Safe and Nurturing Schools: Transforming Social and Gender Norms to Create Positive Learning Environments

Presentation for Equity Initiative & CIES 2020
Outline

- Goal
- Approach and theory of change
- Program content
- High level findings
- Recommendations
Goal

Children are learning in an equitable, safe, non-violent and nurturing school environment.

SUB-GOAL: School administrators, teachers, students and the whole school community are equipped and taking action to prevent and respond effectively to violence in school.
Approach

Whole-school, whole-community approach

Participatory, activity-based, ongoing group education method
Theory of Change: Safe and Nurturing Schools project model

GOAL: Children are learning in an equitable, safe, non-violent and nurturing school environment.

SUB-GOAL: School administrators, teachers, students and the whole school community are equipped and taking action to prevent and respond effectively to violence in school.

Intervention Strategies:

- Whole-school and whole-community approach to prevent and respond to violence in school, using a gender transformative approach to creating a safe and nurturing school by:
  1. Changing harmful beliefs, power dynamics and gender norms that lead to violence;
  2. Promoting gender inclusive and child-friendly pedagogy for teachers;
  3. Equipping teachers and parents with positive forms of discipline;
  4. Empowering students, parents, PTA/SMC, and community stakeholders to prevent, report, and respond to violence in the schools.

Enabling Factors:

- School management and local government officials support school efforts to reduce violence in schools

Barriers:

- Teaching/learning strategies and discipline methods that reinforce violence
- Lack of responsive school and community-based reporting and referral mechanisms
- Social, gender norms and beliefs that perpetuate unequal power relations
- Tolerance of emotional, sexual and physical violence in the community
- Low policy implementation and legislative framework that responds to violence in schools

Whole-school and whole-community approach to prevent and respond to violence in school, using a gender transformative approach to creating a safe and nurturing school by:

1. Changing harmful beliefs, power dynamics and gender norms that lead to violence;
2. Promoting gender inclusive and child-friendly pedagogy for teachers;
3. Equipping teachers and parents with positive forms of discipline;
4. Empowering students, parents, PTA/SMC, and community stakeholders to prevent, report, and respond to violence in the schools.
The Manuals

Teachers' Training Programme to Promote Safe and Nurturing Schools

Community Training to Promote Safe and Nurturing Schools

Students Training Programme to Promote Safe and Nurturing Schools
Program Content

- Understanding gender roles and expectations
- Power and gender dynamics
- Understanding and recognizing violence
Program Content

- Corporal punishment and positive discipline
- Preventing and responding to violence
- Reporting and referral mechanisms
Mobilizing the school to action

Graduation and celebration

Program Content: Creating Safe and Nurturing Schools

Engaging men & boys

World Vision
Baseline Methodology

- Mixed methods
- Surveys, interviews, focus groups, participatory learning & action
Findings: Presence of SRGBV

Bullying

74.2% of the learners have experienced some forms of physical bullying in the schools.

62.6% of the learners experienced or witnessed psychological bullying in the schools.
Findings

- 73.2% of learners experienced or witnessed physical corporal punishment
- 82.2% of teachers reported to have administered various forms of physical corporal punishments to learners
- forced by parents to do heavy work, such as fishing
- beaten by parents and teachers
- punished severely at school such as fetching firewood
- digging pit latrines and rubbish pits
Findings

• 42.9% of learners reported to have experienced some physical sexual harassment
• 50.5% of learners reported to have experienced some psychological sexual harassment

• touching breasts or other private parts
• pulling clothes or underwear
• sexual comments
• sexual gesture
Drivers

- Attitudes and beliefs
- Rigid gender roles
- Tradition and practices (e.g. traditional dances and marriage ceremonies)
- Inequalities
Intensify focus on positive discipline in school and at home

Encourage schools to establish school-level codes of conduct

Teacher training on gender-sensitive pedagogy

Ensure child clubs focus on children’s rights
Thank you

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