

REPORT
Haatembo Mooya

Conference: **The 8th African ISSBD Regional Workshop**
Theme: **Building Capacity in Human Development Research**
Date: **30th November – 2nd December, 2009**
Venue: **Maseno University, Kisumu, Kenya**

The conference took place over a period of 3 days, from 30th November to 2nd December, 2009 at Maseno University in Kisumu, Kenya. It included presentations from both African and international scholars like Bame Nsamenang, Marinus van IJzendoorn and Anne Petersen (ISSBD president). It was attended by senior, early and mid career scholars and various young African scholars from countries like Kenya, Zambia, South Africa, Nigeria, Uganda and Cameroun.

The conference was opened with a presidential address from the president of the ISSBD, Anne Peterson. The first day included a session on training in methodological approaches in Human Development Research and a keynote discussion on Strategies for bringing Africa's developmental knowledge into developmental science, by Bame Nsamenang from Cameroun, discussed by Marinus van IJzendoorn from the Netherlands. The first day concluded with a poster presentation session for young scholars.

The second day opened with a session on scientific writing skills, peer reviews, publication and dissemination procedures. It also included sessions on biological and physiological methods by Marian Bakermans-Kranenburg from the Netherlands; measurement development by Robert Serpell from Zambia; and attachment research by Marinus van IJzendoorn from the Netherlands.

The final day opened with a session on research networking and capacity enhancement in Africa. It also included sessions on developing an African research incubator by Robert Serpell and Julie Robinson; the relevance of research to social issues by Peter Baguma from Uganda and a poster/presentation session for mid career African scholars. There was a closing ceremony at which the conference was officially closed, on 2nd December.

As a young scholar, my participation included attending all the conference sessions from the first to the last day. It also included actively participating in all the discussions by asking questions and making constructive comments. I also participated in the poster presentation sessions by presenting a poster of my MA thesis entitled "*Child-mother interaction and child secure-base relationship in Zambia*". In addition, I also presented a PhD proposal entitled "*Discipline in schools. Alternatives to corporal punishment in Zambian schools*", attached below.

By attending the workshop, the following were achieved:

1. Met, interacted and exchanged ideas with developmental scholars from other parts of the world.
2. Created networks with other scholars and established a basis for collaboration.
3. Acquired skills like poster preparation and presentation.
4. Learned methodological skills in scientific writing like 'article review', and preparing manuscripts for publication.
5. Renewed my ISSBD membership

Below is an account of expenditure of the funds awarded to me to attend the conference.

Expenses (grant funds)	
Activity	Amount US\$
Air ticket: Lusaka-Nairobi (Return)	\$685.00
Conference registration	\$15.00
ISSBD membership renewal (2years)	\$10.00
Transport (to and from airport in Zambia)	\$20.00
Meals (breakfast and dinner) - 5 days	\$60.00
Contingency (e.g transport within Kisumu)	\$15.00
Grand total	\$805.00

Note: An amount of **US\$800.00** was received as funding from the LNF. Accommodation and transport from Nairobi to Kisumu and back to Nairobi was catered for the conference conveners.

Discipline in schools. Alternatives to corporal punishment in Zambian schools

Haatembo Mooya

Introduction

Although the merits of parents using corporal punishment have been argued for decades, studies have revealed mixed outcomes including higher levels of immediate child compliance and aggression, and lower levels of moral internalisation and mental health (Gershoff, 2002). Corporal punishment of children is also in violation of children's human rights to physical integrity and human dignity, as upheld by the UN Convention on the Rights of the Child (CRC), as well as the Zambian Constitution (Clacherty, 2005). There came awareness in Zambia, in the last decade of the ills of corporal punishment, leading to its abolition. Although the Zambian government eventually prohibited corporal punishment of children in some areas of public life such as schools, parents are still allowed to impose corporal punishment on their children (Clacherty et. al., 2005).

Nevertheless, after its abolition, there came a realisation that there were no or few alternatives to disciplining children in the schools. Left with few or no choices at all, teachers were forced to apply impromptu measures to foster discipline among pupils in schools.

The purpose of this study will be to seek alternative measures to discipline children, based on principles of learning theory like positive reinforcement and praise; and attachment theory like sensitivity.

The objectives of this study will be to:

- a) examine the nature and extent of corporal punishment in Zambian schools
- b) based on the learning and attachment theories, examine the effect of praise, positive reinforcement, and teacher sensitivity
- c) assess differences in schools that will use corporal punishment and those that will use these 'alternatives' to disciplining pupils.

Rationale

If the abolition of corporal punishment has not been countered with alternative methods of discipline, there is need for the introduction of alternatives to corporal punishment that will prove to be more effective in fostering discipline in children.

Methodology

Research design: the study will be an intervention and will employ a quasi-experimental design.

Sample: the sample will consist of 300, Grade 6-9 pupils from 6 schools in 3 provinces of Zambia.

Instruments: will include the Child Behaviour Checklist (CBCL), self-made questionnaires among others

Procedure: all schools will be assessed on a measure to establish the existence, nature and extent of corporal punishment. An experimental group, consisting of 3 schools will receive treatment on 'alternatives' to corporal punishment and results will be compared with the control group.

Data analysis: various data analysis procedures will be conducted.

Ethical consideration: All ethical requirements will be adhered to and ethical clearance obtained from the respective ethics committee.

References

- Clacherty, G., Donald, D., & Clacherty, A. (2005). *Zambian children's experience of corporal and humiliating punishment*. Sweden. Save the Children, Sweden.
- Gershoff, E. (2002) Corporal punishment by parents and associated child behaviors and experiences: A meta-analytic and theoretical review. *Psychological Bulletin*, 128, 4, 539-579.