Developing a baseline on violence in the school environment

Learning into Action Conference
Geneva, 24 June 2010
Context: Côte d’Ivoire

- Uprising September 2002
- Country divided in two
- On-going tension
- “No peace, no war”
Rewrite the Future

- Education programme for children affected by armed conflict
- Objectives:
  1. Access
  2. Quality
  3. Protection
  4. Financing
Protection Activities of Rewrite the Future

- Referral pathways
- Codes of Conduct for teachers
- Children’s Club’s advocacy
- Teaching methods training – alternatives to corporal and humiliating punishment
Violence in Schools Research

• Objective:
  – To understand the types and frequency of violence and abuse experienced by children in schools and some of the main causes

• What we were hoping to understand:
  – The impact of conflict on levels of violence in school environment - regional variation in the violence
  – Baseline / current situation so we could evaluate our programme impact
Developing the methodology

- Discussions with Ministry of Education at National level
- Methodology and tools developed by committee, representatives from:
  - Ministry of Education
  - Local and international NGOs
  - Save the Children protection & education
Research methods used

Qualitative:
• 44 Focus Group Discussions: 78 parents, 136 pupils, 84 teachers
• Role plays with children: 472 children
• Children’s drawings: younger children: 579 in total
• Key Informant Interviews: local education authorities: 15

Quantitative:
• Questionnaires: 472 (212 girls, 260 boys)
• What do you think about hitting a child?
  – Good?
  – Bad?
  – Don’t know?
Site selection

• Identify 4 sites: from rural north to urban south
• Engage Local Education Authorities at district level
• Minimum 4 schools in each area
• Schools supported by Save the Children and schools in which we have not yet started working
Children do role play
What went well?

- Showed geographical variation in types of violence & prevalence of different forms of violence
- Sexual violence reported in questionnaires, drawings and adult key informant interviews
- Locally appropriate child friendly images in questionnaire
- Children enabled to feedback on their situation and speak out in confidential context
Difficulties

• Children not engaged in developing tools
• Not all children can read or write French well enough
• Tools not tested and evaluated before running research
• Consultant lacked experience doing research with children
• Lack of technical support for the researcher
Children draw dangers in school
Difficulties continued

• Adults hard to get female participation:
  – parents, education authorities and teachers mostly male

• Lack of funding not able to do:
  – Child developed action plans
  – 2nd round of research to assess impact
Thank you for listening

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