

# Childrearing Without Violence

A Practical Guide for Families  
and Communities



**Save the Children**  
Sweden



# Childrearing

## Without Violence

A Practical Guide for Families  
and Communities



**Save the Children**  
Sweden



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- A world which listens to children and learns
- A world where all children have hope and opportunity

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A Practical Guide for Families and Communities

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# Introduction

## What is this publication?

*Childrearing Without Violence: A Practical Guide for Families and Communities* was commissioned by Save the Children Sweden's Regional Office for Southeast Asia Pacific (SEAP) for use in Southeast Asia Pacific as part of Save the Children's worldwide campaign to end corporal punishment of children.

The contents of this guide draw significantly on a publication originally published in Portuguese, *Cuidar sem Violência, Todo Mundo Pode! Guia Prático para Famílias e Comunidades* (Barker, G., et al. 2003), in Brazil and then translated into Spanish as *Criar sin violencia, todas y todos podemos: Guía Práctica para Familias y Comunidades* (Barker, G. et al. 2004). The original publication was produced by Institute Promundo and the International Center for Research and Policy on Childhood (CIESPI). The Spanish translation was prepared in conjunction with Save the Children Sweden's Regional Office for Latin America and the Caribbean for use in Venezuela, Costa Rica and other Latin American countries.

The material presented in the following pages was reviewed and tested in a regional workshop, *Childrearing Without Violence: Public Education Against Corporal Punishment of Children and Promotion of Positive Discipline in Families and Communities*, held in Bangkok, Thailand, from 20 to 24 March 2006. The aim of the workshop was primarily to ensure that future users of this guide have a thorough understanding of the issues and interventions needed to prevent corporal punishment of children in families. The workshop also took stock of areas where new and adapted group activities, additional illustrations and references to resources may be included in the guide before conducting similar training in national contexts. The workshop was attended by 24 participants representing six Save the Children members (SC China, Fiji, Korea, Norway, Sweden and the United Kingdom) and partner organisations Against Child Abuse (Hong Kong) and the Humanistic Education Foundation (Taiwan). The participants came from Cambodia, People's Republic of China, Fiji, Hong Kong, Indonesia, Lao PDR, Mongolia, Republic of Korea, Taiwan, Thailand and Vietnam.

## Why has this guide been produced?

The aim of this guide is to create and strengthen knowledge about childrearing without violence in countries in Southeast Asia Pacific, even in places where violence is common, and to promote peaceful childrearing.

This guide is based on the principle that all boys and girls have the right to full respect for their dignity and the right to grow up free from physical and emotional violence, in a safe and protecting environment, and in families where the attention necessary for their development is provided. These rights are fundamental, as expressed in the United Nations Convention on the Rights of the Child (CRC).

Specifically, this guide focuses on options for childrearing that assist people who raise and care for children – parents, family members and other care providers – to set guidelines and discipline children without using violence and to prevent violence against children in the wider community.

The guide's strategy of action against violence in families relies on parental and community participation as a means to create and develop community-based support and interventions that promote childrearing without violence and complement other stakeholders' interventions. The activities proposed here are designed to encourage collective reflection and thereby to promote an end to violence against children. The objective is to develop the capacity of individuals, families and groups that are directly responsible for childrearing, in order to identify collective solutions for local communities and to influence public policy.

The guide makes the following assumptions:

- Corporal punishment includes both physical punishment, and humiliating and degrading punishment, which may occur separately or at the same time. These forms of abuse include disciplinary measures that involve direct assaults on a child's body (such as hitting or lashing) and indirect assaults (such as forcing a child to stand or sit in a contorted position that causes pain to him or her). Humiliating and degrading punishment includes verbal assaults, threats, ridicule and so on. Deliberate neglect of a child's physical needs also constitutes corporal punishment. (For more information, see Box 2, Part 1.)
- Parents and other care providers want the best for their children, though sometimes they may lack knowledge of how to discipline their children or to set limits without resorting to violence. The activities in this guide are intended to encourage parents and other care providers to think about how they can better support children, starting from the skills and understandings they already possess.
- Parents and other care providers are allies in combating violence against children. Parents are not potential criminals or potentially 'bad parents.' Parents do many positive things that should be considered in discussions about how to eliminate violence against children in families. Parents and other carers have the resources and abilities to prevent such violence. The activities in this guide encourage parents and others to work together to build on these resources.
- Each family is different. There is no best or ideal model of a family. The activities in this guide promote respect for different kinds of families. It is not suggested that one model is better than another.
- Children – and their parents and care providers – have different needs at different stages of their lives. Specific events, such as the birth of another child, can create new and specific needs for an older sibling and sometimes may create tension within a family. These needs should be taken into account in promoting positive childrearing.
- Violence is a learned behaviour. Violence is not human nature. It is not inevitable. Although many people think that slapping or hitting is a form of abuse, violent punishment within a family is often considered to be 'normal.' Where such violence is considered normal, children come to think that it is acceptable for strong people to use violence to control weaker people. One of the paths towards preventing violence is to think about what violence actually is and to condemn its use.

- It is necessary to speak about violence and to seek help when it occurs. Many people are ashamed to speak about violence they experience within their families. Yet to speak about the problem and to seek help from others is a way to address and end violence. Many of the activities in this guide encourage families to speak about the violence they experience and to seek assistance to end it.
- A group formed by parents and other care providers who all have similar experiences is an ideal place to speak about violence. Speaking within a group of parents and other carers about the experience of tension and violence and the challenges of being a father or a mother is one effective way to seek to address violence in a family. Group discussions at the community level can be effective venues for parents and others to seek and receive support, to exchange information and to share experiences about how they deal with violence.
- Parents and other care providers, as well as the community, need to join together to promote and realise the rights of children. In many instances, this requires calling on government and policy-makers to establish and implement laws and policies that fully support the healthy development of children.

### **For whom is this guide intended?**

This guide is intended to be used by social workers, community members, personnel of local and international non-government organisations and government employees in their work to promote non-violent childrearing, as well as the rights of children to full respect for their dignity and to grow up free from physical and emotional violence. The approaches outlined here promote a type of community-based action that relies on participation and which can be employed by any relevant local organisation.

### **The guide's structure and how to use it**

The topics covered in this guide include violence in the family, the development of children and the rights of children. A genuine understanding of these topics is fundamental to prevent violence against children.

This guide is presented in easy-to-use English, which may be translated into local languages. Versions adapted for local contexts should be tested first and reshaped as necessary before wider use.

The guide does not answer all questions about children's development, the protection of children and the promotion of children's rights. It is to be used as a tool to support fathers, mothers and other care providers to fulfil their childrearing responsibilities, to seek harmony and to encourage relationships of equality and dignity within families and communities.

The following sections and Part 1 include advice and background information to prepare facilitators who plan to use this guide in their work. The guide comprises three parts.

## **Part 1: Understanding violence against children in families**

This section examines violence in families. It focuses on violence against children up to 11 years old and violence's impacts in relation to children's development and their rights. It then reviews the links between a range of factors that may exacerbate violence against children in a family environment, before looking at rights as defined in international laws and treaties. Finally, it emphasises that parents and other caregivers need to be aware of a child's different stages of development and shows how this understanding relates to preventing violence against children.

## **Part 2: Childrearing without violence**

This section presents 15 group activities intended to promote childrearing without violence. Consideration is given to violence that occurs in our everyday environment and lives, violence that we may commit, violence that we may suffer and violence in the home that directly affects children. Each activity focuses on one topic, including families, children's needs and limits, inequality and violence, children's rights, and community projects and networks. Non-violent options for resolving situations of conflict and promoting positive discipline of children are explored. Encouragement is given for drawing on support and resources within communities. The section's activities conclude by posing several questions intended to stimulate group discussion and reflection.

Before and after joining the group activities in Part 2, the participants are invited to complete an assessment questionnaire (see Annex 1) that aims to take stock of their knowledge and understanding of child development, family violence and children's rights. The information collected through the assessment process will assist facilitators and others to observe and document changes among individual participants as a result of the training.

## **Part 3: Resources and additional information**

This section is to be developed by organisations at the local level as they reshape the guide for use in national contexts. Some international and regional resources of direct relevance to the content of this guide are included now. Information about organisations specifically working to help parents and communities in positive childrearing will be included in future adaptations.

## **Training for non-violent childrearing**

*Childrearing Without Violence: A Practical Guide for Families and Communities* is for use in organising training workshops with parents and other care providers in communities. The training requires careful planning and preparation, a good facilitator and the selection of a quiet venue in which the participants will feel comfortable.

The facilitator needs special expertise and knowledge about the issues dealt with in the training. He or she should have particular expertise concerning children's rights. He or she will need to understand how the local child protection system functions and to know what services are available in the community in which they are working. The facilitator needs to be prepared to refer participants for assistance as required and to act on concerns for the safety of a child or an adult, in accordance with professional principles of ethical intervention. He or she should remain neutral in the discussions, listen to the participants and not make judgments about their views and ideas. He or she needs to ensure there is no discrimination against certain viewpoints that may emerge during the sessions. The facilitator should also maintain flexibility, changing and adapting questions and discussion points to suit the needs and profiles of group members as ascertained in the opening assessment and during the course of the training.

The methodology followed in this guide is participatory and promotes mutual trust and open-mindedness among participants. The group activities are designed to empower the participants and to boost their confidence to talk about sensitive issues without shame or reluctance. The activities are intended also to stimulate participants to reflect on solutions to the problem of violence against children in families. Each activity has an objective leading to specific learning outcomes through the use of discussion, reflection and a series of concluding messages. The 'points for discussion' and 'conclusion' sections for each activity will assist the facilitator to guide discussion and reflection.

The time required to complete an activity varies from one to three hours. The full training is expected to require about 24 hours. It is recommended that the training be conducted during one or two sessions a week, for example one two-hour session per week for 12 weeks. The process of staggering the sessions over some time will allow participants to digest the ideas raised in the training and to reflect between sessions, thus encouraging a deepening understanding of how the issues raised factor into their everyday lives.

The activities as outlined in this guide depend to some extent on group participants being able to read and write. It should not be assumed, however, that all participants will be literate. Facilitators will need to take this into consideration in preparing the training locally by assessing the education level of expected participants. Activities may need to be adapted so that participants are not expected to read or write. It is important to clarify the literacy skills of participants in a way that will not cause embarrassment or a reluctance to participate.



## **Part 1**

# Understanding violence against children in families



## Violence in families

Attention is growing all over the world of the extensive prevalence of violence against children. In Southeast Asia Pacific, there is much evidence of the widespread extent of violence against children, including within families. The family has to be understood in the local context. It is not limited to the nuclear family but includes grandparents, siblings, other relatives, guardians or care providers and/or neighbours. A review by Save the Children Sweden's Southeast Asia Pacific (SEAP) office of the discipline and punishment experienced by children in the region (Ennew, Nogami and Plateau, 2005) and research conducted with children in eight countries in 2005 (Beazley et al, 2006) show that corporal punishment is a reality of children's lives throughout the region. It is a primary form of violence against children, and it is inflicted daily by adults in many different situations.

The desk review of discipline and punishment found that there are either no laws to address corporal punishment of children within families or parents may legally use corporal punishment against their children, as long as the punishment is considered 'reasonable.' But what is regarded as reasonable depends on people's values and experiences, and this makes it impossible to enforce laws against corporal punishment where they exist. In addition, laws almost never take into account, or even mention, the infliction of emotional punishment. Yet children say they find verbal abuse and humiliation more hurtful than being physically hit.

In most countries in Southeast Asia Pacific, corporal punishment of children is very much linked to the traditional subordinate status of children in the family. As well, obstacles such as family privacy, family reputation and other people's reluctance to intervene in family life make action against the practice of corporal punishment difficult. Corporal punishment in homes and families is often accepted, allowed, encouraged and favoured as a means of childrearing and discipline. Family life often entails confusion between love and punishment.

Corporal punishment of children in families happens in almost all groups and all social classes. Parents and other family members use a very wide range of physical punishments (Beazley et al, 2006).

The research in eight countries in 2005 shows that children are punished throughout the region as a matter of course. The main punishments recorded were direct physical assaults, indirect physical assaults (such as confinement) and verbal attacks. In addition, children were punished using the following methods:

- Hazardous tasks (mostly boys).
- Increased chores (possibly more frequent for girls, and with some age differences noticeable).
- Physically challenging activities such as being required to run around school grounds, stand in the sun for long periods or do press-ups (mostly boys).
- School copying tasks (which many children described as 'stupid').
- Exclusion or neglect, such as being forced to leave home, forced to sleep outside the home, or being suspended from school.

In Southeast Asia Pacific, as in other regions, parents find it difficult to set clear and defined limits for their children.

Violence against children results from an unequal power balance in relationships between adults and children. At the same time, violence may be made more likely by other factors linked to other forms of violence within unequal and unfair socio-economic contexts. Social injustices, unemployment and under-employment, and a lack of public policies that guarantee a good quality of life to families of low income can encourage violence within some families. It can be particularly difficult for single parents to support their families by themselves.

**NOTE FOR LOCAL ADAPTATION:** Adjustment of this guide for local use would best include country-specific information here regarding violence against children in families in the country concerned. This section should describe how factors such as poverty, criminal activities (for example, drug trafficking), alcohol and substance abuse, and a lack of government support serve to encourage and reinforce the occurrence of violence in families.

Research also demonstrates that gender inequalities and violence against women are factors that can contribute to violence against children in families. Physical violence used by men against their wives and partners is a reality in many Asian families. In some cases, family violence caused by men and women against boys and girls happens because adults may feel a need to reaffirm their authority and power.

**NOTE FOR LOCAL ADAPTATION:** One or two country examples may be included here, in accordance with the advice above.

Addressing violence against children is an enormous challenge. It requires individuals and communities to confront a problem that will not disappear unless deep changes occur in attitudes, traditions and practices. In addition, any intervention that seeks to end corporal punishment of children and to promote childrearing without violence ought also to promote the principles of respect and equality among individual adults and children.

Changes in social norms and values in any given society will come from changes in the behaviour, attitudes and practices of each individual within the society. To recognise that children are holders of rights and are not objects that belong to a family or a state is the first and most important step in promoting change.

## Is corporal punishment of a child the same as child abuse?

Corporal punishment is seldom recognised as a form of child abuse, although it is not a different phenomenon.

All national reports produced as part of the Save the Children research conducted in 2005 provided extensive lists of the varied and sometimes 'inventive' ways in which children are punished. Children reported many injuries resulting from punishment. In one case, body maps recorded more than 40 kinds of punishment. These lists are catalogues of the sheer brutality that can be involved. One such list, from focus group discussions with children and social workers on one Southeast Asian country, includes:

- Beating with a stick (mostly at home, and reported by a high proportion of children).
- Being forced to kneel for long periods of time.
- Being hung up.
- Being hung up and whipped.
- Being made to stand barefoot on the spiky skin of durian fruit.
- Being tied next to an ants' nest.
- Being tied to a bicycle or motor bike and forced to run alongside it.
- Ear twisting.
- Electric shocks.
- Having their heads immersed in water.
- Humiliation (especially by grandparents).
- Kicking.
- Smacking.
- Verbal assaults.

In many instances, cases of abuse go unreported.

**NOTE FOR LOCAL ADAPTATION:** Country-specific examples could be included here, offering explanations about why such abuse is not reported or is under-reported.

### **Box 1: What is corporal punishment?**

The Committee on the Rights of the Child defines “corporal” or “physical” punishment as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting (“smacking”, “slapping”, “spanking”) children, with the hand or with an implement – whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (for example, washing children’s mouths out with soap or forcing them to swallow hot spices). In the view of the Committee, corporal punishment is invariably degrading. In addition, there are other non-physical forms of punishment which are also cruel and degrading and thus incompatible with the Convention. These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.

In rejecting any justification of violence and humiliation as forms of punishment for children, the Committee is not in any sense rejecting the positive concept of discipline. The healthy development of children relies on parents and other adults for necessary guidance and direction, in line with children’s evolving capacities, to assist their growth towards responsible life in society.

The Committee recognizes that parenting and caring for children, especially babies and young children, demands frequent physical actions and interventions to protect them. This is quite distinct from the deliberate and punitive use of force to cause some degree of pain, discomfort or humiliation. As adults, we know for ourselves the difference between a protective physical action and a punitive assault; it is no more difficult to make a distinction in relation to actions involving children. The law in all States, explicitly or implicitly, allows for the use of non-punitive and necessary force to protect people.

The Committee recognizes that there are exceptional circumstances in which teachers and others, e.g. those working with children in institutions and with children in conflict with the law, may be confronted by dangerous behaviour which justifies the use of reasonable restraint to control it. Here too there is a clear distinction between the use of force motivated by the need to protect a child or others and the use of force to punish. The principle of the minimum necessary use of force for the shortest necessary period of time must always apply. Detailed guidance and training is also required, both to minimize the necessity to use restraint and to ensure that any methods used are safe and proportionate to the situation and do not involve the deliberate infliction of pain as a form of control.

Source: Committee on the Rights of the Child, General Comment No. 8 (2006): The right of the child to protection from corporal punishment and other cruel or degrading forms of punishment (articles 19, 28(2) and 37, inter alia)

## Children's needs and development

Child development methods and approaches seldom take into consideration that childhood and adolescence are social constructions. They are defined in accordance with concepts and notions rooted in local contexts. It is simplistic to regard childhood as a period during which an 'incomplete' child (incapable, irresponsible, dependent, unable to participate in social life) needs to be made 'complete', often through the use of violent means, in order to become a responsible adult.

From birth, each child requires an environment where he or she feels protected, safe and loved. Boys and girls need special attention from adults that will help them meet their different needs in accordance with their age. Children who receive appropriate attention will be better able to grow and mature in harmony with others and to learn about the world around them. Children who are deprived of the necessary attention will likely experience fear as they grow and may confront emotional and learning problems, difficulties in interacting with others, and problems affecting their self-esteem.

### **Box 2: Children have six fundamental needs**

1. Pleasant and constant relations with other people.
2. Protection and security.
3. Experiences that take differences between individuals into consideration.
4. Appropriate experiences for each phase of development.
5. Limits, structure and expectations.
6. Stability, welcoming communities and continuity of cultural traditions.

*Adapted from Barker et al, 2004.*

A child's development occurs over different stages. Each stage has its own characteristics and requires specific attention and care. When adults are unaware of these stages, they may have unrealistic expectations of a child or act in ways for which a child is not prepared. This may result in anger and frustration on the part of the adult.

Table 1 describes some of the characteristics of children from infancy to 11 years in three stages of development. The phases show how a child develops through a process during which he or she experiences qualitative changes, acquires new capacities and functions, and improves their capacities and functions. This process allows a child to carry out new and progressively more complex things at each stage of development.

A child's healthy development follows an orderly course of continuous psychological and physiological evolution, influenced by diverse factors, including culture and environment. As all children move through these stages, their development depends on external factors as well as on an individual child's own style and rhythm of development.

**Table 1: Stages of development and evolving capacities**

	Characteristics	Advice
<b>Birth - 2 years</b>	<ul style="list-style-type: none"> <li>• A baby depends on adults completely and at all times.</li> <li>• A way to communicate is to cry.</li> <li>• Physical contact is very important for a baby's development. A baby feels secure when he or she is held.</li> <li>• A baby does not yet share toys when playing with other children.</li> </ul>	<ul style="list-style-type: none"> <li>• When a baby cries, be patient. Find out why he or she is crying. Check if the child is hungry, dirty, cold, hot or in pain. Cries may be a call for attention because a child wants to be near their carer (mother, father, other).</li> <li>• It is not advisable to leave a child aged under 12 to take care of a baby, even only for a moment.</li> <li>• Between one and two years, a baby does not understand well what is said to him or her. But he or she perceives very well the emotional tone used when an adult speaks, be it affectionate or harsh.</li> </ul>
<b>2 - 3 years</b>	<ul style="list-style-type: none"> <li>• A child begins to express him or herself more effectively and is ever more curious.</li> <li>• As a child becomes more mobile, he or she is more able to explore the surroundings. Investigating different spaces and objects is part of this growth, and necessary for the development of a child's knowledge.</li> <li>• A child needs more guidance to learn what he or she may or may not do.</li> <li>• A child is more able to learn to control hygiene. Gradual toilet training can begin.</li> <li>• A child can better understand things that are asked of him or her and can refuse to comply.</li> </ul>	<ul style="list-style-type: none"> <li>• Always be attentive to a child to avoid accidents.</li> <li>• Create a safe environment. Put dangerous objects and products out of a child's reach. Cover electrical sockets.</li> <li>• Do not leave a child alone, particularly in a bath, or kitchen, or close to windows or entrance doors.</li> <li>• When a child is in kindergarten or pre-school, seek regular reports from the child's carers there. Try to attend all activities to which parents are invited. Maintain this habit throughout the child's school life.</li> </ul>

**Table 1: Stages of development and evolving capacities** (continued)

	Characteristics	Advice
<b>3 - 5 years</b>	<ul style="list-style-type: none"> <li>• A child is even more active. He or she may talk alone and invent imaginary friends. They are able to collaborate with their parents and educators.</li> <li>• A child may test further the limits of what he or she is permitted to do.</li> <li>• A child discovers more about his or her own body. They may ask how babies are born.</li> </ul>	<ul style="list-style-type: none"> <li>• Always explain your reasons when you say 'no' to a child.</li> <li>• Educate a child through games.</li> <li>• Respond to questions as they arise and in a simple way.</li> </ul>
<b>6 - 11 years</b>	<ul style="list-style-type: none"> <li>• Children socialise more intensively. There may be situations of conflict in the family and at school.</li> <li>• A child is now better able to listen to and understand the motives of others.</li> <li>• A child is likely to interact more with other children. This interaction involves conversations, playing games and exploring the world by running and jumping. A child may be better at sharing their toys.</li> <li>• It is a phase of many accidents and arguments with siblings.</li> <li>• A child is more aware of what society may expect of a man or a woman.</li> <li>• The influence of friends is increasingly stronger.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and other carers must present very clearly to a child the values and limits that they feel are important. The teaching of responsibilities is adjusted to suit a child's age.</li> <li>• It is always good to explain the importance of learning.</li> <li>• A child observes the behaviour of parents, siblings and other family members as an example. Attitudes and behaviours within the family say more than words.</li> <li>• Praise and reward good behaviour even while setting limits and teaching respect for others and for guidelines.</li> <li>• It is important for a child to participate in family decisions and that his or her desires and views are considered.</li> <li>• Both parents (or carers) need to agree on the way to educate a child. As a child grows, he or she becomes acutely aware of diverging views their parents may have.</li> </ul>

*Adapted from Barker et al, 2004.*

Knowledge about child development alone is not enough to address violence in families. In everyday life, a set of factors can either encourage violence or be helpful to address or prevent it. Awareness of these factors is desirable.

**Table 2: Factors that prevent or encourage violence**

	Factors that prevent violence	Factors that encourage violence
<b>At the level of parents and other care providers</b>	<ul style="list-style-type: none"> <li>• Knowledge of an individual child.</li> <li>• Knowledge of a child's needs at each stage of development.</li> <li>• High self-esteem.</li> <li>• Ability to communicate and to solve problems.</li> <li>• Equality between women and men.</li> <li>• Stable financial situation.</li> <li>• Adequate sexual and emotional education.</li> <li>• Maternal/paternal attachment.</li> <li>• Knowledge of forms of abuse against children.</li> <li>• Knowledge of children's rights and of places where detailed information about such rights may be obtained.</li> <li>• Using dialogue as a way to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of awareness of a child's needs at each stage of development.</li> <li>• Low self-esteem.</li> <li>• Difficulty in communicating and solving problems.</li> <li>• Inequality between women and men.</li> <li>• Unemployment or a situation of poverty.</li> <li>• Consumption of alcohol or drugs by family members.</li> <li>• Parents experienced abuse, sexual abuse or neglect in childhood.</li> <li>• Lack of an emotional bond between a child and their parents or carers.</li> <li>• Violence among adults in the family and/or home.</li> <li>• Lack of knowledge about children's rights.</li> <li>• Belief in the need for corporal punishment</li> </ul>
<b>Within the community</b>	<ul style="list-style-type: none"> <li>• Existing community support network, particularly to act against child abuse in families.</li> <li>• Integration with groups that have common objectives to combat child abuse.</li> <li>• Participation in events and meetings in the community.</li> <li>• Programmes to prevent violence against children.</li> <li>• Programmes that aim to improve quality of life.</li> <li>• Access to basic services such as education, health, parenting and social counselling on child protection issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of support network in the community.</li> <li>• Lack of bonds among community members.</li> <li>• Difficult-to-access basic services.</li> </ul>

**Table 2: Factors that prevent or encourage violence** (continued)

	Factors that prevent violence	Factors that encourage violence
<b>Attitudes, behaviours and practices (culture)</b>	<ul style="list-style-type: none"> <li>• A child is recognised as a holder of rights.</li> <li>• Values are held that do not encourage the use of physical punishment but promote childrearing without violence.</li> <li>• Boys and girls have similar education opportunities and are educated as people with the same rights.</li> <li>• No racial or other social discrimination.</li> <li>• Efficient child protection mechanisms.</li> <li>• Adhesion to principles of respect.</li> </ul>	<ul style="list-style-type: none"> <li>• A child is regarded as the property of parents.</li> <li>• Acceptance of physical punishment as a discipline method.</li> <li>• Gender discrimination.</li> <li>• Racism and other forms of social discrimination.</li> </ul>

*Adapted from Barker et al, 2004.*

## Violence does not work

Corporal punishment of children sends two messages to the next generation. Firstly, it suggests that violence is acceptable as a means of childrearing and conflict resolution. Secondly, it suggests that it is acceptable for strong people to be violent towards weak or powerless people. That is, the strong are permitted to inflict violence against the weak.

1. Research has demonstrated consistently that corporal punishment does not have benefits.
  - It does not work for children, parents, teachers or society.
  - It does not promote good behaviour.
  - It does not nurture self-discipline in children.
  - It does not stop the bad behaviour of 'difficult' children.
  - It is a reason for children dropping out of school and their poor performance at school.
2. Corporal punishment does not promote a culture of respect and peace.
  - It is an excuse for parents or teachers not to find positive approaches to discipline.
  - It is an excuse for adults not to manage their anger.
  - It teaches children that it is acceptable to use violence to control others.
  - It teaches children that it is acceptable to resolve conflicts by using violence.
3. Corporal punishment threatens the healthy development and welfare of children.
  - It undermines the development of self-esteem and confidence of children.
  - It can result in permanent physical and/or psychological damage.
  - It creates a distance between a child and their parent or teacher.
  - It is an obstacle to proper communication between a child and their parent or teacher.
  - It teaches children to fear authority rather than to respect it.
4. Corporal punishment violates the fundamental human rights of children.

*The above information is included in Information Sheet 6: Corporal punishment causes harm (Activity 11).*

### Box 3: Promoting childrearing without violence in [add country name]

**NOTE FOR LOCAL ADAPTATION:** It is recommended that use of this guide in a national context incorporate locally specific information in accordance with the following:

This publication was developed as part of [name project or campaign].

1. Explain the project in which the use of this guide is promoted.
2. Explain the overall objectives of the project.
3. Provide details about partners involved in the project and where and how the project will be implemented.
4. Explain the improvements that the project and the use of this guide are expected to bring at the level of children's rights and social status; to address violence in the family; and within the society overall.

## Children's rights

The key principles of human rights are that all human beings have dignity, are equally worthy of respect and just treatment, and should be free to participate in governmental decisions about their everyday lives. Article 5 of the Universal Declaration of Human Rights (1948) says that "No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment". According to interpretation of the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (1984), this includes corporal punishment. Human rights apply to all human beings, including children.

The United Nations Convention on the Rights of the Child (CRC, 1989) provides additional guidance for practising positive non-violent discipline, which:

- Is in the best interests of children (Article 3);
- Respects the dignity of children at all times and in all places (Preamble and Article 28);
- Takes into account the opinions and experiences of children (Article 12);
- Recognises that parents and other caregivers need support in childrearing (Article 19); and
- Emphasises the need for discipline that incorporates respect for the fundamental principles of the Charter of the United Nations – understanding, peace and tolerance (Article 29).

The Committee on the Rights of the Child, which monitors implementation of the CRC by states, requires laws and practices to be reformed to eliminate corporal punishment and all other forms of inhuman or degrading punishment of children in all settings. This is especially the case with regard to homes and schools, the main contexts in which children learn from teaching and from example about how to deal with everyday life.

All countries in Southeast Asia Pacific have ratified the CRC and are therefore responsible for ensuring that rights are realised for each child, that such rights are included within national legislations, and that the law is properly enforced.

#### **Box 4: Corporal punishment violates children's rights**

In Southeast Asia Pacific, as in other regions of the world, the corporal punishment of children violates the basic principles of dignity, physical integrity and fundamental freedoms set out in the Universal Declaration of Human Rights and related treaties, and their expression in the 1989 United Nations Convention on the Rights of the Child – especially in the Preamble and Articles 19, 28, 29 and 37 – as well as in UN rules and guidelines on juvenile justice and in UNESCO guidelines on school discipline. The UNCRC 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’ parties to take measures to encourage regular attendance at school and to reduce drop-out rates (Article 28.1.e).

The general principles of the UNCRC, 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 should be given due weight (Article 12). Finally, Article 29 underlines the overall aim of the International Save the Children Alliance, which is to prepare children for ‘responsible life in a free society’ in a spirit of understanding, peace and tolerance.

*International Save the Children Alliance SEAP Region, 2003.*

## What are the options?

Many parents in countries in Southeast Asia Pacific discipline their children without using violence. They follow ways that never suggest they dislike their children even when they do dislike their children’s behaviour. These ways of imparting discipline involve the following:

- Knowledge of the individual child.
- Educating children to respect authority rather than to fear it.
- Explaining to a child the real reasons for discipline (to say ‘Because I am telling you’ teaches a child nothing for the next time something similar occurs).
- Using positive reinforcement, telling a child ‘yes’ and ‘well done’ at least as often as ‘no’ and ‘stop that’.
- Avoiding treatment of some children as better or worse than others.
- Giving consistent responses to children.
- Rewarding (with hugs and jokes) rather than punishing (with hitting and shouting).
- Displaying positive adult behaviour.
- Nurturing a child’s self-confidence.

## Put positive discipline into practice

Many parents and teachers provide non-violent role models for children. They use positive non-violent discipline that respects the dignity of children.

### Positive attitudes include:

- Authority is based on respect rather than force and fear.
- Respect is held for everyone equally.
- Problems and conflicts are reframed as opportunities for learning and understanding.
- Listening in order to learn.
- The pursuit of peace and harmony.

### Positive practices include:

- Reasons and guidelines for responsible behaviour are discussed and agreed upon at home and at school, involving children and adults.
- Tolerance, equality and respect are promoted consistently at home and at school.
- Non-judgmental parenting programmes develop parents' confidence and understanding of children's rights and children's development.
- Encouragement at schools for children, teachers and parents to share their problems and to find solutions together.
- Parents and teachers are prepared to explain their actions, especially if children ask for reasons.
- Adults are not afraid or ashamed to say 'sorry', to admit making mistakes or not knowing things.
- Adults nurture children's self-confidence, encouraging children to understand and support each other.
- Adults and children communicate constructively and without aggression.

## Elements of positive discipline

Children are able to learn to think for themselves, to have regard for others and to take responsibility for their own actions.

Education emphasises respect for others, compassion, fairness, equality, non-violent problem-solving and justice.

Adults are stewards – not owners – of children, who respect children’s present and future social and moral integrity.

Parents are respected and supported as the people who are in a position to uphold children’s rights.

Partnership between children and adults is promoted to encourage mutual trust and respect, based on tolerance and equal sharing of views.

Respect for a diversity of perspectives and motivations supports individual and collective needs, including the need to resolve conflicts and to promote quality of life.

*The above information is included in Information Sheet 4: Positive discipline options (Activity 10).*

## **Part 2**

# Childrearing without violence



# Unit 1: Opening assessment, introductions and agreements for group work

## 1.1 Opening assessment

**Objective:** To take stock before the training of the participants' knowledge and understanding of child development, family violence and children's rights. The assessment will help the facilitator to tailor the training for the group and allow later comparison to evaluate the training's impact on participants.

**Materials:** Pens, copies for facilitator/s of the opening assessment questionnaire (see Annex 1).

**Personnel:** Depending on the size of the group, several experienced facilitators may be required to conduct the assessment.

**Time:** Five minutes per person.

### Process

1. The facilitator explains to the group that each person will be invited to talk individually with a facilitator to respond to questions related to the content of the training. The facilitator will complete a questionnaire in accordance with the participant's answers.
2. The facilitator or facilitation team conducts the interviews with participants.
3. When all the questionnaires are completed, the lead facilitator proceeds with the introductions.

**NOTE:** The facilitator may choose to use evaluation of the pre-training assessments to determine which individuals will be invited to participate in the group training.

## 1.2 Introductions and agreements for group work

**Objective:** To create a friendly and relaxed atmosphere among the participants, take stock of individual expectations and establish a few agreements for working together.

**Materials:** Flip charts, large sheets of paper, thin and thick colour marker pens, adhesive tape.

**Time:** 90 minutes



## Process

**NOTE:** See 'Introduction: Training for non-violent childrearing' with regard to prior assessment of the literacy skills of participants. Keep this in mind for all activities that follow.

1. The facilitator invites the participants to stand and form a circle.
2. The facilitator explains that a game will be played where each person will 'throw' to another person a word that depicts an attitude or a feeling that adults have towards children. It is explained that the person 'throwing' the word will indicate the recipient and then say the word. The recipient is to respond by acting out the attitude or feeling the word invokes (for example, by using facial expressions). He or she then chooses a new word and throws it to another person, indicating the person and saying the selected word.
3. The facilitator begins by 'throwing' a word to another person, indicating the recipient and then saying the word.
4. The game continues until all participants have received a word and 'performed' it.
5. The facilitator invites all the participants to sit down and asks them to take turns giving their names and commenting on their expectations of the training.
6. On a flip chart, the facilitator writes the expectations. The facilitator then leads a review of the expectations. He or she indicates which of the expectations listed will be addressed in the training.
7. The facilitator presents the training agenda, activities, objectives and expected duration.
8. The facilitator then invites the participants to form groups of five. Each group is asked to choose a presenter from among its members.
9. The facilitator gives two sheets of paper to each group. The groups are asked to work together to prepare a list of 'what we like' and another list of 'what we do not like' when working in a group. The facilitator asks the groups to use only key words.
10. When this task is completed, the facilitator requests the groups to do a similar activity. This time, they are to compile a list of key words of 'what we most like' when working in a group.
11. When finished, the facilitator asks the group presenters to present the lists of 'what we like.' The facilitator highlights key words on a flip chart without saying them aloud.
12. When all the groups have presented, the facilitator reads out all the key words highlighted. The participants are asked to create a phrase, together as a group, that suggests the most positive way to work as a group. The facilitator writes the phrase on another flip chart.

13. The facilitator then invites each presenter to present the lists of ‘what we do not like’. Again, participants are asked to create a phrase that depicts a negative way to work as a group.
14. The facilitator invites the participants to nominate the best suggestions for group work based on harmony and respect. The facilitator writes these on a flip chart.
15. The facilitator posts the pieces of paper with the two phrases and the group’s agreed statements for positive cooperation on a wall in the training room.

### Points for discussion

- What is a group?
- In your opinion, is it better to work alone or in a group? Why?
- Is it important to establish agreements before beginning group work? Why?
- What other groups form part of our lives? What guidelines to behaviour exist with them? Were these guidelines established or are they implicit?

### Conclusion

The facilitator concludes the activity by reminding the participants that a group is formed by individuals who each have their own characteristics and who interact with each other in ways that change constantly.

Emphasise that in order for the group to function well, it will be essential that the individuals who form it respect the opinions of others. Although they may not agree, they should hear all that a person has to say. Avoid aggressive or cynical attitudes.

Keep in mind always that group work provides the opportunity to learn and the possibility to exchange experiences and to improve relations with different people. It is an opportunity to address conflicts and to learn how to resolve them.

Establish agreements and behavioural guidelines as soon as group work begins in order to guarantee that some fundamental principles that promote harmony, equality and respect will be observed.

## Unit 2: Let's talk about ...

### 2.1 Families and children's needs

#### Activity 1: Family portraits

**Description:** This activity facilitates discussion among the group about different types of families in the community, highlighting positive aspects.

**Objective:** To learn about different forms of family organisation and about the prejudices that exist against certain types of families that do not fit in with socially accepted models.

**Materials:** A sheet of paper and a pencil for each participant, colour markers and pencils, flip charts.

**Time:** 60 minutes

#### Process

1. The facilitator writes the word 'family' on the flip chart. The participants are invited to say what this word suggests and means to them. The facilitator writes the ideas expressed on the flip chart and explains that the group will return to them in a moment.
2. The facilitator distributes a sheet of paper and colour pencils to each participant.
3. The facilitator invites the participants to draw a picture of the people who form their family, including themselves. The facilitator explains that it is like drawing a family portrait.
4. When all the drawings are finished, the facilitator invites the participants to take turns to 'introduce' their families to the group. The facilitator explains that when the first person finishes, he or she is to nominate another person to present their family. That person will then nominate another presenter and so on until everyone has presented.
5. The facilitator invites a participant to start the family introductions and the activity proceeds as noted above.

#### Points for discussion

- What is a family?
- What is the role of the family in our society?
- Are all families the same? Do all families have to be the same?
- How do we think a family needs to be in order to be a good family?
- What happens in a family that makes us think the family is not good?
- How important is the family for children? Does the importance change in relation to the age of the child?

## Conclusion

Within a family, it is important that each member has space to express his or her feelings and opinions. In a family, agreements for mutual tolerance also can and should be established. For that, discussion within the family may be sufficient. If such talk is not possible, help may be sought from a third party.

According to the CRC:

- All children have the right to have their own name and to bear the surname of their father and mother. They have the right to belong to a country, and all this should be registered in a special file maintained by civil registry offices.
- All children also have the right to know who their parents are and to be educated by them.
- If a child does not know his or her parents or does not know where and when he or she was born, the state has the responsibility to help obtain the information. Children should not be separated from their parents or only as a last option in cases of abuse and maltreatment.
- Children always have the right to see and speak to their parents, although their parents may not live with them.
- If, for any reason, parents and children are separated, the parents have the right to know where their children are, and children have the right to know where their parents are.
- All children who live in a different country to that of their parents have the right to meet their parents and to be reunited with them.
- No boy or girl can be taken from one country to another without the knowledge and consent of their parents. If this happens, the states should do everything possible to intervene.
- The education and the development of a child is the direct responsibility of their parents or, if this is not possible, of other care providers.
- No adult can mistreat a child.

## Activity 2: Family relations

**Description:** This exercise helps the participants to understand children's needs. People may recognise these needs are important but may neglect them due to other priorities.

**Objective:** To reflect on the interactions that exist in families, the differences that are socially attributed to gender and their importance for the development of children.

**Materials:** Sheets of paper, colour pencils, markers, copies for each participant of Worksheet 1 (Family relations).

**Time:** 60 minutes.



## Process

1. The facilitator distributes sheets of blank paper to each participant and asks them to write the numbers one to 10 down the side of the page. The participants are then asked to think about their previous week.
2. The facilitator explains that he or she will read a series of activities or attitudes (listed in Worksheet 1 but not yet distributed to participants). The participants are asked to respond by writing beside the numbers how many times in the previous week they performed the activity or attitude mentioned by the facilitator with their own or other children in their care aged up to 12 years. The facilitator explains that if a participant did not perform an activity or attitude, they should write 0. If they performed it several or many times, they should indicate so with an appropriate number. For 10 or more times, they should write 10.
3. The facilitator proceeds to read the list of activities or attitudes and the participants respond.
4. The facilitator distributes Worksheet 1 and Information sheet 1 to each participant.
5. The facilitator then draws on a flip chart the graphic on Worksheet 1. He or she explains that the graphic can be used by the participants to plot their activities and attitudes in relation to children in their care. As the participants fill in the grid themselves, they will see a visual representation of their families, based on the values and strengths suggested in each of the activities or activities listed in the worksheet.
6. The facilitator asks the participants to fill out the grid in Worksheet 1.
7. When all the graphics are finished, the facilitator invites the participants to gather in groups to share and discuss the results with each other. Later, the facilitator asks the groups to compare the answers given by men with those given by women.
8. The facilitator brings the groups back into the larger group and invites participants to reflect on the conclusions of this exercise. The facilitator may choose to ask the groups to present their conclusions to the larger group.

**Points for discussion**

- What is it to be a mother?
- What is it to be a father?
- What do a father and a mother need to know and do in order to ensure the positive development of their child?
- What are the responsibilities of a father?
- What are the responsibilities of a mother?
- Is it different to raise and educate a boy or a girl? Why?

**Conclusion**

Usually, a family's competence is assessed in relation to its knowledge, attitudes and behaviours regarding care for the survival, development, protection and participation of children. It is a family responsibility to guarantee that children receive proper food, care and protection, education and so on. Despite the new family structures that exist in societies today, there are still big differences in roles performed by men and women within a family. Men and women are equally responsible and competent to look after their children.



### Activity 3: The needs of children between 0 and 6 years

**Description:** This activity helps participants to learn about the social, emotional and physical needs of a child between 0 and 6 years.

**Objective:** To reflect on the characteristics and needs of children at different ages (from infancy to 6 years), based on the experience of the participants and the perspective of specialists.

**Materials:** Six big pieces of paper or light cardboard, old magazines, scissors, colour pencils, flip charts, copies for each participant of Information Sheet 1 (The 10 things I need for healthy growth).

**Time:** 2 hours.

#### Process

1. The facilitator starts by asking the participants what they want for their children (0 to 6 years) and writes key words on a flip chart.
2. The facilitator explains that childhood is an important period in the development of a person. If parents, teachers and other care providers are knowledgeable about the characteristics and needs of children at various stages of their growth, it will be easier to understand a child's behaviour, to teach positive attitudes and to set appropriate limits when necessary.
3. The facilitator informs the participants that the activity involves group work to learn about the characteristics and needs of children from birth to 6 years.
4. The facilitator asks the participants to form four groups and distributes a piece of paper to each group.
5. The first group is asked to use the available materials to create a collage or picture representing the characteristics and needs of a girl from birth to 3 years old. The second group is asked to do the same thing for a boy in the same age bracket.
6. The facilitator asks the remaining two groups to create collages representing the characteristics and needs of a boy of 4 to 6 years (group 3) and of a girl of 4 to 6 years (group 4).
7. Each group is requested to include in their collages everything that the participants can think of without worrying about duplication. The facilitator explains that completion of the task is to be guided by the participants' own experiences with their children, siblings, students, and so on.
8. When all the collages are finished, the facilitator invites each group to present its collage to all the participants. The facilitator lists on a flip chart the characteristics and needs identified by the groups according to a child's age and sex.
9. The facilitator gives each participant a copy of Information Sheet 1 and reads the text with the group. The facilitator leads discussion of each point to see if participants are in agreement or not.



10. The facilitator concludes by using the results of the group work concerning the text and the discussion to present an overview of all the ideas mentioned. The facilitator writes them on two paper cards or flip charts (one for boys and one for girls). The facilitator identifies and highlights clusters according to types of characteristics and needs (for example, physical, emotional and social).

### **Points for discussion**

- Is it necessary to address all these needs? What are the implications of neglecting to address them?
- Of all the needs identified, which may a family satisfy most easily? Which would be the most difficult to satisfy?
- If you knew a parent or carer who was not meeting some of these needs, how would you raise the matter for discussion with that person?
- What is the importance of preschool/kindergarten and early education (primary school) in the life of a child?
- Are you attending meetings organised by the preschool and/or school attended by your children?
- In your opinion, which of the needs discussed here are related to preschool? To early education?
- In your opinion, which are not related to preschool? To early education?
- Who should ensure that the needs of children are addressed?
- What should a family or community do if a preschool or primary school is not addressing children's needs adequately?

### **Conclusion**

The day to day activities carried out with children from birth to 6 years are an important part of their learning and growing process, and a critical factor in the quality of the child's relationships within a family.

Listening to children and encouraging them to participate in decision-making is important for the development of their self-confidence and autonomy.

Each family should use methods of discipline that are firm in order to teach children what is right and what is wrong. But physical or emotional violence should never be used.

According to the CRC, parents or other care providers are primarily responsible for helping their children discover and understand the world around them and to ensure they receive proper education and develop in a positive environment where they are protected against all forms of violence.

## Information Sheet 1: The 10 things I need for healthy growth

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- 1. Interaction:** Spend time observing me, and respond to my questions and looks. Your actions and answers are very important and special to me.
- 2. Affection:** Hold me. Give me millions of hugs. This will calm me and make me feel comfortable. It will also give me strength to learn new movements.
- 3. Stable relations:** I need someone special who comes when I call, someone whom I see when I look around. This will give me strength to move on.
- 4. Security and healthy environment:** Cover electrical sockets, block access to staircases, keep everything that is dangerous away from me! If my environment is safe, I will enjoy places to explore and feel free.
- 5. Self-esteem:** I can learn to do many things if you encourage me, applaud me and tell me: 'Go on, you can do it'.
- 6. Care:** When you are not around, I need to be with other people whom I trust and who can take care of me and teach me new and exciting things.
- 7. Communication:** I can't speak like an adult yet, but don't be mistaken, I understand many things. Our conversations are very important to me.
- 8. Play:** Playing is enjoyable and pleasant. Through playing, I learn a wealth of things.
- 9. Music:** 1, 2, 3 ... sing for me. Singing, dancing and listening to music are very enjoyable things that we can do together.
- 10. Reading:** Read for me, show me books with pretty illustrations. Write stories about me. I will read them over and over.

## Activity 4: The needs of children from 7 to 11 years

**Description:** This activity helps the participants to learn about the social, emotional and physical needs of children from 7 to 11 years.

**Objective:** To reflect on the characteristics and needs of children at different ages (7 to 11 years), based on the experience of the participants and the perspective of specialists.

**Materials:** Flip charts, six paper cards with the description of a situation that the participants will perform, hats or caps, buckles, diverse toys, copies for each participant of Information Sheet 2 (Basic and common needs).

**Time:** 2 hours.

### Process

1. The facilitator begins by inviting the participants to give an account of what was discussed in the previous activity. The feedback is written on a flip chart.
2. The facilitator gives each participant a copy of Information Sheet 2 and asks them to read it.
3. The facilitator asks the participants to form six groups. It is explained that each group will receive a card with the description of a situation. Each group is asked to devise and perform a short drama or performance. The situations are:
  - A boy of 8 years at school.
  - A girl of 8 years at school.
  - A boy of 9 years at home.
  - A girl of 9 years at home.
  - A boy of 11 years in the street with his friends.
  - A girl of 11 years in the street with her friends.
4. The facilitator explains that each group has 30 minutes to prepare its drama, and five minutes to perform it.
5. After each performance is given, the facilitator asks the participants to identify the characteristics and needs of the children depicted, as well as the role of the family or of institutions in each situation.
6. The facilitator uses the results of the group work in relation to the text in Information Sheet 2 and the discussion about the dramas to present an overview of all the ideas mentioned. The facilitator writes the ideas on two paper cards or flip charts (one for boys and one for girls). The facilitator identifies and highlights clusters according to types of characteristics and needs (for example, physical, emotional and social).
7. The facilitator puts the two posters produced in the previous activity (Activity 3) next to those just produced. The facilitator leads the group to make comparisons between the two age groups.

### Points for discussion

- What differences are identified between children under 6 years and children between 7 and 9 years?
- What does a child between 7 and 9 years need?
- What do parents expect of children of that age?
- Could the same be expected of children aged 9 to 12 years? If not, why not?
- What can be done to improve education? How?
- Who can ensure that children's needs are answered?
- Are there safe spaces in your community for children to play, run, jump?
- What is the role of the family? How should parents interact with the school? What is the role of the community in child development?
- What is the role of the municipality and the state in realising children's rights?

### Conclusion

Children as a group have much in common, though each individual child is different. Adults must have a good understanding of what can be expected of a child at various ages and be aware of needs and characteristics at each age.

A child's development is a process comprising different phases. Through each phase, a child will develop their skills and feelings and have different needs. In order to develop to their full potential, children need help from adults who understand their needs, can protect and respect them, take them seriously, love them and guide them.

According to the CRC:

- Children have the right to receive appropriate directions and guidance from adults (parents or other care providers) in a manner consistent with their evolving capacities (Article 5).
- Children have the inherent right to life, the right to survival and development (Article 6).
- Children have the right to a standard of living adequate for their physical, mental, moral and social development (Article 27).

## Information Sheet 2: Basic and common needs

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Physical / biological needs	Cognitive needs	Social and emotional needs
<ul style="list-style-type: none"><li>• Sufficient food according to age.</li><li>• Adequate clothing to feel neither cold nor hot.</li><li>• Cleanliness of the body and the home environment.</li><li>• Sufficient sleep according to age.</li><li>• Physical activity according to capacities (jokes, playing, walks, exercises).</li><li>• Physical safety guaranteed by protection against real risks in the home and the community.</li><li>• Health assured through periodic medical check-ups and vaccinations.</li></ul>	<ul style="list-style-type: none"><li>• Stimulation of the senses (vision, hearing, touch, smell, etc.).</li><li>• Stimulation of oral and written language skills (talking, writing, singing).</li><li>• Physical and social investigation (discovering the world along with adults and other children).</li><li>• Comprehension of social and physical reality (through questions and clear, simple and honest explanations, without lies).</li></ul>	<ul style="list-style-type: none"><li>• Emotional security through unconditional love, using methods to address certain inappropriate behaviour but never rejecting a child as a person.</li><li>• Socialisation through friendships with other children, as well as activities in groups and within families.</li><li>• Participation and autonomy, involving contributions to decisions that affect the child or in actions that benefit the child, the family and society.</li></ul>

## 2.2 Rights

### Activity 5: Realisation of rights

**Description:** This activity familiarises the participants with children's rights. The Convention on the Rights of the Child (CRC) is the basis of all activities in this training.

**Objective:** To learn about parts of the Convention and to develop understanding that parties at all levels of a society must acknowledge and act on their responsibility to ensure the realisation of all people's rights.

**Materials:** Paper, pencils or pens, flip charts, thick marker pens, paper cards and copies for all participants of Worksheet 2 (Children's rights in my community).

**Time:** 60 minutes.

#### Process

1. The facilitator asks the participants to gather in groups of a maximum of six people.
2. The facilitator gives each group copies of Worksheet 2.
3. The facilitator explains that each group is to consider the four core principles of the Convention on the Rights of the Child and to equate them with cultural and/or religious norms in their communities and countries. For example, the groups would identify and assess which cultural practices and attitudes in their community support or do not support children with regard to discrimination. The facilitator asks the groups to consider who is responsible for the promotion or enforcement of such practices and attitudes (both positive and negative).
4. The facilitator also asks the groups to reflect on their community's cultural and/or religious norms in relation to children's rights to education, health, recreation, family or a profession. They should consider who in their community is responsible to ensure these rights are realised. The groups are then to write on a sheet of paper what actions would need to be taken by different parties to ensure that a child's rights were realised. Relevant parties would include the state, the community, the family and individuals (adult and child).
5. The facilitator invites each group to present its work to the larger group.

#### Points for discussion

- Do you believe it is important to know about the Convention on the Rights of the Child? Why?
- On the basis of the groups' presentations, do you think the rights of children are being respected in your community?
- Do you think cultural and/or religious practices assist or hinder the realisation of children's rights in your community?
- What could you do to create or enhance opportunities for children to participate in the realisation of their rights?

- As a citizen and adult member of society, what do you think you can do in order to help realise the rights of children in your community?
- As a father or mother, what do you think you can do in order to teach your children about their rights and responsibilities in relation to those rights?

## Conclusion

In 1989, world leaders decided that children needed to be the focus of a special Convention just for them because people under 18 years often needed special care and protection that adults did not need. The leaders also wanted to make sure the world recognised that children have human rights, just as adults do.

The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights – civil, cultural, economic, political and social rights. The Convention is built on various legal systems and cultural traditions and is a universally agreed-upon set of non-negotiable standards and obligations. These basic standards – also called human rights – set minimum entitlements and freedoms for children that should be respected by governments. These rights are founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status, or ability. They therefore apply to every human being everywhere. With these rights comes the obligation on governments and individuals not to infringe upon the parallel rights of others. These standards are both interdependent and indivisible. We cannot ensure some rights at the expense of other rights.

The Convention on the Rights of the Child sets out these rights in 54 Articles. Two Optional Protocols were added in 2000. (The Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on the sale of children, child prostitution and child pornography.) The Convention spells out the basic human rights that children everywhere have, including the rights: to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principles of the Convention are non-discrimination; devotion to the best interests of a child; the right to life, survival and development; and respect for the views of a child. Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. The Convention protects children's rights by setting standards in health care, education and legal, civil and social services.

By committing to fulfil the obligations outlined in the Convention (by ratifying or acceding to the Convention), governments have committed themselves to protect and ensure children's rights. They have agreed to hold themselves accountable for this commitment before the international community. States' parties to the Convention are obliged to develop and undertake all actions and policies in light of the best interests of children.

## Children's rights in the human rights framework

As part of the framework of human rights law, all human rights are indivisible, interrelated and interdependent. Understanding this framework is important to promoting, protecting and realising children's rights because the Convention on the Rights of the Child – and the rights and duties contained in it – are part of the framework.

Human rights apply to all age groups. Children have the same general human rights as do adults. But children are particularly vulnerable, and so they also have particular rights that recognise their special need for protection.

The CRC sets out the rights that must be realised for children to develop their full potential, free from hunger and want, neglect and abuse. It reflects a new vision of a child. Children are neither the property of their parents nor helpless objects of charity. They are human beings and are the subject of their own rights. The Convention offers a vision of a child as an individual and as a member of a family and community, with rights and responsibilities appropriate to his or her age and stage of development. By recognising children's rights in this way, the Convention firmly sets the focus on the whole child.

The Convention and its acceptance by 192 countries have heightened recognition of the fundamental human dignity of all children and the urgency of ensuring their well-being and development. The Convention makes clear the idea that a basic quality of life should be the right of all children, rather than a privilege enjoyed by a few.

### **From abstract rights to realities**

Despite the existence of rights, children suffer from poverty, homelessness, abuse, neglect, preventable diseases, unequal access to education, and justice systems that do not recognise their special needs. These are problems that occur in advanced industrialised countries and in developing countries.

The near-universal ratification of the Convention on the Rights of the Child reflects a global commitment to the principles of children's rights. By ratifying the Convention, governments state their intention to put this commitment into practice. States' parties are obliged to amend and create laws and policies to implement fully the Convention; they must consider all actions taken in light of the best interests of children. The task however must engage not just governments but all members of society. The standards and principles articulated in the Convention can become a reality only when they are respected by everyone - within families, in schools and other institutions that provide services for children, in communities and at all levels of administration.

*UNICEF. 'Convention on the Rights of the Child'.*

## Worksheet 2: Children's rights in my community

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<b>The four core principles of the Convention on the Rights of the Child</b>	<b>Cultural and religious norms in my community and country</b>
Children are to be protected from all forms of discrimination.	
In all actions affecting children, the best interests of the child shall be a primary consideration.	
Every child has the inherent right to life, survival and development.	
Children capable of forming their views have the right to express those views in all matters affecting them.	

## Activity 6: People and things

**Description:** This activity encourages the participants to discuss the social construction of prejudice. It also investigates the feelings of people who suffer discrimination and how it affects their lives.

**Objectives:** To facilitate recognition of the power relations that exist in societies, identifying the ways in which communication is used to support such relations. The emphasis is on ethnic or other factors affecting discrimination.

**Time:** 60 minutes

### Process

1. The facilitator divides the whole group by an imaginary line into two equal groups.
2. The facilitator indicates that the name of the activity is 'People and things'. The facilitator nominates one group to be 'people' and the other to be 'things'.
3. The facilitator reads out the characteristics of the two groups:
  - Things: The 'things' cannot think, do not feel, cannot make decisions. They have to do what 'people' order them to do without question. If a 'thing' wants to be moved or to do anything, it must ask permission of a 'person'.
  - People: The 'people' think, make decisions, and have feelings. They have 'things' and do what they want with them.
4. The facilitator invites the members of the group of 'people' to get a 'thing' each and to do what they want with them for five minutes.
5. At the end of the allotted time, the facilitator asks the two groups to return to their places.

### Points for discussion

- For those who were designated as 'things': How were you treated by your 'person'? How did the treatment make you feel? Why?
- For those who were designated as 'people': What was it like to own a 'thing'? How did it feel? Why?
- What is the link between this exercise and our everyday lives?
- Are there individuals in our country or community who are treated like things? Who?
- Can a child be treated as a thing? In what moments?
- In what period of the history of your country were men and women treated like things or merchandise? To which ethnic or other groups did these people belong?
- Do you believe that prejudice continues against these groups of people today? Give examples.

- What impacts do you believe such treatment and discrimination have on the lives of children and adults who experience it?
- What would you do to change this situation?

### **Conclusion**

The facilitator explains that discrimination means any discriminatory treatment that results directly from the conditions of children and/or their family and relatives. Discrimination can be observed on the basis of ethnicity, gender or religion, among other factors.

For example, discrimination based on ethnic origins is widespread in many countries in Southeast Asia Pacific.

The facilitator explains that when we use the term racism, we mean discrimination based on race and ethnicity. A person is racist when he or she treats other people of a different race or ethnicity in an unfair manner (they regard the person as inferior). This discrimination creates different classes of people: those who are considered superior and those who are considered lower. Generally, those who think they are superior feel they have the right to offend, joke about, ridicule or harm those whom they think are inferior.

The facilitator calls the participants' attention to how newspapers, magazines, books, television programmes, films, music and advertising in their countries treat people of different ethnic origins or races.

Research shows that discrimination based on race and gender, for example, are factors that affect a child's self-esteem. Low self-esteem affects personal development and increases vulnerability.

Article 2 of the CRC establishes the protection of children against all forms of discrimination, irrespective of skin colour or race, gender, the language that is spoken where they live, social conditions, religion or political opinions.

The facilitator emphasises that we all should endeavour to identify and denounce prejudice in our daily lives. Societies without any form of discrimination are fair and just societies.

## Activity 7: The gender tree

**Description:** This activity facilitates the participants' understanding that masculinity and femininity are social constructions. Definitions of each may differ from culture to culture.

**Objective:** To facilitate reflection on the concept of gender, to provide an opportunity to discuss how gender is created through primary and secondary socialisation, and also to consider the role of various institutions in ensuring equality and lessening inequality among genders.

**Material:** Small paper cards, marker pens, adhesive tape, a big drawing of a tree showing the roots, trunk and branches (about 1.5 metres), copies for each participant of Information Sheet 3 (Building an identity).

**Time:** 60 minutes.

### Process

1. The facilitator gives each participant a copy of Information Sheet 3 and posts the drawing of the tree on a wall.
2. The facilitator divides the participants into four groups. Each group is asked to read Information Sheet 3 together and then to compile a list of information generally passed on to children relating to boys or girls. For example, 'boys don't cry'.
3. The facilitator distributes the paper cards to the groups. The groups are asked to write one piece of information per card. When the groups are finished, the facilitator asks each group to stick their paper cards on the picture of the tree, at its roots. The participants are asked to put cards concerning boys on the left side and cards concerning girls on the right side.
4. The facilitator then asks the participants to reflect on who it is that usually gives such information to children (family, schools, society, religion, media, and so on). The facilitator writes the information given by the participants on new paper cards and sticks them on the trunk of the tree.
5. The facilitator asks the participants to reflect on adults (men and women) in relation to psychological characteristics, professional orientations, sexual behaviour and emotions. The facilitator writes the results on new paper cards and sticks them on the tree as though the cards were fruit.
6. When finished, the facilitator reads the tree starting from the bottom. The participants are asked to draw conclusions from their observations.

### Points for discussion

- What does it mean to be a man?
- What does it mean to be a woman?
- What messages do family members pass to a girl about her becoming a woman?
- What messages do family members pass to a boy about his becoming a man?



- Which characteristics related to women are natural (inherent)? Which are learnt?
- Which characteristics related to men are natural (inherent)? Which are learnt?
- In our countries, do women and men have the same rights?  
Are those rights respected?

### **Conclusion**

All societies and cultures have set expectations of how men and women are required to be and to behave. For example, girls and women may be regarded as weak, dependent, sensitive and less aggressive, while boys and men may be regarded as strong, independent, practical and more aggressive.

‘Sex’ is a reference to the biological and physical characteristics of a person, to the differences between the bodies of a man, a woman, a boy and a girl.

‘Gender’ refers to differences between people that have been built up by societies throughout human history, through the development and application of customs, ideas, attitudes, beliefs and laws. The concept of gender refers to social and cultural representations of people based on their biological differences.

### Information Sheet 3: Building an identity

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When we are children, we receive and devise information that will define our sexual identities. A child's first contacts with the worlds of the female and the male commonly determine the child's understanding of how to be a man or a woman. Children's early adoption of a sexual identity may be seen by observing the games that they play.

The process through which sexual identity is constructed occurs during various phases:

- From birth to about 2 years, a child will try to imitate the people they most appreciate such as their father, mother, or someone close who takes care of them.
- Between 3 and 5 years, a child is aware that they are either a boy or a girl. They may mimic the way their father or mother acts and receive recognition and rewards for these imitations, which reinforce the behaviour.
- As a child grows, he or she is educated to behave increasingly in accordance with what is expected of people based on their sex. Attitudes and behaviour that are not in line with these expectations are generally discouraged, although today the norms of behaviour and values seem to be more flexible for both women and men.

## 2.3 Violence

### Activity 8: Community-based supports

**Description:** This exercise offers the participants the possibility to reflect on how networks of people are created in different aspects and moments of life.

**Objective:** To help the participants identify their most significant relationships and reflect on ways they can be expanded and strengthened.

**Materials:** Pencils and colour crayons, copies for each participant of Worksheet 3 (My support base).

**Time:** 60 minutes.

#### Process

1. The facilitator distributes Worksheet 3 to each participant.
2. The facilitator asks the participants to fill out the diagram individually. Each person is asked to put his or her name at the centre of the worksheet, and then to write the names of people and institutions around their name, by order of importance. The participants are advised that the people and institutions closest to them should be placed close to their name. The people and institutions that are less close should be placed further out in the circle.
3. When finished, the facilitator asks the participants to form pairs, comprising people who do not know each other well. Each pair is asked to discuss their support bases and to share them.

### Points for discussion

- What did we discover and learn in this exercise?
- On whom can we rely to raise children?
- When we have problems, do we seek support from people or institutions? Which ones?
- Why is it that although we may need to talk to someone or ask for advice, often we do not do it? What prevents us?
- How can we strengthen the relationship with our base of support?

### Conclusion

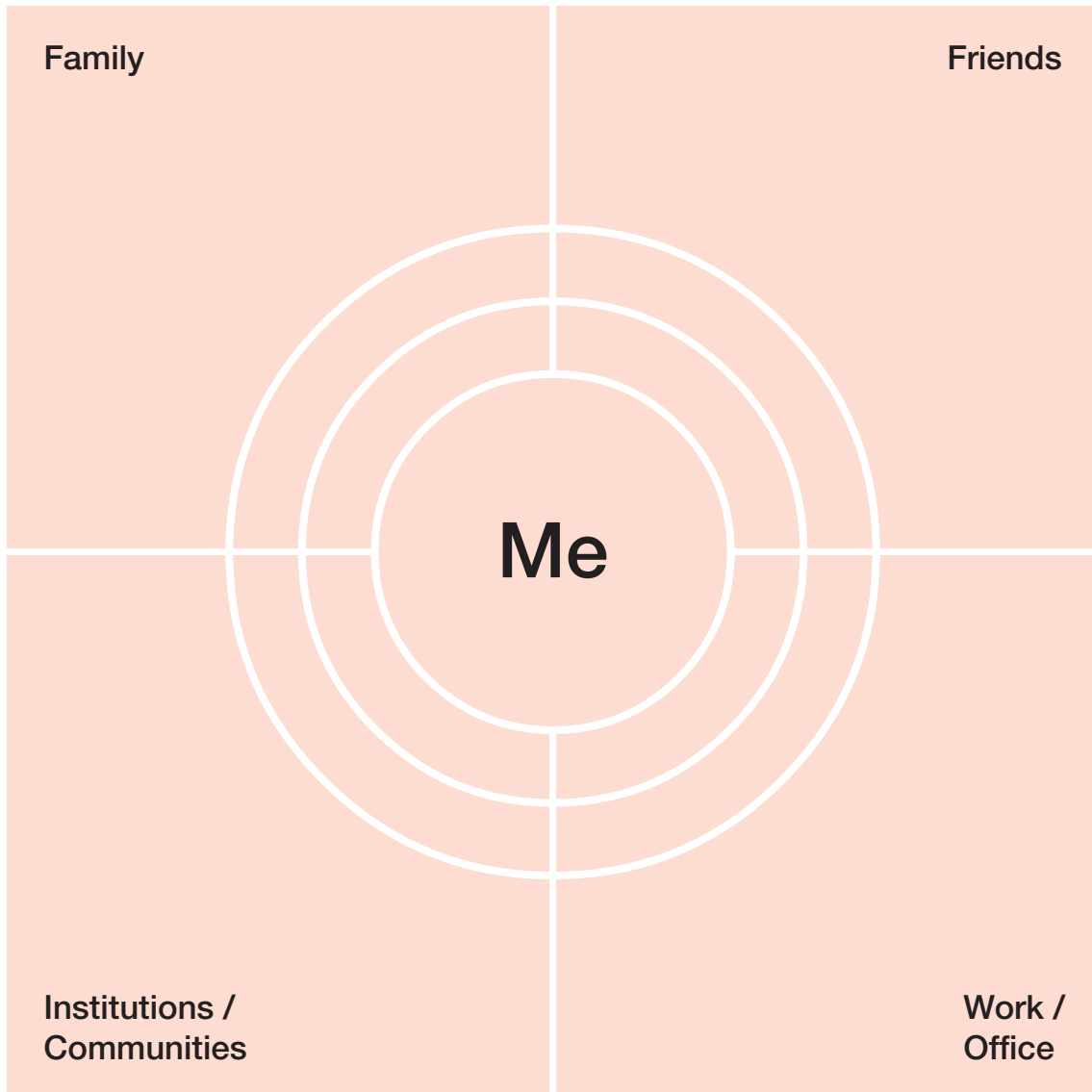
Community-based supports include the fundamental elements that make up the foundation of a child’s integral development. These supports are family and community resources that provide physical and emotional security to children.

Such resources can be formal or informal. Formal resources are those that refer to support from preschool/kindergarten onwards and through activities that are complementary to school life, such as tutorials and camps, sports, music, theatre and so on. Informal resources refer to support received from the family, including the extended family and networks of relatives and friends.

Community-based supports promote solidarity and mutual help. They give people the opportunity to share feelings, thoughts and desires in a positive way and also allow them the opportunity to listen and negotiate.

### Worksheet 3: My support base

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## Activity 9: Violence around me

**Description:** This activity calls participants' attention to situations of violence that happen every day but often go unnoticed.

**Objective:** To reflect on the violence we see in our everyday lives, including violence in the street, at home, in school, in the workplace and in the mass media.

**Materials:** Paper and pencils.

**Time:** 60 minutes.

### Process

1. The facilitator asks the participants to write on a sheet of paper the acts of violence that they have observed around them during the previous week. The participants are advised to think about school, their home, the street, their region, television, magazines and newspapers and so on. The facilitator asks them to write a few words to signify feelings or thoughts they may have about violence.
2. The facilitator divides the participants into groups of four or five. The groups are asked to share what they have written and discuss relevant points. Each group is asked to identify a presenter to present the conclusions.
3. When the group discussions are finished, the facilitator invites the presenters to present their group's conclusions to the whole group.

### Points for discussion

- What are the most common types of violence that we see in our everyday lives?
- What are the most common forms of violence reported in newspapers and on television?
- Why are so many images of violence relayed by mass media?
- What are places where violence commonly occurs?
- Are violent people generally men or women? Young or adult? Who are the victims?
- What do we feel when we witness acts or scenes of violence?
- What can each of us do to eliminate violence? What commitment could we make to promote non-violence?

## Conclusion

The facilitator informs the group that violence can be prevented. But to do so requires recognition of the problem of violence and its forms so that they do not go unnoticed and to combat them in small ways and actions of everyday life.

There are organisations that exist specifically to defend human rights and to protect children. Cases or threats of violence against children should be reported to such organisations.

The facilitator also highlights aspects related to violence against boys, which remains high in many countries. Discuss possible ways to prevent it.

According to the CRC:

- Children have the right to be protected against all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation (Article 19).
- The state has the responsibility to take all appropriate legislative, administrative, social and educational measures to protect children from all forms of violence (Article 19).

## Activity 10: What would you do if ... ?

**Description:** This exercise looks at common problems and issues that arise in the everyday life of any family and encourages discussion about solutions and options for change.

**Objective:** To discuss solutions to situations of conflict between parents and children and non-violent options.

**Materials:** Music player, a CD of lively music, five boxes each carrying five folded papers with one of the questions listed below, copies for each participant of Information Sheet 4 (Positive discipline options).

**Time:** 90 minutes.

### Process

1. The facilitator gives each participant a copy of Information Sheet 4 and allows people time to read it.
2. The facilitator asks the participants to form a circle.
3. The facilitator explains that music will be played while a box containing questions is circulated. The facilitator says that when the music stops, the person who holds the box should pick out one piece of paper and attempt to answer the questions on it. It is to be agreed that no answer should refer to violent punishment such as a smack or a slap. If the person cannot answer the question, they are advised to seek help from the person on their right.
4. When this activity is finished, the facilitator asks the participants why they think violence occurs in families. The facilitator writes the answers using key words on a flip chart.

### Suggested questions: What would you do if ... ?

- 1 What would you do if you discovered that, after you had fallen asleep, your 11-year-old daughter left home to meet friends who are older than 14 years?
- 2 What would you do if you called the school and found out that your 8-year-old son had not attended classes for a week, despite the fact that he left home early every day saying he was going to school?
- 3 What would you do if your 5-year-old son said a very bad word when you did not do what he wanted?
- 4 What would you do if, after a long day, you came home from work to find the house a mess and your children playing fighting games?
- 5 What would you do if one day, having left your smaller children in the care of your 12-year-old daughter, you returned home and found the children in the street in the middle of a fight in which they could be hurt?

### **Points for discussion**

- Is it easy to set limits for children, limits that they understand and respect?
- When is it necessary to set a child limits?
- Who needs more limits, boys or girls?
- Is there an age when it is necessary to set more limits?
- What options do parents have for addressing conflict at home?
- Why do many adults lose control and end up punishing their children physically?
- What suggestions can be offered to adults who use corporal punishment rather than positive discipline methods?
- What are other forms of violence that harm children although their bodies may not be hurt?

### **Conclusion**

Each family is a world of its own. As we have already seen, societies are composed of various types of families that are structured differently. Whatever the structure, dialogue and proper communication among family members is fundamental to promote respect, equality and harmony.

Setting limits for a child means defining clearly where the child can go and what they can do.

Limits must be clear, objective, fair and coherent. They need to be established with children in a firm but peaceful way.

Adults who set limits must first agree among themselves about what the limits should be. A child will not understand if their father allows something that their mother does not.

Setting limits does not mean only to prohibit or forbid. It also means establishing basic guidelines for getting along within a family.

Establishment of a 'contract' between members of a family is a necessary part of ensuring everyone is equally integrated. This strategy ensures that a child is part of a whole, which strengthens a child's sense of security, autonomy and his or her self-esteem.

All families experience problems and conflicts. But trying to resolve matters through violence is ineffective. No blueprint exists that guarantees relations within a family will always be tranquil and harmonious. However, suggestions can be made to ensure peaceful conflict resolution.

1. Identify the real problem and discover exactly what is causing it. Do not mix or confuse the problem in question with other things that may have happened in the past.
2. Confront the problem, not the people. Talk clearly with those involved without using sarcasm or making accusations.
3. Listen and pay attention to what people have to say. Try to understand their point of view.
4. Negotiate and seek a solution that is good for both sides. Parents should not feel forced to be perfect at all times. When in doubt, they can seek help and advice that will facilitate decisions.

According to the CRC:

- The state has the responsibility to protect children from all forms of violence, abuse and exploitation (Article 19).
- Children have the right to receive treatment and follow-up in case of maltreatment and abuse (Article 19).
- No adult may mistreat a child (Article 19).
- The decisions taken by adults should guarantee children's well-being and best interests (Article 3).

## Information Sheet 4: Positive discipline options

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### Positive attitudes include:

- Authority is based on respect rather than force and fear.
- Problems and conflicts are reframed as opportunities for learning and understanding.
- Listening in order to learn.
- The pursuit of peace and harmony.

### Positive practices include:

- Guidelines for responsible behaviour are discussed and agreed upon at home and at school, involving children and adults.
- Tolerance, equality and respect are promoted consistently at home and at school.
- Non-judgmental parenting programmes to develop parents' confidence and understanding of children's rights and development.
- Encouragement at schools for children, teachers and parents to find solutions to problems together.
- Parents and teachers explain their actions, especially if children ask for reasons.
- Adults do not fear to say 'sorry' and to admit making mistakes or not knowing things.
- Children's self-confidence is nurtured, and they are encouraged to understand and support one another.
- Adults and children communicate constructively and without aggression.

### Elements of positive discipline

- Children are able to learn to think for themselves, to have regard for others and to take responsibility for their own actions.
- Education emphasises respect for others, compassion, fairness, equality, non-violent problem-solving and justice.
- Adults are stewards – not owners – of children, who respect children's present and future social and moral integrity.
- Parents are respected and supported as the people who deliver children's rights.
- Partnership between children and adults is promoted.
- Respect for different perspectives and motivations supports individual and collective needs, including the need to resolve conflicts and promote quality of life.
- Explanation, training and a search for peaceful solutions are far better options than hitting and humiliation.

## Activity 11: How to maintain self-control

**Description:** This activity encourages participants to reflect on forms of self-control.

**Objective:** To identify situations in which adults become angry at children and to reflect on what to do in order not to lose control.

**Materials:** Large sheets of paper, colour markers, adhesive tape, copies for each participant of Worksheet 4 (What should I do when I am angry with a child?), and Information Sheet 5 (Corporal punishment causes harm).

**Time:** 60 minutes.

### Process

1. The facilitator starts by reading the following text to the participants:

Many people confuse anger and rage with violence, believing that they are the same thing. Rage is an emotion. As with every other emotion, it is a somewhat natural thing for human beings to experience. Violence is a way to express rage. Or rather, it is one behaviour that allows rage to be released. But there are ways to release rage that do not use violence. It is necessary to release rage, while withholding the feelings that could trigger violence.

2. The facilitator explains that this exercise consists of discussing appropriate and inappropriate ways to express anger and rage.
3. The facilitator distributes copies of Worksheet 4 so participants can read the questions. Allow the participants three minutes to reply to each question.
4. The facilitator asks the participants to form groups of four or five, with each choosing a presenter. The groups are asked to work together for 20 minutes to share and comment on the answers given by the participants.
5. The facilitator gives each group two big sheets of paper. The groups are asked to reflect on ways to release anger and rage, and to prepare two lists: negative ways and positive ways.
6. The facilitator allows 15 minutes to complete the exercise. The presenters then present their group's answers to the other groups.

### Points for discussion

- In general, what kind of things would adults do when a child's behaviour angers them?
- In what situations do adults use violence against children?
- In what situations related to children do adults lose control?
- In what particular situations might children push adults to lose control?



- What words do adults use when they express rage towards a child? In your opinion, do these words harm a child?
- What can be done by parents and other care providers to manage their anger and rage at times when they feel they are close to losing control – and using violence?

### **Conclusion**

Violence against children includes hitting, beating and smacking a child. Other forms of violence, however, include threats, humiliation, rejection, neglect and so on.

Problems with children exist, and conflicts can generate much anger. It is therefore essential that adults are able to manage their anger and do not mistreat children. Disciplining a child without using violence involves the following:

- Knowledge of the individual child.
- Educating children to respect authority rather than to fear it.
- Explaining to a child the real reasons for discipline (to say ‘Because I am telling you’ teaches a child nothing for the next time something similar occurs).
- Positive reinforcement, telling a child ‘yes’ and ‘well done’ at least as often as ‘no’ and ‘stop that’.
- Avoiding treating some children better or worse than others.
- Consistency in responses to children.
- Rewards such as hugs and jokes, rather than punishments such as hitting and shouting.
- Positive adult behaviour.
- Nurturing children’s self-confidence.

According to the CRC:

- The state has the responsibility to protect children from all forms of violence, abuse and exploitation (Article 19).
- Children have the right to receive treatment and follow-up in case of maltreatment and abuse (Article 19).
- No adult may mistreat a child (Article 19).
- The decisions taken by adults should guarantee a child’s well-being and best interests (Article 3).

## Worksheet 4: What could I do differently when I am angry with a child?

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1. Think of a recent situation in which you became very angry with your children or a child. Explain what happened. (Use one or two phrases).

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2. Try to remember what you felt and thought about in that situation. Write one or two things that you felt when you were angry.

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3. How did you release or express your anger? How did you behave? (Write in one sentence or in several words how you reacted, your actions or your behaviour when you were angry.)

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4. What could have you done instead?

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5. What will you do next time?

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## Information Sheet 5: Corporal punishment causes harm

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### 1. Corporal punishment does not have benefits.

- It does not work for children, parents, teachers or society.
- It does not promote good behaviour.
- It does not nurture self-discipline in children.
- It does not stop bad behaviour of 'difficult' children.
- It is a reason for children dropping out of school and poor performance at school.

### 2. Corporal punishment does not promote respect and peace.

- It is an excuse for parents or teachers not to find more positive approaches to discipline.
- It is an excuse for adults not to manage their anger.
- It teaches children that it is acceptable to use violence to control others and to resolve conflicts.

### 3. Corporal punishment threatens the healthy development and welfare of children.

- It undermines the development of self-esteem and confidence of children.
- It can result in permanent physical and/or psychological damage.
- It creates a distance between a child and their parent or teacher.
- It is an obstacle to proper communication between a child and their parent or teacher.
- It teaches children to fear authority rather than to respect it.

### 4. Corporal punishment violates the rights of children.

Failure to end this violation of children's human rights is likely to lead to continued violence for everyone at all levels. This is because corporal punishment of children sends two messages to the next generation. Firstly, it suggests that violence is acceptable as a way to raise children and to resolve conflicts. Secondly, it suggests that it is acceptable for strong people to be violent towards weak or powerless people. Ending corporal punishment of children is an important step towards improving the world for everyone.

## Unit 3: Building a community network

### Activity 12: The community we have and the community we want

**Description:** This activity helps participants to identify options within communities to provide support to children and families and to reflect on how such options may be strengthened.

**Objective:** To reflect on the conditions of the communities in which we live, to recognise what is positive for children, and to identify what needs to be improved or created.

**Materials:** Magazines, scissors, adhesive tape, crayons.

**Time:** 90 minutes.

#### Process

1. The facilitator divides the participants into groups of five people.
2. The facilitator distributes the materials to each group. The groups are asked to think about the situations in which children in their community live. The facilitator asks the groups to make two collages or pictures. One will portray how they perceive violence against children in their community. The other will depict how they would like their community to address the problem of violence against children.
3. Upon completion, the facilitator asks the groups to stick their collages on a wall. Each group presenter will present their group's findings to the other groups.
4. The facilitator asks the participants how violence against children in the community can be addressed so that the community becomes the kind of community in which children and others do not experience violence.
5. Each group is then asked to use the available materials to build a bridge between their two collages, representing the issues that need to be addressed in their community.
6. The facilitator asks the groups to present their bridge and conclusions to the larger group.



### **Points for discussion**

- What already exists in the community to support families?
- How could this be strengthened?
- What difficulties do families face in the community?
- What would be ways of resolving some of these difficulties, particularly in relation to children?
- How can you contribute to resolve these problems?
- How should the community be involved in this?
- What can be done to ensure that local organisations extend help to child victims of violence?
- What can be done to initiate actions among all organisations dealing with protection, not just those that already focus on human rights?

### **Conclusion**

Ideas for meaningful projects to address violence against children in the community can arise from simply observing the reality of community life. Ways to improve conditions and responses can be identified through visits to families in the community, as well as through well-conducted situational analyses.

It is important to consider involving local stakeholders in such projects, including associations of citizens, schools, teachers and clubs. This will better ensure community ownership and participation, including that of children.

## Activity 13: A project in common

**Description:** The participants will work on providing suggestions for the initiation of a project to prevent violence against children in their community.

**Objective:** To explore ideas for a project to prevent violence in the community and to plan the project.

**Materials:** Pieces of paper (representing money), rope, paper, pencils, paper clips or clothes pegs, copies for each participant of Worksheet 5 (A project in common) and Information Sheet 8 (Project proposal pathway).

**Time:** 3 hours.

### Process

1. The facilitator indicates that the aim of the activity is to think of a project to prevent violence against children in the community and to promote children's rights.
2. The facilitator asks the participants to form groups of six people. Each group is asked to think about all that could be done within communities to prevent violence against children and to ensure that children's rights are respected. For example, they may consider organising a campaign or enjoyable awareness-raising activities, or screening films or videos.
3. The facilitator asks the groups to list their ideas, using key words, on paper cards.
4. The facilitator strings up several 'washing lines' in the room. Each line will have a topic such as education, religion or recreation. The facilitator asks the groups to peg the paper cards with their ideas onto the appropriate washing line.
5. The facilitator gives each group a 'project voucher' depicting a value of 100,000 units of currency. The group members are asked to read all the ideas on the washing lines and to choose an idea that they think can be best implemented using the money available.
6. After the groups have chosen their projects, the facilitator asks them to prepare a short proposal using the guidelines in Worksheet 5. Each group is given a copy of the worksheet and the information sheet.
7. When the proposals are finished, each group will present their proposal. All the participants will then vote on which is the best proposal. The criteria for selection are included in the worksheet.
8. If none of the proposals presented meets the criteria, the facilitator asks the wider group to choose the one that is most relevant and to discuss it until achieving a format that would secure support from a donor organisation.

### **Points for discussion**

- How did you like working on the proposal?
- What other things in your families and personal lives do you carefully plan?
- How do we know if a project is reaching its objectives?
- How can we evaluate a project on the prevention of sexual, psychological and physical violence against children?
- How would those who prepared the proposal contribute to implementation of the project?
- What would the community contribute?
- What would the local government authority contribute?
- What would be done to ensure all parties maintain their commitment?

### **Conclusion**

A project should follow a logical rationale. Its design should be based on actual needs identified through a properly conducted situational analysis. A project should have clear and realistic set objectives in order to produce specific set outputs.

A project's components or activities must be thought about carefully. Only the most effective and practical should be selected.

Projects that aim to promote social behavioural changes will not produce immediate results. They need to be sustained in the medium to long term. Resources (human, financial and technical) to support implementation of a project should be planned for and provided accordingly. Some resources such as handbooks, brochures and videos may have to be produced as part of the project and also in order to support its implementation. To embark on a social behavioural change project without first securing the required resources would be pointless and ineffective.

All aspects of a project should be defined at the outset in order to allow precise monitoring, as well as focused evaluations at the outset and upon completion.

## Worksheet 5: A project in common

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### Guidelines for making a proposal

Justification: Why is this project necessary in the community?

Objective: What will be achieved upon completing the project?

Human resources: Who will be involved? Who will do what?

Target group: Who will the project benefit?

Duration: How long will it take to complete the project?

Location: Where will the project be implemented?

General resources: What will be needed to implement the project?  
Where will this be found?

Content: What activities will form the project?

Evaluation: How will the project's impact be assessed?

External support: Who will provide technical advice and funds?

### Criteria for winning support for proposal

Focus: Adequacy in relation to needs.

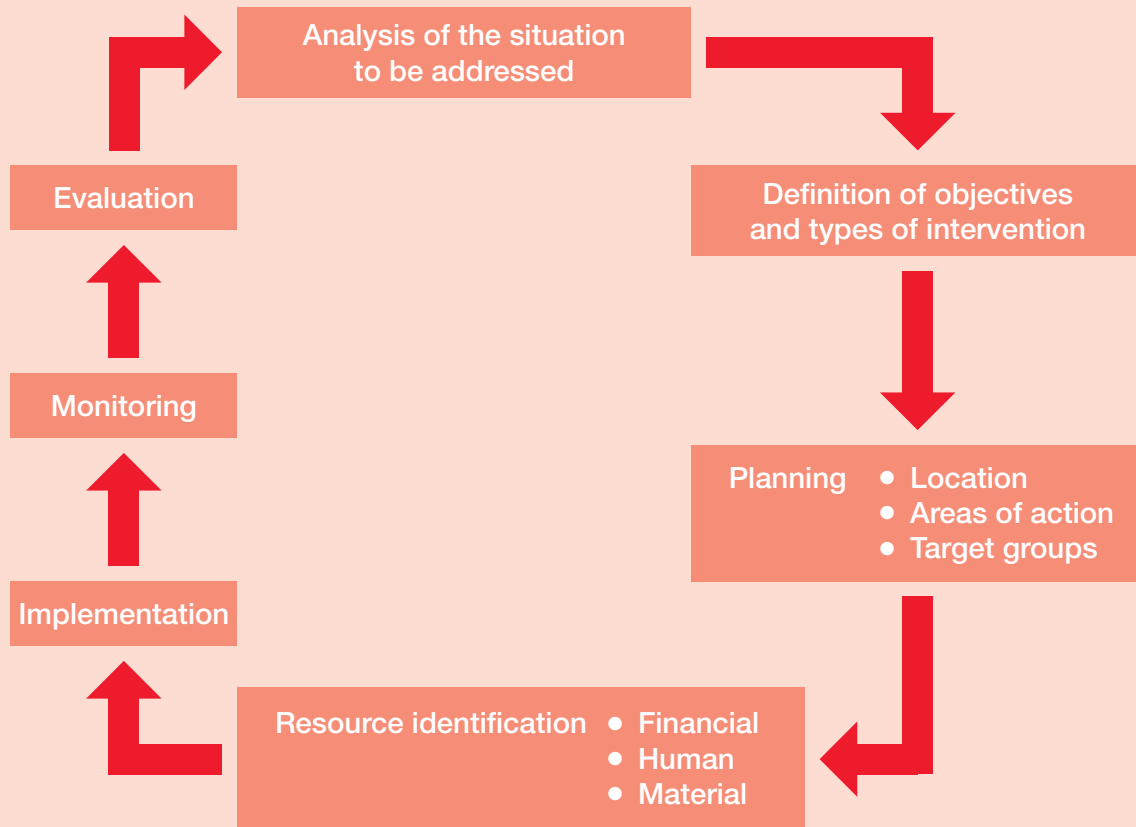
Measurement: Ways to assess effectiveness.

Relevance: Adequacy in relation to needs.

Timeline: All activities completed in a set period of time

## Information Sheet 6: Project proposal pathway

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## Activity 14: Working as a network

**Description:** This activity emphasises to participants the necessity and usefulness of networks to facilitate knowledge acquisition and meaningful experiences to encourage desired social change.

**Objective:** To encourage reflection on the importance of collaboration for achieving success.

**Materials:** A roll of string.

**Time:** 60 minutes.

### Process

1. The facilitator asks the participants to form a circle, sitting on the floor.
2. The facilitator takes the roll of string and explains that it will be thrown to a participant. The person who receives the roll will then use it to tie around his or her index finger before throwing the roll to the next person, and so on.
3. When all participants are 'connected' by the string, the facilitator asks them to raise their fingers. This shows how links are made between people and groups.
4. The facilitator asks the participants to untie themselves carefully and to place the string, still in the form of a circle, on the floor.
5. The facilitator initiates discussion about the meaning of this exercise.

### Points for discussion

- What is a network?
- What networks exist in our communities? Are they important? Why? How do they work?
- Would you like to create or to be part of a network that aims to promote children's rights? Why?
- Do you believe that creating such a network or being a part of one would help to improve the conditions of children and their families in your community? Why? How?

### Conclusion

A network resembles an open-work fabric or structure in form or concept. This is the case especially when it involves an extended group of people with similar interests or concerns who interact and remain in informal contact for mutual assistance or support.

Networks work best when some basic guidelines are followed. These guidelines include equal participation, transparent and democratic decision-making, open-mindedness, and tolerance.

The strength of a network lies in the will of and affinity between its members. If the will is strong and affinity close, the network can be a very influential community organisation.

## Unit 4: Closing assessment

**Objective:** To take stock of the participants' knowledge and understanding of child development, family violence and children's rights after the training. The assessment will help the facilitator to evaluate the training's impacts.

**Materials:** Questionnaire Parts 2, 3 and 4 (Annex 1).

**Personnel:** Depending on the size of the group, several experienced facilitators may be required to conduct this work.

**Time:** 5 minutes.

### Process

1. The facilitator explains to the group that each person will be asked to talk individually with a facilitator, who will complete an assessment questionnaire in accordance with the participant's answers. The questions are related to the content of the training.
2. The facilitator or facilitation team conducts the interviews with participants.
3. Upon completion of the questionnaires, the facilitator conducts a quick assessment by asking the whole group the following questions:
  - What did you like best about this training?
  - What did you like least?
  - Among all the topics discussed, which one do you feel related most directly to your children? To your partner? To your family?
4. The facilitator closes the training by thanking everyone for their participation and contributions.

## **Part 3**

# Resources and additional information



## Resources in English

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## National resources

NOTE FOR LOCAL ADAPTATION: This section may be developed for use in national contexts. Examples of local resources would include national laws related to corporal punishment of children.

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# Annex: Questionnaire for opening and closing assessments

## Childrearing without violence

The purpose of this questionnaire is to collect information before the training begins and at its completion about what participants in the training think about the topics covered in the various sessions.

Ideally, participants should re-do the questionnaire again after six months in order to document how they have assimilated the content of the training and to assess the extent to which this assimilation has influenced any changes in their opinions and attitudes.

Participants are asked to answer each question as honestly as possible. All answers will be treated as confidential.

1. Interview number	
2. Name of the interviewee	
3. Complete address	
4. Date	
5. Name of the interviewer	

## Part 1: Profile of the interviewee

1. Gender		
2. Age		
3. Role in the community (mark accordingly)	3.1 Youth	
	3.2 Adult	
	3.3 Education professional (preschool/kindergarten level)	
	3.4 Education professional (primary school level)	
	3.5 Health professional	
	3.6 Community representative (specify) .....	
	3.7 Other (specify) .....	
4. Do you have children? (mark accordingly)	YES	
	NO (go to question 6)	
	No answer	

5. How old is your child / are your children? (mark accordingly: more than one answer is allowed)	0 to 6 years	
	7 to 12 years	
	13 to 18 years	
6. What is your level of education? (mark accordingly)	6.1 Never attended school	
	6.2 Not completed primary school	
	6.3 Completed primary school	
	6.4 Not completed secondary school	
	6.5 Completed secondary school	
	6.7 Not completed university	
	6.8 Completed university	
	6.9 No answer	

## Part 2: Child development and children's rights

2.1 Child development					
Do you think that ... ? (mark accordingly)		Very important	More or less important	Not important	No answer
7.	Talking to a baby is ...				
8.	Reading or telling stories to a child (even if the child does not understand everything) is ...				
9.	Listening to what a child says is ...				
10.	Children's participation in decision-making within a family is ...				
11.	Maintaining a regular schedule for children to go to bed is ...				
12.	The co-existence of a child with other children of the same age in kindergarten or school is ...				
13.	Answering a child's questions about sex is ...				

14.	Asking a child about their day at kindergarten or school is ...				
15.	Hugging and kissing a child is ...				
16.	Singing, listening to music and playing with a child is ...				
17.	Keeping fixed hours to watch TV is ...				
18.	Going to school to talk with teachers about your child (children) is ...				
19.	Trying to know what is available in the community to support a child is ...				

## 2.2 Children's rights

(Mark accordingly)		I agree	I do not agree	No answer
20.	The United Nations Convention on the Rights of the Child (CRC) was created to protect children.			
21.	The Convention was created to help parents.			
22.	If a child is hospitalised, the parents or other care providers have the right to accompany the child.			
23.	The government has the responsibility to provide free vaccination against polio, measles, etc.			
24.	Recreation activities for children are not part of the rights status of children.			
25.	Every child has the right to attend a school located near their home.			
26.	A child born to a married couple in theory has more rights than a child born out of marriage or a child who is adopted.			
27.	One of the tasks concerning child protection is to help parents solve problems with their children.			

28.	Parents who cannot afford to care for their children have the right to receive government support.			
29.	A family has an obligation to register a child at the civil registry upon the child's birth.			
30.	A family is responsible for taking a child to be vaccinated.			
31.	The CRC forbids the use of corporal punishment of children.			

### Part 3: Setting limits

Think about the past month. When your child (or children) under 12 years old did something that you believed was wrong, how did you react?

If you do not have a child, ask yourself what you would have done if you did have one.

(Mark accordingly)	Yes	No	Don't know	No answer
32. I pretended nothing happened.				
33. I said I would only speak with him/her after I stopped being angry.				
34. I lost control.				
35. I shouted and cursed.				
36. As punishment, I forbade him/her to do anything that he/she enjoys.				
37. I slapped him/her.				
38. I listened to what he/she said, and we agreed that this would never happen again.				
39. I threatened to hit him/her.				
40. Other (specify) .....				

## Part 4: Seeking help

During the past month, when a problem with your child (or children) occurred, did you talk to ... ?			
(Mark accordingly)	Yes	No	No answer
41. A friend.			
42. My partner.			
43. A relative.			
44. A neighbour.			
45. A teacher.			
46. The police.			
47. A counsellor.			
48. Social welfare.			
49. A religious authority.			
50. Other (specify) .....			

## Part 5: Community participation

How many times did you participate in any of the following activities during the past three months?							
(Mark accordingly)	None	Once	Twice	3 times	4 times	5 times or more	No answer
51. Community meetings on children and youth issues.							
52. Provision of advice on children's rights to parents in the community.							
53. Identification of community support and services to help children in any way.							
54. Campaigns of any sort targeted at children, youth or families?							





