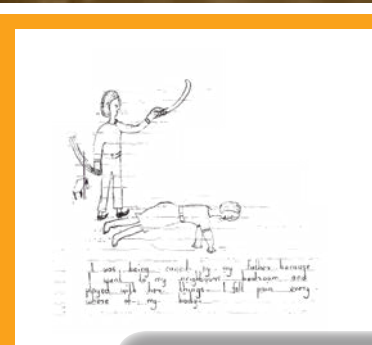


Opportunities for Strengthening Families Through Positive Discipline

Knowledge, Attitudes and Practices (KAP) Study



A Multi-Country Research on Positive Discipline and Skilful Parenting in Kenya, Uganda, Ethiopia and Rwanda

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Save the Children International and Parenting in Africa Network are in partnership to promote positive approaches to parenting, as a means for strengthening families and safeguarding the rights of children in these families.

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FOREWORD

The family is the most important structure where children are shaped and prepared to face the world. Therefore, the primary responsibility of protecting, raising, as well as monitoring growth and development of children, rests with the immediate family. Consequently, parenting with skill, is a very important ingredient in moulding behaviour and social skills, in order for children to become responsible adults.

Traditionally, family kinship ties were regarded as the knot that strengthened social safety nets that protected the child. Children belonged to the community. However, with the emerging opportunities that beckon to improve family socio-economic statuses, focus has been shifted to provision rather than safeguarding the overall wellbeing of children. Punishment (perceived as a means to correcting behaviour of children in the home, school and related settings) has replaced nurturing and sensitive caregiving.

While many of African states have ratified international and regional legal instruments that safeguard the child, a majority of these states have not enacted laws advocating for an end to corporal punishment, in all settings. Hence, high numbers of children are still experiencing severe forms of violence, perceived as a means for disciplining. Accelerating pertinent existing efforts and initiatives, across the continent, is therefore essential.

Whereas Parenting in Africa Network (PAN) acknowledges the varied training and reference manuals and materials on the subject of 'parenting with skill', most do not specifically focus on positive discipline approaches that provide caregivers with alternative methods to corporal punishment. In advocating for skilful parenting, PAN will seek to positively influence the lives of children through enhancing the capacities of parents, caregivers and other child-focussed stakeholders. PAN is therefore devoted to research, providing avenues for learning, and also developing guidelines and materials in collaboration with key partners, professionals and governments in Africa that will be incorporated into programs and interventions on (skilful) parenting, which are specifically relevant to the *African family context*.

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We also acknowledge the immense efforts of the research team, led by Philip Wambua and the respective country study coordinators, namely, Josephine Gitonga, Philip Omondi and Daniel Ngata in Kenya; Fred Saybooma in Uganda; Marcel Sibomana and Abdul Karim in Rwanda; and Bekele Ababaye in Ethiopia.

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Parenting in Africa Network (PAN) is grateful for these valuable contributions which shall ensure that parents, caregivers, policymakers and general child protection practitioners work towards promotion of positive discipline and skilful parenting, as well as elimination of corporal punishment, and strengthening the observation of children's rights in the region and beyond.

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ACRONYMS AND ABBREVIATIONS

ACF	Action La Faim
ANPPCAN	African Network for the Prevention against Child Abuse and Neglect
CBO	Community Based Organisation
CRC	Committee on the rights of the child
FGD	Focus Group Discussion
KAP	Knowledge, Attitudes and Practices
OVC	Orphans and Vulnerable Children
PAN	Parenting in Africa Network
NGO	Non Governmental Organisation
PD	Positive Discipline
SCI	Save the Children International
Sida	Swedish International Development Cooperation Agency
SPSS	Statistical Package for Social Scientists
TDH	Terre Des Hommes
UN	United Nations
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VAC	Violence against children

KEY TERMS AND DEFINITIONS

Child: Every human being below the age of eighteen.

Corporal Punishment: Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting ('smacking', 'slapping', 'spanking') children, with the hand or with an implement – whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, burning, scalding or forced ingestion (for example, washing children's mouths out with soap or forcing them to swallow hot spices).¹

Physical Punishment: Physical acts of violence such as being slapped, beating, canning, pushed, kicked, whipped, hit with an object/weapon or fist.

Positive Discipline: Is non-violent and respectful of the child as a learner. It is an approach to teaching that helps children succeed, gives them information, and supports their growth. It brings together what we know about children's healthy development, findings of research on effective parenting and child rights principles.²

Psychologically aggressive methods of punishment: Psychological aspects of punishment. It includes shouting, yelling and screaming at the child, and addressing her or him with offensive names.

Rewarding good behaviour and practice/success:³ This is a Skilful parenting approach to correcting behaviour in children.

Skilful parenting: Parenting is the process and practice of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Given the various challenges facing parents today, of balancing responsibilities, concerns and care giving, there is need to consider parenting as an aspect requiring a set of skills and knowledge that empowers parents to build strong relationships.⁴

1 Corporal punishment as defined by Committee on the Rights of the Child (CRC)

2 Joan E.Durrant, 2013. Positive Discipline in Everyday Parenting. Third Edition.

3 Parenting in Africa Network's (PAN's) approach

4 Parenting in Africa Network's (PAN's) definition

DISCUSSION SUMMARY

In many African cultures and societies, families had some very unique and positive ways of nurturing children into responsible adults. Through stories, games and many other activities embedded with lessons, parents, grandparents and other extended family members disciplined and moulded the character of children, such that they grew up understanding the world around them, and with respect for one another.

Unfortunately, due to gradual changes in the socioeconomic sector, family kinship ties have weakened, leaving many families without social safety nets that extended family and social kin provided in the past. The stresses and struggles evident as people try to make ends meet, leaves no time for parents to bond and nurture their children positively. Punishment (inflicting pain) has replaced nurturing and sensitive caregiving, and is perceived as a quick fix to disciplining or correcting behaviour in children. It is no wonder then that all sorts of painful and humiliating punishment, namely; slapping, pinching, use of a rod, cane or other objects, violent shaking, isolation, use of abusive words to shame, and many more, are being used for disciplining.

In addition, many organizations including various African Governments across the continent are working to address some of these issues through accelerated efforts towards a total ban of corporal punishment in all contexts where children exist. Unfortunately, these efforts have not been as vigorous as they should be, noting the high numbers of children who are still experiencing severe forms of violence, perceived as a means for disciplining.

With this in mind, Parenting in Africa Network (PAN) and Save the Children International (SCI) commissioned a multi-country study on the Knowledge, Attitudes and Practices (KAP) of parents and/or caregivers in disciplining, and parenting. This study intended to develop data regarding how families parent and nurture good behaviour in their children;

whether they know what would constitute non-violent (positive) discipline; and if they actually utilized the positive aspects of disciplining. The study was conducted in specific areas (study clusters) in Kenya, Uganda, Ethiopia and Rwanda.

In general, the study established some level of knowledge and practice of non-violent methods of disciplining among parents and caregivers, despite some negative attitudes towards the concept. Focus group discussions with parents and caregivers revealed that the knowledge they had, on parenting, was mainly around provision of basic needs but not on key principles of skilful parenting such as promotion and supporting of the physical, emotional, social and intellectual development of a child, from infancy to adulthood.

From the findings, some of the methods of disciplining children included: providing basic necessities, rewarding good behaviour,⁵ recognising the children, teaching mutual respect, regular meetings with children, involving children in decision making, beating (smacking), encouraging and showing warmth and affection. Among the respondents, there was no common or popular method of disciplining children. No single method was mentioned by at least 50% of the respondents. Thus, the methods of disciplining children greatly varied across the study sites. Also, it was anticipated that respondents were aware that smacking (beating) is a violent form of disciplining. However, 23% of the respondents mentioned it as a means for correcting behaviour. Further, parents and caregivers *had a negative attitude towards positive discipline, with less than half (43%) citing that it was necessary to beat children in order to discipline them. One respondent said: "...in order to bring up children well, one has to physically punish them..."*

Although this study identified some practice of positive discipline methods, the practice of “*negative*” methods (such as physical punishment and psychologically aggressive

5 Skilful Parenting concept

methods) was widespread. In all the countries, almost half (48%) of the parents and caregivers interviewed had used physical punishment, within the year preceding the study. Relying on experiences of their own upbringing, 50% of the parents mentioned “copying how they were brought up” as a reason for practicing physical forms of punishment; while 35% of the parents relied on religious teachings. The most common methods of physical punishment used, included: slapping the child on the hand, arm or leg (84%) and hitting the child with various objects (39%). Shouting/ yelling at children and threatening to smack a child, in that order, were reported as the most practiced psychologically aggressive methods, at 70% and 68% respectively. Whenever children made mistakes, they preferred being counselled or talked to, to aggressive forms of punishment. Nevertheless, the children seemed to have been accustomed to physical punishment whenever they err.

From the findings, the most common sources of information on alternatives to physical forms of punishment were radio and religious teachings. A review of policies and legislation

showed that out of the four countries, Kenya is the only country that has fully prohibited corporal/physical punishment in all settings, including the home, with a majority of the countries in the region prohibiting corporal/ physical punishment in schools and the judicial system. Nonetheless, the practice of corporal punishment was widespread in all the four study countries. It was also observed that all the study countries had ratified international legal instruments on child rights.

In the study areas, Save the Children, ANPPCAN and their partners were the main organisations implementing specific advocacy programs geared towards eliminating physical punishment. However, it was found out that several other organisations, including Parenting in Africa Network partners (PAN Chapters in Kenya, Uganda, Rwanda and Ethiopia), were implementing child protection and skilful parenting programs and interventions. These present opportunities for rolling out positive discipline programs that are integrated with skilful parenting programs and other child-focused interventions.

What positive discipline is	What positive discipline is not
<ul style="list-style-type: none"> • About long term solutions that develop your child’s own self-discipline. • Clear communication of your expectations, rules and limits. • About building a mutually respectful relationship with your child. • About teaching your child life-long skills. • About increasing your child’s competence and confidence to handle challenging situations. • About teaching courtesy, non-violence, empathy, self-respect, human rights and respect for others. 	<ul style="list-style-type: none"> • Permissive parenting • Letting your child do whatever s/he wants. • About having no rules, limits or expectations • About short-term reactions or alternative punishments to slapping and hitting.
* Adapted from <i>Positive Discipline in Everyday Parenting (Third Edition, 2013)</i> by Joan E. Durrant	

1.0

SKILFUL PARENTING AND CORRECTING CHILDREN'S BEHAVIOUR



Girl Child: Once, my father whipped me because I refused to take a bath. In another instance, my mother whipped me for not mopping the house, as instructed. She retorted "Wewe umenichosha sana; unanisinya!" Kiswahili for: "I am completely worn out by your indiscipline! I have had it!"

1.1 INTRODUCTION

In their formative years, children are greatly influenced by their environment. As they grow up, they internalize whatever they hear and see, becoming accustomed to it as the standard mode of behaviour and interaction with others. Consequently, they generalize expectations, which can directly influence their future experiences. Thus, it is easier and wiser to impart information and skills, to children, at an early age.⁶ This underscores the importance of skilful parenting practices at this early stage, to promote positive loving relations that provide opportunities for emotional security and learning.

The everyday events that involve rewarding of desirable actions, punishment of undesired ones, and transfer of knowledge from parent to child, all have a cumulative effect on the child's growth. In families where communication and involvement with children, during their formative years, exists, (setting clear expectations for their children's behaviour, recognition and praise of good deeds, supervision and consistent discipline) conflict between caregivers and children is curtailed.

Furthermore, the traditional safety nets that were previously provided by extended family setups are weakening or nonexistent. Punishment, as a quick fix specifically in form of inflicting pain to correct behaviour, has replaced nurturing and sensitive caregiving. Similarly, observations show that child maltreatment within the home setting affects: how children view themselves, the world around them, their ideas about the meaning and purpose of life, their expectations for future happiness and their moral development.⁷ This is very evident in homes, schools and caregiving establishments, where the perpetrators of these violent acts are usually parents or adult relatives and caregivers. Thus, it is important to advocate for early interventions that aim at ensuring children grow in supportive environments, where their development, a significant growth in their confidence and happiness, is ensured. Hence, parents/caregivers and other duty

bearers who have the responsibility of setting boundaries in behaviour and wrongdoing, should do so in a manner that positively moulds children.

Initiatives in Africa, such as the total ban on corporal punishment, and advocacy on implementation of positive discipline, have boosted various efforts made so far, through enhancing the capacities of professionals working with parents, teachers and caregivers who, by virtue of their expertise, leadership and acknowledged value, influence the lives of children, their families, and communities to ensure that skilful parenting and positive correction of the behaviour in children, is upheld. An understanding of the difference between discipline and punishment, has further strengthened efforts towards the elimination of physical punishment and humiliating treatment of children. Positive discipline is an effective approach for parents, and teachers to learn life skills, and build a sense of community and belonging, based on mutually respectful relationships.⁸ Whereas positive discipline focuses on building a trusting relationship, punishment focuses on the idea that you have to make children suffer, by ensuring that they understand the error of their ways, while discouraging reoccurrence of the behaviour.

Holden (2002) further drew a distinction between positive discipline and punishment, highlighting the important role that discipline plays in emphasizing instruction about what is valuable, and the consequences of actions.⁹ In addition, various research findings have demonstrated the benefits of positive discipline. They indicate that children do better when they perceive both firmness and kindness, from their parents. Children who rate their parents as authoritative (both responsive and demanding) engage significantly less in socially risky behaviour.¹⁰ Other studies have correlated children's perception of parenting that is both kind

6 Jody. (2003). Research Supporting Positive Discipline

7 Gayla Margolin and Elana B. Gordis, *Children's Exposure to Violence in the Family and Community*, (2000). University of Southern California, USA.

8 Jody. 2003. Research supporting Positive discipline.

9 Holden, GW (2002). 'Perspectives on the Effects of Corporal Punishment: Comment on Gershoff', *Psychological Bulletin*, Vol.128, No.4 pp. 590-95.

10 Aquilino, W.S., Supple A.J., Long Term Effects of Parenting Practices During Adolescence: on Well-Being Outcomes in Young Adulthood. *Journal of Family Issues*, Vol. 22(3) 289-308, April 2001.

and firm with improved academic performance.¹¹ Furthermore, several factors ranging from demographics, knowledge, attitude and childhood experiences, affect the way parents and caregivers correct the behaviour of their children. In addition, parent's age and gender has been associated with ways of disciplining children. Younger parents have been reported to, more likely than not, physically punish their children.¹² Mothers too, are more likely to physically punish their children,¹³ than fathers. Therefore, parents and caregivers have the ability to minimize violence against children, through skilful parenting practices that result in strengthened families.

Skilful parenting: Every parent usually has some inherent knowledge and skill in parenting, which is influenced and reinforced by their own childhood experiences and upbringing. In addition, every society has its parenting practices which are influenced by culture, religion, social class and changing lifestyle. The result is varied parenting styles with both positive and negative outcomes in children, whether they are intended or not. Nevertheless, it is the responsibility of every parent to ensure that their children get the best opportunities for growth and development so as to develop desirable values that mirror what society expects.

The findings of this study examine the knowledge, attitude and practices among parents/caregivers on parenting and disciplining in study sites of four countries (Kenya, Uganda, Rwanda and Ethiopia). Through the findings, PAN and her partners and members will have an informed approach on how to engage with other relevant stakeholders in Africa, to provide more approaches that families can use to ensure children are safe from harm. This is based on PAN's commitment to promote attitude and behaviour change in raising children, to ensure the overall wellbeing of the child; and contribute to advocacy for policy and legal reform for family based interventions on child welfare in Africa. This includes advocating for understanding and adoption of good and positive discipline approaches that promote positive behaviour towards the growth and development of a child. Moreover, the findings, will provide an opportunity to assess the capacities that parents and caregivers require to ensure that children develop in a safe and secure environment, so that they can enjoy the facilities and opportunities provided for them in their niche.

1.2 STUDY DESIGN AND METHODOLOGY

1.2.1 Research Objective

The overall objective of the multi-country study in Kenya, Uganda, Ethiopia and Rwanda was to generate knowledge, attitude and practices of parents/caregivers in disciplining. This study anticipated to gather data on how families nurture good behaviour in their children, whether they know what would institute positive/non-violent discipline, and whether they actually utilise the positive aspects of discipline. Furthermore, the study aimed at bringing out the current practices and attitudes regarding discipline and character formation in home settings, to facilitate an attitude change in the practice of discipline and character formation.

Specific objectives of the study included:

- i. To understand the methods utilized, by parents in Africa, in nurturing their children or moulding their behaviour.

¹¹ Cohen, D.A., Rice, J. (1997). Parenting Styles, Adolescent Substance Use and Academic Achievement. Journal of Drug Education, Vol. 27 (2) 199-211

¹² Giles-Sims, J., Straus, M.A and Sugarman, D.B (1995) 'Child, Maternal and Family Characteristics Associated with Spanking', Family Relations, Vol. 44, No.2, pp. 170-176.

¹³ Anderson, S, Murray, L. and Brownlie, J. (2002). Disciplining Children: Research with Parents in Scotland. Edinburgh: Scottish Executive Central Research Unit.

Table 1: Clusters of the study sites

Country	Study sites	Clusters
Kenya	Dadaab, Kisumu East (Kisumu), Embakasi East (Nairobi)	3
Uganda	Kampala and its environs (Mukono and Wakiso)	1
Rwanda	Rubaya Sector (Gicumbi District)	1
Ethiopia	Woreda 10 and Woreda 4	1

- ii. To provide a baseline for Positive Discipline (PD) programs, from an overview of the current attitudes and practices of parents and caregivers concerning discipline and character formation, and the elements of positive discipline.
- iii. To capture the level of implementation of policies and/or legislation on positive discipline within the specific study areas.
- iv. To identify organizations in Africa (study areas) with a specific focus on positive discipline as an area of intervention.
- v. To capture how positive discipline contributes to skilful parenting programs.

was also conducted to understand the subject area and identify research findings by others who have already conducted similar or related studies, in the target countries. The quantitative aspects of the research was captured through administration of household surveys to parents and caregivers in the study areas. In-depth key informant interviews were conducted with representatives from child focussed organisations, government officials and other stakeholders in the target countries, in order to understand policies and legislations bordering on positive discipline, and outline organisations that work on issues of child discipline.

1.2.2 Geographical study sites

The study sites were purposively selected to cover Rwanda, Kenya, Uganda and Ethiopia and focused on specific geographical areas of interest, important for subsequent intervention programs, after positive discipline trainings. The distribution of the study locations was envisioned due to expected variables in family types and composition, cultural and religious practices, attitudes and other contextual issues influencing parenting practices, which consequently vary the information distribution.

1.2.3 Research Method

A mixed research method was utilised in undertaking the study. The main target population included children, parents/caregivers, Key informants, government agencies, child-focussed institutions and related stakeholders. The qualitative study was cross-sectional in nature, and structured questionnaires and guidelines were used in ensuring that all the information on the target population was captured. Focus group discussions with children and parents/caregivers were undertaken, to elicit a broad range of information. An analysis of literature,

1.2.4 Sampling and Data Collection Methods

The study employed purposive sampling as the main strategy in selecting the study areas. This was informed by programming interventions of PAN and her partners. Simple random and stratified multi-stage cluster sampling methods were used in identifying households and respondents in the household surveys. The sample size for each study cluster's household survey was 184. There were six clusters in the study, namely: Kenya (3), Uganda (1), Rwanda (1) and Ethiopia (1). Therefore, a total of 1104 household respondents were reached. Likerts scale was used to measure knowledge and attitude levels of parents, on issues related to positive discipline. For a detailed understanding of issues as well as factors that influence parenting and discipline, focus group discussions with parents and caregivers of children aged 7 to 18 were conducted with pre-selected groups per cluster. In liaison with PAN partners, FGDs were conducted with each cluster consisting of parents and/or caregivers. Each FGD had a total of 8 to 12 parents/discussants of both genders. A child-friendly group discussion tool was designed to enable collection of children's voices and perceptions regarding behaviour correction

Table 2: Sample distribution				
Study site (Clusters)	HH interview Sample size	FGD with Parents/ caregivers of children aged 7 to 18	FGD with Children (The children will be organized in three groups of 5 to 9, 10 to 13 and 14 to 18)	Key informant interviews (For each country of study)
Kenya				<ul style="list-style-type: none">• National child focussed organisations.• Representative from the Government department responsible for children's affairs.• Regional organisations.
Kayole, Embakasi, Nairobi	184	5 FGDs	3 groups	
Dadaab, North Kenya	184	4 FGDs	3 groups	
Kisumu East Sub County	184	6 FGDs	3 groups	
Uganda				
Outskirts of Kampala	184	4 FGDs	3 groups	
Rwanda				
Rubaya sector	184	4 FGDs	3 groups	
Ethiopia				
Ethiopia site (Woreda 10 and 4)	184	4 FGDs	3 groups	
Total	1104	27	18	

and parenting practices. The tool had scenarios for 3 groups of children: those aged between 5 to 9, 10 to 13 and 14 to 18. The group activities for children involved each child drawing and writing a composition about how parents discipline children, and their perceptions on how children ought to be disciplined.

1.2.5 Data Collection Instruments and Formats

Data collection methods and instruments were designed to ensure that all the study objectives were met. Each objective had a main question, with several accompanying sub-questions. This facilitated administration of the household surveys, children's and parents' FGDs, Key informant interviews and literature analysis. The household surveys had both open-ended and closed-ended questions to generate both quantitative and qualitative information. Group discussions generated broad discussions on disciplining and skilful parenting, which were recorded and verified. The policy and legal instruments on the subject matter were identified and reviewed to identify their implementation level. Civil society organizations and other related agencies focused on child rights, were also interviewed to triangulate information provided in the policies. The assessment on implementation levels of policy was based on: full implementation, partial implementation or no implementation at all. A database, listing organizations implementing and delivering interventions with specific focus on positive discipline and parenting, was generated. The listing was not conclusive.

The following main research questions were used to address the research objectives:

Objective 1 & 5: To understand the methods utilized by parents in Africa, (specific to the target areas) to nurture their children's behaviour; and to capture how positive discipline contributes to skilful parenting.

Main research question: What are the methods being utilized by parents in the specific target areas to nature their children's behaviour?

Objective 2: To provide a baseline for PD training from an overview of the current attitudes and practices of parents and caregivers concerning discipline and character formation.

Main research question: What are the current knowledge, attitudes and practices among parents/caregivers on discipline and character formation?

Objective 3: To capture the level of implementation of policies and/or legislation on positive discipline within the specific countries.

Main research question: Is there existence of legislation/policies related to Positive Discipline, or children's rights and or child protection; and what is the level of their implementation?

Objective 4: To identify organizations in Africa with a specific focus on positive discipline as an area of intervention.

Main research question: Which other organizations implement positive parenting and related projects/intervention in Africa?

1.2.6 Household Survey

Using a structured questionnaires, interviews were conducted with parents and caregivers in households with children aged between 3 and 18. Only caregivers who reported that they had authority to discipline children were interviewed. The questionnaire covered demographic

Table 3: Number of respondents by country

Country	Study Site	Frequency	%
Ethiopia	Woreda 10	114	10.3
	Woreda 4	70	6.34
Kenya	Dadaab	184	16.7
	Embakasi	184	16.7
	Kisumu East	183	16.6
Rwanda	Rubaya	184	16.7
Uganda	Kampala	95	8.61
	Mukono	90	8.15
Total		1104	100

Table 4: Number of FGD

Country	Study Site	No. of FGD conducted
Ethiopia	Woreda 10	2
	Woreda 4	2
Kenya	Dadaab	4
	Embakasi	5
	Kisumu East	6
Rwanda	Rubaya	4
Uganda	Kampala	1
	Mukono	3
Total		27

variables, levels of knowledge, attitudes and practices among parents, on components of parenting, child development and child rights; and their links to positive discipline. To ensure gender representation, the study was designed to ensure that when two parents are available in respective households; alternate (male and female) respondents are interviewed. Overall, in the four countries, 1104 respondents were interviewed.

1.2.7 Focus Group Discussions

Focus group discussions were held with parents and caregivers of children aged 3 to 18 years. In total, 27 FGD discussions, with an average of 8 discussants per FGD, were held in the study clusters.

Using a pre-development group activity tool, participatory group activities were held with children aged 5 to 18 years. The group activity tool had scenarios for children aged 5 to 9, 10 to 13 and 14 to 18. The activities involved drawings and writing compositions about children's experiences and perceptions on how their parents/caregivers disciplined them. A tool outlining the scenarios is attached to this report. A total of 153 children, from the four countries, were reached.



Figure 1: Children participating in Group activity in Mukono Uganda

Table 5: Number of children reached

Country	Study Site	No. of FGD conducted	Male	Female	Total No. of Children reached
Ethiopia	Woreda 10	2	4	4	8
	Woreda 4	2	6	10	16
Kenya	Dadaab	4	16	8	24
	Embakasi	5	9	12	21
	Kisumu East	6	12	19	31
Rwanda	Rubaya	4	10	7	17
Uganda	Kampala	1	8	10	18
	Mukono	3	9	9	18
Total		27	74	79	153

1.2.8 Desk Review

A review of literature, not only to understand laws and policies that support positive discipline, but also identify organizations implementing positive discipline in the target countries, was conducted. Initially, a broad search on laws and policies regarding child development, child rights and protection was necessary, and thereafter, a review on positive discipline specifically, was conducted. Similarly, to identify organizations that support positive discipline, a broad search captured organizations that work on child rights and child protection issues before narrowing down on those that specifically work on positive discipline and skilful parenting interventions. This approach was taken based on the realization that positive discipline is a new concept in most of the target countries.

More resources, such as reports, research publications and other information, education and communication materials, on the subject matter were available on websites of various organizations. Some of these organizations, found within and without the four study countries, included Save the Children, UNICEF, ANPPCAN, World Vision, Child Fund and Plan International. End of Corporal Punishment website and reports were also critical during an analysis of policies on elimination of corporal punishment in schools, the home, alternative care institutions, and related settings. In addition, a review of the CRC reports highlighted each of the four countries' current policy status on prohibition of corporal punishment. The key word searches included child rights, corporal punishment, child protection and parenting (in Kenya, Rwanda, Uganda and Ethiopia), laws and policies on positive discipline, child rights and child protection; and organizations.

1.2.9 Key informant interviews

In each target country, interviews were conducted with representatives from child focused organizations, and relevant government bodies. The focus of the interviews was mainly to clarify information obtained from literature review on policies and laws that support children, gauging the extent of their implementation as well as identifying the organizations implementing positive discipline interventions, in each target country.

1.2.10 Data management and analysis

Prior to leaving a household, interviewers verified accuracy of the collected data. Research team leaders further diligently followed up, ensuring that the collected data was valid. In addition, the supervisors randomly selected, and reviewed completed surveys from each cluster. Wherever cases of missing information arose, interviewers were sent back to ensure validity of the information that appeared erroneous.

Moreover, all the questionnaires were coded to ensure proper inventory and verification. In addition to entering surveys twice, survey data was reviewed to detect mistakes in skip patterns, survey sections that could have been skipped, and out-of-range values. During data entry, discrepancies - in data entry templates on data that was entered twice - were resolved by reviewing the original hard-copy document. This was all part of the data cleaning process.

Statistical Package for Social Scientists (SPSS) was used for data management and analysis. Quantitative data has been presented through frequency tables, pie and bar charts in this report. Also, qualitative data, gathered through focused group discussions and key informant interviews, has been analyzed thematically.

1.2.11 Validation

Validation meetings were held in each country. In countries that had more than one study cluster, validation forums were conducted in a central location. The participants were mainly drawn from the research cluster sites, with a few being stakeholders in child protection and

wellbeing. Randomly selected parents, caregivers and key informants who were involved in the research, were also present. Other participants included: government representatives, local NGOs, teachers, police officers, health and social workers.

While children were not entirely involved in the forums, effort was made to verify whether the available drawings, from group sessions with children, highlighted their concerns. Consultations with non-governmental organizations working with children, in the research areas, also greatly enhanced the validation of the feedback from FGDs with children.

In Kenya, a validation forum was conducted in Nairobi; while in Uganda, one was conducted in Mukono. Validation forums in Rwanda and Ethiopia, were conducted in Rubaya sector and Addis Ababa respectively. During these forums, participants were able to access the pre-validated research reports, and propose amendments accordingly. The meetings were indeed consultative and engaging. The forums also provided a platform for participants to learn and share on parenting and moulding of children's behaviour. Most of the information documented in the pre-validation reports was declared valid. However, participants were especially able to learn about the ongoing initiatives, campaigns and programs geared towards promotion of skilful parenting and positive discipline, both in their communities and at the country level.

1.2.12 Ethical issues in the research

Prior to commencing the research, various consultative meetings regarding the design of the research tools, were held with stakeholders in child rights and protection. As a result, valuable contributions on participation and involvement of children in research studies, were realized. An ethical approach was necessary in order to ensure that child participation was genuine and meaningful. Markedly, Save the Children's toolkit for supporting children's meaningful and ethical participation in research relating to violence against children¹⁴ was considered in the training of the research teams.

Overall, the research methodology was designed to ensure that respondents were all equally involved. Efforts were also made to ensure an equal representation of men and women in both household surveys and FGDs with parents/caregivers; as well as with boys and girls in FGDs with children.

World Health Organization (WHO) ethics and safety guidelines on studies related to violence against women, were adhered to in this study. Furthermore, the research observed a rights-based approach, as expressed in the UNCRC: recognition and promotion of children's provision, protection, promotion and participation rights.

During the research, key ethical issues considered included: informed consent, protection of children, anonymity and confidentiality, and willingness of research participants. To gain consent, research teams first approached local government agencies and community leaders in the research clusters, before approaching individual parents, children and key informants. A voluntary written consent from the participants was sought after the participants had had an understanding of the research. The consent procedures involved provision of information describing the purpose of the research, the research procedures, expected risks or benefits to the participants, identification of the researchers, funding agencies, the right to refuse participation, and the willingness of the researchers to answer questions.¹⁵ In dealing with children, important considerations on this research, which partly dealt with Violence Against Children (VAC) included whether parental consent was appropriate or in a given child's best interest. The unique issues related to the protection and rights of children, including emotional harm to children emanating from the emotionally-charged nature of first-time-disclosures, and

¹⁴ Save the Children Sweden (2004). *So You Want to Involve Children in Research? : A toolkit supporting children's meaningful and ethical participation in research relating to violence against children.*

¹⁵ Esbensen, F., Deschenes, E., Vogel, R., West, J., Arboit, K., & Harris, L. (1996), "Active parental consent in schoolbasedresearch" in *Evaluation Review*, 20, 737-753.

potential physical risks to participants, following disclosure, from those who perpetrated the violence.¹⁶ Hence, research teams took extra precaution in ensuring that these issues were considered. Consent dynamics, such as a consideration of parents and/or authorized adults who were to provide consent on behalf of the children, were upheld. In addition, FGDs with children ensured that this consent was renegotiable, such that the children were at liberty to withdraw their participation at any stage of the research process. This ensured that the gaining of ongoing consent, gave the children full control at all stages of the research, since it reduced anxiety in their participation.¹⁷

Throughout the administration of data collection tools, the research teams, who were, privy to intimate information and observations, (and who from time to time would be recipients of unwanted information), were alerted to be on guard and ensure that they did not reveal more than they intended. More emphasis was made on this, during the training for enumerators.

Privacy of the participants in this research, included the need to have a safe and private physical location in which the research was carried out, and ensuring participants' privacy through confidentiality.¹⁸ It was noted that confidentiality partly depended on the availability of a private space for the interviews to be conducted in, and also on target population concerns. Research with children took place at schools, churches and village social halls; while parents/caregivers household surveys were administered mainly in the home setting and where possible, at their places of work, to ensure that the research did not interfere with normal daily routines. Key informants interviews were conducted at each respondents' niche, such as within their place of work.

1.2.13 Study limitations

The main study limitation was that the research clusters were purposively selected, making it difficult to generalize findings for a given country of study. While the selection method addressed the interest of involved parties, it did not allow, to some extent, a comparison of findings from the four target countries. The findings presented here mainly apply to the study clusters from where the data was collected.

Despite concerted efforts, getting an equal representation of either gender for household surveys; and boys and girls for FGD's with children, was rather difficult. More women, than men, participated in the research. This may be attributed to: either a lack of interest from the men, timings of the research which often coincided with absence of male participants, cultural issues or more interest from the women. Varying culture and traditions, in the research areas, also affected the outcomes. In some instances, men perceived their female counterparts as being better placed as respondents, especially on issues concerning parenting and positive discipline.

In some study areas, expectations of potential respondents (for short and long term benefits) had to be managed in order for the interviewers to secure informed and voluntary consents. Managing these expectations proved especially difficult in areas where most respondents were ignorant of the efforts and gains that had been made through community dialogues, interventions by local based NGOs, assessments or research.

Other limitations included language barriers, and more so logistical issues pertaining to transport and the environment, which were unavoidable.

¹⁶ Veena, A. & Chandra, P. (2007), "A review on the ethics in research on child abuse" in *Indian Journal of Medical Ethics*, 4 (3), 113-115.

¹⁷ Dorn, L., Susman, E., & Fletcher, J. (1995), "Informed consent in children and adolescents: age, maturation and psychological state" in *Journal of Adolescent Health*, 16, 185-190.

¹⁸ CP MERG (2012), *Ethical principles, dilemmas and risks in collecting data on violence against children: A review of available literature*, Statistics and Monitoring Section/Division of Policy and Strategy, UNICEF, New York.

2.0

FINDINGS AND DISCUSSIONS



when I am mistaken (for example when I didn't go to look for grass for the goats) they slapped me. I take this as a task to me because others can also do the same activity.

N.B: The hand is figurative for slapping. Whenever the given child errs, their caregiver/parent slaps them.

Girl Child: When I make a mistake, (for example, when I didn't go to look for grass for the goats) they slapped me. I don't understand why I have to be the one doing this (kind of) activity, as I am too little.

2.1 DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

2.1.1 Gender and age of respondents

Despite deliberate efforts to ensure that both men and women participated equally in the research, a majority of the respondents interviewed were female at 65%, compared to men at 35%. This was attributed to varying reasons: the timings of the interviews, and the willingness to participate in the research, as highlighted in the research design. Further, more female respondents were interviewed in Ethiopian study sites (86%), than other countries. In Rwanda, however, an equal number of female and male respondents were interviewed, at 50% each. Table 6 shows the distribution of respondents by gender, across the eight study clusters.

The mean age of the parents/caregivers interviewed was 37. Parents/caregivers who were below the age of 25, were mostly captured in Kisumu East (Kenya), Woreda 4 and Woreda 10 (Ethiopia) at 16%, 12% and 10% respectively. Only 4% of the respondents, mainly found in Woreda 4 (Ethiopia) and in Rubaya (Rwanda), were aged over 70.

2.1.2 Access to formal Education

Parents/caregivers were asked to state whether they had ever attended school, and what level of formal education they had attained. The resulting analysis was based on access to formal education, and not their educational achievement. From the findings, most respondents had accessed formal education, at an average of 78%. Almost all the participants in Kisumu East and in Embakasi, had 'ever' attended school. Across the study sites, Dadaab had the lowest rates with 72% reporting as having not accessed formal education. Level of education is considered as an important element when considering parents and caregivers in need of trainings on parenting, child protection and positive discipline. Moreover, their capacities for using most training and communication materials are heightened if they have basic

education. Table 7 illustrates these findings, from each country and specific study site.

2.1.3 Marital status and type of marriage

The responses on marital statuses of the respondents in the household surveys, showed that study clusters had varying categories of families. Monogamy was the most common type of marriage in all the study sites, with all reporting at rates of over 60%. In contrast, only 36% reported being married, in Woreda 4. An exceptionally high percentage (58%) of the respondents reported being single or never having (been) married in Woreda 4. Table 8 presents marital statuses of the respondents, from each study cluster.

2.1.4 Religion

Religion plays an important role in the wellbeing of families. In all the study clusters, with an exception of Dadaab, a majority of the respondents were Christians. All the respondents in Dadaab were Muslims. Table 9 shows these findings.

2.1.5 Economic Activities

Generally, a majority of the respondents were engaged in business activities (36%), farming (26%) and employment (wages and salaries) at 20%. While the type of economic activity may not, in isolation, contribute to skilful parenting or positive correction of children's behaviour, various researches have widely identified it as one of the indicators of a stable family, and a contributing factor to the economic strengthening of families. Table 10 provides more information on this analysis.

2.1.6 Relationship of the respondents to the children under their care

A majority of the respondents (93%) were biological parents to the children under their care; while the rest were: step parents (2%), adoptive (adopted) parents (2%) or others at 3%. This clearly shows that the cluster study sites had different categories of caregivers and families, hence, program interventions should be geared towards addressing all categories of families. Other categories of relationships are shown in Table 11.

Table 6: Sex of respondents

Locations		Male	Female
Kenya	Embakasi	34%	66%
	Kisumu East	40%	60%
	Dadaab	33%	67%
Ethiopia	Woreda 10	20%	80%
	Woreda 4	9%	91%
Rwanda	Rubaya	50%	50%
Uganda	Mukono	38%	62%
	Kampala	37%	63%
Total		35%	65%

Table 7: Access to formal education

Locations		Access to formal education	
		Yes	No
Kenya	Embakasi	99%	1%
	Kisumu East	100%	0%
	Dadaab	28%	72%
Ethiopia	Woreda 10	76%	24%
	Woreda 4	74%	26%
Uganda	Kampala	96%	4%
	Mukono	79%	21%
Rwanda	Rubaya	74%	26%
Average		78%	22%

Table 8: Marital status of the respondents

Locations		Married Monogamy	Married Polygamy	In a relationship but not living together	Divorced/ Separated	Single (Never Married)	Widow/ Widower
Kenya	Embakasi	78%	0%	0%	0%	22%	0%
	Kisumu East	78%	18%	0%	0%	4%	0%
	Dadaab	72%	28%	0%	0%	0%	0%
Ethiopia	Woreda 10	82%	0%	4%	6%	4%	4%
	Woreda 4	36%	0%	0%	0%	58%	6%
Uganda	Kampala	72%	0%	0%	0%	28%	0%
	Mukono	60%	0%	0%	0%	40%	0%
Rwanda	Rubaya	84%	4%	0%	0%	0%	12%

Table 9: Respondents by religion

Locations		Christian	Muslim
Kenya	Embakasi	96	4%
	Kisumu East	96	4%
	Dadaab	0	100%
Ethiopia	Woreda 10	96	4%
	Woreda 4	60	40%
Uganda	Kampala	72	28%
	Mukono	84	16%
Rwanda	Rubaya	96	4%

Table 10: Economic status of the respondents

Locations		Income generating activities						
		Farming	Fishing	Wages and Salaries	Pension	Business Activities	Money Transfer	Other
Kenya	Embakasi	1%	0%	36%	1%	49%	0%	13%
	Kisumu East	28%	7%	14%	2%	40%	1%	8%
	Dadaab	10%	1%	11%	2%	48%	2%	25%
Ethiopia	Woreda 10	0%	0%	36%	3%	42%	8%	11%
	Woreda 4	0%	0%	26%	14%	19%	17%	24%
Uganda	Kampala	12%	0%	31%	1%	48%	0%	8%
	Mukono	39%	6%	14%	0%	34%	1%	6%
Rwanda	Rubaya	91%	0%	5 %	0%	4%	0%	0%
Overall average		26%	2%	20%	2%	36%	2%	12%

Table 11: Relationship of the respondent to the child

Locations		Relationship			
		Biological Children	Step Children	Adopted Children	Other
Kenya	Embakasi	99%	1%	0%	0%
	Kisumu East	92%	1%	2%	5%
	Dadaab	97%	2%	1%	0%
Ethiopia	Woreda 10	90%	1%	9%	0%
	Woreda 4	65%	0%	6%	29%
Uganda	Kampala	93%	2%	1%	4%
	Mukono	98%	2%	0%	0%
Rwanda	Rubaya	93%	3%	2%	0%
Average		93%	2%	2%	3%

2.2 KNOWLEDGE ON METHODS OF DISCIPLINING CHILDREN

In general, building capacities of parents and caregivers to positively discipline children, directly influences what they actually practise. However, having this knowledge does not necessarily guarantee the practice of positive discipline, but rather, enables the parents and caregivers to make more informed choices, and discipline more intentionally. In this section however, respondents mentioned physical and sometimes psychologically aggressive methods of correcting behaviour, synonymously with positive discipline. Thus, we have referred to all these methods as forms of 'correcting behaviour'.

Through the household surveys, parents and caregivers were asked and probed twice to mention the methods used in correcting the behaviour of children. They mentioned: providing basic necessities, sending children to school, rewarding good behaviour and practice,¹⁹ recognising the children, teaching mutual respect, regular meetings with children, involving them in decision making, beating (spanking), encouraging, and showing warmth and affection. Focus group discussions with parents however identified that no method of correcting behaviour was practiced in isolation, but rather varying combinations were applied. In Embakasi, parents reported that given the gravity of the mistake, parents used physical methods of correcting behaviour first, and thereafter counselled (instructed) the child. A parent remarked that: "... Depending on the type of the mistake, we mainly beat them and talk later."²¹ The following descriptions outline the mentioned methods of correcting behaviour, per study site as shown in Table 12.

2.2.1 Country Specific Findings

In Kenya, 'taking time to train children on important values' was the highest mentioned method of correcting behaviour in Embakasi (64%), Kisumu East (39%) and Dadaab (48%). Interestingly, smacking/beating children received a fairly high rating at 23%. 'Recognising

Table 12: Comparison: Parents and caregivers' views on correcting behaviour

Clusters	Kenya			Uganda		Ethiopia		Rwanda
	Embakasi	Kisumu East	Dadaab	Kampala	Mukono	Woreda 10	Woreda 4	Rubaya Sector
Views on correcting behaviour among children								
Showing warmth and affection	21	7	17	42	37	87	41	67
Encouraging them always	23	9	41	78	53	62	46	58
Beating and smacking whenever they do wrong	23	10	6	28	32	31	9	35
Involving them in decision making	9	4	14	41	17	28	23	37
Taking time to train them on important issues	64	39	48	65	43	20	27	44
Having regular meetings involving all the children	29	5	5	16	7	11	9	35
Teaching them mutual respect	16	54	16	41	23	25	31	51
Recognising the children	2	1	8	10	7	25	21	32
Rewarding good behaviour or success ²⁰	23	5	15	37	12	25	23	50
Sending them to school	2	2	5	7	11	12	24	29
Providing the basic necessities	2	2	3	13	2	22	20	48

¹⁹ Skilful parenting concept

²⁰ Skilful parenting concept

²¹ Female parent discussant in Embakasi

children' was rarely mentioned as a method of correcting behaviour, in all the three sites.

In Ethiopia, showing warmth and affection was mentioned as the leading method of correcting behaviour on children in Woreda 10 and Woreda 4, at 87% and 41% respectively. A significantly higher percentage of respondents mentioned beating and smacking as a method of correcting behaviour in Woreda 10 (31%) than in Woreda 4 (9%).

In Uganda, encouraging children always (78%, 53%), taking time to train them on important values (65%, 43%) and showing them warmth and affection (42%, 37%) were the most mentioned methods of correcting behaviour in both Kampala and Mukono. Having regular meetings with children was the least mentioned method of correcting behaviour both in Kampala (16%) and Mukono (7%).

In Rwanda, showing children warmth and affection which is a key component of positive discipline was mentioned by the majority of respondents in Rubaya Sector at 67%. Beating and smacking as a form of "correcting behaviour" was mentioned by a sizeable percentage of 35%.

2.3 ATTITUDE TOWARDS PHYSICAL PUNISHMENT OF CHILDREN

2.3.1 General findings

When asked of what they thought of the statement: *"in order to bring up children well, one has to physically punish them"*, 43% of the respondents in the household survey were on the affirmative; while the rest (57%) felt that physical punishment was not mandatory when correcting behaviour. If attitude translates to practice, then these findings show that there is dire need to increase advocacy efforts geared towards ending physical punishment, as a means for *"correcting behaviour"* of children. Figure 2 presents these findings.

2.3.2 Country Specific Findings

2.3.2.1 Kenya

In Kenya, Kisumu East represented the highest percentage of parents who perceived physical punishment as a necessary method in bringing up children, at 72%, with Embakasi recording the lowest at 10%. With a percentage of 47% in Dadaab identifying physical punishment as important, this finding seems to generally suggest that parents in

Figure 2: Attitude towards physical punishment in all countries

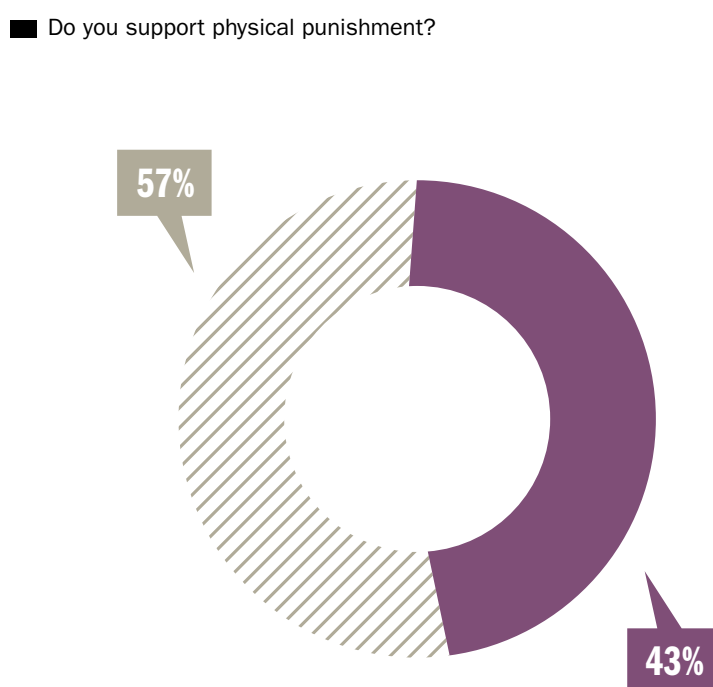
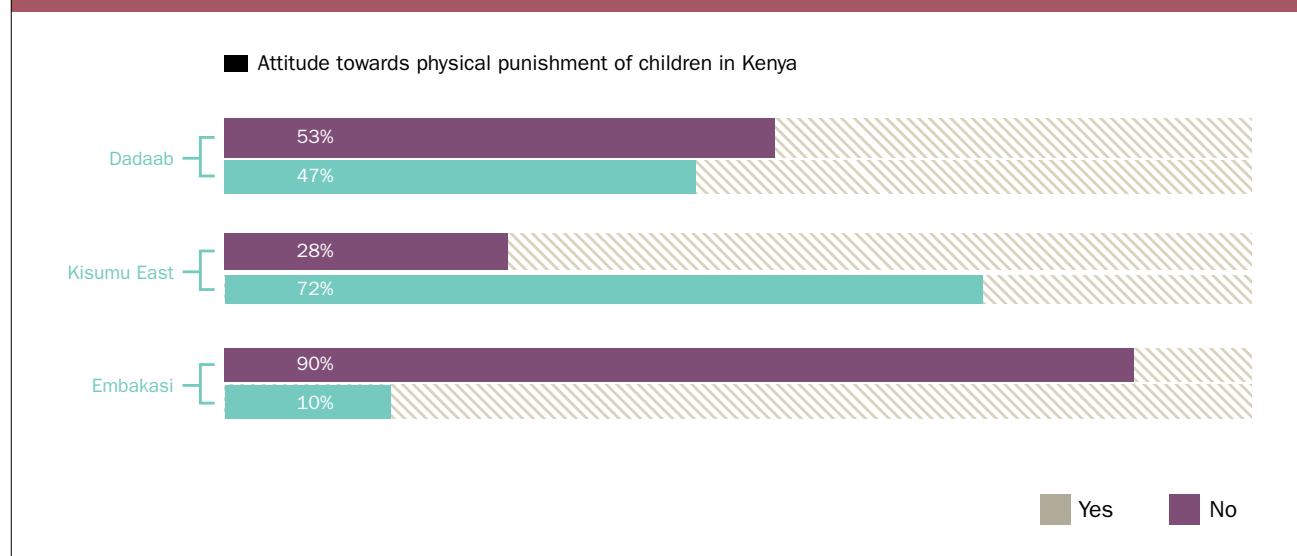


Figure 3: Attitude towards physical punishment (Kenya)



urban areas of Embakasi are more aware on other available methods of disciplining children. Children Hope Foundation, a Community Based Organisation (CBO) based in Embakasi, had facilitated some parenting trainings within the target group and this could have been one of the reasons for the low preference of physical punishment amongst parents and caregivers in the study site. Figure 3 presents this information.

2.3.2.2 Ethiopia

Less than half of the respondents in both Woreda 10 (29%) and Woreda 4 (34%) identify physical punishment as an appropriate method of correcting behaviour in children. Though lower than 50%, this percentage shows a high level of approval for use of corporal punishment methods. This needs to be addressed.

2.3.2.3 Uganda

More than half of the respondents in Mukono (58%) identified physical punishment as important when bringing up children, compared to slightly less than half (43%) in Kampala, as presented in Figure 4.

2.3.2.4 Rwanda

In Rwanda, there was a tie, at 50%, on the number of parents who mentioned physical punishment as important, compared to those who did not; as shown in Figure 5.

Figure 4: Attitude towards physical punishment (Uganda)

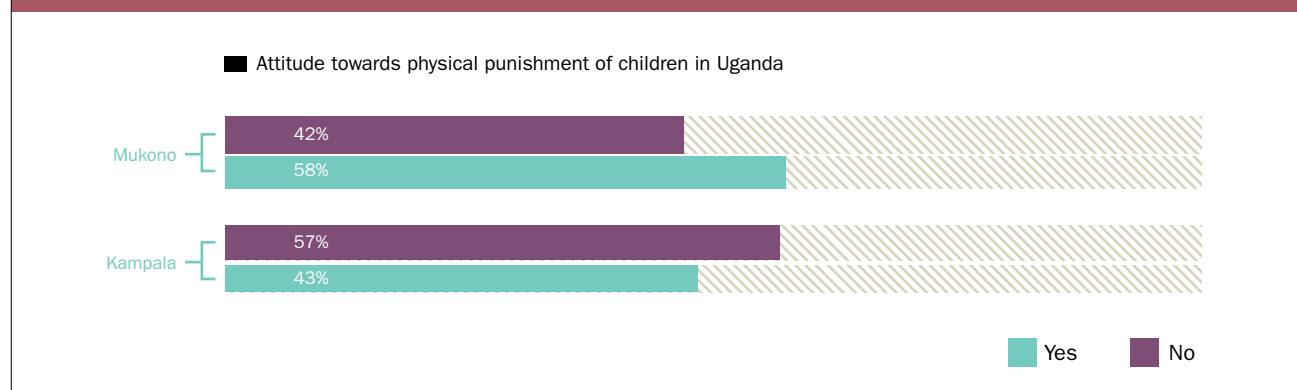
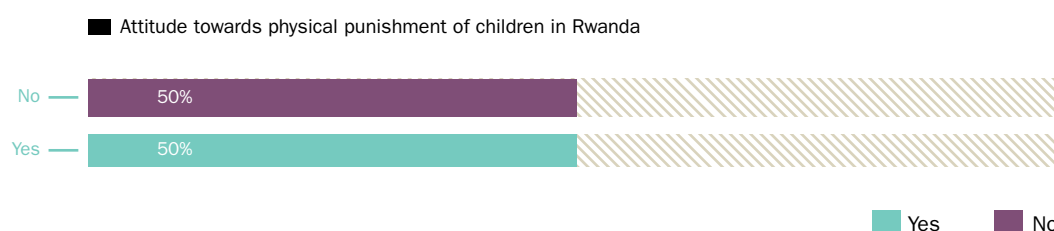


Figure 5: Attitude towards physical punishment (Rwanda)



2.4 VIEWS ON LEGALITY OF CORPORAL PUNISHMENT

2.4.1 General findings for all countries

A review of policies and legislation identified that out of the four countries, only in Kenya was corporal punishment prohibited by law. Nevertheless, the practice of corporal punishment was widespread in all the four study countries. The research sought to measure the knowledge of parents, regarding laws geared towards ending corporal punishment as well as provide guidance on perceptions for countries that are working towards ending corporal punishment. In all the four countries, the majority, at 59%, agreed that *“it is illegal to smack a child of any age”*, 23% for *“It is illegal to smack a child under a certain age”* and only 17% for *“It is not illegal to smack a child of any age”*.

This implies that a majority of the parents perceived smacking of a child, of any age, as illegal even in countries where smacking was not prohibited by law. This finding presents a good platform for advocating for abolition of corporal punishment.

2.4.2 County specific findings

2.4.2.1 Kenya

Despite the fact that it is illegal, in Kenya, to smack or beat a child of any age, an alarmingly high number of respondents (79%) in Kisumu East differed with the statement that *“it is illegal to smack/beat a child of any age”*. An unexpectedly higher percentage (67%) in Dadaab reported on the affirmative, to this statement, compared to 54% and 21% in Embakasi and Kisumu East respectively. This finding portrays the importance of

creating awareness on existing policies and legislations on corporal punishment in Kenya. Table 14 shows the responses to the other statements of *“it is illegal to smack/beat a child under certain age and it is not illegal to smack a child of any age”*

2.4.2.2 Ethiopia

Although a review of legal documents in Ethiopia showed that corporal punishment is not illegal in the home, a high percentage of respondents in both Woreda 10 (90%) and in Woreda 4 (57%) responded on the affirmative to the statement that *“it is illegal to smack a child of any age.”* This finding demonstrated that parents in Ethiopia actually believed that it was (or should have been) illegal to beat a child of any age. This finding forms a launching pad for advocating and creating awareness towards ending corporal punishment in Ethiopia. Table 15 presents this information.

2.4.2.3 Uganda

In both Kampala and Mukono, the number of respondents who answered on the affirmative to the statement that *“It is Illegal to smack a child of any age”* was high for both locations, at 69% and 42% respectively. The second highest scores were found on *“It is illegal to smack a child under a certain age”* at 41% and 17% respectively as per Table 16.

2.4.2.4 Rwanda

Despite the fact that corporal punishment was the norm in the home setting, most of the respondents (65%) from the study site (Rubaya) agreed with the statement that *“it is illegal to smack a child of any age”* as per Table 17.

Table 13: Views on Legality of beating children in Kenya

Site	It is Illegal to smack a child of any age		It is illegal to smack a child under a certain age		It is Not illegal to smack a child of any age	
	Yes	No	Yes	No	Yes	No
Embakasi	54%	46%	9%	91%	36%	64%
Kisumu East	21%	79%	58%	42%	18%	82%
Daadab	67%	33%	20%	80%	1%	99%

Table 14: Views on legality of beating children in Ethiopia

Site	It is Illegal to smack a child of any age		It is illegal to smack a child under a certain age		It is Not illegal to smack a child of any age	
	Yes	No	Yes	No	Yes	No
Woreda 10	90%	10%	5%	95%	2%	98%
Woreda 4	57%	43%	9%	91%	27%	73%

Table 15: Views on legality of beating children in Uganda

Site	It is Illegal to smack a child of any age		It is illegal to smack a child under a certain age		It is Not illegal to smack a child of any age	
	Yes	No	Yes	No	Yes	No
Kampala	69%	31%	17%	83%	4%	96%
Mukono	42%	58%	41%	59%	10%	90%

Table 16: Views on legality of beating children in Rwanda

Site	It is Illegal to smack a child of any age		It is illegal to smack a child under a certain age		It is Not illegal to smack a child of any age	
	Yes	No	Yes	No	Yes	No
Rubaya	65%	35%	13%	88%	25%	75%

2.5 REASONS BEHIND THE PRACTICE OF PHYSICAL PUNISHMENT

2.5.1 General findings

Caregivers were asked to provide reasons for practicing physical punishment. A majority of the respondents (50%) cited their *upbringing* as the reason why they physically punished their children. This was further confirmed at the focus group discussions with parents and caregivers. Religious influence had a sizeable percentage at 35%, which further indicated the need for working with religious leaders in advocating for positive discipline, in the

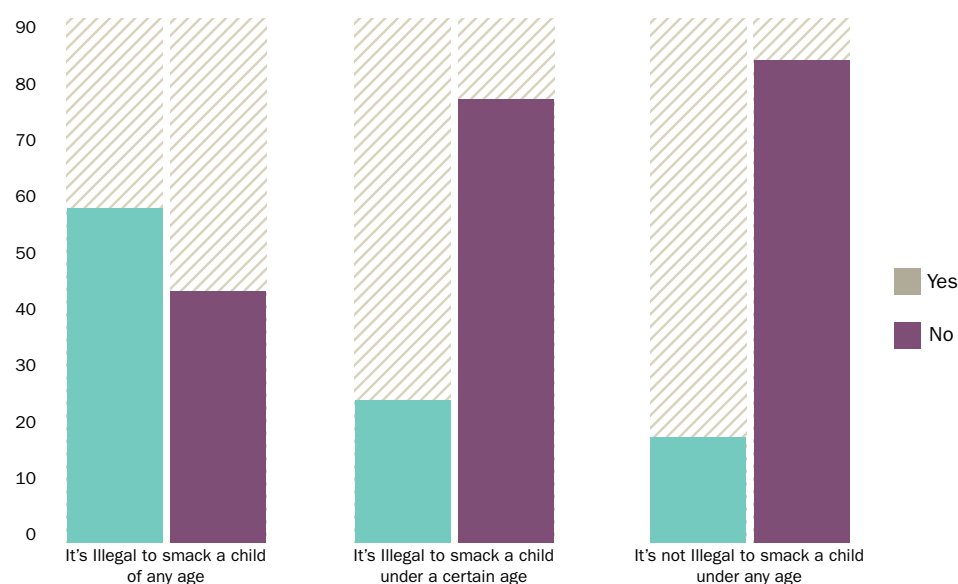
target communities. Figure 7 presents this information.

2.5.2 Country Specific findings

2.5.2.1 Kenya

In Kisumu the major reason cited for use of physical punishment was “*copying how I was brought up*” at 38 %, while in Embakasi (6%) and Dadaab (36%) the major reason cited was because of religious reasons. Dadaab had the highest (36%) percentage of the respondents who cited religious reasons for use of corporal punishment. This finding showed the importance of engaging religious leaders in

Figure 6: Views on legality of beating a child



advocating for the end of physical punishment while at the same time designing appropriate interventions for reaching out to individual parents to address any pertinent behaviour that they were exhibiting, which may have had a direct correlation to their upbringing. Table 18 presents this information.

2.5.2.2 Ethiopia

In Woreda 10, the major reason given to justify the use of physical punishment was that of religious teachings at 25%, while in Woreda 4 the main reason was given as imitating their upbringing, at 16%. Table 19 presents this information.

2.5.2.3 Uganda

Parents largely attributed their practice of physical punishment, both in Mukono (32%) and Kampala (20%), to their own upbringing. A sizeable percentage also cited religious teachings (31%) as being one of the reasons why they practiced physical punishment, in Mukono, as per Table 20.

2.5.2.4 Rwanda

While a majority of the respondents (46%) in Rubaya attributed the reason why they practiced physical punishment to their childhood experiences or upbringing, a

sizeable population, at 11%, attributed it to training. In planning for sensitization on abolishing the use of physical punishment, it would be worthwhile to understand who provided such trainings to parents in Rubaya sector, so as to target them through advocacy interventions. Table 21 provides details of this analysis.

2.6 RESPONSIBILITY OF DISCIPLINING CHILDREN

Parents and caregivers interviewed were asked whom they thought bore the responsibility of disciplining children. Parents, especially the mothers, elder siblings, religious leaders, teachers and general community members were mentioned as having varying responsibilities in disciplining children.

2.6.1 Country Specific findings

2.6.1.1 Kenya

In both Embakasi and Kisumu East, a majority of the respondents, at 97% and 89% respectively, indicated that it was the responsibility of the mother to discipline children. In Dadaab, Fathers were rated higher at 87% with only 17% noting that mothers too had this responsibility. Markedly, community responsibility was rated high at

Figure 7: Reasons for practicing physical punishment (general)

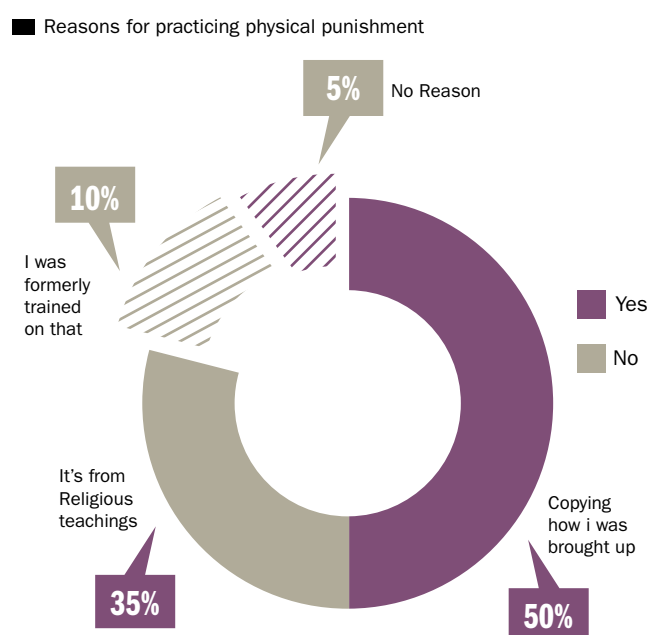


Table 17: Reasons for practicing physical punishment (Kenya)

Location	Because I am Copying how I was brought up		Because it is from Religious teachings		Because I was formerly trained on that		Have No reason	
	Yes	No	Yes	No	Yes	No	Yes	No
Embakasi	5%	95%	6%	94%	0%	100%	0%	100%
Kisumu East	38%	62%	5%	95%	1%	99%	2%	98%
Dadaab	12%	88%	36%	64%	8%	92%	4%	96%

Table 18: Reasons for practicing physical punishment (Ethiopia)

Location	Because I am Copying how I was brought up		Because it is from Religious teachings		Because I was formerly trained on that		Have No reason	
	Yes	No	Yes	No	Yes	No	Yes	No
Woreda 10	15%	85%	25%	75%	0%	100%	1%	99%
Woreda 4	16%	84%	7%	93%	1%	99%	1%	99%

Table 19: Reasons for practicing physical punishment (Uganda)

Location	Because I am Copying how I was brought up		Because it is from Religious teachings		Because I was formerly trained on that		Have No reason	
	Yes	No	Yes	No	Yes	No	Yes	No
Kampala	20%	80%	19%	81%	11%	89%	%	100%
Mukono	32%	68%	31%	69%	8%	92%	4%	96%

Table 20: Reasons for practicing physical punishment (Rwanda)

Location	Because I am Copying I how was brought up		Because it is from Religious teachings		Because I Was formerly trained on that		Have No reason	
	Yes	No	Yes	No	Yes	No	Yes	No
Rubaya	46%	54%	8%	92%	11%	89%	4%	96%

Table 21: Responsibility of disciplining children (Kenya)

Location	Fathers	Mothers	Elder Siblings	Community	Teachers	Religious persons
Embakasi	77%	97%	15%	9%	15%	1%
Kisumu East	73%	89%	1%	1%	1 %	1%
Dadaab	87%	17%	3%	2%	5%	2%

Table 22: Responsibility of disciplining children (Ethiopia)

Location	Fathers	Mothers	Elder Siblings	Community	Teachers	Religious persons
Woreda 10	72%	58%	13%	3%	10%	4%
Woreda 4	71%	89%	16%	1%	1%	1%

Table 23: Responsibility of disciplining children (Uganda)

Location	Fathers	Mothers	Elder Siblings	Community	Teachers	Religious persons
Kampala	89%	86%	7%	16%	20%	2%
Mukono	77%	83%	6%	3%	8%	2%

Table 24: Responsibility of disciplining Children (Rwanda)

Location	Fathers	Mothers	Elder Siblings	Community	Teachers	Religious persons
Rubaya	76%	71%	8%	9%	8%	2%

9% in Embakasi, compared to rural areas of Dadaab (1%) and Kisumu East (1%). Teachers, as people responsible for disciplining, scored low in Dadaab and Kisumu East at 5% and 1% respectively.

While the high rating for fathers is important as an appreciation that fathers too have a role in disciplining children, this contradicts the perception and norm, that fathers spend (or ought to spend) less time with their children, when compared to mothers; or that caregiving

and disciplining ought to be the preserve of mothers (women). Table 22 presents this information.

2.6.1.2 Ethiopia

Unlike in Kenya, findings in Woreda 10 indicated that a majority of the respondents considered the responsibility of disciplining as lying with fathers at 72%, and mothers at 58%, in that order. However, In Woreda 4, majority of the respondents indicated that

mothers bore the responsibility of disciplining at 89%, compared to fathers at 71%. Table 23 presents this information.

2.6.1.3 Uganda

In Uganda, there was a difference in opinions between urban and semi-urban areas. In the urban site of Kampala, a majority of the respondents (89%) considered the responsibility of disciplining as lying with fathers, while 77% of those in the rural site considered it to be with mothers. 20% of the respondents in Kampala considered it the duty of teachers to discipline the children. This shows the need to target teachers alongside parents and caregivers in positive discipline interventions. Table 24 presents those findings.

2.6.1.4 Rwanda

Findings in Rubaya Sector in Rwanda did not greatly contrast the responsibility of disciplining, between parents. Being a father's responsibility was reported by 76%, while 71% indicated that it was a mother's responsibility. Religious leaders scored low at 2%. Table 25 outlines this information.

2.7 ATTITUDE TOWARDS APOLOGIZING TO CHILDREN

2.7.1 General findings

On the issue of parents apologizing to their children whenever they wronged them, it was revealed that 81% of all the parents considered apologizing to their children as important. Figure 8 summarises those findings.

2.7.2 Country Specific

2.7.2.1 Kenya

Rating on the importance of apologizing to children in all the study sites in Kenya were rated high at 96% in Embakasi, and 89% and 87% in Dadaab and Kisumu East respectively. Although opinion ratings were high, this study did not establish whether this was the practice among the respondents. Table 26 presents those findings.

2.7.2.2 Ethiopia

Slightly below half (49%) of the respondents in Woreda 10 were of the opinion that it was important to apologize to children whenever parents wrong them, while in Woreda 4, the percentage opinion was almost double that of Woreda 10 at 86%. Table 27 provides more details.

Table 25: Opinion on apologizing to children (Kenya)

Location	Do you think apologizing to your children when you happen to wrong them is important?	
	Yes	No
Embakasi	96%	4%
Kisumu East	87%	13%
Dadaab	89%	11%

Table 26: Opinion on apologizing to children (Ethiopia)

Location	Do you think apologizing to your children when you happen to wrong them is important?	
	Yes	No
Woreda 10	49%	51%
Woreda 4	86%	14%

Figure 8: Opinion on apologizing to children in general

■ Response on whether it is important to apologise to children

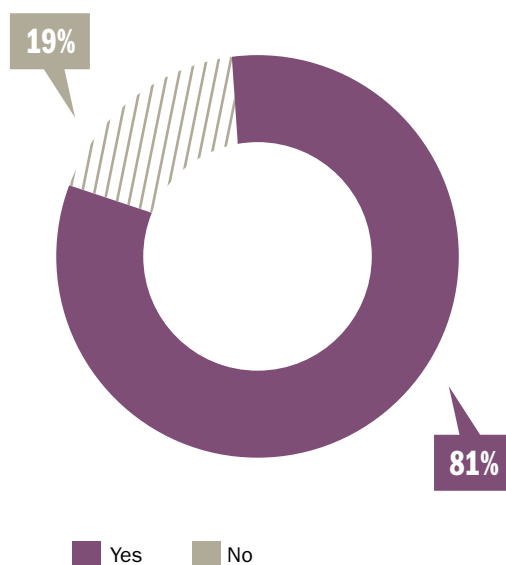


Figure 9: Practice of positive discipline and skilful parenting in all study sites

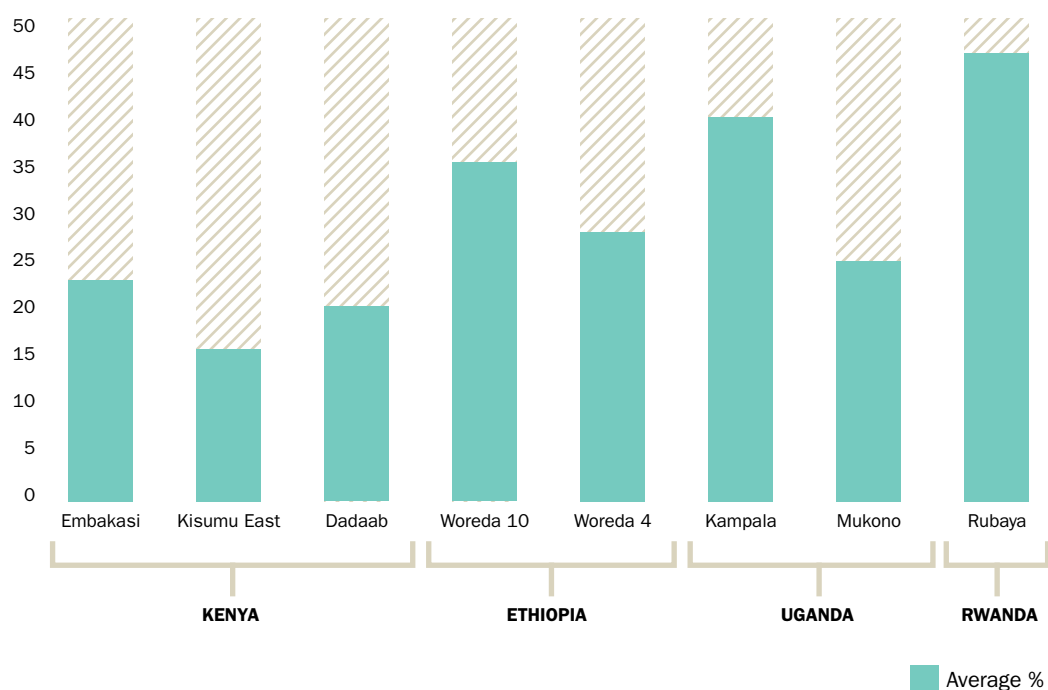


Table 27: Opinion on apologizing to children (Uganda)

Location	Do you think apologizing to your children when you happen to wrong them is important?		
	Yes	No	Total
Kampala	79%	21%	100%
Mukono	76%	24%	100%

Table 28: Opinion on apologizing to children (Rwanda)

Location	Do you think apologizing to your children when you happen to wrong them is important?		
	Yes	No	Total
Rubaya	71%	29%	100%

2.7.2.3 Uganda

The percentage of respondents who were of the opinion that it was important to apologise to children whenever parents erred, was high in both Kampala and Mukono at 79 and 76% respectively, as indicated in Table 28.

2.7.2.4 Rwanda

Majority of the respondents in Rubaya (71%) felt that it was important to apologise to children when a parent wronged them. A sizeable percentage (29%) felt that this was not important. The details are as presented in Table 29.

2.8 PRACTICE OF POSITIVE DISCIPLINE AND SKILFUL PARENTING

2.8.1 General findings for all countries

Parents and caregivers were asked about the practice of the various forms of positive discipline, including: warmth and affection, encouraging them always, involvement in decision making, setting long term goals for children, teaching mutual respect, recognizing children and rewarding good behaviour²², within the year preceding the study. These were averaged for each study site. Overall, practice of positive discipline was highest in Rubaya, Rwanda (47%) and lowest in Kisumu East, Kenya at 16%.

Table 29: Practice of positive discipline and skilful parenting (Kenya)

Site	Warmth and Affection	Encouraging them always	Involvement in decision making	Long term goals for children	Regular family meetings	Teaching them mutual respect	Recognizing the children	Rewarding good behaviour or success	Average
Embakasi	21%	23%	9%	64%	29%	16%	2%	23%	23%
Kisumu East	7%	9%	4%	39%	5%	54%	1%	5%	16%
Dadaab	17%	41%	14%	48%	5%	16%	8%	15%	21%

Figure 10: Use of alternatives to physical methods of punishment in general

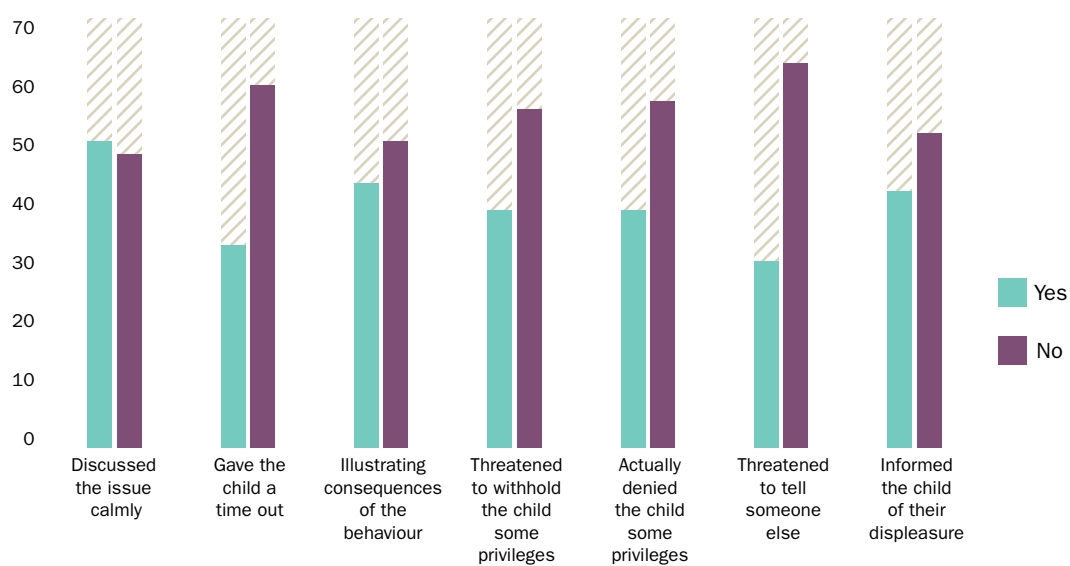
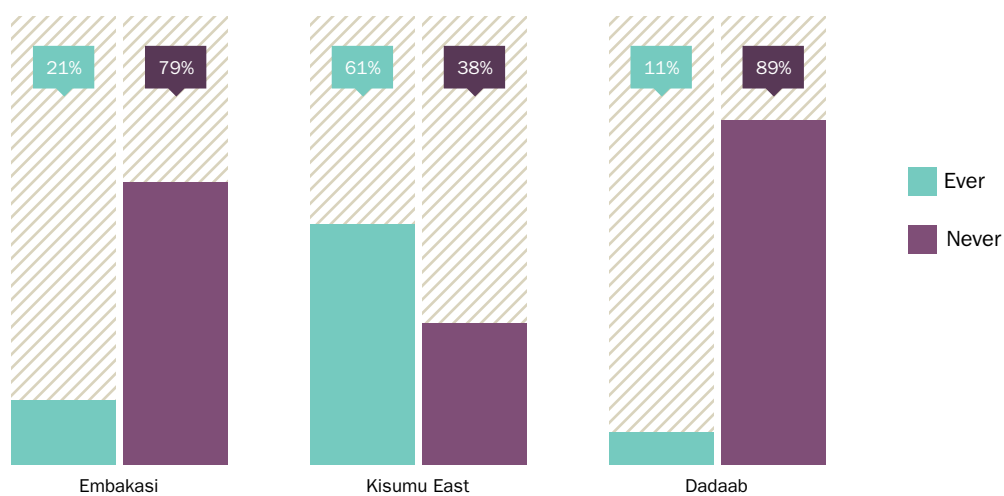


Figure 11: Use of alternatives to physical methods of punishment (Kenya)

■ Use of alternatives to physical forms of punishment in Kenya



2.8.1 Country Specific findings

2.8.1.1 Kenya

Whereas Embakasi reported the highest level of practice of the key elements of positive discipline at an average of 23%, the lowest average was in Kisumu East at 16%. The detailed information is presented in Table 30.

2.8.2 Ethiopia

In Woreda 10, the level of practice of the key elements of positive discipline was at an average of 35% and 28% in Woreda 4. Table 31 provides more details.

2.8.2.1 Uganda

In Kampala, the level of practice of the key elements of positive discipline was at an average of 41% and 25% in Mukono. Encouraging children always, scored high both in Kampala and Mukono at 78% and 53% respectively. The detailed information is presented in the Table 32.

2.8.2.2 Rwanda

In Rubaya-Rwanda, the level of practice of the key elements of positive discipline was at an average of 47% with the highest practiced method of positive discipline being:- showing children warmth and affection (67%) and the

lowest being recognition of children (32%). Table 33 outlines this information.

2.9 USE OF ALTERNATIVES TO PHYSICAL METHODS OF PUNISHMENT

2.9.1 General findings

The general findings for all the four countries revealed that a sizeable percentage of the caregivers were practicing some (positive, as well as negative) alternatives to physical forms of punishment. These alternatives included: discussing issues calmly (52%), giving children time out (36%), illustrating the consequences of bad behaviour (47%), threatening to 'deny' (withhold) some (of their) privileges (43%), actual denial of the privileges (41%), threatening to tell on them to someone else (35%) and (caregivers) informing the child of their displeasure (46%). Figure 10 presents this information.

2.9.2 Country specific findings

2.9.2.1 Kenya

The findings showed that whereas 21% of the respondents in Embakasi practiced some alternatives to physical forms of punishment, 61% in Kisumu East, and only 11% in Dadaab used the same, as presented in Figure 11.

Figure 12: Use of alternatives to physical methods of punishment (Ethiopia)

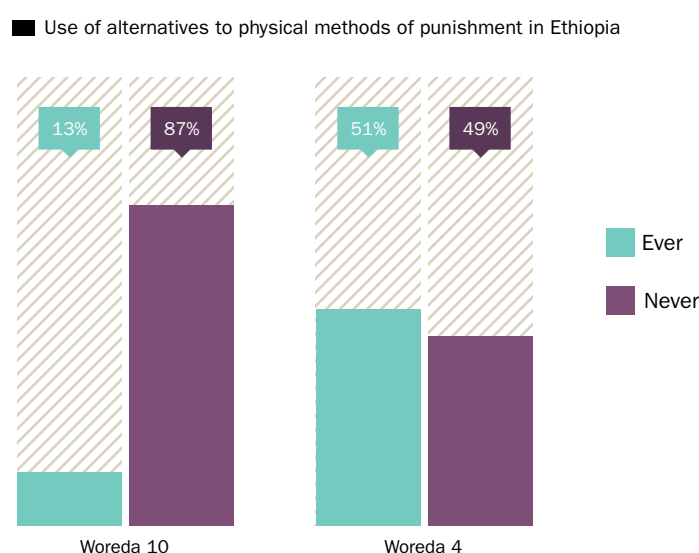


Figure 13: Use of alternatives to physical methods of punishment (Uganda)

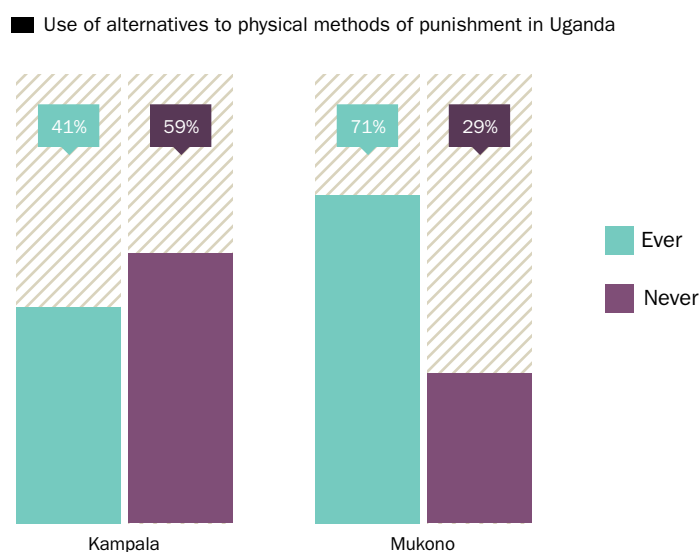
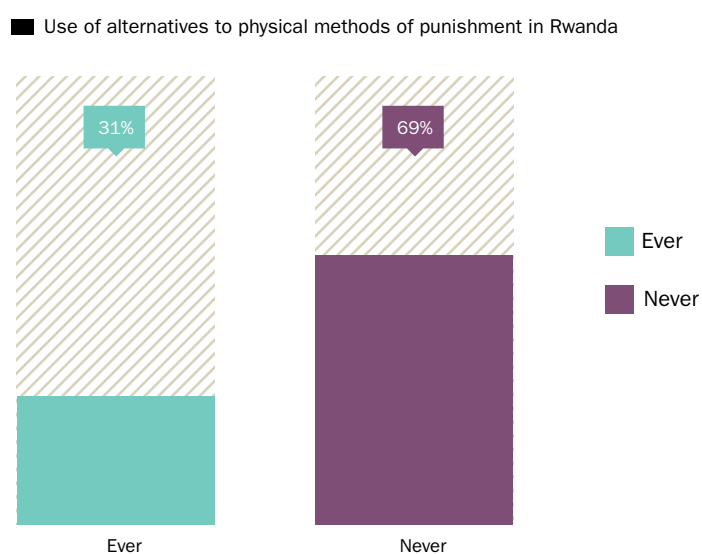


Figure 14: Use of alternatives to physical methods of punishment (Rwanda)



2.9.2.2 Ethiopia

The findings showed that although only 13% of the respondents in Woreda 10 practiced some alternatives to physical forms of punishment, as many as 51% in Woreda 4, also did. Figure 12 presents this information.

2.9.2.3 Uganda

The findings in Kampala showed that while only 41% of the respondents practiced some

alternatives to physical forms of punishment, 71% in Mukono did. Figure 13 presents the findings in detail.

2.9.2.4 Rwanda

The findings from Rubaya showed that only 31% of the respondents reported using some alternatives to physical forms of punishment, as per Figure 14.

Table 30: Practice of positive discipline and skilful parenting (Ethiopia)

Site	Warmth and Affection	Encouraging them always	Involvement in decision making	Long term goals for children	Regular family meetings	Teaching them mutual respect	Recognizing the children	Rewarding good behaviour or success	Average
Woreda 10	87 %	62 %	28 %	20 %	11%	25%	25%	25%	35%
Woreda 4	41 %	46 %	23 %	27 %	9%	31%	21%	23%	28%

Table 31: Practice of positive discipline and skilful parenting (Uganda)

Site	Warmth and Affection	Encouraging them always	Involvement in decision making	Long term goals for children	Regular family meetings	Teaching them mutual respect	Recognizing the children	Rewarding good behaviour or success	Average
Kampala	42%	78%	41%	65%	16%	41%	9%	37%	41%
Mukono	37%	53%	17%	43%	7%	23%	7%	12%	25%

Table 32: Practice of positive discipline and skilful parenting (Rwanda)

Site	Warmth and Affection	Encouraging them always	Involvement in decision making	Long term goals for children	Regular family meetings	Teaching them mutual respect	Recognizing the children	Rewarding good behaviour or success	Average
Rubaya	67%	58%	37%	43%	35%	51%	32%	50%	47%

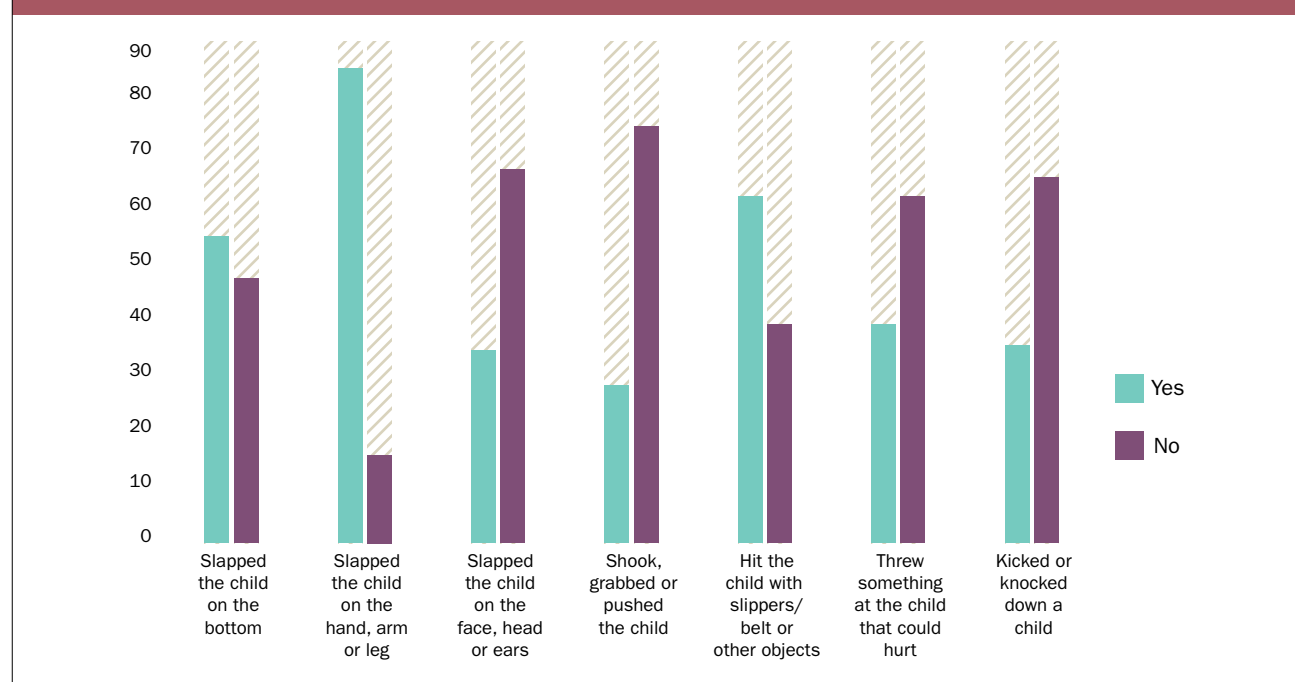
Figure 15: Use of physical methods of punishment in general

Figure 16: Use of physical punishment (Kenya)

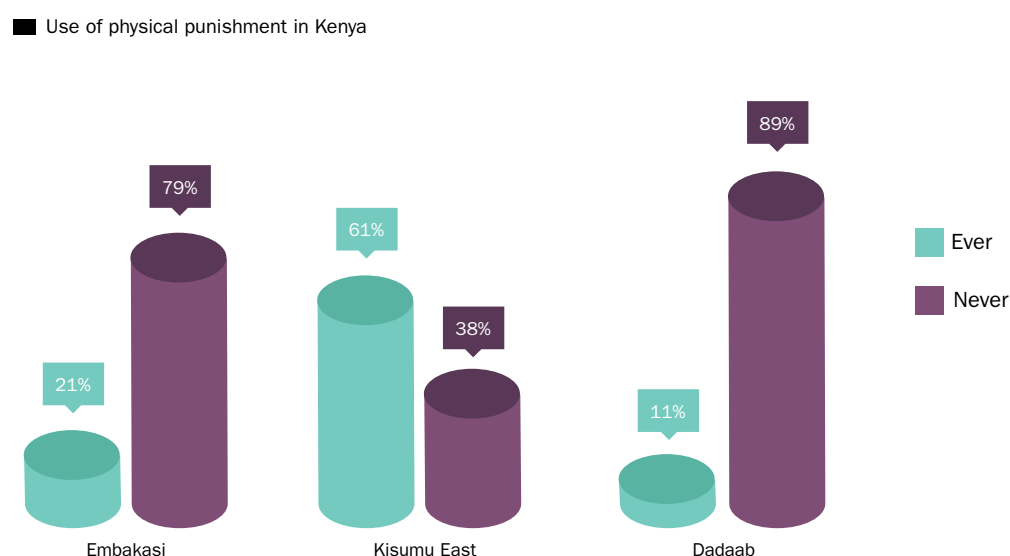
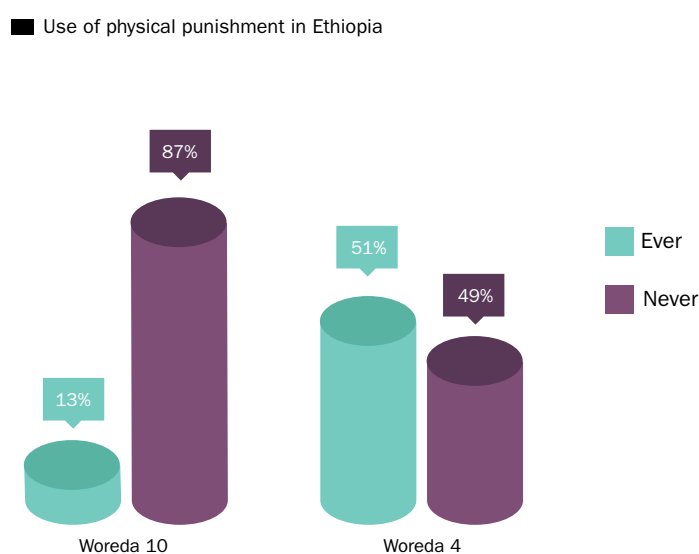


Figure 17: Use of physical punishment (Ethiopia)



2.10 USE OF PHYSICAL PUNISHMENT

2.10.1 General findings for all countries

The analysis for this question was done in a two-staged method where the analysis, on all the possible response options for those that had indicated using physical punishment as in “*Always*”, “*often*” and “*rarely*”, was freshly categorized as “*ever*”. This was then compared with those that had “*never*” used physical punishment. Generally, for all the countries, almost half of the parents and caregivers interviewed had ever used physical punishment within the year preceding the study period, at 48%. After analyzing the types of physical punishment used, this study identified that the commonest method of physical punishment was slapping the child on the hand/arm or leg (84%), and hitting the child with various objects, at 39%, in that order. Figure 15 presents this information.

2.10.2 Country specific findings

2.10.2.1 Kenya

Use of physical punishment was identified as being fairly common in Kisumu East and Embakasi, at 79% and 61% respectively. Interestingly, only 11% of the respondents reported ever using physical methods of punishment to correct behaviour in children. This is despite the fact that FGD's with parents identified that religious teachings advocated for use of corporal punishment as a means of correcting behaviour. Figure 16 presents more details on this analysis.

Focus group discussions and group activities with children in the three sites confirms these quantitative findings. Most of the parents and caregivers reported that they used physical punishment to correct behaviour in children. Affirming this, a respondent in Kenya observed: *"... I tell the child I love you and I am not beating you, but the mistake."*²³ Parents in Kayole reported that the method of punishment used depended on the gravity of the mistake committed. On this, a discussant in Embakasi noted: *"... depending on the mistake done, we decide how to discipline the child, but in most cases we beat them."* There was a trend to suggest that children had internalized some forms of corporal punishment as being acceptable. In Kayole, children reported that it was fine to be *"caned on the buttocks and pinched on the cheeks"* depending on the type of mistake that the children had committed. On this, a child in a group discussion in Kayole noted: *"... I want, if it is a serious mistake, my parents to cane me, but if it is a small mistake, they should advise me."*²⁴ This clearly shows that campaigns to end corporal punishment should also target children.

Despite the acceptance of some forms of corporal punishment, children were clear on what they saw as negative methods of *"disciplining"* them, which their parents had meted on them: Pouring hot water on them, hitting them with a club and scolding/abusing them through name calling, were isolated in most cases as forms of punishment which children strongly disliked. Asked to write a composition on how they preferred to be disciplined and guided as they grow up, most children reported that they preferred to be counselled, corrected, and advised rather than being beaten. Commenting on corporal punishment, a participant in a group activity with children, through a composition noted: *"... another time, I stole twenty shillings at home. My mother caned me so hard that I had bruises all over my body except my head. After caning, she decided to tie my leg onto the bed. She even denied me food for the whole day. We always do wrong things, yes, but we should not be beaten like animals. We should be talked to because when the parent or teacher beats us they may even kill us. We should be guided and counseled."*²⁵

2.10.2.2 Ethiopia

In Ethiopia, Woreda 10 presented the lowest use of physical punishment, at only 13%, compared to all other sites where this study was conducted. Woreda 4, which is more peri-urban, reported use of physical punishment at 51%, showing a big difference when compared to the more urban Woreda 10. Focus group discussions with parents in Ethiopia identified beating, caning and withholding (colloquial use: 'denying') food as the most commonly used physical methods of punishment. Figure 17 presents this information.

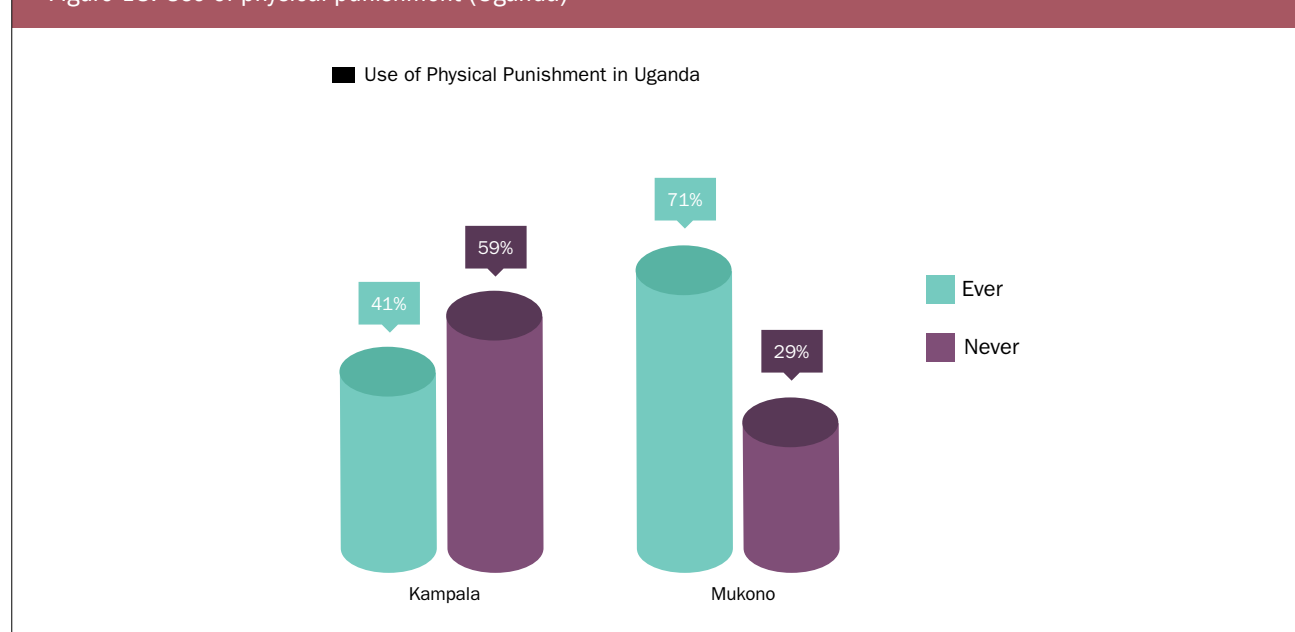
A group activity with children identified that they disliked being beaten, insulted or yelled at. On the methods they liked, most of the children participating in the group activities reported preferring to be advised and counselled whenever they erred. Some preferred to

²³ Female parent FGD discussant in Embakasi

²⁴ A 11 year old male child from Kayole, Embakasi

²⁵ Standard 7 male participant in a Group activity with children- composition on "How I want to be disciplined when I do some- thing wrong in future"

Figure 18: Use of physical punishment (Uganda)



be advised first, then punished thereafter. A 10 year-old child in Woreda 4 retorted: *“after advising, if they punish me by prohibiting some of my habits like not playing with my friend, this is acceptable, but being beaten is not acceptable”*.²⁶

2.10.2.3 Uganda

Use of physical punishment was high in both study sites of Uganda with a majority of the respondents at (79%) in the peri-urban site of Mukono reporting to have used physical punishment methods, compared to those in the more urban site of Kampala which reported at 59%. Group activities with children in Uganda identified physical punishment methods used on them, which they disliked as, among others: Grilling, pinching, being

beaten on the buttocks, squeezing and pulling the ears, pulling the nose, being tied on the tree and caned, pushups (commonly referred to as press-ups) as they were being beaten, *‘bakuba engoto’*, being locked up in the house and being slapped on the cheeks. An illustration of a hand was drawn by a 9 year old to represent how s/he was punished.

Like in Kenya, Children in Uganda preferred punishment such as being given household chores like sweeping the compound or washing clothes, to being beaten. They suggested that corporal punishment can be allowed when a mistake is repeated several times: *“if you say the truth and ask for forgiveness, they will forgive the first time; if you repeat, you can then negotiate how many canes; when a mistake is repeated, punishment is a way of correction”*.²⁷

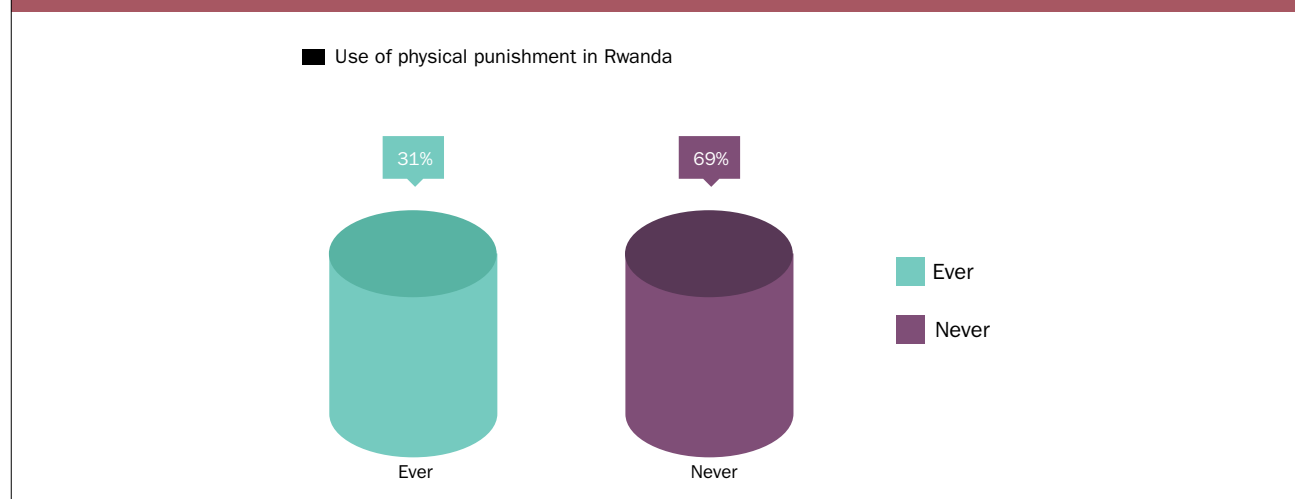
Methods of punishment, used by parents, which children in Kenya dislike

- Being hit with a cooking stick
- Scolding, insults and Name-calling
- Being punched/kicked on any part of the body
- Being hit with a cooking pan
- Serious beating using objects e.g. belt, cooking stick
- Assignment of heavy duties
- Withholding food
- Being chased away from home
- Having cold/hot water poured on their body
- Being hit on the head with shoes

²⁶ 10 year old participant in a group activity with children in Woreda 4 Sub-City; Ethiopia.

²⁷ A 9 year old child in a group activity with children in Uganda

Figure 19: Use of physical punishment (Rwanda)



2.10.2.4 Rwanda

A sizeable (31%) of the parents and caregivers interviewed in Rubaya Sector reported ever using physical punishment within the year preceding the study period. Figure 19 presents these findings.

During group activities with children, some of the physical punishment methods that they mentioned included caning/beating, being locked up in the house, withholding (denying) of food and denial of permission to visit friends. When asked to draw pictures of a situation where they had been punished, many children drew pictures of being beaten with various objects such as shoes and even being locked up in the house.

During focus group discussions with parents and caregivers in the study countries, different reasons and factors that made it difficult to practice positive discipline were highlighted. These factors ranged from economic, social-cultural, as well as a lack of knowledge on parenting, child development and child rights. Affirming the difficulties in practicing positive discipline, a parent discussant in Kayole noted that: *“Due to the hard life we are facing, it is not easy to bring up children in the right way; nobody cares about children”*.²⁸ With most of the parents interviewed in urban areas living in the slums, they reported that promoting positive discipline is also affected by the environment in which they live. Another respondent in Kenya affirmed this by saying that: *“The environment we live in is not conducive for child discipline. For instance, in Soweto Slum, there are many idlers, many clubs, alcohol dens and drug abuse practices. Sometimes children go to the bars and see how dancing is performed and they do not listen to us when we warn them”*.²⁹

Methods of punishment disliked by children in Ethiopia

- Beating
- Insulting, for example, name-calling: ‘useless’, ‘idiot’, ‘Satan’ (devil)
- Threatening, for example: I will tell your father, I will chase you away from this house
- Withholding food from them
- Prohibiting them from playing with their peers

²⁸ Focus Group discussant in Kayole

²⁹ Focus group discussant in Kayole

Most parents also reported a lack of adequate time to spend with children, as one of the reasons as to why it was difficult to practice positive discipline. They also reported their inability to set long term goals for their children. Many of them viewed this on economic terms and felt they could not afford to set any long term goals for their children, given that they could not also be assured of providing their basic necessities. The caregivers were only aware of a child's right to education and food but not of their rights related to positive forms of discipline. They perceived corporal punishment more as a form of discipline, rather than punishment and/or abuse. The following statements justify the above deductions.

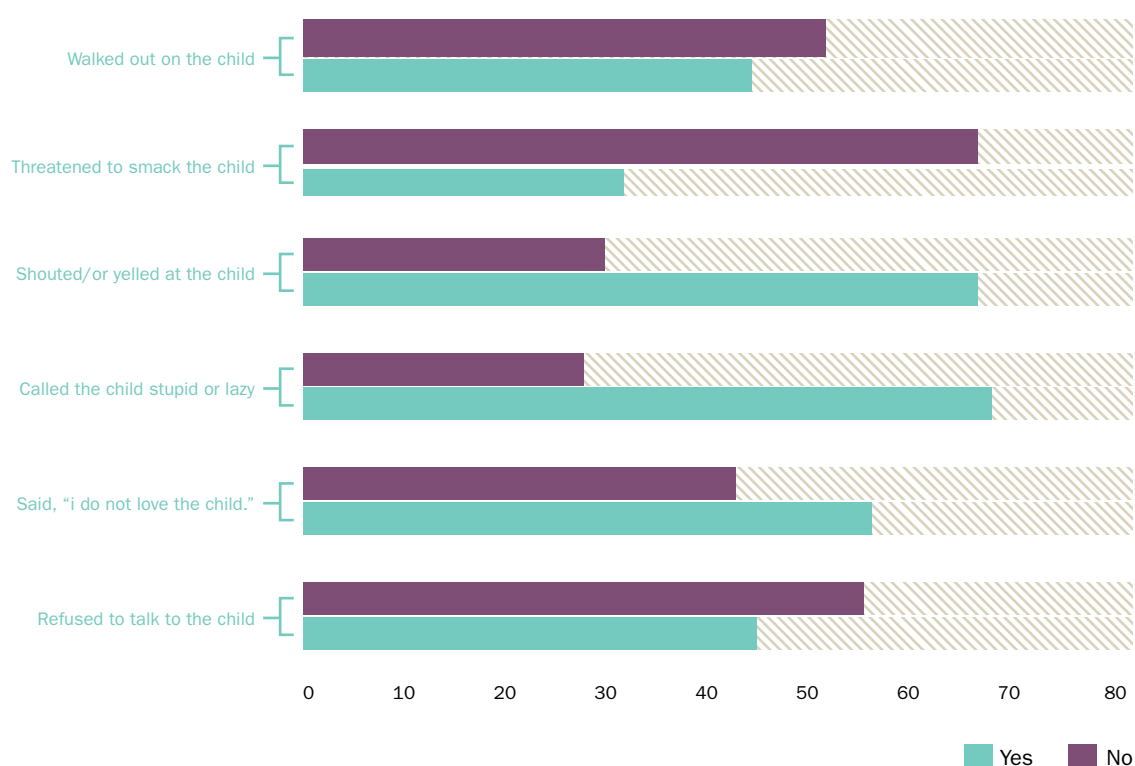
FGD discussant in Ethiopia on setting long terms goals: *"I do not set parenting plans since I am not in a position to fulfil their basic needs let alone putting a goal", "The poor do not understand the importance of parenting goals."*³⁰

FGD discussant in Ethiopia on lack of time: *"I run here and there the whole day, I have a busy schedule, and by the time I get back home from work I am too tired to spend enough time with my children."*³¹

FGD discussant from Ethiopia on copying how parents were punished: *"When you punish them by beating, they learn discipline. That is how we were nurtured and how we are nurturing our kids."*³²

Parent discussant from Kenya: *"Most of the times, children are in school and when we come back, we have no time with them; so we cannot talk to them."*³³

Figure 20: Use of psychologically aggressive methods of correcting behaviour



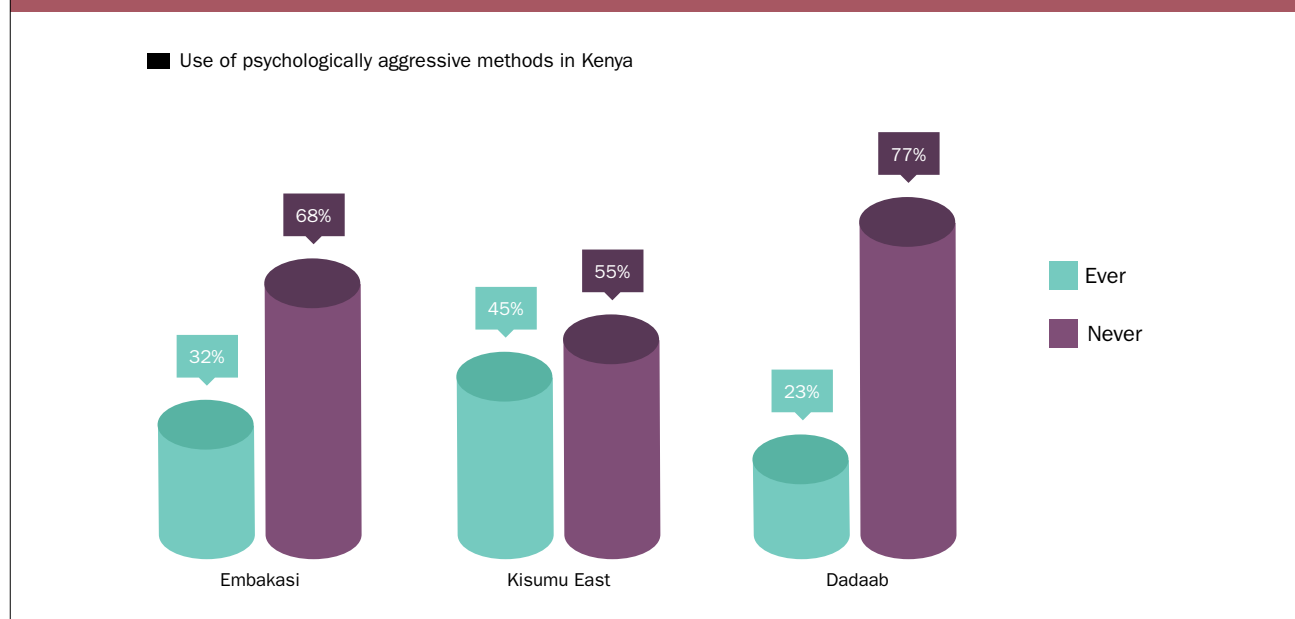
³⁰ FGD discussant from Woreda 10 in Ethiopia

³¹ FGD discussants from Woreda 4 in Ethiopia

³² FGD discussant from Woreda 10 in Ethiopia

³³ FGD discussant from Kayole in Kenya

Figure 21: Use of psychologically aggressive methods in Kenya



2.11 USE OF PSYCHOLOGICALLY AGGRESSIVE METHODS

2.11.1 In General

Overall, the highest practiced method of correcting behaviour was shouting or yelling at children (70%) and threatening to smack them at (68%). Some parents reported 'walking out on the child' as a way of punishing them (32%). Figure 20 presents this information.

2.11.2 Country specific findings

2.11.2.1 Kenya

In all the sites in Kenya, respondents who indicated to have used psychologically aggressive methods were below 50%. Majority of those who used psychologically aggressive methods were from Kisumu at 45% with Embakasi and Dadaab reporting 32% and 23% respectively, as presented in the figure 21. A group activity with children in Kenya study sites identified that children disliked psychologically aggressive methods of punishment, preferring a calmer approach to an insulting one, or even name-calling.

2.11.2.2 Ethiopia

A majority of the respondents in Woreda 10 (67%) had ever practiced psychologically

aggressive methods. This was more than half of those who had practiced these methods in Woreda 4 (33%), as in Figure 22.

2.11.2.3 Uganda

In Uganda, the respondents who had ever practiced psychologically aggressive methods were 56% in Kampala and 40% in Mukono, as indicated in Figure 23.

2.11.2.4 Rwanda

Slightly more than half (53%) of the respondents in Rubaya sector of Rwanda had used psychologically aggressive methods. This information is presented in Figure 24.

2.12 SOURCES OF INFORMATION ON PARENTING AND POSITIVE DISCIPLINE

2.12.1 General findings

An understanding of sources of information is important for purposes of designing positive discipline and skilful parenting materials for parents and caregivers. The respondents cited varying sources of information on parenting and positive discipline. Radio (55%), religious leaders (32%), teachers (28%), family and friends (27%) and TV (27%) were reported

Figure 22: Use of psychologically aggressive methods in Ethiopia

■ Use of psychologically aggressive methods in Ethiopia

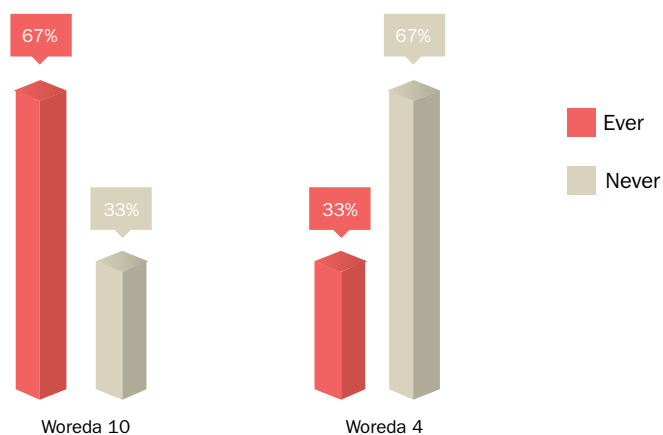


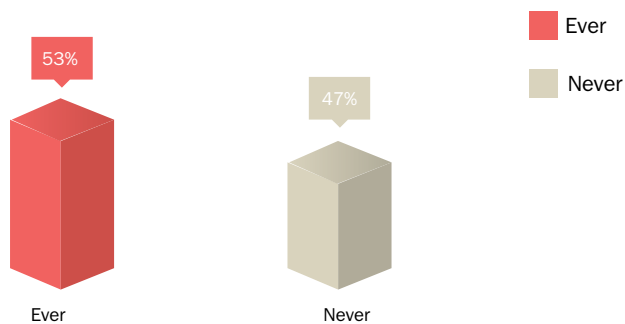
Figure 23: Use of psychologically aggressive methods in Uganda

■ Use of psychologically aggressive methods in Uganda



Figure 24: Use of psychologically aggressive methods in Rwanda

■ Use of psychologically aggressive methods in Rwanda



as the leading sources of this information. Despite the potential of using newspapers and billboards as channels of passing such information, they were rarely or not mentioned at all in the study sites, including those in urban areas. Table 34 presents this information.

2.12.2 Country specific findings

2.12.2.1 Kenya

In all the study locations in Kenya (Embakasi, Kisumu East and Dadaab), radio was the leading source of information on parenting and discipline at 42%. More details on the respective sources of information, per study site, are as presented in Table 35.

2.12.2.2 Ethiopia

In Woreda 10, the leading source of information on parenting/discipline was radio at 48%; while in Woreda 4, Family/Friends/neighbours/colleagues were cited by 24% of the respondents. Community groups, billboards and newspapers were not mentioned as sources of information on parenting, despite being potential methods of communicating information on positive discipline and skilful parenting. Table 36 presents this information.

2.12.2.3 Uganda

Radio was reported as the leading source of information in both Kampala and Mukono, at 48% and 30% respectively. Billboards and brochures were not mentioned in both Kampala and Mukono. Interestingly, respondents in Mukono did not cite CBOs and NGOs, as sources of information, indicating the gap that relevant organisations can bridge. Table 37 presents this information.

2.12.2.4 Rwanda

In Rubaya, radio was the main source of information at 72%, and teachers/school/PTAs, at 30%, in that order. Thus, the importance of partnering with schools in promoting positive discipline was brought to the fore. These details are as presented in Table 38.

“Parents should talk to us calmly and not insult us...” 17 year old boy from Kayole.

I am 17 years old. As a teenager, I would like it very much (when I am wrong) for my parents to guide me through the right way by first of all sitting down with me and we talk about the matter. When I have gone astray or done a wrong and unexpected thing, they should not rush into punishing me but they should listen to my reasons as to why I did it. When I have repeated a mistake that they had warned me about, then it is the right time they should punish me... I would also appreciate if our parents would talk to us nicely and calmly instead of insulting us or sending us away from home.

In future, I want to be a lawyer who advocates for rights of the children; to achieve this, I need love, support and encouragement from my parents. So, I suggest parents to also support and encourage their children in their careers rather choosing careers for them.

Table 33: Sources of Information on parenting and positive discipline

Source	Responses (%)
Radio	55%
Teachers/Schools/PTAs	28%
TV	27%
Social/health workers	12%
Newspapers and Magazines	13%
CBOs/NGOs	13%
Brochures, posters and other printed materials	4%
Community groups or Children's Clubs	5%
Billboards	2%
Family, friends, Neighbours and Colleagues	27%
Chiefs/Community Elders	10%
Religious Leaders	32%

Table 34: Sources of information (Kenya)

Source of information	Embakasi	Kisumu East	Daadab
Radio	42%	42%	42%
Teachers/Schools/PTAs	30%	24%	42%
TV	36%	6%	18%
Social/health workers (Government)	6%	6%	12%
Newspapers and Magazines	24%	0%	18%
CBOs/NGOs	24%	12%	12%
Brochures, posters and other printed materials	6 %	6%	6%
Community groups or Children's Clubs	6%	0%	6%
Family, Friends, Neighbours and Colleagues	54%	18%	12%
Religious Leaders	34%	30%	40%

Table 35: Sources of information (Ethiopia)

Source of information	Woreda 10	Woreda 4
Radio	48%	12%
Teachers/Schools/PTAs	12%	6%
TV	42%	12%
Social/health workers (Government)	12%	6%
CBOs/NGOs	12%	0%
Family, Friends, Neighbours and Colleagues	6%	24%
Religious Leaders	30%	28%

Table 36: Sources of information (Uganda)

Source of information	Kampala	Mukono
Radio	48%	30%
Teachers/Schools/PTAs	18%	6%
TV	36%	6%
Social/health workers (Government)	6%	6%
Newspapers and Magazines	18%	0%
CBOs/NGOs	6%	0%
Community groups or Children's Clubs	0%	12%
Family, Friends, Neighbours and Colleagues	3%	3%
Religious Leaders	37%	25%

Table 37: Sources of information (Rwanda)

Source of information	Rubaya
Radio	72%
Teachers/Schools/PTAs	30%
TV	6%
Social/health workers (Government)	18%
Newspapers and Magazines	12%
CBOs/NGOs	6%
Community groups or Children's Clubs	6%
Family, Friends, Neighbours and Colleagues	18%

2.13 BENEFICIARIES OF TRAINING ON POSITIVE DISCIPLINE AND PARENTING IN THE PAST

2.13.1 General findings

Findings from the four study countries revealed that 47% of the respondents had participated in trainings related to parenting and positive discipline, in the past. The relatively high percentage of parents and caregivers who attended trainings, can be attributed to the presence of various NGOs, as well as members and partners of PAN and SCI in the respective study locations, who may have previously been engaged in skilful parenting and positive discipline interventions. It was also possible that parents reported child rights related trainings they had attended, as parenting or positive discipline trainings. Figure 25 presents these findings.

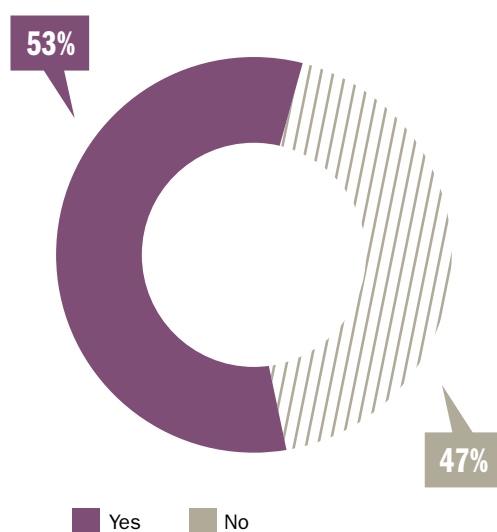
2.13.2 Country specific findings

2.13.2.1 Kenya

Over 40% of respondents in all the three sites in Kenya reported having participated in positive discipline or parenting trainings. A majority of them were from Dadaab at 76% while 67% and 41% were from Embakasi and Kisumu East respectively. The high number of those trained can be attributed to the presence of PAN members and SCI partners, in all three sites. These details are presented in Figure 26.

Figure 25: Beneficiaries of positive discipline in General

■ % Responses on parents who had attended parenting/discipline trainings in the past, in all countries



2.13.2.2 Ethiopia

Slightly more beneficiaries had participated in parenting or positive discipline trainings in Woreda 4 (31%) than in Woreda 10 (25%). Validation meetings with stakeholders identified that ANPPCAN had conducted trainings on positive discipline, in the two regions. Figure 27 presents this information.

2.13.2.3 Uganda

Slightly more than half (52%) of the respondents in Kampala reported having participated in positive discipline or parenting training compared to 41% in Mukono, as per Figure 28.

2.13.2.4 Rwanda

The percentage of the beneficiaries of parenting and positive discipline trainings in Rubaya sector were relatively low compared to the other study sites, with only 25% reporting as having attended the trainings; as reflected in Figure 29.

Table 38: Providers of Positive Discipline trainings in General

Training Providers	
Trained by NGO/CBO	49%
Trained by Government Institution	15%
Trained by Social Worker	5%
Trained by Religious Institution	25%
Trained by Traditional Leaders	2%
Trained through Internet	1%
Family, Friends, Neighbours and Colleagues	3%

Figure 26: Beneficiaries of PD trainings (Kenya)

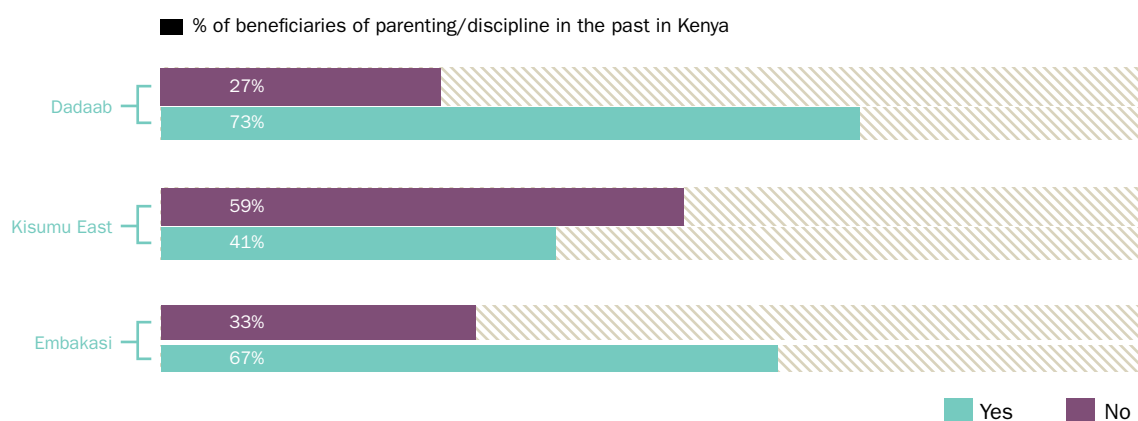


Figure 27: Beneficiaries of PD trainings (Ethiopia)

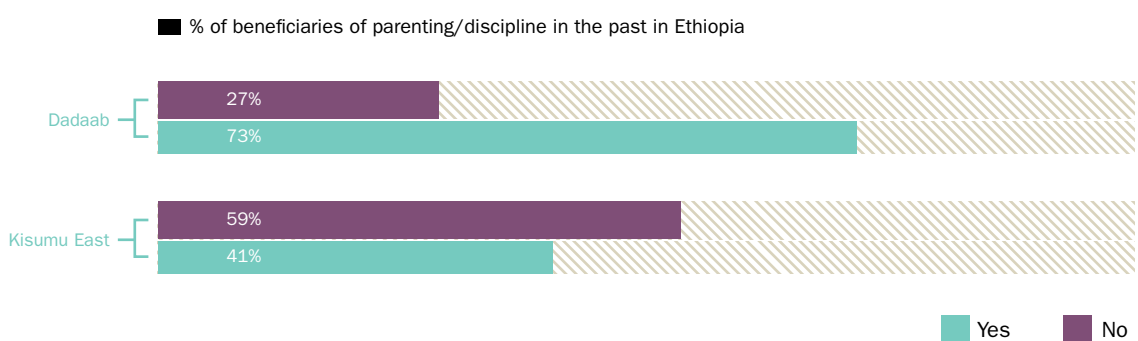


Figure 28: Beneficiaries of PD trainings (Uganda)

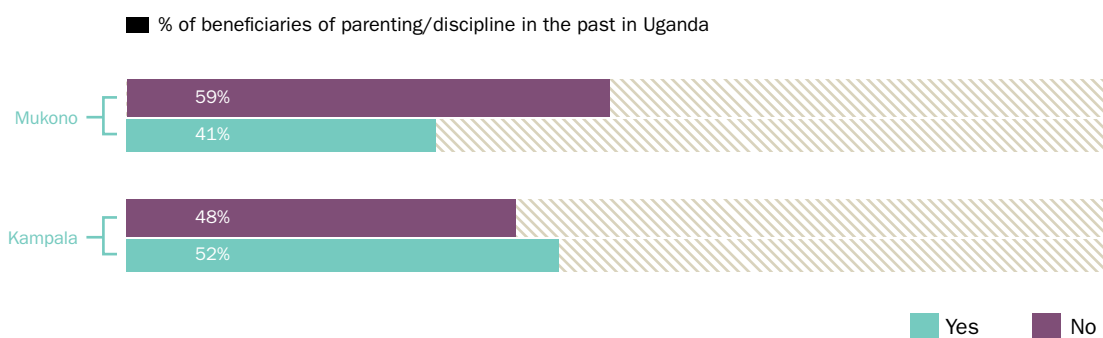


Figure 29: Beneficiaries of PD trainings (Rwanda)



2.14 PROVIDERS OF THE TRAINING ON POSITIVE DISCIPLINE AND PARENTING

2.14.1 General findings

Almost half (49%) of the respondents attributed the trainings they had attended to NGOs, and religious institutions at 25%, in that order. These findings show the importance of working through local organisations and religious institutions in reaching people with trainings on positive discipline and parenting. The details are captured in Table 39.

2.14.2 Country specific findings

2.14.2.1 Kenya

In all the sites, NGOs and religious institutions led in the provision of training services. Training by NGOs was rated at 60% in Dadaab and at 52% and 20% in Embakasi and in Kisumu East respectively. Trainings by religious institutions were rated high in Embakasi at 42% and in Dadaab at 15%. Internet, though lowly cited as a source of training, was at 1% in both Dadaab and Embakasi, and not utilised at all in Kisumu East. This research recognizes the potential for utilising interactive internet packages in reaching parents with information on parenting and positive discipline. While showing the importance of working with NGOs to promote positive discipline, these findings further show the need to engage and work with religious leaders in promotion of positive discipline. Details on these findings are as illustrated in Table 40.

2.14.2.2 Ethiopia

In Woreda 10, the leading providers of the trainings were NGOs and CBOs at 18%, and Government institutions at 7%. In Woreda 4, the Government institutions were the main Providers at 21%, and NGOs/CBOs at 16%, in that order. The details are as per Table 41.

2.14.2.3 Uganda

In Kampala, the leading providers of the trainings were NGOs/CBOs at 24%, and religious institutions at 20%. This contrasted findings in Mukono: Religious institutions led at 22%, and NGOs/CBOs at 11%. The details are presented in Table 42.

2.14.2.4 Rwanda

NGOs and CBOs in Rubaya led at 16%, with religious institutions at 8%, and government institutions at 7%. The details are presented in Table 43.

2.15 ADEQUACY OF THE INFORMATION PROVIDED

2.15.1 General findings for all locations

Asked about their opinion on the adequacy of the trainings they had received, more than half of the respondents (63%) reported that the trainings were sufficient. From specific study sites, the highest satisfaction rates, were recorded in Kampala at 80%, with the least recorded in Woreda 10 at 25%.

2.15.2 Findings per study location

An analysis on the adequacy of training content saw all sites report more than 50% satisfaction on adequacy of trainings they had received, except Woreda 10 which reported at 25%. The highest satisfaction rates were reported in Kampala (80%), Embakasi at 79% and Dadaab at 77%. Other findings are as presented in Table 44.

Table 39: Providers of PD and parenting trainings (Kenya)

Providers of trainings						
Location	NGO/CBO	Government Institution	Social Worker	Religious Institution	Traditional Leaders	Internet
Embakasi	52%	17%	10%	42%	1%	1%
Kisumu East	20%	4%	1%	5%	0%	0%
Dadaab	60%	11%	3%	15%	3%	1%

Table 40: Providers of PD and parenting trainings (Ethiopia)

Providers of trainings						
Location	NGO/CBO	Government Institution	Social Worker	Religious Institution	Traditional Leaders	Internet
Woreda 10	18%	7%	2%	0 %	1%	0%
Woreda 4	16%	21%	3%	1%	1%	0%

Table 41: Providers of PD and parenting trainings (Uganda)

Providers of trainings						
Location	NGO/CBO	Government Institution	Social Worker	Religious Institution	Traditional Leaders	Internet
Kampala	24%	16%	12%	20%	2%	1%
Mukono	11%	9%	3%	22%	4%	0%

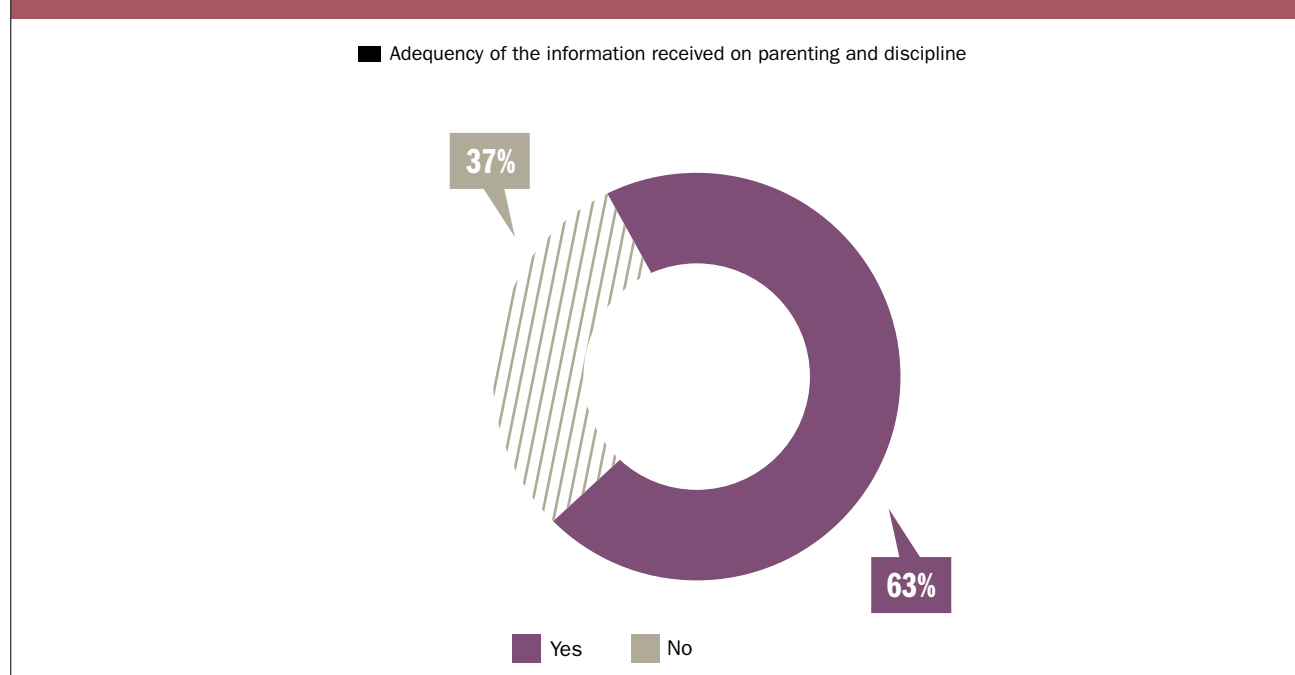
Table 42: Providers of PD and Parenting trainings (Rwanda)

Providers of trainings						
Location	NGO/CBO	Government Institution	Social Worker	Religious Institution	Traditional Leaders	Internet
Rubaya	16%	7%	1%	8%	1%	1%

Table 43: Country specific, adequacy of information on PD and Parenting

Location			Response on the adequacy of the information provided per country	
Country	Study site		Yes	No
Kenya	Embakasi		79%	21%
	Kisumu East		55%	45%
	Dadaab		77%	23%
Ethiopia	Woreda 10		25%	75%
	Woreda 4		53%	47%
Uganda	Kampala		80%	20%
	Mukono		67%	33%
Rwanda	Rubaya		58%	42%

Figure 30: Adequacy of information on PD and Parenting



2.16 POLICIES AND LEGISLATION ON POSITIVE DISCIPLINE

A review of policies and legislation showed that out of the four countries, only in Kenya was corporal punishment prohibited by law. Nevertheless, the practice of corporal punishment was widespread in all the four study countries. It was also observed that all the study countries had ratified international legal instruments on child rights such as the African Charter on the Rights and Welfare of the Child. Moreover, in all the countries visited, specific policies and legislation have a backing for child protection elements which, to some extent, support the use of positive discipline as a strategy for nurturing children.

2.16.1 Kenya

Through the Children's Act and the Constitution of Kenya (2010), Kenya has made significant strides in protecting children's rights. The Children's Act provides a catalogue of rights of children, and the structures for ensuring their implementation and attainment. Section 13 of this Act, which outlines a Child's right to protection from physical and psychological abuse, neglect and exploitation, does, to some extent, promote the use of positive discipline in nurturing children rather than physical and psychological punishment methods. The constitutionalization of the Children's Act has

also enabled inclusion of children's rights in the bill of rights. Article 53 Section 1 (d) of the Kenya Constitution (August 2010) identifies a child's right *"to be protected from abuse, neglect, harmful cultural practices, all forms of violence, inhuman treatment and punishment, and hazardous or exploitative labour."*

According to the Kenyan Constitution (2010), corporal punishment is unlawful in all settings. Although there are provisions for parents and others to "administer reasonable punishment" in article 127 of the Children's Act (2001), it has not yet been repealed. The provision is rendered null and void under article 2(4) of the Constitution which states: "Any law, including customary law that is inconsistent with this Constitution is void to the extent of the inconsistency, and any act or omission in contravention of this Constitution is invalid." This also applies to a similar clause on corporal punishment in schools: Article 11 of the Education (School Discipline) Regulations, which permits corporal punishment under certain circumstances. A review by Ending Corporal Punishment Committee on child rights, revealed that despite the fact that corporal punishment is illegal; it is still practiced widely in schools, in the home and other settings. This shows that although positive discipline laws and policies exist, their level of implementation is low, in Kenya.

2.16.2 Ethiopia

In addition to ratifying the United Nations Convention on the Rights of the Child (UNCRC) and the African Charter on the Rights and Welfare of the Child (ACRWC), the Federal democratic Republic of Ethiopia has developed the necessary legislation, policies and structures to ensure provision and protection of the rights of the child. These directly or indirectly impact on positive discipline. Relevant legislation and policies relating to child rights include the Federal Democratic republic of Ethiopia's Constitution, Development and Social Welfare Policy, the Comprehensive National Child Rights Policy 2013, the Education and Training Policy, the National Plan of Action for Children (2013-2015), the National Plan of Action on Sexual Abuse and Exploitation of Children and the National Plan of Action on Elimination of the Worst Forms of Child Labour in Ethiopia. A manual on the alternatives to Physical methods of punishment was developed by ANPPCAN-Ethiopia in 2009.³⁴

Article 36 sub-article 3 of the Constitution of Ethiopia clearly prohibits corporal punishment in all settings, including schools, but excludes home settings. The Criminal Penal code 2005's Article 576 criminalizes maltreatment of children but states, in paragraph 3, that: *"The taking, by parents or other persons having similar responsibilities, of a disciplinary measure that does not contravene the law, for the purposes of proper upbringing, is not subject to this provision."* This provides an opportunity for parents to use corporal punishment as a way of disciplining their children. The Revised Family Code 2000 further states that "the guardian may take the necessary disciplinary measures for the purpose of ensuring the upbringing of the minor" (art. 258).

2.16.3 Uganda

The Ugandan Constitution and the Child Act 59, are the overall legal documents that ensure provision of, and protection of children's rights in Uganda. Other laws relevant to children, and which can relate to positive discipline include the Domestic Violence Act 3 2010, The Education Act 2008,

the National Council for Children Act 60 and the Penal code Act 920. The National Council for Children under the Ministry of Gender, Labour and Social Development provides the structure as well as the policy guidance and direction for provision and protection of Child rights in Uganda.

Corporal Punishment in Uganda is lawful in all settings. The provisions against violence and abuse of children, which are stated in the Children's Act 2003, Uganda Constitution 1995, the Penal code 1950 and Domestic violence Act 2009, do not prohibit corporal punishment in the home or related settings. Although a Ministerial circular issued in 2006 stated that corporal punishment should not be used in schools, there is no explicit prohibition by law.³⁵

2.16.4 Rwanda

Rwanda has made tremendous progress in promotion of child rights and by extension, positive discipline. The establishment of National Commission for Children and the development of Integrated Child Rights Policy, is the clearest demonstration of the Government's commitment to promoting the Welfare of the Child. Specific Rwandan laws and policies that promote child rights include the Rwanda Constitution, the Penal Code, Law No. 54/2000 of 14/12/2011 relating to the Rights of the Child and the National Integrated Child Rights Policy.

Despite the progress on children's rights in Rwanda, a review of various legal and policy documents showed that the Rwandan legislation did not include an explicit prohibition of corporal punishment, and was concerned at the persistent practice of corporal punishment by parents, teachers and law enforcement officers. In home settings, both the penal code and Law No. 54 on child rights give parents some leeway to practice corporal punishment. On this, the penal code 2012 notes that *"any person who inflicts severe suffering on a child, harassing or imposing severe or degrading punishments on him/her will be punished"* (article 218)³⁶.

³⁴ Ending corporal punishment of children: African E-newsletter Issue 4, May, 2011.

³⁵ Global Initiative to End All Corporal Punishment of Children, August 2012. Uganda Country Report: Summary of necessary legal reform to achieve full prohibition.

³⁶ Committee on Economics, Social and Cultural Rights. 10 June 2013, E/C.12/RWA/CO2-4, Concluding observations on second-fourth report, para.21.

The code further includes a number of provisions relating to assault and battery (articles 148-152) without explicitly banning all forms of corporal punishment in all settings. Under the Civil Code 1988, parents have a “*right of correction*” over their children. This form of correction can include corporal punishment, as long as it is done in a “*humane way*”. In other settings, although the legal and policy instruments protect children from severe and excessive punishment, they fail to explicitly ban corporal punishment and just like in the home, give persons with parental authority of children the “*right of correction*.” In School settings for instance, corporal punishment could be used commensurate to the age of the child and the severity of the misconduct, as per the Ministerial Decree from the Ministry of Education.³⁷ The decree gives power to the Discipline Board of the School to decide on the punishment that should be inflicted on students. This creates room for use of corporal punishment in schools.

However, some efforts are being made to reverse this situation. The National Integrated Child Rights Policy, adopted by the Ministry of Gender and Family Promotion in 2011 and which is intended as a guide for legislation, states that “*physical abuse, including torture and cruelty against children and corporal punishment of children is prohibited in all settings.*” All settings include, “*homes, communities, schools, all centres and institutions that have children, prisons and detention centres, etc.*” (para. 5.5). This has however not been effected into law and represents an area that requires some urgent advocacy to eliminate corporal punishment in all settings. The Government of Rwanda accepted recommendations by the Committee on Rights of the Child that ban corporal punishment in all settings.³⁸

Committee on Child Rights Recommendations

The Committee recommends that the State party:

- a) Introduce legislation explicitly prohibiting corporal punishment;
- b) Make use of information and education campaigns to sensitize parents, teachers, other professionals working with children and the public at large to the harm caused by corporal punishment and promote alternative, non-violent forms of discipline, as foreseen in article 28, paragraph 2, of the Convention

2.17 ORGANISATIONS WORKING ON POSITIVE DISCIPLINE AND PARENTING

This section of the report provides a list of potential organisations that PAN and her partners could target to work with, in popularizing and implementing positive discipline and skilful parenting interventions. In the four study countries, Save the Children, ANPPCAN and their partners are implementing some interventions on positive discipline. Despite the presence of these two main organizations, this research was limited to targeting staff, and in some cases representatives from selected local organizations, who had already been trained on positive discipline. The research also identified, within Africa, organizations outside the scope of the study countries, who have programs and campaigns on alternatives to physical methods of punishment. This listing was identified mainly through literature review, key informant interviews with national level key informants as well as interviews at the selected study clusters and with Parenting in Africa Network stakeholders. The list of organizations consists of those who have programs with elements of positive discipline and skilful parenting, but is not limited to the research clusters within the study countries.

³⁷ A draft Ministerial Decree on general regulation of preschool, primary and secondary education. June 2013.

³⁸ Committee on the Rights of the Child. (8 July 2013, CRC/C/RWA/CO/3-4. Concluding observations on third/fourth report, paras.27 and 28.

2.17.1 Institutions with elements of skilful parenting and /or positive discipline in the research clusters (Kenya)

Name of Agency	Contacts	Comments
Save the Children Kenya	Matundu Close, Off School Lane, Westlands, P. O. Box 39664 Nairobi 00623 Kenya Tel: +254 20 444 4006/1028/1032/1031	
World Vision International	Karen Road, off Ngong Road, P. O. Box 50816-00200, Nairobi, Kenya Email: wv_kenya@wvi.org	
Plan International	Plan Kenya, Oloitokitok Road, Lavington Methodist Ministries Centre, Block C, Ground Floor. P. O. Box 25196-00603 Nairobi Tel:+254(0) 20 244 7422/33	
African Network for the Prevention Against Child Abuse and Neglect- Kenya Chapter	Chemusian Apartments Suite B3, Argwings Kodhek Road-Hurlingham, P. O. Box 46516-00100 - Nairobi, Kenya Tel: +254 02 272 2835/37/38 Email: admin@anppcankenya.co.ke	
UNICEF	UNICEF Kenya Country Office P. O. Box 44145-00100, Nairobi, Kenya Tel: +254 (20) 762 1234 Email: nairobi@unicef.org	
HOPE World Wide	HOPE worldwide Kenya Gatundu Crescent off Gatundu Road, Nairobi, Kenya P. O. Box 11775-00100, Nairobi Email: hope@hopewwkenya.org Tel: +254 203 522 549	Embakasi, Nairobi
The CRADLE	Ms. 2 & 3, Adj. Wood Avenue Apartments, Wood Avenue, Kilimani, P. O. Box 10101-00100 , Nairobi, Kenya, Tel. +254 2 3874575 Cell: +254 722 201 805/+254 734 798 199 Fax: +254 2 271 0156 Email: info@thecradle.or.ke	
Kenya Alliance for Advancement of Children	Wendy Court Hse No. 11: David Osieli Rd. P. O. Box: 73637-00200 Nairobi Tel: +254 722 780 224 Email: kaacr@kaarc.com	
Child Welfare Society of Kenya	Child Welfare Building Madaraka Estate, Langata Road Next to Bible Society of Kenya P. O. Box 43982-00100 Nairobi, Kenya	Government owned
Children Hope Foundation	Kayole, Nairobi KENYA	Embakasi, Nairobi
Kenya Red Cross	Dadaab Refugee Camp	Dadaab
Islamic Relief	Dadaab Refugee Camp	Dadaab
ACF	Dadaab Refugee Camp	Dadaab
Windle Trust Kenya	Dadaab Refugee Camp	Daadab
UNHCR	Dadaab Refugee Camp	Daadab
Terre Des Hommes (TDH)	Dadaab Refugee Camp	Daadab
Angaza	Kayole, Nairobi Kenya, C/O CHF	Embakasi, Nairobi
Maisha Mema	Kayole, Nairobi Kenya, C/O CHF	Embakasi, Nairobi
Investing in Children and their Societies (ICS)	P O Box 13892 - 00800 Nairobi, Kenya	Nairobi

2.17.2 Institutions with elements of skilful parenting and /or positive discipline (Kenya) found outside the research clusters

Rural Education And Economic Enhancement Programme (REEP)

FASCOBI

Action for Child Development Trust (ACDT)

Youth Oriented Parenthood into Action program (YOPA)

Children Hope Foundation (CHF)

Camp David Centre

Child Fund

Childline - Kenya

ICS Africa

Give a Child a Family (GCF)

Catholic Relief Services - Kenya

Daraja Civic initiative forum

Inua Life Youth Foundation

SOS Children's Villages - Kenya

International Rescue Committee - Kenya

Intentional Parenting for a Better Life

Rafiki Multipliers of Information Initiative

2.17.3 Institutions with elements of skilful parenting and /or positive discipline (Uganda) found outside the research clusters

Uganda Program For Positive Parenting

Parenting Uganda

Lwabenge Child Caring Community

Uganda Parents of People with Intellectual Disabilities - UPPID

Africhild

Anti Domestic Violence Coalition (ADOVIC)

2.17.4 Institutions with elements of skilful parenting and /or positive discipline in the research clusters (Uganda)

Name of Agency	Contacts
Save the Children Uganda	Plot 68/70 Kira Road P. O. Box 12018, Kampala, Uganda Tel: + (256) (0) 414 341 714/510 582 Fax: +256 (0) 414 341 700
World Vision International	World Vision Uganda Plot 15B, Nakasero Road P. O. Box 5319 Kampala-Uganda Tel: +256 414 251 642 Email: uganda@wvi.org
Plan International Uganda	Plan Uganda Plot 126 Luthuli Avenue, Bugolobi, Kampala Tel: +256 414 305 000 Email: uganda.co@plan-international.org Web: www.plan-international.org
African Network for the Prevention Against Child Abuse and Neglect- Uganda Chapter	P. O. Box 24640, Kampala, Uganda, East Africa Office: Plot 1 Kira Road Tel: +256 414 254 550, +256 392 754 550
UNICEF	United Nations Children's Fund Uganda Country Office, Plot 9 George Street PO Box 7047 Kampala, Uganda Telephone: +256 4 1717 1000
WAR Child	War Child Holland Plot 1562, Ring Road Muyenga Bukasa P. O. Box 21912 kampala.office@warchild.nl
Uganda Child Rights NGO Network	P. O. Box 10293 Kampala Plot 18, Tagore Crescent Kamwokya Email: info@ucrnn.net Tel: +256 414 543 548 or +256 414 532 131
Child Fund Uganda	P. O. Box 3341, Kampala Uganda Tel: +256 414 270 544, Plot 71/72, Namirembe Road

3.17.3 Institutions with elements of skilful parenting and /or positive discipline in the research clusters (Rwanda)

Name of Agency	Contacts
Save the Children Uganda	KG 686 Street House No.46/Ruganwa-Kamutwa, Kigali Rwanda P. O. Box 2953 Kigali, Rwanda Tel: +250 252 572 921 Email: Rwanda.Info@savethechildren.org
World Vision International	Kacyiru South P. O. Box 1419 Kigali Tel: +250 788 308 924/6/7/8 Email: infowvrwanda@wvi.org
Plan International Uganda	Plan Rwanda Plot Number 5719 Nyarutarama Tel: +250 083 05392 P. O. Box 6211, Kigali, Rwanda
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3.17.4 Institutions with elements of skilful parenting and /or positive discipline in the research clusters (Ethiopia)

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3.0

CONCLUSIONS AND RECOMMENDATIONS



I was being caned by my father because
I went to my neighbour's bedroom and
played with her things. I felt pain every
where of my body.

Girl Child: I was (being) caned by my father because I went to my neighbour's bedroom and played with her things (toys). I felt pain everywhere (in) my body...

3.1 CONCLUSIONS

This four-country study shows that varying methods of correcting children's behaviour are being used across the region. The study also explored the existing knowledge among the respondents on correction of child's behaviour in the home, school and community. While opinion was divided across the research clusters on which method was the most effective, or best in ensuring that children grew up into responsible adults, issues regarding children's rights, participation and their protection were paramount in all considerations. Although the four countries had different levels of its implementation, the abolishment of corporal punishment was the major positive initiative geared towards elimination of physical and humiliating punishment in all settings.

While positive discipline was considered as a new intervention among most organizations and by parents in the study areas, the approach's elements of child rights principles, effective parenting and healthy child development have been embraced widely, although in isolation. From the findings, it was clear that child rights duty bearers had the mandate to ensure that when correcting children's behaviour, non-violent and solution focused methods are used. However, the level of awareness on the same among parents and caregivers was low. This may have triggered parents/caregivers to perceive punishment as a disciplining approach. Whereas most parents/caregivers admitted that physically-aligned behaviour correction measures were against children's rights, they had a negative attitude towards embracing the non-violent measures, as more effective.

In upholding UNCRC articles 18 and 19 on parents' right to support and assist with childbearing, some organizations in the research areas have made effort in promotion of positive discipline and skilful parenting. This was reflected in their programming interventions, in a bid to promote family wellbeing in the communities. Elements of embracing love, tender care, listening and child participation formed what children considered as ideal parenting strategies.

However the notion of "Children belonging to the community" was rarely referred to in the study areas, giving an impression that raising a child was no longer considered a communal responsibility. This further showed the need for joint efforts in addressing parenting issues in a particular community.

For an informed society to be realised, availability of reliable and consistent information is required. The research findings showed that respondents had access to various sources of information, although the content of the same varied from one research site to another. This presents the best opportunity to raise awareness on elements of positive discipline and skilful parenting. The given platforms are ideal for linking and learning. Generally, this forms the start of active lobbying and advocacy actions on promotion and strengthening of family wellbeing.

The limited legal frameworks at country level, on either ban on corporal punishment in all settings, promotion of positive discipline or skilful parenting has hindered the growth in realisation of elimination of all forms of punishment. Although some government agencies in the research areas are still reluctant, there are increased efforts to realise a total ban on corporal punishment in all settings. The role of religious and community leaders in promoting the elimination of the vice is very critical. According to the findings, their involvement determines the rate of uptake of any intervention in a community setting. The religious teachings have a wider audience which when translated into a call to action, will tremendously change the implementation of intervention strategies.

In conclusion, this research identified that there are opportunities to promote positive discipline in the target countries through engaging with existing partners, community based organisations, relevant government departments as well as through religious institutions. It further revealed that integration of Skilful parenting with elements of positive discipline will greatly strengthen family wellbeing.

3.2. GENERAL RECOMMENDATIONS

While each country may need to contextualise the recommendations to suit their contexts, in addressing the overall objective of the research in the study clusters, the recommendations have been structured based on the audience and target beneficiaries. Programming factors and duty bearers at various levels have also been considered, to ensure that effective implementation and call for action on these research findings is realised.

1. Stakeholders and duty bearers

a) Governments in the research countries

Limitation and dissemination of relevant Government policies related to child rights

Limited laws on total ban to corporal punishment has hindered implementation of positive discipline. This research further revealed inadequate knowledge on the government policies and legislations against corporal punishment. While Kenya has made a stride in the enactment of these laws, there is need for the legislative frameworks in the remaining countries to be reviewed and updated so as to address punishment at home, school, penal system, alternative care centres and in the community. In addition, these countries should implement the recommendation of CRC for each individual state, on ending corporal punishment. CRC's recommendations gives clear guidelines on how the enactment of the laws and policies will indeed ensure growth and development of children to reach their full potential. The study recommends deliberate community awareness on relevant government policies on child rights especially in settings where corporal punishment is illegal.

Build capacity of local Child related Government Ministries and departments

Interviews with Government representatives on the dissemination of policies related to positive discipline and child protection identified that departments lacked resources to conduct community outreach. This study makes a recommendation to NGOs working

in the field of child protection to facilitate Government ministries to conduct community outreaches and to build structures for promoting positive discipline at the community level.

b) Civil society and Non-governmental organizations

Engaging cultural/traditional leaders and religious leaders

The study identified that culture and religion are the key determinants on the manner in which parents and caregivers discipline their children. Their reference to viable forms of punishment are entrenched in religious teachings and the traditional ways they were disciplined. Grassroots organisations feel the pulse and heartbeat of the community and are better placed in influencing these community attitudes. There is need to; actively engage cultural/ traditional leaders to identify "positive African" ways of disciplining that can be adopted and also understand negative cultural practices that need to be re-addressed. In regards to religious matters, identifying specific religious messages that contradict positive discipline and working with the religious leaders to ensure correct messaging is done in order to promote positive discipline, is crucial.

2. Programming interventions

a) Development of training manuals and Information, Education and Communications (IEC) materials

Development of a comprehensive positive discipline and parenting training manual and guidelines as a strategy to eliminate physical and humiliating punishment

This study revealed a lack of knowledge on positive discipline amongst parents/ caregivers as well as other special groups (teenage mothers, single mothers and fathers, and street children). While the need for training was recommended as a key strategy to promoting positive discipline, training and reference materials on positive discipline especially those with an "African touch" are very limited. Organizations such as ANPPCAN and Save the Children however

have already developed positive discipline training manuals. These could be used as stepping stones towards development of more materials or improving them in light of the findings from this research and by countries that would want to develop the same. In addition, integration of specific components that address special groups defined will be required. Furthermore, trainings for parents and other players such as teachers need to be rolled out in all the target countries, and beyond. The study also revealed children as having accepted corporal punishment as a “norm”. There is need to train children on positive discipline as well as sensitize them more on their rights and responsibilities.

Use innovative methods of training and behaviour change amongst parents on positive discipline

Countries should adopt innovative strategies in promoting behaviour change such as positive deviance and/or study circle methodology. In using positive deviance, a parent who uses alternatives to physical methods of punishment or positive discipline can be identified as a champion and trained to reach other parents with messages, and sharing their experiences on use of positive discipline.

b) Integration of Skilful parenting and positive discipline

Integrate Positive discipline practices into existing child-focused interventions

Rather than initiate vertical positive discipline interventions, positive discipline can be integrated into existing child focussed interventions. For instance, it can be integrated in the existing child friendly schools initiatives in Rwanda by UNICEF, Child labour interventions by ANPPCAN in Kisumu East, Parenting programs in Kayole, Kenya, USAID funded OVC program in Ethiopia, among others. These form a basis of partnership and form the existing child protection systems in the various countries.

Partnerships and networks to address other structural inhibitors to the practice of Positive Discipline

The triple roles of parents/caregivers (reproductive, productive and communal) and low level of awareness came out as some of the things that make it difficult for parents to use alternatives to Physical methods of punishment. Partnership with programs such as adult literacy programs, involving fathers as co-parents and programs implementing income generating activities as well as other relevant programs to address these structural inhibitors, is recommended. Integration model of positive discipline into general parenting was highly recommended.

Engaging with schools and other institutions with children

Validation meetings with stakeholders identified the need to promote positive discipline training programs for others who interact with children, such as Early Childhood Education (ECD), teachers and those in the formal education sector, law enforcement officers, house helps among others. This is strongly promoted by CRC to the states who have ratified the UNCRC convention.

c) Development of a positive discipline advocacy and communication strategy

Based on the formative assessment and an understanding of the behaviour problems that fuel the practice of violent methods of disciplining children, countries in collaboration with non-governmental organizations should increase investment in development of a clear communication and advocacy strategy to address the various behaviours that lead to the practice of corporal punishment and other forms of violence against children. Having strategic guidelines and plans is not enough. This strategy should detail the approaches and communication channels for promoting positive discipline methods. Elements of a skilful parent and behaviour modification should also be included.

3. Further research

There is need for more detailed and country specific studies to be conducted to deeply understand the underlying reasons behind the type of methods that parents use to discipline their children. This kind of analysis can help in addressing the positive discipline approaches in the individual countries as well as challenge behaviour problems among parents and caregivers. In Rwanda, it was recommended that there was need for development of a model positive discipline program which can be piloted and later rolled out in the whole country. This recommendation can be applied to the rest of the study countries of Kenya, Uganda, and Ethiopia, as well as in other African countries. This will help in providing more evidence on the best practices of positive discipline and skilful parenting in a bid to eliminate corporal punishment in the continent.

4.0



My father caned me because
I had failed to wash the
dishes and wash my
little sister. It was really
painful.



Girl Child: My father caned me, because I had failed to wash the dishes, and wash my little sister. It was really painful...

OPPORTUNITIES FOR STRENGTHENING FAMILIES THROUGH POSITIVE DISCIPLINE

Knowledge, Attitudes and Practices (KAP) Study



A Multi-Country Research on Positive Discipline and Skilful Parenting in Kenya,
Uganda, Ethiopia and Rwanda

In many African cultures and societies, families had some very unique and positive ways of nurturing children into responsible adults. Unfortunately, due to gradual changes in the socioeconomic sector, family kinship ties have weakened, leaving many families without social safety nets that extended family and social kin provided in the past. Thus, advocacy efforts, geared towards understanding and adoption of positive discipline and skilful parenting approaches, which promote the growth and development of a child, ought to be strengthened.

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