. In your view should strangers/outsideers to a family intervene when they see that the child: *(please insert X in an appropriate column)*

	<b>Definitely yes</b>	<b>Yes, on the whole</b>	<b>No, on the whole</b>	<b>Definitely not</b>	<b>Hard to say</b>
is punished by a parent with a smack					
is slapped in the face by a parent					
is belted by a parent or struck with another object					
is hungry					
is dirty					
spends all day outside home					
is spoken to in vulgar language by a parent					
is forced to permanently care for siblings					
is not allowed to meet his/her peers					
is sexually abused by a family member					

13. In your view, which institutions should intervene when: *(please, insert X against any number of institutions)*

	It is not necessary to notify an institution	Police	Nursery/school	Social care centre	Health-care centre	Public prosecutor's office	Family court
Corporal punishment is used frequently on children in families							
A family member forces a child to commit sexual practices							
A child is neglected – dirty, hungry and badly dressed							
Parents constantly shout at a child, humiliate and reject him/her							

14. Have you, in your professional practice last year, come across cases of: *(please put number of cases in the dotted line).*

A. Children who are sexually abused in a family?

- no
- yes, I came across ... cases

B. Children who are victims of violence in their families?

- no
- yes, I came across ... cases

C. Children who have been seriously damaged emotionally (rejected, frightened)?

- no
- yes, I came across ... cases

D. Children who have been seriously neglected (dirty, undernourished, no medical care)?

- no
- yes, I came across ... cases

15. Have you taken any action in those cases that you came across last year?

- always
- sometimes
- never (*go to question 17*)

16. Did the extent of your intervention include:

	yes	no
talking to the parents		
talking to the children		
notifying superiors		
reporting it to the public prosecutor's office		
reporting the case to a family court		
notifying a social worker		
notifying public health services		
notifying a school, a nursery		

17. In those cases where you did not intervene, was that caused by:

I thought that there were other services appointed to deal with this

I did not know how

I did not have the time or the opportunity

I did not believe that such an intervention would have any effect

It is difficult to say

18. In your opinion what should be the role of a doctor who either diagnoses a child-abuse case himself or who is informed about one? (*please underline one answer*)

A doctor should provide medical help only in cases where child abuse leads to bodily injuries.

A doctor should provide medical help and notify the relevant services of the suspicion of child abuse.

A doctor should provide medical help, notify the relevant services and get involved in the process of intervening and helping the child.

It is difficult to say.

19. What is your opinion of the type of help provided for children maltreated in a family by:

	They never help because they do not have the opportunity	They never help although they do have some opportunity	They try to help but their ability to do so is limited	They help	It is difficult to say
The police					
Family doctors					
Doctors working in hospitals					
Social workers					
Schoolmasters					
Teachers					

20. Do you agree with the following statement: (*please insert X in an appropriate column*)

	Definitely yes	To some extent yes	To some extent no	Definitely no	It is difficult to say
Recently, child maltreatment by parents has been more frequent					
One should always try to keep a child in the family, regardless of the parents' behaviour					

*continued*

A child should be taken away from parents who seriously hurt them					
A parent who is suspected of sexually abusing a child should be isolated from the family until the case has been investigated					
If parents do not care for their children (do not provide them with basic nourishment, clothing and shelter) their children should be taken away from them					
Use of corporal punishment by parents should be forbidden					
Many children suffer from violence and abuse in a family because people do not react to the fact that they are being harmed					
The institutional help currently available offers abused children real help					
Institutions that help children rarely co-operate with each other; and often undertake unco-ordinated actions					

21. In your opinion a father who sexually abuses his own child should be:  
(*please underline one answer*)

punished

punished and given therapy

given therapy (go to question 23)

it is hard to say

22. If you think that the sexual abuse of children should be punished what kind of punishment should the following deserve? (*mark any number of answers*)

A. A father who forces his six-year-old daughter to have sexual encounters

Imprisonment for ..... years

Deprivation or limiting of his parental rights

Isolation from the family

Other punishment. What?

B. A father who forces his six-year-old daughter to watch pornographic movies.

Imprisonment for ..... years

Depriving or limiting of his parental rights

Isolation from the family

Other punishment. What?

23. In your view a parent who has beaten or beats his/her child to the extent of causing bodily injuries should be: *(please underline one answer)*

punished

punished and given therapy

given therapy *(go to question 25)*

it is hard to say

24. If you think that using violence towards children should be punished, what kind of punishment do the following deserve, in your view?

A. A parent who for every major offence belts the child to such an extent that he/she has bruises on its legs and buttocks.

Imprisonment for ..... years

Deprivation or limiting of his/her parental rights

Isolation from the family

Other punishment. What?

B. A parent who, through beating and kicking a child, causes concussion and broken bones.

Imprisonment for ..... years

Deprivation or limiting of his/her parental rights

Isolation from the family

Other punishment. What?

25. How do you evaluate the knowledge of professionals who can help diagnose cases of child maltreatment in a family? (*Please insert X in the appropriate column*)

	They have sufficient knowledge	They have some knowledge but not sufficient	They have no knowledge	It is hard to say
The police				
Family doctors				
Doctors working in hospitals				
Social workers				
School principals				
Teachers				

26. How do you evaluate the knowledge of professionals who can help by intervening in cases of child maltreatment in the family?

	They have sufficient knowledge	They have some knowledge but not sufficient	They have no knowledge	It is hard to say
The police				
Family doctors				
Doctors working in hospitals				
Social workers				
School principals				
Teachers				

27. Do you think that there are ways of preventing the problem of child abuse?

To a large extent

To a small extent

None

It is hard to say

28. In your opinion, what happens in the process of intervening in cases of child abuse in a family?

	Often	Sometimes	Almost never	It is hard to say
There is no intervention by the police despite the case being reported				
Withdrawal of the complaint by the person who filed it (despite the genuine harm to a child)				
Discontinuation of the lawsuit by the public prosecutor's office (despite the genuine harm to the child)				
Bad conditions and procedures for investigating children				
Lack of possibilities of isolating the victim from the offender				
Lack of possibilities of providing the offender with therapeutic help				
Passing of too lenient sentences for the offenders				
Non-execution of the sentences of family courts				
Long-lasting investigation and court proceedings				



29. If you have some experience or ideas on this topic please indicate the legal loopholes or inappropriate rules which you consider to be the most obstructive to providing real help to an abused child.

**Personal details**

<p><b>30. Sex</b> Female Male</p>
<p><b>31. How old are you?</b> 25-35 36-45 46-55 Over 55</p>
<p><b>32. How long have you worked in your present occupation?</b> Less than a year 1-5 years 6-10 years 11-20 years Over 20 years</p>
<p><b>33. What is your marital status?</b> Married Not married</p>
<p><b>34. Do you have any children?</b> Yes No</p>
<p><b>35. Do you consider yourself to be:</b> a strong believer a believer undecided an unbeliever</p>

**Thank you very much for participating in our research.**



## REFERENCES

Czyż E., Szymańczak M., eds. (1983), *SOS Dziecko*, Informational materials of the Committee for Children's Rights Protection, Warsaw

Fluderska G., Sajkowska M. (2001), *Problem krzywdzenia dzieci. Postawy i doświadczenia dorosłych Polaków. Raport z badań*, [The physical abuse of children. Attitudes and experience of Polish adults, research] Fundacja Dzieci Niczyje (Nobody's Children Foundation), Warsaw

Nobody's Children Foundation, <http://www.fdn.pl>

NSPCC (2002a), *Hitting children hurts parents too*, <http://www.nspcc.org.uk/html/home/home.htm>

NSPCC (2002b), *Encouraging better behaviour. A practical guide to positive parenting*, London,

NSPCC (2002c), *Children's day – media analysis report*, NSPCC, London.

Sajkowska M. (2002), "Społeczna widoczność kampanii 'Dzieciństwo bez przemocy'" [Social visibility of childhood without violence campaign] in *Niebieska Linia*, 18 January 2002.

## **OTHER PUBLICATIONS IN THIS SERIES**

*Urban crime prevention – a guide for local authorities* (2002)  
ISBN 92-871-4943-7

*The prevention of violence in sport* (2002)  
ISBN 92-871-92-871-5038-9

*Facets of interculturality in education* (2003)  
ISBN 92-871-5088-5

*Security and democracy under pressure of violence* (2003)  
ISBN 92-871-5202-0

*Violence, conflict and intercultural dialogue* (2003)  
ISBN 92-871-5251-9

*New patterns of irregular migration in Europe* (2004)  
ISBN 92-871-5300-0

*Preventing violence against women – a European perspective* (2004)  
ISBN 92-871-5291-8

*Violence in schools – a challenge for the local community* (2004)  
ISBN 92-871-5326-4

*Violence against vulnerable groups* (2004)  
ISBN 92-871-5447-3

*Rebuilding community connections – mediation and restorative justice in Europe* (2004)  
ISBN 92-871-5451-1

*A partnership approach to crime prevention* (2004)  
ISBN 92-871-5478-3

*To order:*  
<http://book.coe.int>  
E-mail: [publishing@coe.int](mailto:publishing@coe.int)

For more information on the Council of Europe's integrated project "Responses to violence in everyday life in a democratic society" see:  
<http://www.coe.int/violence>





## Sales agents for publications of the Council of Europe Agents de vente des publications du Conseil de l'Europe

### AUSTRALIA/AUSTRALIE

Hunter Publications, 58A, Gipps Street  
AUS-3066 COLLINGWOOD, Victoria  
Tel.: (61) 3 9417 5361  
Fax: (61) 3 9419 7154  
E-mail: Sales@hunter-pubs.com.au  
http://www.hunter-pubs.com.au

### BELGIUM/BELGIQUE

La Librairie européenne SA  
50, avenue A. Jonnart  
B-1200 BRUXELLES 20  
Tel.: (32) 2 734 0281  
Fax: (32) 2 735 0860  
E-mail: info@libeurop.be  
http://www.libeurop.be

Jean de Lannoy

202, avenue du Roi  
B-1190 BRUXELLES  
Tel.: (32) 2 538 4308  
Fax: (32) 2 538 0841  
E-mail: jean.de.lannoy@euronet.be  
http://www.jean-de-lannoy.be

### CANADA

Renouf Publishing Company Limited  
5369 Chemin Canotek Road  
CDN-OTTAWA, Ontario, K1J 9J3  
Tel.: (1) 613 745 2665  
Fax: (1) 613 745 7660  
E-mail: order.dept@renoufbooks.com  
http://www.renoufbooks.com

### CZECH REPUBLIC/ RÉPUBLIQUE TCHÈQUE

Suweco Cz Dovož Tisků Praha  
Ceskomoravska 21  
CZ-18021 PRAHA 9  
Tel.: (420) 2 660 35 364  
Fax: (420) 2 683 30 42  
E-mail: import@suweco.cz

### DENMARK/DANEMARK

GAD Direct  
Fiolstaede 31-33  
DK-1171 COPENHAGEN K  
Tel.: (45) 33 13 72 33  
Fax: (45) 33 12 54 94  
E-mail: info@gadirect.dk

### FINLAND/FINLANDE

Akateeminen Kirjakauppa  
Keskuskatu 1, PO Box 218  
FIN-00381 HELSINKI  
Tel.: (358) 9 121 41  
Fax: (358) 9 121 4450  
E-mail: akatilaus@stockmann.fi  
http://www.akatilaus.akateeminen.com

### FRANCE

La Documentation française  
(Diffusion/Vente France entière)  
124, rue H. Barbusse  
F-93308 AUBERVILLIERS Cedex  
Tel.: (33) 01 40 15 70 00  
Fax: (33) 01 40 15 68 00  
E-mail: commandes.vel@ladocfrancaise.gouv.fr  
http://www.ladocfrancaise.gouv.fr

Librairie Kléber (Vente Strasbourg)  
Palais de l'Europe  
F-67075 STRASBOURG Cedex  
Fax: (33) 03 88 52 91 21  
E-mail: librairie.kleber@coe.int

### GERMANY/ALLEMAGNE

AUSTRIA/AUTRICHE  
UNO Verlag  
Am Hofgarten 10  
D-53113 BONN  
Tel.: (49) 2 28 94 90 20  
Fax: (49) 2 28 94 90 222  
E-mail: bestellung@uno-verlag.de  
http://www.uno-verlag.de

### GREECE/GRÈCE

Librairie Kauffmann  
28, rue Stadiou  
GR-ATHINA 10564  
Tel.: (30) 1 32 22 160  
Fax: (30) 1 32 30 320  
E-mail: ord@otenet.gr

### HUNGARY/HONGRIE

Euro Info Service  
Hungexpo Europa Kozpont ter 1  
H-1101 BUDAPEST  
Tel.: (361) 264 8270  
Fax: (361) 264 8271  
E-mail: euroinfo@euroinfo.hu  
http://www.euroinfo.hu

### ITALY/ITALIE

Libreria Commissionaria Sansoni  
Via Duca di Calabria 1/1, CP 552  
I-50125 FIRENZE  
Tel.: (39) 556 4831  
Fax: (39) 556 41257  
E-mail: licosa@licosa.com  
http://www.licosa.com

### NETHERLANDS/PAYS-BAS

De Lindeboom Internationale Publikaties  
PO Box 202, MA de Ruyterstraat 20 A  
NL-7480 AE HAAKSBERGEN  
Tel.: (31) 53 574 0004  
Fax: (31) 53 572 9296  
E-mail: books@delindeboom.com  
http://home-1-worldonline.nl/~lindeboo/

### NORWAY/NORVÈGE

Akademika, A/S Universitetsbokhandel  
PO Box 84, Blindern  
N-0314 OSLO  
Tel.: (47) 22 85 30 30  
Fax: (47) 23 12 24 20

### POLAND/POLOGNE

Główna Księgarnia Naukowa  
im. B. Prusa  
Krakowskie Przedmieście 7  
PL-00-068 WARSZAWA  
Tel.: (48) 29 22 66  
Fax: (48) 22 26 64 49  
E-mail: inter@internews.com.pl  
http://www.internews.com.pl

### PORTUGAL

Livraria Portugal  
Rua do Carmo, 70  
P-1200 LISBOA  
Tel.: (351) 13 47 49 82  
Fax: (351) 13 47 02 64  
E-mail: liv.portugal@mail.telepac.pt

### SPAIN/ESPAGNE

Mundi-Prensa Libros SA  
Castelló 37  
E-28001 MADRID  
Tel.: (34) 914 36 37 00  
Fax: (34) 915 75 39 98  
E-mail: libreria@mundiprensa.es  
http://www.mundiprensa.com

### SWITZERLAND/SUISSE

Adeco - Van Diermen  
Chemin du Lacuez 41  
CH-1807 BLONAY  
Tel.: (41) 21 943 26 73  
Fax: (41) 21 943 36 05  
E-mail: info@adeco.org

### UNITED KINGDOM/ROYAUME-UNI

TSO (formerly HMSO)  
51 Nine Elms Lane  
GB-LONDON SW8 5DR  
Tel.: (44) 207 873 8372  
Fax: (44) 207 873 8200  
E-mail: customer.services@theso.co.uk  
http://www.the-stationery-office.co.uk  
http://www.itsofficial.net

### UNITED STATES and CANADA/ ÉTATS-UNIS et CANADA

Manhattan Publishing Company  
2036 Albany Post Road  
CROTON-ON-HUDSON,  
NY 10520, USA  
Tel.: (1) 914 271 5194  
Fax: (1) 914 271 5856  
E-mail: Info@manhattanpublishing.com  
http://www.manhattanpublishing.com

Council of Europe Publishing/Éditions du Conseil de l'Europe

F-67075 Strasbourg Cedex

Tel.: (33) 03 88 41 25 81 - Fax: (33) 03 88 41 39 10 - E-mail: publishing@coe.int - Website: http://book.coe.int

