

cities  
for  
children

# مار نہیں، پیار!

Training Series Report

April to July 2024



Supported by

**MALALA**  
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In collaboration with



NATIONAL COMMISSION ON  
THE RIGHTS OF CHILD



Federal Directorate of Education

# ABOUT

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**Cities for Children (CfC) is a non-profit organization with a mission to protect the “right to a childhood” - the right to read and play in safety. We work to support both learning and well-being for children, especially those affected by poverty and vulnerability. This means creating safe and nurturing spaces, as well as joyful learning experiences that encourage school retention and support holistic development.**

Classroom-based violence is endemic in Pakistan, with 93% of children reporting having experienced violent punishment.\* While the Islamabad Capital Prohibition of Corporal Punishment Bill 2021 marked a significant step forward, the challenge was to translate legal provisions into actionable steps within schools. At Cities for Children, we recognized the importance of providing teachers with alternative disciplinary strategies, especially since corporal punishment, despite being banned, continues to persist in many schools.

## COLLABORATION WITH NCRC

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*MoU signing with NCRC*

In collaboration with the National Commission on the Rights of the Child (NCRC), we proposed two key activities to promote violence-free classrooms and learning spaces:

- An immediate advocacy campaign to mark the International Day to End Corporal Punishment on April 30, 2024,
- The launch of pilot teacher training workshops focused on the "Maar Nahi Pyaar" theme in Federal Directorate of Education (FDE) schools.

**We are grateful to the NCRC in particular Chairperson Ms. Ayesha Raza and Mr. Ali Abbas for their support in engaging government stakeholders, and to the FDE as well as principals and staff from host schools for their cooperation (see Appendix for list of schools). The sessions were conducted by Syeda Ansa Gardezi as Lead Facilitator and Qumner Abidi and Shayan Mujeeb as Co-Facilitators.**

\*Hussein, A. et al (2011), "Causes of Students' Dropout at Primary Level in Pakistan: An Empirical Study", International Journal of Humanities and Social Science, 1(12), 143-151

# MAAR NAHI, PYAAR!

From April to July 2024, "Maar Nahi Pyaar" (Care, Don't Scare) took the form of an advocacy and awareness campaign aiming to address the issue of violence against children by promoting non-violent disciplinary alternatives for parents, teachers, and caregivers. The campaign involved a series of teacher trainings, as well as the development and dissemination of a poster showing mechanisms for ensuring safe classrooms and practical avenues that should be available for children and caregivers to seek an end to classroom-based violence.

**The Maar Nahi Pyaar training sessions involved 160 teachers from across 60+ schools across the Islamabad Capital Territory. Teachers from both male and female schools participated in these sessions and also shared their own experiences.**

The training was implemented in two parts:

- Session 1 was focused on teaching practices within the classroom. During this, teachers were introduced to the relevant legislation in ICT, including the definition of corporal punishment as violent or humiliating punishment. The session was focused on the rationale against the use of corporal punishment, particularly the negative and far-reaching impact of violence in childhood. While building a "case for love," the session aimed to teach teachers with positive classroom management strategies that they could apply on a practical level.
- Session 2 focused on the establishment of child safeguarding policies and preventative mechanisms at the school level, with a closer look at existing legislation and requirements such as the creation of school-based committees in schools.



*Poster created as a tool to inform students about the pathways to support that they should be able to access*

**"These trainings are very beneficial for when we are managing kids inside the classrooms. Parents should also be included in these trainings to maximize the impact."**

**- A Teacher**

# IMPLEMENTATION

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Each training session brought together a group of 25 teachers from government schools all across Islamabad. Teacher participation remained high in every session, with teachers sharing their personal experiences with corporal punishment; both as students and as teachers. Recalling their own childhood experiences helped the teachers empathise with their students, while also making them more keen to create more compassionate classrooms from now onwards. They also shared both individual and system-level challenges they face when trying to create more positive classrooms.

The sessions included hands-on activities such as a game to understanding the impact of trauma on a developing brain using playdough, creating classroom management plans, and roleplay activities where teachers worked out how to best respond to safeguarding related complaints.

**[I learned] new ways to effectively enhance interest of my students and ways to avoid corporal punishment!**  
-Teacher Feedback

**[I learned] new techniques to solve the problems of my students!**  
-Teacher Feedback

# TEACHER ATTITUDES

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During the training sessions, we initially encountered significant resistance from the teachers. Many held the belief that it is acceptable to physically discipline a child in cases of severe behavioral issues. Some even felt that having experienced corporal punishment themselves as children had motivated them to improve.

Over the course of the session, we observed a change across the groups, with teachers becoming more open to ideas. Female teachers, in general, were more willing to reconsider their views, whereas male teachers showed greater resistance and also shared greater challenges in terms of behaviour management in boys' schools..

To gain a deeper understanding of the teachers' perspectives and ideologies, we conducted surveys both before and after the workshops. Some impact highlights are shared ahead.

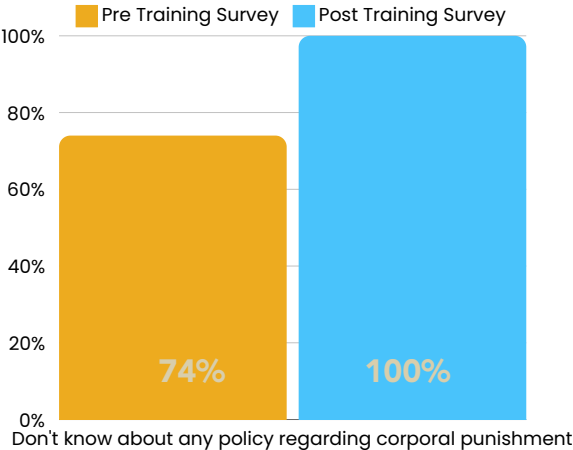


*Two teachers presenting their newly developed classroom management plan to the group*

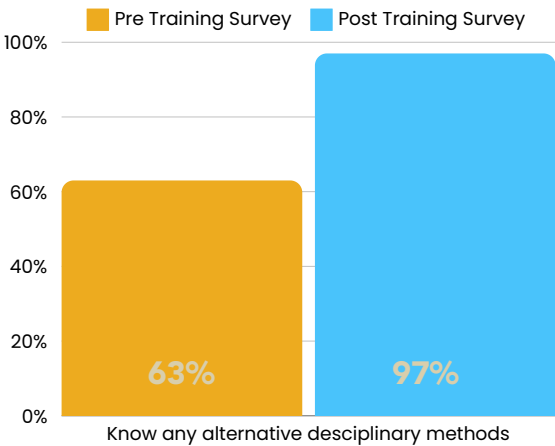


# TEACHER FEEDBACK

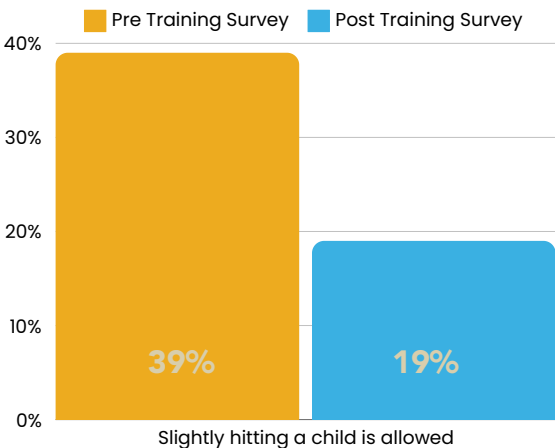
Despite initial resistance, we were still able to see considerable progress in teacher attitudes as measured through our pre-training and post-training surveys. 75% of the teachers recalled experiencing corporal punishment when they were in school. In the post-training survey, 97% of the teachers agreed with the statement: "Corporal punishment affects the relationship between teachers and students." Some more notable results from the trainings are shared below.



During our pre-training survey, 74% teachers said they were aware of existing government policies regarding corporal punishment. By the end of the 2 sessions, 100% of the teachers said they were aware of such policies.



Only 63% teachers shared that they were aware of alternative disciplinary methods for students prior to attending the training. This number rose to 97% by the end of the training. In feedback, a majority of teachers shared that they would love to learn even more classroom management strategies in the future.



Another area where we were able to see some mindset shift was attitudes towards physical punishments. In the pre-training survey, 39% teachers said that slightly hitting a child is allowed, while in the post-training survey, that number fell to 19%. The number of teachers who believed teachers have a right to hit students also fell by 50%

# LESSONS LEARNT



*A session on Classroom Management*

## 1. Supporting Teachers

During the training sessions, it became evident that teachers need capacity-building support in order to ensure the implementation of anti-corporal punishment legislation. In addition, there is a need to provide a supportive environment where they can openly discuss their challenges and share experiences without fear of judgment. This space is crucial for their professional growth and the successful implementation of non-violent disciplinary methods.

“  
[I learned that] corporal punishment can destroy children’s mental health and damage their personality  
-Teacher Feedback

## 2. Engaging School Management

At present, we have created the capacity for teachers to be taking messages back to their schools and embedding principles in their own practice. However, in order to be implementing a whole-school approach, it is imperative to engage principals along with multiple teachers from the same school.

## 3. Training for Parents

One recurring piece of feedback was the need to include parents in these conversations, as a lot of parents themselves ask teachers to hit their kids if they don’t behave. Also, if children are experiencing violence at home and wider communities, they are still vulnerable to long term adverse impact on their development. Teachers recommended similar sessions for parents and communities.

“  
[I learned] not to react so fast in front of children. Make sure to learn the reason behind their behaviour first!  
-Teacher Feedback

## 4. Sharing Rules of Business

The Rules of Business of the ICT legislation have not been widely shared, and while we covered salient points in our second workshop, there is a need for greater dissemination and understanding.

# NEXT STEPS

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## Scale-Up Strategy

We recommend conducting a Training of Trainers program. This will equip selected teachers with the skills to conduct training sessions within their own schools, ensuring that the message reaches the maximum number of teachers. We also suggest developing a strategic scale-up plan to reach more schools. This will include securing additional funding, forging new partnerships to reach a wider audience.

## Integrating Into CPD Training

We recommend that the "Maar Nahi Pyaar" training program be integrated into the in-service training curriculum for teachers. By incorporating this training, all teachers will be better equipped to foster a safe and inclusive atmosphere, ultimately enhancing the overall learning experience for students.

## School Safeguarding Lead

Our recommendation is for each school to nominate designated safeguarding leads who are trained to handle issues related to corporal punishment and child protection. These leads will ensure that all students or teachers have a trusted focal person for reporting and documenting incidents, responsible for implementation of school-based policies.

## Ensuring Uptake

We recommend issuing a formal notification to Area Education Officers (AEOs) to monitor the implementation of the training in schools, particularly measures such as the setting up of school-based committees to respond to reported incidents, engaging multiple stakeholders. This will help ensure compliance and provide a mechanism for accountability.

# Appendix: List of Schools

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**IMSG (I-X) LAKHWAL (HOST SCHOOL)**

**IMCG, MARGALLA TOWN (HOST SCHOOL)**

**IMCG, KOT HATHIAL (HOST SCHOOL)**

**IMCG PUNJGRAN (HOST SCHOOL)**

**IMSG (I-X), NEW SHAKRIAL (HOST SCHOOL)**

IMCB, PIND BEGWAL

IMSB (I-VIII) MOHRA NOOR

IMSB (I-VIII) CHATTA

BAKHTAWAR

IMSB (I-V) RAWAL DAM

IMCB, CHAK SHAHZAD

IMSG (I-V) NHC

IMSG (I-V) SHAHDZAD TOWN

IMSB (I-VI-X) RAWAL DAM

IMSG (I-VIII) KOT HATHIAL

IMSG (I-X) NOOR PUR

SHAHAN

IMSB (I-X) BHARA KAHU

IMCB, BHARA KAHU

IMSG (I-V) ALIPUR SOUTH

IMSG (I-V), JHANG SYEDAN

IMCG THANDA PANI

IMCG PEHOUNT

IMSG (I-VIII) KIJNAH

IMCG CHIRAH

IMSG I-V HERNO

IMSG (I-V) ALIPUR FRASH

TOWN

IMSG (I-VIII) KALIA OLD

IMSG (I-VIII) ALIPUR MV

IMSG (I-X) DARKALA

IMSB (I-V) CHIRAH

IMSB (I-VIII) KIJNAH

IMSB(I-V) PINDMISTRAN

IMSB I-X THANDA PANI

IMSB(I-V) MOHRA SOLINA

IMSB (VI-X) JHANG SYEDAN

IMSB (I-VIII) DELLA

IMSB I-X KIRPA

IMSB(I-X) TUMAIR

IMSB PEHOUNT

IMSB (VI-X) CHIRAH

IMCB, NILORE

IMSG (I-V) NO.02, TARLAI

IMSG(I-VIII) KHANNA DAK

IMSG(I-X) SOHAN

IMCG TARLAI

IMSG(I-V) SHAKRIAL

IMSG(I-V) KHANNA NAI

ABADI

IMSG (I-V) ALIPUR FRASH

IMSG(I-V) TAMMA

IMSG I-X JABA TAILI

IMSG (I-V) ALIPUR FRASH

TOWN

IMCG (I-XII), KIRPA

IMSB (I-V) KHADRAPPER

IMSB (I-V) TARLAI

IMSB (I-V) KHANNA KAK

IMSB(I-X) KHANNA DAK

IMCB JABA TAILI

IMSB (VI-X), TARLAI

IMSB (I-X) KHANNA NAI

ABADI

IMSB I-V SHARIFABAD

IMSB(I-VIII) SOAHAN

IMSB ( I-X) JAGIOT

IMSB (I-VIII) ALIPUR FRASH

IMSB(I-V) JHANG SYEDAN

IMSB(I-V) MOHRA

IMSB(I-V) CHENNUAL

BENGIAL

IMSB I-V NILORE