



Save the Children



Positive Discipline Violence Free Schools in Nangarhar

**Final Report 2009
Jalalabad - Afghanistan**

Introduction

This is the final report on the Save the Children Sweden-Norway “Positive Discipline - Violence Free Schools in Nangarhar” which ran from 1 April to 31st December 2009. The report is structured according to the proposal sent to the German Government in February 2009 and the tasks outlined there.

The 2009 baseline study mentioned in the report is available in a brief form from Save the Children Sweden-Norway.

The project is limited in time and therefore the evaluation of the direct impact of the project is not possible. However, examples of project impact are included in this report for illustration purposes.

As a direct result of the positive impact the project has had in the schools, other schools are replicating the structures introduced in the schools included in the project and the Afghanistan Department of Education in Nangarhar Province is very positive to the program and express hopes that the programme will be extended.

The concept developed in this project and other parallel and previous violence free school projects in the last 1,5 years has proven to work very well. The methods developed are now ready to be quality assured and tested further in order to finalize a wider replicable concept.



Save the Children is an independent nongovernmental organisation that secures and protects children's rights - to food, shelter, health care, education and freedom from violence, abuse and exploitation. We deliver immediate and lasting improvements to children's lives worldwide.

Save the Children Sweden-Norway has been working in Afghanistan since 2000. Our way of working close to people and on their own terms has enabled us to deliver lasting change to tens of thousands of children in the country. The UN Convention of the Rights of the Child underpins all Save the Children activities and is the basis of our work.

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Reporting According to Activities

1. Organize meetings to inform school authorities about our project and involve them into the implantation of the UNCRC

The activity was conducted within the time frame. The Nangarhar provincial education director, protection officers for schools and 10 school administrators met and endorsed the Positive Discipline Project. They also agreed to further support the implementation of UNCRC in schools. They committed themselves to offer any further assistance in this regard.

2. Recruit project staff

A project officer, two project supervisors and seven school facilitators were recruited for this project through tests and interviews. They were trained on basic child related issues such as: Child protection, child participation, violence prevention and positive discipline. They were also trained in training of trainers.

3. Conduct a baseline survey in each school.

A baseline survey was conducted within the time frame in the seven schools in the project.

A total of 84 students (36 girls and 48 boys) aged 7-18 years participated directly in the baseline study through focus group discussions. An additional 840 (480 boys and 360 girls) students participated indirectly in the study through classroom observation.

A total of 14 teachers (8 male and 6 female) participated in the survey through structured interviews. An additional 42 teachers (24 male and 18 female) participated in the research through classroom observation.

4. Capacity build teachers, headmasters and school administrators through a series of work shops. The training will include child rights, protection measures, positive discipline, child development, child participation and gender/non-discrimination. The religious leaders will be involved to include the Islamic perspective.

More than 650 teachers, head masters and school administrators were trained and sensitized. The overall training package included the above subjects and was structured as follows:

A total of 685 (379 male and 306 female) on UNCRC, a total of 409 teachers (298 male and 111 female) on gender/non- discrimination. A PHP training was organized for 493 persons (210 female and 283 male) A child protection training for 610 persons (271 female and 339 male).

5. Implement effective child protection monitoring and reporting mechanism in the targeted schools.

A previously developed, proven and approved-by government system of reporting was introduced in the seven schools, to facilitate the urgent solution of problems and abuse of children by adults or other children. The reports are filed to the student council in the school, the Parent Teacher Student Association and the child protection committee.

The system allows every student that is subject to physical and humiliating punishment to feel safe to talk to any of the introduced structures (PTSA and Student Council) about the issue. The student is taken seriously and a report is filed to the local Child Protection Committee and the problem is ultimately dealt with. This requires training and follow up in the school. A monitoring schedule and team was also set up in order for the facilitators to follow-up the implementation of the system of child protection.

In order to go from a situation where violence is prevalent to an environment where students openly and without fear of repercussions report abuse, much work is still needed and additional trainings required. However the structure is now in place.

6. Establish, train and involve Parent Teacher and Student Association (PTSA) in implementation and monitoring of the mechanism.

Seven PTSAs were established in the project schools with a total of 133 members – 57 female and 76 male parents, teachers, students and religious leaders (who are also parents to children in the schools). All members have been trained on child rights, child development, child centered learning methods, gender based non-discrimination, physical and humiliating punishment.

PTSA regularly monitor schools according to the monitoring and in case of need they are called at any time.



Female PTSA members during group work.

7. Establish, train and involve Child Protection Committees in implementation and monitoring of the mechanism.

Ten child protection committees have been established in the project schools consisting 110 members (33 female and 77 male) head teachers, teachers and students. The members are volunteers and are accountable for preventing gender violence, physical and humiliating punishment, child abuse, bullying, nepotism and other forms of violence in schools, they also provide first aid to students inside schools.

8. Develop systematic data collection systems in order to measure the impact of different children (gender, age, social background).

School project were found to be very useful, and has been used successfully for the monitoring and evaluation process during 2009.

9. Continuously hand over findings and learning's and capacity build the provincial education authorities.

Relevant Members of provincial education department have taken part in the same trainings as the school staff of the project schools.

The provincial education department protection branch has continuously been updated on the plans and development of the Positive Discipline Project in their weekly protection meeting.



The administrator of Chicknawry Boys High School, project supervisors and the facilitator during a PHP training session.

Project Impact Illustrations

The following two examples reflect the impact of the project.

The first illustrative example is of a faulty wall construction that was subsequently corrected after an intervention by the PTSA. The PTSA report reads as follows:

“We as the PTSA member of mia omer boys’ high school are accountable to respond to All those responsibilities which is stated in our charter one of those is the infrastructure of school building which was also highlighted in the 2008 baseline survey by all students and teachers of this school, for this purpose we struggle to raise the school fund, and we were succeeded in it, that the education directorate did the agreement with one of town’ construction company, but they built the wall over the old one which has the possibility of flatten down on students.”

The second illustrative example is of weapons and other harmful objects confiscated at schools since the new mechanisms (PTSA, student council, protection committee) started functioning. Through a campaign of parental awareness, the education department in Nangarhar has also reinforced the eradication of weapons in schools by warning parents to keep their children away from weapons and announcing sanctions for corrupt teachers who allow students to spread violence in school in exchange of gifts and bribes



The school surrounding wall is about (50metere) long and (1.5metere) high built on the old one (first construction)



PTSA members instructing the workers for the rebuilding of school surrounding wall, (2,5metere) high (second construction)

