



Learn

without fear.

PLAN'S GLOBAL CAMPAIGN TO

END VIOLENCE IN SCHOOLS

CAMPAIGN PROGRESS REPORT

About Plan

Founded over 70 years ago, Plan is one of the oldest and largest children's development organisations in the world. We work in 48 developing countries across Africa, Asia and the Americas to promote child rights and lift millions of children out of poverty.

Plan works with more than 3,500,000 families and their communities each year.

Plan is independent, with no religious, political or governmental affiliations.

About the campaign

Every child has the right to a safe school environment. Plan's Learn Without Fear campaign aims to end violence against children in all schools, with a focus on the 48 developing countries in which Plan works. The campaign targets three of the most common and damaging forms of violence in schools: sexual violence, bullying and corporal punishment.

Abbreviations

ADP	Asociación Dominicana de Profesores
CAB	children's advisory board
CHI	Child Helpline International
CFS	child-friendly school
EU	European Union
FLACSO	Facultad Latinoamericana de Ciencias Sociales
INGO	international non-governmental organisation
MEC	Ministry of Education and Culture
MEP	Member of the European Parliament
NGO	non-governmental organisation
ODI	Overseas Development Institute
OECD	Organisation for Economic Co-operation and Development
OEI	Organization of Ibero-American States
UN	United Nations
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund

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Plan believes that every child has the right to a safe school environment. Our vision is of a world where children can go to school in safety and learn without fear or threats of violence.

Introduction

Campaign rationale

Plan's Learn Without Fear campaign was set up to address the fact that cruel and humiliating forms of physical punishment, gender-based violence and bullying are a daily reality for millions of children. Each year, 150 million girls and 73 million boys across the world are subjected to sexual violence, and 20–65 per cent of schoolchildren report being verbally or physically bullied.¹ At present, almost 90 countries have not yet prohibited corporal punishment in schools.²

Plan believes that every child has the right to a safe school environment. Our vision is of a world where children can go to school in safety and learn without fear or threats of violence. Based on this vision, three global goals have been set, following consultation across the organisation.³

1. To ensure that every country has laws to protect children from violence in schools that are enforced, and that those responsible for keeping children safe deliver on their promises and fulfil their duties
2. To ensure that all governments recognise the scale and severity of school violence and provide appropriate care and support for children affected by violence in schools
3. To ensure that children and adults respect and promote children's right to protection from violence in schools.

Underpinned by the Convention on the Rights of the Child and the Millennium Development Goals, the campaign has built on the impetus created by the *United Nations Secretary-General's Study on Violence against Children*, published in 2006. It has also built on Plan's expertise in quality education, school improvement and child protection. Plan's child-centred community development approach to grassroots work is also crucial to the implementation, success and impact of the campaign.

A survey carried out in 2007 found that the main school violence issues affecting the children Plan works with were corporal punishment, sexual violence and bullying, and these became our main campaign themes. The campaign was launched globally in October 2008.

This report

This report summarises the work carried out by Plan campaigners across 60 countries* during the first year of Learn Without Fear. It is based on a monitoring and evaluation questionnaire and two pilot projects.

The report has seven sections. The first three show progress in our three campaign goals. The fourth shows evidence of Plan's campaign efforts, and the fifth explains how the effects of the campaign will be measured. Since Learn Without Fear is not only taking place in the southern hemisphere, the sixth section lists key strategies and activities implemented by Plan campaigners in OECD countries. The final section summarises key lessons and next steps.

*The term '60 countries' refers to 49 Plan country offices in the South (Plan's main offices in North Sudan and Southern Sudan were treated as separate offices for the purposes of this report) and 11 Plan organisations in OECD countries.

Headlines and achievements

Laws:

- Plan campaigners helped to improve laws in Ecuador and Nicaragua. Consequently, 5,554,877 school students are better protected from violence than before Learn Without Fear.
- In Bolivia, Nepal, Pakistan, the Philippines and Tanzania, Plan campaigners are leading efforts to pass bills on school violence related issues. When they succeed, 105,175,558 more children will have their right to a violence-free education protected by law.

Progress indicators:

- The governments of 30 countries have invited Plan to work with them to stop school violence.
- On average, 1,354 children took part in the design of the campaign in each country, making it truly child-centred.
- In total, 286,216 children have been involved in Learn Without Fear campaign initiatives.
- Plan has trained 8,289 teachers across 26 countries on 'positive discipline'.
- Plan has trained 11,813 public servants on school violence related issues.
- Plan has invested €2.55 million (US \$3.78 million) on Learn Without Fear in the southern hemisphere.

More progress indicators can be found on page 15.

Research:

- In a study conducted in schools in Ghana, Guinea-Bissau and the Philippines, 16.2 per cent of all participants were inappropriately touched by their teachers and 26 per cent by other students in the 12 months prior to the study.
- 94 per cent of Peruvians and 71 per cent of Kenyans think their governments should outlaw school violence.

On analysis of the results, Plan has also found the following.

- Including child rights and peaceful coexistence principles in the national school curriculum is of utmost importance – it not only helps reduce school violence rates but also ensures that children grow up better able to appreciate the value of peace and democracy as citizens in adult life.
- Teachers need to reward positive behaviour and academic work – physically chastising students is demoralising and ends up increasing levels of violence.
- School violence reflects violence in society as a whole, and therefore an appropriate response needs to be holistic, participatory and measurable.

Goal 1 – Improving laws

Despite universal declarations and public statements emphasising how critical it is to stop violence against children, only a fraction of countries have national laws able to prevent school violence from occurring or to prosecute perpetrators of violence. Following a legal audit published by Plan and ODI in 2008,⁴ Learn Without Fear campaigners decided that improving laws was a critical step in preventing violence in schools.

Corporal punishment

At country level, Plan found it was crucial to outlaw corporal punishment to challenge the social norms that perpetuate this behaviour against children. However, 15 out of 49 southern countries showed that the countries do not have laws against corporal punishment; 20 showed that countries have laws but incidents are rarely reported. Equally concerning is that in none of these countries are existing laws fully implemented and enforced.

In the first year of the campaign, Plan has been successful in supporting governments to improve laws.

- Plan **Bolivia** has played a critical role in the drafting of a supreme decree against all forms of school violence, which is expected to be passed in the near future.
- Plan **Philippines** is leading efforts to pass the House Bill 6699, which would prohibit corporal punishment in all settings, including schools. This bill has been approved by three House of Representatives' committees and should be scheduled for plenary deliberations soon.
- Plan **India** is working to ensure that corporal punishment laws – particularly the recently passed Right to Education Act 2009, which prohibits corporal punishment in schools – are extended and enforced across all states.
- Plan **Ecuador's** work with the government has resulted in article 347 of the constitution, which decrees that the state is responsible for the eradication of all forms of violence in the education system and for the protection of students' physical, psychological and sexual wellbeing.

- Plan **Nepal** has teamed up with the Ministry of Education, UNICEF and Save the Children to make schools violence-free. From July 2009, any school or organisation seeking education-related support from Plan Nepal must commit to implementing positive discipline methods.
- Plan **Nicaragua** has successfully worked with the Ministry of Education to issue decree 134–2009, which seeks to eradicate the use of corporal punishment in schools. Although the decree does not have the force of national legislation, it is the strongest government commitment yet to banning corporal punishment in schools across the country.

Sexual violence

Sexual violence against girls tends to remain a silent crime because of the stigma attached to the early loss of virginity. Female students face expulsion from school if they become pregnant or are involved in early marriage, and there is a broad lack of confidence in the judicial system's ability to protect the rights of ordinary citizens. The failure to bring aggressors to justice makes it harder to prevent violence in schools,⁴ so perpetrators frequently remain at school while affected children are forced to leave in shame.

Plan has taken a number of steps to help tackle this issue.

- In **Sierra Leone**, Plan raised awareness of the issue through a range of media and community groups and created an environment where people felt able to broach difficult subjects. This culminated in a mass protest in Moyambo involving thousands of children, parents and teachers over the case of a young girl who died following a sexual relationship with her teacher and a subsequent abortion; they were also calling for an end to abuse in schools.
- In **Tanzania**, Plan is hosting task force meetings to discuss a new bill to tackle the problems implementing existing laws.
- Plan **Bolivia** has contributed to a parliamentary initiative driven by the Commission on Human Rights and the Commission on Social Policies, entitled *Eradication of sexual violence at work and school*.

“If we are seriously to address the issues of school drop-outs and improve school enrolment, we have to ensure that our children learn that violence is never allowed and that they can lead their lives in non-violent ways too.”

Raja Mohammed Anwar, chairman of the task force on education, Pakistan

Of the 49 southern countries studied, only **Egypt** and **Pakistan** have no laws to protect school-aged children from sexual violence. However, Plan colleagues in 43 of these countries reported either “Law exists but incidents are rarely reported” or “Law exists and incidents are normally reported, but perpetrators are rarely prosecuted”. This represents a huge ongoing challenge for the campaign.

Bullying

When talking about violence against children, most of the people think of adults as aggressors.⁵ However a large proportion of violence, experienced by children at all grades in school, is inflicted by their peers.⁶

Brazil and Indonesia are countries where this aspect of the campaign is being particularly emphasised.

- In **Brazil**, Plan is helping the municipality of São Paulo with the implementation of Law 69/09, which promotes awareness raising and prevention measures on school bullying, and is working to scale up the adoption of a similar law by other states. We are also using a series of media tools to heighten awareness of the issue, including a website (www.aprendersemmedo.org.br).
- Plan **Indonesia** conducted a survey of violence in 11 schools involving over 1,200 students. It found that the most prevalent form of violence was verbal and psychological bullying. Colleagues in Indonesia have been using the research to work and raise issues with the Ministry of Education and other relevant organisations.

Plan believes that there should be no more excuses for violence against children and no compromise in ensuring their legal protection.⁷ Legal and policy initiatives, however, only take on their full meaning if they are accompanied by well-resourced institutional reforms and robust data.

Goal 2 – Recognising the scale and severity and ensuring appropriate care

Partnerships with governments

Through the Learn Without Fear campaign, Plan has been able to talk to governments about violence against children in schools, making specific demands and suggestions for how to stop it. This type of work means that Plan is having a positive impact beyond the communities we work in – for example, during this first year, senior government officials in 30 countries invited Plan to help them stop school violence.

The following are examples of government support resulting from Plan’s campaign work.

- In **Burkina Faso**, Plan is a member of the national advisory board on school violence.
- In **Sri Lanka**, the Ministry of Education have agreed to incorporate Learn Without Fear into their child-friendly school programme.
- In **Togo**, Plan met with the ministers of Education, Decentralisation, Communication and Social Action and the President and Cabinet of the national parliament. The Ministry of Education made a commitment to sustaining the campaign, and the Minister of Decentralisation promised to send written instructions to local government officials.
- In **Zimbabwe**, the government has recently launched the campaign as their own initiative.

Holistic approach

Since school violence is a complicated problem, it is critical to turn the political momentum discussed above into action across many sectors.

Reporting systems

No community is free of school violence. However, most is unrecorded, and there is an urgent need for better data collection systems. One of the biggest challenges for this campaign is the lack of accurate information about the global scale of school violence. As Eric Debarbieux,

Table 1 Number of countries* which show evidence of systems in place recording school violence incidents

	Asia	East Africa	Latin America	West Africa	Out of 49 countries
A national data collection system for school violence incidents exists	3	1	1	2	7
The police records school violence incidents	5	6	3	6	20
The judicial system records school violence incidents	5	4	2	5	16
The health system records school violence incidents	5	2	2	5	14
The police, judicial system and/or health system share information on school violence incidents	5	2	0	2	9
The data on school violence incidents is made publicly available	2	1	0	2	5

President of the International Observatory of Violence in Schools, points out: “We cannot but admit that official sources remain relatively rare, inconsistent and unreliable.”⁸ Table 1 confirms this.

Among 49 southern countries, only a few of them have systems in place to record incidents of school violence.

- In **Colombia**, government bodies (such as the ministries of education, health, and social protection), the Attorney General’s office, the Ombudsman, and Plan are currently supporting the establishment of a unified data collection system for children’s rights, which will record school violence and related issues. A similar project is also being carried out in **Kenya**.
- In **Zimbabwe**, data collection is erratic. Plan has provided financial and technical support at national and district level to the Victim Friendly Unit so that it is able to collect data and follow up on cases.

Referral systems

In most countries where Plan works, referral systems are in place for children who require support from the police (34 countries), judiciary (29 countries), health (33 countries) and other non-governmental organisations (NGOs) (34 countries). In 27 of these countries, these stakeholders work together to support children affected by violence.

Yet, 12 countries have not developed referral systems at all. Where referral systems are in place, there is a critical need to improve referral procedures and accessibility – for example, by scaling up successful initiatives.

- In **Paraguay**, Plan edited the *Handbook on Care and Proceedings against Child Abuse* – the only one in the country – that seeks to standardise the procedures to be followed in child abuse cases. The secretariat for children has distributed it to police officers, judges and health professionals, and is expected to review the handbook for the education sector within the framework of the Learn Without Fear campaign.

Child-friendly policing

As part of our holistic strategy, Plan has been working with the police in several countries.

- In **Peru**, Plan and the national police service recently signed an agreement to prevent violence against children, including school violence. Plan staff have developed a child-friendly version of the police procedures manual.
- In **Sri Lanka**, Plan and the government are training police officers and health professionals in child protection, including school violence related issues.

"In this confusing world, people tend to cast aside good manners and ethical values ... For that reason and given the crisis that the country is facing, we must join together and do our best to rescue those values."

Jhoan, aged 15, Colombia

Bridging capacity gaps

Plan campaigners were aware of only a few countries with central government funding to tackle corporal punishment (6 countries), sexual violence (17 countries) and bullying (3 countries). The numbers of countries that offered government officials training on dealing with these issues were even smaller: 8, 11 and 1 respectively.

Plan staff identified areas in the social welfare and justice systems that were not responding to school violence, and offered tailor-made training on a number of issues, including the scope, causes and consequences of school violence, and the care and support for children affected by it (Chart 1, right).

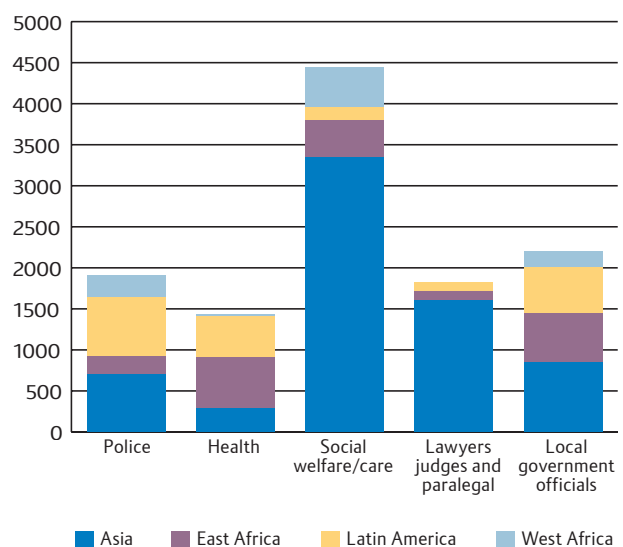
In 24 countries, Plan staff are working directly with public sector staff to ensure that health and judicial procedures work in the best interests of schoolchildren and in accordance with their rights.

- In **China**, Plan worked with the All China Lawyers' Association to set up a national child legal support and protection network to provide free legal advice to children.
- In the **Philippines**, Plan, in partnership with the Philippine Judicial Academy, conducted training for judges, prosecutors and other court personnel on handling child abuse cases.
- In **Cambodia**, Plan has teamed up with the Child Rights Foundation and Partnerships against Domestic Violence to offer lawyers to school violence victims free of charge.
- In **Malawi**, paralegal officers are supporting Plan by easing legal procedures in cases where children have been affected by violence.

Plan and child helplines

Child Helpline International (CHI) is a global network of child helplines, working to protect children's rights. It works in 119 countries. Last year, child helplines across the world received around 14.5 million calls from children and young people who needed crisis intervention, rehabilitation, counselling or someone to talk to.

Chart 1: Public servants trained by Plan on school violence related issues (first year: 11,813 people)



Because CHI is in a good position to gather information about children and violence in schools, Plan and CHI are working in partnership to fill some of the gaps in our knowledge about the scale and severity of the problem at a global level. This evidence will inform joint advocacy work.

In a number of countries, Plan colleagues are campaigning for the establishment or expansion of confidential child helplines at local and national level.

- In **Kenya**, Plan worked closely with the government, Childline Kenya and other partners to make the helpline more accessible and free. In 2008 the number of calls to the helpline increased by 100 per cent.
- Plan **Togo** and a host of partners, including mobile and telephone companies and other international NGOs, set up a pilot child helpline. Launched by government ministers, the helpline is called Allo 111 and will give children access to 27 trained counsellors. If successful, the helpline will be rolled out across the whole country.

An evidence-based campaign

Because research and data are critical to ensuring that the right changes are made to address violence in schools, Plan is developing research projects at local and national levels.

In the first year of the Learn Without Fear campaign, Plan carried out 45 pieces of research in 35 different countries. Unsurprisingly, most of the research focused on the three main campaign themes. The research also covered issues that were most important to children in the areas where we worked – for example, in **Colombia**, research was done on children and armed conflict, and in **Ghana**, violence and labour exploitation was investigated. The research produced valuable information for those working in these areas, and Plan will publicise the results as widely as possible.

Plan has also been working with the World Health Organization to inform the development of health indicators to monitor violence against children in low and middle-income countries.

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Goal 3 – Respecting and promoting the right to a violence-free school

Working with the education sector

School policies

One strategy that Plan employed to tackle violence in school settings was to either create or support the implementation of model policies and guidelines to improve the school environment. In total, 1,474 schools are working with Plan to develop these policies. For example, in **Pakistan**, there are 262 model schools where academic standards are higher, and cleanliness, punctuality, outlook and behaviour are better than average.

Codes of conduct

Another strategy was either to help devise or enforce codes of conduct within schools. In total, 7,852 schools in communities where Plan works have adopted a school-based code of conduct for teachers and students.

- In **Ecuador**, Plan and partners played a critical role in drafting ministerial agreement 182, which makes it mandatory for each school to adopt a school code to prevent school violence.
- In **Ghana**, all 17,000 schools in the country have a code of conduct, and Plan is supporting its implementation, including training teachers on child-friendly teaching methods. A similar approach has been taken in **Benin, Malawi, Mali, Niger, Sri Lanka**, and **Tanzania**.
- In **Paraguay**, 238 schools are involved in the ‘active school’ project. The school code of conduct is based on simple behaviour guidelines developed collectively by students, teachers and school principals.

School curriculum improvement

Plan has worked on school curricula in a range of countries.

- In **Cambodia**, children’s rights, gender and conflict resolution have been integrated into the national

“Working together with teachers’ unions can help us to increase political pressure on governments to improve living and working conditions of teachers, which are often at the root of frustration and physical and verbal aggression against children.”

Anastasia Koudoh, Plan West Africa’s regional campaign coordinator

curriculum. Children’s rights and positive discipline are being included in the teacher training curriculum across the whole country, based on government directives on the rights of the child and student punishment. The government has adopted a child-friendly school (CFS) policy and approved a master plan for CFS, which states that schools should:

- be inclusive of all children
- be academically effective and relevant for all children
- be healthy, safe and protective
- take into account issues specific to boys or girls
- involve families and communities
- provide a supportive education system that enables children to develop to their full potential.
- In **Togo**, Plan is working with government representatives to include alternatives to corporal punishment in the teacher training curriculum.
- In **Zambia**, initiatives have been established to engage civil society in helping to include human rights in civic education in secondary schools. Plan has been asked to review and validate the changes.

Bridging capacity gaps

Plan has followed two complementary approaches: running training courses and devising manuals for use by pupils and teachers. In the first year alone, Plan colleagues in 26 countries have trained 8,289 teachers in positive discipline methods and preventing school violence and created two training manuals.

- Plan **Germany** published a peer-to-peer manual on tackling school violence. The project involved over 275 young people from **Tanzania, Uganda, Colombia, Ecuador, India, the Philippines and Germany** who came together to develop and produce the manual, which contains practical exercises and perspectives from around the world. The manual looks at violence in schools from a gender perspective and discusses ways of identifying and tackling these issues. Before the manual was published, it was tested in participating

countries to establish whether it worked in different cultural settings and with varied age groups. It is due to be translated into Spanish and French. For more information about this project please visit: www.learnwithoutfear.ning.com

- In collaboration with Plan **Finland** and Plan **Belgium**, Plan **Vietnam** produced an easy-to-use practical training manual on positive discipline. The manual is aimed at trainers working with both parents and teachers and is designed to provide them with the lessons and skills needed to teach using positive discipline. In developing the manual, opinions were sought from education specialists, psychologists, teachers, parents and the government. From the testing that has taken place so far, parents have reported positive change in children’s behaviour when disciplined using these alternative methods. For more information about this project please visit: plan-international.org/learnwithoutfear

Working with partners to keep children safe

Plan cannot solve such a vast problem alone. We strongly believe in a partnership approach, because this avoids duplication of effort, is more efficient, and amplifies our voices when persuading legislators and decision makers of the need to stop school violence.

Child participation

Children have played a critical role in describing school violence and in shaping the most effective response. This approach redistributes power relationships between adults and children and emphasises the need to work towards a common goal: schools free of violence.

The following are examples of how Learn Without Fear has established successful partnerships across the world.

- Plan **Benin** promoted the campaign at an inter-college music competition attended by 5,000 people. The competition featured choreography and songs by prominent artists about violence in schools and gave young people the opportunity to showcase their artistic ability.

- In **Cambodia**, Plan trained 450 child peer educators on child protection and school violence prevention issues.
- A 15-year-old boy from one of the poorest parts of **Colombia** was presented with the Pedro Pascasio Martínez of Republican Ethics medal by the ethical commission of the Colombian congress for his leadership on honesty and ethics in his school. He took part in projects led by Plan that encouraged peace-building in a district ravaged by 40 years of armed conflict. He also participated in the Caja Mágica project, where children produce a magazine that helps them to speak out on issues affecting them and to promote their rights. The young peace builder project in Colombia reaches 36,000 children through peer-to-peer education projects.

Teachers as key allies in stopping violence

Plan believes that teachers are some of our most important allies in the campaign to end school violence. Many important initiatives have been carried out with teachers in the first year of the campaign.

- Plan, in a regional partnership with ActionAid and Education International, organised a weekend meeting in Accra, **Ghana**, which brought together over 30 members from teachers' unions, African NGOs and international NGOs engaged in combating school violence in West Africa. Plan in Ghana is also working with the National Association of Teachers to deliver teacher training and implement a national code of conduct.
- Colleagues in the **Dominican Republic** presented the campaign to an association of teachers, Asociación Dominicana de Profesores (ADP). As a result, ADP has instructed its municipal offices to support the campaign.
- In **Paraguay**, Learn Without Fear is part of the 2009 national plan for continuous training of teachers in service.
- Plan in **Sierra Leone** has contributed to the Ministry of Education's new code of conduct for teachers.

Media partners for mass coverage

The media has the potential to challenge social and cultural norms that lead to children being harmed, by reaching masses of people, encouraging debate and educating the general public. So far, Learn Without Fear has achieved impressive media coverage. We plan to continue to use the media, because this helps Plan to have a positive impact beyond the immediate areas we work in.

Plan has worked on a number of initiatives to engage the media.

- Talented youth from **Bangladesh, India, Indonesia, the Philippines, Thailand** and **Vietnam** teamed up with arts and media personalities to raise their voices against violence in schools. Prime Minister Abhisit Vejjajiva of Thailand answered young people's questions on Twitter, demonstrating how social media can be used to spread a message to the world.
- In **Mali**, the head teacher of a local school, the mayor and the Minister of Communication met with children to discuss violence in schools. The children produced a public broadcast on school violence, highlighting their concerns and demands for change. These recommendations will be incorporated into Plan Mali's existing priorities.
- Plan **Dominican Republic** launched the campaign with the support of the National Council for Children and Youth, the Ministry of Education, other NGOs, and high profile media personalities. At a press conference several journalists signed an alliance with Plan Dominican Republic to be spokespeople for the campaign, including the journalist Nuria Piera who has spoken out against human rights violations, comedian and actor Raymond Pozo, and Silvia Callado, the host of a popular youth-orientated radio show.
- In order to promote spaces for dialogue and expression, **Plan West Africa** runs www.plan-childrenmedia.org/an-end-to-violence-in-school.html which includes a selection of youth media projects.
- Plan **Finland** and Plan **West Africa** are training over 200 children in advocacy, equipping them with the skills needed to lobby for an end to school violence.

"Radio run by and for children to discuss their concerns such as violence at school and especially to challenge authorities is really worthwhile."

Iker Casillas, Real Madrid's goalkeeper

Kicking violence out of schools – partnerships in sport

Plan campaigners are using athletic events and sporting and other celebrities in order to increase media coverage.

- Plan **Brazil** has secured the endorsement of São Paulo Football Club, one of the most successful clubs in Brazilian football history, with over 17 million fans. Players and directors at the club came together to pledge their support to the campaign. The players will take part in public events over the football season to highlight and support Learn Without Fear.
- In order to raise funds and awareness on school violence prevention, Plan **Spain** and Plan **Mali** teamed up to produce two TV adverts with Real Madrid's goalkeeper Iker Casillas and the Oscar-nominated film director Javier Fesser. They were broadcast on most national TV channels in Spain. In Mali, Casillas raised the issue during a radio interview with children and had an audience with the President of Mali during which they discussed the campaign.

International commitment to preventing school violence

Since school violence is a truly global problem, there must be international support to help stop it. For example, Plan **Paraguay** signed an agreement with the Ministry of Education and Culture (MEC) and the Organization of Ibero-American States (OEI, which is made up of the Portuguese and Spanish-speaking nations of America and Europe, plus Equatorial Guinea in Africa), forging a joint commitment to the Learn Without Fear campaign. The organisations all promised adequate resources, both financial and technical, for specific projects, and promised to establish working groups on areas such as legal issues and intervention methods. The MEC will coordinate and supervise projects, while Plan will help in carrying out the campaign. The OEI will provide technical assistance via a special programme dedicated to inclusive education, culture and values.

At **global level**, Plan is part of a group that carries on the work of the UN study on violence against children¹, and Plan Norway is one of the official representatives.

The main aim of this group is to encourage and maintain NGO involvement at national, regional and international levels in campaigning with governments, UN agencies and others to ensure the study's recommendations are implemented in full.

Plan Paraguay signed an agreement with the Ministry of Education and Culture and the Organization of Ibero-American States, forging a joint commitment to the Learn Without Fear campaign.

Measuring campaign efforts

Progress against campaign goals and ‘asks’

Table 2 summarises progress made since the launch of the Learn Without Fear campaign in October 2008.

Plan’s investment

Campaigning to ensure that children’s rights are upheld is an investment in the future of children, societies and economies. In line with this, Plan has made a significant investment in combating violence in schools: a total of €2.55 million (US \$3.78 million) across 49 southern countries over the past year.

However, due to the project’s level of complexity, an increase in the budgeted expenditure is necessary for national governments, as very few of the 49 countries have allocated budgets for all three areas outlined in the campaign.

Plan’s reputation

Because Plan has been using an evidence-based approach to the campaign, we have generated information – both through research and through our programme work – that we have been able to share in order to achieve our objective of increasing recognition of the scale and severity of this issue.

Plan has been successful in promoting this information in a variety of contexts – for example, Learn Without Fear campaigners were invited to present Plan’s work at a number of high level international meetings, including:

- II Biennial World Education conference, Santo Domingo May 2009
- III World Congress against sexual exploitation of children and adolescents, Rio de Janeiro, November 2008
- Child Helpline International global conference, Jordan, November 2008
- Learn Without Fear international conference: looking at violence from the gender perspective, Hamburg, November 2008

- IV World Congress on school violence, Lisbon, June 2008.

Plan’s work has been referenced in, for example:

- Inter-American Development Bank’s report on school violence in Latin America and the Caribbean (forthcoming)
- UNESCO’s Stopping Violence in Schools: A Guide for Teachers
- The work of influential Latin American think tanks FLACSO (teaching, research, and scientific cooperation in social sciences) and Catedra UNESCO (youth, education and social studies).

Even in countries where Plan does not work, Plan has been asked to share information and expertise – for example, in **Mexico** the secretariat for human development in the state of Jalisco is promoting the eradication of violence using information from Learn Without Fear.

Measuring campaign effects

In order to measure how successful Learn Without Fear has been in promoting debate, challenging violent attitudes and reducing school violence in different populations, Plan has piloted two methods.

1. Assessing the general population’s understanding of and attitudes towards school violence by using opinion polls at various stages of the campaign.
2. Developing a child-sensitive questionnaire that allows pupils to report their experiences and concerns about school violence directly and anonymously.

National opinion polling on school violence

Colleagues in Plan **Peru** and Plan **Kenya** inserted five questions into two national opinion polls, which reached a randomly selected representative sample of households across each country.

"I am very happy with this training because it gives us a lot to fight against cases of violence that are common in our communities."

Zita, student in Benin

Table 2: Progress towards Plan's goals

CAMPAIGN GOALS	CAMPAIGN ASKS	GLOBAL CAMPAIGN PROGRESS INDICATORS	NUMBER OF COUNTRIES WHERE THIS IS TAKING PLACE
Laws protecting children from violence in schools exist and are enforced in every country, and those responsible for keeping children safe deliver on their promises and fulfil their duties.	No one can inflict violence on children in schools without facing punishment.	Plan will work with governments to develop and enforce laws against school violence in at least 20 countries .	24
	UN agencies, multilateral donors, development banks and international NGOs increase support to governments to tackle violence in schools.	Plan will initiate or participate in high-level ministerial meetings in at least 30 countries to advocate for school violence to be recognised as a priority by those working in education, child protection and other relevant sectors.	44
All governments recognise the scale and severity of school violence and ensure the provision of appropriate care and support for children affected by violence in schools.	Children are able to report violent incidents and expect appropriate care and support when they are affected by school violence.	Plan will work in alliances with partners to develop reporting and referral mechanisms for children affected by school violence in at least 20 countries .	24
		Plan will advocate the establishment or expansion of confidential child helplines in at least 10 countries .	25
	Governments establish holistic data collection systems and carry out research to ascertain the scale and severity of violence in their schools.	Plan will carry out research in at least 30 countries to understand the scale and severity of school violence and will use this data to advocate change.	35
	Significant resources are earmarked by governments and international organisations to tackle violence in schools.	Plan will work in partnership with education authorities in at least 20 countries to develop and implement plans of action to achieve violence-free schools.	30
Children and adults respect and promote children's right to protection from violence in schools.	Children are recognised as critical participants in developing strategies and solutions to address violence in schools.	Plan will work with children and young people in at least 40 countries to help break the cycle of violence. We will listen to children's views and encourage their involvement at all stages of the campaign.	25
		Plan will work with teachers to manage classes and discipline children without using violence in at least 20 countries .	26
	Pupils, parents, all school staff and the community work together to expel violence from schools.	We will work with teachers, parents and children in at least 40 countries to raise awareness of and build capacity to tackle the effects of violence and promote positive alternatives to violent discipline methods.	26
		Plan will also work with the whole school community to either create or enforce existing schools' codes of conduct. We will work with at least 5,000 schools around the world to raise awareness of violence and its effects.	7,852 schools

On a scale of 1 to 7, where 1 means a very small problem and 7 means a very big problem at national level, on average, Kenyans scored school violence 4.7 and Peruvians 5.7.

Taking into account these very high scores, and that the large majority of Kenyans (70.9 per cent) and Peruvians (93.9 per cent) think governments should outlaw school violence, Plan has a clear mandate in both countries to work with the authorities to improve and enforce laws to protect school children.

Chart 2: What would you do if you saw a child being beaten?

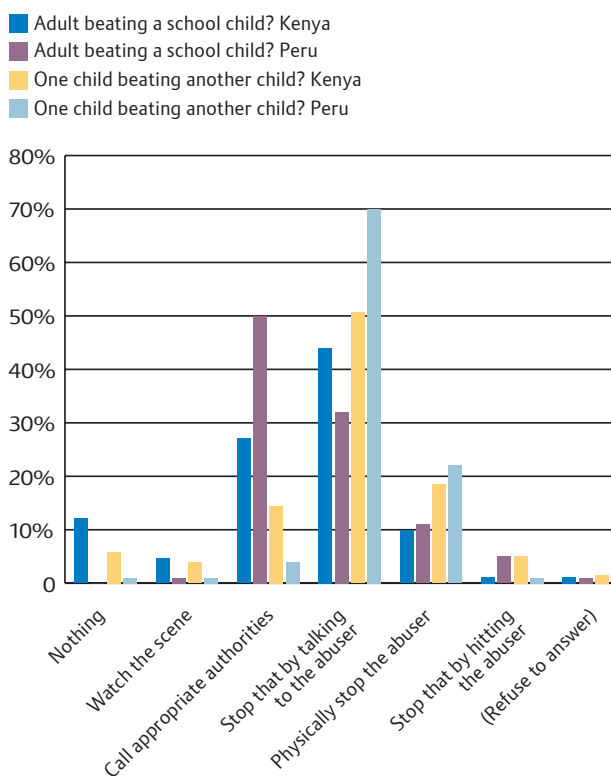


Chart 2 shows that if Kenyans see an adult beating a schoolchild, 12 per cent would do nothing. Equally concerning is that one in two Peruvians would call authorities before trying to stop the situation of abuse. The situation changes dramatically when people see one

child beating another child: 69.4 per cent of Peruvians and 50.7 per cent of Kenyans would talk to the abuser and around one in five (22.3 per cent and 18.5 per cent, respectively) would try to stop the abuse by physically stopping the abuser.

The study also found that 4.3 per cent of Peruvians would try to stop an adult beating a schoolchild by hitting the abuser (1.2 per cent in Kenya) and that 5.1 per cent of Kenyans would hit an abusive child in order to stop peer abuse. This is particularly concerning when we take into account that one-third of Kenyans think it is OK to hit someone who hits you first.

There are more significant differences between these two countries regarding the use of religion as a justification for slapping children. Half of Kenyans (55.5 per cent) and a quarter of Peruvians (24.9 per cent) think their religion allows them to slap their own children if they do not behave. There are also important differences in predicted reactions to learning that their children have been sexually harassed by school staff: only 3.5 per cent of Peruvians would not report the school to appropriate authorities, but the figure in Kenya is 18.7 per cent.

In order to help evaluate the impact of the campaign, a similar process will take place in late 2011.

The children's questionnaire: giving pupils a voice

Adapting a questionnaire used in an earlier study in Colombia in 2006,⁹ Plan researchers surveyed 546 children (50.9 per cent were girls) from 11 schools in Ghana, Guinea-Bissau and the Philippines.

The following summarises key results and lessons learned from the replies given by children.

- **Corporal punishment:** 40.9 per cent of schoolchildren in Ghana and 39.1 per cent in the Philippines, but only 16.9 per cent in Guinea-Bissau, reported physical punishment by their teachers. Though clear differences existed in rates of corporal punishment between boys and girls, the Philippines proved an extreme case, with 56.3 per cent of boys and 27.1 per cent of girls punished.

“Expecting to stop school violence without addressing its root causes is like equipping a school with computers but no electricity.”

Larissa Pelletier, Plan Latin America’s regional campaign coordinator

- **Sexual violence:** 94 participants reported being raped – 55 by other students, 39 by teachers, and 16 by both other students and teachers. 16.2 per cent of all participants had been inappropriately touched by their teachers and 26 per cent by other students in the 12 months prior to the study.
- **Bullying:** 64.2 per cent of participants had been verbally bullied by a classmate in the previous month. This ranged from 55.2 per cent of girls in the Philippines to 79.2 per cent of boys in Guinea-Bissau.
- **Robbery:** although robbery is not by definition considered violent, it can involve either the threat of violence or the actual use of violence. 79.4 per cent of children in Ghana, 37.6 per cent in the Philippines and 55.6 per cent in Guinea-Bissau were robbed at least once in the 30 days prior to the survey.
- **Use of weapons:** a fifth of students in this study (20.1 per cent) had been hurt by weapons at school in the year prior to the survey.
- **Work:** 5.7 per cent worked for their teachers. Fourteen children openly stated that they received better grades in exchange for work.

Further statistical analyses show that aggressive behaviour is associated with domestic violence, bullying, sexual violence and/or physical victimisation. Other critical risk factors for school violence were: weapons, drugs, alcohol, the distance between home and school, and robbery (which proved very prevalent).

The pilot study was cost effective and easy to implement. A high response rate meant that by using this kind of questionnaire, Plan staff and local authorities could use the results to gain a deeper insight into the issues faced by the children we work with.

As this was a pilot study, a further phase will be developed to allow Plan to make comparisons between national and international results, between early and late stages of the campaign, and between communities where the campaign has been implemented and those where it has not. Such comparisons will give Plan information it can use to improve its programme and campaigning work.

Learn Without Fear in the northern hemisphere

Plan offices in developed countries have played a decisive role in this campaign.

- Lissy Gröner, a German Member of the European Parliament (MEP) and a supporter of Plan, hosted the **European** launch of Learn Without Fear at the European Parliament. Plan’s Deputy Chief Executive, Jim Emerson, presented the campaign and report, while Mohammed Asif, acting Head of Programmes from Plan India, shared success stories. This was followed by a discussion on the role the EU can play in tackling this issue, and concrete recommendations were made to EU decision makers. Large numbers of European young people participated in the launch.
- Plan **Belgium** met with the Minister of Development Cooperation, Charles Michel, and parliamentarians were asked to vote on a resolution urging the Belgian government to combat violence against children through its development policy. Plan Belgium is providing school projects in Benin, Burkina Faso and Togo with financial and technical support.
- As well as producing the peer-to-peer manual on tackling school violence, Plan **Germany** also provided more than €1.5 million (US \$2.2 million) for gender-related school projects in the Philippines, India, Tanzania, Uganda, Ecuador, and Colombia.
- Plan **Norway’s** children’s advisory board (CAB) gathered 60 young people, including participants from Zambia and South Sudan, to develop recommendations for Plan and governments to eliminate school-specific violence.
- A human rights European Union NGO forum was held in **Sweden** focusing on children’s rights and violence against children, in which Plan colleagues from all regions participated.
- Plan **USA** is working with the Global AIDS Alliance to build a coalition of organisations working on school-related violence. Aims include targeting government policy to increase funding for education and violence programming and HIV/AIDS programming.

Lessons learned and next steps

This first year of campaigning on the issue of violence against children in school has been a concerted effort on the part of Plan to focus on research, involve children, and engage governments to recognise just how serious the problem is and make legislative improvements.

- The research carried out by Plan at global, regional and national level has made a valuable contribution to the world's knowledge and understanding of violence in schools issues. This has been vital to inform Plan's messages and actions and has also allowed us to improve our programme work to tackle school violence.
- We note that Plan's child-centred approach has had a positive impact as children are not only being empowered, but we are learning from their ideas and experiences. The campaign has given children a voice via an innovative, anonymous and child-sensitive questionnaire that enabled pupils to speak up for themselves.
- Changing laws and policies is not only a sustainable improvement for child protection, but also allows Plan's work to have an impact far beyond the areas we work in. However, in order to reach their full potential, laws and policies demand the commitment of key stakeholders including representatives from children's organisations, national governments, police forces, judicial and health sectors, teachers' unions, INGOs, UN bodies and the media.

Next steps for the campaign

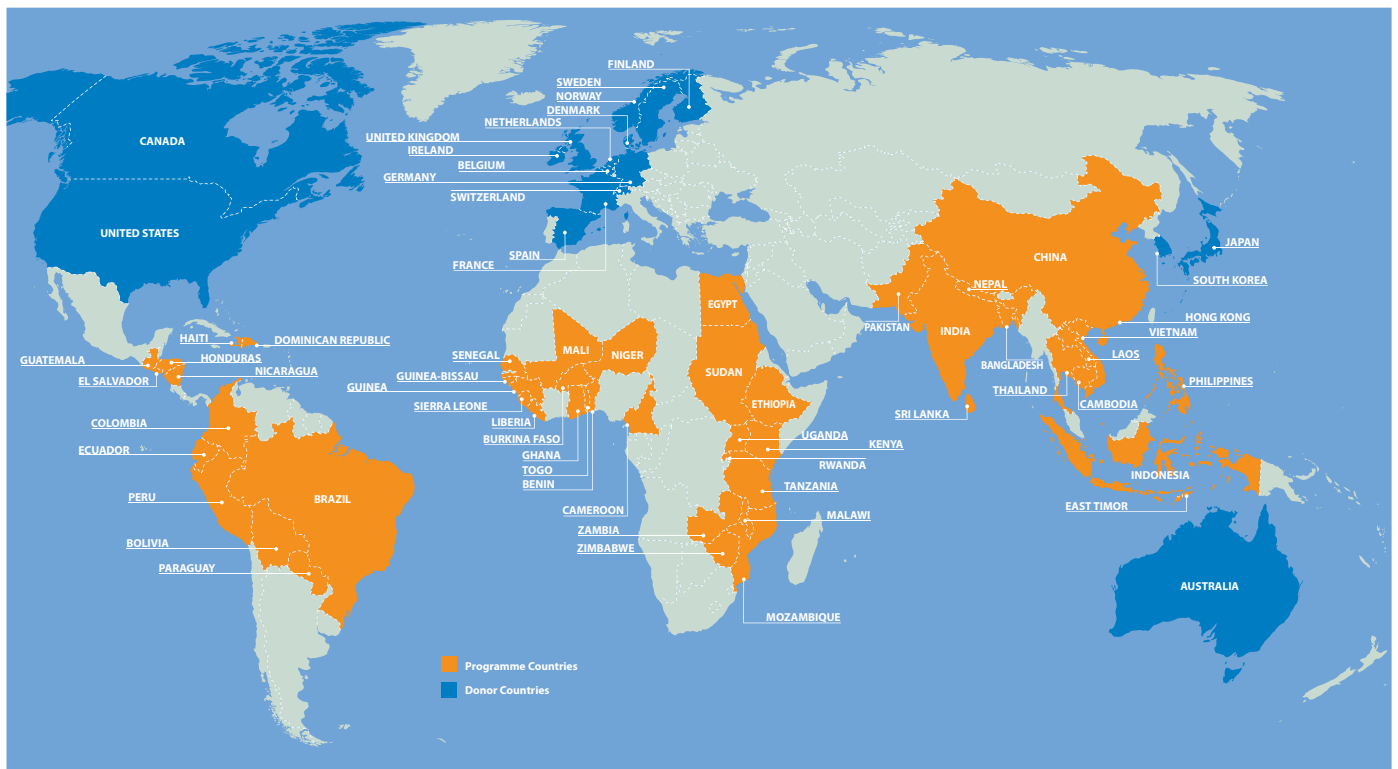
For the first year of the campaign, Plan focused on areas where it had existing programmatic experience in order to make practical improvements on the day-to-day lives of children affected by violence in schools. This will be developed further, along with more research from national opinion polls and children's surveys that generate more information, to increase our understanding of violence in schools. As the campaign has been widely supported and endorsed by international, regional and national organisations (see the campaign website), we will build on these special relationships and expand them further, but we will also seek to engage individuals from the general public to add weight to our campaign demands.

We will build on our early progress towards targets by developing our monitoring and evaluation so that we can gauge the effects and impact of our programme work, especially with parents, teachers and children. Whilst we have surpassed some of our targets, we will carry out an internal review in order to re-set our sights.

Using our first year successes, we will continue to promote awareness and dialogue on not only the detrimental effects of violence in schools, but also on the solutions that have been proven to work in the communities we work for.

Plan will continue to work in a way that not only resonates globally, but that also works at local level. While we are proud of our achievements in this first year, with lessons learned and some inroads being made to tackle violence in schools, we know much more needs to be done, and can be done.

Map : Where Plan works



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For further details on Learn Without Fear

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