

International Youth Rights Conference 2010 China

International Youth Report

“Corporal Punishment at Home and in School”

Edited and Compiled by the Executive Team of the International Youth Rights

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FOREWORD

The International Youth Rights (IYR) is an entirely student-run non-profit organization, which focuses on making the youth's opinions and their suggested solutions to the world issues be heard across the world and actualizing their solutions in real life, for all to realize what youth can do to make an impact in the world. To emphasize the importance of the role of youth in the global community, their voices should be heard in the United Nations and beyond - not confined in Model United Nations, Model Congress, Model Parliament and other mock discussion forums that the youth participates in.

The solutions and the opinions that the youth delegates toil to write and put their hard effort into prepare, often result in recycling baskets after the conferences are over. However, the solutions they suggest is much more valuable, deserving to be recognized by world leaders. This organization strives to make sure that all youth are given the right to speak, by inviting not only the international schools but also the local schools that cannot afford to attend such expensive mock discussion forums to voice their opinions on international issues that are held abroad. The organization takes a step further by setting the conference fee to be free of charge. The facility usage fee was sponsored by the Suzhou University where the conference was held at.

During the pre-conference preparation, each school participating in this event was assigned a controversial issue: "Corporal Punishment at Home and in School". This has been dealt for a long time not only in the United Nations but also in Council of Europe, and numerous other Non-Governmental Organizations (NGOs) such as The Global Initiative to End all Corporal Punishment of Children and Save the Children.

Under this topic, the youth delegates conducted their independent research collaboratively with their group members allocated according to school. They were required to form their own opinion on the issue, including their own experiences regarding the issue. They were also required to write action papers that consist of their opinions as well as detailed, concrete and original project-based solutions that both youth and the governments or international organizations can carry out.

On the 26th of June 2010, youth delegates from both international and local schools from Shanghai and Suzhou, two megacities of China, came together to debate on the reports

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that each school made based on the assigned issue, and made amendments, after which we compiled a substantial and complete declaration report on the issue. We also have got on Skype, video conference with youths who could not participate from Korea and other cities in China, which their voices had been included in this report.

This is the product of our first conference will be a stepping stone for the world to realize the real voices of youths on the issue of “Corporal Punishment at Home and in School”, their suggestions on what other youths around the world can do, and their plea for what United Nations and certain governments should do to tackle this lingering problem of corporal punishment around the world.

31 July 2010

Seung Woo Son

President of International Youth Rights

INTRODUCTION

Article 1 of the United Nations Declaration of Human Rights begins: “All human beings are born free and equal in dignity and rights...” (United Nations Declaration of Human Rights, 1948) This means that all people, including children and youths, have rights as equal as adults or anyone else. Subsequently, Article 19 of United Nations Convention on the Rights of Child (UNCRC) requires states to protect children from “all forms of physical or mental violence while in the care of parents and others,” which has been ratified by a total of 193 countries, including all member states of Council of Europe (UN Convention on the Rights of the Child, 1989). With these established treaties and conventions, whenever corporal punishment is carried out in schools and homes, the rights of youths and children are breached to ensure security and protection against any form of violence.

Corporal punishment, according to ‘Save the Children’, refers to “the use of physical force intended to cause some degree of pain or discomfort for discipline, correction, and control, changing behavior or in the belief of educating/bringing up the child” (Position on corporal punishment, 2003). Corporal punishment in schools occurs when the teacher or the "adult-in-charge" inflicts pain upon a child in order to stop that child's unacceptable behavior and/or inappropriate language. It is also used to prevent the child from repeating that behavior or offense, as well as to set an example for others.

The UNCRC and the United Nations Educational, Scientific and Cultural Organization (UNESCO) acknowledge that hearing and seriously considering opinions of youths are the priority when dealing with issues that directly affect the youth. The issue of “Corporal punishments at Home and in School” is such an issue.

At home, parents carry out corporal punishment on their children because they believe that it is the correct way to discipline and educate their kids, especially if it has been a tradition in their family generations. They believe that corporal punishment is the only effective solution to help children learn right from wrong, respect and obey the elders, regardless of numerous positive approaches that parents can take besides such punishment. When corporal punishment is applied, it often leads to physical and psychological damage, which can potentially distance the relationship between child and parent.

Furthermore, corporal punishment in schools directly violate the rights of children at

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school to proper education, development and protection. In addition, punishment in front of their classmates may cause humiliation, degradation in self-esteem and shame. As of November 2009, 88 countries still allow corporal punishments at school. Schools still condone corporal punishment, as “educators, who face the difficult task of maintaining order in the classroom, may resort to corporal punishment because it is quick to administer, or because the school lacks resources and training for alternative methods of discipline.” (Stephey, 2009) Also, corporal punishment is practiced because it is also a form of release of dissatisfaction or anger, or both, due to parents’ or teachers’ inability to cope with their emotions.

In some cases, with regard to culture or religion, the use of corporal punishment is considered acceptable. In some countries like Korea and Singapore, the equipment used to hit the child with is dubbed “cane of love” (Yang, 2008). Many subscribe to this belief that banning corporal punishments does not necessarily breach the family and private lives of the people. Nevertheless, we need to realize that although the United Nations (UN) cannot change culture or religion of any country, they can suggest, recommend and emphasize alternative forms of discipline that are much more positive and effective; than corporal punishment that can inflict detrimental physical and psychological wounds to the victims and cause further social problems.

The former UN Secretary General Kofi Annan marked the year of 2009 as the time when universal abolishment of corporal punishment of children is to be achieved. However, the lingering incidents of corporal punishments in numerous settings still exist around the world. As of May 2010, according to the Global Initiative to End All Corporal Punishment of Children, only 28 member states have achieved a full abolition, and some countries still consider corporal punishments as legal. To ensure the invaluable rights of children and other victims to security and protection, while also to maintain public order around the world; it is crucial that member states come to an international consensus on the use of corporal punishment, while respecting the culture and religion of each and every member nations.

SHORTCOMINGS OF UNITED NATIONS AND GOVERNMENTS

Failures of ratification in two signatories of the UNCRC are the United States and Somalia (Child Rights Information Network). In both cases, corporal punishment still prevails, possibly due to the lack of legislative restriction (Foley, Sabo; Global Initiative to end Corporal Punishment).

In areas where ratification of the CRC has been implemented, there are certain cases where full ratification has not been achieved. For example, corporal punishment is still legal in countries such as Singapore and Malaysia (World Corporal Punishment Research).

Additionally, there exists some social and cultural lag between the implementation of legislative measures and social acceptance and compliance, in places where corporal punishment at home and in school are lawfully banned. As a result, there are still cases where citizens, specifically parents and teachers, will still commit the act without knowing that it is outlawed.

United States

Only 27 states in the US have laws that ban the use of corporal punishment in their schools. United States that have no laws banning corporal punishment are: Alabama, Arizona, Arkansas, Colorado, Delaware, Florida, Georgia, Idaho, Indiana, Kansas, Kentucky, Louisiana, Mississippi, Missouri, New Mexico, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, and Wyoming.

According to Mississippi Department of Human Services (MDHS), there were 900 substantiated physical abuse cases reported in Mississippi in the year 2000. That statistic leaves out the nearly 50,000 paddling of Mississippi schoolchildren by their teachers. Of the 23 states that allow this practice, Mississippi ranks highest in the percentage of students hit. Apparently, being beaten in the pelvic area with a flat wooden board, sometimes resulting in serious injuries does not constitute child abuse according to MDHS. The official statisticians, it seems, were only interested in counting deaths and major physical injuries caused by parents and other non-professional caretakers.

Canada

January 2002: The Ontario Court of Appeal upheld a lower court ruling that found that Section 43 of the

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Criminal Code of Canada is constitutional. The Government argued that allowing limited corporal punishment does not harm children, and that it *"balances the societal interest in sustaining the family unit with the charter rights of the child."*

About a week later, Léger Marketing conducted a cross-Canada survey of adults' beliefs concerning spanking.

To the question: "Should the government pass legislation to ban parents from spanking their children?"

69% of Canadian adults said No,

21.9% said Yes,

9.1% abstained.

To the question: "Is a light slap an effective way to make a child think?"

49.9% said Yes,

46.6% said No,

6.5% abstained.

Kenya

The Human Rights Watch worked to highlight these abuses, undertaking a fact-finding mission to Kenya and issuing its findings in August 1999. Kenya's School Discipline Regulations authorized the use of corporal punishment in schools but failed effectively to regulate its use. **Teachers routinely ignored nominal restraints and the regulations were rarely enforced.** Teachers caned children for "offenses" such as tardiness, talking in class, wearing torn or dirty uniforms, being unable to answer a question, or failing to achieve target marks set on exams. These measures often resulted in bruising, swelling, and small cuts; at times, however, children suffered more serious injuries such as sprained or broken fingers or wrists, knocked-out teeth, internal injuries, and even death.

GLOBAL CASE STUDIES ON CORPORAL PUNISHMENT

While corporal punishment in school is banned in most of the North American and European nations, it remains as one of the major problems in Asian countries. In some countries such as Singapore, Malaysia, and South Korea, corporal punishment is done in a way that would lower a child's self esteem by making it public. When the intention of corporal punishment in school is discipline towards a better academic progress, studies have also shown that corporal punishment can result in the reduction of one's Intelligence Quotient (Medical News Today, 2009), and would thus decrease academic progress. Where corporal punishment is banned in some countries such as China, local governments have failed as it is still practiced in some (rural or remote) areas and are not reported. Therefore, in order to prevent corporal punishment, *we need to provide accessible modes of communication for people to report such cases so that governments and the UN can better alleviate the issue.*

Cases of Corporal Punishment in School

As stated in the introduction, corporal punishment in school directly violates the rights of children at school to proper education, development and protection. Not only that, punishment in front of their classmates may cause humiliation, degradation and shame. As of November 2009, 88 countries still allow corporal punishments at school.

Severity of corporal punishment in schools varies with the 'tool' used and the frequency of its usage. However, in some cases, death may result if and when injuries become life-threatening to the victim. Some students may have preconditions of mental defects. Others, most prevalent among teenagers, suffer from academic stress and growing pains. Corporal punishment would further aggravate, if not, trigger psychological harm, like depression, low self-esteem, and anxiety, which deteriorates emotional and mental development of the child. Also, pain and physical abuse increases rates of suicide among youths if and when they consistently suffer from corporal punishment.

South Korea

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Despite the banning of corporal punishment *twice*, it is still practiced on both male and female students in schools. Tools used to discipline students vary from regular sticks and canes to sawn-off billiard cues and hockey sticks. It is often applied to the student's clothed buttocks, but may also be given on the calves, the soles of the feet, or the front and back of the thighs. These punishments are commonly typically administered in a classroom or corridor in front of other students. It is common for several students to receive corporal punishment together. In some cases, the whole class may be hit for the wrongdoing of one student. Recurring reasons for corporal punishment include failure to complete homework, failure to achieve a high exam results, and speaking in class after the teacher has commanded silence.

Malaysia

Caning, the usual form of corporal punishment in school, applies legally to male students, only. The idea of legalizing the caning of girls has recently been debated. This would be applied to the palm of the hand, whereas boys are typically caned across the seat of the trousers.

Singapore

Corporal punishment is legal in Singapore schools for male students only, and fully encouraged by the government in order to maintain strict discipline. Only a light rattan cane may be used. This must be administered in a formal ceremony by the school management after long consideration, not by classroom teachers. The Ministry of Education has stipulated a maximum of six strokes per occasion. In some cases the ceremony is performed in front of the other students.

Taiwan

Evidence of corporal punishment remains, in spite of the ban on corporal punishment in 2006. Only recently in April 2010, “a male teacher” (Hsu 2010) “slapped [a second grader] a total of nine times in front of the whole class...for mucking around with some other boys after class in a game which involved touching one another’s genitals” (Hsu 2010).

We observed a case of corporal punishment after it had been banned. In the summer of 2010,

an anonymous peer went to a math academy. Every week, students take a small test. The teacher with a wooden stick beat students who failed the test. This shows that the teachers are ignorant of the law and believe that corporal punishment is the only way to educate children.

Tibet

In interviews with 50 Tibetan children, half of those children claimed that they have been to a primary school with severe forms of corporal punishment

“The reasons children gave for being punished included being late for school, speaking or eating in class, and not doing their homework. Some stated that they were punished for no reason, and two reported being beaten because the teacher was in a bad mood.

Students reported being beaten with implements, including rubber clubs, whips, belts, electric wires, chair legs, whole chairs and bamboo sticks. They reported being beaten all over the body. They also stated that Tibetan students were punished more harshly than Chinese students.

“When we did not do our homework properly we were kicked and beaten with chairs. Most of the time the teachers hit us on the stomach or the back but sometimes he hit us also on the head. This was the most dangerous because often the wounds had to be stitched. Some students fainted and some had to vomit after these beatings.” (“Research and Children: China”)

What surprises us the most is how the corporal punishment administered here has little to do with correcting bad behavior, but has roots in things such as ethnical differences, inability for the teacher to control his/her mood, and often involve serious injuries that require hospitalization. From this, we can see that educating suggestions on how to manage one’s anger is also important when dealing with putting an end to usage of corporal punishment.

Cases of Corporal Punishment at Home

This is the most prevalent form of corporal punishment, as while the law may prevent the school or judicial system from carrying out corporal punishment, it is extremely hard to prevent parents in their private homes from carrying out punishment, as it is both difficult and violating to observe private lives of a family. Not only that, parents or anyone who commits

corporal punishment considered illegal in their area are likely to under-report as they do not want to be caught against a law, and it is also very difficult to obtain information from very young children (Position on corporal punishment, 2003). As of November 2009, 172 countries still allow corporal punishments at home (Global Initiative to End All Corporal Punishment of Children, 2009).

For example, Swedish parents have proposed that banning physical chastisement has breached their rights to respect for family and private life. However, in 1982 the European Commission of Human Rights has responded by saying that this is not true as “the treatment of children by their parents and the same treatment applied to an adult stranger cannot constitute interference.” The Committee stated in 2001 that the Article 17 of the European Social Charters “requires a prohibition in legislation against any form of violence against children, whether at school, in other institutions, in their home or elsewhere.

Parents carry out corporal punishments on their children, because they believe that it is the right way to discipline and educate their kids, especially if it has been a tradition in their family generations. They believe that corporal punishment is the only effective solution to make children learn right from wrong, respect and obey the elders, regardless of numerous positive actions parents can take besides such punishment. When corporal punishment is applied, it often leads to physical and psychological damage, which can cause distant relationship between children and their parents.

Some laws that are implemented in countries that ban or restrict the severity of corporal punishment are violated due to children afraid to report these cases or cases that are not dealt with seriously by local police.

Australia

In Australia, corporal punishment of children in the home is legal in every state and territory. However, parents who act unreasonably may be committing an assault. The Australian state of Tasmania is continuing to review the state's laws on the matter, and may seek to ban the use of corporal punishment by parents. The matter is also under review in other Australian states. A 2002 public opinion survey suggested the majority view was in support of retaining parents' right to smack with the open hand but not with an implement.

United Kingdom

In the U.K. spanking and the use of implements is legal, but it may not leave a mark on the body. The total abolition of corporal punishment has been discussed. In a 2004 survey, 71% of the population would support a ban on parents smacking their children. In a 2006 survey, 80% of the population said they believed in smacking, and 73% said that they believed that any ban would cause a sharp deterioration in children's behavior. Seven out of ten parents said they themselves use corporal punishment.

VIOLATIONS ON UNITED NATIONS CONVENTION ON RIGHTS OF CHILD

Convention on the Rights of the Child

**Adopted and opened for signature, ratification and accession by General Assembly
resolution 44/25 of 20 November 1989**

Entry into force 2 September 1990, in accordance with article 49

**We youths have found numerous errors and points in the convention that concerns us deeply. Text in red is our comment to the clauses we have chosen that concerns us. Important words have been highlighted in yellow. Important clauses are highlighted in red.*

PART I

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

-When religion, culture and tradition gets in the way, corporal punishment is very difficult to be stopped. One may ask people to petition, plead and beg, but this will not get rid of thousands of years of tradition and ingrained beliefs. For example, in Afghanistan, the law stops at the door, despite what the authorities say – the government is not responsible for what happens inside the home, the private lives of the people. However, although the United Nations (UN) cannot change

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the culture or religion of any country, they can suggest, recommend and emphasize alternative forms of discipline that is much more positive and effective than corporal punishment. Therefore, the United Nations should set the topic of international consensus on usage of corporal punishment as their General Assembly / Human Rights Council topic, and discuss reformation in legal and policy settings regarding corporal punishment, taking into account different countries' beliefs on religions which supports corporal punishments.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

- This is not always the case. We feel that many adults view children as unreliable sources of information, and they do not view the opinions of children and youths as their primary concern. Maybe institutions are better these days, but adults in general, especially parents or even sometimes teachers do not take care to listen to the thoughts of the children. Times need to come when “What would children know” would change into “Because it’s children speaking, let’s listen to them”.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

- The enforcement of these laws remains weak, and the United Nations and governments cannot carry the laws out for private lives of families. Corporal punishment at home is the most prevalent form of corporal punishment, as while the law may prevent the school system from carrying out corporal punishment, it is extremely hard to prevent parents in their private homes from carrying out punishment, as it is both difficult and violating to observe private lives of a family. Not only that, parents or anyone who commits corporal punishment considered illegal in their area are likely to under-report as they do not want to be caught against a law, and it is also very difficult to obtain information from very young children (Position on corporal punishment, 2003). As of

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November 2009, 172 countries still allow corporal punishments at home (Global Initiative to End All Corporal Punishment of Children, 2009).

For example, Swedish parents have proposed that banning physical chastisement has breached their rights to respect for family and private life. However, in 1982 the European Commission of Human Rights has responded by saying that this is not true as “the treatment of children by their parents and the same treatment applied to an adult stranger cannot constitute interference.” The Committee stated in 2001 that the Article 17 of the European Social Charters “requires a prohibition in legislation against any form of violence against children, whether at school, in other institutions, in their home or elsewhere. Therefore, unless governments in the present day act tougher in banning corporal punishment at home or elsewhere, we will likely get nowhere with alleviating the concerns with corporal punishment at home.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform to **the standards established by competent authorities**, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

- How will UN judge whether a source is “competent?” How does the UN makes sure that the States Parties will “ensure” these facilities are up to standard and usable? How reliable are the authorities? How do we make sure that the guidelines/standards established by the authorities are effective, as many teachers who condone corporal punishment on their students are not punished or caught.

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, **appropriate direction and guidance** in the exercise by the child of the rights recognized in the present Convention.

- In respecting others’ privacy, the UN certainly cannot fix corporal punishment. It is most unfortunate that what some parents think are “appropriate direction and guidance” can only be achieved through caning and whipping.
- “If you don’t set braces on a tree and make it grow straight when it’s young, you’ll never be able to change it easily once it’s older.” The same, apparently, holds for children— without

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the proper restraints [this translating into “pain”] then children will not learn. How else would you let a child learn not to touch the plug with wet hands? After they’ve been shocked? Or do you just hit them so that they know not to do it again? However, if a child’s hit to stop, child naturally begins to believe that violence is the solution to all problems. This is not the type of education we would like to plant in children of our future. The United Nations must take firmer role in educating/campaigning the alternative ways to better and more effectively educate one’s child.

Article 9

3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.

- We as youths do not yet see how one decides what is in the child’s best interests, regardless of any situation. Adults. Adults force children to do things, to go see counselors, to go to places where they don’t want to be – where are the rights involved?

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to **express those views freely** in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

- Even if we can express our opinions freely, we believe that many people do not listen to us. This goes back to our thoughts on Article 3, number 3. Also, in many cases, when parents are practicing corporal punishment on their children, they do not listen carefully or enough to what their children have to say, which all of us feel these days. Many parents strongly believe in their views in educating their child, rooted by tradition and culture, and they believe that it is right for them to hit their child, no matter what. Even when a child takes courage to justify his/her action that their parents deem wrong, their parents would hit them and chide them for daring to speak back to their parents, which is the norm in Asian countries. This does not let us learn right from wrong, from our actions as parents are trying to discipline us one-sidedly without hearing our opinions. This degrades our self-esteem, causes depression, distant relationship between children and parent, and even assaulting the parent in retaliation; not being able to speak freely causing physical counterstrike.

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2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, **or through a representative** or an appropriate body, in a manner consistent with the procedural rules of national law.

- A child himself/herself should directly express his/her views, not through a representative, because a true voice would come from the interested party, not through a representative.
- However, cases of corporal punishment at home cannot easily be reported to judicial court of law, as it is extremely hard to prevent parents in their private homes from carrying out punishment, being both difficult and violating to observe private lives of a family. Parents or anyone who commits corporal punishment considered illegal in their area are likely to under-report as they do not want to be caught against a law, and it is also very difficult to obtain information from children, as pressure from parents to not let their children report, are even more so significant.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are **provided by law** and are necessary:

(a) For respect of the rights or reputations of others; or

(b) For the protection of national security or of public order (ordre public), or of public health or morals.

- Here in China where we live, censoring of non-socialist material is prevalent. However, is that entirely right thing for them to do? In Korea, although corporal punishment was banned two times, it still happens in most schools around the country, and although it is very hard to catch the teacher hitting their children, the administration of the school does not take much action even when they find a teacher practicing corporal punishment on their students. Therefore, many classmates took videos and pictures of their teacher hitting their classmate through a phone and uploaded them on media, catching national attention, and consequently preventing the teacher from practicing corporal punishment again. As it is very difficult to access the media in China, with restrictions in various websites, and with the government monitoring the media, children are not able to freely express their concern and painful experiences, as China will block any videos of such cases, worrying that it will catch other countries' attention as

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well and taint their national reputation. This is why painful experiences and views of the children who wish to express them are ruthlessly being covered up by national law.

Article 14

1. States Parties shall respect the right of the child to **freedom of thought**, conscience and religion.

- How can children of this generation be able to freely think and form their own opinion and ways to live life, not to be influenced by their parents who are greatly influenced by deeply rooted culture and tradition of ways to live their lives, without knowing those ways are entirely right or not?

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to **provide direction to the child** in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

- State Parties will respect parents' direction to their child, no matter if it causes detrimental impact on their child? State Parties will respect parent's direction which is in the form of harsh corporal punishment on their child? This is unacceptable for us as youths and children, to believe that State Parties will not act against corporal punishment at home which causes detrimental impact and pain on the victims.

Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, or correspondence, nor to unlawful attacks on his or her honour and reputation.

- We as representatives of youths and children would like to be informed of how UN and others would reach the children without *arbitrarily* interfering with their private lives.

2. The child has the right to the protection of the law against such interference or attacks.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have primary responsibility for the **upbringing and development the of the child**. The **best interests** of the child will be their basic concern.

- This reflects Article 12. As we re-emphasize, "many parents strongly believe in their views in educating their child, rooted by tradition and culture, and they believe that it is right for them

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to hit their child, no matter what. Even when a child takes courage to justify his/her action that their parents deem wrong, their parents would hit them and chide them for daring to speak back to their parents, which is the norm in Asian countries. This does not let us learn right from wrong, from our actions as parents are trying to discipline us one-sidedly without hearing our opinions. This degrades our self-esteem, causes depression, distant relationship between children and parent, and even assaulting the parent in retaliation; not being able to speak freely causing physical counterstrike.” This upbringing + development = corporal punishment. In Korea, it is not unheard of that parents beat their children six times if they get a ninety-four percent on their last test.

- In many Asian countries such as Korea and Singapore, best interest of the parent is their basic concern, not of the child, because they often believe that as adults who have much more life experience, knows best how to guide their child, and not take into account the best interest of the children themselves. “Best interests” can translate into pushing children harder to get into competitive schools with caning and violence as an incentive to do better.

2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render “[a]ppropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

- Yes, we believe that UN should educate and better campaign for the parents/teachers, the alternative ways to better discipline their child without using corporal punishment, as many parents believe that corporal punishment is the only effective option, rather the best method to discipline their child. There are even parents who realize that corporal punishment is bad but do not know what else they can do, so they continue to practice corporal punishment. They ask, “I’ve just smacked my child- I know it doesn’t work, but what else can I do?”, or “I don’t want to smack my children, but I don’t know what else to do.” This is from The Royal Scottish Society for Prevention of Cruelty to Children, which has set up national telephone helpline in Scotland, for parents who need help on raising their children. From this it is very obvious that we need to improve on raising educational campaigns on raising awareness and suggesting alternatives to corporal punishment.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

- We believe that although child-care services and facilities greatly support the busy working parent who does not have enough time to take care of their child, the children grow best when

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they are with their parents. When they are apart, communication between the children and parent lacks, and miscommunication then occurs frequently, causing more frequent cases of corporal punishment. This is why we believe that working parent should be allowed more time to be spent with their child. Not only that, while children need love and security, parents also need support to control stress, anger and conflicts, because parenting while being committed to jobs may be very stressful, which may increase the risk of using corporal punishment, to relieve their anger. Therefore, they need employment policies and child care provisions which can allow them to have more time with their family, to create a harmonious family and career life.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

- This is what the issue of corporal punishment is based on. To us, the word ‘abuse’ and ‘corporal punishment’ are the same. We feel that many people commit corporal punishment nowadays use the word ‘corporal punishment’ as an excuse to justify their action, but as victims we as children and youths sometimes do not know how to differentiate between corporal punishment and physical abuse.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

- Not only do we need the facilities such as hotlines for children to report their experiences, we need to grow in the children the courage needed to use them. This includes educating the children the rights that they have.

Article 20

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be

paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

- Referring to the child's ethnic, religious, cultural and linguistic background is not enough; this is because usage of corporal punishment most often derives from deeply rooted culture and tradition of its usage. Therefore, we need to take into account background of the foster parents' background as well, not just the child's.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) Make primary education compulsory and available free to all;
 - (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
 - (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
 - (d) Make educational and vocational information and guidance available and accessible to all children;
 - (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.
- Drop-out rates cannot reduce, unless corporal punishment at school comes to an end. Corporal punishment at school discourages children from attending school altogether, as 14% of Nepalese children interviewed by 'Save the Children' had dropped out of school because they were afraid of their teachers. Also, many Kenyan children, after severe corporal punishments that caused unbearable injuries, had either transferred school or dropped out of school altogether. (Position on corporal punishment, 2003)

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

- Corporal punishment in schools as a form of discipline crushes the child's human dignity. We feel that this directly violates the rights of children at school to proper education, development and protection. Not only that, punishment in front of their classmates may cause humiliation, degradation and shame. For children to attain a proper education, putting an end to corporal punishment is a must.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in

particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

- Although providing scientific and technical support in modern teaching methods is good, State Parties should focus on improving the teaching style or methods of discipline on students in schools, discussing alternative ways to effectively discipline and educate the students without usage of corporal punishments. As stated in the introduction of this report, “educators, who face the difficult task of maintaining order in the classroom, may resort to corporal punishment because it is quick to administer, or because the school lacks resources and training for alternative methods of discipline.” (Stephey, 2009) We should try to improve the methods of discipline, rather than trying to improve the technical and scientific facilities, which is not greatly the issue at hand.

Article 29

1. States Parties agree that the education of the child shall be directed to:

(a) The development of the child's **personality**, talents and mental and physical abilities to their fullest potential;

- Some parents claim that, without hitting, their children would be very free and without control—thus corporal punishment is “necessary” in their eyes. However, with usage of corporal punishment, as stated before, a child’s personality may be developed negatively instead of positively. According to ‘Save the Children’, “The strongest, usually unintended, message that corporal punishment sends to the mind of a child is that violence is acceptable behavior, that it is all right for a stronger person to use force to coerce a weaker one. This helps to perpetuate a cycle of violence in the family and in the society” (Save the Children, 2003). According to numerous studies done by professional researchers, “children who get spanked regularly are more likely over time to cheat or lie, be disobedient at school, bully others, and show less remorse for wrongdoing” (Straus, Sugarman, & Giles-Sims, 1997). “Corporal punishment is degrading, contributes to feelings of helplessness and humiliation, robs a child of self-worth and self-respect, and can lead to withdrawal or aggression” (Sternberg et al., 1993; Straus, 1994). These personalities and mental ways of thinking are not what anyone wants to see in young children.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of

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the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 37

States Parties shall ensure that:

(a) No child shall be subjected to torture or **other cruel, inhuman or degrading treatment** or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;

- Corporal punishment is a cruel, inhuman and degrading punishment. As stated before, we feel that many people commit corporal punishment nowadays use the word ‘corporal punishment’ as an excuse to justify their action, but as victims we as children and youths sometimes do not know how to differentiate between corporal punishment and physical abuse. To us, they are all the same.

PART II

Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

On the overall, the stated articles in the UNCRC seem impractical and not promising at the current state. Bottom-line: The established articles need to be enforced, but they need clear direction of how they will be enforced, and how the direction will be different with different culture that each country has. Without action and enforcement, all the articles are “useless” because they are impractical and too ideal to be practiced. We, International Youth Rights, are deeply passionate about working with various organizations around the world to take a step forth to help enforce and campaign these articles.

OBSERVATIONS AND ANECDOTES FROM YOUTHS ON CORPORAL PUNISHMENT

Observations

Parents and teachers who subscribe to corporal punishment may well be unaware of what constitutes as corporal punishment on children, along with its potential dangers and consequences. Those who perceive physical pain to be, perhaps the only, proper option to discipline a child blindly act on the premises of cultural beliefs, family tradition, or personal childhood history.

Jasmin Lee from South Korea shares that corporal punishment is ubiquitous in her country. Korean parents “believe that it’s good to spank children as they grow up. When children are hit, they feel like they are being treated, not like human beings, but like animals.” Lee continues with an anecdote in school. “I got hit for dying my hair, which I think is unfair. My teacher would also hit us if we did not submit our homework. Hitting me did not motivate me to work harder. Instead, it decreased my interest to work, even more.” If students are working harder to not get hit, not to learn more out of pure intellectual curiosity, then when they are older in college, they will lose the intellectual vitality needed to keep their education going, because their parents are no longer there to hit them to study harder. She urges the world to listen to the cries of children under corporal punishment because the issue directly concerns them. Unfortunately, however, “children, especially little children, cannot express themselves freely, especially those who suffer from corporal punishment.”

Charlotte Eriksen, 16, from Denmark shares her views that corporal punishment should not be used to raise children and gain respect. “Parents should set an example to their children and if they hit their children whenever something gets difficult it will most definitely send the wrong message to the children.

Another aspect is respect. Parents should have respect from their children but the children should also have respect from their parents. If violent punishment is used the children will not obey the parent’s orders because they respect the parents, but instead because they fear the difficulties. This might cause an immediate effect but the way in which it works is not ethically correct and it will not work in the long run. If parents start giving simple advice or asks favor the children may start to ignore this as they have lost respect. ‘Treat people like you want to be treated’ is a good example. Violence in the community is not considered allowed, then why should it be allowed at home, towards children, whom are more defenseless and are weaker? This makes no sense and there are many other solutions that can help parents

discipline their children that do not include violence and these are the methods that should be used.”

Anecdotes

“There are a few reasons why I’m personally so against corporal punishment, both at home and in school. It is mainly because I’ve grown up without it, and instead been taught that there is nothing one can’t talk about; everything can be solved without corporal punishment. It is also because I almost lost a very good friend of mine due to it. My friend was never fully herself, she was quite reserved wherever she went, and hardly ever spoke to strangers. I always knew something wasn’t right about it, but I could never figure out what so I tried not to worry too much about it. It wasn’t until a couple of years before I moved to China that she told me about everything. How her father always got angry at her for the smallest thing. How he grabbed her wrist, pushed her onto the floor, slapping her cheek, all leaving red marks and bruises. “But I’ve been a bad girl, I deserve it” was what she’d told herself at first. But as the bruises grew bigger, her self-esteem sank dramatically. ‘She doesn’t deserve anything’, ‘it was a mistake to bring her into this world’, ‘why she is here is because God desperately wanted to get rid of her’, ‘no one likes her’, ‘she’ll never get married’ were all things she was told by her dad. She was twelve when she told me about this, and it had been a part of her whole life.

I wanted her to talk to someone, but she panicked when I suggested that and begged me not to tell anyone. I felt horrible as a friend but I kept telling myself that she’d thank me one day, when I decided to tell one of the teachers I really liked and trusted at our school at the time. The teacher took it all very seriously, and promised that he wouldn’t tell anyone more than necessary about this ‘case’, as he put it. My friend continued to wear long-sleeved shirts to hide the bruises, but with summer coming up within a few weeks she was taken aside by another teacher at the school. The teacher had organized with the social board in our city and she was placed in a foster family, which she for the record still lives in.

Her father hitting her really changed her, she was never really happy and never enjoyed life for what it was.”

[Amanda Asen (Female), 16, Sweden]

“Spending the first half of my life in Kolkata, India, I can say without hesitation that corporal punishment was an integral part of life in India as a child. In fact, the school I attended banned caning students only 3 weeks ago amongst a scandal of an 8th grader committing suicide due to repeated beatings. I don’t think I will easily be able to forget being hit with a ruler for forgetting to bring my English book or coming to school with my tie incorrectly fixed. I lived in a constant state of fear, never knowing the extent of the beatings that may come down on me. It was not just in school that this went on. As per Indian and I think it is safe to say Asian culture, parents have full rights to beat their children as per their own way of parenting. I would frequently get beat for small acts. Even things like simply talking to a person I shouldn’t be talking to, whether it was a stranger on the street or a beggar asking for a donation, would get me some form of violent punishment. Having experienced this form of punishment first hand, I can certainly say I am a rather active opponent of it. No child should have to go through the kind of acts done towards my classmates and me. Being afraid of further retaliation, we were all silent. We chose to accept the punishment and “sit out the storm”. It is only now I realize however, that children should not have to do that. Child abuse is, for lack of better words, simply wrong. We, especially here in the “orient”, seem to live in a world where society seems to consider it appropriate to cause pain amongst individuals in order to drive home the point that something is wrong. Why, when a child in the 8th grade, a child who has developed satisfactory skills in establishing the “good” and “bad” deeds done by him, is pain inflicted when the child can understand the fact that he did something unacceptable through means of communication? Is it really necessary to cause harm to get your point across? I for one definitely don’t think so. Instead of teaching children to not do “bad” things so that they won’t get hit, we should be teaching children to not do bad things simply because bad things are “wrong”. With effective communication, there surely is a way to get across to the child WHY a certain act is wrong. (i.e. stealing is wrong because you have not earned what you have attained, and someone who has, has it taken away). Society surely needs to learn to treat children as people, in that it needs to realize that if shown the path, the child will surely take it. Beating a child onto the path is surely unnecessary; especially when it is showing the child that abuse and violence is acceptable. A child like this is sure to, or at least more likely to grow up to be a rather violent individual.”

PRACTICAL SOLUTIONS

In spite of substantial paperwork to ban corporal punishment, teachers and parents still do it in various countries. A primary reason for the failure goes to the citizens, UN and various governments for lack of action in stopping corporal punishment. In addition, the majority of people in society have limited awareness that corporal punishment will actually cause severe damage to children.

So, what are the solutions to this issue? We the youths have thought about what the United Nations, the Governments, the Non-Governmental Organizations (relevant to the issue such as ‘The Global Initiative to End all Corporal Punishment of Children’ and ‘Save the Children’), the Corporations, the Parents and the Youths ourselves over the world can do to help alleviate the concerns.

But before discussing about any alternatives to corporal punishment, all member states need to make sure their child protection systems are enhanced, and recognize human rights of children as equal, to protect of their physical integrity and human dignity.

There are many people maintaining that talking will not work every time. In extreme cases, when persuading and non-violent forms of discipline do not work on children, they say that we should employ the use of corporal punishment. Many people also say, won’t chastising children mildly work? No, because this is very subjective: we do not know how we can judge the harshness of the word “mild”, “moderate” or “reasonable” on children. This will increase the risk of hitting harshly which leads to child abuse, and also this will make children still feel that hitting people is the effective way to solve conflicts. Nevertheless, using corporal punishment, no matter how light it may be, is strictly discouraged from article 19 of the Convention on the Rights of the Child. We know that we should not use any violent forms of discipline at all times. We need to brainstorm about new, non-violent and effective forms of discipline that we can employ, when past non-violent forms are proven to not work. And when the alternative solutions are brainstormed, we need to make sure that the parents are informed. The Royal Scottish Society for Prevention of Cruelty to Children has set up national telephone

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helpline in Scotland, for parents who need help on raising their children. They state that the adults say one of two things: “I’ve just smacked my child- I know it doesn’t work, but what else can I do?”, or “I don’t want to smack my children, but I don’t know what else to do.” From this it is very obvious that we need to improve on raising educational campaigns on raising awareness and suggesting alternatives to corporal punishment.

So here are our suggested solutions that each and every part of the society around the world can and should carry out. Please do read carefully, for all these ideas are practical, effective and original.

Many governments have signed the UNCRC in agreement, but to this day, families and educational institutions continue to practice corporal punishment on a regular basis. Governments can speak to parents and teachers through media to explain their stance on eradicating corporal punishment at home and in school. However, our discussion concluded that healthy communication between parent and child is collectively more effective. *These ideas set forth have largely been influenced by UNCRC, and these are ideas that will alleviate some concerns over the impracticality of UNCRC that have concerned us. Please refer back to them if needed, as you read the following solutions.*

Youth / Parents

As it is more difficult to shift perspectives in adults, that is, parents and teachers, instead, we can educate students and children on the adverse effects, causes and consequences of corporal punishment as well. Youth is the most important stage of one’s life, when they learn to form their own mature thought, regardless of religion or culture, although these as background might have impact on their thoughts.

The primary objective aims to teach them self-confidence, and to encourage them to speak up for themselves, at home and in school; “Talk to somebody, do not fear for you are not alone. Knock, and the door will be open.” This “somebody” may not necessarily have to be the school counselor, as many students often feel abashed to be found walking into the counselor’s office, for fear to be judged or gossiped about. Children, especially the younger ones below age 14, are more likely to open up to friends than to parents and teachers who inflict pain on them.

Nevertheless, we as youths feel that parents and teachers need to listen and pay closer attention to children, and to respect, be open-minded in the views, feelings and thoughts of the children, especially in issues that directly affect the children, like corporal punishment.

1. Youths can improve their Children-Parent/Parent-Parent communication by:
 - a. Speaking up and standing up to your parents when necessary, talking with parents and explain to them the potential dangers of corporal punishment. Explain how you learn best.
 - b. Talk to your parents often, rely on them and ask for their help when needed. Parents should also verbally talk with reasoning with their children, according to their age. This not only helps children understand better and increase their cognitive ability, but also does not use any physical forms of discipline.

For example, when the father of Seung Woo Son, 17, began hitting his child for not listening attentively, the teen stopped the father and rationally explained the effects and impacts of physical violence from a parent to a child. Since then, his father thought twice before reaching for a viable equipment to hit his son, and soon, corporal punishment ceased to exist in his family.

2. Parents and child should agreeably set rules together and the consequences behind their violations of the rules, and let the children do whatever they wish to do under those rules. Not only does this reduce corporal punishment at home, but it also strengthens family ties, and spurs the child to grow into a mature and responsible being. The child can better justify his/her actions and decisions, and learns mutual respect and trust in people, which boosts social skills, as well. This is because through this the child's human dignity is recognized: they have the responsibility to manage their own actions. And as both the parents and children have agreed upon the rules and the consequences, this bonds trust between child and the parent, and reduces possible breaking rules, because the child will be conscience of their behaviors, and will feel responsible for his/her actions.

United Nations / Non-Governmental Organizations / Governments

1. United Nations should set the topic of international consensus on usage of corporal punishment as their General Assembly / Human Rights Council topic, and discuss reformation in legal and policy settings regarding corporal punishment, taking into account different countries' beliefs on religions which supports corporal punishments. This is why although UN Secretary General set 2009 as year of abolition of corporal punishment, still many countries do observe corporal punishments. Through this session, although the United Nations (UN) cannot change the culture or religion of the country, they can suggest, recommend and emphasize alternative forms of

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discipline that is much more positive and effective, than corporal punishment that would cause physical and psychological damage to the victims and cause further social problems.

2. Countries and member states should actively spread awareness about the disadvantages of child abuse in corporal punishment through appropriate media such as brochures, television and internet about topics such as but not limited to:
 - a. Risk of psychological abuse through corporal punishment and how it shapes the child's perspective on human rights and the power of the United Nations,
 - b. Risk of physical abuse through corporal punishment and its long-term impacts physically and emotionally;
 - c. Causes and effects of corporal punishment
 - d. Alternative approaches in disciplining and teaching
3. Children and their parents should be informed of their inalienable rights as outlined by the United Nations Convention on the Rights of the Child (UNCRC) and other pertinent resolutions, including protective and preventative policies of their respective governments have set against corporal punishment.
4. Whereas children need love and security, parents need support to control stress, anger and conflicts, because parenting while being committed to jobs may be very stressful, which may increase the risk of using corporal punishment, to relieve their anger. Therefore, they need employment policies and child care provisions which can allow them to have more time with their family, to create a harmonious family and career life. Suggestions on how to manage own's anger is important as well.
5. Countries and non-governmental organizations and United Nations organizations should raise educational awareness through such means but not limited to hosting an exhibition to raise awareness of corporal punishment. Students who take part in it are to create a project that can best showcase the topic. As an added incentive, the exhibition can be in the form of a competition.
6. A hotline that provides consul and information for children suffering from or wanting to know more about corporal punishment should be installed. Just as national telephone helpline in Scotland set up by the Royal Scottish Society for Prevention of Cruelty to Children was successful, this help line should be installed so that children and parents can call in anonymously and it would not be shown on their phone record. This would be beneficial for the children as they would be given a chance to talk to an adult outside of the family. Through this, anonymous statistics could be collected and further shown to public how corporal punishment is still practiced even though laws in action. This helpline should also give the parents guidelines to

better discipline their child.

7. Recommended but optional, parental sessions during pregnancy, including the importance of mutual understanding and respect between parent and child, and the awareness of corporal punishment (what it means, the causes, effects, and consequences, both short-term and long-term);

School / Ministry of Education / Community

1. To a larger extent, some parents learn best from other parents because they play the same role and understand each other better. Perhaps schools may host a 'Parent-to-Parent' talk under the theme of "Eradicating Corporal Punishment at Home" where parents who are against corporal punishment converse with those who advocate the act.

The goal is to allow parent(s) who discipline a child without physical violence to share real-life experiences, and to exchange perspectives with parent(s) who firmly believe in corporal punishment.

Education within school for both families and teachers together in one setting may present compelling evidence in reducing corporal punishment at home and in school. "Family Education Day" can be organized, which will be a regular school event where families and teachers can attend educational talks by professional spokesperson(s) on the issue of corporal punishment.

Request for workshops conducted by voluntary professionals on the issue of corporal punishment in schools to be attended by parents, children and teachers. This is not only to encourage bonding between parent and child, but educates both parent and child in the long-term. This is not only to encourage bonding between parent and child, but educates both parent and child in the long-term.

2. Strongly encourages current educational system in many schools to be improved, by following measures but not limited to:
 - a. Include the articles that state "The use of Corporal Punishment is strictly prohibited" into Teachers Employment Guidelines. To ensure this, necessary methods of punishment will

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- be sufficiently carried out if any individual violated this particular law.
- b. Request for mandatory workshops conducted by voluntary professionals on the issue of corporal punishment in schools to be attended by parents, children and teachers. This is not only to encourage bonding between parent and child, but educates both parent and child in the long-term. This is not only to encourage bonding between parent and child, but educates both parent and child in the long-term.
 - c. Have teachers be educated on alternate, more effective ways of disciplining students without using corporal punishment during their teacher-training/teacher-developmental sessions, and how to manage their anger when disciplining their students.
 - d. Have counselor meetings with students to possibly advise the students who might have experienced corporal punishment at home.
3. The topic on corporal punishment should especially be compulsory in the syllabus for university students who are trained to become teachers. Teacher training institutions must have courses on disciplinary methods that respect human rights (and child rights)
 4. Steps should be taken towards bridging the relationship gap between parents and children, so as to increase the confidence of children to speak out, and hence diminishing the frequency of corporal punishment. Practical methods may be, but are not limited to Family Day, when even children from Kindergarten through primary education can take initiative to do things with parents, such as but not limited to participating in this Family Day celebration in school before holidays, which will focus on strengthening family relationships through interactive games and activities.
 5. Encouraging alternate ways to deal with uncooperative students by such means but not limited to:
 - a. Sending students out to hallway, quiet corners or rooms; for every bad or misbehavior send the child to the bathroom or into a quiet corner for 5 minutes to let the child cool down and think. This will make the child feel frustrated but also make them realize it will not make things better by misbehaving because for everything more time simply gets added.
 - b. Sit down with the student and discuss why these methods are used and how the child should act to avoid punishment
 - c. Talk about why the child did, what they did and tell them it is not the best way and suggest different methods

Corporations

1. Encourages more production and display of documentaries or films with the theme of corporal punishment, to be shown in outdoor public movie festivals, in schools or in club-houses of housing estates. Movies such as “I not stupid too”, a Singaporean film criticizing the Singaporean educational and social environment, including obedience to authorities, lack of parent-child communication, involving the use of corporal punishment which includes public caning, is an excellent educational film for the viewers.
2. Supports mass campaigns, through which several targeted merchandised products can be made compulsory. For example, in Singapore, and many other countries, revolting pictures of the negative effects of smoking are printed on the covers of the cigarette packs to discourage smoking. In Sweden, on the cover of milk delivered every morning, there is a saying, “I will not hit my child.”

All of these solutions work both ways: Parents and teachers need to practice healthier methods of raising children and teaching students. Children and students also need to listen to parents and teachers, and follow instructions, rather than to deliberately rebel or be rude.

Therefore, educational awareness and family relationships should be strengthened to combat corporal punishment in school and at home.

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