

# Guide to children and young people's participation in actions against corporal punishment

Elinor Milne, 2011



Global Initiative to  
End All Corporal Punishment  
of Children

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## Introduction

In all countries in the world, there are laws which protect adults from assault as they go about their daily lives – in their homes, on the streets and in their workplaces. For children, the situation is very different. In the majority of states, far from protecting children from violence, the law actually authorises it, giving adults (parents, family members, teachers, the law enforcement services, and many others) the “right” to use violence to control children’s behaviour.

Corporal punishment of children is painful, disrespectful and dangerous. Laws which allow any level of violence against children have no place in a society which seeks to respect children or to become less violent. No legal framework for child protection can be complete without prohibition of all corporal punishment. Legalised corporal punishment is a potent symbol of adult power over children, and ending it is an essential element in creating societies which respect children as human beings, with their own complete set of rights.

Involving children and young people is an essential part of campaigning for an end to violence against them. Children have the right to have their views heard on all matters that concern them, and only they can say how violence feels to them. And listening to children's views is itself a step towards building a better society where children are treated with respect and not subjected to violence.

### **United Nations Convention on the Rights of the Child** (UNICEF summary)

#### **Article 12**

*Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.*

#### **Article 19**

*Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.*

## About this guide

The [Global Initiative to End All Corporal Punishment of Children](#) aims to speed the end of corporal punishment of children across the world, through the provision of information and technical assistance on the prohibition and elimination of corporal and other cruel, humiliating and degrading punishment of children.

The information about children’s actions against corporal punishment in this guide was gathered through ongoing research since 2009 with adults working with children. More detail and more examples of actions can be found on the [children’s section](#) of the Global Initiative website.

## How can children be involved?

Children's actions against corporal punishment take many forms: from individual resistance to experiences of corporal punishment to group representation at high-level government and international meetings; from one-off actions to long-term sustained campaigning; from adult-initiated programmes of activities to child-initiated and child-led groups fighting for their rights.

### **Research**

Research with children about corporal punishment has been carried out in all world regions in recent years. Research can investigate the prevalence and types of corporal punishment which children experience, the circumstances in which corporal punishment is experienced, the effects of corporal punishment, and children's and adults' views and feelings about corporal punishment.

The results of research can be used to launch new campaigns, and information about corporal punishment gained from research can be used to counter myths and add weight to arguments for law reform.

Research on corporal punishment can and should be carried out with respect for children. Children can be involved at various levels - from taking part as participants in adult-led research to designing a study, deciding what is to be studied, carrying out the research and analysing and presenting the results.

*A large-scale regional study undertaken in **Southeast Asia and the Pacific** in 2005 involved over 3,000 children and 1,000 adults. The research examined in detail the prevalence and types of physical and emotional punishment experienced by children in different countries, as well as the circumstances in which children experienced physical punishment and their thoughts and feelings about it. A wide variety of research tools were used, including diaries, drawings and body maps. Children were involved in deciding on the research questions and on how research should be conducted. See 'What Children Say' in the 'Resources' section of this guide (p.19).*

*In **Indonesia**, 60 child participants in a 2007 piece of adult-led research into life for children in institutions went on to design and carry out their own piece of research into the concerns of children living in institutions, including their own. Corporal punishment featured strongly as a concern of the children, and the presentations of the research to adults, including government officials and institution staff, led to promises that less corporal punishment would be used in future.*

*In 2008, children in **Mongolia** worked together to do research which formed the basis of a report to the UN Committee on the Rights of the Child on their chosen theme of 'Child protection from abuse and violence.' The twenty-eight children designed and carried out the research, during which 180 children were interviewed about their experiences and opinions. The results of the research were published as a written report and two short films.*

## ***Making children's words heard***

Children's right to participation is often explained as 'the right to have your say'. Enabling children's voices to be heard is an important way, although not the only way, that adults can facilitate children's participation in matters that concern them.

In addition, children's perspectives on corporal punishment can differ from adults' in crucial ways, and can thus shed new light on issues for adults and be a powerful tool for campaigning. Only children can say how violence feels and what it means to them.

Children's organisations, including those that are child-led, may produce written statements such as press releases and position papers. Children can be involved in creating these statements and can act as media spokespeople. Quotations from children are often used in publicity and campaigning materials.

Adult campaigners often seek to ensure that children's voices are heard by including child speakers at key meetings and conferences. Children may choose to use creative techniques, such as music, art or drama, to communicate their views.

*Children were involved in the process of the **UN Secretary General's Study on Violence Against Children**, the first comprehensive UN study on violence against children, via consultations in the nine world regions. In each region, children from several countries met in advance with adult facilitators and then took part in sessions, often giving their own declarations. Professor Paulo Pinheiro, who led the study, also met with children in all regions.*

*Over 200 children from all over **South Africa** were involved in creating the first Children's Charter of South Africa in May 1992. The children gathered at the International Summit on The Rights of Children in South Africa and worked together to draw up the charter. The charter states that: "All children have the right to freedom from corporal punishment at school, from the police and in prisons, and at home" and "Children have the right to say no to violence."*

*In June 2008, Save the Children organized a large conference in Chittagong, **Bangladesh**, on the topic 'Let's Stop Physical and Mental Punishments in Schools'. 250 adults and children attended the conference. A children's drama group gave a performance at the conference and pictures which were the result of previous research into physical punishment done by children were displayed on the walls. At the end of the conference, 18 schools signed up to join a project to stop using corporal punishment.*

## **Child representatives**

Children can be part of or engage with key decision-making bodies, ranging from local community groups and village councils to government committees and international bodies. In this way, as well as having their words heard, children can hear responses to their ideas and can engage in ongoing dialogue with decision-makers. Children can take sustained and long-term action and follow up on events such as conferences. The children who take part in these bodies can be selected by their peers and can take part in discussions with other children to allow them to represent the views of a group as well as their own views.

*Two child representatives are part of the governing board of the **South Asian Initiative to End Violence Against Children**, a regional body which aims to bring together government and civil society to end violence against children in Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan and Sri Lanka. Children from all the member countries also attend meetings and consultations, make recommendations and speak with decision-makers.*

*In **Tanzania**, young people attend their local Ward Development Committees, where they can discuss school-related issues that are of concern to them, including corporal punishment. In the **Philippines**, some members of two child-led campaigns against physical and emotional abuse sit on their Village Councils for the Protection of Children.*

*In two schools in **Uganda**, children, teachers and parents formed committees and worked together to design new positive discipline strategies and make their schools into 'Good Schools' where no corporal punishment takes place. The programme was successful and the children and adults shared their experience with others, to create more Good Schools.*

## **Child-led groups**

Children can set up their own groups, including youth parliaments and children's clubs. They can take responsibility for all aspects of running them, including deciding on plans, budgeting, creating rules or guidelines and running meetings and events. Adults can provide varying levels and kinds of support as children request – for instance, financial assistance, providing a venue for meetings or helping with training sessions.

*Three students in Nelson, **New Zealand**, formed Students Against Violence Everywhere (SAVE) after seeing the effects of violence on their own friends. The organisation celebrates youth leadership and promotes peace and non-violence in homes, schools and communities. All the members are young people. Ahead of a 2009 referendum on the law on physical punishment, representatives from SAVE spoke to MPs about why corporal punishment in the home should remain illegal in New Zealand.*

*Kids Link **Fiji** is a child-led child rights group with members aged 11-18. The members wrote the Vision and Mission for the group and every year, they decide on their priorities and plans that year and then meet once a week after school to train and take action. They have worked extensively on ending school corporal punishment, and as part of the 2008 Save the Children Worldwide Day of Action on Violence Against Children (see p.6), they organised a dance-off and collected children's handprints.*

***International Youth Rights**, a youth-run organisation with members from several countries, held a conference in 2010 on the theme of corporal punishment at home and in school. The young people who attended the conference wrote action papers before the conference and then worked to create a report containing their observations and opinions about corporal punishment, commentary on the Convention on the Rights of the Child and their recommendations for action.*

## ***Large gatherings, marches and protests***

Children are often involved, as participants or organisers, in large-scale events such as days of action, marches and protests. This type of event can serve as a launch event for a more sustained campaign. It is often designed to involve large numbers of adults and children, who can be offered the opportunity to contribute to campaigning, either in a short-term way (signing a petition, making a pledge) or in a more sustained manner (joining a group, becoming a campaigner). It may involve creative activities and performances, sometimes planned and organised by children. These, and the media attention which can be generated by this kind of event, can be used to raise awareness of campaigns and of children's rights among children, parents, teachers and other adults, and decision-makers.

### ***International and regional themed days***

<b>March 8<sup>th</sup></b>	<i>International Women's Day</i>
<b>April 7<sup>th</sup></b>	<i>World Health Day</i>
<b>April 30<sup>th</sup></b>	<i>No Hitting Day</i>
<b>May 15<sup>th</sup></b>	<i>International Day of Families</i>
<b>June 1<sup>st</sup></b>	<i>International Children's Day</i>
<b>June 4<sup>th</sup></b>	<i>International Day of Innocent Children Victims of Aggression</i>
<b>June 16<sup>th</sup></b>	<i>Day of the African Child</i>
<b>August 12<sup>th</sup></b>	<i>International Youth Day</i>
<b>September 21<sup>st</sup></b>	<i>International Day of Peace</i>
<b>October 5<sup>th</sup></b>	<i>World Teachers' Day</i>
<b>October 10<sup>th</sup></b>	<i>World Mental Health Day</i>
<b>November 20<sup>th</sup></b>	<i>Universal Children's Day</i>
<b>November 25<sup>th</sup></b>	<i>International Day for the Elimination of Violence Against Women</i>
<b>December 3<sup>rd</sup></b>	<i>International Day of Disabled Persons</i>
<b>December 10<sup>th</sup></b>	<i>Human Rights Day</i>

*There are also many national themed days.*

*The Save the Children Worldwide Day of Action on Violence Against Children, held on 20<sup>th</sup> October 2006, 2007 and 2008, provided a focus for large gatherings in some countries. In **Lithuania**, over 300 children were involved in activities including an open discussion with adult decision-makers, radio and television broadcasts, and three flash mobs by children who wore red T-shirts and hid behind red umbrellas, distributing information materials to the public. In **Peru**, over 500 children and adults took part in an arts festival through painting, puppet shows, dance, juggling, music, drama, hip hop, rap and sculpture. The activities took place in the context of an ongoing campaign to prohibit corporal punishment.*

*In April 2009, more than 200 children and adults in Amman, **Jordan** gathered to call for law reform on violence against children, following media reports of the deaths of two young children due to adult violence. The event was attended by the Queen of Jordan and was reported by the national media.*

*In **Vanuatu**, Children's Day is celebrated on 24<sup>th</sup> July every year. The 2008 day was themed around violence and featured a march by children and adults calling for an end to violence against children.*

## **Problems and solutions**

The research project into children's actions against corporal punishment on which this guide is based questioned adults who work with children about the problems that they had encountered in facilitating children's participation and any solutions that had been found to these problems. The problems divided roughly into the following themes:

- Adult regulation of children's activities and time.
- Adults' negative opinions about children's rights.
- Adults' unwillingness to listen to children.
- Problems facilitating children's participation.
- Children's difficulties in participating.
- Children's fear of participation.
- Discrimination.
- Practical problems.

## **Adult regulation of children's activities and time**

Children's activities and their time are often strictly regulated by their parents and carers, or other adults. Adults may believe strongly that it is their 'right' to physically punish children, or may have strong emotional reactions to what they see as condemnation of their behaviour, or of their own experiences as children. As a result, parents or other adults with control over children may actively stop children taking part in actions against corporal punishment:

*"In [a school seeking to end corporal punishment], the headmistress... reported that several parents... insist[ed] that they can not have their children in a school which does not beat them. In fact, she confessed to knowing at least four parents who took away their children as a result." (Worker in Uganda.)*

**United Nations Convention on the Rights of the Child (UNICEF summary)**

### **Article 13**

*Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.*

*"Parental approval is necessary to run some activities about corporal punishment with children, as there are laws about communicating with children on sensitive subjects." (Worker in the USA.)*

### **Article 15**

*Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.*

Others mentioned that some parents and carers did not want their children to participate in actions because they felt the children should be spending time on other things:

*"In general, parents... are not very supportive of children's participation in actions against corporal punishment. They want their children to focus on school. Often, only clever/academic children are allowed to take part in participation activities." (Worker in China.)*

Participation can have serious consequences for children:

*"One child acted as a spokesperson at a conference. Unfortunately this caused problems for this particular child, as the orphanage in which she lived didn't like her spending time on this instead of her chores and threw her out, leaving her with nowhere to live." (Worker in Timor Leste.)*

Children may not have time to take part in actions:

*"It can be difficult for children to be involved because awareness-raising activities often take place during schooltime, or on Sundays, when children go to church and do activities with their family." (Worker in Samoa.)*

Sometimes, meetings or other events where decisions are made take place during schooltime, making it difficult for children to attend.

## **Solutions**

Several people mentioned the importance of scheduling events and activities at appropriate times for children:

*"Adults at [organisation] are trying to change their workplan and do more at weekends to make it easier for children to be involved. They also ask parents to*

*let their children be involved with activities on Sundays – some parents allow this and some don't.” (Worker in Samoa.)*

*“It is important to make sure that activities are scheduled when it is convenient for children, for example only during the summer holidays.” (Worker in the Philippines.)*

Some adults discussed the positive effect of children and workers keeping parents informed about children's actions:

*“[The children] held a special meeting for their parents. Parents were very touched to learn what their children had been doing. Some parents even cried. They were very proud of their children. Before the meeting, some parents had not been happy about their children being involved. But after the meeting they were more supportive. When the children had been making the film, adults working with the children often phoned parents to tell them about what their children were doing.” (Worker in Mongolia.)*

*“At the beginning of each year, [organisation] members' parents have a pot-luck dinner, where they can talk about their children's plans for the year. The parents are generally supportive, and some children attend [organisation] for many years. Some parents say that their children have become more respectful through being involved in [organisation] – they have learned about responsibilities as well as rights.” (Worker in Fiji.)*

## ***Adults' negative opinions about children's rights***

Adults can feel threatened by the concept of children's rights, fearing that children's empowerment will lead to a loss of their own power over children. Some adults – including parents, teachers and professionals – are resistant to the idea of children learning about their rights:

*“When [organisation] ran the workshops about children's rights, some schools and parents criticised them because they wanted to tell children about their duties instead of about their rights.” (Worker in Austria.)*

*“People fear that if children are taught about their rights, they will become disrespectful.” (Worker in Vanuatu.)*

*“Adults in many rural communities still believe that children must respect them and they sometimes think that children who speak out about their rights are rude.” (Worker in Kenya.)*

## ***Solutions***

Giving clear information about what is meant by ‘children's rights’ can sometimes help to dispel adults' fears:

*“[We] try to... give clear information about children's rights to help parents and children understand them better. [We] encourage round-table discussions in individual families, to allow children to say what in their family life they would like to change.” (Worker in Vanuatu.)*

### **Article 42**

*Governments must make the Convention known to children and adults.*

It may also be important to acknowledge that fully respecting children's rights can mean a loss of adult power in some areas – for example, giving children equal protection from violence removes adults' state-endorsed ‘right’ to hit their children – and to discuss why, in these cases, adult power should be relinquished.

## ***Adults' unwillingness to listen to children***

A very common problem mentioned was that some adults, especially adults in positions of power who could change things for children, do not want to hear children's views. They may be threatened by the idea of children speaking out, or they may simply not believe that children can have anything worthwhile to say.

*"...Adults think that children belong to their parents or carers and don't want to hear their views. It is even harder for children in institutional care because they are seen as having to be 'grateful' for whatever they get from the adults. The organisations and staff running them generally think that children should just follow the rules and directions of adults because it is 'for their good', including corporal punishment."* (Worker in Indonesia.)

### **Article 12**

*Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.*

*"It can... be difficult for children to participate because the government or politicians don't respond to the things that children say."* (Worker in the Republic of Korea.)

*"Lots of adults don't understand the idea of children participating – they don't take children seriously."* (Worker in Mongolia.)

## ***Solutions***

Although some adults may not think that what children have to say is worth hearing or responding to, many children know better and, all over the world, they are speaking out and taking action for their rights. Children's work and achievements can speak for themselves and can sometimes change the minds of adults who are not accustomed to children's participation:

*"Many adults, including those working for [the government] in Indonesia could not believe that research could actually been carried out by children – it was important to show them that this was truly the products of children's hard work and that children are actually very capable to carry out research and present and discuss issues that matter to them."* (Worker in Indonesia.)

## ***Problems facilitating children's participation***

Even those adults who work to facilitate children's participation can sometimes fail to respect children or take them seriously. Some adults mentioned the importance of ensuring that children's participation in actions was genuine and that children were empowered to make their own decisions and take their own actions:

*"It was... difficult at first for the adult facilitators to support children do their research without seeking to interfere or guide – adult facilitators before the research were used to being directive with children or acting as teachers rather than actually stepping back and letting children decide. They had to learn entirely new skills and ways of working."* (Worker in Indonesia.)

*"Staff sometimes speak and feel as if they own the children – saying things like 'my children'."* (Worker in Mongolia.)

## ***Solutions***

Many workers commented that children's participation would be made easier by more general acceptance, in society and in their organisations, of participation.

*"If the government made an official rule or law that says that children have to be given the chance to participate, that would make it easier to run campaigns like this."* (Worker in Vietnam.)

*"Participation would be easier if there was a process or structure for involving children in work."* (Worker in Fiji.)

Some workers focussed on adults' responsibility to change their own attitudes:

*"It's easy for adults to find children who want to to participate! The problem is with adults, not with children. Adults need to change their ideas and realise that children's participation is for everyday, not just for meetings."* (Worker in Laos.)

Others mentioned the importance of training for adults who work with children:

*"[We]... are currently working on organising adult support groups, where adults can learn both to support children's activities and to help them in cases of abuse. There are no workers in small villages, so it is important that the adults that live there learn to support the children there."* (Worker in the Philippines.)

*"It would be useful to share resources on how to help children stay motivated and how to facilitate children's meetings."* (Worker in Fiji.)

*"Sometimes adults don't understand the idea of children participating. When staff leave and new ones are hired, they need to be trained in participation. Staff all need to be trained in the practice of child participation, not just the theory – they need to understand what it means in their own work... child participation is part of everybody's job and it needs to be embedded in everybody's work... More staff and more training resources would make child participation easier."* (Worker in Laos.)

## ***Children's difficulties in participating***

Some workers reported a high level of interest in participation among children, while other workers found that few children were interested in taking action. Several workers said that some children find it difficult to 'speak out' about their rights:

*"It can be difficult for children in Korea to participate, because they are not aware that they can do so or are not used to speaking out about what they think. So it can be hard for adults to find children who want to participate in actions!"* (Worker in South Korea.)

*"Generally, children lack opportunities for meaningful engagement and need help to become empowered and learn how to speak out."* (Worker in Timor Leste.)

*"A lack of knowledge about how to participate can make it hard for children to be involved in actions fighting for their rights..."* (Worker in Austria.)

Workers from two countries said that sometimes, children believe that corporal punishment is right and so they don't want to end it:

*"[A] traditional upbringing [means that] children are loyal to their parents' belief system. Children believe the popular discourse that smacking is acceptable."* (Worker in Belgium.)

*"...some children want corporal punishment and say it helps to discipline them. Some children think corporal punishment is a family issue."* (Worker in Hong Kong.)

## ***Solutions***

Children have the right to hold their own views and to choose whether or not they take action on their rights. Not all children will want to participate, and those that do may want to do so in different ways and at different times. Different methods can be used to ensure that as many children as possible who want to participate can do so.

**Article 14**  
*Every child has the right to think and believe what they want...*

Children have the right to learn about their rights if they choose. If they want to take action, but feel they lack the necessary skills, they should be offered training which will allow them to develop the capacities necessary to participate in the ways they choose to.

Many workers suggested that commonly held societal views about children's rights are one cause of children's lack of interest in taking action for their rights. Workers believed that if there were more knowledge and understanding of children's rights in society as a whole, more children would want to take action in support of their rights.

*"...having a tight network of regional ombudsoffices and information centers would make it easier."* (Worker in Austria.)

*"If children are educated about their rights and then given the opportunity to take action, they will do so. Then adults can stand back and provide support while children take action for themselves."* (Worker in Vanuatu.)

Several workers specifically mentioned the role of schools in helping children to learn about their rights:

*“Having a more open dialogue and public debate, about corporal punishment, and giving more information to young people in schools would make it easier for young people to participate.” (Worker in Belgium.)*

*“Schools could... make it a lot easier by passing on messages to children about their rights.” (Worker in Hong Kong.)*

**Article 29**

*Education must... encourage the child's respect for human rights.*

*“Teachers should help children learn about their right to speak out under article 12 [of the UN Convention on the Rights of the Child], but they*

*don't want to. Teachers should be trained in child participation to help them do this.” (Worker in South Korea.)*

## ***Children's fear of participating***

Children may want to participate in actions, but fear the reactions of their families, communities, or other children:

*"Children have a lot of respect for adults and they may be scared to say what they think." (Worker in Vietnam.)*

*"Children are often assertive about their rights at school, but not at home." (Worker in Papua New Guinea.)*

*"[Difficulties include] peer pressure, a macho culture, [and that] children fear their parents' reaction." (Worker in Belgium.)*

*"Policy makers, teachers, school administration, charitable institutions and even the justice system often do not have open channels of communication with children. This means that children are afraid of reporting incidences of violence in schools - they do not trust the adults they could tell. Children are not often able to prosecute the adults who should care for them but who abuse them and are violent towards them." (Worker in Kenya.)*

Even if children feel able to speak out, corporal punishment can still be a difficult and upsetting thing for them to talk about:

*"...issues that may be "too close to home" can... make this kind of discussion difficult." (Worker in Canada.)*

## ***Solutions***

Children always have the right to choose whether they talk about corporal punishment or take action. They are the experts on their own lives and they know about the risks they may face in speaking out. Their fears should always be respected. However, in some cases, adults, working by themselves or in organisations, may be able to make it easier for children to speak out if they choose to:

*"Adults need to make sure that they give children plenty of help to speak out." (Worker in Vietnam.)*

*"It would be good if parents' attitudes changed. It might be possible for newspapers to help with this." (Worker in Papua New Guinea.)*

### **Article 17**

*Every child has the right to reliable information from the mass media. Television, radio, newspapers and other media should provide information that children can understand...*

Several workers mentioned the importance of making sure that the environment where children talk about corporal punishment is friendly and safe:

*"A friendly environment makes it easier for children to participate." (Worker in China.)*

*"...holding the discussion in a safe environment with people the young people trust can make it easier." (Worker in Canada.)*

*"When doing research on violence against children, it is very important to know if children are speaking about themselves as victims of violence or about the experiences of their friends. [We] feel that children and young people should only be asked to talk about violence in a safe and 'protected' situation.*

*Also, it is very important that the children can be sure what will be done with the information they give.” (Worker in Austria.)*

*“Sometimes it was stressful for the children to deal with the difficult issues the report covered – social workers were always available and the children gave themselves plenty of fun time.” (Worker in Mongolia.)*

## **Discrimination**

Some workers mentioned the importance of making sure that all children can take part in actions if they want to:

### **Article 2**

*The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.*

*“It’s... important to deal with... issues that might affect children’s participation, such as gender.”* (Worker in China.)

*“One key barrier is gender discrimination and the inferior confidence that girls have.”* (Worker in Tanzania.)

*“For children from minority groups, language can be an issue, [and] it can be hard for disabled children to participate, because the infrastructure in Mongolia makes it hard for [some physically] disabled people to move around.”* (Worker in Mongolia.)

### **Article 23**

*A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.*

*“Children from the countryside are often shy and less confident than children from cities, so it is harder for them to speak out about what they think. Girls are also often shy and less confident than boys.”* (Worker in Vietnam.)

*“Learning disabilities, ADD/ADHD, etc... can make this kind of discussion difficult.”* (Worker in Canada.)

## **Practical problems**

Various practical problems were mentioned, including ones surrounding children's safety and privacy:

### **Article 16**

*Every child has the right to privacy...*

*“It can be difficult to make sure that children’s privacy is protected and their names are hidden.” (Worker in China.)*

*“Sometimes there have been problems with making sure that children who are participating in activities are safe, for example when they are travelling to and from the... centres. One time, a child spoke about school corporal punishment at a press conference. The media who were there reported the child’s school number. Her school didn’t like this – she got into trouble and had to move to another school. This is an example of a more general problem – that media professionals sometimes do not behave ethically, don’t take children seriously, and reveal details about their lives in the media.” (Worker in Mongolia.)*

*“Other problems faced by children wishing to participate in actions include the lack of resources for transport, communication support and accompanying young children...” (Worker in Timor Leste.)*

The cost of involving children in actions was occasionally mentioned as a problem:

*“For [organisation] the cost involved in talking to children about New Zealand’s law change is a barrier.” (Worker in New Zealand.)*

## Resources

The **Global Initiative to End All Corporal Punishment of Children** [children's website](#) is aimed at children, young people and those who work with them, and includes detailed examples of children's participation worldwide, Q&As in English, French and Spanish and resources.

The **UN Secretary General's Study on Violence Against Children**, published in 2006, was the first comprehensive UN study on violence against children. The [study website](#) contains the study [report](#) (available in seven languages), summaries of the findings, an [adapted version](#) of the report for young people, a booklet of [activities](#) on violence against children for groups of young people. A [booklet](#) for children aged 7 to 12 (by Save the Children Sweden) based on the study is also available.

The **Child Rights Information Network** ([CRIN](#)) specialist [website](#) on violence against children offers a shared platform for civil society on the follow-up to the UN Violence Study, including information on children's participation in the study.

'**Children's right to be heard and effective child protection**' by Carolyn Willow is a [guide](#) for governments and children rights advocates on involving children and young people in ending all forms of violence. Includes discussion of child protection, participation and children's role in implementing the recommendations of the UN Violence Study.

The '**Save the Children Worldwide Day of Action 2008**' [report](#) by Sharon Owen gives details of the actions taken by children worldwide on the Day of Action against corporal punishment and other forms of violence.

Plan International's [Learn Without Fear](#) campaign against school violence, produced '**Youth in Action Against Violence in Schools**' (English and German) which contains [activities and exercises](#) to help young people take action on school violence, including corporal punishment. Other [information](#) on the campaign is also available, in languages including English, French, German and Spanish.

**Plan International in Africa** has produced several [guides](#) aimed at adults and children working together on children's rights, on topics including [training](#), [advocacy](#), [organising a special event](#), [consulting with children](#) and [monitoring and evaluation](#).

The [report](#) '**What Children Say: results of comparative research on the physical and emotional punishment of children in Southeast Asia and the Pacific**' by Harriot Beazley, Sharon Bessell, Judith Ennew and Roxana Waterson details the methodology and results of a large-scale study which involved over 3,000 children from eight countries.

The **South Asian Initiative to End Violence Against Children** ([SAIEVAC](#)) involves children through their representation on the governing board, attendance and meetings and through producing child-friendly reports.

The '**Good Schools Toolkit**', produced by Raising Voices, a Ugandan NGO, contains information on how their corporal punishment-free Good Schools were created. It can be ordered from their [website](#), which also contains posters, booklets, radio and TV adverts which were used for publicity.

[Ombetja Yehinga Organisation](#), a Namibian Trust aiming at creating social awareness among young people using the arts, devoted an issue of its regular **magazine for young people** to the topic of '[Discipline and Punishment](#)' (OYO Magazine, September - October 2009, Vol. 8, No. 5).

The [Children's Charter of South Africa](#) is a **statement of children's rights created by over 200 children**.

India's National Commission for the Protection of Children's Rights has produced an advocacy [toolkit](#) for the **media** on corporal punishment, which includes guidelines for and examples of ethical reportage.

The **Help at Hand** [toolkit](#), produced by the Children are Unbeatable! Alliance in Wales (UK) contains activities for children and adults designed to change attitudes and behaviour around physical punishment.