



# Pre-Conference Workshop On Promoting Positive Parenting



Pearl Continental, Lahore

10th March 2022

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## **Acronyms**

<b>PAFEC</b>	<b>Pakistan Alliance for Early Childhood</b>
<b>PAHCHAAN</b>	<b>Protection and Help of Children Against Abuse and Neglect</b>
<b>NGO</b>	<b>Non-Government Organization</b>
<b>INGO</b>	<b>International Non-Government Organization</b>
<b>ACEs</b>	<b>Adverse Childhood Experiences</b>
<b>VAC</b>	<b>Violence against Children</b>
<b>DEAR</b>	<b>Drop everything and Read</b>
<b>NCRC</b>	<b>National Commission for Rights of the Child</b>

## Introduction

The 17th Asia Pacific Congress of Pediatrics (APCP) was hosted by the Pakistan Pediatric Association in Lahore from March 10th to March 13th, 2022. The conference's overarching theme was "Every Newborn, Every Child, Everywhere." This event encompassed a range of activities including pre and post-conference workshops on critical subjects, plenary sessions, and concurrent scientific discussions. Among the pre-conference workshops, one noteworthy session focused on "Promoting Positive Parenting." The workshop was organized collaboratively by the Pakistan Alliance for Early Childhood (PAFEC), the Protection and Help of Children Against Abuse and Neglect (PAHCHAAN), and the Child Rights Group of the Pakistan Pediatric Association (CRG-PPA). The workshop took place on Thursday, March 10, 2022, at the PC Hotel in Lahore from 8:30 am to 1 pm. The central aim of this session was to advocate for positive social norms and combat violence against children.

**Date:** March 10th, 2022

**Location/Venue:** Pearl Continental Hotel, Lahore

**Activity Title:** One-day Pre-conference Workshop on Promoting Positive Parenting

**Objectives:**

1. To convene diverse stakeholders on a unified platform for in-depth discussions on the concept of positive parenting and its pivotal role in child development, particularly in safeguarding children against violence and detrimental traditional practices such as child marriage and child labor.
2. To recognize and compare the impact of positive parenting practices with Adverse Childhood Experiences (ACEs) concerning child development and protection.
3. To deliberate on strategies for effectively disseminating awareness about positive parenting and providing related training nationwide, leveraging both governmental and non-governmental partnerships.

## Pre Conference Workshop Proceedings

The pre-conference workshop commenced on March 10th, 2022. The session began with a recitation from the Holy Quran, followed by an opening address by the Guest of Honor, Dr. Tufail Muhammad. Dr. Tufail Muhammad welcomed the participants and introduced the crucial role of parenting in early childhood development. He emphasized the importance of a focused approach to early childhood development and child protection.

Subsequently, **Ms. Khadija Khan, CEO of PAFEC**, provided an in-depth discussion about the workshop's background and objectives. She stressed the significance of raising awareness about early childhood development among parents so they can positively influence their child's growth right from conception. Ms. Khan also highlighted the necessity for research-based solutions in early childhood development, which are particularly relevant in today's context. She mentioned that policy recommendations would be formulated during the workshop and underscored the value of having diverse stakeholders gathered on a single platform, a highlight of today's event.



Moreover, Ms. Khan emphasized the workshop's overarching goal of promoting positive parenting through training and awareness campaigns, as well

as the pivotal role of government engagement with various stakeholders. To kick off the series of speeches, focusing on "Inclusive Practices for Upbringing Children and What Parents Need to Know About Adverse Childhood Experiences," she introduced the first speaker, **Prof. Dr. Abdul Hameed** from the Department of Education at UMT Lahore.



During his speech, Dr. Abdul Hameed began his presentation by highlighting that the birth of a child with a disability is a deeply profound experience for parents. Mothers, in particular, are significantly affected by this traumatic event, and families as a whole often lack the skills needed to effectively manage and care for children with disabilities. Regrettably, our health system, especially in rural areas, is inadequately prepared to handle newborns with disabilities. This information gap results in families resorting to hearsay and superstitions due to the lack of proper guidance. The arrival of a baby with disabilities is burdened with considerable stigma and blame.

Dr. Hameed further stated that the mother is usually the first person to recognize her child's disability, but it often takes another three months



for her to share this news with her husband. This delay leads to complications, and couples often seek advice from grandparents, an inappropriate channel for addressing the issue. Unfortunately, parents find themselves with no alternative. This situation perpetuates traditional belief systems, causing families to turn to traditional healers. Consequently, another year is lost before receiving appropriate advice, leading to delayed effective intervention. This scenario results in a communication gap between parents and the child, which can be distressing for both parties as they struggle to understand each other.

Families with children with disabilities desperately seek meaningful and sustainable support, yet they often find themselves at a loss. The availability of services in local areas is poorly mapped, and even services at their doorstep are sometimes difficult to access due to inadequate networking. Dr. Hameed recalled an instance when Sightsavers conducted a mapping activity among professionals in the field of visual impairment in Islamabad. Astonishingly, these experts were unaware of the local allied services and their locations, let alone how to access and obtain help from them. This lack of mapping creates an isolated world for these families to navigate.

Dr. Hameed proposed several recommendations to alleviate the challenges faced by parents of children with disabilities. Firstly, he emphasized the importance of training lady health visitors and maternity staff in conducting screening tests, with any abnormalities being documented on birth certificates. He suggested that disability support centers established at the Tehsil level should closely follow up with families until early interventions are successfully administered. He also advocated for the creation of an online family support system that can offer immediate and sustained technical and financial assistance, enabling families to access available support easily.

Lastly, he recommended establishing early childhood inclusive educational services to facilitate the development of children with disabilities.

The second presentation was delivered by **Ms. Susan Andrew**, a Child Protection/Parenting Specialist from UNICEF, focusing on the topic of "Parenting to Reduce Violence." She initiated her speech by delving into the realms of knowledge, attitudes, and practices. Ms. Andrew highlighted a prevalent phenomenon: many adults do not categorize physical punishment as a form of violence. She pointed out that while a significant portion of adults acknowledged the potential negative impacts of violent discipline on children, a paradox emerged. Despite recognizing the limitations of physical punishment, many adults did not perceive actions like hitting, spanking, or beating a child as constituting violence. This disconnect reveals that violent discipline methods such as these are commonly resorted to by parents and caregivers as means of managing child behavior, indicating a lack of awareness regarding alternative, non-violent forms of discipline.

Furthermore, Ms. Andrew underscored the perception among most adults that instances of violent discipline should not be reported, as they are often regarded as internal family matters. In the context of effective parenting interventions, she emphasized the importance of adopting a strengths-based approach over a "deficit-focused" one. She stressed that incorporating participatory, evidence-based, and inclusive Knowledge, Attitudes, and Practices (KAP) methodologies can be transformative. These practices have the potential to bring about significant change, fostering a more positive and nurturing environment for children through their parents' interactions and guidance.

The third presentation was delivered by **Professor Junaid Rasheed**, a distinguished expert in Pediatric

Medicine and a Registrar at the University of Child Health Sciences.



The topic of his speech centered on "Age-Appropriate Developmental Requirements of Children: Importance of the First 1000 Days, Child Growth Monitoring, Responsive Caregiving, Recognizing Danger Signs, and Taking Timely Action."

Professor Rasheed initiated his discourse by addressing the enormity of the issue at hand. He proceeded to illustrate the regional prevalence of stunting and wasting, shedding light on the province-wise situation, and underscoring that KP (Khyber Pakhtunkhwa) registers higher rates of stunting and wasting. He then delved into the intricacies of brain growth timelines and their impact on childhood development. He expounded on various pivotal aspects:

- **Myelination:** A surge occurs at 32 weeks gestation and remains active during the first 2 years.
- **Monoamine Neurotransmitter Systems:** Development initiates during prenatal life and is involved in mediating reward, affect, and mood.
- **Hippocampus Growth:** Rapid growth transpires at 32 weeks gestation through the first 18 months, impacting recognition and spatial memory.
- **Prefrontal Cortex Growth:** A growth spurt is observed during the first 6 postnatal months, managing attention and multitasking.

Professor Rasheed highlighted that factors influencing early brain development encompass toxic stress, inflammation, optimal nutrition, and secure social support. He expounded on the impact of nutrient deficiencies, timing, and their connection to brain regions. He emphasized the role of essential nutrients:

- **Iron:** Crucial for normal fetal brain myelination, development of neurotransmitter systems, and cognitive functions.
- **Zinc:** Necessary for neurogenesis, synaptogenesis, and cognitive development.
- **Iodine:** Vital for thyroid hormone synthesis, with susceptibility during the first trimester and severe deficiency leading to cretinism.
- **Essential Fatty Acids:** Such as docosahexaenoic acid (Omega-3), vital for cell membrane synthesis, particularly rich in neural tissues.

Further elaborating on the importance of breast milk, Professor Rasheed highlighted its significance in responsive caregiving. He noted that parental physical and mental health, along with increasing screen time, can impact responsive caregiving. He concluded by emphasizing the crucial intervention of regular growth and development monitoring for early childhood development.

In essence, Professor Rasheed's presentation shed light on the intricate connection between nutrient support, brain development, and responsive caregiving, underscoring the importance of comprehensive interventions for fostering optimal early childhood growth and development.

Professor **Dr. Shazia Maqbool**, a distinguished figure in Developmental Pediatrics at the University of Child Health Sciences, delivered an insightful talk on "Positive Parenting and Child Development."



She commenced her discussion by highlighting the importance of distinguishing between normal and abnormal behavior in children. She pointed out that various factors like expectations, influences, parenting styles, and school environments can impact behavior. Dr. Maqbool noted the heightened expectations prevalent in today's society for both children and their parents. The modern landscape demands that parents maintain careers while children are pushed to excel academically and achieve top positions. These pressures originate from various sources such as family, friends, media, lifestyles, and societal expectations. Addressing parenting styles, Dr. Maqbool emphasized that the authoritative approach is widely regarded as the most effective, while other parenting styles come with their own limitations. She acknowledged that the school environment has evolved into an arena of intense competition, exerting pressure on children from a very young age. Unfortunately, this focus on competition has shifted societal values towards materialistic gains, often neglecting essential moral and ethical values in the process.

Dr. Maqbool highlighted the significant impact of bullying on children's behavior and psychological well-being. She concluded her presentation with a powerful quote: "Parents are the ultimate role models for children. Every word, movement, and action has an effect. No other person or external force holds greater influence over a child than their parent."

In essence, Dr. Maqbool's presentation underscored the vital role of positive parenting in shaping children's behavior and development, while also recognizing the complexities of contemporary societal pressures that impact the parent-child relationship and overall child development.

Following Dr. Shazia's enlightening presentation, **Mr. Rafiq Tahir** delved into the topic of "Reading to Children, Creating Book Bonding, and School Readiness."



He stressed the profound significance of reading as a means to enhance a child's cognitive skills. When we engage in reading aloud to our children, we furnish them with fundamental background knowledge about their world, which aids them in comprehending what they observe, hear, and read. Drawing from his experience with the Pakistan Reading Project (PRP), Mr. Tahir noted that the reading culture has waned over time. Books have become expensive, and there is a dearth of role models for children to look up to in this context. He cited PRP as a commendable initiative for the promotion of reading. Reading, he pointed out, is not only a life skill but also a conduit for boosting vocabulary, enhancing brain function, improving memory, and expanding knowledge. Mr. Tahir placed particular emphasis on the practice of "DEAR time" (Drop Everything and Read). He highlighted that a parent's active involvement in reading significantly aids a child's school readiness.



DEAR time, a practice wherein students and teachers set aside a designated period to "drop everything and read," proves highly versatile as it caters to various student interests and proficiency levels. During DEAR time, students autonomously select books that appeal to them. The routine inclusion of DEAR time in the classroom schedule encourages each student to bring a book from home or select one from the library beforehand. When the designated DEAR time arrives, students should be ready to promptly retrieve their pre-chosen book and commence reading.

In essence, Mr. Tahir's presentation underscored the paramount importance of reading in nurturing young minds, creating a bond with books, and preparing children for the demands of school. The DEAR time practice, he emphasized, serves as an invaluable tool for fostering a lifelong love of reading among students.

Ms. **Mehk Naeem**, the Director of the PAHCHAAN Program Office and a PhD Scholar in Special Education, delivered an insightful presentation on "Mental Health and Well-being of Parents during COVID-19 and its Impact on Child Development."



She commenced her talk by addressing the profound impact of the COVID-19 pandemic on a global scale. Pakistan's first reported case emerged on February 26th, 2020, and since then, the situation has exacerbated, affecting numerous facets of life including mental well-being, social development, safety, privacy, economic security,

and family dynamics. The pandemic has especially disrupted the psycho-social lives of children, leading to issues such as child abuse, neglect, and various mental health challenges including feelings of helplessness, isolation, fear, and anxiety. Ms. Mehek shared that PAHCHAAN had undertaken various research initiatives during the initial phase of the pandemic and subsequently to assess the effects of COVID-19 on both children and parents. A total of 923 participants were enrolled from parents visiting Pediatrics Out-Patient Departments (OPDs) in public and private hospitals across Lahore, Karachi, and Peshawar. The study encompassed both women and men who were parents of children under 18 years of age, visiting Pediatric OPDs for any reason, and consenting to participate through purposive sampling. The outcomes unveiled a comprehensive picture of the challenges faced. The highest percentage of respondents (83.8%) indicated uncertainty about the COVID-19 situation as a major source of stress. Following closely were the continued media updates on COVID-19 (reported by 81.2% of respondents) and economic burdens. Being confined indoors, unavailability of desired products due to lockdown, and the inability to go out and socialize were all reported as significant sources of stress by a large majority (79.9%, 79%, and 75% respectively) during the lockdown period. It was observed that women experienced higher stress levels compared to men. Those who lost their jobs or faced financial hardships also reported poorer mental health. Participants living in joint family setups reported lower mental well-being compared to those in nuclear families. The research underscored that parents' mental health was most affected when their children were aged 5 to 8 years, while it was least affected when the child's age was below 5 years.

Another study conducted on "Parenting Practices and Mental Health" demonstrated a negative correlation between parental mental health and

their parenting practices during COVID-19. Parents experiencing poor mental health tended to exhibit negative parenting practices. The study involved 8,839 participants including men, women, boys, and girls. Findings indicated a notable difference in parenting practices between the pre-lockdown and post-lockdown periods, with the latter showing a rise in negative practices. Participants who did not experience income disruptions during the lockdown displayed more positive parenting practices than those who faced financial challenges. The lockdown led to increased screen time for children. Overall, the results illuminated a direct relationship between heightened stressors and diminished mental health.

Following Mehek Naeem's presentation, **Dr. Kishwar Enam**, a Pediatrician at Agha Khan University, discussed the "Zainab Alert Response and Recovery Act, 2020: Current Status."



She initiated her talk by introducing the Act, which was established to implement systems for raising alerts, responding to incidents, and recovering missing and abducted children at high risk of abuse, violence, exploitation, sexual abuse, trafficking, and death. Named after Zainab Ansari, a tragic case where a six-year-old child was abducted, raped, and murdered in January 2018, the Act aims to address such heart-wrenching occurrences.

Dr. Enam detailed the functions of the Zainab Alert Response and Recovery Act (ZARRA), including its provisions for issuing missing alerts, responding to

situations, recovery and rehabilitation efforts, and maintaining a comprehensive database. ZARRA has set up a nationwide toll-free number along with a mobile app to facilitate its operations. Notably, the reported cases in the ZARRA system had reached 1448 by January 2022. She concluded her presentation with a poignant note, advocating for collective efforts to safeguard children and secure our collective future.

The event also featured two keynote speeches delivered via Zoom by international speakers. The first was from Prof. Figen Sahin Dagli, a Pediatrics Professor from Turkey, who spoke on "Promoting Positive Parenting: The Turkish Experience." She acknowledged the extensive discussion on positive parenting in prior presentations and emphasized that its core elements encompass nurturing, care, empathy, love, responsiveness, affection, clear boundaries, and guidance delivered in an assertive, non-authoritarian manner. She noted that understanding child development and the unique needs of each child is crucial for effective positive parenting. Prof. Dagli discussed various parenting styles, highlighting the importance of being a responsive and sensitive parent, which has been termed positive parenting. She introduced the "Mellow Parenting" program in Turkey, emphasizing the significance of parents' well-being for successful parenting. The program, designed to strengthen parent-child attachment, involves separate modules for parents, mothers, infants, and toddlers. She outlined the program's positive impact, which was tested through pilot studies and expanded through online sessions during the pandemic.

The second keynote speaker, **Ms. Jenny Gray**, a Consultant Child Protection from the United Kingdom, addressed "Helping Families Overcome Difficulties in Raising Young Children." Ms. Gray emphasized that despite the ban on corporal punishment in 63 countries, it still persists in many

places, causing harm and negative impacts on children's cognitive development, mental health, and overall personality. She stressed the importance of positive parenting in countering violence against children. She highlighted the change in attitudes towards corporal punishment in countries like Sweden and the United Kingdom, where initiatives like Triple P and Mellow Bumps have been implemented to support parents and prevent intergenerational violence.

After the keynote addresses, **Dr. Nousheen Hamid**, the chief guest, took the stage.



She underscored the paramount importance of the topic and the role of children as the foundation of our future society. Addressing concerns such as substance addiction and the influence of gadgets, she highlighted the need to impart strong values and guidance to children. She commended the thorough presentations and stressed the

importance of disseminating this knowledge to all parents. Dr. Hamid concluded by distributing souvenirs and certificates to the speakers and guests.

The event concluded with a group photo, and Dr. Naeem Zafar expressed gratitude to the speakers, participants, and organizers.

### Event Reflections: Questions and Answers Session

During the question and answer session, Dr. Naeem Zafar responded to a participant's query, emphasizing that screen time is not recommended for children under the age of two. He clarified that parenting skills serve as guidelines, and it is up to parents to implement them in the best interest of their child's well-being.

Another participant raised a concern about the challenges of managing children within the context of nuclear family systems. They stressed the need to ensure a strong educational foundation and high standards in schools. This, they argued, would render playgroups more effective and valuable. The participant further highlighted the negative impact of heavy school books on early childhood development.

Due to time constraints, the question and answer session was abbreviated, preventing a more extensive discussion.

## Participants and Panelists

### Participants

The one-day training workshop had a total of 95 participants representing national NGOs, INGOs, donors, multilateral and bilateral organizations, academia, government institutes and departments, as well as early childhood development experts. The list of all the participants is attached as an annexure.

### Panelists

#### **1. Presenter 1: Ms. Susan Andrew, Child Protection/Parenting Specialist**

**Topic:** Child Protection, Safeguarding and Parental Responsibilities

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#### **Presenter 2. Prof. Dr. Abdul Hameed, Department of Education UMT Lahore**

**Topic:** Inclusive practices of upbringing children and what parents need to know Adverse Childhood

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#### **Presenter 3: Prof. Junaid Rasheed, Prof Pediatric Medicine and Registrar University of Child Health Sciences**

**Topic:** Age-appropriate Developmental Requirements of Children, Importance of 1<sup>st</sup> 1000 days, Child-growth Monitoring, Responsive Caregiving, Recognizing Danger Signs and Taking Timely Action

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#### **Presenter 4: Prof. Dr. Shazia Maqbool, Professor Developmental Pediatrics University of Child Health Sciences**

**Topics:** Positive parenting and child development

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#### **Presenter 5: Mr. Muhammad Rafique Tahir, Former Joint Educational Advisor, Ministry of Federal Education & Professional Training and Sr. Education Advisor Rupani Foundation**

**Topic:** Reading to Children, Creating Book Bonding, School Readiness

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**Presenter 6: Ms. Mehek Naeem, Director Program Office PAHCHAAN and PhD Scholar Special Education**

**Topic:** Mental Health and Well-being of Parents during COVID-19 and its Impact on Child Development

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**Presenter 7: Dr. Kishwar Enam, Pediatrician Agha Khan University**

**Topic:** Digital Influences, Impact of Screen time on Child Development & Safeguarding

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**Key Note Speeches:**

**Speaker 1: Prof Figen Sahin Dagli, Prof Pediatrics Turkey**

**Topic:** Promoting Positive Parenting, the Turkish Experience

**Speaker 2: Ms. Jenny Gray, Consultant Child Protection UK**

**Topic:** Helping Families overcome difficulties in raising young children (Proposed)

## Pictures



# Annexure



Pakistan Alliance for Early Childhood  
 "Promoting Positive Parenting"  
 Thursday, March 10, 2022 9:00 AM -1:00 PM – Pearl Continental Hotel, Lahore

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