

Learn without fear.



# Learn without fear.

## Youth in action against violence in schools

Youth in action against violence in schools



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Get involved!



**JOIN THE MOVEMENT**, be active and set up your own project against violence in school so that we all can **LEARN WITHOUT FEAR!**

# Introduction **I**

**A manual from young people for young people in support of Plan's Learn Without Fear campaign!**

## **WHO IS THE MANUAL FOR?**

- Peer educators
- Youth groups
- School classes
- Students' committees, councils and clubs

“Again, you did not do your homework, as usual. You are a bad student, sit down and bring your guardian tomorrow morning.” You most probably have heard this before. Violence in all its forms is a global problem. It is part of our daily life in school, at home or in society. It is one of the reasons for school dropouts and it causes serious psychological harm.

It is not a question of doing everything right but of getting started. Therefore we have developed this manual to support youth around the world in creating violence-free schools.

Girls often experience and deal with violence differently than boys, that is why a special focus is set on gender.

Join the movement, be active and set up your own project against violence in school so that we all can learn without fear!

# Get involved!

## I Users' guide

This manual guides you through a series of sessions that lead you to taking action in your school. You do not necessarily need to follow this structure. Feel free to pick any session or exercise that fits your needs or change the questions in the exercises according to your cultural background. Don't forget a warming-up game before you start!

The manual is divided into the following five chapters with ten sessions.

### Get involved!

First of all we would like to introduce ourselves. Why don't you join us by developing your own project against violence in school? In Session 1 we have prepared some questions which help you structure your ideas.

### Be prepared

In this chapter we have information about gender and violence for you. The facts on different types of violence are based on our experiences from very different social and cultural backgrounds. Sessions 2 to 4 will help you to develop your own perspective on the topic.

**Session 1:** Set up your project

**Session 2:** Understand gender

Exercise: Gender quiz

Exercise: Exploring gender roles

**Session 3:** Apply gender

Exercise: Switch roles

**Session 4:** Understand violence

Exercise: Thermometer of violence

Exercise: Dress code for girls?

**Session 5:** Safe and dangerous places

Exercise: Draw a map

**Session 6:** Do a survey

**Session 7:** Identify actions

Exercise: Makombe's story

Exercise: Sprint of ideas

**Session 8:** Plan your actions

**Session 9:** Start in class

Exercise: Set up class rules

**Session 10:** Raise your voice

The **realities** at our schools

Demanding **change**

## Your reality

Which types of violence influence you the most? Where can you start working? What do your fellow students have to say? To answer all these questions you might need the help of chapter three. In Sessions 5 and 6 we give you some very practical hints on how you can find out about the situation in your school.

## Take action

Get active and grab your rights! Do the school administration and the teachers ask for your opinion regarding school concerns? Have a look in chapter four to see how you can get involved and participate in decision making. Sessions 7 to 10 can help you to plan your actions and define the right activities.

## Our perspectives

Finally, we would like to share a summary of the results from our surveys with you. It might be interesting to know what the situation is in other countries.

# Get involved!

## “Learn without fear”

We are about 275 girls and boys from seven countries participating in a project initiated by Plan Germany to develop this manual. We started to work on the topic in February 2008 with workshops in each country, collecting information on the situation in our schools. In July, 14 representatives came together to work on the first draft of the manual. It took another six months until it was finalised.

## Our Project



## “Lernen ohne Angst”\*

Hello everybody! Our group is from Germany. We are 16 members between 14 and 19 years old, coming from six different schools in Hamburg and Schleswig-Holstein. In our group meetings we discussed topics like gender and bullying. We prepared a questionnaire for pupils and teachers in order to get more information about the different forms of violence existing in our schools.

## Germany



## Ecuador

### “Aprender sin miedo”\*

Hi everyone! “What we learn with love, we learn for good.” That is our slogan. We are from Ecuador in South America, from a city called Guayaquil situated on the South Pacific coast. In our group there are nine girls and 11 boys between 12 and 19 years old. Our members are representatives from existing youth groups, most of us working on communication issues. We get together every Thursday and Saturday to discuss topics such as gender and violence. From our interviews with other children we found out that boys suffer more from physical abuse and girls more from verbal violence.

## Colombia

### “Aprender sin miedo”\*

The Colombian group “Porque Somos Paz Somos Más” (Because we are peace, we are strong) is made up of 84 girls and 84 boys between nine and 15 years old, divided into six groups. Representing 43,588 students from 84 schools, we are located in 19 municipalities of the six departments in Colombia where the project is being carried out. The group members belong to different cultures and ethnic groups: afro-descendants, indigenous, mixed and white people. In this picture you can see the representatives from our six groups who got together at a national meeting to get to know each other and to discuss the results of our work.



# Get involved!

## India



### “Seekho bina dar ke”\*

Hello everybody, we are Indian youth from the rural area of Maharaajanj in Uttar Pradesh, a state bordering on Nepal. In our group there are 12 children, among them four girls and eight boys. Being members of Babu-Bahini Manch-Children’s Clubs (“Babu” and “Bahini” means “boys” and “girls”), we live in different villages and try to work on the problems faced by our communities. We feel that gender discrimination and gender-based violence are a major hindrance for the development of our villages. Therefore, we conducted a survey on gender-based violence in the schools and communities.

## Tanzania



### “Jifunze Bila Woga”\*

We are the Learn Without Fear team from Tanzania. In our group there are three girls, two boys and two male coordinators. This project is an important approach in discouraging all sorts of violence practiced or experienced by both girls and boys in schools. Violence has severe consequences on whoever experiences it. We are calling upon different actors in the world to join us in eradicating violence against all children and youth in schools. So let us together fight to stop violence in schools and create an environment where children can Learn Without Fear.

### “Matuto ng walang pangamba”\*

“Philippine teens @ work against violence” was organized in February 2008 and is supported by Plan Philippines. Our group was initially composed of 10 Filipino teens, six girls and four boys from the provinces of Mindoro and Masbate united to attain a common goal: to work together with other youth around the world towards the elimination of gender-based violence in schools. We are currently focusing our efforts on involving more and younger children in secondary schools in this campaign against violence. We also cooperate with youth in media and the arts for the same advocacy.

## Philippines



### “Okwega nga wazila kutya”\*

Hi everybody, we are the team from St. Paul Senior Secondary School in Mbulamuti/Uganda. Forty-four volunteer students aged 13 to 17 worked on the gender-based violence project. We did this with the aim of contributing to the development of the peer-to-peer manual. This will provide solutions to the violence that we experience in our school. We are glad to be part of this noble cause!

## Uganda



Get involved!



# Session 1

## Set up your project

If you follow the manual step by step you will be well prepared for action against violence in your school. You will be an expert on gender and violence, know exactly which types of violence you want to tackle and you will have an action plan. This preparation will take around six months. Therefore, it is helpful to design a project that considers both parts: a) preparation, with the help of this manual, and b) carrying out the action.

One weekend 

**Think about the following questions before you start:**

- ▶ What do you want to change?
- ▶ What is your project about?  
(formulate the aim of your project)
- ▶ Who are the target groups?
- ▶ What resources do you need  
(time, support, finances)?
- ▶ Who can help you realise your project?
- ▶ What should your meetings look like,  
do you want to meet regularly?
- ▶ How much time do you have?  
(develop a timeframe)



**FIND OUT MORE** about gender and violence and how they are related.

**BECOME AN EXPERT!**

## Session 2 Understand gender

### What we mean by gender

Gender refers to the roles and opportunities attributed to girls and boys in a society and how they interact. The roles and social responsibilities change and differ from one society to another, often creating inequalities and the discrimination of one sex. We, therefore, strive for a society where girls and boys enjoy the same rights and are equally respected.

### What we understand by gender-based violence

Gender-based violence refers to any harmful act done as a result of existing inequalities between girls and boys in a society. The harm can be physical, emotional and sexual. This can happen at home, in school, at work or within the community. Gender-based violence has its roots in the family and in the community. We found out that attitudes at home and in school are strongly linked.

Our experience showed that girls often experience and deal with violence differently than boys. Boys, for example, face more physical violence like being punched or slapped whereas girls suffer emotional violence like insults or back-biting. Looking at violence from the perspective of girls and boys also highlights forms of violence that are otherwise easily forgotten, like the double discrimination against girls.

**Double discrimination:** Girls in India often don't have time to prepare class because of time-consuming household chores and are then punished in school for not doing their homework.

If you want to look at the differences between girls and boys when tackling violence in schools, make sure to include girls and boys equally. They might come up with different ideas.



## E Exercise Gender quiz

### Do I enter the room as a girl or a boy?

<b>Aim</b>	Distinguish differences between girls and boys.
<b>Time</b>	15 minutes.
<b>How to do it</b>	Three or four participants leave the room. Before entering again they decide if they will enter by acting like a girl or a boy. The others have to guess their gender by observing their movements and behaviour only.
<b>Discussion</b>	<ul style="list-style-type: none"> <li>▶ What is typical male or female body language?</li> <li>▶ How do girls and boys express their gender (e.g. with clothes, hairstyle and jewellery)?</li> <li>▶ Have there been any changes over the last generations?</li> </ul>
<b>Key Message</b>	Stereotyped behaviour can often be clearly associated with either girls or boys, even though nowadays there is not always a clear division of roles.

Another version of this exercise is to enter the room acting out a typical conversation among girls or boys. The others have to guess the gender only by listening to your conversation.

## E Exercise Exploring gender roles

### Typical female and male characteristics.

<b>Aim</b>	Find out the differences between typical characteristics and your own view of yourself.
<b>Time</b>	45 minutes.
<b>How to do it</b>	<ol style="list-style-type: none"> <li>1 The whole group collects a list of characteristics, e.g. being communicative, modest, intelligent, lazy (without defining at first if these are typically male or female).</li> <li>2 In a second step every participant rates on a scale of 1 to 5 how much these characteristics apply to themselves.</li> <li>3 In a third step the whole group categorises the characteristics into two parts, one corresponding more to boys, the other to girls. Now they can compare this with their own view of themselves.</li> </ol>
<b>Discussion</b>	<ul style="list-style-type: none"> <li>▶ What did you find out while comparing your personal list with the stereotypes?</li> <li>▶ What does it mean for society if the stereotypes don't apply anymore?</li> </ul>
<b>Key Message</b>	Typical characteristics of male and female behaviour do not necessarily correspond with the view you have of yourselves as girls or boys.

## 3 Session Apply gender

### Apply gender

Why can't girls play soccer and boys not do the cooking? We believe: what boys can do, girls can also do and what girls can do, boys can do too. Switching roles can help you understand how gender influences our daily lives.

### Switch roles

<b>Aim</b>	Develop an understanding of how gender roles influence everyday life.
<b>Time</b>	Two days (switch roles) and three hours (group discussion).
<b>How to do it</b>	<p>Switch gender roles with your sister, brother or classmate:</p> <ol style="list-style-type: none"> <li>1 Identify typical tasks and sports done by girls and boys. Here is an example from India: girls sweep the floor, make the bed, wash the clothes. They play badminton and skip. Boys go to the market, play cricket, football and volleyball.</li> <li>2 Now switch roles, so that boys do the tasks that girls usually do and the other way around. Keep in mind that you need the permission of your parents before starting the exercise. It would be good to involve your teachers as this exercise will influence the situation in class as well.</li> <li>3 If it is too difficult to carry out the role switch at home you could also think of doing it in school instead. Can you think</li> </ol>

## Exercise E Switch roles



### Switch roles [cont.]

<b>How to do it [cont.]</b>	of activities or chores that mostly girls or boys do, for example, during breaks? To carry out the exercise in school you need permission and support from your teachers.
<b>Discussion</b>	<ol style="list-style-type: none"> <li>1 Divide into two groups by gender:             <ul style="list-style-type: none"> <li>– How does it feel in the role of the other gender?</li> <li>– How did your parents and friends react?</li> </ul>             Write your experiences down and share them with the others in your group.           </li> <li>2 The two groups get together. Two representatives from each group present their results.</li> <li>3 Write on a card what you can personally do to promote equality between girls and boys and discuss in mixed groups of four.</li> <li>4 Discuss what all of you can do to achieve more equality.</li> </ol>
<b>Key Message</b>	Gender influences how we behave and how others act towards us.

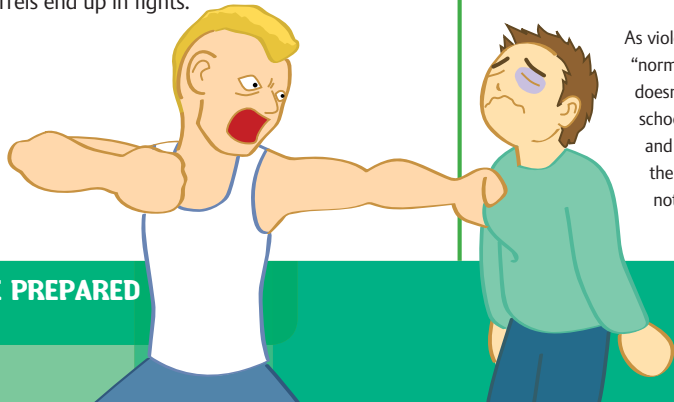
## 4 Session Understand violence

While comparing the situation in our countries, we discovered four main types of violence: physical, psychological, sexual and structural violence. We always looked at violence carried out by teachers as well as violence among students.

### Physical violence

We found out that it is mostly boys who experience physical violence by teachers – like pinching, slapping, ear and hair pulling. Some youth reported that teachers use very harsh forms of corporal punishment. Boys and girls are beaten with a stick, have to jump like a frog in the compound, lift heavy stones and water containers or kneel with raised hands.

Physical violence among students is very common in all our countries. Especially among boys, a lot of verbal quarrels end up in fights.



As violence is something “normal” in his life, Carlos doesn’t defend himself. In school, his classmates kick and hit him in front of the teacher, who does not protect him either.

**For the theoretical input, the case studies and the two exercises you should calculate about two hours.**

### Carlos, Ecuador

Carlos is a 13-year-old boy. He is the oldest brother of five children. His father has no job, therefore his mother needs to earn the money. His father is jealous because Carlos’ mother is working and not at home. He beats her, saying she is not a “good” wife.

Carlos takes over his mother’s duties like cooking, washing and taking care of his younger brothers. Both mother and father often take their anger out on him and punish him for no obvious reason.



### Petra, Uganda

“I am discriminated against by the matron at school because she always talks badly about me. For example, she says that I am a prostitute and a thief who steals other students’ belongings. But I didn’t do any of those things she accuses me of.

Whatever happens at boarding school, she tells my fellow students that I am the one who did it. She also claims that I am in love with all the teachers and the boys – this really hurts me. I now feel very ashamed in front of my fellow students and staff. I even feel I should leave this school and join another one so that I can feel comfortable and concentrate on my books.”

### Jackline, Uganda

“A teacher wanted to engage me in a love affair. As I recall it was during prep time when he called me out and told me to follow him. I was obedient enough and followed. We reached a dark place behind our classroom and he stopped. He tried to touch my breasts and I told him that I was not ready for that. He told me how sorry he was and ordered me not to tell any teacher or student about it.

But I remained uncomfortable about this; I decided to share this problem with another

### Psychological violence

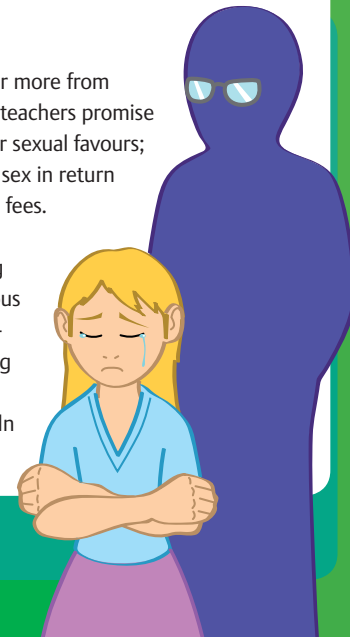
We all agreed that psychological violence between teachers and students as well as among students is a big problem in our schools. Discrimination between rich and poor students, isolation and humiliation, verbal abuse, bullying and back-biting are forms of violence which are very common in our daily life. All of us have experienced cases of bullying, ignoring or exclusion and we know that it can harm the victims for the rest of their lives. Psychological violence is hard to prove, which makes it often difficult to act upon.

### Sexual violence

Sexual abuse, harassment and seduction like forced physical relationships are forms of sexual violence. It also includes obscene language like sexual swear words used by students and teachers to insult girls and boys.

Girls in particular suffer more from sexual violence. Some teachers promise food or good marks for sexual favours; relatives might ask for sex in return for paying their school fees.

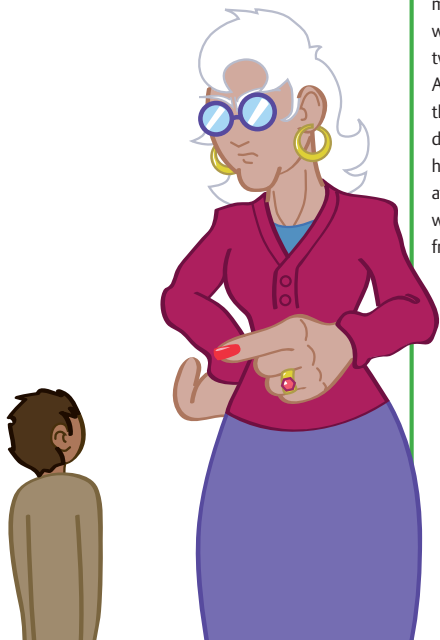
Sexual violence among students exists in various forms in all countries – from gestures, touching sensitive parts of the body to sexual abuse. In



some countries girls have to deal with peeping (using a mirror to look under skirts) and sexual harassment.

## Structural violence

Structural violence in the form of power abuse exists in all our countries: e.g. some teachers misuse their position by suspending girls and boys from class, using grades to wield power or humiliating them in front of their class mates. Discrimination against girls is still accepted in many of our societies. Because they are seen as future housewives, it is often considered unnecessary for them to receive a formal education. In some countries older students are appointed as supervisors. They sometimes misuse this power by punishing younger students.



teacher. But this teacher didn't help me. Instead she shouted at me and sent me away claiming I was victimising the teacher for something he hadn't done.

I felt bad and neglected but I was afraid to discuss it with my parents and my fellow students."

### Anna, the Philippines

"My name is Anna and I am a seven-year-old student of a public school. When I was in grade two, my teacher asked me to read in front of the class but I failed because I was too nervous. My teacher punished me by pinching my ear very badly until it started to bleed. When I came home, I told my father. He asked me to read out to him what I had to read in school and I didn't make any mistakes. He knew about my problem with the teacher and let me stay at home for two days so that he could solve the problem. After he talked to the teacher, I had to attend the same class again. My father confessed that due to the authority that she has as a teacher, he didn't dare blame or report her. He was afraid that she would take revenge on me. I went back to school but now I try to keep away from teachers."

# Exercise E Thermometer of violence

<b>Aim</b>	Get an impression of the individual degrees of what is considered violent.
<b>Time</b>	30 minutes.
<b>Material</b>	Five cards, a marker and tape.
<b>How to do it</b>	<ol style="list-style-type: none"> <li>1 Place five cards in the middle of the room which indicate the temperatures 0°, 25°, 50°, 75° and 100° – together representing an imaginary thermometer.</li> <li>2 After reading out a concrete situation describing a specific type of violence (see examples below – can you think of others?), the participants are asked to position themselves according to the degree of violence they associate with this situation (100° being the worst form of violence).</li> <li>3 Participants often evaluate the situation differently. It is important to share the individual interpretations of the situation.</li> </ol>
<b>Examples</b>	<ul style="list-style-type: none"> <li>▶ You hear two boys saying to each other: "Hey, you son of a bitch!"</li> <li>▶ A girl comes to school with a new hairstyle. Another girl looks at her and shouts: "How ugly!" Most of the class laugh.</li> <li>▶ A teacher announces the marks of an exam and says loudly: "Sarah, you are the only one who has failed this exam!"</li> <li>▶ You hear how two students set up rules for a fight between two boys after school.</li> <li>▶ A girl comes to school with a short dress. An older boy approaches her and touches her behind.</li> </ul>
<b>Discussion</b>	<ul style="list-style-type: none"> <li>▶ Why are there differences in the personal conception of violence?</li> <li>▶ How does this influence your work on violence in schools?</li> </ul>
<b>Key Message</b>	Everyone has her/his own understanding of violence and experiences violent situations differently.



## E Exercise Dress code for girls?

### Gender debate

Do you think a dress code for girls can prevent sexual violence?

<b>Aim</b>	Find out why it is important to think about gender when you discuss violence in schools.
<b>Time</b>	50 minutes.
<b>Material</b>	Markers, flip chart.
<b>How to do it</b>	<p>Before starting the exercise make sure that everybody knows what a dress code is!</p> <p><b>Step 1</b> Divide into two groups with an equal number of girls and boys. One group collects arguments for and the other group collects arguments against a decent dress code for girls on flip chart paper.</p> <p><b>Step 2</b> Both groups present their results in the plenum.</p>
<b>Discussion</b>	<ul style="list-style-type: none"> <li>▶ What is your personal opinion on the question?</li> <li>▶ Having seen all arguments, has your view on the topic changed?</li> <li>▶ Would the same arguments apply for a dress code for boys as well?</li> </ul>

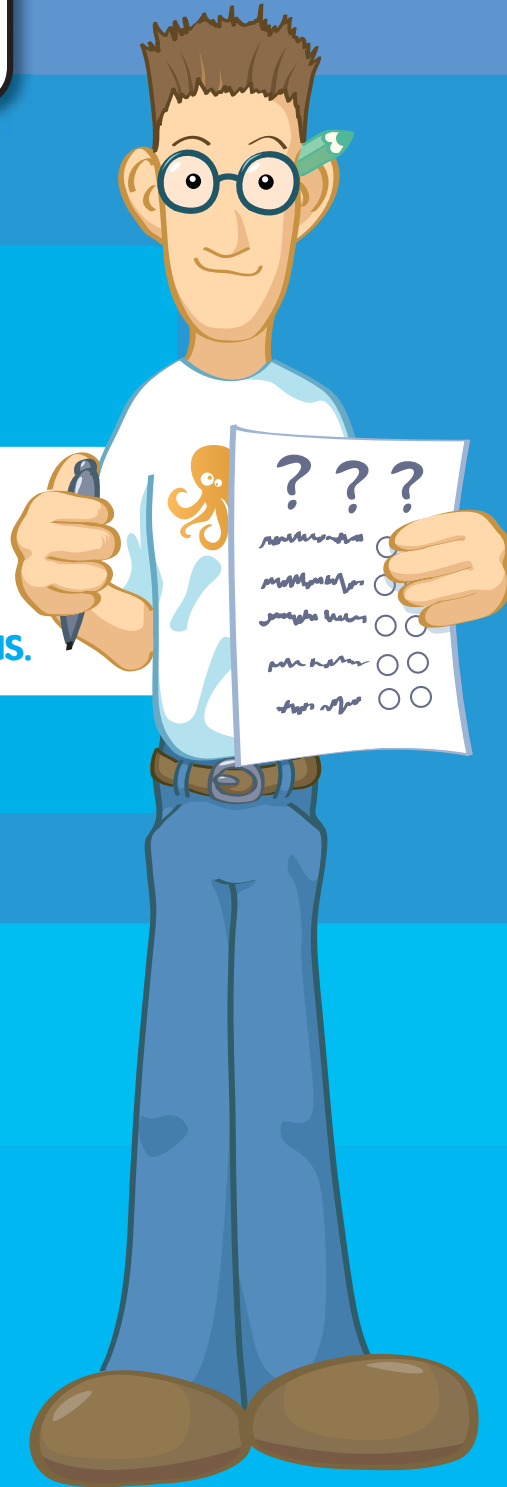


### Gender debate [cont.]

#### Key Message

- ▶ Sexual harassment or abuse is not justified in any way – no matter how someone (girl or boy) dresses.
- ▶ What is appropriate for girls (and boys) to wear depends on where you live and the situation you are in. What is considered decent and what is not can be seen differently in each country.
- ▶ A girl decently dressed does not automatically mean that she is safe. Indecent clothing does not necessarily lead to abuse.
- ▶ Attitudes and fashion are changing fast in a globalised world and sometimes clash with traditional values and beliefs.





**LOOK AT VIOLENCE IN YOUR SCHOOL:** draw a map or develop a questionnaire. **THIS HELPS YOU FIND THE RIGHT SOLUTIONS.**

## Session 5 Safe and dangerous places

### Draw a map

<b>Aim</b>	Identify safe and dangerous places in your school.
<b>Time</b>	One day.
<b>Material</b>	Markers, pens, flip charts, cards, ball pins in different colours.
<b>How to do the mapping</b>	<p>Divide into two groups by gender:</p> <ol style="list-style-type: none"><li>1 Visit the school grounds and then draw a map of your school and the surrounding areas (including e.g. garden, sources for drinking water, roads, toilets and other service areas).</li><li>2 Locate dangerous and safe places and which types of violence occur. Indicate different degrees of abuse and safety by colours, e.g. red – the highest, yellow – mild, green – safe.</li><li>3 Present your findings to the other group and discuss the results from both maps. Combine the two maps into one and indicate the safe and dangerous areas that apply to girls or boys or both.</li><li>4 Decide which dangerous areas and types of violence you would like to tackle first.</li><li>5 Share the results with your fellow students, teachers, school administration and committees.</li></ol>
<b>Key Message</b>	It is important to identify the areas where violence happens in order to be able to take action.

## 6 Session Do a survey

Your experience of violence might differ from that of your fellow students. Surveys are a good way to get an overview of the types of violence that are common in your school. It also helps you promote your project.

### STEP 1

#### Win your partners

You will need partners to implement your survey successfully. It is important to get permission from your school and parents before starting. Therefore, you need to gain support from the following groups:

- your teachers
- the director or school committee
- your classmates and fellow students
- parents and communities

Prepare how to present your idea of the survey. Explain your idea to them, discuss how they can support you and keep them updated throughout the process.



**For the whole session  
you should calculate  
about two months**



**Preparation: two hours  
Discussion with each  
group: about one hour**

#### Steps to take

- Step 1:** Win your partners
- Step 2:** Define the timeframe
- Step 3:** Develop the questionnaire
- Step 4:** Collect information
- Step 5:** Analyse the results
- Step 6:** Draw conclusions



**90 minutes**

**Tip:** Leave enough time to analyse the results of the questionnaire!



**A weekend workshop**

**Here is an example:**

#### International Youth Project

Peer-to-Peer Manual Development on gender-based violence at school

This questionnaire aims to look into the different types of violence (can be physical, sexual, psychological or structural) that occur in our school and the strategies utilised to prevent these. All your answers to this questionnaire will be kept confidential. We appreciate your valuable cooperation.

Personal information:

Sex: \_\_\_\_\_ Age: \_\_\_\_\_

Class: \_\_\_\_\_

### STEP 2

#### Define the timeframe

A good organisation of the survey is very important. Identify how much time you need for every step. Write it down and add the names of the people responsible. Then draw a timeline with dates and fit everything in. Keep it in a visible place throughout the survey so everyone can check it regularly.

### STEP 3

#### Develop the questionnaire

Start the questionnaire by describing the aim of the project and asking for personal information (like age, gender, grade, school type). In order to receive honest answers, the questionnaire should be anonymous and ensure confidentiality.

**Consider three key questions when preparing your questionnaire:**

1. What do you want to find out?
2. Who do you want to ask?
3. What type of questions are you going to ask?

# Your reality

## 1. What do you want to find out?

Before formulating questions you should be clear about the aims of the questionnaire. These could include:

- ▶ The different types of violence that exist in your school. It might be helpful to distinguish between violence among students and violence between teachers and students.
- ▶ If girls and boys experience violence differently.

## 2. Who do you want to ask?

You could ask students, teachers, administrative staff and even parents or you might like to concentrate on one group only. That's up to you. Just make sure that the way you formulate your questions suits the group you want to interview.

Think of how many people should fill out the questionnaire. Keep in mind that your time for the analysis is limited!

## 3. How are you going to display the collected information?

Use simple and clear questions. As an orientation for the length of the questionnaire, make sure that it does not take more than five minutes to fill out. Avoid too many **open questions**, as these are difficult to analyse. Most questions should be **multiple choice**.

Here are some examples:

**Multiple choice:**

1) **Who in your opinion is more violent, girls or boys?**

- Boys
- Girls
- Girls and boys the same

2) **How many times have you been given corporal punishment in the last month?**

- None
- Less than three times
- More than three times

**Open questions:**

1) **What is your understanding of violence? Please give three terms that you associate with violence.**

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2) **What kind of violence between students and teachers do you often experience in your school?**

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Depending on the amount of people you will interview, calculate about one month for the survey to be completed

## STEP 4

### Collect the information

You do not need to question every single person in your school but rather representatives of each group (for example, girls, boys, different age groups, teachers). What counts is that the questions are easy to understand and to analyse.

Think of the best way to reach the people you want to question: you could hand over the questionnaire to the teachers or school committees or collect answers during recess. It is usually most effective if you ask the teachers to give you 10 minutes for the students to fill in the questionnaire. If this is not possible, set a deadline of one week.

Don't be frustrated if not all questionnaires are returned to you. You will probably receive more responses than any adult researcher in the world!

## STEP 5

### Analyse the results

**Cluster the results:**

Before you start analysing, separate the questionnaires answered by girls from those by boys so that you can find out if their answers differ from one another.



A weekend workshop



# Your reality

Start by analysing the multiple choice questions. Count the answers using a table. In the end you just add the answers for each question.

## Analyse open questions:

If you asked open questions think of how to analyse the answers. It is not necessary to consider every single one, but rather to reflect their essence.

Some examples:

- ▶ Which answers come up most frequently?
- ▶ Which answer do you consider especially interesting or important?
- ▶ Which answers would you like to discuss in your group?
- ▶ Do you have the impression that girls and boys are affected differently by violence in schools?

## Display the results:

It is important to inform the school about the results of your survey. You could present them during assembly, to the school committee or make a wallchart.

Here is an example:

### Question:

Who in your opinion is more violent, girls or boys?

- Boys
- Girls
- Girls and boys the same

### Counting the answers:

BOYS				total
boys				18
girls				15
girls and boys				10

GIRLS				total
boys				20
girls				12
girls and boys				8



Half a day

## STEP 6

## Draw conclusions

### Cluster the results:

Now it is time to reflect on the results from the questionnaires. The following questions can help you do this:

- ▶ How do you feel about the answers from the questionnaire?
- ▶ Are you surprised by the results?
- ▶ Are the results different from what you had expected?
- ▶ Are the results similar to your own experiences?

Decide on which types of violence that have been identified by the survey you want to take action. Keep in mind that there might be differences between the choices of girls and boys.



# Take action

**MAKE IT HAPPEN**, in your classroom, on the school grounds, in your community. **BE AN AGENT FOR CHANGE!**

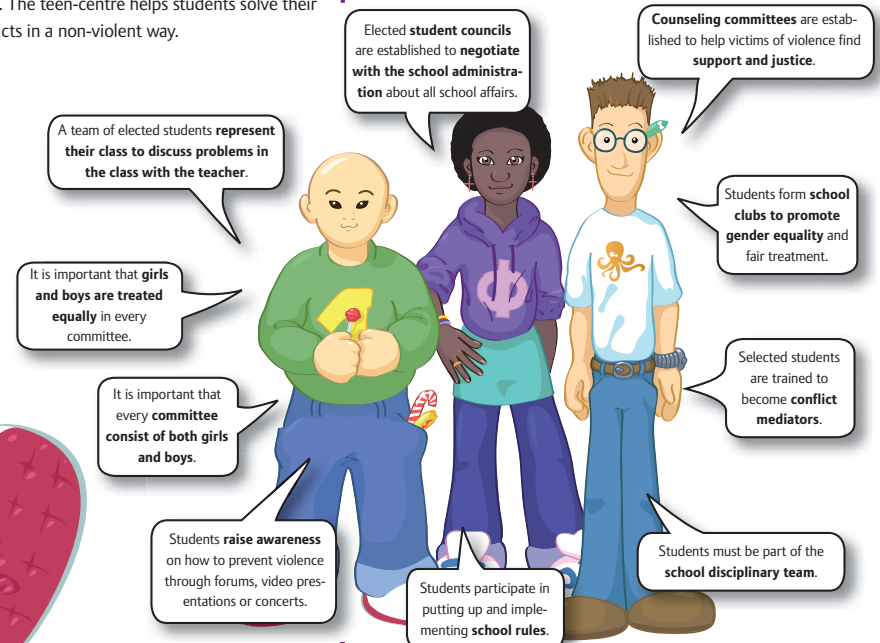


## Take action **A** Grab your rights

### Teen-centre (Philippines)

The teen-centre is run by trained youth peer educators from our school. It has information about important topics that can be read anytime during school hours. We show films during free time, which also cover gender-based violence. We provide counselling for our fellow students. The school's guidance counsellor supervises our work. The teen-centre helps students solve their conflicts in a non-violent way.

Students should be part of the decision making in schools. As active participants in school committees they can contribute suggestions and ideas towards finding solutions on how to combat violence. Teachers and parents need to realise this potential and listen to what students have to say. Here are some of our suggestions on students' participation:



## 7 Session Identify actions



In Sessions 5 and 6 you have chosen the types of violence you want to act upon. Now it's time to develop prevention and intervention actions. The following two exercises can help you come up with creative ideas.

**For the two exercises you should calculate about four hours**

### Makombe's story (role play)

<b>Aim</b>	Discover when and how you can support victims of violence.
<b>Time</b>	Two hours.
<b>Material</b>	Copies of the story.
<b>How to do it</b>	<ul style="list-style-type: none"> <li>▶ Split up into three to four groups and read the story.</li> <li>▶ Each group analyses the story: What could have happened in the story if Makombe, the lady teacher and the class mates had been aware of violence prevention in schools? How would they have acted?</li> <li>▶ Change the story and perform the new scene for the other groups.</li> <li>▶ Exchange your feelings and experiences after each performance.</li> </ul>
<b>Discussion</b>	What would happen if Makombe were in your school? If you were in the school committee, what would you change? What could students, teachers or other adults do?

### Makombe's story

"I thought he is a nice teacher and he wants me to perform well in mathematics," said Makombe.

Makombe is a 14-year-old girl going to primary school. She was very impressed when a male teacher called her to his office with the intention of teaching her mathematics. Even if she wasn't sure if teaching her maths was his leading intention she followed the invitation. In his room he said that he wanted to teach her a special kind of mathematics which does not require anybody to know except the two of them.

Still puzzled, Makombe asked her teacher what type of mathematics he was going to teach her. He responded: "I am single, living alone, with no children and I want you and me to have a special love, the kind that you are not getting from your parents."

Scared and breathless she kept quiet and stared at her teacher. "I was shocked because he was like a father to me and I did not expect him to say such words."

He wanted Makombe to meet him after school. She should lie at home that she was taking evening classes. Makombe nodded to agree with the teacher, however, she did the opposite.

"I went straight to a female teacher while crying and reported the case," said Makombe.

The female teacher consoled her and advised her to write the matter on a piece of paper and put it in the school suggestion box. Disappointed and helpless the girl did what the teacher suggested. "I was expecting her to confront my mathematics teacher, but instead she seemed to be afraid as well." At the end of the consultation the teacher asked Makombe not to tell anybody that she spoke to her.

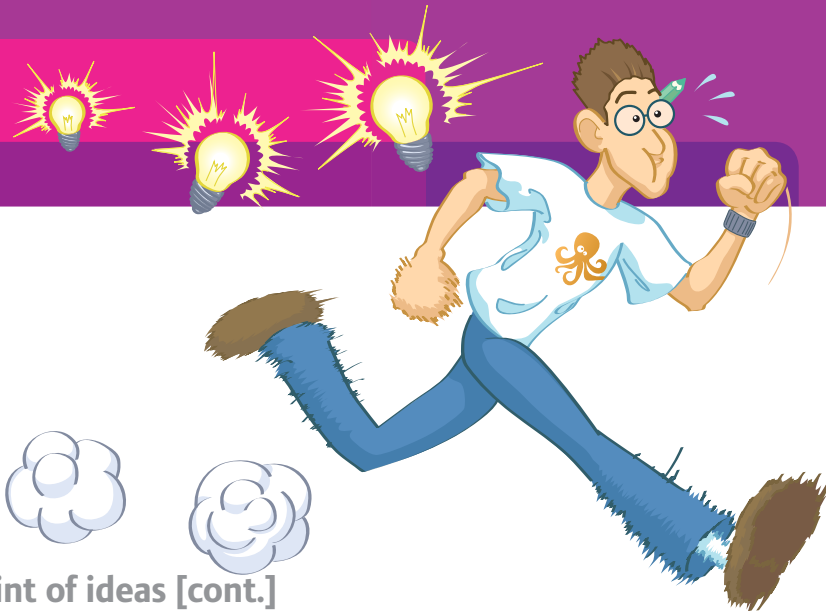
Makombe's letter was nevertheless read. She found out because the next day she was verbally abused and called names by the mathematics teacher and her classmates. "He instructed my fellow students in the classroom to yell at me. I felt so bad and started crying. Nobody asked me what happened, not even the headteacher."

Makombe went back to the female teacher and told her what had happened, but she did not receive any help. The only thing the teacher did was getting her to promise not to cry anymore.  
(NB: Makombe is not the girl's real name.)

## E Exercise Sprint of ideas

### Sprint of ideas

<b>Aim</b>	Find and collect creative prevention and intervention actions against violence in school.
<b>Time</b>	45 minutes for the game / one hour for the discussion.
<b>Material</b>	Markers, cards (one colour for each group), pins or tape.
<b>How to do it</b>	<p><b>Preparations:</b></p> <ul style="list-style-type: none"> <li>▶ The task is to collect as many ideas as possible for violence prevention or intervention actions. The groups play against each other. The jury judges their ideas.</li> <li>▶ Around three to four questions must be written down before the game starts. Use your results from the questionnaire or the mapping as a basis. For example: How can we change the discipline in the classroom? How can we prevent violence in the play ground?</li> </ul> <p>▶ Identify a “jury” of two people.</p> <p>▶ The rest of the students divide into groups of five. Every group receives cards (one colour for each group) and pens.</p> <p><b>Now the game starts:</b></p> <p>The facilitator reads out the first question and puts it up on the wall. The groups start to write down their ideas as quickly as possible.</p> <ul style="list-style-type: none"> <li>▶ One idea per card!</li> <li>▶ No double ideas within the group!</li> <li>▶ If you don't stick to these two rules you lose one point!</li> </ul>



### Sprint of ideas [cont.]

<b>How to do it [cont.]</b>	<p><b>Judging the results:</b></p> <ul style="list-style-type: none"> <li>1 point per acceptable idea</li> <li>0 point for an idea which is nonsense</li> <li>-1 point if the idea is repeated in one group</li> </ul> <p>Bonus of three for the first group which has handed over its cards (provided that at least ten cards have been accepted by the jury). After this round the facilitator reads out a new question and the game starts again. The jury adds all points and identifies the winner.</p> <p><b>Cluster the results:</b></p> <p>After the game arrange all results by topic and rate them with adhesive dots. Each student receives three dots to divide among the ideas that she/he considers the most important. Then write up the five to nine most important ideas in the order of importance.</p> <p>In the end you have several ideas of how to tackle violence in your schools: Are the ideas realistic? Do they fit into your school reality?</p>
<b>Comment</b>	<p>Don't let the game become too much of a competition, but a fun thing to do. What is important are the ideas that come up from all the teams.</p>

## 8 Session Plan your actions



It is time to set up an action plan. With its help you can structure your ideas for acting against violence. When you have chosen an activity ask teachers, other students, parents or the school administration for support. You could also ask students from other schools.

The following two sessions give you an example for possible actions against violence in school on different levels.

### Example:

What do we want?	What are the results of the overall project?	What are we going to do?	What do we need for each activity?	Who coordinates the activity?	Timeframe
We can learn without fear in our class.	<ul style="list-style-type: none"> <li>▶ Students and teachers solve their conflicts in a non-violent way.</li> <li>▶ Students and teachers treat each other with respect.</li> <li>▶ Families and communities take on responsibility and are involved in violence prevention.</li> <li>▶ The government discusses the topic of corporal punishment with students.</li> </ul>	1. Set up classroom rules (see pp.43–47).	<ul style="list-style-type: none"> <li>▶ Facilitator.</li> <li>▶ Material.</li> </ul>	Organisational team e.g. class teacher and two class representatives.	Maria and Carlos: Present the idea to the class teacher before Monday 2 March.
		2. Organise trainings for students and teachers in non-violent conflict resolution.	<ul style="list-style-type: none"> <li>▶ Results from our survey or mapping to show the need for this action.</li> <li>▶ Present your ideas to the school administration, teachers and parents.</li> <li>▶ A trainer.</li> <li>▶ Funding.</li> </ul>	Project team with support from the student council or the school administration.	
		3. Students rate teachers' performance.	<ul style="list-style-type: none"> <li>▶ Develop a questionnaire for students.</li> <li>▶ Define trustworthy people to do the survey.</li> <li>▶ The permission of the school administration.</li> <li>▶ A computer to evaluate the questionnaires.</li> </ul>	Project team with support from the student council or the school administration.	
		4. Involve parents and community: <ul style="list-style-type: none"> <li>▶ parents and teachers meet regularly and discuss school issues</li> <li>▶ gender and child rights training for parents</li> <li>▶ work together with village councils in dealing with offenders</li> <li>▶ police officers visit the school and speak about criminal offences and their consequences.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Results from our survey or mapping to show the need for this action.</li> <li>▶ A space for regular meetings.</li> <li>▶ A trainer.</li> <li>▶ Funding for the training.</li> </ul>	Project team with support from the student council or the school administration.	
		5. Write an advocacy letter (see p.48).	<ul style="list-style-type: none"> <li>▶ The results from our survey/mapping to support our argumentation.</li> <li>▶ Information on corporal punishment.</li> </ul>	Start a committee consisting of students, teachers, representatives from school administration and parents.	

# Take action




## Session 9 Start in class

It is important that everyone feels comfortable in class. Therefore we suggest that students and teachers develop rules and regulations jointly. Classroom rules are binding for everyone: students, teachers and other school staff.

They should include agreements on how to treat each other in the classroom, what disciplinary measures are necessary, how discrimination can be diminished and how equal opportunities can be achieved. There have to be transparent regulations when someone (teacher or student) does not comply with the rules. Make sure that the classroom rules are really being followed by everybody.

Classroom rules should be revised from time to time to check if they are still valid and are being followed.

  
For the whole session  
you need 4½ hours

## E Exercise Set up class rules

### STEP 1

#### My happy and my angry side

Distribute two sets of questions among all students and teachers of your class. Everyone has 10 minutes to fill in both forms:

*I like it when ...*  
*I relax when...*  
*I am happy when ...*

*I am impatient when...*  
*I get angry when...*  
*I am disappointed when...*

#### Discussion

How did you feel while answering the questions?  
Was it difficult for you to express your feelings?  
You can read out your answers if you like.



30 minutes

### STEP 2

#### Setting up rules



Two hours

#### What you should consider

- ▶ Use first person singular (“I”) instead of plural (“we”).
  - ▶ Formulate the rules in a positive way.
  - ▶ The rules must be short.
  - ▶ No more than 10 rules.
  - ▶ Visualise the rules (i. e. as a poster in the hall or classroom and sign the rules).
- ▶ Each student has 10 minutes to think of four reasons for a good or bad learning atmosphere and writes them down: When can I learn well? What keeps me from learning? What helps me learn well (i.e. quietness/noisiness, everyone did her/his homework)?
  - ▶ Then split up into groups of four to six people and compare your thoughts, discuss and summarise them on flipchart paper. Write the results on cards, present them to the plenum (five minutes per group) and then cluster them.
  - ▶ Rephrase negative messages in a positive way: i.e. “I cannot study well when other students disturb me“ into “I can learn well, if all students listen to each other and let the others finish what they want to say.”  
Change your demands or wishes into rules. i. e.: “I let the others finish what they want to say and will listen to them.”
  - ▶ Write all rules on a poster and rate them with adhesive dots. Each student receives three points to divide among the rules that she/he considers the most important. Then write up the five to nine most important rules in order of importance.

# Take action

## STEP 3

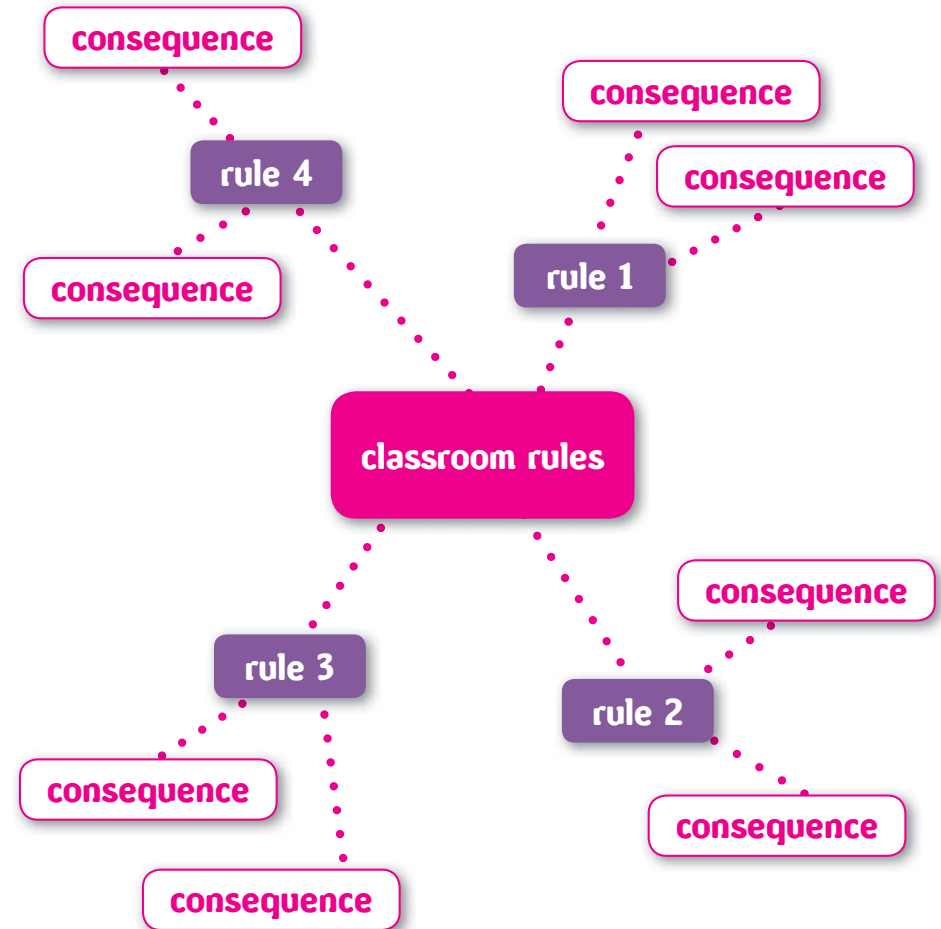
### What to do, if the rules are not being followed – the consequences

- ▶ Split up into groups of four to six and think of positive measures that can be taken if the rules are being breached. You have 15 minutes. Write your results on flipchart paper.
- ▶ Each group presents the results to the plenary (five minutes per presentation).
- ▶ Discussion: If someone breaks the rules, think of non-violent ways to respond. Is immediate compensation necessary or should she/he be given a chance. What forms of compensation are possible? What could motivate the person to act differently in the future?
- ▶ Draw a **mindmap** on the topic, with “classroom rules” in the centre, the individual rules arranged around it and the consequences arranged around the rule it refers to. Rate the consequences with adhesive dots, then discuss and summarise the results.
- ▶ Hang the results in a visible place and present them to your teachers and parents.



Two hours

## Mindmap





## 10 Session Raise your voice

If you want to ban violence from your school, you need to win the support of teachers, school administration and parents' associations or even the government. You can do this with the help of advocacy activities.

To be successful in your advocacy, you need to take small steps and concentrate on one topic and one target group at a time.

The following checklist has been developed especially for young people to do advocacy work.

### Are we ready to advocate?

#### Checklist:

- ▶ Do we have a clear aim?
- ▶ Do we work in a clear and fair way in our group?
- ▶ Do we have a common understanding of what we mean by "advocacy" (and what we understand by "politics", "democracy", "justice")?
- ▶ Do we know our rights and responsibilities (and local legal framework and policy)?
- ▶ Do we know enough about the problem that we would like to advocate for?
- ▶ Do we have a clear plan what to do about it?
- ▶ Do we have adult permission where necessary?
- ▶ Do we know who can support us?
- ▶ Do we know how to make sure that all of us are protected during the planned activities?
- ▶ Do we know how we will monitor our work and measure success?

Source: Plan Togo, *Child Advocates Supporting Children to Stand up for their Rights!* (2006).

#### What we mean by advocacy

Advocacy is a process to convince others, generally parents and decisionmakers to support your idea for a change you consider important. It can apply at different levels, from the home to the government, and imply small or large changes, depending on the situation and the problem addressed.

## STEP 1

### Be an expert

To get attention from important people, you need to be well prepared. Try to find as much reliable information as you can on the topic you chose to lobby on. It will help you to find good arguments.

If you want to lobby against violence in schools it is important to refer to the United Nation's Convention on the Rights of the Child. Girls and boys can learn without fear when their rights are respected by other students, parents, teachers and governments!

The Convention on the Rights of the Child is an important guideline in creating a child-friendly school. It serves as legal basis for teachers, students and governmental institutions to ensure that your rights are respected and that you are protected from violence and discrimination. Not only the victims, but also the offenders have rights that must be respected.

#### The United Nation's Convention on the Rights of the Child,

adopted in 1989, affirmed the rights of the world's children to be protected against all forms of abuse, neglect and exploitation. The following articles are especially relevant if you want to act and lobby against violence in schools:

#### Article 2 (End to all Discrimination):

The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

#### Article 19 (Protection Against Abuse):

Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

#### Article 28 (Right to Education):

Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Source: UNICEF

# Take action

## STEP 2 Choose an activity

If you want to lobby for a certain topic you need to choose an activity which helps you reach your target group. There is a wide range that you can choose from:

- ▶ With a lobby paper you can address different people, even though you don't know them in person.
- ▶ Peer conferences allow you to discuss violence in schools with students from other schools and exchange examples.
- ▶ Community events on international days like the International Day of the Child are good opportunities to make a strong statement and involve other community members against violence in schools.
- ▶ Exhibits with drawings, poems and photos can be a powerful tool to sensitise adults on violence in schools.
- ▶ Inviting celebrities or decisionmakers to support your demands and help you gain more attention.
- ▶ Write a lobby letter to the government (see example on page 51).



To the  
Minister for Education and Sports

Date

Dear Honourable ...,

We are doing a youth project to fight violence in school. A survey conducted at our secondary school has shown that corporal punishment is a serious issue. Boys in particular get beaten by their teachers for being late or giving the wrong answers in class.

### Prohibit corporal punishment in our school

According to Article 19 of the Convention on the Rights of the Child, children have a right to learn without fear. Corporal punishment does not improve students' learning ability. Being afraid of corporal punishment makes girls and boys leave school or perform badly in class. Learning to accept violence as the only way to solve conflicts makes students act violently themselves.

Our government ratified the Convention on the Rights of the Child in 1990 but still supports corporal punishment. How can that be?

The children of your country want to learn without fear. That is why we urge you to ban corporal punishment from our schools by:

- enforcing a law prohibiting corporal punishment,
- setting up a teachers' code of ethics,
- installing an effective school monitoring system on non-violent disciplinary methods,
- offering training on the basic rights of the child, especially those on the prevention of school violence,
- setting up rules to penalise offenders.

In your position as the Minister of Education please support our initiative by prohibiting corporal punishment.

We would be honoured if we could present our project to you personally.

Thank you for your kind attention.

Yours sincerely,

## STEP 3

### Formulate your demands

Demands make the intention of your project visible to the people you want to reach. While formulating your demands consider the following:

- ▶ Who do you want to address?
- ▶ Can everybody understand the demands.
- ▶ Keep them short and to the point.
- ▶ Do you have enough reliable information to back your demands?

## STEP 4

### Manage the risks

Advocacy can be a risky business and not everybody might agree with the demands that you have. Some might even be totally against them and feel offended by what you propose. What might happen in this case and what impact it might have on you and your cause is called a risk. Being prepared for what might happen and how to react (managing risks) is important for anybody doing advocacy. Therefore, you should ask yourself whenever you have selected your target group:

- ▶ Do we know if she/he supports or opposes our idea?
- ▶ What reaction might she/he have?
- ▶ How would a negative reaction impact our group?
- ▶ How would a negative reaction impact our cause?



Half a day

Here are some examples:

- ▶ Train teachers in conflict mediation, violence prevention and gender and make them responsible to act accordingly.
- ▶ Ensure free, quality education.
- ▶ Include the issue of gender-based violence in the teaching curriculum, specifically in values education.



Two hours

- ▶ How will we react/what will we do if she/he reacts negatively?
- ▶ Who is supporting us and might help us manage a negative reaction?
- ▶ Have we chosen the right activity or can we achieve a more positive reaction by choosing another one?



**WHAT WE FOUND OUT** from our surveys and the demands we developed. We will keep on working, **WHAT ABOUT YOU?**



## Our perspectives **P** The realities at our schools

In the following you will find the summary of the answers we received from our surveys. You might like to use them as an overview of where violence exists in different countries.

### Colombia

#### Violence between teachers and students

The type of violence affecting students in our schools the most is the one teachers use against students. Teachers humiliate students in front of the class, threaten them with failure of grades or courses, yell at them or insult them. But they also beat, bustle or slap their students or punish them by making them stand in the sun for hours.

#### Violence among students

Older students threaten and beat younger children. They take their food or bully and mock them. Students reject others and mock them because they have a different colour or tone of skin. Some boys are disrespectful towards girls: they lift their skirts, touch them and if the girls try to defend themselves they kick them.

Boys in particular tend to solve their problems with physical fights and sometimes fight until one of them has to go to the hospital. Girls and boys insult, verbally attack, nickname or label others just to mock them and for the fun of it. Girls and boys offend each other in front of the class, they curse and humiliate each other. This deeply affects them. It gets worse when teachers turn their heads and do nothing.

# Our perspectives

## Ecuador

### Violence between teachers and students

The students reported that the teachers are very impatient with them. They get angry very easily, especially when students make mistakes and the teachers have to explain something again. For lack of discipline, students get thrown out of the classroom or their parents or guardians are informed. Girls often feel that teachers are mean and unkind. Therefore, they don't feel comfortable in school. Teachers choose good students as their favourites. Boys suffer more from physical violence as we show in the following tables:

### Physical violence between teachers and students

What kind of physical mistreatment do you receive from your teachers?	Hitting students with a ruler on the hand	Throwing the blackboard eraser at them	Hitting them on the neck	Pulling their hair or ears
Girls*	54%	36%	27%	54%
Boys*	44%	67%	78%	78%

### Psychological violence between teachers and students

What kind of psychological mistreatment do you receive from your teachers?	Teachers get angry easily	They don't like to explain something again	They ignore you	They have favourite students
Girls*	64%	43%	45%	100%
Boys*	67%	56%	33%	100%

### Violence among students

Violence among students is not considered as something very serious. Due to our culture of "machismo" – which means that all boys are supposed to be strong and dominant – many boys are more aggressive than girls.

What is your reaction when some of the classmates bother you?	You get angry	You insult them	You hit them	You warn them
Girls*	36%	9%	9%	9%
Boys*	56%	22%	56%	11%

\* Percentage of girls/boys are affected per gender group.

## Germany

### Violence between teachers and students

Some teachers belittle, insult and affront students. Some misuse their authority by ignoring or humiliating them. Teachers more often belittle girls and rather wield power over boys. Sometimes teachers throw erasers or keys at students and, on rare occasions, slap them in the face or squeeze them.

In Germany, violence is also committed by students against teachers. Occasionally, they make use of their superior number and insult or offend them. Violence between students and teachers becomes more aggressive in higher classes. Students think of themselves as being more violent than teachers.

### Violence among students

Bullying, insulting, brawling, excluding, teasing and humiliating others happens frequently. There are also cases of racism. Girls more often form cliques and exclude others. They back-bite each other and insult boys. In higher grades bullying is more subtle, which makes it harder to identify. Younger boys fight a lot amongst themselves. When they get older, verbal violence, especially against girls, increases, while there is less physical violence.

## India

Attitudes at home and in school are linked. Violence has its roots in the family and in the community.

### Violence between teachers and students

Girls are considered weak and boys tough. Therefore girls usually receive milder types of punishment like being asked to go out of the classroom, or to raise their hands while standing in the bench. They are denied opportunities in sports and in assignments requiring "toughness". Boys are beaten with a rod or punched.

### Violence among students

Teasing is very common and can happen between teachers and students as well as between students. Both girls and boys face verbal and emotional abuse but boys humiliate girls with obscene remarks that can be also found written in the bathroom or classroom.

# Our perspectives

## Discrimination against Girls

A lot of girls have to face the double burden of work at home as well as in school, like cleaning the classroom or fetching water for the teacher. At home, their mobility is often restricted, especially when they are older. This happens because girls are being prepared for marriage and are considered the property of others.

Girls normally go to public while boys go to private schools where the education is better. Most boys receive coaching or extra classes. In general there are far fewer female than male teachers working in schools. Male teachers favour boys. Girls are at a disadvantage when it comes to seating, recreation or dress code. They usually have to sit in the back benches and are not allowed to play or wear what they like.

Sex education is not taught in school, which reinforces gender stereotypes among girls and boys. Our schoolbooks also promote traditional gender stereotypes.

## Philippines

Boys experience more physical violence like being boxed or slapped, whereas girls suffer emotional violence like back-biting and teasing. Violence happens in school because children are exposed to violence in the home and the community which partly results from stress associated with poverty.

### Violence between teachers and students

Female teachers often discriminate, pinch or say hurtful words to girls, and spank or make boys squat. Both girls and boys complain about being humiliated or ignored in class.

Some male teachers touch girls and boys in sensitive parts of the body, make sexual advances or use obscene language. The boys also experience obscene language from female teachers.

### Violence among students

Girls face teasing, obscene jokes and humiliation from boys. Amongst themselves they pull each other's hair, slap, tease each other and swear. Boys start fist fights and are sometimes slapped by girls.

## Tanzania

### Violence between teachers and students

Violence between teachers and students includes insults, tempting, beating, forced sex, mockery, slashing, leapfrogging, seducing and caning.

Female teachers mostly insult girls, suspend them from class and sometimes beat them. Female teachers beat, mock and stigmatise boys. Girls think female teachers seduce the boys. Many male teachers seduce girls and force them to have sex by enticing them with sweets, French fries, money or better marks. Male teachers cane and slap boys, quarrel with and have physical fights with them.

Girls and boys mostly mock, insult and scorn female teachers, while boys sometimes beat them. Students think that girls tempt or seduce male teachers, whereas boys fight them physically.

### Violence among students

Girls mostly insult and back-bite each other. Girls often seduce and insult the boys. Girls are subject to forced sex, kissing and rape. Boys mostly fight among each other. Older boys in particular beat, pinch and push younger ones and force them to leapfrog or dig holes. Some cases of forced sex among boys have occurred in male boarding schools.

Girls are victims of structural violence like early marriage, excessive housework, parents refusing to pay for school fees and female genital mutilation.

## Uganda

### Violence between teachers and students

Female students mostly suffer from sexual violence by their teachers, forcing them into love affairs. Peeping, rape, touching girls indecently and using abusive language are common. In higher grades, girls are promised better marks for sexual favours. Girls and boys experience severe beatings and exposure to the sun; they have to jump like a frog in the compound, lift heavy stones and water containers or kneel with raised hands. They are forced to clean toilets for a week or to collect firewood.

# Our perspectives

Some teachers discriminate against students by giving unfair marks and ignoring them when they want to answer questions. They are victimised for things they haven't done. Male students in particular are denied food in school or given a smaller portion than girls.

Students disobey or disrespect teachers by chewing while talking, entering the staff room without permission, nicknaming teachers, sitting too close to teachers, using teachers' latrines or talking obscenely. They also pull teachers' hair, grab their belongings without permission, enter their houses without permission or touch them.

## Violence among students

Girls in particular experience a lot of sexual violence committed by older boys like sexual abuse, peeping, indecent touching and forced physical relationships. Girls also use abusive words to confront boys.

Younger boys in particular are punished by older ones. They have to chop firewood or they are made to dig in anthills. Both girls and boys have to stand for hours in the sun or are forced to lift water or big stones. In boarding schools they pour water over someone's bed or cane and slap fellow students. Bullying among students is also very common. Students steal money, books, pens and bicycles or clothes belonging to other students as well as food from the kitchen. Students seldom cooperate or share ideas. Girls and boys are isolated if they have a contagious disease or when they perform poorly in school.



## D Demanding change!

Here are our demands on how to stop violence in schools as a source of inspiration for you:

### Ensure good and free, quality education

#### Ensure that all girls and boys are treated equally

#### Stop corporal punishment and sexual violence

- > Enact, amend and enforce (new and existing) laws prohibiting corporal punishment and sexual violence in schools. If teachers commit crimes, they have to be punished.
- > Send supervisors to visit the schools regularly and inspect how issues like conflict resolution, gender-based violence and discrimination are addressed in the daily school routine.

### Provide quality education for teachers

- > Train teachers in conflict mediation, violence prevention and gender issues and make sure that they act accordingly.
- > Ensure a regular evaluation of teachers by psychologists.
- > When hiring teachers, ensure that they are professionals. As a requirement, the teacher must prove his/her qualifications.

### Let students participate

- > Students must participate in setting up school rules based on children's rights.

- > Organise peer-to-peer counselling in every school.

- > Students should exchange experiences with girls and boys from other schools, visit one another and engage in joint projects.

### Give financial support

- > Ensure free breakfast and lunch in all schools.
- > Provide books and uniforms for primary, secondary and high school.
- > Provide modern and appropriate teaching materials like videos, music, photographs and posters.
- > Provide sufficient financial assistance to schools for renovation and construction of school facilities.
- > Teachers need to be well paid.
- > Each school should have a sufficient number of social workers and psychologists.

### Integrate the issue of violence into the curriculum

- > Include social learning as a subject in schools.
- > Include the issue of gender-based violence in the teaching curriculum, specifically in values education.
- > Organise teams consisting of student leaders, teachers, head teachers, parents, social workers, doctors and other stakeholders to discuss issues that support violence prevention, such as positive discipline.



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**Plan** is an international humanitarian, child-centred development organisation without religious, political or governmental affiliation. Child sponsorship is the basic foundation of the organisation.

The **Learn Without Fear** campaign envisions a world where children can go to school in safety and expect a quality learning experience without fear of threats of violence. [www.learnwithoutfear.com](http://www.learnwithoutfear.com)

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