

FINAL PROJECT REPORT 2006 - 2007

ALTERNATIVES TO CORPORAL PUNISHMENT IN UGANDAN SCHOOLS PILOTED AT BUGANDA ROAD PRIMARY SCHOOLS

Prepared by Uganda team

Justine Nabirye



Beatrice Turyasingura

Kampala City



Dr. Wilson Muyinda Mande

Mentor: Ms. Agneta Flinck

Institution: University of Lund

Funded by: Swedish International Development Agency (SIDA)

September 2007.

CONTENTS

1.0 Background

- 1.1 Uganda the country
- 1.2 Justification of project

2.0 Problem Areas

- 2.1 Purpose and Objectives

3.0 Implementation

- 3.1 Target groups
- 3.2 Reasons why these groups were selected
- 3.3 Methodologies used in the programme
- 3.4 Methodology of data collection
- 3.5 Resources used
- 3.6 Work plan

4.0 Results

5.0 Analysis

- 5.1 Impressions about the programme
- 5.2 Implications

6.0 CONCLUSION

References

Appendices

1.0 BACKGROUND

Corporal punishment can be defined as the use of physical force onto a child with the intention of causing the child to experience pain, but not injury for the purpose of correcting or controlling the child's behaviour. That definition raises a number of issues. One, corporal punishment is not meant to injure the child but rather to make him feel some pain. In that way corporal punishment can be distinguished from physical abuse. Two, the feeling of pain is meant to bring the child to a realisation of the issue he might have deliberately ignored. Three, the phrase "for the purpose of correcting or controlling the child's behaviour", implies that there is good intention in punishing a child corporally. A child is not punished to cause bodily damage, neither is a child punished for no reason.

1.1 Uganda the Country

The Ugandan Ministry of Education officials have spoken against corporal punishment in schools and other educational institutions in 1991, citing physical bodily harm. Similar statements were made in 1997 by the then Minister of Education, Jim Muhwezi. A three page circular of August 7th, 2006 with a similar message sent out by the Director of Education. In spite of these declarations corporal punishment continued unabated. Corporal punishment is common in lower levels of education. That is primary and secondary levels.

1.2 Justification of project

In Ugandan schools corporal punishment is supposed to be administered using a small stick locally known as *kaggo* or *kibooko* corporal punishment has been confined to primary and secondary levels only. Corporal punishment is employed as one the forms of penalising defaulting school children. Other forms of punishments at school may be doing manual work like cleaning compound, slashing playground, denial of attendance in a class, and the like. There is no clearly written law prohibiting corporal punishment.

Causes corporal punishments

There are numerous causes of punishments and these include:

- (a) Lack of clear and detailed policy on punishment in schools especially on corporal punishment. The detailed rules on 1949 were abandoned when new education policies were made operational. Most if not all the education laws enacted after independence in 1962, have not explicitly addressed the issue of corporal punishment. As a result, the matter has been left to the discretion of the individual teachers.
- (b) Some teachers become emotionally charged such and turn to corporal punishment. When teachers try to punish children in anger, they often cause bodily harm onto the children.
- (c) Corporal punishment has been used in the country for so long that it became put of the school culture to punish offending pupils using the cane.

The effects of corporal punishment include:

- (i) Bodily harm, like those girls in the above cited cases who became paralysed as a consequence of caning.
- (ii) Death, like Adah Mutesi who finally died of the complications that began with the caning she received from the school matron.
- (iii) Psychological effects, like the girls of Mandela College School who experienced confusion which was a result of the thorough beating they received from their two teachers.

- (iv) It is psychologically damaging as it leads to depression, inhibition, rigidity, lowered self-esteem and heightened anxiety.
- (v) It teaches the young people violence which is wrong.

1.3 The Pilot School Buganda Road Primary School

The team realised the need to have a pilot project on alternative corrective measures to corporal punishment. This was a result of both the training received at Lund University on Child Rights and School Management conducted in September to October 2006; and the increased reported cases on corporal punishment in the country. The pilot project on alternative measures to corporal punishment is being implemented at Buganda Road Primary School in Kampala city. This particular school was chosen for the pilot project because the management of the school was co-operative; the school is co-educational; and easily accessible to the team of change agents.



Buganda Road P.S has 2318 pupils



2.0 Problem Areas

- Children get bodily and psychological harm
- International conventions on the right of the child are violated
- Some pupils drop out of school because of corporal punishment

2.1 Purpose and Objectives

- To sensitise teachers about the need to find alternative measures to corporal punishment
- Teachers to be able to articulate the concept of corporal punishment
- To sensitise children about their own rights.
- To enable teachers to cite case of corporal punishment and explore the use of alternative measures to corporal punishment
- To enlist the acceptance of the Ministry of Education.

The current paper seeks to explore the views on corporal punishment and child rights in the context of Ugandan setting. The paper therefore gives a brief overview of Uganda's education structure, highlights some aspects on corporal punishment, the child's rights, alternative disciplinary measures and a conclusion is drawn.

3.0 IMPLEMENTATION

3.1 Target groups

- Teachers
- School administrators
- District Education Officials
- School policy makers (*School Management Committee and Parent Teachers Association*)
- Pupils

3.2 Reasons why these groups were selected

- *Teachers* - were selected because these are the ones who administer punishments to pupils in the school. The programme was intended to have teachers abandon penalising offending pupils corporally and use alternative measures.
- *School administrators* – these included the headteachers, deputy headteachers, director studies, and class teachers. These set the school programmes, so they were responsible for allocating our programme time and space.
- *District Education Officials* – Buganda Road Primary School is in Kampala district, Central Division. At each of these levels, official have authority regarding the implementation of policies in schools. Introducing alternatives to corporal punishment is a policy matter and could not be introduced in a school without the acceptance of the people in charge of education in the district.
- *School policy makers* – these are School Management Committee and Parent Teachers Association. Both organs make policy decisions in the school. So they had to be targeted so that their acceptance could make the implementation of the programme in the school smooth.
- *Pupils* – Buganda Road Primary School has a population of 1016 boys and 1302 girls, that is, 2318 pupils in all. These were targeted because they were the main beneficiaries of the programme.

3.3 Methodologies used in the programme

- Sensitisation
- Workshops
- Participation in school activities
- Visits
- Case studies

3.4 Methodology of data collection

- Discussion
- Questionnaire
- Teachers' compiled cases on alternatives to corporal punishment
- Visits to school

3.5 Resources used

- Specially prepared booklets
- Camera

3.6 Work plan

The work plan covers the period from September 2006 to September 2007.

Date	Programme activity	Participants	Decision
September 2006	Training in the Rights of the Child at Lund University, Sweden.	Programme Team	Decide on the Pilot programme
October 2006	<ul style="list-style-type: none"> • Report on training in Lund • Presentation of report to HURINET 	Team National co-ordinator	Programme accepted to proceed
November 2006	<ul style="list-style-type: none"> • Planning to raise support for the programme • Identify other organisations dealing with children • Planning programme activities 	<ul style="list-style-type: none"> • Team with HURINET national co-ordinator • Team • Team and Director of Education 	<ul style="list-style-type: none"> • To carry out pilot at Buganda Road Primary School
Early February 2007	<p>Seek permission from school management committee (SMC) and Parents and Teachers' Association (PTA)</p> <p>Seek authorisation of the Director of Education of Kampala City Council</p> <p>Attempt to raise financial and technical support from Save the Children, World Vision and Action Aid.</p>	<p>SMC and PTA</p> <p>Division and District Education officers</p> <p>Programmes officers, Child Rights Departments</p>	<p>Permission granted</p> <p>Permission granted by Division and District authorities</p> <p>Technical support could be given but not funds.</p>
Late February	Familiarisation visits to Buganda Road Primary School	Teachers SMC and PTA	Obtain information and pupils'

and early March 2007		officials School Administration	experiences of corporal punishment
March 2007	Sensitisation seminars	<ul style="list-style-type: none"> • Teachers • SMC and PTA officials • School Administration 	<ul style="list-style-type: none"> • Teachers became ware of children's rights especially as given in the CRC. • Programme welcomed • Teachers accepted to pursue the alternatives to corporal punishment • Teachers accepted to experiment with corporal punishment.
Mid March 2007	Compilation of Report on pilot	Team	Make final draft in Vietnam
April 2007	Attend the second training in Vietnam at both Hanoi and Ho Chi Minh city. Present the report in a plenary	Team mentor	To proceed with the pilot to the logical end Mentor: Ms Agneta Flinck to visit the pilot in Uganda and in July, 2007.
May 2007	Distribution of the booklets for recording alternative measures to corporal punishment	Team	Monitor the progress of the programme
Late June 2007	Meetings with teachers and children Link up the team	Team Team and Mr Robinson Nsumba Lyazi	Discuss contents of CRC and school context Agree to work together
Early July 2007	Gather booklets from teachers Compile report for the mentor	Team	Analyse information And write report
End of July 2007	Present report to Mentor Mentor visits venue of pilot and other organisations	Team Team and Mentor	Mentor assesses the pilot. Co-operation be pursued vigorously.
August 2007	Compile final report	Team	Submit a copy to mentor in first instance
September 2007	Submit report to Lund	Team	Await reply from Sweden.

4.0 FINDINGS

Report on the alternatives to corporal punishment



This report focuses on the alternative measures to corporal punishment. It covers the period from March to July, 2007. The teachers of Buganda Road Primary School had already been sensitised about the provisions of the Convention of the Rights of the Child (CRC), the Uganda Constitution of 1995, and Children's Statute. All these documents outline clearly the right of the child. And in effect render corporal punishment illegal and unethical. Administering corporal punishment means violating legal provisions in the law. It also means corporal punishment is wrong morally because it is not the best interest of the child, especially if it does not contribute to the greatest happiness of the child.

All the 60 teachers of the school were given a booklet with 10 sheets to record the offences committed by pupils and are summarised here below.

Category of offence committed by children	Count	Percentage
1. Stealing and cheating	47	12%
2. Disobedience	45	11%
3. Poor time management (late coming)	31	8%
4. Being untidy in class and schools	25	6%
5. Engaging in love affairs	4	1%
6. Bullying, use of vulgar language, teasing and fighting	90	22%
7. Damaging school and others' property	42	10%
8. Sleeping in class during lessons	5	1%
9. Poor class work and performance	49	12%
10. Being naughty and playful in class	68	17%
Total	406	100

In a school of about 2192 pupils there were 406 cases in a space of four month. This represented 19%.

Examples of the alternatives to corporal punishment

(1) Category of wrong committed : Stealing			
Wrong committed	Action taken	Impact on the child	Teacher
Child stole money from another child	The offending child was told to say sorry 50 times in front of the class	Offending child felt ashamed and cried	Dorothy
A primary 7 child misused the money given to him to buy books	Parent was invited to school and child asked to apologise	Child changed	Edison
A primary 5 child stole a book from another child	A statement "thief" was placed on the pocket of his shirt	It seems he has changed because no one has complained	Alex

		about him since	
A group of children stole biscuits and drinks from one of the school canteens but were caught by the attendant	Parents were invited to school asked to pay for the stolen biscuits and drinks	The children have not yet repeated a similar act	Kewaza
(2) Category of the wrong committed: disobedience			
Wrong committed	Action taken	Impact on the child	Teacher
Child disobeyed the instruction to sweep the class with others	Offending child was asked to sweep the class alone	Child has not dodged the sweeping of the class again	Dorothy
Child disobeyed the instruction not to eat food in class during a lesson	Offending child was made to share her eats with the whole class	Child cried and never repeated that act again	Dorothy
A Primary 7 child failed to do the compulsory homework	The child was made to sit in front of the class and asked to do the work	Child felt bad and since that time has not missed doing homework	Alex
A primary 5 child refused to do homework twice	That child was asked to dance in front of the class	Since that time he does all the homework given	Lydia
A child found writing notes of another subject other than that which was being taught at that time	Teacher tore all the papers the child had written on	Child apologised and no repeat has been noticed since	Gloria
A child in primary 5 walked out of the lesson without informing the teacher	He was made to stand in front of the class for an hour	He felt bad and has not repeated the same misconduct	Christine
Some primary 6 children carried to school prohibited items including Radio, DVD player and video games	The items were confiscated and parents were notified	The habit has reduced gradually but not completely	Lawrence
(3) Category of the wrong committed: late coming			
Wrong committed	Action taken	Impact on the child	Teacher
Child came late to class (Primary 5)	Child was told to apologise to the rest of the class	Child became a good at time keeping	Dorothy
(4) Category of the wrong committed: Being untidy in class			
Wrong committed	Action taken	Impact on the child	Teacher
Child being untidy in class which was against the class expectations	Offending child was brought to the front of the class to see other who were tidy	Tried to be tidy but little change was realised	Dorothy
(5) Category of the wrong committed: Engaging in love affairs			
Wrong committed	Action taken	Impact on the child	Teacher
A child in primary 7 wrote a love letter to another child	Offending child was counselled and asked	It seems the child has not written love	Florence

	to apologise to girl	letters since that time	
A boy drew pictures of naked men and gave the pictures to a girl with intention of attracting her perhaps	He was strongly warned by school authorities	There has been no repeat of same behaviour	Alex
(6) Category of the wrong committed: Bullying, fighting and use abusive language			
Wrong committed	Action taken	Impact on the child	Teacher
Bigger boys grabbing eats of the small children	The bullies were asked to bring eats for the smaller boys	The habit of bullying reduced gradually	Vincent
A primary 7 boy hit another with a fist	The boy was asked to write an apology letter	That boy has not fought again since then	Kewaza
(7) Category of the wrong committed: Damaging school property			
Wrong committed	Action taken	Impact on the child	Teacher
Children deliberately damaging school property	Parents invited to school and accepted to pay for damaged property	The offending children have not repeated the offence	Vincent
A child threw stones and broke the window glass	Parent was invited and asked to pay for the broken glass	That child appears to be careful since that incident	Samuel
(8) Category of the wrong committed: Sleeping in class during lessons			
Wrong committed	Action taken	Impact on the child	Teacher
A primary 7 girl tended to sleep in class during lessons	Teacher investigated the cause and discovered that she would go bed very late because of watching TV until early morning. So parents were invited to school and asked to regulate time for watching TV	The girls habit of sleeping in class had reduced since	Fred
(9) Category of the wrong committed: Poor class work and performance			
Wrong committed	Action taken	Impact on the child	Teacher
Child neglecting class work and providing careless answers	Good performers in class were given prizes	A change in attitude towards class work was realised	Lydia
(10) Category of the wrong committed: Being naughty and playful in class			
Wrong committed	Action taken	Impact on the child	Teacher
Child makes unnecessary noise in class when a teacher is teaching	That was child given counselling	Since then the child has changes and made steady progress in his	

		studies	
--	--	---------	--

The above representative cases and the alternative forms of punishment indicate that it is possible to deal with discipline using alternative measures.

5.0 RESULTS

- 5.1 Alternative measures provided
- 5.2 Teachers tried out the measures
- 5.3 Over 1500 pupils sensitised

6.0 ANALYSIS

- 6.1 Impressions about the project were that corporal punishment is still practised in Ugandan schools. Secondly, the alternatives to corporal punishment are possible.
- 6.2 Implications of the project are: there is need to replicate the alternatives to others schools; to have the policy makers incorporate the alternatives to corporal punishment into school policies.

7.0 CONCLUSION

This paper has examined the case of corporal punishments in Uganda schools. It has been noted that corporal though common and with a long history, and intended to control behaviour of children, it has disastrous effects with some being fatal. Since Uganda acknowledges the right of the child, there is little formally stated policy that school can use to curb the nasty effects of corporal punishment.

REFERENCES

Castle E B (1963) *Education in Uganda: the Report of the Uganda Education Commission*. Entebbe: Government Printers.

“Caning shuts school” (2006) in the *New Vision*. Vol.21 No 186. Kampala:

“Caning should be banned in schools” (2006) In *Monitor*, August 1st. Kampala

Uganda Education Act (1970) Kampala: Ministry of Education.

Senteza Kajubi (1989) *Education Policy Review Commission Report*. Kampala: Ministry of Education.

Sidney (2002) “A Matron’s cane ended her life”. In the *New Vision*. August 19th. Kampala.

Teachers’ Service Book of the Native Anglican Church (1949) Kampala: Uganda Bookshop Press.

Appendices

- (i) Summary of the legal status of corporal punishment of children East and Southern Africa

UGANDA CRC PILOT PROJECT PLAN FOR 2006-2007

Part 1

	Oct	Nov	Dec	Jan	Feb	Mar
<u>Activity</u>						
Outline of pilot project						
Planning of pilot project						
Implementation of the pilot						
Holidays						
Resume Implementation						

Part II

	Apr	May	Jun	Jul	Aug
<u>Activity</u>					
Reporting in Vietnam					
Preparation for full implementation					
Full implementation					
Mentor's visit to project					
Evaluation by team and Sida					