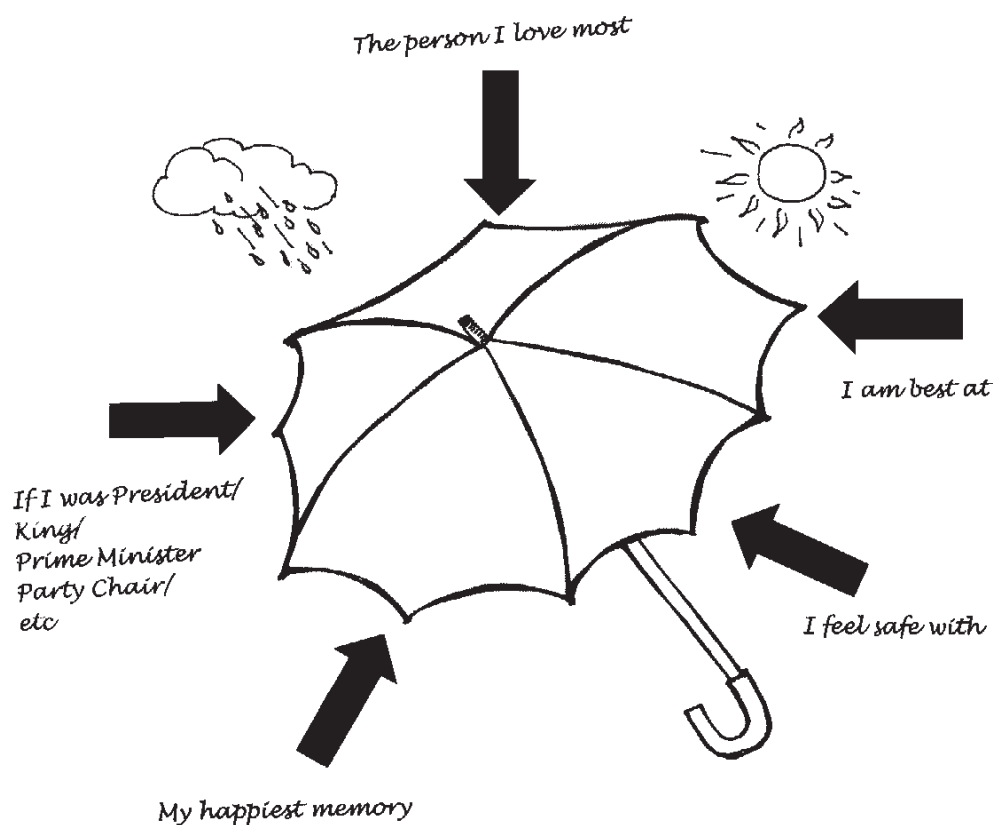


Comparative research on physical and emotional punishment of children in Southeast Asia and the Pacific 2005

Regional Protocol



Harriot Beazley
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Judith Ennew
Roxana Waterson
Final version, 30 April 2005

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Background and problem statement

Promoting the abolition of physical and emotional punishment of children (sometimes called 'corporal punishment'¹) has been a Global Save the Children priority since 2000. Physical and emotional punishment of children violates the basic principles of dignity, physical integrity and fundamental freedoms in the Universal Declaration of Human Rights and related treaties, and their expression in the 1989 UN Convention on the Rights of the Child (CRC) – especially in the Preamble and Articles 19, 28, 29 and 37 – as well as United Nations rules and guidelines on juvenile justice and UNESCO guidelines on school discipline. The CRC explicitly protects children from all forms of physical violence (Article 19) and from inhuman and degrading treatment or punishment (Article 37) and requires school discipline to be 'consistent with the child's human dignity' (Article 28.2). Physical and emotional punishment can also violate Article 28, which establishes children's right to receive primary education (Article 28.1.a) and requires States Parties to take measures to encourage regular attendance at school and reduce drop-out rates (Article 28.1.e).

Physical and emotional punishment of children is a widespread reality in the Southeast, East Asia and Pacific (SEAP). A regional survey among children, conducted by UNICEF in 2001, identified violence, including physical and emotional punishment, as one of the problems that most affected children's wellbeing.² Information from Save the Children programmes in Cambodia, China, Fiji, Indonesia, Laos, Mongolia, the Philippines, Thailand and Vietnam also indicates the widespread prevalence of this form of violence against children in the region.

In order to strengthen Save the Children's efforts to eliminate the physical and emotional punishment of children in national teams in SEAP, three regional workshops have been held. The first two, 'Towards a strategy to address corporal punishment of children in Southeast Asia Pacific' (October 2003) and 'National challenges, resource and information needs in addressing corporal punishment of children in Southeast Asia Pacific' (April 2004), launched a series of regional capacity-building opportunities that are continuing in 2005-2007.

The October 2003 workshop resulted in a Draft Strategy for addressing all forms of physical and emotional punishment of children in the region, which identified research and capacity building in research as key needs for achieving seven strategic objectives. Corroborating this, one of the main findings of a UNICEF desk review in 2003 was that information about the physical and emotional punishment of children in the region is patchy, often anecdotal and seldom comparable.³ In addition, there is insufficient information about positive cultural practices, which might provide a more effective basis for attitude change than approaches emphasising negative attitudes and behaviours.⁴

¹ For definition see following section.

² UNICEF EAPRO, 2001, *Speaking out! Voices of children and adolescents in East Asia and the Pacific*, Bangkok, UNICEF East Asia and the Pacific Regional Office.

³ Sandvik-Nylund, M., 2003, *Regional Assessment: Violence against children in East Asia and the Pacific Region: A desk review*, Bangkok, UNICEF East Asia and the Pacific Regional Office.

⁴ International Save the Children Alliance SEAP Region, 2003, *Towards a strategy to address corporal punishment of children in Southeast, East Asia and Pacific: Proceedings of the International Save the Children Alliance Regional Workshop on Corporal Punishment of Children, 6-9 October 2003, Bangkok Thailand*, Bangkok, International Save the Children Alliance SEAP Region.



Participants in the April 2004 workshop prepared brief updates on progress in addressing physical and emotional punishment and violence against children, as well as lists of needs and challenges in national contexts in relation to the seven strategic objectives. Once again, these highlighted **the need for reliable data, especially information from children themselves, as well as the need for capacity building in data collection and analysis.**⁵

Both workshops also recognised that local capacity should be built or strengthened, so that research can be carried out successfully by people from national teams in the region. In addition to being the focus of activity during the April 2004 workshop, **one research-related objective for follow up was collaborative design of a common protocol for regional research on physical and emotional punishment, so that research can be carried out in national contexts, with the possibility of making meaningful regional comparisons.**

One essential aspect in ensuring that research with children is properly carried out is designing a research protocol that sets out aims, research questions and an ethical strategy, together with a series of detailed research tools, which can be used in the same way in different places, with different groups and by different researchers. This guarantees that data are valid for scientific analysis and comparison. Following decisions taken in the April 2004 workshop, a resource handbook *How to research the physical and emotional punishment of children*⁶ was produced, outlining a Twelve-Step Process for scientific, ethical, children-centred, participatory research. This process is being followed in a comparative research project in nine national teams in the region, initiated and managed by Save the Children Sweden SEAP.⁷

⁵ International Save the Children Alliance SEAP Region, 2004, *National challenges, resource and information needs in addressing corporal punishment of children in Southeast , East Asia and Pacific: Proceedings of the International Save the Children Alliance Regional Workshop on Corporal Punishment of Children, 5-9 April 2004, Bangkok Thailand*, Bangkok, International Save the Children Alliance SEAP Region.

⁶ Ennew, J., and Plateau, D.P. 2004, Bangkok, Save the Children; referred to in this Protocol as the 'Resource Handbook'.

⁷ Save the Children Sweden SEAP, 2004, Concept paper for comparative research on the physical and emotional punishment of children (unpublished, Bangkok).

Definition of physical and emotional punishment

The term 'physical and emotional punishment' is being used in this research in preference to 'corporal punishment', which in the SEAP region tends to be closely associated with the armed forces, police and judicial punishment. The definition used in the research is:

Physical and emotional punishment of children includes acts carried out by adults causing physical and/or psychological pain in the belief that these are the correct means of disciplining, correcting, controlling, modifying the behaviour of, educating or otherwise raising a child. It also includes acts carried out by another child who has been given (or assumed) authority or responsibility for punishment or discipline.

Corporal punishment includes:

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



- Threats of physical punishment;
- Verbal assaults, threats, ridicule and/or denigration, intended to reduce a child's confidence, self-esteem or dignity.

This definition is independent of whether the intention, implicit or explicit, is a 'benevolent' desire to improve a child's morals or behaviour, or designed to cause harm. It is the physical and/or verbal acts themselves that define punishment.⁸

⁸ Adapted from International Save the Children Alliance SEAP Region, 2003, *Towards a strategy to address corporal punishment of children in Southeast, East Asia and Pacific: Proceedings of the International Save the Children Alliance Regional Workshop on Corporal Punishment of Children, 6-9 October 2003, Bangkok Thailand*, Bangkok, International Save the Children Alliance SEAP Region.

SEAP Regional Protocol on the physical and emotional punishment of children

The Twelve-Step Process is being implemented in the SEAP region between November 2004 and December 2005 to research the physical and emotional punishment of children, building on studies already carried out, or underway. National research teams in nine national teams are developing and using both regional and national research protocols, between November 2004 and September 2005, with the support of a team of four international consultants who are established academic researchers and also have experience of implementing the Twelve-Step Process in national contexts in the region.⁹ Further national processes, using the Regional Protocol, may be included later.

Both national and regional results will provide input from Save the Children Sweden SEAP to the UN Secretary General's Global Study on Violence against Children (2006). The timetable for the research is governed by the need to report to the Study in January 2006, which means that national reports must be ready (at least in draft form) by 15 November 2005 at the latest, and that this date is not negotiable.

For maximum comparability, researchers from different national teams came together to design the core parts of the Regional Protocol – the elements that will not change. The Protocol includes an ethical strategy, together with details of common, systematic processes for translation and cultural adaptation. The aim is to ensure maximum, scientific comparability between data collected in all national contexts. For this reason, research teams are requested to be precise and systematic in their use of the Regional Protocol.

Each national research protocol will use the Regional Protocol in full, together with national research tools and a detailed national ethical strategy. The research tools in the Regional Protocol contain options that can be chosen by national teams according to their circumstances. Some national research teams may also decide to use only the Regional Protocol for their research.

Essential reminder

Although national research tools, options from the Regional Protocol, ethical strategy, methods of seeking informed consent, and all materials (including informed consent forms) will be specific to each national team, they must all be approved by the Research Team Support Member before the team leaves for the field and begins collecting data.

⁹ The Twelve-Step Process builds on original exploratory work supported by Save the Children Sweden and UK between 1993 and 1997 (see Jo Boyden and Judith Ennew, 1997, *Children in focus: A Manual for participatory research with children*, Save the Children Sweden) and implemented in processes supported by UNICEF with local research teams in Tanzania, Kenya, Bosnia and Herzegovina and Indonesia. Judith Ennew (University of Cambridge) was the Technical Advisor in all four processes. In the Indonesian Process, which involved two local teams, she was supported by Harriot Beazley (University of Queensland), Sharon Bessell (Australian National University) and Roxana Waterson (National University of Singapore).



Research basics

This Protocol assumes the prior collection and analysis of secondary data (Step 3 in the Resource Handbook).

This section of the Regional Protocol refers to Steps 4-6 of the Resource Handbook and covers basic elements affecting the use of the Protocol in national contexts:

- Research questions;
- Sampling issues;
- Cultural adaptation.

Research questions

The main research questions of the Regional Protocol reflect the information needs identified in the April 2004 workshop in Bangkok:

- What children think about physical punishment;
- The types of punishment inflicted on children;
- The contexts of punishment, including homes, schools, streets, institutions and juvenile justice;
- Who punishes children - and why;
- What adults think about physical punishment and discipline;
- Local means of nonviolent conflict resolution, which can be used in programme interventions and advocacy.

These were refined by the Research Support Team taking into account questions developed in the Protocol Development Workshop in Bangkok in February 2005. The list was reduced to a bare minimum of core questions in order to simplify the Regional Protocol and ensure that the tools could be used by all nine national teams. The regional main, and detailed, research questions are shown in the following table.

Table 1: Research questions

Main research questions	Detailed research questions	Main method(s) for answering research questions
What is punishment?	What punishments do children report?	Drawings, body maps, sentence completion
	What punishments do adults report?	Sentence completion
What do adults and children think about punishment?	Are adults and children's views about punishment different?	Triangulation of data from all methods used
	Which punishments hurt most?	Drawings, ranking, body and discussion
	Is punishment necessary?	Attitude survey, sentence completion, discussion
	Is punishment fair?	
What punishments are used on children?	Are there alternatives to punishment?	Triangulation of data from all methods used
	On which children?	
	By whom?	
	What contexts/locations?	
	When?	
What mechanisms might be used to protect children from punishment?	How frequently?	Protection tool
	Do children have coping strategies against punishment?	
	What means of protection do children use against punishment?	
		Sentence completion
		Discussion

The research will include the main contexts in which punishment takes place – homes, schools, institutional care, juvenile justice systems, communities (including streets) and workplaces – but national teams will vary in the specific contexts they select for data collection.

Sampling issues

For overall sampling issues, national teams should consult the relevant pages in the Resource Handbook (pages 102 to 107 and 192 to 197).

Age groups

This research covers the whole of childhood according to the UN definition of a child as less than 18 years of age. National teams will select the age groups appropriate for their national and research contexts.

Each country is likely to design a protocol with a different set of age groupings, because of the local research questions, customary stages in childhood and varied statistical practices. In order to aid comparison between national teams, in addition to local age groupings, all data collected will include the year of birth of the child:

- Muslim, Buddhist or Christian year can be used;
- This will make it easier to compare the ages of children between national teams in which age at birth is counted as '1' and those that start at '0'.

Where year of birth is not known, this should be recorded as 'not known'.

Contexts

Some national research will focus on punishment in only one context. As long as the data are collected systematically, the context can vary; home, school, institution, justice system, street and so forth. Research tools contain options that can be used for different contexts, as well as for data collection from individuals or groups.

Sample size

Sample sizes should be the maximum possible given the tools used, team size, locations and other practicalities. Some tools (such as drawings and essays in schools, protection tool, attitude surveys and sentence completion) can yield very large quantities of data in a short period of time. The minimum preferred total sample size for any one method/target group is 100.

Attitude survey and sentence completion tools can be used with a wide range of adults.



Cultural adaptation

The consultative process through which this Regional Protocol has been developed, in which all nine national teams have commented on, and had input to, the final version, has made it possible for cultural differences that might affect data collection to be explored and taken into consideration. In particular a number of options have been provided for each research tool.

Choosing an option

Compulsory tools in the Regional Protocol (which are obligatory for all national teams) offer options for different groups and contexts.

Options must be selected by the national team BEFORE the first period of data collection. They should not be selected by individual team members at point of data collection. The option used must be noted on the standard observation sheet.

This means that choosing an option must be systematic, and take place during national protocol design in Level 2. It does not mean that a national protocol cannot use more than one option. Indeed, teams may choose to use all options for a research tool with different target groups of respondents and/or contexts.

For example, the Protection Tool now exists in three different versions - the umbrella, the jacket and the shield. National protocols may opt for more than one version, to take into account the differences between different groups of children within one country. For example, the umbrella may be more appropriate for rural children, while the jacket might work best with urban children.

Options may be changed for the second period of data collection (Step 9) after discussion during Step 8.

Choice of options must be approved by the Research Support Team before a national team leaves for the field and begins collecting data - at the end of Step 6 and again at the end of Step 8.

Games and warm-up activities

Games and other warm-up activities are likely to be different according to age group as well as the culture. Use of games and other warm-up activities must be systematic. Detailed information about how researchers should use the game and what it consists of must be noted in the national protocol, so that regional comparisons can take into account the effect a game may have had on data collection. The games chosen must fall within the general guidelines set out in the Save the Children Child Protection Policy. In particular, games and warm-up activities:

- Should never last more than 3-5 minutes;
- Must not emphasise or use gender difference;
- Must be inclusive of any child with any kind of disability (mobility, vision and hearing in particular);

- Must not excite children or have the potential to lead to violent thoughts or behaviours;
- Must not arouse fear or provide potential for bullying;
- Must be relevant to the topic of research;
- Must not draw children's attention away from the topic of research;
- Must be fully explained to and agreed with adults in authority (such as teachers);
- Should not include moving furniture.

Language used in data collection

The full national protocol, including the selected options of the Regional Protocol, must be translated into the major national language and used in that language. Tools may be translated into minority languages of ethnic or minority groups included in the research.

Verbal responses must be recorded in the language in which they are provided by respondents, in the exact words wherever possible. They must not be translated into English or another language at the point of data collection. Paraphrases and summaries are in general unacceptable.

Back translation

When documents, tools and other materials used in the research (and data collected) are translated, the method known as 'back translation' should be used in order to ensure scientific comparability.

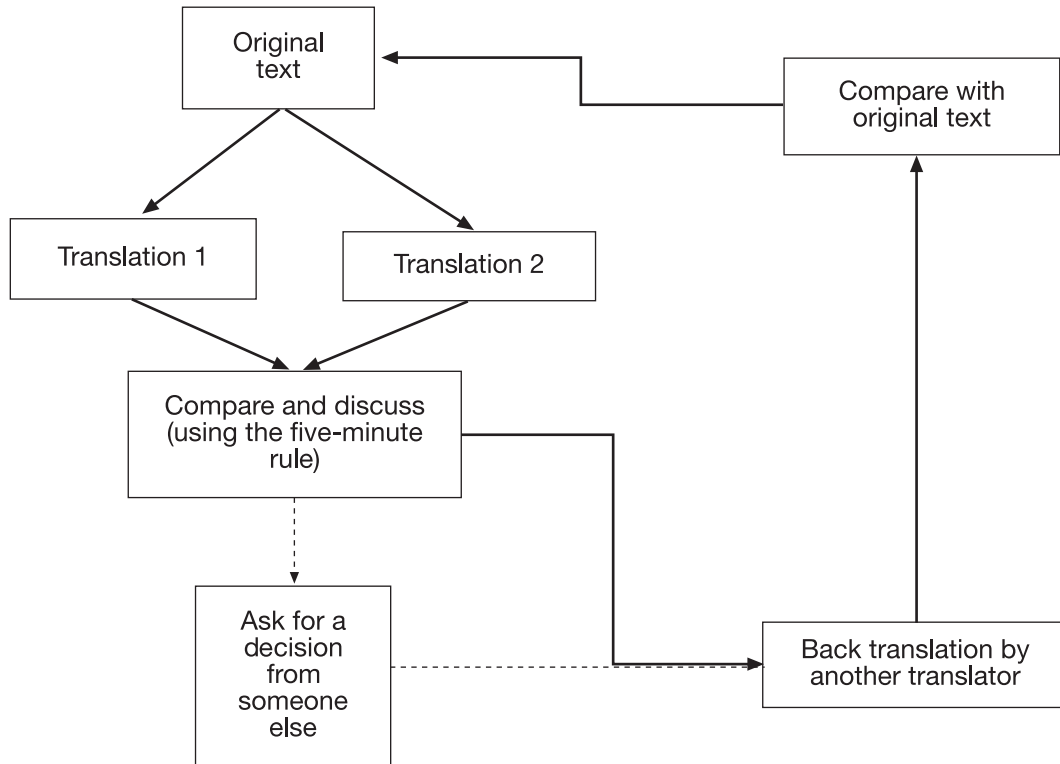
The principle of back translation is that two individuals separately make a translation of a text. They then compare translations and discuss words and phrases in which there are differences between their translations.

If agreement on the word or phrases cannot be reached in five minutes they should consult a third person for a final decision.

Finally a fourth person should translate the translation back into the original language and compare this version with the original to check that the meaning is the same. Adjustments should be made until the meaning is clear in the final translated version.

The following diagram illustrates the steps in the back translation process.

Figure 1: The back translation process



Ethical strategy

This section contains guidelines only. It is obligatory for each national protocol to contain full and exact consideration of ethical issues and a strategy for dealing with them, together with any tools used, including informed consent forms.

Ensure that all researchers have a copy of the Code of Conduct for this research (Appendix). Check that no researchers have been accused and/or convicted of any crime against a child, or violence against an adult.

Any ethical concerns occurring during the research process, particularly during data collection, must be noted by researchers in their research diaries and raised during daily briefing sessions. Every incident must be discussed as it occurs and the team should endeavour to make a collective decision on the best response or strategy to adopt. The Research Support Team must be consulted for advice immediately if a collective decision is not reached.

Each national protocol must include an ethical strategy, for which the following rules must be observed:

- The key principle throughout this research is 'do no harm';
- All participation in research must be voluntary;
- Informed consent must be sought from all potential research participants;
- Informed consent must be obtained systematically: see the following process table on page 14, and the Resource Handbook, pages 35-43, 112, 180-191;
- Informed consent must be recorded and attached to data collected; the number of informed consent forms must match the number of participants;
- People who do not consent will not be persuaded or coerced in any way and must not suffer any adverse consequences from refusal;
- Informed consent can be withdrawn at any time;
- Confidentiality means that data must be stored where it cannot be read by anyone other than the researchers;
- Confidentiality undertakings should be obtained from all researchers and others who may read the data (such as translators and line managers);
- Discussion of raw data must be limited to the research team (including line managers, research support team members and the programme manager);
- Details of raw data, participants and locations must never be revealed to the media;



- Rules for behaviour of researchers and visitors (such as line managers, stakeholder group members and photographers visiting fieldwork sites) must be written in to the ethical strategy;
- The protection tool must be used after every data-collection session with children. This is because children should, as far as possible, leave the session with positive thoughts (about people, places and things, as well as things they love about themselves and others);
- The ethical strategy must include systematic ways of dealing with both anticipated and unexpected ethical dilemmas.

Ethical dilemmas¹⁰

There are some general guidelines for common dilemmas:

1. Discovering that a child is being abused:

Anticipate by:

- i. Including the possibility of telling someone else as part of the informed consent, despite confidentiality, but also saying that the researcher will consult the child;
- ii. Set up links with helpline/counselling services where possible;
- iii. Give all children information about ways of seeking help when explaining about the research, and/or when saying goodbye at the end of a data collection session.

Note that in some national teams it is mandatory (obligatory) to report child abuse. Check the legal situation and include this as part of the ethical strategy.

2. A teacher refuses to leave during data collection (or is obliged to remain due to government or school policy):

Anticipate by:

- i. A strategy to minimize the teacher's influence on the children;
- ii. Making sure that the teacher understands the research aims, and does not feel blamed or under scrutiny during the research process;
- iii. Asking the teacher not to speak to the children for the entire activity;
- iv. Trying to distract the teacher from the research activities by giving him/her a task to complete (attitude survey and/or sentence completion).

3. Children become distressed as a result of a research activity:

Anticipate:

- i. If at all possible have a counsellor or counselling service available;
- ii. Design research tools to minimize this possibility;

¹⁰ Thanks particularly to the Viet Nam national team for their input into this section.

During data collection:

- iii. Be vigilant about children's mood changes;
- iv. The moment a child is observed to be upset either re-direct the topic to something more positive, such as coping strategies or positive alternatives to punishment;
- v. If necessary take the child out of the group, to have a break, talk over the problem; be comforted; leave the research altogether, or do another activity, such as the protection tool;
- vi. If a child has been visibly upset, reassure other children in the group;
- vii. Note any incidents, together with researcher responses, on Standard Observation Sheets.

4. Children become tired as a result of a research activity:

Anticipate:

- i. By designing research tools that do not take up much time - check during piloting;

During data collection:

- ii. Involve children in the research process rather than asking them questions;
- iii. Take a break from the activity - game, song, rest;
- iv. Ask children if they would like to stop altogether;
- v. Note evidence of children becoming tired or bored on Standard Observation Sheets.

5. Children with disabilities:

Anticipate:

- i. Deciding beforehand how to work with children who have visual, hearing or mobility impairments; which methods are appropriate, and how to adapt methods, especially methods of recording;
- ii. Make sure that all games and warm-up activities are inclusive of all children;

During data collection:

- iii. Note any adaptations made to accommodate children with disabilities on Standard Observation Sheets.

Written, detailed ethical strategies must be agreed with the Research Support Team BEFORE going in to the field for data collection. Research Support Team Members are available (through the webpage) for consultation on ethical issues throughout data collection.



Table 2: Informed consent process

Consideration and stage in process	Children	Adults
Informed consent is a human right and must be obtained from individuals.	Every child who may possibly take part in the research must be asked individually: Adults may also have to be asked, for example: <ul style="list-style-type: none"> • Parents • Teachers • School or institution authorities 	Every adult who may possibly take part in the research must be asked individually.
Informed consent means providing information	Information about the research, who is doing it, why, what methods, what the information will be used for and how it will be used.	
	Make sure children are given information that is appropriate to their age and education. Ask them to repeat back to you what you have told them.	Make sure adults have information that is appropriate to their education and experience. Provide written information for literate adults.
What if they say 'No'?	If an adult says the child cannot take part, the child should not take part; If the child says he/she does not want to take part, the child should not take part even if an adult has said he/she may. Make sure that children suffer no negative consequences from not taking part.	They should not take part and should not be persuaded in any way to do so.
What if they say 'Yes'?	Obtain a record of their consent and keep this with data collected; Give them a copy to keep.	
Dissent	Make sure they understand they can stop taking part at any time; If necessary keep probing for dissent during data collection, especially at any point in the research tool or session when methods change.	

Research tools

This section includes two types of research tools:

Compulsory for all national team (with options available)

- Standard observation sheet
- Research diary with unstructured observation
- Drawings of physical punishment
- Body maps
- Attitude survey
- Protection tool

Optional tools (to be used when appropriate)

- Essays
- Sentence completion
- Punishment diary

National teams are free to use additional research tools they have designed themselves, provided that these have been fully written up in their national protocols and approved by their Research Support Team Member.

It does not matter if the research aim and/or method for national tools are the same as that of regional tools, because this will aid national triangulation processes.

All attachments should be properly translated and photocopied.

Note

In the research tools, 'samples' refers to the number of children or adults in each data-collection session and not to the total number of children with whom the tool is used during research.

Compulsory tools

to be used by all national teams



1. Standard observation sheet

This essential aid to research must be used at the end of every data collection session, whether the data were collected with children or adults. Each person who is involved in a process of collecting data, whether in the position of researcher, recorder or observer, makes notes during the session. After the session, they compare notes and then together fill a standard observation sheet for the session as precisely as possible.

The purpose of this essential tool is to make it possible for the data collected to be compared between different times, places, groups and researchers, as well as to keep track of data collected using each research tool. The standard observation sheet provides scientific control for the research process as a whole. It should be used for each data collection session and attached to the relevant data set or individual datum from each session.

Standard observation sheet	
Country:	
Researcher(s) name(s):	
Date of session:	
Time of session:	From.....To.....
Research tool used:	
Option used (where applicable):	
Place of data collection:	
Number sequence of data collected:	
What factors may have influenced the collection of data during this session?	
Researcher (s):	
Children/adults:	
Characteristics of the place where data were collected:	
Weather:	
Interruptions/distractions:	
Other comments:	

2. Research diary and unstructured observation

Aim	To record details of research process
Researcher	Individual researcher
Method	Notes and sketches recorded daily
Materials	Plain ruled notebooks (that can easily fit into a bag) provided on recruitment

Instructions for researchers

Each researcher must keep a personal research diary from the start of the research process. A research diary is used every day to record, as appropriate/relevant:

- What happened today;
- Ethical issues;
- Problems and possible solutions;
- Questions and possible answers ('hypotheses');
- Impressions and feelings;
- 'To do' lists;
- Names and addresses of contacts;
- Unstructured observations, whether or not these occur in the data-collection process, in as much detail as possible, recording:
 - o Adult/child, child/child or adult/adult conflict and conflict resolution;
 - o Punishments;
 - o Threats of punishment;
 - o Reactions to punishments and threats;
 - o Reflections on researcher's own behaviour and reactions;
- Records of conversations;
- Ideas about the meaning of what happened or has been observed;
- Comments about the fieldwork or the research in general.

Recording in a research diary


Each day's entry should be dated, and each page numbered. Researchers should develop a system of symbols that help them to distinguish one kind of entry from another - for example:

?? = Check this;

 = Remember this;

 = Person to contact;

▶ = Do this;

 = Done;



- Researchers should have their diaries with them at all times;
- Diary writing should not be left to the next day;
- Some records can be made as they happen;
- Leave a wide margin on each page for later indexing;
- If researchers feel that they do not want to share some of the details in their diaries they can enter passages that are important for the research on a computer file, for indexing and sharing with others.

3. Drawings of physical (and possibly emotional) punishment

Aim To explore the various types of physical punishment used on children of different ages and according to gender, as well as words used for each type.

Method Children's drawings

Options Option 1. Group drawings
Option 2. Individual drawings

Follow-up options Option 3. Group discussion and ranking
Option 4. Individual discussion and ranking

Time (suggested) Thirty minutes for drawing

Materials

All groups

Informed consent forms - 2 for each child;
Standard Observation Sheet for each session;
Pencils and coloured crayons or felt tip pens (*use the same drawing materials throughout data collection - decide whether to collect pencils/crayons/felt tips pens after data collection or leave them with children as gifts*);
Flat surface for drawing if children cannot use a table or desk, for example with street children (*provide appropriate-sized stout card for each child/group of children and collect afterwards*).

Children in schools and other institutional settings

Prepared flip chart sheet (chosen from the attached);
Prepared plain paper (photocopied forms chosen from the attached) for children to draw on.



Option 1 Group drawings

Samples Groups (no more than eight in a group, but could include more than one group in each session;
Children in families, schools, institutions, clubs, youth groups, projects - according to national samples/target groups.

Researchers At least two if more than one group in the session.

Time (suggested) Thirty minutes

Place This will vary according to the target group, but should be quiet and free from interruptions, and provide sufficient space between groups of children for groups to work independently;

Materials

Informed consent forms - 2 for each child;
Standard Observation Sheet for each session;
Pencils and coloured crayons or felt tip pens (use the same drawing materials throughout data collection - decide whether to collect pencils/crayons/felt tips pens after data collection or leave them with children as gifts)
Flat surface for drawing if children cannot use a table or desk - provide stout card for each child/group of children and collect afterwards;
Prepared flip chart sheet for researchers to demonstrate task;
Prepared flip chart sheets for children to draw on;
Notepaper for recording children's questions/discussions.

Instructions for researchers

Explain the purpose of the research, the method to be used, and seek informed consent.

Divide children who have given their informed consent into groups if necessary (genders may be mixed), and provide each group with prepared flip chart sheet and sufficient pencils/crayons/felt-tip pens. Provide card for drawing surface if necessary.

Show the prepared flip chart sheet, saying, *'We are trying to find out about the kinds of punishments used on children. Each group has a sheet like this. The left half of your paper is for punishments [at home¹¹]; the right side is for punishments [at school¹²].'*

Please draw as many pictures as you can of what happens to you when people think you have done something wrong, or when they think you are being 'bad' or 'naughty' [at home¹³] (indicate on the left) and [at school¹⁴] (indicate to the right). When you have drawn a punishment, write next to it the word or words you use for it.

The pictures you draw must show punishments that have happened to at least one person in your group.

¹¹ Or another context

¹² Or another context

¹³ Or another context

¹⁴ Or another context

Ask the children if they understand the task. Check by asking one or two children to repeat the instructions back to you (give an example if necessary, but note the example used on the Standard Observation Sheet). Ask if children have any questions before telling them to begin.

Do not interrupt children while they are drawing, but be available to answer questions and encourage them with praise for their drawings. Record the questions asked and any discussions between children.

When children have finished, ask them to write their names (if they wish), year of birth and whether they are boys or girls in the spaces at the bottom of their drawings. Try not to stop children drawing before they have finished. Quicker groups can be given an alternative activity while they wait for slower groups to finish. Note any unfinished drawings on the Standard Observation Sheet.

Thank children.

Number the data.

Follow-up

If possible, use the drawings for Option 3, Group discussion and ranking;

If Option 3 cannot be used, collect the drawings and thank the children. Fill in a standard observation sheet (attaching notes to the appropriate drawings) follow up with Protection Tool.

It is also possible to follow up with attitude survey or sentence completion before the Protection Tool.

If no follow-up is possible, collect the drawings and thank the children. Fill in a standard observation sheet (attaching notes to the appropriate drawings).

Attachment: Group drawings

The researchers' demonstration flip chart sheet and the flip chart sheet for each group should be identical. The following model is for punishments at home and at school, but other contexts in which punishment takes place can be substituted if they are more appropriate for a particular target group.

Information about punishments at home should still be collected, even if the national research concentrates on schools.

Punishments at home	Punishments at school	
We drew these pictures		
Names	Boy/girl	Year when I was born

Option 2 Individual drawings

Samples Drawings may be collected from individual children either in a one-to-one session with a researcher or in a larger group, such as a group of street children or a school class;
Groups of children should be able to write;
Children in one-to-one sessions may not be literate - researchers can fill in the columns for them after discussion, or help them to fill in the columns themselves.

Researchers The number of researchers will depend on the number of children in any one session.

Time Around 30 minutes

Place This will vary according to the target group, but should be quiet and free from interruptions, and provide sufficient space between children for them to work independently;

One-to-one sessions should be in a quiet place but not in a closed environment.

Materials

Informed consent forms - 2 for each child;
Standard Observation Sheet for each session;
Pencils and coloured crayons or felt tip pens (use the same drawing materials throughout data collection - decide whether to collect pencils/crayons/felt tips pens after data collection or leave them with children as gifts);

Flat surface for drawing if children cannot use a table or desk - provide stout card for each child/group of children and collect afterwards;

For a large group: Prepared flip chart sheet for researchers to demonstrate task; For one-on-one session, researchers can demonstrate on the sheet to be used by the child;

Prepared sheets for child(ren) to draw on;

Notepaper for recording child(ren)'s questions and discussions.

Instructions for researchers

Explain the purpose of the research, the method to be used, and seek informed consent.

For groups of children:

Show the prepared flip chart sheet (or individual form), saying, '*I/We am/are trying to find out about the kinds of punishments used on children...*



In the first column (point) please draw as many pictures as you can of what happens to you when people think you have done something wrong, or when they think you are being 'bad' or 'naughty';

When you have drawn a punishment, write in the next column (point) word or words you use for it;

Then in the next columns write what you might have done to be punished this way (point), who punishes you this way (point), and what you think about it (point);

The pictures you draw must show punishments that have happened to you.

Ask the children if they understand the task. Check by asking one or two children to repeat the instructions back to you (give an example if necessary, but note the example used on the Standard Observation Sheet). Ask if children have any questions before telling them to begin.

Do not interrupt children while they are drawing, but be available to answer questions and encourage them with praise for their drawings. Record questions asked and discussions between children. Provide extra sheets for children who require them.

When children have finished, ask them to write the names (if they wish), year of birth and whether they are boys or girls in the space at the bottom of their drawings. Try not to stop children before they have finished - quicker children can be given an alternative activity while they wait for slower groups to finish.

For individual children

Ask the child if s/he understands the task. Check by asking her/him to repeat the instructions back to you (give an example if necessary, but note the example used on the Standard Observation Sheet). Ask if s/he has any questions before beginning.

Do not interrupt a child while s/he is drawing, but answer questions and encourage her/him with praise for the drawings. Record questions asked and discussions. Help the child to write in the columns if necessary - do not criticise spelling or grammar. Provide extra sheets if necessary.

When the child has finished, make sure his/her name (if wished), gender and year of birth are written in the space at the bottom of the drawings. Try not to stop a child before s/he has finished. Take advantage of opportunities to talk about the drawing and make notes about what is said.

Follow-up

If possible use the drawings for Option 3 Group discussion and ranking or Option 4 Individual discussion and ranking.

If Option 3 cannot be used, collect the drawings and thank the child(ren). Fill in a standard observation sheet; (attaching notes to the appropriate drawings), follow up with Protection Tool.

It is also possible to follow up with attitude survey or sentence completion before the Protection Tool.

If no follow-up is possible, collect the drawing(s) and thank the child(ren). Fill in a standard observation sheet (attaching notes to the appropriate drawings).



Attachment: Individual drawing

The sheets will probably work best if prepared with the long side to the top ('landscape')

Punishment	Name of punishment	What I did to be punished	Who punished me	What I think about it
I drew these pictures and wrote about them				
Name	Girl/boy		Year when I was born	

Option 3 Group discussion and ranking

Materials VIP cards;¹⁵
Thick black felt tip pen for each child;
Drawings made by children.

Instructions for researchers

Begin with a 'gallery walk': either fix drawings on the wall, or arrange on tables or the floor. Encourage children to walk around and look at each others' drawings. They can talk but they should not run around or make a lot of noise. Encourage them to think about what has been drawn.

Depending on the size of the overall group in the session, the number of researchers, and whether the children have drawn as individuals or in groups, organize children into discussion groups or group. Provide each group with a pile of VIP cards and a thick black felt-tip pen for each child. There should be two researchers for each group - one to facilitate and one to take notes.

Say *'You have drawn a lot of different punishments, which is very interesting. Now we should like to talk for a while about which punishments happen most often, and what you think about them.'*

Begin the discussion by drawing children's attention to one or more pictures - ask a question such as *'Does this happen often?'* Encourage children to discuss among themselves. Try not to interrupt or comment but do try to encourage children to cover:

- Names, or words used to describe punishments;
- Reasons for punishments;
- Who punishes them;
- What they think about the punishments they receive;
- If they think there would be a better way of punishing them, or improving their behaviour.

Do not express any value judgments.

When you feel the discussion has covered enough topics, or children have nothing more they wish to say, draw up a list of punishments by getting children to write the names/descriptions on VIP cards in large letters.

Lay the VIP cards out on the floor or a table, or stick them on a chart (but make sure they can be moved around). Ask the children to rank the punishments according to which hurts most (placing the one that hurts most at the **top** of the list). Give them time to discuss and change the ranking until they are all satisfied with the list.

Ask them to explain the reasons for their ranking. Record the ranking list and the reasons on the ranking sheet (attached). Use children's exact words as far as possible.

¹⁵ VIP cards are pieces of coloured card or stiff paper, about 10 cm by 20 cm in size. Three VIP cards can be made from an A4-sized sheet of card/paper.



Finally record the children's names (if wished), gender, and years of birth on the ranking sheet.

Thank the children.

Number data.

Fill in a Standard Observation Sheet.

Follow up

Wherever possible finish the session with the Protection Tool.

Attitude survey and sentence completion can also be used before the Protection Tool.

Attachment: Group ranking sheet

What punishment hurts most	Why
1. (worst)	
2.	
3.	
4.	
5.	
6. etc	
Children's names (if wished) gender, year of birth	



Option 4 Follow-up option - individual ranking

Materials VIP cards;
 Thick, black felt tip pens.

Instructions for researchers

This should only be used in a one-to-one session with an individual child.

After discussion of child's drawings, the researcher should ask *'I'd like to know which punishments hurt most'*. With the child's help (depending on child's ability to write - drawings may be used) prepare VIP cards with the names/pictures of the punishments drawn. Ask the child to rank them in order of which hurts the most by moving the cards around until s/he is satisfied with the list (worst at the **top**).

Ask the child to explain the reasons for her/his ranking, recording the ranking list and the reasons on the ranking sheet (attached). Use child's exact words as far as possible.

Finally record the child's name (if wished), gender, and year of birth on the ranking sheet.

Thank the child.

Number data.

Fill in a Standard Observation Sheet.

Follow up

Wherever possible finish the session with the Protection Tool.

Attitude survey and sentence completion can also be used before the Protection Tool.

Attachment: Individual ranking sheet

What punishment hurts most	Why
1. (worst)	
2.	
3.	
4.	
5.	
6. etc	
Children's names (if wished) gender, year of birth	



4. Body maps

Aim	To explore the various types of physical punishment used on children of different ages and according to gender, as well as words used for each type.
Method	Body maps, discussion and ranking
Options	1. Group body maps, discussion and ranking 2. Individual body maps, discussion and ranking
Researchers	Should ideally be the same gender as the child(ren)
Time	Up to one and a half hours for each group, including discussion and ranking
Materials	Informed consent forms - 2 for each child; Standard Observation Sheet for each session; Two large sheets of paper - big enough for the outline of a child's body to be drawn full size. This is usually best achieved by sticking flip chart sheets together; Soft pencils; Pencils and coloured felt tip pens or crayons; Sticky tape; Sheets for taking notes; VIP cards; ¹⁶ Thick, black felt tip pen for each child.

¹⁶ VIP cards are pieces of coloured card or stiff paper, about 10 cm by 20 cm in size. Three VIP cards can be made from an A4-sized sheet of card/paper.

Option 1 Group body maps, discussion and ranking

Sample Groups of children - no more than 5-6; same sex

Researchers Two for each group (ideally same sex as children in the group)

Instructions for researchers

Explain the purpose of the research, the method to be used, and seek informed consent.

Divide children into a group(s) of boys, and group(s) of girls, ideally working in different rooms. Spread the two large sheets of paper on the floor (preferred), or attach to the wall (the bottom of the paper must be exactly at the bottom of the wall).

Ask for one volunteer to lie on each of the sheets (arms and legs spread) one lying on his/her back the other on his/her front. Another child should draw round the outline of the child on the sheets with a pencil. The volunteer should then stand up and join the other children in 'improving' the outline by drawing it in pen/crayon - facial features and hair can also be added.

Ask the children to mark on the picture, with a cross or an arrow for example, any place where they have been punished. They can also add information about what the punishment is called, what they were punished with, and who punished them. Emphasise that these must be *'real punishments that have happened to you'*.

While they are drawing, make notes of any interesting comments they may make to researchers, or to each other.

When the children are satisfied with their body maps, ask them to write their name(s) (if they wish) and year of birth at the bottom of the body map.

For each group of children: with children still standing or sitting around the body maps provide VIP cards and thick black felt-tip pens. There should be two researchers for each group - one to facilitate and one to take notes.

Say *'You have drawn a lot of different punishments, which is very interesting. Now we should like to talk for a while about which punishments happen most often, and what you think about them.'*

Begin the discussion by drawing children's attention to one or more punishment marked on a body map - ask a question such as 'Does this happen often?' Encourage children to discuss among themselves. Try not to interrupt or comment but do encourage children to cover:

- Names, or words used to describe punishments;
- Reasons for punishments;
- Who punishes them;
- What they think about the punishments they receive;
- If they think there would be a better way of punishing them, or improving their behaviour.



Do not express any value judgments.

When researchers feel the discussion has covered enough topics, or children have nothing more they wish to say, draw up a list of punishments by asking children to write the names/descriptions on VIP cards in large letters.

Lay the VIP cards out on the floor or a table, or stick them on a chart (but make sure they can be moved around). Ask the children to rank the punishments according to which hurts most (placing the one that hurts most at the **top** of the list). Give them time to discuss and change the ranking until they are all satisfied with the list.

Ask them to explain the reasons for their ranking, recording the ranking list and the reasons on the ranking sheet (attached). Use children's exact words as far as possible.

Finally record the children's names (if wished), gender, and years of birth on the ranking sheet.

Each group (where there are more than one) should then present their body map to the other group (s); researchers should record what children say about each others drawings/body maps.

Collect the sheets, and thank the children.

Number the data, attaching each group's pair of drawings (front and back) together, and also attaching records of children's comments and presentations to the appropriate sheet.

Fill in a Standard Observation Sheet.

Follow up

Wherever possible finish the session with the Protection Tool.

Attitude survey and sentence completion can also be used before the Protection Tool.

Attachment: Group ranking sheet

What punishment hurts most	Why
1. (worst)	
2.	
3.	
4.	
5.	
6. etc	
Children's names (if wished) gender, year of birth	



Option 2: Individual body maps, discussion and ranking

Follow the same process as for groups, but in a one-on-one session between child and researcher. The researcher should draw around the child for both front and back body map.

5. Attitude survey

A note on adaptation

The attitude survey in this Regional Protocol can be used without any adaptation

If national teams wish to add statements appropriate to their own context and/or research questions, they should be guided by the following rules:

- Statements must not include options - they should cover only one topic;
- The 'don't know'/'no opinion' option must always be included;
- The list of statements must not exceed 20;
- Attitude surveys for adults and children can contain some statements that are the same (for comparison of the attitudes of children and adults) and some that are different (for exploration of the attitudes of adults and children, but the attitude survey forms for children and adults must be designed and used separately);
- National attitude survey forms (which must include the Regional Protocol statements below) must be approved by the Research Support Team before being used in the field;
- National attitude survey forms can ask for information in addition to gender and year of birth (provided that Research Support Team Members give approval).

Translations of attitude survey statements must be made using the Back Translation method (see page 12). They should be piloted carefully and changes discussed with Research Support Team Members.

If respondents argue with or comment on the statements this does not invalidate their answers or call for changes in the statement - it provides useful data, which must be noted and kept with the completed attitude survey form.

Aim	To explore attitudes to physical and emotional punishment among a wide variety of respondents.
Method	Standardised attitude survey form for children or adults (attached) using statements with which the respondent records agreement or disagreement.
Sample	Adults and children working individually; either self-completed or completed by researcher. Groups of adults or children may complete the form simultaneously, without consulting each other, in the presence of a researcher or researchers.
Location	Variable, including during face-to-face session, during group session, or through email.
Researcher(s)	Working with individuals or groups, face to face or through email. <i>If national teams decide to use this tool through email they should consult the Research Support Team for advice.</i>



Materials Informed consent forms (2 for each respondent);
Standard Observation Sheet (1 for each session);
Attitude Survey form (1 for each respondent);
Research Diary;
Paper for notes.

Instructions for researchers

- Seek informed consent if this has not already been obtained;
- Explain to the respondent that 'physical punishment' includes a number of physical and verbal actions - such as hitting, confining, pinching, hurting physically or mentally;
- Use the attitude survey form according to the instructions on the sheet, adapting instructions to respondents according to circumstances;
- Note in research diary any comments the respondent may make about the statements;
- Thank the respondent(s);
- Number data;
- Complete a Standard Observation Sheet;
- Staple together the completed sheets, notes, informed consent forms and Standard Observation Sheet.

Attitude survey form for children

Data number:

Boy/girl:

Year of Birth:

Please read the following statements and, in each case, circle the response that is closest to your own reaction to the statement.

1. Instead of being hit children should be told what they have done wrong.

Agree	No opinion	Disagree
-------	------------	----------

2. Punishment is needed to make children behave.

Agree	No opinion	Disagree
-------	------------	----------

3. Punishment is needed so children know right from wrong.

Agree	No opinion	Disagree
-------	------------	----------

4. A good child is obedient at all times.

Agree	No opinion	Disagree
-------	------------	----------

5. If you don't hit children they will not learn good behaviour.

Agree	No opinion	Disagree
-------	------------	----------

6. When children do not listen, adults need to shout at them.

Agree	No opinion	Disagree
-------	------------	----------

7. Adults have a duty to discipline children.

Agree	No opinion	Disagree
-------	------------	----------

8. Children must have it explained to them if they do something wrong.

Agree	No opinion	Disagree
-------	------------	----------

9. Being hit is worse than being told you are bad person.

Agree	No opinion	Disagree
-------	------------	----------

10. Boys need to be hit or they get out of control.

Agree	No opinion	Disagree
-------	------------	----------



11. Girls should never be hit.

Agree	No opinion	Disagree
-------	------------	----------

12. When I am punished I feel unhappy.

Agree	No opinion	Disagree
-------	------------	----------



Attitude survey form for adults

Data number:

Male/female:

Year of Birth:

Occupation:

Please read the following statements and, in each case, circle the response that is closest to your own reaction to the statement.

1. Instead of being hit children should be told what they have done wrong.

Agree	No opinion	Disagree
-------	------------	----------

2. Punishment is needed to make children behave.

Agree	No opinion	Disagree
-------	------------	----------

3. Punishment is needed so children know right from wrong.

Agree	No opinion	Disagree
-------	------------	----------

4. A good child is obedient at all times.

Agree	No opinion	Disagree
-------	------------	----------

5. If you don't hit children they will not learn good behaviour.

Agree	No opinion	Disagree
-------	------------	----------

6. When children do not listen, adults need to shout at them.

Agree	No opinion	Disagree
-------	------------	----------

7. Adults have a duty to discipline children.

Agree	No opinion	Disagree
-------	------------	----------

8. Children must have it explained to them if they do something wrong.

Agree	No opinion	Disagree
-------	------------	----------

9. Being hit is worse than being told you are bad person.

Agree	No opinion	Disagree
-------	------------	----------



10. Boys need to be hit or they get out of control.

Agree	No opinion	Disagree
-------	------------	----------

11. Girls should never be hit.

Agree	No opinion	Disagree
-------	------------	----------

12. After I punish a child I feel unhappy.

Agree	No opinion	Disagree
-------	------------	----------

6. Protection tool

Notes on adaptation and choosing options:

Adaptation: each drawing (umbrella, jacket, shield) has five spaces where children can write. No changes should be made in the placing or wording for these spaces, except for choosing wording for the 'person who has power' in the fifth space. For this, each country should put the name or title of one person with political power that will be recognized by children in their country (for example, in Thailand this would be 'Prime Minister' or 'Taksin Shinawara'). No other category of person is acceptable (do not change to head teacher's name for example).

Choosing options: Chose between umbrella, jacket or shield for each target group of children before going in to the field for data collection and make the choice clear in the national protocol. For example, researchers may decide to use the umbrella with all rural children and the jacket with all urban children. Do not vary the choice during data collection.

Aim	Ethics: To protect children from potential negative feelings after the research process; Research: To find out something about children's support structures.
Method	Writing/drawing on visual stimulus 'form'.
Options	Protection umbrella Protection jacket Protection shield
Sample	Individual children This method should be used as the final follow-up option for all drawing and body map sessions with children (whether group or individual) and, as appropriate after any other method(s) used with children.
Researchers	One or more depending on number of children.
Time	15-20 minutes at the end of a data-collection session using other tools.
Site	Wherever the previous method(s) has taken place
Materials	For groups Sample Protection umbrella/ on flipchart (attachment); Empty Protection Tool forms - choice of umbrella, jacket or shield (2 per child); Pens; Standard Observation Sheet; Drawing surface if required; (Informed consent already obtained during previous session).



Instructions for researchers

Check for informed consent;

If using this tool in a school or other institution, make sure that other adults know what is happening and that they should not interrupt nor interfere with the process;

Make sure all children have pens, two Protection forms and a flat surface to write on;

Explain the task using the words appropriate to the drawing used.

Option 1 Umbrella

Show flip chart sheet. Say:

Each of you has a picture of an umbrella in front of you, which is for you to write on. An umbrella protects us from the sun and the rain. This one is to protect you from punishments. We call it the Protection Umbrella. As you can see, the flip chart has the same picture of an umbrella divided into five sections.

*This is where you write the person you love the most (point on the flipchart);
This is where you write the thing you are best at (point on the flipchart);
This is where you write what makes you feel safe (point on the flipchart);
This is where you write your happiest memory (point to the appropriate place on the flipchart);
This is where you write what you would do if you were powerful like [president] (point on the flipchart).*

Ask children if they understand the task. Check by asking them to repeat the instructions back to you (give an example if necessary but note this on the Standard Observation Sheet). You may say: *'It is OK not to write anything, but if you would like some help, we would be happy to help you.'* They can also colour the umbrella if they wish.

After they have finished, children can keep their umbrella pictures. The researcher should ask if the children will copy their umbrella on the second form, to be used as another source of information for the research. Ask them to fill in their names (if wished), boy or girl and year of birth.

Children should not be forced to make the copy and give it to researchers. When they do so the researcher should check to see if the 'person I love most' is a name (John) or a relationship (mother/friend). If only a name is given, the researchers should ask *'Who is [John]?'* and note the reply.

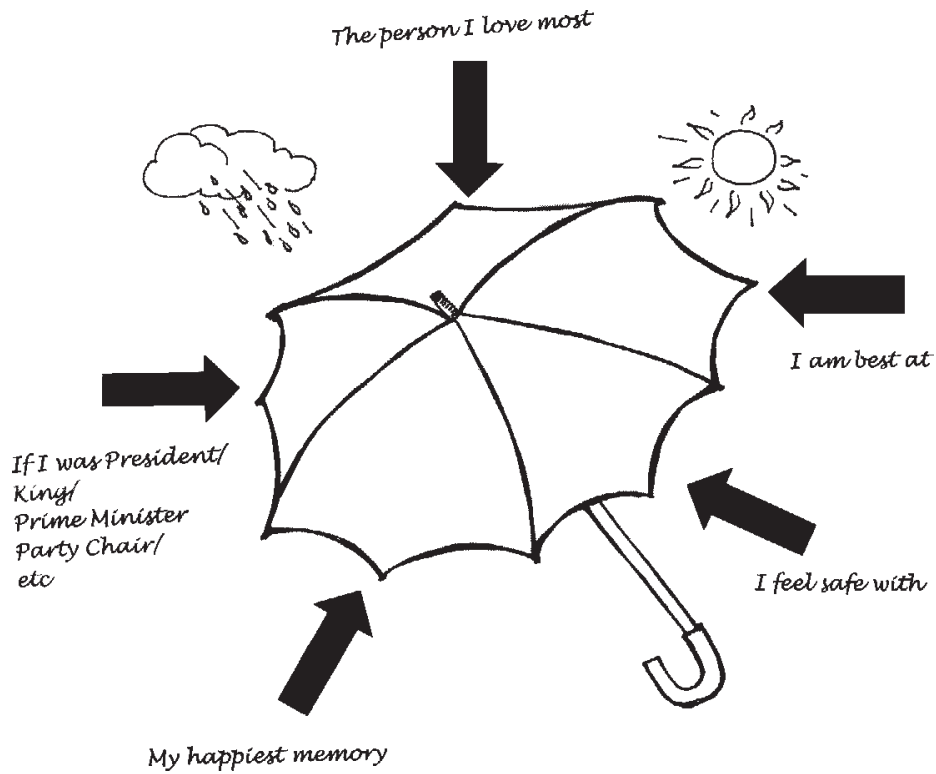
Thank the children for participating.

Complete the Standard Observation Sheet for the session.

Number data.



Protection umbrella



This is my Protection Umbrella

Name:

I am a boy/girl:

The year I was born:

Option 2 Jacket

Each of you has a picture of a jacket in front of you, which is for you to write on. A jacket protects us from the sun, rain and cold. This one is to protect you from punishments. We call it the Protection Jacket. As you can see, there is the same picture on the flip chart [point], a jacket with a hood and four main pockets.

*The hood is where you write the person you love the most (point on the flipchart);
This is where you write the thing you are best at (point on the flipchart);
This is where you write what makes you feel safe (point on the flipchart);
This is where you write your happiest memory (point to the appropriate place on the flipchart);
This is where you write what you would do if you were powerful like [president] (point on the flipchart).*

Ask children if they understand the task. Check by asking them to repeat the instructions back to you (give an example if necessary but note this on the Standard Observation Sheet). You may say: *'It is OK not to write anything, but if you would like some help, we would be happy to help you.'* They can also colour the jacket if they wish.

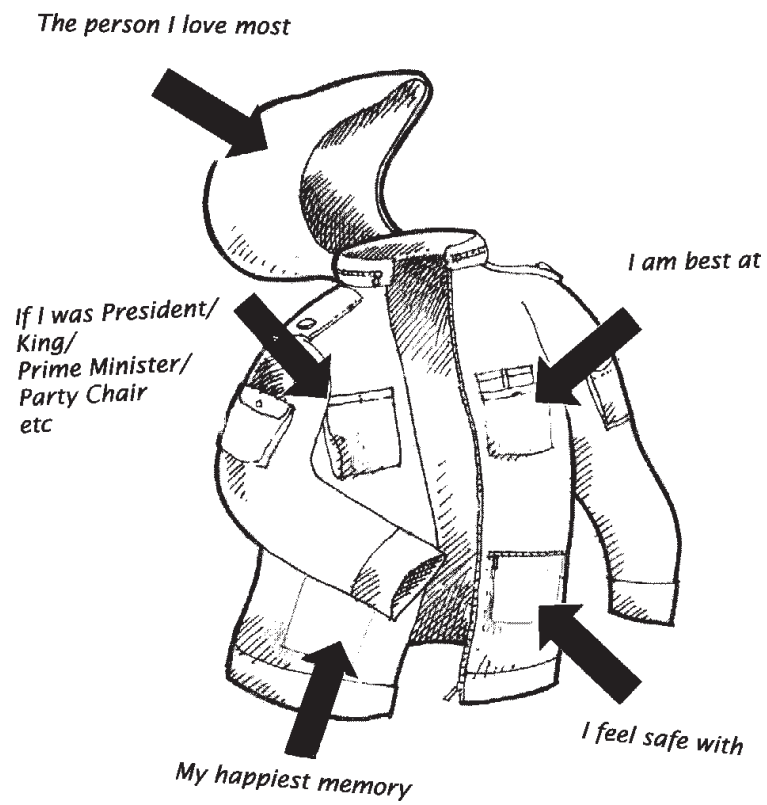
After they have finished, children can keep their jacket pictures. The researcher should ask if the children will copy their jacket on the second form, to be used as another source of information for the research. Ask them to fill in their names (if wished), boy or girl and year of birth.

Children should not be forced to make the copy and give it to researchers. When they do so the researcher should check to see if the 'person I love most' is a name (John) or a relationship (mother/friend). If only a name is given, the researchers should ask *'Who is [John]?'* and note the reply.

Thank the children for participating.

Complete the Standard Observation Sheet for the session.

Number data.



This is my Protection Jacket

Name:

I am a boy/girl:

The year I was born:



Option 3 Shield

Each of you has a picture of a shield in front of you, which is for you to fill in. A shield is used to protect people from harm. This one is to protect you from punishments. We call it the Protection Shield. As you can see, on the flip chart in front of you there is the same picture, a shield divided into five sections. In each section you should write an answer to one question.

*This is where you write the person you love the most (point on the flipchart);
This is where you write the thing you are best at (point on the flipchart);
This is where you write what makes you feel safe (point on the flipchart);
This is where you write your happiest memory (point to the appropriate place on the flipchart);
This is where you write what you would do if you were powerful like [president] (point on the flipchart).*

Ask children if they understand the task. Check by asking them to repeat the instructions back to you (give an example if necessary but note this on the Standard Observation Sheet). You may say: *'It is OK not to write anything, but if you would like some help, we would be happy to help you.'* They can also colour the shield if they wish.

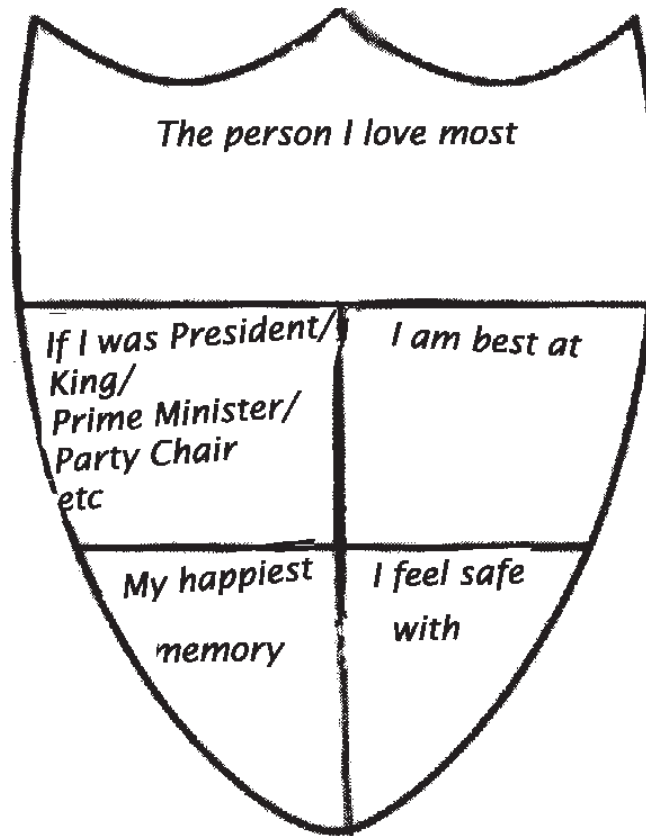
After they have finished, children can keep their shield pictures. The researcher should ask if the children will copy their shield on the second form, to be used as another source of information for the research. Ask them to fill in their names (if wished), boy or girl and year of birth.

Children should not be forced to make the copy and give it to researchers. When they do so the researcher should check to see if the 'person I love most' is a name (John) or a relationship (mother/friend). If only a name is given, the researchers should ask 'Who is [John]?' and note the reply.

Thank the children for participating.

Complete the Standard Observation Sheet for the session.

Number data.



This is my Protection Shield

Name:

I am a boy/girl:

The year I was born:



Optional tools to be used where appropriate



7. Essays

Aim	To collect data on literate, school-attending children's attitudes to and experiences of punishment, particularly from older children (12-18 years).
Method	School-children's essays, written in normal school time on the topic 'What I think about punishment of children'.
Sample	Literate school children (primary and/or secondary children depending on availability: could be purposeful or opportunistically combined with other tools).
Location	School-classrooms during normal school time, preferably during the time normally used for essay-writing (to be negotiated with schools).
Timing	Around 30-40 minutes.
Researcher(s)	At least one for each classroom. Teachers can become co-researchers, provided that they understand that essays are confidential and they should not read them.
Materials	Informed consent forms - 2 for each child; Standard observation sheet - 1 for each session; Paper for essay writing - notebook-sized, lined paper such as children usually use for writing essays (allowing for more than one sheet per child), which must be provided for each school because of cost implications and the possibility that schools may argue they should read the essays if written on school property; Prepared flip-chart sheet; Large envelope.

Instructions for researchers

- Seek informed consent;
- Do not explain 'punishment' or give examples;
- Show the children the prepared flip chart sheet and use this to explain:
 - o The information they should put at the top of the sheet;
 - o The title of the essay.
- Tell the children that you are interested in what they think, there are no 'right answers' and there will be no marking of essays - 'everyone will get top marks';
- Make it clear that teachers will not read the essays - show the large envelope and explain that their essays will be sealed in the envelope and taken away by researchers;
- Check that children have understood the instructions by asking one or two to repeat them;
- Respond to any questions. If a child asks 'What is punishment?' reply that they can write about anything they think is punishment and what their own opinions are;

- Try to avoid teachers giving children directions and/or making remarks such as 'You must do your best work' (if this cannot be avoided, note it on the Standard Observation Sheet);
- Do not hurry or interrupt children;
- Children who finish early can be given another task, allowed to leave the room or asked to illustrate their essays;
- Collect essays, making sure that children have provided the information requested at the top of the page and adding the data number to each one;
- Seal all essays in the envelope, together with the informed consent forms and a completed Standard Observation Sheet;
- Thank children;
- Label the envelope with school name, class number and data numbers.

Prepared flip chart

School:	
Grade:	
Boy/girl:	Year of birth:
What I think about punishment of children:	



8. Sentence completion

A note on adaptation

The sentence completion tool in this Regional Protocol can be used without any adaptation.

If national teams wish to add 'uncompleted sentences' appropriate to their own context and/or research questions, they should be guided by the following rules:

- 'Uncompleted sentences' must not include options - they should cover only one topic;
- **Sentences 2a-e on the children's sentence-completion form must be adapted to be appropriate to the national context;**
- The list of sentences must not exceed 20;
- Lists of sentences for adults and children can contain some sentences that are the same (for comparison of responses of children and adults) and some that are different (for exploration of the differences between attitudes of adults and children. But the sentence-completion forms for children and adults must be designed and **used separately;**
- National sentence-completion forms (which must include the Regional Protocol statements below) must be approved by Research Support Team Members before being used in the field.

Translations of uncompleted sentences must be made using the Back Translation method (see page 12). They should be piloted carefully and changes discussed with Research Support Team Members.

Aim	To explore attitudes to physical and emotional punishment among a wide variety of respondents.
Method	Standardised sentence-completion forms (for children and adults).
Sample	Adults and children, working individually either self-completed or completed by researcher. Groups of adults or children may complete the form simultaneously, without consulting each other, in the presence of a researcher or researchers.
Location	Variable, including during face-to-face session, during group session, or through email.
Researcher(s)	Working as individuals or in groups, face-to-face or through email. If national teams decide to use this tool through email they should consult the Research Support Team for advice.
Materials	Informed consent forms (2 for each respondent); Sentence-completion forms (attached) (1 for each respondent); Research Diary; Notepaper; Standard Observation Sheet (1 for each session).



Instructions for researchers

Seek informed consent if this has not already been obtained.

Use the sentence completion form according to the instructions on the sheet, adapting instructions to respondents according to circumstances.

Note on notepaper, the sentence-completion form and/or in research diary any comments the respondent may make about the statements.

Thank the respondent(s).

Number data.

Complete Standard Observation Sheet.



Sentence-completion form for children

Note: Questions 2a-d should be adapted by national researchers according to location - for example, make sure that children who are not in institutions are not faced with sentence 2d.

Data number:

Boy/girl:

Year of birth:

Please complete the following sentences in your own words, working quickly and writing/saying the first words that occur to you.

1. For me, punishment is.....

2.
 - a. At school I get punished by....

 - b. At home I get punished by

 - c. In the street I get punished by...

 - d. In this [name or type of institution] I get punished by...

 - e. In the community I get punished by...

3. When I misbehave...

4. I am punished because...

5. When I am punished I feel...

6. I think punishing children is....

7. To avoid punishment I...

8. I think the best way of disciplining children is



Sentence-completion form for adults

Data number:

Male/female:

Year of birth:

Occupation:

Please complete the following sentences in your own words, working quickly and writing/saying the first words that occur to you.

1. For me, punishment is.....
2. When children misbehave...
3. Children are punished because...
4. When I punish children I feel...
5. I think punishing children is...
6. I think the best way of disciplining children is
7. When I was a child, I was punished by....
8. When I was a child, I was punished for...
9. When I was a child, punishment made me feel...
10. A good child is...
11. A bad child is...



9. Punishment diary

National teams are strongly advised to develop a punishment diary tool after they have completed the first stage of data collection, on the basis of information analysed from the drawings and body maps.

Charts that record punishments can be filled in by children immediately after they happen (over a period of time no longer than one week), from recall of punishments over a period of time (not longer than one week), and may be completed by researchers through questioning children.

Ideally, the recall forms or diaries should be designed in collaboration with children. It will probably be necessary to explore the words used for various punishments, and perhaps to use pictures, or pictures and words together. Punishment recall charts provide good, accurate and quantifiable data, but they must be well-piloted beforehand.

National teams should consult the Research Support Team during design and piloting of a punishment recall tool.

Typical punishment recall or diary form

Punishment	Day	Time	Why was I punished?	Who punished me	What do I think about it?

Appendix: Save the Children Code of Conduct in Research¹⁷

Save the Children UK staff already have a good understanding of ethical issues for researching and working with children because of the Save the Children UK Child Protection Policy, which applies to all Save the Children UK work. The following Code of Conduct has been drawn up to ensure good practice in research.

Code of conduct

Remember that the aim of the research is to improve children's lives.

Dealing with stakeholders

Make sure that everyone who takes part in the research has a shared understanding of the main issues;

Make sure that they understand how and why it is being done;

Make good relationships with teachers and all participants;

Explain that we will publish our results for children, and other stake-holders - a report will be produced in the local language, which will be circulated for them and which will also be part of the report by SEAP Alliance and submission to the UN Secretary General's Study on Violence against Children (2006).

Dealing with institutions (including schools) and government (local and national)

Provide a one-page summary of the research aims, sponsors, methods and other relevant details for all officials;

Make sure that all stake-holders understand the project's aims and objectives and are in agreement;

Make sure that teachers or other stake-holders do not feel blamed or threatened;

Research should avoid disturbing teaching/learning processes, and institutional activities as far as possible.

Dealing with participants in the research process

Each participant should:

Understand what is happening and why;

Take part voluntarily;

Have confidentiality respected.

¹⁷ With thanks to the Indonesia national team



Dealing with children

Researchers must be carefully recruited and supervised, in order to ensure that children are not abused or exploited in any way;

Researchers should not work alone with individual children;

Any incidence of non-ethical behaviour by a researcher or anyone else connected to the research (driver, translator...), including shouting at, ridiculing or denigrating a child, must be dealt with immediately by the research coordinator;

The methods used should provide children with opportunities to express their opinions and talk about their experiences in ways they find easy and non-threatening;

Children must not come to any harm as the result of any part of the research (including dissemination of results);

The research must not exploit children;

Explanations used to seek informed consent and introduce children to research tools should be simple, using examples children will understand;

The research must not put children into difficult situations, for example children might be afraid of a teacher, which means that they should not be put into a position in which teachers have access to information provided by children;

Research protocols must contain strategies for dealing with ethical dilemmas.

Dealing with communities

Local culture must be respected;

Researchers must dress and behave appropriately - they are guests of the local community;

Local leaders should be given information about research carried out in the communities for which they have responsibility;

The research is often challenging deep beliefs and must do this with respect and caution.

Our own work

Recording should be done carefully and precisely;

The Research Protocol must be followed exactly at all times.

Researchers should not force anyone to take part - all children and all adults must be given the opportunity to give their informed consent/dissent, and records kept of the results.

