Child Safeguarding as Collective Work



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Who We Are

We believe that all children deserve the "Right to Childhood" – the right to learn and play in safety.
We design programmes on the premise that "happy memories build resilience"



RIGHT TO READ

We support innovative projects to improve the quality of learning in schools



RIGHT TO PLAY

We help discover their talent through structured extracurricular programmes



RIGHT TO FEEL SAFE

We help build safe and nurturing spaces, by training adults and children

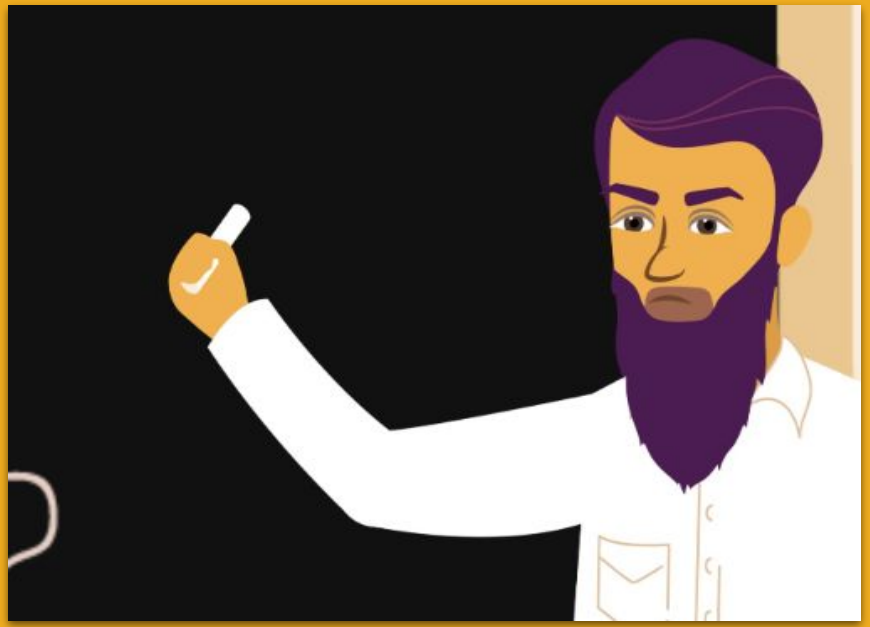
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Framing the Challenge



Corporal Punishment in Pakistan

- Cultural acceptance, under-reporting and limited data collection
- Experienced by 83% students in schools and madrassas in Peshawar, Khyber Pakhtunkhwa (Saeed et. al, 2023)
- Violent discipline at home for 85% children aged 1-14 in Gilgit Baltistan (UNICEF, 2017)
- Observed in practice in ICT schools



Enabling Environment

ICT Prohibition of Corporal Punishment Act 2021: full ban in educational institutions, mandates discipline committees and reporting mechanisms.



Provincial progress:

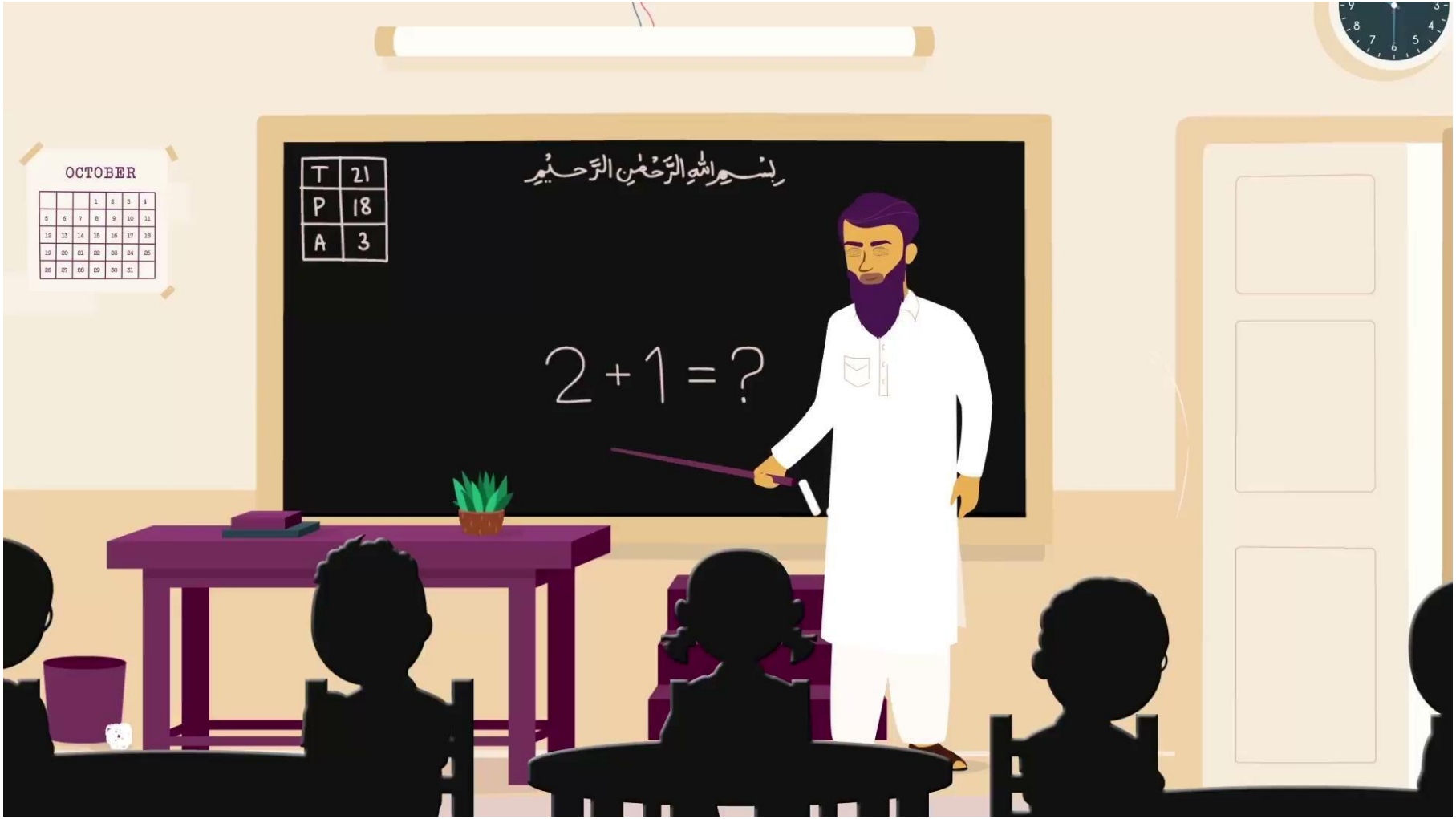
- Sindh (2016): prohibition in schools.
- Punjab & KPK: ban but not explicit law
- GB: prohibition in all settings including homes.
- Balochistan: draft bills under discussion.

Gap - Pakistan Penal Code (1860)

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“Maar Nahi Pyaar” - teachers as role models




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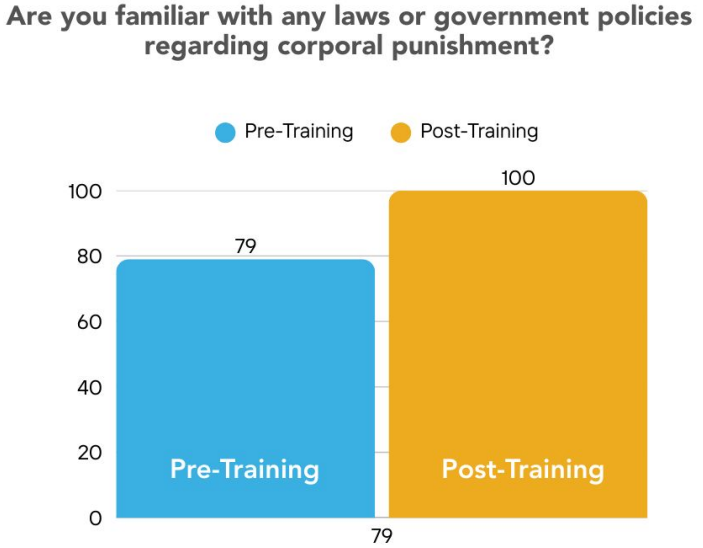
Maar Nahi Pyaar - Love not Violence

- Cities for Children launched training (June–Aug 2024) in 65 government schools with 125 teachers (
- Advocacy for safeguarding with National Commission on the Rights of the Child (NCRC)
- 2026: almost 1000 teachers



Key takeaways - what mattered?

- Teachers' own childhood experiences
- Knowledge of the law - influenced behaviour
- Knowledge of alternatives
  - Classroom rules
  - positive reinforcement
  - group work



Awareness ⇨ Attitude Shift

Cross-tabulation of attitudes toward child discipline by awareness and childhood experience

Attribute	Aware of alternate disciplinary methods		Aware of Govt Policies	
Hitting child lightly necessary ▲	No/Do not know	Yes	No/Do not know	Yes
Agree	51.7%	31.3%	50.0%	36.1%
Disagree	41.4%	68.8%	37.5%	63.9%
Do not know	6.9%		12.5%	
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

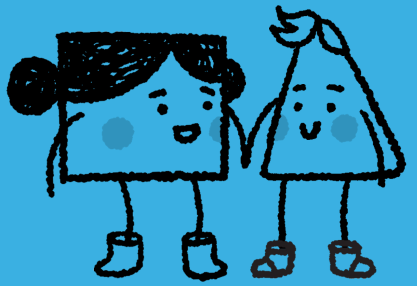
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Children as partners



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Partners in Learning



1. Body Map by Haleema Zahra

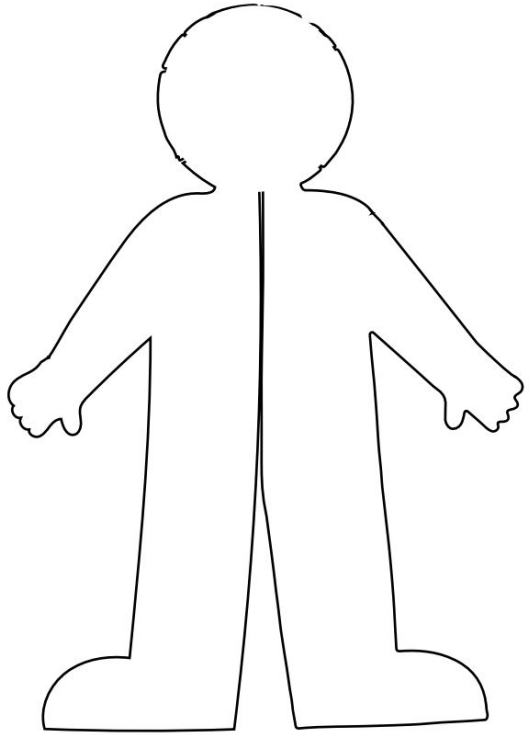
Before Programme

HEAD: I used to think people around me are bad

MOUTH: I didn't have the Confidence to talk to anyone before the programme

HANDS: I used to hit kids with my hand

FEET: I didn't know where am i going before the programme



After Programme

HEAD: Now i know there are good people out there, i think good about people

MOUTH: Now i can talk to anyone with confidence

HANDS: Now i treat kids with love and kindness

FEET: Now i know about my goals and vision

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"We learned that children need love to understand, they don't understand when you are angry at them."

"I have seen a lot of adults around me who used to punish children and we thought that's how kids learn but after this programme I learned that children learn with love and kindness."



Outcome area: Empathy and Kindness

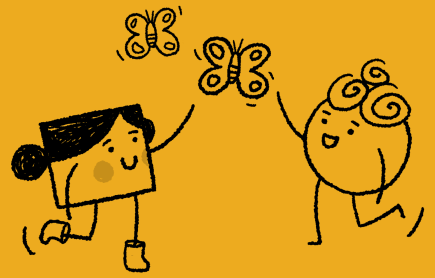
- In open-ended questions, 91.2% of children shared responses reflecting an increase in empathy and kindness
- In survey data, 71% of students disagreed with the statement that treating children with strictness and anger helps manage them



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"The most powerful language is the language of love, not fear."

- *Government school teacher, workshop feedback*



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