a
toolkit
on

Positive Discipline

with particular emphasis on
South and Central Asia

Save the Children

a
toolkit
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Positive Discipline

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South and Central Asia

Save the Children fights for children's rights.
We deliver immediate and lasting improvements to children's lives worldwide.

Save the Children works for:
- a world which respects and values each child
- a world which listens to children and learns
- a world where all children have hope and opportunity

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PREFACE

Childhood is an important stage in everyone's life. It is an age of physical and mental growth, when one is eager to become an adult and be part of the wider society. But in reality all children do not enjoy their childhoods. Many face violence in the form of punishments, abuse, neglect, etc. at this tender age. Physical and psychological punishment is a common form of violence that many children suffer in their childhoods. It is the most accepted form of discipline in South and Central Asian societies, like elsewhere in the world. Some children face a greater degree of punishments on the basis of their class, caste, religion, gender, ethnicity, socio-economical status, etc. compared to other children. Parents, teachers and care givers do not consider this as a form of violence but look at it as only a disciplinary tool to teach children what is right and wrong, and consequently help them grow up as responsible individuals.

In the past few years there have been many debates against the use of physical and psychological punishments and it is slowly getting recognition in the region. There are many examples to show that such disciplinary methods cause damage to children's physical and mental growth affecting their development besides causing severe injuries. The other extreme fallout is that children learn from adults that violence is acceptable and resort to it as a solution. Many children from different countries of this region repeatedly raised this as a serious issue that affects them most. They urged organisations working with children to take up this issue and help build a better childhood with non- violent teaching by parents and teachers.

Save the Children has identified physical and psychological punishment as one of the core areas of work in reducing violence against children. It provides support to many agencies to address this issue at local, national and international levels. It also provides capacity building and advocates for the fulfilment of the rights of children. Physical and psychological punishment is a violation of a child's fundamental right to be respected as a human being, of being treated with dignity and preserve her/his physical integrity which are upheld in the Universal Declaration on Human Rights, the International Covenant on Civil and Political Rights and the United Nations Convention on the Rights of the Child (UNCRC).

It was evident in our work that parents, teachers and other caretakers often lack knowledge and information on non-violent methods of teaching. They resort to punishments as an alternative; it is not always that they want to be violent to their children. Lack of access to information, skills and issues related to the education system often results in severe punishments of children. Many teachers expressed a wish to learn practical ways of disciplining children without punishing them. In fact many teachers and Village Education Committees supported our organisation and the children in their initiatives against physical and psychological punishments.

With this backdrop, Save the Children has initiated the process of developing a Toolkit on Positive Discipline techniques. We intend to provide and create access to information to parents, teachers, caregivers and government officials involved with children. We also acknowledge that without creating access to information to all the stakeholders and building their capacities in positive discipline

methods, simply bringing policy/legal changes will not be effective. This toolkit has been developed by a regional group of experienced people with support from Save the Children's Global Task Group on Physical and Psychological Punishment.

The toolkit has been designed as a resource guide for working with professionals, parents, teachers, and caregivers to help them raise children without resorting to physical or psychological punishment. The toolkit can also be adapted for use with older children. The toolkit deliberately entails generalised activities and sessions, which we hope practitioners can easily adapt to their setting and context.

We hope you find this toolkit useful in your work to bring positive changes in our societies and build a better future for all children.

Lisa Lundgren
Regional Representative
Save the Children Sweden
Regional Office for South and Central Asia

Ending physical and psychological punishment is a priority for Save the Children as it works to defend and promote child rights. Unfortunately, physical and psychological punishment is a legally and socially accepted form of violence, which violates a child's rights to human dignity and physical integrity, and as a result, harms the child's development.

The International Save the Children Alliance has been working since 2001 with the objective to end the social and legal acceptance of this form of violence. International Save the Children Alliance Task Group on Corporal/Physical and Humiliating/Degrading Punishment has been supporting the work of regional and national Save the Children offices in different regions.

Save the Children follows a rights-based approach to combat physical and psychological punishment. It works to give visibility to this issue in the political agenda of the regions, and to promote legislation that abolishes physical and psychological punishment in all settings, including: homes, schools, institutions, work places and streets. An essential part of this work is to change social attitudes towards this unrecognised form of violence against children. Support is given to organisations and professionals who are working with children, parents, teachers and other professionals - to promote and implement positive discipline alternatives in different settings. Save the Children provides strategic guidance, including training and practical resources, as well as bringing different agencies together to increase constituencies for collective advocacy.

All regions have developed materials for training, workshops, advocacy work and initiatives towards promotion of legal reform and national campaigns, among other programmes. Moreover, Save the Children has selected physical and psychological punishment as one of the three thematic priorities towards its contribution to the UN study on Violence against Children.

This toolkit is the result, and an example of a regional inclusive process developed in the South and Central Asia region to work against physical and psychological punishment. Since the first regional workshop on advocacy and promotion of alternatives to physical and psychological punishment that took place in Jaipur in April 2004, a Save the Children regional working group was established to develop a toolkit to promote positive discipline alternatives applicable to different settings and contexts in the region. The Regional Working Group included Save the Children staff from: Afghanistan, Bangladesh, India and Nepal, who received support from the Save the Children Alliance Task Group on Corporal/Physical and Humiliating/Degrading Punishment. This toolkit is a joint effort of Regional Working Group members from Afghanistan (Save the Children Sweden Norway), Bangladesh (Save the Children Sweden Denmark) and Pakistan (Save the Children Sweden), facilitated by the Regional Advisor of Save the Children Sweden. In early 2005 a regional training of facilitators on positive discipline tools and techniques to replace physical and psychological punishment was also organised in Kathmandu.

As a representative of the International Save the Children Alliance Task Group on Corporal/Physical and Humiliating/Degrading Punishment, I have had the unique privilege to support and follow up this process in the region and know its quality. On behalf of Mali Nilsson, as Chair of the Task Group, and Florence Martin and myself as members of the Task Group, I would like to thank all the members of the working group for the amazing work they have done as well as for welcoming me as global advisor, and to Ravi Karkara, Regional Programme Manager, for giving me the opportunity to guide this process.

We hope this South and Central Asia Toolkit on Positive Discipline Techniques will offer concerned professionals key elements to improve the quality of their work and resources to face some difficult situations that often arise in the upbringing of children and in the fulfilment of their rights.

Pepa Horno Goicoechea
Global Adviser
Save the Children International Alliance Task Group
on Corporal/Physical Punishment and Humiliating and Degrading Punishment

ACKNOWLEDGEMENTS

- **Background**

- **The Making of the Toolkit**

- **Objectives**

- **How to use this Toolkit**

INTRODUCTION

BACKGROUND

Violence against children has become an important issue at national and international levels. Article 19.1 of the United Nations Convention on the Rights of the Child (UNCRC) requires the protection of the child, irrespective of gender, from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parents, legal guardians or any other person who has the care of the child. Yet, girls and boys across cultural, religious, ethnic and socio economic groups in South and Central Asia are at risk of violence. Violence against girls and boys must be recognised as a violation of human rights as it breaches their most fundamental right to respect, human dignity and integrity.

Children's dependence on adults and the low status of their voices makes them exceedingly vulnerable. Children are often subjected to violence within the family, at school, in institutions and on the streets. The types of violence generally prevalent in countries across South and Central Asia are many and are of varying degrees of intensity. Children are frequently mistreated and abused, made to endure severe physical and psychological punishment, torture, forced labour, denial of food, isolation, restraints and sexual assaults.

Several South and Central Asian children who were interviewed, described physical and psychological punishments as some of the most prevalent and significant forms of violence they faced.

> *"I am afraid of the cruel teachers. I am afraid of my teacher's anger."*
>
> A 9-year-old child, Kandahar, Afghanistan

> *"My parents used to think that I am their property. They abused me using words my mouth cannot repeat without making me cry."*
>
> A 13-year-old girl, Bangladesh

Children in detention facilities and other state or private institutions are often victims of beating, sexual abuse, rape, neglect and psychological violence by staff and caregivers. Street children and those who come in contact with law enforcement personnel are known to be at risk of violent treatment.

> *"They caught me while working in the railway station. I spent a week in a Home. Their behaviour was very bad. They used to beat up the children. There were threats of sexual abuse and to our life if we thought of running away ..."*
>
> A 13-year-old boy working on the streets, India

Children with disabilities are even more vulnerable to physical, psychological and sexual violence, since the dominant attitudes of both their own families and of society increases their marginalisation. Family attitudes towards children with disabilities often include shame, embarrassment and concealment. Disabled girls are often doubly disadvantaged in society since they are both girls and disabled.

> *"People look down on me. Most treat me like dirt, simply walking over me on the street."*
>
> A 12-year-old boy with physical disability, Tashkent, Central Asia
>
> *"Teachers should not beat the students; they should not insult and humiliate the children."*
>
> GMC (Save the Children and UNICEF, 2001)
>
> *"We want teachers to be kind to everybody in the class and not just take care of the ones they think are intelligent."*
>
> Save the Children, 2002-2003
>
> *"Teachers refused to enrol me and the parents of my classmates did not want me to go to school because of my disability. They think that their children will become like me if they play or study with me."*
>
> A 13-year-old girl with disability, Bangladesh

Physical and psychological punishment of girls and boys is one of the most widespread and common forms of violence against children in nearly every cultural, religious, caste, ethnic, geographical and socio-economic group in the South and Central Asia region. It has a high degree of acceptability in the region as a method of instilling discipline and exercising control over children by adults within the home, schools, work place and in institutions. Those in charge of their care and safety often inflict such physical and psychological pain.

> *'A child brought up without beating is similar to a curry prepared without stirring.'*
>
> A Sri Lankan proverb

Both physical and psychological punishments are violations of children's rights. These punishments have both short and long-term adverse effects on children. Beating a child causes pain, injury, humiliation, anxiety, anger and vindictiveness that could have long-term psychological effects. Physical and psychological punishment may reduce the child's sense of worth and increase vulnerability to depression. In extreme instances, physical violence results in permanent injuries and disabilities. It is not uncommon for a child's eardrum to be punctured when the ear is punched with great force. Even the mere threat of corporal/physical punishment in schools has a deep and often damaging impact on children's motivation, interest and ability to learn and grow as learners and individuals. Children, especially girls and the disabled are vulnerable to unequal treatment, harassment, bullying and under-estimation, which harm them in profound and long-lasting ways. Many scientific studies have shown that children subjected to abuse and physical violence in the early years become violent and abusive in adulthood.

Physical and psychological punishment can be replaced by techniques of **positive discipline**. In simple terms, positive discipline takes into account wider practices and principles of child development, child rearing and childcare. It is integral to child-focused participatory and inclusive approaches to teaching, working with and caring for children. This approach and technique centres on respect and responsibility. It encourages adults to empathise with a child's point of view and to negotiate with children, instead of simply imposing by force (physical or psychological) the adult's perspective. Positive discipline is participatory. It does not instruct. Ground rules are mutually agreed upon. It focuses on finding lasting solutions to differences in perspectives. A creative atmosphere involving play and participatory tools and techniques can actually work best to channelise children's energies and interests for their own development as responsible and accountable citizens. A child-friendly approach strengthens the child's ability to solve his/her own problems.

Today, many adults are embracing notions of positive discipline as there is growing recognition that physical and psychological punishment violates children's dignity and causes damage. Besides, a broader holistic strategy to address the problems related to education is required. At the State level, for instance, all South and Central Asian countries have ratified the UNCRC but have taken no legal steps to ban physical and psychological punishment as yet.

THE MAKING OF THE TOOLKIT

Save the Children Sweden, Regional Office for South and Central Asia is committed to working against physical and psychological punishment from a child rights-based programming approach. It has been supported by its partner organisations, children, parents, teachers and government officials to raise awareness and influence policies that will affect the lives of children. In many places, children are playing the role of key advocates along with the duty bearers to help bring necessary changes in the existing policies. There is evidence of good practices within the region on bringing about attitudinal changes and building consensus among the NGOs and networks. The endeavour is to bring everyone on board to work together on physical and psychological punishment.

In all the work that Save the Children has undertaken on this issue, the need for alternative positive methods of disciplining children was growing. It was evident from the discussions with parents, teachers and caretakers that a lack of knowledge and information on positive discipline of children contributed to the far-reaching use of physical and psychological punishment. Confusion between definitions of punishment and discipline need to be explored and clarified. Parents, teachers and care givers need access to alternative practical methods to discipline children without resorting to physical and psychological punishment.

With this backdrop, Save the Children organised a Regional Capacity Building and Advocacy Workshop including a two-day strategy meeting in April 2004 at Jaipur, India. Staff of Save the Children as well as partner organisations from the region participated in this workshop. Some of the workshop sessions dealt with positive discipline tools for use in family, schools and institutions. However, it was felt that the tools needed to be more detailed and contextualised. This led to the initiation of a regional process for developing tools for positive discipline. Save the Children Sweden Regional Programme for South and Central Asia in collaboration with its national focal points and Groupe Developpement South Asia has worked on this toolkit with support from Save the Children Spain (from Save the Children Alliance Global Task Group on physical and psychological punishment).

OBJECTIVES

The toolkit on positive discipline is designed as a resource guide for people working with children - professionals, parents, teachers, care-takers, etc. The main objective is to provide clarity on the concepts of Positive Discipline among all the stakeholders to help reduce the incidence of physical and psychological punishment against children. It aims to promote positive discipline with child-centred tools and techniques. It equips anyone who is involved with children with precise tools and concrete activities to raise disciplined children without using physical and psychological punishment. The toolkit can also be used with older children who could make use of some of the tools in their own collective efforts to prevent violence against children. We also encourage the toolkit to be used by Save the Children as an educational tool with NGO partners. However, specific tools to use with younger children and differently abled children have not been included in this toolkit due to the need for more research and access to information in these areas.

HOW TO USE THIS TOOLKIT
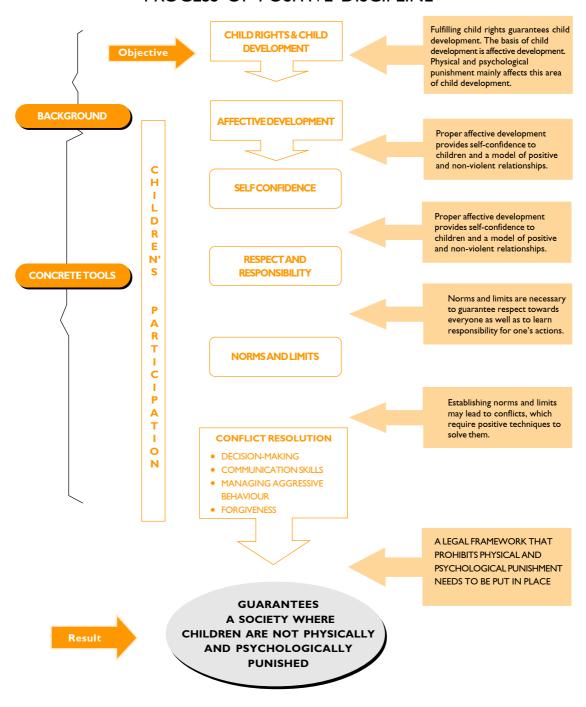
The toolkit begins by providing an insight into child rights, and connecting these rights to other key concepts associated with physical and psychological punishment. Essential concepts such as power relationships, the difference between physical and psychological punishment and positive discipline, and psychological punishment and abuse are explained. Links to concepts of child development are also explored, where affective development is explained as a base for all other kinds of development. Understanding these concepts helps to grasp various tools of positive discipline such as **self-esteem**, which is derived from proper affective development. High self-esteem allows the child to **respect** himself/herself and others and learn the **responsibilities** that come with it. Then again, **norms and limits** are necessary to guarantee respect towards everyone, as well as to learn responsibility for one's actions. But establishing norms and limits may lead to **conflicts**, which require positive techniques to solve them. Conflict resolution skills include components of **decision-making skills, communication skills, skills to manage aggressive behaviour and forgiveness skills.**

This toolkit offers a framework and a series of practical tools (activities) to promote positive discipline in all the above mentioned concepts. It is a training kit; however, it does not describe a concrete training process. The contents of the toolkit are designed to build linkages and comprehensive understanding on the concepts on positive discipline. Ideally it should take five to six to train professionals using this toolkit, but it may take longer depending upon the level of participants. It is preferable that whoever uses this toolkit has a basic knowledge of child rights and facilitation techniques. Developed regionally, it is designed as a general toolkit, to be adapted to any training process in any setting and context, both within and beyond the region. Save the Children used this toolkit effectively in trainings/workshops with professionals working with children and families, teachers and Education department officials in different countries of the region during

2005. The feedback received from different countries was very encouraging and inspiring[1]. Some key tips for adapting this toolkit to your local context and guidelines for effective facilitation are included in Annex 3.

The following diagram describes the rationale for the contents and structure of the toolkit[2]:

PROCESS OF POSITIVE DISCIPLINE

Objective → **CHILD RIGHTS & CHILD DEVELOPMENT** ← Fulfilling child rights guarantees child development. The basis of child development is affective development. Physical and psychological punishment mainly affects this area of child development.

BACKGROUND

AFFECTIVE DEVELOPMENT ← Proper affective development provides self-confidence to children and a model of positive and non-violent relationships.

SELF CONFIDENCE

← Proper affective development provides self-confidence to children and a model of positive and non-violent relationships.

CONCRETE TOOLS

RESPECT AND RESPONSIBILITY

← Norms and limits are necessary to guarantee respect towards everyone as well as to learn responsibility for one's actions.

NORMS AND LIMITS

← Establishing norms and limits may lead to conflicts, which require positive techniques to solve them.

CONFLICT RESOLUTION
- DECISION-MAKING
- COMMUNICATION SKILLS
- MANAGING AGGRESSIVE BEHAVIOUR
- FORGIVENESS

CHILDREN'S PARTICIPATION

← A LEGAL FRAMEWORK THAT PROHIBITS PHYSICAL AND PSYCHOLOGICAL PUNISHMENT NEEDS TO BE PUT IN PLACE

Result → **GUARANTEES A SOCIETY WHERE CHILDREN ARE NOT PHYSICALLY AND PSYCHOLOGICALLY PUNISHED**

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1   This toolkit was used in *Regional Training of Facilitators on Positive Discipline Tools and Techniques* organised by Save the Children Sweden, Regional Office for South and Central Asia and Groupe Developpement South Asia, at Kathmandu, Nepal (April 2005). It was also used by Save the Children Sweden Denmark in Bangladesh - November 2005, Save the Children in Tajikistan - December 2005, Save the Children Japan with its partner NGO SCDC Saptari in Nepal - 2005, Save the Children Sweden, Sahil and Pakistan Paediatrics Association in Pakistan – 2005 and Save the Children Sweden Norway in Afghanistan - 2006

2   Developed by the Regional Working Group

Part I

UNDERSTANDING THE PHENOMENON

- Child Rights
  - Concepts
    - Child Development

1
CHILD RIGHTS[3]

The United Nations Convention on the Rights of the Child (UNCRC) provides for provision, protection and participation of all children. The UNCRC categorises physical and psychological punishment as violence, which breaches the fundamental rights of a child. Understanding the UNCRC will help to comprehend the concepts and tools ahead. Let's get familiar with it.

A SPECIAL CONVENTION FOR CHILDREN

All human rights mechanisms cover both adults and children. But a special convention for children was required because existing human rights norms proved inadequate to meet children's **special needs**. Several reports have exposed injustices relating to infant mortality, limited opportunities for basic education and the exploitation of children in situations such as harmful labour, in prisons and as victims of war. Awareness of children's psychological needs has increased, along with the realisation that **children's interests are not necessarily identical to those of their guardians**. Many children have been badly treated within the family itself. The idea of the UNCRC is that society has an **obligation to** satisfy the fundamental needs of children. One of its main messages is that **children's issues** are political and should be put **high on the political agenda.**

STRUCTURE AND CONTENT OF UNCRC

The UNCRC has an introduction, the 'Preamble', which is followed by three different parts.

The Preamble - The Preamble refers to the Universal Declaration of Human Rights. It mentions that children are entitled to special care and assistance, and that families should be afforded protection and assistance so they can fully assume their responsibilities. Cultural and traditional values should be taken into consideration. The Preamble also recognises the importance of co-operation for improving children's living conditions.

PRINCIPLES OF UNCRC

The four principles of the UNCRC are:
- Non-discrimination
- Best interests of the child
- Survival and Development
- Participation

The four principles are not to be seen in isolation but in light of the entire Convention.

---

3   Extracts taken from CRP Training Manual, Save the Children, South Asia and South-East Asia, 2003

The UNCRC covers civil, political, economic, social and cultural rights.

Part one (1-41) **lists the rights.**

Part two (42-45) **provides for monitoring and implementation.** It describes the monitoring and implementation process of CRC: the role of the state after signing the Convention, the role of the CRC Committee in Geneva, the scope for international co-operation, etc.

Part three (46-54) **describes the arrangements for entry into force.** This part mentions that the UNCRC is open for all states, and also describes amendments, reservations and denouncements.

It mentions as well that no reservation that is incompatible with the objectives and purpose of the present Convention shall be permitted to any of the articles.

Non-discrimination (Article 2)

The principle of non-discrimination means that all children should enjoy their rights. No child should suffer discrimination, irrespective of the child's or his/her parents' (or legal guardian's) race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status. Governments are obliged to take measures to address patterns of discrimination.

The essence of the entire Convention is to address discrimination against children as a group, but it also recognises that children can face further discrimination due to their particular circumstances or status.

Non-discrimination does not mean that all children must always be treated the same. Preferential treatment to address discrimination and to empower those who face discrimination is often needed, provided that such a group of children desire such measures.

Disaggregated statistics and information on gender, age and ethnicity that show trends over time are important tools to identify discrimination and to measure impact. The Committee in Geneva emphasises that instead of changing "the behaviour" of children who are discriminated against, the emphasis should be on changing the legal framework, power structures, attitudes of those who discriminate, the physical environment and the balance of resources that perpetuate discrimination.

In relation to physical and psychological punishment it is often seen that girl children, disabled children, children from lower castes and lower economic strata are physically and psychologically punished much more in comparison to other children.

The Best Interests of the Child (Article 3)

This principle recognises that while children are competent human beings with a right to influence matters affecting their own lives, they are at the same time vulnerable and in need of special protection and support. When, for example, governments make decisions and allocate resources, they must give primary consideration to the best interests of girls and boys. This does not mean that only the interest of the child shall be considered, but it should always be given primary consideration. This "best interest" reflects the essence of the entire Convention, and should always be related to all articles of the Convention.

The best interests of the child underlines the value of childhood in itself, that childhood is not merely a training period for adult life. In all actions concerning children, the best interests of the child shall be a primary consideration. This refers to decisions made by authorities.
- Children have the same inherent value as adults and are their equals.
- Childhood has a value in itself.
- Boys and girls are vulnerable and need special support.

In many cases parents, teachers and professionals use physical and psychological punishment considering it to be in the best interests of the child.

Survival and Development (Article 6)
The principle of survival and development clarifies that every child has an inherent right to life, and that governments shall ensure the child's survival and development to the maximum extent possible.

This article recognises that children are vulnerable and need special protection and support. Protection from violence and exploitation is vital to maximum survival and development. The UNCRC recognises that children carry within themselves the potential for their own development. They should be supported to develop according to their own potential. To play and explore, to interact, to think for themselves and to have their views recognised are all part of such development.

The concept of the developing capacities of the child is a key feature of 'Article 5'. This means that the child's age and maturity should be taken into consideration when determining the scope for the child's self-development and freedom. Child development is seen as a holistic concept that considers the whole child: her/his physical, cognitive, emotional, social, cultural and spiritual development. Approaches to development must be multidisciplinary and cross-sectoral. Every girl and boy has the right to fulfil her or his potential.

Physical and psychological punishment is used as a means for disciplining the children for their development. But on the contrary it affects their right to dignity and development during childhood. The views of children and their evolving capacities are not taken into consideration while disciplining them.

Children's Participation (Article 12)
The principle of participation means that governments shall assure a child who is capable of forming his/her views the right to express those views freely in all matters affecting him/her. The views of the child shall be given due weight in accordance with the child's age and maturity.

Boys and girls should be listened to and taken seriously. They should be encouraged to participate in decision-making in all settings affecting them, including family, school and community contexts. In order to make relevant decisions children need access to child-friendly information.

Participation is a core principle of the UNCRC. Children's participation rights in the UNCRC (Article 12 and related articles like Article 13, Article 14, Article 15, Article 17, etc.) are interpreted as a means for children and young people to claim their other rights. Children as right-holders lie at the heart of the Child Rights Programming: children have the right to information, expression and association, the right to identity and nationality. The UNCRC also obligates state parties to ensure implementation of these rights. Article 4 says that state parties must do all that they can to ensure this. This can also be extended to all other duty bearers.

In many societies and cultures children are perceived as ignorant and not capable of taking any decisions. It is not considered necessary to listen and act on children's opinions, views and perceptions on physical and psychological punishment in families, schools and institutions, etc.

UNCRC Principles and Human Rights Principles
Human rights principles apply to the UNCRC. The CRC committee in Geneva has identified the four UNCRC principles:

- The UNCRC principle of **Non-discrimination** is based on the Human Rights principle of **Universality** that all rights apply to people all the time, everywhere.
- **Children's Participation** is based on the Human Rights principle of Participation.
- The Human Rights principle of **Accountability** is clearly mentioned in UNCRC Article 4, which talks about government responsibility.

RIGHTS AND RESPONSIBILITIES

NEEDS	RIGHTS
Do not come with responsibilities.	These come with responsibilities.
Some needs are more important than others: Hierarchy.	All rights are equally important. There is no hierarchy. If one right is denied, this affects
Needs are not necessarily interdependent.	other rights: for example, denying children the right to expression makes them more vulnerable to abuse.

It is vital to understand the difference between rights and responsibilities. Simply put, all rights are based on needs, but not all needs are rights. Needs do not come with clear-cut obligations for fulfilment, but rights come with clearly defined obligations of the state for fulfilment of the rights, as articulated in the human rights instruments, e.g. UNCRC.

RIGHTS-BASED APPROACH[4]

A rights-based approach to working with children implies:

RIGHT-RESPONSIBILITY-CLAIM

Accountability — Fulfil Responsibility Towards — Duty bearers: Respect, protect and fulfil rights — Non-discrimination — Claim Rights From — Right holder — Participation

- Putting children at the centre, recognising them as right-holders and social actors.
- Using participatory and empowering approaches, working with partnerships and alliances for promoting rights of the child for addressing physical and psychological punishments.
- Recognising the government as the primary duty-bearer accountable to address and take action against physical and psychological punishment.
- Recognising parents and families as primary caregivers, protectors and guides, and supporting them in these roles. One way to ensure this is to equip them with positive discipline tools to raise children.
- Giving priority to children and child-friendly environments and addressing unequal power structures.
- Providing long-term goals that are clearly set out in international legal frameworks, and encouraging legal and other reforms such as the establishment of regular monitoring mechanisms, which create a much greater likelihood of sustainable change.
- Being gender and non-discrimination sensitive and seeking inclusive solutions that involves focusing on those children who are at risk and who are discriminated against.
- Aiming for sustainable results for children by focusing not only on the immediate, but also on the root causes of problems.

The primary duty bearers include the state, local government, parents, extended families, primary care givers, schools, other professionals working with children, communities, media, NGOs, INGOs and the UN.

4   Joachim Theis, Promoting Rights-Based Approach, Experiences and Ideas from Asia and the Pacific, Save the Children Sweden, 2004

ACTIVITY 1.1

WHAT IS GOOD/BAD FOR CHILDREN?
Exploring child rights from local perspectives

OBJECTIVE
- To enable participants to share their views about what is good/bad for children
- To enable participants to understand that most child rights are based on local notions of what is good for children.

TARGET AUDIENCE
- Adults such as parents, teachers and other professionals
- Older children

TIME
45 minutes

METHOD
Body mapping exercise, card-sorting, discussion

MATERIALS
- Flipchart paper (6 large sheets stuck together)
- Marker pens
- UNCRC picture cards - Handout 1

PROCESS
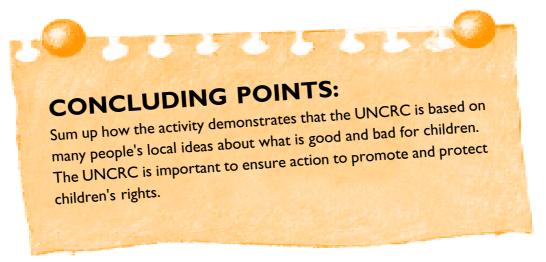
STEP 1 (5 minutes)

Explain to the participants that this activity will enable them to explore their views about what is good and bad for children. Ask for one volunteer to lie down on the large flipchart paper to have their 'body shape' drawn around to create the image of a 'child'. Draw a vertical line down the middle of the 'body map of the child', on one side draw a happy face ☺ and on the other side draw a sad face ☹. Ask all the participants to sit around the body shape.

STEP 2

Enable the participants to share and record their views about: what is good for children on the happy side :; and what bad for children on the sad side ☹.

STEP 3

Distribute a set of UNCRC picture cards. Explain that these picture cards illustrate key rights which all girls and boys have according to the international convention, the United Nations Convention on the Rights of the Child which was adopted by the UN in 1989. Ask the participants to match up the picture cards with their own ideas of what is good/bad for children.

CONCLUDING POINTS:

Sum up how the activity demonstrates that the UNCRC is based on many people's local ideas about what is good and bad for children. The UNCRC is important to ensure action to promote and protect children's rights.

ACTIVITY 1.2

RIGHTS OF GIRLS AND BOYS[5]: UNCRC

OBJECTIVE

- To introduce the idea of children's right to participate
- To share why a separate international agreement on children's rights was required

TARGET AUDIENCE

- Adults such as parents, teachers and other professionals
- Older children

TIME

10 minutes

METHOD

Discussion, brainstorming

MATERIALS

- Handout 2: Introduction to UNCRC
- OHT
- Flip chart paper, marker pens

PROCESS

STEP 1 (2 minutes)

Explain to the participants that the UNCRC is an international agreement.

A possible introduction might be:

The UNCRC provides an internationally agreed minimum set of standards for law, policy and practice for all countries regarding children. The UNCRC encourages a positive image of children as active holders of rights. It spells out what those rights are and makes the countries accountable for realising them. The UNCRC encourages international cooperation through a common framework of obligations for countries to assist each other to realise their children's rights.

It is a key Human Rights instrument for those taking a Child Rights Programming approach, hence it is given more attention than the other instruments. (See Handout 2)

5   Adapted from: Child Rights Programming Manual, Save the Children, South and Central Asia and South-East Asia Pacific, 2003

STEP 2

Ask participants to brainstorm why they think a separate convention for children was developed when other human rights instruments were already agreed upon. Before summing up the session, invite participants to share reactions with the group.

STEP 3

Summarise the importance of UNCRC as a comprehensive code of rights for children all over the world.

CONCLUDING POINTS:

Highlight that children are especially vulnerable to violation of human rights and there is a commitment of protection for them.

ACTIVITY 1.3

RIGHTS OF GIRLS AND BOYS[6]:
History of UNCRC

OBJECTIVE

- To familiarise and provide participants with a brief overview of the history of the struggle for children's rights
- To recognise the importance of the UNCRC as a milestone in the history of the struggle for children's rights

TARGET AUDIENCE

- Adults such as parents, teachers and other professionals
- Older children

TIME

15 minutes

METHOD

Presentation, discussion

MATERIALS

- Handout 2 (Introduction to UNCRC) and Handout 5 (Basic History of Rights-Based Approach)
- OHT
- Flip chart and markers

PROCESS

STEP 1 (4 minutes)

Ask participants what they know about the history of the UNCRC.

Use *Handout 2: Introduction to UNCRC and Handout 5: Basic History of Rights-Based Approach* as a guide for explaining about the history of the UNCRC. It can be handed out before or after the session. Stop the discussion after discussing the Universal Declaration of Human Rights.
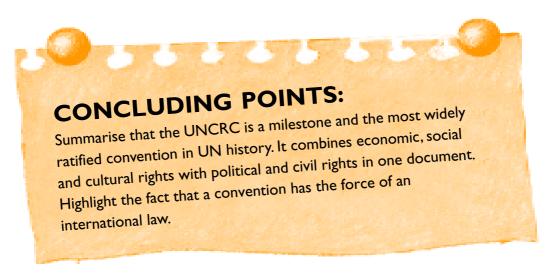
6   Adapted from: Child Rights Programming Manual, Save the Children, South and Central Asia and South-East Asia Pacific, 2003

STEP 2

Brainstorm with the participants about the situation and suffering of children between 1949 and 1989. Then ask them why in spite of the existence of other human rights instruments, such things could happen. Record participants' responses on the flip chart or whiteboard.

STEP 3

Finish taking the participants through the history of the UNCRC.

CONCLUDING POINTS:

Summarise that the UNCRC is a milestone and the most widely ratified convention in UN history. It combines economic, social and cultural rights with political and civil rights in one document. Highlight the fact that a convention has the force of an international law.

ACTIVITY 1.4

RIGHTS OF GIRLS AND BOYS[7]:
UNCRC Structure and Principles of the Convention

OBJECTIVE

To understand the structure and principles of the convention

TARGET AUDIENCE

- Adults such as parents, teachers and other professionals
- Older children

TIME

20 minutes

METHOD

Self-study, discussion

MATERIALS

- UNCRC text
- Handout 3 (long and short): Principles of UNCRC and Handout 4: Unofficial summary of the UNCRC
- OHT
- Flip chart paper and/or whiteboard

PROCESS

STEP 1 (5 minutes)

Give each participant a copy of the UNCRC. If it is not available in full, the trainer can use *Handout 4: Unofficial summary of the UN Convention on the Rights of the Child and Handout 3: Principles of UNCRC.*

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7   Adapted from: Child Rights Programming Manual, Save the Children, South and Central Asia and South-East Asia Pacific, 2003

STEP 2

(5 minutes)

Ask participants to look through the document. Ask the following questions:

- What do you find at the very beginning?
- How many articles are there in all?

If not covered by participants answers, briefly explain that the Convention has three parts,:

- Preamble - giving an introduction/context for the UNCRC
- Substance Articles - explaining the rights in detail
- Mechanism Articles - providing for implementing/monitoring of the UNCRC and how it comes into force. (Some facilitators break this into two parts)

STEP 3

(10 minutes)

Introduce the four guiding principles of the convention with the help of *Handout 2.* Ask participants what they understand by the terms best interests of the child, non-discrimination and participation. Answers should be recorded on flip charts. Examples of each principle should be elicited from the participants to ensure they have understood them.

Either *Handout 3 (Short) or (Long) version: Principles of the UNCRC* can be used as a guide and/or handed out to participants, depending on the time and depth of discussion planned by the facilitator.

CONCLUDING POINTS:

Before summing up the session, once again highlight the importance of non-discrimination and participation in ensuring other rights of children. Stress upon 'best interests of the child', stating that all actions concerning children at the family, policy or national level should keep the best interests of the child as a primary consideration.

ACTIVITY 1.5

RIGHTS AND RESPONSIBILITIES[8]

OBJECTIVE

- To introduce the concept of rights and responsibilities to participants
- To list key elements of rights and responsibilities of girls and boys
- To identify that all rights-holders have the responsibility not to violate other persons' rights

TARGET AUDIENCE

- Adults such as parents, teachers and other professionals
- Older children

TIME

30 minutes

METHOD

Discussion, brainstorming

MATERIALS

- OHT
- Flip chart paper, marker pens

PROCESS

STEP 1   (2 minutes)

Divide participants into small groups (not more than five)

STEP 2   (10 minutes)

Ask participants to brainstorm and prepare a list of children's rights to protection from violence and abuse.

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8   Adapted from: Ravi Karkara, Resource Book on CCG Facilitating Children's Organisations and Children's Citizenship and Governance, Save the Children South and Central Asia, 2002

STEP 3

Ask participants to discuss and list various responsibilities of a child (e.g. if children have the right not to be beaten up or humiliated in the classroom, at the same time they have the responsibility not to beat up or humiliate/degrade other children or adults).

STEP 4

Discuss key rights and responsibilities in a larger group and conclude using the following points.

CONCLUDING POINTS:

Summarise that all girls and boys have rights as set in the International Convention of Rights of the Children. Children have human rights and the responsibility not to violate other children/people's human rights. Girls and boys have a right to a child-friendly environment that is free of violence, and have the responsibility for ensuring that they are not violent towards other children/people.

2
CONCEPTS

Physical and psychological punishments go against the rights of the child as they belittle a child and harm his/her development in numerous ways. Unfortunately for most adults, such punishments are the only disciplining tool they are aware of. Very few adults understand the complex matrix of power relations, violence and abuse that underline physical and psychological punishments. In this chapter we take a hard look at all these concepts.

DEFINITION OF VIOLENCE

'The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, physical harm, maldevelopment or deprivation[9].'
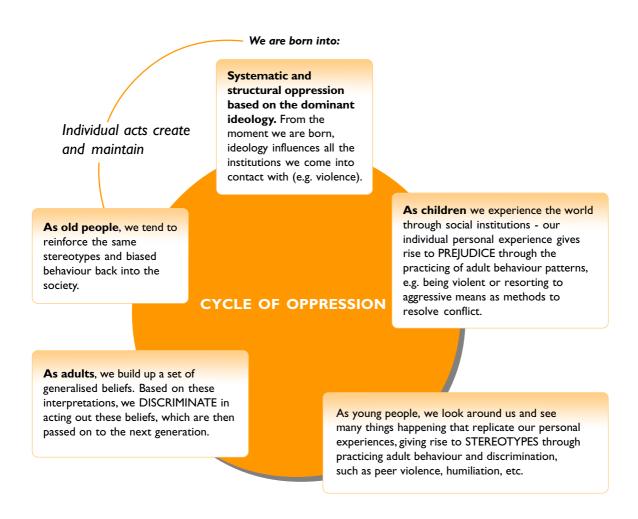
Violence can take different forms: physical, psychological or sexual.

THE CYCLE OF OPPRESSION[10]

Children are born into societies that practice violence, oppression and exclusion. As a result, they learn and practice prejudicial behaviour during childhood. They call names, bully and exhibit targeted violent behaviour, often towards minority children or girls. As they grow into adulthood and continue acting out stereotypes, this becomes their stereotypical behaviour. A cycle of violence, oppression and exclusion results in transmitting the same practices to the next generation.

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9   WHO definition

10 Adapted from: Ravi Karkara, Life Cycle Approach to Child Participation, A paper presented on Corporal Punishment, Global Save the Children Meeting in Cairo, 2003

We are born into:

Individual acts create and maintain

Systematic and structural oppression based on the dominant ideology. From the moment we are born, ideology influences all the institutions we come into contact with (e.g. violence).

As old people, we tend to reinforce the same stereotypes and biased behaviour back into the society.

CYCLE OF OPPRESSION

As children we experience the world through social institutions - our individual personal experience gives rise to PREJUDICE through the practicing of adult behaviour patterns, e.g. being violent or resorting to aggressive means as methods to resolve conflict.

As adults, we build up a set of generalised beliefs. Based on these interpretations, we DISCRIMINATE in acting out these beliefs, which are then passed on to the next generation.

As young people, we look around us and see many things happening that replicate our personal experiences, giving rise to STEREOTYPES through practicing adult behaviour and discrimination, such as peer violence, humiliation, etc.

Gender roles and relations, ideas and perceptions, patriarchal structures or power structures based on age, caste, class, etc. are reproduced from one generation to another. The views and values of the society are internalised, shaping our attitudes, perceptions, behaviour and decisions later in life. Men and women are constrained by these perceptions; they can prevent people from developing to their full potential and making the choices they would like to make. Such perceptions also influence the kind of decisions boys and girls can take concerning their own lives, the games they play and the professions they want to pursue and are allowed to choose. This has an impact on their relations with the opposite sex as well.

The big question is, "*Can we break this cycle of violence, oppression and exclusion?*" And the simple answer is "*Yes!*" By addressing the root causes of discrimination and by perpetuating inclusion and respect for rights as a value, any society can break the cycle. The result will be societies characterised by greater equality and respect, and less violence.

At the same time we must remember to focus on positive aspects of children rearing practices in our culture, constructive social values and norms and use them to challenge negative values and to promote positive discipline.

Save the Children recognises that physical and psychological punishment is part of the larger issues of violence and education. It realises that it is important to break this cycle of violence and promote positive discipline methods among parents, teachers, caregivers, etc.

Save the Children defines physical and psychological punishment as below:

ARGUMENTS FOR ENDING PHYSICAL AND PSYCHOLOGICAL PUNISHMENT

There are a number of important arguments for ending physical and psychological punishment:

- Physical and psychological punishment violates a child's right to respect, physical integrity and human dignity.
- Physical and psychological punishment has an adverse effect on child development. It has social, emotional and physical consequences on children.
- Physical and psychological punishments teach children that violence is a right method for conflict resolution. It also legitimises the abuse of power as an essential part of affective relationships.
- Besides, physical and psychological punishments are so readily at hand that it discourages some teachers and parents from trying alternatives.
- Physical and psychological punishments may also be responsible for school drop outs, poor academic performance, improper communication and low self esteem in children.

Adults are better able to stop using corporal punishment and other humiliating forms of discipline if they feel that there are effective alternative ways of encouraging appropriate children's behaviour. Two things need to be considered here:[13]

- Giving up corporal punishment does not mean giving up discipline: children need clear limits and guidance on what is right and what is wrong, and abandoning the short-cut of violence is likely to produce better disciplined children. Parents and teachers need to see clearly that there is an alternative, and this can be found if corporal punishment is no longer considered as a possible tool for meting out discipline.
- While there is a range of alternative discipline approaches available, the real trick is to adopt a different approach that acknowledges children's evolving capacities and affirms children's good behaviour rather than punishes their bad behaviour.

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11 Ending Physical and Humiliating Punishment of Children-Manual for Action, Save the Children 2005
12 In this toolkit the term Physical and Psychological Punishment is used in place of Physical and Humiliating punishment according to the South and Central Asia regional context
13 Ending Corporal Punishment of Children – Making it Happen, Save the Children Spain, Sweden and UK 2001, p 24-25

POWER RELATIONSHIPS

Power[14] is a natural quality of human relationships, which includes the capacity to influence our own development or the development of another person. The crucial issue is how to use the power we have in our lives. We can use the power we have over another person to guarantee their best development (protection, education, authority) or we can use it to harm their development (violence), by abusing the power we have.

You can have power over other persons in two ways:
- In a natural way, by physical force or by love.
    - If you are physically stronger than the other person, you can harm or protect the person.
    - When you have an affective relationship with him/her, you can help this person to grow, or you can create dependency or affective manipulation. For example, love gives us power over others, therefore we have power over people we love and they have power over us too.
- Power can also be obtained at a social level, by authority and social difference.
    - When you are in a position of authority over other people (government, police, boss, teachers) you can use it to educate, protect and promote welfare or you can use it to obtain a private benefit.
    - When there is a social difference (gender, education, resources available), this difference could be used to create relationships and growth or to create a situation of social inequity, which leads us to many other problems.

There are a lot of examples of concrete forms of abuse of power, which take the form of violence in daily life. For example, an adult may use humiliating language knowing it is going to harm the child because he/she knows exactly how to hurt the child. Although they might regret it later, it has already been said. All these are forms of violence. In fact, at times violence could even be a way of looking, a word or a gesture, depending on our intentions and the power we hold over others.

When we think about the relationship between parents and children, we have to realise that parents have all forms of power over children - physical force, love, authority and social difference – which they can use in one way or the other. They can promote their children's development or they can harm them using violence. One of the most common forms of violence used by parents and people with authority over children is physical and psychological punishment. It teaches children that violence is legitimate because adults use it with them when they cause problems.

So, the difference between discipline and physical and psychological punishment is also the difference between the use of authority and the abuse of power. The difference between both is the use of violence. This is one of the main causes of damage to a child's development.

When we see the difference between positive discipline and physical and psychological punishments, we begin to recognise the latter as a form of violence. Moreover, while using such punishments we need to bear in mind that in actuality we are not educating our children. We are teaching them not to take care of others, not to respect others; that love is linked to violence in the same way that authority is linked to violence; that violence is a legitimised way of solving conflicts. We also convey the message that the stronger wins over the weaker.

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14 Pepa Horno, Love, Power and Violence: A Transcultural Comparison of Physical and Psychological Punishment Patterns, Save the Children Spain, 2005

DIFFERENCE BETWEEN PHYSICAL AND PSYCHOLOGICAL PUNISHMENT AND POSITIVE DISCIPLINE

Physical or psychological forms of punishments are nothing but legally and socially accepted forms of violence against children, which damage a child's development and their relationships with adults. These punishments also produce a kind of suffering for the children that deny them complete development and the right to respect, physical integrity and human dignity. Adults often justify such punishments as a disciplinary tool to educate and protect children.

We agree that discipline is necessary to educate and bring up children because it is imperative to protect them and guarantee their proper development. Moreover, discipline is also an educative tool. But it is important for parents and teachers to know that it is possible to discipline children without being violent with them. Norms and limits can be enforced without harming children. The positive discipline approach does not go against parents and teachers. However, the problem is that most parents and teachers believe discipline and physical and psychological punishment to be one and the same thing.

For instance, we could say to a child *"I'm embarrassed by you because you are a naughty boy and keep your room so dirty!"* OR *"You have to do the homework because the teacher has said you have to and because I'm your father and you have to obey me!"* Such statements demonstrate a kind a physical or psychological punishment.

Instead, we could say to the child *"I'm embarrassed by how dirty your room is; I'm sure you can clean it"* OR *"You are going to do the homework because you will learn and I will feel more proud of you."* These are example of positive discipline.

The intention of education and correction could be present on both sides, but in the first example, the father or mother is using violence against their children, and in the latter example they are not. Parents should respect their children's feelings in the same way they would teach their children the meaning of respecting others.

Moreover, discipline is also a form of teaching[15]. And what do we teach children when we focus on good versus bad, or when we focus on rewards versus punishment? We teach them that external judgements of behaviour are more important than internal feelings of accomplishment. We also teach them that behaviour is good or bad with little recognition for effort at a task. Although it is often easier to use a system of reward and punishment, the use of positive discipline is more far-reaching and empowers individuals to take decisions in life. It is a partnership for learning that occurs between the parents, teachers and the child. It teaches children how to make decisions based on their own experiences, and to utilise an internal system of reinforcement to weigh the values of the decisions that they have made. This matter of discipline is equally important for parents and teachers, as it reduces the stress associated with assuming responsibility for a child's behaviour or misbehaviour and those associated with negative discipline techniques such as spanking, yelling or other types of punishment.

Discipline can then be expressed as a practice of care and respect towards others and towards self.[16] We can teach children to take care and respect themselves and others, only if we take care of them and respect them. We teach the children by the way we behave towards them.

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15 Kate Harper, We Can Work It Out-Parenting with Confidence, A Training Pack for Parenting Groups, Save the Children, 1999
16 Tony Humphreys, A Different Kind of Discipline, p 4

The differences between Positive Discipline and Physical and Psychological Punishment are:[17]

Positive Discipline	Physical and Psychological Punishment
Never includes forms of violence, neither physical nor humiliating	It is a physical or psychological form of violence
Questions the action, never the person	Questions the person's dignity, not the action It does not offer an alternative behaviour
It offers an alternative behaviour	It is not related to wrong action and neither is it proportional to it. It produces fear and obligation to obey, not learning
It is always an action related to the wrong behaviour and proportional to it, to produce positive learning in the child	It is based on an abuse of power
It is not imposed with authority	It is faster and easier, does not require time to plan and think
It is always thought out and planned	It never includes child participation
Children participate as much as possible, and at least they are informed of the norms and the consequences	It teaches children that people who love them hurt them (link between love and violence) and people who have authority can abuse it (link between authority and violence) [refer to section above]
It includes non-violent forms of punishment	

PHYSICAL AND PSYCHOLOGICAL PUNISHMENT AND ABUSE

It is essential to understand that both physical and psychological punishment and abuse are forms of violence. But for intervention, it is crucial to understand the difference between these two phenomena as different forms of violence.

	PUNISHMENT	ABUSE
SEVERITY	Produces light physical injuries. For example, hitting, slapping, etc.	Produces light and grave physical injuries, physical or psychological abuse
INTENTION	Parents/teachers take it as an educational tool	Normally, there is no educative intention
AWARENESS	An adult who punishes does not recognise punishment as violence. It is a non-recognised form of violence	An abusive adult has full awareness of his/her acts of violence

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17 Pepa Horno, Love, Power and Violence: A Transcultural Comparison of Physical and Psychological Punishment Patterns, Save the Children Spain, 2005

So, to be able to identify violence, it is very important to have a common framework to understand it and analyse these components in the right order:

- *Violence harms child development.*
  Anything that harms the development of the child, even though the adult didn't intend it, is violence for the child. (Refer to chapter on child development to see the effects of physical and psychological punishment on child development)
- *Violence is an abuse of power.*
  The person who uses violence is abusing the power they have over children. In a majority of cases, people who use violence over children are related to him/her.
- *Violence has three different forms: physical, psychological and sexual.*
  Violence can be in the form of abuse or neglect, but it always will take these three different forms.

Therefore, physical and psychological punishments are a form of violence that violates children's right to not suffer any form of violence in their development.

ACTIVITY 2.1

PERSONAL EXPERIENCES OF PUNISHMENT AND DISCIPLINE[18]

OBJECTIVE

To understand the difference between physical and psychological punishment and discipline

TARGET AUDIENCE

Adults such as parents, teachers and other professionals

TIME

25 minutes

METHOD

Discussion

MATERIALS

- Flip chart paper, marker pens
- Handout on difference between physical and psychological punishment and discipline (refer to the section above)

PROCESS

STEP 1 (5 minutes)
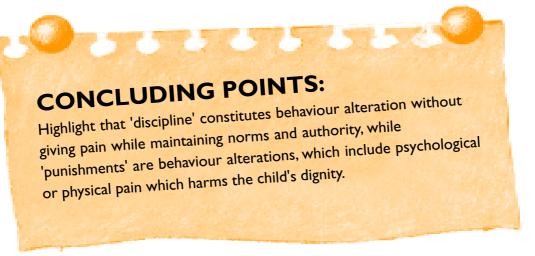
Ask participants to share their experiences of being physically and psychologically punished and/or disciplined as a child.

18 Ibid

STEP 2

Facilitator may write these experiences on two separate charts on the basis of what constitutes discipline and what constitutes physical and psychological punishment. (Note: At this point in time do not reveal to the participants the difference between the lists) For instance, slapping, threatening, scolding, shaking, calling names would go on one list (i.e. the list for punishment) and extra homework, additional work, not being allowed to see TV and friends would go on another list (i.e. the list for discipline).

STEP 3

Ask participants to point out the difference between the two lists. At this point reveal that one list constitutes punishment and the other discipline. Explain the difference between the two. Give handouts for detailed explanation of the concepts and the difference between the two.

CONCLUDING POINTS:

Highlight that 'discipline' constitutes behaviour alteration without giving pain while maintaining norms and authority, while 'punishments' are behaviour alterations, which include psychological or physical pain which harms the child's dignity.

POWER AND VIOLENCE[19]

OBJECTIVE

- To understand the relationship between power and violence
- To recognise that people hold power over us and we hold power over people

TARGET AUDIENCE

- Adults such as parents, teachers and other professionals
- The exercise can be adapted for children

TIME

25 minutes

METHOD

Discussion

MATERIALS

Flip chart paper, marker pens

PROCESS

STEP 1   (5 minutes)

Ask participants to name people in their lives who have power over them.

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19 Ibid

STEP 2 (10 minutes)

Ask the participants to list the reasons why these people are powerful.

STEP 3 (10 minutes)

Facilitator should draw the connections and summarise. There will be three main groups of people with power over the participants: people they love, people with positions of authority over them, and people in conditions of physical or social superiority. At the same time, they will have power over people who love them and some institutions and people they have authority over, but not over everyone. Facilitator should bring out these forms of power and the fact that everyone has some amount of power in their life. Participants should recognise this power within themselves and the situations in which they have used it.

CONCLUDING POINTS:

Summarise that all of us hold power over some people, just as there are people who hold power over us. There are different ways and situations in our daily life where we use power without realising it. When we have power or authority, we may misuse it and may cross the line of violence.

ACTIVITY 2.3

VIOLENCE AND PUNISHMENT[20]

OBJECTIVE

To analyse cases and identify the close links between violence and physical and psychological punishment

TARGET AUDIENCE

Adults such as parents, teachers and other professionals

TIME

1 hour

METHOD

Buzz groups, discussion

MATERIALS

Flip chart paper, marker pens

PROCESS

STEP 1   (30 minutes)

Divide the participants into groups and give them one case study each and ask them to analyse the case studies

Questions for reflection:
- What are the main issues in the case studies?
- What could be the reasons for such behaviour?

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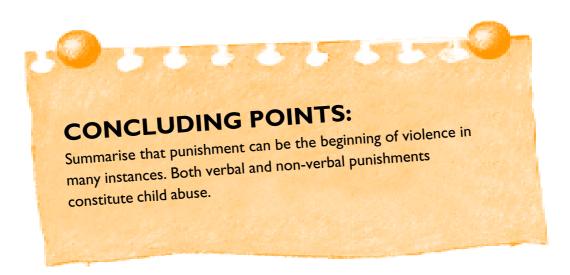
20 Training Module on Physical and Psychological Punishment, Save the Children Sweden Norway, Afghanistan, 2005

Case studies

1. A girl while trying to hide her crying and grief said, "*My father and mother would always beat me up because they wanted me to do household chores rather than study, so I ran away from my home.*"

2. A father asked his son to stop chewing gum and remove it. The son replied, "*You too might have chewed gum when you were a child*". When he heard this, the father thrashed his son.

3. A father sent his son to his cousin to get reading, writing and religious lessons from him. One day the father saw scratches on his son's face. He asked what happened. The boy replied that the Mullah had hit him because he couldn't read his lesson. When he heard this, the father too began to beat and insult him. The son's ears started aching very badly. The father later said, "*I have taken him to the doctor many times, but he is still not cured.*"

4. The teacher explained a lesson to the class and put a question to a girl. The girl couldn't answer because she didn't understand the language of instruction. The teacher made her stand outside in the sun without water till she fainted.

STEP 2 (30 minutes)

After the group discussions, ask the groups to present their analyses. Ask them to share examples from their real life if they have any. Based on these discussions, try to link the reasons they have found from the case analysis to the definition of abuse and violence.

CONCLUDING POINTS:

Summarise that punishment can be the beginning of violence in many instances. Both verbal and non-verbal punishments constitute child abuse.

3
CHILD DEVELOPMENT

Fulfilling child rights guarantees child development. Similarly, violation of child rights in the form of physical and psychological punishment can hamper it to a great degree. In order to understand this relationship, we need to take an in-depth look at child development itself.

WHAT IS CHILD DEVELOPMENT?

To understand the process of child development, we need to first define the terms 'child' and 'development'.

According to the UNCRC a child is every person who is under 18 years of age. Childhood is an important stage of every child's life. It is crucial for adults to understand the importance of childhood and child development.

There has been a shift in the paradigms on the understanding of childhood. Before the 1970s, predominant child concepts defined a child as a passive recipient, vulnerable and innocent, who was dependent on adult protection. This conceptualisation has now changed. A child is now increasingly recognised as an active social actor, a potential contributor to society. A child is not seen as someone who will become a human being in the future but someone who is a human being in the present.[21]

It is necessary to understand the concept of development as a positive process for which society needs to guarantee the best opportunities. This process is not restricted to childhood but lasts a lifetime. However, for the purpose of this toolkit, we will only focus on child development.

Development is defined as the process of change in which the child comes to master more and more complex levels of moving, thinking, feeling and interacting with people and objects in the environment.

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21 James and Proud, 1990

Needs of the child during the developmental process are changing, and society has to give and respond adequately to these needs. The idea of children's rights is based on this new paradigm of the child.

Development for the child entails:[22]
- Growing
- Changing
- Communicating
- Learning
- Moving towards self autonomy
- Taking on a social role

The main principles[23] which guide this development are:
- It is holistic. It consists of interdependent dimensions, which means that a child's development is both influenced by and influences all those who share a bond with him/her. There are also other factors at play such as the culture, society and the environment.[24]
- It begins at the prenatal stage.
- The first eight years of a child form the foundation for all later development, hence attention to the child's needs in early childhood is critical.
- Children's needs differ across early childhood years.
- Development is multi-determined and varies according to a child's nutritional and bio-medical status, genetic inheritance and social and cultural contexts.
- Children's development is cumulative in nature and not necessarily progressive.
- Children are active participants in their own development and learning.
- Development and learning occurs as a result of the child interacting with people and objects in his/her environment.
- Children live within a context – family, community, culture - and their needs are most affectively addressed in relation to that context.

FACTORS INFLUENCING CHILD DEVELOPMENT

Factors influencing this process of child development are:
1. Natural
2. Environmental

1. Natural factors would be genetic and hereditary factors.

2. Environmental factors would include:
- Security and acceptance for the child and love and support from attachment figures.
- A child-friendly environment where:
    - A child's basic needs are fulfilled
    - The child has an opportunity for equal participation
    - There is possibility of self-expression
    - Children's rights are guaranteed
    - Protection from any form of violence is guaranteed

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22 Elizabeth and Pal Jareg, Reaching Children Through Dialogue, Redd Barna Pb. Macmillan, 1994
23 Judith L. Evans with Robert G. Myers and Ellen M. Ilfeld, Early Childhood Counts: A Programming Guide on Early Childhood Care for Development, The World Bank, Washington DC, 2000
24 Refer to the Social Ecological Framework for more details.
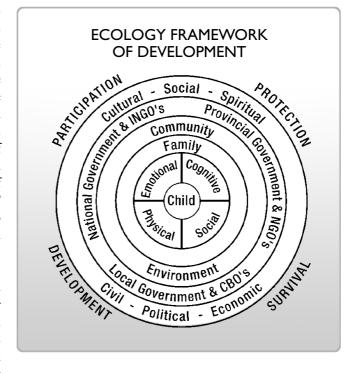
Both natural and environmental factors influence each other. Child development takes place in a social ecological framework. This means it happens in a variety of environmental contexts classified into interpersonal, social and cultural levels. In each of these levels, many different factors play a substantial role. Therefore, the development of the child is the result of all these interrelated factors, including natural ones.

SOCIAL ECOLOGICAL FRAMEWORK

A Social Ecology of Children's Rights[25] **:** A social ecology approach to children's rights explores the complex multidimensional and interrelated social aspects of the rights-based approach. The figure below represents a 'Child Rights Social Ecology Framework' that can be used to better understand the context of participation. This figure places each child at the centre of a series of concentric circles or social 'systems' influencing the child's capacity to participate in his/her social environment.

The child's basic human developmental needs are represented in the inner physical, cognitive, emotional and social sections. The next levels address the role of the child's school and family, comprised of various family patterns including nuclear, extended, fragmented, alternative guardians and other immediate primary care providers. Outside families and schools, there may be others with whom the child shares a bond. These people will also be in a position to affect the child's development.

ECOLOGY FRAMEWORK OF DEVELOPMENT

The next level includes the community and the child's natural and human-made environment. This system comprises of cultural values, specific childrearing patterns and the environmental conditions influencing variations in healthy growth and development. The environment includes such issues as the presence or absence of play spaces, safe housing, availability of safe/clean drinking water, as well as the direct impact of the local natural environment on children's development.

The level after the community addresses the roles of various forms of government, including local government, provincial or state, national and regional governments, as well as the presence or absence of alternate forms of governance (e.g. NGOs) and civil society.

The final level of the diagram represents the presence of local and national values that either support or do not support children's civil, political, social, economic and cultural rights, as well as the role of spiritual beliefs in influencing children's physical and moral development.

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25 Uri Bronfenbrenner, An American psychologist is responsible for this approach that has risen to the forefront of the field over the past two decades (Laura E. Berk, Child Development – 6th Edition)

The model clearly shows that all these factors affect the life of the child or influence his/her life one way or another. Therefore, to understand human behaviour, even violent behaviour, we have to analyse all levels.

In order to bring about a change, families and schools are the most important areas that need to be addressed as the influence of culture and society is first mediated by them. Ideally, there is a need to work at all levels simultaneously to bring about the desired change, but at the same time we have to be aware of our limitations.

AREAS OF DEVELOPMENT

Once we have understood the process of development it is necessary to establish the different areas of development. These are:
- Physical development, which includes health, brain development, biological development and motor development.
- Emotional development, which includes the creation of attachment relationships, self-esteem and confidence, and self-identity.
- Cognitive development, which includes language, intelligence, thinking, problem solving and analytical skills.
- Social development, which includes communication, relationship-building, attitudes, social skills, integration in a social environment (norms, limits and rules), conflict resolution skills, participation and association. As part of social development, it is important to include the ethical and moral development of the child.

Just as it is important to understand the different areas, it is necessary to analyse the process in which these areas are interrelated. This interrelationship can be depicted with the help of a pyramid.[26]

Social Development

Cognitive Development

Affective/Emotional Development

The affective or emotional development is the basis for the rest of the development, because all information which the child receives and internalises is from attachment figures, who act as a mirror for the first years of a child's life. So the interaction with people who have built an affective bonding will give them the elements and models for cognitive and social development.

Building a bond with a child allows us to give meaning to their experiences that form the basis of their psychological and emotional development. People who have established a bond with a child give them an internal model of behaviour and relationship and an internal model about themselves as human beings. That is why they are like mirrors for them. These models guide children's perceptions of themselves (self-esteem) and their behaviour in their own lives. If the child is following an internal model given by an adult, this is because he/she has a bond with him/her. There is lot of interaction with people in our lives, but only a few bonds are unique and not interchangeable, and these involve a lot of time and resources, have emotional implications and project long-term relationships.[27]

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26 Pepa Horno, Love, Power and Violence: A Transcultural Comparison of Physical and Psychological Punishment Patterns, Save the Children Spain, 2005
27 Ibid

This can be depicted through the 'non-complete smile' example. When an infant exercises its facial muscles, the adults take it to be a smile and they gesture or smile back. If the child has a bonding with the adult he/she would gradually learn to smile, but if the child has no bonding with the adult, he/she would never learn to smile. This shows how love or bonding can lead to positive cognitive development, which in turn leads to positive social development. In a similar way, if violence is introduced in the life of children it breaks the bondage which affects their cognitive and social development.

Another example would be of a mother/father/primary care giver sitting with the child whose toy is lying at a distance, the path to which is a little uneven. If the mother/father/primary care giver is encouraging and lets the child go towards the toy, the child will effortlessly retrieve it. However, if the mother/father/primary care giver urges the child to go but expresses fear, the child will start to fear the distance and will begin to cry. This is because the child is sensitive to the mother/father/primary care giver's fears.[28]

DEVELOPMENT STAGES AND MILESTONES

Here we summarise the stages and some of the milestones of child development. We want to emphasise that development does not end at any age. It lasts all our lives, but we are going to focus on the first years of life due to the essential role which these years play in child development.

STAGES	NEEDS	ACTIONS OF THE CHILD
Pregnancy	Protection, adequate nutrition, communication with the mother, health control, prevention of AIDS, no smoking	Communication with the mother and reception of stimulus (language, music)
From birth to 1 year old	Protection, adequate nutrition, stimulation, language stimulation, safe environment to explore, play	Development of the senses, motor development, linguistics, first steps, incomplete smile, social interaction, crying, exploration of objects and own body, reaction to stimulus, clinging to mother's body, attachment completed
From 1 to 3 years old	Protection, adequate nutrition, safe environment to explore, play, stimulation, relation with peers, promotion of autonomy	Control of bladder movement, develop friendships, solve problems, help with tasks, language, recognition of themselves and ownership of object, understanding other's emotions (theory of mind)
From 3 to 6 years old	Opportunity to develop fine model skills, recognition, protection, adequate nutrition, safe environment to explore, play, stimulation, relation with peers, promotion of autonomy, encouragement of creativity, opportunities for self-expression	Taking responsibility and making choices, understanding other's ideas (theory of mind), cooperation, sharing, developing self-confidence, performing different tasks, new thinking/analytical skills, vocabulary improvement

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28 Pepa Horno's Material, 2005

EFFECTS OF PHYSICAL AND PSYCHOLOGICAL PUNISHMENT AND POSITIVE DISCIPLINE IN CHILD DEVELOPMENT

Ending physical and psychological punishment towards children is a necessary condition for creating the best environment to promote their development.

Physical and psychological punishments harm child development in all areas. The table below provides a summary of comparison of the major effects of physical and psychological punishment or positive discipline on three categories of child development, namely: social, psychological and physical consequences.

	General effects of Physical and Psychological Punishment	Effects of Positive Discipline
Social consequences	Children's rights violated No child-friendly environment Constraints on children developing as active citizens with same rights like adults Link between authority and violence Risk of fear Violent models of relationship Little/no communication between children and adults No autonomy, dependence on fear and sanction of others No opportunities for full social development Risk of mistrust of adults Risk of isolation	Children's rights fulfilled and promoted Trust towards adults Children are equal citizens Link between authority and respect for other's dignity Cooperation Non-violent models of relationship Communication skills improved (to listen, express and forgive) Negotiation skills and conflict resolution skills Problem solving abilities Analytical skills improved Social integration
Psychological consequences	Link between love and violence Risk of degrading self-image and self-esteem Risk of guilty feelings Risk of anxiety and insecurity Risk of possibility of depression Risk of lack of confidence Risk of lack of autonomy, dependence on adults Risk of damage to attachment relationships and cognitive models internalised Risk of feelings of revenge and anger Risk of emotional instability Risk of slow learning	Link between love and protection Self-confidence promotion Self-image and esteem promotion Good attachment relationships Feelings of security Emotional stability Autonomy Better learning process
Physical consequences	Risk of physical damage Risk of damage: injuries, disabilities, even death	Protection and healthy physical development

ACTIVITY 3.1

BUILDING AFFECTIVE BONDS[29]

OBJECTIVE

To realise how to develop a mutually respectful relationship between the child and adult members in the family

TARGET AUDIENCE

Adults, especially parents and primary care givers

TIME

30 minutes

METHOD

Role play, discussion

MATERIALS

Flip chart paper, marker pens

PROCESS

STEP 1 (15 minutes)

Invite few participants to do a role play. The rest of the participants are the audience.

Scenario 1:
Father or mother comes back from the workplace, stressed and tired. The child is waiting eagerly to express his emotions. The child hugs the father/mother but the father/mother restrains him/her with negative words.

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29 Developed by the Regional Working Group

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Scenario 2:
Father or mother comes back from the workplace, stressed and tired. The child is waiting eagerly to express his emotions. The child and the father/mother hug each other and the parents patiently hear the child. Mother/father shares her/his difficulties of the day, the child understands and her/his problems are solved.

STEP 2

Ask the participants to reflect on the role play, keeping the following questions in mind.

Questions for reflection
- What makes the two scenarios different?
- What are the differences in the relationship between the parent and the child in each scenario?
- What will be the consequences for the child in his/her development?
- What messages is the child going to receive from the parents in each case?
- Define strategies of change for the scenario you consider wrong.

CONCLUDING POINTS:
Highlight that developing affective bonds with children requires parents to create a mutually respectful relationship with them.

ACTIVITY 3.2

DIFFERENCE BETWEEN INTERACTION AND BONDING[19]

OBJECTIVE
- To understand the importance of developing emotional bonds with children to promote their affective development
- To understand the difference between emotional bonding and interaction without love

TARGET AUDIENCE

Adults such as parents, teachers and other professionals

TIME

30 minutes

METHOD

Group and open discussion

MATERIALS
- Board
- VIPP card
- Flip chart paper, marker pens

PROCESS

STEP 1 (10 minutes)

In groups, ask the participants to reflect and analyse the difference between a relationship we establish with a taxi driver whom we ask to take us to a place and the relationship we establish with our partner or our best friend (Please do not force participants if they don't want to chose a 'partner'. A culturally appropriate example should be taken for the discussion in this activity).

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30 Pepa Horno, Love, Power and Violence: A Transcultural Comparison of Physical and Psychological Punishment Patterns, Save the Children Spain, 2005

STEP 2

Ask the groups to share their discussions with everyone else. The facilitator notes the comments on a flip chart.

FACILITATOR'S TIP:

Relationship with a taxi driver: The relationship is not unique - there is no physical contact, no sharing of personal things. It is a temporary relationship. There is no confidence, no emotions involved, you pay for a service, so there is an interested interaction on both sides.

Relationship with our best friend/partner: It is unique, involves emotional bonding, love, affection, physical contact and sharing of personal things. To build the relationship is a long process. We need to adjust and compromise to maintain it. It does not involve payment. It is based on mutual understanding, trust, confidence and support.

STEP 3

Make the participants see the components of the bonding and the process of building it. Make them reflect on what this means for a child. What are the consequences on the development of a child when parents only interact with them but do not bond?

CONCLUDING POINTS:

Highlight that parents need to establish a bond with their children for their best development. Bring out the fact that we interact with a lot of people but we only establish bonds with some of them. People with whom we share a bond influence our internal cognitive models of relationship and our development. It is also necessary to spend a lot of time and invest emotionally to build a bond with children.

ACTIVITY 3.3

THERE IS NO DEVELOPMENT WITHOUT PLAY

OBJECTIVE

To understand the importance of play and recreation on child development

TARGET AUDIENCE

- Adults such as parents, teachers and other professionals
- Children.

TIME

30 minutes

METHOD

Group and open discussion

MATERIALS

- Board
- VIPP card
- Flip chart paper, marker pens

PROCESS

STEP 1   (15 minutes)
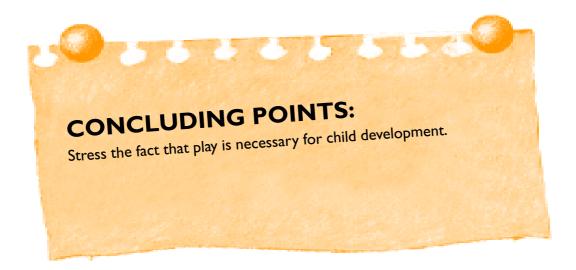
Divide the participants in groups and ask them to reflect on their childhood and discuss with others the various play/activities they indulged in.

Ask them to analyse how these games contributed to their development

FACILITATOR'S TIP:
Examples of the analysis: Creativity, socialisation, confidence building, analytical skills building, physical development, discipline, coordination and cooperation, association, character building

CONCLUDING POINTS:
Stress the fact that play is necessary for child development.

Part 2

POSITIVE DISCIPLINE

- Self-confidence
  - Respect and Responsibility

    Norms and Limits
    - Conflict Resolution

4
SELF-CONFIDENCE

Affective development is the foundation of child development. It is through affective bonding that a child develops emotional, social and cognitive skills. Physical and psychological punishments harm this aspect of child development, damaging a child's sense of worth. Proper affective development is therefore necessary to provide a child self-confidence and a model of positive and non-violent relationships. Self confidence is also necessary for a child to question abuse. Positive discipline techniques help to enhance self image and esteem of a child. Let's learn more about it.

CONCEPT OF THE SELF[31]

The concept of the self comprises of the set of perceptions, feelings, images and judgements that individuals have about themselves including the image others may have of them, and the image of the person they would ideally like to be. Shavelson, (1976), defines the concept of the self as 'perception an individual has of him/herself shaped through his/her experiences with the environment, and where a major role is played by environmental feedback and significant persons'.

From the cognitive viewpoint, the concept of the self is seen as a multidimensional phenomenon which includes **five different sources**: emotional, personal, physical, social and academic. The self performs the role of relating the individual's experiences with the surrounding environment, while it maintains, protects and grows the 'I'.

EVOLUTION AND DEVELOPMENT OF THE CONCEPT OF THE SELF[32]

The concept of the self is not something we are born with; rather, it develops through experience, its content growing over time. Gradually, individuals perceive and get to recognise a greater number of features in themselves. These characteristics become more clearly differentiated with time and

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31 Educate don't Punish! Awareness Campaign against Corporal Punishment of Children in Families, Save the Children, UNICEF, CEAPA, CONCAPA
32 Ibid

include a range of physical, psychological and social characteristics. The contents of these three types of variables also grow in scope, so that as the individual develops, he/she will have a fuller and more realistic image of him/herself.

During their first month of birth, infants cannot distinguish the 'I' from the outside reality. For them, there is no external reality different from themselves, which is why they cannot see themselves reflected in it. This is an indispensable condition for the emergence of the concept of the self which only starts developing once children start **differentiating** their individuality from the outside world and when they perceive other human beings as different and separate.

During their first year, children learn more things about themselves as they become aware of the different parts of their body and draw the limits that separate them from the real world outside. In other words, their personal identities develop on the basis of their **experiences and their capacity for introspection**.

As they evolve, children build the concept of themselves that is increasingly differentiated and defined. They perceive themselves not only through a larger number of physical, personal and social features, but also as owners of more and increasingly complex ideas and information about reality. Between 18 and 24 months, children recognise their own bodily image before a mirror and this sense of the bodily self becomes fundamental in the perception of all other dimensions of the 'I'.

During the pre-school years, the child's concept of the self is modelled by the perception others have of him/her more than by their own direct experience. During this stage, language is another factor that contributes to broadening and accelerating this process. Around the age of two, the child's name and capacity to name himself/herself gains great importance in the building of the individual's identity. Towards the age of three, the child gains knowledge that he/she is an independent self from others.

Rapid development in these initial years gives the child an initial and already clear-cut definition of his/her individuality. This is achieved through the acquisition of language, the development of psychomotor skills, as well as the initial ability to understand and enforce some rules for coexistence and social habits.

L'ecuyer describes **evolution** (as well as involution) of the 'I' as the result of six successful stages:

1. From 0 to 2 years. *The **emergence** of the* 'I' as a consequence of physiological, cognitive and social experiences that conclude with the separation of the person from everything else. During this stage, the emergence of a body image is the most important component of the development of the 'I' and the foundation for a self-consciousness, as the perception of individuality results from the perception of one's own body.

2. From 2 to 5 years. *The **confirmation** of the* 'I'. This dimension is reached through the development of **language** and as a consequence of social interaction.

3. From 5 to 12 years. *The **expansion** of the* 'I'. **Schooling** brings new experiences to the child, who also assumes new roles and a new status (now he/she is one among many, and not the only one as at home), and adapts to new interests and viewpoints. These school years are critical in the evolution of the general concept of the self, and in particular, of the academic concept of the self. School and family now share in shaping the concept of the self, although families still play a preferred role.

4. From 12 to 18 years. The ***differentiation** of the* 'I'. Once again, interest in the image of the body moves to the forefront, and also focuses on the psychological differentiation that appears

during adolescence. Self-esteem changes, personal independence increases and the individual's own identity is re-examined, giving rise to the new perception of the 'I'. Primitive role models (parents) lose strength as the importance of peers, teachers and culture, music, sports, movies, models and others increase theirs.

5. From 20 to 60 years. *The* **maturity** *of the* 'I'. During this stage of life, the foundations of the individual's personality have already been built and no major changes are expected. However, some observers consider this stage as one where many and frequent changes may occur.

6. From 60 to 100 years. The individual generally **declines,** originating a concept of the self that involves along a negative slope, together with the involution of the bodily image given the various diminishing abilities. A quick loss of identity occurs as individuals stop performing professional work (retirement), coupled with lower self-esteem and decreased social behaviours and relations.

CONCEPT OF SELF-ESTEEM

Most people's feelings and thoughts about themselves fluctuate somewhat based on their daily experiences – the grade you get in an examination, how your friends treat you, ups and downs in relationships, all can have a temporary impact on your well being. Your self-esteem, however, is something more fundamental than the normal 'ups and downs' associated with situational changes. For people with good basic self-esteem, normal ups and downs may lead to temporary fluctuations in how they feel about themselves, but only to a limited extent. In contrast, for people with poor, basic self-esteem, these 'ups and downs' may make all the differences in the world. Brian Mesinger, PhD, paediatric psychologist, defines self-esteem as 'the collection of beliefs or feelings that we have about ourselves'. How we define ourselves hugely influences our motivations, attitudes and behaviours.

Self-esteem may be considered as the **emotional dimension of the concept of the self**. It points to the attitudes of self-approval or disapproval, and results in favourable or unfavourable feelings about one's self. It points to the degree to which one sees oneself as capable, important and valuable, and contributes to building the moral 'I'.

In 1967, Coopersmith defined self-esteem as 'the individual's self-assessment on a permanent basis and which reflects an attitude of approval or rejection and the extent to which the individual thinks himself capable, significant, successful and valuable. Self-esteem is a personal judgment of the value as expressed in the attitudes the individual has about himself.'

Children's self-esteem may get affected by many factors i.e. attitudes of parents, comparisons and discrimination. These factors lead to an attitude of rejection in children. Adults should try to increase the confidence in children and instil a sense of capability.

BUILDING THE CONCEPT OF SELF AND SELF-ESTEEM

The concepts of self and self-esteem are not inborn, but rather a **learned reality which is acquired and modified through multiple personal experiences and relationships with the environment**. They are also linked to personal achievements and failures. The following **factors and processes can be listed as those that help create an awareness of the concept of the self and self-esteem:**

1. Firstly, the relationship between the child and his/her family environment is crucial because we learn of our own value and what we are worth from the values we are given by the

most significant people for us (fathers, mothers, teachers etc). To their children, parents are a sort of mirror where they see a reflection of themselves. Additionally, when parents have high esteem of themselves, generally their relationship with their children is one of emotional support, interest, acceptance, absence of punishment. Where parents do not use deprivation of affection as disciplinary instrument, children are more encouraged to express themselves and to participate in decision-making, etc. All this contributes to developing the children's self-esteem and concept of the self by proposing appropriate role models. This contrasts with cases where overprotection, lack of affection, family conflicts, induction of a false identity and unmeasured permissiveness all act against the building of the 'I'.

Children must grow within a framework of consistent and clear rules of behaviour. The protection of firm and affectionate parental authority will help them to avoid feelings of failure and anxiety, and will consequently contribute to improved self-esteem. Lack of authority has been seen to harm a positive concept of the self, while an appropriate degree of control and freedom contributes positively to developing self-esteem, independence and self-assurance.

2. **Social comparisons**. While the influence of parents is decisive from the outset, valuation by peers and comparisons with them will exert an increasingly important role as soon as the child starts going to school. Schools permit the development of new skills and the learning of new roles. They also provide a context where children can make the necessary social comparisons which provide a basis for appropriately adjusting their self-esteem and self-image. From this viewpoint, we must understand the role of peers during adolescence in building the child's identity. During these years, the role of peers will be more important and significant than the function performed by adults.

3. A teachers' personality and behaviour is just as important in modelling the student's concept of the self and self-esteem. Teachers need to provide the appropriate degree of freedom to children where there is enough room for making choices and decisions. They must act respectfully because when the students feel respected and well thought of, they also learn to respect and have higher regard for themselves. The teacher's affection will create feelings of personal dignity and commitment in his/her students. Good teachers will never resort to humiliation, ridicule or sarcasm but rather will convey expectations, which the child will try to accomplish. An effective procedure for teachers to increase their students' self-esteem and enhanced concept of the self is by providing opportunities for success, planning academic activities in a way that positive results may be achieved while preventing failure. Success leads children to realise positive attributions about their skills. It increases their belief in their own capacities and in their ability to solve problems. Success also increases their level of aspirations by fixing ever higher goals with increased expectations of successfully achieving them. The reason for this is that more than success or failure in themselves, it is the self-esteem that matters. At any rate, it is critical to fit the level of aspirations to the actual potential of each individual.

4. Around the age of 12, children start to change. From that moment onwards, they not only seek the value judgment of others (parents, teachers, peers, etc.) exclusively, but also establish their own value according to **their personal competence and criteria.** This highlights the importance of creating the habit of appreciating, understanding, taking care of and rewarding the self. It is equally important to help children discover their potential and their own resources.

This will strengthen the self esteem of children and avoid depending exclusively on the opinions of others. During these stages, it is of utmost importance to act realistically and value the qualities and skills children have rather than those they lack. By valuing their feelings of competence and excellence, teachers, parents and care givers will contribute to a stronger self-esteem of children.

CHILDREN'S SELF-ESTEEM

When parents and teachers of young children talk about the need for good self-esteem, they usually mean that children should have 'good feelings' about themselves. With young children, self-esteem refers to the extent to which they expect to be accepted and valued by the adults and peers who are important to them.

Children with a healthy sense of self-esteem know that the important adults in their lives accept them, care about them and would go out of their way to ensure that they are safe and well. They feel that these adults would be upset if anything happened to them and would miss them if they were to be separated. Children with low self-esteem on the other hand, feel that the important adults and peers in their lives do not accept them, do not care about them and would not go out of their way to ensure their safety and well being.

During the early years, young children's self-esteem is based largely on their perceptions of how the important adults in their lives judge them. The extent to which children believe they have the characteristics valued by important adults and peers in their lives figures greatly in the development of self-esteem. For example, in families and communities that value athletic abilities highly, children who excel in athletics are likely to have a high level of self-esteem, whereas children who are less athletic or who are criticised as being physically inept and clumsy are likely to suffer from low self-esteem.

Families, communities and ethnic and cultural groups vary in the criteria on which self-esteem is based. For example, some groups may emphasise physical appearance, and some may evaluate boys and girls differently. Stereotyping, prejudice and discrimination are also factors that may contribute to low self-esteem amongst children.

SELF-IMAGE AND SELF-ESTEEM

Self-image is how one sees him/herself in relation to others. This may be how you see yourself physically, or it may be more about the idea you have of yourself – which could also be called self concept. It is very important as it affects your self-esteem and confidence. Self-image includes
- What you think you look like physically
- How your personality comes across
- What kind of person you think you are
- What you think others think of you
- 4How much you like yourself or you think others like you

If someone has a poor self-opinion, his/her self-esteem will be poor. Self-esteem focuses on how one feels about oneself – self-image is about how you see yourself. There is a very thin line between the two, but self-esteem is a derivative of self-image, given the values attached to those elements in the image.

In fact at times, self-esteem and self-image may not correspond with each other. You could have a good self-image but consider it unimportant, so you may actually have poor self-esteem. For instance, an adolescent child may be very good academically and may know that fact. That will

give him/her a good self-image, but he/she may not give any importance to that trait, and may end up having poor self-esteem.

It is very important to encourage children to realise their talent and excel in it. All children may not have similar talent or skills as per adult perceptions. This helps build their self image and self esteem.

CONFIDENCE BUILDING AND SELF-ESTEEM

Confidence is related to self-esteem and is a highly desirable trait needed to face the challenges of life. Children with high self-esteem behave confidently while low self-esteem hampers one's efforts in being confident.

Confidence matters in:
- Relationships
- Work
- Parenting
- Life skills
- Decision-making
- Achieving goals
- Improving situations or circumstances one does not like
- Expressing one's self
- Taking up new challenges
- Being open to change
- Self-improvement

Confidence comes from several sources:
- From within one's self
- From affective bonding with others, which is the basis of child's affective self-development
- From child's achievements
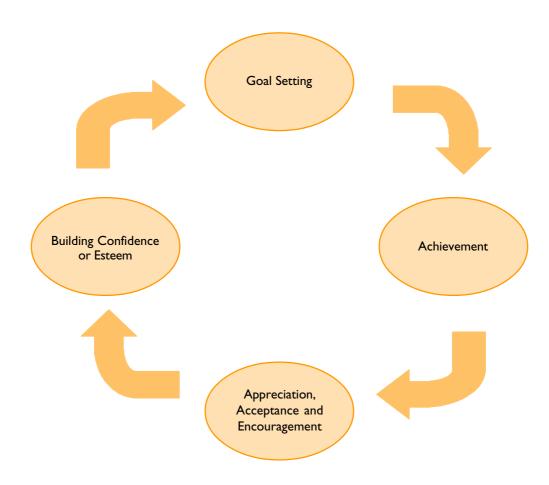
A person's inner acceptance of one's self can create a sense of confidence and ownership. Very often, this inner strength comes from the resources the person may have gathered as a child in which the self-image, self-esteem and acceptance of the self – had created the resources within the person. These resources can help the person to withstand situations later on which may not be supportive, or even be hostile, but which do not affect the person's self-esteem or relationship with the self.

Disapproval from others, particularly in early developmental stages, can create a sense of emptiness in children that lasts throughout their lives. Despite achievements and supportive environments at later stages, the need for approval and acceptance from the outside becomes a constant craving for the child. It is very important for a child to be appreciated for who he/she is, and be disciplined through rejection of behaviour, but not of the self.

Achievements and a sense of accomplishment play crucial roles in building confidence in the self. It is important to remember that values and virtues are culture specific, and appreciation of the achievement will depend on whether the specific act/trait is considered a virtue in that culture or not. Intersectional ties between gender, sexuality and class are the primary determinants of what is considered a virtue and what is not. The following cycle shows how achievements can lead to building of self-esteem and confidence.

It is crucial to provide children opportunities within the family and at school to involve them in matters, allow them to take decisions and implement them. This sense of achievement builds their self-esteem and confidence.

CULTURAL SPECIFICATIONS AND SELF-ESTEEM

In most analyses on personality and self-confidence, cultural and regional specifications and value impositions on behaviours and traits need to be considered. For example, in a Western context an outgoing person who is able to make lots of friends is usually identified as someone with high self-esteem, but in South and Central Asia, humility and contained behaviours in children is often considered a virtue. Thus, many children grow up with the value that 'talking too much' is a vice. A child who is quiet and grows up in an environment that values self-containment may continue to exhibit the behaviour that has brought positive reinforcement, which may not necessarily mean lack of confidence. In the context of physical and psychological punishment, in South and Central Asia the culture provides a social sanction to it. Children are expected to undergo the punishment in humility and not question it. In their adult life, this may make them subdued and not make them question violence. This attribute cannot necessarily be classified as low self-confidence.

The values and virtues in themselves can be questioned from other premises, on broader contexts of social norms and values, of patriarchy and so on.

Humiliation as a discipline strategy undermines self-respect and self-esteem[33]

"I used to fight with my teacher. She did not treat me like other students. She used to beat me and say that, when I grow up I am going to be a witch. She used to write bad things in my books and used to say, 'you stupid girl, I am not going to mark your books. I hate you, you are ugly.'"

A girl

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33 Kimberley Porteus, Salim Vally, Tamar Ruth, Alternatives to Corporal Punishment, Wits Education Policy Unit in Collaboration with the South African Human Rights Commission and the British Council, 2001, p 28

> *"I've been fine all along, my problems started just now with this teacher I'm with. She would degrade me in front of the class, accuse me of all sorts of things"*
>
> A boy
>
> *"They said I am a slow learner and I should go to a school for the mentally handicapped."*
>
> A girl

SELF-ESTEEM AND POSITIVE DISCIPLINE

One of the consequences of educating children with positive discipline techniques is that we create in them a good cognitive internal model of themselves regarding their self-image and their self-esteem. We give children enough confidence to face life situations. Positive discipline techniques are tools to bring up a child that is prepared to face conflicts and problems in life.

Affective development should be based upon positive experiences of bonding. Affective relationships of adults will provide models of positive and non-violent affective relationships and a model of positive unconditional acceptance to the children, which will allow and teach them to accept themselves and result in good self-esteem.

Thus, good self-esteem will make children establish good affective relationships with others, making them gain their objectives, which will in turn reinforce their self-image and self-esteem.

For example, parents who love and unconditionally accept their child and at the same time demonstrate to him/her the limits and norms to live with others (respect and responsibility), will help the child internalise an idea of him/herself as a person easy to love, but who also needs to respect others. The child will expect from his/her relationships with others, a majority of positive experiences and will learn to deal with things he/she does not like in others. The child will never expect to receive violence from people who love them and he/she will not use these kinds of violent strategies in his/her relationships. He/she will have a good performance in school, and will easily make friends because people will also feel accepted and respected by him/her. So, positive discipline methods will be obvious for him/her when he/she has to bring up a child or face any other life situation.

ACTIVITY 4.1

THE CONCEPT OF THE SELF

OBJECTIVE

To understand how we build our self-image, the sources of information, the values attached with it

TARGET AUDIENCE

- Adults such as parents, teachers and other professionals
- Older children

TIME

1 hour

METHOD

Reflection, discussion, brainstorming

MATERIALS

- Flip chart paper, marker pens
- VIPP cards
- Sticking glue

PROCESS

STEP 1 (5 minutes)

Ask the participants to note down (individually) three positive things and three negative things about themselves.

STEP 2 (10 minutes)

Ask the participants to reflect where, when, how, and from whom they have learnt these traits about themselves, and how they attach a value to it.

STEP 3

Ask the participants to make 'self-building blocks'. Each block can be assigned to one trait and be coloured according to the value (e.g. yellow for positive and grey for negative). The width of each block can be proportionate to the impact the trait has on the person's life.

STEP 4

Collate the answers to the following questions on a chart paper:
- Who are the primary people that define characteristics or traits in us?
- How do we learn to attach a value to it?
- In which stage of the development cycle does this happen most?
- What are the consequences of these?

CONCLUDING POINTS:

Highlight that our primary caregivers are the most significant people in helping us learn about ourselves. The values they attach to us have a strong impact throughout our lives. Therefore, it is very important to relate to children with encouragement enabling them to develop positive self esteem.

If we treat children negatively they are vulnerable to blame and judgement. This is especially damaging when the blame and judgement is directed at the child and not at the behaviour. Also stress that our self-esteem is a product of all that we learn about ourselves from people around us. Very often, we perpetuate that behaviour on children because we believe that we hold the characteristic assigned to us. We do so without questioning.

THE WAY WE FEEL ABOUT OURSELVES

OBJECTIVE

To recognise the key actors who impact self-confidence of children and the roles they play in building their self-image

TARGET AUDIENCE

- Adults such as parents, teachers and other professionals
- Older children

TIME

1 hour

METHOD

Recreation, discussion, brainstorming

MATERIALS

NA

PROCESS

STEP 1   (15 minutes)

Divide the participants into three groups. Assign each group with a situation which they have to discuss and recreate.

> *Recreation 1*
> In a family, there are seven girls, and the parents, who crave for a boy, eventually give birth to a baby boy.
>
> *Recreation 2*
> In a school, there is one girl who comes from a minority family, the rest of the children are from middle or upper middle-class families.
>
> *Recreation 3*
> A boy of 14, when asked what he wanted to become when he grows up, said that he wanted to become an artist. The parents want him to take up science and become a doctor or engineer.

STEP 2   (7 minutes X 3 groups = 21 minutes)

Each group presents its recreation.

STEP 3   (25 minutes)

Ask the group to comment on the observations in the recreations. Crucial point to be observed: in each of the cases, how did 'being different' affect the children in question?

CONCLUDING POINTS:

Summarise that parental discrimination or indulgence on the basis of sex/gender or colour can affect a child's self-image very deeply. Highlight that peer rejection on the basis of 'otherness' can affect children psychologically. Moreover parental/caregivers' approval or expectations which contradict with the needs and wants of the child can become a source of undue pressure.

ACTIVITY 4.3

WHO COUNTS?[34]

OBJECTIVE

To learn the importance of self-acceptance despite the risk of others' disapproval

TARGET AUDIENCE

- Adults such as parents, teachers and other professionals
- Children

TIME

35 minutes

METHOD

Discussion, reflections

MATERIALS

Paper and pencils as needed

PROCESS

STEP 1
(10 minutes)

Introduce the activity by asking participants if they have ever done something they felt good about but knew that their friends would laugh at or criticise. Ask for several examples.

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34 Greg Carl, Nonthathorn Chaiphech, Friends Tell Friends on the Street, The Thai Red Cross and Research Centre, Canada Fund, 2002, M-21

STEP 2

Ask the participants to listen to the following situations and be prepared to finish the scenarios by giving a response to each:

- Suraj is smart, likes to go to school and studies very hard. Most of his friends do not like to study and say that it is a waste of time. Suraj is thinking of not trying for a scholarship because…
- Monira is very good at taking care of younger children and she tries to help them as much as she can. She enjoys helping around the centre. Her friends encourage her not to be so responsible and 'hang out' with them. Sometimes she does this because…
- Nema knows the difference between right and wrong, but she wants to fit in too. When her friends encourage her to make fun of another girl, she does it even though she knows it will hurt her feelings because….
- Ali knows that drugs can be harmful to himself and others. Taking drugs is now very popular among his friends and they offer him some almost daily. He is thinking of trying them because…

STEP 3

Invite participants to share examples of responses to the different scenarios.

Content questions
- Were any of these situations familiar to you? Share some examples.

Personalised questions
- What have you done in situations like these?
- How will you feel about yourself if you do something that you know is wrong or something with which you aren't comfortable?
- Do you think it is better to risk other's disapproval and feel good about yourself and your decisions or to do what your friends want?
- Do you have any friends who have similar interests? How do you feel when you are with these friends? How do you feel when you are with friends who have different interests?
- What things can you do to support feeling good about yourself?

CONCLUDING POINTS:

Highlight the fact that the relation between having feelings toward the self and risking others' disapproval is extremely important for children and young people aged 12-25 years when peer pressure is predominant. However, high self-esteem in young people will help them face such pressures in a responsible manner. Stress that self-acceptance is critical for developing good self-esteem.

ACTIVITY 4.4

WHO'S CHOICE?[35]

OBJECTIVE

- To recognise that there are certain rules or terms for living in society
- To practice making plans in order to have better control of one's lives and achievements

TARGET AUDIENCE

- Adults such as parents, teachers and other professionals
- Older children

TIME

50 minutes

METHOD

Discussion, brainstorming

MATERIALS

- Flip chart paper, marker pens
- Four signs in large lettering: 1. None 2. Little 3. Some 4. A lot

PROCESS

STEP 1 (10 minutes)

Place the signs on the walls around the room. Ask the participants whether they feel they have control over their own lives or not, and have them stand under the sign that matches their response. Divide the participants standing under each sign into small groups of three persons (depending on the size of the participants) and distribute flip chart paper and markers to each group.

STEP 2

Ask each group to answer the following questions:
- What are the aspects of your life that you feel in control of?
- What are the aspects of your life that do you not feel in control of?
- In what aspects of your life would you like to take more control?

STEP 3

Have each group give their opinions or answers. After each group has presented their replies, allow the other to give feedback (whether it is possible or not).

STEP 4

After all the groups have spoken, have them make a plan for developing the ability needed to be in control of the issues they listed for question 3. (For groups that think they do not have any control over their lives, other groups may be recruited to assist in starting the planning process). Have each group present their results once again.

Content questions:
- What are some things that we cannot control in our lives?
- When does a person have the most control over their own life?
- Why do many feel that they do not have control over their own lives?
- If we did not have restriction in controlling our own lives, what would be the result?

Personalised questions:
- What requirements must we follow before we are able to control our own lives?
- Have you ever wanted to do something but an adult has said that you are not ready? How did you react? What was the response to your reaction?
- If we conduct ourselves within societal terms, what is the result?
- If we want to change the societal terms what should we do?

Tips for group work:

In conducting the activity, the participants should apply four steps to good decision-making-

- Prioritise goals by importance. What is the most important goal? Are they possible or realistic?
- What are the different methods of reaching your goals?
- Determine the advantages and disadvantages to each method.
- Choose the best method and put it into action.

CONCLUDING POINTS:

It is important to help children set their goals and prioritise. Support them to put it into action.

5
RESPECT AND RESPONSIBILITY NORMS AND LIMITS

Self-confidence allows a child to respect himself or herself and others and learn the responsibilities that come with it. Norms and limits are important to facilitate this process. Norms and limits teach children mutual respect and responsibility of their actions - responsibility towards themselves and responsibility towards ensuring other's rights. This learning starts from childhood itself. Let's learn more about it below.

PROCESS OF SOCIALISATION[36]

The process by which individuals learn the culture of their society is known as socialisation. Primary socialisation, probably the most important aspect of the socialisation process, takes place during infancy, usually within the family. By responding to the approval and disapproval of parents and grandparents and copying their example, the child learns the language and basic behaviour patterns of the society. Besides this, there exists the educational system, the occupational group and the peer group – a group whose members share similar circumstances and are often of a similar age. Within the peer group, the young child, by interacting with others and playing childhood games, learns to conform to the accepted ways of a social group and to appreciate the fact that social life is based on rules. Socialisation is in fact not confined to childhood. It is a lifelong process. Without socialisation, an individual would bear little resemblance to any human being defined by society.

CULTURE, NORMS AND VALUES

Culture: Culture consists of values, attitudes, norms, ideas, internalised habits and perceptions as well as the concrete forms or expressions they take, for example in social roles, structures and relationships, codes of behaviour and explanations for behaviour that are to a significant extent shared among a group of people. Culture is learned and internalised. Culture influences boys', girls', men's and women's actions and interpretations of circumstances; at the same time the content

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36 Adapted from: Choose a Future! Issues and Options for Adolescent Boys in India, A Source Book of Participatory Learning Activities, CEDPA, p 15-16

of culture is influenced by people's compliance with it or challenge to it. Culture also changes due to outside influences. Culture is never completely uniform or entirely agreed upon by everyone concerned.

Children learn culture while also contributing to its continuity and its transformation. Socialisation ideas and practices are a key part of culture; adults use culture to explain or justify childrearing and socialisation practices, even practices involving unequal treatment such as discrimination and abuse, as well as physical and psychological punishment.

Positive beliefs and norms that recognise girls and boys as right-holders will lead to the development and evolution of child-friendly social institutions that are gender sensitive, inclusive and respectful of children's voices, and which encourage children's participation in decision-making processes. Adults who value children's opinions create a more inclusive environment, one that enables children to share and express themselves without fearing oppression or ridicule. This in turn will result in more self-confident children who respect themselves and others and understand the responsibility that comes with it.[37]

Norms: Every culture contains a large number of guidelines, which direct conduct in particular situations. Such guidelines are known as norms. A norm is a specific guide to action, which defines acceptable and appropriate behaviour in particular situations. For example, in all societies there are norms that govern dress. Norms on dress provide guidelines on what to wear on particular occasions. Norms of dress also vary from society to society. Norms are imposed by positive and negative sanctions that are rewards and punishments. To reiterate, norms define appropriate and acceptable behaviour in specific situations. They are enforced by positive (e.g. a word of praise) and negative (e.g. embarrassed silence) sanctions, which may be formal or informal. The sanctions that enforce norms are a major part of the mechanisms of social control, which are concerned with maintaining order in society. Unless norms are shared, members of society would not be able to cooperate or even comprehend the behaviour of others.

Values: Unlike norms, which provide specific directives for conduct, values provide more general guidelines. A value is a belief that something is good and desirable. It defines what is important, worthwhile and worth striving for. Like norms, values also vary from society to society. For example, in South and Central Asia, a high value is placed on serving guests. Many norms can be seen as a reflection of value. For example, norms defining acceptable ways of settling an argument or dispute usually exclude physical violence and manslaughter. Without shared values, members of society would often be pulling in different directions and pursuing incompatible goals. Thus, an ordered, stable society requires shared norms and values.

Values can also be explained in the following ways:[38]
1. They are concepts or beliefs (they possess a cognitive dimension)
2. They refer to desirable ways of being and behaving
3. They transcend specific situations (they include a universal dimension)
4. They define behavioural rules and assessments.
5. They are hierarchically organised

The nature of values includes three constituent components:

1. **Intellectual component.** We cannot value what we do not know or do not think we know. Value is given to a certain reality and depends, among other things, on the degree to which

37 Ravi Karkara and Lena Karlsson, Socialisation for Encouraging Children's Participation in Report on Child Rights Programming, Save the Children UK, 2003
38 Educate don't Punish! Awareness Campaign against Corporal Punishment of Children in Families, Save the Children, UNICEF, CEAPA, CONCAPA
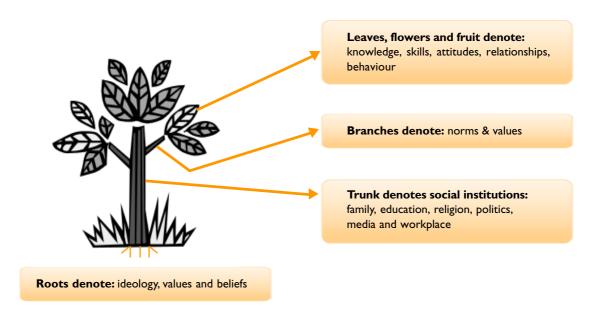
we know it. The sources contributing to this knowledge are the family, the school and society at large, which intervene mainly through the mass media.

2. **Emotional component**. The intellectual element is a fundamental, though not a sufficient condition needed to establish and internalise a value. The emotional component must be present as well. Things are valued depending on the strength and signs of emotional response they spur in the individual/child who values them. The affection expressed toward an object depends on the extent to which it satisfies the need for self-satisfaction and self-esteem. Consequently, a highly unsatisfied individual/child will undervalue the world around him/her and behave either aggressively or be inhibited towards it (they will destroy it or evade reality).

3. **Behavioural component**. A value belongs within the realm of the individual when it systematically guides his/her behaviour, thus demonstrating that it has been truly internalised. This process must take place in total freedom. What is imposed will not be experienced as a value, nor will it be assumed as an intrinsic rule of behaviour. Additionally, an excess of rules can undermine the child's self-affirmation and self-esteem, and subsequently impede his/her capability to open up to more important values. Likewise, the absence of rules and controls leads to the absence of points of reference, to an attitude of indifference because nothing is worth anything at all.

Consequently, value-based education/upbringing does not merely mean talking about values, but implies an educational effort leading the child to maturity in the three constituent dimensions of values, i.e. intellectual, emotional (self affirmation of the 'I') and freedom of behaviour (conscious capacity of self-determination).

THE VALUES TREE[39]

The values tree depicts society, with the roots as ideology, thinking, beliefs and values; the trunk as social institutions (family, education, religion, politics, media, workplace, etc.); the branches as norms and values; the flowers and leaves as reward systems; and finally the fruits as behaviour and actions.

Leaves, flowers and fruit denote: knowledge, skills, attitudes, relationships, behaviour

Branches denote: norms & values

Trunk denotes social institutions: family, education, religion, politics, media and workplace

Roots denote: ideology, values and beliefs

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38 Choose a Future!, Issues and Options for Adolescent Boys in India, A Source Book of Participatory Learning Activities, CEDPA, p 16

Like the roots of a tree which are hidden under the earth, every society forms its own set of ideologies and beliefs. These ideologies and beliefs govern how people should act/behave, and form the roots of social institutions.

The trunk denotes various social institutions that run society, namely religion, family, politics, workplace and media. People learn norms and values in these institutions. Their behaviour and relations are formed as a result of their experience in these institutions, which are depicted by leaves and fruits in the tree. Finally, the fruit gives birth to a seed. That is a new generation. The seed either falls back into the same soil or falls further away to another land.

Similarly, every generation brings about a transformation in society. This transformation needs to be directed in order to improve existing relations. In order to ensure germination of the seed we need to add manure and take proper care. The manure would be a new set of values, norms and beliefs, which improve roles and relations in the society.

TRANSMITTING VALUES IN FAMILIES

Families are the first and foremost agents in creating the values and attitudes that will prevail among their younger members. As can only be expected, family members should bring up their boys and girls encouraging the development of positive values and attitudes. Key values and attitudes which are considered fundamental for appropriate personal and social development are listed below.

- **Development of motivational attitudes.** Children must be shown the road to self-improvement and self-satisfaction for things well done. They must be persuaded that they are able to reach the proposed goals, thus strengthening their self-esteem and self-image. They must also be taught to be realistic and live with their own limitations.
- The family must provide a **context of responsibility** where children learn to comply with certain obligations and commitments. Through this, they develop a set of attitudes that will allow them to respond to personal and social demands, since responsibility embraces both an individual and a collective component. Likewise, children are capable of understanding that they have not only rights but also duties. Families are assisted in this task by the school. In this case, it is particularly important to prevent a divergence between what the school and family teaches, otherwise a conflict will appear that may be hard for children to overcome.
- Children need their **parents' guidance and support** in achieving their projects. If parents do so, they will help their children develop attitudes of cooperation and participation.
- **Building of willpower** through the reinforcement of self-control as a fundamental key for personal and professional success. This requires overcoming the self and recognising the importance of long-term effort and gratification.

Under given circumstances, families can also convey inadequate attitudes:
- If the father and mother do not provide clear and coherent communication but rather contradict each other or modify their positions depending on their emotional state, it can increase children's sense of insecurity, indecisiveness and lack of initiative.
- When the family atmosphere is charged with **constant tensions** the child lives in a condition of effective physical deprivation, and most of all is deprived of affection and communication.
- Attitudes of domination, inflexibility and overprotection are inappropriate negative guides that do little to develop the child's independence.[40]

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40 Educate don't Punish! Awareness Campaign against Corporal Punishment of Children in Families, Save the Children, UNICEF, CEAPA, CONCAPA

Therefore, to ensure that children are able to assimilate the norms and values of their families, it is important to pay heed to the following:

[41]**Message readability**: Have we clearly conveyed the values we wish to instil? What have the children understood? Is what they understand what we want to convey? If we pose these questions regarding a topic like drugs in the framework of health-related values, many parents are likely to converge around the issue. But it is certain that even with the best intentions we may end up sending messages as diverse or erroneous as the following:

- You must never consume drugs
- You must never have problems with drugs
- You must never be caught consuming drugs
- Never use any illegal drug
- Never use any drug that I do not use
- You can get drunk, but only at weddings and similar opportunities
- You can do anything with drugs, but do not crash the car
- Do not talk to me about drugs, let's assume they do not exist

Parental legitimacy: Generally, parents gain legitimacy when their children acknowledge their authority to perform their parenting function. The competence attributed to each value is important. Let's illustrate this with the above example: How can we legitimise values of abstinence in drug consumption if drugs are habitually used (even if they are legal and form part of society, as in the case of alcohol or tobacco)? It is not necessary to stop smoking before we teach about health, but if we do not stop smoking, we as teachers will have to accept our own problem with drugs.

Coherence in both the message and among parents: Regarding the first aspect of coherence mentioned above, it is clearly hard to set values for the development of our children if we ourselves do not adhere to those values in a stable and lasting manner over time. Additionally, if contradictions arise in the messages and standpoints held by the father and mother, not only will the message itself lose credibility, but so too will the interlocutors. This does not imply that the father and mother must always agree on every subject but that in each specific case, their viewpoints and values must be discussed and a consensus must emerge between the couple before the message is conveyed to the children.

Attributed intentionally: It is not in the least trivial to understand the end reason of why a value is proposed. It is one thing for a parent to tell children not to use drugs/cigarettes because the parents and teachers convey to him/her that they are concerned about his/her health and that they wish that the child enjoys his/her life in freedom. It is another to justify their advice by saying they heard it on television, or because the child will end up in jail, or because it is the only way the parents can express their confusion and fear of their child achieving adolescence.

Participation in building values: Children will assimilate the values we propose to them more strongly and easily if we allow them to become actively involved in building those values and to experience the usefulness of those values at a personal level. For instance, on the basis of an experiment on the use of tobacco at school, we can approach the analysis and appropriation of the health value by including the child's experience in it, including his/her prior knowledge, and facilitating information searches.

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41 Ibid

Family atmosphere: The appropriate transmission of values requires the following characteristics within the family environment:

- An appropriate emotional framework
- Strengthen family member's independence
- Include all family members in the taking of decisions that concern them
- Appropriate channels of communication

TRANSMITTING VALUES IN SCHOOLS

Schools also have an important role to play in transmitting values to children, as many girls and boys spend a significant amount of their time in schools. Both teacher-student relationships and peer relationships within schools are important when considering value transmission. Through day to day school management and teaching practices, schools can promote and reinforce the values of respect, equality, inclusion, co-operation, participation, responsibility and conflict-resolution. Alternatively, school practices, even if un-intentionally, may reinforce the values of: competition, exclusion, violence and discrimination. Thus, pro-active efforts are required by school management enabling policies and practices which promote child friendly education and transmission of positive values.

Schools should be a safe place and provide a stimulating environment for learning. A healthy learning environment for children should:

- Promote respectful relationships between people in and out of school
- Promote positive learning environments for child development
- Provide safe and secure environments
- Promote positive attitudes towards non-violence in schools and in the community
- Build self-confidence in learning.

UNCRC Article 29 highlights the role of education in developing children as responsible citizens. The development of child friendly schools can: reinforce respectful relations between teachers, students, parents and communities; ensure child centred participatory learning processes; promote children's role as responsible citizens; and ensure use of positive discipline methods.

Objectives of child-friendly schools:
- To provide opportunities for positive experiences for all children in schools through a safe, secure and healthy environment for children's psychosocial well being, self-esteem and confidence.
- To promote equality, respect, non-discrimination and the rights of all children to education, to increase children's participation in planning and school management, and to promote the rights and responsibilities of children in school.
- To impart capacity building to school teachers to apply the joyful, life-relevant, activity-based and participatory teaching/learning process in schools.
- To strengthen and enhance support by parents, communities, school management committees and teachers to plan, manage, and create a safe, healthy and conducive learning environment in schools.

CONSEQUENCES

Just like instilling values in children is important, it is equally imperative that we create norms and limits for our children to ensure mutual respect and responsibility. In establishing norms and limits it is important that children experience and understand the consequences for their actions or non-actions. Thus, prior to outlining approaches to establish norms and limits within families and schools, this section describes the importance of developing logical consequences.

Natural and Logical Consequences[42]: Have you ever wondered what children are thinking about when they are punished? Many are thinking about revenge. Punished children often do things to get even. After children experience punishment, they are usually left with a sense of unfairness. Instead of focusing on the behaviour that inspired the punishment, they focus on anger towards the adult who imposed the punishment.

Some adults make the mistake of thinking that children continue to misbehave because the punishment wasn't severe enough to teach them a lesson. So they punish again, more severely – and children find more clever ways to get even. A revenge cycle is perpetuated. Adults may not recognise the severity of the revenge cycle until the child is a teenager and rebels totally by revolting against parents/teachers, running away, getting involved with drugs or some other extremely hurtful events. The irony is that the child has hurt himself/herself through revenge as much or more than he/she has hurt his/her parents.

Other children while being punished make a vow not to get caught next time. Some children decide not to repeat behaviour that caused the punishment; but they do so out of fear and intimidation, not because they have developed principles regarding right or wrong.

Punishment makes misbehaviour stop for a while. For this reason, adults may think they are able to discipline the children. However, they are essentially being unsuccessful because children are inspired to get even, avoid detection or conform out of fear.

To end the discipline war, it is important to stay out of power struggles and create an atmosphere where the long-range effects for both children and adults are mutual respect, responsibility, self-discipline, cooperation and problem solving (see next chapter).

Adults must take the leadership role by using techniques that inspire a positive atmosphere for winning children over rather than winning over children. One of these techniques is the natural and logical consequence instead of punishment.

A natural consequence is anything that happens naturally, with no adult interference. For example, when you stand in the rain, you get wet. When you do not eat, you get hungry.

Logical consequences on the other hand, require the intervention of adults or other children to help them experience consequences for misbehaviour.

Even though natural consequences are often the best way to help a child learn the results of his/her behaviour, there are times when natural consequences are not practical:
- When a child is in danger, for example, adults cannot allow a child to experience the natural consequence of playing in the street.
- When natural consequences interfere with rights of others. For example, adults cannot allow the natural consequences of allowing a child to throw stones at others.
- When the results of children's behaviour does not seem like a problem to them, natural consequences are ineffective. For example, it does not seem like a problem to some children if they do not take a bath, do not brush their teeth, etc.

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42 Jane Nelson, Positive Discipline - A Warm, Practical Step-by-step Sourcebook for Parents and Teachers, 1987

Logical Consequences:
The 3 R's for ensuring Logical Consequences:
We should shift to logical consequences to help children learn responsible cooperation in such cases. The three Rs for logical consequences is a formula that identifies the criteria to ensure that solutions are logical consequences, rather than punishments. They are:
1- **R**elated
2- **R**espectful
3- **R**easonable

If any of these three R's is missing from a solution, it cannot be called a logical consequence. For example, when a child writes on a desk, it is easy to conclude the *related* consequence would be to have the child clean up the desk. But what happens if either of the two Rs are missing? If a teacher is not *respectful* and adds humiliation to his/her request that the desk be cleaned, it is no longer a logical consequence. If a teacher is not *reasonable* and requests that the student clean every desk in the room to make sure that the child has learnt her/his lesson, it is no longer a logical consequence. Reasonableness has been eliminated in favour of the power to ensure suffering. This is usually because of the mistaken belief that children learn only when they suffer.

If adults eliminate one of the three Rs so that consequences are not related, respectful and reasonable, children may experience the three Rs of punishment, i.e.
1- **R**esentment
2- **R**evenge
3- **R**etreat

Success in redirecting a child's behaviour also depends upon the **consistency of the consequences**. Here are some more tips:
- Consequences should be designed to teach children that their behaviour was wrong and that the choice they made was not a good one. Consequences should never make children feel that they are bad as a person.
- Identify consequences that are not violent and appropriate to the offence. If possible, consequences should be constructive in themselves. They may help the child to learn useful skills in the process (e.g., requiring a student to repair something she/he has broken).
- Do not allow yourself to get into a 'power struggle' with a child.
- When applying a consequence always make it clear what the child has done. Stress the specific behaviour as unacceptable – not the person. For example, specify, *"hitting is not OK because it hurts other people"*, rather than saying, *"you're just a mean bully"*.
- Apply consequences with fairness and equanimity. In reality, there are often children who we especially like, and those with whom we especially struggle. The consistent application of rules means that we do not enforce rules in different ways with children we like or do not like as much. Similarly, we all have good days and bad days. The consistent application of rules means that we apply consequences consistently even if we are in a good mood and feeling lenient – and we are fair even if we are in a bad mood. In this way, children learn that these consequences are a point of principle, rather than a reflection of your mood or sense of favouritism. Children have more respect if they believe the educator to be fair and just.
- Applying these rules with consistency does not necessarily mean *uniformly at all times*. The effective application of rules includes the consideration of the context and circumstances of each child. Consistently punishing a learner for not wearing a uniform is meaningless when she/he is not wearing one because her/his family cannot afford it. In the same way, punishing a child for not wearing a uniform (when she/he has a uniform) is not useful if the source of the problem is the lack of soap at home to wash the uniform. Consistently punishing a child for being late may not be helpful if the source of the problem is the inconsistent availability of public transport. The consistent application of consequences must be done sensitively and mindfully.
- Do not 'punish' a child for rules that were not discussed. This is like making up new rules in the middle of the game. If a child breaks a 'rule' without being aware of that rule or its

consequences, the 'contract' between the child and the adult is broken, leading to confusion, fear and the child 'acting up' many times out of anger or disrespect for the adult. If rules need to be added or modified, discuss additions and modification at a neutral time – not in response to a child's behaviour.[43]

ESTABLISHING NORMS AND LIMITS IN FAMILIES

In families norms and limits can be enforced in a positive way which reaffirms the self-confidence of the child. Enforcing norms and limits does not require the parent to be derogatory or insulting to the child. Here are some tips for positive parenting:[44]

1- Make sure that the environment you are in or your home is 'child-friendly' with danger and temptation out of the way of the children.
2- Make sure that the children know what they are doing and what is expected of them.
3- Help them to make and keep a few simple, positive rules, e.g. *"In our home we share our toys"*.
4- Concentrate on noticing the 'good' behaviour or work in your child. (catch them being 'good')
5- Try to praise quickly and consistently and let others know when they have done well.
6- As far as possible ignore 'bad' behaviour. (try not to nag)
7- Use a variety of ways to reinforce acceptable behaviour, e.g., display children's paintings.
8- Make sure your child knows exactly what behaviour he/she is being praised for by completing the sentence, e.g. *"Well done, you have tied your shoe laces"*.
9- Always let your child know that you love them and still like them, no matter what their behaviour is.
10- Build treats into your day as rewards for especially 'good' behaviour. (but try to avoid sweets)

With younger children, corrections or explanations should be done immediately; as they will not be able to relate to the incident if the correction is done a few hours or days later. Give short and clear reasons. As the children get older, make increasing use of reasoning.

ESTABLISHING NORMS AND LIMITS IN SCHOOLS

Here are eleven techniques to be used in a classroom that build upon norms and limits in positive ways, and help to achieve effective group management and control.[45]

1. Focusing: The teacher should have everyone's attention in the classroom before he or she starts the lesson. They shouldn't attempt to teach over the chatter of students who are not paying attention.

Inexperienced teachers sometimes think that by beginning their lesson, the class will settle down. The children will see that things are underway now and it is time to go to work. Sometimes this works, but the children are also going to think that the teacher is willing to compete with them, that he/she does not mind talking while they talk, or that the teacher is willing to speak louder so that they can finish their conversation even after the lesson has started. They get the idea that the teacher accepts their inattention and that it is permissible to talk while he/she is presenting a lesson.

The focusing technique means that teachers should demand their attention before they begin. It means that they should wait and not start until everyone has settled down. Experienced teachers

43 Kimberley Porteus, Salim Vally, Tamar Ruth, Alternatives to Corporal Punishment, Wits Education Policy Unit in Collaboration with the South African Human Rights Commission and the British Council, 2001, p 36
44 Kate Harper, We Can Work it Out -Parenting with Confidence, A Training Pack for Parenting Groups, Save the Children, 1999
45 Thomas R. McDaniel, A Primer on Classroom Discipline: Principles Old and New, Phi Delta Kappan, September 1986

know that silence on their part is very effective. They will punctuate their waiting by extending it three to five seconds after the classroom is completely quiet. Then they begin their lesson using a quieter voice than normal.

2. Direct Instruction: Uncertainty increases the level of excitement in the classroom. The technique of direct instruction is to begin each class by telling the students exactly what will be happening. The teacher outlines what he/she and the students will be doing in the period. The teacher may set time limits for some tasks.

An effective way to marry this technique with the first one is to include time at the end of the period for students to do activities of their choosing. The teacher may finish the description of the hour's activities with: "And I think we will have some time at the end of the period for you to chat with your friends, go to the library or catch up on work for other classes."

The teacher is more willing to wait for class attention when he knows there is extra time to meet his goals and objectives. The students soon realise that the more time the teacher waits for their attention, the less free time they have at the end of the hour.

3. Monitoring: The key to this principle is to circulate. Teachers should get up and get around the room. While the students are working, make rounds. Check on their progress.

An effective teacher will make a pass through the whole room about two minutes after the students have started a written assignment. She/he checks that each student has started, that the children are on the correct page and that everyone has put their names on their papers. The delay is important. She/he wants her students to have a problem or two finished so she/he can check that answers are correctly labelled or in complete sentences. She/he provides individualised instruction as needed.

Students who are not yet quite on task will be quick to get going as they see her/his approach. Those that were distracted or slow to get started can be nudged along.

The teacher does not interrupt the class or try to make general announcements unless she/he notices that several students have difficulty with the same thing. The teacher uses a quiet voice and her/his students appreciate her/his personal and positive attention.

4. Modelling: There is a saying that goes, **"Values are caught, not taught."** Teachers who are courteous, prompt, enthusiastic, in control, patient and organised provide examples for their students through their own behaviour. The "do as I say, not as I do" teachers send mixed messages that confuse students and invite misbehaviour.

5. Non-Verbal Cuing: Non-verbal cues can also be facial expressions, body posture and hand signals. Care should be given in choosing the types of cues that a teacher uses in the classroom. Teachers should take time to explain what they want the students to do when they use the cues.

6. Environmental Control: A classroom can be a warm cheery place. Students enjoy an environment that changes periodically. Study centres with pictures and colour invite enthusiasm for your subject.

Young people like to know about the teacher and his/her interests. Include personal items in the classroom. A family picture or a few items from a hobby or collection on the desk will trigger personal conversations with the students. As they get to know the teacher better, there will be fewer problems with discipline.

7. Low-Profile Intervention: Most students are sent to the principal's office as a result of confrontational escalation. The teacher has called them on a lesser offence, but in the moments that follow, the student and the teacher are swept up in a verbal fight. Much of this can be avoided when the teacher's intervention is quiet and calm.

An effective teacher will take care that the student is not rewarded for misbehaviour by becoming the focus of attention. She/he monitors the activity in the classroom, moving around the room. She/he anticipates problems before they occur. Her/his approach to a misbehaving student is inconspicuous. Others in the class are not distracted.

While lecturing to the class this teacher makes effective use of name-dropping. If she/he sees a student talking or off task, she/he simply drops the youngster's name into her/his dialogue in a natural way. *"And you see, Babloo, we carry the one to the tens column."* Babloo hears his name and is drawn back on task. The rest of the class does not seem to notice.

8. Assertive Discipline: This is traditional limit-setting authoritarianism, but will include a good mix of praise. This is high profile discipline. The teacher is the boss and no child has the right to interfere with the learning of any student. Clear rules are laid out and consistently enforced.

9. Assertive I-Messages: A component of Assertive Discipline, these I-Messages are statements that the teacher uses when confronting a student who is misbehaving. They are intended to be clear descriptions of what the student is supposed to do. The teacher who makes good use of this technique will focus the child's attention first and foremost on the behaviour he/she wants, not on the misbehaviour. *"I want you to..."* or *"I need you to..."* or *"I expect you to..."* The inexperienced teacher may incorrectly try *"I want you to stop..."* only to discover that this usually triggers confrontation and denial. The focus is on the misbehaviour and the student is quick to retort: *"I wasn't doing anything!"* or *"It wasn't my fault..."* or *"Since when is there a rule against..."* and escalation has begun.

10. Humanistic I-Messages: These I-messages are expressions of our feelings and need to be structured in three parts. First, include a description of the child's behaviour. *"When you talk while I talk..."* Second, relate the effect this behaviour has on the teacher. *"...I have to stop my teaching..."* And third, let the student know the feeling that it generates in the teacher. *"...which frustrates me."*

A teacher, distracted by a student who was constantly talking while he/she tried to teach, once made this powerful expression of feelings: *"I cannot imagine what I have done to you that I do not deserve the respect from you that I get from the others in this class. If I have been rude to you or inconsiderate in any way, please let me know. I feel as though I have somehow offended you and now you are unwilling to show me respect."* The student did not talk during his lectures again for many weeks.

11. Positive Reinforcement: Use classroom rules that describe the behaviours that are desirable instead of listing things the students cannot do. Instead of *"no running in the room,"* use *"move through the building in an orderly manner."* Instead of *"no fighting,"* use *"settle conflicts appropriately."* Instead of *"no gum chewing,"* use *"leave gum at home."* Refer to the rules as expectations. Let the students know this is how they are expected to behave in the classroom.

Make ample use of praise. Acknowledge good behaviour. This can be done verbally of course, but it does not have to be. A nod, a smile or a 'thumbs up' will reinforce the behaviour.

CONCLUSION

To learn to respect others we have to learn to accept responsibilities over our actions. This is an essential learning for children if we want them to be able to establish affective relationships and have good social integration. It has to be part of the learning about rights and responsibilities.

When we educate a child, we use positive discipline methods to teach the child the limits of their desires and the norms to participate in the community - covering their needs but allowing others for the same. Sometimes this process is a complicated one, because children want to cross the limit and jump over the norm. This is a natural part of their development, so we will have to learn to face conflicts which arise in this process.

When educating a child, it is essential to think about the values which we want to bring them up with, as it is important that the norms and limits we establish with them are consistent and coherent with those values. For example, if we want to inculcate the value of gender equity to our children, norms and limits for daughters and sons will have to be the same. It is good for us to establish few rules, but they must be consistent rules. The rules must be uniform between parents and coherent with their own behaviour, because we do not educate only with what we say, we educate mainly with what we do.

ACTIVITY 5.1

RESPECT FOR SELF AND OTHERS[46]

OBJECTIVE

To give every participant a chance to receive positive attention from the rest of the group

TARGET AUDIENCE

- Adults such as parents, teachers and other professionals
- Children

TIME

35 minutes (approx)

METHOD

Game playing, reflecting

MATERIALS

NA

PROCESS

STEP 1   (10 minutes)

Ask the participants to stand next to each other in a large circle. One participant stands in the centre of the circle. She/he says her name out loud, and at the same time makes a motion to "accompany" her name (for e.g. clapping, gesturing, bending and straightening, spinning around).

STEP 2

Ask the whole group to immediately repeat her name and motion back to her, in unison. This allows the participant to feel acknowledged by everyone.

STEP 3
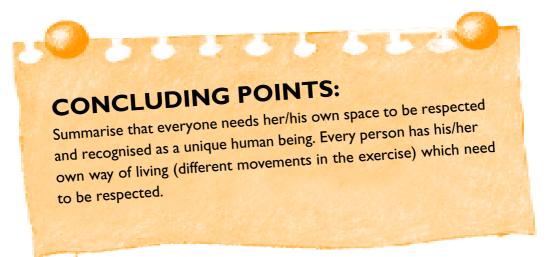
The participant in the centre then takes her/his place in the circle and a new participant comes into the centre and the process is repeated. This is more fun if you can keep the participants moving quickly.

STEP 4

Ask the participants:
- How did it feel to be in the centre of the circle?
- Did they choose a range of different types of movements? Why not?

CONCLUDING POINTS:

Summarise that everyone needs her/his own space to be respected and recognised as a unique human being. Every person has his/her own way of living (different movements in the exercise) which need to be respected.

ACTIVITY 5.2

LIKES, DISLIKES AND DIFFERENCES[47]

OBJECTIVE

- To make participants become more aware of things they have in common with others
- To make participants recognise the ways in which each person is unique

TARGET AUDIENCE

- Adults such as parents, teachers and other professionals
- Children

TIME

35 minutes

METHOD

Group work, reflection, discussion

MATERIALS

Paper, pencil

PROCESS

STEP 1 (10 minutes)

Ask the participants to form groups of three. Give a sheet of paper and a pencil to each group; ask them to divide the paper into three sections.

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47 William J. Kreidler, Creative Conflict Resolution, 1984

STEP 2
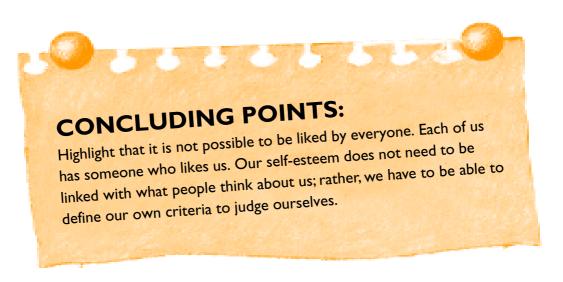
In the first section, the group should list three things that all the members of the group like; in the second section, they list three things they all dislike. In the last section, each group member should write one way he/she differs from the other group members.

STEP 3

When this is done, discuss with all the participants:
- How did you decide what you liked and disliked?
- Were you surprised by any of the things you had in common?
- What are the ways in which each person is unique and different?

CONCLUDING POINTS:

Highlight that it is not possible to be liked by everyone. Each of us has someone who likes us. Our self-esteem does not need to be linked with what people think about us; rather, we have to be able to define our own criteria to judge ourselves.

Note: This exercise can also be used under the 'self-esteem' category.

ACTIVITY 5.3

CLASSROOM MANAGEMENT[48]

OBJECTIVE

- To learn how to manage classrooms in the most appropriate way
- To ensure that children listen and respect the norms and limits in the classroom

TARGET AUDIENCE

Teachers, adults supporting education initiatives

TIME

1 hour

METHOD

Individual work, discussion

MATERIALS

- Flip charts, markers
- Handout 6 - Classroom Management Questionnaire

PROCESS

STEP 1 (10 minutes)

Provide each participant with a questionnaire (see Handout 6).

STEP 2 (50 minutes)

After they have answered, stimulate a discussion on each of the questions.

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48 Michael Clyne, Intercultural Communication at Work, Cultural Values in Discourse, CUP, 1994, p 250 and Geert Hofstede, Cultural Dimensions in Management and Planning, Asia Pacific Journal of Management, Jan.1984 and Henry Widdowson, Communication and Community: The Pragmatics of ESP, English for Specific Purposes, 1998, Vol.17, #1, p 3-114

CONCLUDING POINTS:

The first question is connected to a classroom setting. More often than not, classrooms are not communication-friendly. They are designed for listening to lectures, but not for small group discussions. If you do not rearrange classroom furniture, it might be difficult for the teacher to avoid the central position, the students may tend to speak not to each other, but to the teacher or produce monologues without addressing anyone. This point is really critical if students do not know each other well, and one of the goals is to help them to work in a team and to know each other better as quickly as possible. Rearranging the classroom setting together, making it more communication-friendly is the first step for building an atmosphere of community.

The **second question** is connected with the ice-breaker issue: How to help students know each other quickly, how to help them be flexible with every new communication partner, how to overcome shyness. When you ask students to change seats and pairs, mix them as often as possible, every time they find themselves in an 'ice-breaker' situation, which train their skill of starting a conversation in an appropriate way. In some extreme cases, some students may not like to work in pairs or with a particular partner.

Question three. Mixing them together might be dangerous. One of the solutions in this case could be arranging a group of three, but trying to mediate and help them negotiate and avoid a conflict.

The fourth question is a very difficult one. The solution in each group and in each lesson would depend on the topic of conversation, on personal characteristics of the student, on group dynamics, on the proficiency level. If a student is silent during every discussion, one of the techniques may be to ask him/her direct questions, check his/her comprehension or choose the person to give feedback from the group. However, it might be better to let him/her participate by listening to others. The process of learning would still go on and one day this participant may surprise you when he/she starts talking to others.

The fifth question offers to think over how discussions are organised. Letting the children speak cannot be avoided altogether. However, at low levels, the discussion is usually a mixture of children speaking and working individually. If a teacher tries to forbid speaking, it may break the friendly atmosphere and make a fairly strong language barrier even stronger. It seems better to encourage students to work individually, helping them with some words or structures, but not criticising them directly.

The next three questions are connected with a large area of methodology, i.e. mistake correction. It might be a good idea to discuss this controlling function with them and understand what they would like. Certain rules must be offered. Also, it usually helps to let peers correct each other and ask them to be observers by turns, to show them that they are equal and they all may have problems. If we speak of controlled practice exercise, it might be better to correct accuracy mistakes immediately. If the task is aimed at developing fluency, accuracy mistakes should be somehow registered, but discussed after the speaker or presenter has completed his/her oral piece. Effectiveness mistakes are the most difficult ones. Here explanations and discussions at the end of the lesson may help. One technique is to accept an inappropriate phrase as if it were appropriate and build the consequential conversation on it, which sooner or later would reveal communication failure and obvious misunderstanding, showing that there was some communication error at an earlier stage.

Discussing errors and slips, communication failures and other methodology points would show the students that the teacher and student are **sharing responsibility** for the learning process. This would provide an incentive for further involvement and as a result, stronger motivation for learning. Increasing the degree of commitment and responsibility may help to avoid the situations described in question six, when students fail to prepare the classroom task. If this happens, the best way is to make students feel uncomfortable and show them that they are letting down their fellow participants, the teacher and themselves.

ACTIVITY 5.4

NORMS AND LIMITS IN THE FAMILY

OBJECTIVE

- To learn how to manage relationships inside the home in the most appropriate way
- To ensure that children listen to and respect the norms and limits from their parents

TARGET AUDIENCE

Adults especially parents and primary care givers

TIME

1 hour

METHOD

Group work, discussion

MATERIALS

Flip chart paper, marker pens

PROCESS

STEP 1   (10 minutes)

Provide the participants with the following situation:

> Farhad wants to go to a party with his friends. He is 16 years old. He asks his mother for permission, but she refuses because the party begins too late and she does not want him to come back home at a late hour. Farhad waits until his father comes home after work and offers to help him in the market during the weekend. Father is pleased about it because normally Farhad does not want to go with him to the market at all. After a while, Farhad tries to convince his father, and his father without consulting his mother allows him to go to the party.

Questions for discussion:

- Do you think the father's decision is the right one?
- Do you think mother's decision is the right one?
- What do you think is going to happen next time Farhad has a party?

CONCLUDING POINTS:

Summarise that parents have to talk and establish norms and limits together. If one of them takes authority over the other, children are going to learn how and with whom it is possible to obtain what they want. Moreover, norms and limits have to be coherent with parent's behaviour.

6
CONFLICT RESOLUTION

Norms and limits help children learn mutual respect, responsibility and cooperation. However, there may be times when enforcement of norms and limits leads to conflicts. Therefore, we need to understand conflicts and learn how to resolve them effectively. Conflict resolution tools which can be used include decision-making, communication skills, managing aggressive behaviour and forgiveness.

INTRODUCTION

Understanding conflicts is important when trying to comprehend concepts of positive discipline and physical and psychological punishment.

When most adults punish children physically or psychologically, they do so thinking it will discipline them. However, this does not teach them the true sense of things. Children also do not learn to obey rules as they should. This makes them lose self-control and overwhelms the adults as they do not know how to deal with the conflicts.

Conflict is part of everybody's daily life. In a family, where several people coexist 24 hours a day, 365 days a year, this is even truer. Conflict is inevitable and it is useless spending energy trying to ignore it or denying it.
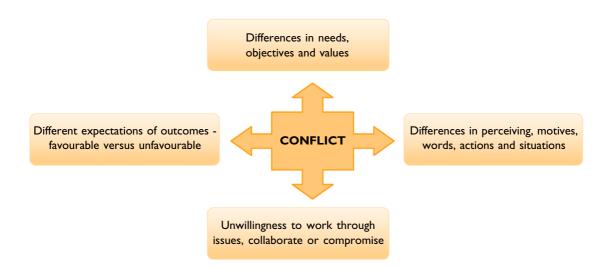
In this chapter, we have tried to summarise elements that could help adults and children solve conflicts they face in their relationships, without using physical and psychological punishment or any other form of violence.

REASONS FOR A CONFLICT TO EMERGE

Conflict is part of the natural life cycle of relationships. Therefore, there are as many reasons for conflict as there are individuals. Conflicts may emerge because of:

- A conflict of interest
- Acting without thinking
- Lack of communication among people
- The emotional repercussions on a group's member
- Underlying aggressiveness
- The conflict's own spiral

In other words, we can say that conflicts occur mostly because there are:

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                    ┌─────────────────────┐
                    │  Differences in needs,
                    │  objectives and values
                    └─────────────────────┘
                             ▲
                             │
┌──────────────────────┐   ◄ CONFLICT ►   ┌──────────────────────┐
│ Different expectations │                 │ Differences in perceiving,
│ of outcomes -          │                 │ motives, words, actions
│ favourable versus      │                 │ and situations
│ unfavourable           │                 └──────────────────────┘
└──────────────────────┘
                             │
                             ▼
                    ┌─────────────────────┐
                    │ Unwillingness to work through
                    │ issues, collaborate or compromise
                    └─────────────────────┘
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Child development is a personal process, which does not always respond to adult expectations and values. A child will always have some new and different needs from parents. These differences would be perceived in a different way by adults and children. Often, children do not want to accept norms and limits set by adults, as a result of which they do not compromise. At the same time, many adults are not able to understand and accept the different needs and desires of children, thereby not giving them enough space to be satisfied.

WHO IS INVOLVED IN A CONFLICT?

Anybody may, at some point in time, be involved in one or even several conflicts.

A conflict evolves in a given situation among individuals due to diverse personal backgrounds and different attitudes towards a particular problem and a given perception of it. People have their own goals to pursue. To achieve these goals they choose a way to face the problem. They develop a style to handle the conflict.

We undertake an assessment of the skills we think we need to deal with the problem, in a sort of subconscious internal examination. In this however, we are conditioned by our own experiences of success and failure in other conflicts, our expectations of the results we have at that point in time and our expectations for the outcome at a given point in time. All these personal factors come together to form a **framework for decision**. *(Refer to Decision-making)* This framework guides each one of us in what to do when facing a conflict.

OUR ATTITUDE TOWARDS A CONFLICT

When we talk about conflict, we usually do so in negative terms: a conflict is a problem, an inconvenience, something that disturbs the normal flow of things. However, it is important to stop for a moment and look back at the course of our life. If we consider the conflicts we have been through, how things have changed since then, how we are now and how we were before we experienced that conflict, we may realise the following:

- We feel a conflict is a problem when actually it is an opportunity. Conflict gives adults and children the opportunity to know each other and to learn from each other.
- We think conflict is exceptional when it really is part of our daily lives and the natural flow of human relations. Conflicts are a normal part of the upbringing of a child. It is not possible to have a relationship without conflict. This is especially true for a child.
- We perceive conflict as a threat because it pushes us towards change, to question things that have already been established and things we took for granted. Many times, adults want children to follow their own rules and values, but children are people with their own perspective, desires and values. The relationship allows adults to change, to be open-minded and teaches children to understand others' views.
- We feel conflicts are the product of ideas or interests in the present, when actually they have an impact on the needs that come from our personal or family background. Even when children are very small, the history of the relationship is conditioning their reactions.
- We are under the impression that conflicts do not change, when actually they are part of every group's life, and family is no exception. Conflict forces change. It sparks creativity and the restructuring of our environment. We feel insecure because we know the solution to a conflict does not depend on the type of conflict we face but rather on the way we deal with it.

Conflict within families is therefore, an opportunity for parents and children to get to know each other better. Conflict can help emotional relationships to get stronger and build new communication bridges. However, there is a risk. Sometimes conflicts seem to stagnate, to grow so big and so serious we no longer know what to do. It overwhelms us. Among other things, the following pages aim at providing assistance in facing these situations.[49]

PROCESS OF A CONFLICT

Stages of a Conflict: A conflict is an event that takes place among given relations. As such, it is dynamic since it evolves and changes. We now know that almost every conflict goes through some general stages at which the degree of difficulty to solve the issue at hand will vary.

1. **Potential opposition**. The persons involved see the conflict through a confrontation in which they seemingly hold opposing and irreconcilable positions.
2. **Conflict cognition and personalisation** by each of the involved person/child. Personalisation is determined by each individual's own perception of the problem and the involved feelings. In families, this valuation of things is always particularly coloured by emotional factors.
3. Each individual will develop patterns of behaviour that reveals a conflict **management style**: cooperative problem solving, competing, compromising, avoiding, accommodating and denial *(see below for details)*
4. **Results**: The group, the family in our case, grows and gets stronger to varying degrees.

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49 Educate don't Punish! Awareness Campaign against Corporal Punishment of Children in Families, Save the Children, UNICEF, CEAPA, CONCAPA

Psychological Process of a Conflict: Regardless of the conflict stages that become externally visible outside, conflicts go through a psychological process that is not exposed but which determines how it will be resolved.

- Conflict escalation
- Conflict stagnation
- Conflict de-escalation

Conflict Escalation:

- The individuals move from soft to hard tactics. Between parents or teacher and children, where there is much knowledge of the others' weaknesses, these tactics can be extremely cold.
- The conflict changes gradually and the problem evolves as it becomes more intense. Factors are added that have nothing to do with the initial issue so that in the end, the root cause of the conflict is no longer very clear.
- Specific problems become generic issues. Sometimes, a problem might just be about what time an adolescent can come back home after a party, but ends up being an intergenerational misunderstanding.
- Individuals, instead of patterns of behaviour, become the subject of attacks. For instance, at the beginning of a conflict a child's dirty room could be an issue, but in the end the child becomes naughty and disgusting for the parent, and the parent becomes severe and narrow-minded for the child.
- The number of involved individuals increases, often bringing in friends, other family members, etc.
- Social organisation changes, as well as the dynamics of relationships.

We may, however, wonder why conflicts escalate, what kind of thinking prevents us from addressing the issue despite our best intentions:

- **Our selective perception** of reality makes us see only those things we want to use as supporting our assumptions and leads us to draw cause-effect links with other people's conducts, depending on whether we benefit from them or not.
- The **self-fulfilling prophecy phenomenon** whereby we make a false definition of reality, leads to a new behaviour by somebody else that turns our assumption into reality. Those things we fear become real. Attitudes are always linked to behaviour. We reinforce them unknowingly.
- **Entrapment** commitment to prior promises. We assess future costs and benefits from a past standpoint while decisions should be based only on the future consequences or actions. The more time goes by, the more costly any solution to the problem seems to us. A conflict will be resolved when the involved individuals turn their attention from the past to the future.

Conflict Stagnation:

A moment comes in the process when individuals start to understand that things can hardly get any worse - either they stay as they are or they get better. They move from trying to defeat the other to the will to cooperate with him/her.

This may happen because of any of the following reasons:

- Failed competitive tactics used so far
- Exhaustion of personal resources
- Loss of social support
- Unaffordable high costs
- The wish to save face

Conflict De-escalation:

Once the moment arrives when the process can no longer be sustained as it is, the will appears among the individuals to solve the conflict, even if only to remove the roadblocks. Then:

- Contacts and communications between adults and children increase
- The conflicting individuals/children react less defensibly

- Adults and children start to understand motivations and sensibilities, various perspectives and biases that configure each person's framework for decision-making
- Convergence types are identified, beginning with the easier issues to pave the way for ulterior compromises
- Common goals are set[50]

KEYS FOR SOLVING CONFLICTS

THE FIRST KEY: FRAMEWORK OF ANALYSIS FOR THE CONFLICT

There are some key points to be taken into account before going into concrete tools for conflict resolution. After analysing our own attitude, we have to completely understand the situation we are facing. The key points are:

- Be positive in the analysis and the solution: Try to recover the positive part of every person involved in the conflict.
- Child focus: Always think about child welfare, child rights, child development.
- Is everyone conscious about the conflict and their responsibility in it? Think about the consciousness of the people involved.
- Take into account the affective component of any conflict: Evaluate the affective part of the history.

THE SECOND KEY: IS THERE REALLY A DESIRE TO SOLVE THE CONFLICT?

Conflicts always have a reason. All those involved preserve it because they can derive some type of benefit from it, although this may be hard to believe. This is a benefit that at the start of the conflict may be greater than what can be derived from its solution. This is what we call the secondary benefits from a conflict.

To resolve this situation, for things to change, we must remember everyone has to start by changing himself/herself first. We have to start by changing ourselves.

Several objections may be raised to solve the conflict. Personal attitudes may constitute huge roadblocks to the conflict's resolution, including unfairness, pride, the need to receive an apology, the desire to get even, pain, anger, resentment or the need to be right. Sometimes, adults use children as an excuse for avoiding their own conflicts or for hiding from them. While the child is the problem of a family, the rest of the members have an excuse for their problems. The same thing often happens in schools, where some children are identified as problematic, and this allows teachers not to feel guilty about their way of teaching.

THE THIRD KEY: TO REALISE THAT THERE IS NO ONE SINGLE SOLUTION TO THE CONFLICT BUT INSTEAD TRY TO FIND THE MOST APPROPRIATE WAY

1. NEGOTIATION is one way out

Negotiation is the 'political' way of approaching the conflict. Conflicts do not have to dissolve away but an agreement is reached to remove the roadblocks and allow people to continue operating. These types of solutions are fundamental in avoiding social conflicts, but within families they are but one initial step towards a resolution of the conflict.

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When negotiation is not possible between people involved in the conflict, the role of a mediator as a third person arises, who could facilitate critical thinking and problem solving.

Mediation helps the individuals involved to discuss issues, repair past injuries and develop the methods needed to face disagreements effectively. Mediators may help participants look at their blind parts, broaden their perspectives and even model through the problem solving process.

Examples of conflicts between adults and children, which have to be negotiated: time to play with friends, rules of participation in the classroom and cleanliness norms in a care situation. All these are conflict situations in which fulfilling desires of both sides might get difficult, so there is a need to find a compromise which allows adults to continue the education process and at the same time, gives children the perception and opportunity to fulfil their needs.

Methodology of Mediation:
Stage 1: Introduction and Ground Rules
Stage 2: Exploring the issues
Stage 3: Generating possible solutions
Stage 4: Choosing solutions
Stage 5: Agreeing to the solutions

Mediators facilitate the process by:
1- Understanding each participant's perspective without prejudice
2- Increasing and evaluating participants interest in solving the challenge
3- Setting rules for improved communication
4- Facilitating participants through a joint session
5- Equalising power
6- Helping participants plan for future interaction

2. AGGRESSIVENESS is another way to solve conflicts
Aggressiveness is not just an individual trait but also a social phenomenon. There are social rules that foster violence as a means of problem solving:

Some aggressive conflict resolution styles may be justified by society, such as physical and psychological punishment. Social rules may also aggressively regulate some situations. In fact, we can trace back aggression to the socialisation process.

Conflicts and Violence: As far as we have seen, when most people think about conflicts, they think about a negative and problematic situation. Moreover, in many people's mind the concept of violence is linked to conflicts. For example, when parents are unable to solve a conflictive situation with their children in a positive way, they resort to using physical and psychological punishment.

So, it is important to understand that aggression and violence are only one of the possible results of conflict, and mainly result when the conflict is not well managed, solved or least faced. We also need to understand that behind every conflict, there is an affective component, which could lead us to use forms of violence. This results when we are not able to manage the emotions, which have been developing over time.

However, there are a number of conflicts that are part of the daily relationship between parents or teachers and children, which they adequately face and solve without resorting to violent behaviour. As a result, children and adults grow in their relationships. The point is that we need to tackle aggressive behaviours *(see below)* and manage our own emotions, which will help us not to damage ourselves and others, and through this teach children how to do it. *(For more information, read section on child development and concept of physical and psychological punishment)*

3. RESOLUTION is the most constructive way to solve a conflict

Solving a conflict implies meeting needs of all the people involved- not just adults' or children's needs; strengthening relationships and targeting resources required for everybody's growth. Achieving this goal depends to a large extent on how we tackle the issue. It is important to build certain skills that allow us to face the issue in a positive manner.[51]

CONFLICT MANAGEMENT STYLES

Six main types of conflict management styles are described below:
Cooperative problem solving, Competing, Compromising, Avoiding, Accommodating and Denial

Cooperative Problem Solving

Choosing a cooperative problem solving style enables parents, teachers and children to work together so everyone can win. If we choose this style, we will be able to face children's needs and teach them to take into account the needs of others. With this style, adults and children can find a solution that will meet everyone's interests and help them maintain a good relationship.

Competing

Choosing a competitive style means that a person is putting his/her interests before everyone else's interests. This could be the child, when he/she wants to obtain what he/she wants over everything else, or it could be the adult when he/she wants to impose his/her needs on the child. In fact, sometimes people who use this style could damage the relationship severely.

Compromising

People choose a compromising style when it is important for them to satisfy some of their interests, but not all of them. People who compromise are likely to say *"let's split the difference"* or *"something is better than nothing."* Many times, this becomes a necessary style that should be used in personal relationships between adults and children.

Avoiding

People who choose the avoiding style do not get involved in a conflict. A person choosing this style might say *"you decide and leave me out of it."* This style could lead adults to neglect childcare in order to avoid any conflict.

Accommodating

People who choose an accommodating style put their interests last and let others have what they want. Many times these people believe that keeping a good relationship is more important than anything else.[4] Children normally try to accommodate adult needs, try to avoid conflict and receive acceptance from them. There are also adults who believe that a good relationship with a child means not having any conflict with him/her, so they allow children to do whatever they want.

Denial

People who choose a denial style try to withdraw, delay or avoid answers, shifting the focus of attention or suppressing personal feelings. Faced with a conflict, withdrawal is a smart choice when the problem is not of our concern, but not when we withdraw to punish the other party. Denial of a conflict does not make it disappear. So if the conflict is not an important one, this style could be a good resolution tool, but if the issue is crucial, this style will make the conflict escalate between the child and adult.

(For more explanation of the concepts, please refer to activity number 1 and 2 in this section)

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51 Educate don't Punish! Awareness Campaign against Corporal Punishment of Children in Families, Save the Children, UNICEF, CEAPA, CONCAPA

CONFLICT RESOLUTION TOOLS

DECISION-MAKING

Decision-making is a process of making an informed choice from among the alternative actions that are possible. We need to consider the advantages and disadvantages of the alternatives. This process also involves reaching logical conclusions, solving problems, analysing factual information and taking appropriate actions based on the conclusions. It is also important to develop commitment to some course of action.

In a relationship between an adult and a child, the process of decision-making is essential. Decision-making processes should be inclusive, and decisions should be taken with enough thought and time. Sometimes, a wrong decision may lead children and adults to more conflicts. We have to analyse and understand the decision-making process before we follow it.

STEPS FOR DECISION-MAKING

- Define the problem
- Gather information
- Explore alternatives
- Make the decision
- Take action
- Evaluate the decision

When faced with the need to make a decision, there are usually a number of options on how to proceed. Often this is forgotten and we rely on only one or two types of decision-making strategies. Cultural norms may also determine how decisions are made. In many cultures, there are traditional ways in which decisions have been made, though the kind of decision-making strategy used varies from situation to situation. If the goal is to create an environment which is conducive to positive discipline, it is useful to become more aware on the different ways in which decisions can be made.

The way decisions are made is closely linked to the issue of peace and conflict. When decisions are made by an authority figure (e.g. parent, teacher, employers, caregivers including children) without the input or participation of the people who will be affected by the decision, the likelihood of dissatisfaction and the probability of conflict are increased. But when children have the opportunity to express their needs, interests and values, and to have an active role in the shaping of any decision that will affect them, they are more likely to feel satisfied, to have a sense of ownership of the agreement reached and to accept any constraints that may be necessary. This is true in all kinds of settings: families, schools, community groups and institutions.

Building consensus among children in decision-making is crucial and requires a very high level of group participation. It ensures that all the children's concerns will be taken into consideration.

The steps for the decision-making process can be explained through the STAR Problem Solving Model.

STAR PROBLEM SOLVING MODEL

First **S**TOP AND RECOGNIZE
- Do I have a problem?
- What is my problem?
- How is my body affected?
- What feelings am I showing?
- What feelings am I keeping to myself?

Second **T**HINK AND COMMUNICATE
- What do I want to happen?
- Who are the other people/ children involved in the situation?
- What do they want to happen?
- What are the facts of the situation?
- What are my perceptions and values about the situation?
- Have I observed, gathered and remembered all the facts?
- Have I clearly expressed my feelings and thoughts?
- Have others clearly expressed their feelings and thoughts?
- What are the different solutions and their consequences?
- Are the consequences safe for and respectful to children?
- Have I consulted others affected on the range of solutions?
- What is the best solution thought of?

Third **A**CT
- Choose the best situation
- Take action
- Choose to go back and stop and recognise again if there is no best solution

Fourth **R**EVIEW
- Observe the consequences
- If there are no satisfying consequences, go back to step one[53]

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53 Choose a Future!, Issues and Options for Adolescent Boys in India, A Source Book of Participatory Learning Activities, CEDPA

BUILDING COMMUNICATION SKILLS

Please, listen
When I ask you to listen to me
And you start giving me advice,
You have not done what I asked

When I ask you to listen to me
And you begin to tell me bye
I shouldn't feel that way
You are trampling on my feelings

When I ask you to listen to me
And you feel you have to do something
To solve my problem
You have failed me
Strange that may seem

Listen! All that I have asked is that you listen
Don't talk or do – just hear me
Advice is cheap- 20 cents will get you.
Agony aunt in the newspaper
And I can do for myself
I'm not helpless, may be discouraged and faltering
But not helpless.

When you do something for me that I can
And need to do for myself

You contribute to my fear and inadequacy

But when you accept as a simple fact
That I feel what I feel
No matter how irrational
Then I can stop crying to convince you
And get about this business
Of understanding what
is behind this irrational feeling

And when that's clear and the answers are obvious
I don't need advice,
Irrational feelings make sense when
We understand what's behind them.

Perhaps that's why prayer works
Sometimes for some people
Because god is mute
And he doesn't give advice or try to fix things
God just listens and let you work out for yourself

So, please, listen
And just hear me,
And if you want to talk wait a minute for your tone
And I will listen to you.

- Author unknown

INTRODUCTION

Misunderstanding in communication is the beginning and cause of a majority of conflicts. So, an essential part of conflict resolution with children involves learning how to talk with them, how to listen to them and how to be assertive with them to maintain the norms and limits which we consider essential for their protection, education and full development. But at the same time we need to face their needs, give them an opportunity to participate in this process and attend to their suggestions.

Sometimes adults do not consider children as equal communicators and do not listen to them. Sometimes children are so angry that they are not able to understand the reasons given by their parents or teachers. All these situations lead us to conflicts that we have to learn to face in a positive way. The first step for conflict resolution is to learn positive and adequate communication skills.

In this section we will focus on conflicts that arise in the context of an interpersonal relationship, in which there are two persons involved (adult and child), who are very close to each other physically and probably psychologically, and where direct channels of communication are already established. This communication happens in a social field, which influences the relationship, but to be able to analyse communication tools, we have to focus on interpersonal relationships.

Interpersonal communication differs from other forms of communication in that there are few participants involved, the interactants are in close proximity to each other, there are many sensory channels used and feedback is immediate. An important point to note about the contextual definition is that it does not take into account the relationship between the interactants.

UNDERSTANDING COMMUNICATION STYLES

Every person uses different types of communication styles, depending on who we are speaking with, situations, possibilities, consequences and different factors. That is why it is important for us to analyse these styles, to be able to recognise strategies for communication, which can sometimes produce conflict with others.

There are three basic communication styles:

Aggressive, where a person chooses to attack, to act first and win irrespective of the content and the objective of the communication. Sometimes people want to be right and have the last word.

Passive, where a person does not express his/her feelings and thoughts because either they do not want to confront the other or they are unable to do so. They prefer to be silent and lead the other person to guide the communication. This style could be a strategy or the result of lack of confidence.

Assertive, where a person is able to express his/her feelings and thoughts without hurting the other person. *(see below)*

Every person is capable of using these three styles and is also able to balance them as part of the same communication. These styles are defined as elements of the analysis, not as a closed personal style.

Elements of Aggressive Style
Mottos and Beliefs
    "Everyone should be like me."
    "I am never wrong."
    "I've got rights, but you don't."
Communication Style
    Close-minded
    Poor listener
    Has difficulty seeing the other person's point of view
    Interrupts
    Monopolising
Characteristics
    Achieves goals, often at others' expense
    Domineering, bullying
    Patronising
    Condescending, sarcastic

Behaviour
    Puts others down
    Doesn't ever think he/she is wrong
    Bossy
    Moves into people's space, overpowers
    Jumps on others, pushes people around
    Know-it-all attitude
    Doesn't show appreciation
Nonverbal Cues
    Points, shakes finger
    Frowns
    Squints eyes critically
    Glares
    Stares
    Rigid posture
    Critical, loud, yelling tone of voice
    Fast, clipped speech

Verbal Cues
    "You must (should, ought better)."
    "Don't ask why. Just do it."
    Verbal abuse
Confrontation and Problem Solving
    Must win arguments, threatens, attacks
    Operates from win/lose position
Feelings Felt
    Anger
    Hostility
    Frustration
    Impatience
Effects
    Provokes counter aggression, alienation from others, ill health
    Wastes time and energy over supervising others
    Pays high price in human relationships
    Fosters resistance, defiance, sabotage, retaliation, forming alliances, lying, covering up
    Forces compliance with resentment

Elements of Passive Style
Mottos and Beliefs
    "Don't express your true feelings."
    "Don't make waves."
    "Don't disagree."
    "Others have more rights than I do."
Communication Style
    Indirect
    Always agrees
    Doesn't speak up
    Hesitant
Characteristics
    Apologetic, self-conscious
    Trusts others, but not self
    Doesn't express own wants and feelings
    Allows others to make decisions for self
    Doesn't get what he/she wants
Behaviours
    Sighs a lot
    Tries to sit on both sides of the fence to avoid conflict
    Clams up when feels treated unfairly
    Asks permission unnecessarily
    Complains instead of taking action
    Lets others make choices
    Has difficulty implementing plans
    Self-effacing

Nonverbal Cues
    Fidgets
    Nods head often; comes across as pleading
    Lack of facial animation
    Smiles and nods in agreement
    Downcast eyes
    Slumped posture
    Low volume, meek
    Up talk
    Fast when anxious; slow, hesitant when doubtful
Verbal Cues
    "You should do it."
    "You have more experience than I do."
    "I can't......"
    "This is probably wrong, but..."
    "I'll try..."
    Monotone, low energy
Confrontation and Problem Solving
    Avoids, ignores, leaves, postpones
    Withdraws, is sullen and silent
    Agrees externally, while disagreeing internally
    Expends energy to avoid conflicts that are anxiety provoking
    Spends too much time asking for advice, supervision
    Agrees too often
    Feelings felt
    Powerlessness
    Wonders why doesn't receive credit for good work
    Chalks lack of recognition to others' inabilities
Effects
    Gives up being him/herself
    Builds dependency relationships
    Doesn't know where he/she stands
    Slowly loses self-esteem
    Promotes others' causes
    Is not well-liked

Elements of Assertive Style
Mottos and Beliefs
    Believes self and others are valuable
    Knows that assertiveness doesn't mean you always win, but that you handled the situation as effectively as possible
    "I have rights and so do others."

Communication Style
- Effective, active listener
- States limits, expectations
- States observations, no labels or judgments
- Expresses self directly, honestly and as soon as possible about feelings and wants
- Checks on others feelings

Characteristics
- Non-judgmental
- Observes behaviour rather than labelling it
- Trusts self and others
- Confident
- Self-aware
- Open, flexible, versatile
- Playful, sense of humour
- Decisive
- Proactive, initiating

Behaviour
- Operates from choice
- Knows what is needed and develops a plan to get it
- Action-oriented
- Firm
- Realistic in her/his expectations
- Fair, just
- Consistent
- Takes appropriate action towards getting what she/he wants without denying rights of others

Nonverbal Cues
- Open, natural gestures
- Attentive, interested facial expression
- Direct eye contact
- Confident or relaxed posture
- Vocal volume appropriate, expressive
- Varied rate of speech

Verbal Cues
- "I choose to..."
- "What are my options?"
- "What alternatives do we have?"

Confrontation and Problem Solving
- Negotiates, bargains, trades off, compromises
- Confronts problems at the time they happen
- Doesn't let negative feelings build up
- Feelings felt
- Enthusiasm
- Well-being
- Even-tempered

Effects
- Increased self-esteem and self-confidence
- Increased self-esteem of others
- Feels motivated and understood
- Others know where they stand

Clearly, the assertive style is the one to strive for. Keep in mind that you need to know all these styles in order to deal with different situations. In fact, the aggressive style is essential at certain times such as:
- When a decision has to be made quickly
- During emergencies
- When you know you are right and that fact is crucial
- Stimulating creativity by designing competitions destined for use in training or to increase productivity

Passiveness also has its critical applications:
- When an issue is minor
- When the problems caused by the conflict are greater than the conflict itself
- When emotions are running high and it makes sense to take a break in order to calm down and regain perspective
- When your power is much lower than the other person's
- When the other's position is impossible to change for all practical purposes (i.e., government policies, etc.)

Remaining aware of your own communication style and fine-tuning it as time goes by gives you the best chance of success in life.[54]

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54 Ruth Sherman, President, Ruth Sherman Associates, LLC, Greenwich, CT, 1/99

Children should be supported to understand these different communication styles of other children, parents/care givers and teachers in order to be able to deal with these situations. Adults need to change their communication style with children according to the situation and shouldn't apply the same for every incident. For example, always following an aggressive style will increase the distance between children and adults and affect the development of children.

Poor communication is a key factor in destructive conflict. Accusatory statements, defensive or inflammatory language and unwillingness to listen can provoke conflicts and fuel them once they are under way. On the other hand, when there is good communication, conflicts can be resolved peacefully, collaboratively and without resentment. Like other social skills, communication skills can be taught to children and learnt. They also improve with practice, which is the other cornerstone of all training in constructive conflict resolution.

Communication skills can encompass a variety of strategies and techniques that add to interpersonal interaction. Using good communication skills is not a matter of simply being 'nice'; rather, communicating well facilitates information sharing, perspective taking and genuine understanding.

To communicate we must focus on the child, get as much information as possible about him/her and avoid generalisations when evaluating the child. We can ask questions that will open the other to talking: questions about specific facts, emotional aspects, perceptions, needs, interests, concerns and feelings. Talking about one's self, about theories or generalities does not promote dialogue. And we must encourage family members and children to inter- and intra-subjective dialogue.

Positive discipline techniques require an assertive communication style because we have to impose upon the child certain norms and limits, at the same time being open to their needs, ideas and feelings. However, every communication style has its uses. When we are disciplining a child they could react to us aggressively (even being violent with us) or passively (accepting what we say without reacting, although they do not believe in it). We as adults have to learn to be assertive: firm but open-minded.

Once we have the answers to these questions, we may be able to clarify the issue and understand which specific needs it addresses in every child.

From then on we may create solutions, always remembering that a good try is almost always better than no try at all.

Decisions made when solving a conflict should always value the needs of each individual involved. It should seek to satisfy these needs while respecting each individual's independence, and the subjectivity of their own valuations. Moreover, we must identify our present goals and not those

that are past and gone, nor those of the future that is unknown to us. Things can change here and now.

ACTIVE LISTENING SKILLS

To learn good communication skills, we have to first learn to listen and secondly, how to speak. When we are talking with a child the same rules apply. The child has to feel accepted and confident before talking to us. To have good communication with children we have to build a relationship with them, know them and listen to them as with any other adult. We must create a climate of confidence, which is built on a foundation of empathy and interest. This kind of climate is created through active listening, an important skill we must learn to use. Some behaviours that facilitate such skills are as follows:

- Don't talk about yourself.
- Don't change the topic. Sometimes, children talk about things that are important to them, which could seem non-important for adults, but we have to learn to give them space.
- Don't provide advice, diagnoses, valuations, criticisms or appeasing remarks.
- Don't deny or ignore the child's feelings.
- Don't pretend you understand if you didn't.
- Show that you understand if you did.
- Don't plan what you will say.
- Ask about concerns, anxieties, needs and difficulties. It is not a problem to demonstrate to a child our fear, anger or sadness. It does not make us worse, but makes us a real person.
- Paraphrase to check on the contents of the utterance.
- Pay attention to non-verbal language.
- Keep conversation in focus.
- Respect confidentiality of contents. When a child trusts us, it is important to respect this confidentiality in the same way we would do with an adult.
- Allow for periods of silence.

Active listening helps communication, participation, understanding and the recapping of contents. It also promotes the emergence of new approaches to the topics already discussed.

What is being heard is obviously important, but so is what is being said. We must use clear and straightforward language that will say exactly what we want to say. We must avoid irritating words, blaming others and making requests. We must clearly state the problem, the degree of affliction it brings us, state the expected result in a specific manner and provide new constructive alternatives to solving similar problems if they emerge again.

Communication is not just a matter of contents but of forms as well. We must value the impact each of our replies may have on the other before we give them.

RESPONDING

In a communication, all answers are valid but their usefulness depends on the context and the goal pursued.

Types of Responses
Advising is defined as the answer aimed at providing a suggestion or communicating a value judgment.
- It conveys attitude.
- It is useful when the sender seeks confirmation: it may create barriers to, and even impede deeper communication.
- It promotes defensiveness.

- It implies one's judgment is better.
- It is fast and easy but may convey we are not taking the interest and time needed to understand the others' problems.
- It does not encourage people to accept responsibility for their own problems; it expresses one's own values, needs and perspectives, not the others'.
- It is helpful when a valuation has been requested.
- It changes our understanding of the problem. It is not the *"I know what the problem is"* attitude, but the *"I know what the solution is"* attitude.

Analysing and interpreting is defined as the answer given to provide psychological insights.
- It creates a defensive attitude and discourages conveyance of feelings.
- *"I know you better than you know yourself"*.
- It faces the other with the consequences of his/her behaviour.

Asking and enquiring in response is a question that seeks information and reveals an attempt to guide the conversation.
- It helps to understand.
- It helps the sender to clarify and explain his/her message, to propose issues from a different viewpoint.
- It comprises both open and closed questions as two different types of enquiry. Close questions elicit short, superficial answers. Open questions encourage sharing of feelings, reveal a deeper interest in helping. But when only questions are asked, it can cause uneasiness.

Soothing and supporting are defined as replies aimed at reducing the sender's anxiety.
- They convey interest or understanding.
- They do not contribute to clarifying the causes of or the solutions to the issue.
- It should be accepted as a *"you shouldn't feel the way you do"* reply.
- They are supportive and contribute to raising a possible solution.

Paraphrasing and understanding: With these responses, we aim at giving back using the same words, the message we received from the other.
- They help reach the root of the idea.
- They aim at understanding the sender's feelings.
- They promote clarification for a better understanding of what is being communicated.
- They help senders to understand themselves and their feelings regarding the conflict.
- They stress the most important aspects.
- They broaden perception from details to general issues.
- They communicate interest in the other as a human being.
- They create empathy and favour active listening.
- They help to see the problem from the other's viewpoint.

EXPRESSIONS

Statements that "kill" communication: There is no ideal answer, but we must remember the extreme power of the spoken word. Some utterances are particularly troublesome and may even destroy the ability to communicate. They include the following:
- Threats that create fear, submission, resentment and hostility.
- Orders that impose authority. Remember that there is a difference between power and authority. If you want authority over a child, you have to argue your decisions, allow them to participate in the process and gain moral authority over them. This would build a close and respectful relationship.
- Destructive criticism.
- Labelling, which is slightly ridiculing
- The *"you should"* statements.

- Withholding some of the information. For everyone, even a child, it is essential to understand what are the elements involved in a situation. So, if you hide information, it is going to be more difficult for the child to understand you and your decisions.
- Interrogations.
- Manipulative adulation. Do not say good things to a child if you do not think they are true and if you do not feel them.
- Diagnoses.
- Non-requested advice. Although our responsibility is to educate and take care of the child, this does not mean that we have to give them solutions to everything. We have to give them space to learn and grow. If they have not asked us for advice, do not give it to them.
- Resorting to logical arguments when trying to persuade.
- Refusing to discuss an issue or changing the subject.
- Diminishing the importance of what the child said. Remember that things that are important for a child should be respected by you, as you would do with another adult.
- Soothing through denial.

When we decide to talk after having listened to the other and valued the various reply options, we may proceed to a comprehensive **valuation of our communication act**. We may think of the following: The body language of the listener.
Did I value or interpret? (Remember this is a spontaneous reaction)
Was I a mirror favouring the understanding of the issue?
Did I summarise appropriately the problem in its essential elements?
Does my summary include the emotions of my listeners and my own?
Did I use the right questions and try to understand the other?

FAVOURING ASSERTIVE SKILLS

Assertiveness is the way in which we express our own needs in a serene manner, with the greatest possible objectiveness and always looking for a greater understanding of others and ourselves. It is a way to defend what we believe in without being violent or aggressive with the other. This skill is essential to establish norms and limits with children as part of positive discipline techniques. You have to be firm and clear without hurting or humiliating them. This way of expressing our feelings implies:
- Attentive listening and emotional control
- Requesting clarifications when something is not understood
- When receiving criticism, suggesting and asking for changes of manner if we deem it necessary
- Eliminating distortions in the information we get by restating, summarising and checking the message
- Accepting facts and adopting an attitude about them
- Asking for and suggesting alternative solutions
- Asking for an apology when necessary
- Accepting responsibilities
- Showing understanding and the will to correct what needs correction
- Showing feelings individually[55]

As part of assertiveness, think about these:
'I' messages are a way to express how you feel without attacking or blaming someone. 'I' messages help to de-escalate conflicts and facilitate constructive dialogue and problem solving. For example, here is an instance of 'you' and 'I' messages:

'You' messages: *"You, selfish jerk! You think the TV belongs to you. Well, it's my turn now."*
'I' messages: *"I feel annoyed when you switch the channel without asking. I want to be able to watch my show all the way through."*

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55 Educate don't Punish! Awareness Campaign against Corporal Punishment of Children in Families, Save the Children, UNICEF, CEAPA, CONCAPA

MANAGING AGGRESSIVE BEHAVIOUR

When a child or an adult chooses aggressiveness as a way out of a conflict, as we all do occasionally, we must know how to face it and be ready to provide the constructive and positive reply rather than avoid or dodge it. Managing aggressiveness is a way to arrive at a point where we will be able to solve a conflict. If we enter the situation with aggression, we will lose the opportunity. To undertake this successfully, we may follow the guidelines below:

What to do:
- Accept that the child is irritated and demonstrate that we understand him/her.
- Listen attentively. Before answering, wait until the child expresses his/her irritation.
- Keep an open attitude about what is wrong and what should be done.
- Help the other to face the situation once he/she realises his erroneous behaviour.
- If possible, politely show the child to a private area.
- Sit down to talk more calmly.
- Keep a quiet tone of voice and speak softly.
- Reserve one's own judgments about what should and should not be done by the angry child.
- Empathise with the irritated child without necessarily agreeing with him/her, once his/her hostility or anger has waned.
- Express one's feelings after the event, and request that in subsequent opportunities the child should adopt a different behaviour.
- Ask for somebody else's help if you feel you can't face the situation.

What not to do:
- Reject the child's anger or try to calm him/her down.
- Refuse to listen.
- Defend yourself before listening and understanding the various sides of the problem.
- Embarrass the child for his/her erroneous behaviour.
- Scream and yell in a public area.
- Remain standing instead of sitting down, if that is possible.
- Raise the tone of your voice to make yourself heard.
- Jump to conclusions about what the angry child should or should not do.
- Argue and reason about the advantages of a different behaviour.
- Hide your feelings after the event.
- Keep trying, despite feeling unable to face the situation.[56]

FORGIVENESS

Anyone who works in conflict resolution and mediation knows that to give and receive forgiveness is one of the strategies of conflict resolution as well as one of the results of any intervention in a conflict. Adults and children need to express their feelings and listen to the other without feeling guilty. This is a condition for changing the communication scenario and resolving a conflict.

As a conflict resolution tool we need to learn how to promote forgiveness between children and adults, and consider some key elements in its analysis. Remember, children are going to learn forgiveness through our behaviour. If we as adults have never been able to say sorry to them, they have neither a model for it, nor an understanding of the feelings involved in it. When an adult asks a child's forgiveness, they do not lose authority but gain it, because the child will look at him/her as someone who is able to recognise his/her mistakes and change his/her behaviour.

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Feelings and affective development are the basis of all other developments of a person and children. Every relationship has an affective basis. So to solve any conflict we have to face the affective part of the conflict (the first key element on conflict resolution). To be able to recognise our mistakes and make the other (child or adult) aware of it and be able to forgive the other, is an essential part of managing this affective part of a conflict. It is necessary to pay attention to the feelings just the way it is important to pay attention to the actions - there is a correlation between them. If you change your actions it would be easier to heal your affective experience. At the same time, if you are able to reflect, express and communicate your feelings, your actions can also be changed.

At a personal level, first, it is good to reflect on your personal process for forgiveness. The forgiveness process is simply the cancellation of all the conditions in the mind that are blocking the flow of love and life energy, independently of the behaviour of others.

This is a summary of the steps in the forgiveness process:
- Identify the children or incidents in your life that you need to forgive. Select one person at a time and apply the process to each in turn. Usually for parents their relationships with children are the most important to work on first.
- Become aware that deep down you value health, freedom from negativity, love, creativity, dignity and joy more than disease, holding on to resentment, joylessness, etc. Rigorously search out the negative beliefs that have formed in your mind - conclusions that you came to at the time of emotional pain, but which now act against you. These include negative beliefs about yourself, the other person(s), relationships, life, etc.
- Identify and express the values that were trespassed upon at the time. Despite the trauma, values can often be paradoxically strengthened at the time of the hurt to become a source of dignity and power.
- Stop demanding that the children meet your preferences as a condition for you to practice unconditional love and goodwill towards them and yourself. This opens up the connections to your true self. You also give back responsibility (not blame) to the children being forgiven for the effects of what happened or is happening. You choose not to take responsibility and punishment in your body for the wrong they did.

KEY ELEMENTS

When you want to face the affective part of a conflict, here are some key elements you have to take into account:
- Empathy
- Unconditioned positive recognition of the child
- Enthusiasm
- Despising resentment

Empathy
When resolving a conflict, it is critical to distinguish between empathy and sympathy. To empathise is to understand the child's needs and interests. Sympathising with a child is accepting their needs and interests as our own. Empathy is a fundamental requirement to understand the child. However, when we sympathise with the child we bias our perception and we adopt a subjective attitude towards conflict, which is not beneficial to the other child, although it may make us feel better.

Empathy is learned and hard to develop. Some things make it easier and foster it.

However, obstacles to empathy are:
- Domination
- Manipulation
- Taking decision-making power from the other
- Denial

Empathy promotes:
- Working on relationships, independently of the problem
- Sharing activities to create links among adults and children
- Choosing the right time and place for in-depth analysis

But how can we understand and empathise with the child's feelings? Learning to manage our feelings is the first step. If our feelings overpower us, we will never have the ability to reach him/her. We must learn not to deny the feelings but rather to discharge them privately and safely. If the feelings are overwhelming, we must be tolerant with the child's emotional discharges and not take revenge, complain or criticise their emotions.

It is also important to learn how to focus our feelings, by exploring and scrutinising the subconscious processes underlying them:
- Our thoughts drive the events of our lives
- What we resist is what we receive
- The situation we look at gives us information about ourselves

Communicating feelings can provide a stimulus for positive changes within the family. It is only by doing this that we can be clear about the goals we pursue. Following are some questions that may guide us in our analysis:
- Why do I feel this?
- What do I mean by what I say?
- Why do I need to get rid of this feeling?
- Whose problem is it anyway?
- What part of the problem is mine?
- What is the unexpressed message communicated by the situation?

As parents, it is sometimes extremely difficult to reveal our feelings before the children because this may make us feel weak and vulnerable in their eyes. Likewise, there are periods or times in a child's development when accepting and funnelling their emotional discharges may be truly difficult. However, it is critical to know how to communicate our feelings because most family relationships work at the emotional level.

Unconditional Positive Recognition of the Other
The child has the right to expect our respect, just like we do from the child. However, recognising the child's value implies going one step further. They not only need your respect, but also your love and acceptance to fulfil their development in the same way that any adult expects this from the people they love. This implies:
- Creating confidence and intimacy
- Tolerating differences
- Cooperating to build a community, within the family and school

Training for Enthusiasm

The attitude with which we face issues is already part of the solution because it shapes our perception of reality, and on that basis, our actions and relations with others. Therefore, it is critical to develop a positive attitude towards each child for which we must promote:

- Motivations
- The ability to discover
- The ability to become surprised

Dissipating Resentment and Promoting Cooperative Relationships among Children and Adults

Promoting a shared action between the child and the adult to a conflict is often the first step towards the resolution. At this stage, the family environment plays an advantageous role because daily coexistence creates a thousand little opportunities for cooperation.

When children and parents cooperate, they learn positive ways to relate mutually. This may in turn, be extended to the whole area of the conflict, and thus dissipate the resentment that is usually linked to past events. A conflict is resolved when children and parents stop looking at the past and turn their eyes to the future, and when they stop competing and start cooperating.

Similarly, schools can play a key role in promoting cooperative ways of resolving conflicts, both between teachers and students, and amongst students. Peer mediation and participation initiatives within schools can further cooperative efforts.

ACTIVITY 6.1

UNDERSTANDING CONFLICT MANAGEMENT STYLE[57]

OBJECTIVE

To help participants identify the different styles or ways of dealing with conflict

TARGET AUDIENCE

- Adults such as parents, teachers and other professionals
- Children

TIME

45 minutes

METHOD

Discussion, reflections

MATERIALS

Animal images: Wildlife posters, stuffed animals, masks or puppets are good visual aids

PROCESS

STEP 1 (15 minutes)

Discuss conflict management styles with the participants (see section above for details).

STEP 2 (15 minutes)

Ask the participants to learn the characteristics of each style. Ask them to associate an animal's image with each style.

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57 Martha Green, PLOWSHARES, Glenford, OH 43739 (614)-659-2322

Discuss:

- Why is this an appropriate image?
- What other animals could have been chosen?

Facilitator's Tip: Ask each participant to make a mask or puppet of a style as a fun art project.

A **dolphin** usually chooses a **cooperative problem solving** style. Dolphins use whistles and clicks to communicate with each other to catch food cooperatively and to summon help. For example, when a dolphin is sick or injured, other dolphins will help it to the surface so it can breathe. Although the dolphin usually chooses to be a cooperative problem solver, it can also choose other styles depending on the situation. For example, if a dolphin has a baby and a shark is in the area, the dolphin will choose to use a competitive style to deal with the shark. Continuing to use its favourite style of cooperation would greatly endanger the life of the baby dolphin.
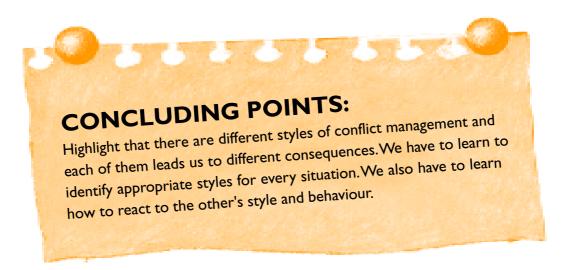
A **lion** can be a symbol of a **competitive style.** The lion's roar helps the lion to satisfy its interests. For example, if the lion's family is hungry and needs food, the lion may use its strength and loud roar to get the food because it is important for the family. However, the lion can also choose to use a compromising or accommodating style when playing or resting with a lion cub.

A **zebra** can be a symbol for the **compromising style**. A zebra's unique look seems to indicate that it didn't care if it was a black horse or a white horse, so it "split the difference" and chose black and white stripes. However, a zebra may not choose a compromising style for all things. A zebra may choose a cooperative or competitive style like the dolphin or lion depending on the situation.

A **turtle** is a symbol for the **avoiding** style because it can avoid everything by pulling its head and legs into its shell to get away from everyone. A turtle also chooses other styles at times. It does not always choose to stay in its shell, because it would miss out on everything from eating to swimming.

A **chameleon** is a symbol of the **accommodating style** because it changes its colour to match the colour of its environment. By doing so the chameleon fits quietly into its environment. Although the chameleon may always change its colour to accommodate its surroundings, it may choose other styles when it is hunting for food, taking care of its young or hiding from enemies.[58]

There is no animal example for **denial** style, because this style is a psychological trait, mostly a conscious decision.

CONCLUDING POINTS:

Highlight that there are different styles of conflict management and each of them leads us to different consequences. We have to learn to identify appropriate styles for every situation. We also have to learn how to react to the other's style and behaviour.

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58 Terrence Wheeler, Ohio Commission on Dispute Resolution and Conflict Management, 1995

ACTIVITY 6.2

SELECTING YOUR CONFLICT MANAGEMENT STYLE[59]

OBJECTIVE

To enable participants to experience the words, images, feelings, tone and outcomes associated with the different styles of conflict management

TARGET AUDIENCE

- Adults such as parents, teachers and other professionals
- Children

TIME

1 hour

METHOD

Discussion, role playing, reflections

MATERIALS

- Handout 7 - A Story with Five Endings
- Flip chart paper, marker pens

PROCESS

STEP 1
(30 minutes)
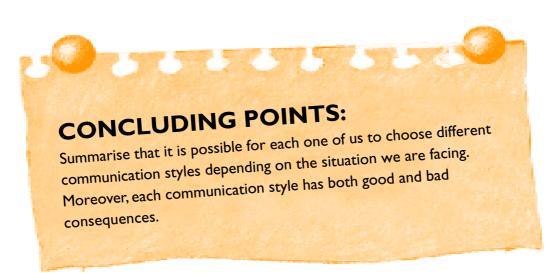
Pass out scripts of 'A Story with Five Endings.' Ask the participants to dramatise the different endings.

Conduct a discussion in which the participants match each conflict style with the correct story ending. What are the feelings associated with each style? What key words or actions in the story helped to identify the style? How did the style affect the outcome of the story?

Answer Key for a Story with Five Endings
- Ending #1: Avoiding
- Ending #2: Competing
- Ending #3: Compromising
- Ending #4: Accommodating
- Ending #5: Cooperative Problem-Solving

CONCLUDING POINTS:

Summarise that it is possible for each one of us to choose different communication styles depending on the situation we are facing. Moreover, each communication style has both good and bad consequences.

ACTIVITY 6.3

COLLABORATIVE SQUARES[60]

OBJECTIVE

- To promote collaborative and cooperative behaviour in a group setting.
- To encourage the use of communication and compromise when solving a problem

TARGET AUDIENCE

- Adults such as parents, teachers and other professionals
- Children

TIME

40 minutes

METHOD

Group work, discussion, reflection

MATERIALS

Set of 'collaboration squares'

PROCESS

STEP 1   (10 minutes)

Prepare the sets of 'collaboration squares' (see below) by cutting them out of paper, preferably thick quality. Each set should have five squares, measuring about six inches on each side. The number of sets you will need will depend on how many participants there are, divided by groups of six. For example, for 60 participants, you will need 10 sets of squares[61].

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60 Communication and Collaboration: Guidance Activities, NESA 2004, Conference in Bangkok, Thailand. Presenter: Daneah Galloway, School Counsellor
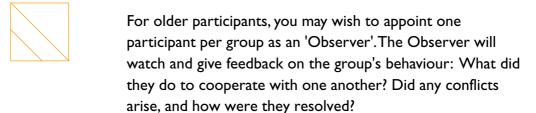61 If possible, laminating the collaboration square pieces is a good idea. You may want to seek the help of your local education officer or a community group to see how this may be done. Then you will have a lasting resource to use in future activities.

STEP 2

Divide the participants into groups of five or six. Give each group a set of mixed-up 'collaboration squares' with each group member receiving an approximately equal number of pieces.

Instruct that each group will need to make five perfect squares out of the cut-outs, and that they will have approximately 7-10 minutes to do so. You may vary the time according to the age of the participants and the time available.

For older participants, you may wish to appoint one participant per group as an 'Observer'. The Observer will watch and give feedback on the group's behaviour: What did they do to cooperate with one another? Did any conflicts arise, and how were they resolved?

STEP 3

After the time is finished, ask the participants as a group what made the activity difficult, what made it easier, and how cooperation, communication, collaboration and compromise affected the outcome of the activity. Invite and encourage participants to share how they could apply these to real life situations.

> **Facilitator's Tip:**
> This activity can also be used to illustrate and examine non-verbal communication, such as gestures, facial expressions and 'body language'. Simply have the groups put the squares together without talking or making sounds of any sort. In this case, an Observer works particularly well.

CONCLUDING POINTS:

Highlight that it is necessary and easier to collaborate to solve situations. Through cooperation more can be achieved.

ACTIVITY 6.4

CONFLICT IN FAMILIES[62]

OBJECTIVE

- To understand the process of a conflict
- To learn to develop strategies for conflict resolution

TARGET AUDIENCE

Adults such as parents, teachers and other professionals

TIME

3 hours (approx)

METHOD

Case analysis, group work, discussion, reflection, role play

MATERIALS

- Handout 8
- Flip chart paper, marker pens

PROCESS

STEP 1 (15 minutes)

Distribute the case study to the participants (see Handout 8). Give them time to read the case study.

STEP 2 (15 minutes)

Divide the participants in four groups, asking to them to select whose role they prefer to play: mother, father, young person or teacher. Try to balance the number of persons in each of the four groups.

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62 Educate don't Punish! Awareness Campaign against Corporal Punishment of Children in Families, Save the Children, UNICEF, CEAPA, CONCAPA

STEP 3

Give the participants the history of family conflict and ask them to analyse what their preferred role has done to make things better, and what they have done to make things worse. Each player has done a lot of things in the past, some positive and some negative. Ask the participants to specify what role they have played.

STEP 4

Give time for group analysis and ask to them to write their conclusions on paper

STEP 5

Start a group plenary and discussion guided by the facilitator to identify positive components of each role, explaining the process of a conflict following the concrete history.

STEP 6

Once the plenary discussion has ended, ask every group to consider themselves as one family.

STEP 7

Ask each family to do a role play in which they imagine that they are going to meet the teacher for the first time. Ask them to imagine what has happened and discuss strategies to solve the conflict in the role-play.

STEP 8

Every family presents their process and decisions, and the facilitator summarises the main conflict resolution tools they have put in practice.

CONCLUDING POINTS:

Framework for analysis:

There are some key points to be taken into account before going into concrete tools for conflict resolution. After analysing our own attitude, we have to understand the situation we are facing completely. The key points are:

- Be positive in the analysis and the solution: Try to recover the positive part of every person involved in the conflict.
- Child focus: Always think about child welfare, child rights and child development.
- Is everyone conscious about the conflict and their responsibility in it? Think about the consciousness of the people involved.
- Take into account the affective component of any conflict: Evaluate the affective part of the history.

Some key elements to define conflict resolution strategy:

- Learning about the process of a conflict.
- The importance of the background of the conflict.
- The first resolution tool is time - we have to wait for the moment in which we are going to be able to listen and talk.
- Resolution tools - To solve a conflict we need to develop some concrete actions. Solution of the conflict should be good for everyone, and agreed upon by everyone too. The first step of conflict resolution is forgiveness.
- To solve a conflict we need to make the people involved in it understand each other's perspectives.
- The third dimension to the conflict is the trainer or the facilitator who creates an atmosphere in which a family is able to solve conflicts by themselves.
- We need commitment from different levels of the conflict, including the facilitator.
- The third party has to be someone who has not been part of the conflict, inside or outside of the family.
- The conflict can also have other dimensions relating to things that happened outside the family.
- All parties need to agree on the actions that need to be taken and on the code of conduct in the future. (For example, the father agrees not to beat the child, etc.).

ACTIVITY 6.5

RESOLVING CONFLICTS

OBJECTIVE

To learn and practise appropriate conflict resolution techniques in real life situations

TARGET AUDIENCE

Adults such as parents, teachers and other professionals

TIME

40 minutes

METHOD

Group work, discussion, case analysis

MATERIALS

- Handout 9 - Case studies
- Pen and paper
- Flip chart paper

PROCESS

STEP 1   (10 minutes)

Divide the participants into groups and hand them the case studies (Handout 9). List conflict resolution tools on a flip chart. Ask each participant to be in a parent's position in each scenario and respond to the situation keeping the tools in mind.

STEP 2   (20 minutes)

Ask the groups to share their responses with the rest of the groups.

Discuss the most appropriate responses to the situations. Use the following guide:

Scenario 1: Instead of hitting her, this father punished the daughter by asking her to clean up the dirt. What is more important, though, is that he understood that this behaviour was not gratuitous.

The daughter had a problem. Unlike other children, she did not like eating and this could only be resolved by finding out the cause of her lack of appetite, and by obtaining her cooperation in eating a bit at various times throughout the day, even if only a little each time.

Scenario 2: Although very angry, Seema's mother understood that hitting her would do no good. It was better to avoid temptations by not giving Seema any money from then on. That day, punishment was lunch made up of only rice and beans.
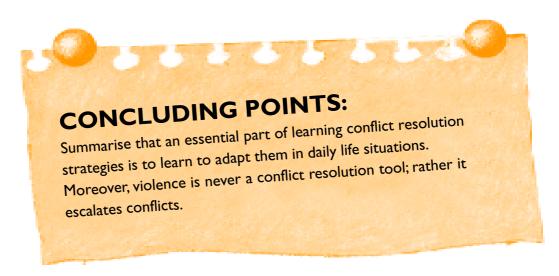
Scenario 3: Instead of going after Zubeida and hitting her, her stepfather, although very annoyed and hurt by her rudeness, ascertains that Zubeida has not gone out and decides to leave the family chat on "*Rules about going out when you are an adolescent...*" for the next day.

Scenario 4: Instead of hitting him, the father had the window repaired with Ali's allowance money. In order to avoid future incidents, he went with his son to look for a small field in the neighbourhood where playing with a ball would not be dangerous to anyone.

Scenario 5: Tired of talking, and sure that hitting him would be no good, his mother decided to deliver a master stroke to the mess: she called her other children and very good-humouredly organised a MANIFESTATION AGAINST MESSINESS AT HOME with them.

Scenario 6: Instead of hitting Ramesh, she decided to hold a domestic court to try his behaviour with everyone helping to decide what should be done.

Scenario 7: Rashida's parents heard that every person has their own biological clock which regulates sleep needs. This fact led them to understand that their daughter didn't behave that way just to upset them but because she couldn't wake up at the specified time and needed help.

CONCLUDING POINTS:

Summarise that an essential part of learning conflict resolution strategies is to learn to adapt them in daily life situations. Moreover, violence is never a conflict resolution tool; rather it escalates conflicts.

DECISION-MAKING

OBJECTIVE

To identify different ways of making decisions

TARGET AUDIENCE

- Adults such as parents, teachers and other professionals
- Older children

TIME

50 minutes

METHOD

Group work, discussion, reflection, case analysis

MATERIALS

- Pictures
- Pen and paper

PROCESS

STEP 1 (5 minutes)

Ask the group to brainstorm all the ways they can think of making a decision as a group. Write these down.

STEP 2 (5 minutes)

Present a hypothetical situation: Three people are stranded on an island- a priest, a young woman and an elderly man (it might be far more interesting if you think of three relevant characters, for example a music group, a sports person, a politician, a film star or some one in the news or involved in the lives of the participants). Help comes, but one person has to stay behind. Who would it be?

STEP 3 (10 minutes)

Divide the participants into two groups. Each group discusses the situation and comes to a decision.

Group 1: Select a sports person. He/she makes the decision on his/her own.
Group 2: Select a sports person. He/she makes the decision, but seeks the opinions of the group first.
Report the decisions back to the large group.

In the same groups, take a further five minutes to reach a decision.
Group 1: Majority vote decides
Group 2: You will have to agree with the decision

STEP 4 (10 minutes)

In a large group, list the advantages/disadvantages of this method. Consider efficiency of time, individual feelings, quality of the decision, etc.

STEP 5 (10 minutes)

Ask the participants how this group is going to make decisions. Discuss.

STEP 5 (10 minutes)

Once the group has made its decision about how the group will work together and decide things about its project, ask the participants to work in pairs and prepare a brief statement on 'Why we are happy or unhappy with this arrangement.' Keep a record of this as you may wish to use it in Activity 12.

CONCLUDING POINTS:

Summarise that there are different ways to make decisions, and depending on the situation we have to make our own option. Highlight that participatory process is always an added value to any decision. If children are involved in decision making process it builds an ownership among children and value the decisions made.

ACTIVITY 6.7

DEVELOPING SKILLS TO MAKE A DECISION[63]

OBJECTIVE

To understand the importance of collecting information in order to make a decision

TARGET AUDIENCE

- Adults such as parents, teachers and other professionals
- Older children

TIME

30 minutes

METHOD

Group work, discussion, case analysis

MATERIALS

- Handout 10 - Decision-making worksheet
- Pen and paper

PROCESS

STEP 1   (10 minutes)

Use the decision-making worksheet (Handout 10) to discuss a relevant scenario:
- A choice between three items of clothing
- Which bicycle to buy
- Where to live

The scenario could connect with the interests of the group. For example, if they are keen on football, the scenario could look at choosing another player to join their team. If music is their passion, the scenario could involve buying a guitar. Use your imagination!

63 Education Conflict Resolution, A Training for Trainers Manual, UNICEF, Education for Development, 1997

STEP 2

Discuss the information needed to help make the right decision. If some members from the team have not considered this skill, it may be appropriate to look at ways to seek information and advice. (Invite participants to refer to work in previous Activity to make the team decision).

STEP 3

Often it is not easy to come to a decision. For example, there may be:

- An unhealthy split between two ideas
- Concerns about the skills and commitments of the group
- Concerns that the group is very capable and would be bored with a small event and so should try a larger scale event

If so, then you may want to refer back to the responses of the pairs from the previous Activity and check that the group remains happy with their decision-making model. You could then ask group members if they would like you or one of the participants in the team to monitor the decision-making experience throughout the project. The monitor may be empowered by the team to point out that they have remained faithful to, or forgotten their decision-making model. The monitor can then challenge the team to think through the issues.

CONCLUDING POINTS:

Sum up, stressing that to take the right decision it is important to know, to wait and to collect enough and right information. Also, highlight that sometimes if we do not have enough skills to take a decision, we should seek help for it. Adults should help children to take right decisions and seek information for it.

ACTIVITY 6.8

ASSERTIVE MESSAGES[64]

OBJECTIVE

To recognise different ways of communicating when angry and to practise assertive messages

TARGET AUDIENCE

- Adults such as parents, teacher and other professionals
- Children

TIME

2 hours (approx)

METHOD

Case analysis, group work, discussion, reflection, role play

MATERIALS

Flip chart paper, marker pens

PROCESS

STEP 1   (10 minutes)

Read the following scenario aloud to the participants.
(This situation should be changed as needed to make it more appropriate to the group):

> Two children are sitting next to each other, writing in their schoolbooks. One stands up suddenly and accidentally bumps into the second child, causing him to make a mark with his pencil that spoils the page. The second child looks up at the first and says…

64 Education Conflict Resolution, A Training for Trainers Manual, UNICEF, Education for Development, 1997

STEP 2

Divide the participants into groups and ask them to role play three possible ways that this incident might be handled.

OPTION 1: "You stupid idiot, look at what you did to my book! How would you feel if I did that to your book?"
OPTION 2: "Oops! Could you please be careful?"
OPTION 3: "When you bumped into me, it made me spoil the page. I'm angry because I'm going to get into trouble when the teacher sees this. Can you help me find some way to fix this?"

STEP 3

Ask the participants how they would describe each of the responses. Explain to the groups that these responses are sometimes referred to as aggressive and assertive. The group will probably use simpler language such as:
"Fighting" or "getting angry" (aggressive)
"Giving in" or "avoiding a fight" (submissive)
"Standing up for yourself" or "working it out" (assertive)

STEP 4

Use the descriptions that the participants suggest. Ask the participants to talk about what they think are the advantages and disadvantages of each option.
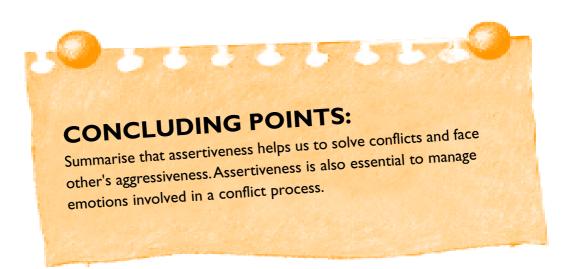
STEP 5

Next, ask the groups to think of a typical conflict that occurs in their lives. Ask them to devise role plays that show an aggressive, a submissive and an assertive response to the situation. Groups can take turns presenting these to the whole group for discussion.

Ask the participants:

- What types of responses do you most commonly hear in conflict situations? Why do you think this is so?
- What kind of emotions do each of these responses bring up in the person who is listening?
- Which of these three types of responses do you think would be most useful in conflict resolutions?
- Can you think of other ways to respond in a conflict that would be equally or more effective?

CONCLUDING POINTS:

Summarise that assertiveness helps us to solve conflicts and face other's aggressiveness. Assertiveness is also essential to manage emotions involved in a conflict process.

ACTIVITY 6.9

LEARNING FROM CONFLICT AND REDUCING VIOLENCE[65]

OBJECTIVE

- To be aware of the problem of violence as an option in conflict
- To be aware of the costs of violence

TARGET AUDIENCE

- Adults such as parents, teachers and other professionals
- Older children

TIME

45 minutes

METHOD

Discussion, reflection, role play

MATERIALS

Flip chart paper, marker pens

PROCESS

STEP 1 (5 minutes)

Start the session by presenting the following statement to the group:

We cannot avoid problems, disagreements or arguments in our life.

65 Choose a Future!, Issues and Options for Adolescent Boys in India, A Source Book of Participatory Learning Activities, CEDPA

STEP 2

Ask:
- Do participants agree or disagree with the statement?
- Why or why not?

STEP 3

Invite two volunteers to role play an argument. This situation can be any small disagreement, for example, whether or not to go to the movies that evening. For this exercise it should not be an important life issue.

Person A: Can only say yes in the argument
Person B: Can only say no in the argument

Instruct Persons A and B to sit on two chairs facing each other and proceed only to say yes or no. They cannot touch and must be seated at all times.

STEP 4

Invite others to join the role play argument, add more chairs, and try different groups such as two versus one and four versus one. Invite some participants to have a turn in the minority chair.
Possible questions are:
- What did you learn from the role play?
- When there is a majority, what was is it like for the minority? What did you feel like doing?
- When a person was in the minority, what was it like for the people in the majority?
- What qualities does it take to successfully challenge the majority when you are in the minority?

> **Possible answers are: courage and bravery, intelligence, common sense and logical thinking**

CONCLUDING POINTS:

Stress on the fact that it is not possible to avoid conflicts - they are part of our daily life. In fact, they are an opportunity to learn about others and ourselves.

ACTIVITY 6.10

POSITIVE AND NEGATIVE BEHAVIOUR[66]

OBJECTIVE

To learn to distinguish between positive and negative behaviours in interpersonal relationships

TARGET AUDIENCE

- Adults such as parents, teachers and other professionals
- Older children

TIME

1 hour (approx)

METHOD

Discussion, reflection, game playing

MATERIALS

- Plus or Minus game cards
- Coloured pencils or markers as needed
- Small slips of paper with behaviours written on them
- Small bag or box to put the slips of paper in

PROCESS

STEP 1 (5 minutes)

Greg Carl, Nonthathorn Chaiphech, Friends Tell Friends on the Street, The Thai Red Cross and Research Centre, Canada Fund, 2002

STEP 2 (10 minutes)

Brainstorm and list examples of plus behaviours that add to our happiness with others, and minus behaviours that may take away from our happiness with others.

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66 Greg Carl, Nonthathorn Chaiphech, Friends Tell Friends on the Street, The Thai Red Cross and Research Centre, Canada Fund, 2002

STEP 3

Give each participant a plus or minus card and a coloured pencil or marker. Explain the rules of the game as follows:

To play, the facilitator randomly picks out one of the slips of paper from the small bag and reads the behaviour out loud. The participants, who have the behaviour that has been called, will mark a plus or minus over it as they think appropriate. When the participant has three pluses or three minuses lined up in a given row, that participant raises his/her hand and calls out "plus" or "minus". (There may be multiple simultaneous winners depending on the number of the different cards at play).

STEP 4

The facilitator should check to see if the cards have been marked plus or minus correctly with some follow-up discussion if necessary.

Content Questions
- What is the main difference between plus behaviours and minus behaviours?
- Which kinds of behaviours do we want to try to engage in more often? Why?

Personalised Questions
- Think of a plus behaviour someone did to you today. How did you feel when this happened? How did you respond?
- Think of a minus behaviour someone did to you today. How did you feel? How did you respond?
- Share a plus or minus behaviour that you did to someone recently. How did you feel afterwards? What was the reaction from the other person?

> **Facilitator's Notes:**
> There are four different game cards. Depending upon the size of the group, additional cards may need to be made to avoid too many winners.

Plus or Minus Game Cards

Smiles at you	Hits/Hurts You	Ignores you
Teases you	Asks you to steal something	Invites you to join a game
Laughs at you	Talks to you	Talks about you with others

Gives you a hug	Asks you for money	Calls you names
Shares with you	Smiles at you	Blames you for something they did
Tells you a funny story	Offers to be your friend if you smoke	Invites you to join a game

CONCLUDING POINTS:
Highlight that everyone behaves in a right and wrong manner many times during a day. In order to change it and recognise it in others, it is necessary to be conscious about it. Moreover, the quality of behaviour depends upon the situation and the consequence on others.

ACTIVITY 6.11

REACTIONS[67]

OBJECTIVE

To learn effective interpersonal skills

TARGET AUDIENCE

- Adults such as parents, teachers and other professionals
- Older children

TIME

1 1/2 hours (approx)

METHOD

Discussion, reflection, role playing

MATERIALS

- Reaction and Situation cards
- Four large index cards per pair of participants
- Pens or pencils as needed

PROCESS

STEP 1   (5 minutes)

Select four volunteers and distribute a situation card to one participant and a reaction card to each of the other three participants.

STEP 2   (15 minutes)

Each participant with a situation card studies his/her card and role plays the situation on it for each of the three volunteers. These volunteers respond as instructed by their reaction cards.

67 Greg Carl, Nonthathorn Chaiphech, Friends Tell Friends on the Street, The Thai Red Cross and Research Centre, Canada Fund, 2002

STEP 3 (15 minutes)

Discuss each role play as it is presented, identifying the interactive behaviours and listing them in one of the following categories:

POSITIVE VERBAL Examples: "I agree." "Can you explain?"	NEGATIVE VERBAL Examples: "Shut up!" "That's stupid."
POSITIVE NON-VERBAL Examples: Smile Nods yes	NEGATIVE NON-VERBAL Examples: Crosses arms across chest Walks away, slams door

STEP 4 (15 minutes)

Repeat the process with new volunteers role playing and responding to the remaining situation cards.

STEP 5 (10 minutes)

Brainstorm and list other possible behaviours in each of the positive categories (verbal and non-verbal).

STEP 6 (10 minutes)

Supply each of the participants with four blank index cards and ask them to make up situation cards and reaction cards that emphasise only positive responses.

STEP 7 (15 minutes)

After completion, the participants exchange situation cards and reaction cards and act out one another's specified reactions.

Follow each role play with a brief discussion, identifying the positive interactive behaviours demonstrated.

Content Questions
- Do you have a choice in how you react to and interact with others?
- How does your choice of behaviour affect other people?
- How can you become more positive in your verbal and non-verbal cues?
- What are the advantages of becoming a more positive communicator?

Personalised Questions
- Have you ever reacted positively to someone? How did the person behave in response?
- Have you ever reacted negatively to someone? How did that person respond?
- Which type of interaction do you prefer?

Facilitator's Notes:
While discussing personalised questions, encourage participants to share as many personal experiences as possible. Providing as many actual, real-life examples as possible will encourage application and development of communication skills in the participant's daily behaviour.

Situation Cards
(Directions: Copy each of the following situations on a separate card)

Your parent or guardian asks you to help with some household work when it is not your turn
Your friend insists that you took his favourite shirt
Your teacher says that you do not put enough effort into your studies

Reaction Cards
(Directions: Copy each of the following reactions on a separate card)

Positive Reactions
Ask questions to find out more about what the person is requesting.
Tell the person politely that you think there has been a mistake.
Go along with it.
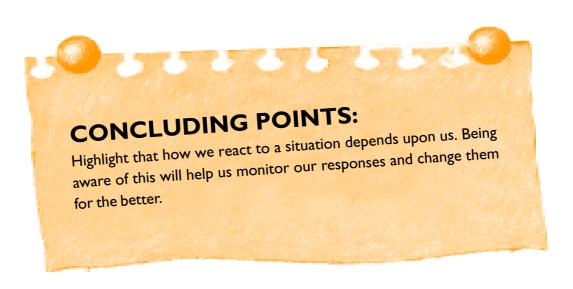Say what you think without getting upset.

Negative Reactions
Leave the scene- walk away.
Argue, saying things like "No way, you are crazy!"
Get angry.
Refuse to talk or listen.

Note: If people are invited to try drugs/cigarettes, saying "No" may not be sufficient. The most common reaction is for people to say "No, thank you" or "Not today". This may send a mixed message to the person extending the invitation. Rather than stating that the person does not want anything to do with drugs/cigarettes, they are saying that they may wish to try them in the future. The person needs to be stern with the answer without placing his/herself in a dangerous situation.

CONCLUDING POINTS:

Highlight that how we react to a situation depends upon us. Being aware of this will help us monitor our responses and change them for the better.

PICTURE CHOICE[68]

OBJECTIVE
- To develop skills in expressing emotions, explaining and giving reasons
- To practice skills in empathy and in being aware of our own feelings and the feelings of others

TARGET AUDIENCE
- Adults such as parents, teachers and other professionals
- Older children

TIME

50 minutes

METHOD

Group work, discussion, reflection

MATERIALS
- Pictures
- Pen, paper and board
- 20-30 pictures (any style) - all numbered

PROCESS

STEP 1   (5 minutes)

Lay the numbered pictures face down on the table and ask the participants to choose one they would like to know more about. Tell them that they are not to reveal to anyone else which picture they have chosen.

STEP 2   (5 minutes)

Ask the participants to write the name of the other participants, and next to each name write the number of the picture they believe that person has chosen. (Display one set of pictures on the wall or board for participants to see the numbers of other cards).

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68 Greg Carl, Nonthathorn Chaiphech, *Friends Tell Friends on the Street*, The Thai Red Cross and Research Centre, Canada Fund, 2002

STEP 3 (15 minutes)

Ask the participants to come up one at time and take the picture they have chosen. They should tell the group their feelings towards it and explain why they selected it.

STEP 4 (15 minutes)

After the particular participant has explained his/her choice, the rest of the group should say which picture they thought that the participant would choose and why, and state their own feelings about the picture that was chosen. (The facilitator may want to make a chart of the number of the pictures and the participant who chose it.)

STEP 5 (15 minutes)

Open a discussion about how people have different thoughts, choices and make different decisions. Keep the discussion away from getting too personal.

Content Questions
- Do you think your friends have the same thoughts and feelings that you do?
- Was it difficult to match our friends with the picture we think they chose? Why?
- Do you think you already know everything about your friends? Why or why not?
- How can we get to know others more thoroughly?

Personalised Questions
- What percentage did you answer correctly and incorrectly? Before the chosen pictures were revealed, did you think of the reasons for your answer?
- What have you learned about your friends?
- Was anyone correct about the choice that one of your friends made? Why?
- Why aren't our friends' thoughts and feelings always the same as ours?

CONCLUDING POINTS:

Highlight that there are many factors that make people have different thoughts and feelings. Factors that make us look at the world differently may include personal experiences, education, social norms, attitudes, values, each person's perspectives, social status, emotions and feelings.

ACTIVITY 6.13

MANAGING AGGRESSIVE BEHAVIOUR[69]

OBJECTIVE

To learn and identify different styles of aggressive behaviours and how to manage them

TARGET AUDIENCE

- Adults such as parents, teachers and other professionals
- Older children

TIME

55 minutes

METHOD

Group work, discussion, case analysis

MATERIALS

- Handout of cases and animal drawings
- Pen and paper

PROCESS

STEP 1 (10 minutes)

Show participants drawing of four animals - lion, tiger, tortoise and eagle. Leave them to choose an animal and form groups. Ask groups to explain their option - what they like and dislike about the animal they have chosen.

STEP 2 (10 minutes)

Ask groups to explain how every animal attacks and defends itself.

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69 Training Module on Physical & Psychological Punishment, Save the Children Sweden-Norway, Afghanistan 2005

STEP 3 (20 minutes)

Give participants handouts of four situations.

1. Udit was about to leave for school when he got a last minute urgent task from his father. He was supposed to join a special class in the school, which he would now have to miss. The teacher was silent on the phone when he told him that he would not be able to make it. All hell broke loose when Udit came to school. The teacher had issues not only with regard to this special class, but about Udit's priorities in general in the school.

2. Sunny got a painting set for his birthday from his father. Toby, his brother, is usually possessive about his things, and it was now Sunny's turn not to share his gift with him, which he was enjoying. Madhu, his mother, came back from work that day and found the two boys in a fist-fight.

3. Mrs. Hasina noticed that Shabana had been creating trouble between children in the neighbourhood in general. In all conflicts between them, she played a role in carrying information between children, which had escalated tensions. Mrs. Hasina needed to address the problem.

4. Kamala is working as a Mathematics teacher in the school. One day few children complained to her that Rabin is smoking secretly. He goes out after school hours to smoke. However Kamala never noticed this because Rabin is good in studies in general. Kamala questioned Rabin about this and he denied smoking. But Kamala decided to keep a close watch on Rabin's behaviour and inform his parents if necessary.

STEP 4 (15 minutes)

Questions for discussion:
- Match the key actors in the case studies to the animal styles that they represent.
- What should be the best reaction in the following situations?

When it is not possible for you to avoid the situation, you have to learn to be a **tiger** and wait for the right moment to make an intervention. When the other is aggressive, it is never a good moment to make an intervention. Sometimes, the moment in which you make an intervention is more important than the things you say in it. **(Situation 1, Teacher)**
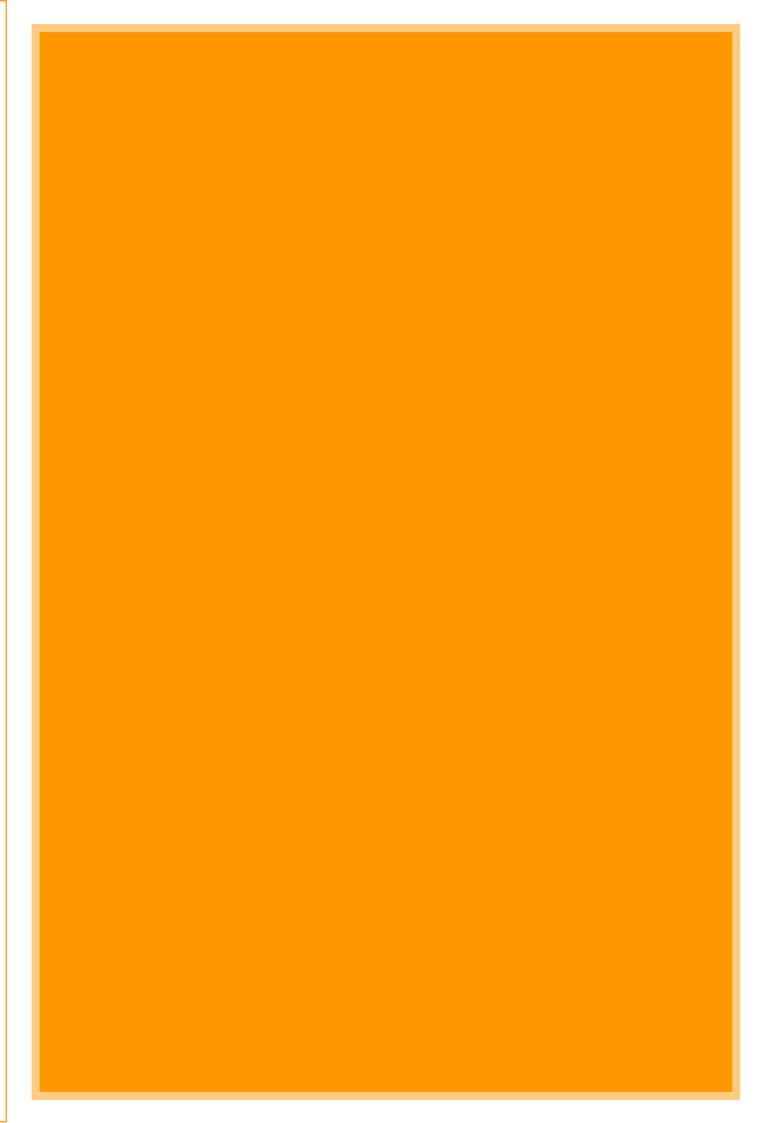
There are situations in which it is not possible for us to react in a different way other than a **lion**, because we have to guarantee physical protection of the people involved. **(Situation 2, Madhu)**

When you are in an authority position, you have to be an **eagle** and try to face conflicts as a whole process from a perspective. **(Situation 3, Mrs. Hasina)**

When a situation is a long-term process and there isn't enough information available at the time, it is better to be a **tortoise** and wait to have enough elements to make a decision. **(Situation 4, Kamala)**
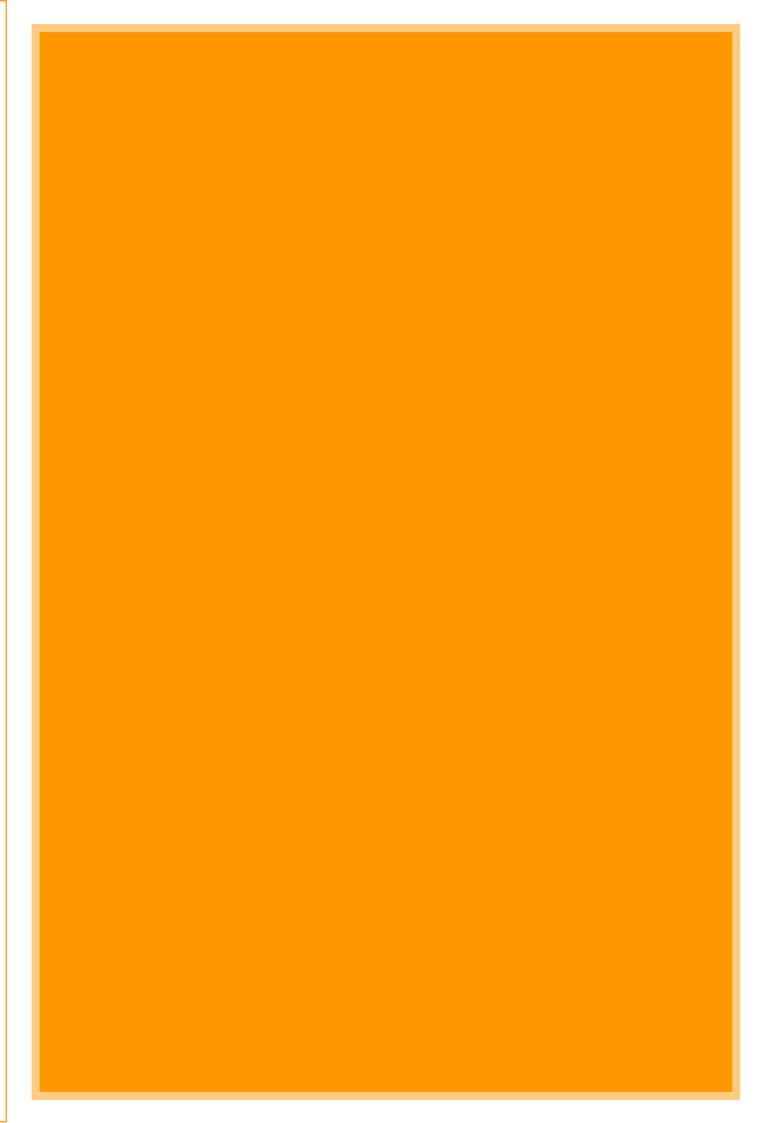
CONCLUDING POINTS:

Summarise that everyone can react as any one of the animals, but normally we tend to react as one of them. Every style of managing aggressive behaviour is useful depending upon the situation and our objective for conflict resolution.

Part 3

MOVING AHEAD

- Introduction
  - Challenges
    - Strategies for Change
      - Exemplifying the Role of Children as Change Agents
        - Save the Children's Work in Combating Physical and Psychological Punishment and Promoting Positive Discipline
          - Concluding Comments

MOVING AHEAD

The struggle against physical and psychological punishment is ongoing and registering some successes. But it is an uphill task. We need to systematically address the challenges faced and identify holistic strategies to combat all forms of violence and discrimination, of which physical and psychological punishment is one key facet. A partnership approach with children, parents, teachers, communities and governments is needed. Examples of collective efforts by girls and boys to eradicate physical and psychological punishments clearly illustrate the key role that children can play in transforming power relations and in inspiring action towards the fulfilment of children's rights. Furthermore, a range of strategies developed by Save the Children to promote positive discipline are shared in this section.

INTRODUCTION

Use of physical and psychological punishment against children is embedded in local cultural practices across South and Central Asia, in urban and rural settings, in the mountains and the plains, in the context of both peace and conflict. Furthermore, use of physical punishment within the home and in schools is compounded by a range of factors which include: discrimination, poverty, over-cramped housing, under-resourced schools, poor teacher training, etc. The range of challenges which contribute to the use of physical and psychological punishment need to be identified so that appropriate strategies can be developed. In seeking to transform the manner in which children are treated and raised, multiple change strategies are required. This final chapter draws upon the work of Save the Children and their partners including children's groups, to illustrate innovative strategies for change.

CHALLENGES

Many challenges are faced when trying to combat physical and psychological punishment, the biggest being the ingrained attitude amongst parents, teachers, community members and others, that physical or psychological punishment is acceptable and appropriate. The experience of physical punishment is a day to day experience for many girls and boys across the region, at the hands of their parents, teachers and other care-takers. Children have a low status and are expected to do what adults tell them. They are generally not encouraged to question adults, or voice their concerns about forms of violence used against them. There is still no widespread recognition amongst adults that there are other ways of treating children and raising them with positive discipline. Besides, the idea that such forms of punishment violate children's basic rights is still to be realised.

Use of physical punishment within the home, school and community is compounded by prejudice towards children as a result of gender, disability, caste, class or ethnicity. Discrimination often takes the form of increased psychological humiliation of children and/or physical violence. Discrimination, exclusion and use of violence may be deep rooted within society. Social hierarchies

and inequalities are based on violence or the threat of violence. Thus, broader strategies to address discrimination and violence are required in order to create an environment where children's rights may flourish.

Physical and psychological punishment is used across class, caste, socio-economic and ethnic groups – as it is primarily an expression of the power difference between adults and children. However, situations of poverty may contribute to the increased use of physical punishment, as stress levels amongst family members are often increased when living in cramped and unhealthy houses with limited resources. Poverty affects every aspect of family life, including interpersonal relations, the ability of families to solve their own problems and the quality of child care. Thus, governments need strategies that address the root causes of poverty.

Under-resourced schools and poor teacher training also contribute to use of physical punishment within schools. Classes may be over-crowded with poor teacher-student ratios, making it difficult for teachers to focus on child development or individual children. Furthermore, a lack of teacher training and material results in teachers using uninspiring teaching methodologies which are unable to gain children's interest and motivation causing them to 'behave badly'. In response, teachers most often resort to physical punishment in an attempt to control and manage their class. In the absence of positive discipline in homes, children tend not to expect any other form of interaction in schools. A cycle of 'bad behaviour' and non-positive discipline is thus established.

Use of physical punishment is however, also prevalent in private-run schools. These schools, contrary to perceived opinion, tend to record more instances of physical and psychological punishment than government schools, perhaps because they are more performance-conscious and because success for them is viewed purely through a market-determined lens[70]. Values of exclusion, competition and discrimination are often promoted (albeit unofficially) in many private schools, thus fuelling humiliation and physical punishment against under-achievers, children with disabilities or poorer children.

Effective resourcing of the education sector by governments is required, so that minimum standards can be established in schools (government and private) and proper teacher training courses are run equipping teachers to relate to individual children and teach in creative and inspiring ways. Governments must have a strategy which allows them entry and legal influence on the policies and practices of private-owned schools (as well as government schools). In addition, broad based efforts are required to establish child friendly schools which promote positive values and behaviours amongst children and teachers, emphasising inclusion, equality, participation, rights and responsibilities.

Governments also have responsibilities to develop policies and practices which strengthen families, promote anti-poverty strategies, and ensure laws and mechanisms to bring adults to justice for excessive use of physical violence against children.

STRATEGIES FOR CHANGE

Holistic strategies for change are required to combat physical and psychological punishment, which is just one aspect of the larger problem of violence against children[71]. Promotion of positive discipline is just one strategy amongst broader efforts that are required to address some of the root causes of violence against children. Other efforts include empowering children, and strengthen

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70 Neha Bhandari, Working against Physical and Degrading Humiliating Punishment of Girls and Boys, Experiences from Andhra Pradesh and Orissa, India, Save the Children, 2005

71 Organisations can use 'Save the Children Alliance Manual for Action on Physical and Psychological Punishment' for developing programmes on physical and psychological punishment

duty bearers (at a range of levels) to make them more accountable in the fulfilment of children's rights.

Addressing Root Causes[72]

The root causes of violence against children (including use of physical and psychological punishment) need to be analysed and programme efforts need to systematically address these root causes. It is necessary to identify and address different power structures which underlie use of violence. These could be patriarchal structures or power structures based on age, caste, class, ability, etc. Investing in child participation processes will empower children and improve their position in the society, thus addressing one root cause of child rights violation. A range of strategies outlined below include other key measures to address some of the root causes of violence against children (including: a lack of effective laws, attitudes, poor quality schools, poor parenting, etc).

Legal Reforms and Policy Statements

Some developed countries have prohibited the use of physical punishment in the education system and are lobbying for a similar ban within the home. Such legal reforms in the education system have helped to foster a culture in which children are accorded greater respect, have greater equality and enjoy greater protection from violence (Boyson 2002). Significant success in combating physical and psychological punishment in South and Central Asia can be gained if similar legal reforms can be made and effectively implemented. The existing legislations need to be reviewed to identify legal provisions that allow parents and teachers to resort to punishment or 'reasonable force' for disciplining children. Such laws can then be removed from the legal proceedings. Lobbying with governments is required to adopt a law against all forms of physical and psychological punishment of girls and boys in the education system, in homes, in institutions and within the juvenile justice system. With proper implementation, monitoring and enforcement the existence of such a law would force parents, teachers and other care-givers to use alternative ways of disciplining children instead of resorting to physical punishment.

In the absence of substantive laws to protect children from physical and psychological punishment, it is imperative for governments in the region to introduce legislation to address this issue. It is necessary for state legislation to prescribe in clear and unambiguous terms, that physical and psychological punishment cannot be used as a disciplining instrument in homes and educational institutions. This must be accompanied by strict punitive measures in the event of any kind of violation. The legislation must also encompass a duty of reporting cases of physical and sexual abuse that medical, educational and social care personnel might come across. Strict prohibition of mistreatment and physical and psychological punishment must be part of the norms governing all institutions, including families.

Advocacy Campaign

A broad based advocacy campaign for the removal of physical and psychological punishment from society is required to transform attitudes and practices towards children, enhancing children's status as rights-holders in society. The campaign can build upon positive non-violent childrearing practices, raise awareness of the harmful effects of physical and psychological punishment, and describe alternative forms of positive discipline. Another objective of the campaign should be to develop laws that protect girls and boys from physical and psychological punishment. This will require rallying to gain support of parents, teachers, policymakers, opinion leaders, community and religious leaders, politicians and national and international agencies. Children's active role in creative advocacy campaigns can be encouraged enabling them to demonstrate their role as social actors and highlight the importance of listening to their views. New forms of communication and partnerships between children and adults can be encouraged through the advocacy campaign.

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72 Fahmida Jabeen, Corporal/Physical and Psychological Punishment of Girls and Boys in South and Central Asia, Save the Children, 2005

Parenting Education

Widespread public education programmes must accompany any legislative change. Public and parent education is needed to recognise children as individuals who are entitled to the protection of human rights standards along with adults. If adults have the right to respect for human dignity and physical integrity, then why should this not apply to children? Public education is needed to break away from fixed ideas and expressions such as *'spare the rod and spoil the child'; 'children should be seen and not heard'; 'where there is corporal punishment there is order and respect'; 'physical punishment from my teacher is better than the love of my father', etc.* Mothers, fathers and other relatives need to be trained on alternative ways of disciplining children, positive behaviour management of children, positive childrearing practices, gender equity and quality education. To maximise the effects of such training, alternative forms of discipline must be developed and drawn from the social and cultural context.

Family Support Services

Legislation and public education must also accompany extensive provision of family support services. These support services must also be backed up by establishing alternative care and protection to children, or empowering the other non-abusive parent to take care of the family while prosecuting the abusive parent(s). States should ensure that children subjected to physical and psychological punishment have access to assistance that meets their needs, such as legal aid, protection, social services, physical and psychological recovery services, and that they are not discriminated against. Furthermore, social assistance and social protection schemes should be an integral part of family support mechanisms ensuring material assistance which relieve family poverty.

Children's Participation

Participation of girls and boys is key to strategies to end physical and psychological punishment, as by empowering children to have a voice they can break the silence that has for so long fostered their marginalisation. Through their active participation in families, schools and society the status of children and their voices can be transformed, and children will be better able to protect themselves from physical and psychological punishment and other forms of violence. Children can gain confidence, communicate more effectively, develop negotiation and conflict-resolution skills and consequently deal more effectively with a range of life experiences.

As highlighted by the case examples below, children can play a key role in combating physical and psychological punishment. Empowered children can effectively negotiate their rights with parents, caregivers, teachers, employers and the local authorities. They can organise meetings and undertake action and advocacy initiatives to reduce violence against themselves and bring about positive attitudes towards children in disadvantaged situations. Girls and boys (of different ages and abilities) can be effectively involved in developing programmes and action plans, and in monitoring efforts to reduce physical and psychological punishment of children in their homes, schools and communities.

Thus, it is crucial that the voices of girls and boys are heard and taken seriously. Children's initiatives should be supported in a range of contexts across the region (within schools, communities, care settings, work settings and governments). Partnerships between adults and children should be supported, so that space for children's participation in governance can be institutionalised. Thus, capacity building of children and adults (parents, teachers, religious leaders, community leaders, government officials, etc.) in child rights, participation, protection and positive discipline is required across the region. The principle of children's participation should be integral to our efforts.

Research and Data

Research on the prevalence and types of physical and psychological punishment, its prevalence, intensity, causes and consequences and the conditions that exacerbate corporal punishment will assist child rights agencies and policy makers to identify the areas of intervention and develop appropriate responses and services. The data should be disaggregated to identify sex, age, ability, ethnicity, religion and socio-economic backgrounds.

Participatory research could be conducted by girls and boys appointed as researchers to understand children's experiences of physical and psychological punishment, their perceptions, feelings, who they think are responsible for such acts and how they cope and respond to such abuse. Researchers need to be fully trained to work with child researchers who may have been subject to some form of violence. Furthermore, adult agencies need to be ready to support children in taking forward the outcomes of the research and advocacy initiatives to combat physical and psychological punishment.

Media

The media can play an important role in promoting children's right to be treated with respect and dignity, and in changing cultural practices that are harmful to children. It can portray and disseminate positive and non-violent forms of discipline and positive childrearing practices, challenge stereotyping of gender roles and highlight initiatives that have worked to reduce violence against children. Workshops, newspaper articles, public lectures and other publicity through radio and television programmes can create awareness on the issue.

Children's own media initiatives can be supported in this direction. Across South and Central Asia there are excellent examples of children's role as print journalists (newspapers and wall newspapers), radio journalists, film makers and theatre activists. For example, girls and boys have produced professional and influential radio programmes and theatre productions on the damaging impact of physical punishment and have raised awareness of the importance of respecting and protecting their rights.

Quality Education

The education sector needs to be adequately resourced by the Government and qualitative efforts made at all levels to develop child centred inclusive quality education. Education authorities should ensure a lower pupil-teacher ratio, organise quality teacher training courses (with ongoing professional development opportunities for trained teachers) and provide teachers with more educational resources and practical support. School managers and teachers can be trained on child-centred methods of teaching and strategies to develop child friendly learning environments. They should understand the important role that schools play in transmitting values to children and should be supported in their efforts to promote positive cooperative values. Training on child rights, participatory learning methods, and positive discipline methods should be integral to these efforts.

Furthermore, a range of child-focused methods of assessment could be used throughout the year, rather than relying on yearly exams to assess children's intellectual development. Proper implementation of mechanisms to involve children, parents and community members in school management will also further efforts to develop child friendly schools, which are integral to their local communities.

Monitoring of Physical and Psychological Punishment

There must be effective mechanisms to monitor physical and psychological punishment of children in the home, in schools and in other care institutions. Children must have access to effective and child-friendly mechanisms to file complaints. Monitoring and evaluation is a major problem as there is a lack of measurable indicators for monitoring physical and psychological punishment against children. It is therefore, important to develop indicators for child protection to maintain focus on physical and psychological punishment; to measure and monitor the changes and trends in such punishment; to measure the impact of interventions to reduce it; and to monitor the changes in legislation and its implementation to promote child protection. There is also a need to establish and monitor the implementation of Child Protection Policies in all organisations that are working with children.

Partnerships

Building partnerships among agencies with like-minded organisations is important to intensify coordination of country-level interventions, to build synergy of the activities and to leverage resources for generating wider awareness and advocacy efforts to combat physical and psychological punishment of girls and boys. Partnership enables each organisation to contribute its technical expertise, years of assimilated experience as well as its perspective. Partnerships may be formed at various levels - government, UN, donors, bilateral, community organisations, women's organisations, children's organisations, religious leaders, community, family and parents.

EXEMPLIFYING THE ROLE OF CHILDREN AS AGENTS OF CHANGE

In diverse settings across South and Central Asia children and young people are coming together as a positive force for social change. Empowered children are raising their voices and bringing about positive changes for children and adults in their local and national communities[73]. A few case examples are shared here to exemplify the role that children are playing as change agents to combat physical and psychological punishment. It is hoped that more adults will be inspired to harness the energy, enthusiasm and commitment of children in other settings across the region.

Children's GMC Groups, Afghanistan: Action to Stop Beating by Teachers
In the North of Afghanistan Save the Children is supporting approximately 100 children's groups across three provinces. In Balkh province the Children's GMC 'Global Movement for Children' groups (girls and boys groups) have undertaken a range of community mobilisation and advocacy initiatives on issues affecting them in their local communities. One of their priority issues has been action to stop beating by teachers.

The children's groups have been more or less successful in their efforts, depending upon the degree of support gained from the head teachers and school authorities. Building upon their successes some of the children's groups are undertaking awareness raising and advocacy efforts to prevent beating of children within their families. The children, in their own words, describe below how their members have been aware and active in promoting their rights and responsibilities:

'We requested the school department to stop teachers beating the children, but they did not take action. Our school principal was not interested to work with us or build a good relationship with us. If we have advocacy and start our magazine we can inform more children and adults about children's rights and responsibilities. We can organise more workshops for children and adults. We should be more active in our follow up.'

Mazar GMC girls group

"All our members know about child rights (categories and principles) and their responsibilities. We have stopped discrimination, we have started forming a library, and we have solved the problem of teachers beating by wood, though some of them still use their hand. We plan to stop all forms of beating. We will have a library in our schools, clean water, playground and place for conferences. We will request adults to send all their children to the GMC group and to know their rights and responsibilities."

Mazar boys GMC group

73   See Claire O'Kane Children and Young People as Citizens: Partners for Social Change, Save the Children, South and Central Asia 2003; and Neha Bhandari et al, Voices of Girls and Boys to End Violence against Children in South and Central Asia. Save the Children, 2005.

"All our members know about the UNCRC (four categories) and about their responsibilities. We have taken action on child rights to stop beating of children in schools. We sit together every Thursday with the facilitator and raise protection issues. We visited the school department and we explained the problem to them. We had a meeting with the teachers and the principals to stop the problem of child beating. We have monitored the response by asking children if they have been beaten. Now we have stopped most beating in the schools.'

Dehdadi GMC Girl's Group

"All children know about their rights and responsibilities. They have information and believe in their rights. Children work together to solve their problems. … To stop child beating in schools we organised training for about 40 teachers on UNCRC and the need to stop beating of pupils. However, we still have not been able to stop beating of children in families. We have a plan to make a new radio programme on Balkh radio on UNCRC, adults' responsibilities and the need to stop beating of children in all settings… In the future all children and adults should be aware of their rights and responsibilities. We need training for adults to believe in children's capacity and to work with children to solve all child rights problems."

Balkh GMC boys and girls groups

As demonstrated by these case examples, child-led initiatives and organisations need to be supported by key duty bearers including parents, teachers, school authorities, NGOs, media and the government. The children requested that adults and children work together to solve children's rights.

Children in Orissa, India Talk to Elected Representatives[74]
Save the Children and their NGO partners in Orissa support children's participation in all decisions affecting them, and have empowered children through the formation of children's groups. In early 2005 Save the Children in collaboration with its NGO partners (South Orissa Voluntary Action, Open Learning Systems, Aaina and AKSSUS) facilitated an interface with MLAs (Members of the Legislative Assembly) of Orissa State Assembly to discuss the ill-effects of physical and degrading/humiliating punishment on children. Children's participation and expression was central to this initiative.

This was the first time in India that such an interface of children with elected representatives took place on this issue. Thirty-five MLAs from the ruling and opposition parties and 22 children (10 boys and 12 girls), representing urban and tribal areas attended the interface. This forum was a finale to numerous consultations and dialogues among children, village education committees and district officials. In all these discussions, children demanded a platform to share their opinions and views on the current education system. This interface aimed to fill that void. The purpose was also to discuss recommendations and actions for banning physical and degrading/humiliating punishments and to introduce positive discipline in schools and institutions.

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74 Neha Bhandari, Working against Physical and Degrading/Humiliating Punishments of Girls and Boys, Experiences from Andhra Pradesh and Orissa, Save the Children, 2005.

The Interface

The interface began by children expressing their views and opinions on physical and degrading/humiliating punishment.

"The behaviour and attitude of the teachers should be changed and they should be aware about the effects of physical and degrading/humiliating punishment. If a student is naughty, he should be punished, but the punishment should not be such that it harms the student. We need to discuss how to maintain discipline in schools."

"The education system is in a mess. MLAs should debate in the state assembly on this issue. When we can debate on the problems of teachers, we should give equal importance to the plight of the students."

"The department of education should direct their teachers on how to impart education to the students."

"MLAs should enact a law in the state to prohibit physical and degrading/ humiliating punishment."

Response by the MLAs

The children's demands in their memorandum were:

- Create a violence-free society
- Ban all types of physical and degrading/humiliating punishment
- Introduce bilingual teaching
- Do away with the existing fine on absenteeism

It was clear that this was a learning experience for the MLAs. They conceded that there was a need to ban physical and degrading/humiliating punishment and to promote positive forms of discipline. The interaction reiterated the need to intervene in the teacher-training curriculum and to seek other structures and mechanisms to redress the problem. The MLAs would have to once again table this proposal and debate it into a law. Further, existing creative teaching methodologies in Orissa and elsewhere in India need to be documented and shared so that it becomes demonstrable that physical and degrading/ humiliating punishments are not required.

The interface immediately led to the Chief Minister of Orissa passing a Directive to the Education Department to draft a Government Order for banning corporal punishment in schools in the state of Orissa.

Regional Consultation with Children and Young People on Violence against Children

The South Asia Regional Consultation with Children and Young People held in Islamabad on 17-18 May 2005 gave girls and boys an opportunity to collectively prepare their contribution to a larger South Asia Regional Consultation on UN Study on Violence against Children, which took place on 19-21 May 2005. Thirteen girls and 12 boys from seven South Asia Countries (Afghanistan, Bangladesh, Bhutan, Maldives, Nepal, Pakistan and Sri Lanka) came together to share their views and experiences on various forms of violence facing children in the region. The children analysed the causes of violence against children and developed joint recommendations to end such violence. Their discussions focused on three key forms of violence which included: physical and psychological punishment, gender based violence and child sexual abuse. Their recommendations were shared in the larger South Asia Regional Consultation for the UN Study on Violence against Children.

Children's Recommendations for 'Ending Physical and psychological/emotional punishment and promote love and affection for children' included[75]:

- Governments should create national laws against physical and psychological punishment and make systems to implement and properly monitor these.
- Teachers should behave lovingly and affectionately towards children.
- Governments should ensure that laws are widely known by everybody.
- Teachers should be given proper teacher's training and training on positive discipline and parents on parental education.
- There should be mechanisms in school and out of school where children can complain about severe punishment.

The children urged all adults to act on these and other recommendations made by them in previous consultations, and to involve children when designing action on violence against girls and boys in each country and the region.

SAVE THE CHILDREN'S WORK IN COMBATING PHYSICAL AND PSYCHOLOGICAL PUNISHMENT AND PROMOTING POSITIVE DISCIPLINE

Save the Children follows a rights-based approach to combat physical and psychological punishment. It works to give visibility to this issue in the political agenda of the regions, and to promote legislation that abolishes physical and psychological punishment in all settings including: homes, schools, institutions, work places and streets. An essential part of this work is to change social attitudes towards this unrecognised form of violence against children. Support is given to organisations and professionals who are working with children, parents, teachers and other professionals - to promote and implement positive discipline methods in different settings. Save the Children provides strategic guidance, including training and practical resources, as well as bringing different agencies together to increase constituencies for collective advocacy. As illustrated above, children's groups and their initiatives are also supported to promote their active role in society and to further new kinds of relationships and partnerships between adults and children.

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75 The children also presented recommendations to end gender based violence and child sexual abuse.

Reflecting the strategies for change identified above, efforts of Save the Children in different countries within the region have included:

- Participatory research, consultations and surveys to understand the scale and nature of corporal punishment from the perspective of girls, boys, parents and teachers, and to listen and respond to their action ideas.
- Promotion of children's initiatives to enable them to assert their rights, combat physical and psychological punishment and promote their role as active members of families, schools and society. A range of children's initiatives in media (newspaper, film, radio), theatre, training and action initiatives have been supported.
- Support for Early Childhood Development (ECD) programmes promoting child focused participatory learning in the early years, good practice in parenting and child rearing (including use of positive discipline) and an integrated approach to children's education, health, nutrition, care and protection needs.
- Training to combat physical punishment and promote positive discipline with parents, teachers, health workers, care workers and NGOs. Advocacy efforts to institutionalise training in government run teacher-training and health worker training courses.
- Broader efforts to develop child friendly schools and quality education – promoting child friendly teaching and learning processes, respect for children's rights, involvement of children, parents, community and local government officials, use of positive discipline. Promotion of conflict resolution and peer mediation within schools and communities.
  - Awareness campaigns to combat use of corporal punishment and psychological humiliation in schools, homes and other care settings.
  - Policy level advocacy to gain legal ban for use of physical and psychological punishment in schools.
  - Building child rights alliance to ensure ongoing action, advocacy and monitoring of efforts to combat all forms of violence against children.

Promoting Positive Discipline through Research and Training:
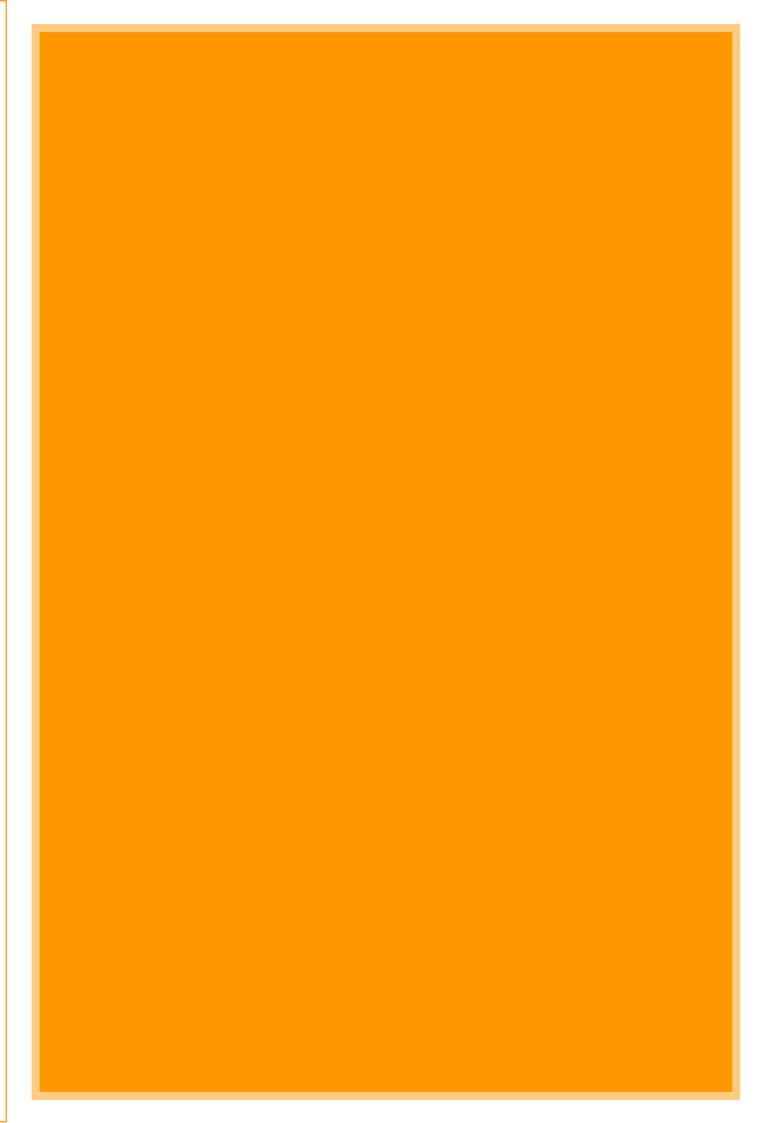**An Example from Pakistan**

In Pakistan, Save the Children Sweden has undertaken research and training initiatives to combat physical and psychological punishment, and promote positive discipline. A participatory research study on physical and psychological punishment was undertaken in government schools, private schools and *madrassas* (religious schools) in three districts of North West Frontier Province of Pakistan. The research involved consultation with 4,859 children (boys and girls) aged 7 to 16 years, 1,195 parents and 518 male and female teachers.

Consultations with students revealed that they disliked and feared teachers who used physical and psychological punishments. They desired 'good' teachers who would not use physical and psychological punishment, but rather who had respect for students (thereby gaining respect as a teacher). Evaluation of teachers also demonstrated that teachers who did not use physical and psychological punishment achieved better academic results from their students. Children, parents and teachers were encouraged to share their ideas for alternative positive discipline methods. Based on the research findings, Save the Children developed trainings for teachers on physical and psychological punishment and positive discipline. The follow up sessions to these trainings revealed that teachers reported a change in their own awareness about physical and psychological punishment and general attitude as well as a positive change among relationships between students and teachers. There was also an increase in the enrolment rate and in some instances, girl students also started attending school.[76]

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76 'Children's Consultation Toolkit for Participatory Research on Corporal Punishment: A Guide Assisting the Adults to Consult with Children on Protection Issues with a Focus on Corporal Punishment in Schools and Homes', a publication of UNICEF and Save the Children Sweden and UK: Islamabad.

CONCLUDING COMMENTS

All children have the right to be treated with dignity and respect. In treating a human being with respect we should communicate effectively, resolve conflicts peacefully and respect individual differences and needs. We should not resort to violence. We hope that this toolkit can be used widely by a range of people working with children - professionals, parents, teachers, care-takers, etc., as well as with young people themselves, to promote efforts which combat all forms of physical and psychological punishment against children, and promote the use of positive discipline.

ANNEXES

Annex 1
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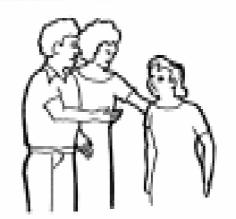
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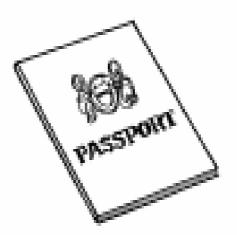
HANDOUT 1: UNCRC Visual Cards[77]

Article 2: All rights apply to all children, and children shall be protected from all forms of discrimination.

Article 5: The State must respect the rights and responsibilities of parents to provide guidance for the child that is appropriate to her or his evolving capacities.
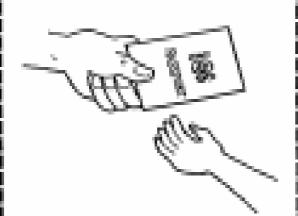
Article 6: Every child has the right to life, and the State has an obligation to ensure the child's survival and development.

Article 7: Each child has the right to a name and nationality, to know his or her parents and be cared for by them.

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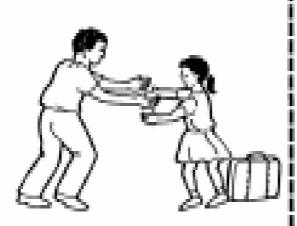
77 Susan Fountain, It's Only Right! A Practical Guide to Learning About the Convention on the Rights of the Child, Education for Development Unit, UNICEF New York and Geneva, 1999

Article 8: The State has an obligation to protect, and if necessary, to re-establish the child's identity. This includes name, nationality and family ties.
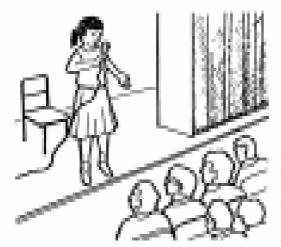
Article 9: The child has a right to live with his or her parents unless this is not in the child's best interests. The child has the right to maintain contact with both parents if separated from one or both.
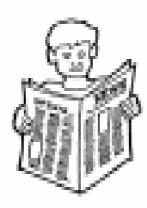
Article 10: Children and their parents have the right to leave any country or enter their own to be reunited, and maintain the parent-child relationship.

Article 11: The State has an obligation to prevent and remedy the kidnapping or holding of children abroad by a parent or third party.
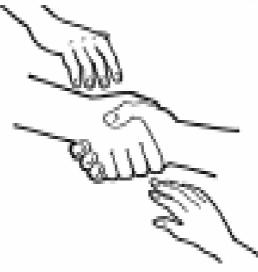
Article 12: Children have the right to express their opinions freely, and have their opinions taken into account in matters that affect them.

Article 13: Children have the right to express their views, obtain information, and make ideas or information known, regardless of frontiers.

Article 14: Children have the right to freedom of thought, conscience and religion, subject to appropriate parental guidance.

Article 15: Children have a right to meet with others, and to join or form associations.

Article 16: Children have the right to protection from interference with privacy, family, home and correspondence, and from attacks on their character or reputation.

Article 17: Children shall have access to information from national and international sources. The media shall encourage materials which are beneficial, and discourage those which are harmful to children.

Article 18: Parents have joint responsibility for raising the child, and the State shall support them in this.

Article 19: Children shall be protected from abuse and neglect. States shall provide programmes for the prevention of abuse and treatment of those who have suffered from abuse.

Article 20: Children without a family are entitled to special protection, and appropriate alternative family or institutional care, with regard for the child's cultural background.

Article 21: Where adoption is allowed, it shall be carried out in the best interests of the child, under the supervision of competent authorities, with safeguards for the child.

Article 22: Children who are refugees, or seeking refugee status, are entitled to special protection.

Article 23: Disabled children have the right to special care, education and training that will help them to enjoy a full and decent life with the greatest degree of self-reliance and social integration possible.
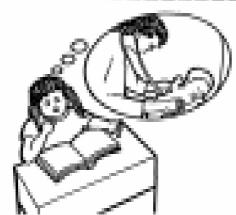
Article 25: A child who is placed by the State for reasons of care, protection or treatment of his or her physical or mental health is entitled to have that placement evaluated regularly.

Article 26: Children have the right to benefit from social security including social insurance.

Article 29: Education should develop the child's personality, talents, mental and physical abilities. Children should be prepared for active participation in a free society, and learn to respect their own culture and that of others.
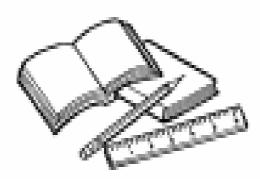
Article 34: Children shall be protected from sexual exploitation and abuse, including prostitution and involvement in pornography.

Article 24: Children have the right to the highest possible standard of health, and to access to health and medical services.

Article 27: Children have the right to a standard of living adequate for their physical, mental, spiritual, moral and social development. Parents have the primary responsibility to ensure that the child has an adequate standard of living. The State's duty is to ensure that this responsibility is fulfilled.
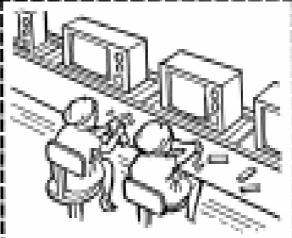
Article 28: Children have the right to education. Primary education should be free and compulsory. Secondary education should be accessible to every child. Higher education should be available to all on the basis of capacity. School discipline shall be consistent with the child's rights and dignity.

Article 30: Children have the right, if members of a minority group, to practise their own culture, religion and language.

Article 31: Children have the right to rest, leisure, play, and participation in cultural and artistic activities.

Article 32: Children have the right to be protected from economic exploitation, from having to participate in work that threatens their health, education, or development. The State shall set minimum ages for employment and regulate working conditions.

Article 33: Children have the right to protection from the use of drugs, and from being involved in their production or distribution.

Article 38: Children under age 15 shall have no direct part in armed conflict. Children who are affected by armed conflict are entitled to special protection and care.
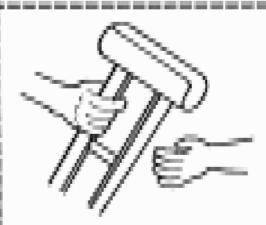
Article 35: The State shall take all appropriate measures to prevent the sale, trafficking and abduction of children.

Article 36: Children have the right to protection from all forms of exploitation prejudicial to any aspects of the child's welfare not covered in articles 32, 33, 34, 35.

Article 37: No child shall be subjected to torture, cruel treatment or punishment, unlawful arrest or deprivation of liberty. Capital punishment and life imprisonment are prohibited for offences committed by persons below 18 years of age. A child who is detained has the right to legal assistance and contact with the family.

Article 39: Children who have experienced armed conflict, torture, neglect or exploitation shall receive appropriate treatment for their recovery and social reintegration.

Article 40: Children in conflict with the law are entitled to legal guarantees and assistance, and treatment that promotes their sense of dignity and aims to help them take a constructive role in society.

HANDOUT 2: Introduction to UNCRC

Introduction
The UN Convention on the Rights of the Child (UNCRC) is a comprehensive code of rights for children. It is the most widely ratified international instrument in history. From its adoption by the United Nations General Assembly in 1989, 191 countries have become State Party to the convention.

Why was there a need for a special convention?
This convention sets standards for virtually every aspect of the child's life from health to education; from social to civil rights.

The UNCRC has gained importance as more and more countries have ratified/acceded to it. These standards have now been agreed to by countries in every region of the world, thus reinforcing that the standards are universal. The UNCRC can be used as a powerful tool for advocacy as a country cannot claim the uniqueness of its culture as an excuse for not living up to the universal standards.

History of the Convention
Save the Children and the UNCRC have a closely intertwined past. Eglantine Jebb, the founder of Save the Children UK, drafted the first Charter of the Rights of the Child in 1923. Since that time the International Save the Children Alliance has played an important role in the promotion and elaboration of children's rights.

In 1924, the League of Nations adopted the Declaration on the Rights of the Child. This was the first international effort reflecting on children's suffering, especially in war. Now it is known as the First Declaration on the Rights of the Child.

In 1948, the UN General Assembly approved the adoption of the UDHR (Universal Declaration of Human Rights). Although the rights of children were implicitly included, there were still arguments that the special needs of children (as compared to adults) justified a separate document.

In 1959, the UN General Assembly adopted the Second Declaration of the Rights of the Child.

The General Assembly declared 1979 to be the International Year of the Child. In that year the 10 points of the declaration regarding children were publicised. A workshop in Poland focused attention on the child, and then a Human Rights Commission group started to work on the draft of the UNCRC.

In 1989, the work on the draft convention on the rights of the child was completed. The UNCRC was the outcome of a decade of international debate devoted to the meaning of children's rights. It was adopted by the United Nations General Assembly.

Children's rights, like human rights more generally, are sometimes perceived as a written imposition on other cultures and value systems, as many cultures have varying ideas of the ways in which children should be brought up and treated. However, the UNCRC has been almost universally ratified by the nations of the world. This means that the importance of children's rights as a set of principles and minimum standards has been acknowledged, irrespective of local beliefs and values.

HANDOUT 3a: Principles of UNCRC (short)

General principles of the UNCRC apply to all aspects of children's rights

Best interests of the child (Article 3). All actions concerning the child shall be in his/her best interests.
- A 'joker' article to be used in situations of disagreements between people or institutions or where there is lack of clarity in laws.
- The article offers some flexibility, interpretation, fine-tuning and scope for adapting to the local situation and the cultural context.
- However, this principle should not be used to reinterpret the law. Child abuse is child abuse - in every society. In the case of children who are commercially sexually exploited, do not use the best interests principle if children say they 'enjoy' having sex with adults for money. The law is clear and should not be reinterpreted here.
- Balancing the short-term and long-term impact on children.
- Comprehensive application of rights.
- Child-friendly services or child-sensitive practices - e.g. child-friendly schools are applying the best interests principle to providing services for children.

Non-discrimination and Inclusion (Article 2): All rights apply to all children without exception. It is the State's obligation to protect children from any form of discrimination and to take positive action to promote their rights.

Participation (various articles): The child has the right to freedom of expression, of thought and religion, access to information, freedom to join and form associations, and involvement in decisions affecting the child.

Children's rights to survival and development (Article 6): Every child has the right to life. The State has an obligation to ensure the child's survival and all aspects of his/her development.

Note that the concept of right has, at its base, the idea of accountability but is not listed explicitly as a principle of the UNCRC.

Four principles embody the spirit of the UNCRC and are fundamental to the interpretation of all the other rights.

The best interests of the child
Article 3 establishes that in all actions concerning children, the best interests of the child should be a primary consideration. The UNCRC emphasises that government, public and private bodies must ascertain the impact of their actions on children in order to ensure that the best interests of the child are a primary consideration, giving proper priority to children and building child-friendly societies. The application of this article is not limited to the level of policy-making but also applies to the level of the individual child. How a course of action might affect the individual child must be looked at closely in determining the child's best interest.

Decision makers need to consider both the objective standards deemed to be in the child's best interest and also the subjective ones which take into consideration the child's own views related to the right to participation. A best interest decision must involve the child. The best interest of the child is a broad term. The interpretation given to it will depend on the circumstances of each case. Many factors affect the best interest of the child, including age, gender, cultural background, general environment and the past experiences of the child.

Non-discrimination
Article 2 establishes that child rights apply to all children, all the time, anywhere, without discrimination of any kind on the ground of gender, disability, ethnicity, religion or citizenship. The theme of non-discrimination is of special importance for the protection of children. This overriding principle ensures that measures of protection are aimed at removing all discrimination in every field.

Participation
Article 12 sets out the principle that children should be listened to on any matter which concerns them and their views given due consideration in accordance with their age and maturity. This theme runs throughout the UNCRC together with the child's right to freedom of expression and other civil rights. The significance of this article requires that children should be assured the right to express their views freely, and also that they should be heard and their views be given due weight.

Survival and Development
Article 6 prioritises children's rights to survival and development, and also the right to develop to their fullest potential in every respect including their personality, talents and abilities.

Note that the concept of right has, at its base, the idea of accountability but is not listed explicitly as a principle of UNCRC.

HANDOUT 4: Unofficial Summary of the UN Convention on the Rights of the Child[78]

The aim of the UNCRC is to set standards for the defence of children against the neglect and abuse they face to varying degrees in all countries everyday. It is careful to allow for the different cultural, political and material realities among states.

Preamble
The Preamble sets the tone in which the 54 articles of the Convention will be interpreted. The major UN texts which precede it and which have a direct bearing on children are mentioned, as is the importance of the family, for the family, for the harmonious development of the child, the importance of special safeguards and care, including appropriate legal protection, before as well as after birth, and the importance of the traditions and cultural values of each people for the child's development.

Definition of a child, Article 1: A child is recognised as a person under 18, unless national laws recognise the age of majority earlier.

Non-discrimination, Article 2: All rights apply to all children without exception. It is the State's obligation to protect children from any form of discrimination and to take positive action to promote their rights.

Best interests of the child, Article 3: All actions concerning the child shall take full account of his or her best interests. The State shall provide the child with adequate care when parents, or others charged with that responsibility, fail to do so.

Implementation of rights, Article 4: The State must do all it can to implement the rights contained in the Convention.

Parental guidance and the child's evolving capacities, Article 5: The State must respect the rights and responsibilities of parents and the extended family to provide guidance to the child which is appropriate to his or her evolving capacities.

Survival and development, Article 6: Every child has the inherent right to life, and the State has an obligation to ensure the child's survival and development.

Name and nationality, Article 7: The child has the right to a name at birth. The child also has the right to acquire a nationality, and as far as possible, to know his or her parents and be cared for by them.

Preservation of identity, Article 8: The State has an obligation to protect, and if necessary, re-establish basic aspects of the child's identity. This includes name, nationality and family ties.

Separation from parents, Article 9: The child has a right to live with his or her parents unless this is deemed to be incompatible with the child's best interests. The child also has the right to maintain contact with both parents if separated from one or both.

Family reunification, Article 10: Children and their parents have the right to leave any country and to enter their own for the purpose of reunion or the maintenance of the child-parent relationship.

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Illicit transfer and non-return, Article 11: The State has an obligation to prevent and remedy the kidnapping or retention of children abroad by a parent or third party.

The child's opinion, Article 12: The child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child.

Freedom of expression, Article 13: The child has the right to express his or her views, obtain information and make ideas or information known, regardless of frontiers.

Freedom of thought, conscience, and religion, Article 14: The State shall respect the child's right to freedom of thought, conscience and religion, subject to appropriate parental guidance.

Freedom of association, Article 15: Children have a right to meet with others, and to join or form associations.

Protection of privacy, Article 16: Children have the right to protection from interference with privacy, family, home and correspondence, and from libel or slander.

Access to appropriate information, Article 17: The State shall ensure the accessibility to children of information and material from a diversity of sources, and it shall encourage the mass media to disseminate information which is of social or cultural benefit to the child, and take steps to protect him or her from harmful materials.

Parental responsibilities, Article 18: Parents have joint primary responsibility for raising the child, and the State shall support them in this. The State shall provide appropriate assistance to parents in child-raising.

Protection from abuse and neglect, Article 19: The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child, and establish appropriate social programmes for the prevention of abuse and the treatment of victims.

Protection of a child without a family, Article 20: The State is obliged to provide special protection for a child deprived of the family environment, and to ensure that appropriate alternative family care or institutional placement is available in such cases. Efforts to meet this obligation shall pay due regard to the child's cultural background.

Adoption, Article 21: In countries where adoption is recognised and/or allowed, it shall only be carried out in the best interests of the child, and then only with the authorisation of competent authorities, and safeguards for the child.

Refugee children, Article 22: Special protection shall be granted to a refugee child or to a child seeking refugee status. It is the State's obligation to cooperate with competent organisations which provide such protection and assistance.

Disabled children, Article 23: A disabled child has the right to special care, education and training to help him or her enjoy a decent life in dignity and achieve the greatest degree of self-reliance and social integration possible.

Health and health services, Article 24: The child has the right to the highest standard of health and medical care attainable. States shall place special emphasis on the provision of primary and preventable health care, public health education and the reduction of infant mortality. They shall encourage international cooperation in this regard and strive to see that no child is deprived of access to effective health services.

Periodic review of placement, Article 25: A child who is placed by the State for reasons of care, protection or treatment is entitled to have that placement evaluated regularly.

Social security, Article 26: The child has the right to benefit from social security, including social insurance.

Standard of living, Article 27: Every child has the right to a standard of living adequate for his or her physical, mental, spiritual, moral and social development. Parents have the primary responsibility to ensure that the child has an adequate standard of living. The State's duty is to ensure that this responsibility can be fulfilled, and is. State responsibility can include material assistance to parents and their children.

Education, Article 28: The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child and to make higher education available to all on the basis of capacity. School discipline shall be consistent with the child's rights and dignity. The State shall engage in international co-operation to implement this right.

Aims of education, Article 29: Education shall aim at developing the child's personality, talents, and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and shall foster respect for the child's parents, his or her own cultural identity, language and values, and for the cultural background and values of others.

Children of minorities or indigenous populations, Article 30: Children of minority communities and indigenous populations have the right to enjoy their own culture and to practice their own religion and language.

Leisure, recreation and cultural activities, Article 31: The child has the right to leisure, play and participation in cultural and artistic activities.

Child labour, Article 32: The child has the right to be protected from work that threatens his or her health, education or development. The State shall set minimum ages for employment and regulate working conditions.

Drug abuse, Article 33: Children have a right to protection from the use of narcotic and psychotropic drugs, and from being involved in their production or distribution.

Sexual exploitation, Article 34: The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Sale, trafficking and abduction, Article 35: It is the State's obligation to make every effort to prevent the sale, trafficking and abduction of children.

Other forms of exploitation, Article 36: The child has the right to protection from all forms of exploitation prejudicial to any aspect of the child's welfare not covered in articles 32, 33, 34 and 35.

Torture and deprivation of liberty, Article 37: No child shall be subjected to torture, cruel treatment or punishment, unlawful arrest or deprivation of liberty. Both capital punishment and life imprisonment without the possibility of release are prohibited for offences committed by persons below 18 years. Any child deprived of liberty shall be separated from adults unless it is considered in the child's best interests not to do so. A child who is detained shall have legal and other assistance as well as contact with the family.

Armed conflicts, Article 38: State Parties shall take all feasible measures to ensure that children under 15 years of age have no direct part in hostilities. No child below 15 shall be recruited into the armed forces. The State shall also ensure the protection and care of children who are affected by armed conflict as described in relevant international law.

Rehabilitative care, Article 39: The State has an obligation to ensure that child victims of armed conflicts, torture, neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social reintegration.

Administration of juvenile justice, Article 40: A child in conflict with the law has the right to treatment which promotes the child's dignity and worth, takes the child's age into account and aims at his or her reintegration into society. The child is entitled to basic guarantees as well as legal or other assistance for his or her defence. Judicial proceedings and institutional placements shall be avoided whenever possible.

Respect for higher standards, Article 41: Wherever standards set in applicable national and international law relevant to the rights of the child are higher than those in this Convention, the higher standard shall always apply.

Implementation and entry into force, Articles 42-54: The provisions of Articles 42-54 notably foresee: (I) The State's obligation to make the rights contained in this Convention widely known to both adults and children. (ii) The setting up of a Committee on the Rights of the Child composed of 10 experts, which will consider reports that State Parties to the Convention are to submit two years after ratification and every five years thereafter. The Convention enters into force - and the Committee would therefore be set up - once 20 countries have ratified it. (iii) State Parties are to make their reports widely available to the general public. (iv) The Committee may propose that special studies be undertaken on specific issues relating to the rights of the child, and may make its evaluations known to each State Party concerned as well as to the UN General Assembly. (v) In order to "foster the effective implementation of the Convention and to encourage international co-operation" the specialised agencies of the UN - such as the International Labour Organisation (ILO), World Health Organisation (WHO) and United Nations Educational, Scientific and Cultural Organisation (UNESCO) - and UNICEF would be able to attend the meetings of the Committee. Together with any other body recognised as 'competent', including non-governmental organisations (NGO's), in consultative status with the UN and UN organs such as the United Nations High Commissioner for Refugees (UNHCR), they can submit pertinent information to the Committee and be asked to advise on the optimal implementation of the Convention.

Year			
1940	UN Charter: peace, human rights, development (1945) Universal Declaration of Human Rights (1948)		
1950			Economic development
1960	Civil and political rights	Economic and social rights	Social development
1970			People-centred development
1980	Declaration on the Right to Development (1986)		
1990	Vienna Conference: human rights and development belong together (1993) Copenhagen Social Summit (1995) UN Reform: rights-based development (1997) Rights-based programming and Child Rights Programming (1998)		
2000	Amartya Sen: Development as Freedom UNDP Human Development Report: Human Rights and Human Development UN Millennium Declaration		

HANDOUT 6: Classroom Management Questionnaire

1. **If the classroom setting is not communication friendly, do you:**
a) accept it
b) try to rearrange it
c) another solution

2. **You try to rearrange students and feel they are reluctant to do as they are told. Would you:**
a) try to persuade them
b) leave them as they are
c) try to insist
d) another solution

3. **Some of the students do not get on well with others. Do you try:**
a) to be indifferent
b) to be a mediator
c) never mix them
d) another solution

4. **You try to involve students into a conversation, but some of them remain silent. What do you usually do in this case?**

5. **You give a group of students a group work task (e.g. discussion), what is your reaction/solution in case:**
a) they speak
b) do the work individually
c) work with different speeds

6. **When your student comes to class without preparing his/her home task (presentation) which is important for your lesson plan and goal, do you:**
a) change your lesson plan
b) ask him/her to prepare it on the spot
c) don't react at all
d) try a certain forfeit or punishment (specify what)
e) another solution

7. **When students make accuracy mistakes, do you:**
a) correct them immediately
b) write them down and then speak to each student about them
c) note only typical ones and then discuss together
d) other solutions

8. **When the students are not fluent enough, do you:**
a) try to push them a bit
b) try to work at their speed
c) interrupt politely/give the floor to more fluent students
d) other solutions

9. **When students are not effective, do you:**
a) try to show them they are not, by conversational means
b) explain their problems afterwards
c) o ther solutions

10. **Do you ever discuss the issues above or other methodology points with your students?**

HANDOUT 7:   A Story with Five Endings[80]

The hallways at Township Middle School were always crowded. Ajay had three minutes to get from math class on the far west end of the school to his band room behind the stage on the east end of the building. The band instructor expected everyone to be seated, tuned up and ready to play when the bell rang. Ajay sat by the doorway in math class to be sure he got a quick start. His classmates knew that Ajay tried hard to be on time.

One Friday afternoon Ravi, who sat behind Ajay in math class, thought he'd have some fun. He silently tied a six foot length of cord from Ajay's belt loop to the desk which he occupied. As usual, at the sound of the bell, Ajay took off with a bolt, headed for his band class. Just as he reached the hallway he was jerked to a halt, with the clatter of the toppled desk drawing the attention of all who were near enough to notice.

Ending #1 A nervous and embarrassed Ajay fumbled with the cord on his belt loop until he worked it loose. Then, trying to ignore the giggling and jeering classmates, he quickly slipped down the hall to the safety of his next class.

Ending #2 Ajay was mad! He grew hotter as his fingers fumbled with the cord on his belt loop. His eyes flashed around looking for the culprit who did this. All he saw was laughing faces. He loosened himself from the cord and came flying after Ravi. "Stupid!! How dare you?" Ravi just kept pointing his finger at Ajay and laughing. Ajay threw Ravi a hard punch, and sent him sprawling to the floor.

Ending #3 Still with his mind on getting to the band room on time, Ajay turned and scowled at Ravi. "Real cute, Ravi," he commented. "How about you pick up the desk and straighten up the mess while I go on to class?" Still laughing and considering his prank a success, Ravi, in good humour, agreed.

Ending #4 Ajay realised what had happened. He looked around and saw everyone staring at him, giggling and pointing at the spectacle. Trying hard to stay cool, Ajay announced to the onlookers, "Well, I guess I had this coming the way I always race out of here."

Ending #5 Ajay realised he had been had. He heard the laughter of the other participants. He felt foolish. He panicked knowing he would be late for band class. He turned back to see Ravi looking pleased and laughing. "Very funny, Ravi," he commented. "We've all had a good laugh, what are we going to do about this mess? You know I don't want to be late for my next class." Ravi managed to get himself under control and looked squarely at Ajay. "Hey, you're a good sport, Ajay. I'll pick up the mess. You get going. Yeah, you're O.K."

Mrs. Aggarwal had two children: Amar, 19, and Kishore, 13. She was married to a prestigious lawyer and they were well off. Mrs. Aggarwal also had a full-time job and was outside the home all day.

Mr. Aggarwal, her husband, was a hard-working man; methodical, with stable habits. He had started from scratch and built his career through hard work and was proud of it. Amar said that when his father looked at himself in the mirror, he admired himself. The virtue that the parents promoted and admired most in their children was a work spirit and a sense of effort.

Mr. and Mrs. Aggarwal became very concerned when Amar failed two years in a row in high school. Kishore too had passed in the last two years with a lot of difficulty. All the teachers told them that their sons had the capability but did not have the will, and that they studied very little.

The more serious problem was Amar. Three months back, the school told his parents that Amar had been frequently absent for almost a month. His parents couldn't believe their ears. Mr. Aggarwal had commented several times that parents were guilty for "chaos" in their children, and that in his home it wouldn't be like that. Obviously angry, Mr. Aggarwal told Amar they had to talk. Mr. Aggarwal arranged to come home earlier that night from his job. When he arrived, he burst into Amar's room. Amar was in bed listening to music. Mr. Aggarwal entered and slapped Amar hard on the face.

"I won't put up with slackers and wasters in my home. You don't deserve the bread you eat," he shouted, before slamming the door: "You will remember this!"

In the morning, Mrs. Aggarwal tried to reason with Amar. She started by asking him where he went when he was not in class. "Somewhere, with some friends," he answered curtly.

Since then, Amar missed fewer classes, and when he did, he managed to come up with justifications. When he was in class, he was only putting in an appearance and his results reflected this.

A few days later, Mrs. Aggarwal met a teacher to talk about this affair. Mr. Aggarwal felt it was not worth doing anything about because Amar was a lost cause. Mrs. Aggarwal on the other hand believed that there was a possibility to correct his behaviour, but couldn't or didn't know how to do so. The discussion went back to a few years back. Until this problem occurred, Amar hadn't had many problems. He always passed his exams with the help of private classes, which also guaranteed some control at that time, because the Aggarwals "had always been very busy due to work."

They thought their child had never had problems, never complained about anything, and "he was a good boy, so quiet. It was always hard for us to make him tell us what happened at school. We never had the need to talk with the teacher, because he must have also been a good boy in class."

Mrs. Aggarwal said that as a result of what had happened, they had agreed to stop giving him money each weekend "as a punishment and to prevent him from going out." But Amar got money from unknown sources. Finally, they discovered he worked during peak hours at a fast food place for young people.

This again caused a storm at home. It was the first time Amar didn't stay silent or apologise. "I'm fed up. You have never loved me. You have only been concerned about my grades. Leave me alone. Let me live my life. I know what I want!" he said.

He didn't wait for an answer. He went out, slamming the door behind him. Mr. Aggarwal remained speechless and Mrs. Aggarwal began to cry. Since that day, Amar began to behave in an openly hostile manner. He came home when he wanted, he answered back and he led his own life.

Things went on like this for a while and Mr. Aggarwal chose not to talk about it. He and Amar hardly looked at each other and they almost didn't talk to each other.

When Amar was not present, Mr. Aggarwal made comments such as, "I didn't have the help he does. I learnt how hard life is by myself. Leave him alone, he will soon realise the hardships of life."

They suspected that drugs were freely available in the restaurant where Amar worked. This made them go back to the educator to talk to Amar.

The educator talked with Amar and decided to raise the conflict issue directly. "Amar, your parents have come to talk to me. They are very concerned about you and have asked me to see if I can help you."

"Do you really believe that?" Amar answered in a sarcastic way. "They are concerned with my grades and they feel ashamed that I'm working in a restaurant. I know my real problems don't concern them, especially my father."

"Why your father?" asked the educator.

"Because he only wants school results," said Amar. "Tell him not to start quarrelling at home. This situation has no solution. I will look for a job that allows me to leave home and live independently."

"Let's not escape from the problem, Amar," urged the educator. "Let's admit your parents have made mistakes with you. Your father would be willing to accept it. Isn't it time to for you to talk about it and to put things in order?"

Amar remained thoughtful and quiet for a while. Then he said, "You don't know my father. You can't talk to him. You always have to listen to him. I would have liked telling him more than once that I was wrong, that I wanted to change and that I wanted him to help me. But he would have laughed at me. He would have told me that I was no good, which would have showed him that he is always right."

"Your problem is that you have never talked seriously. When was the last time you had a conversation, at least about… soccer?" asked the educator.

"I don't remember having had any conversation with my parents," said Amar sadly. "They gave me recommendations. I listened to them with my head bowed. They never played with me. My father couldn't be disturbed at home. I have watched endless TV just out of boredom! I talked a little more with my mother. But it was always the same: your father says, your father wants, see how your father works… but, at least she didn't make a fuss."

Then he changed his tone and said, "I'm not saying they are bad parents. I recognise they have always wanted the best for me. They are hard working and it doesn't seem to me that they abuse people in their professions. I'm only saying that they don't understand me, that for them I do everything wrong, that I have never been good at anything. I would have liked…"

He stopped talking and started crying.

The educator was disconcerted by his reaction. Of course Amar was not the 'no good' son Mr. Aggarwal had depicted to him several times. He continued talking for a while. In fact, it was Amar who talked to the educator.

"Are you ready to tell all this to your parents at a meeting with them in a few days?" the educator asked.

Amar asked to be allowed to think about it. He said he would let the educator know soon and left.

After knowing him the educator was sure what his answer would be.

HANDOUT 9:   Conflict Resolution Scenarios

Scenario 1: Lie
For months, six year old Roopa told her mother that she ate all her lunch, while in reality she hid everything she detested on the boards under the table.
One Sunday, an important visitor was expected for lunch. When he went to extend the table, Roopa's father was surprised to discover her 'food lie'.

Scenario 2: Disobedience
Before leaving home, eight year old Seema's mother left her money to buy some meat. Upon returning, she started to cook the meal but could not find any meat. Seema had spent all the money on sweets and toys at the corner shop.

Scenario 3: Rudeness
Zubeida is 15 years old and wants to go out in the evening with her friends. However, she has an exam at school next morning and her stepfather does not allow her to go out. Zubeida gets furious, shouts at him that he is not her father and leaves the room, slamming the door as violently as she can.

Scenario 4: Pranks
Nine year old Ali is one of "those" boys who is naughty to the core. Yesterday, while playing with a ball he broke a neighbour's window and the owner complained to his father. The father called for Ali, who acknowledged his wrong-doing.

Scenario 5: Messiness
Sonu is the king of messiness. He is 11 years old and his things are always scattered around the house. His mother spent the whole weekend tidying up the house. By Monday, clothes were again mixed up with notebooks, shoes, records, etc.

Scenario 6:   Quarrels
Ramesh is 13 and very quarrelsome. He makes things extremely difficult for his brothers, sisters, neighbours and schoolmates. Today, he caused the biggest spat when he wanted to watch a TV program his brothers didn't want to watch. Upon coming home, his mother found a veritable war climate.

Scenario 7: Laziness
Rashida is 12 years old and the queen of laziness: she is hard to wake up every morning. Her mother starts to call her one hour before it is time to leave, but she always gets ready in the last five minutes and ends up leaving for school without having breakfast or brushing her teeth.

HANDOUT 10:   Decision-Making Worksheet

Name of the group _____

Date _____

1. What is the decision to be made?

    _____

2. What information is useful?

    _____

3. List solutions

    A _____

    B _____

    C _____

4. Think about advantages/disadvantages/outcomes

    _____

Solutions	Advantages	Disadvantages	Likely outcomes
1			
2			
3			

5. Make a decision

    My decision is_____

This toolkit has been designed as a resource guide for working with professionals, parents, teachers, etc. which will help them raise disciplined children without resorting to physical or psychological punishment. The toolkit may also be used with or by young people. The toolkit deliberately entails generalised activities and sessions which we hope, you will easily be able to adapt to your setting and context. This annex includes some key tips for adapting the toolkit for use in your own local context.

Key Tips for Using the Toolkit in your Context:

- **Translate all key terms/concepts into local languages** in advance of any workshops and/or near the outset of the workshop with the participants. This will ensure clarity of use of key terms during the workshops (e.g. punishment, positive discipline, self esteem, confidence, child development, socialisation, etc).
- **Adapt role plays and case exercises** to fit your local context, to build upon real life every day experiences of your participants.
- **Make use of creative methods for expressing and exploring** views such as drama, drawing, painting, visioning, poetry.
- **Arrange a suitable venue and logistics:** choose a venue that is big, airy and bright with good use of space. Make sure you have all the facilitation equipment you will need.

Guidelines for being an Effective Facilitator:

1. BE AWAKE

The most important asset for a facilitator is his/her awareness. Being 'awake' and 'present' at each moment, moment by moment means listening, looking, sensing - being 100 per cent present. Personal development work, meditation, consciousness-raising, discussion, training and development in experiential learning techniques are all useful ways to develop awareness.

2. BE ADAPTABLE

There is no one sure-fire technique that will always work at a particular time for the participants-not even if you know every technique there is to know. It is a matter of choosing at a particular moment what to do, whether to intervene or not, and how to intervene at that time. You can plan ahead but you always need to be ready to adapt to what is happening at a given moment.

3. IF YOU DON'T KNOW, SAY SO

If the facilitator doesn't know what to suggest or do when an intervention is needed, he/she should say so and ask for suggestions. Children and young people themselves may have a good idea or their suggestion may spark off an idea for the facilitator. The facilitator should not pretend that he/she knows everything - nobody does.

4. TRUST THE RESOURCES OF THE PARTICIPANTS

The facilitator trusts that the group will have the resources to achieve its task and work through any process issues. Trust in this sense is an attitude of confidence that the resources are present

and will be discovered. The facilitator enables the participants to explore and find the resources. This is the way a group becomes empowered. This does not mean that the task will always be fulfilled. It means not giving up when the going gets tough.

5. HONOUR EACH PARTICIPANT
Facilitation means honouring each group member and encouraging full participation while having the participants achieve the group task effectively and efficiently. Always approach the participants as capable, aware and fully functioning people who are committed to group purpose.

6. TAP PARTICIPANT'S GROUP ENERGY
A group is capable of things more than any one member thinks. Remember: One + one + one + one + one = 5 or more. This is the equation of synergy. We really have no idea what we can achieve in a group. The facilitator is out to tap the energy of the group and tap into the group synergy.

7. BE YOURSELF
A facilitator will be most effective when he/she is their natural self and allows his/her own personality to be expressed. People get permission to be themselves from the way a facilitator behaves - that is through modelling. If the facilitator is stiff and formal, the participants tend to be like that. If the facilitator is relaxed and self-expressed, the group tends to follow the example.

8. KEEP INTERVENTION TO A MINIMUM
Facilitator should intervene only when it is necessary to interrupt behaviour, which is: Impeding progress without the agreement of the group, Going off track in the discussion and is the result of someone having tripped over baggage from past, Undermining the possibility of group synergy and may be physically dangerous.

9. MONITOR THE ENERGY LEVEL
Monitor the energy level of the group at all times. This is a facilitator's barometer. Energy is indicated by the tone of voice, body posture, eye contact, level of participation and level of activity directed towards the task. Are people awake or asleep, engaged or disengaged? The energy of a group will alter all the time. At the beginning of a day people often have lots of energy. After lunch they are very often low in energy. Short breaks or active exercises can help keep energy up for longer sessions. For most people, concentration is hard to maintain for more than 30 to 40 minutes. Use some active exercises when energy is low and the meeting is long.

10. DON'T BE ATTACHED TO YOUR OWN INTERVENTIONS
A facilitator may come up with a 'brilliant' intervention but, if it doesn't work, he/she should drop it. The intervention should be used only to keep the group focused, not because the facilitator thinks it's a brilliant insight. The facilitator's job is not to show how clever they are.

11. TAKE EVERYTHING THAT OCCURS AS RELEVANT
A facilitator takes everything that is said or done in the group as group interaction, including individual exchanges, side comments and accidental occurrences. For example, if someone falls off their chair, that becomes part of the group process rather than an interruption. Some facilitators use outside interruption as well, like someone coming into the room accidentally.

12. IMPROVISE, BE FLEXIBLE/CREATIVE
Facilitation is an improvisatory art within an agreed and negotiated structure. The facilitator shouldn't keep doing things a certain way. Remember, there is no one way or technique. Be flexible and stay awake.

13. WHEN IN DOUBT, CHECK IT OUT
'When in doubt, check it out' is a useful guideline for a facilitator. If a facilitator is not clear that everyone is in agreement with a decision or task, he/she should ask if everyone agrees. If necessary,

he/she should request a response from everyone - as a yes or a no. Silence does not necessarily mean assent.

14. SEEK AGREEMENT
A facilitator seeks agreement from everyone and uses collective decision-making processes (consensus) unless there is agreement by everyone to do otherwise. Voting, majority or otherwise, is not a recommended way of reaching a decision in a facilitated group.

15. USE QUESTIONS AND SUGGESTIONS
Questions and suggestions are the usual way a facilitator intervenes. He/she should avoid giving advice and should say 'I suggest' rather than `What you should do is…'. He/she should also avoid giving the answer to an issue. A facilitator's job is to guide the process and not be involved in the content, even if they know the correct answer.

16. NEGOTIATE AND CONTRACT
A facilitator is an effective negotiator within groups. The structure and framework of meetings, processes and so on are developed through negotiations. Proposals and counter proposals are encouraged until agreement is reached. Agreement equals the contract. Most group decisions - including ground rules, time limits, personal responsibilities, roles, commitment, membership, values, purpose, aims, objectives and evaluation methods - are negotiated.

17. BE CULTURALLY SENSITIVE
Cultural sensitivity is essential. Knowledge of the customs, rituals, and sensitivities of people from cultures other than your own is most important. If a facilitator does not have this knowledge he/she needs to say so, and seek advice from people in the group to ensure that cultural sensitivity is honoured. Community sensitivities also need to be addressed in a similar way. Don't assume - ask.

18. START WELL
Group meetings and workshops have a beginning, a middle and an end. Getting started is like setting out on a journey or laying the foundation of a house. The first part of a group meeting or workshop is critical to the whole process and the facilitator needs to allow time for the process to start well.

19. WORK WITH CONFLICT
A facilitator is comfortable with conflict and always encourages it to be expressed openly. Disagreement is the natural result of different personalities, views and opinions. If a group is to develop to maturity, it will need to work with conflict, rather than avoid it. Creative conflict resolution can be synergistic and may lead to major breakthroughs and forward movement in a group.

20. INVITE FEEDBACK
A facilitator invites feedback during and at the end of the meetings. All feedback is useful. Specific comments are more useful than general ones. One feedback technique is the use of rounds of negative and positive comments.

21. ACKNOWLEDGE AND AFFIRM
A facilitator gives frequent acknowledgement and affirmation to a group. He/she encourages the group to keep going during long or difficult processes by affirming progress and acknowledging it. A facilitator also encourages group members to affirm and acknowledge one another.

22. HAVE A SENSE OF HUMOUR
A sense of humour is a great asset to a facilitator. The use of humour can usefully defuse some tense moments. There is nothing better than a light touch at the appropriate time.

We hope to build upon your experiences to improve this toolkit and/or develop additional materials that will promote Positive Discipline of children. Thus, we hope that you can take the time to complete and return this feedback form to:

Save the Children Sweden
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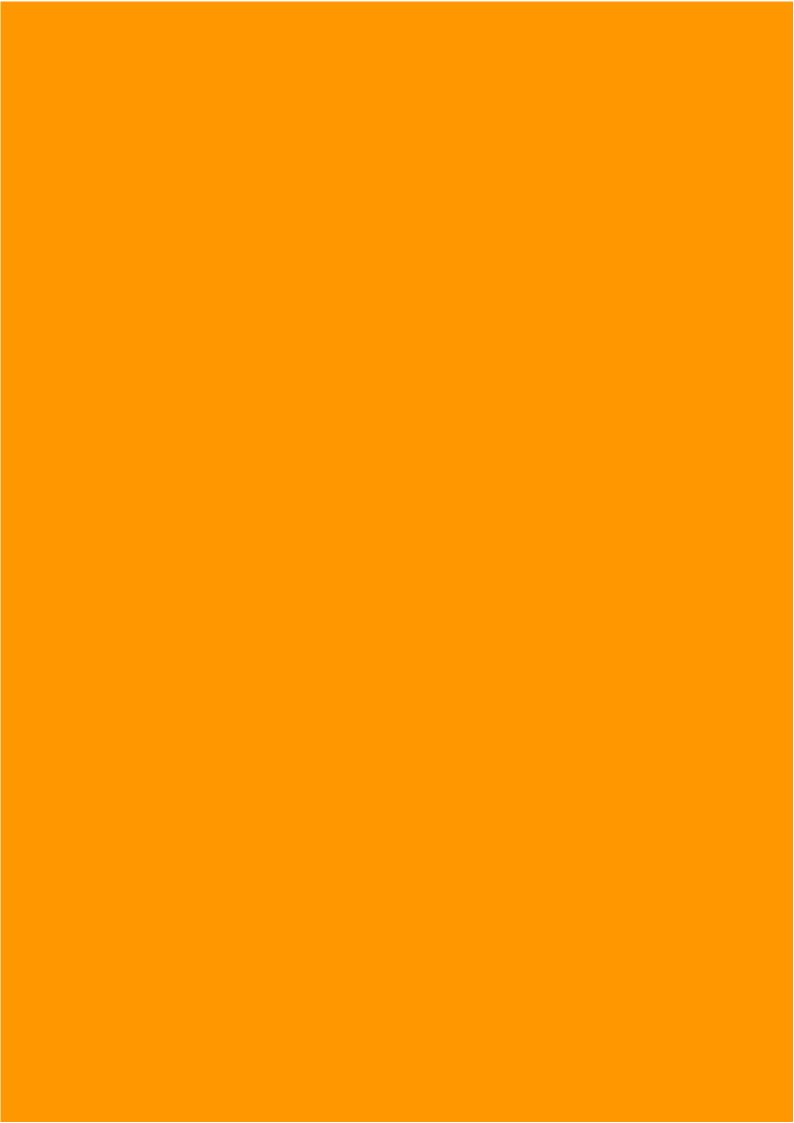rosca@sca.savethechildren.se
http://sca.savethechildren.se

PART A: BRIEF DESCRIPTION OF USE
Please briefly describe how you used this toolkit (which organisation you work with; where you used the toolkit; with whom; which sessions; over which period of time; how did you support/monitor the follow up?)

PART B: FEEDBACK ON THE TOOLKIT

What is your overall impression of the Toolkit?

_____

_____

_____

_____

Which parts of the toolkit did you find most useful?

_____

_____

_____

_____

Which parts of the toolkit did you find least useful?

_____

_____

_____

_____

What are your suggestions for improving the toolkit and/or developing additional complementary materials?

_____

_____

_____

_____

Any additional comments:

_____

_____

_____

_____

Save the Children fights for children's rights.
We deliver immediate and lasting improvements to children's lives worldwide.

Save the Children works for:
- a world which respects and values each child
- a world which listens to children and learns
- a world where all children have hope and opportunity

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