

The UN Secretary-

Many organizations and persons are being asked to assist and make contributions

- Governments (national reviews of related factors are to occur)
- NGOs
- Experts on children, families, schools, institutions, violence, and interventions, including children

Study leadership include

- Paulo Pinheiro, International Independent Expert from Brazil leads the Study
- Amaya Gillespie, UNICEF, Directs the Secretariat for the Study in Geneva
- OHCHR, WHO, and UNICEF are primary organizations helping with the Study
- The NGO Advisory Panel for the Study

Forms of violence under consideration include abuse, neglect and exploitation in basic areas of --

- Physical violence
- Psychological violence
- Sexual violence

Settings or conditions of violence to be considered include-

Families/homes

Schools

Religious institutions

Residential and detention settings

Sports

Streets

Work

Gangs

The Study will produce a report to the UN Secretary General, which will then be shared with governments through the Commission on Human Rights

VAC STUDY OUTCOMES PROJECTIONS and POTENTIALS

Recommended by The NGO Advisory Panel

- Knowledge Base – Clearing House
- Public Information
- Education and Training
- Facilitation and Mobilization Mechanisms
- Standards and Accountability
- Child Participation
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Destructive developmental impact associated with psychological maltreatment has been identified

- intrapersonal thoughts, feelings, and behaviors**
- emotional problem symptoms**
- social and anti-social functioning**
- learning problems**
- physical health**

- **PSYCHOLOGICAL MALTREATMENT (ABUSE & NEGLECT)**

Psychological maltreatment (i.e., emotional abuse and neglect, mental injury) is broadly defined as “A repeated pattern or extreme incident(s) of conditions that convey the message that the child is worthless, flawed, unloved, endangered, or valuable only in meeting someone else’s needs.”

Five major forms

spurning (hostile rejecting/degrading)

terrorizing

isolating

exploiting/corrupting

denying emotional responsiveness (ignoring).

UNIVERSAL VALUES *For Child Character*

- Patience and Self-Control
- Generosity and kindness
- Braveness
- Imagination and creativity
- Commitment and industriousness
- Self-Esteem
- Choice making competence, including problem solving and decision-making competence
- Capacity for deep thought, contemplation, reasoning and critical thinking
- Moral and ethical understanding, appreciation and behavior
- Pro-social skills competency



Human Universals (Brown, 1991, 2000)

- **choice making (choosing alternatives) and decision making**
- **consultation and mediation to deal with conflict**
- **empathy**
- **fairness**
- **moral sentiments, good and bad distinguished**
- **law (rights and obligations, rules of membership)**
- **reciprocity**
- **redress of wrongs**
- **sanctions for crimes against the collectivity**
- **self as subject and object**
- **self control and self as responsible**
- **self-image**
- **true and false distinguished**
- **proscribed forms of violence**

UNESCO PUBLICATION ON CONSTRUCTIVE DISCIPLINE

The case against corporal punishment as a discipline practice has been made.

- Established human rights standards provide the imperative for eliminating it through law reform and public education
- Research knowledge concerning its effects on child development argues strongly against its use.

Principles for Constructive Child Discipline

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- **Develop pro-social behavior, self-discipline, and character**
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- **quality of life**
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- **and life views**
- **Assure fairness and transformative justice**
- **Promote solidarity**

- The physical, psychological, social and moral integrity of the child, present and future, should be protected and respected.
- Efforts to correct erroneous, anti-social, hurtful or dangerous behavior on the part of a child should be educative in nature and sustain the person as valuable and accepted.
- Adults should pted.

Develop pro-social behavior, self-discipline, and character

- The potentials of human beings for pro-social behavior should be recognized as great and best fostered by education that leads to personal integrity self-

- Procedures should be formulated both to resolve issues and problems and meet the needs of the child in the present setting and developmental context and to foster the child's healthy and full development over the long term.
- Problems should be reframed as challenges and opportunities for learning, development and mastery.

views

- -The behavior of children and adults should be understood in terms of efforts to meet human needs (e.g., connectedness-

Assure fairness and transformative justice

- Equity, non

Promote solidarity

- The diverse and shared motivation, values, and perspectives of others should be clarified and respected for their existing and potential contributions to peaceful conflict resolution, tolerance and mutual respect.
- Implicit membership in an expanding circle of persons who value and respect one-another and who share and exhibit principles/ethics for positive human relations and behavior should be promoted.
- The powerful influences of peer relations and cultures should be respected and incorporated in practices where applicable.
- Partnerships between and among children and adults should be formed and activated to improve the psychological, social and physical environments.
- Respect for personal dignity and the rights of each and all persons should be promoted, taught and lived.
- Families, schools and communities should establish conditions supportive of constructive child rearing principles and care.

(Art. 29.1[c] “Education of the child shall be directed to ... development of respect for the child’s parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own” and Art. 29.1[d] “responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of the sexes, and friendship among all peoples”)

An international panel of experts provides descriptions some of the constructive discipline orientations and practices known to be applied in **Asia, Africa, Europe, the Middle East, and South America**. They include:

- *involving learners and their parents in decisions* about codes of conduct and associated practices (Shirley Mabusela);
- *providing guidance in the selection of positive models* in peers and classmates (Hassan Qasem Khan);
- *family meetings and inter-generational dialogue* (Elizabeth Protacio-de Castro);
- *rendering services to the community to rectify rule infractions*

Two experts on Indigenous peoples provide descriptions of constructive child rearing and discipline orientations and related practices for peoples they know well, including:

-The provision to young children of a *mentor among the older youth* who gently guides them into the practices and norms of good behaviour appropriate for their age and status (Anastasia Pinto)

-*Reinforcement of connectedness* to each other and the community through *guided observation and the words and advice of elders* (William A. White/Xalemuxw/Kasalid).

Additional Concepts-Strategies

- Example as a prime motivator
- Parental responsibility for a child's misconduct
- Exposure to folk tales and family/community histories
- Verbal correction accompanied by terms of endearment, affection, respect, and compliments about the child's wisdom and goodness
- Making sure the child feels secure and loved
- Reinforcing the child's self-image, self-respect, and determination to be uncompromising in choosing good behavior
- Sharing by older persons of their own misdemeanors and consequences experienced

- Use of gender specific dormitories
- Peer pressure and peer socialization
- Minor infractions treated as pranks with good humour
- Non-conformity showing particularly high talent channeled into apprenticeships
- Disciplinary acceptable to injured parties, offender, and group
- Reparation of damages preferred over punitive consequences
- Separation from the group for repeated or dangerous offenses
- Careful observation in the presence of elders
- Emphasis on sharing, cooperation, being kind

