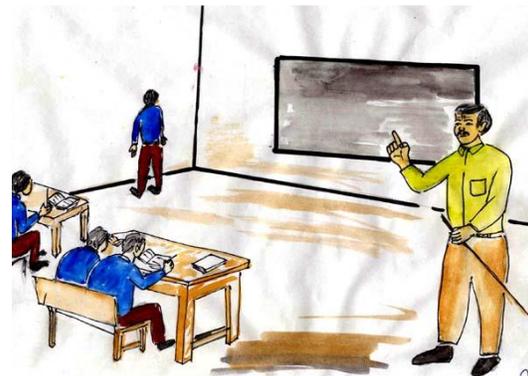CHILDREN'S CONSULTATION TOOLKIT
FOR PARTICIPATORY RESEARCH ON CORPORAL
PUNISHMENT

A GUIDE ASSISTING THE ADULTS TO CONSULT WITH
CHILDREN ON PROTECTION ISSUES WITH A FOCUS ON
CORPORAL PUNISHMENT IN SCHOOLS AND HOMES

"Caring for Children is a necessity and loving them brings one in proximity with God" (Hadith Sharif)

Illustrations by Abdul Qadeer

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Preface

Children are the victims of their circumstances and are being subjected to different kinds of physical abuses and violence at homes, schools, religious schools, streets, police stations, jails and work places etc. The characters change with the place and similarly and nature and frequency of the violence also changes with the change of place, except the child who is always the victim.

In our society mostly a blanket approach is applied to all children regardless of their age and specific circumstances. This approach has resulted in considerable harm to children. Unless we realise the importance of specific circumstances of individual children, we shall continue to spoil them through our inappropriate approach and behaviour and will be contributing through negative impact on them and help breeding children who would hardly be able to play any useful role in building a strong and progressive society.

In 2001 the UN General Assembly requested the Secretary General to conduct an in-depth study on violence against children. This request was followed by a recommendation for such a study from the Committee on the Rights of the Child, based on two days of general discussion on violence against children held in 2000 and 2001. The committee stated that the study should be as "comprehensive and groundbreaking" as the Study on Children in Armed Conflict in 1996, also ordered by the Secretary General.

The Committee recommended that the scope of the study should cover violence against children within the family and homes, in schools, in care and residential institutions both private and State, in work situations, in the streets, in detention facilities and prisons, violence by Police, and the use of capital and physical punishment. The Committee also recommended that violence should include all forms of physical or mental violence, injury or abuse, neglected or negligent treatment, including sexual abuse, bullying in schools and corporal punishment.

The UN study on violence against children is being undertaken at the global level and three UN organisations namely, the UNICEF, World Health Organisation (WHO) and Office of the High Commissioner for Human Rights (OHCHR) are actively involved in this study.

Within the scope of the UN study on violence against children, Save the Children has produced this toolkit for undertaking "participatory" research on violence against children. Thus promoting the idea of children's participation in the whole research process.

Participation of children in their affairs greatly helps in their empowerment and building of their self-esteem. With a little effort and encouragement, children come forward with innovative ideas and express their feelings and opinion about issues that are directly related to them and one way or the other affect them. They need to be provided with relevant and appropriate information so that they are updated and they are knowledgeable of the developments taking place around them globally. Involving children in dialogues creates confidence in them, which in turn enable them to reach correct decisions. We are envisaging an ambitious and bright future for our children and we are determined to make concerted efforts at all levels regarding this participatory research on corporal punishment to eliminate the menace of corporal punishment of children at all levels of our society. Our present efforts are a step forward towards achieving this goal. We wish to bring change in the situation of children by eliminating violence that has been causing constant increase in drop out rate of children at the primary and middle school levels and that has been giving birth to many other evils including sexual abuse and exploitation.

We are confident that the research study based on this toolkit and participation of children would certainly bring some promising results, that would provide a strong base for the law makers to embark upon the urgent job of enacting, imposing complete ban on corporal punishment in different spheres of our lives and society. We wish this dream turned into reality in not a very remote future. This toolkit for participatory research on corporal punishment has been developed for conducting a participatory research on corporal punishment in the selected districts of North-West Frontier Province of Pakistan but we feel that it could be easily and effectively used in other parts of the country.

We hope that this toolkit will guide, inspire and inform researchers about approaches and methods with regard to conducting participatory research with children, focusing on the theme of violence against children.

In the end I would like to acknowledge UNICEF Pakistan Country Office's financial and technical support in making this participatory research on corporal punishment a reality. Without their financial support we would not have been able to conduct this research at broader level.

Syed Mehmood Asghar
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Save the Children Sweden
Pakistan Programme

Introduction

Save the children Sweden, Save the children UK and UNICEF are interested in initiating programmes on child protection, with special focus on corporal punishment of children in schools and homes. In order to improve their understanding of the issue, they have agreed to conduct a study in the selected districts of NWFP, replicable in other parts of Pakistan, with the active participation of children, teachers and parents.

Save the Children has developed this toolkit as a guide assisting the adults to consult with children on their protection issues in general and Corporal Punishment in particular. This toolkit can be appropriated to suit different situations and needs. It aims at involving children in a meaningful way and in a participatory environment, so that they can express their views regarding the issue of corporal punishment and other related issues at family and school level.

What one can expect from this toolkit?

This toolkit can help us achieve the following:

➢ Through active participation of children, to explore and document their perceptions, views and feelings concerning the situation of corporal punishment in schools and homes with special focus on the prevalence and types of corporal punishment.

➢ To understand the causes of violence against children and its impact on the lives of children.

➢ To use the outcome of the consultations to bring about positive change at all levels specially to change the situation of children through lobbying and advocacy campaigns.

➢ To give chance to children to voice their feelings and perceptions.

➢ To raise awareness of the children rights as envisaged in CRC with special focus on protection and participation rights.

As mentioned earlier, this toolkit has been designed to be used as a guideline only. Facilitation is a skill and an art as well. One cannot suggest facilitation principles applicable to all situations. We have made all efforts to ensure that the tool kit could be used effectively with diversified groups of children, but with some specific groups of children and in some situations it or a part of it may not work as effectively as expected. In this case the facilitator has to be innovative and to use his or her own experiences and facilitation skills to effectively involve specific children's groups.

Child Protection – a prerequisite for all work with children

During an outside intervention, children's exposure to adults who are stranger to them increases their chances of being exploited or abused. This abuse ranges from

keeping children ignorant of the consequences of their involvement in the work to their psychological and physical exploitation during the consultation process. Child protection demands selection of the staff and designs the research in such a way that the chances of child abuse and exploitation are minimised. Following protection issues are of particular importance while collecting information from children:

> In most researches, it is the adult who decides that a research with children be conducted. It then becomes the responsibility of the adults to carefully analyse that children do not face any harm at any stage of the research.

> Enough time should be allocated to explain to children what the research is all about? Children should know the end use of the research and the level of confidentiality. Even if everything is explained to children, and their informed consent is got, the adults are not automatically relieved of their responsibility of protecting children. It is not always possible for children to comprehend the real consequences of their involvement particularly when they are involved in an activity of which they do not have a prior experience.

> The researchers should be selected very carefully and it should be ensured that they have not been involved in any activity, which may put children's protection in danger.

> The situations and venues for research should be selected very carefully. Designating a child protection monitor for the whole research period sometimes proves helpful as this person particularly monitors the process from the protection point of view.

Child Participation – what does it mean to us

This kit includes different participatory methods and techniques, which encourage children to express their views, concerns, perceptions and relevant issues especially about corporal punishment.

Participation of children reflects a growing awareness of the need to involve children into the decisions and actions affecting their lives. As described earlier, for Save the Children, children's participation is both an end and means which calls for the involvement of children at all stages of the project cycle.

As we believe and have experienced that a good reason for involving children is:

> As we will explain later, participation is a right in itself and allowing children to participate means we are helping them realise their right

> Participation empowers children to express their views on the issues important to their lives thus facilitating them to become active and responsible members of the society

- Children can provide with the insight into the complexities of their social lives, the dilemmas they face and the choices they make, which adults may not see, thus improving the adults' perceptions.
- Active involvement of children can make their issues more visible, which helps to improve the accountability of the duty bearers towards the rights and entitlements of this important stratum of the population

The Convention on the Rights of the Child (CRC) is a code for children rights, which guarantees children's survival, protection and development but also right to participate in all decisions that concern them. CRC is a challenge changing traditional adult mindset regarding child rights that have to be respected and understood. The CRC represents fundamental changes in the status of children. Children are no longer seen merely as recipients of adult's care and protection but are recognised as rights holders.

As individual rights holders whose views and opinions should be expressed and seriously listened to, there is now recognition that children participation creates a new challenge for social development. There is a need to find ways in which children and young people can be encouraged and facilitated to participate more effectively to give voice to their concerns and issues, which affect them.

Why an action on corporal punishment is required?

As described earlier, children are holders of certain fundamental human rights, including right to respect for human dignity and physical integrity.

According to the CRC, it bans:

- All forms of physical and mental violence, injury or abuse including sexual abuse. (Article 19)
- Torture or other cruel inhuman or degrading treatment or punishment. (Article 32)

And CRC requires:

- School discipline to be in consistence with the child's human dignity and in conformity with the present convention (Article 28)
- All actions concerning children should be in the best interest of the child (Article 3)
- Every child has inherent right to life and to survival and development (Article 6)
- Every child has a right to non-discrimination (Article 2)
- All children have a right to express their views freely on all matters affecting them and their views to be given due weight. (Article 8, 12 and 13)

> ➤ State parties shall undertake all appropriate legislative, administrative and other measures for the implementation of the rights recognised in the CRC. The state parties shall undertake such measures to the maximum extent of their available resources and where needed within the framework of international cooperation (Article 4).

Ratification of the convention by the state makes it obligatory to implement the convention and to bring the domestic laws in conformity with the convention. The state as a primary duty bearer has an obligation to provide and ensure these rights for the child.

Corporal punishment is an issue, which is coming up at the global level. "**Corporal or physical punishment is a use of physical force intended to cause some degree of pain or discomfort in the belief of disciplining, controlling or educating the child**". The physical act of punishment in the name of discipline in our country is strongly entrenched in people's social attitudes and psychological make up. Corporal punishment is also cited as one of the major reasons for the high drop out rates in schools in Pakistan. Violence against children usually occurs mostly in schools, homes, state or private run childcare institutions, detention centres, work places and rehabilitation centres for young offenders. These practices are commonly seen in schools and homes and the main obstacle to change in practice is rooted in traditional child rearing practices, social responsibilities and lack or no awareness on alternatives.

Corporal punishment breaches the child's self respect, self-dignity and physical integrity. So for any study or initiative on corporal punishment its important to get children's views regarding their feelings, reasons for being punished, kinds and different ways of punishment, which is possible only through communicating with and consulting children.

Target group for the Current Study

The kit contents have been developed for girls, boys, teachers and the parents of children studying in government, private and non-formal schools and madrassas, both in rural and urban areas.

A total of 2500 children (equal number of girls and boys) attending the Government, private, formal and non-formal schools will be consulted. This study will include participants from schools with both regular and religious curriculum. Beside children, teachers from the same schools and parents of children will also be part of the research activity. A total of 500 teachers and 1000 parents/caregivers of children will be interviewed through focus group discussions. The children will be divided in the following main three age and class groups.

Classes 2 & 3	Ages 7 – 8 years
Classes 4 & 5	Ages 9 – 11 years
Classes 6, 7 & 8	Ages 12 – 14 years

SECTION II: TIPS

Methodology and Tools

The organizations working on children's participation have developed numerous tools to facilitate children to participate. These tools include focused group, visuals, role-plays, participatory video, theatre and analyzing photos etc. The use of these tools ranges from mere information collection to empower children to become active citizens. Taking into consideration the nature and scope of this study, we have selected Focused Group Discussion and visual techniques as the key tools. However, the users are free to experiment other tools in other situations.

Focused Group Discussion is a method used to facilitate the participants to discuss the things among themselves. The researcher moderates and monitors the process. The researcher uses a topic guide or a checklist to ensure that all the points are covered. S/he probes and stimulates the participants to take part actively. The ideal time for a focused group is 1-3 hours.

Following are the key skills for a facilitator of a Focused Group Discussion:

- ➢ **Listens carefully** to pick up significant points from the discussion

- ➢ **Facilitate discussion around responses to individual questions**/checklist points

- ➢ Unlike a questionnaire survey, the facilitator does not automatically go to the next question when a question is answered, an opinion is expressed or information is given. S/he **probes,** asks the reasons. Or once a participant has expressed his/her views s/he asks the others what do they think about that.

- ➢ Whenever a new, complex or important idea is put forward, s/he **summarizes and reflects back** to probe further.

- ➢ **Take instant decision** to reflect back, probe further or move to the next question

- ➢ Carefully use the **body language** and avoids nodding of head or any comments giving judgment on what is being said. Do not show the sign **of approval or disapproval**. Uses the body language to show attention and respect. Maintains the **eye contact** with the speakers but scan the whole room to see how others are responding

- ➢ **Carefully intervene** when the discussion goes off the track

- ➢ **Provoke** by inviting people to comment on something said by others in the exercise or by mentioning a statement by someone from outside

- ➢ Sometimes does the devils advocacy to probe or keep the discussion going

- ➢ **Encourage all** to participate but do not particularly points out a quieter participant.

- ➢ **Ask questions which cannot be answered by yes or no**

- ➢ **Return the question** to the whole group, when a question is addressed to him/her

- ➢ **Make everyone feel comfortable** and **keep the environment live** by introducing humor and creating friendly environment

- ➢ **Prevent and manage** the conflict

- ➢ Use the **parking lot** to note down the important topics which are not a part of the current agenda but have some relevance

- ➢ Use **energizers** of not more than 5 minutes duration when s/he feels that the group is loosing energy

- ➢ **Do not correct** the participants when they say something which does not match with the facilitators knowledge or information

- ➢ **Do not stand up** in a lecture style

Visuals: After the advent of PRA, visuals have become a key part of most of the qualitative researches. These visuals range from simple expressive diagrams to the structured tools. In simple diagrams, the participants are asked to draw a particular feelings or situations in any diagram. In structured diagrams, the format of the diagram helps the participant to depict or analyze a situation in a particular way. The examples of such diagrams are Daily Activity Charts, Seasonal Calendars, Matrix Ranking, Cause and Effect Diagram etc. As the diagrams present a fun, the children and illiterate people show more enthusiasm towards them.

In preparation of visuals, the facilitator normally explains the purpose of exercise and let the participant draw the visual without any help from the facilitator. The facilitator encourages the participants to have fun and gives them credit for what they do.

We have suggested a sequencing for the tools we have proposed, but the actual situation may not allow to follow the sequence and the facilitators are encouraged to use their own best judgment while doing the practical work.

Selection of Facilitators

The success of the consultation mostly depends upon the skills of the facilitators. While recruiting the facilitators, one should look for the appropriate persons who:

- ➢ Understands and sensitive to local culture

- ➢ Can speak local language (the language of the participants)

- ➢ Can communicate clearly

- ➢ Is a good listener

- ➢ Has a sense of humour

- ➢ Can keep the process moving in a timely way without seeming to do

- ➢ Can present a neutral position

Team formation

For participatory consultations, a team of three facilitators is recommended. Commonly, the following roles are assigned to the team members:

Facilitator: Facilitate the process

Co-facilitator/Trouble shooter: During the process, takes measures to make the environment less intrusive. Facilitate on a time /point mutually agreed with the Facilitator

Record Keeper/Observer: Take notes of the process and observe the quality of the process for feedback to the facilitators.

Venue

A venue similar to the participants' environment encourages the participants to take part enthusiastically. However, the venue should be a neutral place for the individuals from different backgrounds. The research team may change the things like seating arrangements to suit the research needs.

For most young people a quite space with comfortable and culturally appropriate setting may be the ideal choice. The presence of adults may affect the level of children's participation. While we should keep the number of adult researchers to the minimum, the presence of adults who have some stake in the topic to be researched should be discouraged.

In some cases, from the protection point of view and due to cultural norms, it is not appropriate to leave the children with outside researchers. In this case, arrangements may be made in such a way that the adults acting as the children's caretakers do not interfere or influence the proceedings.

For the research on Corporal Punishment, we have suggested to organise the consultation in schools.

Child Care and Refreshments

Children may loose interest if engaged in discussions for longer time. Provision of refreshments to the participants may increase their interest level and work as a compensation for engagement in an activity initiated by the outsiders. Refreshments if not served in an organised manner and on a specified time may distract the attention of the participants.

Absence of arrangements for child-care may disrupt the discussions process with mothers. As the mothers, while participating in discussions, may be taking care of their children simultaneously. It may also discourage the mothers from participating.

Group size

There is no hard and fast rule for the group size. It should be small enough so that every one can get a chance of participation and large enough at the same time to solicit diverse experience. Normally, in a Focus Group the number of participants can range from 6 to 12. Depending on the nature of the exercise the number of participants in visual exercises (mapping/diagramming/ranking) may range from 8 to 20. Larger group leads to some participants struggling to participate in discussion sessions or it may not be manageable by the facilitator in an appropriate way. However, the level of participation depends mostly on the internal dynamics of the group. Normally the background information of the participants collected through the registration forms help the facilitators how diverse the group is and how the participants are divided into sub groups. For the consultation under consideration, we have already suggested to divide the children into three (relatively) homogenous groups. We hope that with good facilitation skills, a group of 20 will be practical. However depending on the nature of the exercise it can be further divided into smaller groups for practical activities and interviews. Smaller the group the more participatory the process!

Recording

The research team should record the proceedings/interview during or immediately after the exercise. It can be done through tape/video recording or by note taking. The recording process, however, should be non-threatening. Tape/video recorders, sometimes, breakdown in the middle of the exercise and the researchers find it out when they try to transcribe the proceedings. Video recording, most of the time is intrusive. It is advisable that before embarking upon video making or audio taping the proceedings, permission should be sought from the participants and should only be done if permitted by them.

While taking notes, the note-takers cannot always differentiate between their perception and what the participants said. This can be avoided by recording on paper "what was heard, seen and said". For the purpose of the present research, we suggest note taking as the better option. However, the note-taker should note down what the participants said in phrases and should re-write/refine the notes immediately after the consultation. While using visuals, the researchers sometimes take visual as the output and paying less attention to the process and discussions. This may result in loss of vital information.

Team Contract

No one can be destructive than the facilitators themselves if the roles of the team are not defined clearly. The best way to avoid ambiguity is to have a team contract. A typical Team Contract contains the required checklists, explains how to introduce the purpose, and who will do what and how.

The team contract may also mention that how the team members will indicate to each other when something is happening in an undesired way i.e. Facilitator is spending too much time on one issue. Some mutually agreed/non-intruding gestures may be set in advance.

The team contract may be improved as the research progresses. Going through the team contract should be the first activity of the day for all the team members.

The team contract may also mention where to assemble before leaving for the consultation, pick and drop timings and other logistics arrangements.

Post Consultation Reflection

All the members of the research team should have a Reflection meeting immediately after the consultation. In this meeting the research team would:

➢ Review that the note taker has recorded all the necessary points and there is no gap;

➢ Review which aspects could not be covered that day and need a follow up

➢ Develop consensus on different findings

➢ Review the strategy and make changes if required

The best time for the Post Consultation Reflection Meeting is the evening of the same day or maximum the next morning before leaving for the next consultation.

SECTION III: CONSULTATION WITH CHILDREN

Consultation with Children

Opening

Help children to relax. Start your conversation with greeting. If you feel that the children are relaxed and are comfortable, get their permission to start with the formal introduction by using any of the methods given in Annex I

Explaining the purpose and children's right to leave

We have already mentioned some ethical and protection issues related to research with children. Children need sufficient and good information for what and why they are being asked to be there. Facilitators should provide them with clear, sufficient, relevant and transparent information. That may include the objectives of the consultation and how this information will be used and how this will help improve their situation. Once the objectives are explained children should be invited to withdraw if they don't like to participate. The process of seeking their consent should be repeated at different points of the consultation and if at any stage they feel that they are not comfortable they should not be forced to stay.

The introduction should not create any false expectation and the limitations of researchers regarding enforcement of children's recommendations should be explained transparently.

Icebreaking

Icebreakers lead the participants into the topic. They may be a part of the introduction. When the time is limited it is useful to link the icebreakers with the objectives of the session.

We have suggested some icebreakers for children in Annex I

Ideally, the results/assessment derived from the consultation should be shared with the children and their permission should be sought to report these results. However, if this is not practical, at the end of each consultation a summary of the proceedings should be shared with the children letting them determine what may create any problem for them and should be presented carefully.

Facilitating an Exercise with Children:

Communicating with children is a core skill and communicating effectively with them requires specific skills, some of which are distinctively different from those, involved in communicating with the adults. It is a common mistake to assume that

children from age of about 6 and over are too young to be aware of what is going on around them or too young to be adversely affected by dangerous or distressing experiences. Children are not just small adults they have needs and attitudes, which are significantly different from those of adults communicating with children.

We have mentioned the skills required facilitating a focused group. Here we are giving some skills, which are necessary for communicating with the children:

- ➢ **Simple language** – Which the child can readily understand if you feel the child has not understood, ask the child to repeat or paraphrase.

- ➢ **Be flexible, build self-esteem** and **confidence** in children so that they feel they are able to contribute and their views are worth listening; above all to **respect children's views**.

- ➢ Create **friendly atmosphere** and provide more opportunities for **informal interaction**.

It is important to allow children limited concentration span. Short exercises and interviews are more effective than longer ones. A non-judgmental attitude, which conveys acceptance of the child respect, his beliefs, feelings etc., should be adopted. People communicate through words (verbal communications) and through a wide variety of gestures, body language, tone of voice etc. It is particularly important when working with children; one has to be sensitive to what they communicate (techniques helping child self-expressions).

A quite tone of voice helps the child to feel safe and shows that an adult is very sympathetic. Nodding a head or whatever is appropriate can help the child to continue the talk.

Showing respect for the child's feelings by reflecting your feelings in the same way will show the child that you are interested and concerned about his feelings or a particular situation through he had passed (e.g. the facilitator can show the feeling of sadness or anger which the child is showing while narrating an incident happened to him/her). The facilitators should encourage open ended questions which will generally encourage the child to explain something in his/her own way (e.g. an open ended question could be: tell me if your father gets angry with you, what he do to you.

Adults usually do not have difficulty in communicating with children when it simply involves giving directions e.g. how to use scissors or explaining the danger of cars but they do have difficulty while communicating with children when their own or children's feelings are involved.

Door opener is a situation of trust between the child and the facilitator in which the child or the respondent starts to open up and share his/her ideas or feelings with the facilitator openly and at the same time the child is sure that the facilitator is respecting and valuing what the child is saying.

"YOU" messages describe the child's feelings and encourage him to express his troublesome feelings for example you are sad because you were not allowed to go with your friends. You are upset because you did not win the game. Or you feel ashamed because you were punished in front of the class.

When children are allowed to express bad feelings freely, they seem to disappear like magic, hiding feeling is self destructive; they do not disappear but they lead to self-hate and violent actions.

Actions can be labelled as good or bad but not feelings. Feelings are neither good nor bad, but they exist and their existence must be recognized. Listen attentively to get rid of distraction and pay attention to what the child is saying. Do not pretend that you are listening when you are not.

Gathering Information from Children

There are several methods of gathering information from children on issues, which have impact on their lives. A facilitator designated to facilitate children in information sharing process should have right attitude and skills, some of which are mentioned in the earlier discussion. We are giving details of Focused Group Discussions, dot voting post ideas.

SECTION IV: ACTIVITIES

Research Objective:

  ➢ **Objective-1**: To contribute to an enhanced understanding of the nature, underlying causes, and consequences of corporal punishment in schools and in homes from the perspective of children, parents, and teachers

  ➢ **Objective-2**: To identify positive, child-friendly approaches for introducing the same within the education sector and home environment

Activity 1: Identifying Characters involved in Corporal Punishment

(Time 20 Minutes)

Purpose:
Identify the characters that are involved in corporal punishment and identify the reasons of doing so.

Topic guide:
Define a child and an adult and mention the main differences

Who hits whom? Male Adult, Female Adult, Old Boy, Old Girl, Boy, Girl.

Those who hit others why they do so?

Preparation:

The team members need to prepare a number of copies of pre-drawn pictures, coloured if possible, of male adults, female adults, grown up boys, grown up girls, small boys and small girls. These pictures should be pre-tested with the children for recognition.

The team members need to prepare 6 charts (as shown in the next page) with pictures posted on them.

Exercise

Part-1: Spread pre-drawn pictures of males, females, girls, boys, and male female toddlers on a brown sheet. Ask the participants who are they. Once the participants identify them, ask them why they are different from each other. Note down these differences on the chart for the children who can read. For the smaller children, draw these characteristics on the brown sheet.

Part-2: Show the Children the following charts with pre-drawn pictures and ask them which character on the right side is physically punished/abused by the character on the left side. The pictures on these charts should be the copies of the pictures discussed in part one of this activity. All the pictures used in these exercises are the pictures pre-tested with the children.

Chart-1

		Male Adults
Small Boys		Female Adults
		Grown-up Boys
		Grown up Girls
		Small Boys
		Small Girls

Chart-2

		Male Adults
Small Girls		Female Adults
		Grown-up Boys
		Grown up Girls
		Small Boys
		Small Girls

Chart-3

Grown Up Boys		Male Adults
		Female Adults
		Grown-up Boys
		Grown up Girls
		Small Boys
		Small Girls

Chart-4

Grown Up Girls		Male Adults
		Female Adults
		Grown-up Boys
		Grown up Girls
		Small Boys
		Small Girls

Chart-5

Male Adults		Male Adults
		Female Adults
		Grown-up Boys
		Grown up Girls
		Small Boys
		Small Girls

Chart-6

Female Adults		Male Adults
		Female Adults
		Grown-up Boys
		Grown up Girls
		Small Boys
		Small Girls

Have a short energizer between activity 1 and 2

Activity 2: Reasons for Corporal Punishment at home and schools

Purpose
Identify the reasons, nature and extent of corporal punishment given by adults in different situations and at different places

Topic guide:
Types of corporal punishment administered to children at home and school Frequency with which different type of characters give corporal punishment to children

Preparation:
The team needs pre-drawn pictures of home; school, teacher, mother, father and others involved in corporal punishment at homes and schools.

Some brown sheets, rounded colored stickers

Exercises:

Part-1: Show the children different situations (home and school) and ask them where the children are given the corporal punishment. When the children identify a place post its picture on a brown sheet. Now ask who gives this punishment. When Children mention an elder brother in the home, place a picture of a boy against the picture of home. Ensure that children identify the pictures of different characters. Then ask the children for each of the mentioned adult why s/he gives corporal punishment to the children.

Have a short energizer before you proceed to Part-2 of this exercise

Part-2: Ask the children which type of corporal punishment different elders give. Whenever, they mention a particular type put a picture of that type of punishment on the ground making a division for home and school. Once the exercise is completed arrange each set of the pictures of elders / others involved in corporal punishment and types of corporal punishment on separate brown sheets in the following matrix:

Punishment Person							

Now divide the children into two groups focusing on home and school. Each group of children will then be asked to tell how frequently a particular adult administers a particular type of corporal punishment. They will mention the frequency of punishment by posting coloured stickers from a total of 10 stickers.

Have a break for snacks

Activity 3: Impact of Corporal Punishment

(20 minutes)

Purpose:
Identify the impact of corporal punishment on children

Topic guide:
How corporal punishment impacts the child physically and emotionally?

How corporal punishment impacts a child as a member of school and home?

Preparation:
Pictures of school and home situations, two brown sheets glued together

Exercise:

Part-1: Ask a volunteer to lie down on the brown sheet. Draw a line around him/ her to have a map of the human body. Ask the children how corporal punishment affects different parts of their body, including their mind and thoughts.

Part-2: Once the children finish the body map, put the pictures of school and home on the ground and ask the children how corporal punishment helps them /

hinders them from doing positive things in the school/fulfilling expectation of the school and home.

Have a short energizer before you proceed to Part-2 of this exercise

Activity 4: Causes of Corporal Punishment

(40 minutes)

Purpose:
To explore further why children are given corporal punishment

To facilitate children identify alternative to corporal punishment

Topic guide:
Different reasons of corporal punishment

Children's perception of an ideal home and school

Alternatives to corporal punishment

Preparation:
Some flip charts, VIPP cards, masking tape and colour markers

Exercise 1:

Part I
Divide the children into two groups. Ask one group to draw a sketch of a teacher and other a parent. Ask children to reflect on good and bad characteristics of teacher/parent and pen these on either side of the sketch.

Part II
Now ask children to analyse situation in their school/home identifying good and bad things about the school/home and write their findings on VIPP cards.
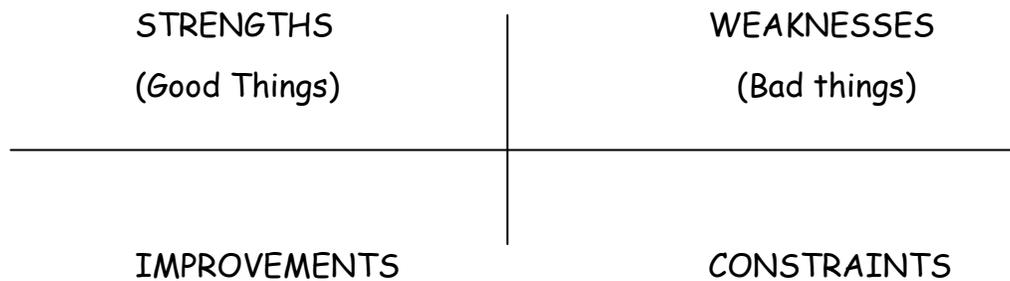
Part III
Once the children identify the good and bad things of school/home, arrange them on the ground and ask the children what should be done to improve the situation. Facilitator pens the children's findings on VIPP cards and arranges them on the ground.

Now ask the children to discuss what hinders the changes they want to see in the school. Facilitator notes the constraints too on VIPP cards.

(This exercise will give children an opportunity to reflect on the good/bad things in the school system, the improvement needed and why it is not happening. The children suggestions could be taken as recommendations later on.)

At the end of the exercise facilitator pastes the VIPP cards on a brown sheet in following order.

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STRENGTHS	WEAKNESSES
(Good Things)	(Bad things)
IMPROVEMENTS	CONSTRAINTS

Part IV

Revisit the reasons of corporal punishment given by children in Activity –2 and good and bad characteristics of teacher/parent identified during Part I of this exercise. Ask the children following questions and record their responses on a flip chart:

Do they know some children who are not punished by the teachers?

Ask the children to state reasons?

Ask the children do they know some teachers who do not punish the children?

Ask the children to state reasons and explain how these teachers discipline the children?

Exercise 2

Divide the children in three groups and ask them to reflect on: how corporal punishment can be put to an end? A facilitator helps each group in recording their findings on flip chart.

Activity 5: Stones in a Pond (Information on Child Rights Convention)

(15 minutes)

Purpose:
To educate children on the child rights

Topic guide:
Convention on the Rights of the Child

Preparation:
Some plain papers, flip charts, VIPP cards, masking tape and colour markers

Exercise:

Ask children to identify one important right of a child and put it on a paper, fold the paper like a small ball and put it in a pond. When all the children have done this activity the facilitator to proceed:

Start with reading out what children have put in the pond and record it on a flip chart.

After recording the children's statement, facilitator relates them with the CRC and share with them different aspects of the convention emphasising that all young people under the age of 18 have equal rights in the convention regardless of colour, race, religion, sex, language etc.

Every child is born with a right

Right to survival covers right to life and to provide basic needs for existence the children can add what are the basic need for existence and the facilitator can add more shelter, nutrition, access to health services etc.

Right to Development those things a child require in order to reach their fullest potential right to education, play, leisure, access to appropriate information and cultural activities.

Right to protection include and require children to be safeguarded against all forms of abuse neglect and exploitation children can add to what are other dangers which children face and need to protected from.

Right to participation this allows children to take active part in their communities and to express their views in all matters affecting them and to further on explain to them why they have been involved in this consultation regarding corporal punishment. Reason being they are the victims of corporal punishment in schools and homes, which affects their life, and their views and perceptions are very important to bring change in the existing education system.

➢ Child rights are inborn in each child with corresponding duties of adults, parents, teachers, community and the Government towards whom the child also has duties.

➢ Child rights should be explained as borderless that it applies to 100 percent of all children.

➢ Child rights have no priorities of particular rights all are equal and important.

The convention makes it clear that children shall be protected from all forms of mental, physical violence or maltreatment like we were talking about the corporal punishment t he facilitator can go back and mention what the children have been talking about corporal punishment in schools.

This is their basic right to be protected from all sorts of maltreatment like physical punishment in schools or at homes.

The convention also mentions that school discipline should respect your human dignity and not to be physically or mentally abusive. Even if you do something wrong no one is allowed to punish you in a way that humiliates you or hurts you badly.

At the end, children will be asked to suggest recommendations for the improvement of children situation in Pakistan.

Thank children for their cooperation and valuable suggestions, which will make part of the research report. Ensure them that confidentiality of the information provided by them will be kept and their inputs will be used for the research purposes without disclosing their identity.

SECTION V: CONSULTATION WITH PARENTS AND TEACHERS

Focus Group Discussion with Teachers

Just to remind ourselves, we are re-producing the objectives of the research:

> **Objective-1**: To contribute to an enhanced understanding of the nature, underlying causes, and consequences of corporal punishment in schools and in homes from the perspective of children, parents, and teachers

> **Objective-2**: To identify positive, child-friendly approaches for introducing the same within the education sector and home environment

Although, the visuals are being successfully used in the work with adults in different parts of the world, in our research we are proposing Focus Group as a tool. As most of the teachers feel more comfortable with the lecturing mode, the facilitators need to be very focused and managing time very efficiently. It is very important to make teacher feel that this research is not an investigation of their wrongdoings rather an attempt to improve our learning about a social practices.

After formal greetings, the facilitator will explain the purpose of the research and will request the participants to introduce themselves. He will ask the participant to remember the school where they studied and mention one positive and one negative thing of this school. As the confidence level of

different participants will be different, the introduction may not be "go rounds" rather a "popcorn" style should be preferred.

While the introduction is completed, the facilitator may ask whether the children were physically punished those days by the parents or teachers. Once answered, the facilitator can go to the topic guide. If any participant has already mentioned the punishment as something good or bad in the past, the facilitator can directly go to the current situation.

Topic guide

> How the teachers see the current situation of corporal punishment? (Are children punished in homes and schools?)

> Why the things got to be this way? (Why children are punished?)

> What is the extent of this practice? (How frequently children are punished at home and school?)

> What is the impact of this practice? (What are the negative and positive consequences of corporal punishment for the children? What are its benefits for children?)

> What will happen if this practice is banned?

> What are the alternative practices? (If government banns corporal punishment in the schools, what other steps should be taken to ensure that children learn effectively?)

> Did the teachers learn any alternatives in their training?

> What is hindering the teachers apply these alternatives?

Focus Group Discussion with Parents

We suggest using the Focus Group with the parents. However, the dynamics of the parents' group may be different from the teachers' group and the facilitator will have to focus more on helping shy people speak.

The facilitator can ask the parents introduce them and share a positive and negative point about the relationship between adults and child family members in their childhood. The facilitator can then ask the existence of corporal punishment those days. He can then come to the present scale of the problem.

Topic guide

- ➢ How the parents see the current situation of corporal punishment? (Are children punished in homes and schools?)

- ➢ Why the things got to be this way? (Why children are punished?)

- ➢ What is the extent of this practice? (How frequently children are punished at home and school?)

- ➢ What is the impact of this practice? (What are the negative and positive consequences of corporal punishment for the children? What are its benefits for children?)

- ➢ What will happen if this practice is banned?

- ➢ What are the alternative practices? (If government banns corporal punishment in homes and schools, what other steps should be taken to ensure that children fulfill the parents' expectations?)

Annex I: Introduction

Introduction

Fruit and vegetable: Introduction could be done with fruit and vegetables through different pictures of fruit and vegetables. Children to pick up one picture of either a fruit or a vegetable and to introduce themselves their name, their class.

The reason for selecting that fruit and vegetable and its resemblance with their personality. (How do they identify their personality with this fruit or vegetable they have selected)?

Name Tag: Put name tags of different animals bird and flowers or may be pictures of different birds animals or vegetables, flowers on VIPP cards and ask them to be in pairs and stick those name tags on the back of the child without looking at each other. Then in pairs to find out each other by putting questions e.g., they live in jungle they grow in fields or gardens or they fly or swim. This is a very interesting exercise to start with and children will really enjoy and the atmosphere will become relaxed and friendly

Name game: Children could be asked questions to know them selves.

What is their name?

Nickname?

Who they were named by and after?

Do they like or dislike their name?

What other name they would choose if given an opportunity?

The facilitator to introduce him or her self in the same way by pairing with a child and then briefly gives them information about the purpose of their visit and consultation with them.

Icebreakers/Energizers

> For example I am (name) and when I am happy I …
>
> I am (name) and my favourite place is …
>
> I am (name) and if I were a teacher I would be … Because …
>
> I am (name) and my favourite hiding place is …
>
> I am (name) and if I were my parents I would be … because …
>
> This involves identifies feelings and making a public statement which reflects their thinking.

For physical activity a child could be selected as a leader to stand in the middle of the circle. Start giving the group instructions about different physical activities like sitting, standing, clapping, turning around and if any one who does not go according to the instructions that child is out of the game.

Another activity could be one person stands in the middle circle of the chairs, the person standing says I like people who like ice cream, the children who like ice cream has to come across the circle to another chair. The person who is left standing chooses his or her own sides. The circle goes on like this.

For dividing the children into different groups use the sinking ship method which is an activity and an icebreaker for the children.

Ask the children to stand in a circle and give instructions. One person will lead and say **"the ship is sinking"** and all will repeat and then the leader will call group of five and every one will run to be in a group of five or six what ever the number is called. Others will sink repeat this until the groups are formed children will enjoy the titanic sinking.

For reshuffling the group at any point, use the method of **the wind is blowing**. Children will be asked the wind is blowing and they have to walk like wind blowing e.g., they can run, walk smoothly, act like leaves falling, turning around, making the sound of a blowing wind and thus the groups is reshuffled.

Fruit Salad, a moving around game. Children need some activity before they go on to another session. Group sits in a circle and name their four groups as **APPLE, ORANGE, BANANA, MANGO**, one person stand in the middle and calls the names of one of the fruit e.g., shout APPLE, all apple change place, all bananas move and so on. Sometimes you can also call fruit salad at which everyone changes places.

Annex II: Teachers Profile

1. Name: _____ Age: _____

2. Educational Qualifications: _____

3. Professional Training/Courses attended: _____
_____
_____

4. Teaching Experience _____ Years: _____

5. Teaching Methodology.

6. Perception about children.

7. Perception of discipline.

8. Perception about punishment and reward.

9. Special instructions about discipline from school principal/head master.

Annex III: School/Madrassa Profile

1. Name of the School _____ (Primary/Middle/High)

2. Whether Government/Private/NGO/Madrassa (please tick)

3. Total Number of Children Enrolled: Boys _____ Girls _____ Total _____

4. Number of Teachers: Male _____ Female _____ Total _____

5. Total number of classrooms: _____

6. Type of classrooms/construction: Brick _____ Mud _____ Open Air _____

    (Please tick)

7. Does the school have a boundary wall? Yes _____ No _____

8. Does the school have any play area for children? Yes _____ No _____

9. Does the school have toilets for children? Yes _____ No _____

10. Drinking water available for children: Yes _____ No _____

11. Does the school have electricity connection? Yes _____ No _____

12. Classroom facilities (Please tick facilities available)

    a. Furniture for children ☐   Condition: Good ☐   Bad ☐

    b. Fan ☐

    c. Ventilation ☐

    d. Black Board ☐

    e. Furniture for teacher ☐

13. Was the school management cooperative? Yes _____ if No reasons.

In case of madrassas, the following additional information should also be collected.

14. Does the Madrassa have the boarding facilities? Yes _____ No _____

15. If yes how many children are living on the premises? Total number _____

16. How many living rooms are there in which children are living ____ rooms?

17. How many children are living in one room _____

18. Does the Madrassa have toilet facilities? Yes _____ No _____

19. Does the Madrassa have in-house cooking facilities? Yes ____ No _____