child protection & positive discipline

For the Future
Ba Futuru
For the Future

East Timor Justice Support Facility

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CONTENTS

INTRODUCTION

This manual is the result of several years of Ba Futuru's work in the areas of child protection and positive discipline in schools in Timor-Leste. Over the years, Ba Futuru has used, developed and adapted various materials and methodologies to train teachers, school directors, parents, and other adults who impact the lives of young people. This manual compiles and condenses the key knowledge and strategies that we have found to be most important and effective in the Timorese context. A lot of the content is new and challenging for participants, and questions the longstanding practices and beliefs of some people. However, we are passionate about the need to eradicate violence from the lives of children and youth to ensure a stable and positive future for Timor-Leste, and we believe in the transformative power of education to contribute to the development of individual lives and the future of Timor-Leste.

In *Part 1: Child Rights*, we look at what Child Rights are, why children have specific rights that relate to their special needs, and what protections against abuse and maltreatment the legal framework in Timor-Leste provides for children.

In *Part 2: Child Protection*, we look closely at what Child Protection is; what trauma is, including its causes and effects; the problem of child abuse, including its types and potential impacts; how we ourselves can help children who are suffering from trauma and/or child abuse, and also how to get professional help. This chapter will help participants understand how they can be powerful advocates for the rights and wellbeing of children, and make clear that the role of teachers and parents is not only to educate, but also to protect.

In *Part 3: Discipline or Punishment?,* we turn our attention to the question of 'discipline' – what it really means, and what its most effective methods are. We will debate the use of physical punishment as discipline, question its use and rationale, and compare violent and non-violent ways of disciplining children.

In the final chapter, *Part 4: Positive Behaviour Management,* we introduce various strategies, methods and ideas for managing classrooms in non-violent, positive, nurturing ways, that will help to reduce and prevent misbehaviour, and promote and reinforce positive behaviour among students. We will explore teaching methods, strategies that adults can use to manage their own stress and emotions, and activities that can be used with students to make the classroom a more enjoyable and effective place of learning and development.

The objectives of this training include:
- To share information on child rights and child protection, and to empower teachers and other adults to be effective advocates for child protection;
- To provide practical information about accessing available support services so that people know how to get assistance for children experiencing trauma and abuse;
- To clarify the legal framework in Timor-Leste, including national and international laws that the Timorese government has ratified in order to protect children that face problems and to uphold their specific rights;
- To demonstrate the need for positive, non-violent discipline and provide useful strategies for the management of problematic behaviour so that adults can better respond to challenges in children's behaviour and reduce the use of violence and other types of abuse in schools, homes and the community; and

- To strengthen peace in the lives of children by promoting positive, non-violent and long-term education provided by teachers and other adults, thereby helping to break to cycle of violence and build a more peaceful future for Timor-Leste.

This manual is for:
- Trainers and facilitators who are training people in child rights, child protection and non-violent discipline;
- Educators and teachers, including school directors; and
- Other people who care for / look after children, including parents and others who work with children.

Suggested Training Schedule

Ba Futuru generally presents the material in this manual as a three-day training. While it is ideal to present all content and activities in the same training, to give people as comprehensive a training as possible, it is also possible to pick and choose activities and content based on your needs.

Acknowledgements

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Ba Futuru staff who worked on this training manual, or the projects that implement it, include (in alphabetical order): Yohannes Bouk, Lindsey Greising, Juliana 'Macu' Imaculada, Sierra James, Lica Marcal, Laura Ogden, Jo Remegito, Judit Maria de Sousa, Kelly Stevenson and Jose 'Melki' Ximenes.

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Facilitation Tips

Facilitation is a big and important role and there is always room for improvement. Each time you facilitate a training, choose a few points from the list below to focus on incorporating into your facilitation.

Checklist for Facilitators

Facilitation
- Prepare materials beforehand and distribute them efficiently during the training.
- Provide a clear cue that the session is starting and always sit or stand within view of all participants when facilitating.
- When participants' attention is lagging, do an energiser activity (see suggestions in Part 4) or give people a short break of 2 minutes to talk to others and refresh.
- Make good use of visual aids, including pictures, flipcharts, etc, and present information neatly and clearly.
- Maintain good eye contact with participants, be aware of what your body language is saying, and be aware of the speed, tone and volume of your voice.

Expectations & Feedback
You can model the Positive Behaviour Management techniques covered in the training with participants, helping them to participate more effectively and receive lots of praise.
- Give instructions and explain your expectations in clear and concise language that is appropriate for your audience's age and education level.
- Give expectations both about the content (what you expect them to learn) and behaviour (how you expect them to behave).
- Try to explain the relevance and importance of the skills being taught, eg. "By learning how to give lots of praise, you can minimise misbehaviour in your class and develop self-confidence in your students".
- Praise and give feedback about participants' knowledge and understanding (eg. correct response to questions), but also about their behaviour (eg. "Thank you for all sitting quietly and paying close attention throughout this session.").
- Deliver feedback and praise immediately – don't wait until the end of the session.
- Implement the agree consequences when training rules are broken.
- Try to focus on positive behaviour more than you do on negative behaviour. Ignore misbehaviour where possible, unless it's really disrupting the session.
- Correct all errors immediately (but positively) and test knowledge by asking questions.

Participation
The involvement and interest of participants depends largely on how you present the training, not only on what the training is about.
- Give participants lots of opportunities (minimum 10 per session) to answer questions, share their ideas, be active, and show they understand the content.
- Pitch your facilitation to the skills of your participants – don't make it too easy, or too hard. Give them opportunities you will be able to praise them for.
- Give both individuals and groups the chance to participate.
- Give an opportunity for participants to answer a question, provide a response or do an activity within 2 minutes – don't talk for too long!

At the end of each training, review this list either on your own or with your team and ask yourself which points you did well, and which you could improve on next time.

What Makes a Good Facilitator?

- **Sensitivity to the feelings of individuals:** Creating and maintaining an atmosphere of trust and respect requires an awareness of how people are responding to the topics under discussion and the opinions and reactions of others. Most people will not articulate their discomfort, hurt feelings or even anger; instead they silently withdraw from the discussion and often from the group. Sensing how people are feeling and understanding how to respond to a particular situation is a critical skill of facilitation.

- **Sensitivity to the feeling of the group:** In any group, the whole is greater than the sum of the parts. The group experience generally reflects shared feeling: eager, restless, angry, bored, enthusiastic, suspicious, or even silly. Perceiving and responding to the group's dynamic is essential to skillful facilitation.

- **Ability to listen:** One way the facilitator learns to sense the feelings of individuals and the group is by acute listening, both to the explicit meaning of words and also to their tone and implicit meaning. In fact, facilitators generally speak less than anyone in the group. And often the facilitator's comments repeat, sum up, or respond directly to what others have said.

- **Tact:** Sometimes the facilitator must take uncomfortable actions or say awkward things for the good of the group, but do so carefully and kindly. Furthermore, the subject matter of human rights, trauma and conflict resolution can evoke strong feelings and painful memories. The facilitator needs particular tact in dealing with emotional situations respectfully and sometimes also firmly.

- **Commitment to collaboration:** Collaborative learning can occasionally seem frustrating and inefficient, and at such times every facilitator feels tempted to take on the familiar role of the traditional teacher and to lead, rather than facilitate. However, a genuine conviction about the empowering value of cooperative learning will help the facilitator resist a dominating role. Likewise the facilitator needs to be willing to share facilitation with others in the group.

- **A sense of timing:** The facilitator needs to develop a "sixth sense" for time: when to bring a discussion to a close, when to change the topic, when to cut off someone who has talked too long, when to let the discussion run over the allotted time, and when to let the silence continue a little longer.

- **Flexibility:** Facilitators must plan, but they must also be willing to jettison those plans in response to the situation. The facilitator needs to be able to evaluate the group's needs and determine how to respond to it. Although every session is important, sometimes a facilitator will decide to omit a topic in favor of giving another fuller treatment.

- **A sense of humor:** As in most human endeavors, even the most serious, a facilitator's appreciation of life's ironies, ability to laugh at one's self and to share the laughter of others enhances the experience for everyone.

- **Resourcefulness and creativity:** Each group is as different as the people who make it up. A good facilitator needs an overall program and goals but may also adapt it to fit changing conditions and opportunities. For example, the facilitator may call on the talents and experiences of people in the group and the community, or participants may suggest resources.

- **Awareness of your role and responsibilities:** your behavior more than your words will convey that you are not the teacher but a fellow learner. Make sure everyone has a chance to be heard and be treated equally; encourage differences of opinion but discourage argument; curb those who dominate; draw in those who are hesitant. Ask others to take on responsibilities when ever possible (for example: taking notes, keeping time, presenting a group, and, ideally, leading discussion).

Glossary

Behaviour-specific praise: a method for praising someone's actions, behaviour or work which specifies the thing they have done, with the objective of making that particular behaviour stronger (more likely to occur, more frequent, of greater duration, more immediate, etc.).

Child: a young person who has not yet fully developed their physical, emotional and mental abilities, and who needs the care, protection and guidance of adults. The legal age of a 'child' varies depending on international and national law. Under the Convention on the Rights of the Child (CRC), which Timor-Leste has ratified, a 'child' is any person 18 years and under.

Child Protection: the provision of physical and emotional support to children, which recognises their vulnerability and their need for guidance, support and protection from adults. Child protection includes protecting children from all types of abuse at home, at school and in the community. It also includes the protection of their rights, and the prevention and overcoming of conditions which impede the fulfilment of these rights.

Child Rights: rights specifically for children which recognise their particular needs, and the fact that children need more protection than adults. Child rights include the right to basic education, love, to not do heavy work and not enter the military.

Convention on the Rights of the Child (CRC): international law which was written in 1989 and has been ratified and adopted by 191 nations in the world, including Timor-Leste. This law recognises the specific rights of children as compared with general human rights. The CRC recognises everyone 18 years and under as being a 'child'.

Discipline: means 'teaching'. Discipline is a way of teaching children how to live, which benefits their development as the future of our nation.

Effective Request: a set of clear, specific instructions delivered with a calm voice and body.

International Law: laws that are developed by many countries together and address shared needs, values and objectives. Countries are only bound by the international laws they choose to ratify. International law is different to 'foreign law', which means the laws made by and implemented in other countries, which are not valid in Timor-Leste.

Legal Framework: the network of national and international laws and policies, which make up the legal structure for a country.

Physical Punishment: a form of discipline which refers to the intentional infliction or threat of injury and pain to the body with the objective of punishing and controlling. There are many forms of physical punishment, such as slapping, kicking, pinching, pushing, using objects (belt, cane) to assault, cut, shake or force someone to stand for a long time. Sexual abuse is also sometimes used as physical punishment.

Positive Behaviour Management: is a system based on the principle that people act in a certain way because that behaviour gets them something they want or need. By determining the function of a behaviour (what it is the behaviour gets for that person), we can then find ways to modify or eliminate the scenario which causes a problem behaviour, replace the problem behaviour with another behaviour that will serve the same function, change the consequences of the problem behaviour such that it is no longer reinforced, and increase the

use of praise and other rewards to reinforce positive behaviours. Setting up clear expectations for a desired behaviour and then reinforcing that desired behaviour when it occurs is another important part of this approach.

Positive Discipline: long-term education which provides children with positive models of appropriate behaviour and teaches them the value of education, whilst showing them how to respect themselves and others.

Positive Reinforcement: adding a reward or praise, following a behaviour, to make that behaviour more likely to occur. Using positive reinforcement can promote positive behaviour and prevent negative behaviour. This method focuses on reinforcing good behaviour when students behave well, meet expectations, and follow through with requests.

Praise: to express satisfaction, respect, approval or thanks for something that someone does.

Punishment: something (action, words, consequence) that follows a behaviour and decreases its occurrence in the future. It is commonly used to describe an unpleasant consequence of violating classroom rules.

Reinforce: to make an idea, behaviour, feeling or action more likely to occur or stronger. The method of positive reinforcement involves saying or doing something in response to the behaviour.

Responsibilities: expectations (in terms of conduct) or obligations of persons generally required by law, policy or morals.

Reward: something given to someone to recognise in a positive way their work, effort or something good they have done.

Rights: an entitlement to something generally guaranteed by law, policies, morals, or agreements.

Trauma: an emotional response to an extremely upsetting or disturbing single event or long-term situation. This response can manifest as shock, denial, unpredictable emotions, changes in daily activities and routines, headaches, nausea, or otherwise.

The Rainbow

Once upon a time, all the colours in the world started to quarrel; each claimed that she was the best, the most important, the most useful, the favourite.

Green said, *"Clearly I am the most important: I am the sign of life and of hope. I was chosen for grass, trees, leaves - without me all the animals would die. Look out over the countryside and you will see that I am in the majority."*

Blue interrupted: *"You only think about the earth, but consider the sky and the sea. It is water that is the basis of life and this is drawn up by the clouds from the blue sea. The sky gives space and peace and serenity. Without my peace you would all be nothing but busy bodies."*

Yellow chuckled: *"You are so serious! I bring laughter, happiness and warmth into the word. The sun is yellow, the moon is yellow, the stars are yellow. Every time you look at a sunflower the whole world starts to smile. Without me there would be no fun."*

Orange started next to blow her own trumpet: *"I am the colour of health and strength. I may be scarce, but I am precious as I serve the inner needs of human life. I carry all the most important vitamins. Think of carrots and pumpkins, oranges, mangoes and pawpaws. I don't hang around all the time, but when I fill the sky at sunrise or sunset, my beauty is so striking that no one gives thought to any of you other colours."*

Red could stand it no longer. He shouted out: *"I'm the ruler of you all, blood, life's blood. I am the colour of danger and of bravery. I am willing to fight for a cause. I bring fire in the blood. Without me the earth would be empty as the moon. I am the colour of passion and of love, the red rose, poinsettia and poppy."*

Purple rose up to his full height. He was very tall and he spoke with great pomp: *"I am the colour of royalty and power. Kings, chiefs and bishops have always chosen me for I am a sign of authority and wisdom. People do not question me - they listen and obey."*

Indigo spoke much more quietly than all the others, but just as determinedly: *"Think of me. I am the colour of silence. You hardly notice me, but without me, you all become superficial. I represent thought and reflection, twilight and deep waters. You need me for balance and contrast, for prayer and inner peace."*

And so the colours went on boasting, each convinced that they were the best. Their quarrelling became louder and louder. Suddenly there was a startling flash of brilliant white lightning, thunder rolled and boomed. Rain started to pour down relentlessly. The colours all crouched down in fear, drawing close to one another for comfort.

Then Rain spoke: *"You foolish colours, fighting among yourselves, each trying to dominate the rest. Do you not know that God made you all? Each for a special purpose, unique and different. He loves you all. He wants you all. Join hands with one another and come with me. He will stretch you across the sky in great bow of colour, as a reminder that he loves you all, that you can live together in peace, -- a promise that He is with you, -- a sign of hope for tomorrow."*

And so whenever God has used a good rain to wash the world, He puts the rainbow in the sky, and when we see it, let us remember to appreciate one another.

(Based on a Native American legend, by Anne Hope, 1978)

Activities

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1. The Name Game

Activity objectives:
- To introduce everyone to each other and help people feel comfortable.
- To build a sense of group and community which will assist in making the training as enjoyable, supportive and cooperative as possible.

Time: 10 mins

Materials: none

Process:
- Stand with the participants in the circle, and ask each person to take their turn to introduce themselves by providing a short answer to each of the following questions:
  - What is your name?
  - Where are you from?
  - What's one thing you like (to do)?

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2. Opening Reflection

Activity objectives:
- To establish what participants hope to gain from the training, including specific and general aims.
- To reflect on participants' current teaching and discipline methods and create a sense of pride as well as a sense of room for improvement.
- To make participants feel comfortable to learn from one another, share their thoughts and ideas and to create an environment which reinforces the equality of all participants, including the facilitator.

Time: 10 mins

Materials: sticky notes, markers, flipchart

Process:
- Give sticky notes to each individual participant and give them five minutes to think about the following two questions:
  - What they are proud of and think is working well in their teaching
  - What things they would like to learn more about to help them improve their teaching

  If this is difficult for participants, you can give them the more specific questions:
  - What was one thing you think you did really well in your most recent class?
  - What was one thing you think you could have done better or differently in your most recent class?

  Answers should be written down – two sticky notes per person (one response on each sticky note).
- While participants are discussing their ideas, set up two flipcharts at the front of the room: one that says 'STRENGTHS' at the top and one that says 'OPPORTUNITIES'.
- OPTION: If there is a spare 5 minutes, let each group present two ideas generated in their small group to the whole group.
- After 5 minutes of discussion, ask everyone to bring their sticky notes to the front of the room and stick them on the appropriate flipcharts. Read through a few anonymous examples with the group, and reflect on how we will address them throughout the training. Give positive feedback on what people consider their strengths to be.
- Leave the flipcharts in a visible place throughout the training and try to refer back to them whenever you can when presenting new content and ideas.

3. Training Rules

Activity objectives:
- To develop a set of training rules that all participants agree to, which will help the training to run smoothly and will create a supportive and safe atmosphere.
- To set an example of collaboratively-developed and mutually-agreed rules for the training, which model good regulations for teachers to use in their classrooms with students.

Time: 15 mins

Materials: flipchart, markers

Process:
- Explain the purpose of developing training rules and then lead a discussion with participants to develop a set of regulations for the training, including agreed consequences for when they are broken.
- Write the regulations clearly on a flipchart and post them up on a wall in the training venue for the duration of the entire training, so that they are clearly visible to everyone at all times.
- It is important that whenever someone breaks a rule, the agreed consequences are implemented. However, it is also important to know when to be flexible with the rules. For example, if you notice some people starting to chat amongst themselves, maybe that is a good reminder to do an energiser activity or take a break. If a behaviour is not distracting other people and is limited, it can be ignored.

4. The Rainbow

Activity objectives:
- To understand that people have different perspectives, experiences, abilities and strengths and that it is important to respect difference. No single person can do everything on their own, but when we work together, we can achieve great things. This understanding will help participants to work together throughout the training and respect one another's ideas and opinions

Time: 15 mins

Materials: The Rainbow story, Part 1

Process:
- Ask for eight volunteers to participate with this activity. Seven people will play the role of a colour, and one person will play the role of the rain.
- The volunteers stand together at the front of the group, and each read out their lines from the story. The facilitator reads the in-between lines.
- Lead a discussion with everyone about the meaning of the story and how it can be interpreted – what lessons are important that are relevant to this training?

PART 1: CHILD RIGHTS

The Special Needs of Children

Children's mental, emotional and physical abilities are not yet fully developed; therefore, they need the protection and guidance of adults. Children have limited experience in the world and have not yet developed the ability to make important decisions for themselves, although their feelings and opinions are important. For these reasons, children have specific rights that aim to protect their particular needs and that acknowledge children's vulnerability.

In the 20th century it was recognized that the rights of many children throughout the world were not being met. The United Nations led international children's agencies to develop a convention with standards to be applied in every country, to ensure that the lives of children are improved.

To ensure many different countries would agree, it took ten years to develop the Convention on the Rights of the Child (CRC). It was eventually adopted by the UN in 1989. Since then, 191 countries have signed the Convention. Timor-Leste has already ratified and signed the CRC.

Now we want to develop an understanding of what the CRC means at a community level.

Note: Children are classified as anyone 18 years or under according to the CRC. However, of course, children of different ages do not all have the same capacity. It is important to consider each child's developmental stage and reasonable physical and mental abilities when considering appropriate responsibilities.

The full list of articles of the CRC can be found in the Annex 2 at the back of this manual.

The 4 Fundmental Rights of the CRC

Child rights can be grouped into four main categories, or four fundamental rights.

1. **Right to Survival:** Because children are less physically and emotionally mature than adults, and cannot survive on their own, the 'rights to survival' in the CRC not only include a guarantee to life but also a guarantee of nutrition and health care. Rights in this group include the right to survival, the right to have birth registration and nationality, the right to live with parents and the right to be taken care of, among others.

2. **Right to Participation:** This group includes those rights that help children to express their points of view about issues influencing their lives, including their right to be involved in groups and associations of their choice (eg. Sports and cultural). There are three requirements in implementing these rights: 1. Support children in accessing information; 2. Support children to communicate their ideas and points of view; and 3. Listen to children's voices.

3. **Right to Protection:** The term 'child protection' is not limited to the prevention of physical and mental abuse; it also includes the need to prevent and overcome disadvantageous conditions in children's lives. According to the CRC, these rights include, but are not limited to, the right to be protected from all kinds of abuse such as exploitation, violence, neglect, discrimination and the right to be protected in difficult circumstances such as family separation, war and disasters.

4. **Right to Development:** The CRC mentions comprehensive child development – not only physical, but also emotional, ethical and social. These rights include, among others, the right to study, the right to nutritious care and the right to develop their own aptitudes (abilities). This classification can be divided into three sub-groups: 1. Providing nutrition for physical development; 2. Educating children for intellectual development; and 3. Providing conditions for play, entertainment, culture and art (social development).

Some specific children's rights in the CRC include:
- The right to affection, love and understanding
- The right to adequate nutrition and free, adequate medical care
- The right to play and recreation
- The right to a name and nationality
- The right to special care, if handicapped
- The right to be among the first to receive help in times of disaster and emergency
- The right to be a useful member of society and to develop individual abilities
- The right to be brought up in a spirit of peace and universal brotherhood
- The right to enjoy these rights, regardless of race, color, gender, religion, national or social origin (the right to equality and non-discrimination)

Think about which fundamental right each of these specific rights might relate to.

Children's Rights and Responsibilities

Many people in Timor-Leste discuss the need to balance rights with responsibilities. However, it is very important that the responsibilities a child is given do not deprive them of their rights.

For example, the responsibility to help the family and do housework should not deprive them of their right to play or their right to be free from hard labour. Helping clean the clothes and sweep the floor may be appropriate for a child; requiring that the child sweep the floor instead of go to school, making a child work ten hours a day, or carry very heavy loads when they are too small, are not appropriate tasks.

One useful way of looking at children's responsibilities is the following:
- The fulfilment of one person's rights must not impede the fulfilment of other people's rights
- For every right, there is a corresponding responsibility.

Let's look at some rights in the CRC, and their corresponding responsibilities:

- *If every child, regardless of their sex, ethnic origin, social status, language, age, nationality or religion has these rights, then they also have a responsibility to respect each other's rights and differences.*
- *If children have a right to be protected from conflict, cruelty, exploitation and neglect, then they also have a responsibility not to bully or harm others.*
- *If children have a right to a clean environment, then they also have a responsibility to do what they can to look after their environment.*
- *If children have a right to be educated, then they have the obligation to learn as much as their capabilities allow and, where possible, share their knowledge and experience with others.*
- *If all children have a right to a full life, then they should also lend help to the needy, the disadvantaged, and the victims of discrimination so that they can also enjoy this right.*
- *If children have a right to freedom of thought, conscience and religion, then they also have the obligation to respect other's thoughts and religious principles.*

So, what do child rights mean in Timor-Leste?

In order to understand the relevance and importance of the CRC in Timor-Leste, let's take a look at the national legal framework and the international and national laws which provide protections for children.

Legal Framework in Timor-Leste

The legal framework, or structure, shows us the different levels and types of laws that are valid in Timor-Leste, how they relate to one another, and what their different roles and powers are.

GENERAL LAWS:
- These laws set the values and objectives around particular issues
- They do not give details about specific crimes, nor do they include details on what punishments should be given for crimes
- They set the guidelines and basis for specific laws

GENERAL NATIONAL LAW:
Constitution (2002)
- Sets foundation for Timorese laws; clarifies values and goals of Timorese law
- Provides basis through which other laws are interpreted and implemented
- Provides specific requirement for protection of children

GENERAL INTERNATIONAL LAW:
- Sets framework for national (Timorese) laws
- Rights and obligations (even if no penalties)
- General Comments are authoritative interpretations

Protections given to children in some of the international laws Timor-Leste has agreed to include:
Convention of the Rights of the Child
- Ratified by Timor-Leste in 2003
- Protects children from all forms of abuse and exploitation
- Guarantees right to education that respects human dignity
- General Comments prohibit corporal punishment

Universal Declaration of Human Rights
- Ratified by Timor-Leste in 2002
- Provides general protections of life, liberty and security from cruel punishment
- Guarantees right to education

International Convention on Civil and Political Rights
- Ratified by Timor-Leste in 2003
- Provides protections from cruel treatment and torture
- Guarantees juvenile justice

The difference between *international law* and *foreign law*

Foreign law is the law of another country. It is made by the other country, for that country specifically, is not applicable to any other country, and is not relevant to or valid in Timor-Leste. For example, Timor-Leste does not have to pay attention to the USA's Constitution or Australia's Penal Code.

International law, on the other hand, is made by many countries together, for many countries. It is based on issues, values and objectives that are seen as common among many nations, and is only valid in the countries that choose to ratify them.

SPECIFIC LAWS
- These laws are all national laws and use the general laws as a base and guideline
- They give details about specific crimes, and they include details on what punishments should be given for crimes

Penal Code (2009)
- Creates punishments and rules enforced by legal action and penalties
  - Covers everything from violence to invasion of privacy to disrupting democratic process, hazardous driving, crimes against the environment, corruption, etc.
- Protections

  Physical violence
  - Punishes harms to health and body
  - Higher punishments for serious injuries and custodial relationship

  Sexual Violence
  - Punishes sexual assault, rape, sex with a minor (even with consent), prostitution, child pornography
  - Higher punishments based on: use of violence/coercion; abuse of power from economic/power/family relationship; aged of victim; intimacy of the act.

  Economic Abuse
  - Punishes economic exploitation and child labor

  Neglect and Abandonment
  - The Penal Code penalizes anyone who abandons or leaves another person in a situation in which that person cannot defend themselves because of their age, illness

Law Against Domestic Violence (2010)
- Domestic violence krimes are 'public crimes' and the victim doesn't need to file the claim in order for the legal process to start (The Prosecutor themselves or someone else that knows the violence is occuring can report a case) and the victim cannot close a case while the legal proceedings are underway.
- Protections:
  - All citizens are bound by the obligation to prevent acts of domestic violence and to facilitate assistance to the victims of such violence
  - Defines domestic violence as psychical, psychological, economic and sexual acts committed within a family or intimate relationship
  - Provides protections such as legal, medical, safehouse, alimony, protection orders

Children's Code (currently draft law, not yet approved)
- Applies to all children under 17 years old
- Not yet enacted, but expected soon
- Provides broad protections to children and responsibilities to adults
- Protections
  1. Creates obligations for reporting by teachers, educators and citizens
  2. Protects against abuse and certain punishments in school and out of school
  3. Protects children from all forms of sexual abuse

Conclusion

It is important for us to understand the legal framework in Timor-Leste and the basic rights of children so that we can help to protect and fulfil these rights and teach children to become good citizens by teaching them about their own rights and responsibilities.

Activities

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1. Group Discussion: What are child rights?

Activity objectives:
- To introduce the concept of children's rights and explain the reasons why there are specific rights for children.
- To know and understand the main children's rights.
- To clarify who we mean when we talk about 'children'.

Time: 30 mins

Materials: flipchart, markers

Process:
- Introduce the topic of child rights by leading a short brainstorming discussion (5-10 mins) with participants around the questions:
  - 'What is a 'child'?' / 'How do we define 'child'?'
  - 'What are children's rights?'.

  Write participants' ideas on the flipchart.
- Then, present the material about the Special Needs of Children and child rights on in Part 1.

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2. Small Group Activity: The 4 Fundamental Rights

Activity objectives:
- To understand the four fundamental children's rights contained within the CRC.

Time: 45 mins

Materials: flipchart, markers, Worksheet 1

Process:
- Divide participants into four groups of roughly equal size, and give a copy of Worksheet 1, 'The 4 Fundamental Rights of the CRC' to each group. Each group is allocated one of The 4 Fundamental Rights of the CRC (Part 1).
- The groups should identify which of the specific articles in the CRC relates to their fundamental right, using the Annex of full articles at the back of the manual.
- After 10 mins of discussion, a representative from each group presents their group's results to the whole group, and the Facilitator leads a group discussion about the allocation of articles to the four fundamental rights, identifying articles which were seen as relevant to more than one article, disagreements about the articles' relevance, etc.
- Conclude the activity by summarising the groups' findings and reiterating the meaning of each of the four fundamental child rights.

3. Children's Rights and Responsibilities

Activity objectives:
- To understand that all rights have corresponding responsibilities.

Time: 15 mins

Materials: flipchart, markers

Process:
- Present the information on Children's Rights and Responsibilities in Part 1.
- The facilitator explains that later in the training, the group will look at a practical activity that teachers can implement in the classroom to help students understand their rights and their corresponding responsibilities (See How to Develop Classroom Rules in Part 4).

4. Legal Framework in Timor-Leste

Activity objectives:
- To understand the legal framework in Timor-Leste and which laws relate to child rights.

Time: 30 mins

Materials: flipchart, markers

Process:
- Present the information in the manual on the Legal Framework in Timor-Leste in Part 1.
- Allow participants to ask questions at the end of the presentation to clarify doubts. However, avoid answering detailed questions about specific laws, as this is not relevant and wastes time. The important thing is to understand the general framework, not to memorise individual laws.

PART 2: CHILD PROTECTION

What is Child Protection?

Due to the fact that children are vulnerable and not yet fully developed, they need the suport and protection of adults in their daily lives. Supporting children is not only about fulfilling their physical needs, but also meeting their emotional needs. Children do not yet have the life experience and maturity to know appropriate ways of dealing with their problems. It's not easy to get close to children who are experiencing problems, but we need to try to talk with them and understand where they are coming from in order to support them.

Firstly -   We need to value children and make their wellbeing a priority in our lives.
Secondly -   We need to clarify to them their rights and responsibilities.
Thirdly -   We need to become good friends with them and good role models for them, so they can feel safe and comfortable to talk to us when they have problems.
Forthly -   We need to communicate well with them so they don't feel alone.

What are our main responsibilities?
- To promote the protection of children and young people;
- To provide support to families experiencing difficulties so that they can do better;
- To respond to reports of harm and provide appropriate support; and
- To ensure offenders are properly punished and rehabilitated (educated).

Principles of Child Protection
- Children deserve a childhood free from abuse. The rights of children must be respected.
- Parents should be the optimal source of protection for their children and the main resource for meeting their basic needs.
- The safety, welfare and well-being of the child are most important. When there is a conflict between the interest of the parents and children, the welfare of the child is paramount.
- Intervention should only be to secure a child's safety, welfare and well-being.
- Children and youth should be given the opportunity to participate, at levels appropriate to their development, in decisions which significantly impact their lives, at home, at school and in the community.
- Families must be given an opportunity to participate in child protection issues.
- Child protection decisions must take into account the culture, language, religion, gender and ability of the child or youth.
- The identity of the child at risk should not be shared with other people, unless it is essential to getting that child assistance.
- If a child can't live with their family, they should be provided with an environment which meets all of their needs, including medical, educational, physical and emotional.
- All agencies and services, government and non-government, should ensure that staff are properly trained, screened and supervised.

Now, let's look at some of the things that can cause child protection issues, including trauma and child abuse. We will then look at ways we can help children experiencing difficulties and who need our protection and support.

What is Trauma?

There are two meanings of the word 'trauma':
> 1) <u>Physical meaning</u>: any physical wound or injury and the physical shock following this, characterized by a drop in body temperature and mental confusion.
> 2) <u>Emotional meaning</u>: emotional shock following a stressful event, sometimes leading to long-term illness; a distressing or emotionally disturbing experience (Oxford, 1999)

Psychological trauma is an individual's own response to an event or an ongoing situation where they lose the ability to understand, process and cope with the experience because of its intensity. The individual might perceive or think that there is a threat to their life, their physical saftey, or their sanity where there is no longer a threat.

Trauma can threaten a person's security and safety, which are things we all need. Serious and deep trauma can affect the very core of self identity and change our perception and understanding of ourselves. When this happens, people can lose their usual skills to deal with difficult situations.

Different people have different experiences of trauma, and recover in different ways. Many people recover from trauma on their own with little (professional) support and in a short time and are able to function well in their lives; however, some people continue to experience the negative effects of trauma for longer, and benefit from more support and services.

What causes trauma?
Many things can cause trauma in people, including natural disasters and emergencies like floods, earthquakes and famine; man-made disasters like car crashes; social unrest, conflict or war; and family and personal problems like domestic violence and child abuse.

The psychological affects of trauma are likely to be more severe if they are caused by other people, if they are repeated or ongoing, unpredictable, involve more than one type of event, are sadistic (caused by other people with cruel intentions), if they occur in childhood and are perpetrated by a care giver or trusted person.

How do children heal from trauma?
For a child to recover from their trauma, he/she needs:
- a secure attachment to the parents or care-givers before the trauma happens
- to be given accurate information about what has happened
- to be allowed to ask questions and to take part in grieving rituals
- to have the comforting presence of a known and trusted person

If these criteria are met, the child might go through some of the following stages of the grieving process (see the diagram below). People working with children, including teachers, should learn how to identify children's reactions to trauma, and should be familiar with the process of bereavement.

Grief Stages
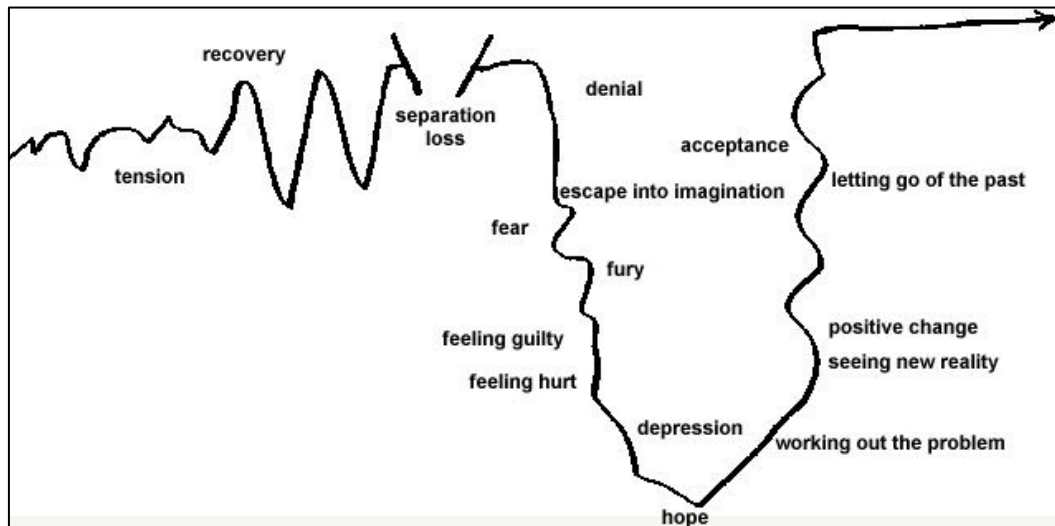
(Kübler-Ross; adapted by Graver& Morse 1986)

This diagram shows the process of grief and letting go of trauma. It is not possible to move immediately from the separation/loss stage to letting go of the past – it is necessary to move down through the negative feelings before reaching hope and moving back up to the positive feelings. It is important to remember this for two reasons:

1. We do not need to avoid the uncomfortable feelings: they are necessary for us to process and let go of our traumatic experiences.
2. We should not judge children's uncomfortable or negative feelings or behaviour during this period (eg. angry, violent, depressed, distracted) because it is a normal part of the process of letting go. If we can recognize this and help the child move through to the positive feelings, then we can help the child to heal.

The left side of the diagram and the feelings there (depression, anger, etc) are expressions of lost hope, no sense of purpose in life, no sense of control over life, and wanting to avoid painful memories.

To reach recovery as part of the grieving process we need the 'letting go' phase, which includes acceptance of the new reality, and adjustment to this reality. The heaviness of the grief and loss / trauma presses upon us. Yet sometimes we would rather carry that weight than let it go. With this heaviness we have a feeling that we still keep something of what we have lost – eg. a loved one - or we still plan to finish the unfinished business we have with someone.

Now let's look at one of the main causes of trauma in children: child abuse. We will look at what child abuse is, how it affects children and young people, and what we can do about it.

What is Child Abuse?

> **Child abuse:** the physical, sexual, or emotional mistreatment or neglect of a child, which results in real or potential harm to a child's physical, mental or emotional health and development. Child abuse can occur in the child's home, school or community, and is often (but not always) perpetrated in the context of a relationship of power, authority, or trust, such as with a parent, teacher, older relative or community leader.

Child abuse is a complex and serious problem. It can occur in isolated and stressful environments where adults don't have enough support or coping strategies in their own lives and this stress can manifest in abusive behaviour towards others. Child abuse occurs in all types of families and societies, including the rich and poor, the uneducated and the highly educated, and in all cultures and religions. Many abused and neglected children go on to abuse their own children, continuing the cycle of violence from one generation to the next.

Think about the different types of abuse that occur in communities, schools and homes in Timor-Leste. Some examples might include:
1. Being tied to a tree
2. Being kept in in a small room or cage with limited light
3. Being banned from going outside or to school
4. Being burned with cigarettes
5. Being kicked out of home
6. Being made to do work which is beyond their capability
7. Being forced to have sex with an adult
8. Being forced to have sex for money
9. Being left alone for long periods of time
10. Being punched

There are four main types of child abuse: **physical abuse, emotional abuse, sexual abuse and neglect.** Sometimes these types can be mixed – for example, physical abuse is often accompanied by yelling and derogatory comments designed to make the child feel scared, unloved and unworthy, which is emotional abuse.

Physical abuse: includes injuries, bruises and wounds that occur as the result of abuse (this can include internal injuries) or neglect. Injuries such as these can be considered abuse whether the carer/guardian did or did not have the intention to harm the child. For example:
- Hitting, slapping or punching
- Forcing a child to do heavy manual work that is beyond their capacity
- Burning or cutting
- Kicking
- Pulling a child's ears or hair

Emotional abuse: is behaviour which impedes a child's emotional development of their self-esteem and sense of self-worth.
For example:
- Severe and constant criticism
- Threats
- Rejection
- Exposure to domestic violence
- Refusing to give of love, support or guidance.

Sexual abuse: occurs when an adult (someone bigger, older and/or with more power than the child) uses their power or authority over the child to involve the child in *any* sexual activity. It usually, but not always, involves coercion and great secrecy. It important to note that, under Timorese national law, having sex with a child under 14 years is illegal, regardless of whether the child wants to or not. Examples of sexual abuse include:
- Touching genitals
- Oral sex
- Vaginal or anal penetration by a finger, tongue, penis or any other object
- Exposure to pornography
- Prostitution (having sex for money)

Neglect: means the failure to provide a child with the basic necessities of life such that the child's health, growth and/or physical and emotional development are put at risk.   For example:
- Failure to protect child's health
- Failure to provide necessary or needed medical care
- Leaving a child without supervision
- Failure to provide stimulation and a positive environment
- Abandonment

Note: In Timor-Leste there is often some confusion between neglect and poverty. It is the responsibility of the government to alleviate poverty, but the responsibility of the parents and the family to give love and meet basic needs as far as possible according to their means.

What are the effects of Child Abuse?

Some of the possible effects of child abuse include:
• emotional and psychological problems: including fear, an inability to trust, low self-esteem, depression, relationship difficulties, anxiety, aggression, denial, and hyperactivity
• social problems: delinquency, substance abuse
• physical problems: pain, discomfort, limited physical function, impaired cognitive development or function, and in the most serious cases, death

Due to their different developmental stages and abilities, there are some differences in the effects of child abuse on young children and youth**.**

Observable effects on young children and early adolescents:
• Obvious deterioration in school performance due to:
    (a) Inability to concentrate because preoccupied with memories of the trauma
    (b) Reduced cognitive activity and ability to think analytically and creatively
    (c) Depressed mood and irritability, which interfere with learning
• Fantasies of rescue or of being a hero
• Unusually frequent discussion of the trauma but with lack of emotion
• Behavioural inconsistencies, eg. bursts of aggression oscillating with avoidance of conflict
• Psychosomatic complaints: physical symptoms without apparent medical cause
• Withdrawal from play and social activity
• Disruptive behaviour
• Restlessness
• Clinging behaviour

Observable effects on later adolescents:
• Adoption of adult responsibilities that aren't appropriate for their age
• Acting out, for example not going to school, engaging in early sexual activity, using drugs, smoking, and rebelling against family and school rules
• Poor impulse control
• Interpersonal difficulties
• Uncooperative
• Attraction to danger and risk taking behaviour
• Depression and withdrawal
• Fierce self-sufficiency and a rejection of help

Any one of these symptoms in isolation does not indicate that a child is definitely suffering from child abuse. But these are signs that should alert you to the possibility of abuse, and prompt you to investigate further to find out if there really is a problem. Now let's look at ways of identifying child abuse, and later, we'll look at what you can do to help children who are having problems.

How can we identify Child Abuse?

In our communities, we can see day-to-day how children express the pain, trauma and anxiety they experience. Children can express these feelings in many ways: sometimes the child will be angry and violent; sometimes the child will seem distracted and find it difficult to concentrate; sometimes the child will be shy and withdrawn. Each of these types of behaviour can tell you that the child is experiencing the effects of abuse or some other trauma. So, rather than punish the child or force them to participate, you can help them to recover from their trauma.

It can be difficult to accurately identify what specific problem a child is facing, but it is often quite apparent when a child is having trouble, as the child's attitude and behaviour indicate a need for help. We have already looked at potential effects of child abuse. When you notice that a child is displaying some serious behavioural problems associated with abuse or trauma, it is important to approach them in the right way in order to determine if they are facing serious problems or not. Children find it very difficult to articulate their problems. We can tell a lot about their problems from their gestures and body language.

In addition to the effects of abuse listed above, some other examples of behaviour that may indicate a problem include:
- When we talk to them they act nervous (e.g. scratch themselves, fidget, talk quickly, avoid eye contact)
- When the child appears absent-minded or hides their face behind their hands
- When the child does not want to go somewhere or spend time with a specific person (this may indicate that in the place they don't want to go they are experience abuse or the person that they do not want to spend time with is abusing them)
- When the child cries excessively or easily
- When the child shakes and/or feels cold for no reason
- When the child talks and/or laughs to themself often
- When the child hits themself or in other ways hurts themself frequently

Other indicators that something is wrong can include a a significant change in a child's behaviour, and new behaviour that is unusual for that child. E.g. being naturally quiet is not necessarily a problem; however, if a usually outgoing and confident child suddenly becomes very quiet and withdrawn, this may indicate there is a problem.

What does the law in Timor-Leste say about Child Abuse?

The legal framework in Timor-Leste includes various international and national laws which prohibit child abuse. Some, like the Penal Code and Law Against Domestic Violence, are already in force and provide very specific protections for children and strict punishments for those who violate these protections. Others, such as the Children's Code, have been drafted but not yet passed by the Parliament. When they are, they will include even more specific rules around the protection of children and the banning of child abuse, including banning physical punishment in schools.

The table below summarises the laws in Timor-Leste which are relevant to each type of child abuse, plus another category of abuse recognised by law: economic exploitation.

Action	Relevant laws
Physical abuse	Law Against Domestic Violence Art. 2.2(a) Penal Code Art. 155; 156; 145; 146Convention on the Rights of the Child Art. 19; 28.2 Universal Declaration of Human Rights Art. 5
Sexual abuse	Law Against Domestic Violence Art. 2.2(b) Penal Code Art. 171; 172; 173; 175; 176; 177; 178 Convention on the Rights of the Child Art. 19; 34
Psychological abuse	Law Against Domestic Violence Art. 2.2(c)
Neglect	Penal Code Art. 143 Law Against Domestic Violence Art. 29
Economic exploitation	Law Against Domestic Violence Art. 2.2(d) Penal Code 155(b)
Obligation to report abuse	Law Against Domestic Violence Preamble

How can we respond to signs of abuse and trauma?

Communicating with a traumatised child
In some cases, when adults find it hard to cope with the grief of children, a child will pick up the unspoken signals and refrain from asking questions. The child will not talk about the event and will not show any signs of loss. In many cases, being able to express feelings of hurt, guilt, sadness or anger can help a person recover from abuse and trauma. For this reason, it is important to create an environment where children feel safe to talk about their problems and feelings.

The following are some basic guidelines for communicating with a traumatized child:
- Listen to, reflect back and validate the child's feelings
- Pay attention to the child's comments or questions
- Show empathy, share emotions, encourage a relaxed atmosphere, and have fun together even when dealing with serious and hard life situations

Basic Counselling
There are many things we can do as individuals to help children and young people cope with their difficult experiences. Counselling them about their problems is a good place to start, but you should prepare yourself beforehand on what you might say or do to support them better.

Preparing Yourself for Counseling
- Posture – lean slightly forward with an open posture (don't cross your arms)
- Reduce noise and interruption
- Tone of voice – soft, interested, not bossy or authoritarian
- Use the person's name
- Make eye contact
- Dress appropriately
- Model competence, confidence

Principles of Basic Counselling
When you first see the affected child:
- **Get consent.** The child must want to see you, it must be their choice to talk with you.
- **Acknowledge** their courage to speak up about their story.
- **Listen** to what they have to say, don't make assumptions, ask open questions that encourage the child to talk but don't determine what they should say.
- **Believe** what they have to say, no matter how strange the story is. They may be traumatized and may only tell their part of the story. Name the violence e.g. "this sounds like domestic violence", "it sounds like you have been raped".
- **Ensure the safety** of the victim from the attacker – are they safe to go home? Are they safe in school? - or from themselves if they are suicidal.
- **Normalize reactions** – reassure the child that their emotional response to the event (abuse or trauma) is normal, understandable, and acceptable.
- **Check** if they want someone else who they trust with them during and after an interview, if they are going to be interviewed by the police or another service.
- **Establish** whether they need medical assessment and treatment for injuries.

Counselling is different to giving advice - counsellors should listen more than they talk, and 'active listening' skills are important.

Active Listening:
- Listen carefully and be sensitive
- Observe the child's speech, body movement, tone of voice
- Notice what is not said, nonverbal communication such as body language
- Understand the meaning behind the words – perhaps they are not being explicit
- Encourage and show them you want them to keep talking e.g. "Tell me more", "Oh?"
- Paraphrase and summarise what the child says in your own words and verify. "Is this correct…?"
- Show respect and that you are genuine in your care for them
- Acknowledge their pain, and how difficult the situation is
- Make clear you will return to the issue later if the child can't talk about it now

Counselling 'to do' list
Here is a list of some things that you should try to get information about when counselling a child, so that you can help them make a plan of action to improve the situation.

- Explain why you want to talk to them, and tell them you will keep the discussion confidential, but also explain that you might be obliged to tell someone if it is for their own safety.
- Tell the child what you can and cannot do for them.
- Establish the problem (abuse or trauma) and the child's feeling / emotions about it.
- Assess current difficulties:
  - ✓ Physical health
  - ✓ Nutrition
  - ✓ Shelter
  - ✓ Safety
- Assess their psychological and emotional state by observing their language and behaviour.
- Assess what support network they have available – family, community, friends.
- Assess their economic situation – are they dependent on someone who is abusing them? Does their family have financial troubles?
- Identify the problems – define what can be done.
- Make a concrete plan of action together.
- Offer continued support including specific times that you plan to follow up with them and ideas for family and community support.

Take care of yourself
Working with traumatized people can have a significant impact on us. Every time we hear these stories we absorb the stress, distress of an unsafe world. Every individual needs to work out their ways of coping with these stresses. Some coping mechanisms can be better than others e.g doing physical exercise is better than drinking excessive alcohol. Think about the best ways for you to take care of yourself. (For more tips, see Managing Stress and Anger in Part 4).

The Importance of Confidentiality
What the child tells you, and their identity, is confidential, and is not to be shared with anyone (including the child's family) unless you have their consent to do so. Consent must not be assumed; it must be explicitly asked for by you and given by the child. The only time you can overlook confidentiality and tell someone else without the child's consent is when there is a significant risk of self-harm or harm to others or when the child's immediate safety is at risk. In this case, you can only tell people who are able to help, such as the police, MSS, or social support services (like those listed in the Referral Pathways section below).

Where can we get more help?

Individual adults, such as teachers, can make a big difference to a child experiencing abuse or trauma by providing support and guidance. However, we can't always do it alone. Depending on the situation a particular child is facing, outside help will often be needed. There are various support services available to victims of abuse, including medical, social, psychological, legal and economic assistance. You don't need to memorise all of the services listed below, but it is important to be aware of what kind of help is available and to know where to find their contact information so that you can refer a child to get the right kind(s) of help they need.

Not only is assisting a child who is a victim of abuse or neglect the right thing to do morally, but it is also a legal obligation.
- Article 39 of the CRC states that:
  "All appropriate measures should be taken to promote the physical and psychological recovery and social reintegration of a child victim of any form of neglect, exploitation or abuse, torture, or any other form of cruel, inhumane or degrading treatment or punishment. Such recovery should take place in an environment which fosters the health, self-respect and dignity of the child."
- The preamble to the Law on Domestic Violence states that:
  "[T]he protection of the most vulnerable shouldn't just be provided within families. All citizens are bound by the obligation to prevent acts of domestic violence and to facilitate assistance to the victims of such violence."
- Once the Children's Code is passed by Parliament and becomes law, it will also include obligations to report abuse*.*

Contact Ba Futuru or the Ministry of Social Solidarity (MSS) to get clarification or more information about the help that victims can access from the organisations and services below.

1. Physical Protection

- Vulnerable Persons Unit (CPU) - *always* contact first
  - Dili tel: 7726 5721
  - VPU National Chief: 7724 3340
- Police - this number is often not answered; it is best to go directly to the police station
  - Tel: 112
- CPOs – Child Protection Officers
  - Each district has one CPO. You can get their contact number from MSS
- Ministry of Social Solidarity (MSS)
  - tel: 3311266, 3322938, 77274156 (24 hours)

IMPORTANT: Please keep in mind that the implementation of protections provided in law cannot be guaranteed and it can take a long time to get a result.

Note: VPU are trained in dealing with cases of abuse and domestic violence. DO NOT go to the Community Police. If you are concerned about your safety as a witness or victim, go in person rather than phoning for assistance.

2. Legal Assistance

- ALFeLa – Atendimentu Legal ba Feto no Labarik (Legal Assistance for Women and Children) (free)
  - Dili: 77244304 / 3310282
    Location: Vila Verde, Dili, near the Cathedral
    Coordinator: Merita Correira: merita@jsmp.minihub.org
  - Suai: 7739 1979
  - Baucau: 77157156 / 77389737
  - Oecusse: 77803860

Previously the Victim Support Service (VSS) in the JSMP, ALFeLa is now an independent organisation. It offers free legal advice and support to women and children who are the victims of abuse and violence and helps them to access the formal justice system. ALFeLa works across all 13 districts of Timor-Leste. Its head office is in Dili, but it also has branch offices in Baucau, Oecusse and Suai.

3. Medical Assistance (including psychological support)

- PRADET Fatin Hakmatek (located in the following district hospitals):
  - Dili: 77254597 / 3321562
  - Oecusse: 77031991
  - Suai: 78000907
  - Maliana: 78088591
- Contact Number for Cases of Sexual Abuse
  - 77254597 (24 hours)
- Dili Hospital - 3311000, 3311008

If it is an emergency, go to the hospital first and then to PRADET. If it is not an emergency, go straight to PRADET. PRADET can collect forensic (physical) evidence which can be used in legal cases, and can support victims while receiving medical care.

4. Social Assistance

- DNRS – Diretorio Nasionál de Reinsersaun Sosial (National Directorate of Social Reinsertion)
  - Child Protection Department
    Sr. Florencio 77345430
  - Vulnerable Women Department
    Sra. Joana 77339883
- NGO Ba Futuru
  - location: Rai Kotu, Comoro, Dili
  - tel: 3322437

5. Economic Assistance and Shelter

These services are meant to make it more feasible for victims to process a case, removing obstacles (eg. If a victim is economically dependent on their abuser).

- Ministry of Social Solidarity (MSS)
  - Tel: 77274156 (24 hours)
- PRADET Fatin Hakmatek (located in the following district hospitals):
  - Dili: 77254597 / 3321562
  - Oecusse: 77031991
  - Suai: 78000907
  - Maliana: 78088591
- Casa Vida
  - Tel: 77319833 / 77352345
- Forum Comunicações Juventude (Youth Communication Forum)
  - Tel: 77375989, 77536335
- CPOs (contact MSS)
- Fokupers
  - Tel: 3321534 (24 hours)

Conclusion

Teachers and other adults who care for and impact the lives of children and youth play a very important role in their protection and development. They are advocates for the rights of young people, and can provide essential assistance in times of need. Additionally, because teachers spend more time around children than many other adults in a child's life, they are more likely to be exposed to and notice the symptoms of trauma and abuse, and are also more likely to be able to encourage a student to talk to them about problems and support them throughout the process of getting help and recovering. You can play a crucial role in helping children to recover from abuse and trauma by creating a safe environment, being an active and supportive listener, and by connecting children in need with the appropriate professional psychological, medical and legal services.

Activities

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1. Group discussion: What is Child Protection?

Activity objectives:
- To understand what child protection is, and the right of children to be treated respectfully like other human beings.

Time: 15 mins

Materials: flipchart, markers

Process:
- Lead a brainstorm with participants about their ideas of 'what is child protection?'
- After 5 minutes of discussion, present the material on 'What is Child Protection?' from the manual in Part 2.
- Focus on the principles and key messages that were not suggested by the participants, and therefore are new and need the most explanation and reinforcement.

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2. Child Protection Principles

Activity objectives:
- To understand the main principles of child protection which teachers, parents and other adults can apply in their roles as advocates of child protection.

Time: 20 mins

Materials: flipchart, markers

Process:
- Present the 'Child Protection Principles' in Part 2.
- As you present each principle, ask for participants to share their own experiences related to each one (both positive and negative). Perhaps they have helped a child before, or seen someone treating a child in a way that did not respect these principles. Ask them to share which of the principles they feel they already know and use, and which ones are new to them.
- Write down the principles and the important points made by the participants as they share them.

3. What is Trauma?

Activity objectives:
- To understand what trauma is and its impacts on people, especially children

Time: 20 mins

Materials: flipchart, sticky notes, markers

Process:
- Ask participants to volunteer their ideas on the definition of 'trauma'. You can use some of the following questions to open the discussion:
  - What is trauma?
  - What can cause trauma? What are examples of trauma?
  - How can we identify trauma?
  - How does trauma affect us and what are its short- and long-term consequences?

  Write people's ideas on the flipchart or on sticky notes.
- After presenting the material in the manual on trauma in Part 2, return to the flipchart or sticky notes and reinforce what the participants were right about, and also what some of the new ideas and information are.

4. What is Child Abuse?

Activity objectives:
- To understand what child abuse is and its effects on children

Time: 10 mins

Materials: flipchart, markers

Process:
- Before presenting the definitions from the manual, lead a brainstorm with participants about 'what is child abuse?'. Ask participants what types of child abuse they think there are, where it occurs, and what some of the effects of child abuse are. Ask them to share their ideas on specific behaviours which constitute child abuse.
- Write their ideas on a flipchart at the front of the room, and leave them there throughout the information about Child Abuse, including the four types of abuse, from Part 2 of the manual. At the end of the session, come back to the flipchart and reinforce the ideas of the participants which were correct, and discuss why others weren't as accurate or relevant.

5. Group Activity: The effects of child abuse and identifying abuse

Activity objectives:
- To understand the different types of child abuse, and symptoms of each

Time: 30 mins

Materials: flipchart, markers, sticky notes, Worksheet 2

Process:
- Give examples of each type of abuse and their potential effects. Explain that abuse can have various effects, eg. Beating a child is physical abuse but can have physical and emotional effects. Then, share the information on the effects of child abuse and identifying child abuse in Part 2.
- Divide participants into four groups and assign each group three actions from the list in Worksheet 2. Then, ask each group to identify which type of abuse - physical, sexual, emotional, neglect – relate to each of the actions and which effects could be relevant to their allocated actions. They should write each one on a sticky note, and stick on the flipchart at the front of the room
- The facilitator then reads through the sticky notes at the front of the room and summarizes important points, including that some actions and effects cross over between various types of abuse (eg. All types of abuse can have emotional effects).

6. What does the law in Timor-Leste say about Child Abuse?

Activity objectives:
- To understand that the law in Timor-Leste offers specific protections for children against abuse and maltreatment.
- To know how to find information about the protections in the law and what kind of behaviour and treatment is criminalised.

Time: 20 mins

Materials: flipchart, markers

Process:
- Introduce participants to the table on What does the law in Timor-Leste say about Child Abuse? (Part 2), which includes information on which laws and articles provide specific protections against each type of abuse.
- Split the participants into six groups and assign each one a category from the table: physical abuse, sexual abuse, emotional/psychological abuse, neglect, economic exploitation, and the duty to report abuse to the relevant institutions.
- Ask each group to choose one of the articles listed for their assigned category, and to find that article in the Annex at the back of the manual.
- After 5 minutes, ask each group to present their findings to the group.
- Conclude the activity by reiterating that the law in Timor-Leste provides specific protections for children suffering from abuse and maltreatment, and that, while teachers and parents do not need to memorise the laws, they should be aware of the general types of behaviours which are illegal, so they know when they should get a child assistance through the justice system or social services (such as MSS).

7. How can we respond to signs of abuse and trauma?

Activity objectives:
- To understand what individuals can do to help children who are the victims of abuse and maltreatment.
- To teach basic counselling skills so that people can assist children in need in a way that protects children's rights and dignity and minimizes retraumatization and suffering.

Time: 30 mins

Material: flipchart, markers, Worksheet 3

Process:
- Ask participants if anyone has had any experience assisting a child who was the victim of abuse and is comfortable to share their story. Try to limit this to 5 minutes.
- Explain the basic counseling techniques in the manual (Part 2)
- Then, divide participants into groups of three (3) to practise these counselling skills. One person will be the teacher, one will be the child, and one will be an observer and timekeeper.
- Using Workseet 3, 'Basic Counselling Case Studies', participants should do short (2-5 minute) role-plays. After each role play, the teacher should say what they thought they did well (verbal and non-verbal), and what they could do differently next time. Then the other two participants share their views.
- Participants should swap roles each time so that all three people get a go at being the teacher, and everyone can give and receive feedback.
- Facilitators should walk around the room and monitor the role-plays, providing feedback, encouragement and suggestions. If there is enough time, bring all participants back together and give a few people the opportunity to share their ideas and perspectives on the activity, which will also give a chance to the facilitators to reinforce important information from this session.

8. Where can we get more help for children suffering from abuse?

Activity objective:
- To understand the process for accessing appropriate assistance for young victims of abuse and trauma, and who the main service providers are.
- To understand the key considerations when helping a child to get assistance.

Time: 30 mins

Materials: flipchart, markers, Worksheet 4

Process:
- Talk participants through the case referral process outlined in Part 2 of the manual, and explain the role of each of the organisations included.
- Allow time for participants to ask questions to clarify their doubts about the case referral process.
- Divide participants into four groups and give each one a copy of Worksheet 4, 'Referal Pathways Case Studies', keeping #5 for yourself. Walk the participants through one example (the fifth case study, that you won't give to a group), explaining how to use the case referral process to determine the best course of action for each case study.
- After 10 mins, bring everyone together again and ask each group to share their case study and the assistance they determined was required for their case.

PART 3: DISCIPLINE OR PUNISHMENT?

The Challenge of Discipline

There are many challenges and obstacles that teachers in Timor-Leste face in implementing positive discipline strategies in the classroom. Sometimes teaching resources are lacking, including text books, desks and chairs. Many students are used to being punished with violence, and teachers sometimes think that their students won't understand any other discipline methods.

One challenge that many teachers in Timor-Leste face is the large number of students in their classes, which can be as high as 100 students in one class! All of these challenges can seem overwhelming for teachers and behaviour problems in this kind of environment are common. Creative and constructive approaches are needed to help teachers meet these challenges and manage their students' behaviour in positive and effective ways

What is Discipline?

In many cultures and languages the word 'discipline' has come to be equated with control and punishment, particularly *physical* punishment; however, this is not the true meaning of the word 'discipline'.

The word 'discipline' actually means 'teaching'. Effective teaching requires using an approach that motivates students to learn and finding constructive solutions to challenging situations.

Discipline is a way of educating children not only in the academic curriculum, but also about how to work with others, make good choices, and live meaningful and productive lives within a community. This type of instruction benefits their development as the future of our nation. In the classroom discipline allows students to work effectively, while encouraging and nurturing the skills for considerate and conscientious behaviour.

What is Positive Discipline?

Positive Discipline:
• motivates, encourages and supports;
• fosters a love of learning;
• leads to self-discipline; and
• increases competence and confidence.

Positive discipline is not just about stopping violence, and it is not one single action like instructing a child to pick up rubbish. Positive discipline is long-term education that provides children with positive models of appropriate behaviour, teaches them the value of education, and shows them how to respect themselves and others. These are lessons they will learn in school and carry with them throughout their lives.

What Is Physical Punishment?

Physical punishment is used as a form of discipline, but it is not the only form of discipline. Physical punishment refers to the intentional infliction or threat of injury and pain to the body, with the objective of punishing and controlling. Punishment is something (an action, words, or another consequence) that follows a behaviour and decreases its occurrence in the future. It is commonly used to describe an unpleasant consequence of violating classroom rules. It is meant to stop the behaviour in the moment and reduce the behaviour in the future. It does not, however, focus on or teach positive behaviours. There are many forms of physical punishment, including slapping, spanking, hitting, punching, kicking, shoving, choking, the use of objects (belts, sticks, and pins) for assault, pinching, shaking, and forcing to stand for long periods of time. Sexual assault is also a form of physical punishment.

It is also important to recognize that physical punishment has a corresponding psychological component. Physical punishment is often accompanied by fear (of violence, pain) and negative emotions (from being criticised, threatened, physically hurt).

Longstanding traditions and cultural beliefs perpetuate the use of physical punishment in many societies, including in Timor-Leste. These beliefs include the idea that physical punishment:
*   is effective;
*   prevents children from getting into trouble;
*   teaches them right from wrong; and
*   instills respect.

Research has shown, however, that there more effective and less violent ways of achieving these aims without the use of physical punishment. It is important to always question our own beliefs and ideas, and to be aware that what society believes is 'acceptable' and 'right' changes and develops over time.

Arguments against Physical Punishment

Some teachers and parents argue that physical punishment makes it easier to manage misbehaviour in the classroom or the home; however, a plethora of research highlights how ineffective violence is in disciplining children (UNICEF, 2001). According to experts:

"...there is considerable data indicating that corporal punishment does not in any consistent way encourage good behaviour on the part of children... corporal punishment does nothing to fulfill the disciplinary goal of developing a child's conscience so as to enable him or her to behave well..." (Short, 1988)

Teachers, parents, child-care staff and adults often use physical violence against children because they believe it is the only or the most effective method of discipline. This is not the case. Physical punishment can seem effective in the short-term, but it can have negative long-term impacts on children and youth and is not the most effective way of helping them learn.

Physical punishment teaches children to react with violence.

Children learn to imitate the behaviour displayed by the adults in their lives. In this way, physical punishment teaches children that violence is an acceptable way for them to solve problems and control others.

This belief, however, limits children's capacity to utilize effective communication and problem solving skills. Some studies claim that children who see their own experiences as targets or

witnesses of physical punishment as normal in fact become more likely to engage in violent crime.

Essentially, physical punishment in schools perpetuates a cycle of violence in Timor-Leste. If we want to decrease violence in our communities, children and youth must learn what alternatives exist, and see adults modeling non-aggressive, peaceful behaviour from an early age.

Physical punishment does not produce the desired behavioural change.
Physical punishment teaches children to avoid punishment, but it is rarely successful in creating the desired behavioural change.
This highlights that children are learning to avoid punishment, but not learning for themselves how to understand reasonable and logical consequences, take responsibility for their actions, or gauge right from wrong. Children may learn to lie or behave badly when no one is watching because they do not understand the underlying reasons for why they should not do something; they just know that they will be punished for it.

Physical punishment reinforces negative behaviour.
Ironically, physical punishment can unintentionally reinforce the behaviour it is meant to punish when children learn that their actions bring attention from adults and their peers. Although it is a form of negative attention, this attention can, nevertheless, be appealing to children, especially to those who do not receive much attention otherwise.

Physical punishment is an abuse.
We have already seen that the legal framework for child protection in Timor-Leste does not allow the use of any sort of violence against children.
There are numerous physical consequences for a child when violence is used as a disciplinary tool. Injuries can vary from bruises to broken bones and even accidental death in extreme cases.

Physical punishment causes long-term psychological damage.
Over time, a child who experiences physical punishment learns that:
    · Children do not deserve respect
    · Suffering is not important and should be ignored
    · Violence is an effective way of solving problems
    · People in positions of authority and power have the right to use violence

Physical punishment can breed resentment, hostility and a desire for revenge, damaging the relationships young people have with their families and communities. These attitudes all perpetuate the cycle of violence, and will lead to more unhappiness in Timor-Leste.

Physical punishment hinders education.
After experiencing physical punishment in schools, young people may become anxious and afraid of actively participating in class. This immediately has an adverse impact on the learning process, which is compounded by the resulting lack of open communication and unhealthy teacher-student relationships. Fear is always a negative driving factor within a society because it hinders the formation of a collective and cooperative environment (see 'Fear-based Teaching and Learning' in Part 3 for more information).

Discipline vs. Punishment

Discipline is:	Punishment is:
Giving children positive alternatives and clear instructions for positive behavior - telling children what to do	Telling children only what NOT to do
Acknowledging or rewarding efforts and good behaviour	Reacting harshly to misbehaviour
When children follow rules because they are discussed and agreed upon	When children follow rules in order to avoid threats
Consistent, firm guidance	Control, shame, ridicule
Being positive and respectful of the child	Being negative and disrespectful of the child
Being physically and verbally peaceful and non-violent	Being physically and verbally violent and aggressive
Making sure that expectations are rational, logical and meaningful	Forcing children to comply with illogical rules "just because you said so"
Applying logical consequences that are directly related to the misbehaviour	Applying consequences that are illogical and unrelated to the misbehaviour
Teaching children how to make amends when their behaviour negatively affects someone else	Punishing children for hurting others, rather than showing them how to make ammends
Understanding individual abilities, needs, circumstances, and developmental stages	Failing to take the child's developmental stage of life, individual circumstances, abilities, and needs into consideration
Teaching children to internalize self-discipline so they can make positive behaviour choices in the future	Teaching children to behave well only when they risk getting caught doing otherwise
Using mistakes as learning opportunities	Punishing mistakes and ignoring the reason they happen
Addressing the child's behaviour, never the child – "your behaviour was wrong"	Criticizing the child, rather than the child's behaviour – "you are very stupid; you were wrong"

Fear-based Teaching and Learning

The intentional creation of fear in the classroom remains one of the most widely used strategies for managing student behaviour and encouraging academic achievement. Many teachers think that if their students are afraid of them, afraid of failure and afraid of punishment, they will behave well in class and learn better. However, fear is not an effective way of helping students to learn.

The negative effects of fear-based teaching and learning:

Physical
What happens to our bodies and our brains when we feel fear? When we feel threatened and experience fear, our bodies shift into survival mode. Students are less able to learn effectively because their primary focus is on self-protection. Think about how your body feels when you are scared. Fear causes more blood to flow to our arms and legs, because our bodies are getting ready to run away or fight (biological response). This means that there is less blood available to go to the brain. The result of this is that students in an environment characterized by fear are not able to think and learn as effectively as those who are in safe and secure environments.

Emotional
Classrooms that are run on fear can look orderly on the surface, because students are quiet, but underneath the students may build resentment and hostility and not learn well. If we want our students to open themselves up to new learning and risk making mistakes (which is an essential part of learning), we must drive fear and sarcasm out of our classrooms and schools. We must create a learning environment that is supportive and safe and one that gives students the message that their teachers believe in them.

Academic and social results
When students are scared in the classroom, research has shown that they do not retain information they learn for a long time. Rather, they keep it in their minds for the duration of the class, and then it quickly dissipates. This does not result in effective learning and it makes our jobs as teachers harder.

Research from around the world has shown that fear of teachers and punishment is an important factor in students dropping out of school, too. Research commissioned by organisation Plan International in 2008 showed that violence in schools significantly affected attendance by increasing truancy and drop out. In various countries, physical punishment in school has led to missed school days due to hospitalisation and health problems. In Africa, a number of studies conclude that fear or experience of sexual violence in schools is a major reason why some girls get bad grades at school or drop out altogether.

Violence – and even the fear or threat of violence - affects children's learning and performance at school. Children who experience violence at school are more likely to get worse grades, earn less as adults and contribute less to their countries' economies.

Don't confuse fear with a healthy respect for authority. It's important that students respect you and your authority, but they don't need to be afraid of you to learn effectively and behave well.

What's the alternative?
Try to create an environment of mutual respect, where students feel safe and supported to learn new things, try new skills, make mistakes and develop their minds and skills.

In the following section, we will explore many strategies and tips for keeping students engaged in learning, and for making the classroom a place where students like to be and behave well. As a teacher, you have an incredible power to help young people learn and prepare them for positive futures. It is important to always be open to learning new skills and methods for fulfilling your important role as a teacher.

The National Legal Framework

Physical punishment has many negative effects on children's learning and development (and even on their future behaviour). It is also a violation of their fundamental rights.

Let's take a look at the national legal framework in Timor-Leste and what it has to say about physical punishment and the use of violence against children.
- In 2008, the Minister of Education declared **'Zero Tolerance'** for corporal punishment in schools.
- **Articles 145 and 146 of the Penal Code prohibit assault against anyone.** This *does* apply in the classroom, regardless of the age of or relation between the people involved.
- The Children's Code, when passed, will have specific protections against physical punishment and violence against children.
- **Article 19 of the CRC** says that States have the obligation to protect children from all forms of abuse and **Article 28.2 of the CRC** guarantees children the right to an education which respects their dignity. General Comments clarify that physical punishment does not respect children's dignity, and therefore violates this right.

Many people wonder about the relevance of discussions about physical punishment in Timor-Leste and think that the abolition of physical punishment is a luxury of 'developed countries'. This is not the case. As we have seen, international law is developed and agreed upon by many countries around the world, and Timor-Leste has agreed to the rights and standards in the CRC. Also, Timorese national law has already banned the use of violence against any of its citizens, which includes children. Soon, with the passing of the Children's Code, the use of physical punishment in schools will be explicitly prohibited. Looking beyond our borders, we see that many other countries, including many developing, Asian and Pacific countries have all outlawed the use of physical punishment.

The 113 countries where corporal punishment is prohibited in schools are:

Afghanistan	Czech Republic	Lao	Samoa
Albania	Denmark	Latvia	San Marino
Algeria	Djibouti	Libya	Sao Tome and Principe
Andorra	Dominican Republic	Liechtenstein	Serbia
Argentina	Ecuador	Lithuania	Slovakia
Armenia	El Salvador	Luxembourg	Slovenia
Austria	Estonia	Malawi	South Sudan
Azerbaijan	Ethiopia	Mali	Spain
Bahrain	Fiji	Malta	Sweden
Bangaldesh	Georgia	Marshall Islands	Switzerland
Belarus	Germany	Mauritius	Taiwan
Beligum	Greece	Micronesia	Thailand
Belize	Greenland	Monaco	Macedonia
Bolivia	Guinea	Mongolia	Togo
Bosnia and Herzegovina	Guinea-Bissau	Montenegro	Tonga
Bulgaria	Haiti	Namibia	Tunisia
Cambodia	Honduras	Netherlands	Turkey
Cameroon	Hungary	New Zealand	Turkmenistan
Canada	Iceland	Nicaragua	Ukraine
Cape Verde	Iran	Oman	UAE
Chad	Ireland	Peru	United Kingdom (Britain)
China	Israel	Phillipines	Uruguay
Colombia	Italy	Poland	Uzbekistan
Congo	Japan	Portugal	Vanuatu
Cook Islands	Jordan	Puerto Rico	Venezuela
Costa Rica	Kenya	Moldova	Viet Nam
Croatia	Kiribati	Romania	Yemen
Cuba	Kyrgyzstan	Russia	Zambia
Cyprus			

Conclusion

Discipline is an essential part of bringing up children, and positive discipline is an approach that can be taken by parents, teachers or other adults involved in the lives of young people. Of course, it is no easy task: it requires a lot of thought, patience, planning, and ongoing learning. Caring for and teaching children and youth is a big responsibility, and you have great power to have an impact on young people's lives and help them become positive and productive citizens into the future.

As we have seen, physical punishment goes against the fundamental rights of all human beings, and specifically, the rights of children. In Timor-Leste, it is already illegal to use violence against another person, whatever their age. Soon, the law will specifically make it illegal to use violence against children in schools.   Apart from legal considerations, we have also seen that, despite our best intentions, often physical punishment is not effective in changing children's behaviour for the better and, in fact, can have many unforeseen negative consequences for our classrooms, and for young people's development and futures.

Now, let's move on and look at a range of strategies and ideas for implementing positive, effective discipline with children and making classrooms positive places of effective learning.

Activities

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1. Discussion: The difference between discipline and punishment

Activity objectives:
- To understand the different intentions, actions and outcomes of physical punishment and positive discipline.

Time: 30 mins

Materials: flipchart, markers

Process:
- Before presenting the material in the manual, ask participants to share their ideas for 5 minutes on how to define discipline, and how to define punishment. Are they different things or the same?
- Write suggestions for each definition on separate flipcharts at the front of the room.
- Then, present The Challenge of Discipline in Part 3.
- Once presented, come back and review some of the participants' sticky notes. Which of them would be categorised as discipline and which as punishment according to our new definitions?

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2. Arguments against physical punishment

Activity objectives:
- To consider in detail the arguments against physical punishment and encourage participants to critically analyse the moral and legal reasons for using other forms of discipline.

Time: 15 mins

Materials: flipchart, markers

Process:
- Before this activity begins, post a large sheet of paper (flipchart) in each corner of the room, each with one of the following statements: 'Agree', 'Strongly Agree', 'Disagree', 'Strongly Disagree'.
- Briefly present the Arguments against Physical Punishment (Part 3). Ask participants not to ask questions or give their opinions about each at this stage; explain that they will have the opportunity to discuss soon.
- Then, read out a series of statements about physical punishment:
  - Physical punishment helps children learn.
  - Physical punishment is an effective form of discipline.
  - I was beaten when I was a child and it didn't cause me any problems.
  - I was beaten when I was a child and it created many negative feelings for me (eg. anger, hatred, fear and sadness).
  - There are effective discipline alternatives that don't use physical punishment or violence.
- After reading out each one, ask participants to go to the corner of the room that represents their opinion on the statement. Once there, participants have 5 minutes to discuss their views with the other people in their corner. Then, ask each group for a brief report on their views and relate this to the lesson content.
- After 3 or 4 rounds, participants will have had a chance to engage with a lot of the other participants. This activity allows participants a chance to reflect on their own views and discuss the reasons behind their opinions.

3. Discipline vs. Punishment

Activity objectives:
- To understand the difference between the intentions and methods of discipline and punishment.

Time: 30 min

Materials: flipchart, markers

Process:
- Walk the participants through the table of Discipline vs. Punishment (Part 3).
- To clarify the concepts, ask participants to suggest some other comparisons to add to the list, and write these on a flipchart. Suggested comparisons should include both a 'discipline' point and a 'punishment' point.

4. Discipline Styles (Fear-based Teaching and Learning)

Activity objectives:
- To discuss the rationale behind using fear-based teaching in Timor-Leste, and its negative impacts on children's learning and development.
- To reflect on what different discipline styles participants use and the advantages and disadvantages of each.

Time: 20 mins

Materials: flipchart, markers, Worksheet 5

Process:
- Present the material on 'Fear-based Teaching and Learning' in Part 3.
- Give participants 5 minutes to read and complete the worksheet 'Discipline Styles' individually. Participants can then discuss their responses and the styles in small groups.
- Facilitators should monitor the conversations and provide guiding questions and feedback. Ask participants to consider the Reflection questions on Worksheet 5.
- After 10 minutes of discussion, bring everyone together and conclude the activity by reinforcing the idea that there are many styles of teaching, and that it is healthy to review our own style and be aware of it, so we can strengthen the positive elements and identify areas that we can improve on.

5. The National Legal Framework

Activity objectives:
- To understand what laws prohibit physical punishment in Timor-Leste.
- To understand the worldwide efforts to eradicate physical punishment.

Time: 20 mins

Materials: flipchart, markers

Process:
- Present the National Legal Framework information in Part 3.
- Ask participants to look at the list of countries which have banned physical punishment in schools. Ask participants to try to identify other developing countries, Asian or Pacific countries, African countries etc. It is not a test and they will not be marked on their answers. The goal is to recognise that countries from all over the world, with various cultures, religions, political systems, and in different stages of development have all banned the use of violence against children in schools, and that positive discipline is not a system which only works in, or is relevant to, developed, rich nations.

PART 4: POSITIVE BEHAVIOUR MANAGEMENT

By developing your skills in Positive Behaviour Management and especially Positive Reinforcement, you will end up spending less time responding to misbehaviour, and more time rewarding and reinforcing good behaviour. You will also help young people to develop positive and useful characteristics and skills which will help them throughout their lives.

The trick is to make children feel they are on the 'winning team' (ie. the class as a whole) and to praise each child's efforts in being a good team member. To do this, you can "catch them being good".

An important first step is to shift our thinking from focusing on negative behaviour, to instead focusing on positive behaviour.

Focusing on Positive Behaviour

Try to think about and encourage the behaviours you want to see in your class. This can be difficult, and often we can end up listing things like 'Don't talk during the lesson', 'Don't come late to class' and 'Don't eat or drink inside'. However, these are statements of what we don't want students to do. Instead, try to think of behaviours you do want them to do without using the word 'don't'.

On your own or in small groups, fill out the right-hand side of the following table, identifying the positive opposite of the problem behaviours on the left-hand side.

	Problem behaviours	Positive behaviours
1	Student talks on telephone, or telephone rings, during class	Turn off phones or put them on silent while in class.
2	Students talk amongst themselves during class	Students pay attention to the lesson and only talk to each other in break times
3	Students talk without raising their hand	Students raise their hand before speaking and wait for the teacher to call on them
4	Students don't show respect and disturb the class	
5	Students are violent	
6	Students are late to class	
7	Students don't come to class	
8	Students wander in and out of the classroom during class time	
9	Students don't focus or pay attention to class	
10	Students don't complete their homework	
11	Students damage school and classroom materials	
12	Students eat and drink in class	
13	Students try to make their classmates laugh	
14	Students don't follow instructions	
15	Students insult their classmates	
16	Students insult their teachers	

Behaviour Analysis

Reinforcement: a process whereby a behaviour becomes stronger (more frequent, lasts longer, happens with less delay, etc.)

Characteristics of an effective reinforcer:
1. Deprivation: the reinforcer has to offer something to the child that they need or have not yet received.

   Eg: Giving sweets to a child who has already eaten a lot of sugar is *not* an effective reinforcer, whereas giving sweets to a child who rarely gets sweets could be effective.

   Eg: Giving extra free time to children who have just returned from lunchtime is *not* an effective reinforcer, whereas giving extra free time to children who have been focusing on a lesson and are ready for a break could be effective.
2. Immediacy: Reinforcement occurs as soon as the desired behaviour appears.
3. Contingency: The reinforcement depends on the desired behaviour actually occurring – if a good behaviour does not occur, you should not praise a child for it.

   Eg: If a child answers a question, but not correctly, you can reinforce the child's confidence to answer and engagement in the class, but not the quality of their response. *"That's great that you're paying close attention to the lesson and were willing to answer my question. However, that's not quite the answer I was looking for this time."*
4. Measure / Scale: The reinforcer can't be too big or too small; it needs to be relative to the behaviour it is reinforcing. Great effort should be rewarded with a larger reinforcer, whereas a smaller effort may be followed by a smaller reinforcer.

   Eg: Giving one minute of extra break time when the break is already 15 minutes is probably too small to be an effective reinforcer; whereas giving an extra five minutes might be more effective.

Keep in mind that the same behaviour may be difficult for some students and easy for others. If a behaviour is difficult for a student, then it may require greater or more frequent reinforcement. In another student, that same behaviour may require very little reinforcement.

Reinforcement timeframe and scale: When you teach someone a new behaviour, make sure that you praise and reward them every single time they show that behaviour. A behaviour which is already established doesn't need to be praised and rewarded every time, rather just sometimes, and/or you can give smaller rewards for it.

Punishment: Something (action, words, consequence) that follows a behaviour and decreases its occurrence in the future. Keep in mind that something that acts as a reinforcer for one student can be a punishment for another student, and vice versa.

   Eg: Sending a shy student to the front of the class to speak in front of their classmates because they did good work won't reinforce their positive behaviour. In the future, perhaps this same student will produce lower quality work because they want to avoid the public attention that excellent work brings them. On the other hand, for a more confident student who enjoys that type of attention, speaking in front of the class would be an excellent reinforcer.

Evaluating a behaviour's function:
   a) what happens before the behaviour
   b) the behaviour itself
   c) what happens after the behaviour

In order to discover why a negative behaviour is occurring and to decide carefully how to prevent or change the behaviour, it's important to look at what happens right before the behaviour occurs, what exactly the behaviour itself is, and what follows it. It is useful to keep in mind that people act in a certain way because they get something they need or want from doing it. You can try to eliminate or replace the antecedent (what comes before the behaviour) to prevent the behaviour occurring. You may be able to replace the consequences of the behaviour (what follows the behaviour) to avoid the behaviour being (unintentionally) reinforced. You can also think about the behaviour's function in order to choose alternatives that can replace the behaviour so that the behaviour is recontextualised to be more appropriate but continue fulfilling its function.

> Example: A student talking to someone next to them during a lesson is *not* appropriate behaviour. However, perhaps the motive is not that they are trying to be naughty, but that the student has ideas, opinions or questions about the lesson topic. You can replace the inappropriate behaviour with appropriate behaviour by giving everyone 2 minutes to talk to their neighbour about the topic if it seems that many people are becoming restless, or asking the student (in a gentle and non-accusatory way) if they would like to share their thoughts with the class. Thereby, the behaviour's function (expressing their ideas) is being fulfilled, but through an appropriate channel (contributing to the class, not distracting others).

Behaviour Management Guidelines

✓ **Set clear expectations of what students ought to do.**

This means describing the appropriate behaviour in detail. Rather than telling students off for doing the wrong thing, explain to them what behaviour you expect of them at the beginning of every lesson and make sure you provide clear reasons. Providing instruction without reasons might tell the students what behaviour you expect, but not the logic behind it. By explaining your expectations and the reasons behind them, you model for your students how to think about their own actions and how to make decisions. In this way, students learn to act appropriately and make positive decisions for themselves.

Once you've explained your expectations of students, ask students to acknowledge why the expected behaviour is important. This will get them thinking about the reasons behind your request, and help them to make their own positive choices by thinking about the impact of their behaviour on other students and on the class as a whole.

> Example: At the beginning of a lesson, tell the students "you will need to pay attention and that means looking at and listening to the speaker, remaining quiet while others are speaking, and maintaining a quiet, calm body. This will help you to learn and is also a sign of respect for your teacher and classmates and for the speaker".

> Example: At the beginning of a lesson, remind students that "when you want to say something to the class, you must raise your hand and wait until I look you in the eye and ask for you to speak. This will ensure that you will have everyone's attention when you do speak".

✓ **Use lots of praise and rewards to reinforce good behaviour.**

Try to use many more praise statements than corrective statements. When students behave well and do the right thing, this should be acknowledged and rewarded, which will encourage them to continue to behave positively. Catch them being good. Eye contact, a nod, a smile, an extra five minutes of play time at the end of the day, extra credit points, having success mentioned in front of the class or school (social recognition is the greatest reward) are all great ways of acknowledging and reinforcing positive behaviour. When rewards are used, they should always be immediate and can be small, yet gratifying.

> Example: When students are paying attention at the start of a lesson, say "I like the way you're looking at me and sitting quietly in your seats. I can tell you're ready to learn."

> Example: When students have been focusing and working hard throughout a lesson, you can reward them at the end by saying "You have all done a good job of paying attention, answering questions, and staying focused during this lesson. We have gotten through the entire lesson early, so today we can end early and you have an extra five minutes of break time."

> Example: When a student answers a difficult question or completes a difficult math problem, you can say "Wow, good job with this one. I can tell you understand this concept."

✓ **Remove the antecedent for misbehaviour.**

Use the Behaviour Analysis information to try to identify what is causing a common negative behaviour in your classroom, and remove it.

> Example: If students always get restless an hour into class, schedule a break after the first 55 minutes.

> Example: If two students often talk to one another during class, assign them new seats apart from one another.

✓ **Whenever possible, give students options.**

This way, students won't feel controlled and constantly told what to do – they will feel like they have some power to make choices for themselves and will be more likely to comply. Make sure that you give them two positive options, both of which you would be happy with – that way, you can't lose.

> Example: You want students to write a report, so you give them two topics to choose from.

It is best to give students options before any misbehaviour occurs, but, when misbehaviour does occur, it is still possible to respond by offering the student a choice.

> Example: A student is up wandering in the classroom and is distracting other students. You can say in a calm voice, "Your walking around is distracting me and your classmates. You need to be still until the end of this lesson. When we are done with this lesson, we will all have a chance to get up and stretch. But for now, you may either stand quietly at the back of the classroom or else take a seat. Which will you do?"

✓ **Get students involved and active during class.**

If students are engaged in their learning and interested in what is happening in class, they have far less time to misbehave. Try to make your lessons as interactive as possible, using some of the following methods:

- o Ask questions about what you are teaching throughout your lesson, not only at the end.
- o Get students to help you, for example by writing points on the blackboard while you talk, or passing out papers
- o Divide students into small groups to have a discussion about the lesson topic, or to complete a small task together. This will encourage them to be active thinkers in the classroom, to share ideas, and will give everyone a chance to talk and be active rather than just listening.
- o Use 'energiser' activities to help students stay focused during long classroom periods. Try some of the energisers that you have done in this training and which are listed in Part 4.

Responding to Misbehavior

While our focus should be on preventing misbehaviour and promoting positive behaviour, we do need to know how to effectively and fairly respond to misbehaviour when it does happen.

- **Ignore misbehavior whenever possible.**

Many studies show that, often, if you ignore bad behaviour, it can become worse in the short-term while the student tries even harder to get your attention; however, if you continue to ignore it, eventually the student will cease their misbehaviour. Remember that time spent responding to one student's misbehaviour means time away from the rest of the class.

- **Use a calm body and voice when responding to the misbehaviour.**

When responding to a misbehaviour, keep in mind that the behaviour is inappropriate, but the person behaving inappropriately still deserves respect. It is important to respond to the inappropriate behaviour, not to the character of the person behaving inappropriately. Follow through with the prestated consequences for breaking the classroom rules and try not to show strong emotion.

- **Replace the misbehaviour with a more appropriate behaviour.**

Think about what is motivating the misbehaviour, and try to fulfil the needs of the student in an appropriate way.

- **Redirect the student's attention to another activity.**

Try to make your class interesting for the students with lots of activities, so that students are constantly active and don't have time to be naughty. When they do misbehave, help them to refocus on an appropriate activity.

Teaching Tips

Positive Discipline needs to be supported by positive teaching. There are many positive ways that you can prevent misbehaviour when you're teaching, or at least deal with it effectively and without disrupting your class. Here are some detailed examples and ideas that you can try in your classroom:

- **Focus and be softly-spoken**

Be sure you have the attention of everyone in your classroom and wait until everyone has quieted down before you start the lesson. Experienced teachers know that silence on their part is very effective. They emphasize the fact that they are waiting by extending their silence for 3 to 5 seconds after the classroom is completely quiet. Students soon realize that the more time the teacher waits for their attention, the less free time they have at the end of the lesson. Once you are ready to begin, use a quieter voice than normal. A softly-spoken teacher often has a calmer, quieter classroom than one with a stronger voice. Her students sit still in order to hear what she is saying.

- **Set expectations**

Uncertainty increases the level of excitement in the classroom, which can result in poor behaviour. Begin each class by telling your students exactly what you and your students will be doing during the lesson, including setting time limits for some tasks. You might choose to finish the description of class time activities with the promise of a reward for good behaviour, for example, *"As long as we stay focused, I think we will have some time at the end of the class for you to chat with your friends, go to the library, or catch up on work for other classes."*

- **Monitor**

Circulate; get up and walk around the room, especially when students are doing written assignments or working in groups. Check on their progress. Don't interrupt or try to make announcements to the whole class unless you notice that several students are having difficulty with the same thing. Use a quiet voice - your students will appreciate your personal and positive attention.

- **Use non-verbal cues**

In some classrooms, teachers have a small bell on their desk. When they ring it, even softly, they get everyone's attention. Other teachers have developed creative and clever ways of using non-verbal cues in the classroom: tapping the chalkboard with a piece of chalk or a pencil, using facial expressions, body posture, and hand signals, or clapping rhythms which students repeat back to the teacher to focus their attention. Care should be taken when choosing the types of cues you use in your classroom - they should be easily recognisable by students, and help them return their focus to you when you use the cues. Take time to explain what you want the students to do when you use your cues. For example, *"When you hear the bell, that means it's time to find your seat and finish your conversation so you can hear the next instruction."*

- **Share**

Just as you should want to know about your students, young people often want to know about you and your interests. Include personal items in your classroom: a family picture or a few items from a hobby or collection on your desk will trigger personal conversations with your students. As they get to know you better as a person, and not just as an authority figure, you will experience fewer problems with discipline in the classroom.

- **Use low-profile interventions**

An effective teacher takes care that a student is not rewarded for misbehaviour by becoming the focus of attention. They do this by monitoring the activity in the classroom by moving around the room and anticipating problems before they occur. A clever approach to a misbehaving student is inconspicuous, so other students in the class are not distracted. For example, a teacher can make effective use of name-dropping: if they sees a student talking or not participating, they simply drop the student's name into their dialogue in a natural way. For example, during a lesson on solar power, a teacher might ask a student who is not paying attention: *"Atoy, can you please explain to the class why solar power is important for our community?".* In this way, the student hears their name and is drawn back on task, while the rest of the class doesn't seem to notice.

Types of Praise

Praising a good behaviour when it occurs is an effective way to reinforce that behaviour and make it more likely to reoccur and become a habit.

There are three main types of praise:

1. **General Praise:**
   In this type, general praise is given which does not specify the behaviour that is being encouraged. It is quick and easy to say, can be used frequently and contributes to a relaxed and positive atmosphere.
   Eg: Thank you, Very good, Congratulations, Good work, Well done

2. **Specific Praise**
   This type of praise focuses specifically on the positive behaviour that has occurred. It makes clear to the child what they are doing right.
   Eg:
   I am really glad that you all came on time today.
   Thank you for sitting quietly in your seats and looking at me. I can see that you're ready to start the lesson.

3. **Physical Praise**
   This type of praise uses actions, rather than words. Like general praise, it is also quick and easy. Physical praise can be less intrusive and more natural for some people to give.
   Eg: Thumbs up, nodding your head, smiling, high five

Effective Requests and Behaviour-specific Praise

Reinforcing positive behaviour is more effective than punishing negative behaviour. Two strategies that you can use to promote good behaviour include:
1. use *effective requests*; and
2. give *behaviour-specific praise*

Used together, they are a very effective way of preventing misbehaviour and promoting and reinforcing good behaviour.

Effective requests are clear, specific and delivered with a calm voice and body. They also outline what the consequences will be of not complying with the request.

Behaviour-specific praise means labelling, naming or describing the behaviour a student shows which you want to occur regularly in class.

Focus more on the behaviour you want your students to show, rather than focusing on the behaviour you don't want them to show. This will help you to notice when your students show good behaviour and help them to learn how to be even better students. Once you have made an effective request, make sure to use behaviour-specific praise *as soon as* a student meets your request. You should also use praise for all other positive behaviours that students display in your classroom, whether you specifically asked for them or not. (Catch them being good!)

Example: students pay attention in class and sit quietly at their desks.

Example of effective request: "Now it's time to sit quietly and look to the front. Everyone needs to be quiet and ready to listen when we start our lesson today. If, during the lesson, I see you talking, you will need to sit separately until the class ends."

Example of behaviour-specific praise when the request is met: "I like how you're all looking at me and sitting quietly at your desks. I can see that you're ready to learn!"

Example of consequences if students violate the rule: If two students talk to each other during class, you can calmly tell them they were talking, so they will need to separate and sit away from one another for the rest of the class.

How to Develop Classroom Rules

We often develop rules as a way to anticipate and prevent behavioural problems or difficulties that may arise in the management of the classroom. General guidelines for developing rules include the following:

- Most importantly, *involve your students in developing classroom rules!* Misbehaviour is less likely to occur if a student makes a commitment to avoid breaking the rules and to engage in other, more positive, behaviours. You might start with the principle that "you may do what you want in this classroom, unless what you do interferes with the rights of others, such as your classmates and your teacher." Using this 'rights- based' approach (see Children's Rights and Responsibilities in Part 1 of this manual), ask your students to identify what behaviours are acceptable and what behaviours are not acceptable because they violate the rights of others. Develop rules to fulfill these rights and consequences for violating the rules. Remember that these penalties should help the child to learn and they should be logical for the misbehaviour.

- Make only a few rules that emphasize appropriate behaviour and which you are willing and able to repeat and enforce consistently; neither you nor your students will remember a long list. A sample list for younger students could be: Respect others by having eyes watching, ears listening, voices quiet, bodies calm, raise your hand when you want to speak, and use kind words.

- Consider making rules or setting expectations for the following issues in order to create a smoothly functioning classroom:
  a. beginning and ending the period or day, including how attendance will be taken and what students may or may not do during these times;
  b. use of materials and equipment;
  c. how to ask permission for unexpected needs (such as going to the toilet or sharpening a pencil);
  d. individual and group work procedures; and
  e. how students are to ask or answer questions. Choose rules that promote an classroom environment orderly and successful and active learning.

- Where possible, select rules that are unanimously agreed upon or abided by everyone in the school. If students learn that they can't behave in a certain way in your classroom, but can do so in other classes, they will test the limits to see how far they can "get away with" a misbehaviour.

- Post the rules in the classroom for everyone to see. Students won't memorise all rules at all times, so it's helpful to have them somewhere they can be seen everyday. It might also be effective to get students to sign the rules.

- Revisit classroom rules regularly to see if some are no longer necessary (perhaps they are now habits and don't need much repeating). If there are rules that are always followed, praise your students for their progress, and ask them if any new rules are needed.

Managing Stress and Anger

Stress is a reality and a part of our life. We usually consider stress as negative, but it can sometimes be a positive thing. High levels of stress can warn us that our physical or mental health is in danger and something needs to be changed. Low levels of stress, such as a deadline at work, can galvanise us into action to achieve something urgent and important.

What kinds of stress do parents and teachers usually face in child rearing and education? Sick children, school fees, time management, relationships between children, and many other things can make parents feel stressed. Other stressors include the relationships between students and between teachers and students, time management, and student misbehaviour.

Even when children aren't the cause of stress, they usually are affected by the stress of the adults around them, and sometimes, they are punished unfairly when the adult overreacts because they are stressed. Understanding the causes of stress and how to relieve it is good not only for adults, but for the children they affect, too.

Symptoms of Stress:
Physical: headaches, fatigue, muscle tension, a racing heart, fast breathing, nausea, insomnia, digestion problems, vomiting, repeated urination
Behavioural: stuttering, increased smoking, increased drinking, feeling impatient, unable to relax, teeth grinding, hurting others, procrastination
Emotional: scared, worried, angry, resentful, more aggressive, irritated, depressed, frustrated, bored
Mental: uncreative, incapable of planning, lower levels of concentration, negative thinking, inflexible thinking, nightmares, daydreaming

If you find that your relationship as a teacher (or parent) with children is continuously stressful, you might need to change your methods of communication, teaching methods (or parenting style) and how you respond to problems.

Some things that can help you to relieve stress are:
- **Sport and physical exercise:** even small daily tasks like walking and doing housework can increase the amount of physical exercise you do. Exercise has many physical and health benefits, and is a proven way to improve your mood and release stress.
- **Laughing and music:** humour has been proven to significantly reduce stress, and it also helps to reduce blood pressure. Making music and listening to music are also a way to relieve stress.
- **Nutrition:** a healthy diet with lots of fresh fruit and vegetables is very important for managing stress. Drinking lots of clean water is also very important to refresh your body and keep you hydrated which will make your brain work more effectively and reduce stress.
- **Sleep:** a lack of sleep can cause irritability, fatigue, lack of concentration and even depression. Sleeping enough is very important for managing stress.
- **Social support:** people who have the support of their family and friends cope with stress better than those who don't.

Anger, like stress, is a natural emotion and part of life for both children and adults. But it is important that we learn how to identify and manage our anger. Anger is a secondary emotion. That means that it usually is caused by another emotion, like fear, worry, rejection, low self-esteem or disrespect. For example, when a parent beats a child for coming home late, their

primary emotion may be fear that something had happened to the child and worry for their safety, but they express it as anger.

Anger is clearly a negative thing for our health and our relationships. It is important to recognise the difference between emotions and behaviour. Anger is a normal and natural emotion for everyone. However, how we express our anger is our choice. Hurting others (physically or emotionally) because of our anger is unacceptable, both morally and legally. Our angry reactions depend on our underlying thoughts, values, beliefs and experiences. Different people react differently to the same situation.

Situation:	Automatic thought or belief	Consequences / Reaction
A child breaks a bowl and spills ink	A. "She is always clumsy and having accidents."	A. Become angry
	B. "Mistakes and accidents can happen to anyone, including me."	B. Respond more calmly

To a large extent, our thoughts and emotional reactions play a much bigger role in determining our behaviour than the original situation. In other words, the importance lies not in what happens, but how we respond to it. So, if we can change our automatic thoughts, then we can change the consequences and our behaviour.

Try the following suggestions to control your anger when dealing with children:
- Take a deep breath. And another. Then remember that you are the adult. Think before speaking and acting. Remember that your behaviour serves as a model for children.
- Close your eyes and imagine you're hearing what the child is about to hear (what you want to say) – Is it very hurtful? Is there a better way of communicating your feelings?
- Press your lips together and count to 20. This will give you time to think carefully before you say something you might regret later.
- Splash your face with cold water or go outside to get some fresh air.
- Talk to a friend about the situation.
- Don't use alcohol to try to clear the anger.

Try using the following formula for communicating your anger to a child:
> *"When you …*
> *I feel …*
> *Because …*
> *What I would like is …"*

Here's an example:
> *"When you talk non-stop while I am giving a lecture,*
> *I feel very frustrated*
> *Because I get distracted and cannot continue my lecture, which affects the learning of everyone else in the room*
> *What I would like is for you to be quiet while I am talking."*

Think about a time that you were angry with a child or youth and practice using the formula to communicate your feelings about the situation.

(this section's content has been adapted from Plan International's Positive Disciplines manual, 2009)

Energiser Activities

Try some of these activities with students to re-energise the class, bring people's attention back on task, and use up excess energy to help students concentrate.

- **Hello-Hi:** If students are getting distracted and not paying attention, call out "Hello!", to which the participants should respond "Hi!". Then you say "Hi!", to which they respond "Hello!". You can continue with this, and change the pattern, but participants should always respond with the opposite word to the one you use. Another version of this activity is to use the words "yes-no", where the facilitator/teacher says "yes / no" in whatever pattern they choose, and the class has to answer back with the same pattern, but opposite words. Eg. Facilitator: "Yes – No – No – Yes"; Participants: "No – Yes – Yes – No". This version gets people to concentrate on what you are saying and focus their energy.

- **Huuu!:** Together in a group, clap three times, slap your knees three times, stomp on the ground three times, and then yell "Huuuu!" as you exhale deeply and push your hands out in front of you. This is a quick energiser to get people's bodies moving and get them breathing deeply, to pick up their energy levels.

- **Clapping in Halves:** Use this strategy with a group to congratulate and praise people for doing a good job, such as getting an answer to a question right. Ask them to clap, but in the pattern you determine. Full numbers should be clapped as normally by clapping the full palms together, with halves clapped by placing the side of one hand on the palm of the other. Eg. "One-and-a-half, two-and-a-half, three-and-a-half". This activity simultaneously gives praise, whilst getting people to concentrate and pay attention, because they have to listen closely to know what rhythm to clap.

- **Quick Chats:** Allow people to talk in pairs for 2 – 5 minutes. This activity can be a useful way of letting people use up excess energy, break up a class and provide a quick chance to refresh. It can also reduce the likelihood of people talking during class.

- **Stretch!**: Give everyone 2 minutes to stand up and move their bodies and stretch. Stretching can relax people's bodies and minds and get blood flowing, which helps to increase energy and concentration.

- **Movement Circle:** Everyone stands in a circle and each person takes their turn to do one movement, which everyone else then copies. Each person should try to do a different movement to the people before them. You can be as crazy and original as you want. Movements can use just one part of the body, or many. Movements should be short and easily repeatable.

- **Forced Choice:** Label each corner of the room using paper with one of the following statements: Strongly Agree, Agree, Disagree, and Strongly Disagree. Choose a range of statements related to the content of the lesson that are clear and strong assertions that will likely provoke a range of opinions. One at a time, share these statements with the group and ask participants to go to the corner that represents their opinion. Once there, give the group in each corner 2 - 5 minutes to discuss their views on the statement. Then ask for a report from each group and relate their opinions to the course content. After three or four rounds, participants will have engaged with most of the other group members in a fun way. In addition, they are more aware of some of the key concepts they will be addressing during the lesson.

- **Fruit Salad:** Ask the group to form a circle with their chairs. Ensure there are only as many chairs as people and then take two away. Ask those two people without chairs to stand in the middle of the circle (ensure you are outside the circle). Go around the circle and name each person in turn as orange, banana, mango, orange, banana, mango, etc. (don't forget to name the two people in the middle). Explain: "I will shout at a fruit name, which will be either orange, banana or mango. If you hear your fruit called out you must leave your own seat and find another chair. If you are left in the middle, you must wait until your fruit is called again until you can find a seat. If I shout "fruit salad" then everyone must leave their seat and find another." Do this for a few rounds until everyone has participated.

- **Human Knot:** In a circle, ask everyone to put their arms into the middle of the circle and hold two other people's hands (not the people next to them). Then, everyone should try to unravel the knot so that people are in a circle holding the hands of the people next to them. They should do this without letting go of anyone's hand. This exercise involves getting physically close to others, stretching, laughing and problem solving.

- **Mirror Me:** Place participants into pairs and ask them to face one another. The participants should take turns to make an action (e.g. raising their left arm), which the other must copy. Try to do this without talking, using only actions to communicate. After several actions, one person should call "Stop!" and both go back to the start and try to carry out the actions in the same order. As they progress they will become more in sync with each other and almost act as a real mirror. The aim is for people to coordinate their movements and develop a mirror image of each other's movements. If one pair is particularly in sync, ask the rest of the group to watch them.

- **Shake Countdown:** Explain to participants that you will be asking them to do a shake countdown. This countdown starts at six and then decreases to one. Start the countdown with six shakes of the right hand in the air, then six shakes of the left hand in the air. Then six shakes of the right foot, followed by six shakes of the left foot. Next, go back to the right hand and do five shakes, followed by five of the left hand then five of the right foot etc. Continue the countdown until you reach one shake of each limb. The actions get quicker as the number of shakes decreases. This activity is great for waking people up and raising their energy levels quickly.

- **Sentence Balls:** When introducing a new topic, choose a sentence which sums up a key concept or fact in the lesson you are about to do. For e.g.: "The true meaning of 'discipline' is 'teaching', not 'punishment'." Write each word of the sentence on a different piece of paper and then scrunch up the pieces of paper into balls. This example has nine words, so would use nine pieces of paper. Toss them around the room, asking participants to throw the balls to someone else as soon as they catch one. Once you yell out "Stop!", the participants holding the balls open them up to reveal the words. They then work together to decipher the sentence that the words make. This key sentence can then be posted at the front of the room throughout the lesson.

- **Word Tree:** When introducing a new topic in the classroom, ask everyone to first generate a list of words related to the topic. For example, if discussing 'discpline', ask participants to give you words they think of when they think of this topic. Participants may suggest: 'punishment', 'teaching', 'education' etc. Write *all* suggestions on the board. Then use this list of refer back to during key parts of the lesson, linking everyone's ideas with the lesson content.

Conclusion

There are many challenges for teachers in Timor-Leste to maintain discipline and an orderly classroom environment, including large classes, lack of resources, and old habits of using physical punishment to control students' behaviour. Creative approaches are needed to overcome these obstacles and implement positive behaviour management in the classroom. Try using some of the teaching tips in this chapter and discuss other ideas with your colleagues. Your colleagues are a resource, and you can share with one another your experiences, frustrations, successes, and further ideas. Remember the importance of nurturing children's development and the long-term objective of education. The work you do and the role you play is important. By modeling the behaviour you wish to see, by setting clear expectations, by rewarding students' good behaviour, and by remaining calm and clear-thinking in the face of challenging situations, you will help students to develop qualities that will help them be successful in your classroom and also help them throughout their entire lives.

Activities

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1. The Bridge

Activity objectives:
- To build consciousness of the link between discipline, long-term education and the nurturing of positive characteristics in young people

Time: 15 mins

Materials: flipchart, markers

Process:
- Place two flipcharts at the front of the room.
- First, ask participants to shout out some examples of problem behaviour they see in the classroom. Eg. Being rude to teachers, coming late to class, using telephones during lessons, talking during class. Write people's responses on the first flipchart.
- Then, ask participants to shout out what kind of qualities they would like their students to have when they are adults. If they are struggling to think of some, you can suggest the following: honesty, patience, care for others, independence, problem-solving skills, resilience, dignity, empathy, etc. Write people's responses on the second flipchart.
- Next, explain to participants that positive discipline is the bridge between these two lists because it supports young people to correct their negative behaviour, learn from their mistakes and choose more positive behaviour in the future.
- Keep the two lists within sight for the remainder of the training, and from time to time, bring participants' attention back to the them, asking them to relate what they are learning with the idea of the bridge.

2. Focusing on Positive Behaviour

Activity objectives:
- To shift our focus from the negative behaviour we wish to stop in classrooms, to instead focus on the positive behaviours we want our students to display.
- To understand that we need to identify the positive behaviours we want students to show in order to be able to promote and encourage them in the classroom.

Time: 45 mins

Materials: flipchart, markers

Process:
- Divide participants into four or five small groups and get them to open 'Focusing on Positive Behaviour' on Part 4 of their workbooks. Explain the Behaviour Table and provide some examples of the positive opposites of the negative behaviours listed in it.
- Divide the listed behaviours evenly between the groups.
- Ask the participants to discuss the negative behaviours in their groups, and identify what the opposite positive behaviour of each would be. Write all answers in the table in the manual.
- After 10-15 minutes of discussion, bring everyone together again and ask a representative of each group to present negative behaviours they were assigned and the positive opposites they generated.
- Conclude the activity by emphasizing the importance of focusing on the positive behaviours teachers wish to promote in their classrooms, in order to prevent misbehaviour and encourage a culture of positive behaviour at school. Also talk what it means to "catch students being good" (notice when they are doing what you want them to do).

3. Behaviour Analysis

Activity objectives:
- To understand that there are reasons and needs behind every behaviour.
- To learn how to identify these reasons and needs and use this understanding to prevent bad behaviour from happening in the first place.
- To understand the characteristics of effective reinforcers and how they can be used.

Time: 15 mins

Materials: flipchart, markers

Process:
- Present the material on 'Behaviour Analysis' in Part 4 to the participants.
- Then, divide them into small groups of 5 or 6 and give them ten minutes to discuss times they have ignored misbehaviour, what types of misbehaviour and whether it worked or not.
- By allowing an open discussion without judgment, participants can reflect on their behaviour and make connections between the training content and their own experience.
- Facilitators should monitor throughout the activity and offer suggestions, praise and questions.

4. Film: Positive Discipline Steps

Activity objectives:
- To outline the basic steps to achieving positive discipline in the classroom and show that they can work in a Timorese school setting.

Time: 30 mins

Materials: 'Lisaun sira ne'ebe aprende' film Part 3: Positive Discipline Steps if available; flipchart, markers

Process:
- If the 'Lisaun sira ne'ebe aprende' film is available, show participants Part 3: 'Positive Discipline Steps'. Introduce the film by explaining it shows strategies which teachers have successfully implemented in high schools in Timor-Leste after working with Ba Futuru.
- Ask participants questions about the film, and lead a discussion around the positive discipline ideas presented in it. Ask participants if they have used any of the techniques/steps outlined in the film

5. Guidelines for Positive Behaviour Management

Activity objectives:
- To learn and feel confident to implement various positive strategies for reinforcing and promoting positive behaviour, preventing misbehaviour, and ignoring or otherwise responding to misbehaviour.

Time: 45 mins

Materials: flipchart, markers

Process:
- The facilitator presents the 'Behaviour Management Guidelines', and also the information on 'Responding to Misbehaviour' and 'Teaching Tips' in Part 4.
- Then, participants are divided into five groups and each is assigned one of the Behaviour Management Guidelines. Each group discusses the guideline together and develops additional examples of the guideline that relate to their experience in the classroom. Participants should try to consider and incorporate the 'Responding to Misbehaviour' suggestions and 'Teaching Tips' where possible.
- After 15 minutes of discussion, everyone comes back together and each group presents their examples. The facilitator reinforces key messages and provides suggestions to improve any examples that don't use positive discipline and behaviour management methods.

6. Types of Praise

Activity objectives:
- To understand the definition of praise and why it is an essential tool for promoting positive behaviour.
- To be able to use three types of praise to acknowledge and encourage positive behaviour.

Time: 45 mins

Materials: flipchart, markers, sticky notes, Worksheet 6

Process:
- Open the discussion by asking a handful of participants to share their thoughts on the definitions of the words 'praise' and to give examples.
- Provide the definition of 'praise' from the manual and introduce the three types of praise used in this training: specific, general, and physical. Give examples of each and ask participants to provide more examples of their own.
- Divide participants into small groups and ask them to brainstorm examples of physical and general praise. Then handout one page of the Worksheet 6: 'Types of Praise' to each group and ask them to come up with two examples of specific praise that could be given for the example behaviour.
- The groups should write their examples on sticky notes and stick them onto flipcharts at the front of the room (one flipchart for each type of praise).
- Once everyone has completed their activity, or after 15 minutes, bring everyone together again and ask each group to present their behaviour example, and one way to acknowledge it using each type of praise.
- Conclude the activity by repeating the definition of praise, the difference between each type of praise – specific, general and physical – and the usefulness of using each type.

7. Effective Requests and Behaviour-specific Praise

Activity objectives:
- To learn how to use effective requests and behaviour-specific praise to promote positive behaviour in students.

Time: 45 mins

Materials: flipchart, markers and Worksheet 7

Process:
- Using the model-test-extend-delay method, the facilitator first explains and gives definitions of 'effective request' and 'behaviour-specific praise'. The facilitator then asks participants to repeat back (or paraphrase) an example or definition already shared by the facilitator. The facilitator then provides new scenarios and asks the participants to generate examples of effective requests and behaviour-specific praise for these new scenarios. At the end of the activity (after the participants have divided into groups and shared their group's examples), the facilitator will ask the participants to again paraphrase the definitions and examples for the original scenario.
- Divide participants into four or five small groups and divide the positive behaviours from Focusing on Positive Behaviour in Part 4 evenly between the groups. Ask them to develop effective requests, behaviour-specific praise and fair consequences for non-compliance for the behaviours.
- After 10 minutes, each group presents their example behaviour and their ideas.
- Conclude the activity by asking the participants to again paraphrase the definitions and original examples. Praise them for having paid close attention and for having been able to remember all this new information.

8. How to Develop Classroom Rules

Activity objectives:
- To give teachers confidence in implementing classroom rules with their students which are collaboratively made.
- To incorporate a rights-based approach into the development of rules, linking the ideas of rights and responsibilities.

Time: 10 mins

Material: flipchart, markers

Process:
- Present the information on 'How to Develop Classroom Rules' in Part 4. Draw participants' attention back to the section on Children's Rights and Responsibilities in Part 1. You can suggest that participants use this rights and responsibilities approach when developing classroom rules with their students, to help students understand that their rights have corresponding responsibilities. The 'rules' will reflect the students' responsibilities; ask teachers to think about what rights their classroom rules might be trying to protect (eg. The right to education, the right to non-discrimination; the right to access of information; the right to freedom of expression).

9. Small Group Role-plays

Activity objectives:
- To put into practice the theory and new skills learned in this section of the training.
- To practice promoting positive behaviour in a simulated classroom environment and preventing and responding to problem behaviours.

Time: 45 mins

Material: flipchart, markers

Process:
- Divide the participants by the number of available facilitators, so that every group has a facilitator accompanying them for this activity.
- Ask teachers to think back to the Focus on Positive Behaviour activity in Part 4 and choose one examples each from the list of positive behaviours to practise.
- A participant in the group plays the role of the teacher and everyone else acts like students. The teacher responds positively to the problem behaviour using the strategies the group has together identified and based on what has been learned in the training, including:
  - Focusing on positive behaviour
  - Types of praise
  - Effective requests and behaviour-specific praise
  - Applied behaviours analysis
  - Guidelines for positive behaviour management
  - Responding the Misbehaviour
  - Teaching Tips
- After each role-play, ask the person who played the teacher to say what they thought they did well (verbal and non-verbal) and what they could have done differently, and then ask others to share their ideas on what the person did well and what they could have done differently. Various examples of problem behaviour are chosen to practice on until everyone in the group has done at least one role play.

10. Managing Stress and Anger

Activity objectives:
- To share experiences about managing stress and anger when working with children.
- To brainstorm ideas and develop strategies which can help adults feel confident to manage their stress and emotions and reduce their tendency to use violent or other negative discipline methods.

Time: 30 mins

Material: flipchart, markers, small ball (can be made of paper or any other material you have access to, but should be light and not too heavy or sharp, etc)

Process:
- Bring everyone together standing up in a circle, and ask everyone the question: "What do you do to manage and relieve stress and anger?".
- Then, toss the small ball to a participant and let them respond. That participant then tosses the ball to another person, who answers with their ideas, who then tosses it to another person, and so on. If people don't want to participate, or their idea has already been shared, they can say "pass" and toss the ball on to someone else. The final participant should toss the ball back to the facilitator.
- Once everyone has received and tossed the ball, then presents the material on 'Managing Stress and Anger' in Part 4.
- Together in small groups, participants are given more example situations and together brainstorm automatic thoughts and beliefs, and the resulting reactions. Example situations include:
  - A child is staring out the window during class and not listening
  - A child answers a question wrong
  - Two children are talking to each other during class
  - A child arrives late to class
  - A child is sleeping during a lesson
- After 5 minutes of discussion, each group shares their example situation and their ideas with the group, and the facilitator should reinforce the key messages and guide participants' responses.

Conclusion Activity

Closing Reflection: Talking Stick

Activity objectives:
- To reflect on the strengths and opportunities identified at the beginning of the training what has changed and what has been learned.

Time: 30 mins

Material: sticky notes, flipchart, markers

Process:
- Ask participants to find and remove their two sticky notes from the flipcharts that were made in the Opening Reflection activity on the first day of the trainig.
- With everyone in a circle, pass around the 'talking stick' and ask each participant to briefly explain what they wrote on their sticky notes (what they are proud of in their teaching, and what they hoped to learn), and then explain what they have learned from the training and whether their expectations were met. Try to limit each person's contribution to one minute, especially in large groups.

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Ba Futuru, *Transformative Arts and Human Rights Education Guide,* 2012
Ba Futuru, *Lessons Learned: Simple and effective strategies for transforming Timorese classrooms,* 2012
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Plan International, *Positive Disciplines Training Manual*, 2009
PRADET, *Trauma and Violence Manual*
UNESCO, *Positive Discipline in the Inclusive, Learning-Friendly Classroom: A guide for teachers and Teacher Educators*, 2010

Websites

http://www.unicef.org/rightsite/files/rights_leaflet.pdf
http://www.myparentingsource.com/community/blogs/discipline/archive/2008/04/22/parenting-styles.aspx
http://www.respectful-relationships.com

ANNEX 1: Relevant Laws

The full text of laws in Timor-Leste can be found on the UNMIT website.

INTERNATIONAL LAW

Universal Declaration of Human Rights (UDHR)

UDHR Art. 3
Everyone has the right to life, liberty and security of person.

DUDU Art. 5
No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

DUDU Art. 26.2
1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.
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Convention on the Rights of the Child (CRC)

Article 1: Definition of the child Every human being below 18 years unless majority is attained earlier according to the law applicable to the child.
Article 2: Non discrimination All rights must be granted to each child without exception. The State must protect the child without exception. The State must protect the child against all forms of discriminations.
Article 3: Best interests of the child In all actions concerning children, the best interest of the child shall be the major consideration.
Article 4: Implementation of rights The obligation on the State to ensure that the rights in the Convention are implemented.
Article 5: Parents, family, community rights and responsibilities States are to respect the parents and family in their child rearing function.
Article 6: Life, survival and development The right of the child to life and the state's obligation to ensure the child's survival and development.
Article 7: Name and nationality The right from birth to a name, to acquire a nationality and to know and be cared for by his or her parents.
Article 8: Preservation of identity The obligation of the State to assist the child in reestablishing identity if this has been illegally withdrawn.
Article 9: Non-separation from parents The right of the child to retain contact with his parents in cases of separation. If separation is the result of detention, imprisonment or death the State shall provide the information to the child or parents about the whereabouts of the missing family member.
Article 10: Family reunification Requests to leave or enter country for family reunification shall be dealt with in a human manner. A child has the right to maintain regular contacts with both parents when these live in different States.
Article 11: Illicit transfer and non-return of children The State shall combat child kidnapping by a partner or third party.
Article 12: Expression of opinion The right of the child to express his or her opinion and to have this taken into consideration.
Article 13: Freedom of expression and information The right to seek, receive and impart information in various forms, including art, print, writing.
Article 14: Freedom of thought, conscience and religion States are to be respect the rights and duties of parents to provide direction to the child in the exercise of this right in accordance with the child's evolving capacities.
Article 15: Freedom of association The child's right to freedom of association and peaceful assembly.
Article 16: Privacy, honour, reputation No child shall be subjected to interference with privacy, family, home or correspondence.
Article 17: Access to information and media The child shall have access to information from a diversity of sources; due attention shall be paid to minorities and guidelines to protect children from harmful material shall be encouraged.
Article 18: Parental responsibility Both parents have common responsibilities for the upbringing of the child and assistance shall be given to them in the performance of the parental responsibilities.
Article 19: Abuse and neglect (while in family or care) States have the obligation to protect children from all forms of abuse. Social programmes and support services shall be made available.
Article 20: Alternative care for children in the absence of parents The entitlement of the child to alternative care with national laws and the obligation on the State to pay due regard to continuity in the child's religious, cultural, linguistic or ethnic background in the

provision of alternative care.

Article 21: Adoption States are to ensure that only authorised bodies carry out adoption. Inter-country adoption may be considered if national solutions have been exhausted.

Article 22: Refugee children Special protection is to be given to refugee children. States shall cooperate with international agencies to this end and also to reunite children separated from the families.

Article 23: Disabled children The right to benefit from special care and education for a fuller life in society.

Article 24: Health care Access to preventive and curative health care services as well as the gradual abolition of traditional practices harmful to the child.

Article 25: Periodic review The child who is placed for care, protection or treatment has the right to have the placement reviewed on a regular basis.

Article 26: Social security The child's right to social security.

Article 27: Standard of living Parental responsibility to provide adequate living conditions for the child's development even when one of the parents is living in a country other than the child's place of residence.

Article 28: Education The right to free primary education, the availability of vocational educating, and the need for measures to reduce the drop-out rates.

Article 29: Aims of education Education should foster the development of the child's personality and talents, preparation for a responsible adult life, respect for human rights as well as the cultural and national values of the child's country and that of others.

Article 30: Children of minorities and indigenous children The right of the child belonging to a minority or indigenous group to enjoy his or her culture, to practise his or her own language.

Article 31: Play and recreation The right of the child to play, recreational activities and to participate in cultural and artistic life.

Article 32: Economic exploitation The right of the child to protection against harmful forms of work and against exploitation.

Article 33: Narcotic and psychotic substances
Protection of the child from their illicit use and the utilisation of the child in their production and distribution.

Article 34: Sexual exploitation Protection of the child from sexual exploitation including prostitution and the use of children in pornographic materials.

Article 35: Abduction, sale and traffic State obligation to prevent the abduction, sale of or traffic in children.

Article 36: Other forms of exploitation States obligation to protect children from all forms of exploitation

Article 37: Torture, capital punishment, deprivation of liberty Obligation of the State vis-a-vis children in detention.

Article 38: Armed conflicts Children under 15 years are not to take a direct part in hostilities. No recruitment of children under 15.

Article 39: Recovery and reintegration State obligations for the reeducation and social reintegration of child victims of exploitation, torture or armed conflicts.

Article 40: Juvenile justice Treatment of child accused of infringing the penal law shall promote the child's sense of dignity.

Article 41: Rights of the child in other instruments Any provisions in other national or international law that better protect children's rights, then these provisions must be applied.

Article 42: Dissemination of the Convention The state's duty to make the convention known to adults and children.

Article 43-54: Implementation These paragraphs provide for a Committee on the Rights of the Child to oversee implementation of the Convention.

CRC General Comment 13 ¶ 22
a.Physical violence. This includes fatal and non-fatal physical violence. The Committee is of the opinion that physical violence includes:
i.All corporal punishment and all other forms of torture, cruel, inhuman or degrading treatment or punishment;
ii.Physical bullying and hazing by adults and by other children.
b.Corporal punishment. In general comment No. 8 (para. 11), the Committee defined "corporal" or "physical" punishment as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves
i.hitting ("smacking", "slapping", "spanking") children, with the hand or with an implement a whip, stick, belt, shoe, wooden spoon, etc.
ii.But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, caning, forcing children to stay in uncomfortable positions, burning, scalding, or forced ingestion. In the view of the Committee, corporal punishment is invariably degrading.
c.Torture and inhuman or degrading treatment or punishment includes violence in all its forms against children in order to extract a confession, to extrajudicially punish children for unlawful or unwanted behaviours, or to force children to engage in activities against their will.

CRC General Comment 8 ¶ 22
The Committee has repeatedly made clear in its concluding observations that the use of corporal punishment does not respect the inherent dignity of the child nor the strict limits on school discipline.

CRC General Comment 2
Paragraph 8: Education must also be provided in a way that respects the strict limits on discipline reflected in article 28 (2) and promotes non-violence in school. The Committee has repeatedly made clear in its concluding observations that the use of corporal punishment does not respect the inherent dignity of the child nor the strict limits on school discipline. Compliance with the values recognized in article 29 (1) clearly requires that schools be child-friendly in the fullest sense of the term and that they be consistent in all respects with the dignity of the child. The participation of children in school life, the creation of school communities and student councils, peer education and peer counselling, and the involvement of children in school disciplinary proceedings should be promoted as part of the process of learning and experiencing the realization of rights.

NATIONAL LAW

Constitution of the Democratic Republic of Timor-Leste

CDRTL Art. 9
Section 9
(International law)
1. The legal system of East Timor shall adopt the general or customary principles of international law.
2. Rules provided for in international conventions, treaties and agreements shall apply in the internal legal system of East Timor following their approval, ratification or accession by the respective competent organs and after publication in the official gazette.
3. All rules that are contrary to the provisions of international conventions, treaties and agreements applied in the internal legal system of East Timor shall be invalid.

CDRTL Art. 18.1
Section 18
(Child protection)
1. Children shall be entitled to special protection by the family, the community and the State, particularly against all forms of abandonment, discrimination, violence, oppression, sexual abuse and exploitation.
2. Children shall enjoy all rights that are universally recognised, as well as all those that are enshrined in international conventions normally ratified or approved by the State.
3. Every child born inside or outside the wedlock shall enjoy the same rights and social protection.

Penal Code

PC Art. 145 * - Simple offences against physical integrity**
1. Any person who causes harm to the body or health of another person is punishable with up to 3 years imprisonment or a fine.
2. Prosecution depends on the filing of a complaint.

PC Art. 146 * - Serious offences against physical integrity**
Any person who causes harm to the body or health of another person with the purpose of:
a) Depriving such person of an important organ or limb;
b) Seriously or permanently disfiguring said person;
c) Seriously affecting, for a long period of time or definitively, a person's working capacity, intellectual faculties, or capacity to procreate;
d) Causing permanent illness or incurable mental disorder to such a person; or
e) Endangering the life of said person; is punishable with 2 to 8 years imprisonment.

PC Art. 171 * - Sexual coercion**
Any person who, by means of violence, serious threat, or after having made, for the purpose of compelling another person to endure or to practice with the same or a third person any act of sexual relief, such a person unconscious or placed the same in a condition where resistance is impossible, is punishable with 2 to 8 years imprisonment.

PC Art. 172 * - Rape**
Any person who, by the means referred to in the previous article, practices vaginal, anal, or oral coitus with another person or forces the same to endure introduction of objects into the anus or vagina is punishable with 5 to 15 years imprisonment.

PC Art. 173 - Aggravation
If the sexual offenses referred to in articles 171 and 172 are committed:
a) Through abuse of authority arising from a family relationship, ward or guardianship, or hierarchical, economic or labor-related dependence;
b) Through taking advantage of duties exercised or office held, in any capacity, in a prison, educational or correctional establishment, hospital, mental institution, rest home, clinic or other health establishment or establishment intended to provide assistance or treatment; or
c) Upon an unconscious or incapable person who is particularly vulnerable by virtue of disease, physical or mental deficiency;
d) Against a victim aged less than 17 years; The perpetrator is punishable with 4 to 12 years imprisonment in the case of article 171 and 5 to 20 years imprisonment in the case of article 172.

PC Art. 177 * - Sexual abuse of a minor**
1. Any person who practices vaginal, anal or oral coitus with a minor aged less than 14 years is punishable with 5 to 20 years imprisonment.
2. Any person who practices any act of sexual relief with a minor aged less than 14 years is punishable with 5 to 15 years imprisonment.

PC Art. 178 * - Sexual acts with an adolescent**
Any person who, being an adult and apart from situations provided in this section, practices any relevant sexual act with a minor aged between 14 and 16 years, taking advantage of the inexperience of the same, is punishable with up to 5 years imprisonment.

*** denotes that this crime is incorporated in the Law Against Domestic Violence

Law Against Domestic Violence

LADV Preamble

All citizens are bound by the obligation to prevent acts of domestic violence and to facilitate assistance to the victims of such violence.

LADV Art. 2.1 - Concept of domestic violence

1. For the purposes of this law, domestic violence shall mean any act or sequence of acts committed within a family context, with or without cohabitation, by a family member against any other member of that family, where there is a situation of ascendancy, notably physical or economic, in the family relationship, or by a person with regard to another person with whom the former has had an intimate relationship which resulted, or may result, in physical, sexual or psychological injuries or suffering, economic abuse, including threats such as intimidating acts, bodily harm, aggression, coercion, harassment, or deprivation of freedom.

LADV Art. 2.2

2. The following, inter alia, shall be considered forms of domestic violence:

a) Physical violence, understood to be any conduct that causes bodily harm or harms a person's health;

b) Sexual violence, understood to be any conduct that constrains any person to witness, engage, or take part in an undesired sexual relation, even if within marriage, through intimidation, threat, coercion or use of force, or that limits or annuls the exercise of one's sexual and reproductive rights;

c) Psychological violence, understood to be any conduct that causes emotional harm and reduces self-esteem, aimed at degrading or controlling the actions, behaviour, beliefs and decisions of another person through threats, coercion, humiliation, manipulation, isolation, constant surveillance, systematic persecution, insults, blackmail, ridiculing, exploitation, restrictions to the right to move freely or by any other means that cause harm to the psychological wellbeing and to self-determination.

d) Economic violence, understood to be any conduct that results in the retention, subtraction, partial or total destruction of personal effects, working instruments, impediment to work or outside the home, personal documents, assets, valuables and rights or economic resources, including those intended to meet personal needs and the needs of the household.

LADV Art. 35 – Crimes of domestic violence

For the purposes of this law, the following shall be considered crimes of domestic violence:

a) the types of crime provided for in articles 153, 154, 155 and 156 of the Criminal Code;

b) the types of unlawful conduct provided for in articles 138, 139, 141, 145, 146, 167, 171, 172, 175, 177, 178 and 179 whenever, in addition to fulfilling the typical elements of fact contained in the incriminating norm, any of the circumstances described in article 2 of this law occur.

LADV Art. 36 - Crimes of domestic violence as public crimes

The crimes of domestic violence referred to in article 35 above are considered public crimes.

ANNEX 2: Worksheets

Worksheet 1: The 4 Fundamental Rights of the CRC

Right to Survival	Right to Participation
Right to Protection	**Right to Development**

Which Fundamental Right do you think each of the following Articles from the CRC belongs to? Some articles may be relevant to more than one Fundamental Right.

Article 12: Expression of opinion
Article 13: Freedom of expression and information
Article 14: Freedom of thought, conscience and religion
Article 15: Freedom of association
Article 16: Privacy, honour, reputation
Article 17: Access to information and media
Article 18: Parental responsibility
Article 11: Illicit transfer and non-return of children
Article 10: Family reunification

Article 9: Non-separation from parents
Article 7: Name and nationality
Article 6: Life, survival and development
Article 19: Abuse and neglect (while in family or care)
Article 24: Health care
Article 27: Standard of living
Article 28: Education
Article 31: Play and recreation
Article 33: Narcotic and psychotic substances
Article 35: Abduction, sale and traffi

Worksheet 2: Types and Effects of Child Abuse

Fill out the table below by deciding which type of abuse each action is – physical, sexual, emotional or neglect – and thinking about what some of the potential consequences of the abuse might be. Remember to think about physical and emotional effects for *all* types of abuse.

Action	Type of Abuse	Possible Effects
Pulling a student's hair		
Constantly telling a child they are stupid		
Touching a child in private places on their body		
Refusing to touch or provide physical affection and comfort to a child		
Forcing a child to carry very bags for a long distance		
Showing pornography to a child		
Forcing a child to stand in the hot sun until they faint		
Yelling at and humiliating a child in front of many other people		
Not getting medical care when a child is seriously ill		
Paying a child money to have sex		
Threatening a child with physical violence if they don't obey you		
Leaving a child alone at home overnight with no company or supervision		

Worksheet 3: Basic Counselling Case Studies

A. A normally outgoing and confident child has become very quiet and withdrawn in recent weeks, which is very unusual behaviour for them. They are avoiding physical contact and social contact with classmates and are not participating in class like they used to.

B. You have noticed that the child has been coming to school with various dark, large bruises on their legs and arms recently. They are also struggling to concentrate in class and seem to be distracted a lot of the time.

C. A previously peaceful and compliant student has been picking fights with classmates, and is becoming increasingly aggressive, both verbally and physically. They are quick to get angry and have little patience for activities in class.

D. The performance of a student who normally gets very good grades in your class has been slipping, and they are now getting much poorer results. You have noticed they are not as focused in class, are not participating or answering questions, and look quite sad and distracted a lot of the time.

E. From afar, you see a student being ridiculed and teased by a group of other students in the playground. The student runs awar crying and alone. This is not the first time you have noticed this happening and you are concerned that maybe the student is being bullied regularly at school.

Worksheet 4: Referral Pathways – Case Studies

> *You notice that a female student isn't very involved in class and has a sad face.*
> *She tells you that a **family member forced her to have sex even though she didn't want to.***

What kind of abuse is the child suffering from?

What other things can you do to support the child?

Which organisations could you refer the child to?

Who will you tell about the child's problem? (Think about Confidentiality)

*You notice that a male student in your class doesn't look you in the eye, cries often, and is not very active in class with his classmates. After approaching him and talking with him, your conclusion is that **he is being beaten at home.***

What kind of abuse is the child suffering from?

What other things can you do to support the child?

Which organisations could you refer the child to?

Who will you tell about the child's problem? (Think about Confidentiality)

A student tells you that **another teacher is beating students** who respond incorrectly to questions in class.

What kind of abuse is the child suffering from?

What other things can you do to support the child?

Which organisations could you refer the child to?

Who will you tell about the child's problem? (Think about Confidentiality)

> *A student tells you that he has not been coming to class regularly because his uncle is **forcing him to help build a house for several hours in the hot sun**.*

What kind of abuse is the child suffering from?

What other things can you do to support the child?

Which organisations could you refer the child to?

Who will you tell about the child's problem? (Think about Confidentiality)

*You notice that a student is very pensive, cries often and is misbehaving in class. You approach her and she tells you that her mother **constantly speaks very badly to her, yells, threatens and tells her she is stupid.***

What kind of abuse is the child suffering from?

What other things can you do to support the child?

Which organisations could you refer the child to?

Who will you tell about the child's problem? (Think about Confidentiality)

Worksheet 5: Discipline styles

Authoritarian

The authoritarian educator values obedience. The rules are clear but inflexible. Misbehavior is strictly punished, often with physical punishment. This method of raising children is often effective at getting the immediate result that educator wants (eg. compliance, obedience). In this type of environment, it's common for children to feel fearful and for adults to use fear as a teaching strategy. The authoritarian parent teaches the child *what* to think as opposed to *how* to think.

Permissive

A permissive educator allows children to learn the consequences of their actions for themselves, without providing guidance or limits. Misbehavior is often ignored. Unlike the authoritarian parent, the adults who use this style do not want children to be mad, or sad, and they tend to give in when children push limits, offers few boundaries. Children have total freedom to act however they want.

Authoritative or democratic

An authoritative educator is kind, but firm. They are respectful towards children, and model this behavior. They set and enforce limits, clarify issues and give reasons for limits. They provide children with practice in making choices and guide them to see the consequences of their choices. They teach their children how to solve problems. This style recognizes the importance of firmness (rules, guidelines, accountability for actions) in our relationships with children, as well as the importance of kindness, whereby children have a voice and are treated respectfully and lovingly.

Reflection Questions:
- Which style do you most identify with?
- Are you just on style, or a combination?
- Which aspects of each style do you use in your teaching / parenting?
- Which style or styles do you feel are most common in Timor-Leste?
- What do you think some of the benefits and disadvantages of each might be?
- Which style(s) do they think are best aligned with the concept of discipline as it has been presented in this training?

Worksheet 6: Types of Praise

Example behaviour 1:

A student raises their hand and waits for the teacher to acknowledge them and ask them to speak before answering a question.

Example behaviour 2:

Everyone pays attention throughout a lesson and participates actively in the class.

Example behaviour 3:

All students turn off their mobile phones after you ask them to, and no phones ring during the lesson.

Example behaviour 4:

A student who is usually quiet and doesn't participate in class has been paying close attention to the class and is brave enough to answer a question. However, it is not the right answer.

Example behaviour 5:

Many students arrive to class on time and are quiet and ready to start the lesson.

Example behaviour 6:

A student has been working hard all term, and has achieved an excellent grade on their final exam.

Example behaviour 7:

A group of students helps a student who has fallen in the playground and hurt themselves.

Worksheet 7: Effective Requests and Behaviour-Specific Praise

1. **Behaviour you want to promote:**

   Effective request:

   Behaviour-specific praise (when the request is fulfilled):

   Conequence if a student doesn't follow the rules:

2. **Behaviour you want to promote:**

   Effective request:

   Behaviour-specific praise (when the request is fulfilled):

   Conequence if a student doesn't follow the rules:

3. **Behaviour you want to promote:**

   Effective request:

   Behaviour-specific praise (when the request is fulfilled):

   Conequence if a student doesn't follow the rules: