

Towards a Strategy to Address Corporal Punishment of Children in Southeast, East Asia and Pacific

**Proceedings of the International Save the Children Alliance
Regional Workshop on Corporal Punishment of Children,
6-9 October 2003, Bangkok, Thailand**



Save the Children

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Contents

Preface	i
Acknowledgements	ii
About this report	iii
Introduction	iv
Day One: 6 October 2003	1
Opening session	2
Opening address, Peter Newell	2
Introductions: Sharing personal experiences of corporal punishment	2
Session 1: Corporal punishment and human rights, baseline information, global and regional contexts	5
Background presentation, Judith Ennew	5
Questions and discussion	5
Identifying opportunities and obstacles (group activity)	7
Questions and discussion	10
Session 2: Incorporating issues to address corporal punishment in current Alliance programmes in SEAP: current experiences, and moving forwards	12
Presentation, Violence against child domestic workers Jonathan Blagbrough	12
Questions and discussion	12
Presentation, <i>Tanpa Kekerasan</i> - Without violence, Sandra Renew	13
Questions and discussion	13
Addressing the issue of corporal punishment of children in existing programme areas (group activity)	14
Questions and discussion	17
Presentations Day One	19

Day Two: 7 October 2003	69
Session 3: Knowledge, attitudes and practices in addressing corporal punishment in the region	71
Role play on family conflict (group activity)	71
Presentation, Negotiating Trust and Power, Elizabeth Protacio de Castro.	73
Questions and discussion	73
Presentation: Towards strategic campaigning, Junita Upadhyay	75
Questions and discussion	75
What message? (group activity)	77
Presentation: Law reform against corporal punishment, Peter Newell	80
Feedback: Law reform in national contexts	80
Questions and discussion	82
Presentation: Research design, Judith Ennew	83
Questions and discussion	83
UN Study on Violence Against Children: Evening presentation	84
Presentations Day Two	85
Day Three: 8 October 2003	127
Session 4: Strategic planning to combat corporal punishment in Southeast, East Asia and Pacific	129
Adopting a collective vision	130
Formulating a collective aim	130
Defining objectives and selecting actions	131
Day Four: 9 October 2003	133
Session 5: Drafting the Regional Strategy	135
Discussion	135
The next steps: Scheduling follow-up	137

Developments in the global initiative	140
Workshop evaluation and closure	140
Outcome: (DRAFT) Strategy to address all forms of corporal punishment children in the Southeast, East Asia and Pacific (October 2003)	143
Cross cutting issues	145
Vision	146
Aim	146
Objectives	146
1 At the regional level	148
To establish mechanisms for coordinating, documenting and disseminating information from and about national and regional efforts;	
2 Objectives for organizational changes	149
2.1 To promote and facilitate the understanding and plementation by all staff at, professional and personal levels, of the Alliance position on corporal punishment;	
2.2 To mainstream the issue of corporal punishment of children into all Save the Children Alliance programmes;	
3 Objectives on children's participation	150
To improve children's and adults' awareness of, and capacity to combat, corporal punishment, through children's participation;	
4 Objectives on research	151
To obtain reliable data about	
a) Basic knowledge of positive traditional values and practices of child rearing and discipline;	
b) Different forms of corporal punishment at home, in schools, in institutions, the justice system and other contexts of childhood;	
c) Effects and consequences of corporal punishment;	
d) Extent of the problem (prevalence).	

5 Objectives on public education 153

To develop and implement a public education strategy that targets all levels of society with a clear message that all forms of corporal punishment should end;

6 Objectives on education and training 154

6.1 To ensure that parenting education and training for parents and other caregivers:

- a) Incorporates sensitization and recognition that corporal punishment is a breach of children's rights;
- b) Encourages adoption of non-violent forms of conflict resolution in homes;

6.2 To encourage and support changes so that education systems no longer allow teachers to use any forms of corporal punishment.
Specifically:

- a) Teachers learn about good practices through pre-service and in-service teacher training programmes;
- b) Good practices and methods of learning and discipline are used in classrooms;
- c) Local and national mechanisms are established for monitoring successful elimination of corporal punishment in the education system;

7 Objectives on law reform 156

To reform laws and policies in each country in the SEAP region to prohibit expressly all forms of corporal punishment against children.

Appendices 159

Appendix 1	Agenda	161
Appendix 2	List of participants	164
Appendix 3	Profiles of resource persons	167
Appendix 4	Examples of Activity Cards referred to by Sandra Renew	170
Appendix 5	Workshop evaluation	210

References for presentations and documents and other materials referred to during the Regional Workshop	213
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Preface

While it cannot be denied that corporal punishment is among the most common forms of violence against children, and is a violation of children's human rights, the challenges and complexities that arise when planning an intervention against this issue are countless. This is true for all regions of the world, and certainly so in Southeast, East Asia and Pacific.

This report *Towards a Strategy to Address Corporal Punishment of Children in Southeast, East Asia and Pacific: Proceedings of the International Save the Children Alliance Regional Workshop on Corporal Punishment of Children, 6-9 October 2003, Bangkok, Thailand*, documents the work of Save the Children Alliance staff, of five Save the Children member organizations in seven countries in a preliminary attempt to develop a strategy to address the corporal punishment of children in the Southeast, East Asia and Pacific Region.

The following pages provide a wealth of information about the concerns, ideas, challenging thoughts, personal experiences and insights generated through the sessions of the workshop; the guiding, sometimes provoking, presentations; and the rich yet not always easy discussions. The text also reflects the commitment of the participants, their wisdom and their objectivity throughout the workshop process, as they reached the basis for a collective regional intervention.

The work completed during the four day regional event is only a modest contribution to global action to address the corporal punishment of children. Yet it is an important first step and a significant achievement for the International Save the Children Alliance in Southeast, East Asia and Pacific, consisting of ten members in 18 countries across a region characterized by an amazing diversity of contexts, languages, cultures, and traditions. As one participant put it: 'Good start, a lot ahead though!'

It is hoped that this report will be a useful resource for understanding the issue of corporal punishment of children in national and regional contexts, and on the challenges at stake in planning a regional strategy with national components, for Save the Children Alliance personnel in Southeast, East Asia and Pacific, especially programme personnel, who were not able to participate in the workshop, as well as for partners and governments counterparts in their respective countries.

This report should be of particular use to Alliance members and partners when discussing the draft Regional Strategy in relation to its implications at national level.

Likewise, it is hoped by that, by adding to existing material, this report will support and illustrate the pro-active work of the International Save the Children Alliance in addressing the corporal punishment of children.

Dominique Pierre Plateau
Non Violence and Child Labour Regional Coordinator
Save the Children Sweden - Southeast Asia

October 2003.

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Finally, a very special thank you to Dotti McArthur, whose tireless efforts began the Save the Children Alliance mobilization against corporal punishment of children in Southeast, East Asia and Pacific.

About this report

This report follows the order of the Workshop Agenda (Appendix 1), and is based on the transcripts of audio recordings, as well as notes taken throughout the event.

The first four chapters are devoted to each of the four days of the Workshop. The report of each day is divided into narrative accounts of each session, together with reports of substantive discussions. The papers presented in the course of the first two days are featured in full, at the end of the narrative account of each day. All bibliographic references from these papers have been combined at the end of the report, which also includes details of other documents and web sites referred to during discussions.

The draft Regional Strategy, which was the main output of the Workshop, is included as the final chapter. Apart from a few minor linguistic alterations, made mainly for clarity and to reflect comments expressed during the collaborative drafting process, the Strategy is presented as it was at the end of the last workshop session. This inevitably means that there are gaps and inconsistencies, which will be addressed in during the course of follow up, providing opportunities for input from colleagues who were not present at the Workshop.

Introduction

Corporal punishment exists in almost every culture, in schools, in homes, at work and in formal and informal justice systems. A majority of adults - and many children - remain convinced that corporal punishment is a justifiable response to conflict between adults and children and that it is an acceptable tool in discipline and child-rearing.

Yet corporal punishment of children violates the basic principles of dignity, physical integrity and fundamental freedoms in the Universal Declaration of Human Rights and related treaties, and their expression in the 1989 UN Convention on the Rights of the Child (CRC - especially in the Preamble and Articles 19, 28, 29 and 37), as well as United Nations rules and guidelines on juvenile justice and UNESCO guidelines on school discipline. The CRC explicitly protects children from all forms of physical violence (Article 19) and from inhuman and degrading treatment or punishment (Article 37). It requires school discipline to be 'consistent with the child's human dignity' (Article 28.2). Corporal punishment can also violate Article 28, which establishes children's right to receive primary education (Article 28.1.a) and requires States party to take measures to encourage regular attendance at school and reduce drop-out rates (Article 28.1.e).

The general principles of the CRC, established by the Committee on the Rights of the Child, provide that in all actions concerning children the 'best interests of the child' should be a primary consideration (Article 3); that every child has the right to life, to survival and development (Article 6); that rights apply to all children without discrimination (Article 2) and that children have the right to express their views freely in all matters affecting them and these views be given due weight (Article 12). Finally, Article 29 underlines the overall aim of the Alliance position to prepare children for 'responsible life in a free society' in the spirit of understanding, peace and tolerance.

In 2001, the International Save the Children Alliance began to take an active role in the global movement to eliminate all forms of corporal punishment of children. The release in the same year of a ground-breaking statement - *Ending Corporal punishment: Making it happen* - heralded the adoption of this issue as a global priority area of action for the Alliance.

In Southeast, East Asia and Pacific, corporal punishment is indeed a reality. A regional opinion survey, conducted among children by UNICEF, identified violence, including corporal punishment, as one of the problems that most affected children's well-being (UNICEF, 2001). Information from Save the Children programmes in Cambodia, China, Fiji, Indonesia, Laos, Mongolia, the Philippines, Thailand and Vietnam also supports the prevalence of this form of violence against children in the region.

In October 2003, the International Save the Children Alliance in Southeast, East Asia and Pacific collectively took the first step to address corporal punishment of children in the region, in a Regional Workshop: 'Towards a Strategy to Address Corporal Punishment of Children in Southeast, East Asia and Pacific', Bangkok (Thailand) 6-9 October 2003. The event was organised by Save the Children Sweden Southeast Asia, on behalf of the International Save the Children Alliance, with supporting funds from Save the Children

Norway, through the International Save the Children Alliance Southeast Asia-Pacific, and Save the Children Sweden.

The Regional Workshop brought together representatives of five Alliance members (Save the Children Fiji, Save the Children Korea, Save the Children Norway, Save the Children Sweden, Save the Children UK) as well as the Hong Kong Committee for Children's Rights; from seven countries in Southeast Asia Pacific (Cambodia, China/Hong Kong, Fiji, Indonesia, Korea The Philippines, Vietnam); and was observed by the Advisor on Abuse and Violence, Save the Children Sweden, Lebanon (Appendix 2). This meeting provided opportunities to:

- Learn more about, and discuss aspects and characteristics of, corporal punishment of children within the regional context, taking into consideration local realities, perceptions and other factors linked to cultures, languages and traditions;
- Learn about ways in which the problem can be combated effectively, and the resources required to do so;
- Discuss and decide upon a series of actions (of regional and national scope) to combat corporal punishment of children in Southeast, East Asia and Pacific, taking into consideration existing opportunities and available experiences within current Alliance projects, the outcomes and recommendations of earlier Save the Children Alliance events on corporal punishment of children, as well as to attempt to link with ongoing Save the Children Alliance work with relation to the United Nations Study on Violence against Children.

The Regional Workshop in the context of the International Save the Children Alliance global activities

The Regional Workshop in Bangkok was the first International Save the Children Alliance event on corporal punishment to be held in Southeast, East Asia and Pacific, following regional workshops in two other Save the Children Alliance regions, as well as a global Save the Children workshop.

In April 2002, a regional Alliance workshop conducted in Dhaka, Bangladesh, pioneered a strategy to address corporal punishment in South Asia. In September 2002, a South American Alliance workshop was held in Sao Paulo, Brazil, adopting a series of national action plans to guide interventions against the practice of corporal punishment of children in several countries in South America.

In February 2003, the International Save the Children Alliance Global Workshop on Corporal Punishment in Cairo, Egypt, took stock of the Alliance's progress in addressing corporal punishment, identifying successful models and strategies, in order to define a common framework for further action and to promote coordination and networking among Alliance members globally. This Workshop also guided the Alliance in defining its role with respect to the UN Global Study on Violence Against Children.

The outcomes of the Cairo Workshop are significant for global Save the Children Alliance programming on corporal punishment. They include a draft framework document produced by the Alliance Task Group on Corporal Punishment, which is intended to be used as a practical tool in designing regional and national strategies to end corporal punishment of children; and an Alliance position paper on corporal punishment (also in draft form) that provides a tentative Save the Children Alliance definition of corporal punishment of children as well as details about the Alliance's position on the issue.

The Cairo Workshop identified four main programming areas through which Save the Children Alliance members should address corporal punishment (Save the Children Alliance, 2003):

- 1 Education and training: involving stakeholders, and initiating or promoting changes through alternative teaching methods and the introduction of positive, non-violent parenting and child care;
- 2 Legal reform: to ensure effective legislative protection of children from all forms of violence;
- 3 Advocacy: social mobilisation to end corporal punishment of children and increase the understanding that corporal punishment is a serious violation of children's rights; including advocacy for legal reform, ensuring that legislation provides effective protection of children against all forms of violence;
- 4 Children's participation: to include children's opinions - knowing and understanding children's experiences so that they help to identify and implement solutions;

The Cairo Workshop also identified gaps and suggested recommendations to include in future interventions within the Alliance's overall aim of addressing corporal punishment:

- The need for reliable baseline data on corporal punishment particularly with respect to:
 - Prevalence of corporal punishment;
 - Effects on children;
 - Beliefs about children's learning and upbringing;
 - Links between corporal punishment and school dropout;
 - Links between corporal punishment and child labour;
 - Corporal punishment of children with disabilities;
 - Corporal punishment in Save the Children programmes (potential or actual);
- The lack of relevant legislation; weaknesses of existing laws and regulations;

- Monitoring and evaluation requirements, including:

Developing monitoring and evaluation mechanisms to assess the effectiveness of projects and activities aiming to end corporal punishment;

Documenting and sharing information about positive achievements in addressing corporal punishment, including successful behaviour change through training and experiences that involved children's participation.

- Education and training needs

Training in good parenting, child development and conflict resolution (also required for students in all public schools);

Alternatives to punishment and for conflict resolution;

About the trauma caused to children by corporal punishment;

Such training being required by all professionals with responsibility for combating child abuse;

- Advocacy including legal reform

Children's experiences and opinions on corporal punishment must be heard;

Develop and share children friendly material on corporal punishment (appropriate for children of different ages and gender, for children with disabilities, and in local languages);

Raise awareness among human rights lawyers on corporal punishment;

Exchange experiences on how to enforce national legislation;

- Children's participation

Research on corporal punishment to incorporate children's definitions and opinions, using scientific, children-centred, participatory instruments;

Develop accessible means for children to raise complaints on this issue (reporting system);

Adapt Save the Children's methods to ensure child participation on this issue is genuinely inclusive, including equal access to information;

- Organisational change

Gain wider support and consensus within the Alliance to work on corporal punishment;

Strengthen understanding of a rights-based approach to programmes within Save the Children and with Save the Children partners, especially children and young people;

Capacity building of staff and partners, including children, on children's participation in developing work on corporal punishment.

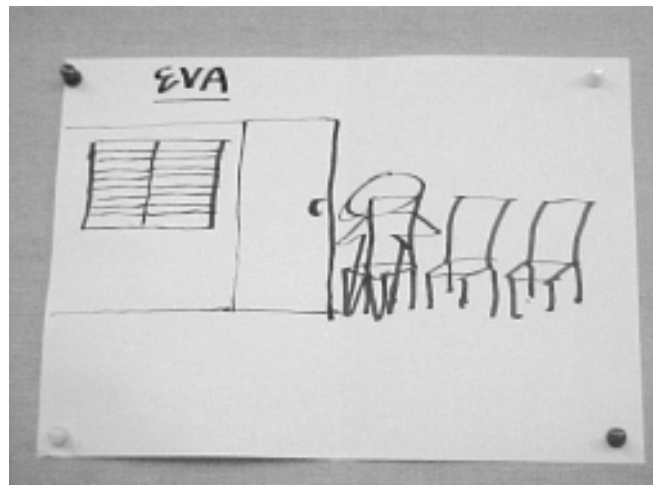
The Regional Workshop process

During the Regional Workshop in Bangkok, the participants from Save the Children Alliance members were supported by Southeast Asian and international resource persons (Appendix 3), from within and outside the Alliance, as well as from within and outside the region. The role of the resource group was to respond to the participants' needs, to supply information, to stimulate informed strategic planning and to support a regional, participatory process of which the participants would have ownership.

Over the four days of the Workshop, the emphasis shifted from learning - not only about corporal punishment, but also about personal feelings, attitudes and experiences - towards joint drafting of a Regional Strategy.

The process, which was supported by presentations, was at times challenging, often provocative. The aim was to raise participants' understanding of the issue, in the contexts of their own and other cultures, their work at national level, and of applying the International Save the Children Alliance policy on child protection.

**Day One:
6 October 2003**





Opening session (09.30-10.00 hours)

Dominique Pierre Plateau, Non Violence and Child Labour Regional Coordinator, Save the Children Sweden Southeast Asia, welcomed the participants (Appendix 2) to the workshop with a short address. He thanked them for attending, and introduced the resource persons (Appendix 3) and support staff.

Following the welcome address, Mali Nilsson, Programme Officer on Corporal Punishment, Save the Children Sweden (Stockholm) and Chair of the International Save the Children Alliance Task Group on Corporal Punishment, gave a short presentation on the global movement to end corporal punishment and the Save the Children Alliance's progress on the issue to date. Mali emphasised that effective action to address corporal punishment could only begin with a change of mindset and attitudes among Save the Children colleagues and partners. This is as important as working on legislation and public education outside Alliance structures. She reported that substantial progress has taken place in several regions, notably in South Asia, where Save the Children's work on corporal punishment focuses on training and promoting alternatives, and in South America, where corporal punishment is the only issue addressed collectively by several members of the Alliance. Mali concluded by commending the participants for their interest and willingness to address the issue of corporal punishment of children in Southeast, East Asia and Pacific, stressing that, in this collective effort, even small steps at the start of strategic action will bring positive results and make a considerable difference in the long run.

Dominique then gave a brief overview of the Regional Workshop Agenda (Appendix 1), emphasizing that the workshop was a first opportunity to meet and consult, share experiences and insights, map out and try to understand the challenges and decide on a regional strategy to address corporal punishment of children, including beginning to discuss implications at country level.

Opening address, Peter Newell

Peter Newell, Joint Co-ordinator of the Global Initiative to End All Forms of Corporal Punishment and Chair of the Save the Children Alliance Task Group on Corporal Punishment, delivered the opening address. Peter examined some of the main achievements towards ending corporal punishment around the world, and the common obstacles encountered, especially the reluctance of governments to take concrete action against corporal punishment of children in the home.

Introductions: Sharing personal experiences of corporal punishment

The workshop participants were then invited to introduce themselves as individuals rather than by professional status, in an activity facilitated by Judith Ennew, through which they were stimulated to think about their own experiences of corporal punishment as

children, and how they felt about it then and now. The participants were asked to draw a picture representing an occasion during childhood when they had been punished, and then to present their drawing to the rest of the group, providing brief explanations. The drawings revealed a wide range of types of punishments: being hit with dusters, belts, hands, canes, sticks and wooden rulers; obliged to sit in uncomfortable positions, stand or wait in a dark space for hours at a time; chased upstairs, pushed downstairs, and shouted at, criticized or threatened with physical violence. These were almost daily occurrences. Around half the incidents described took place in schools, perpetrated by teachers or school principals; the others took place in a family home, where the punisher was a parent (of either sex) or a close adult relative.

‘Every time I did something wrong, big or small, important or not important, my parents used a belt to punish me. It was a belt only for spanking and was not used for anything else. It remained in my parents’ bedroom. I was spanked quite regularly for no specific reason. Eventually I learned that I was spanked for bad behaviour. One thing I remember of my experiences in childhood is that I learnt to beat the system. I knew when they were going to spank me, so the last time I was spanked, I gave my parents the belt beforehand and went and laid myself on the bed and removed my panties, which was the standard way. It had to hurt. When my parents learnt that I had learnt the pattern, they stopped hitting me with the belt.’

‘One day, I saw a small coconut tree, too small for coconuts with meat or water, but as a child I ran to pick up a fallen coconut. I fell and hurt myself and bled at the nose. My mother slapped me on the shoulder even as the blood was coming from my nose. I began to cry, not understanding why my mother slapped me instead of helping me. At the age of 16 years, I asked my mother why she had slapped me instead of helping me. She replied that, when I have children of my own, I will understand why a mother reacts in that way.’

‘I was asked to kneel down on a washing board for about two hours. Although I was never corporally punished by my parents, this was one exception and I remember clearly why it happened. My father’s child-rearing value system did not include smoking. Friends of my older brother had come to the home to have a pleasant session of smoking. I did not remember if I had also been smoking but my father included me in the punishment, asking me and my brother to kneel down on the washing board. Until this day, I still do not smoke and am not sure whether there is a link between the two. While making the drawing, I asked myself why I had been punished as well as my brother.’

‘I was in school and could not recite a text properly. The teacher asked me to stand in a corner in front of the other students for five hours. Afterwards, the teacher called my parents to tell them of the incident. At home I was punished again and had to stand for a long time by way of punishment. This left a deep impression on my mind.’

Common themes of the presenters were feelings of unfairness, confusion, not under-



standing why there was punishment, and not having any explanation of why they had to be obedient.

‘As children we could never do our homework because there was no time. The moment we went home, we had to work on the farm until it was dark. At school in the morning, we had to face the worst possible punishment: putting the fingers together and having them knocked with a ruler. If the teacher wore red, then we would have to bend down. We would sometimes wear two pairs of pants for protection. This is how bad it was at the school system.’

‘As a child, when I did something wrong I was punished by parents or teachers who would hit children on the hands or legs with a stick called the “stick of love”.’

‘The school children had an examination every week. The teacher would hit a child who gave the wrong answer. As a child, there was fear in going to school.’

‘Being the oldest daughter, I had to take care of my three brothers. This meant making sure dinner was prepared by six o’clock and my brothers bathed in time for dinner at six thirty. On this particular day, my mother and father arrived home and dinner had not been prepared because I had played with my brothers in the fishpond and we were still all wet. There was no food prepared and the children were all muddy. My parents punished me for this. The punishment was often done with the use of a broomstick for hitting the child.’

‘I was lucky as a child but my cousins and elder sisters were not so lucky. My grandfather would ask my elder sisters and cousins to kneel down and used a stick to beat them when they did something wrong. My cousins especially hated this situation ... Yet in the end, when they were grown up they said they should thank their grandfather because he helped make them good persons. When the grandfather died, they tried their best to hold a good funeral for him.’

The variety of reasons given by the group to explain why they had been punished as children was revealing. The participants remembered in a few cases that they had misbehaved in some way (by fighting with other children, by ‘being naughty’ - so that the punishment seemed ‘deserved’. However, some also noted that there were other factors, such as stress within or outside the family, that had probably influenced an adult family member’s behaviour at the time. Other participants reported being punished for something even though they were not responsible, just because ‘somebody had to be punished for it’.

Finally, the activity invited the participants to examine how they felt about the punishments they had received. While most felt that the adults could have used better ways of discipline, some noted that they had stopped the behaviour they had apparently been punished for, and that this was a good thing. Others said that however scared or angry they had felt at the time, now they were able to laugh about it. The activity had amply demonstrated the complexity of corporal punishment as a programming issue, and raised questions for the participants to examine, on a personal and professional level, throughout the sessions of the Regional Workshop. All the drawings were displayed on the wall.

Session 1:**Corporal punishment and human rights, baseline information, global and regional contexts
(10.30-12.30 hours)**

The objectives of this session were to understand corporal punishment as a human rights issue in the global and regional contexts, and to discuss and take stock of cultural and other contextual concerns, important issues, obstacles and difficulties in Southeast, East Asia and Pacific in relation to actions to combat corporal punishment.

Background presentation, Judith Ennew

Judith Ennew, Senior Research Associate, Centre for Family Research, University of Cambridge, gave a powerpoint presentation of the background paper, 'Setting directions: Towards a regional strategy to address the corporal punishment of children', which had been circulated before the Regional Workshop. The wide-ranging presentation placed the issue of corporal punishment in various contexts, including: children's human rights; children's perceptions of corporal punishment identified in research; global initiatives such as the UN Study on Violence against Children; Southeast, East Asian and Pacific cultures; and the International Save the Children Alliance's progress on corporal punishment to date. The presentation also included suggestions for the regional strategic planning process.

Questions and discussion

The presentation was followed by questions and plenary discussion. One key question was why neglect was included in the 'expanded definition' of corporal punishment in the paper, because neglect might appear to result in psychological rather than physical harm. Judith replied that neglect can sometimes be used as a form of punishment and that failing to feed or wash a child, for example, can have severe physical consequences. This led to the broader question of why the Alliance position paper addresses corporal punishment separately from mental or psychological abuse, especially as both may be committed by the same person. This proved to be an issue throughout the Workshop, as some participants asked why the strategy should not focus on violence in general, rather than simply on corporal punishment.

Others argued that, because corporal punishment can be more easily defined, it is easier to develop legislation to ban it and the public education that accompanies legislation can then address other forms of violence. In addition, one of the difficulties in addressing violence in general is that people often do not consider corporal punishment to be a form of violence. In many countries, the law on assault applies to all adults. Alliance campaigns should aim to establish law enforcement that protects children as well as adults from assault.

A related discussion point was that one objective of the workshop was to find out ways in which corporal punishment might be mainstreamed in the work of Alliance members.



For example, in Save the Children Sweden programming, corporal punishment is addressed under only one programme area ‘abuse and exploitation’, whereas it should be included in the other ten areas of programme activity. People may feel more comfortable referring to ‘physical and mental abuse’ within their programme work; the result would be addressing the same problem but with different terminology. It was suggested that the Alliance should clarify the link between corporal punishment and abuse, in order to assist Southeast, East Asia and Pacific national staff in their programme work.

Nevertheless, it was noted that adults often deny abusing children at the same time as they use corporal punishment as a form of discipline. The term ‘corporal punishment’ must be used in programme planning and implementation to communicate the message that corporal punishment is a form of abuse. This raised the comment that it is necessary to address abuse and corporal punishment interchangeably. Abuse is perceived as a ‘social evil’ done only by ‘bad people’, while corporal punishment is seen as essential within the home and at school in the name of good parenting and maintaining discipline. That is one of the challenges for public education.

A further topic of discussion was the criminalisation of parents and teachers, once legislation is in place and cases of violation are brought to court. At the level of prosecution, even in cases of child abuse, children tend to try to avoid their parents going to jail, and may refuse to give evidence, which makes it difficult to prosecute offenders.

One participant mentioned that research in the Philippines, which asked children for their definitions of abuse, revealed that the harshest form of abuse for them was the result of disciplinary measures and punishment, including both physical harm and mental anguish. Cultures and traditional practices in the region seem to teach that physical punishment is an effective and beneficial way to develop a child’s character. The roots and causes of this tradition need to be researched. One answer is that Asian cultures define discipline in ‘military terms’. When we say there is ‘good discipline’ it means that you are obedient and follow orders and respect the structures of authority. There is a need to look at our definition of what a ‘good child’ is and what we mean when we say we are disciplining our children;

‘We have to rediscover our cultures. Many of our countries were colonized and we have a history of struggle and revolution. The military way of resolving issues has become inherent in our way of resolving conflict.’

Although there are widespread ideals of maintaining harmony and peaceful resolution of conflict in regional cultures, as in the Thai and Balinese traditions mentioned in the background paper, they tend not to be widely discussed. The idea of military discipline predominates - yet there is an important link between the initiative of mainstreaming actions against corporal punishment as a children’s rights issue and developing a culture of peace.

Identifying opportunities and obstacles (group activity)

Participants were then invited to identify obstacles and opportunities they would expect to encounter in their countries when planning/conducting activities to address the corporal punishment of children. They began by drawing up individual lists of opportunities and obstacles, which they shared, first in pairs and then in groups of four. Each of the four groups thus formed then presented its conclusions to a plenary session, using flip charts.¹

Group A**Opportunities:**

- We can work with children, acknowledging we must ensure the safety and support needed;
- We should involve religious groups to advocate for non-violence. In Asian countries, such as Cambodia, it is easier to advocate for non-violence if religious groups and elders join the cause;
- We must build alliances with different sectors such as the media, the health sector, the education sector;
- We must conduct research to gather information to make corporal punishment a public issue and raise its visibility;
- We should integrate corporal punishment into human resource development, health, peace education, and other campaign programmes.

Obstacles:

- Some children agree with corporal punishment and understand that they are physically punished because they have done something wrong;
- Currently corporal punishment is not considered a priority in programme work. It is a difficult issue to address and the public sees corporal punishment as a normal practice;
- Some people actively campaign for the use of corporal punishment (such as some fundamentalist groups and conservative family rights groups);
- Traditional beliefs and behaviour: parents will in some cases tell teachers to discipline their children;

¹Plenary feedback from this group work eventually took place on the morning of Day Three, but are presented here to maintain the logic of the report.



- Even if parents do not agree with corporal punishment in the schools, they may not think about their own methods of discipline in homes. Parents think they have the right to hit their children as, in their view, their children belong to them;
- Corporal punishment of children is a 'private issue': a neighbour cannot intervene in the private affairs of another household, even if harm is caused to the child;
- It is difficult to get politicians to provide leadership on this issue;
- It is difficult to explain that, although corporal punishment is a criminal offence, there does not have to be prosecution;
- Violence to resolve conflict is the norm.

Group B

Opportunities:

- Corporal punishment has been identified as a priority of Save the Children Alliance and there are links with the UN Global Study on Violence Against Children;
- Violence and abuse are also priorities for Alliance members in the Southeast, East Asia and Pacific region;
- The implementation of the Alliance child protection policy - Save the Children UK and Save the Children Sweden see this as an opportunity to incorporate and highlight the issue in work done at the country-level and with partners;
- Opportunities for defining strategies to address corporal punishment within the country programmes are opportunities for all programmes to mainstream corporal punishment;
- The draft Alliance Framework to address corporal punishment at country level will help lift some barriers.

Obstacles:

- Even though corporal punishment is defined, there is a need to contextualize the problem within country programmes, looking for examples of traditions, language, cultures, so that interventions are adapted to the context;
- Corporal punishment is a socially, and in some cases legally, accepted form of violence;

- In cases where the law protects children against corporal punishment, support mechanisms and structures may separate children from their parents because of violations of the law.

Group C

Opportunities:

- In Korea, campaigning and workshops on the CRC for kindergarten teachers and in the community are ongoing. Corporal punishment could be included in such activities;
- Media coverage, education and children centred awareness raising could help increase the visibility of the issue of corporal punishment of children;
- Promotion day in November: public information through the media which supports an increased commitment to the CRC and helps change public attitudes;
- The attitudes of teachers are changing for the better;
- In China, Save the Children UK is implementing a child protection policy which will have some impact in relation to addressing corporal punishment. Save the Children UK is mandated to implement the child protection policy internally and with partner organizations. Considerable work is being done to address child abuse, it is possible to focus on corporal punishment as one of the forms of abuse;
- China is going through a major social and economic transformation process. One of the important means for this is new and revised legislation which will have to be enforced with the proper procedures. Rule by Law in China is one of the top government policies.

Obstacles:

- In Korea, corporal punishment takes place in schools and the extent of the practice depends on the rules of the school and school principal;
- In Korea, there is a law on child welfare but not on corporal punishment;
- In China, a result of globalisation is that many values are being imported or imposed by corporations. People are pursuing profit and the economic drive is very strong, a lot of people are under increased stress due to increased competitiveness and the drive to work harder, longer hours;
- People's strong personalities: these may support traditional values to raise 'strong' children.



Group D

Opportunities:

- In Vietnam, there is a common interest among Alliance members to prioritize the issue of corporal punishment;
- Through contacts with different institutions in Vietnam, there is the possibility of generating academic interest on the issue;
- In Vietnam, there are mass organizations such as the Women's Union, and the Youth Union that could be effective channels to alert a broader public on the importance of addressing the issue;
- In Vietnam, Save the Children Sweden has a good working relationship with authorities and the media;
- In Vietnam, there is increased interest in and support for the CRC, although rights are not discussed widely;
- Traditional leadership structures could be an opportunity to promote change in collective societies. In Fiji, a hierarchy of leaders holds much of the power within the community and could be influential in promoting change;
- The discourse for democracy is an opportunity for children to discuss in schools what kind of society they want, and may help in influencing changes, even at the village level where concepts such as rights are unknown;
- Child participation is being strengthened and is effective.

Obstacles:

- In Vietnam, there is no proper training of teachers and there is a lack of knowledge of the issue of corporal punishment;
- Corporal punishment in Vietnam is considered normal behaviour;
- Cultural violence exists to different degrees in different societies;
- The question was raised whether poverty is perhaps a cause of corporal punishment.

Questions and discussion

With respect to children's 'acceptance' of corporal punishment it was pointed out that work carried out by Save the Children Fiji has revealed children do not really understand the issue; rather adults lead them to believe that corporal punishment is the right way.

That is why children agree. In addition, perceptions may be related to age: young children often say that corporal punishment is wrong, as well as upsetting and hurtful, whereas older children tend to accept what is happening and try to justify this by saying they understand the actions of their parents or teachers. In-depth interviews with children in the Philippines have revealed that children resign themselves to corporal punishment, while wishing the situation would change.

The second topic of discussion in this plenary session was the relationship between addressing corporal punishment and children's participation, particularly in the context of developing a 'discourse for democracy'. Save the Children and other organisations in Indonesia, the Philippines and Thailand, promote models of decentralised participatory democracy among adults and children at community level. Empowerment is a key concept in this process. This kind of advocacy work provides a good entry point for combating corporal punishment, because there is a strong argument that corporal punishment teaches children a non-participatory, and non-democratic, model.

The next topic of discussion might be called the 'poverty excuse', or the assertion that poverty causes stresses that parents cannot bear, so that they resort to physical violence against their children - including corporal punishment. Yet it was pointed out that 'stress' is an easy excuse for corporal punishment and other types of abuse against children. Several discussants suggested that this is a false assumption that provides an excuse for organisations and governments to avoid addressing sensitive issues, such as abuse and corporal punishment, and focus instead on the far less controversial or well-defined issue of poverty reduction. In the process, poor people are demonised, while abuses among the middle and upper classes are ignored. Stress, corporal punishment and child abuse exist as much in rich countries as in poor countries, and at all levels of society. The movement to end corporal punishment against children must not be sidetracked in this way.

In addition, it was emphasized that public education on children's rights has had a positive impact in the region, which may have prepared the ground for introducing a debate on the corporal punishment of children. However, in many Asian contexts, awareness - or acceptance - of child rights cannot be taken for granted or assumed. Child rights may not always be the appropriate vehicle for advocating against corporal punishment. Lack of reliable baseline information on corporal punishment in Southeast Asia-Pacific is a problem for programming and makes it difficult to convince governments to take up the issue. Governments would generally demand sound evidence and reliable data.

Group presentations also mentioned the importance of addressing corporal punishment in the context of individual countries, because situations, traditions, and languages are so varied in this region. Yet, ongoing Save the Children programmes, at national and international levels, provide good opportunities for promoting and mainstreaming the issue of corporal punishment. Moreover, the global promotion of the Save the Children Child Protection Policy gives a 'responsibility' to promote the issue of corporal punishment within Save the Children member organisations and among partners.



Session 2: Incorporating issues to address corporal punishment in current Alliance programmes in SEAP: current experiences, and moving forwards (14.30-17.30 hours)

Discussions during the first Session had reflected the relevance of the issue of corporal punishment of children to most Save the Children Alliance programme areas. The objective of Session 2 was to stimulate the participants to discuss how to mainstream the issue of corporal punishment into their current programmes and projects, basing their ideas on concrete national experiences. The discussions were supported by two presentations, which illustrated the link between corporal punishment and two specific programme areas - child labour and education.

Presentation, Violence against child domestic workers, Jonathan Blagbrough

Jonathan Blagbrough, Child Labour Coordinator of Anti-Slavery International, opened Session 2 with a presentation examining corporal punishment in the context of child labour, focusing particularly on child domestic workers.

Questions and discussion

Discussion after this presentation began with considering the definition of child domestic workers. These are children who are in a 'home away from home'. Whether they are in the home of someone they do not know, or in a home of a family member does not really matter: the occurrence and forms of violence inflicted on children are the same in both settings. Traditionally, there has been more interest in looking at child work outside the family environment. International standards have not contributed much to understanding child domestic work.

Participants also discussed interventions to counter violence against child domestic workers. A Save the Children UK study conducted in Fiji focuses on commercial sexual exploitation of children and is called *Kids for hire*. Expanding on this study, Save the Children Fiji began to research the causes and effects on child domestic work and found that one main cause is the shift from rural to urban settings. Children come to urban centres for education as secondary schools are lacking in rural areas; they end up living with relatives or foster families who are the immediate violators. In some cases, the children work under slave-like conditions. In response to the situation, a programme was developed that includes legislation and public education and helps communities develop schools, so that children do not have to go to urban centres for education. In the Philippines, effective interventions have tended to be more at the local level. An example is organizing child domestic workers and encouraging them to advocate for themselves. Local authorities find it more difficult to deny opinions voiced by children.

Presentation: *Tanpa Kekerasan* - Without violence, Sandra Renew

Sandra Renew, National Education Adviser, Save the Children UK in Indonesia. gave a presentation based on experiences in the education strategy and the '*Tanpa Kekerasan* - Without violence' project in Indonesia, describing how corporal punishment can be addressed and eliminated within a formal education system.

Questions and discussion

Discussion following Sandra's presentation focused first on the question of classroom management, with participants asking for clarification of the concept of 'active learning'. Sandra explained that this is one means of improving classroom management, for which children need to be organised in groups. Teachers often say they need to use corporal punishment to manage a large class. However, in addition to active learning in groups, there are other strategies, such as multi-grade teaching and effective resource sharing. These can be explained in classroom management workshops.

Most of the schools covered by Save the Children UK projects in Indonesia are in places where there are displaced children. The schools are in a state of disruption, with large numbers of children attending small schools. Sandra mentioned the example of one school attended by nine hundred pupils. which had capacity for only one hundred and twenty. Classroom management and teaching under such circumstances is extremely difficult.

When Save the Children UK moves into a new area, it provides a briefing to local government representatives on the programme of active learning, competency-based curriculum, and children's rights. The local officials are shown how to bring about system change. Then a pilot programme is initiated. Four or five teachers, together with the school principal in each case, as well as people of sufficient influence to promote change, are selected to participate in an informal workshop. The workshop is often a good opportunity for the principal to encourage particular teachers to correct their negative teaching practices. Through focus group discussions, the participants examine whether their school is beneficial for children, and attempt to identify what prevents the school from being children friendly. Discussions are also conducted with the children on this same topic.

The result of the discussions is usually that adults and children come to the conclusion that hitting children must stop. They tend to raise the difficulty of making this happen, particularly mentioning traditional practices. Thus, it is essential for adults to understand that using peaceful conflict resolution techniques with children does not mean encouraging children to do anything they want.

Finally, alternative ways of discipline are discussed. In this manner, general agreements are reached through a process of discussion. Parents are told that teachers will be trying new approaches that may not always work. The initiative is kept low-key and there is a real effort made to keep things non-confrontational.



Monitoring and evaluation focus on children's patterns of school attendance because there is a strong link between school attendance and the way teachers teach and treat children.

In response to this description, a similar plan to the Indonesian example was reported. A curriculum is being developed by Save the Children Sweden in Lebanon and parts of Syria for parents, students, teachers, directors and trainers on psycho-education, which can be used as a behavioural/educational curriculum. This curriculum could be used in combination with the materials developed in Indonesia for teacher training.

It was noted that opportunities also exist at country level. In the Philippines, Save the Children UK is piloting a personal safety curriculum, and will soon attempt to integrate this into the formal education curriculum. Although this personal safety curriculum is mostly related to sexual violence, it could be adapted to include components that relate directly to corporal punishment.

In Fiji, Save the Children Fiji has broken new ground by supporting the formation of a children's group trained in basic management and research. The group has produced a newsletter, *Lil Sounds*; one of the first issues covering corporal punishment. The project has already had a major impact in the country, and Save the Children is planning to scale it up.

Addressing the issue of corporal punishment of children in existing programme areas (group activity)

The next group activity built on responses to the presentations by Jonathan and Sandra. Participants divided into four thematic groups, each of which was supported by a resource person (Research: Jonathan; Education and training: Sandra; Public education: Mali; Legal reform: Peter). They were guided in their discussions of how corporal punishment fits with current and planned programme activities in their countries, by key questions:

- What did/do you do in your programme (including planned activities)?
- What has worked? Why?
- What hasn't worked? Why?
- What would you do differently next time?

The results of sometimes animated discussions were presented to a plenary session, using flip charts.

Research group

This group reported that not much work is planned or underway with regard to research on corporal punishment. Only two current examples could be identified:

- In Vietnam, in-depth interviews with children in conflict with the law are part of a juvenile justice project. The interviews focus on issues of juvenile justice, and corporal punishment is a topic that is included;

- In China, there is a project to involve children in expressing their opinions, perceptions and coping strategies or solutions in situations of abuse and corporal punishment.

Planned initiatives include:

- In China, there is a planned initiative to train children as researchers on the issues that concern them the most. The children will help identify and prioritize the issues that need to be addressed, and then undertake research on those issues in a specific community;
- In Vietnam, there is an ongoing literature review of corporal punishment;
- Also in Vietnam, there is a study planned on the legal framework and systems around corporal punishment, and there are plans to conduct a study of children's perceptions on corporal punishment.

Lessons learned

- The interviews with children in Vietnam have revealed that language and time are two important factors to include when planning research with children;
- Ethical issues such as confidentiality and informed consent must be respected;
- In China, group work, role-plays and games are effective methods for soliciting the sharing of experiences of and ideas about abuse.

Education and training group

What is being done?

- Ongoing training to teachers, parents and children as well as government staff and policy-makers about the CRC and Child Rights Programming. This includes child protection and corporal punishment;
- Promotion of children's participation through the Save the Children Alliance structure;
- Publication of children's opinions.

What works?

- Following training, the children are encouraged to take pictures of their lives in schools and in the community. This allows links to be made between the CRC, child protection guidelines and their daily lives;
- The children then organize picture exhibitions for their parents and the community at large. The pictures reflect the thoughts and feelings of the children;



- These activities involve children and help strengthen their interest in and understanding of the CRC;
- Use public information to promote discussion. Newspapers are used to publish children's views and opinions.

What would be done differently next time?

- To be effective, activities need to be sustained. Only long-term planning will permit the issue of corporal punishment to be addressed effectively.

Public education group

What is being done or should be done?

- Child protection must be prioritized within programmes. Plans must be developed within the framework of the organizational action plans;
- There has to be more emphasis on violence and abuse within CRC training programmes for the communities;
- Child-led advocacy links strongly with corporal punishment and education. A child-led congress is an effective way of highlighting issues affecting children. In Fiji, there is an annual Children's Parliament in which children discuss issues and put pressure on the politicians to bring about change;
- Participatory impact assessment is another method for instigating change. In Cambodia, there are village 'Safe Net' programmes through which communities are invited to discuss issues affecting children; training programmes are conducted and the impact of the training is assessed;
- Using the media is one means of communicating with a large public. Yet to deal with the media requires specific technical skills. Save the Children staff should be trained to deal with the media.
- The publication of research findings is a useful tool for advocacy and another way of giving higher visibility to issues affecting children. It is a useful way of supporting communication and can promote good practice.

Challenges

- Attitudes of decision-makers;
- Traditional beliefs and practices in most countries, especially where there are many ethnic groups;

- Monitoring and evaluation: it is essential to know the impact of programmes;
- Legal reform and public education go hand-in-hand.

Legal reform group

What has been done?

- In China, Save the Children UK's child protection framework has been promoted among partners. There has also been ongoing programme work in the field of juvenile justice, using diversion as an effective alternative means of dealing with juvenile offenders;
- In the Philippines, there has been a review of the laws and how they relate to corporal punishment. The family code has also been reviewed. At the policy level, advocacy work is being done to institutionalize a personal safety curriculum in public schools.

What has worked?

- In China, legal reform has been on the government's agenda since China entered the World Trade Organization.

What are the problems?

- In China, lack of awareness around the issue of corporal punishment, its effects and how it relates to children's rights;
- In the Philippines, there has only been a focus on legal reform, it has not been complemented by awareness-raising or training in any form.

What to do differently next time?

- In China, there will be more focus on awareness-raising and advocacy work;
- In the Philippines, legal reform work should be complemented by awareness raising and children's rights and knowledge.

Questions and discussion

Discussion following group presentations first raised the common theme of increasing attempts by Save the Children Alliance members to involve children in programme activities. Excellent results have been achieved when children were given opportunities to define situations and problems from their own point of view and in their own words. Children's participation in public education campaigns is important, both to fulfil children's right to be heard and to stimulate public debate. Children's participation in the media, particularly when children do their own reporting, would also be effective in drawing



public attention on children's rights issues. A related point was raised that appropriate children-friendly methods and materials are needed for communicating with children on corporal punishment.

Another cross-cutting issue was recognition that traditional values can represent obstacles to any action aiming to address corporal punishment. However it was also underlined that there are many traditional values that are positive and should be used in all four areas of programme activity discussed by the groups. Traditional values can also enhance the appreciation of rights and children. For example, respect for elders can work towards awareness-raising because respect and dignity are inherent in human rights. Respect for seniority is thus a value that does not necessarily contradict the cause of abolishing corporal punishment. Eastern philosophies also teach respect and value for life. Traditional values should not all be seen as negative influences that act as obstacles to change.

The key is to underline and use traditional values that can support programme work. In the Philippines, for example, research is being carried out on indigenous knowledges and practices that can enhance education and training. Tradition is also an entry-point for communicating messages. National sagas and legends can all be used as vehicles for public education on children's rights. Messages in public campaigns do not have to be blatant slogans such as 'Corporal punishment is wrong'. This confrontational approach may work in Western cultures, but in South East Asia a more subtle, less challenging approach is likely to be more successful. This is an area of research for most programmes. Even the messages used by the most child-sensitive NGOs tend to be anti-tradition and anti-culture. This will in itself be a hindrance to work in the area of children's rights, because the NGO is positioning itself against the grain of the very society it is supporting.

A specific question was raised by the group discussing research: To what extent can the results of small-scale research be used to make general conclusions about regional or national situations? Judith replied that it is never acceptable to generalize findings from small-scale research to larger populations, particularly in making inferences from one country to another. On the other hand this does not mean that comparisons cannot be made (between places, populations and different points in time) provided that a standardized protocol is used. This should not be designed by an outside researcher, but through consultations between the organisations commissioning research the researchers who will actually carry it out. Monitoring (which compares situations over time) should (but usually does not) use standard protocols.

Presentations Day One

Opening address: Ending corporal punishment of children:

A global overview

Peter Newell

It is exciting that this issue is getting onto and moving up the agendas, not just of big and powerful INGOs like the International Save the Children Alliance, but also UN agencies such as UNICEF and UNESCO. A few years ago, it would have been most unlikely to find corporal punishment mentioned in seminars about schooling, or even about domestic violence. To have a whole meeting devoted to it is still very unusual - but for children it is really like the dawning of a new age.

To me, and I hope to you, the significance of the issue is not simply about protecting children from harmful violence. Challenging adults' legal right to hit and deliberately hurt children is fundamental to promoting children's status as people and as holders of human rights. To put it simply, you cannot be taking someone's protection rights or participation rights seriously while you defend the right to slap them, or to humiliate them deliberately. It is strange but true that, even within the children's rights community, which is still quite a small global community, the obligation to listen to children and take their views seriously has been adopted, with correct enthusiasm in most cases, in advance of stopping hitting them.

Just as challenging routine violence against women in their homes has been fundamental to asserting women's equal status as holders of human rights, so it is with children. There is no more significant and symbolic reflection of the low status of children than adults' hypocritical attempts, in almost every country of the world, to defend this indefensible habit; in fact I have found that adults are perhaps at their most inventive when it comes to dreaming up justifications for hitting children.

Some people like to make out that this is a complex issue, or that it is a complex and different issue in their particular country. It isn't. It is very, very simple. Hitting or deliberately hurting people is wrong. Hitting and hurting people breaches their most fundamental human rights to respect for their human dignity and physical integrity. We know that, we feel it, for ourselves as adults. So it should not be difficult to accept it for children - who are people too. They are simply smaller, developmentally more fragile, people.

It is not complex, but it certainly is difficult - but just as difficult, I would challenge you, in my country as in yours. It is difficult first and foremost because it is so personal. Most people were hit as children. Most parents have hit their growing children. We don't like to think badly of our parents or of our parenting. So it is difficult to see the logic, the shining human rights, through the confusion of personal experience. It is difficult to move on.

Corporal punishment is not just deliberate violence to smaller people on a gigantic scale. What makes it worse is that it is legalised, socially accepted violence. Justifications - legal defences - for parents and other carers who hit or beat children, still exist in most



countries. Many states - at least 70 I'm sorry to say - have been left, following colonial rule, with the 'reasonable chastisement' defence developed in English common law, which originally applied not just to children but to the chastisement of wives, servants and slaves and apprentices too. This, and similar special defences breach children's equally fundamental human right, upheld in the Universal Declaration and the International Covenant on Civil and Political Rights, to equal protection under the law.

Hitting and humiliating children is an adult habit throughout the world. Very few countries have gone far along the path to eliminate it; those that have gone furthest, such as Sweden, started sixty or so years ago with very similar rates of beating and slapping children as you find now in states in all continents that have not actively and systematically challenged the practice.

The significance of the issue

Why is this issue important? Some, probably all of you, will have encountered colleagues who are puzzled or scornful that anyone could see ending corporal punishment as a priority, given the extreme forms of violence that children in many states are facing. What we are challenging is not just one particular category of violence, but rather the concept that any arbitrary degree of deliberate violence against children should be legal and socially approved. We are pursuing children's equal right to respect for their human dignity and physical integrity and to equal protection under the law.

This is as fundamental as anything can be to improving children's status and gaining recognition and respect for children as rights holders alongside the rest of us. The belief that breaching a child's human dignity and physical integrity is acceptable, normal, unimportant, or even as some still suggest 'in their best interests', perpetuates their status as objects or property. This makes every other sort of extreme abuse and exploitation, including sexual exploitation and trafficking and forced or exploitative labour, much more likely and easier for even perpetrators to justify to themselves. Again, you can see the parallels with the position of women in many societies. I think it is significant that in many countries now, aside from corporal punishment of children, the only other still legalised form of inter-personal violence is rape within marriage - another extreme reflection of concepts of ownership.

We need to acknowledge that it is in some ways much easier to work against the extreme forms of violence, such as commercial sexual exploitation and forced labour because in those cases we - and most of our audience - assume the perpetrators are other, completely different sorts of people. Adults also find it much easier to talk and act on violence by children against children, which explains why tackling school bullying is a much more popular and straightforward issue to address, in my country and others, than parental corporal punishment. I'm not belittling these other issues - just pointing to the relative reluctance of adults to tackle issues closest to home.

The hypocrisy of adults in facing up to this issue and taking the necessary action is mind-boggling. We see it in the language used to disguise the violence - '*loving smacks*',

'a *good* hiding', 'six of the *best*'; I am sure your countries have similar phrases to make adults feel better about what they are doing when they hit and hurt children. We see the hypocrisy also in the schizophrenic ability of child protection workers to express shock and horror at 'abuse' while defending it when dressed up as 'discipline'. Many of those who are actively challenging what they term 'domestic' or 'family' violence carefully exclude corporal punishment of children by adult family members from their definitions and policies of zero tolerance.

Books are still being published that advocate hitting and humiliating children. Extremist minorities within Christianity and other major religions still get away with preaching that hitting children is not just a right but a duty.

Most countries now claim to have some sort of child protection system. Yet about 60 of these same states still allow whipping or caning of children as part of their penal system for young offenders, and rather more still allow teachers to beat children with sticks or belts. It is unbelievable, but unfortunately true, that many adults, even those working in child protection, are still trying to defend, or turn a very blind eye to, corporal punishment as if it was a separate phenomenon from child abuse. Physical abuse of children *is* corporal punishment. Maybe a tiny minority of perpetrators are psychotic and don't have any punitive motive for assaulting their children. But the abuse that globally kills thousands of children (mostly very young) and maims and injures countless thousands more, is done in the name of punishment - is corporal punishment.

To pretend that we are making a serious attempt to stop this daily, global assault on children if we do not actively advocate giving children full, equal protection is simply absurd.

And it is extraordinary and should be shaming to all of us that children, whose developmental state and small size quite obviously make them particularly vulnerable to physical and psychological injury, should be the ones singled out in our laws for less protection. If you look at the process of abolition of corporal punishment at national level in states across the globe, you find it tends to begin with ending corporal punishment of adults, in penal systems and armed forces, then dropping corporal punishment as a sentence for juvenile offenders, and then moving to abolition of school and other institutional corporal punishment. The nearer abolition gets to the family, the more resistance it meets.

From children's point of view, there is no logic in this slow, step by step, approach to reform, especially as children know that they are hit and humiliated most frequently in their homes. Once corporal punishment has been exposed for what it is - a gross abuse of human rights - it has to be challenged in all settings. As I will emphasise later, we have to be clear that the state's responsibility to protect children from all forms of violence extends equally into the family home.

If you feel unconvinced, now or at the end of the workshop, by the assertion that this is a fundamental human rights issue, and of its relative importance, I do hope you will feel able to challenge me and others. Because, unless you are convinced, you will very soon find the difficulties, the unpopularity of the issue, sweep it back off the agenda.



Where we are now

I've been asked to give a very speedy summary of where we have got to on this issue globally. Well, I believe we are beginning to move quite fast, but we have not got very far: we have calculated that just about 41 million of the two billion-plus children in the world live in countries where law reform has prohibited all corporal punishment. And even in those 12 or so countries, few have accompanied law reform with the comprehensive awareness-raising and public education needed to really change children's day-to-day experience.

The scale of corporal punishment

What do we know about the scale of corporal punishment? Not enough, because in too many countries it is still invisible. Even with respect to the extreme cases where assault causes death, very few countries hold adequate inquiries into child deaths to establish accurately in how many cases adult violence played a part.

From research in a handful of states in all continents we can be confident that, in all but a tiny minority of countries, corporal punishment in the home is very common indeed, starting at an early age, by both parents and other extended family carers. Because in most societies women still play a disproportionate role in the care of young children, women appear to be the most common perpetrators in many states. Adults are very inventive when it comes to devising ways of hurting children. Adults use their hands and fists and feet and a variety of implements - belts, canes, shoes or whatever comes to hand - to beat their children, and there are many other forms of corporal or physical punishment - forcing children to stay in uncomfortable or undignified positions, forcing them to eat soap, or spices or mild poisons, burning and scarring and so on. And I must emphasise that, when we advocate the elimination of corporal punishment, it is very important that we advocate equally for the elimination of deliberate humiliation of children, even when it does not include physical hurting. We are not advocating the replacement of one sort of hurt by another.

The only way to begin to get an accurate picture of the scale of violence against children in their homes is through detailed interview research, in conditions of trust and confidentiality, with both parents and with children. Interviews only with children, or retrospective interviews with young adults, do not pick up the violence against babies and very young children, which is probably the most intense. It is very important that there should be interview studies, even on a small scale, but obviously as representative as possible, in every country. For me, it is one of the targets we must set for the UN Study on Violence against Children, to make this 'private' violence visible everywhere. And, of course, in these interview studies we can ask children and parents about all forms of violent victimisation of children, not just in the home, but also about attitudes to these forms of violence. We can be confident that even these studies will provide an under-estimate of the reality of violence against children. The process of making corporal punishment visible in any society, researching its legal status and prevalence and attitudes to it, should be as public as possible; it can be hugely educational in itself. It is not simply a necessary preparation for any sort of strategy to eliminate corporal punishment, it should be seen as a very important public part of the strategy.

In my own country, the United Kingdom, a quarter of children in a recent government-commissioned survey had been hit with implements; over a third had been punished in a way that did cause significant injury or psychological harm, or had the potential to do so. Three quarters of a large sample of mothers admitted they had already 'smacked' (hit) their baby before the age of one year, more than one in 10 of them with moderate severity. Between one and two children die every week in the United Kingdom from parental assault and neglect.

Studies from other states are published on the website of the Global Initiative to End All Corporal Punishment of Children. We know that around 60 states still allow corporal punishment as a sentence of their courts for penal offences; even more allow school beating. Again, where it happens it tends to remain common, but with a minority of pupils tending to receive a disproportionate number of beatings (showing its ineffectiveness). There are often clear signs of discrimination against particular ethnic or cultural groups. For example, in the United States, where school corporal punishment is banned only in state schools in 27 out of 50 states, the latest government figures show that, while beating school students with the 'paddle' (a large wooden bat) is declining, black students are two and a half times more likely than white students to be paddled each year. And just in case any of you think of the United States as a humane society, you should know that President Bush and colleagues are encouraging states at this moment to pass laws making teachers immune from prosecution for abuse, even if they disregard state regulations on corporal punishment. Moreover, two states have recently changed their child protection laws to state that bruising is not to be taken as an adequate sign of physical abuse of children.

The UN Convention on the Rights of the Child

Over the last decade there has been undeniable progress towards at last achieving children's equal human rights to protection. First, the increasing visibility of corporal punishment makes it difficult for all but a very hardened minority of adults to ignore or deny it; once acknowledged, for most of us it is not defensible. Second, and more fundamentally, it is the human rights perspective that is now at last moving us towards a new respect for children as people in many countries throughout the world.

The particular task of the United Nations Convention on the Rights of the Child (CRC) has been to confirm that children, too, are holders of human rights. The CRC is the first international human rights instrument expressly to address the protection of children from all forms of violence, in Article 19.

The state's obligation to protect children, in their homes and everywhere else, is clearly established in the CRC. Human rights do not stop at the door of the family home or the schoolhouse gates. While the state is not directly responsible for the violence of individual parents and teachers, it is required to provide a framework of law, together with educational and other measures to protect children, like everyone else, and to deter violence. There is no valid distinction between the public and the private spheres. The fact that, in some states, governments prohibit corporal punishment in state schools but leave it alone in private, including religious, schools shows that they are still respecting



parents' rights to choose violence for their children, or bogus religious rights to use violence, above children's human rights.

The Committee on the Rights of the Child, the internationally elected Treaty Body for the CRC, has consistently stated that legal and social acceptance of corporal punishment of children, however light, whether in their homes or in institutions, is not compatible with the CRC. The Committee has recommended prohibition of all corporal punishment, including in the family, and campaigns to raise awareness of the negative effects of corporal punishment as well as to encourage the development of positive, non-violent child-rearing and educational practices in well over 120 states in all continents, including most in this region. The Committee has condemned corporal punishment in the conclusions of two general discussion days on violence against children and in its first General Comment, on the aims of education (See Global Initiative website).

In promoting the concept of children as rights holders, a key provision in the CRC is Article 12, the obligation on governments to ensure that all children have the right to express their views freely on all matters that affect them, and to have those views given due consideration. So we need to listen to what children - and particularly young children - have to say about this issue which affects them uniquely. Can you imagine consultations about domestic violence that only invited views from men? But we also have to be very aware of the dependent situation of children and not abdicate our essential role as advocates of their human rights.

Key judgments against corporal punishment

There has been a succession of key judgments from various high level courts that quote human rights standards - and we need to provoke more. In the United Kingdom, it is only through appeal to the regional European human rights mechanisms that we have managed to force some progress towards full abolition on our government.

In 1998, the European Court of Human Rights found that the beating of a young English boy by his stepfather breached the boy's right to protection from inhuman and degrading punishment, and that the United Kingdom government was responsible because the law allowing reasonable chastisement failed to provide adequate protection including 'effective deterrence'. The government promised the Court, and the public in the United Kingdom, that it would change the law to give children better protection; five years later it has not done so, but it is now facing very heavy pressure in the Council of Europe to act. In fact human rights mechanisms of the Council are likely to force all 45 member states to prohibit all corporal punishment within a few years. The death penalty has been eliminated from all these countries over a relatively short period by systematic appeal to human rights standards. A similar process is now being applied to abolish corporal punishment.

In a few countries, there have been explicit judgments from the highest courts, quoting the UN CRC and denouncing all corporal punishment. Italy's Supreme Court declared all corporal punishment of children unlawful in 1996. In 2000, Israel's Supreme Court produced a particularly strong human rights judgment against all corporal punishment,

and the Knesset removed the common law defence; you may see this as ironic, given the violence of Israeli government policies, but we can only hope that it sends an important signal to the children of Israel.

There have been high level court decisions against school and penal system corporal punishment in other countries, including Namibia, Zimbabwe, South Africa, Sri Lanka and in New Delhi in India. All have quoted international standards, including judgments of the European Court, and the more recent ones highlight the CRC.

Last year, an appeal court in Fiji declared: 'Children have rights no wit inferior to the rights of adults. Fiji has ratified the Convention on the Rights of the Child. Our Constitution also guarantees fundamental rights to every person. Government is required to adhere to principles respecting the rights of all individuals, communities and groups. By their status as children, children need special protection. Our educational institutions should be sanctuaries of peace and creative enrichment, not places for fear, ill-treatment and tampering with the human dignity of students...'

Plainly, the arguments used in this and the other judgments to declare corporal punishment unconstitutional should be applied equally to corporal punishment in the home - but there are of course special problems for children in taking cases against their parents.

Challenging religious and 'family rights' defences of corporal punishment

There have been other important judgments, rejecting attempts by parents and teachers to challenge abolition of corporal punishment on grounds of religious belief or family rights. In Sweden, following implementation of the explicit ban on all corporal punishment in 1979, a group of parents representing a minority religious sect sought to challenge the ban by application to the European Commission on Human Rights, quoting rights to family life and privacy as well as freedom of religion. The application was rejected as unfounded in 1982. The Commission found that extension of the Swedish law on assault to apply to the ordinary physical chastisement of children by their parents 'is intended to protect potentially weak and vulnerable members of society'.

Applications from very similar groups of fundamentalist Christian schools and parents who have tried to challenge abolition of school corporal punishment in the United Kingdom and in South Africa, have been rejected by the European Court of Human Rights and by the Constitutional Court of South Africa.

Everyone should enjoy freedom of religious belief, but belief cannot lead to practices that breach other fundamental rights. Nor can claims of family rights be used to justify breaching the rights of any family members - small or large. Religious extremists who advocate ritualistic hitting of children with implements need to be condemned by mainstream religious opinion. The established Christian churches have every reason to feel defensive about violence and abuse of children at the moment and they should be in the forefront of supporting our campaigns.



Abolishing all corporal punishment of children

Nearly 50 years ago, the early acceptance of concepts of equality and human rights in the Nordic countries - and application of them to children too - led them to begin the process of removing parents' rights to hit children. People often think this all began with Sweden's explicit prohibition of parental corporal punishment in its Parenthood and Guardianship Code in 1979. But it started well before that: the criminal law provision which excused Swedish parents who caused minor injuries through physical punishment (the equivalent of England's common law 'reasonable chastisement' defence) was removed in 1957; from that point, Sweden's children had equal protection under the criminal law on assault. Yet, 20 years later, Sweden found it needed to prohibit all corporal punishment explicitly, linking law reform with public education campaigns. It is significant that they had to do so: the tradition of hitting children was so strong that simply repealing defences and leaving the criminal law on assault to apply equally to disciplinary assaults of children did not send a clear enough message.

Eleven countries have enacted explicit bans on corporal punishment by parents and all other carers: Austria (1989), Croatia (1999), Cyprus (1994), Denmark (1997), Finland (1983), Germany (2000), Iceland (2003), Israel (2000), Latvia (1998), Norway (1987), Sweden (1979).

There are now positive movements towards reform in other countries. In South Africa, a proposal to remove the 'reasonable chastisement' defence from parents is on the political agenda. In Tasmania, the Law Reform Institute is currently consulting on abolition. In Canada, a constitutional challenge to the defence has been heard by the Supreme Court and judgment is expected shortly. And in New Zealand, the Cabinet is currently considering whether to reform its law and is already supporting widespread education campaigns. There are active campaigns, as you know, in very many states now, on all continents.

The significance of law reform

We can only ultimately measure real progress on this issue through interview research showing us that children are growing up free of deliberate violence. Law reform is one very important and essential signal. Of course we must understand that law reform on its own will not eliminate corporal punishment. But equally, while the law condones corporal punishment and senior politicians and community leaders accept it, you can be sure that educational programmes will have little impact on something that is so much part of almost all our cultures. You cannot promote something as a human rights issue and at the same time accept a legal framework that denies the right. Advocating law reform may be deeply controversial, but it has to be seen as part of the educational process. If you simply say 'It's not a good idea to hit your children; there are better ways' and so on, you will not get a great deal of attention. But if you promote it as a rights issue, which must inevitably involve law reform, you will certainly get attention.

I would argue strongly that, alongside the development of programmes concentrating on promotion of positive discipline by parents and teachers and others, must go advocacy for law reform and for high level condemnation of corporal punishment by politicians and community leaders. For this sort of advocacy you have to build alliances. The major purpose of the Global Initiative to End All Corporal Punishment of Children has been to demonstrate the very strong support there is now for eliminating corporal punishment, among UN agencies, international and national NGOs, human rights institutions and prominent individual human rights activists. Quoting this should help at a national level.

When people tell me that law reform is not significant in their country, because laws are not respected or effectively enforced, I feel they are missing the point. And I think here we have to make some distinction between corporal punishment within the home and outside the home - in schools, other institutions, penal systems and situations of child labour. Outside the home, enforcement depends on training and re-training, but also on rigorous inspection, on children-friendly complaints procedures and so on. The threat of loss of a teaching job may well be enough to deter a teacher from continuing to use corporal punishment; if not, prosecution is a legitimate response.

With respect to corporal punishment in the family, we need clear law to send a very clear message into the inevitable privacy of the home, that corporal punishment is both wrong and unlawful. If we believe in equal human rights, assaults by parents on their children must be criminalized like any other assaults. But, of course, prosecution of parents and separation of children from their parents is very, very seldom in the interests of children. We need the clear message of the law to assert children's rights and to deter, to provide a clear and not confusing basis for child protection and for promotion of positive discipline. Education is surely a most respectable aim for good laws; prosecution is a demonstration of failure.

So - there is, in general, accelerating progress in the context of the Convention on the Rights of the Child, towards condemning and ultimately abolishing all corporal punishment of children. But, from a children's perspective, the progress is much too slow and long overdue.

It really does depend on those who have seen corporal punishment for what it really is, to work with any partners they can find to achieve as quickly as possible proper and equal respect for children's fundamental rights.



Setting directions: Towards a regional strategy to address the corporal punishment of children

Judith Ennew

In the late 1980s, an English professor of psychology, who was famous for his work on child abuse, was asked during a television programme to make a distinction between physical discipline and child abuse. He answered 'When your child annoys you so much that you simply have to hit him, that is not abuse'. Yet consider the difference if just one word is changed in this sentence: 'When your wife annoys you so much that you simply have to hit her, that is not abuse'. Or 'When your neighbour annoys you so much that you simply have to hit him, that is not abuse.'

Societies differ in their reaction to the first of these alternatives - some consider that hitting a wife is a sign of love, as in the Chinese saying 'I love you, therefore I beat you' (Juvenile Justice Working Group, 2003). Yet, in most countries, wife beating is legally defined as assault, and women have the right to complain to the police (although many are reluctant to do so). In the second alternative, hitting another adult is regarded as 'assault' and can be punished by law. So the question is why should it not be 'assault' to hit a child? What makes children different from adults? One answer is power.

Many parents see a child's uncooperative behaviour as a challenge to their authority. Once we understand that uncooperative behaviour is usually caused by a child's unmet need or an adult's unrealistic expectation, we don't have to take the behaviour so personally. Parents and children often have different needs.... When a parent needs to do one thing and a child needs to do something else there is a conflict of needs. This conflict of needs turns into a power struggle when parents use the power of fear instead of the power of love (Leo, 2003, 5).

Because adults use physical punishment in fact or as a threat, 'Boys and girls learn that violence is an acceptable way to resolve conflict with an intimate partner after witnessing their mother and father fighting' and learn about violence, power and control (Archer and Browne, 1989, 139).

Now consider the result of changing a few more words in the professor's sentence: 'If a *neighbouring country* annoys you so much that you simply have to *attack* it, that is not abuse'. No indeed, that is not abuse, that is war - and, as in families, the powerful usually win. Although it may seem extreme, I would suggest that it is justifiable to make this link between physical violence used against children and armed conflict:

Violence is a learned phenomenon, and where wife battering is the norm, physical abuse is also inflicted on the children creating a vicious circle teaching the child that 'Might is Right', helping to create the violent, Kalashnikov culture we are presently part of (Rahim, 1993, 232).

When children's bodies become the site of violent assaults by adults it is an indication of adult failure to resolve conflict; a failure also revealed in domestic violence, community violence and warfare. Although states themselves are often violent, much national and international law attempts to solve conflicts between adults without resorting to

violence. And yet, in conflicts between adults and children, when adults seek to impose their will and their rules, many people - from famous professors, to teachers, parents and even children themselves - mistakenly think that violent physical punishment is the only way to resolve the conflict and even claim that it is the correct way to manage children's behaviour and socialize them.

Within the overall idea of finding non-violent means of conflict resolution, this background paper aims to establish the direction for developing a strategy for the Save the Children Alliance to address the corporal punishment of children in the Asia-Pacific Region. Such a strategy should answer questions such as:

- What are the contexts of corporal punishment in Asia Pacific?
- What do we know?
- What do we not know?
- What would be the regional and national obstacles to strategy?
- What experience of alternatives to corporal punishment exist within the region?
- What should we do about it in our programmes?

In order to set the scene, this paper will:

- Establish that corporal punishment is a violation of the human rights of children;
- Examine information on its incidence and scope, especially what children say about corporal punishment;
- Provide a broad ranging definition of the practices involved;
- Describe actions that are taking place in the international context and in other regions;
- Relate this to the Save the Children Alliance position;
- Make suggestions about the steps to take in planning a strategy to combat corporal punishment of children in the Asia Pacific region.

A violation of the human rights of children

Despite the widespread use of corporal punishment in child rearing, international law does not condone or encourage this adult behaviour. Corporal punishment of children violates international human rights law, in particular the basic principles of dignity, physical integrity and fundamental freedoms, which have been established in the Universal Declaration of Human Rights (1948) and the International Covenant on Civil and Political Rights (1966), as well as specific instruments such as the UN Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (1984). With respect to children, these rights are stated in greater detail in the 1989 UN Convention on the Rights of the Child (CRC). In addition, there are also United Nations rules and guidelines on juvenile justice, as well as UNESCO guidelines on school discipline.¹ International law

¹UN Standards Minimum Rules for the Administration of Juvenile Justice (Beijing Rules (1985); UN Rules for the Protection of Juveniles Deprived of their Liberty (1990); UN Guidelines for the Prevention of Juvenile Delinquency (Riyadh Guidelines) (1990).



seeks to abolish capital punishment for all human beings, as well as to end illegal ('extrajudicial') executions, such as the killing of street children by police or vigilante groups. Children also share with adults the right to equal and proper justice, with particular consideration to their age and maturity. This includes the rights, under Articles 12 and 13 of the CRC, to express their opinions and have them taken into account, as well as under Article 17 to be provided with appropriate information.

The CRC explicitly protects children from all forms of physical violence (Article 19) and from inhuman and degrading treatment or punishment (Article 37). It requires school discipline to be 'consistent with the child's human dignity' (Article 28). Corporal punishment can have negative effects on children's attendance and learning experiences, violating Article 28 by interfering with their right to receive primary education (Article 28.1.a) and causing irregular school attendance and drop out (Article 28.1.e).

The provisions of the CRC have been quite specifically interpreted by the Committee on the Rights of the Child as indicating that corporal punishment of children is unacceptable. The Committee on the Rights of the Child has considered violence against children in three of its 'general discussion days'; the administration of juvenile justice (1995), state violence against children (2000a), and violence against children within the family and in schools (2001a). Save the Children Alliance members took an active part in these debates (Committee on the Rights of the Child, 1995, 2000a, 2001a). The Committee has repeatedly made clear in its concluding observations on state party reports that the use of corporal punishment respects neither the inherent dignity of children nor the strict limits that should be placed on school discipline (CRC Preamble and Article 28). Such punishment often reaches the level of 'cruel, inhuman or degrading treatment' in violation of Article 37 of the CRC and, in cases that are sadly not infrequent, it can lead directly to death. Thus it is not surprising the Committee on the Rights of the Child has called for public education so that parents, teachers and other carers understand the harmful effects of corporal punishment and learn to use other modes of discipline (Committee on the Rights of the Child, 2001a). In addition, Article 29 (Article 29), which has been called 'the aim of education', by the Committee on the Rights of the Child, refers to children's right to be prepared for 'responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and people of indigenous origin' (Committee on the Rights of the Child, 2001b). Corporal punishment of children is thus a violation of children's rights in the broad sense that it teaches them that it is acceptable to resolve conflicts by using violence. As will be seen later, other Alliance regions have also taken this wider perspective as the basis for action plans.

Defining the corporal punishment of children

Save the Children colleagues in South and Central Asia have pointed out that using the word 'corporal' can cause misunderstandings as well as problems in translation (Save the Children South and Central Asia, n/d, 1). 'Corps', which is the basis of 'corporal', means 'body'. A more helpful universal term in English would be 'physical'. Indeed, as I shall show later, the term 'corporal punishment' can be too closely associated with hitting children directly with the hand, or using a tool, such as a stick or belt. This narrow

definition runs the risk of leaving children vulnerable to other forms of physical violence. Certainly the current Save the Children draft definition of corporal punishment is somewhat ambiguous, as the organization strives to meet the conceptual and practical challenges of developing a global policy and strategy for practices that are deeply embedded in cultural understandings of childhood (International Save the Children Alliance, 2003b). It is especially difficult to define a phenomenon in the absence of information. Thus, the comparative scarcity of research, especially for countries outside Western Europe and North America, not surprisingly results in tentative definitions, as in this draft position paper:

Corporal or physical punishment is the use of physical force intended to cause some degree of pain or discomfort for discipline, correction, control, changing behaviour or in the belief of educating/bringing up the child

Physical pain can be caused by different means such as hitting the child with a hand or other object, kicking, shaking or throwing the child, pinching or pulling the hair, caning or whipping.

The link between corporal punishment and psychological punishment

Corporal/physical punishment can be also psychologically damaging (E.g. causing low self esteem, sadness, shame, depression, etc.). Psychological violence, including humiliating or degrading treatment and threats, can be equally or more harmful to the child (International Save the Children Alliance, 2003b; emphases as in original document).

This definition covers only part of the issue. Moreover, the puzzle of the 'link between corporal punishment and psychological punishment' can only be solved by taking into account what children say about corporal punishment, using children-friendly research techniques.

A further underlying difficulty for definition is that the contexts of corporal punishment are different for adults and children. Punishment of adults, in whatever form, is likely to occur as legal penalty for a crime, as illegal action taken by agents of the state (such as the police) or as illegal revenge taken by other community members.

Punishment of children, on the other hand, is associated with the idea of discipline. It is directly related to their status as children, who are perceived as needing to be managed, controlled and supervised as part of their development into moral members of society. Socialisation into the appropriate ideas and values of society, whether by family members, elders or teachers, is the essence of childhood. Research shows that the techniques used are more likely to be punishment than encouragement. By October 2003, only eleven countries had banned all forms of corporal punishment of children.² Thus physical punishment and childhood are usually (although not inevitably) inseparable.

² Australia, Croatia, Cyprus, Denmark, Finland, Germany, Iceland, Israel, Latvia, Norway, Sweden.



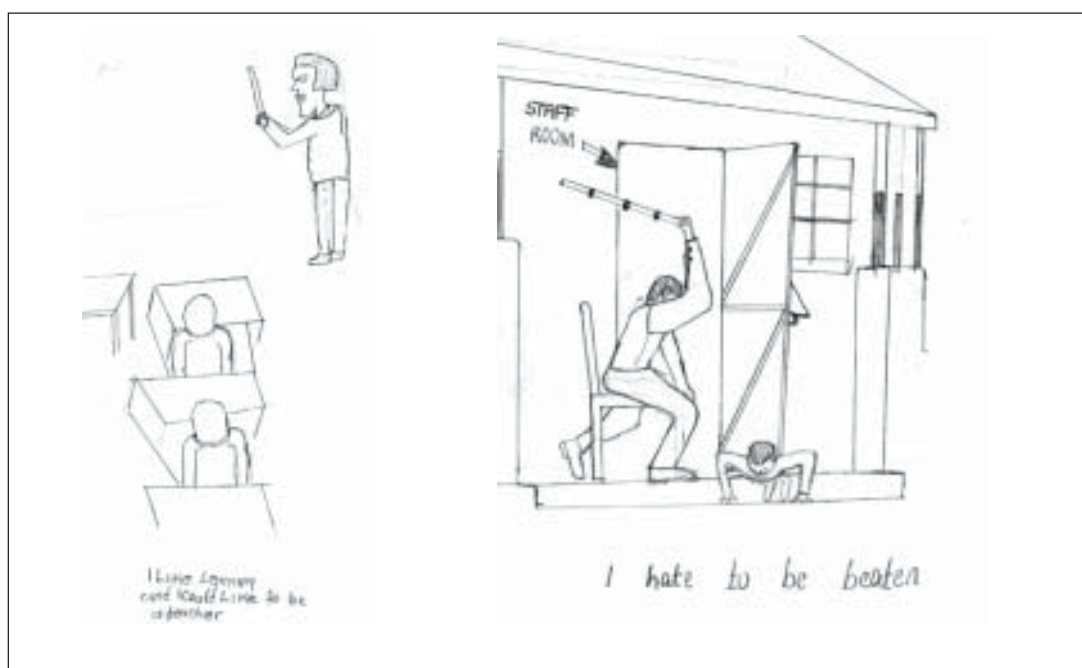
Discipline is part of children's daily lives at home, in schools, in medical and care institutions, in detention, in their work places and the streets, but is most likely to take place within (birth or foster) families, schools and institutional homes. Punishment in a family setting is largely informal, and unregulated by states, apart from attempts to define the level or mode of 'punishment' that can be permitted before it becomes 'abuse'. Given the private nature of family life, this is difficult to regulate or police. Yet, data since the 1970s have 'dispelled the myth that the family is a peaceful, non-violent environment'. In fact 'people are more likely to be killed, physically assaulted, hit, beaten up, slapped or spanked in their own homes by other family members than anywhere else or by anyone else' (Browne, quoted in Archer and Browne, 1989, 135). In families, corporal punishment is related to strict child-rearing practices, in which 'children are supposed to know' that such punishment 'reflects parental care and concern' (Anderson and Payne, 1994, 378, quoted in Ennew, 1998). Thus for example, a 17 year old Thai girl giving evidence to Committee on the Rights of the Child stated that Thai culture permits corporal punishment 'as evidence of care for the child' (CRC, 2000b). Likewise, Kenyan children complained to researchers that their parents were not punishing them sufficiently and thus failing in their parental duties (Dallape and Mutiso, quoted in Diop Tine and Ennew, 1998). It is reported that, in Ethiopia, both children and adults may express the opinion that 'a child needs to be controlled, disciplined and punished' and that 'A well brought up child is one that has been socially controlled and severely disciplined, meaning physically beaten' (Heinonen, 1996). Violent physical punishment is often related to other forms of domestic violence. Although the excuse is often made that family violence can be a response to environmental stresses such as poverty and overcrowding (see for example, Dietz, 2000), it would not take place were it not related to unequal power relationships between adults and children, men and women, as well as to childrearing customs, and to widespread social acceptance of physical violence as a means of conflict resolution (Gough and Reavey, 1997).

Outside the family, in schools, orphanages or correctional homes, children tend to be subjected to a (sometimes arbitrary) set of penalties for offences of time (lateness, absences), of activity (negligence, inattention), behaviour (impoliteness, disobedience), speech (chatter, insolence or use of incorrect language) the body (lack of cleanliness) and sexuality (impurity, indecency) (Foucault, 1979).

School punishment is perhaps the most universal form of child discipline in a state-regulated setting. Corporal punishment has been outlawed in schools in several countries, but enforcement of the law is often unsuccessful, partly because teachers are unaware of alternative methods of discipline and punishment. In many states, corporal punishment is viewed as an essential tool for maintaining school discipline and may not be monitored, even if regulations exist. In Tanzania, for example, researchers found that district education officers did not know about either the CRC or national laws on punishment. Some were aware that punishment records were not being kept in schools, contrary to regulations, and suspected that much abusive punishment did in fact take place, although they did not seem to be concerned to take any action (Ahmed et al, 1999).

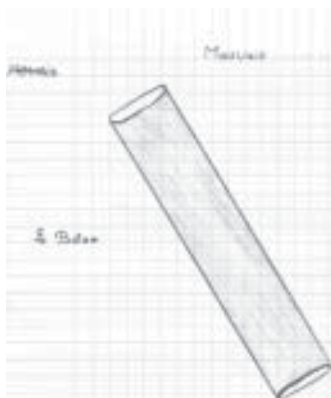
In Kenya, a Human Rights Watch report, published in 1999, stated 'many children told us that corporal punishment was a significant factor leading students to drop out-of-

school, or in some cases to transfer to another school' (Human Rights Watch, 1999). In Peru, research by Save the Children Canada in four rural areas over a two year period reported children making statements such as 'School gets ugly when teachers do bad things'. Almost all children in the sample of 1,000 primary school pupils said they were abused by verbal insults and 'above all by being beaten with a stick' (Vasquez de Velasco, 2002). Bangladesh children complained that teachers don't ask why they have broken a rule, such as being late to school, before punishing them. As in many other countries, children added that being beaten at school results in punishments at home once parents hear about it (Save the Children, 2000). In The Gambia, children may be shamed for speaking their mother tongue rather than English at school by being forced to wear rubbish around their necks as they walk home through the community (Ennew, 1998). In many schools a stick is the symbol of a teacher's power; 'an authority' on knowledge using a stick to point to the blackboard, and 'in authority' as the person who is in charge of discipline. Drawings of 'good' and 'bad' aspects of school collected in a plantation school in Kenya illustrated the two uses of the stick, together with the children's comments: 'We like to learn' but 'We don't like to be beaten' (Ennew, 2003, Pictures 1 and 2).



Pictures 1 and 2: Drawings by boys in a plantation school, Kenya, show the two uses of a teacher's stick (Ennew, 2003)

In a similar collection of drawings in Benin, a group of primary school boys who were asked to draw the good and bad things about their school decided to draw only a large picture of the cane (*Le Baton*) as bad (*mauvais*), explaining that this referred to being beaten both at home and at school (ibid) (Picture 3).



Picture 3: Group drawing by boys in a Benin primary school. The single object they drew as 'bad' (mauvais) about school and home, was the stick (Le baton) (Ennew, 2003).

Widespread harm

Although both adults and children may see physical punishment as a necessary part of proper child-rearing, there is a growing body of information about the harmful effects, even though it is sometimes claimed that accurate data on prevalence of corporal punishment of children are difficult to obtain. It is true that parents and teachers are not likely to be the most reliable informants, and it is not possible to get direct information from very young children and babies, although medical records for 'non accidental injury' and 'failure to thrive' can provide indicative evidence of prevalence and trends (Ennew, 1986). Asking children themselves, using appropriate research techniques, has produced the most revealing data (Ahmed et al, 1999; Chakraborty, 2003; Chernet, 1995, quoted in Boyden and Ennew, 1997; De la Cruz et al, 2001; Save the Children, 2000, Vasquez de Velasco, 1994 for example). Both statistical and anecdotal evidence show that corporal punishment is practised in almost every society. Throughout the world, millions of children are being physically and emotionally punished by those who are charged with their care (see for example, Straus, 1994; Save the Children, 2000, Youssef et al, 1998).

Studies conducted in different countries reveal the severe harm that can be inflicted on children by physical punishment. Children may suffer injuries that need medical attention, or leave permanent damage or can even cause their death (Save the Children, 2000; Straus, 2000, Youssef et al, 1998). The Human Rights Watch report on corporal punishment in Kenya was written on the basis of detailed investigations, with visits to primary and secondary schools, including interviews with children. The conclusion was that 'For most Kenyan children, violence is a regular part of the school experience. Teachers use caning, slapping and whipping to maintain classroom discipline and to punish children for poor academic performance. The infliction of corporal punishment is routine, arbitrary and often brutal... At times, beatings by teachers leave children permanently disfigured, disabled or dead' (Human Rights Watch, 1999).

Research results from the USA point to a correlation between corporal punishment and depression, low self-esteem, negative psychological adjustment and poor relationships with parents and other authority figures (Straus, 1994). These negative mental health outcomes are likely to be caused by feeling (or being made to feel) powerless, and unable to explain or defend the behaviour for which they have been punished. Children

appear to be able to make clear distinctions between legitimate and illegitimate contexts of punishment. They may approve of formal, justified corporal punishment, even if this consists of 'flogging' or 'lashing', but disapprove of random punishment (Ennew, 1998). Thus they regard punishment is necessary, but insist that it must be both justified and administered fairly (Amed et al, 1999; Dallape and Mutiso, quoted in Diop Tine and Ennew, 1998). Children also state a preference for having their mistakes and offences explained to them, as well as for punishments that are appropriate to the offence, that do not cause physical or psychological harm, and that do not reflect adult power; Ahmed et al. 1999; Chernet, 1995 quoted in Boyden and Ennew, 199; Vasquez de Velasco, 2002). Save the Children's consultations with children in various countries revealed the priority children themselves give to violence in their family and immediate environment, including the use of corporal punishment, as a problem that they wish would be addressed (Save the Children, 2000). Yet it is important to remember that, whatever the excuses or justifications, and even if children say they 'deserved' a beating, corporal punishment in whatever form violates their rights. Harm does not have to result for physical punishment to be wrong.

The most widespread, usually unintended, and long term harm caused by corporal punishment is that violence is regarded as an acceptable mode of conflict resolution, within and between families, groups and societies, in violation of CRC Article 29. Corporal punishment transmits the implicit message that force is appropriate for controlling the weak, and thus helps to continue violent means of conflict resolution in both domestic and public life:

When we treat children in ways that take away their dignity we teach them how to take away another's dignity (Leo, 2003, 6);

When children get angry the first thing they are likely to do is hit the other person. Often they are encouraged to hit other children by their own parents so that they do not grow up to be weak. 'My mother said if someone hits me I should hit them right back or else I will be taken advantage of' (Chakraborty, 2003, 20).

The alternative message is that non-violence is a choice founded on absolute respect for human beings:

To chose to speak rather than leave things unsaid;
To chose to speak rather than resorting to violent confrontation;
To chose to speak rather than submit to violent confrontation;
To chose non-violent words that 'call for dialogue' (Veroliani, 2002, 39).

'But it is part of our cultural tradition'

Frequent and similar justifications for using corporal punishment are found in many different cultures and contexts. The main arguments given in its favour are:

- Children need physical punishment in order to learn discipline, to adhere to social rules and correct behaviours, and to be respectful towards authority;



- The way children are brought up is a private, family issue that should not be subject to public scrutiny or sanction;
- Corporal punishment is traditional, and may be sanctioned by interpretations of religious texts; it has always taken place, without harming children (see for example Newell, 2003).

One reason why corporal punishment is poorly defined is that studies and awareness raising programmes from Northern countries tend to focus almost exclusively on 'hitting' children, either with a cane or stick, or 'smacking' or spanking using a bare hand. This can result in such direct assaults on children being banned, while it is still regarded as acceptable to make indirect assaults on children's safety and dignity, which are also an expression of adult power and strength. Thus, while caning is not practiced in schools because it is forbidden, a teacher might still regard it as acceptable to turn a naughty child upside down, even though this would be regarded as an assault if performed on an adult.

'Alternatives' to hitting children, may be even more harmful, or disrespectful of their dignity. Children in Tanzania, for example, reported three times as many forms of harmful physical punishment than adult caretakers and teachers, who tended to use the narrower definition of striking a child, presumably because they were limited by the use of the English term, 'corporal punishment' to refer to whipping and flogging, which were widely used for both adults and children during the colonial period (Ahmed et al, 1999). In Mwanza, Tanzania, children listed caning as their preferred punishment, compared to 'use of abusive language, kneeling on the floor for long periods, pushups, sitting/standing in the sun, cleaning classrooms, and weeding the school garden' (quoted in Ahmed et al 1999, 352). A 16 year old in a non-formal education project for domestic workers in Nairobi, who had obviously been listening to hygiene lessons in home economics classes, wrote 'I don't like being punish e.g. washing toilets of which you are not the one have used because washing toilets with duster can make someone to be sick because of pathogenic bacteria, germs and parasite' (quoted in Ennew, 2003).

As already seen, disciplining children through physical punishment is widely regarded a evidence of 'good parenting'. Research on child abuse with Filippino children and parents, using participatory and 'indigenous' methods, found that parents considered they would be committing child abuse if they did not discipline their children, implying physical punishment such as spanking that was not 'overdone' and turned into beating them up or abusing them (De la Cruz et al, 2001). Children agreed that 'disobeying their parents merited punishment' but also said that 'the most abusive acts were inflicted when the parents were disciplining them' (ibid, 83, 82).

Of course, children's ideas about the correctness of physical punishment are influenced by their socialization, which casts doubt on the correctness of arguing the case for cultural relativity: 'There are times to accept existent belief systems and times to challenge them' (Ryant, 1993). Nevertheless, it is still necessary to be sensitive to cultural contexts when defining corporal punishment. Cross-cultural study of child abuse suggests that there are three levels for understanding maltreatment of children:

1. Cultural practices that are viewed as abusive or neglectful by other cultures, but not by the culture in question;
2. Individual departures from cultural ideas of acceptable behaviour;
3. Harm caused to children by society (such as during civil conflict) that is beyond the control of individual parents and caretakers (Korbin, 1987).

Comparative studies indicate wide variations in what is thought to be either beneficial or harmful treatment in child rearing, and that few actions can be taken for granted as intrinsically good or bad. Thus 'western' practices of putting babies to sleep alone in their own bedrooms, are seen as uncaring or even abusive by many other cultures (ibid). Similarly, 'Hawaiian parents prefer [moderate] physical discipline to other measures because it is thought to be swift, quickly forgotten, and therefore less disruptive to the parent-child relationship than scolding or harsh words' (ibid, 36). This is a preference underlined by studies of children's opinions of punishment in several other societies (Ahmed et al, 1999; UNICEF Bosnia and Herzegovina, 2003).

On the other hand, people from non-'western' cultures often blame the violence portrayed in global media for importing violent habits, claiming that this has introduced foreign ideas into traditionally harmonious cultures. But media violence, while arguably harmful, cannot be allowed to take all the blame or to excuse violent behaviours in local cultures. If films and television shows did not appeal to elements in local cultures, no one would watch them.

What children say

Some alternatives to beating may be as harmful - and as just as much resented by children. The kind of teacher behaviour that makes school an unpleasant experience is not always brutal physical punishment. A 15 year old boy interviewed in a project for drop outs in Guatemala said that he had left school because 'I had a problem with one teacher. They all made fun of us, but she made me drop a grade. She punished me at any moment' (Quoted in Ennew, 2003). Verbal aggression and belittling comments from teachers were stated by children in a UNICEF study in Tanzania, to be worse than beatings (Ahmed et al, 1999, Pictures 4 and 5). In Nepal, a UNESCO interviewee commenting on the need for female teachers, quoted a girl drop-out saying that male teachers 'used to torture us'. Male teachers also shamed girls by forcing them to stand up and answer questions in ways that made them look foolish (Ennew, 2003).

Finding out about the extent of physical punishment, and the exact forms it takes, requires asking children using methods that encourage them to share their ideas and experiences, rather than questionnaires and surveys, which are not even good methods to use with adults, unless researchers have first found out what words are used. In West Bengal, a Save the Children researcher found this out the hard way:



Pictures 4 and 5: Drawings of corporal punishments made by children in Mwanza, Tanzania (Ahmed et al, 1998)

Initially children were asked who is violent towards you, and most answered 'no one'. However, when asked 'Who hits you as a form of discipline' children mentioned that their parents, teachers, siblings, neighbours and employers all used corporal punishment on them, but 'only when we are bad'. Violence to children meant being hurt 'when we don't deserve it, for no reason.' Corporal punishment meant 'being disciplined when we do something wrong, or are being bad'. The two categories were seldom equated (Chakraborty, 2003).

When a Save the Children Sweden researcher began to study children's views of physical punishment in Ethiopia he first used interviews in which he referred to a direct translation of the English term 'physical punishment' even though his mother tongue was Amharic. He was not satisfied with the results, so began to explore the words children used themselves in focus group discussions. Then he collected drawings from children of the exact acts of punishment they referred to, revising these with a professional artist,

Box 1: Children's definitions of corporal punishment: The words they use in the Philippines

The children said the most abusive acts were inflicted when parents were disciplining them. These acts were actually disciplinary measures used by the parents but were perceived by the children as abuse. Among their examples:

1. Spanking (*Pagpalo sa anak*). The children added that spanking is abusive when one faints because of the pain (*'hinimatay sa sakit'*); when they are spanked without reason (*'pag pinalo nang walang kasalanan'*); when they could die from the spanking (*'maaring ikamatay'*); when the beatings are too much (*'sobra ang pagpalo'*); and when spanking hurts the child (*'nasasaktan ang bata'*).

2. Being beaten up or mauled (*'Pagbugbog sa bata'*). The children offered explicit descriptions of what they consider as *'pagbugbog'*: When a parent uses a stick of wood, belt, bat or broom to beat the child (*'kapag gumamit ng dos por dos, sinturon, batuta, o walis tingting'*); incessant beatings (*'hindi paghinto ng palo'*); slaps on the face (*'Sampal'*); punching (*'Suntok'*); and being burned with a flat iron (*'pinapaso ng plantsa'*).
3. Being scolded or punished when a child did nothing wrong (*'Napapagalitan/napaparushanan nang walang kasalanan'*). There were situations when the parents hurt the children without the latter knowing or understanding what they did wrong.
4. Humiliating the child in public (*'pinapahiya ang bata sa publiko'*). Parents should not scold or berate their children in public. You must not scold a child in front of other people, this should be done at home (*'Hindi dapat ipahiya sa harap ng ibang tao', dapat sa bahay lang'*). Some children disagreed and said they would prefer to be scolded even in public, than be beaten up.
5. Being shouted and cursed at (*'Sinisigawan at minumura ng 'putang ina'*). Some of the children said their parents shouted obscenities at them. The children said this hurt them most especially when they were berated for small mistakes.

De la Cruz et al, 2001, 82-83

piloting them with different groups of children, and finally devising a self-administered questionnaire for children, based on these drawings. Thus he discovered that children were punished in a wide variety of ways, some of which, such as being hung upside-down over burning chilli peppers, could be more harmful than being hit or beaten. He was also able to discover which punishment was used for what kind of offence, and by whom children were disciplined (Chernet quoted in Boyden and Ennew, 1997 and Ennew, 1998). This gradual process of research is

needed to obtain accurate data, especially with children. In the Philippines a similar research process revealed that, even though children said (like adults) that punishment was necessary, they also defined physical punishment as abuse and even provided extra information about the way they were punished (Box 1 - see especially point 2).



Picture 6, Girls are punished by having to perform domestic tasks (Ahmed et al 1998)



Following a similar research approach, a questionnaire was eventually administered to mothers and children in Pakistan to explore four degrees of discipline. There were no reports of parents only using verbal punishment, and only a few reports in the second category - all from girls. Almost all children and mothers reported hitting as the main form of punishment, nearly half using sticks, which were often kept specifically for this purpose. In addition many mothers admitted that such punishment was frequently administered not as discipline, but rather because they had lost their tempers (Rahim, 1993).

Punishment is often gendered. Girls are not hit as often as boys, who are most at risk. Girls are more likely to be punished by having to double their household chores, whereas boys are beaten (Picture 6). This has long term consequences, 'Physical punishment in schools....affects girls and boys in different ways - boys are mostly physically punished resulting in learning violent behaviours and on the other hand girls...face humiliation, ridicule and insults eventually leading to submissiveness in adulthood ('Save the Children Alliance, South and Central Asia, 2002,1). The same submissiveness explains the greater degree of violence accepted by society and women themselves in domestic conflicts.



Picture 7: The 'different people who are violent towards me: my mother, friend, sister and teacher' (Chakraborty, 2003)

Another factor that becomes clear when children are asked about punishment is the range of individuals who are responsible for discipline, including other children. This was very clear in the research in Ethiopia referred to earlier and also in a drawing made by a 12 year old for the West Bengal study, entitled 'different people who are violent towards me: my mother, friend, sister and teacher. I cry after I am hit' (Chakraborty, 2003; Picture 7)

In addition, children experience corporal punishment differently from adults, they may perceive the meaning of the act differently, partly because of their lack of power, but also because their social understanding may be incomplete (Green et al, 2002). One of the clearest examples of this is the way children perceive verbal insults as 'hurting them most' a finding that is quite robust in research from many different countries and all continents (for example Ahmed et al, 1999; Davis, 1996; Vasquez de Velasco, 2002; Willow and Hyder, 1998). As seen in Picture 8, from Cambodia, children also learn to fear (and be intimidated) by watching the physical punishment of other children.

The point of using children's perceptions and paying attention to cultural and linguistic differences is not to argue for cultural relativity, but rather to make sure that legislative



Picture 8: Drawing by Sun Tine, aged 13, Mith Samlanh Street Children Programme, Cambodia, (From UNICEF, 2000, Children in need of special protection, Bangkok, UNICEF EAPRO).

changes and awareness raising actually affect the situation. If the legislation and campaigning only mention 'spanking' and 'beating' (for example in the Filipino case '*Pagpalo sa anak*' and '*Pagbugbog sa bata*', Box 1), parents and teachers may continue to use other (sometimes worse) forms of physical punishment that children complain of, such as punishing, hair pulling, burning. Thus legislation to ban all forms of 'corporal punishment' may not be possible to implement fully if these alternatives are not spelt out.

Even given the relative lack of research, it is possible to suggest some common issues that are worth considering:

- Hitting is only one of a vast array of physical punishments reported by children;
- Children may see verbal violence as more damaging than physical violence, and may also be harmed through fear developed through witnessing the physical punishment of others;
- Whatever the form of punishment used, anger management is a problem for adults, which means that this should be included in programmes to promote alternatives to physical punishment;
- Classroom management is a problem for teachers, who need to be provided with methods for maintaining discipline that they can trust;
- Punishment is a reason for school drop-out;
- A wide range of people punish children - not only parents and teachers, but also other adults and other children;
- Girls and boys have different experiences of punishment - and girls' experiences may not be the same as women's, although they can be linked to learning the submissive social role of women;
- Children resent unfairness more than punishment. They repeatedly say that they do not mind being punished, - parents and other adults have a duty to punish



them - but they do not like unfair, arbitrary or excessive punishment; that they want to be disciplined; but that it is better to explain their mistakes and listen to their reasons than to punish them. A further consistent finding is that children find verbal abuse and threats to be worse in general than physical assaults, whatever form these may take.

An expanded definition

These considerations lead to a suggested expanded definition of 'corporal' or physical punishment:

Corporal punishment of children consists of punishment or penalty for an offence, or imagined offence, and/or acts carried out for the purpose of discipline, training or control, inflicted on a child's body, by an adult (or adults) - or by another child who has been given (or assumed) authority or responsibility for punishment or discipline. Corporal punishment includes:

- Direct assaults in the form of blows to any part of a child's body, such as beating, hitting, slapping or lashing, with or without the use of an instrument such as a cane, stick or belt;
- Other direct assaults on a child's body, such as pinching, pulling ears or hair, twisting joints, cutting and shaving hair, cutting or piercing skin, carrying or dragging a child against his or her will;
- Indirect assaults on a child's body, through using adult power, authority or threats to force a child to perform physically painful or damaging acts, such as holding a weight or weights for an extended period, kneeling on stones, standing or sitting in a contorted position;
- Deliberate neglect of a child's physical needs, where this is intended as punishment;
- Use of external substances, such as burning or freezing materials, water, smoke (including from smouldering peppers), excrement or urine, to inflict pain, fear, harm, disgust or loss of dignity;
- Use of hazardous tasks as punishment or for the purpose of discipline, including those that are beyond a child's strength or bring him or her into contact with dangerous or unhygienic substances; such tasks include sweeping or digging in the hot sun, using bleach or insecticides, unprotected cleaning of toilets;
- Confinement, including being shut in a confined space, tied up, or forced to remain in one place for an extended period of time;
- Any other act perpetrated on a child's body, for the purpose of punishment or discipline, which children themselves define as corporal punishment in the

context of their own language and culture; identified through scientific participatory research with children;

- Witnessing any form of violent conflict resolution;
- Threats of physical punishment.

This definition is independent of whether the intention, implicit or explicit, is a 'benevolent' desire to improve a child's morals or behaviour, or designed to cause harm. It is the acts themselves that define corporal punishment. While many such acts may have damaging psychological or emotional effects on children, this is not part of this definition, although verbally violent threat of corporal punishment is included. Psychological or emotional punishments (such as verbal assaults and denigration intended to reduce a child's esteem or dignity) are not specifically included in this definition, even though it is acknowledged that these, too, should be abolished and may be prevented by non-violent forms of conflict resolution.

The wider picture

This workshop is taking place in the wider context of the UN Study of Violence Against Children, which 'will provide an in-depth global picture of violence against children and propose clear recommendations for the improvement of legislation, policy and programmes relating to the prevention of and response to violence against children' (Pinheiro, 2003, 1). The abolition of corporal punishment was proposed at a Global Workshop on this topic organized by the Save the Children Alliance in Cairo early in 2003, as one of the specific Alliance contributions to this UN Study. The report of the Cairo workshop and a subsequent Framework document that sets out the actions to be taken to end the corporal punishment of children, contain key considerations about the way forward for the Alliance. The Cairo report does not contain specific recommendations, but if it had, they might have been written thus:

1. Corporal punishment is a priority for the Alliance; it should be mainstreamed as an essential element in rights-based programming;
2. All action to abolish corporal punishment entails organizational change and capacity-building within the Alliance; to gain wider support and consensus within the organization itself, to strengthen understanding of a rights-based approach, and to encourage more meaningful participation of children;
3. Children's participation is fundamental to actions towards developing a world free from conflict. This includes promoting children's experiences and views as the basis of planning, implementation and evaluation of programmes, establishing complaints mechanisms, and adapting Alliance practices in order to make them truly inclusive of children;
4. Children-centred, participatory research is required to establish a database for strategy planning to abolish corporal punishment and societal violence, as well



as to monitor and evaluate programme implementation and impact. A basic research protocol should be established so that research results can be compared meaningfully between countries;

5. In the majority of cultures, corporal punishment is viewed as necessary for discipline in childhood, and violent means of conflict resolution are regarded as normal. Thus public education and advocacy are necessary; to change attitudes and behaviours; as well as to develop understanding and use of alternative means of discipline, punishment, rehabilitation and problem solving;
6. Capacity building in alternatives to corporal punishment should target parents, teachers and other adults responsible for child rearing and discipline;
7. Legal reform is a necessary outcome of public education about corporal punishment. Research should include assessment of existing legislation, awareness-raising and training within the legal profession and appropriate government departments, so that public education can lead to changes in law and its implementation;
8. Documentation of children's views, programme successes and lessons learned should be a systematic strategic action. Information should be widely shared with governments, international bodies and other interested agencies. In addition, children-friendly information should be prepared and widely disseminated in order to empower children to protect themselves against corporal punishment and other forms of violence in society.

Thus, based on the human rights of children and on knowledge of the impact on individual children as well as on societies, the Save the Children Alliance is opposed to all forms of corporal punishment of children. This implies that the commitment to end corporal punishment must be mainstreamed into all programming. To this end, the four key areas of change set out in a Framework Document are education and training, legal reform, public education and children's participation (International Save the Children Alliance, 2003a).

Education and training

To shift the practices of all adults towards the use of alternatives to corporal punishment;

To promote changes in teaching methods and introduce positive parenting/child care;

The Alliance's work on education supports teachers and children to build relationships of mutual respect and trust, enabling children to question, challenge, analyse and learn for themselves through interactive teaching and learning methods. Corporal punishment is inconceivable within an education system that is genuinely based on children's rights;

The Alliance also works with parents and communities to improve the lives of children, which includes respect for their rights, establishing better parenting, conflict resolution and the elimination of violence;

This includes promoting health programmes that address the prevention and elimination of corporal punishment, given the prevalence of physical and psychological injuries caused by violence on children, including establishing mandatory reporting systems for suspected cases of abuse and neglect.

Legal reform

To ensure effective legislative protection, and the administrative measures to implement the abolition of corporal punishment, states should explicitly prohibit all corporal punishment of children and ensure that, once legislation is in place, it is implemented;

Complaints mechanisms for children should be established, alongside ways of solving disputes without resorting to criminalization of parents and teachers;

Protection programmes that deal with violence include protection in juvenile justice systems, institutions, refugee situations and amongst separated children, need to address corporal punishment directly. In situations of conflict and other emergencies, violence in the home and the communities, as well as State violence, tend to increase. Measures to address corporal punishment need to be included in education and protection programmes in such situations.

Public education

Public education includes all forms of communication of messages to a large range of audiences (including by children to children), and encompasses awareness-raising and advocacy. Legal reform should be accompanied by public education combined with training for parents, carers, teachers, and other duty bearers on positive behaviour management of children:

To end social acceptance of corporal punishment by establishing that it is a form of violence against children that violates their human rights;

To increase visibility of corporal punishment as a violation of children's rights;

To promote non-violent means of conflict resolution;

Learning more about the prevalence, types and impacts of corporal punishment on boys and girls, particularly on the most vulnerable or marginalised children, including children with disabilities, who are reported to be four times more likely to be physically abused.



Children's participation

Children should be meaningfully included in establishing understanding of, and a database of information about, physical punishment, as well as in planning, implementing and evaluation programme work:

To show the link between children's participation in decisions made on their behalf (including opinions concerning their socialization) and their effective protection from violence;

To know and understand children's experiences in order to identify and achieve appropriate solutions;

To promote children's participation in society, particularly with respect to their ability to explain their behaviour and understand their mistakes and offences, as well as to express their opinion about the fairness of judgements and punishment.

Organisational change

It is noticeable that many training programmes consist of training adults to manage children's behaviour, but not how to manage their own. In order to achieve the abolition of corporal punishment, the Alliance needs to take responsibility for staff actions, both professionally and personally. Save the Children's Child Protection Policy includes the responsibility for staff not to use violence against children, including corporal punishment. The implementation of this policy entails developing a code of conduct, to guide recruitment, orientation and disciplinary procedures, in addition to training staff members on non-violent behaviours in order to support them, not only in the workplace, but also as parents, carers and role models in their families and communities. This may be the most difficult area in which to effect changes, as seen in the following description of attempts made within Save the Children UK:

The tensions were evident in the ... office as the significance of the campaign to abolish all levels of violence to children by adults, what this would mean for the organisation and its employees were gradually realised. The issue of physical punishment for children is a very challenging one. The subject makes people angry, defensive and hostile. ...There were also 20,000 volunteers who were angry that an issue they considered a non-priority was taking up so much time and attention (Harper, 2002).

Perspectives and actions in other regions

Other Alliance regions have already begun to plan and act to end the corporal punishment of children, in some cases in advance of the Cairo Workshop and Framework document, and there are some lessons worth learning from their approaches and experiences. In April 2002, The Save the Children Alliance in South America³ decided to strengthen its efforts to combat violence against children, including the abolition of corporal punishment as one of the main goals within this general objective. The Alliance now has two regional focal points on this issue, and has held a workshop to develop five-year plans of action in Argentina, Bolivia, Brazil, Colombia and Peru.⁴ An important element in this process has been that the theme has helped to form a 'true Alliance' as well as linking regional efforts to the global Save the Children movement and to the UN Study on Violence Against Children (Save the Children Alliance in South America, 2003, 1).

Alliance members in South America are now working in four main areas - research, training, campaigning and law reform - which parallel the areas outlined in the Framework document. Some activities are regional in scope, for example training by Save the Children Spain, but take place in specific countries. In Peru, these trainings are being linked to a national campaign to abolish corporal punishment of children. In several Latin American countries, polls have been carried out to assess the views of both children and adults and Terms of Reference have been developed for a regional study of legislation to analyse not only domestic legislation but also case studies of how the law is actually interpreted by the courts. The aim is to emphasise the positive aspects of discipline that can be developed as alternatives to corporal punishment at home and in school, showing that there are other ways of handling children that do not involve violence, although there is a clear problem (acknowledged by one Save the Children focal point) of the contradiction between the criminalising of corporal punishment through legal reform and the positive approach of encouraging non-violent behaviour management. This apparent contradiction needs to be addressed creatively in campaigns; 'The main idea cannot be to penalize parents'.⁵

In view of the 'conflict resolution' perspective taken in this background paper, it is interesting that South American colleagues are linking abolition of corporal punishment to a campaign for the development of a culture of good treatment (*buen trato*) of children (German-Palacios, 2003). The idea of 'good treatment' is linked to a concept of people as 'beings capable of conducting their own lives in spite of obstacles and difficulties...', fundamentally it is to speak about liberty, responsibility and respect' (ibid). In Bolivia, for example, the integrated programme for developing a culture of good treatment, includes promoting interactive education as well as protection from corporal punishment, and extends this to encouraging intergenerational respect and combating historical forms of social violence, such as racism (*Boletín Programa Regional*, 2 (2) 2003; Save the Children Canada, 4, my translation).

³ This includes the South American teams of Save the Children Canada, Save the Children Spain, Save the Children Sweden, Save the Children UK, and Save the Children USA, although Save the Children Argentina and the Nicaragua (Central America) based Save the Children Norway both took part in the first meetings and workshops.

⁴ Save the Children Alliance workshop on Corporal Punishment with the participation of the Alliance Task Group, Sao Paulo, Brazil, September 2002.

⁵ Stuckenbruck, D., in email communication to Dominique Pierre Plateau, 'Corporal punishment' 4th July, 2003.



The Save the Children Alliance takes a similar view, preferring the term ‘positive discipline techniques’ to ‘alternatives to physical/corporal punishment’. It is stated that ‘Addressing physical punishment is an entry point to address other forms of violence or inhuman and degrading treatment against children in the family, schools, institutions and workplaces’ (Save the Children South and Central Asia, n/d,1). The plan was that this should have been established as a priority working area by at least 2002. Activities include a desk study in Bangladesh, carried out as the basis for field study later, and training key Save the Children staff in managing children’s behaviour.

Setting directions for the workshop

The final sections of this paper deal with the basics of strategy planning, within the specific Southeast, East Asia and Pacific context; details of legislation, public education, parenting education, and education are dealt with in other papers.

It has already been established that the corporal punishment of children violates human rights, in particular respect for dignity, physical integrity and to equality under the law, established in the Universal Declaration on Human Rights and the International Covenant on Civil and Political Rights. The lessons learned from existing information are that, while legal reform is necessary, it will not be implemented without underlying social changes such as:

- Increased respect for and understanding of children’s rights (by both adults and children);
- The development and use of non-violent forms of conflict resolution, at all levels of society;
- The development and use of alternatives to corporal punishment in child rearing and socialization; improved parenting behaviour and more democratic intra-familial power relationships;
- The provision of effective mechanisms for complaint/redress for children.

Thus a regional strategy should not concentrate on banning alone - but combine this with proactive work to promote alternatives to corporal punishment, in the context of non-violent conflict resolution. In this process, children’s participation is vital; they must be involved in assessing the extent of the problem and devising solutions.

Contexts of regional strategy for Southeast, East Asia and Pacific

As is the case in all regions, Southeast, East Asia and Pacific is characterized at the moment by an unprecedented rate of social and economic change. With respect to corporal punishment, a Thai 17 year old girl speaking to Committee on the Rights of the Child showed that this is reflected in a gap of understanding between generations. She is reported to have stated that, although legislation exists to prevent corporal punishment

in schools, time is needed for teachers to change attitude and develop greater sensitivity to children's needs: 'Many teachers had themselves been beaten when they were at school and tended to consider corporal punishment a normal practice' (Committee on the Rights of the Child, 2000b).

Despite the policy direction given by the Committee on the Rights of the Child, and the imperatives of much UN human rights legislation, corporal punishment remains a hidden issue. Virtually no programming recognizes its importance in parenting education, Education for All policies, juvenile justice, institutional care, or child labour. Much less is non-violence seen as the key either to new perspectives on children and childhood or to the importance of conflict resolution.

The result is that, at country level, Save the Children Alliance staff may see corporal punishment as just another burden to add to their strategic plan. But this is precisely what it is not. When seen as a key child rights issue, corporal punishment is an integrating, mainstream issue - especially in the context of the UN Study of Violence Against Children. Corporal punishment is a 'missing link' in children's rights programming.

If one takes as an example strategies for using education to prevent child labour, there is no mention of corporal punishment as a factor in excluding children from school by causing them to drop out. Likewise, in programmes of all agencies, early childhood development programmes train parents in nutrition, hygiene and intellectual stimulation techniques, but they do not deal with discipline issues. Parenting education is usually reduced to early childhood development, which means that parenting and discipline of school-aged and adolescent children are never considered

Another example, with respect to the Alliance in this region, can be seen from the report of a regional education workshop held by SEAPRO in December 1999 (SEAPRO, 2000) not one of the strategic ideas for improving education (in and out of school) mentioned discipline or corporal punishment. Yet, corporal punishment is the one issue that all children, everywhere, seem to mention first as their prior concern at school and at home. In this sense Save the Children, like most agencies, could be argued not to be taking into consideration the opinions of children.

Nevertheless, when Deepika Nair presented the theme 'involving families and communities' at that workshop, among the 'major focus' issues were two that go to the heart of mainstreaming corporal punishment: under 'school' she referred to 'conflict resolution' and under family and community to 'peaceful co-existence' (Nair, in SEAPRO, 2000, 34). This leads to three integrating, rights-based ideas:

- Formal and non-formal education should be integrated with informal education (which takes place in the family and community) to develop new attitudes to childhood, conflict and conflict resolution;
- Schools (and all education and socialization of children) should shift perspective from the idea that children need to be controlled and managed through the exercise of adult power (including through violence) to the idea of realizing the human potential of all children;



- Parenting education is not just about teaching parents how to raise children from birth to five years of age, but about parents learning how to manage their own behaviour in conflict situation, with their children - including children aged five to 18 years, with each other, with family members, with neighbours and within and between societies.

'Alternatives'

In addition to believing that corporal punishment is normal and 'right', parents and others who are responsible for discipline as part of child rearing and socialization, often do not know of (or not trust the efficacy of) alternative forms of teaching values and managing children's behaviour (or their own). They may resent state interference, in the form of legislation and regulations forbidding corporal punishment, and consider that the abolition of corporal punishment may lead to societal breakdown. This implies that alternative ways of dealing with discipline and punishment must be widely advocated; including explaining mistakes and offences, and providing a system of listening to and respecting children's point of view, fair administration of justice, warnings that are not threats, punishments that do not rely on physical violence, and the development of societal approaches to conflict resolution that are, likewise, not dependent on violence. It follows that documentation of policies and programmes that abolish corporal punishment, their administration and effects, and appropriate dissemination of this information, are of vital importance.

The strategic planning cycle

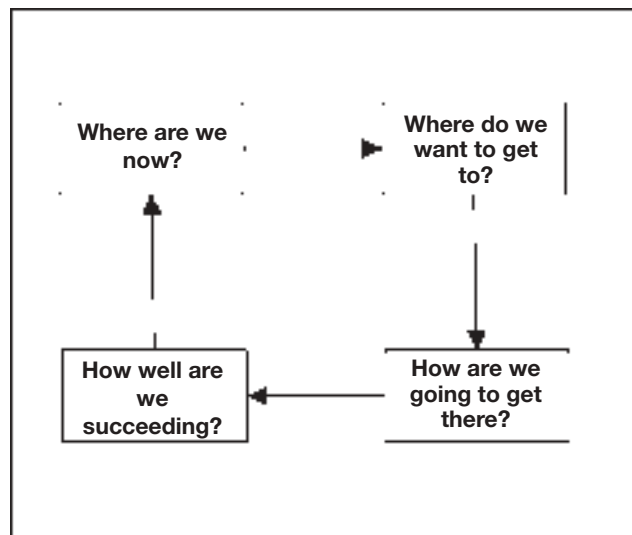
The challenge for this Workshop is to begin to develop a strategic plan for the region (with individual country plans) linked firmly to the Save the Children Alliance position and framework, based on sound principles of strategic planning. It is necessary to think strategically, to work out the tactics to take maximum advantage of available resources - human (people and their skills), financial (funding) and material (equipment). Planning also helps to avoid wasting time and resources on activities that do not have the most effective outcomes, but that seem to be a good idea when they are started. If staff immediately become enthusiastically involved in how to make a video or build a website, without first of all planning a strategy as a whole, they can head off in a direction that might not be the most productive. Similarly, when new ideas and opportunities arise it is helpful to check whether or not they fit with agreed plans. Otherwise enthusiasm may draw resources away from efforts to reach the main goals.

The process of planning is the same in any field of activity. It consists of systematically answering four questions (Diagram 1):

- Where are we now?
- Where do we want to go?
- How are we going to get there?
- How well are we succeeding?

The answer to the third question 'How are we going to get there' is the bulk of the plan of action, and the whole process is a cycle, in which - once goals are achieved - it is possible to begin again on the basis of experience, by asking 'What more can we do?' about this set of plans, as well as 'What do we do next?' about future, related plans.

Diagram 1 The strategic planning cycle



The four basic levels of strategic planning, can be broken down into distinct, logical actions:

Where are we now?

- Situation analysis (baseline data);
- Audit of resources (financial, human and material);
- What have we done up to now?
- What are other people/agencies doing?

Where do we want to get to?

- Aim;
- Objectives;
- Target groups;

How are we going to get there?

- What?
- When?
- Who?
- Who with?
- How?
- How much will it cost?



How well are we succeeding?

Indicators of:

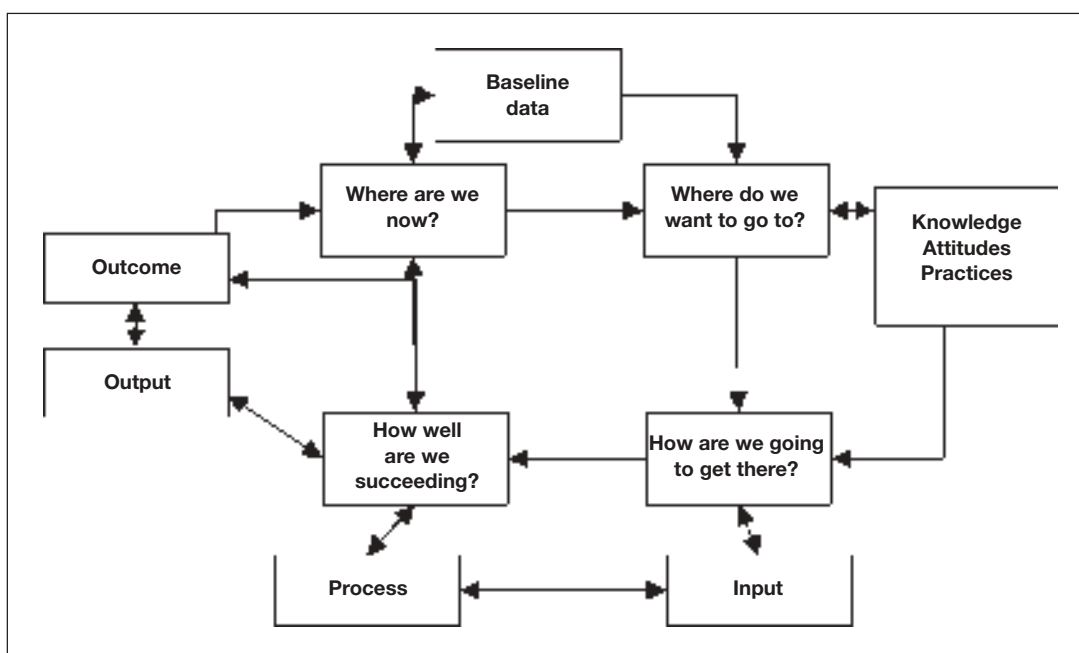
- Input
- Process
- Output
- Outcome (impact).

Research and information needs

Information is required at all stages, so that research linked to planning - sometimes called 'action-oriented' - is not a single activity, nor is it limited to before and after information about a project or programme. Research is an integral part of the entire strategic planning process (Diagram 2).

Yet, as already seen, research on corporal punishment is sparse - an academic literature search for the years 1995-2003 reveals only 30 journal articles, most of which are not particularly relevant, concentrating on North American, and to a lesser extent European, legislation, values and practices. One result is that hitting, caning, and spanking tend to be the focus, whereas children in other studies in non-Northern contexts refer to a wide variety of methods of discipline and punishment that affect them bodily. It may also be the case that children in the North have the same experiences, but the fact is that research does not ask them, often assuming that corporal punishment equates to

Diagram 2: Information and research needs in the strategic planning cycle



various forms of hitting. There is thus an urgent necessity to find out what corporal punishments children in Southeast, East Asia and Pacific, and their thoughts on discipline, using scientific research methods that are designed to include children's participation, using methods that allow them to express their views freely. Indeed, this is their right under Articles 12 and 13 of the CRC, a right that is violated by research that only asks adults, or asks children using conventional questionnaire surveys.

Two types of research are required in all countries:

- The scope and extent of corporal punishment (including knowledge and attitudes as well as practices;
- Review of legal provision (and gaps in provision) together with information and about its administration and implementation.

In both cases, this research needs to be designed to provide continuous information for monitoring the success of strategic plans and actions.

Ways forward in developing regional/national strategy

If this region takes the same approach of integrating the abolition of corporal punishment within an overall aim of promoting non-violent conflict resolution, as suggested in this paper and adopted in both South America and South Asia, there is one basic advantage. Southeast Asian values in socialization tend to stress harmony and self-discipline, which provides a good basis for this kind of approach. Each country, with specific ideas and practices about children and childhood, has norms and values that can be respected at the same time as campaigning against corporal punishment and changing legislation. Emphasis can be placed on positive practices, such as the traditional discipline of classical dance in Thailand, for example.

Establishing legislation that will make it possible to prosecute parents and teachers does not have criminalizing parents as a primary aim, but has the goal of persuading adults that certain kinds of disciplinary measures are not acceptable (and not necessarily effective) while providing them with alternative methods and the confidence to use them, as well as being familiar (using existing metaphors of discipline, such as dance or - a modern form - training in a gym). It follows that legal reforms (which almost always follow rather than lead societal change) should also take into account existing legislation. The CRC provides legal norms for all Asia-Pacific countries, but the way it is expressed is (as with all human rights) dependent on national realities. This does not mean changing the CRC norms, but rather providing complementary legislation through which they can be implemented.

Extrajudicial settlement is an alternative to both criminalization and extrajudicial violence. For example in Peru, Citizenship Defence Mechanisms (*Defensorias*) established as a result of the 1992 Children's Code, provide model administrative mechanisms for extrajudicial resolution of conflicts and protection and promotion of rights within local government and community-based organisations (PROMUDEH, 2001). They numbered



1,236 nationally at the end of 2000, of which 575 were municipal, 403 in schools, 114 in communities, 57 in churches, 28 in NGOs and 53 the responsibility of other agencies. The purpose of *Defensorias* in schools and local committees is 'to create a model of participation in the promotion and defence of children and adolescents in schools and committees...for assisting cases, resolving conflicts, conciliation and timely referral' (UNICEF, 1999, 13). In an evaluation of the rights-based nature of the Peru UNICEF Country Programme, Rebecca Rios Kohn describes *Defensorias* as 'centres where children and adolescents can get assistance when their rights have been violated' (Rios-Kohn, 2001, 21). In 2000, *Defensorias* processed more than 120,000 cases of violations of the rights of children and adolescents who 'did not have access to the formal justice system' (UNICEF, 2000, 2).

Another example of a supportive, extra-judicial programme in more than one Asian country, is free telephone helplines for children, which also provide opportunities for public education in schools and clinics.⁷ Of course this is limited to children, usually in urban areas, who have access to a telephone, but even street children can be trained as 'paralegal' experts to give advice to their peers.⁸

Discipline and punishment are universal elements of childhood, which means that awareness raising must be carried out at the highest possible and widest possible level - policy-makers also have children, as do the staff of Save the Children Alliance offices. Yet, legal reform, while essential, is insufficient in itself. In 1979, Sweden was the first to pass legislation against the use of all corporal punishment of children. Public support for corporal punishment has declined and this has been accompanied by more effective identification of children at risk of abuse as well as earlier and better intervention in abusive families. Studies have shown that this would not have been effective unless accompanied by widespread public education, although the legislation has also been shown to contribute to changing attitudes over time (Durrant, 1999; Freeman, 1999; Roberts, 2000).

The documentation of the Swedish experience also provides a valuable lesson for planning in this region. Important elements in the strategic planning cycle are documentation and dissemination. The development of non-violent means of conflict resolution entails several new approaches, new not just in this region but also worldwide. These include the participation of children, development of democratic modes of parenting, institutional change, integration and mainstreaming, and the use of cultural elements as a positive basis for change. Lessons learned at national levels about both good and not-so-good practices need to be systematically shared, within the context of regional planning. These also need to be lessons endorsed by children who participate in the strategic planning cycle. Children need to know the alternatives, as one grass roots activist has commented 'When they do, they come up with other ideas'.⁹

⁷ See for example, CWIN Help-line in Nepal, www.cwin-nepal.org

⁸ Childhope Asia-Philippines, for example.

⁹ Personal communication, Gauri Pradhan

Violence against child domestic workers

Jonathan Blagbrough

Background

While it is conventional to regard domestic work as a 'safe' form of work, in reality it is accompanied by a wide range of abuses. This paper defines child domestic workers as children under the age of 18 years, who work in the households of people other than their own families, undertaking a variety of domestic duties, caring for children, running errands and sometimes helping their employers to run small businesses from home. Discussion in this paper focuses mainly on children who 'live in', which means that they work full time in exchange for room, board, care and sometimes remuneration. I shall refer to child domestic in the feminine, as the majority are girls and young women. Indeed, the International Labour Organization (ILO) estimates that domestic work is the largest employment category of girls under 16 years in the world (ILO, 1996). However, it is also true that significant numbers of boys - particularly pre-pubescent boys - are also child domestic workers.

Concern about this particular group of child workers - particularly in the context of violence - stems not only from the work they do but also from the situations in which they live and work. Working away from home, and often with very limited opportunities for family contact, a girl is under the complete control of her employers. Child domestic workers in these situations routinely suffer discrimination, a loss of freedom, identity and self-esteem, and denial of schooling. Their isolated situation, coupled with their ambiguous role in the employers' household, makes them particularly vulnerable to physical, verbal and sexual abuse. If and when violence does occur, their dependency on their employers for their basic needs, and their acceptance of the violence as an occupational hazard, make them far less likely to report it.

Forms of violence against child domestic workers

The incidence and range of violence against child domestic workers in the region is widespread and broadly resembles that of other countries and continents, although there are indications that different patterns of violent behaviour towards child domestic workers exist from country to country. For example, in some countries research has indicated that girls tend to suffer more from verbal abuse and boys more from physical violence.

The most common forms of violence experienced by child domestic workers are:

- Physical violence, including overwork, pushing, beating, kicking, slapping, whipping, pulling hair, shaving hair, pinching, scalding and denial of food;
- Verbal violence, which takes the form of using labels, name calling, insults, threats, obscene language, shouting and screaming;
- Sexual violence, including harassment, use of sexually explicit language, prostitution, pornography, rape and attempted rape.



In Cambodia, a survey conducted by the local NGO, Vulnerable Children Assistance Organization, in 1999 concluded that 40% of child domestic workers are either physically or verbally abused on a daily basis. The International Organisation for Migration officially repatriated more than 100 girls from Thailand back to Lao PDR in 2001-2 - the majority of whom were working as domestic workers. Their conditions in Thailand were reported to include physical abuse. The Thai NGO Foundation for Child Development, reports the personal testimony of a Laotian girl, Nang, aged 13 years, who was working in Thailand:

‘... they used shoes or slippers to hit us. Sometimes they used me to hit my friends’ face [other child domestic worker in the household] and sometimes we had to take turn to slap each other. Sometimes they slapped us with shoes. Sometimes they used rubber bands to [hurt] our lips, until they were swollen. Sometimes they kicked. They hit us every day and hit hard. One of my friends was hit in the head until it bled - twice, and twice she was kicked until she was unconscious.’

The labels used to describe child domestic workers are important components in reinforcing their low self-esteem. In the Caribbean island of Haiti, the term to describe child domestic workers, *‘restavèks’* (‘stay withs’), has come to mean someone who is motherless or unwanted, and is often used as an insult to describe someone without a personality or a life of their own. Some employers, for example in Nepal, routinely change the given name of child domestic workers. In the Philippines, the term *‘katulong’* used to describe domestic workers has a derogatory connotation, literally meaning ‘servant’.

Sexual abuse of child domestic workers is common, due to the children’s vulnerability and isolation in the homes of their employers is common. For example, several studies show that, in Latin America, many men who grow up in homes with domestic workers have their first sexual encounter with a domestic worker. In Lima, Peru, one study estimated the proportion at 60% (Friedman, 1997). In Fiji, eight out of ten domestic workers reported that their employers sexually abuse them (Penrose et al, 1996). In Haiti, *restavèk* girls are sometimes called *‘la pou sa’*, a Creole term meaning ‘there for *that* [sex]’ They are accepted sexual outlets for the men or boys of the household.

In cases where the girls become pregnant they are often thrown out of the house and are forced to fend for themselves on the streets, since the shame of their situation makes it difficult for them to return home. Many families reject these ‘spoiled girls’ because ‘their behaviour’ has brought dishonour to the family. In these instances, domestic work typically becomes a precursor for prostitution, as the girls and young women have few other options available (UNICEF, 1999). In Bangladesh, for example, a local NGO interviewing children working in commercial sexual exploitation in Dhaka, found that all of them had previously worked as child domestic workers and had been sexually abused by members of their employing family. Sexual abuse combined with working in conditions of servitude and the shame of their situation eventually forced them into a life of commercial sex work.

Traffickers of children into the sex trade routinely deceive children and their families about what will happen to them by promising them attractive jobs as domestic workers. In the Philippines, local NGO Visayan Forum Foundation has established that most of

the children and young women trafficked to Manila from rural areas in search of work are assured jobs as domestic workers, but in a significant number of cases end up in the sex trade (Flores-Oebanda, 2001). In West Africa, where children are trafficked across borders to work as domestics, girls discarded or abused by employing families often have little choice but to turn to prostitution as a means of survival in a foreign country, with no means of returning home.

The psychological impact of violence on child domestic workers

Apart from the Philippines, where a recent study conducted by staff of Visayan Forum Foundation indicates that up to a third of child domestic workers display serious symptoms of post-traumatic stress syndrome as a result of their situation and treatment, little evidence is available worldwide examining the impact of violence on child domestic workers.

In Kenya, one of the very few field studies ever to specifically look at the psychological impact of child domestic work found that child domestic workers experienced significantly more psychological problems than other children (both working and non-working children). Bedwetting, insomnia, nightmares, frequent headaches, withdrawal, regressive behaviour, premature ageing, depression and phobic reactions to their employers were common (Bwibo and Onyango, 1987). While physical punishment and other forms of violence were not the only factors giving rise to these problems, they were significant elements.

My own research in Indonesia, interviewing child domestic workers who had been working for a long time, or began very young, indicated that their self-esteem has been largely eroded. When asked about their future plans, child domestic workers, unlike many other groups of child workers, were unable to consider that they could do anything other than to continue life as a domestic worker.

A survey in Bangladesh of 80 child domestic workers (71 girls and nine boys), found that the way a child domestic is treated generally has repercussions on other children in the household. The child 'masters' or 'mistresses', even when far younger, often give orders to the domestic workers who are caring for them. This practice contrasts with the deference that age usually commands in Bangladesh society, and reinforces the wealthier children's sense of superiority and entitlement to privilege. Violent punishment inflicted on child domestic workers can be very distressing to other children in the household: some have even stated when interviewed that they felt it was wrong for their parents to slap or strike child domestic workers (Blanchet, 1996). On the other hand, cases have been reported of children imitating their mothers and beating child domestic workers themselves (Lhalungpa and Noble, 1999).

Why are child domestic workers so abused?

A number of factors conspire to make a child domestic worker particularly vulnerable to violence, and these relate mainly to the inequality of the relationship that she has with members of the employing household.



Significant power inequalities exist between child domestic workers and their employers. For a start the child is a child. She is a girl. She is far from home. She is likely to be from a family with less economic resources than the employing family. She is likely to be of a different ethnic origin (and one that is considered of lower status) and of a lower social class. She has probably been trafficked and will be in unfamiliar surroundings, without people she knows. In cases of cross-border trafficking her illegal status puts her at even more of a disadvantage. According to research by Thai NGO Foundation for Child Development in 2001, employers take advantage of illegal immigrant children more than of Thai child domestic workers.

The daily experiences of discrimination and the isolation endured by child domestic workers in the employer's household have been reported as the most difficult part of their burden. Even if their relationship with members of the household are good, these are not on equal terms. The capacity to resist sexual advances or negotiate fair treatment is non-existent, emotionally as well as practically. There is little or no chance of expressing desires and opinions, much less of having with a right to respect for them.

Control of a girl is completely handed over to her employer because of her 'live in' status. The child domestic worker has limited freedom of movement. She lives in her employer's house and is subject to their rules. She is dependent upon her employer for her well-being and basic necessities. Commonly child domestic workers are told not to leave the house by their employers, who frighten them with stories of what they will face on the outside. A girl may not have the resources to leave (even if she is paid, she may not handle her wages or have enough money to escape). While most employers do not employ child domestic workers with the express intention of perpetrating violence against them, research from across the region indicates that employers take on child domestic workers because they perceive them to be more 'submissive' and 'easier to control'.

As parental substitutes, employers may feel more at liberty to physically punish the child - especially as the interaction takes place in the private sphere. In societies where physical punishment of children is normal and acceptable, the employers, as guardians, see themselves as having every right to hit or beat children 'in their care'. Interestingly, although one might assume that child domestic workers would invariably be subject to harsher treatment by the employer than their own children, this may not always be the case. While evidence is hard to come by, a recent study in Haiti (contributed to by Save the Children UK and Save the Children Canada) indicates that employers beat their child domestic workers less than their own children.

The ambiguity of the relationship of the child domestic worker to the employing family puts her in a legal vacuum with respect to her welfare. The child works, but is not considered a worker. She lives as part of the family, but is not treated like a family member. The attitudes of child domestic workers themselves have to violence are also important to consider. The child may herself expect and/or accept violence for various reasons: she may come from an abusive background herself; she is likely to feel a strong sense of duty to her parents to make the employment situation continue; she may see violence as an occupational hazard and accept it up to a point; she may not see any alternatives to her situation; or she may simply be scared of the consequences of speaking up.

Conclusions: Where to go from here?

Violence against child domestic workers is rife, and this is largely due to the fact that they live in a family environment - which is considered 'safe' - where significant power inequalities exist but regulation is weak, because it is curtailed by the privacy of the employers' home. However, while child domestic work is a form of child employment that is uniquely vulnerable to physical and other forms of violence, there are many other child work situations where violence against children is a daily reality, or a distinct possibility.

So how do we ensure the protection of children from violence in our current or future child labour interventions?

Firstly, by raising the issue - as this Regional Workshop is doing. The wall of silence surrounding the issue of violence against children is what allows it to continue. However, at the heart of this wall is society's acceptance that physical violence against children - beginning with what is perpetrated in the family context - is a legitimate and acceptable practice. It is this acceptance that allows parents, employers, teachers and others to hit and beat children with impunity.

In the case of child workers, physical violence against children is less easy to perpetrate in the public sphere than in private, and where the child is less dependent on the employer. For this reason, our interventions could target 'live-in' child workers who are much more vulnerable to violence than those whose dependency on their employers is less, and whose situation acts as a barrier to reporting abuse.

Locally-run community childwatch monitoring schemes have proved effective in reducing levels of violence of child domestic workers and other child workers in selected localities in the Philippines. Use of existing legal structures is important. While legislation in itself will not change the hearts and minds of individual parents, employers and society at large on issues as deep-rooted as physical punishment, the very existence of laws is a powerful tool for advocacy and, by setting minimum standards on the issue, for countering the arbitrariness of what individuals consider acceptable behaviour. The existence of universally agreed standards makes intervening on the issue easier. For example, churches advocating with employers of child domestic workers have been able to back up their moral arguments with reference to legal standards.

Child workers themselves need to be involved as agents for change. Providing a context in which children can articulate and express their views about their experiences - through resiliency training for example - is crucial to their personal development and ability to 'move on'. Enabling older children to influence and operate services such as outreach and self-help organisations ensures that they will meet their needs. Providing a platform for them to express their views, in any number of ways, is one of the most effective forms of advocacy with those whose behaviour needs to change.



Finally, there is no substitute for sustained public campaigning and political lobbying. On an issue such as this, the lesson from my experience in relation to child domestic workers has been that you have to be prepared to be involved for the long-haul. The public awareness and concern that we are now seeing in some places on the issue of child domestic work has come only after 10 years of activity from local NGOs, Anti-Slavery International and others.

**Tanpa Kekerasan - Without violence:
Preventing violence against children in schools
Sandra Renew**

Many children described the forms of discipline teachers use when [children] make mistakes. Hitting, kicking or ordering children to sit on their knees for long periods of time are common forms of discipline.

The programme staff visited 28 different locations for the discussions, and noted that a large majority of teachers manage groups of children by chasing children with a stick.

Also, programme staff saw that many schools appoint older children to monitor or 'control' younger children in the school compound. The 'monitor' is often equipped with a stick during the monitoring activities and, in some schools, the monitor, according to children, will hit them. (From *Project Report, West Timor Emergency Education Programme*, July to December 2002).

What corporal punishment encompasses

Violent behaviour of adults towards children occurs within the family and home, in schools and care or residential institutions (both state and private) in work situations and in the streets, in detention facilities and prisons. Police use violent behaviour in excess of requirements for restraint of crime suspects, and the use of capital and physical punishment are other manifestations of violence experienced by children. The concept of violence includes all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, including sexual abuse, bullying in schools and corporal punishment. When attempting to address this issue, attention should be paid to the impact of discrimination (including discrimination based on gender, race and economic status) on the patterns of violence and vulnerability experienced by children.

How this relates to Save the Children in Indonesia

Within the context of the National Education Strategy for Indonesia, Save the Children is particularly interested in development of programme strategies focusing on eliminating corporal punishment, defined in the Global Workshop in Cairo as 'The use of physical force intended to cause some degree of pain or discomfort in the belief of disciplining, controlling or educating the child'. In Indonesia, the issue of corporal punishment has been formulated by Save the Children in a country briefing paper for the UN Study on Violence Against Children and Campaign Against Corporal Punishment as follows:

Corporal punishment is seen as a formal practice: use of sticks by teachers to intimidate, cause fear, control groups, use of sticks and canes by child monitors to intimidate and control groups, use of physical assaults to control individuals and groups (slapping, punching, pushing, pulling hair, pinching, twisting ears),



psychological abuse (humiliation, teasing, bullying by teachers), use of punishments for getting wrong answers (kneeling on cement floor, standing with arms raised) use of shouting, screaming, name calling by teachers.

Practices that constitute physical and psychological abuse are used not only as punishment, but also as a control mechanism to impart discipline, and as a group or classroom management mechanism.

All children attending schools in Indonesia are affected. Government of Indonesia Education Ministry data give figures of 25.6 million children enrolled in 173,000 primary schools. Some 7.5 million children are enrolled in junior secondary schools and 4.7 million children enrolled in senior secondary schools. Thus, a total of 37.8 million children attend government schools, while more than 11 million children of primary school age are not attending school.

The practices outlined above are common in primary schools and junior secondary schools, but not so usual with older students in senior secondary. These practices are also commonly used in the Islamic religious schools and *pesantren* (religious boarding schools). They are more common and more severe in rural areas and outlying provinces and not so common in urban schools in the large cities.

However, schools are not the only places where children are affected. Violence against children by adults with a duty of care also occurs in homes, state- or private-run childcare institutions, detention centres/rehabilitation centres for young offenders and work places.

Violent practices are commonly seen in schools, but Save the Children programme staff report that this is the usual way that children in groups in any institutional setting are controlled and managed. Violent child-rearing practices are commonly accepted by teachers, parents and children as usual and proper in school contexts; although, when children are severely injured, there is public outcry as this punishment is seen as excessive. Teachers need access to alternative classroom management strategies and this is dependent on changing the formal, traditional, rigid teaching practices in fundamental ways.

The new Indonesian law on child protection expressly states that children should be protected against violence and inhuman punishment. Article 54, in particular, states that: 'Children attending school must be protected against violence from teachers, school managers and schoolmates both in the school in question and in other educational institutions'. The problem with this is that violence is not defined or described, so there is no benchmark to use in challenging traditional cultural practices and attitudes, either at a systemic or individual level.

Save the Children in Indonesia is effectively working through a children's rights model in education and school support projects to change attitudes of adults towards to children. Save the Children believes that changing the attitudes of teachers would provide the most effective and immediate change. Teachers need to understand and value children and develop respectful ways of interacting with the children they are teaching. Teachers need to be provided with classroom management strategies to replace inappropriate

and abusive practices. Parents and children need information to support them in insisting that these practices are not used.

Save the Children is working with the Government of Indonesia Education Departments on the nationwide introduction of competency-based approaches in education, which provides a major opportunity to influence policy aimed at improving school learning environments (including developing respectful relationships). Save the Children is currently working in four provinces (West Timor NTT, Maluku, West Kalimantan and North Maluku) in 142 schools and has a wide influence with teachers and government officials in sub-district education offices.

Strategic frameworks

Save the Children UK in Indonesia: Programme response

The current Save the Children UK Country Strategic Plan has three tactical areas of intervention, education, social protection and emergency response:

- Education in conflict: Support the government of Indonesia in ensuring that displaced children and those affected by conflict have access to quality, relevant basic education;
- Social protection, welfare and inclusion: Rights and protection of children affected by conflict: Support the development of a culture in which the recognition of children's rights and the need to protect children is understood and supported and where the special vulnerabilities of children and young people are mitigated;
- Emergency preparedness, response and rehabilitation: Save the Children UK will be a lead agency in responding to and advocating the special needs and rights of children in complex emergencies and chronic conflict situations.

Save the Children in Indonesia programmatic response to corporal punishment is being developed under two of the three strategic areas in the Country Strategy. Under the Education strategic area, we are committed to improving school learning environments and developing quality of teaching, including the development of respectful relationships. Under the Social Protection strategic area, we are committed to developing the capacity of civil authorities, communities, children and young people in their understanding of childhood, child rights and child protection to reduce vulnerability and ensure the protection of children and young people in conflict areas.

Save the Children Alliance 'Framework for Action'

The Save the Children Alliance has developed a global Framework for Action that outlines some key objectives and priority actions designed to raise visibility of corporal punishment throughout country programmes and within existing projects: Translated



into the Indonesian context, the rationale is that violence against children in the form of corporal punishment is a problem because it:

- Violates children's rights;
- Impedes learning;
- Models violent relationships between people;
- Pushes children out of schools;
- Creates fear.

The objectives of the framework are to:

- Promote respectful relationships between people in and outside schools;
- Promote positive learning environments for child development;
- Provide safe and secure environments;
- Promote positive attitudes towards non-violent schools in the community;
- Build self-confidence in learning.

Priority actions are thus:

- Research and documentation for programmes and advocacy on prevalence, effects on children, beliefs about children's learning and up-bringing, why corporal punishment is used, children's views and experiences;
- Targeted awareness raising in existing programmes including influencing Ministry of Education pre-service and in-service teacher education, promoting children's rights and good teaching practice;
- Awareness raising in communities among parents and children about the negative impact of corporal punishment;
- Management and resourcing of networking to collect examples of successful alternatives at a national level and share globally through communication within Alliance mechanisms.

The process

The process for introducing advocacy and programme strategy around preventing corporal punishment/violence by teachers is to consider:

- What is good for children in the learning environment? (Good practice for quality teaching): Enjoyment of learning and playing, respectful relationships, freedom from fear, encouragement to take intellectual risks, excitement of learning challenges, ability/courage to disagree with the majority and so forth;
- What threatens this school's learning environment? (Barriers to good practice). Teacher behaviour - ridicule, humiliation, physical assault, corporal punishment;

- Why does this behaviour threaten the positive learning environment and why do teachers behave this way? What is the impact on children? Teachers use violence as a medium and a method for classroom management;
- What skills and attitudes could we introduce to replace this way of perceiving and managing children? (Awareness of children's rights). Respect for children as individuals, strategies for assessing children's opinions, strategies for incorporating dissent and choice; group management skills for classrooms; appropriate discipline strategies; management strategies that reduce opportunities for inappropriate behaviour of children (for example reducing waiting time and inactive time); Convention on the Rights of the Child.

Programme activities

The programme cycle used as the basis for the Save the Children Education Programmes includes the basic structures through which this new strategy can be implemented:

- Focus Group Discussions/meetings with parents, children, teachers:
 - Raising visibility of violence as an issue;
 - Use of Convention on the Rights of the Child pocketbook as awareness raising ;
 - Presenting the moral, legal and rights arguments;
- Workshops for teachers:
 - Teaching new skills for classroom management.
- School support activities
 - Maintaining dialogue to keep the issue visible;
 - Classroom management skills;
 - Use of Save the Children programme strategic resources to support violence-free school environments;
- Children's activity groups:
 - Theatre for development;
 - Playback theatre.

Development of resource materials

The materials used to implement this strategy consist of two sets of Activity Cards (for adults and children - see Appendix 4), which aim to improve school learning environments through improving the quality of teaching, using relevant curriculum and improving access to education. Their specific aims are taken from the *Save the Children Alliance Framework for Action on Eliminating Corporal Punishment and Preventing Violence against Children in Schools*: making violence visible: preventing violence against children in schools; stopping all violence against children in the name of discipline or control; stopping legalized violence against children (in other words, corporal punishment).



The principles for using discussion cards as a strategy are:

Each part of the card is strategic:

- Demonstrates strategic process: issue - key message - activity;
- Cards for teachers promote dialogue with peers to create a discourse around the elimination of violence;
- Cards for children promote classroom activities with practical, social outcomes.

Teacher/student and student/student relationships:

- Provides a structure for appropriate teacher/student interaction by setting up activities where teachers and children talk with and listen to each other;
- Asks children to help each other (peer support).

Managing dissent:

- Use of open questions to discuss different opinions held by group members;
- Provides opportunity to raise and discuss different or dissenting opinions;
- Promotes critical analysis of issues known to children first hand and safe forum for challenging the entrenched social structure of physical abuse of children.

Children's participation: advocacy and social action:

- Starts from what the children say - demonstrates a valuing of opinions of children and shows a way of giving children a voice;
- The sources show practical examples of activities for children's participation in changing a context that is fundamental to their quality of life;
- Provides examples of practical, local advocacy and social action that teachers and children can do.

Academic skills:

- Activities for developing functional literacy;
- Activities for developing listening skills, design skills, verbal skills.

Classroom management:

- Design is useful for large classes, multi-age grouping;
- Once the teacher has worked through a card with children they can do it themselves with the other cards;
- Because the topics are open, the card can be used several times with the same children and get different outcomes each time;
- Activities do not require sophisticated classroom resources or large amounts of consumables.

Content of the Cards

Each Card includes a card for teachers and a card for children. The Card topics are:

Part A: Promoting quality education: Principles for good teaching practice and active learning

- Card 1: Developing respectful relationships
- Card 2: Good practice for quality teaching
- Card 3: Creating safe learning and playing areas
- Card 4: Improving school learning environments
- Card 5: Managing activity-based learning groups

Part B: Barriers to good practice

- Card 6: Violence as a medium for management, control or discipline of children goes against international standards of good practice in education
- Card 7: What is the impact on children when adults use violence to punish, discipline, control or manage them?

Part C: Convention on the Rights of the Child

- Card 8: Violence by teachers towards children, and children's rights
- Card 9: Child protection: duty bearers
- Card 10: What kind of society do we want to create through our education system?

Conclusions

Certain adults, through their particular role and responsibility, have a duty of care to protect children. However, all adults are duty bearers in terms of children's right to protection. When adults use violence as a medium for control, management and discipline, they are betraying this trust.

Punishment, control and how a society manages dissent and provides choice for its citizens are big issues, which engage citizens in developing and maintaining democratic processes. Children in schools learn to engage in the processes used by their community to manage and control people. What children learn through their engagement will influence how they view the world when they are adults.

The impact on children of violent behaviour by teachers has immediate effects in terms of causing fear, intimidation and sometimes physical damage. But the long-term impact of teacher violence on children can cause whole generations of children to believe that it is right to use physical punishment to inhibit the expression of opinion and choice.

Changing the ways teachers act and think can have a major impact for the improvement of school learning environments and improve the quality of life for all children.

Day Two: 7 October 2003



Session 3: Knowledge, attitudes and practices in addressing corporal punishment in the region (All day)

This session was devoted to the examination of the impacts of knowledge, attitudes and practices in addressing corporal punishment of children in Southeast, East Asia and Pacific. The all-day session was designed to provide information and understanding to aid the development of a strategy to address corporal punishment of children. Presentations by resource persons fed into and enriched the discussion during the course of the day.

Role play on family conflict (group activity)

The day began with three brief role plays on conflict in the family, which the facilitators had asked country groups from China, the Philippines and Sweden to prepare overnight. These improvised dramas highlighted both differences and similarities in the dynamics of family relationships and conflicts, thus providing ideas that stimulated discussion. After each 'performance', the audience gave their impressions of what they had seen, before the actors explained what they had intended to depict. This served as material for further discussion and comment.

In the first role play, the group from China (Ahmina, Li Ping, Shi Yu, Yang Hai Yu) depicted three scenes in the life of one family, each of which featured a form of humiliating treatment by people in positions of relative power.

- A classroom. The teacher was handing out test results. Two students had high marks and were praised by the teacher. One boy, however, achieved only 60% and was criticized and humiliated by the teacher in front of the class, before being sent home.
- A factory. The father of the boy was with the manager. The father was squatting on the floor, while the manager stood over him telling him he was being made redundant.
- The family home. The boy's mother was alone waiting for the father, who was late home, not wanting to come back directly with bad news. When he arrived his wife was angry and they had a heated argument, during which the boy tried to sneak past them hiding his test paper. But his parents spotted him and, already tense and angry, shouted at him about the test results. The father became increasingly angry, eventually hitting his son, although his mother tried to intervene.
- In the street. A woman was standing talking on her mobile phone. While she was distracted by her conversation, the boy snatched her handbag and ran away. The woman chased him, and was joined by a police officer. Eventually they caught the boy and beat him.



Yang Hai Yu explained that this was a very typical situation in China at the present time. Many people are being laid off from their jobs, due to restructuring in state-owned enterprises. This is causing considerable stress in families. Most comments on this drama revolved around the poor means of conflict resolution within the family. The parents were unable to talk through their own problems in a constructive way, so they built up tension and were inevitably unable to deal positively and effectively with their son's problem - with disastrous results.

Next, the group from Sweden (Mali Nilsson, Michael Eckstrom, Elisabet Sundström) performed a drama about a family consisting of two separated parents and one daughter (which Mali described as a 'very typical' situation in Sweden today). The father has custody of the child, who stays with the mother on occasional weekends.

- The first scene took place both in the father's home and as he was driving his daughter to her mother's home. The father was rushing the daughter to get ready for the visit. He was impatient, talking repeatedly about an arrangement to go drinking with his friends. In the car, he ignored his daughter who complained that she had forgotten her teddy bear.
- The mother's house. The mother had bicycled home with the shopping and was frantically rushing to tidy up and prepare a meal. When the father and daughter arrived, the two parents argued about how long the mother should look after her daughter - each parent had made social plans that did not involve the little girl.

After the father had left, the mother, clearly stressed, ignored her daughter's distress over the missing teddy bear as well as her other complaints, as she rushed to prepare the meal. She ordered her daughter to take off her shoes, sit down and enjoy a 'happy family meal'. As the daughter continued to complain, her mother replied 'I don't have time for this. Is this how you show your gratitude?' and 'I'm doing my best' Finally, the mother slapped her daughter, at which the daughter responded 'You can't hit me - it's illegal!'. As the scene ended the mother looked guilty and remorseful.

Mali explained that the play was based on an experience during an event in Stockholm organized by Save the Children Sweden. She had been surprised to find children as young as six years old were familiar with their rights with respect to corporal punishment and knew the telephone number of a Swedish child rights helpline. One comment was that, although children may be protected by national law and human rights, if a Chinese child responded in this way to a smack, the result would be further, more severe, punishment. It was also noted that the child only mentioned the right not to be smacked, but not other rights that had been violated, such as the right to give an opinion and be listened to, or the right to respect for personal dignity. One participant suggested that discussion of rights in the family can help even very young children to understand and know their rights.

Finally, the group from the Philippines (Eva Maria Cayanan, and Edelweiss Silan) performed the story of a teenage girl and her family.

- The play began with the girl on the telephone to a friend, talking excitedly about music, boys and parties, while her mother did the housework. The friend mentioned an exciting party that afternoon so, when the call ended, the girl went to ask her mother's permission to go. The mother barely listened but asked where the party would be held, who would be there and what time it would end. When she heard the party will finish at 6.00, she said 'No' because this was too late. When the girl began to plead for permission, her mother became exasperated and told her to go and ask her father. But he also refused permission. Angry and frustrated, the girl stormed around the house kicking and hitting the furniture. Her mother asked her what was wrong and what her father had said. When she heard that he too had said 'No', she told the girl that the matter was decided, and that she already knows the house rules. The girl was sent to her room.
- Later, the mother called the girl for dinner, saying that she had cooked the girl's favourite food and the family could have a party at home instead. But her daughter did not come for the meal and, when the mother went to look for her in her bedroom, she found her gone. At this the mother threw up her hands and predicted, 'Oh my God! It's going to be a big problem!'

Participants commented that this drama again highlighted communication problems within the family - parents set rules for the daughter but did not explain them. It was also noted that the play demonstrated the power structure within the family, with the father having the ultimate decision-making power and the mother being responsible for enforcing the decisions and being unable to cope with the conflicts they created.

Presentation: Negotiating trust and power, Elizabeth Protacio de Castro

These dramas provided background for a presentation by Elizabeth Protacio de Castro (Beth), Convenor of the Psychosocial Trauma and Human Rights Programme of the University of the Philippines, about conflict and conflict resolution in the family, including education and training for families on positive methods of conflict resolution. Beth also stressed the importance of considering Asian concepts of family and childhood,

Questions and discussion

Participants were interested in the topic of power relations in the family context. Power relations do play a strong role in the resolution of conflict, which applies in schools as well as in families. In the family context, the power relation is not only between the adult and the child but also between the two parents.

Child-rearing is the responsibility of mothers in many Asian cultures. Whatever goes wrong with a child is blamed on the mother. Mothers can thus find themselves struggling because they lack skills of decision-making or negotiation. It will therefore be hard for the mothers to apply conflict resolution techniques if they are not familiar with them. A study in the Philippines revealed that children often feel more resentment towards their



mother than their father, because it is her role to 'discipline' the child. But at the same time, the mother is not able to negotiate with her children because of her lack of power in relation to her husband. This means that family dynamics must be taken into account when devising strategies to address corporal punishment.

Although the close relationship between women and children is often referred to in describing family dynamics in Asian societies, changes are taking place that put husbands in a more prominent role in child-rearing. In the Philippines, although divorce is still rare, families are being separated by socio-economic factors. Many women are emigrating to work in richer countries. As a result, fathers become primary child caregivers. Some of these men seek guidance and training; 'good fathering' campaigns have been established. This change in family roles presents opportunities to promote positive conflict resolution skills among men, who have traditionally been overlooked or prescribed more traditional roles, in parenting education and training. Other participants observed that the roles of grandparents and other relatives also need to be more directly addressed, because parents often feel pressure from them to raise their children in a certain way. In addition, many Asian children are raised by grandparents or aunts and uncles.

One participant noted that, in the Philippines, the Roman Catholic Church places considerable emphasis on concepts of peace and harmony, particularly within the family. Unfortunately, maintaining this 'peace and harmony' is generally interpreted as resting on the female responsibility never to question or disobey husbands, and children's duty never to question or disobey their parents. Instead of encouraging peaceful conflict resolution, it discourages negotiation, discussion and participation. This interpretation needs to be addressed as we look at concepts of childhood in planning to address corporal punishment.

In China, by contrast, conflict resolution is not really spoken of in either family or national affairs. This is possibly why many international NGOs are trying to introduce 'life skills' or negotiation tactics in their work. Yet these are not common words or concepts used in China.

In response to a comment that 'diversion' (or trying to change a child's behaviour, usually through rewards and punishments) was a useful way of resolving or defusing conflict, Beth indicated that, while it is a common theme in many campaigns, this approach can be dangerous, because it is based on the idea that adults should control children's behaviour. A more positive method of resolving conflicts is negotiation. For example, if adults set rules for children, adults should also agree to follow sets of rules agreed with the children. The message should be sent that punishment does not actually achieve positive behaviour change. A common adult response to campaigns against corporal punishment is 'I was beaten as I child, and it didn't harm me', sometimes coupled with the defence that this discipline resulted in success in adult life. Participants asked for guidance on how to respond sensitively to this kind of argument. One suggestion was to begin by acknowledging that the person is indeed successful, and then asking what might have happened if he or she had been allowed to follow childhood dreams, instead of complying with the expectations of parents and teachers. This can have surprising results - as in the case Beth cited of a high-ranking military

officer who was reduced to tears by remembering what he had hoped to become as a child.

Presentation: Towards strategic campaigning, Junita Upadhyay

Junita Upadhyay, Executive Director of Child Workers in Asia, gave a presentation on planning and implementing advocacy campaigns on children's issues, including corporal punishment, in which she emphasised the importance of basing campaigns on a clear, simple message appropriate to the target audience.

Questions and discussion

A crucial question in strategies to address the corporal punishment of children is the relationship between legal reform and public education. Some participants repeated that the context must be taken into consideration. Teachers and parents are under social pressures. In China, the performance of teachers is measured by how well their students perform in examinations and thus they have to ensure that their pupils achieve high marks, which means that rights, education and conflict resolution may seem to be of secondary importance. Asian parents, on the other hand, have high expectations of their children; they live in societies where academic qualifications are highly prized and essential to secure well-paid jobs. Parents measure the 'effectiveness of their parenting' in relation to their children's academic achievements. In some Asian countries, the pressure to succeed leads to high numbers of suicides among students, especially around examination time. Parents will tolerate, or perhaps encourage, corporal punishment of their children by teachers if they believe this helps achieve better grades. Parents and teachers are aware that it is illegal to beat children; but physical punishment continues. There is discussion of reforming the advanced examination system in China, but implementation is still a long way in the future.

Participants agreed that action to eliminate corporal punishment in Asian cultures would need to follow a step-by-step approach, aiming first to address the attitudes and perceptions of teachers and parents, helping them realize that corporal punishment does not have a good effect on children. The next step would be to advocate for legal reform. Key factor are that teachers need to have good marks from their students and parents want their child to be high achievers. Attitudes need to be addressed first, followed by legal reform.

With the general agreement that corporal punishment of children is unacceptable, what emerges is the necessity for Save the Children to develop alliances and partnerships to address the issue. Central government would be a prime partner as it has the power to execute legal reforms as well as to mobilize required resources. A mapping exercise is required in order to identify partners that can contribute to the campaign of addressing corporal punishment of children as a human rights issue.

On the topic of campaigns, the One Child Family policy in China was mentioned. For many years this has stimulated discussions in China and elsewhere. Many Chinese now



propose a policy on family education to help deal with the fact that an only child will receive 'too much love' or get spoilt, which is not always supportive of 'good behaviour development'. However, the One Child Family policy has not taken effect equally everywhere in the country. Many families have more than one child, especially among the 800 million living in rural areas. Indeed, in some provinces and among some ethnic groups, this is permitted.

Similarly, in China, children's rights is still a sensitive issue with most people, including government. Direct reference to children's rights does not have any positive impact. However, Save the Children can explore promotion of children's rights at the micro-level, using the popular idea of collectivism, which has been in place now for 50 years so that people are comfortable with it. On the other hand, China is now well advanced in the process of economic transition, and the concept of individualism, together with what it implies, is beginning to emerge.

Culture had earlier been referred to as one possible barrier in addressing corporal punishment of children. There had also been mention of how culture could support action towards ending corporal punishment. In China, there is a move towards 'moral education', but there is no clear moral available. There are 'leftovers' from Confucianism and communist ideals, but no clear set of moral principles to draw upon. Perhaps promoting skills might be a better way to address conflict resolution.

What these varied considerations with respect to China imply in general is that, prior to designing messages and campaigns, research on traditional values and traditional views on childhood and child-rearing must be carried out. This also needs to take into account changing social and economic factors, and their impacts - for no culture stands still. For example, the international fast food chain, MacDonald's, is promoted through an image of happy childhood; yet some children are beaten because they want permission to go to MacDonald's. If traditional values of child-rearing still hold today, then maybe people view the new generations as being spoiled. However, the new generation of urban middle-class children in China has developed its own ways of interacting with their parents and each other.

Participants commented that identifying the correct messenger to communicate and defend the message during a public education campaign is just as important as identifying the correct message. The 'messenger' should be known and trusted by the target audience. Even in the most conservative Asian societies, where campaigning is unfamiliar and viewed with suspicion, it is still possible to find respected open-minded people who will support a campaign against corporal punishment.

Bearing in mind the Save the Children Alliance stress on children's participation, it was also suggested that children's existing involvement in the media can provide opportunities for campaigning against corporal punishment. Two examples from the region are a regular half-hour programme on public radio, produced by the Child Labour Club in Bangkok, Thailand, supported by the NGO Foundation for Child Development; and Radio Anak, a community radio channel run by child scavengers at the Bantar Gebang dump outside Jakarta, Indonesia, supported by the NGO Homeless World.

Finally, participants reflected on the distinction between collectivist and individualistic world views, identified in Beth's presentation. This makes a difference, if human rights are to be referred to in campaigns. In Asia, perceptions and practices tend to focus on groups, rather than individuals, as social agents. This characteristic should be taken into consideration in strategic planning against corporal punishment of children. Although the corporal punishment of children is undoubtedly a violation of their human rights, ways need to be found to make this relevant within the languages and cultures of the Southeast, East Asia and Pacific region. In an individualistic society, a campaign message might focus on a child saying 'When I am beaten, I feel angry'. In a collectivist culture, a more appropriate message may be 'When I am beaten, I feel rejected by my family'.

What message? (group activity)

Following the discussions, the participants formed groups to formulate messages that could be used for a advocacy campaign on corporal punishment.¹ The groups were asked to identify a problem common to their countries that might be addressed through the campaign, by answering the questions:

- What is the problem?
- What are the causes?
- Who is affected?
- What needs to change?
- Who can change it?

Despite the diverse countries and cultures represented and the short amount of time dedicated to the activity, the participants were able to find common ground as well as creative ways of avoiding the use of the term 'corporal punishment'.

Group 1

What is the problem?

Participants from Cambodia, the Philippines and Vietnam worked together on the common problem of children in conflict with the law, in which the vulnerability of children in the face of adult power is acute. In addition to the absence of control or law enforcement, there is a general lack of knowledge, or clear guidelines, or regulation. Discrimination by police, and within courts and legal processes also causes social and psychological harm to children.

What needs to change?

The attitudes and behaviour of the police. Knowledge of children's rights needs to be enhanced among the police, decision-makers and the general public. Laws must be

¹Feedback from this exercise actually took place on the morning of Day 3.



reformed and support mechanisms put in place at community level. These changes would have the ultimate goal of ending corporal punishment of children in conflict with the law.

The message

All children in conflict with the law have the right to be protected from all forms of abuse, including corporal punishment.

Group 2

What is the problem? Who is affected?

In this group, participants from various parts of PDR China worked together, identifying bullying in schools, corporal punishment by teachers, and corporal punishment in the family as the main problems.

In Hong Kong, corporal punishment in the family should be addressed because it is a hidden issue, unlike corporal punishment in schools. Indeed, schools already have complaints systems. The Save the Children UK participants from Ang-Hue put the main emphasis on bullying in schools, a serious issue that adults often fail to recognize because they think it is 'children's business'. Corporal punishment is already banned in Hong Kong and mainland China. Yet it takes place in schools in many forms, some of which are subtle. Teachers use other means of physically punishing their students, for instance, by ordering one pupil to slap another, or by forcing children to do push-ups or head-stands. Thus, teachers are not using direct physical assault, but are still punishing children physically. All school children are affected by this, especially the vulnerable ones, such as children with disabilities, or who are not 'good-looking', or who only achieve poor academic results.

What are the effects?

School attendance is affected by corporal punishment and bullying of children. Corporal punishment in schools results in injuries, low self-esteem, and children learning to use violence as a form of revenge or conflict resolution. School drop-outs may join street gangs and get involved in crime.

What are the causes?

The examination system in China is one cause of the problem. Students are under pressure to achieve high academic results. If students perform poorly in school, they become the targets of disciplinary measures. Teachers feel they have the right to punish students, who do not have the means or skills to protect themselves. School classes are large throughout PDR China, which means that teachers find class management difficult.

What needs to change?

The attitudes of teachers have to change, as does the examination-based education system. Academic results are not the only goals of education. Strengthened social support networks for children (support hotlines, shelters) are required, as well as support mechanisms for students who make complaints against their teachers. In addition, children should be aware of their rights, and the teachers should have the capacity to manage a class appropriately.

Who to change?

Teachers, children and the system.

The message:

All forms of corporal punishment in schools are intolerable.

Group 3

What is the problem?

Fiji, Indonesia and South Korea discussed common problems, concluding that control is a major issue: adults trying to control the minds and bodies of children. An example came from South Korea where it is believed that through hard and often excessive physical training, children learn to control their minds. This is why there are strenuous physical training programmes in schools.

Who is affected?

Children are affected in their homes, schools and other institutions in society.

What are the effects?

School drop-out, physical and mental disabilities. Children's right to live a life in harmony is violated.

What are the causes?

Adults believe that controlling the bodies and minds of children increases children's learning and positive behaviour.

What to change?

Laws should be reformed, so that children are better protected; and the perception of childhood also needs to be transformed. Constructive self learning and child rearing environments in schools, homes and institutions should be created.



Who to change?

Adults in general, especially politicians, teachers and parents.

What is the desired outcome?

A positive learning and living environment for all children.

The message

Free children from violence by giving them a safe learning environment, more relaxed physical training and child-rearing in harmony with the children's needs, where children are given freedom of speech to communicate what they do and don't want to do, and the possibility to choose.

Presentation: Law reform against corporal punishment, Peter Newell

Peter Newell led a participatory, at times provocative, presentation-discussion on the subject of legal reform as a strategy for eliminating corporal punishment. The presentation stressed Peter's argument that clear, well-defined and specific laws relating to corporal punishment against children are the essential foundation for other campaigns and grassroots work. Finally, Peter asked participants to spend some time in national groups considering whether campaigning for legal reform should be part of their national strategy on corporal punishment.

Feedback: Law reform in national contexts

Vietnam

In Vietnam, the law does not take a clear line on corporal punishment; although it is widely accepted in society as an effective means of disciplining a child. Save the Children Sweden is currently preparing terms of reference for a study of domestic laws relating to corporal punishment. This study will help to develop a national strategy. The Law Research Institute, an affiliate of the Ministry of Justice, will carry out the study.

China

The annual Report on the Development of Chinese Youth and Children (also known as the 'Blue Print on Child Development'), compiled by the China Youth and Children Research Center and the China Youth Development Foundation, includes corporal punishment and other injuries against children. In 2001-2002, there was a chapter devoted to policy analysis on child protection, which describes the general legislative framework on child protection, identifies weaknesses and suggests ways to improve the law.

Physical punishment is prohibited by the current Child Protection Act. However, the Act does not specify what action should be taken against adults who physically punish a child. This limits the effectiveness of the law. There is currently an initiative within the National People's Congress to review the Act, particularly in relation to concerns raised by the Committee on the Rights of the Child. The consultation and revision process will take into account opinions from society at large, including mass organisations such as the Youth League and the Women's Federation, and perhaps also NGOs, including Save the Children.

Currently, Save the Children UK is not in a position to advocate directly for law reform in China. However, through partners and allies it may be possible to ensure that the issue of corporal punishment is raised and clarified during information-sharing sessions for the review of the Child Protection Act. During a recent meeting with contacts in the People's Congress, Save the Children UK presented the Save the Children Child Protection Policy. Government counterparts have asked for more information on Save the Children programmes.

Hong Kong

In Hong Kong, advocacy for legal reform is not a problem, as some legal experts are interested in this. The question is whether people are ready for a ban on corporal punishment. If parents were to be prosecuted for physically punishing their children, this might result in considerable opposition to legal reform.

Cambodia

Criminal law in Cambodia specifies that it is illegal to hurt or injure another person. However, the law does not specifically refer to corporal punishment or hurting children. Save the Children Norway works with Legal Aid Cambodia, which is a member and observer of the sub-group that reviews law for the National Council for Children. Thus it could be possible for Save the Children Norway to persuade Legal Aid Cambodia to advance the issue of corporal punishment within the National Council for Children and influence ongoing law reform. Nevertheless, legal reform is extremely slow in Cambodia.

Fiji

There is a process of law reform through which organisations such as Save the Children Fiji can work. One important actor in the law reform process is the Children's Coordinating Committee, which represents all major government departments and major NGOs. Save the Children Fiji has been part of the Children's Coordinating Committee since its inception. The Committee acts as an advisory counsel to the Cabinet, and many developments have already been brought about through this channel, including formation of a Law Reform Commission. With advocacy from Save the Children, the Law Reform Commission has recently drafted a child protection bill, which includes protection against corporal punishment, abuse and sexual exploitation, and increasing



the age of consent to sexual relations for girls. It is hoped that this new bill will soon pass into law.

Philippines

The Special Protection for Children Act of the Philippines, which is a response to the UN Convention on the Rights of the Child, prohibits ‘the infliction of physical or psychological injury, cruelty to, or neglect, sexual abuse or exploitation of a child’. Cruelty is defined as ‘any act by word or deed which debases, degrades or demeans the intrinsic worth and dignity of a child as a human being’. However, the law also states that ‘discipline administered to a child by a parent or legal guardian does not constitute cruelty provided it is reasonable in manner and moderate in degree and does not constitute physical or psychological injury as defined herein’.

At first glance, the child protection laws seem to be progressive. However, once the definitions of terminology are examined, the laws are revealed not to be so protective. Indeed, parents and legal guardians can use discipline as an argument to defend the use of corporal punishment.

Questions and discussion

Participants asked if legislation against the corporal punishment of children might not be bad for children, because fining or imprisoning parents would have negative economic effects on the entire family, and make children feel guilty. Peter clarified that the most important issue is equal protection for children under the law. Legislation against the corporal punishment of children sends a clear message, promoted by politicians, which helps to change attitudes and provides a solid foundation for campaigns. Debates about legal reform help to trigger public debate and raise awareness. The primary aim is not prosecution and punishment but education. Law reform should be accompanied by public education and interventions that help children learn about their rights and adults to adopt different behaviours. Further support for legal reform can be provided through mechanisms through which children can make complaints about corporal punishment, and adults can seek help and receive training. This can be established before laws against corporal punishment of children are in force - an ongoing law reform campaign could motivate the creation of such support systems.

On the other hand, experience in China has shown that public participation in debate ensures legislation is effectively implemented. Wide public debate about, and input to, the 2002 revisions of the law on marriage has meant that these laws are respected - people ‘own’ them. Ongoing revision of child protection legislation is likely to involve similar levels of public consultation, which could influence people’s behaviour. In this context, Save the Children can advocate for corporal punishment to be more explicitly addressed in the law on child protection.

Finally, the point was made by a participant from Vietnam that (as in the Save the Children Framework on corporal punishment) ‘change should start with us’. Save the Children staff should address their own attitudes about corporal punishment, so that they are convinced about and committed to its elimination, before they seek the support and involvement of partners.

Presentation: Research design, Judith Ennew

Judith Ennew made a powerpoint presentation on designing research on the corporal punishment of children to meet the information needs of the strategic planning cycle. It explained how to conduct participatory research with children. She stressed the need for systematic, scientific approaches, using protocols (research manuals detailing the exact methods to be used). This means that data can be cross-checked and results compared between different points in time, different places and different groups of children. Valid research on corporal punishment must involve children’s participation, at least in giving their opinions and experiences, and ideally throughout the research process: from identifying research questions to analysis and report-writing. Children’s rights also entail that appropriate data collection methods are used. Interviews and questionnaires are not good ways of collecting data from children and, contrary to popular opinion, the ‘easier’ ways of collecting information with children (such as drawings and role plays) can be scientific and produce quantitative data, provided that a proper protocol is used.

Questions and discussion

Discussion began with the topic of the use of research, especially in advocacy with governments and partners. Participants noted that research can be extremely useful in public education and advocacy with governments, as a means of raising issues and backing up messages. However, several participants were concerned that, although participatory research may produce better data, it might be rejected by governments, partners and the public for not being ‘scientific’ enough, particularly in cultures in which children’s opinions are not valued. Judith responded by emphasizing that ‘scientific’ does not necessarily mean research that is carried out by academics, using long words and complicated processes; it simply means being logical and systematic. The use of protocols that are followed systematically by researchers ensures that data are reliable and comparable. In fact, research by academic ‘experts’ quite frequently produces flawed or useless data. All partners, including governments and donors, may need some capacity-building, in order to understand the processes and become convinced that participatory research is not only valid, it also produces better data.

In addition, organizations that commission research, and the academics they commission, have different objectives and tend not to understand each others’ priorities. The usual process, of an organization writing Terms of Reference and a group of academics producing a report a few months later, means that the interface between commissioners and commissioned is usually badly managed and fraught with misunderstandings. It is important that both sides have common understandings of the



research objectives, how the research will be done, what ethical issues there are, and how the research will be used. Parameters for research should be developed out of a dialogue that should include all stakeholders, including children.

A related point raised was that it is difficult to control the dissemination, and often reinterpretation, of research results. Examples were given of research data, especially statistics, being taken out of context and used by media or politicians to promote particular viewpoints and policies. We should be careful ourselves about how we use information, and question other people's sources of data, making sure that they locate information in place and time, and make it clear if the group researched is representative. Whenever research findings are used, the people using them should be challenged to reveal their methods and sources. In addition, research does not find 'truth', only the best possible information at the time, and is thus always open to revision and reinterpretation in the light of fresh data.

UN Study on Violence Against Children: Evening presentation

Although this was not scheduled as part of the Agenda, all participants were able to benefit from a presentation made during the evening, after supper, by Mali Nilssen and Elizabeth Protacio de Castro. They explained the origins of the UN Study on Violence Against Children, gave first hand accounts of progress to date and pointed to the links between the Study and the Save the Children Alliance actions against corporal punishment, which is one of the Alliance's main contributions to the Study.

Presentations Day Two

Trust and power: Parenting in the context of conflict resolution **Elizabeth Protacio de Castro.**

Punishment and discipline

The words 'punishment' and 'discipline' are used all the time as if they were interchangeable, although they represent two very distinct beliefs about how to raise children. In a study of the evolving definitions of child abuse through the eyes of children and their parents in the Philippines, it was found that parents and other members of the extended family equated parenting (raising children) with discipline. It was also found that punitive measures accounted for majority of their child-rearing strategies (De la Cruz et al, 2001). The child who has done something wrong is punished in the hope that the behaviour will not be repeated. The belief is that pain must be felt for learning to take place. The child may learn to fear getting caught and to avoid repeating the same behaviour if the punishment is severe. Thus, for punishment to be effective, it must be severe and the severity must increase with subsequent infractions.

Punishment (which generally implies corporal punishment) is seldom directly related to the perceived offence. Regardless of the misbehaviour, the punishment remains the same (spanking, hitting and other similar physical forms of punishment are the standard responses to every undesirable behaviour). The child learns nothing of real-life consequences and grows up without the capacity for self-discipline. Punishment teaches the child several things: to be afraid of authority, to resent authority, how to lie, and how to do things without getting caught.

In the study mentioned above, the majority of parents said that corporal punishment is necessary and this was done to instil obedience. For them a disobedient child is a 'bad' child. Corporal punishment is also more frequently used on certain children: boys, children with disabilities and minority children. It was noted that the emphasis on corporal punishment as discipline increased and justified the abuse of children (De la Cruz et al, 2001).

However, punishment is very different from discipline. The word 'discipline' means to 'to teach', and the person who learns is a disciple of a loving authority. Discipline creates positive learning experiences. True discipline teaches children to be responsible for their actions and that they are held accountable for their choices. While punishment requires an angry parent and produces hostile and rebellious children; discipline requires a thinking and sensitive parent and produces cooperative and responsible children (Gibson, 2002).

The children in the Philippines study had developed varied coping responses to the punitive measures inflicted on them. Some fought back, reasoned out and told their parents that what they did was wrong. They sought help from their teachers, the police or the child abuse hotline. But the majority of them had 'flight' reactions - running away from home and taking to the streets, where they sought support from their peer group or looked for role models outside the family. Children also coped by finding humour in even the most damaging experiences. When one child said his father threw a hammer at him,



another child commented that he probably mistook the child's head for a nail. Another said he simply focused on studying harder so that he would have a future despite his bleak situation, and the rest said they simply endured the pain or kept their angry feelings to themselves. Generally children were resilient and able to cope with the situation (De la Cruz et al, 2001).

Notions of family and children in Asian societies

Two ideas dominate the notion of family in most Asian societies: the family is inviolate, and parents and other adult members of the extended family know best. The family, as the basic unit of society, is the most important institution and is considered sacred. Thus, families jealously guard the family name and protect its sanctity at all costs. Parents find it difficult to deal with a situation in which their authority is undermined. Children learn that if they behave poorly they shame the whole family. Family problems must be hidden and kept secret and no person outside the extended family system is allowed to intervene.

There are also several assumptions about childhood and growing up in Asian societies that we need to look at. It is assumed that children do not have minds of their own and therefore cannot think for themselves. Parents, as adults, are seen as having better perspectives and wider experience and therefore to know what is best for their children. Thus, Asian cultures do not usually encourage discussing personal problems. Children are socialized into thinking that parents express their love through hard work and sacrifice and do not need to be vocal nor expressive about their affection towards their children.

Parents look at children as incomplete persons because they lack certain faculties necessary to be considered adult. Therefore children are weak and vulnerable and need a lot of protection and guidance from adults. A child does not become an adult until he or she is taught or trained to become one. Childhood is therefore just a preparation for adulthood, so the whole notion of parenting is a process of shaping children to become proper adults. Thus parenting, or raising children, is a matter of implementing 'dos' and 'don'ts' based on what is right or wrong according to cultural standards. It is not common for parents to consult children in matters affecting them, because of the prevailing belief that no parent wishes harm on their children.

Yet adults exercise power over children in many ways that are often harmful. The most obvious is the physical advantage they have over children (they are bigger and stronger); thus it is so easy to inflict corporal punishment. But this strength is beyond the physical, because they have the power to command, decide and judge all facets of children's lives. The adults' unquestioned authority is sanctioned by society's norms that older persons should be respected by younger persons, *no matter what*, and that men/boys are superior to women and girls. To respect also means to obey, to conform and not to contradict. Thus adults have the final say on practically everything.

Two elements come into play in the discussion of corporal punishment and discipline in families: trust and power. Both elements characterize the relationship between the child and the adult. Society gives adults power and authority over children on the assumption

that they love children and have only their best interests in mind. Thus, being punished by a person one trusts or loves, presents conflicting feelings for the child and hurts deeply, because a child's sense of safety and security is lost. The confidence that he or she will be protected, loved and cared for by the significant adult is shattered. Sometimes there is a sense of betrayal especially if other adults in the extended family support or condone this arrangement.

It is said that children are maltreated not because they are children, but because they are accorded a lowly status by society because of their age, gender, size, status and even birth order. Children's rights are considered more as privileges by most parents. The adult power over children is reinforced and perpetuated not only by culturally acceptable child rearing practices, but also legitimized by the state. Thus, in an attempt to get out of this bind, both parties have constantly to negotiate this relationship of trust and power, preferably supported by protective state mechanisms.

Dealing with conflict in families and the community

Conflict is a part of everyday family life. Addressing the issue of corporal punishment is learning how to deal with conflict in the family and community. If correctly managed, it can be productive and constructive, helping persons grow, understand each other better, and producing genuinely harmonious relationships. It should be our goal to turn conflict situations into opportunities for learning and growth and make these lead to positive changes. Learning how to deal with conflict in non-violent ways is a mark of good parenting and presents a long-term solution to the problem of corporal punishment. It must be emphasized that a necessary prerequisite for this process is the participation and involvement of children in assessing the problem and proposing the solutions.

Conflict resolution means settling specific problems in the most efficient way and the soonest time possible. Sometimes, however, this is rather limited in scope because it does not necessarily resolve relationships issues where the root causes of the problem often lie. It creates the impression that a conflict has ended when, in fact, it has simply abated. There are four main approaches to resolving conflict in a non-violent way: good communication; negotiation and mediation; problem solving and decision-making; and dialogue.

Communication

Good communication in the family is key to conflict resolution. When young people refer to problems they have with their parents they say there is a communication gap between them. Thus, we must create positive conditions in the family where both parties (parent/significant others and children) are open and willing to hear and talk things out. Certain communication skills are necessary for this to happen and need to be fostered and improved: effective and active listening; observing; appreciative inquiry; and non-aggressive telling.



Active listening is the process of understanding what is being communicated. Observing is not only listening but also taking note of non-verbal ways of communicating and checking whether this is consistent with what is being said. In other words, one also listens to what is not being said. Appreciative inquiry is asking questions in a sensitive way to allow for better understanding of what is being said and looking for deeper meanings and implications. Non-aggressive telling means saying things in a manner not offensive to the other party.

In the Asian context, indirect and informal ways of communicating are preferred over the more direct, formal and straightforward ways of the West. Casual conversations are better than confrontational ones because generally people do not want to offend. Thus, if we are to discipline and help children, we must find more creative ways of bringing both parties to talk things out in a situation in which they do not lose face. Children in the Philippine study said that worst form of punishment was being confronted and shouted at by their parents in public, because this humiliated them (De la Cruz et al, 2001).

Negotiation and mediation

Negotiation is a process by which two parties with opposing needs seek to meet those needs amicably. In family situations, where there are conflicting needs, it is important to teach both parents and significant adults, but most especially children, to explain what they want and negotiate their positions in a manner that is understood and accepted by the other party. According to Bruce Wardley (2003), parents are less likely to have violent children when they take time to explain and negotiate rules with them and listen to children's views.

Negotiation skills are crucial in the formulation and implementation of rules of conduct and good behaviour within the family, so that both sides are part of the process and happy with the results. If this does not happen easily, given the difficult situations families are in, mediation can take place.

Mediation is a form of negotiation that involves a neutral third party, who can help opposing parties to focus on the problem, understand each other, communicate effectively and come up with a decision that will benefit both. The third party acts as an intermediary and facilitates communication. The intermediary is usually an older person known and respected by both parties, perceived as fair and unbiased in his or her views and having good facilitation skills. The practice of using intermediaries to help resolve conflicts is very common and found effective in the Asian context. It is also possible that older siblings sometimes share some parenting roles in the family and are expected to intervene and help settle conflicts.

Good negotiation entails focusing on solving the problem, rather than locating blame; trying to respond to other people's real needs rather than their stated position on the issue; generating as many options as possible for meeting both parties' needs. In mediation, the acting mediator should begin by listening to both parties' sides of the story. Both should be given time to speak and to express their feelings about the matter. The next step is to facilitate problem solving.

Problem-solving

Collective and consultative decision-making or problem solving is an important tool for conflict resolution. Decisions imposed on children by persons in authority increase the probability of conflict. When parents/significant adults and children come together to talk about the problem, the various options or possible solutions and the 'pros and cons' of each, they are more likely to come up with a choice that is appropriate for the situation and that they can commit to. Thus children should be given more options - even the option to choose between two given consequences. Even very young children can be given a choice, while older children could solve the problem themselves with support and guidance from parents and other significant adults.

Dialogue

Dialogue allows both parents/significant others and children to reach out to each other with mutual respect despite some differences and misunderstandings. Dialogue requires openness and patience for both parties to be able to go through the process together. It may not immediately solve the problem but it helps make both parties ready and willing to find a solution. Family meetings, group sessions and inter-generational dialogues have proved to be effective in resolving conflicts in families. In the Asian context, opportunities for dialogue are present during regular family social gatherings and auspicious occasions. They should not be too formal and contrived but instead more casual and informal.

Conflict management and transformation

Conflict management is different from conflict resolution in that it recognizes that conflict is on-going and not a one time event. Therefore, it has to be dealt with as a continuing process in our daily lives. This is based on the assumption that, if we can mitigate conflict, then it can be prevented, avoided or minimized.

Conflict transformation recognizes that conflict changes everything (ourselves, feelings, relationships, ideas) and seeks to know and identify patterns produced by conflict. It asks why conflict happens, why it appears unavoidable in daily life, and what structures in ourselves, families and the prevailing society make conflict inevitable. It includes both resolution and management. However, it is focused not only on resolving issues but also on seeking changes at four levels where conflict happens: personal, relational (you and others), structural (family, schools, organizations), and cultural (beliefs, traditions, technology).

Indigenous models of conflict disentanglement

Madelene Sta. Maria's study (Sta Maria, 2002) criticized the methods and concepts of conflict resolution and management mentioned above as being too Western, more appropriate for individualist cultures, but not relevant to collectivist cultures in Asia. This



means the same conflict situation is interpreted differently by the two cultures. Individualistic cultures tend to view conflict as the result of infringements to a person's self, whether these are material aspects (job, money or property) or non-material aspects (such as autonomy, freedom of decision). On the other hand, collectivist cultures tend to view the same conflicts as violations that involve a failure to repay one's obligations to others, to protect one's reputation, or as a result of one's efforts to separate one's self from others.

Culture plays an important role in defining conflict situations and resolving it. The collectivist form of resolution is more aptly described as a process of disentanglement rather than resolution or management. The process of moral negotiation is itself seen to be more important than the specific outcomes or decisions. It also suggests that the entanglement blocks productive activity and should thus be addressed by the community before it negatively affects normal social life.

This difference in how conflict is viewed also results in differences in how conflict is handled, which are neatly summarized in the table below (Jandt & Pendersen, 1996, in Sta. Maria, 2002).

Individualist	Collectivist
For resolution (mediation) to begin, individual participants must first accept and acknowledge that there is a conflict.	Before resolution (mediation) to begin, traditional groups must first accept and acknowledge the existence of a conflict. The process of resolution becomes an act of social purification undertaken primarily for the community.
The resolution or mediation process must often be kept private. Meetings for reconciliation will be attended only by those involved in the conflict.	The conflict must be made public before the resolution process can begin. The process of resolution serves the community's interests rather than the individual's. Importance is given to community meetings where issues are discussed and where individuals voice their concerns publicly.
Conflict management is achieved when individuals are taught skills on how to resolve conflicts effectively. Skills training is important to make conflicting parties equally matched in the resolution process.	Conflict management is done through preventive measures such as monitoring and mediating stress. Focus is given to harmony, community participation, and the reduction of competitive conflict.
Resolution or mediation is defined by the individuals in conflict. The resolution procedures and outcomes are often dictated by the more powerful party.	The conflict and its resolution are defined by the group. An accepted way to deal with conflict is to start with the group with whom the individuals have communal relations, e.g. the family. The group's additional or accepted resolution processes are acknowledged.

Individualist	Collectivist
Conflict settlements are usually devoid of ritual and spirituality. Resolution involves a transformation in the relationship between the parties.	Conflict settlements are often accompanied by ritual and spirituality. Transformed along with interpersonal relations are relations with a spiritual being or force.
A face-to-face dispute resolution is preferred.	Dispute resolution is preferred to be undertaken through intermediaries.
Court settlements are preferred over traditional or 'alternative' dispute resolution procedures.	Relying on courts to resolve or mediate conflict signifies that the conflict resolution attempt has failed.

Parenting practices that address corporal punishment

Promoting positive parenting skills and attitudes

After exploring the complexity of conflict resolution, management and transformation in addressing corporal punishment, it is not easy to give simple statements or prescriptions of 'dos' and 'don'ts' on parenting. No one is ever fully prepared for the job of raising children. However, it is still necessary to take stock of what we know and check our behaviour and attitudes toward children, in order to identify more positive ways of raising them in non-violent ways at the individual/personal, family and community levels.

In her book *Parenting Towards Solutions*, Linda Metcalf (1997) explains how parents can use skills they already have to raise responsible, loving children. For example, parents can mine their own resources by looking at what they are already good or successful at doing, and use that to find solutions to problematic situations with their children. She points out that family members can sometimes also be a good resource because no one knows the family better than the members themselves.

Instead of looking for problems, William Hudson O'Hanlon and Michelle Weiner-Davis (1989) encouraged parents to see problems differently, focusing less on why problems occurred and more on when they did not (for example - look for the exceptions). Consider statements such as 'He is always hyperactive' or 'She is constantly angry'. These statements are generalizations and do not include exceptions and therefore will not be helpful in providing possible solutions.

Changing the way we describe the problem will also help. Instead of saying the child is failing in school, we rephrase that and say the child is not passing at this time or if the child is disruptive, we say instead the child does not know how to follow the rules yet. If our perception of others can influence how we act towards them, then re-describing their actions may also change our behaviour towards them. It is crucial here to step into the child's world view, which is often not easy for parents.



On a more practical level, it is good to know how parents/adults can properly deal with anger. It is important for parents/adults to work on and through their anger. Managing conversations rather than fighting battles often means listening to children and respecting their point of view. Parents/significant others must be careful with words and avoid name-calling and labeling or itemizing past wrongs because this can be humiliating. Children want parents/adults to explain their mistakes to them without getting angry. However, parents/significant others should accept that they may occasionally lose their tempers and should be ready to apologize for mistakes, immediately making children safe by communicating positive feelings and letting them express their fears.

Children should be permitted to be angry as well, but not to hurt themselves or others in the process. Children have to learn how to express their anger constructively, by being shown ways to expend their energy (talking, playing, writing, drawing, singing, telling stories). For children it is necessary that they know that it is okay to speak out and complain or find a mechanism or an intermediary to express these complaints; by opening up channels by which they can negotiate with parents and other significant adults.

Still the question remains for most parents and significant adults: How do we make/train children to obey or change the undesirable behaviour?. Trying to make children more responsible, more expressive, more reasonable is an invitation for them to be more obedient to parents' definitions of how they think children should be. But it rarely works. The most likely response will be disobedience, an inability to respond at all, anger, withdrawal, failure, resentment (Cade, 1994).

It should be equally important to ask how we can teach parents to stop using approaches that do not work with children (such as corporal punishment) and reflect on their own limitations and shortcomings as parents. Brian Cade (1994) listed some other approaches that do not work:

- Unsolicited advice or lecturing (nagging, hinting, begging, pleading, repeated appeals to logic or common sense);
- Taking the moral high ground ('If you really love me you'll do what I want', 'Look how desperate and worried I am about you');
- Self-sacrifice and denial (constantly trying to please everybody, putting your life permanently on hold, hoping your child will change and overly protecting children from the consequences of their actions);
- 'Do it spontaneously, please' ('I'd like you to show me more affection but I'll only accept it if you do it because you want to').

Some simple practical suggestions that work, especially for younger children, are story-telling sessions that promote certain values and build on understanding and empathy or engaging in art activities. For older children, another way is injecting humour in tense situations so that the message comes across in a light and funny way. These usually help them remember better. For children of all ages, one must provide positive feedback

when they have done something right, but let them experience the consequences of misbehaving as long as it does not harm them. Finally, it is important for parents and significant adults to model good and non-violent behaviour, setting the example by practising what they preach, and communicating love and respect to children.

Fostering a children-centered environment in families and communities

People and institutions in children's lives, starting with their families, have to be sensitized about children's rights and ways and approaches to foster a children-centered environment. But, if we want to succeed, we should not fall into the trap of pitting children against parents. This can be achieved through parent education programmes that include education in values, and also specifically address the issue of corporal punishment. Another way is the promotion of children's participation in all aspects of family life, and seeking solutions through dialogue, listening, and taking into account everyone's views. Celebrations of family traditions and rituals have been found to create a positive family atmosphere conducive to dialogue and reconciliation.

However, there are times when a child experiences violence, including corporal punishment, and discloses this to other family members, friends or neighbours who are usually reluctant to intervene. Thus, there is a need to ensure that children are able to confide in others about their experiences, and are given appropriate attention especially when dialogue and other intra-family efforts fail. This is a challenge to overcome in any education and awareness-raising efforts, especially in families and communities.

At the community level, there is a need to put in place a network of services and programmes that offer meaningful help to the children and their families, adequate social and economic support for families, and legal interventions to enforce responsibilities on behaviour towards children. Children's emergency support hotlines should be established and made available to children. In places with limited telecommunication facilities, mother's groups and church organizations in the community can be tapped to handle disclosures, as well as receive and monitor reports of corporal punishment of children in families.

In Asian societies, families confronting domestic violence such as corporal punishment avoid entering the juvenile court systems and usually settle conflicts at the community level. Local leaders who hold the task of being arbiters in conflicts should be trained to uphold the child's best interest when handling cases, and to serve as a medium for promoting peace in communities and families.

Parents and other adult caregivers can be advocates for peace in their families and communities. They can be advocates for less violence in the media, for the inclusion of peace education courses in schools, and training of students in peer mediation. They can lead in the advocacy for cultural practices that build peace - such as *kanduli* (peace ceremony) in the Philippines, in place of *rido* (clan wars) in settling conflicts.



In this task, it is important that older members of the society, afforded a higher place in the hierarchy of responsibility and authority in Asian societies, are tapped as allies in peace building and advocacy. Children can be partners in peace-building efforts, and their voices against violence in the home and elsewhere can serve as an inspiration for adults.

Nurturing a culture of peace in families and communities

In a manual developed by the Psychosocial Trauma and Human Rights Programme of the University of the Philippines, called *Teaching peace, human rights and conflict resolution* (2003), the concept of peace was defined in terms of four components: harmony with oneself; harmony with others; harmony with nature; and harmony with a higher being or god. A person in harmony with his/herself is stable and integrated in mind, body and spirit. Harmony with others stresses the importance of one's interconnectedness with others and finding a part of oneself in others in a kind of shared identity. Harmony with nature is simply an extension of our interconnectedness, not only with other human beings but with all living and non-living things in our environment. Communing with nature gives the effect of being in a calm and meditative state. Finally, genuine and lasting peace is attained only when we are connected to a higher being or god, which gives the ultimate meaning to our existence as human beings.

Towards strategic campaigning against corporal punishment of children in a child rights framework

Junita Upadhyay

The use of corporal punishment in child rearing is prevalent in Southeast Asian countries. It is also widely debated. Some believe it to be a means of discipline while others consider it a violation of human rights. Thailand and the Philippines recently passed legislation banning corporal punishment in schools. In the remaining countries of the sub-region, the issue is slowly beginning to emerge in public debate.

Corporal punishment is harmful to children. Hitting, beating, humiliating and degrading a child are counterproductive to a child's harmonious development to say the least, and can cause physical and emotional complications. Based on the local cultures and perceptions, corporal punishment is acceptable and so readily at hand that it discourages adults from trying alternatives. However, there seems to be no documented evidence that discipline is more effective when corporal punishment is used. Very often the issue of discipline is viewed only in terms of how children can be controlled, or be punished when they cannot be controlled (Walt, 1991). Whether it is the belief that 'every child needs a good spanking now and then' or 'punishing a child in front of the class is a good way to teach a lesson to the whole class', corporal punishment is a means of control.

It is necessary to raise awareness about the issue of corporal punishment as harmful to children. Parents, teachers and caregivers need to be educated on the alternative methods of discipline. Public attitudes and beliefs are very powerful forces and these need to be changed before any law can be enforced.

This paper starts by defining campaigns, discusses the principles of effective campaigning and proposes strategic considerations for public information and education campaigns to change cultural values and social attitudes that sanction the use of violence against children in schools and within families.

Definition of campaign

A campaign is a well thought-out plan for an activity, or series of activities, aimed at mobilizing public attention and involvement in bringing about change. A campaign is undertaken to convey a specific message over a set period of time via predetermined channels of communication. Campaigns can be a one-time event, or a social movement initiated by a powerful newspaper article, a moving speech or a planned event.

Campaign versus programme

Campaigns on corporal punishment should raise awareness, educate the public, and influence government legislation. Programmes, on the other hand, also provide other services such as interventions, advocacy, research and capacity building (Amnesty International, 2003).



Towards strategic campaigning against corporal punishment

Establishing a mission statement

Each campaign needs to have a mission statement that takes into account the local cultural and socio-economic aspects of the target audience as well as the needs and capacity of the implementing organization. The mission statement should support and explain the campaign actions, answering such questions as ‘Why is it necessary to raise awareness and educate the public?’ Answers could be ‘To stop the corporal punishment’, or ‘To promote alternative methods of discipline’.

Setting objectives

It is not possible to do everything at the same time. The objectives help to establish a focus. Organizations can prioritize objectives according to the local needs, their commitment and available resources. The objectives explain what is going to be achieved. For example, campaigning could have any one of the following objectives:

- To raise awareness about corporal punishment as a violation of child rights and, within this, find ways to challenge effectively the traditional beliefs, values and culture that justify such conduct;
- To educate the public on why and how they can change their attitudes and behavior towards children, share information on the harmful effects of corporal punishment on children, suggest alternative methods of discipline;
- To lobby or advocate for protective laws to abolish corporal punishment; to educate about the international standards and conventions and explain child protection within the child right context.

Promoting common understanding

It is important to have a common understanding, among staff, volunteers and others involved, of the objectives, actions and expected outcomes of the campaign. Also, staff need to address their own beliefs and perceptions of corporal punishment before setting out to educate the public. It is essential to have a clear, concise and consistent message, which comes across through various methods (Amnesty International, 2003).

Timing

A crucial aspect in launching a campaign is timing. Some important dates and events can have added value in relaying a message. For example, good parenting information and the sharing of good practices can be launched during Mother’s Day celebrations. Students can make presentations on Teacher’s Day or the media can relay messages on the qualities of a good teacher and include information on such topics as alternative methods of discipline in the classroom.

Budgeting and staff responsibilities

The nature and scope of the campaign depend on the available budget. Also, staff need to be clear on their roles and responsibilities in carrying out the campaign. Capacity building of the staff/volunteers may also be needed at this stage, before launching the campaign.

Anticipating obstacles

An important part of devising a successful campaign is to anticipate and discuss any dangers or threats to the campaign. For example, some groups may have negative reactions to the campaign on child abuse; the wrong message may come across if the communications are not clear; governments may try to clamp down such activity; and the media may attempt to sensationalize the information or confidential information about a child or a teacher may be leaked.

Principles of a strategic campaign on corporal punishment

Research based

Before planning a campaign on corporal punishment, it is important to gather enough evidence to support the arguments. This has to be supported by valid data on documented cases of corporal punishment to establish it as a prevailing problem. The findings need to inform about the nature and the extent of the problem, define causes and discuss the consequences of children as victims of corporal punishment. For example, drug and alcohol abuse is also a leading cause for violence in families. Children who are victims of violence and abuse are usually nervous around adults, or manifest violent behavior among peers, have unexplained bruises or injuries and may possess low self-esteem (Prevent Child Abuse America, 2003). The information needs to be accurate and factual otherwise the credibility of the organization will come into question. Accounts of such incidences by children, when communicated effectively, usually generate public sympathy and interest in campaigns: 'The work here is nearly the same as the other house and I have no time for rest. There are scolding and beating here....' Domestic worker, Kalpana aged 15 years (Child Workers in Asia, 1998).

Target group/stakeholders

The campaign should identify target audiences, and select the most effective methods of communicating the message. The audiences consist of policy makers and health professionals, educators, legal professionals, mass media representatives, NGOs and civil society organizations, religious and community leaders, and parents and children themselves. It may be effective to focus on one set of target audiences initially, to deliver a specific message, but in due course the aim should be to involve all multidisciplinary stakeholders through various methods.



For example, the Centre for Protection of Children's Rights, Thailand, conducts teachers' training on corporal punishment by involving social workers, children, school administrators, police, doctors and others. The Centre also regularly conducts meetings with children and their families and caretakers, to discuss problems in the classroom and homes. Social workers/psychiatrists are asked to help when dealing with children with extreme disruptive behavior in schools (Verbal information, Sanphasit Koompraphant).

Programme support

Campaigns need to be strategically placed in the overall programme implementation plan. A campaign to ban corporal punishment cannot go far unless certain programme support has been set in place or linkages established with the existing intervention and rehabilitation programmes. It is important to ensure that complaints received from teachers, children, parents and social workers benefit from a coordinated and multidisciplinary response to help children (Committee on the Rights of the Child, 2001a). This process could involve medical treatment, psychosocial support, police interventions and legal action. Most of the organizations working on child abuse have close relationships with professionals such as psychologists, doctors, police, lawyers and social workers.

Communication

The message is the most important part of the communication process. It needs to be clear, easy to remember, accurate, relevant and credible (RWG-CL, 2001). The channels of communication need to be practical and accessible to the target audience.

Various means of communication could serve different purposes. Mass media (television, radio, and print) are used for public service messages to reach a large audience. Radios is widely used to disseminate information and can be very effective. Posters, flyers, letters, newsletters and fact sheets can be distributed in schools, libraries, shopping malls, playgrounds and other public places. Print media works with an audience where literacy is widespread. It is important to be aware of local languages and dialects while using public service announcements on television and radio. Television reaches a select group of people but can be very effective if the messages are conveyed during the most popular programmes such as soap operas (Black, 2002). On the other hand, it is also important to be cautious of sensationalism and over-exposure in the media.

Local channels are very effective: such as the use of puppets, role-plays, stories, folklore and focused group discussions. Home and school visits by social workers, parent teacher meetings, and involvement of religious leaders are other means that can be used to spread the message. These are all successful ways of raising awareness on child abuse. Campaigns could also be a part of another ongoing campaign, for example on nutrition and health awareness for children, or family values and child rearing practices for parents and caretakers. Information on corporal punishment could be included in the training curricula for teachers, or as part of a religious programme. Essentially campaigns should try to be creative in exploring the use of local mechanisms that are culturally acceptable and effective - but always keep the message simple.

In summary the communication process involves:

- Sending the message but also checking on how the audience receives it;
- The message should be specially-designed to have an impact on a particular group of people;
- The timing and means of communicating the message are of importance in trying to reach a maximum number of the people targeted, and mean something to them;
- Active audience participation - the target group provides feedback (RWG-CL, 2001).

Involving children in alternative methods of discipline

Effective mechanisms must be established for the meaningful participation of children in the process of the campaign concerning them. Adults have the duty to take children's opinions into account, to help them to express their opinions, to judge the validity of their opinion based on their age and maturity and to take decisions jointly with children after explaining the choices available and the reasons for the decision, in ways children can understand (RWG-CL, 2001). If children are involved in research and advocacy then it is imperative to get their informed consent. Due attention should be given to their rights to confidentiality and safety (RWG-CL, 2001). They can share their experiences, feelings and fears on corporal punishment. Children can also advise on the alternative methods of discipline and share ideas on how to enforce discipline without violence. Some suggested alternatives to corporal punishment might be not to allow recreation, to assign extra homework or cut down on certain privileges as a form of punishment. Parents and teachers need to display respect and be approachable to children, to work together on establishing rules in the classroom and in homes that are realistic and acceptable. Children can get involved by organizing events, clubs, lending their voice to support ongoing campaigns. There should be mechanisms to involve children and to work together to find solutions.

An example is the non violent conflict resolution process in Yeam Sa Ah School in Bangkok, Thailand. Children who bully others are asked to act in a role-play together with the children being teased, reversing the roles in order to make them understand the impact of their actions on others. This has worked wonderfully in teaching children to respect their peers and is also an effective method of problem solving as well as for team building among children (Informal discussion with mother of child at the school).

Regional strategy

National campaigns can be linked with regional and international efforts for greater publicity and impact. In addition, organizations can form alliances with national and regional bodies, pressure groups, special committees that support similar work, for example linking local research with international initiatives such as the UN Study on



Violence Against Children. Research reports, conference presentations and discussion papers can be shared and disseminated with a wider audience and the international community. It is also necessary to provide regional platforms to discuss findings, share experiences and lessons learnt at the national level and encourage regional agendas to address corporal punishment.

Recommendations

Parents, teachers, caregivers need to be aware that discipline and corporal punishment are not synonymous. Corporal punishment encourages violence in children, inhibits learning and could lead to serious physical and psychological damage. The major issue that parents and teachers should be considering in relation to discipline is how the essential processes used can contribute to a high level of intelligent socialization and character development in children. These ideas have to be communicated to the general public. It is necessary to conduct campaigns to raise awareness and educate the public against the use of corporal punishment and promote alternative methods of discipline. There is still a huge information gap in identifying the good practices and experiences of the alternative methods of discipline in the Southeast, East Asia and Pacific region. There is a need to consolidate and widely share this information among parents, teachers and children and take action to bring about positive changes in the best interests of children.

Law reform against corporal punishment

Peter Newell

First, why is law reform important - isn't this really an educational process?

- To assert in law children's human rights to respect for their physical integrity and human dignity, and to equal protection under the law;
- To provide a clear and logical basis for child protection, enabling child protection workers and others working with or for parents and children, to give parents, other carers and teachers a clear message that no level of corporal punishment is lawful;
- By removing any available defences, law reform will also ease prosecution in those few cases in which it is plainly necessary in the interests of the child;
- To support parents, teachers and others, by providing a clear, not confused, legal basis for awareness raising on children's right to protection and for public education to promote positive, non-violent forms of discipline. There is no evidence to suggest that education programmes substantially change parental and others' attitudes and practice if the law still condones corporal punishment.

Those are the main reasons. Human rights provide the imperative for law reform. When it is accompanied by comprehensive awareness-raising and public education, we can be confident there will be much wider benefits. From existing research findings, we can confidently predict that reducing and ultimately eliminating corporal punishment will substantially reduce death and injury including disability among children; will contribute to the reduction of all forms of violence in childhood and adult society and is likely to make a significant contribution to creating a peaceful world.

Step 1 Establishing the legal status of corporal punishment of children

The first step in advocacy for legal reform against all forms of corporal punishment must be to research the relevant legal frameworks in detail. This research process should itself be used as part of awareness-raising. For example, the proposal to research the legal status of corporal punishment could be circulated in draft to all relevant government departments (justice, welfare, education, health and others) and governmental bodies, human rights institutions and human rights lawyers, international NGOs working in the state, offices of UN agencies, interested national NGOs and so on. The results can be written up and widely disseminated, including proposals for full law reform. Researching the law will not be a simple process, unless there is already an active debate on abolition of corporal punishment.



Information required

Is corporal punishment of children lawful in:

- The home, by parents and others with parental responsibility;
- Schools - all categories of educational establishment, including private and religious schools as well as state schools;
- Other institutions and forms of alternative care, such as orphanages, foster-care and daycare;
- The penal system - as a sentence of the courts and as a punishment in penal institutions;
- Situations of child labour.

Has there already been any significant progress towards challenging corporal punishment, in any of these settings (for example, government consultations, official reports recommending reform, parliamentary discussion and so on)?

The complexity of the legal status of corporal punishment

Most countries have assault laws - making it a crime to hit or otherwise assault another person. Many have child protection laws prohibiting cruelty to children and some have constitutions that guarantee protection from cruel, inhuman or degrading punishments. Some states, when they ratify international human rights instruments such as the Convention on the Rights of the Child, incorporate the Convention into their law so that it takes precedence over domestic law.

But in very few, if any, states will any of this legislation protect children from being hit by parents and other carers. In some states, the right of parents, teachers and others to use 'reasonable' physical punishment is actually written into the law, with special defences available: the English common law defence of 'reasonable chastisement' exists in 70 countries worldwide. In other states, the law is silent but this 'right' has been confirmed in judgments of courts, or is simply accepted throughout society. Systems of 'customary' or local or regional or religious law may need to be reviewed as well. Human rights apply equally to all children in the jurisdiction; there can be no possible justification for local or customary laws allowing violent punishment for some children.

No state can say it has prohibited all corporal punishment unless any existing legal defences have been explicitly removed and the government and courts clearly *interpret* existing legislation as prohibiting all corporal punishment.

Most of the 12 countries that have removed any defences and gone on explicitly to prohibit all corporal punishment have done so by putting a statement in their family or children's law that it is prohibited. The effect of this is to make it completely clear that the

criminal law on assault applies equally to parents and others who hit children as a form of 'discipline'. There is a common misconception that laws such as Sweden's 1979 ban do not imply any penalty. You need to be clear that in these countries, prior reforms removed existing defences in the criminal code. In Sweden, the criminal law provision excusing parents who caused minor injuries through physical punishment was removed in 1957. So, from that date, children had equal protection under the law on assault and all corporal punishment was effectively criminalized. Similarly, in 1969 in Finland, the criminal law on assault was amended to remove a provision stating that a petty assault was not punishable if committed by parents or others exercising their lawful right to chastise a child. In Norway, a similar provision was removed from the criminal code in 1972. And Austria repealed the explicit authorisation of parental corporal punishment in 1977. All these countries went on later to explicitly prohibit all corporal punishment in their family codes.

Once a state has prohibited all corporal punishment in this way, the protection covers children wherever they are - at home, in day care, in schools and other institutions, in employment and so on. Of course, it will still be very important to ensure that enforcement of the law is monitored and that everyone concerned, including children, knows about the law, and it may be useful to have confirmation of the prohibition of corporal punishment in the sectoral laws applying to schools, other institutions, foster-care and so on.

Until there is a clear overall prohibition it is important to look at individual laws - child care, education, juvenile justice - to see if there has been some progress to protect some children in some situations from corporal punishment.

The fact that there is a clear law in place, for example prohibiting school corporal punishment, does not mean that corporal punishment is no longer used. It is important to find out what systems, if any, are in place to enforce the law: independent inspection, complaints procedures that students can use, advocates to support them and so on. Often the only way to find out whether any form of corporal punishment is still in use is to ask children themselves.

- Schools: there may be different laws or regulations applying to state schools, church schools and private schools, or to schools with different ages of pupils;
- Alternative care: in most countries there are many different kinds of residential children's homes and orphanages, run by the state, by voluntary and church organisations and private bodies. There may be regulations applying only to state-run bodies and they may allow or prohibit corporal punishment. Foster-parents are likely to have the same rights as parents, but some countries have regulations prohibiting the corporal punishment of foster-children;
- Daycare: again, there is a wide variety of daycare provision, in which young children are looked after while their parents are working: nurseries, crèches, daycare centres, and less formal systems. There may also be childminders - people paid to look after groups of young children in their own home. It is important to find out what, if any, regulation there is of the various forms of day care. If the law is silent, these carers will have the same rights as parents to use corporal punishment.



- Penal system: in some countries, courts can still sentence children and young people to be caned, whipped or flogged. In penal institutions, corporal punishment may be allowed as a punishment. There may also be customary or 'informal' systems of justice and punishment operating locally which include corporal punishment.
- Other institutions: are there any other state or private institutions caring for or providing treatment for children where corporal punishment may be used (for example, health or mental health (psychiatric) institutions)?
- Child labour: employers may use corporal punishment in situations of child labour, and particularly in domestic work.

Step 2: Establishing clear proposals to abolish all corporal punishment

Once the legal situation is clearly understood and documented, the next step is to prepare proposals for law reform. Even if reform still appears a long way off, this gives it more reality, and publishing the proposals will create more public debate. Proposals for reform should cover all corporal punishment in all settings including the family home. It would be quite wrong for human rights advocates to imply that there is some distinction in children's equal rights to protection between, for example, schools, and families. Taking a step-by-step approach to reform delays it. Government may, of course, decide to reform the law first for the penal system and schools, but there is no reason why we, as children's rights advocates, should support this without emphasising that what is required is full abolition in the home too. In addition, in legal terms, as noted above, it is much simpler and clearer to protect all children in all settings by ensuring that the law on assault applies equally to protection of children from assaults.

It may be necessary to find human rights lawyers with appropriate experience to review the law and propose the necessary amendments and repeals.

Step 3: Developing strategies for forcing or encouraging abolition

It is important to consider first whether there are ways of forcing the Government to reform the law, through the use of national or international human rights legal processes. Constitutional challenges and applications to external human rights mechanisms may produce binding decisions that governments cannot ignore. If they produce a decision condemning corporal punishment, the government will still have to go to parliament (or other legislative body) to change national law, but that should not be a difficult process clear external human rights obligations can be cited. It may in fact make it easier for governments to say they are forced to make the change, as they are likely to be going in advance of public opinion. These are possible strategies:

- Pursuing, or threatening to pursue, a challenge to corporal punishment in domestic courts, quoting constitutional principles, principles in the Convention if it is incorporated, or other principles - for example of equality or protection

from 'inhuman or degrading punishment' - which may exist in domestic law. There are many examples of this: South Africa's Constitutional Court; courts in Namibia, Zambia, New Delhi, Fiji, Italy and Israel, Canada's Supreme Court. In some cases, these processes can be pursued without an individual victim. If a victim is required, it will inevitably be difficult to find a child prepared and able to challenge parental corporal punishment.

Most constitutions include an absolute prohibition on torture and inhuman or degrading treatment or punishment. The problem of challenging corporal punishment using only these provisions is the illogical tendency of courts to suggest that not all corporal punishment is inhuman or degrading, but only corporal punishment reaching a certain degree of severity. Challenges to school and penal system corporal punishment, which is institutionalised and generally administered with an implement, will almost certainly succeed. Many constitutions also include the right to equal protection under the law and some guarantee protection of physical integrity: these seem the strongest provisions for challenging all corporal punishment - and, of course, the CRC can be quoted, whether or not it has been incorporated into domestic law.

- Considering appeal to any regional human rights mechanisms that could provide a remedy. In the 45 Council of Europe member-states, individual applications alleging breaches of human rights to the European Court of Human Rights are very strong processes, used over the last 30 years to end corporal punishment of children in the penal system and schools in the UK and currently challenging corporal punishment in the home. There is also an enforcement process, including a procedure for 'collective complaints' under the European Social Charter, which guarantees social and economic rights and covers child protection. This has just begun to challenge systematically the legality of corporal punishment throughout Europe.

Is there any regional human rights mechanism that can be used?

- Considering use of the process allowing individual communications to the Human Rights Committee, Committee for the Elimination of Discrimination against Women, Committee Against Torture, alleging non-compliance with the relevant Conventions. Citizens - including children - of states that have ratified the relevant Optional Protocols to these Conventions can submit communications alleging that they are the victims of breaches of the rights guaranteed by the Conventions. Individual communications to the Human Rights Committee have already been used by young adults successfully to challenge penal corporal punishment in both Jamaica and Trinidad and Tobago, but not as yet by children.
- Using the recommendations of the Committee on the Rights of the Child. The Committee on the Rights of the Child has formally recommended abolition of all corporal punishment to more than 120 countries in all continents, following examination of their initial or second reports, or both. Many States do not regard such recommendations as binding, although they are powerful ammunition in campaigns for law reform, can be quoted in courts and should be publicised as



widely as possible. Other human rights Treaty Bodies have begun to fall into line with the Committee on the Rights of the Child's clear position on corporal punishment, and recommend abolition.

Campaigning for legal reform

If you have considered all these and any other legal/human rights strategies, seeking advice from appropriate lawyers and/or human rights institutions and organisations, and none seems possible, then you will be faced with campaigning to get government, parliament or the legislative body to accept the need for law reform. As with any political/parliamentary campaign, there are many possible strategies: for example, forming broad alliances, publicising children's views and experiences, systematically lobbying policymakers and lawmakers, quoting human rights standards and to the positive experience of abolition in other countries.

Additional note

Human rights demands that the law does criminalize assaults on children - but that does not mean that more parents should be prosecuted or more children taken away from their parents.

Respecting children's human rights to respect for their human dignity and physical integrity and to equal protection under the law requires that the law effectively and equally protects them from all forms of corporal punishment.

Equal protection for children does mean that any assault of a child that would be considered a criminal assault if directed at an adult should be criminalized. All countries have criminal assault laws.

But criminalisation does not have to mean automatic or frequent prosecution, which would certainly not be in the interests of children or society. In the case of corporal punishment in the home, prosecution of parents is very seldom in the interests of children, because of children's dependent status. In extreme cases of serious and continuing abuse, separating children from their parents may be the only way to protect them. And in those cases, according to the CRC (Article 9), there must be a court hearing, focusing on the best interests of the child and with the parents and child represented. In exceptional cases, where it is believed the child is at immediate risk of severe violence, it may be necessary to remove the child - or the perpetrator - to protect the child; but such measures should be temporary and only continued following a court hearing.

In every case in which corporal punishment comes to light, the aim must first be to seek to help parents and children through voluntary positive interventions - offers of advice, discussions with other parents and so on - which help to stop violent and humiliating treatment of children.

When law reform to prohibit corporal punishment is advocated, opponents always suggest it will lead to thousands of parents being prosecuted and put in prison, or to children being taken away and put in institutions; or to children being turned against their parents, and so on.

In the few states where the law has been changed, this has not been the aim or the experience. Changing the law and awareness raising are likely to lead to more reporting of violence against children, but this does not and should not lead to more prosecutions. In Sweden, where there has been most research into the effects of changing the law, reporting of violence increased substantially in the years following law reform. Parents who found themselves being violent to their children now seek help earlier. But prosecution of parents for assaulting their children has shown a declining trend, as have compulsory interventions by social workers and the numbers of children taken into state care. Research shows a dramatic change in attitudes so that now only six per cent of those under 35 years of age support even mild corporal punishment, and there has been a substantial reduction in the incidence of corporal punishment (Durrant, 2000).

Controlling prosecution policy in relation to parental corporal punishment

In most countries, there is some sort of code or advice to decide when prosecution should go ahead. This usually requires certain tests to be satisfied. For example:

- That there is sufficient evidence to make conviction likely;
- That the prosecution is in the public interest.

In promoting law reform, it is important to advocate that human rights requires that all assaults of children are criminalized but that, because of the special status of children, there should be guidance to ensure that charging parents with offences and proceeding to prosecute them is a very exceptional measure; that prosecution should only proceed when it appears to be the only way to provide the child with effective protection and other supportive interventions have failed. Detailed guidance may be required for all those involved in child protection, including for example social workers, health workers, teachers and police.

In advocating law reform, it can be emphasised that minor assaults on adults by adults, while clearly unlawful, very seldom get to court. Minor assaults on children and particularly on babies and young children, who are probably the most frequent victims of corporal punishment, are even less likely to go to court because of the lack of evidence that could be used in court.

Some opponents of law reform will then respond: 'But what is the point of a law if it is unenforceable?' The answer is that the law is enforceable if the required evidence exists, just as the law on assault can be used to prosecute men who assault women. In the few cases in which prosecution is necessary to protect a child, it will be eased because there will no longer be any defence available to parents and others. But the real purpose of law, surely, is education and deterrence to achieve protection, rather than prosecution. Prosecution is always a sign of the failure of the law to deter effectively.



In order to deter parents from using corporal punishment in the privacy of their homes, the law needs to send a very clear message - that is the real purpose. Having clear law that prohibits all corporal punishment enables all those working with and for families and children to promote this clear message. There is clarity, instead of the current confusing message that you are allowed to hit your child, but not too hard, or not so that it causes visible injuries and so on.

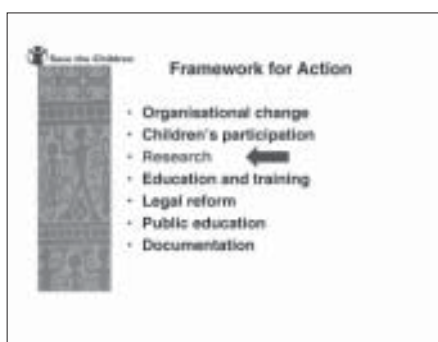
Effective enforcement of the prohibition of corporal punishment in schools and other settings outside the home

When corporal punishment is prohibited in schools and other institutions and forms of care, enforcement will require proper administrative measures including awareness-raising about the law among adults and children; building knowledge of the prohibition into training, both initial and in-service; rigorous inspection by trained inspectors independent of the institution (including interviews in confidence with children and adults); and access to advice, advocacy and independent complaints procedures for children and parents.

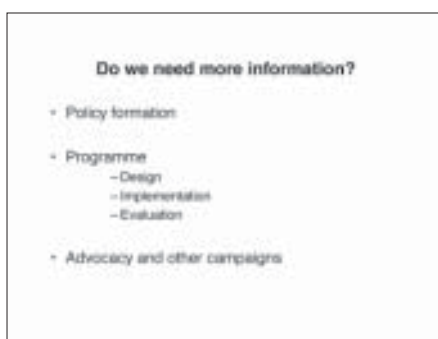
Respecting the law will become, or should become, a contractual condition, so that teachers and others who continue to use corporal punishment risk losing their jobs. This in itself will act as a strong deterrent. In cases in which teachers and others, after warning, continue to use corporal punishment, prosecution is a legitimate and necessary response.



Designing research to examine children's experiences of and views on corporal punishment should follow a number of simple rules. These can be incorporated into protocols (which are manuals for specific pieces of research) that can be used in different countries of the region in order to build up regional understanding.

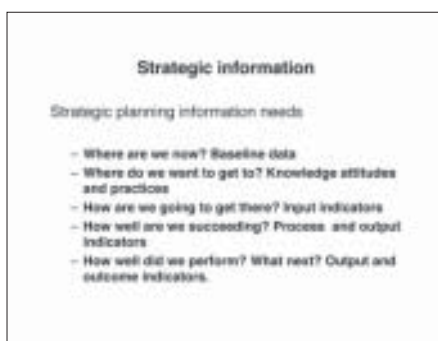


Research is one of the seven action points in the Save the Children Alliance Framework for Action against corporal punishment. Research provides the basis for all other actions.



Although there is considerable anecdotal information about corporal punishment in the region, more and better information (gathered using scientific methods) is required:

- For policy because good evidence is needed to convince policymakers, as well as to know what the correct policies might be;
- To design programmes that will be culturally appropriate and will work, as well as to evaluate their impact;
- To design better advocacy and campaign strategies and materials.



Information gathered using reliable methods is required throughout the programme cycle, from developing a data base to monitoring implementation and evaluating impact.

Research methods used to gather data during a programme cycle must be systematic. Data should be gathered in the same way, so that meaningful comparisons can be made at different points in the programme cycle.



Research is not a luxury for academics who do not in any case usually understand the activities of projects and programmes. It is a basic necessity for good interventions. Research is also an intervention and a form of advocacy because it makes people think 'People are researching corporal punishment. This means his topic is important'



When research is planned to be part of policy and programmes it may not be best to think 'What do we want to research', but rather to ask stakeholders what they need to know:

- To make policy changes;
- To design programmes;
- To design and use a campaign strategy.

What research?

What research can and should be carried out on corporal punishment in the region?

Types of punishment



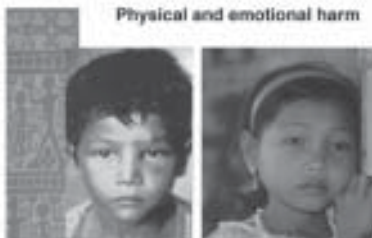
- Stick
- Hair pulling
- Lack of dignity
- Fear



For baseline data in all programming it is important not to rely on adults' descriptions of types of punishment. Children have different views and often list many more forms of punishment than adults do.

In this picture, drawn by a child in Cambodia, several different aspects are shown at once. The teacher is hitting one boy with a stick, but also pulling him by his hair. The boy is being dragged on his knees, which is undignified, causing shame in front of other children. Meanwhile the other children show fear and dismay.

Physical and emotional harm

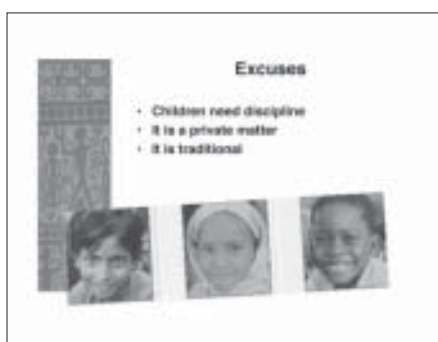


Another important topic of research is the harm caused by corporal punishment – not only physical harm such as visible bruises, but also hidden emotional damage.



Research should also gather information about the people who use corporal punishment. In this picture from West Bengal, the child has drawn four people who hit her and make her cry – including both adults and children:

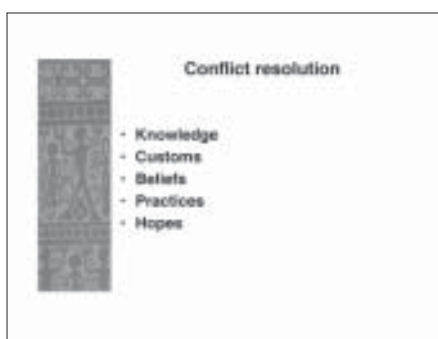
- Mother
- Teacher
- Sister
- Friend



Successful policy changes, advocacy and programming need accurate information about the reasons adults give for hitting children, or other forms of corporal punishment. If you don't know what attitudes are you cannot change them!

It is very common to hear the following reasons:

- Children need to be disciplined, it is an adult duty to do so;
- The way parents chose to discipline children is a private family matter. The state should not interfere with laws and social workers;
- Corporal punishment is part of our culture. We dont need 'Westerners' telling us what to do.



The cultural relativity argument leads to another topic for research, which may lead to more effective programming.

Instead of focusing on bad aspects of discipline in the region, what are the beneficial traditional knowledges, customs, beliefs, practices and hopes about conflict resolution in general, on which better ways of disciplining and socialising children can be (and are) built?

Harmony?

- What are the positive elements in a culture?
- Rather than focusing on the negative



Most cultures in this region value harmony and tranquility and seek to avoid overt conflict in all areas of life.

Rather than focusing on gathering information about violence and conflict it may be more important to research positive aspects of culture and use local traditions of harmony. These may be expressed in traditional art forms, such as Balinese puppetry, which can be adapted to use in advocacy and training.

Balinese puppetry has been used successfully to help the healing process after the terrorist bombs of 2002.

Defining corporal punishment

- The evidence
- What children say
- A better definition




It is not always easy to define corporal punishment.

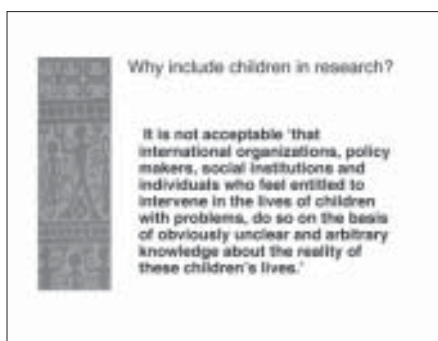
Another important research process is to gather information so that a proper definition can be made. Research for this purpose requires evidence of who punishes whom, for what reasons and using which methods (including especially children's views).

Common themes from existing research

- A vast array of punishments
- Anger management is a problem for adults
- Classroom management is a problem for teachers
- Punishment is a reason for school drop out
- Girls and boys experiences are different
- Children resent unfairness
- Children find verbal violence more damaging



There is not a very large global body of research on corporal punishment. But the research we do have has some common themes, which seem to apply in all parts of the world.



- There are good reasons for including children in research. They have a right under Article 12 of the Convention on the Rights of the Child to have their opinions recorded.
- In addition, their opinions help to design more appropriate and more effective interventions.

Quotation on the slide from Benno Glauser, 1990, in James and Prout (eds) *Constructing and reconstructing childhood*, Falmer Press.




Under Article 13 of the CRC, children have the right to express themselves in ways that are not limited to words –this means that other methods of research should be used, not the usual questionnaires and interviews used in research with adults.


Article 3 (3) refers to children's rights to have the best possible standards of care and facilities – this also applies to being involved in responsible, scientific research, using high quality methods of data collection and analysis

Article 36 – which protects children from 'all other forms of exploitation' - means that information about children must not be published or otherwise disseminated in ways that will harm them.

Articles 12, 13, 3(3) and 36 add up to ' children's right to be properly researched'




Children



- Have less power than adults
- Are more vulnerable
- Know less about consequences
- May feel unable to say 'No'
- Are less able to defend their own interests
- May be less able to use words

Although children have valid ideas and experiences, and provide valuable information to researchers, with no more likelihood of them lying than is the case with adults, there are some special considerations for research with children.



Which means that

- Ethical issues are especially important
- Research methods must be found that allow children to express their perceptions in ways that minimize their lack of power and any verbal inadequacies

There are two consequences of the rights and social factors described in previous slides:

- Ethical issues that apply especially with children;
- The requirement for researchers to find and use methods that will make it easy and comfortable for children to provide information.

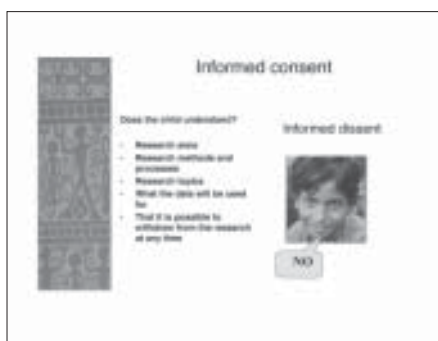
Ethical issues in research with children

- Do no harm
- Protect children
- Agree on interventions
- Do not put children at risk
- Do not exploit adult power



In all research with human subjects certain ethical principles must be observed and informed consent must be negotiated. This is particularly important in research with vulnerable and powerless groups, such as children. Adult researchers have particular responsibilities to children in research.

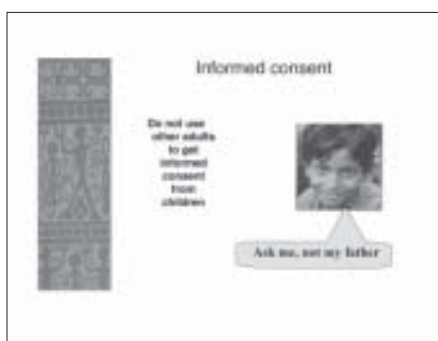
All research processes should include a written ethical strategy, which must be followed at all times.



Because of the special position of children in society it is necessary to seek the permission of a parent, or guardian as well as the individual consent of a child. The consent of an adult alone *is not sufficient*, and researchers must ask a child themselves and not rely on a parent or teacher telling them that consent has been granted. Informed consent means that a respondent has been informed of and understands:

- Research aims;
- Research methods and processes;
- Research topics;
- What the data will be used for.
- That it is possible to withdraw from the research at any time.

In this last respect 'informed consent' might be better termed 'informed dissent'. *NO* respondent should be cajoled, persuaded or intimidated into giving informed consent or withdrawing dissent. ***NO MEANS NO!***



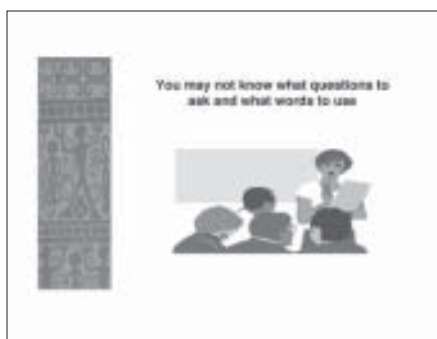
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Although research with children requires special care, it follows the same rules, and must reach the same scientific standards, as research with adults.

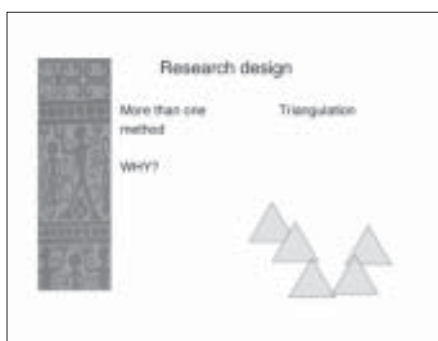


Research often begins (and ends) with a questionnaire. But this is not good, scientific research. Nor should researchers begin by asking questions in interviews – especially not interviews with children or about difficult, sensitive topics.



When you begin research you do not know:

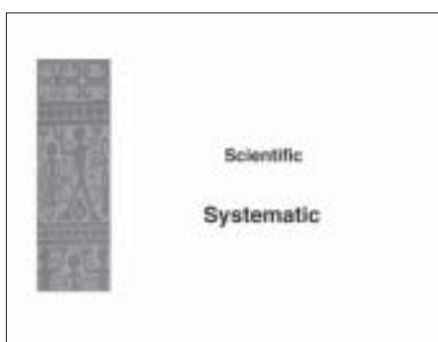
- What questions to ask;
- What words to use.
- First you need to find out:
- What people think about the issue you are interested in;
- Whether or not they see it as a problem;
- What words they use to talk about it;
- How they ask questions



Research results are not validated by feedback to the respondents but rather by cross-checking between different research methods, a process known as 'triangulation'.

This means that data are collected from different groups, in different places and using different methods/research tools. The data from each source are then compared and crosschecked.

'Triangulation' does not mean 'using three methods, it means using as many as are needed to cross-check results effectively.



For research to be scientific it must be systematic.



This means that all the information required for data to be collected (including how informed consent will be sought) must be written in a Protocol (or research manual) that all researchers use at all times.

A Protocol used for baseline data can be used again throughout the programme cycle for collecting data for monitoring and evaluation – to compare with baseline data.



Each method used in research is used to design a Research Tool;

How to use each Research Tool is recorded exactly in a Protocol.

Each Research Tool must be written precisely, so that all researchers can follow the instructions easy and accurately. A Research Tool contains all the information listed on this slide.



There are three phases to all scientific research. The next slides look at an imagined piece of research on 'What forms of corporal punishment are used? When, by whom, what do people think?

In Phase 1

Researchers find out what information about corporal punishment stakeholders need, and why they need it (for example for advocacy, or to design programmes);

Then researchers collect 'secondary data' (already existing information) and analyse it to see what new information is needed in order to answer the questions;

Then research questions are revised in view of the already existing data.



In Phase 2

Researchers find out what words people use about corporal punishment, what their experiences are and what they think about it.

Research methods in this phase would include a mixture of focus group discussions, visual methods and role play – but NOT interviews or questionnaires.

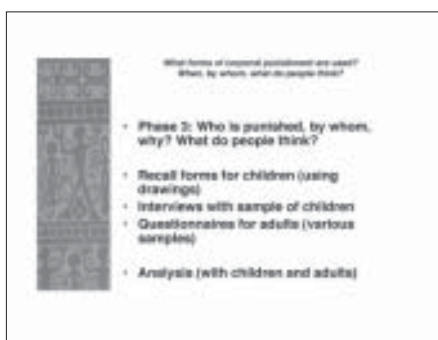
At the end of Phase 2, preferably with the help of children and adults who have taken part in the research, researchers analyses their data, and design new research tools to check on results and to find out more.



A typical method in Phase 2 would be to ask children to draw pictures of what they consider to be punishment, and discuss with them what they think about it and what words they use.

These pictures are part of a set collected with children in Mwanza, Tanzania. The pictures were later used in a survey with children and adults, to find out more about the frequency with which these punishments were used and who used them with which children.

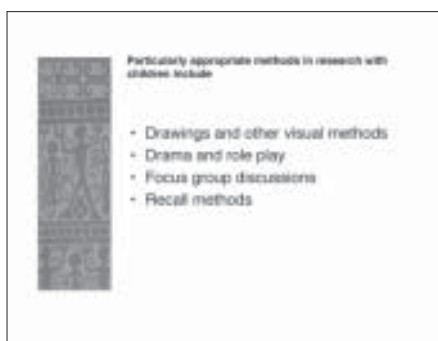
It was much easier to show pictures of punishments than to ask questions about 'corporal punishment', which is narrowly defined in Tanzania as punishment by police or the law courts.



Phase 3 does not have to use interviews and questionnaires. For example the drawings in the last slide were used in recall forms, for children to record punishments as they occurred during a week. Children enjoyed doing this and it also enables the researchers to find out about what children were punished for and by whom as well as frequency of punishment.

But questionnaires can be designed for Phase 3, based on the information and analysed from Phase 2. Questionnaires must NEVER be designed at the start of research.

Finally, using as much feedback as possible from people who have taken part in the research, the data are all analyzed (including data from Phase 2) and the results cross checked.



The most appropriate methods to use with children are:

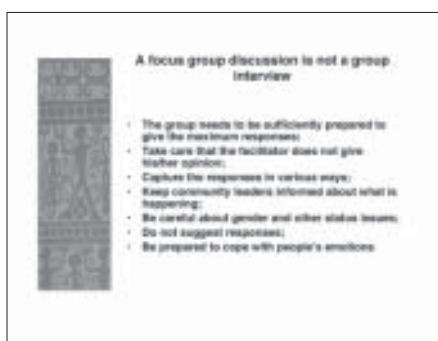
Drawings and other visual methods

Drama and role play

Focus group discussions

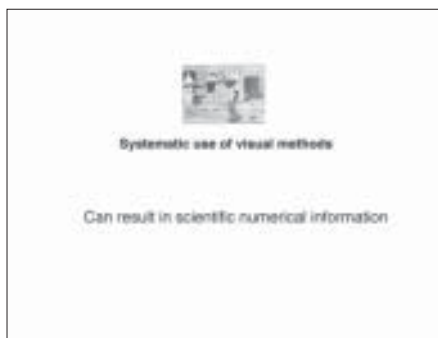
Recall methods

These may be combined (drawings and role play are useful stimuli for focus group discussions or example).



A vital part of focus group discussion work is the way the discussions are recorded. The recorder must record in writing the whole of the discussion *as far as possible in the exact words used and noting the characteristics of the person who makes the statement* (male/female, age, social status and so forth). Tape recordings are useful only to back up or check the written record. The material from focus group discussions can be subjected to quantitative analysis provided that proper records are kept, and comparisons made between the views of different categories of person (men, women, youth, children in different areas for instance).

Generally speaking, focus groups consist of a number (12-15) of people who have the same characteristics and are of the same status. Without this being a part of the research design, comparisons are impossible and quantitative analysis will be invalid. It is particularly important in research on children's issues to discover the differences between the opinions of adult men and women and the opinions and perspectives of children, adolescents and youth.



Visual methods can be used at any time to:

- Break the ice;
- Work with research participants who find verbal expression difficult;
- For issues that are difficult or embarrassing to talk about;
- To stimulate focus group discussions or interviews

Visual methods include:

- Drawings;
- Maps: activity maps, body maps; place maps.
- Sculptures;
- Masks;
- Visual stimulus - used for interviews or focus group discussions;
- Photographs - taken by children;
- Videos - made by children;



Many adults express the fear that children will copy each others' drawings, if drawings are collected in a school classroom for example. Sometimes this does happen, but it can be prevented by leaving enough space between children so that they do not see each others' drawings. If they understand the reasons for the research (which should be part of seeking informed consent) they are less likely to copy each other.

Drawings can be collected from individual children, or from groups of children drawing together. The theme may be very precise, can include a series of topics, or be more 'freeform' drawings around a general theme.



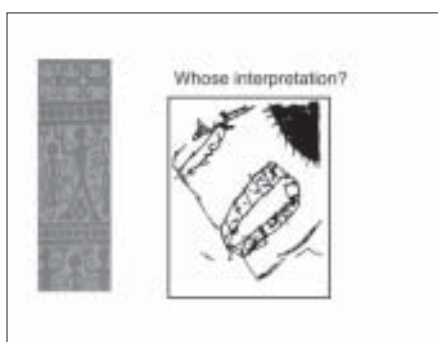
Drawings can be very explicit, as in these two examples of the use of the stick in school, drawn by a Kenyan boy in response to 'Draw things that are good and bad about school'.



Group drawings often allow children to discuss and decide on what they want to say as a group. In this case a group of primary school boys in Benin, West Africa, who were asked to draw 'good and bad' things about school, decided to draw only one thing – the bad ('mauvais') stick or 'baton'. When they explained their drawing they pointed out that the stick is bad both at home and at school.



Children must explain what they have drawn to the researchers, who must write down the explanation as part of the data collected.



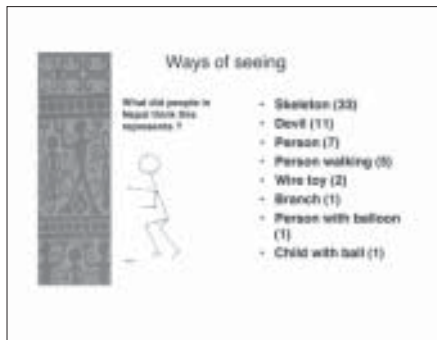
For example the researcher who collected this drawing had no idea what it meant until she asked:

This picture was drawn by a 9 year old boy in Lima, Peru. It shows the sun (in elevation) together with a plan of the passageway with rooms off it where he lives with his family, with dots for people living in the different rooms.

Children often draw in *both* plan and elevation, which means adults cannot always interpret correctly, as they use the convention of drawing in *either* plan or elevation.



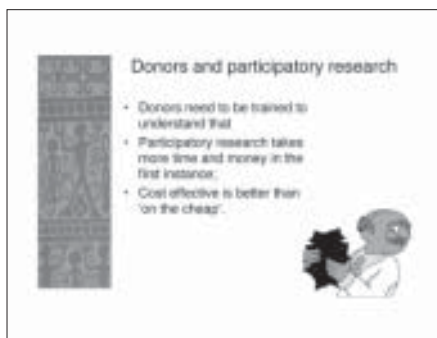
- Children, especially young children, often use drawing as a performance rather than a product. They may draw a house with all the people and furniture in it.
- But then they draw the wall to close the people in. The drawing is not intended to show an image to someone else.



The 'stick man' used to represent a walking human figure is a convention in Western drawings. But it is not universal. Visual materials used in research need to be carefully piloted to make sure that they are:

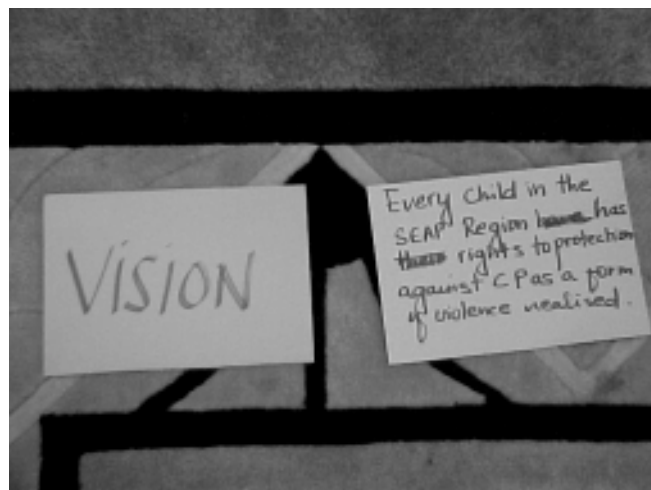
- Culturally appropriate (clothes, objects, housing...);
- Not offensive;
- Interpreted as they are intended to be interpreted.

Remember that some people have no experience of 'seeing' in two dimensions. Drawings and photographs may not be appropriate for use with such groups.



This kind of research is not as fast or as cheap as the usual quick questionnaire or interview method. But it provides better results as the basis for more effective interventions.

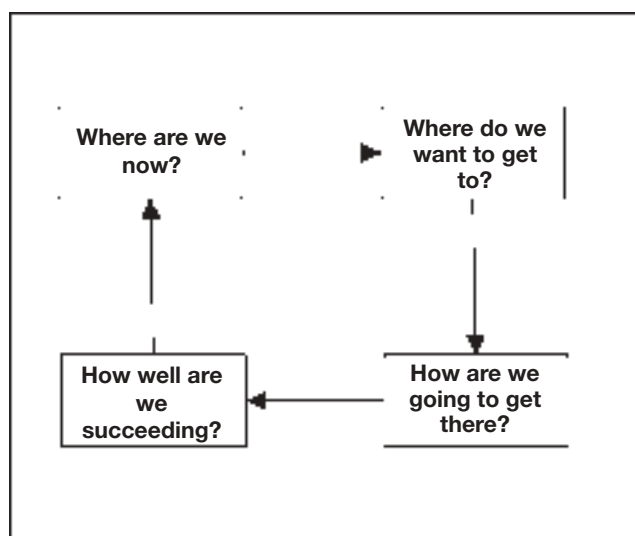
Day Three: 8 October 2003



Session 4: Strategic planning to combat corporal punishment in Southeast, East Asia and Pacific (All day)

The objective of this day was to begin to draft a regional strategy for addressing corporal punishment collectively, on the basis of group activities and presentations from the previous two days. The provision nature of the draft, which is the final chapter of this Report, must be emphasized. The intention is for participants to this workshop to take the draft for discussion with colleagues in their respective offices, and for the Focal Point on Non-Violence in Bangkok to circulate the draft among Save the Children members who had not participated. The draft will then serve as the basis for further discussion with a wider group of participants in a further Workshop to be held in Bangkok early in 2004.

All the work of Day Three was structured to fit the strategic planning cycle, about which participants were reminded. The work of the first two days represented answers to the first question: 'Where are we now?' as well as, to a certain extent, 'Where do we want to get to?' Thus the morning began with feedback presentations and discussions from group work in activities on opportunities and obstacles (Session 1); analyzing experiences (Session 2); and planning an advocacy campaign (Session 3).¹



The remainder of Day Three was dedicated to drafting the Regional Strategy, stage by stage, starting with vision, aim and objectives (Where do we want to get to?) and then addressing the question 'How are we going to get there?' combined with information needs ('How well are we succeeding?') for each stage.

The method used for the first two stages (vision, aim) was a sorting and ranking exercise using coloured cards. Starting with vision (and without discussion with colleagues) each participant wrote their vision for the future in the region with respect to the corporal punishment of children on a coloured card. Ideas were then shared and discussed in

¹The relevant presentations and discussions have already been provided in this Report under the respective sessions



pairs, resulting in some cases in merged ideas, which were also written on cards. Pairs then joined with another pair, or pairs, to form a group of four or six, which continued to discuss and clarify ideas. Finally the cards were laid out on the floor, with all participants joining in plenary discussion as they sorted and ranked the cards (sometimes adding new ones) until agreement was reached, and the group returned to individual work on the next stage, repeating the process with aims, and then with objectives, with separate cards for each aim, or objective.

At first participants found it difficult to distinguish between long term ideal vision, and shorter term achievable aims, and then between aims and concrete, measurable objectives, which are stages towards reaching the aim and achieving the vision. In some cases, ideas for visions were 'demoted' to aims, and aims to objectives, after discussion.

It was emphasized throughout the day that the draft Regional Strategy should encompass common issues and actions for the region. At a later stage, individual countries and organizations can adapt these to their context in the process of devising their respective national plans of action, which should be in line with the strategy objectives but not necessarily composed of the same activities.

Adopting a collective vision

Participants were asked to think of an ideal situation in the region with respect to the issue of corporal punishment of children. It was stressed that the vision should be long-term, and did not need to be measurable, or even achievable in the foreseeable future. After following the process described above, and considerable discussion, the participants decided that their vision of the future was:

All children in the Southeast, East Asia and Pacific region have their right to protection against corporal punishment as a form of violence realized.

Formulating a collective aim

The participants then followed a similar process to formulate an achievable aim for the Regional Strategy. They were encouraged to think of the aim as something more specific than the vision, and achievable within a shorter, definable time. The agreed aim was:

Societies in the Southeast, East Asia and Pacific region will recognize all forms of corporal punishment as violence against children, with the result that social behaviours and practices are changed.

There was some discussion over how specific the aim should be in terms of time and targets. The issue was not resolved at this point. Participants agreed to leave until Day Four discussion on the possible addition of the words 'so that by 200X the incidence of corporal punishment of children in the region will be reduced by X%'.

Defining objectives and selecting actions

The participants followed the same sorting and ranking process to define the objectives that would enable regional Alliance members to reach this strategic aim. Individual participants wrote as many objectives as possible, each on a separate card, which were all placed on the floor, beside the agreed vision and aim. The cards were sorted and ranked, with much discussion, until they could be seen to cluster around seven operational themes, provisionally labeled

- Research
- Regional coordination
- Public education
- Children's participation
- Legal reform
- Organizational change
- 'Alternatives'.

The last heading - 'alternatives' - included education and training activities aimed at replacing corporal punishment with more positive and less harmful means of conflict resolution and discipline.

The participants then split into small groups, one for each of the thematic areas above, to define a single objective for that area. Using a matrix they began to answer the questions, 'How are we going to get there?' and 'What information do we need in order to establish a baseline for monitoring and evaluation?'

Question	How do we get there	What do we need to know?
What? (Activity)		
When? (Timetable)		
Who? (Human resources)		
Who with? (among the Alliance, partners)		
How? (Methods)		
What resources? (Financial)		
What resources? (Equipment)		

At the end of day, completed matrices were collected and compiled by facilitators into a preliminary draft of a regional strategy, was reviewed and refined collectively during Day Four.

Day Four: 9 October 2003



Session 5: Drafting the Regional Strategy (All day)

The purpose of this session was to review the working draft strategy collectively and to agree on a version that would be shared and discussed at country level, following the Regional Workshop.

At the start of the session, the participants were given 20 minutes to read through individual copies of the provisional draft of the Regional Strategy, compiled from the matrices completed the previous day. The draft was also projected on to a screen from a laptop computer, so that all participants could see and agree to any changes that were made. The final version, produced through discussion and agreement, is presented in the next chapter.

Finally, participants were invited to consider what implications these regional strategy components would have at country level. Then additional revisions were made to the draft.

Discussion

In the early stages, debate revealed some differences in perspective between Asian and non-Asian participants. Thus, mid-way through plenary discussion, the workshop facilitators invited three Asian participants to take a lead facilitation role, which resulted in more dialogue, as well as more Asian voices being heard. Nevertheless, the debates concentrated on wording and structure of the draft strategy, rather than disagreements on substance.

Terminology and translation

Because of the need to translate the draft into local languages, and cultures, terminology is a crucial issue. Several participants repeated the point that, in their languages and cultures, ‘corporal punishment’ refers only to military or institutional punishment, or perhaps only to schools, which might mean that parents might not think it refers beating their children in the home. In South Asia, Save Alliance colleagues prefer to use the term ‘physical punishment’, while Chinese participants repeatedly emphasized that ‘abuse’ would make more sense in their context, and also fit into their existing programming. Participants were encouraged to think of words and phrases that communicate the entire concept. However, participants insisted that the precise wording of the regional strategy had to work in each of the countries. It was agreed to look more closely at this issue during editing of the draft strategy in the next Regional Workshop.



Ordering and titles of the objectives

As there had been no sorting and ranking exercise for the thematic areas into which objectives had been grouped, facilitators had not attempted to rank them overnight in the draft. It was clarified that the ordering of the objectives did not imply any programme priorities.

Discussion also touched upon the thematic titles given to the objectives. It was clarified that these had simply emerged from the drafting process in Day Three and were only provisional. An objection was raised to the term 'Alternatives', which might be interpreted as 'alternative means of corporal punishment' rather than 'alternatives to corporal punishment'. It was agreed that the titles would be reconsidered during editing of the draft regional strategy.

Promoting the issue with colleagues

Several participants reiterated their concern that they might not receive much support when they present the draft to colleagues and partners, and attempt to convince them to mainstream the issue of corporal punishment within their programmes. They feared that their efforts might be ignored because, at this point in time, corporal punishment is a 'non-issue' for most people.

Children's participation

It was agreed that children's participation is a cross-cutting issue for all strategy components, as well as an objective to be achieved. In addition, efforts to promote children's participation need to incorporate building adult capacities to work with children and facilitate their participation.

Regional or national research?

It was clarified that the research mentioned in the objectives should be conducted at country level, following agreed, standardised protocols developed at regional level by stakeholders from targeted countries. This would allow comparative analysis between countries and assist in drawing up priorities for the region.

Parenting education

Participants noted that 'parenting education' may be a misleading or limiting phrase. They argued that awareness of corporal punishment as a breach of children's rights, and use of positive methods of conflict resolution and discipline, should be built into education and training for all legal guardians and carers. This could include staff of institutions, foster parents, and other relatives who become children's primary caregivers.

It was also noted that most parenting education focuses on rearing children under five years of age, and that it does not exist at all in some places. The participants agreed that it is important that some education and training is provided to parents and other caregivers on good parenting skills, covering childhood to the age of 18 years.

One of the first suggested changes to the objective on parenting education included the clause: 'parenting education programmes incorporate the message that corporal punishment is a form of child abuse'. Participants agreed that this was likely to offend parents, and that to approach corporal punishment as a breach of children's rights is much more likely to gain parents' support.

Monitoring systems for corporal punishment in schools

There was some debate over monitoring systems. It was agreed that two types of monitoring system on corporal punishment are needed. The first would be within the education system, in which schools and/or other stakeholders monitor use of corporal punishment by teachers. This can be an indicator of success (leading to identification of good practices), and help to identify teachers and schools where extra work needed. An example of this kind of monitoring system run by Save the Children Norway in Cambodia was mentioned.

The second type of monitoring system would allow children to make complaints about corporal punishment and other violence. This should be separate from the school-based system, so that children are not expected to report their complaints to the same system that might be inflicting the punishments.

Role of the 'regional level'

Following the discussion about research, it was noted that the role of a regional-level structure should be both to compile the research findings, and to disseminate them. It was also commented that the regional perspective and regional representation was very important politically, to back up country-level work and to contribute to global forums and initiatives. Because human and financial resources at regional level are scarce, and more importantly to foster democratic decision making and collective responsibility, it was suggested that each country should nominate a focal point on corporal punishment, and that a regional Task Group should be formed and be responsible for overseeing the implementation of the strategy. A further role for a regional Task Group could be to encourage mainstreaming of the abolition of corporal punishment into Save the Children programmes.

The next steps: Scheduling follow-up

Once the text of the draft Regional Strategy was agreed, Dominique reminded the participants that the Regional Workshop was only the first step in building a Regional Strategy to address corporal punishment in the Southeast, East Asia and Pacific. He



explained the plans for 'follow-up' to the Regional Workshop. The draft Regional Strategy would be distributed to the participants shortly after the workshop. The workshop report would be distributed to the participants before final, printed and electronic (CD-ROM) versions were circulated publicly.

Dominique then described a suggested process for follow-up over the next few months. Participants commented, and identified realistic timing for agreed follow-up activities:

1. On their return to their countries after the Regional Workshop, the participants should call meetings of the staff of their own offices to raise interest on the issue of corporal punishment. They should tell their Representative and colleagues about the workshop and present the draft Regional Strategy, using materials produced for and distributed during the workshop.
2. Dominique will share the draft Regional Strategy with Save the Children Alliance members who did not send a representative to the Regional Workshop. Dominique and Britta will draft a covering letter describing what went on in the Regional Workshop and outlining the corporal punishment initiative in the region.
3. After creating interest in the draft Regional Strategy among their colleagues in their own offices, the participants should contact other Save the Children Alliance members in their countries to enlist their support in addressing corporal punishment at national level and stimulate discussions and creative inputs in relation to meeting the objectives listed in the draft Regional Strategy.
4. Participants should discuss the Save the Children's campaign against corporal punishment and the draft Regional Strategy with partners in their countries - government partners, NGOs and perhaps UN agencies such as UNICEF.
5. The participants and other interested parties should then identify a national focal point from among the Save the Children Alliance members or their partners, to represent their country in a regional Task Group on corporal punishment. The Task Group will be responsible for overseeing the implementation of the Regional Strategy on corporal punishment. The focal points should be committed and have enough time to fulfil the role.
6. In early 2004, a second Regional Workshop will be held. All of the current participants and national focal points will be invited to attend, along with representatives of other interested Save the Children Alliance members.

During the event, feedback from the countries on progress to mobilize members and partners, and in relation to activities to reach the objectives, will be presented. This will help finalize the current draft into a Save the Children Alliance Strategy to address corporal punishment in Southeast, East Asia and Pacific, and begin discussion about the implementation of the strategy.

Dominique encouraged the participants to document carefully all comments, concerns and suggestions made during discussions of the draft Regional Strategy with partners, colleagues and other Save the Children Alliance members at national level. These will be vital inputs for finalization of the Regional Strategy in the second workshop.

Dominique also noted that monitoring and evaluating aspects of the Regional Strategy had hardly been touched upon in the Regional Workshop. He volunteered to share some reference materials to facilitate thinking about monitoring and evaluation required for the Regional Strategy.

It was suggested that one day during the next Regional Workshop could be dedicated to capacity building on monitoring and evaluation.

Follow up timetable

What	Who	When
Dissemination of the draft strategy	Dominique	13/10/2003
Briefing to office staff, at country level, upon return	Participants	Ideally week of 13/10/2003
Communication to all Save the Children Offices in SEAP about the draft strategy	Dominique/Britta	Week of 13/10/2003
Preparation of terms of reference to facilitate the identification of Country Focal Points	Mali/Dominique	Week of 13/10/2003
Identify national Alliance focal points on corporal punishment	Participants, Alliance members at national level	Between October 2003 and March 2004
Share with participants resource information on monitoring and evaluation	Dominique	By mid-November 2003
Share with participants the final workshop report (text) on CD rom	Caspar/Dominique	By mid-November 2003
Report design and printing	Publisher	End of November 2003
Dissemination of the report	Dominique	December 2003
Share the draft strategy with other Save the Children offices at national level, supply background information, and mobilize interest	Participants	Between October 2003 & January 2004



What	Who	When
Discuss the draft strategy with partners organizations at country level	Participants, Alliance members, Focal points identified, Others	Between October 2003 and March 2004
Document outcomes of discussions with Alliance members and partners at country level, to prepare for the second workshop	Participants, others as relevant	As relevant, in accordance to progress in completing the above
Second International save the Children Alliance Workshop on corporal punishment	Participants/ National Focal points/ Dominique/Mali/ others	First Quarter 2004
Finalize the regional strategy, based on country inputs, and formulate implementation plans	Participants in the second regional workshop	

Developments in the global initiative

Mali shared her enthusiasm about the commitment and efforts in the workshop and congratulated participants on their hard work and achievements. She then gave a brief presentation on current and planned developments in the global Save the Children Alliance programme on corporal punishment. She reminded participants that the Save the Children Alliance Framework Document, one of the main outputs of the Cairo workshop, gives guidance on how to address the issue of corporal punishment at national level. The Framework Document is now going through a third round of editing and once finalized should become a useful reference for progress at country level.

Mali added that, by the end of 2003, the Save the Children Alliance hopes to have an active website on corporal punishment. This will give greater visibility to country and regional work, and should facilitate information sharing between regions.

In conclusion, Mali indicated that she saw many similarities between the cultural obstacles mentioned in Southeast, East Asia and Pacific countries and those raised in other regions. She encouraged the participants to look at the similarities, not only the differences, between countries and regions in their future work on corporal punishment. She also said that the Alliance Task Group on Corporal Punishment would welcome inputs from the region on the Alliance Position Paper on Corporal Punishment.

Workshop evaluation and closure

In order to gather the participants' views on the workshop process and facilitation, Dominique distributed anonymous evaluation forms. He invited participants to complete them and leave them in a confidential drop-box. The evaluation report is provided as Appendix 5.

Following the evaluation, Dominique warmly thanked the participants and resource persons for their hard work during the Regional Workshop, before leading a closing ceremony, in which participants took turns to thank another individual personally, by making a brief speech and presenting a red rose.

Outcome (DRAFT) Strategy

**to address all forms of corporal punishment
of children in Southeast, East Asia and Pacific**

**(DRAFT) Strategy
to address all forms of corporal punishment
of children in Southeast, East Asia and Pacific**

(October 2003)

This draft is a preliminary attempt to develop a strategy to address the corporal punishment of children in the Southeast, East Asia and Pacific Region. It represents the efforts of staff from seven countries during a four-day workshop in Bangkok, 6-9 October 2003

Feedback and comments are invited from colleagues and partners in these seven countries, as well as all others in the Southeast, East Asia and Pacific region, in order to prepare a more complete draft for the next stages of the drafting process, which are expected to take place during a Workshop in March 2004.

The focal point for comments and inquiries related to this paper is Dominique Pierre Plateau, Non Violence and Child Labour Regional Coordinator, Save the Children Sweden, Southeast Asia, dplateau@mweb.co.th

Cross cutting issues

Some cross-cutting issues to take into consideration during follow up discussions at country level, and in preparation for the next workshop:

Children's participation: Spaces for children's meaningful participation must be built into all strategy activities, wherever it is appropriate and ethical. Follow up discussions at country level should explore ways to achieve this in the national context, assessing groups and/or organizations of and with children who could be involved;

Governments' responsibility: Ultimately national governments have the responsibility to eliminate corporal punishment of children under children's human rights. This responsibility will be highlighted as extensively as possible through the strategy activities. Discussions at national level should explore ways to collaborate with the national government in conducting strategy activities at national level;

Monitoring and evaluation: It is essential to build monitoring and evaluation mechanisms into the strategy. Discussions of this draft strategy at country level should begin to explore ways to monitor and evaluate progress towards each objective. The next workshop may include one day of capacity building in monitoring and evaluation (including setting indicators) to facilitate final decisions on monitoring and evaluation for the overall strategy;

Flexibility: The contexts (cultural, social, political, and ongoing programmes relevant to corporal punishment) are different between countries in the region. Discussions among Alliance members, and with partners, at country level, should decide how best meet the draft strategy objectives in the national context;



Mainstreaming: Corporal punishment is an issue relevant to many Save the Children programme areas. As a starting point, and as far as possible, the objectives of the draft strategy should be realized through mainstreaming into existing programmes. This should be an important topic to address in discussions at country level, involving all programme staff.

Vision

The rights of every child to a life free from violence, including corporal punishment in all its forms, will be realized in the SEAP region.

Aim

Societies in the SEAP region will recognize all forms of corporal punishment as violence against children, with the result that social behaviours, attitudes and practices are changed.

Objectives

1 At the regional level

To establish mechanisms for coordinating, documenting and disseminating information from and about national and regional efforts;

2 For organizational changes

- 2.1 To promote and facilitate the understanding and implementation by all staff, at professional and personal levels, of the Alliance position on corporal punishment;
- 2.2 To mainstream the issue of corporal punishment of children into all Save the Children Alliance programmes;

3 On children's participation

To improve children's and adults' awareness of, and capacity to combat, corporal punishment, through children's participation;

4 On research

To obtain reliable data about:

- a) Basic knowledge of positive traditional values and practices of child rearing and discipline;

- b) Different forms of corporal punishment at home, in schools, in institutions, the justice system and other contexts of childhood;
- c) Effects and consequences of corporal punishment;
- d) Extent of the problem (prevalence).

(In order to collect these data, regional and national protocols will be developed, which will incorporate children's participation throughout the research process.)

5 On public education

To develop and implement a public education strategy that targets all levels of society with a clear message that all forms of corporal punishment should end;

6 On education and training

6.1 To ensure that parenting education and training for parents and other caregivers:

- a) Incorporate sensitization and recognition that corporal punishment is a breach of children's rights;
- b) Encourage adoption of non-violent forms of conflict resolution in homes;

6.2 To encourage and support changes so that education systems no longer allow teachers to use any forms of corporal punishment.

Specifically:

- a) Teachers learn about good practices through pre-service and in-service teacher training programmes;
- b) Good practices and methods of learning and discipline are used in classrooms;
- c) Local and national mechanisms are established for monitoring successful elimination of corporal punishment in the education system;

7 On law reform

To reform laws and policies in each country in the SEAP region to prohibit expressly all forms of corporal punishment against children.

**1 Objectives at the regional level**

To establish mechanisms for coordinating, documenting and disseminating information from and about national and regional efforts;

How do we get there?	What do we need to know?
Activities <ul style="list-style-type: none"> • Provide leadership; • Consolidation; • Network; • Collect and disseminate information • Provide a platform for discussion and planning; • Link with international efforts and other Alliance Task Groups; • Create a Save the Children Alliance Regional Working Group on Corporal Punishment (?) 	
Timetable	
Human resources <ul style="list-style-type: none"> • Save Alliance Regional Working Group on Corporal Punishment; • Focal points: Regional (Sandra Renew, Dominique Plateau, others (?)); and national (to be identified) 	
Partners	
Methods	
Financial resources	
Equipment	

2 Objectives for organizational changes

- 2.1 To promote and facilitate the understanding and implementation by all staff, at professional and personal levels, of the Alliance position on corporal punishment;**
- 2.2 To mainstream the issue of corporal punishment of children into all Save the Children Alliance programmes;**

How do we get there?	What do we need to know?
Activities <ul style="list-style-type: none"> • Internal training; • Regional information sharing and partnership (linked with regional coordination); • Translation of relevant materials 	<ul style="list-style-type: none"> • What training has been given to staff on corporal punishment and the Alliance position paper; • Level of commitment;
Timetable <ul style="list-style-type: none"> • All staff should be trained by the end of 2004 	
Human resources <ul style="list-style-type: none"> • Alliance regional focal points; • Alliance national focal points; • Consultant to collate regional situational analysis from national situation analyses (from research in Objective 4) 	<ul style="list-style-type: none"> • Commitment; • Knowledge; • Skills; • Attitudes
Partners <ul style="list-style-type: none"> • By support of the Alliance Task Groups on Corporal Punishment and the UN Study; • Alliance focal points have to set up Alliance national working groups as support 	<ul style="list-style-type: none"> • Level of commitment to the issue; • Content of Alliance members' programmes
Methods <ul style="list-style-type: none"> • Training; • Research; • Skills development; • Networking; • Sharing knowledge and experiences 	<ul style="list-style-type: none"> • Systematically documented experiences of 'good practices' and 'lessons learned'
Financial resources <ul style="list-style-type: none"> • Allocate funding for corporal punishment in relevant programmes 	<ul style="list-style-type: none"> • What funding is available for relevant programmes
Equipment <ul style="list-style-type: none"> • Internet; • Publications; • National research studies 	<ul style="list-style-type: none"> • Tools for effective monitoring and evaluation



3 Objectives on children's participation

To improve children's and adults' awareness of, and capacity to combat, corporal punishment, through children's participation;

How do we get there?	What do we need to know?
Activities <ul style="list-style-type: none"> Establish structures for children's participation, for example children's forums; Provide mechanisms for national Alliance members to share approaches and programmes on children's participation; Establish efficient network for sharing information, including country focal points 	<ul style="list-style-type: none"> Information on 'good practice' in the region
Timetable <ul style="list-style-type: none"> Ongoing 	
Human resources <ul style="list-style-type: none"> Children (including leaders); Focal points; Technical support; Key person; Resource person; Partners 	
Partners <ul style="list-style-type: none"> Children; Key partners in each country; Alliance members; Other organizations with regional scope (including INGO and IGO) 	<ul style="list-style-type: none"> Implementing mission of organizations
Methods <ul style="list-style-type: none"> Lobbying and advocacy; Establish links with other organizations; Use 'successful' experiences to promote or guide implementation of children's participation 	<ul style="list-style-type: none"> What criteria for success exist; Shared information (and follow-up survey); Country mappings of 'successful' children's participation
Financial resources <ul style="list-style-type: none"> Financial support 	<ul style="list-style-type: none"> Budget
Equipment <ul style="list-style-type: none"> Campaigning materials; Policy; Save the Children Alliance Task Group on Children's Participation document on Standards for Children's Participation; Save the Children Alliance Participation Toolkit for UN Study on Violence 	

4 Objectives on research

To obtain reliable data about

- a) **Basic knowledge of positive traditional values and practices of child rearing and discipline;**
- b) **Different forms of corporal punishment at home, in schools, in institutions, the justice system and other contexts of childhood;**
- c) **Effects and consequences of corporal punishment;**
- d) **Extent of the problem (prevalence).**

(In order to collect these data, regional and national protocols will be developed, which will incorporate children's participation throughout the research process.)

How do we get there?	What do we need to know?
Activities National-level research through: <ul style="list-style-type: none"> • programme strategies, • Cooperation of other NGOs and INGOs working on this issue; • Cooperation of Alliance partners nationally 	<ul style="list-style-type: none"> • Information for advocacy, training, Cooperation within the Alliance; • education materials and media campaigns; • Existing data and ongoing/planned studies
Timetable Year 1: Preparation: <ul style="list-style-type: none"> • Building contacts and collaboration; • Finding resources; • Agreeing on research basics; • Discussions and meeting; • Finding partners and qualified researchers Year 2/Year 3: <ul style="list-style-type: none"> • Consultative meetings with stakeholders, including children and researchers, and other preliminaries, leading to agreement on research questions; (6 months); • Contract researchers; • Draft protocol's (researchers and stakeholders); • Pilot protocol and finalize (up to 4 months); • Data gathering and preliminary analysis, development of new research tools (4 months); • Second phase of data gathering (4 months); • Analysis and writing (6 months); • Preparation for different forms of dissemination 	<ul style="list-style-type: none"> • Centres of excellence and/or individuals capable of carrying out children-centred, action-oriented, participatory research (including training); • Background and training materials in children-centred, a action-oriented, participatory research



How do we get there?	What do we need to know?
Human resources <ul style="list-style-type: none"> • Researchers (selected using transparent recruitment system); • Person specification for researchers: <ul style="list-style-type: none"> • Experience in children-centred, action-oriented, participatory research skills; • Ability to draft and use a scientific research protocol; • Staff to input and compute data for SPSS; • Administrative back-up 	<ul style="list-style-type: none"> • List of possible researchers
Partners <ul style="list-style-type: none"> • Alliance members; • Other NGOs and INGOs working on this issue; • Alliance partners nationally; • Research institutes 	<ul style="list-style-type: none"> • Partners' profiles; • Resource mapping
Methods <ul style="list-style-type: none"> • Children-centred, action-oriented, participatory research 	<ul style="list-style-type: none"> • Documentation of and manuals for children-centred, action-oriented, participatory research (more than 'PAR')
Financial resources <ul style="list-style-type: none"> • Existing resources; • New funds; • Joint funds 	<ul style="list-style-type: none"> • What funds are available for research from which agencies
Equipment <ul style="list-style-type: none"> • Protocol; • Data collection back materials; • Transport; • Computer access; • Computer software for data storage and analysis 	

5 Objectives on public education

To develop and implement a public education strategy that targets all levels of society with a clear message that all forms of corporal punishment should end;

How do we get there?	What do we need to know?
Activities <ul style="list-style-type: none"> • Training; • Research; • Mapping; • Child participation programmes; • Establish media relations, including media sensitization training 	<ul style="list-style-type: none"> • Situation analyses; • Identifying target groups for messages; • Identify available resources
Timetable <ul style="list-style-type: none"> • The public education campaign will take place over a three year period 	<ul style="list-style-type: none"> • Available funding; • Alliance member commitment
Human resources <ul style="list-style-type: none"> • Alliance working group on corporal punishment in the SEAP region 	<ul style="list-style-type: none"> • National focal points to liaise with external national resources
Partners <ul style="list-style-type: none"> • Child rights advocates; • Local partners; • UN agencies; • Journalists and media groups; • Governments 	<ul style="list-style-type: none"> • Situation of children in each country - with respect to corporal punishment
Methods <ul style="list-style-type: none"> • Training (internal/regional); • Research; • Documentation of good practice 	<ul style="list-style-type: none"> • Level of knowledge and commitment of partners
Financial resources <ul style="list-style-type: none"> • Approach donor agencies of governments that have banned corporal punishment; • External and regional fundraising 	<ul style="list-style-type: none"> • Location of agencies; • Donor priorities
Material resources <ul style="list-style-type: none"> • Website on corporal punishment • Regional network; • 'Good practice' case studies on ending corporal punishment, gathered through monitoring and evaluation 	<ul style="list-style-type: none"> • Useful tools for monitoring and evaluation



6 Objectives on education and training

6.1 To ensure that parenting education and training for parents and other caregivers:

- a) Incorporates sensitization and recognition that corporal punishment is breach of children's rights;
- b) Encourages adoption of non-violent forms of conflict resolution in homes;

How do we get there?	What do we need to know?
Activities <ul style="list-style-type: none"> • Training in human rights and UN Convention on the Rights of the Child; • Publication on concept of corporal punishment; • Development of training programmes on cultural, legal and other aspects of corporal punishment of children; • Organize parent groups; • Organize parent networks in the region 	<ul style="list-style-type: none"> • Understand corporal punishment policies in each country of the region; • Gather information about cultural practices and recognition of corporal punishment in the region
Timetable <ul style="list-style-type: none"> • Depends on national contexts 	
Human resources <ul style="list-style-type: none"> • Experts in each area; • CRC trainer, programmer and so forth; • Translator 	<ul style="list-style-type: none"> • Time schedules of experts and resource persons
Partners <ul style="list-style-type: none"> • Experts in each area; • CRC trainer, programmer and so forth; • Governments/mass organizations; • Media 	<ul style="list-style-type: none"> • As above
Methods <ul style="list-style-type: none"> • Development of training tools; • Using the CRC training kit; • Using the Internet 	<ul style="list-style-type: none"> • Collect successful case studies from each country
Financial resources <ul style="list-style-type: none"> • Donations from companies, government, Alliance regional budget (to be allotted); • Fees for training 	<ul style="list-style-type: none"> • Depends on countries
Equipment <ul style="list-style-type: none"> • Materials; • Posters; • Case studies; • Books; • Brochures; • 'We Can Work it Out: Parenting with confidence' SCFparenting training pack 	

6.2 To encourage and support changes so that education systems no longer allow teachers to use any forms of corporal punishment. Specifically:

- a) Teachers learn about good practices through pre-service and in-service teacher training programmes;**
- b) Good practices and methods of learning and discipline are used in classrooms;**
- c) Local and national mechanisms are established for monitoring successful elimination of corporal punishment in the education system;**

How do we get there?	What do we need to know?
Activities <ul style="list-style-type: none"> • Create opportunities for country members to share approaches and programmes in education system improvements that target corporal punishment; • Set up network for information-sharing; • Establish mechanisms for monitoring corporal punishment in the education system 	<ul style="list-style-type: none"> • Map country with respect to education training programmes for teachers and administrators; • Map Alliance programmes for successful strategies
Timetable <ul style="list-style-type: none"> • Ongoing 	
Human resources <ul style="list-style-type: none"> • A responsible person from a Save the Children Alliance member education programme in each country 	<ul style="list-style-type: none"> • Contact (focus) person in each country, with tertiary education experience
Partners <ul style="list-style-type: none"> • Government education system 	<ul style="list-style-type: none"> • How education systems sanction teachers who do not follow policy
Methods <ul style="list-style-type: none"> • Use education programme about active learning and inclusive education to influence teacher training institutions and government; • Lobby with other agencies; • Use EFA, CRC and national legislation for advocacy 	<ul style="list-style-type: none"> • Successful strategy use within each country
Financial resources <ul style="list-style-type: none"> • Alliance regional budget (to be allotted?); • Publication budget for development of academic references 	
Equipment	



7 Objectives on Law Reform

To reform laws and policies in each country in the SEAP region to expressly prohibit all forms of corporal punishment against children.

How do we get there? (Children's participation throughout)	What do we need to know?
Activities Step 1: <ul style="list-style-type: none"> • Explore law in each state to understand what needs to change; • Find partners to advocate law reform; • Draft proposals for (a) law reform, (b) guidelines for implementation, (c) monitoring implementation; • Engage government bodies in discussions on law reform Step 2: <ul style="list-style-type: none"> • Convince government bodies to adopt law reform; • If necessary explore ways of putting pressure on government to reform law; • Develop strategy to meet challenge to advocacy and legal reform 	<ul style="list-style-type: none"> • Current legal systems • Current child protection systems • Map possible partners (including politicians) • Map regional experiences • Develop indicators for effectiveness • Identify key officials, politicians, ministers; • Knowledge of national and international law that can be used to challenge national law; • Identify possible challenges • Collect information about positive experiences in law reform in the region; • Identify human resources
Timetable Step 1: <ul style="list-style-type: none"> • Starting preparatory process immediately, each state setting deadline not exceeding two years (use legislative opportunities - such as constitutional reform - if these occur) 	<ul style="list-style-type: none"> • Monitor legislative programme of government/parliament; • Monitor activities of legal reform in media and other NGOs
Human resources <ul style="list-style-type: none"> • Save Alliance experts on legal reform; • Focal points and coordinators (individuals and/or organizations); • Legal expertise (Peter Newell and local lawyers); • Police, health and social service personnel; • Children 	<ul style="list-style-type: none"> • Availability; • Qualifications; • Credibility; • Sustainability
Partners <ul style="list-style-type: none"> • Children; • NGOs; • UN agencies; • Prominent individuals; • Legal experts; • Media and governmental agencies 	

How do we get there? <i>(Children's participation throughout)</i>	What do we need to know?
Methods <ul style="list-style-type: none"> • Research; • Proposal making; • Interventions with governments; • Advocacy; • Mapping exercises; • Alliance cooperation within the region 	
Financial resources	
Equipment	

Appendices

Appendix 1 Agenda

Appendix 2 List of participants

Appendix 3 Profiles of resource persons

Appendix 4 Examples of Activity Cards referred to by Sandra Renew

Appendix 5 Workshop evaluation

Appendix1 Agenda

Day 1: October 6, 2003, Morning	
0800-0900 Registration	Thitikorn 'Song' Trayaporn
0900-0930 Welcome & Review of Agenda	Dominique Pierre Plateau & Mali Nilsson
0930-1000 Opening address: All forms of corporal punishment of children must be banned	Peter Newell
1000-1030 Introductions	Judith Ennew
1030-1100 Break	
1100-1230 Session 1: Corporal punishment and human rights, baseline information, global and SEAP contexts	
Presentation 1 (Powerpoint): Background information	Judith Ennew
Objectives: 1/ Understand corporal punishment as a human rights issue in the global and regional contexts; 2/ Discuss and take stock of cultural and other contextual concerns, important issues, obstacles and difficulties in SEAP in relation to conducting actions to combat corporal punishment.	Chair: Dominique Pierre Plateau Facilitators: Junita Upadhyay & Judith Ennew
Outcome: A list of issues of concern and importance to take into consideration when planning a regional strategy to combat corporal punishment.	
1230-1400 Lunch	

Day 1: October 6, 2003, Afternoon	
1400-1730 Session 2: How to incorporate issues addressing corporal punishment in current Alliance programmes in SEAP: current experience and moving forwards	
Presentation 2: 'Violence and child labour: occurrence in child domestic work'	Jonathan Blagbrough
Questions & Answers	Facilitator: Beth de Castro
Presentation 3: 'Incorporating issues about violence of teachers in education and social protection programmes in Indonesia'.	Sandra Renew
Questions & Answers	Facilitator: Junita Upadhyay
1530 - 1600 Break	
Discussion:	
Group work and Plenary presentations and discussion. Objectives: 1/ Take stock of existing and ongoing models; 2/ Criteria for success and reasons for failure; 3/ What else can be done?	Facilitator: Judith Ennew
Outcomes: 1/A list of models and practices in SEAP; 2/A list of recommendations about how better to integrate corporal punishment in programmes so as to increase visibility and support effective multi-sectoral actions to combat the problem	
1900 Welcome dinner	



Day 2: October 7, 2003, Morning	
0900-1230 Session 3:	
Knowledge, Attitude and Practice in addressing corporal punishment in SEAP	
Presentation 4: 'Negotiating Trust and Power: Good parenting in the context of conflict resolution.'	Beth Protacio de Castro
Presentation 5: 'Planning a Campaign: Suggested Strategies'.	Junita Upadhyay
Presentation 6: 'Researching the Legal Status of Corporal Punishment'	Peter Newell
Presentation 7: 'Research Design, Planning and Implementation, Involving Children'	Judith Ennew
This session will attempt to be as interactive as possible. The presentations above will be delivered throughout the day and support and inform the discussions. Group work and Plenary discussion.	
Objectives: Based on the outcomes of Session 1 & Session 2, this session will discuss and agree on how best to take forward the Cairo Workshop's identified gaps, and expressed recommendations. Through what possible activities? How to mainstream the issue of addressing corporal punishment in current programmes What would possible activities imply or require, for example in terms of resources, planning, implementation and role?	
1230-1400 Lunch	

Day 2: October 7, 2003, Afternoon	
1400-1730 Session 3: Knowledge, Attitude and Practice (continued)	
Continued...	
Outcome: 1/ An understanding among the workshop participants of what is required to address corporal punishment effectively in SEAP; specific activities, how they should be conducted and by whom; 2/ A list of participants' suggestions for a selection of activities as part of, or in addition to, their current projects to address corporal punishment effectively.	
1900 Dinner with Presentation and Discussion of UN Study on Violence Against Children and the Role of the Save the Children Alliance	Mali Nilsson Beth de Castro

Day 3: October 8, 2003, Morning	
0900-1230 Session 4:	
Strategic planning to combat corporal punishment in Southeast, East Asia and Pacific	
Objective: In this session the participants will decide on the components of the regional strategy, including with respect to actions at country level, based on the outcomes of the two previous days.	
1230-1400 Lunch	

Day 3: October 8, 2003, Afternoon	
1400-1730 Session 4:	
Strategic planning to combat corporal punishment in Southeast, East Asia and Pacific (continued)	
Continued.....	
Outcome: All necessary components for a regional strategy including plans for action at country level.	

Day 4: October 9, 2003, Morning	
0900-1230 Session 5:	
Draft the strategy paper to combat corporal punishment in Southeast Asia Pacific	
Objective: In this session, through a collective effort, and in a participatory manner, the participants will draft the strategy paper to combat corporal punishment in Southeast, East Asia and Pacific.	

Day 4: October 9, 2003, Afternoon	
1400-1730 Session 5:	
Draft the strategy paper to combat corporal punishment in Southeast, East Asia and Pacific (continued)	
Continued.....	
Outcome: A strategy paper to combat corporal punishment in Southeast, East Asia and Pacific.	
Endorsement of the draft strategy paper and concluding remarks.	
Next Steps (Guidelines for follow-up at the country level)	
Farewell.	



Appendix 2

List of participants

Name	Position	Address and email	Telephone/Fax
Cambodia			
Ms. Khat Ty Ekvisoth	Programme Manager SC Norway - Cambodia	P.O. 34, Phnom Penh, Cambodia rb.cambodia@scn.online.com.kh	T: 855-23-216-232 855-23-217-720 F: 855-23-215-078
China			
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Ms. Li Ping	China Programme Advocacy and Fundraising Coordinator SCUK - China, Beijing	16-A, CITIC Building, 19 Jianguomenwai Dajie, Beijing, China 100004 liping@scuk.org.cn	T: 86-10-6500-4408 F: 86-10-6500-6554
Ms. Shi Yu	Programme Officer SCUK - China, Anhui Office	178th Building, Hua Yuan Cun, Hu Po Shan Zhuang, Hefei 230061, China shiyu@scuk.org.cn (www.scuk.org.cn)	T: 86-551-562-2912 F: 86-551-562-2915
Mr. Yang Hai Yu	Child Participation and Child Protection Training Manager SCUK - China, Yunnan	19th Floor, China Post Building, # 139 Wu Jing Lu, Kunming, Yunnan, China 650011 yanghaiyu@scuk.org.cn	T: 86-871-301-9632 F: 86-871-301-9620
Fiji			
Mr. Irshad Ali	National Manager SC Fiji - Fiji	P.O. Box 2249, Government Buildings, Suva, Fiji Islands scf-fiji@sopacsun.sopac.org.fj	T: 679-331-3178 F: 679-331-3178
Hong Kong			
Ms. Billy Wong Wai-yuk	Executive Secretary HK Committee on Children's Rights - HK	3/F, Western District Community Centre, 36A Western Street, Sai Ying Pun, Hong Kong hkccr8@childrenrights.org.hk hkccr@childrenrights.org.hk (www.childrenrights.org.hk)	T: 852-2324-9782 852-2324-9804 F: 852-2324-9201
Philippines			
Ms. Eva Maria C. Cayan	Programme Coordinator, focal person for gender & governance SCUK - Philippines	3rd Floor FSS Bldg.1, 89 Scout Castor Street, Quezon City, Philippines scukphileva@mydestiny.net scf1@pacific.net.ph (www.childprotection.org.ph)	T: 63-2-372-3483 F: 63-2-372-3484
South Korea			
Ms. Yi Chi-Hyun	Acting Manager SC Korea - Korea	723 Suso-Dong, Kangnam-Gu, Seoul, Korea gofirst2@hotmail.com (www.savethechildren.or.kr)	T: 82-02-459-5504 F: 82-02-451-9421

Name	Position	Address and email	Telephone/Fax
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Vietnam			
Ms. Britta Ostrom	Regional representative SC Sweden - Southeast Asia	6, Ton That Thiep Street, Hanoi, Vietnam britta@scsweden.org.vn (www.rb.se)	T: 84-4-823-2393 F: 84-4-823-2394
Mr Michael Ekstrom	Programme Coordinator	6, Ton That Thiep Street, Hanoi, Vietnam michael@scsweden.org.vn (www.rb.se)	T: 84+4+832+2393 F: 84+4+823+2394
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Resource persons			
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Ms. Mali Anna Josefin Nilsson	Programme Officer on Corporal Punishment/ Chair of the Alliance Task Group on Corporal Punishment SC Sweden - Sweden	Rädda Barnen Torsgatan 4, 107 88 Stockholm mali.nilsson@rb.se (www.rb.se)	T: 46-8-698-6785 F: 46-8-698-9013
Mr. Peter Newell	Joint Coordinator Global Initiative to End All Forms of Corporal Punishment of Children	94 White Lion Street London N1 9PF, UK peter@endcorporalpunishment.org	T: 44-208-889-9034 F: 44-713-0466
Dr. Sandra Renew	National Education Adviso SCUUK - Indonesia	Kemang Selatan Raya Nomor 111H, Jakarta Selatan, Indonesia sandra@savethechildren.or.id	T: 62-021-719-7681 F: 62-021-719-7682
Resource persons and facilitation			
Mr. Dominique Pierre Plateau	Non-Violence and Child Labour Coordinator	15th Fl. Maneeya Center, 518/5 Ploenchit Rd. Pathumwan 10330 Bangkok, Thailand dplateau@mweb.co.th	T: 66-2-684-1046/7 F: 66-2-684-1048
Dr. Elizabeth Protacio de Castro	Associate Prof. In Psychology, Convener Psychosocial Trauma and Human Rights Program, University of the Philippines	Bahay ng Alumuni, UP, Diliman, Quezon City, Philippines beth_pst@edsamail.com.ph (www.childprotection.org.ph) (www.psychosocialnetwork.org)	T: 63-2-435-6890 F: 63-2-435-6890 63-2-9292-3540



Name	Position	Address and email	Telephone/Fax
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Ms. Junita Upadhyay	Executive Director Child Workers in Asia	P.O. Box 29, Chandrakasem Post Office, Bangkok 10904, Thailand director@cwa.tnet.co.th	T: 66-2-930-0855 F: 66-2-930-0856
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Ms. Margaret Childe	Alliance Intern and reporter SC Alliance - Southeast Asia & Pacific	15th Fl. Maneeeya Center, 518/5 Ploenchit Rd. Pathumwan 10330 Bangkok, Thailand savebkk@cscoms.com	T: 66-2-684-1046/7 F: 66-2-684-1048
Observers			
Ms. Karin Kerstin Elisabet Sundström	SC Sweden - Lebanon	SC Sweden, Middle East Regional Office, P.O. Box 113 - 7167, Beirut, Lebanon elisund76@hotmail.com	T: 961-01-738-654/5 F: 961-01-739-023
Ms. Edelweiss F. Silan	Consultant in Children's Rights, Human Rights and Social Development	edelweiss_silan@yahoo.com	
Administration and support			
Mr. Thitikorn Trayaporn (Song)	Alliance Admin and Info Officer SC Alliance - Southeast Asia & Pacific	15th Fl. Maneeeya Center, 518/5 Ploenchit Rd. Pathumwan 10330 Bangkok, Thailand songbkk@cscoms.com	T: 66-2-684-1046/7 F: 66-2-684-1048
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Appendix 3

Profiles of resource persons

Jonathan Blagbrough

Jonathan began working on child labour issues in 1991, and has co-ordinated Anti-Slavery International's child labour programme since 1995. During this time, he has worked closely with local NGOs in Asia, Africa and Central/Latin America and the Caribbean. He has specialised particularly on the situation of children working as domestic servants - undertaking and coordinating research, lobbying governments and international institutions, authoring and contributing to a number of publications, including: *Child domestic workers: A handbook for research and action* (Anti-Slavery International 1997); *Child domestic workers*, (Innocenti Digest no.5, 1999) UNICEF; *Child domestic workers: Finding a voice - A handbook on advocacy* (Anti-Slavery International 2002); and articles in academic journals including the *International Journal of Children's Rights* and *Childhood*. Jonathan has also advised ILO/IPEC, UNICEF and Save the Children UK on this issue. Jonathan has a Masters degree in International, European and Comparative Law.

Judith Ennew

Currently Senior Research Associate, Centre for Family Research, University of Cambridge, Judith has been working in research, programming, capacity-building and children's rights activism since 1979, specializing in child labour and related issues, working mainly with Anti-Slavery International, ILO, Save the Children (UK, Norway, Sweden), UNICEF and WHO. Her most widely known books are *The sexual exploitation of children* (1986); *The next generation* (1989, with Brian Milne), *Street and working children: A guide to planning* (1994 and 2000), and *Child labour: Getting the message across* (2001, with Dominique Pierre Plateau). Judith has carried out specific research on the discipline and punishment of children in Tanzania and Bosnia, in the context of research capacity-building sponsored by UNICEF. Her main publication in this area is 'Shame and physical pain', in *Childhood abused*, edited by Geraldine Van Bueren (1996).

Peter Newell

Peter is Joint Co-ordinator of the Global Initiative to End All Corporal punishment of Children and a long-term advocate for and commentator on the human rights of children, in the UK and internationally. He is Coordinator of the 'Children are unbeatable!' Alliance of more than 350 organisations campaigning for law reform against all corporal punishment in the UK, and was chair of the Children's Rights Alliance for England from 1992 to 2003. Internationally, Peter is Joint Coordinator, with Thomas Hammarberg, of the Global Initiative to End All Corporal Punishment of Children, launched in 2001. He is co-author of UNICEF's *Implementation Handbook for the Convention on the Rights of the Child* and Innocenti Digest on *Children and violence*, and consultant to UNICEF's Innocenti Research Centre and Geneva Regional Office, as well as Adviser to the



European Network of Ombudspeople for Children, and member of the NGO Advisory Panel for the UN Study on Violence against Children. His publications include *A Last resort? Corporal punishment in schools*, (Penguin, 1972) and *Children are people too - the case against physical punishment*, (Bedford Square Press 1989).

Mali Nilsson

Mali is currently the Programme Officer on Corporal Punishment for Save the Children Sweden and Chair of the International Save the Children Alliance Task Group on Corporal Punishment. She has overall responsibility for advocacy, awareness raising and legislative change and has experience with governments, UN bodies, and international NGOs on children and violence. She is also the Advocacy Co-ordinator responsible for the International Save the Children Alliance's contribution to the UN Study on Violence Against Children. Before joining Save the Children Sweden, Mali worked as the International Advocacy Co-ordinator for Medecins Sans Frontières. In addition, she has worked as the Global Co-ordinator of the Coalition to Stop the Use of Child Soldiers, and on various different child protection issues for UNICEF in Southern Africa and Nepal.

Elizabeth Protacio de Castro

Elizabeth (Beth) is Associate Professor in Psychology and Convenor, Psychosocial Trauma and Human Rights Program, Center for Integrative and Development Studies, University of the Philippines, Founder and former Executive Director of the Children's Rehabilitation Center, the first NGO in the Philippines to provide psychosocial help to children victim/survivors of violence; international expert on the effects of violence on children, and member of the Advisory Panel for the United Nations Study on Violence Against Children. She is co-author of research work related to corporal punishment such as *Trust and power: Child abuse from the eyes of the parent and the child*, together with Dela Cruz, Balanon, Francisco and Yacat; and *Child abuse in the Philippines: An integrated literature review and annotated bibliography* together with Dela Cruz, Balanon, Camacho and Yacat.

Sandra Renew

Sandra is currently the National Education Advisor Indonesia for Save the Children UK, before which she was the Emergency Education Advisor, West Timor, Indonesia, for Save the Children UK. She has considerable experience in many contexts in education including teaching, school leadership and policy development and implementation. Her interests and experience include the issues of violence in education, gender issues and policies in education and education for children and young people who are excluded or meet barriers to accessing education. Sandra has a particular concern for, and experience in, the development of programmes to meet the needs of children and young people at risk in a variety of contexts. She also has experience as Community Recovery Co-ordinator, Australian Capital Territory Disaster Recovery as one of the executive managers for co-ordination of evacuation centres, personal support strategies such as

critical incident debriefing and counselling, immediate response and long term community recovery and development processes and as Critical Incident Manager, Australian Capital Territory Department of Education, youth and community services.

Junita Upadhyay

Junita is the Executive Director of Child Workers in Asia (CWA), based in Bangkok Thailand. She has extensive experience on child labour, child abuse and neglect. Before joining CWA she worked with the International Society for Prevention of Child Abuse and Neglect, (ISPCAN) in Chicago, USA. Junita began her career with ActionAid Nepal, where she was the Research and Policy Officer. During this time she worked on a conflict resolution techniques research project in the western part of Nepal and also carried out a pilot research project with children to study the importance of schooling in their lives. Junita co-authored the CWA publication *Behind closed doors* on violence against child domestic workers. She has also published many articles on child labor.))OPEN OPEN



Appendix 4

Examples of the Activity Cards referred to by Sandra Renew © Save the Children UK

ACTIVITY CARDS FOR TEACHERS

PROMOTING QUALITY EDUCATION: PRINCIPLES FOR GOOD TEACHING PRACTICE AND ACTIVE LEARNING

CARD 1: DEVELOPING RESPECTFUL RELATIONSHIPS

FOR TEACHERS

Are you often absent from school? When you don't come to school, why is that?

- Many said they like to go to school and are not often absent because their teacher is kind to them. The teachers are starting to smile more.
- Many children said they feel they are friends with their teachers now.

What do you like best about your school?

- Many children said they were happiest when their teacher smiled and was happy.

Summary of Children's Focus Group Discussions, Save the Children Education Programme, West Timor 2002

ISSUE

The learning process can be seen as a mutual experience, where teachers encourage the building of self-discipline and hard work through their own example; and whose greatest happiness comes from seeing those with whom they have been exploring and changing the world around them, go on to carry on the process with others.

Paraphrased from Alternatives to Corporal Punishment: Growing Discipline and Respect in the Classroom South African Human Rights Commission and British Council 2001

KEY MESSAGE

Children learn respectful relationships from the adult models they see in their schools and homes, and children learn best in school environments where all people are respectful of each other.

OPEN QUESTIONS TO DISCUSS OPINIONS

What do you think about the children's comments?

What do you think constitutes a respectful relationship between teacher and child?

- What do you see when the teacher is interacting respectfully with children?
- What do you see when the teacher is interacting with children in a disrespectful way?

How do respectful relationships contribute to good learning environments?

Are there any situations where you think it is difficult to interact with children respectfully?

Do you have some good ideas to assist teachers to manage these difficult situations better?

ADVOCACY POINT

We should all work for

- A world which respects and values each child
- A world which listens to children and learns
- A world where all children have hope and opportunity

Save the Children Vision Statement

WARNA Save the Children Newsletter Vol 2 July 2002

ACTION STEPS**Improving classroom interactions and improving school learning environments**

‘Disciplined behaviour’ implies behaving in ways that demonstrate respect and responsibility

‘Self discipline’ implies the achievement of these qualities through one’s own efforts rather than through external monitoring or coercion

In the context of South African schooling, however, we have come to understand ‘discipline’ much more narrowly as ‘punishment’ - often physical punishment or psychological punishment, such as humiliation. Many mistakenly equate discipline with punishment.

Alternatives to Corporal Punishment: Growing Discipline and Respect in the Classroom South African Human Rights Commission and British Council 2001

In day-to-day interactions with children how can a teacher

- Model behaviour that assists children to behave respectfully and responsibly?
- Replace punishment with respectful classroom management strategies?

ACTION POINT**Making safe communities for children**

Have discussions with children, with parents, with community leaders, to ask for suggestions on

- How teachers can model responsible and respectful behaviour;
- Classroom management strategies that replace punishment with supportive positive strategies that help children learn.



CARD 2: GOOD PRACTICE FOR QUALITY TEACHING

FOR TEACHERS

We even had one teacher who cried in class when she heard the children answer some of the questions about the photographs. She said that the answers were completely beyond her expectations.

Save the Children School Support Worker, North Maluku, 2002

Do you like to go to school? Why?

- Yes, because they can learn by playing/activities.
- Yes, because they can learn new things together with their friends.

Summary of Children's Focus Group Discussions, Save the Children Education Programme, West Timor 2002

ISSUE

School should be a place where children are happy to be. Learning is about more than remembering facts. Learning for children is a social activity, where they are challenged to explore and understand their world.

KEY MESSAGE

Children learn best when their teachers have high expectations about their capacity to think, respond and share opinions and ideas with others.

OPEN QUESTIONS TO DISCUSS OPINIONS

What do these quotes mean for the quality of school learning environments?

An 'intellectual risk' is where a learner looks for open, creative responses to new or old idea. In this there is no right or wrong answer but a process of thinking and wondering and of being brave enough to think something new or different.

What is the importance for learning of taking 'intellectual risks'?

Why is it especially important for children to be encouraged to take intellectual risks?

What are the elements of a classroom climate that foster intellectual risk taking?

What are the social aspects of learning that are important to foster when establishing good learning environments for children?

ADVOCACY POINT

It would be good if the examination system that is meant to test children's learning progress reflected open questions to find out what children think, rather than just closed questions that only test information that is thought to be right or wrong.

ACTION STEPS

Improving classroom interactions and improving school learning environments

- Make a list of five positive, open responses teachers/adults can use when children are trying something new, to encourage children to express opinions.
- Try these.....
- Ask children what they think about these responses.
- Make a list of five negative responses, ways of telling children they are wrong that are humiliating or ridicule to make children feel bad.
- Make a resolution to NEVER use these!!!!

ACTION POINT**Making safe communities for children**

- How can you make a learning environment safe so that children will feel free to challenge, create and respond to issues/problems with wonder and joy?
- Discuss this with children.
- Together, try to change your classroom or school to incorporate some of these things.

ACTION POINT**Managing activity-based learning groups**

- Plan three ways a teacher can organise learning groups of children to foster open discussion and opinion sharing.
- Explain these to children.
- Try them out.
- Ask children what they think about these learning groups.



CARD 3: CREATING SAFE LEARNING AND PLAYING AREAS

FOR TEACHERS

Children describe their ideal teacher as:

- Good
- Honest
- Likes to give us the lesson
- Always attends class
- **Likes to talk to children.**

Children's Workshop Save the Children Education Programme, Buton, 2003

ISSUE

Many children do not feel either physically or psychologically safe at school because of the way the teacher behaves and interacts.

KEY MESSAGE

Children need to feel that they will not be ridiculed or humiliated or punished before they will take creative risks in learning. Children need to know that it is safe to dissent, it is safe to disagree with the majority opinion, if they are to learn to learn in the best and biggest sense of the word.

OPEN QUESTIONS TO DISCUSS OPINIONS

What kinds of behaviours would you see if you went into the classroom of the teacher described by the children above?

Some children, in communities affected by conflict, do not feel physically safe because of the experiences they have had of violence or what they have seen or done. What are some of the ways these children will behave? What kinds of responses will the teacher make to ensure that these children feel safe?

Often when people are asked their opinions about things some people agree and some people disagree. It is said that the quality of a civil society can be measured by how the society deals with dissidents - those people who disagree.

In a classroom, how does the teacher encourage all children to express their opinions? How do you encourage both agreement and disagreement? How do you treat children who disagree with the majority?

Sometimes teachers believe that when children disagree they are being disrespectful. How do you teach children appropriate ways to express dissenting opinions?

Many teachers use more negative comments to children than they do positive comments. How could you monitor what you do? How could you use more positive comments?

ADVOCACY POINT

If we want an open, democratic society that is based on human rights principles, we need to model this in our schools. Teachers need to encourage children in schools to express their opinions and respect the right for others to express opinions that differ from their own.

ACTION STEPS

Improving classroom interactions and improving school learning environments

Make a list of the ways you, as a teacher, use democratic principles in your teaching.

Make a list of some good examples of open questions designed to find out what opinions children have. E.g. What do you think about?

Make a chart for yourself that reminds you to support children to express their opinion if they disagree with the majority.

Ask your peers if they have some good ideas for ways to get children to respond to open questions designed to elicit both agreement and disagreement.

Have a discussion with the children in your class to find out what they would like you to do to assist them to express their opinions.

ACTION POINT**Making safe communities for children**

Review what you have **observed** about the children in your class.

List the ones who you think may not feel safe at school due to their experiences of community violence.

Make a plan about what you can do to support these children to have more confidence that the school is a safe place for them.

List the children who are not confident to speak and give their opinions.

Make a plan about what you can do to give courage to these children to speak. The plan may be about what you will say and do, how you will plan activities and how you will respond to the group if they have negative responses to opinions different to theirs.



CARD 4: IMPROVING SCHOOL LEARNING ENVIRONMENTS

FOR TEACHERS

What is the ideal teacher, in your opinion?

- Wise
- Decisive
- Can make children understand the lesson
- Is not bad-tempered
- Always uses concrete learning materials
- Gives sufficient explanation before asking questions
- Understands the children
- Is capable of turning the bad things of children into the good things
- Is always forgiving
- Is responsible for the children
- Treats children the same regardless of their background.

Children's Workshop, Save the Children Education Programme, Buton, 200

ISSUE

Many teachers do not realise how important they are in determining the quality of schools - they blame poor schools on lack of support and training, lack of resources, poor building maintenance, and other external factors.

KEY MESSAGE

The teacher is the key factor for children in determining the quality of the learning environment. The quality of the relationships and interactions teachers have with children determines the school ethos and learning climate.

OPEN QUESTIONS TO DISCUSS OPINIONS

Why do you think research establishes the teacher as the key to good quality learning environments?

What is the single most important thing you could do to improve your school learning environment in the area of:

- Social improvements?
- Intellectual improvements?
- Physical improvements?

Some related issues that teachers often think are important to their profession are stress management, anger management and group management.

What do you think these words mean? How do they relate to teacher/student interactions? Why are they all described as 'management'?

How are they fundamental to good learning environments?

ADVOCACY POINT

Teachers can take responsibility for improving the quality of learning environments in schools by always acting as the 'ideal' teacher.

ACTION STEPS**Improving classroom Interactions and improving school learning environments**

Using the list provided by the children (above), privately assess yourself and your behaviour as an ideal teacher.

Using the list, describe one action that you can do as an example of your skill or attitude for each point.

List one action for each point that would contradict your assessment of yourself as an ideal teacher.

This list is private, but you may wish to compare with your friends or in a group.

Ask a colleague to observe you teaching and list the negative words/phrases/actions you use with children and the positive words/phrases/actions you use with children.

Do the same for your colleague.

Do you use more of one than the others? What effect does that have on children?

Can you increase the use of positive interactions?

How would that affect the childrens' behaviour and learning?

ACTION POINT**Making safe communities for children**

Ask the children in your class to make a list to describe the ideal teacher.

Also ask them to describe a teacher who they think is not ideal.

Discuss with them how the ideal teacher makes them feel.

Ask them to think about the best learning environment and what kind of teacher would be in it.

Display the lists for parents to discuss.

**CARD 5: MANAGING ACTIVITY-BASED LEARNING GROUPS****FOR TEACHERS*****Do you ever learn by using sticks, buttons, tarpaulin, photo sets, etc? At what lessons?***

Children from all 32 schools answered that they often learned by using sticks, buttons, rope, and musical instruments. They often sit in groups on the tarpaulin for mathematics, natural science, social science, moral science, history, art, and Bahasa Indonesia.

What do you think about learning using the above things?

Children from all the 32 schools said they felt happy when learning together using the materials. They liked learning in groups sitting on the tarpaulin

Do you learn things on your own, or together with a group of friends?

Most of the children answered that they often learned in groups at school and when they were at home they learn independently; sometimes they were helped by their elder brothers/sisters and their father/mother.

What do you like best about your school?

All children of 32 schools answered that at schools they like best learning by playing, playing music instruments, playing 'congklak', using skipping ropes, playing marbles.

Summary of Children's Focus Group Discussions, Save the Children Education Programme, West Timor 2002

ISSUE

Often, when children are working in activity groups, teachers worry that the children will get out of control.

KEY MESSAGE

If children are energetic, interested and engaged in learning they may be noisy and moving around, but they will rarely be out of control.

OPEN QUESTIONS TO DISCUSS OPINIONS

In a classroom, what is the difference between

- Management and control?
- Self-discipline and punishment?
- Positive feedback and negative feedback?
- Active learning and passive learning?
- Content and competence?
- Outcome focused and process focused?

What do these ideas have to do with children's learning and social behaviour in schools?

If a child is rude, uncooperative or not engaged there may be a reason not related to the school. What could some of those reasons be?

continued

Alternatively, if a child is rude, uncooperative or not engaged there may be a reason that is related to the school. What could some of those reasons be?

If a child is badly behaved what are some positive support strategies you could use to change the way the child is behaving in the school?

What are some strategies you would NOT use? Why?

ADVOCACY POINT

If teachers model self-discipline and provide learning activities that engage all children they will rarely find that children are out of control.

If children understand what you are trying to do in your teaching they will usually be cooperative and helpful.

ACTION STEPS

Improving classroom interactions and improving school learning environments

Make a set of activities that children can do independently when they have finished assigned group work. These would be activities that are always available and accessible, that are clear in their instructions and do not require teacher direction.

For example:

- Reading books from the Storybook Box, reading the children's work displayed on the walls
- Drawing or making pictures from materials in a drawing box[crayons, pencils, collage items
- Activity maths cards where children make up equations and write a problem associated with it (or vice versa) [$3+2=5$ Three chickens are not enough, so you can buy two more. Five is enough].

Make sure the children understand that these activities are independent and to be done only if they finish tasks in a group and the next steps are not clear or the teacher is busy.

ACTION POINT

Making safe communities for children

Ask children's advice on activities they could do when the teacher is busy or they have finished their group activity.



BARRIERS TO GOOD TEACHING PRACTICE

CARD 6: VIOLENCE AS A MEDIA FOR MANAGEMENT, CONTROL OR DISCIPLINE OF CHILDREN GOES AGAINST INTERNATIONAL STANDARDS OF GOOD PRACTICE IN EDUCATION FOR TEACHERS

Corporal or physical punishment is the use of physical force intended to cause some degree of pain or discomfort in the belief of disciplining, controlling or educating the child.

(Working Definition of corporal punishment developed by Save the Children Alliance Global Workshop on Corporal Punishment, Cairo, 2003)

Many children described the forms of discipline teachers' use when they (children) make mistakes. Hitting, kicking, or ordering children to sit on their knees for long periods of time are common forms of discipline.

The programme staff visited 28 different locations for the discussions, and noted that a large majority of teachers manage groups of children by chasing children with a stick.

Also, programme staff saw that many schools appoint older children to monitor or 'control' younger children in the school compound. The 'monitor' is often equipped with a stick during the monitoring activities and in some schools, the monitor, according to children, will hit them.

(Extract from Project Report West Timor Emergency Education Programme July 2002 - December 2002)

ISSUE

Many teachers use violence as a media and a method for classroom management, discipline and control

KEY MESSAGE

Good teaching practice cannot mean using corporal or physical punishment, or psychological/emotional or physical violence or threats or intimidation or humiliation or in any form against children.

OPEN QUESTIONS TO DISCUSS OPINIONS

What is good for children in the learning environment? (Good practice for quality teaching)

For example: Enjoyment of learning and playing, respectful relationships, freedom from fear, encouragement to take intellectual risks, excitement of learning challenges, ability/courage to disagree with the majority etc

What threatens this school learning environment? (Barriers to good practice)

continued

For example: Teacher behaviour: Ridicule, humiliation, physical assault, corporal punishment

Why does it threaten the positive learning environment and why do teachers behave this way?

For example: What is the impact on children when teachers use violence as a media and a method for classroom management, discipline and control

What skills and attitudes could we introduce to replace this way of perceiving and managing children? (Awareness of children's rights)

For example: Group management skills for classrooms, appropriate discipline strategies, management strategies that reduce opportunities for inappropriate behaviour of children (e.g. reducing waiting time, reducing inactive time) Convention on the rights of the child

ADVOCACY POINT

Violence as a media for management, control or discipline of children goes against international standards of good practice in education.

International standards for how a society treats its children are enshrined in the Convention on the Rights of the Child.

International standards of good practice in education are exemplified through such internationally agreed principles as child-centred and child-friendly learning environments (Save the Children Alliance), inclusive, learning -friendly environments (UNESCO) child-friendly schools (UNICEF)

ACTION STEPS

Improving classroom interactions and improving school learning environments

Discuss with your colleagues and make a list of four management strategies that you can use instead of hitting or physically punishing children.

Make a decision to NEVER use physical punishment with children again. A 'walk away and come back later' strategy or a 'wait until you are cool' strategy are useful when you cannot think of something else.

ACTION POINT

Making safe communities for children

Have a discussion with children about a Code of Conduct for their classroom (as an alternative for beating or other physical or psychological punishments) and agreed consequences if this Code is not followed.



CARD 7: WHAT IS THE IMPACT ON CHILDREN WHEN ADULTS USE VIOLENCE TO PUNISH, DISCIPLINE, CONTROL OR MANAGE THEM? FOR TEACHERS

What are the difficulties that you face in every day life at your school and at your home?

At home:

- *Children said it was difficult when their mother/father/elder sister/brother got angry with them and often hit them.*

At school:

- *Children are often hit by their teachers using sticks.*

Summary of Children's Focus Group Discussions, Save the Children Education Programme, West Timor 2002

Impact

Pain, injury, humiliation, anxiety, anger, vindictiveness, reduce self worth, increase vulnerability to depression, permanent disability, death, dysfunctional behaviour, poor communication skills, aggressive behaviour towards themselves and others, guilt, violation, loss of control, lowered self-esteem, higher risk of children being violent themselves, passivity, strong feelings of helplessness, humiliation and shame, suicide, rebellion, resistance, revenge, resentment.....

Taken from paper on Corporal Punishment in Schools in South Asia Submitted to the Committee on the Rights of the Child UNICEF 2001

ISSUE

When children are intimidated, humiliated, threatened or physically hurt by physical violence against them the hurt and damage is both immediate and also has long lasting consequences.

KEY MESSAGE

Physical violence used against children creates risk for their physical and psychological health and has a negative impact on learning achievements and school attendance

OPEN QUESTIONS TO DISCUSS OPINIONS

What do you think children mean when they say it is 'difficult' when adults hit them?

Do you remember being hit by a teacher or other adult?

Did you think it was fair?

Do you know of a child who has been physically injured by use of physical punishment?

Do you know of a child who has been psychologically damaged by use of physical punishment? What kind of behaviour do you see?

continued

Look at the list of words describing the impact of physical violence against children in schools. Do you know children who might be experiencing these impacts?

Would children in your school use these words to describe how they feel about themselves in your school?

What is the single most effective thing you could do to ensure that children do not have to describe their school experience using those words?

ADVOCACY POINT

Teachers could help each other to eliminate physical punishment because it has severe impacts on the lives of the children in their care.

ACTION STEPS

Improving classroom interactions and improving school learning environments

Make an agreement with your colleagues (other teachers, school principal) to make your school a space free of physical punishment (a no hitting zone).

Agree that you will help each other to maintain your school as a no hitting zone

ACTION POINT

Making safe communities for children

- Have a discussion with the children in your class about what they need to make them feel safe.
Also, ask them what makes them feel unsafe.
- As a teacher, resolve to NEVER act in ways that make children feel unsafe.



CONVENTION ON THE RIGHTS OF THE CHILD

CARD 8: VIOLENCE BY TEACHERS TOWARDS CHILDREN AND CHILDREN'S RIGHTS FOR TEACHERS

Children are holders of human rights too!

Children have the same human rights as adults to be protected from all forms of violence, including being hit and humiliated.

Key message of Global Initiative to End All Corporal Punishment of Children
www.endcorporalpunishment.org

It is widely acknowledged now that corporal punishment is a fundamental breach of children's rights to respect for their human dignity and physical and mental integrity. The Convention on the Rights of the Child requires States, in its article 19, to protect children from "all forms of physical and mental violence" while in the care of parents and others.

The fact that corporal punishment of children is legal in many countries, unlike other forms of inter-personal violence, challenges the universal right to equal protection under the law.

Global Initiative to End All Corporal Punishment of Children
Save the Children Sweden 2002

ISSUE

It is commonly acceptable to use corporal punishment and other forms of physical and psychological violence on children even though it is not acceptable to treat adults the same way.

KEY MESSAGE

Teachers are in breach of the Convention on the Rights of the Child when they use corporal punishment and other forms of physical violence to manage, discipline or punish children

OPEN QUESTIONS TO DISCUSS OPINIONS

- Why do you think that adults think it is acceptable for children to be hit in schools but it is not acceptable for adults to assault each other?
- What does it mean to say that "corporal punishment is *legalised violence*?"
- Is it against the law in this country for teachers to use corporal punishment in schools?
- What countries have made it against the law to use corporal punishment against children? How could you find out?
- What is the opinion of the District Education office on this question?
- How do teachers learn about children's rights and the way this affects their teaching practice?

ADVOCACY POINT

Children are holders of human rights too!
Children have the same human rights as adults to be protected from all forms of violence, including being hit and humiliated.

Key message of Global Initiative to End All Corporal Punishment of Children
www.endcorporalpunishment.org

ACTION STEPS

Improving Classroom Interactions and improving school learning environments

Ask the District Education Department and the Sub-District Education Departments to make a clear statement that corporal punishment and other forms of physical punishment of children are not acceptable in the schools in their areas.

Ask them to promote this so that all teachers understand what this means

ACTION POINT

Making safe communities for children

- Hold a discussion with the children in your class about the Convention on the Rights of the Child.
- Ask them how this Convention can improve their quality of life?



CARD 9: CHILD PROTECTION: DUTY BEARERS

FOR TEACHERS

Who is responsible??

If a teacher and children cannot get along with each other, it is very difficult for them (the children) to attend the class.

Children's Workshop, Save the Children Education Programme Buton 2002

We should keep good relationships with the teacher

- Be a good student
- Don't get the teacher angry

Children's Workshop, Save the Children Education Programme Buton January 2003

ISSUE

Sometimes teachers seem to put responsibility for their own behaviour on to children. Teachers say 'If the children behave badly then I have to punish them'. Children also say 'It my fault that the teacher hits me because I am not a good student'. This is called 'Blaming the Victim'.

KEY MESSAGES

Teachers have a duty of care towards children in their schools.

Teachers are responsible for preventing violence to children.

Teachers are in a position of trust.

Teachers are responsible for protecting children.

Teachers are responsible for their own behaviour.

OPEN QUESTIONS TO DISCUSS OPINIONS

What do you think the key message means for the way teachers maintain discipline in schools?

Why do you think children blame themselves for teacher violence?

How does 'Blaming the Victim' work in your school?

Being the 'duty bearer' is an expression from human rights conventions. What do you think being the duty bearer means when we are talking about preventing teacher violence?

Sometimes people who are violent blame others for being provocative and making them angry.

In many countries, the law does not allow provocation to excuse violent behaviour. How does this apply to school situations where teachers are sometimes frustrated by students who are non-compliant?

When teachers are violent and use physical punishment they are abusing their position of trust. What do you think of this statement?

ADVOCACY POINT

Violent behaviour by teachers towards children is NEVER acceptable. There are other ways to maintain discipline, manage children and reprimand unacceptable behaviour.

ACTION STEPS

Improving Classroom interactions and improving school learning environments

Work with a colleague to

- Monitor your own and other's behaviour in relation to violent acts
- Replace physical punishment with a behaviour management code.

A behaviour management code

- puts responsibility for their behaviour onto children, and
- puts responsibility for teachers responses on to teachers

ACTION POINT**Making safe communities for children**

Develop a *behaviour management code* with children in your class that

- Outlines some of the positive behaviour needed at school
- Describes three of the common unacceptable behaviours that need to be changed
- Defines a consequence that is not physical or psychological punishment for each issue (E.g. short periods of detention, withdrawal of privileges for short periods)



CARD 10: WHAT KIND OF SOCIETY DO WE WANT TO CREATE THROUGH OUR EDUCATION SYSTEM? FOR TEACHERS

When you make a mistake, what do your teachers do?

The general response to this question was that teachers always punish them by: pinching their skin, asking them to sit on their knees, ordering them to clean the school toilet, kicking or hitting them with sticks.

Summary of Children's Focus Group Discussions, Save the Children Education Programme, West Timor 2002

When you beat a child, you show them that it is all right to beat others. When you slap them, pinch them, twist their ears, you teach them that violence and anger are the preferred ways to solve problems. When you beat them with the intent of teaching them a lesson, you tell them they are failures and that they do not deserve your respect.

Hinduism Today (July 1998) Sparing the Child: Should Corporal Punishment End?

ISSUE

Children learn about the world and their place in it from their experience at school. If the school models violent ways of interacting then that is what children learn. When teachers use physical and psychological punishment on children, then children learn that this is how people interact with each other.

KEY MESSAGE

If we want a world where people respect each other and where people deal with problems without physical or verbal violence, then this is what the school should be like.

If we want a civil society, with open, democratic institutions then the school should be a model for this.

OPEN QUESTIONS TO DISCUSS OPINIONS

What would you have to change in your school for it to be a model for a civil society: a democratic, non-violent, honest and respectful society?

Can you make a list under the headings of

	Curriculum content (what children are taught formally and explicitly)	Social participation and relationships (what children will learn as citizens through their experience of the whole school environment)
• Children's survival		
• Children's protection		
• Children's development		
• Children's participation		

Who would you have to convince if you wanted to implement these changes?

ADVOCACY POINT

Children will grow into the citizens we teach them to be through their experience of our schools

ACTION STEPS

Improving classroom interactions and improving school learning environments

Deal with your problems without physical or verbal violence.

Respect the rights of others.

Consider other people's needs.

This is an example of the school rules used in some schools that are trying to improve relationships by eliminating school violence by teachers, and between students.

Use these rules, or make up your own, and discuss with children and other teachers and help each other to follow them.

ACTION POINT

Making safe communities for children

- Work with other teachers and parents to implement the changes in your list
- Develop a set of quality improvement indicators and include children in monitoring changes and improvements



ACTIVITY CARDS FOR CHILDREN

CARD 1: DEVELOPING RESPECTFUL RELATIONSHIPS

FOR CHILDREN

If we don't have good relationships with the teacher we will find it difficult to concentrate during the lesson.

Children's Workshops, Save the Children Education Programme Buton 2002

ISSUE

Many children go to schools where they are afraid that the teacher will beat them. This makes it difficult for them to learn and it also demonstrates to children a way of interacting with other people that is based on violence.

KEY MESSAGE

Children learn how to behave in respectful relationships from the adult models they see in their schools and homes, and children learn best in school environments where the teacher and the student are confident that they are valued.

OPEN QUESTIONS FOR DISCUSSION

Have you ever been hit or beaten by a teacher?

How did this make you feel?

Many people think that the only way children will learn is to beat them.

Do you think this makes you respect your teacher or does that make you afraid of your teacher? Is respect the same as fear?

What do you think the world would be like if all children were respected and valued?

What do you think the world would be like if all people respected and valued each other?

How do you think children learn to be respectful of others and value others and behave responsibly?

How do you think we could change the world?

ADVOCACY POINT

We should all work for

- A world which respects and values each child
- A world which listens to children and learns
- A world where all children have hope and opportunity

Save the Children Vision Statement WARNA Save the Children Newsletter Vol 2 July 2002

ACTIVITIES FOR CHILDREN

SOCIAL ISSUE

Critical discussion of social issue

In groups

- Discuss the questions about respectful relationships in schools.
- Make three statements the whole group agrees about.
- List three points that members of the group disagree about
- Make one statement that gives adults good reason to stop punishing children.

READING AND WRITING

Writing activity

- Report on the discussion
- *In your group, write your three statements on a large paper for hanging on the wall*
- *Creative solution: Where some people have disagreed, write these also on a paper to display*

Advocacy activity

- *In your group, write one statement on big paper for display that gives adults good reason to stop punishing children.*

Reading activity

- *Help each other to read the statements from each group*
- *Ask for help with new words*

SOCIAL ACTION TO MAKE SAFE ENVIRONMENTS FOR CHILDREN

Activities for younger children

- Draw a picture for your teacher of a world where teachers like children.
- Hang the pictures on the wall

Activities for older children and young people

Have discussions with teachers, with parents, with community leaders, to ask for suggestions on

- How teachers can model responsible and respectful behaviour, and
- Classroom management strategies that replace punishment with supportive positive strategies that help children learn.



CARD 2: GOOD PRACTICE FOR QUALITY TEACHING

FOR CHILDREN

We even had one teacher who cried in class when she heard the children answer some of the questions about the photographs. She said that the answers were completely beyond her expectations.

Save the Children School Support Worker, North Maluku, 2002

Do you like to go to school? Why?

- *Yes, because they can learn by playing/activities.*
- *Yes, because they can learn new things together with their friends.*

Summary of Children's Focus Group Discussions, Save the Children Education Programme, West Timor 2002

ISSUE

Some people think that learning is about getting answers right or wrong. Learning is about many other things, such as how to get on with your friends and having opinions about important issues.

KEY MESSAGE

It is important that the teacher helps you to learn how to think and have ideas. It is important that a teacher is interested in your opinions, not just in whether you are right or wrong.

OPEN QUESTIONS FOR DISCUSSION

Why do you think the teacher cried?

How can a teacher help you to understand the world?

Do you like to go to school? Why?

How can your friends help you to learn?

A closed question has an answer that is either right or wrong.

An open question asks you what you think.

What do you think about that?

ADVOCACY POINT

With your teacher, discuss ways a teacher can organise learning groups of children to encourage open discussion and opinion sharing.

Explain how these groups work so that everyone understands what children will do in the group.

Try them out and then ask children what they think about these learning groups.

ACTIVITIES FOR CHILDREN

SOCIAL ISSUE

Critical discussion of social issue

In groups

- Discuss the two quotations using the open questions.
- List two different opinions held by group members.
- Are there many other opinions?
- How did you decide which two opinions to list?
- How can you represent the other opinions held by the children in the group?

READING AND WRITING

Writing activity

Report on the discussion

- Describe the two main opinions in one sentence each.

Creative solution

- Make a display showing the other opinions

Advocacy activity

- List the important things about friends and teachers that encourage you to think about new things

Reading activity

- Read your advocacy list to the other groups and the teacher

SOCIAL ACTION TO MAKE SAFE ENVIRONMENTS FOR CHILDREN

Activities for younger children

- Ask your teacher if you can tell him/her which words they use make children feel good and which words they use make children feel bad.
- Draw the way you feel when the teacher's words make you feel bad
- Draw the way you feel when the teachers words make you feel good

Activities for older children and young people

- Ask your teacher if you can try out different learning groups and activities to help you express what you think about the things that are important to you.
- Ask the teacher to help you organise ways to let everyone have a chance to speak and let anyone respond to what others are saying.
- These groups might be about curriculum topics, but they may also be about school issues like discipline and punishment, or about community issues, such as war and conflict.



CARD 3: CREATING SAFE LEARNING AND PLAYING AREAS

FOR CHILDREN

Children describe their ideal teacher as

- Good
- Honest
- Likes to give us the lesson
- Always attends class
- Likes to talk to children

Children's Workshop Save the Children Education Programme, Buton, 2003

ISSUE

Sometimes children do not feel safe at school because their teacher does not seem to respect their opinions.

KEY MESSAGE

It is important that children have safe places to grow and learn. Schools should be safe places for children

OPEN QUESTIONS FOR DISCUSSION

Do you ever feel unsafe at school? Do you know why you feel like this?
 What could the teacher do to help you feel more safe?
 Sometimes we talk about physical safety and psychological safety. What do you think is the difference?
 Can you explain when you might feel physically unsafe and when you might feel psychologically unsafe?
 Have you ever disagreed with your friends opinion about something? How do you let them know this?
 Have you ever disagreed with your class or your teacher? How do you let them know?
 What skills do you need to have to express an opinion that is different from most people?
 What could your teacher do to help you learn the skills to express what you think?
 How could your teacher assist you to speak when you disagree?

ADVOCACY/COMMUNITY PARTICIPATION AND LEADERSHIP

Ask your teacher to explain what democracy means.
 If you want a democratic society then everyone has to learn about democracy and act using democratic principles.
 Ask your teacher if you can use a democratic process to discuss a problem - this could be a school related problem like making sure everyone has a turn to speak in the group.

ACTIVITIES FOR CHILDREN

SOCIAL ISSUE

Critical discussion of social issue

In groups

Find out what these words mean: dissident, democracy, psychological safety, physical safety, peaceful resolution of differences, violent resolution of differences.

How do these ideas apply in your classroom?

How do these ideas apply in your family?

How do these ideas apply in your country?

What does your teacher do to encourage democracy in your classroom?

What do children in your classroom do to encourage democracy?

What happens when democratic principles are not used?

READING AND WRITING

Writing activity

Report on the discussion

Write the group definition to describe each word (one definition on one page for display)

Creative solution

Invent an indicator chart to show whether a different opinion is only a little bit different or completely different from what the majority think.

Advocacy activity

Explain your invented indicator chart to the rest of the class and the teacher.

Reading activity

Help each other to read the word definitions the groups made.

SOCIAL ACTION TO MAKE SAFE ENVIRONMENTS FOR CHILDREN

Activities for younger children

Draw a place that is safe for you.

Draw the people inside this space that help you keep it safe

Explain this drawing to your teacher

Take it home and explain it to your family.

Activities for older children and young people

Have a discussion with the children in your class and your teacher to find out what they would like everyone to do to assist them to express their opinions.



CARD 4: IMPROVING SCHOOL LEARNING ENVIRONMENTS

FOR CHILDREN

What is the ideal teacher, in your opinion?

- Wise
- Decisive
- Can make children understand the lesson
- Is not bad-tempered
- Always uses concrete learning materials
- Gives sufficient explanation before asking questions
- Understands the children
- Is capable of turning the bad things of children into the good things
- Is always forgiving
- Is responsible for the children
- Treats children the same regardless of their background

Children's Workshop, Save the Children Education Programme, Buton, 200

ISSUE

Sometimes children do not realise that they have a right to participate actively in the groups where they are learning, and that they have some responsibility for their own attitude to learning.

KEY MESSAGE

Children can develop skills to participate actively in improving the quality of their learning environments.

OPEN QUESTIONS FOR DISCUSSION

What kind of school helps you learn best?

What do you think an ideal teacher is like?

Look at the list about the 'ideal' teacher: is there anything you disagree with? Is there anything you would like to add?

Can you describe what actions you would see if the teacher 'Is capable of turning the bad things of children into the good things'?

What kind of skills do you need to have good interactions with people?

Are the skills the same for having good friends?

Are the skills the same for having good relationships with your teacher?

ADVOCACY POINT

Schools can be better places for children to learn in if everyone tries to have good interactions with each other.

ACTIVITIES FOR CHILDREN

SOCIAL ISSUE

Critical discussion of social issue

In groups

Discuss your school learning environment

Make a list of the things you would like to see to make it better

Are there any things you could do?

Are there things you could ask your teacher to do?

List things under social environment and physical environment

Describe some things particularly about relationships between groups of children, relationships between teachers, and relationships between teachers and children

If you were a teacher, would you be an ideal teacher? What would you be like?

READING AND WRITING

Writing activity

Report on the discussion

Make a checklist of the things you would like to see improved.

Make a column for who is responsible

Make a column so you can check off when these things are done.

Creative solution

Decide what to do about the things you cannot do anything about

Advocacy activity

Discuss the school learning environment improvement list with your teachers and your parents

Ask them to help you make the improvements

Reading activity

Help each other to read the checklist

SOCIAL ACTION TO MAKE SAFE ENVIRONMENTS FOR CHILDREN

Activities for younger children, older children and young people

With your teacher, draw or make a list to describe the ideal teacher.

Also, describe a teacher who you think is not ideal.

- Discuss with your teacher how the ideal teacher makes you feel.
- Discuss how an ideal teacher can help you learn better.
- Display the lists for your parents to discuss.



CARD 5: MANAGING ACTIVITY-BASED LEARNING GROUPS

FOR CHILDREN

Do you ever learn by using sticks, buttons, tarpaulin, photo sets, etc? At what lessons?

Children from all 32 schools answered that they often learned by using sticks, buttons, rope, and musical instruments. They often sit in groups on the tarpaulin for mathematics, natural science, social science, moral science, history, art, and Bahasa Indonesia.

What do you think about learning using the above things?

Children from all the 32 schools said they felt happy when learning together using the materials. They liked learning in groups sitting on the tarpaulin

Do you learn things on your own, or together with a group of friends?

Most of the children answered that they often learned in groups at school and when they were at home they learn independently; sometimes they were helped by their elder brothers/sisters and their father/mother.

What do you like best about your school?

All children of 32 schools answered that at schools they like best learning by playing, playing music instruments, playing ùcongklakû, using skipping ropes, playing marbles.

Summary of Children's Focus Group Discussions, Save the Children Education Programme, West Timor 2002

ISSUE

Sometimes, when children are not sure what they should do next, they behave in ways that disturb the other children and the teacher who might still be working on a lesson

KEY MESSAGE

Children can sometimes take responsibility for their own learning by knowing what they like to do and organising this independently.

OPEN QUESTIONS FOR DISCUSSION

There are different types of learning and these require different assistance for the learner. What do you think these different ways are?

Can you describe times when you learn things:

With a teacher? With parents or other adults? With friends? By yourself?

Do you always need the teacher in the group to help you learn?

Read the comments by the children above. Is your school like this?

What are some things you could learn in groups, using the things these children are describing?

ADVOCACY POINT

Sometimes it is good for children to work on learning activities independently.

ACTIVITIES FOR CHILDREN

SOCIAL ISSUE

Critical discussion of social issue

In groups

When you have finished the learning activities the teacher gives you, what can you do so that you are not wasting time, waiting or annoying other people?

Sometimes when you learn something new, you need to practise the skill or think about the idea in a different way. Are there ways you can do this independently, without the teacher telling you what to do?

Do you have a learning partner, a special friend with whom you can discuss new ideas? Do you think this would be a good idea? Why?

What can you do to help a friend who is bored in class and does not know what to do?

READING AND WRITING

Writing activity

Report on the discussion

Write a definition of independent learning.

Write one sentence that gives some examples of independent learning you and your friends could use.

Creative solution

What can you do to help a friend who is bored in class and does not know what to do? Write two examples.

Advocacy activity

Explain your definition and examples to the other children and your teacher.

Reading activity

Help each other read the definitions written by the other groups.

SOCIAL ACTION TO MAKE SAFE ENVIRONMENTS FOR CHILDREN

Activities for younger children, older children and young people

Discuss with your teacher what learning activities you could do when the teacher is busy or you have finished the group activity.

What resources would need to be available and how would you store them so they are easy to get at?

How can you help to organise these resources?

Make a display chart to remind children what activities they can do if they finish an activity while the teacher is still busy with another group.



CARD 6: IN MOST COUNTRIES IN THE WORLD, PEOPLE AGREE THAT HITTING AND BEATING CHILDREN IN SCHOOLS DOES NOT HELP THEM LEARN AND IS NOT THE BEST WAY TO HELP CHILDREN IN CLASSROOM ACTIVITIES FOR CHILDREN

Corporal or physical punishment is the use of physical force intended to cause some degree of pain or discomfort in the belief of disciplining, controlling or educating the child.

(Working Definition of corporal punishment developed by Save the Children Alliance Global Workshop on Corporal Punishment, Cairo, 2003)

Many children described the forms of discipline teachers' use when they (children) make mistakes. Hitting, kicking, or ordering children to sit on their knees for long periods of time are common forms of discipline.

The programme staff visited 28 different locations for the discussions, and noted that a large majority of teachers manage groups of children by chasing children with a stick.

(Extract from Project Report West Timor Emergency Education Programme July 2002 - December 2002)

ISSUE

Many teachers use violence as a media and a method for classroom management, discipline and control because they do not have other skills for organising children in groups and activities, or skills for helping children to learn social skills like how to participate and learn responsibility.

KEY MESSAGE

Teachers and children can agree on appropriate ways to interact in classrooms so that teachers can do their job of teaching and children can learn

OPEN QUESTIONS FOR DISCUSSION

- What do you think about the quotes on the front of the card?
- Do you agree with this definition?
- Why do you think teachers hit children and use physical punishments at school?
- Do you know teachers who do not do this?
- How do good teachers help children get organised to do their schoolwork?
- What would happen if you asked your teacher to use these ways instead of hitting you?

ADVOCACY POINT

- In other parts of the world, teachers are not allowed to hit children. How do you think this happened?
- How do you think these teachers manage their classrooms?

ACTIVITIES FOR CHILDREN

SOCIAL ISSUE

Critical discussion of social issue

- Do you know what a Code of Conduct is?
- Would this be useful in your classroom?
- Could you make an agreement with your teacher about the ways children will behave and the ways teachers will behave?
- What do you think your parents/family would say if you asked them what they think?
- What are the main points for a Code of Conduct?
- Are they different or the same for teachers and for children?

READING AND WRITING

Writing activity

Report on the discussion

Make a Code of Conduct for your classroom
Design it as a poster and hang it on the wall.

Creative solution

What will you do if someone does not follow the Code of Conduct?

Advocacy activity

Ask children and teachers in other classrooms if they could also make a Code of Conduct

Reading activity

Help each other to read the Code of Conduct and explain any new words so that everyone knows what they mean

SOCIAL ACTION TO MAKE SAFE ENVIRONMENTS FOR CHILDREN

Activities for younger children

Have a discussion with your teacher and make some rules about how teachers and children will treat each other. Make a plan about what to do if someone does not follow the rules. Make sure the plan shows respect for both children and teachers.

Activities for older children and young people

See if you can find out what other Codes of Conduct there may be in the world
Have a discussion with your teacher about a Code of Conduct for your classroom (as an alternative for beating or other physical or psychological punishments) and agreed consequences if this Code is not followed.



CARD 7: WHAT IS THE IMPACT ON CHILDREN WHEN ADULTS USE VIOLENCE TO PUNISH, DISCIPLINE, CONTROL OR MANAGE THEM? FOR CHILDREN

What are the difficulties that you face in every day life at your school and at your home?

At home: Children said it was difficult when their mother/father/elder sister/brother got angry with them and often hit them.

At school: Children are often hit by their teachers using sticks.

Summary of Children's Focus Group Discussions, Save the Children Education Programme, West Timor 2002

Impact:

Pain, injury, humiliation, anxiety, anger, vindictiveness, reduce self worth, increase vulnerability to depression, permanent disability, death, dysfunctional behaviour, poor communication skills, aggressive behaviour towards themselves and others, guilt, violation, loss of control, lowered self-esteem, higher risk of children being violent themselves, passivity, strong feelings of helplessness, humiliation and shame, suicide, rebellion, resistance, revenge, resentment.....

Taken from paper on Corporal Punishment in Schools in South Asia Submitted to the Committee on the Rights of the Child UNICEF 2001

ISSUE

When teachers hit or beat children in schools children feel bad about themselves and sometimes they get hurt or injured. This can stop children from learning and can make children stop coming to school.

KEY MESSAGE

Teachers should try to act so that they have a good impact on children, rather than a bad impact. Teachers can control whether children have a good experience at school or a bad experience.

OPEN QUESTIONS FOR DISCUSSION

Can you make a list of words you would use to describe how you feel when you are hit or beaten by the teacher?

Can you make a list of words to describe how you feel when your teacher encourages you and treats you respectfully?

ADVOCACY POINT

Schools should be hitting-free zones where children feel safe and respected.

ACTIVITIES FOR CHILDREN

SOCIAL ISSUE

Critical discussion of social issue
In groups, discuss the following issue:

Also,.... many schools appoint older children to monitor or 'control' younger children in the school compound. The 'monitor' is often equipped with a stick during the monitoring activities and in some schools, the monitor, according to children, will hit them.

(Extract from Project Report West Timor Emergency Education Programme July 2002 - December 2002)

Would it be possible for a classroom monitor to be a monitor without using a stick?
How would you do the job of monitor in another way?

READING AND WRITING

Writing activity

Report on the discussion

Write the answer to the question from your group on a large piece of paper.

Creative solution

Did everyone agree? If someone disagreed with the group, also write that.

Advocacy activity

Explain the ways children could be monitors without hitting other children with sticks and give the reasons your group discussed.

Reading activity

Help each other read the answers from the charts. Make sure everyone understands the words.

SOCIAL ACTION TO MAKE SAFE ENVIRONMENTS FOR CHILDREN

Activities for younger children

Draw a picture of your school where no children or teachers carry sticks.

Hang your pictures on the wall for everyone to see.

Activities for older children and young people

Ask the teacher for a way to mark the monitors without giving them a stick (maybe use a sash from the Co-operative Games Box or a cap or a badge)



CARD 8: VIOLENCE BY TEACHERS TOWARDS CHILDREN AND CHILDREN'S RIGHTS FOR CHILDREN

The Convention on the Rights of the Child requires States, in its article 19, to protect children from 'all forms of physical and mental violence' while in the care of parents and others.

The fact that corporal punishment of children is legal in many countries, unlike other forms of inter-personal violence, challenges the universal right to equal protection under the law.

Global Initiative to End All Corporal Punishment of Children
Save the Children Sweden 2002

ISSUE

Even though corporal punishment and other forms of physical punishment are commonly acceptable in schools, these forms of discipline breach children's human rights.

KEY MESSAGE

Children are holders of human rights too!
Children have the same human rights as adults to be protected from all forms of violence, including being hit and humiliated.

Key message of Global Initiative to End All Corporal Punishment of Children
www.endcorporalpunishment.org

OPEN QUESTIONS FOR DISCUSSION

- Why do you think that adults think it is acceptable for children to be hit in schools but it is not acceptable for adults to assault each other?
- What does it mean to say that 'corporal punishment is legalised violence'?
- Is it against the law in this country for teachers to use corporal punishment in schools?
- What countries have made it against the law to use corporal punishment against children? How could you find out?
- What is the opinion of the District Education office on this question?
- How do teachers learn about children's rights and the way this affects their teaching practice?

ADVOCACY POINT

Hitting children in schools is a breach of their rights. In many countries it is against the law.

ACTIVITIES FOR CHILDREN

SOCIAL ISSUE

Critical discussion of social issue

Discuss in groups:

- What does legalised violence mean?
- Decide on a definition of legalised violence for your group and give an example
- Find Article 19 in the Convention on the Rights of the Child and discuss what this means for schools

READING AND WRITING

Writing activity

Report on the discussion

- Write one statement on big paper that says what your group wants to say about children's rights and physical violence

Creative solution

- Write one statement where someone in your group has disagreed with the main opinion

Advocacy activity

- Write one statement on a poster that is the opinion of the whole class about why children's rights are important

Reading activity

- Help each other read the statements from each group
- Ask for help with new words

SOCIAL ACTION TO MAKE SAFE ENVIRONMENTS FOR CHILDREN

Activities for younger children

- Draw a picture about all the adults in the world making an agreement not to hit children.
- Explain it to your teacher
- Take it home and show it to your family

Activities for older children and young people

- Hold a discussion with the teacher in your class about the Convention on the Rights of the Child.
- Explain to your teacher how this Convention can improve the quality of life of children?

**CARD 9: CHILD PROTECTION: DUTY BEARERS****FOR CHILDREN**

Children in Kupang District discussed their problems relating to children's rights:

- We have no ability/power to say 'no' to parents
- Sometimes parents are quarreling/fighting, we also get the impact and get beaten up
- We can't participate in adults talking
- There are many stereotypes for us like: we are like animals (dog, pig, buffalos, Satan etc)
- We have no birth certificate
- Our parents hit us
- We have no opportunity to involve in any family decision making process

Discussion on Children's rights, Save the Children ENACT programme, Children from SD GMIT Tuapukan, SDI Naibonet and SDI Merdeka 2003

ISSUE

Sometimes teachers seem to put responsibility for their own behaviour on to children. Teachers say 'If the children behave badly then I have to punish them'. Children also say 'It my fault that the teacher hits me because I am not a good student'. This is called 'Blaming the Victim'.

KEY MESSAGE

Teachers have a duty of care towards children in their schools.
Teachers are responsible for preventing violence to children.
Teachers are in a position of trust.
Teachers are responsible for protecting children.
Teachers are responsible for their own behaviour.

OPEN QUESTIONS FOR DISCUSSION

Look at the comments made by the children in Kupang. This list shows where adults are not respecting their rights. Can you make a similar list from your own experience?

Do the adults in your school respect your rights?

What other strategies could teachers use to replace physical and psychological punishment in your classroom?

ADVOCACY POINT

Violent behaviour by teachers towards children is NEVER acceptable. There are other ways to maintain discipline, manage children and reprimand unacceptable behaviour.

ACTIVITIES FOR CHILDREN

SOCIAL ISSUE

Critical discussion of social issue

Help your teacher to replace physical punishment in your classroom with a *behaviour management code*.

A behaviour management code

- puts responsibility for their behaviour onto children, and
- puts responsibility for teachers responses on to teachers

Develop a behaviour management code with the teacher and children in your class that

- Outlines some of the positive behaviour needed at school
- Describes three of the common unacceptable behaviours that need to be changed
- Defines a consequence that is not physical or psychological punishment for each issue (E.g. short periods of detention, withdrawal of privileges for short periods)

READING AND WRITING

Writing activity

Report on the discussion

- Design the key points of the behaviour management code in large writing for display as a chart

Creative solution

- Make sure the consequences for inappropriate behaviour are not physical or psychological punishment but are consequences that children can learn from in a positive way

Advocacy activity

- Display your behaviour management code on the wall.
- Remind each other (if necessary) to observe it

Reading activity

- Help each other read the behaviour management code
- Make sure everyone can read any new words

SOCIAL ACTION TO MAKE SAFE ENVIRONMENTS FOR CHILDREN

Activities for younger children, older children and young people

Help your teacher to replace physical punishment in your classroom with the *behaviour management code*.



CARD 10: WHAT KIND OF SOCIETY DO WE WANT TO CREATE THROUGH OUR EDUCATION SYSTEM? FOR CHILDREN

When you make a mistake, what do your teachers do?

The general response to this question was that teachers always punish them by: pinching their skin, asking them to sit on their knees, ordering them to clean the school toilet, kicking or hitting them with sticks.

Summary of Children's Focus Group Discussions, Save the Children Education Programme, West Timor 2002

When you beat a child, you show them that it is all right to beat others. When you slap them, pinch them, twist their ears, you teach them that violence and anger are the preferred ways to solve problems. When you beat them with the intent of teaching them a lesson, you tell them they are failures and that they do not deserve your respect.

Hinduism Today (July 1998) Sparing the Child: Should Corporal Punishment End?

ISSUE

Children learn about the world and their place in it from their experience at school. If the school models violent ways of interacting then that is what children learn. When teachers use physical and psychological punishment on children, then children learn that this is how people interact with each other.

KEY MESSAGE

If we want a world where people respect each other and where people deal with problems without physical or verbal violence, then this is what the school should be like.

If we want a civil society, with open, democratic institutions then the school should be a model for this.

OPEN QUESTIONS FOR DISCUSSION

What do you want to learn from your school?

How should you be treated when you make a mistake when you are learning something?

How should you be treated when you disagree with the majority opinion?

What do you learn from the way you are treated by your teachers?

ADVOCACY POINT

Children will grow into the citizens we teach them to be through their experience of our schools

ACTIVITIES FOR CHILDREN

SOCIAL ISSUE

Critical discussion of social issue

Discuss in groups

- What do you think are the most important things you can learn at school to help you be a good world citizen?
- How do you learn these things? (Which things do you learn in lessons? Which things do you learn by experiencing the way things are done?)
- What type of citizen is your school teaching you to be?
- What needs to be changed?

READING AND WRITING

Writing activity

Report on the discussion

- Write one sentence on big paper to answer each question

Creative solution

- Write some sentences to show where people disagree with each other

Advocacy activity

- Display your answers on the wall. Invite other teachers and students to discuss your ideas

Reading activity

- Help each other read the papers
- Make sure everyone knows the new words

SOCIAL ACTION TO MAKE SAFE ENVIRONMENTS FOR CHILDREN

Activities for younger children, older children and young people

Deal with your problems without physical or verbal violence.

Respect the rights of others.

Consider other people's needs.

This is an example of the school rules used in some schools that are trying to improve relationships by eliminating school violence by teachers, and between students.

Use these rules, or make up your own, and discuss with other children and other teachers and help each other to follow them.



Appendix 5

Workshop evaluation

Seventeen completed evaluation forms were received, out of a total of 26 persons attending (which included participants, resource people, facilitators and administrative and support staff). The replies were anonymous, although most of the forms were probably received from participants. It was not possible to distinguish between responses from Asians and non-Asians.

Adding to knowledge and changing attitudes

The first two questions were intended to find out if respondents felt the workshop had added to their knowledge.

The replies indicate that knowledge had been enhanced about corporal punishment in the home (13 out of 16 valid replies), school (4 out of 16 valid replies) and in other contexts (14 out of 15), although of course this does not provide any information about the participants' level of knowledge before the workshop. Participants also responded that they had learned more about international activities to address corporal punishment, particularly the UN Study on Violence (15 out of 17 replies), about which a special presentation was made one evening. Thirteen out of 15 valid responses indicated increased knowledge about SCA international activities, but only 11 (out of 14 who replied) felt they had learned more about SCA activities in other regions.

With respect to increased knowledge about legislation on corporal punishment the situation was less clear. Eleven out of 13 who responded to this question said they had learned more about international human rights; while 12 out of 14 respondents said they had learned more about international children's rights. But only just over half of those who responded to questions on national legislation in other regions and in SEAP (8 out of 14 in each case) said that they had learned more about these topics. One valuable suggestion with respect to legislation in SEAP, which might be adapted for future workshops, was that participants might have been asked to prepare an A4 sheet in advance on the legal situation in their countries. There were eleven positive replies (out of 14 valid) on whether knowledge of legal reform had improved.

Knowledge of current research about corporal punishment was reported to have improved in 12 out of 15 cases, and 14 respondents said their knowledge of how to do research on corporal punishment had increased, while two others replied 'yes and no' to this question.

Only 12 replies were received on whether or not knowledge of alternatives to corporal punishment had increased, and of these eight were positive.

In response to an open-ended question about other areas in which the workshop had added to knowledge, 13 replies were received; some indicating that participants had recognized corporal punishment as an important issue as a result of the workshop: to be 'mainstreamed with participation', 'understanding the challenges for the first time' and greater understanding of regional dynamics within the Alliance.

A further open ended question asking if attitudes towards corporal punishment had been changed elicited 9 positive answers, indicating in 2 cases changes in personal parenting style, and in others greater clarity or commitment and grasp of wider contexts.

Out of 10 respondents to the question of whether the workshop was useful for their usual work, nine replied positively. However, this was modified by replies to the question 'Will you be able to use your experience of the workshop among your colleagues back home?'. Of the sixteen respondents who replied all said 'yes': 9 in policy areas, 16 in programme areas and 14 in advocacy. Other areas mentioned were legal reform, strategy planning, during programme meetings and with partners and in training and management.

Workshop organization and facilitation

Many respondents to this set of questions mentioned three issues - difficulties of language use, time pressures and the dominance of ideas from outside the region. Overall, however, responses were positive.

In answer to the question about whether participants were given sufficient opportunities to share their views and experiences, 11 positive replies were received out of 14 valid replies. However, the further comments on this indicated that some respondents took this to be a general question about their in-country work situation rather than the workshop.

Only 11 answers were received to the question about whether sufficient attention was paid to this region's contexts and values and there is no way of knowing if the respondents were from Asia or not. Nine respondents answered positively. Comments from two respondents indicate the importance of beginning at country level before moving to regional level. One mentioned the 'fundamental cultural difference' between eastern and western 'rights concepts', although this showed some misconception about what the difference is ('in the west it is inborn').

Participants were asked to comment on a number of aspects of the workshop, although not all the comments received were clear. However, most comments were positive in each case.

Aspect	Excellent/ very good	Good	Negative	Unclear or mixed response	Total replies
Organizational arrangements before the workshop	6	5	0	2	13
Information and materials provided before the workshop	5	7	1	1	14
Organization and timetable	4	4	2	4	14
Information and materials provided during the workshop	7	7	0	1	15
Presentations	7	6	1	1	15
Facilitation	7	5	2	1	15
Accommodation	7	8	0	0	15
Food	1	11	2	1	5



Final general comments:

In addition to one participant who apologized for being less able to join in the discussion than he/she would have liked, the following comments were received:

The workshop

- You've been great. Wow! Congratulations! Everyone has been great!;
- I would like to thank you from the bottom of my heart that the workshop is very useful, informative and well planned. Thank you so much. I have learnt a lot. I hope I can contribute back addressing the issue successfully;
- It is commendable to have a programme as well as materials sent to participants before the workshop, not many do this and we do value the opportunity to comment. We also appreciate the quick response and sending information as well as the value given to us, thank you !
- Good start, a lot ahead though, thanks!

SCA work to address corporal punishment

- URGENT! Develop a regional resource center;
- Regional SC Alliance Task Group needs to keep communicate, and if possible to deeper analysis the situation in different countries in the SEAP, for better approaches.

Dominique Pierre Plateau and Judith Ennew, October 19, 2003

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Websites

The website of the Global Initiative to End All Corporal Punishment of Children can be found at www.endcorporalpunishment.org; The website has details of all key judgments and decisions of human rights bodies, all the recommendations of the Committee on the Rights of the Child relating to corporal punishment, and details of abolition. We are also very willing to offer individual advice and support to national campaigns. The Global Initiative welcomes additional information on corporal punishment, which should be emailed to Peter Newell at peter@endcorporalpunishment.org www.endcorporalpunishment.org

A website linking Save the Children resources and actions to the UN Global Study in Violence against Children is planned. Any contributions should be emailed to Mali Nilsson at mali.nilsson@rb.se

