楽しい子育てのための ペアレント・プログラムに参加してみませんか。

● 子どもの困った「行動」にお悩みではありませんか？

● できるところをみつけて、(ほめる)コツを学びませんか？

このペアレント・プログラムは、子育てに難しさを感じる保護者の方がお子さんの「行動」の理解の仕方を学び 楽しく子育てをする自信をつけること 子育ての仲間をみつける機会をつくること を目的とした全6回のプログラムです。

ぜひ、ご参加ください。

ペアレント・プログラムの目標 キーワードは(ほめる)

行動で考える
行動のしくみを理解して 子どもに具体的にどのように行動したらよいかを考えるコツを 覚えましょう！

対応
がんばっているところ、努力しているところに注目！ほめ上手になって 子どもと楽しんでみましょう！

シェアしよう 仲間づくり
同じ悩みを持つ保護者どうしが 子育てをともに考え、アイデアを 出し合って毎日の生活に 役立てていきましょう！

ペアレント・プログラムは「子育ての応援プログラム」です。保護者が子どもの特性を知って、かかわり方をエ夫することで、子どもの発達にプラスの効果をもたらすことを目的としています。

保護者どうしがペアを組んで話し合いながら進めますから、同じような悩みを持つ保護者が体験を共有することで、自分自身の理解も深まり、これからの子育てのパワーになっていきます。
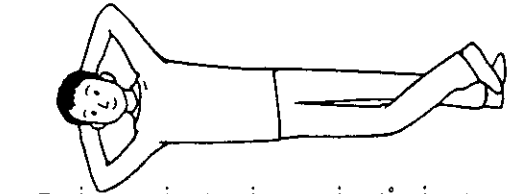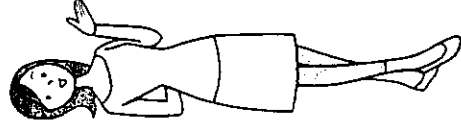
募集対象

● 楽しい子育てにつながるポイントを学びます

ワークは全部で6回行われ、各回スタッフの詳しい説明から始まります。隣どうしでペアを組み、自分や子どものことについて現状把握表を書いて進めていきます。ペアのワークでは、お互いに書いたものを見せ合い、自分に合うものを取り入れたり、実践したりして、みつけたことをグループで発表していきます。

第1回 現状把握表を書いてみよう！
自分の「いいところ」「努力しているところ」「困ったところ」について行動で書くことに取り組みます。

第2回 行動で書いてみよう！
自分と子どもについて行動で書くことをより先々ます。「〜しない」は行動でないため、代わりに何をするのかを考えて「する」に置き換えていきます。

第3回 同じカテゴリーをみつけよう！
ペアで相談し合いながら、書かれた行動に関して、同じ時間帯/同じ場所/同じ活動/似たような反応/などを同じカテゴリーにまとめていきます。

第4回 ギリギリセーフ！をみつけよう！
困ったところの中で、期待通りにはできていないわけど、どうにかできている行動を「ギリギリセーフ」としてみつけていきます。

第5回 ギリギリセーフ！をさがしてみよう！
いつ/どこで/誰と/何をしていると/困ったら行動がおさまるのか？を学びます。その逆がギリギリセーフになりやすいことをみつけていきます。

第6回 ペアプロでみつけたことを確認する！
ペアで現状把握表を検討して、今までの取り組みを振り返り、自分ができてきたことを認めます。行動で見ることの大切さを学びます。

● 参加した保護者に効果が現れています

・保護者の抑うつ状態が改善された。

・子育てにくさを感じなくなった。
・子どもへの対応を難しく思わなくなった。

・子どもをほめることが増えた。
・子どもを叱ることが減った。

ペアレント・プログラムに参加して

● 子どもとともに笑顔で送る毎日を

ペアレント・プログラム
事業化マニュアル ［ダイジェスト版］

1 はじめに

発達障害者支援法の制定（平成16年）、国際連合において障害者の権利に関する条約への批准（平成26年）、児童虐待防止法改正（平成26年）、子ども子育て支援新制度のスタート（平成27年）、障害者差別解消法の施行（平成28年）と、発達障害児者等の子育て支援のニーズのある子どもたちをとりまく法や制度は、この10年余りで着実に整備されてきた。平成26年、障害児支援の在り方に関する検討会は、今後の障害児支援の在り方について、地域社会への参入（インクルージョン）という方向性を打ち出した。その基本理念のひとつは、「家族支援の重視」であり、その一つとしての効果的な仕組みに沿って、地域社会で当たり前に行うことが求められている。

「ペアレント・プログラム」は、地域社会ですでに子どもや保護者の支援に携わる保育士や保健師、福祉事業所の職員等が保護者支援のひとつとして取り入れやすいグループ・プログラムである。発達障害やその傾向のある子どもをもつ保護者だけでなく、育児に不安の強い保護者、良い仲間関係が築けず困っている保護者等を、効果的に支援できるよう設定されており、地域の保護者支援の充実が期待される。
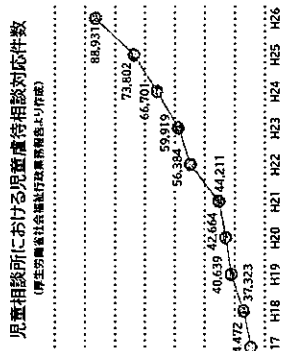
また、その支援のための方法のひとつが保護者の「子どもの育ちを支える力」を向上させること。そのために、ペアレント・トレーニング等の具体的な活動方法を増進するためを目的としたペアレント・トレーニング等の支援の、つまり、障害児支援において保護者支援をなんらかの効果的な枠組みに沿って、地域社会で当たり前に行うことが求められている。

2-1 発達障害と保護者支援の必要性

発達相談所や発達障害を有する子どもの育児にくい、育児困難は虐待等のリスクを増大させる要素であると指摘されてきた。児童相談所における児童虐待相談対応件数は年々増加しているが、児童虐待を受けた子どもの54%がなんらかの発達障害を有するという報告もある（杉山、2007）。育児困難は、保護者の抑うつ症状等のメンタルヘルスの問題にも深く関係するため、家族いては社会全体の機能低下にもつながる問題といえる。家族形態が多様化する現在では、地域で障害のある子どもを支援することが社会的に求められ、保護者支援の充実がますます望まれている。

問題は、「具体的にどのように支援を行うか」である。厚生労働省の障害児支援の在り方に関する検討会は、今後の障害児支援の在り方について、地域社会の適切な活動を増進するための支援手法に、ペアレント・トレーニング等の具体的な支援手法を用いる必要があり、着実同に取り組む支援手法が必要になる。

児童相談所における児童虐待相談対応件数

（厚生労働省社会福祉課報道資料より作成）

虐待被害児の54%が発達障害を有する（杉山 2007）
＝子どもの育てにくさが虐待につながりうる

2-2 ペアレント・プログラムとは

ペアレント・プログラム（以下「ペアプロ」という）は、1クール6回の保護者支援のためのグループによるプログラムである。2～3週間に1回のペースで実施され、3ヶ月で1クールが終了するもの。ペアプロが目指す保護者の変化は以下の3点である。

① 保護者が子どもの「性格」ではなく、「行動」で考えることができるようになること
② 子どもを叱って対応するのではなく、できたことに注目してほめて対応すること
③ 保護者が仲間を見つけられること

プログラムでは、保護者の子どもに対する否定的な視点（困った子「できない子」）を、肯定的な視点（ここまではできている「がんばっている子」）に変えるよう、子どもの「行動」を適切に捉えることを扱う。また、実施者は心理学等の専門家ではなく、地域の保健師や保育士、福祉事業所の職員等の充実に寄与する内容となっている。現在（平成28年3月）までに23の自治体で実施されており、NPO法人等民間団体の実施も含めれば、40ヶ所以上で実施され、効果検証がなされているプログラムである。
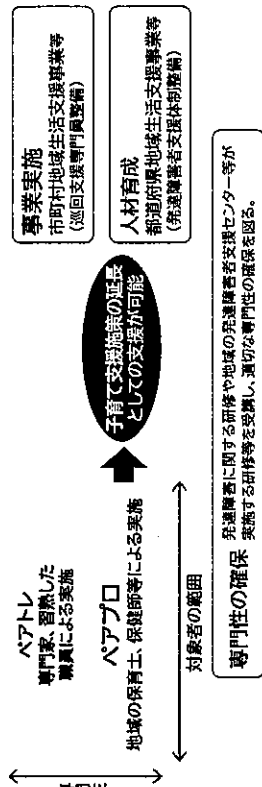
ペアレント・プログラム 全6回の概要

- 第1回 現状把握表を書く！ 自分のことについて書いてみよう！
  自分のいいところ」努力しているところ」困ったところ」で書くことにに取り組む。
- 第2回 行動で書く！
  保護者が子どもの「行動」を、より正確に捉え、「いいところ」を気づくようにする。
- 第3回 同じカテゴリーをみつける！
  書き出した「行動」を同じカテゴリーに分けて、全体を把握する。
- 第4回 ギリギリセーフ！をみつける！
  困った行動の中で、「ここまではできている」というギリギリセーフの部分をみつける。
- 第5回 ギリギリセーフ！をさがそう！
  保護者や子どもの「にこまではできている」をたくさんみつけ出す。
- 第6回 ペアプロでみつけたことを確認する！
  現状把握表を通して、今までの取り組みを振り返り、できたことを確認する。

Right page (page 4):

3 自治体における事業実施体制づくり

3-1 事業実施の枠組みづくり

プログラムを継続的に実施するためには、職員研修を位置づける、国庫補助事業を活用する等の方法がある。特にスタッフの確保や事業立ち上げに制度を活用することが検討されるべきである。

事業実施
市町村地域生活支援事業等
（巡回支援専門員整備）

人材育成
都道府県地域生活支援事業等
（発達障害者支援体制整備）

子育て支援施策の延長としての支援が可能

ペアトレ
専門家・職員による実施

ペアプロ
地域の保育士、保健師等による実施

対象者の範囲

専門性

専門性の確保
発達障害等に関する研修や地域の発達障害者支援センター等が実施する研修等を受講し、適切な専門性の確保を図る。

3-2 行政と民間の連携の必要性

子育て支援は、一部署・一施設にとどまるべきではなく、行政・民間が連携する必要がある。

連携が必要！

	行 政	民 間
メリット	●自治体に保護者支援を位置づけ、安定して実施できる●広く子どもや保護者と関わり、フォローにつなげることができる	●支援の実施形態を比較的柔軟に決めることができる●他の団体や支援者との連携がとりやすい
課題	●部署や施設を超えた連携が難しい（縦割りによる関わりになる）	●予算の有無に左右されやすい●相談者が現れるまではアプローチしづらい
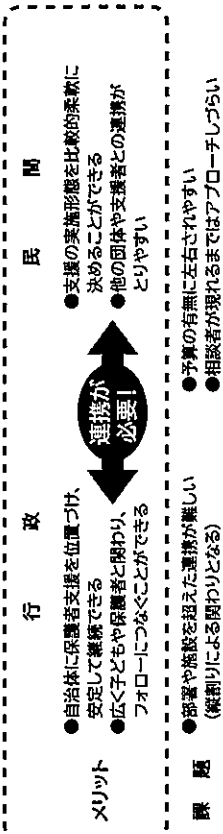
3-3 各地域の発達障害者支援センターの役割

支援としてプログラムを実施するだけでなく、啓発・研修の一環として、地域の支援者向けに〔研修型〕プログラムを実施することで地域の支援者に保護者対応の研修を行うことが期待される。

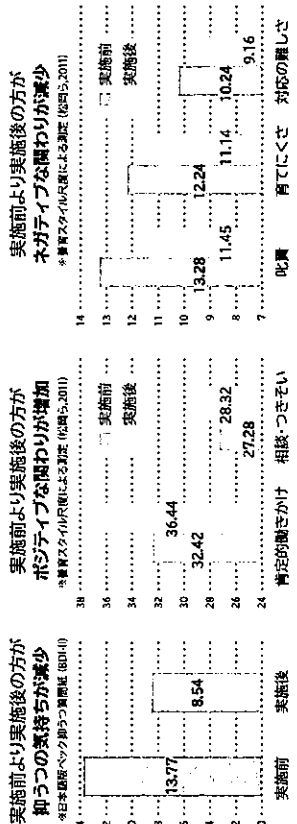# 4 実施〔回伝え方〕のポイント

4-1 プログラムを実施できる人の養成・確保

①外部講師による自治体内でのファシリテーター研修
事業立ち上げの時期に外部からファシリテーターおよび支援者への研修が可能な講師を招いて、地域の支援者研修のためのプログラムを行い、地域のファシリテーターの養成を行う。

②プログラム実施地域（団体）への参加
NPO法人アスペ・エルデの会では、年に2回〔研修型〕としてのペアプロを実施している。そのプログラムに研修として参加することにより、プログラムの進め方や保護者支援の方法等を学ぶ。

－ 4 －

Left page (page 3):

2-3 ペアレント・プログラムの効果

ペアプロに参加した保護者には、次のような効果がみられた。

保護者の感想

＜自分自身について気づいたこと＞

支援者の感想

＜保護者支援について＞

運営者の感想

－ 3 －

4-2 いつ・どのようなところで実施するのか

①参加者が集まりやすい場所の確保

ペアプロは子育て支援ニーズのある保護者に対する最初の
プログラムであるため、児童館等、誰もがアクセスできる公的な
場所で子育て支援の一環として行われることが望ましい。
参加者がある程度落ち着きをもって座れる程度の会議室や和室
のような空間を準備する。[研修型] プログラムとして支援者が
オブザーバー参加をするなら、その分を考慮する。

②参加者が参加しやすい日時の設定

[日程] できるだけ夏休み(盆休み)や冬休み(年末年始)は避けることが望ましい。子どもが家にいることが
多く、(託児がない場合)保護者が外出しにくかったり、帰省等用事が入りやすかったりするた
めに、プログラムを欠席させる場合が多いためである。

[時間帯] 午前中は子どもが保育所・幼稚園や学校に行くため、比較的参加しやすい時間帯である。自治体
の保育教室にすでに参加している保護者を対象とする場合は、教室と同じ時間帯でプログラムを
実施することも可能である。行政機関が主体となる場合には平日の昼間が多いが、保護者の就労
状況に合わせて土日や夜間の実施も柔軟に考慮したい。

4-3 グループをどのように組むのか

①発達障害の診断の有無による区分は必要ない

ペアプロで支援に重要な視点は、発達障害等の診断のある子どもではなく、将来発達障害の診断を受ける
可能性のある子どもや、障害リスクのある子ども等、子育てに困難を感じる子どもの保護者全体を対象とし
ていることにある。ある程度状態像が似ている方が保護者は話がしやすいが、それは必ずしも診断を意味し
ない。障害よりも行動に焦点をあてた方がよい。

②子どもの年齢による区分

子どもの年齢(就学前、小学校低学年、高学年、中学生)によって、子どもの行動や保護者の悩みは変化する
ため、プログラムの参加をその年齢によって区切ることはペアプロを促進するために有効である。ただし、
年齢を区切る区分が難しい場合(小学校全体で参加者を募集する等)には、ペアプロはペアワークが
メインであるため、同じ年齢帯の子どもをもつ保護者がそれぞれ複数人いれば、グループは成り立つ。

4-4 参加者の募集をする

①保護者の募集

大会では、公募の形で希望者に直接申し込んでもらう方法と、関心のある支援欲・関心のある支援者が
なんらかの形で関わっている支援者から個別に声をかける方法の2つに分けられる。募集立ち上げの時期は、
すでに関わりのある保護者に個別に呼びかけてグループを形成する方が、支援者間で保護者の理解や
情報共有し、フォローがしやすい。

②支援者の募集

支援者は、[研修型] プログラムを実施する、自分たちでプログラムを実施する支援欲・関心のある支援者が
積極的に参加できることが望ましい。研修先を出張扱い、所属先で出張扱いにすることで、さまざまな施設や職種を超えて広く募集することができる。身近なつながりのない子育て支援を提供できるよう、さまざまな施設や福祉事業所の職員、発達支援セン
ター等の職員、子育て支援や障害児福祉に関わる民間団体のスタッフ等である。

[研修型] プログラムの場合の配置例

配置例1	配置例2
ホワイトボード	ホワイトボード

● 参加者
■ ファシリテーター
▲ 研修スタッフ

4-2 いつ・どのようなところで実施するのか

ペアプロは子育て支援ニーズのある保護者に対する最初のプログラムである。[配置型] プログラムの一環で外部からファシリテーターが派遣され、その他の
スタッフは市議員を中心に体制を構築した。

■実施場所:市内の保護者のほとんどが来場経験のある、子育て支援センターの多目的スペースを利用した。
■独自に取り組んだ工夫:プログラムの理解を効率的に進めるため、厚生労働省の助成事業で作成された
マニュアルからエッセンスを抽出した、オリジナルのレジュメを毎回配布した。

新潟県魚沼市

平成26年度は、厚生労働省障害者総合福祉推進事業の一環で外部からファシリテーターが派遣され、その他の
スタッフは市議員を中心に体制を構築した。

愛知県大府市

浜松医科大学子どものこころの発達研究センターの依頼に基づいてペアプロを開始した。現在では、
市の児童課が中心となり、保育園の施設長補佐が生任、児童発達支援技術の向上を目的としている。

■スタッフの保育士が運営から広報までに取り組み、運営している。
■支援者のネットワーク:市内の各保育園、児童館センター等、各スタッフが自園のエピソードやサービス等への連携を検討している。今後は放課後専用デイサービス等との連携を検討している。
に役立てられている。

宮城県

被災3県を対象とした国の復興関連事業(発達障害復興拠点事業)がきっかけとなって有識者とのネットワークを
築き、発達障害者支援センター(ほくぼ)を中心に発達障害のある子どもをもつ保護者や関係機関・関係者へ
の支援が展開された。

■実施場所:施設・学校が自施設を利用したり、市町村が保健センター・公民館を利用したりした例がある。
■独自に取り組んだ工夫:ファシリテーター役、それぞれにオリジナルのエピソードを盛り込んだスライドを作成した。
■支援者のネットワーク:圏域の障害児等療育支援事業の担当者と連携し、プログラム開催時に近隣の地域で
支援者のネットワークを築く取り組みを始めた。

5 まとめ

自治体でペアプロを実施することは、非常に意義あることである。地域で社会的な支援を提供する
ことが、障害のある人たちへの支援の基本と考えられるようになってきた現在では、診断の有無にかかわらず、
子育ての支援ニーズのある保護者にとって有効なプログラムを自治体で当たり前に提供できることは、
非常にインクルーシブで、なおかつ、社会的障壁を取り除く取り組みとなる。

保護者支援は、障害、母子保健、子育て支援、いくつかの部局をまたぐ形になるために、インクルーシブ
な支援の実施ができないまま現在に至っている。しかし、地域で子育てしている保護者に向きたいのは一歩
踏み出した支援を実施できることが望ましい。支援者個人の負担をできる
を提供するためには、職員の意識付けだけでは不十分である。極めて有効な家族支援法であるペア
プロや、ペアプロを実施可能な支援者が自治体に存在することが、実質的な支援の質の向上につながって
いく。

INSPIRE Handbook

Action for implementing the seven strategies for ending violence against children

World Health Organization

CDC

Pan American Health Organization

World Health Organization *Americas*

End Violence Against Children
THE GLOBAL PARTNERSHIP

CPC LEARNING NETWORK

Together for girls

unicef

UNODC
United Nations Office on Drugs and Crime

THE WORLD BANK
WORLD BANK GROUP
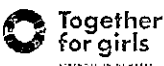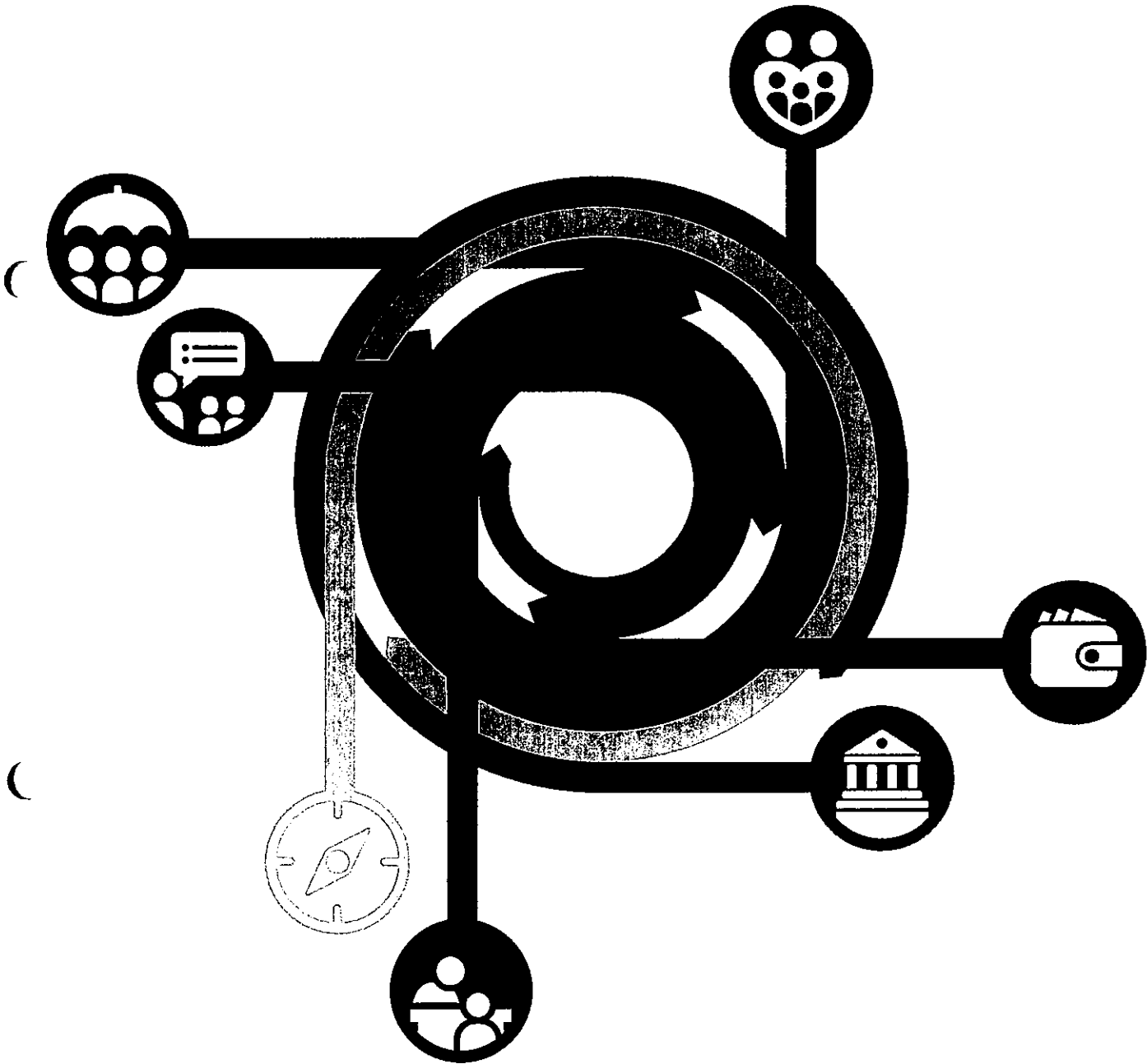
🔍 Effective laws support efforts to end violence

Legislation can be a key part of preventing and responding to violence and promoting respect for children's human rights. Effective enforcement of laws that define and prohibit all forms of violence against children may deter violence and ensure justice for victims. Different types of laws address risk factors for violence in children's lives, such as misuse of alcohol and youth access to weapons. Laws alone do not reduce violence, but their effective implementation and enforcement supports and strengthens all INSPIRE strategies to end violence against children.

In addition to the above, legislation may provide an overarching framework for prevention, protection, response and support for victims, witnesses, and children in conflict with the law (see Box 8).[1] This legislative framework can include:

- ➕ Strengthening systems and coordination for protection, response and support through mandates, standards, procedures and accountability mechanisms.

- ➕ Establishing frameworks for identification, referral, investigation, treatment and follow-up for children who experience violence.

- ➕ Establishing pathways to fair, transparent and *child-friendly justice* for all children.

These aspects are discussed further in the *Response and support* strategy.

Implementation and enforcement of laws occurs at multiple levels and involves multiple actors (see *Implementing INSPIRE as a package* section). This chapter focuses primarily on legislation and its operationalization through criminal, civil and administrative law, policies, and standards. Actions driven by sector-based institutions (including child protection, health, and justice systems, as described in the *INSPIRE technical package*) that involve interaction with children and families are discussed as part of the *Response and support* strategy.

Box 8

How do laws serve a child's right to be protected from violence?

The right of children to be protected from all forms of violence is recognized by international and regional instruments, most notably the UN Convention on the Rights of the Child (CRC) *(1)*. The CRC calls upon States' Parties to review all domestic legislation and related administrative guidance relevant to violence against children (including customary, traditional and religious laws), and ensure prohibition of all forms of violence against children in all settings, with no exceptions *(2, 3)*. In addition, States that are Parties to these treaties are called upon to adopt all appropriate legislative measures, including implementation, enforcement and budgetary measures, to give full legal effect to this right. The range of laws and policies that help ensure the rights of children and protect them from violence is detailed elsewhere and is beyond the scope of this handbook. However, this INSPIRE strategy fits within a broader effort to implement and enforce laws that protect children's right to be free from violence and ensure compliance with international and human rights standards. A child rights' approach, in line with the CRC, can inform this broader effort, as well as the implementation and enforcement of the specific laws included in INSPIRE *(4)*.

For more information see the *Resources* section at the end of this chapter.

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[1] In the Handbook, "children in conflict with the law" refers to children who are alleged as, accused of, or recognized as having infringed the penal law.

In the *INSPIRE technical package*, this strategy focuses on two types of laws to help protect children from violence.

- Laws prohibiting acts of violence against children, including violent punishment and sexual abuse and exploitation.
- Laws that reduce risk factors for violence by limiting access to and misuse of alcohol, and youth access to firearms and other weapons.

Links between INSPIRE strategies and beyond

Implementation and enforcement of laws supports other INSPIRE strategies, as well as efforts that extend beyond violence.

INSPIRE STRATEGIES

	Norms and values	Laws[2] signal that violence against children is unacceptable
	Safe environments	Laws preventing alcohol misuse and youth access to firearms complement efforts to promote safety and use of public spaces
	Parenting and caregiver support	Parenting programmes support implementation of laws by giving parents skills and support to avoid violent punishment of children, and improving parent-child communication to help protect children from sexual abuse and exploitation
	Income and economic strengthening	These programmes support implementation of laws by reducing risk factors for violent punishment and exploitation of children
	Response and support	Laws create the framework for a multi-sectoral system to provide response services, ensure coordination and accountability, and enhance child-friendly justice (see Box 9)
	Education and life skills	Laws prohibiting violent punishment and sexual abuse and exploitation by educators contribute to student safety
	BROAD HEALTH, SOCIAL, AND ECONOMIC AGENDAS	Laws help Member States meet obligations under the CRC

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[2] "Laws" as used here refers to the types of laws highlighted in INSPIRE, and assumes implementation and effective enforcement.

Humanitarian actions

Emergencies, conflicts, and other crises can disrupt legal and social institutions that protect children. The *Minimum Standards for Child Protection in Humanitarian Action* lay out principles and standards based on international human rights law, humanitarian law, and refugee law that help protect children and families in crisis situations. Many of the recommended actions focus on preparedness.

The following actions support this INSPIRE strategy in humanitarian settings.

- Birth registration to assist all individuals in accessing their rights under the law even in crisis or emergency situations.

- Preparedness activities such as making an inventory of relevant laws addressing violence against children, strengthening enforcement capabilities, and developing contingency plans for the justice sector in case of crisis or emergency.

- Training, codes of conduct, vetting and oversight for all service, security and volunteer personnel interacting with children. This should include peacekeeping military and police.

- Establishment of effective and accountable law enforcement in humanitarian settings, including reporting mechanisms and access to justice for victims of physical or sexual violence.

For more information see the *Humanitarian* part of the *Resources* section at the end of this chapter.

Considerations for implementation and enforcement of laws

Who is involved in implementing and enforcing laws?
Actors involved in implementing and enforcing laws include:

- legislators and policy-makers who pass laws and allocate resources;

- ministry and government staff who translate law and policy into protocols and standards for their sector;

- members of the service workforce who carry out actions;

- civil society and the private sector who help support the community to comply with the law;

- families and individuals who change their behaviour.

How can you assess implementation needs in your setting?
There are many frameworks for understanding the process of Implementation and enforcement of laws. One of these frameworks is applied here to laws protecting children from violence. In this model, adapted from the US Centers for Disease Control and Prevention's policy process, a policy is defined as "a law, regulation, procedure, administrative action, incentive or voluntary practice of governments and other institutions" *(20)*. The cycle moves from policy implementation, and includes continuous evaluation and stakeholder engagement and education (see Figure 2).

Figure 2: Policy process model

Source: Adapted from *(20)*.

When applied to laws addressing violence against children, this framework might include the activities and information outlined in Table 1.

Table 1: Policy process applied to violence against children		
Domain	**Actions**	**Sources of information**
Problem identification	• Assess scope and magnitude of violence against children • Assess gaps in existing laws and policies that address violence against children • Assess gaps in implementation or enforcement of laws	Survey data Administrative data Qualitative data Stakeholder consultation Legislative assessments Gap analyses
Analysis: identify, describe, assess and score policy options	• Determine potential impact of different laws on priority areas for violence prevention • Cost implementation, including human resource and training needs, public education, supporting efforts, monitoring • Assess feasibility in different settings or conditions	Literature reviews Best practices or guidelines Environmental scan Budget analysis and costing exercises SWOT analyses CDC Policy Analysis Tools (see *Resources* section)
Strategy and Policy development	• Clarify operational issues and support needed for those who will adopt the law, including barriers to implementation, training and public awareness • Share information through white papers, policy briefs, presentations or dialogues • Conduct additional background work if needed, including developing an agenda for additional research	Stakeholder consultation and feedback
Enactment	• Identify locally relevant mechanisms for enacting law, regulation, procedure, administrative action, incentive, or voluntary practice	
Implementation	• Translate the law into operational practice and define implementation standards • Implement regulations, guidelines, recommendations, directives and organizational policies • Identify indicators and metrics to evaluate implementation and impact • Coordinate resources and build capacity of personnel to implement and enforce the law • Assess implementation and ensure compliance with policy • Support post-implementation sustainability efforts	Guidelines, standards and recommendations from international agencies working to address violence against children (see *Resources* section at the end of this chapter) *INSPIRE Indicator guidance and results framework*

Source: Adapted from *(20)*.

Approach: Laws banning violent punishment of children

What: Laws that clearly define and ban *violent punishment* (see Box 10) of children in all settings[3]

Why: These types of laws, when accompanied by education and support, signal that violent punishment of children is unacceptable, and may lead to:

↑ Increased recognition and decreased acceptance of violent punishment of children in all settings

↓ Reduced use of violent punishment by parents, caregivers, teachers and other authority figures.

Laws that prohibit behaviours such as violent punishment of children in all settings help reduce its acceptance and use *(21)*, while public education can highlight that violent punishment has no benefits and causes multiple harms to children. Together, public education and effective Implementation and enforcement of laws send a clear message that violent punishment is unacceptable.

The key purpose of these laws is to educate, prevent and deter. Enforcement is intended to serve a child's best interest, and can include providing supportive interventions for families. Family separation or criminal prosecution is appropriate only for cases where the child's safety is threatened, when other types of abuse are also occurring, or when other interventions have failed.

Efforts to implement and enforce laws protecting children may include the following activities:

- A review to determine whether the current law (including religious, customary or traditional law) authorizes or provides legal defence for violent punishment.

- Application of protective laws across settings: home, school, community, and care and justice systems.

- Establishment of a range of escalating responses and sanctions.

- Clear direction and training for all providers of services to children and families.

- Public and professional education about the law and promotion of alternative, protective behaviour.

Box 10

What is "violent punishment" and why is it a problem?

Violent punishment refers to any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. It includes hitting, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, or forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion. It also includes non-physical forms of punishment that are cruel and degrading, such as punishment that belittles, humiliates, threatens, scares or ridicules the child. Use of violent punishment carries an inherent risk of escalation, partly because it becomes less effective over time, and partly because adults can misjudge the amount of force used. Research links experience of violent punishment in childhood with a wide range of negative health and behavioural outcomes, including poorer mental health, cognitive development and educational outcomes, and increased aggression and antisocial behaviour *(22)*. Many of these outcomes persist into adulthood, including aggressive and criminal behaviour, acceptance and use of violence to solve conflict among peers, and experience of IPV, either as a victim or perpetrator.

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[3] Articles 19, 28 (para 2) and 37 of the CRC recognize children's right to protection from all forms of violence, including violent punishment. Article 39 outlines States' responsibility to take measures to promote the physical and psychological recovery and social reintegration of child victims. Member States that have ratified the CRC have obligations to implement such laws.

Costs and Cost-Effectiveness

The costs of Implementation and enforcement of laws to ban violent punishment include efforts to gather data, conduct policy assessments, convene stakeholders and assess gaps in implementation and enforcement.

Ongoing costs include:

- public outreach and behaviour-change communication;

- human resources needed to provide positive interventions and support to families;

- training for law enforcement, justice and other public service sectors on the purpose of the law and how to implement it in the best interests of children;

- data collection and technology for monitoring and evaluation.

Investment in implementation can be compared to the significant and ongoing costs associated with violence against children.

Implementation notes	For more information
Assessment of legal framework Review national constitution, laws and regulations to determine whether violent punishment is authorized in any setting or circumstance. Settings include: the home, alternative care, child care, schools, and in detention or other closed institutions. Circumstances include: sentencing or disciplining children in conflict with the law (including customary and religious law), or as a legal defence for the use of violent punishment by those with authority over the child. Consider all possible sources of relevant law, including common (case) law.	Global Initiative to End Corporal Punishment *Tools and Country Reports* Implementation handbook for the Convention on the Rights of the Child: Implementation checklists *See page 274*
Assessment of implementation and enforcement Review secondary legislation, standards, protocols and reporting mechanisms to determine whether they provide sufficient guidance to those responsible for implementing and enforcing the law. Review survey, administrative and qualitative data for insight into where there may be gaps in Implementation and enforcement of laws.	The United Nations model strategies and practical measures: violence against children in the field of crime prevention and criminal justice: a checklist *Part one, part three*

Implementation notes

Supporting efforts

Stakeholder, community, and child participation. People need to feel ownership, especially if the law prohibits actions that are not generally recognized as criminal.

Behaviour change communication.

- Communicate the negative impact that violent punishment has on children and society.

- Clearly state that the aim of the law is educational and preventive, not punitive.

- Demonstrate empathy, not blame, for parents, teachers and caregivers for whom violent punishment has been the norm in child-rearing and education.

- Offer solutions, such as examples of positive parenting and discipline.

- Align messages with existing values, such as community responsibility for protecting and nurturing children.

- Use multiple messengers and entry points: at birth, and through neo-natal care and birth registration; through health care providers and school systems; through mass communication and "edutainment"; and through positive role models *(See Norms and values* strategy*)*.

Policies, procedures, codes of conduct, and training. Adults in contact with children — such as teachers and school staff, child care or alternative care providers, criminal justice professionals, civil society and faith-based organizations — need skills for working with children, positive discipline and behaviour management strategies, monitoring procedures for institutions, and formal recognition of their commitment not to use violent punishment *(see Education and life skills* strategy*)*.

Support for parents and caregivers. Parenting programmes, community networks, and social service interventions can help parents use positive discipline and alternatives to violent punishment *(see Parent and caregiver support* strategy*)*.

See also

Norms and values Strategy

Education and life skills strategy. Approach: Safe and enabling school environments

Parent and caregiver support strategy

Case studies: Implementation of laws banning violent punishment

Albania's Law on the Protection of the Rights of the Child established Children's Protection Units and Children's Rights Units to provide case management services at the local level. Albania implemented a national awareness campaign on child protection, #UneMbrojFemijet (#IProtectChildren) to increase knowledge of positive parenting methods. Campaign activities included consultations on legal changes and new policies to improve child protection.

Brazil's law prohibiting violent punishment of children provides for a range of response measures, including warnings and referrals to family protection and guidance programmes. It also calls for training and education, including a permanent campaign called "Don't Hit, Educate!"

In **Croatia**, multiple ministries are responsible for implementing laws prohibiting violent punishment of children, including the Ministry of the Interior, Ministry of Social Policy and Youth, Ministry of Health, and Ministry of Justice, among others. The ministries fund CSOs to carry out programmes focused on children, parents, experts, and the wider community.

For more information see *Laws banning violent punishment* in the *Resources* section at the end of this chapter.

INSPIRE Indicator Guidance and Results Framework

Ending Violence Against Children: How to define and measure change

World Health Organization

CDC

Pan American Health Organization

World Health Organization
Americas

CPC LEARNING NETWORK

End Violence Against Children
THE GLOBAL PARTNERSHIP

Together for girls

unicef

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United Nations Office on Drugs and Crime

THE WORLD BANK
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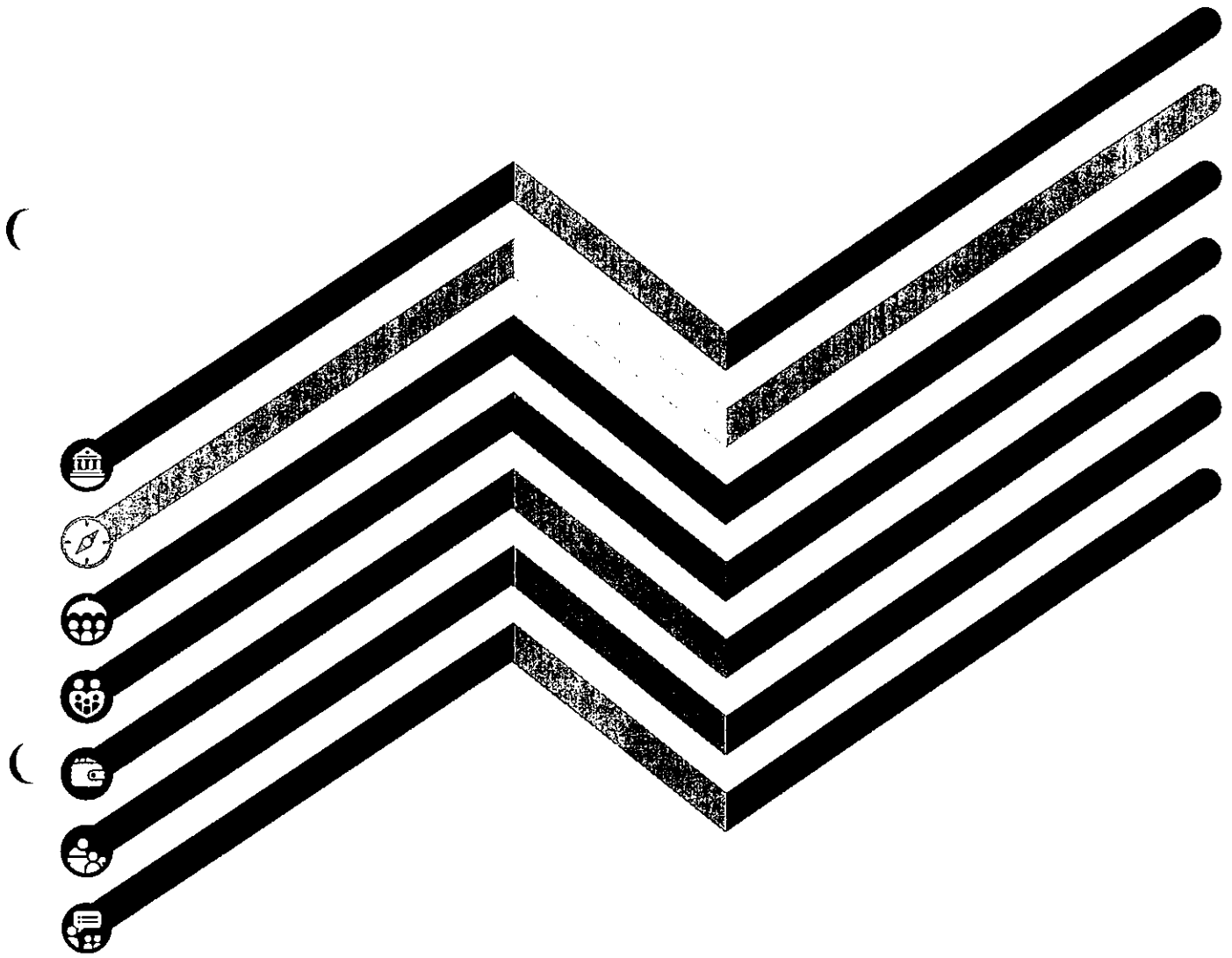
Glossary

The following glossary summarizes operational definitions for key terms and forms of violence[2] against children and adolescents measured by core INSPIRE indicators presented in the *Indicator Guidance*.

Child: Girl or boy under 18 years of age.

Violent discipline: Any physical punishment and/or psychological aggression by a caregiver or authority figure, including:
- **Physical punishment (also called corporal punishment):** Any physical act intended to cause pain or discomfort, however light. Includes acts such as shaking, hitting, or slapping on the hand/arm/leg, hitting on the bottom or elsewhere on the body with a hard object, spanking or hitting on the bottom with a bare hand, hitting or slapping on the face, head or ears, and hitting or beating hard and repeatedly.
- **Psychological aggression:** Acts of verbal abuse such as shouting, yelling or screaming, as well as calling a child offensive names such as 'dumb' or 'lazy'.

Sexual violence in childhood: All forms of sexual victimization of a girl or a boy under 18 years of age, including sexual abuse and sexual exploitation. This includes forced, pressured, coerced, unwanted or unlawful sexual activity with a girl or boy under 18 years of age, or attempts to engage in such activity. Sexual activity may include sexual intercourse or other sex acts, contact or non-contact sexual abuse and harassment, as well as sexual exploitation, in person and online.

Intimate partner violence: Physical, sexual or psychological acts by a current or former intimate partner that result in or are likely to result in physical, sexual or psychological harm. For purposes of the SDG indicator on intimate partner violence, an intimate partner is generally defined as a husband, cohabiting sexual partner, or a 'stable' or long-term, non-cohabiting, sexual partner, although some surveys also include other romantic and 'dating' partners. The term 'domestic violence' may refer to partner violence but may also encompass child or elder abuse, or abuse by any member of a household.

Violence by a romantic partner: Physical, sexual or psychological acts that result in or are likely to result in physical, sexual or psychological harm by any type of romantic, sexual or dating partner, including boyfriends or girlfriends, fiancés, cohabiting sexual partners, husbands and wives.

Bullying: Unwanted, aggressive behaviour by another child or a group of children who are neither siblings nor in a romantic relationship with the victim. Bullying involves a repeated pattern of physical, psychological or social aggression likely to cause harm, and often takes place in schools and other settings where children gather, as well as online. It may occur in person or online (cyber bullying).
- **In-person bullying** may include: physical acts, such as pushing and hitting, and verbal acts, such as making fun of people for their race, religion or appearance, or sexual comments or jokes. Bullying may also include repeatedly leaving people out or ignoring them.
- **Cyber (digital) bullying** may include: sending hurtful messages or posting them online where others can see; threatening someone online; creating a website that makes fun of someone; and sharing or posting hurtful images or pictures without permission through texting, emails, social media or other online channels.

Physical attack: When one or more people hit or strike a less powerful person, or hurt another person with a weapon, such as a stick, knife or gun. A physical attack does not include incidents in which two people of about the same strength or power choose to fight each other.

Intentional homicide of a child: Unlawful killing of a child or adolescent due to assault or another act carried out with intent to cause death or serious injury. Cases in which the perpetrator was merely reckless or negligent are excluded.

Maltreatment (including violent discipline): involves physical, sexual and psychological/emotional violence; and neglect of infants, children and adolescents by parents, caregivers and other authority figures, most often in the home but also in settings such as schools and orphanages.

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2. WHO defines violence as: "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation"; World Health Organization, *INSPIRE: Seven strategies for ending violence against childre,*. WHO, Geneva, 2016, p. 14. <www.who.int/violence_injury_prevention/violence/inspire/en>

CHAPTER 3:

Core INSPIRE indicators and domains

Impact/goal: All* children, including adolescents, grow up with greater freedom from all forms of violence; and those who do experience violence benefit from more appropriate care, support and access to justice needed to ensure physical, mental and social well-being. *Including children in situations of vulnerability.*

Domain	Sub-domain	Indicator	Page
Violence by caregivers	Violent discipline by caregivers	**1.1 Violent discipline by caregivers, past month (SDG Indicator 16.2.1)** Percentage of girls and boys aged 1-17 years who experienced any physical punishment and/or psychological aggression by caregivers in the past month, by sex and age	28
Physical punishment in school	Physical punishment by teachers	**1.2 Physical punishment by teachers, past 12 months** Percentage of female and male children and/or adolescents currently attending school who report being physically punished by a teacher in the past 12 months, by sex and grade level (or age)	30
Sexual violence in childhood	Lifetime childhood sexual violence	**1.3 Lifetime sexual violence in childhood by any perpetrator (SDG Indicator 16.2.3)** Percentage of young women and men aged 18-29 years who experienced sexual violence before 18 years of age, by sex and age	32
	Past year childhood sexual violence	**1.4 Past year sexual violence in childhood by any perpetrator** Percentage of female and male adolescents aged 13-17 years who experienced sexual violence in the past 12 months, by sex and age	32
Partner violence against adolescents	Violence against adolescent girls within marriage or marriage-like relationships	**1.5 Physical and/or sexual violence by an intimate partner against ever-partnered adolescent girls, past 12 months (SDG indicator 5.2.1, sub-indicator 4)** Percentage of ever-partnered adolescent girls aged 15-19 years subjected to physical and/or sexual violence by a current or former intimate partner in the past 12 months	35
	Violence against adolescent girls and boys by romantic partners	**1.6 Physical and/or sexual violence against adolescents by a romantic partner, past 12 months** Percentage of female and male adolescents aged 13-19 years subjected to physical and/or sexual violence by any romantic partner in the past 12 months, among those who ever had a romantic partner, by sex and age	38
Peer violence	Bullying victimization	**1.7 Peer violence - bullying victimization, past 12 months** Percentage of female and male adolescents who experienced bullying during the past 12 months, by type, sex and grade level (or age)	39

Domain	Sub-domain	Indicator	Page
Physical violence against adolescents	Physical attacks against adolescents	**1.8 Physical attack against adolescents, past 12 months** Percentage of female and male adolescents who were physically attacked in the past 12 months, by sex and grade level (or age)	41
Child homicide	Child homicide rate	**1.9 Child homicide rate (SDG indicator 16.1.1)** Number of victims of intentional homicide aged 0–19 years per 100,000 population aged 0–19 years, by sex and age	42
Child exposure to violence in the home	Child exposure to partner violence against mother/ stepmother	**1.10 Child exposure to households affected by physical partner violence against women** Percentage of female and male adolescents and young adults aged 13–24 years who report that their father or stepfather ever hit or beat their mother or stepmother during the respondents' childhood, by sex and age of respondent	43

Monitoring and evaluation

Intermediate (outcome) result: Countries have expanded the research and surveillance evidence base on violence against children and adolescents available for policy-making.

Domain	Sub-domain	Indicator	Page
National prevalence estimates for key forms of violence	National prevalence estimates for key forms of violence against children and adolescents	**2.1 National prevalence estimates for key forms of violence against children and adolescents** Proportion of 10 impact indicators for which country has recent, national prevalence estimates on violence against children and adolescents from population-based household or school-based surveys, disaggregated by sex and age (if applicable)	45

Output (lower level result): Countries have strengthened capacity and investment in violence-related research, surveillance, monitoring and evaluation.

Domain	Sub-domain	Indicator	Page
Adminis- trative data systems	Administrative data systems	**2.2 Administrative data systems that track and report data related to violence against children** Proportion of three sectors (social services, justice and health) that have administrative data systems capable of producing key types of administrative data on violence against children at the national level, disaggregated by age, sex and type of violence	46
Scale-up and quality of INSPIRE strategies	Scale-up and quality of efforts to strengthen monitoring and evaluation efforts	**Scale-up and quality of efforts to strengthen monitoring and evaluation efforts** *Countries or programmes may need to develop locally appropriate indicators to measure scale-up and quality of efforts to strengthen* Monitoring and evaluation *related to violence against children, adapted to what is most relevant to the geographic and programmatic context.*	

Implementation and enforcement of laws

Intermediate (outcome) result: Countries have strengthened
implementation and enforcement of laws and policies that protect
children and adolescents from violence, reduce excessive alcohol use,
and limit youth access to weapons.

Domain	Sub-domain	Indicator	Page
Laws and policies	Laws protecting children from physical punishment	**3.1 Laws protecting children from physical punishment (violent punishment)** Existence of legislation prohibiting all forms of physical punishment of children, by setting (home, schools, alternative care settings and day care, penal institutions/in places of detention, and as a sentence for an offence)	48
	Laws protecting children from sexual abuse and exploitation	**3.2 Laws protecting children from sexual abuse and exploitation** Alignment of the national legal framework with international standards regarding the criminalization of child sexual abuse and exploitation and protection of child victims	49
	Laws protecting children from key risk factors for violence and exploitation	**3.3 Laws and policies protecting children from key risk factors for violence and exploitation** Existence of laws, policies or regulations that protect children from key risk factors	51
	Laws and policies to protect children	**3.4 Laws and policies regarding institutional and duty bearer responses to violence against children** Existence of key laws and policies to protect children from violence and ensure an adequate response from duty bearers, professionals and justice sector institutions	52
Awareness of laws	Awareness of laws	**3.5 Awareness of laws banning violence against children** Percentage of female and male adolescents and adults who are aware of legislation banning key forms of violence against children, such as physical punishment (violent punishment), by sex and age	53

Output (lower level result): Countries have assessed whether legal
frameworks and justice system practices align with international
norms and best practices that aim to protect children and adolescents
from violence.

Domain	Sub-domain	Indicator	Page
Review of legal and policy frameworks in accordance with international norms	Review of legal and policy frameworks in accordance with international norms	**3.6 Assessment of whether legal framework aligns with international norms** National assessment of whether the legal framework aligns with international norms, using the *UNODC Model Strategies on Violence against Children Checklist*, within the past five years	54

Norms and values

Domain	Sub-domain	Indicator	Page
Support for physical punishment (home)	Agreement with necessity of physical punishment for child-rearing	**4.1 Agreement with the necessity of physical punishment for child-rearing** Percentage of female and male adults or adolescents who agree that physical punishment of children is necessary for child-rearing	56
Support for physical punishment (schools)	Support for physical punishment by teachers	**4.2 Support for physical punishment by teachers or administrators in school** Percentage of female and male adolescents or adults who agree that teachers or administrators should be allowed to physically punish children in school	57
Support for positive gender norms	Acceptability of wife-beating	**4.3 Acceptability of wife-beating** Percentage of females and males aged 13–49 years who agree that a husband (man) is justified in hitting or beating his wife (partner) for at least one specified reason, by sex and age	58
	Attitudes about women's right to refuse sex	**4.4 Attitudes about women's right to refuse sex** Percentage of females and males aged 13–49 years who believe that a wife (woman) is obliged to have sex with her husband even if she does not feel like it, by sex and age	59

Domain	Sub-domain	Indicator
Scale-up, coverage and quality of INSPIRE strategies	Scale-up, coverage and quality of *Norms and values* strategies	**Scale-up, coverage and quality of *Norms and values* strategies** *Countries or programmes may need to develop locally appropriate indicators to measure scale-up, coverage and quality of* Norms and values *strategies, adapted to what is most relevant to the geographic and programmatic context.*

Parent and caregiver support

Intermediate (outcome) result: Parents and caregivers strengthen positive parenting practices and create more nurturing, supportive parent-child relationships.

Domain	Sub-domain	Indicator	Page
Positive discipline by caregivers	Positive discipline by caregivers	**6.1 Non-violent discipline by caregivers, past month** Percentage of girls and boys aged 1–17 years who experienced any non-violent method of discipline by a caretaker in the past month, by sex and age	66
Positive parent-child relationships	Early childhood nurturing	**6.2 Early childhood caregiver engagement and nurturing** Percentage of girls and boys aged 36–59 months with whom an adult household member engaged in four or more activities to promote learning and school readiness in the past three days	67
	Parent/guardian understanding of adolescents' problems	**6.3 Parent/guardian understanding of adolescents' problems, past month** Percentage of female and male adolescents aged 13–17 years who report that their parents or guardians understood their problems and worries most of the time or always during the past 30 days, by sex and age	68
Parental/ guardian supervision	Parental/guardian supervision of adolescents	**6.4 Parent/guardian supervision of adolescents, past month** Percentage of female and male adolescents aged 13–17 years who report that their parents or guardians knew what they were really doing with their free time most of the time or always, in the past 30 days, by sex and age	69
		Cross-reference from Norms and values *strategy: 4.1 Percentage of adults or adolescents who agree that physical punishment of children is necessary for child-rearing*	

Output (lower level result): Countries have increased the coverage and quality of programmes to support parents and caregivers and promote positive parenting.

Domain	Sub-domain	Indicator
Scale-up, coverage and quality of INSPIRE strategies	Scale-up, coverage and quality of *Parent and caregiver support* strategies	Scale-up, coverage and quality of *Parent and caregiver support* strategies *Countries or programmes may need to develop locally appropriate indicators to measure scale-up, coverage and quality of* Parent and caregiver support *strategies, adapted to what is most relevant to the geographic and programmatic context*

Indicator	**1.1 Violent discipline by caregivers, past month (SDG indicator 16.2.1)** Percentage of girls and boys aged 1–17 years who experienced any physical punishment and/or psychological aggression by caregivers in the past month, by sex and age

INSPIRE Strategy: ALL

Intended Result (Impact/Goal)
All children, including adolescents, grow up with greater freedom from all forms of violence

Purpose	To measure changes in the prevalence of violent discipline (physical punishment and/or psychological aggression) by caregivers.
Data sources	Population-based household surveys, such as MICS or DHS with a child discipline module.
Operational definition	Number of girls and boys aged 1–17 years who experienced an act of *violent discipline*, including *physical punishment* and/or *psychological aggression* by a caregiver in the home during the past month, expressed as a percentage of all girls and boys aged 1–17 years whose caregivers were asked about disciplinary methods. The SDG indicator is based on caregiver reports, in accordance with MICS surveys that ask mothers or primary caregivers whether one randomly selected girl or boy aged 1–14 years in the household experienced a behaviourally specific list of acts in the past month. Age range of children will depend on what is ethical, relevant and feasible/available for the country. *Physical punishment* is defined as any physical act intended to cause pain or discomfort, however light, such as shaking, spanking, hitting, slapping, or beating. *Psychological aggression* includes acts such as yelling, screaming or calling the child names. Certain forms of violent discipline, such as hitting or slapping on the face or head, and harsh, repeated beatings are classified as *'severe'*.
Sample measurement tool(s) and question(s)	MICS Child Discipline Module (see page 29) (http://mics.unicef.org/tools) PRIMARY CAREGIVERS OF CHILDREN ARE ASKED: *Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if you or any other adult in your household has used this method with* (NAME) *in the past month.* **Psychological aggression:** *Shouted, yelled at or screamed at him/her? Called him/her dumb, lazy, or another name like that?* **Physical punishment:** *Shook him/her? Spanked, hit or slapped him/her on the bottom with bare hand? Hit him/her on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object? Hit or slapped him/her on the hand, arm or leg?* **Severe Violent Discipline:** *Hit or slapped him/her on the face, head or ears? Beat him/her up, that is, hit him/her over and over as hard as one could?*
Method of computation	*Numerator:* Number of children aged 1–17 years who experienced any physical and/or psychological violent discipline by caregivers, past month *Denominator:* Total number of children aged 1–17 years *Multiplier:* 100 (Most national estimates are weighted.)
Links to online data	National estimates are available for 70+ countries from UNICEF Global Databases (https://data.unicef.org/topic/child-protection/violence/violent-discipline)
Limitations	◆ MICS surveys do not measure discipline of children aged 15–17 years. ◆ Some national surveys (e.g. some DHS) measure violent discipline using non-comparable measures, such as open-ended questions or lists of acts that do not include spanking. ◆ Caregivers may under-report violent discipline of children. Surveys, such as VACS, that ask adolescent respondents directly about acts of discipline they experienced may produce higher disclosure rates.
Suggested disaggregation	By sex and age of children; household wealth; residence (rural/urban); disability (if available); type of violent discipline (physical/psychological); severity (any/severe violent discipline).
Additional notes	Suggested measurement frequency: every 3–5 years.

Example: MICS Child Discipline Module

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if you or any other adult in your household has used this method with *(name)* in the past month.		YES NO
[A]	Took away privileges, forbade something *(name)* liked or did not allow him/her to leave the house.	TOOK AWAY PRIVILEGES 1 2
[B]	Explained why *(name)*'s behaviour was wrong.	EXPLAINED WRONG BEHAVIOUR 1 2
[C]	Shook him/her.	SHOOK HIM/HER 1 2
[D]	Shouted, yelled at or screamed at him/her.	SHOUTED, YELLED, SCREAMED 1 2
[E]	Gave him/her something else to do.	GAVE SOMETHING ELSE TO DO 1 2
[F]	Spanked, hit or slapped him/her on the bottom with bare hand.	SPANKED, HIT, SLAPPED ON BOTTOM WITH BARE HAND 1 2
[G]	Hit him/her on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object.	HIT WITH BELT, HAIRBRUSH, STICK, OR OTHER HARD OBJECT 1 2
[H]	Called him/her dumb, lazy, or another name like that.	CALLED DUMB, LAZY, OR ANOTHER NAME 1 2
[I]	Hit or slapped him/her on the face, head or ears.	HIT / SLAPPED ON THE FACE, HEAD OR EARS 1 2
[J]	Hit or slapped him/her on the hand, arm, or leg.	HIT / SLAPPED ON HAND, ARM OR LEG 1 2
[K]	Beat him/her up, that is, hit him/her over and over as hard as one could.	BEAT UP, HIT OVER AND OVER AS HARD AS ONE COULD.......................... 1 2
Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished?		YES...1 NO ....2 DK / NO OPINION 8

Source: MICS Child Discipline Module in the Questionnaire for children under five and Questionnaire for children aged 5-17 years (http://mics.unicef.org/tools).