

Lund University, Education/Sida

Advanced International Training Programme on Child Rights,
Classroom and School Management

**ENHANCING DISCIPLINE IN SCHOOLS IN KENYA
A PILOT PROJECT ON ALTERNATIVES TO CORPORAL
PUNISHMENT IN KENYAN SCHOOLS**

Final Report

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FOREWORD

The Swedish International Development Cooperation Agency (Sida) in co-operation with Lund University has developed a Programme covering Child Rights, Classroom and School Management. The guiding principle in the course and the whole training program is the right to education of all children. The programme also tries to develop a child rights based approach in education. It is designed to give opportunities to compare and share experience with participants from other countries while taking into consideration the Convention of the Rights of the Child, Education for All and other internationally agreed declarations. A child rights based approach has the potential of contributing to the broader efforts of improving educational quality and efficiency, which is the goal of most developing countries.

The training programme is conducted in English and is designed for those holding positions at School, Intermediate and Central level. Preferably a team representing the levels mentioned consisting of three people from each country is invited to apply. The team is expected to work together throughout the training programme.

The training programme consists of three phases. The first phase took place during 3 weeks in Sweden in May-June 2006. The main content of the first phase consisted of studies in the subject area, combined with visits to relevant Swedish institutions, including different schools. The training was aimed at stimulating the transformation of conventional top down approaches to teaching and learning to those that are participatory, rights based, learner friendly and gender sensitive. One of the objectives under this aim of the training was for the participants to develop skills, understanding and attitudes in favour of child rights based education at classroom and school level. By the end of this phase participants outlined a project work to be developed in their countries upon their return. As the members of the Kenyan team, we decided to focus on *a pilot project on alternatives to corporal punishment aimed at enhancing discipline in schools in Kenya*

The second phase was a follow up seminar to present the progress in the development of the project work during 2 weeks in South Africa in October-November of 2006.

The third and last phase was a visit by our Mentor from Lund University in April 2007, when we together visited some key people in government and non-government organizations, reported the outcomes of our pilot project and appealed for support for the continuation of the activities initiated by the pilot project.

We wish to thank the Kenya Ministry of Education for all arrangements that made it possible for us to undergo the training in child rights, classroom and school management. We acknowledge and cherish the help rendered by our mentor Dr. Bereket Yebio in the implementation of the Project. We also thank the Head Teachers of Sianda and M. M Shah Primary Schools in Kisumu and Kapkoiga Girls' Secondary School in Eldoret for allowing us to be in the schools for the different tasks of the project. We are very grateful to Swedish International Development Co-operational Agency (Sida) for offering us the opportunity to this training.

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ABBREVIATIONS/ACRONYMS

SIDA:	Swedish International Development Co-operation
MOEST:	Ministry of Education, Science and Technology
DEO:	District Education Officer
G & C:	Guidance& Counseling
NGO:	Non-Governmental Organization
G & C KRT:	Guidance and Counseling Key Resource Teacher
ZQUASO:	Zonal Quality Assurance Officer
KESSP:	Kenya Education Sector Support Programme
SBTD:	School-based teacher development
UNESCO:	United Nations Educational Scientific and Cultural Organization.
MDGS:	Millennium Development Goals
UN:	United Nations
UNCRC:	United Nations Convention on the Rights of the child.
I.E.C Materials:	Information, Education and Communication Materials
OVC:	Orphaned and vulnerable children.
MOE:	Ministry of Education
PDE:	Provincial Director of Education

1. LOCAL BACKGROUND TO THE PROJECT

Education is not only a preparation for life but also a basic human right. It is the avenue of training human resource so as to attain social, economic, and political development. Educated citizens can exploit limited natural resources more intelligently using a more sustainable approach. Besides, education empowers learners to improve the quality of their life by their own effort. Good education should therefore be learner-centered.

Governments of the world signed the World Declaration on Education for all in Jomtien, Thailand in 1990, committing them to give priority to basic education and fight against illiteracy. Kenya was one of the signatories of the Declaration. At the Dakar 2000 World Education Forum, these countries presented their national EFA 2000 Assessments evaluating their progress in the provision of basic education for all. Such progress has since been evaluated periodically per country in different international forums.

The education system in Kenya aims at fostering national development, instilling individual competence, promoting national unity and creating international awareness. The 8-4-4 system applicable comprises unrestricted number of years of pre-school education, 8 years of primary school, 4 years of secondary school and a minimum of 4 years of university education depending on the course of study. The age-groups represented by each of these levels are faced with social and emotional developmental challenges, most of which border on behaviour. Yet, for an institution to achieve its mission there has to be structure and order. Discipline therefore becomes of paramount importance at all stages of the learning process.

The Kenya government acknowledges that pupils are the key stakeholders within a school and managing them effectively is important for the well being of a school (Republic of Kenya, 1999). She further suggests that the establishment of an effective and efficient Guidance and Counseling committee is one way in which the school can manage pupils effectively.

The Minister for Education, through Legal notice No.40 of 1972, legalized corporal punishment as one of the means of maintaining discipline in schools (Republic of Kenya, 1980). However, in 1989, the UN General assembly promulgated the UN Convention on the Rights of the Child (UNCRC), which advocated against the use of psychological torture or physical pain as a way of moulding children into responsible beings (UNCRC, 1990). Kenya domesticated the UNCRC through the children Act Cap. 586 of Laws of Kenya. This law cautions teachers, parents and any person with lawful charge of a child against the use of corporal punishment as a way of managing children discipline (Republic of Kenya, 2001).

The Kenya government embraced the UNCRC and thereafter banned corporal punishment in 1998. Prior to the ban, there were rising incidences of irresponsible and sometimes brutal administration of corporal punishment on children resulting to physical injuries like fractures, excessive bleeding, even death. Due to string lobbying by child friendly civil societies, the then Minister for Education declared corporal punishment illegal while addressing a public rally. Nevertheless, no alternative to corporal punishment was spelt out to teachers by the government, yet their only tool of enforcing discipline had by a single pronouncement been taken away. The Ministry of Education has since emphasized on G & C as a preventive and curative approach to the increasing cases of school indiscipline. However, many teachers argue that some incidences of indiscipline can be too spontaneous to be rendered by the overly accommodative guidance and counseling process. In any case, teachers are deeply engaged in the instructional process and hardly have much time left for counselling therapy.

The Kenya Education Sector Support Programme (2005) report cites many challenges in the Kenyan society that directly impact on education at all levels: HIV/Aids pandemic; inadequate career opportunities; family problems which pose severe challenges in growth and development of the Kenyan child; drug and substance abuse in schools with the age of first use steadily dropping to age of 8 years. Adequate parental supervision and control of children has weakened, and many pupils have developed negative attitude to all forms of authority of school personnel. Therefore, provision of guidance and counseling remains very crucial at this point in time especially to children of primary (and secondary) school age.

The Ministry of Education, Science and Technology (MOEST), through the Kenya Education sector support program ((KESSP), trained 18,000 Guidance and Counseling Key Resource teachers (CKRT) using school based teacher development Program between May 2005 to September 2006 (Republic of Kenya, 2005). The ultimate aim was to have guidance and counseling key resource teacher for every school in Kenya. This is in response to challenges teachers in schools face in administering discipline after the ban on corporal punishment in Kenyan schools.

The team was inspired to initiate a project that would have an impact on discipline in Kenya's educational institutions after the training in Sweden. The pilot project was implemented in three schools; Sianda and M.M. Shah Primary Schools and Kapkoiga Girls Secondary School. Sianda is a rural public primary school located on the outskirts of Kisumu Town. M.M.Shah is an urban primary school located right in the centre of Kisumu City; whereas Kapkoiga is an-all girls boarding secondary school located approximately 25km on the outskirts of Eldoret town of Uasin Gishu District.

2. STATEMENT OF THE PROBLEM

Schools in Kenya are serving children from dysfunctional homes, children living in poverty, children of teenage mothers and those with special needs. Due to economic demands, many parents are too busy earning a living and have delegated their parenting responsibilities to caregivers and teachers. Teachers on the other hand, have too much on their hands as they have to deal with many students in a setting. Worse still, poverty and HIV/Aids have not spared teachers either with some engaging in other economic activities alongside formal employment in the schools leaving them with minimal time to attend to the learners' socio-emotional needs. This has been worsened by over-enrolment occasioned by free primary education implemented since 2003. The levels of poverty and impact of HIV/Aids has also substantially increased the numbers of orphans and has negatively affected discipline in schools. Consequently, there are large numbers of pupils who have social and emotional problems.

In addition, cases of indiscipline have been on the rise, with many teachers and parents blaming it on the ban on the cane. The leading problems affecting learning in schools in Kenya are absenteeism, truancy, drug abuse and irresponsible sexual behavior. Although Guidance and Counseling is emphasized by the Ministry of Education as a means of enhancing discipline in schools as opposed to corporal punishment, many are the times when parents ratify the use of corporal punishment in schools during school annual general meetings. Therefore, although banned about 10 years ago, corporal punishment is still widespread in many Kenyan schools.

This project sought to explore alternatives to corporal punishment to restore and sustain discipline in schools. When teachers and parents/guardians are aware of, and use the alternatives, discipline will be enhanced and by extension the need to apply corporal punishment to curb indiscipline will decline. Learning will thereafter be more joyful when pupils enjoy education in a friendly learning environment where they not only feel secure, but are assured of protection from any pain.

2.1 Aim of the Project

The project is aimed at enhancing discipline in learning institutions in Kenya by exploring alternatives to corporal punishment. The training sessions which were held in Sweden and thereafter in South Africa acted as an ice breaker and an inspiration to our team to embark on this noble project whose outcome would definitely serve as a pointer to day to day handler of children in our learning institutions.

2.2 Objectives

The projects objectives, as were formulated by the team members included;

- 2.2.1 To facilitate the establishment of a Movement of boys and girls that promotes responsibility and self discipline.
- 2.2.2 To identify practicable alternative forms of discipline to corporal punishment
- 2.2.3 To train teachers, parents and MOEST officials on alternatives to corporal punishment that enhance learning and self-esteem of the child
- 2.2.4 To nurture healthy teacher-learner and learner-learner relationship
- 2.2.5 To facilitate establishment of a network of teachers who support and promote alternatives to corporal punishment
- 2.2.6 To establish management systems for coordination, monitoring and documentation on progress made on alternatives to corporal punishment in learning institutions.

3. IMPLEMENTATION OF THE PROJECT

3.1.1 Defining the Task

Corporal punishment of children violates children's human rights to physical integrity and human dignity as upheld by the United Nations Convention on the Right of the Child (UNCRC) and The African Charter on the Rights and Welfare of the Child (ACRWC).

Globally, the need to reverse the culture and attitudes of corporal punishment and other humiliating and degrading punishment is gaining momentum. This is as a result of the understanding that children are holders of rights as well as the growing evidence from medical, educational, and psychological authorities on the negative effects of corporal punishment and its ineffectiveness as method of discipline. Lahey (1995) notes 5 pertinent dangers of corporal punishment. First and foremost, it is reinforcing to the punisher through negative reinforcement. The punisher upon succeeding in suppressing disruptive behaviour will tend to increase the frequency and intensity thereby increasing the amount of physical pain to the recipient and dangers of child abuse.

Secondly, punishment has a generalized inhibiting effect on the individual. For instance, if a teacher punishes a child for making noise (talking) the punished child might resort to keeping quiet even when it is necessary to talk.

Thirdly, reaction to painful punishment is often aggression. The recipient learns to dislike the punisher or reacts aggressively toward him/her. Punishment may thus lead to forceful compliance but creates another problem of hostility.

Moreover, punishment results to a ‘criticism trap’ a situation in which the criticized behaviour increases in frequency due to open rebellion or aggression.

In addition, even though punishment is effective in suppressing inappropriate behaviour, it does not teach the individual how to act more appropriately instead. Due to this reason, punishment may be self-defeating in the sense that it may successfully suppress certain behaviour only to be replaced by another. Instead of punishment it is more beneficial to teach and re-teach appropriate behaviour to replace the inappropriate ones if one is to make any progress.

Forms of corporal punishment such as smacking, spanking or beating, are used to instill discipline in children. These methods have been found to be negative and ineffective in achieving positive long-term developmental outcomes such as moral internalization or social-problem solving skills. On the other hand, positive forms of discipline encourage children to think of others and the consequences of their actions.

The team’s interaction with teachers in the first phase of the project revealed that teachers and adults needed to be equipped with alternative models of child rearing that are based on positive non-violent forms of discipline. It also featured that discipline is an on going process and has to be built progressively based on explored alternative forms of discipline which are suitable for individual and group transformation.

3.1.2 Target Groups

The project targets the following key stakeholders in the education sector;

- Girls and boys in public primary and secondary schools in Kenya
- Teachers, Parents Teachers Association (PTAs), members of Elimu Yetu Coalition (EYC), and the Ministry of Education Science and Technology (MOEST).

3.1.3 Scope of the project

The project was carried out in 2 primary Schools, Sianda and M.M.Shah primary schools and 1 secondary school - Kapkoiga Girls’ Secondary School, Eldoret. The focal point is on Guidance and Counseling and other alternative forms of punishment.

3.1.4 Limitations of the Project

The 2 Provinces (Nyanza and Rift Valley) where the project schools are located are expansive. Due to this reason, it was extremely difficult to meet all key stakeholders for the required information. This fact limits the extent to which the information gathered could be generalized.

Secondly, the team used methods data collection methods (questionnaires, Children Events, Informal interviews and Focus Group Discussion) which may sometimes only present respondents’ subjective views.

3.2 Choice of Methods & Actual Implementation of the project

Since we were working with key stakeholders in education, it was prudent to use structures and events which fall within the school and community environment. In the first phase after Sweden we reported to the local agents of Ministry of Education for purposes of seeking permission to implement the project within the school structures. After clearance, we proceeded to project schools to seek permission from school heads to implement the project in their schools. This was followed by informal interaction with teachers and pupils from these schools to explain the concept of the project, and work on a timetable.

3.2.1 Meeting with Teaching Staff

We held a meeting with teachers to discuss on the effects of corporal punishment on learners and other alternatives which could enhance the relationship between learners and the teachers.

3.2.2 Meeting with Pupils/Students

We held a series of meetings/FGDs with learners on their understanding of corporal punishment as a way of administering discipline in schools. The learners discussed freely and gave their opinion and feelings about corporal punishment. The mentor also had the opportunity to visit and discuss alternatives to corporal punishment with learners in all the project schools. We did initiate and kick start several Child Rights clubs in schools (Sianda and M.M Shah), launched a Journalism club mandated to carry out child rights activities in another (Kapkoiga), and launched a Peer educator's club in another (M.M. Shah).

3.2.3 Meeting with Parents

After meeting teachers and the pupils, we managed to mobilize parents meetings from the three project schools separately to solicit their ideas and opinion on corporal punishment. It was interesting to note that most parents still insist on corporal punishment arguing that it was corporal punishment that enabled them to excel academically and qualify for good jobs.

3.2.4 Joint meeting for Parents, Teachers and Learners

We managed to mobilize a meeting that brought together parents, teachers and learners to exchange ideas on effects of corporal punishment in learning institution and in the household. This provided a very good opportunity for learners to raise questions from teachers and parents on corporal punishment. The meeting discussed and came up with specific resolution as will be highlighted in this sub- chapter. One of the joint meetings was also attended by the team's mentor during his visit to Kenya.

3.2.5 Definition of Terms

For purposes of clarity and understanding, with all the participants, the following terminologies were explained to participants who attended all forums:

A child is any person below the age of eighteen years.

Punishment is any negative consequence that leads to a reduction in the frequency of the behaviour that produced it.

Corporal punishment or physical punishment is any action taken by a parent, teacher or care-giver that is intended to cause physical pain or discomfort to the recipient. It involves the use of an object such as a ruler, belt, slippers, stick, rubber horse, stone, extension cord and cables among other things.

Humiliating or degrading punishment takes various forms such as psychological punishment, verbal abuse, ridicule, isolation or ignoring the child completely.

Discipline was defined as the training of the mind and character. It is the training that corrects moulds or perfects mental faculties or moral character.

Character was defined as a total quality of person's behaviour in terms of habits of thought, attitudes interests, actions and personal philosophy of life.

3.3 Collection of Data & Materials Used

Questionnaires were structured to collect information from teachers, Ministry officials Parents and members of the civil society. The questions explored the respondents' attitudes and perception on the administration of corporal punishment. *Focus Group Discussions* and *Interviews* with key informants proved very effective as a way of collecting data. The other instrument which also proved useful and gave a lot of information was the use of *public social events* which were organized by children depicting various aspects of child abuse. Data collected using questionnaires, FGD, and interviews were collated and documented for application among the target groups.

3.4 Participants in the Project Work

The participants involved in the project were identified in the first phase. These included teachers, pupils, parents, and members of Civil Society Organization. Ministry of Education officials played a very important role in linking up the project with key participants within the school environment

3.5 Resources for the Project

A part from human resource within the school environment and the Civil Society Organization, constant communications and guidance from our mentor and resource materials received from Sweden after the first phase in Sweden helped the team move on. Participating schools also facilitated meetings hosted by the team members, provided stationery, tree and flower seedlings, while learners also donated flower seedlings for use in their club activities. The other key resource which is worth pointing out is time and transport facilities accorded to the team members during the project period by the change agents' supervisors. Generally, the team utilized resources available within the schools as the project schedule was married into the ordinary school and work routines.

3.6 Drawing up a Work Plan and a Time Table

The project began in May - June 2006 as change agents learned and designed a work plan to borrow best practices from other represented nations. Appendix 1 provides details of the work plan and timetable.

4.0 OUTCOMES OF THE PROJECT

4.1 Alternatives to corporal punishment at school, home and other Institutions

Through the support of stakeholders we managed to carry out the activities and eventually could quantify the success as manifested by key players who were actively involved in the project activities. The following areas were discussed and agreed upon by key stakeholders in relation to corporal punishment and possible alternatives.

4.1.1 Behaviour Modification (Behaviour Therapies)

These therapies are based on the premise that behaviour is learned and behaviour that has been learned can be unlearned by 'reconditioning'. There are several techniques under this approach:

4.1.1.1 Setting clear and consistent rules

Let the learners help to write the rules and try to make them sound positive. For instance, instead of saying 'Don't slam the door!' one could say 'Close the door quietly.' It is also a good idea that the first day of school is open to discuss and clarify class rules with learners.

4.1.1.2 Positive reinforcement

These include simple gestures such as a smile, words of praise, public acknowledgement or social commendations. This can be done when a child has done something good to let them know that you like their behaviour. Other forms of positive reinforcements include:

4.1.1.3 Rewards/token economies

Practice in classrooms include use of badges with emblems, 'Girl/Boy of the Week', 'Mr. Respectful', good behaviour games, re-grouping children in class to re-direct aggressive behaviours, classroom awards, for instance, 'Courtesy Champion' for having good manners in school.

4.1.1.4 Positive reinforcement

This refers to the act of offering privileges to those who behave well. Giving attention is one of the most powerful rewards to help people change their behaviour. A smile, recognition, a pat on the back, a compliment, would make children repeat a desirable behaviour in school. Other reinforcements include lunch with teachers, writing on the board, praise, and small incentives like pens, pencils, books and folders.

4.1.1.5 Negative rewards

Examples include taking away certain privileges from learners who consistently misbehave. It is the opposite of positive reinforcement.

4.1.1.6 Non-reinforcement

One could also ignore undesirable behaviour as long as it is not hurting anyone or disrupting learning, such behaviour just dies off upon the learner's discovery that s/he is not receiving the attention s/he so craves, after all.

4.1.1.7 Contingency management procedures

These are techniques that control behaviour by manipulating its consequences. There are many forms, but here are a few examples that have worked for us:

Shaping: A desired behaviour is developed by first rewarding any behaviour that approximates it. Gradually, by selectively reinforcing the individual only for behaviour resembling the desired behaviour, the final behaviour is shaped.

Time out: Undesirable behaviour is extinguished by removing the person temporarily from a situation in which that behaviour is reinforced. If a child disrupts a class, s/he is removed so that the disruptive behaviour cannot be reinforced by the attention of others.

Behavioural contract: This is a written agreement that the pupil can sign, usually in the presence of a parent/guardian/teacher, in which s/he promises to adhere to the contingencies spelt out in the institution's code of conduct.

Response Cost

Here one activity that pupils enjoy to do is paired with an activity they do not enjoy to do. The preferable activity, usually a hobby like music/dancing or trip is contingent on the students' behaviour. Those who fail to meet the two expectations are warned of the consequences of their inappropriate behaviour. After warning period expires, the privilege is withdrawn but could be restored only to students who demonstrate appropriate behaviour.

4.1.1.8 Modeling

One way through which children learn is by modeling or copying what adults do. If adults demonstrate violence, children will learn to respond to things they do not like with violence. Teachers, parents and community members should therefore be living examples of good behaviour. If they model compassion, patience and love, children are more likely to model such kind of behaviour.

4.1.2 Consistency in administering punishment

Authors (for example Lahey, 1995; Weiten, 1985) generally tend to agree that used appropriately, punishment can be good and ethical. For appropriate use, the school administration should ensure the following;

- Punishments should be directed to the behaviour as opposed to the learner.
- Apply rules with fairness and equanimity as they make learners respect the educators. Do not apply punishment out of anger.
- Apply rules considering the context and circumstances of each child. Any punishment ought to be administered sensitively and mindfully.

4.1.3 Understanding Learning Barriers and Social Challenges

Corporal punishment is often masked in the problems related to life circumstances such as learning difficulties, problems at home, victimization and trauma. Supposing a learner frequently sleeps in class? What might be the reason? Before any form of discipline is preferred, the teacher should dig deep in the cause of the problem. Perhaps she is hungry or does not sleep well at night because she shares a bed with several siblings, may be they live a long way from school, they could be ill, amongst other problems. If the root causes of the problems are not unmasked then the heart of the problem might never be reached and the learner may continue to receive punishment repeatedly and undeservedly. The following techniques were suggested in such a situation:

- First and foremost, revisit the design and content of the curriculum. Is it learner centered? Are the learners actively involved in their own learning? Has each one developed a feeling of responsibility for the group as a whole?
- Teachers should avoid confrontations in front of other pupils to lessen anger, defensiveness and resistance.
- Try to listen and understand the pupil's side of the problem. Empathize with the pupils to allow them come out willingly with their personal worries and concerns.
- Avoid lecturing or giving quick advice to the learners.
- Try involving parents/guardian of the pupil to find out if there could be any problem at home.
- Recommend further guidance and counseling if disruptive behaviour persists.

4.1.4 Democratic Discipline

This involves meaningful participation and involvement of children in thinking and decision-making process (Article 12 of UNCRC) within classroom. It emphasizes self-discipline and development of shared responsibilities, where learners, parents and teachers establish the rules together.

This is effective as;

- Children are more likely to understand, respect and follow the rules and expectations for classroom behaviour as they have participated in creating them.
- The participation of parents enables them to provide consistent messages to their children at home and support disciplinary decisions made teachers at school.
- Through the process of participation, children, and parents build their own capacity for decision-making, community building and responsibility.

4.1.5 Community Building

This concept supports the view that misbehaviour might not be the problem of learners but a problem with the environment. The following were agreed upon to mitigate against the influences of the environment upon learners' behaviour:

- Learners need to formulate their own value systems consistent with social good and uphold themselves responsible for the expectation. The process takes time through step-by-step instructions, being patient and gentle with self and others.
- There should be communication between teachers, parents and learners, through respect and authentic responses.
- Teachers should facilitate class-wide discussions and help children build meaningful relationships among themselves.

4.2 Full Implementation of the Project

Having started well in Phase One, we did embark on the final part of the project by aggressively involving key stakeholders who by this time understood the concept of the project. It was more of responding to requests received from teachers and Ministry officials after realizing the importance of the project to the entire school environment. We were allowed more time to interact with teachers and pupils to disseminate information on corporal punishment and derive possible alternatives. The disseminations were backed by sharing experiences on how schools are run and managed in South Africa and Sweden together with some training on CRC and what it says about discipline and leadership in organizations.

4.2.1 Obstacles

Throughout the implementation process, several weaknesses were encountered and later turned into opportunities for intervention. For instance, some school administrators argued that what is applicable in Europe cannot work in an African situation. We used these gaps to employ a thorough sensitization which created a positive impact among the stakeholders. Besides, some stakeholders presumed that the change agents had received donor-funding for the project and therefore had handouts to offer. However, the trainings were well received prompting the Ministry to call for more such training noting that the resistance was due to ignorance. As part of the wider awareness, we worked with members of Civil Society Organization and incorporated issues of CRC and corporal punishment during their public social events with children and community members.

4.2.2 Challenges

We faced several challenges during the implementation ranging from teachers' busy schedule, wider area of coverage and monetary costs involved. Furthermore, a change agent also had to

take an inevitable leave before full project cycle thereby interrupting team activities for a period.

4.3 After the Pilot Project

As a team, through the support from the Ministry, we carried out more sensitization meetings in schools and at the community level aimed at coming up with tangible practical steps on how to create and establish structures that would facilitate realization and administration of alternatives to corporal punishment in learning institution. The project process reaffirmed the fact that there is a need to create child friendly environment to enhance discipline. We therefore worked with key stakeholders and agreed that in order to create a more safe and secure environment for learning in schools, the following needed to be put in place for checks and balances;

4.3.1 Educator Support Group

The school community should;

- Establish a support group of educators and administrators in school to discuss issues of behaviour, discipline and conflict resolution.
- It provides a forum for learners to share life stories, ideas and fears with one another.
- The schools could set aside a special place where students can brainstorm as they solve their own problems.

4.3.2 School Code of Conduct

- Representatives of classrooms and other constituencies within the school should come together to agree on and develop a code of conduct for the whole school.
- The code of conduct should be placed at a visible place for everyone to see.
- Conduct meetings every year to reflect on the code of conduct and identify any additions and modifications to replace redundant ones.
- New students should be oriented to the code of conduct. The learners should discuss class rules on the first day at school to understand and internalize them.
- It is important that the learners know the rules in advance. This way it will not be a surprise when enforced.
- The school motto, the strategic plan for the school, the mission and the vision should be clearly understood and known by learners
- Schools could go beyond the simple code of conduct for learners, to develop a community code of ethics which is translated into morals that are used by the learners.

4.3.3 Support Service Network

This calls for establishment of organized way of assistance from service organizations or members of the community such as nurses, psychologists, social workers, police station, child-protection units, community leaders, youth group and religious leaders that play supportive roles to learners and teachers.

4.3.4 Privileges and Fun

- There should be privileges in schools for those who behave well. Certain privileges can also be taken away for consistent misbehavior.
- The school should debate fun activities and privileges developed. They are things which make learners laugh, exercise or explore their talents and should be on-going and regular.
- These include sports programs, art project, drama and specific field trips.

4.3.5 Pastoral Counselor/Teachers in schools

- These are teachers whom learners come to trust over time
- They are important resources for school peace
- They must be acceptable to learners
- They work at specific times or sessions. They address learners supporter needs, pre-empt problems towards learners discussion without fear of victimization.

4.3.6 Peer Counseling/educators

- Peer counselors/educators are trained to resolve conflict through mediation in school. They supplement the work of teacher counselors. They also act as fellow learners' role models (modeling).
- This is the use positive peer power with other learners.
- It involves equal partnership, with similar age and status.

4.3.7 Involving Parent figures

- Parents can be engaged in the making of a code of conduct through parents conferences and workshops where parents and teachers share ideas and new ways of thinking about discipline at home.
- The interactions should be non-judgmental so that parents can contribute
- On-going communication with parents through monitoring performance and discussing learners 'problems through use of phone calls and message trees (parents giving information to others).

4.3.8 Teacher Parenting

This is another activity that was tried during the project and proved beneficial. This is where each teacher is assigned a specified number of pupils to parent. It fosters friendship and accountability among learners.

4.3.9 Information display

Providing information to learners is beneficial in many ways. Moreover, when learners are exposed to as much useful information as possible in all visible spaces including bulletin boards, their chances of idling and engaging in disruptive behaviour are reduced.

4.4 Enhancing Discipline among pupils

The following areas were also deliberated and agreed upon by key stakeholders in relation to discipline in schools.

4.4.1 Student/Pupil Leaders

- Students should elect their own leaders
- The leaders act as advocates on behalf of other students
- Leaders should be trained to be able to handle student matters effectively and discharge their duties in line with positive non-violent forms of discipline.
- They report students concerns to the administration.

4.4.2 Policy

There should be a written policy against corporal punishment in schools. The policy should target administrators, teachers and parents and be posted on notice boards. The policy should be shared with parents on the first day of admission.

4.4.3 Teacher Training Curriculum

It was recommended that student teachers should be trained in;

- Alternatives to corporal punishment.
- Consequences of disobeying the policy on corporal punishment.
- How to protect students from older children, or from other teachers inflicting painful punishment.
- How teachers respond and support children experiencing corporal punishment with confidence and respect.

4.4.4 School Clubs

There are aimed at enhancing child participation in schools. Teachers and parents will be amazed at how responsible pupils can be. The students in the implementation schools have run their club activities responsibly. Journalists have managed their school class gardens well, provided information to the others at school assemblies, contributed articles, typed and put them on bulletin boards. Peer educators also successfully ‘counselled’ their peers while making referrals where necessary, and conducted many other club activities. The clubs could discuss say, corporal punishment, how it happens, who commits it, and how children feel about it. They could address how to support each other and make recommendation on what kind of they should take as children to prevent it.

5.0 EVALUATION

The project was evaluated in the two ways: Process evaluation and Outcome evaluation.

5.1 Process Evaluation was carried out using *written methods* where students wrote listings and short essays on issues like Child Rights and Corporal Punishment. The team also conducted Focus Group Discussions with parents, teachers and members of the community. Written records from school administration also provided data for evaluation.

5.2 Outcome Evaluation was monitored through numbers of students trained as peer educators, pupil groups trained on child rights, number of students seeking counseling, and incidences of corporal punishment.

Following overwhelming support from the Ministry of Education and other key stakeholders involved in the implementation, the project has run without a hitch. The success of the project is clearly manifested by the reports of the school heads who are requesting for the continuity of the activities beyond the project life and to cover more schools. The other indicators of success include;

- Enhanced understanding between teachers and pupils resulting to improved performance. At one of the project schools, a graduating class discreetly organized a party, then invited and presented their teachers with tokens of appreciation, something that was unheard of before. This shows improved teacher-learner relations.
- Reduced cases of unrest among project schools and neighboring schools
- Over enrolment and retention of pupils in school
- Formation of G&C groups to address cases of indiscipline in schools
- Formation of peer support groups and child right clubs in schools
- Democratic involvement of learners in formulating school rules and policies.
- An attractive and appealing physical learning environment
- Frequent invitations to the team to spread project activities to other schools for maximum learner benefit.

As change agents, we intend to continue working on areas of need and obstacles which were identified during the implementation. We also intend to respond to other schools' request to cover more schools. Guidance and Counseling as an alternative to corporal punishment demands more attention in terms of training for both learners and teachers. It would be useful to involve other players to assist in providing certain specialist help related to growth and development.

6.0 CONCLUSION

The ideas presented here may be somewhat new or they may be things already known. They represent discipline with a human face; discipline that permits learners to experience joyful learning, where teachers and learners maintain their dignity and still allow room for learners to be themselves, to grow socially, emotionally and intellectually.

Since we all care about children of this nation/world, we should show them that we care by being good mentors to them as they seek to be good role models to one another, training and developing them into citizens who are not only self-disciplined, but also responsible and tolerant of others.

Recommendations:

Most teachers who participated in the project recommended the establishment of structures within the Ministry of Education to facilitate in-service training for teachers on child-friendly approaches of administering discipline to learners.

As change agents, we dream to develop a handbook on discipline out of this project report. A handbook that we believe will stand the test of time as an invaluable tool of discipline in Kenyan schools and households.

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8.0 APPENDIX

8.1 Work Plan & Time Table: Project Duration October 2006 – May 2007

June – August	September	October	November	December
<p>June From Sweden: Project plan and seeking clearance</p> <p>July Identifying project schools, initiating activities, planting flowers</p> <p>August Team meeting in Kisumu</p>	<p>-Inter school exchange visits, debate, tree planting occasions</p> <p>-hold talk shows</p> <p>-identifying and recruiting journalists, peer educators, child right club members</p> <p>-key meetings with teachers and parents during school events</p>	<p>-Finalizing and sending report</p> <p>-Focus group discussions with pupils on corporal punishment</p>	<p>-Implementation and follow up with key stakeholders on CRC</p> <p>-Presentation in South Africa</p> <p>-Assembling children for social event to discuss alternatives to corporal punishment</p>	<p>-Parents meeting on alternatives to corporal punishment</p> <p>-Revising project based on input from South Africa</p>
January	February	March	April	May
<p>-Joint meetings for Teachers and pupils on alternatives to corporal punishment</p>	<p>-Awareness among project schools on corporal punishment</p> <p>-Interim Draft report</p> <p>-Brief meeting with MOEST</p>	<p>-More sensitizations on alternatives to corporal punishment in project schools</p>	<p>-Joint meeting with schools around the project schools (Sianda, MM Shah and Kapkoiga girls)</p> <p>-Joint meeting for PTA and pupils during mentors visit/Mentor's visit/Evaluation</p>	<p>Final draft report</p>