



too often in

SILENCE

Annotated bibliography

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INTRODUCTION

The bibliography provides references to:

- relevant international instruments
- general reference documents on the issue of violence in schools
- studies on violence in schools from West and Central Africa
- prevention and response initiatives from the region.

The bibliography outlines the key features of each document and provides a URL link where possible.

Items marked with a '😊' are specifically aimed at children.

CONTENTS

1	Reference documents on violence in schools	3
1.1	International legal instruments	3
1.2	International guidelines	4
1.3	General reports and studies	5
1.4	Reference material for children and young people	7
2	Research studies on violence in schools	8
2.1	Regional research covering West and Central African countries	8
2.2	Country research	9
3	Prevention and response	12
3.1	General policy and legal framework guidelines	12
3.2	Policy initiatives in countries	13
3.3	Codes of conduct	14
3.4	Child-friendly schools and learning-friendly environments	15
3.5	Alternative methods of discipline	16
3.6	Capacity building	17
3.7	Campaign and advocacy materials	18
3.8	Information, education and communication materials	19
3.9	Children's participation	20

1. REFERENCE DOCUMENTS ON VIOLENCE IN SCHOOLS

1.1 International legal instruments

Reference	Comments
UN Convention on the Rights of the Child (1989)	<p>Sets out the civil, political, economic, social and cultural rights of children to which States Parties are bound to by international law.</p> <p>Articles 19, 28, 29 and 37 are particularly relevant to the issue of school-based violence.</p> <p>www2.ohchr.org/</p> <p>English version last accessed on 29 January 2010.</p>
African Charter on the Rights and Welfare of the Child (1990)	<p>Adopted in 1990 it entered into force in 1999. Sets out the civil, political, economic, social and cultural rights of the African child.</p> <p>Articles 11 and 16 are particularly relevant to the issue of school-based violence.</p> <p>www.africa-union.org/</p> <p>English version last accessed on 29 January 2010.</p>
UN Convention on Elimination of all forms of Discrimination Against Women (1979)	<p>Access to education and opportunities to participate on the basis of equality.</p> <p>Recommendation 19 (1992) defined gender-based violence.</p>
Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa (2003)	<p>The Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa, better known as the Maputo Protocol, was adopted in Maputo by the African Union in 2003. It guarantees comprehensive rights to women, including the right to non-discrimination, the right to education, and reproductive health rights. Issues of early marriage and political participation are also addressed.</p> <p>www.africa-union.org/root/au/Documents/Treaties/Text/Protocol%20on%20the%20Rights%20of%20Women.pdf</p> <p>English version last accessed on 29 January 2010.</p>

1.2 International guidelines

Reference	Comments
Committee on the Rights of the Child (2001). General Comment N° 1 <i>The Aims of Education</i> (article 29 (1)): 17/04/2001. CRC/GC/2001/1	General Comments are the Committee on the Rights of the Child's interpretation of the content of human rights provisions. www2.ohchr.org/english/bodies/crc/comments.htm English and French versions last accessed on 29 January 2010.
Committee on the Rights of the Child (2006). General Comment N° 8 <i>The right of the child to protection from corporal punishment and other cruel or degrading forms of punishment</i> (articles 19; 28, paragraph 2; and 37, inter alia): 02/03/2007. CRC/C/GC/8 OHCHR. Geneva, 15 May–2 June 2006	General Comments are the Committee on the Rights of the Child's interpretation of the content of human rights provisions. www2.ohchr.org/english/bodies/crc/comments.htm English and French versions last accessed on 29 January 2010.
African Declaration on Violence against girls (2006)	Violence is a violation of children's human rights and link to gender roles and inequality. Highlights the criticality of the situation of African girls. Recommendations to African Union member states. www.africanchildforum.org/Documents/2nd-IPC-Declaration.pdf English version last accessed on 20 April 2010.
Organisation of the Islamic Conference (2009). Cairo Declaration on <i>The Convention (CRC) and Islamic Jurisprudence</i> Cairo; November 23/24 2009	The Cairo Conference 2009 was held to commemorate the 20th anniversary of the Convention on the Rights of the Child (CRC). Its central theme was <i>The Convention (CRC) and Islamic Jurisprudence</i> . The Cairo Declaration that resulted from the Conference includes a range of recommendations and calls for action for member states to follow up. On the issue of Corporal Punishment. www.crc20anniversary.com.eg/uploads/files/English%20Cairo%20Declaration.pdf English version last accessed on 2 February 2010.

1.3 General reports and studies

Reference	Comments
<p>United Nations Secretary General (2006). <i>Report of the independent expert for the United Nations Study on Violence against Children</i>. (A/61/299)</p>	<p>A thorough global picture of violence against children including types and prevalence of violence in schools and educational settings (B48–52). With overarching and setting-specific recommendations for response and prevention, implementation and follow-up.</p> <p>www.unicef.org/violencestudy/reports/SG_violencestudy_en.pdf English version last accessed on 15 December 2009.</p> <p>www.unicef.org/violencestudy/reports/SG_violencestudy_fr.pdf French version last accessed on 15 December 2009.</p>
<p>Pinheiro, P. S. (2006). Chapter 4 of <i>Violence against children in schools and educational settings</i>, in United Nations Secretary General's Study on <i>Violence Against Children</i>, 109–169</p>	<p>Comprehensive review of factors, impact and responses including working with children, parents and communities, and looking at the curriculum.</p> <p>www.unicef.org/violencestudy/4.%20World%20Report%20on%20Violence%20against%20Children.pdf English version last accessed on 15 December 2009.</p>
<p>Global Initiative to End All Corporal Punishment of Children (2009). <i>Global progress towards prohibiting all corporal punishment</i></p>	<p>Comprehensive list of all countries having achieved full prohibition, having committed to full prohibition, or having an incomplete prohibition and no commitment to reform for corporal punishment in the home, in schools, in penal systems, and in alternative care settings.</p> <p>www.endcorporalpunishment.org/pages/pdfs/GlobalProgress.pdf English version last accessed on 29 January 2010.</p>
<p>Plan (2008). <i>Learn without Fear: The global campaign to end violence in schools</i>. Woking, Plan UK</p>	<p>The report outlines Plan's campaign focusing on corporal punishment, bullying and sexual violence. It highlights causes and consequences, law and policy, good practice interventions, and recommendations for action.</p> <p>http://plan-international.org/learnwithoutfear/files/learn-without-fear-global-campaign-report-english English version last accessed on 15 December 2009.</p> <p>http://plan-international.org/learnwithoutfear/files/learn-without-fear-global-campaign-report-french French version last accessed on 15 December 2009.</p>
<p>Plan West Africa (2008). <i>Increasing visibility and promoting policy action to tackle sexual exploitation in and around schools in Africa</i>. A briefing paper with a focus on West Africa.</p> <p>Written by Nicola Jones, Overseas Development Institute, for Plan WARO</p>	<p>Definition, evidence and socio-cultural explanations for sexual abuse given. Offers useful challenges for policy making.</p> <p>http://plan-international.org/learnwithoutfear/files/sexual-exploitation-in-west-africa-english English version last accessed on 15 December 2009.</p>

<p>Management Systems International (MSI) (2008). <i>Are Schools Safe Havens for Children? Examining School-related Gender-based Violence</i>. Washington DC, US Agency for International Development (USAID)</p>	<p>Gives evidence of sexual, physical and psychological abuse and their gendered dimensions in the developing world. Broad review. Includes barriers to prevention and response and research gaps.</p> <p>http://pdf.usaid.gov/pdf_docs/PNADM792.pdf</p> <p>English version last accessed on 15 December 2009.</p>
<p>Jones, N., Moore, K., Villar-Marquez, E. and Broadbent, E. (2008). <i>Painful lessons: The politics of preventing sexual violence and bullying at school</i>. Working Paper 295. Overseas Development Institute and Plan International</p>	<p>Identifies policies, programmes and legal instruments that address school violence in the developing world including Sub-Saharan Africa. With extracts from key informant interviews and contextual analysis. Regional specific policy recommendations given in brief.</p> <p>www.odi.org.uk/resources/download/2429.pdf</p> <p>English version last accessed on 15 December 2009.</p>
<p>Development & Training Services and Wellesley Centers for Research on Women (2003). <i>Unsafe Schools: A Literature Review of School-Related Gender-Based Violence in Developing Countries</i>. Washington DC, US Agency for International Development (USAID)</p>	<p>This literature review contextualises the problem of school-related gender-based violence in schools globally, provides a summary of empirical studies on gender-based violence in schools (including Cameroon and Ghana for the West and Central Africa region), and a summary of key recommendations contained in the literature review. A detailed annotated bibliography is annexed.</p> <p>www.usaid.gov/our_work/cross-cutting_programs/wid/pubs/unsafe_schools_literature_review.pdf</p> <p>English version last accessed on 2 February 2010.</p>
<p>ActionAid International (2005). <i>Violence against girls in schools: Scoping studies</i>. Summary report by Penny Plowman</p>	<p>This desk study investigates why girls are excluded from education through violence. It is mainly based on ActionAid's ten country scoping exercise reports from Uganda, Kenya, Ethiopia, Tanzania, Ghana, India, Pakistan, Vietnam, Nigeria and Haiti/Dominican Republic. It defines the types of violence girls are affected by, explores the root-causes, and provides strategies for ActionAid to tackle the issue.</p> <p>www.actionaid.org/main.aspx?PageID=1408</p> <p>English version last accessed on 2 February 2010.</p>

1.4 Reference material for children and young people

Reference	Comments
<p>😊 United Nations Secretary General's <i>Study on Violence against Children</i>. Adapted for Children and Young People. ISBN-10 92-95057-52-X; ISBN-13 978-92-95057-52-4</p>	<p>This is a special children's version of the UN <i>Study on Violence against Children</i>.</p> <p>www.unicef.org/violencestudy/pdf/Study%20on%20Violence_Child-friendly.pdf</p> <p>English version last accessed on 2 February 2010.</p>
<p>😊 <i>Our Right to be Protected from Violence. Activities for Learning and Taking Action for Children and Young People</i>. ISBN-10 92-95057-53-8; ISBN-13 978-92-95057-53-1</p>	<p>This booklet was developed to accompany the children's version of the UN <i>Study on Violence against Children</i> and to provide children and young people over the age of 12 with information about violence and ideas for actions they can take to prevent violence and respond to it.</p> <p>www.unicef.org/violencestudy/pdf/Our%20Right%20to%20be%20Protected%20from%20Violence.pdf</p> <p>English version last accessed on 2 February 2010.</p>
<p>😊 Plan West Africa/Save the Children Sweden (2008). <i>Ai ca fait mal!</i> Dakar, Senegal, Plan West Africa/Save the Children Sweden</p>	<p>This cartoon booklet and film illustrates the results of the UN <i>Violence Against Children</i> study for young audiences in Africa and abroad. It was developed by children and youth who received training on the topic of violence against children and cartoon making. It shows children's daily life experiences of violence in school, home, household and institutional settings. The booklet is supported by a lesson plan, which helps facilitators of children and youth groups or teachers to guide reflections on causes and consequences of violence. Similar cartoons have been produced in Ghana, Togo, Benin and Côte d'Ivoire to meet the needs of local audiences.</p> <p>http://plan-childrenmedia.org/spip.php?rubrique77&vac=1&lang=en</p> <p>English version last accessed on 20 April 2010.</p> <p>http://plan-childrenmedia.org/spip.php?page=recherche&recherche=Ai+ca+fait+mal!+%&vac=1</p> <p>French version last accessed on 20 April 2010.</p>

2. RESEARCH STUDIES ON VIOLENCE IN SCHOOLS

2.1 Regional research covering West and Central African countries

Reference	Comments
<p>Sarah Castle and Violet Diallo (2009). <i>Desk Review of evidence about violence within educational settings in West and Central Africa</i>. Commissioned by Plan West Africa, Save the Children Sweden, Action Aid and UNICEF West and Central Africa</p>	<p>This desk review draws on a range of studies in West and Central Africa to present findings on forms and prevalence of school-based violence in the region. It explores corporal and degrading punishment, sexual abuse and exploitation, psychological violence and bullying, and other forms of violence encountered by children in school. The report investigates how school-based violence is a violation of children's education rights and compromises the achievement of Education for All goals and Millennium Development Goals as well as country economic and social development.</p>
<p>Save the Children Sweden (2005). <i>Consultation Régionale sur les violences contre les enfants en Afrique de l'Ouest et du Centre. Synthèse des travaux et recommandations</i>. Atelier de préparation de la participation des enfants délégués, 24–25 Mai 2005, Bamako, Mali</p>	<p>This document synthesised the work of 20 children gathered together for the preparatory session of the regional consultation in West and Central Africa on violence against children. Children identified types of violence and their associated consequences. They propose a range of recommendations for children, parents, states, education authorities and NGOs.</p>
<p>UNICEF West and Central Africa (2006). <i>Sexual abuse, exploitation and violence committed against children in schools in West and Central Africa</i>. Situation Analysis. Dakar, Senegal, UNICEF West and Central Africa Regional Office (unpublished)</p>	<p>The situation analysis is based on a survey questionnaire to which 23 countries of the region responded to. It looks at the main types of sexual violence, abuse and exploitation against children in schools; it examines the difficulties in evaluating the situation at national level; it explores the institutional frameworks for the protection of children against sexual violence in schools; it presents prevention measures taken at the national and school levels; it investigates how cases of sexual abuse are dealt with by educational and judicial authorities; and it provides a list of studies and framework documents on sexual abuse by country in the Annex.</p>

2.2 Country research

Country	Reference	Comments
Benin	Sodjinou, E., Houeto-Tomety, A. and Tomety, S. (2009). <i>Etude sur les violences contre les enfants en milieu scolaire au Bénin</i> . Cotonou, Benin, Ministère des Enseignements Maternel et Primaire (MEMP)/UNICEF/Laboratoire d'Ingénierie de Formation et d'Assistance en Développement Local	This desk review draws on a range of studies in West and Central Africa to present findings on forms and prevalence of school-based violence in the region. It explores corporal and degrading punishment, sexual abuse and exploitation, psychological violence and bullying, and other forms of violence encountered by children in school. The report investigates how school-based violence is a violation of children's education rights and compromises the achievement of Education for All goals and Millennium Development Goals as well as country economic and social development.
Benin	Wible, B. (2004). <i>Making Schools Safe for Girls: Combating Gender-Based violence in Benin</i> . Academy for Educational Development	This case-study focused on two large towns in the Mono/Couffo region of Benin. The findings are based on community workshops (four with 15–20 participants) and individual student interviews (70 girls). They identify the prevalence of gender-based violence, the perpetrators and school locations where violence against girls occurs. www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/b1/00.pdf English version last accessed on 15 February 2010.
Burkina Faso	Lompo, J., Bary, H., Henry, P. and Boly, D. (2009). <i>Etudes sur les violences basées sur le genre en milieu scolaire au Burkina Faso</i> . Burkina Faso, Ministère des enseignements secondaire, supérieur, et de la recherche scientifique/Ministère de l'économie des finances, Bureau d'études ARC et UNFPA	This study aimed to provide nationwide data on gender-based violence in schools to inform curriculum revision. 150 schools (100 primary and 50 secondary schools) were part of the study in the 13 regions of Burkina Faso. Respondents from primary schools included 717 students (337 girls and 380 boys) and 392 adults (teachers and administrative staff, of which 169 female and 223 male). Respondents from secondary schools included 433 students and 267 adults (67 female and 200 male). Although survey responses tend to reveal a low prevalence of school violence both in primary and secondary schools, cases of violence and abuse were uncovered during focus groups. The report explores in detail the current legislative and institutional framework to prevent and respond to gender-based school violence.
Cameroon	Mbassa Menick, D. (2002). <i>Les abus sexuels en milieu scolaire au Cameroun: résultats d'une recherche-action à Yaoundé</i> . Médecine Tropicale 2002; 62: 58–62	The purpose of this questionnaire-based study was to determine the incidence of sexual abuse in schools in Yaoundé, Cameroon, to assess the extent of teacher involvement in such acts, and to provide children with an opportunity to come forward with their experiences. Sexual abuse occurred in a school setting in approximately 15 per cent of cases and involved classmates in approximately 30 per cent. The alleged extra familial abusers were teachers in 7.9 per cent of cases and tutors in 7.3 per cent.

Central African Republic	Banyombo et al (2008). <i>La violence en milieu scolaire Centrafricain</i> . Ministère de l'Education/UNICEF	This survey was conducted in eight districts with 1 per cent of the school population for <i>Fondamental I</i> (1,650 students), and in Bangui only for <i>Fondamental II</i> (3,150 students). The study objectives were to assess the prevalence of school-based violence, understand its causes, and identify possible remedies. It focuses on verbal, physical, psychological, sexual and relationship violence. It also provides insights on how school-based violence is affected by the post-conflict situation of the country.
Democratic Republic of Congo	Papinutto, M. (2009). <i>La violence à l'école</i> . UNICEF République Démocratique du Congo	This study aimed to identify the prevalence, frequency and type of violence encountered by children in schools. Based on 25 primary school visits in Kinshasa Province, 1,000 children were surveyed and 66 participated in focus groups (50 per cent boys and 50 per cent girls). 200 teachers were surveyed (76 female and 124 male) and 136 participated in focus groups. The report presents detailed quantitative data on types of violence, victims of violence and perpetrators of violence.
Democratic Republic of Congo	Kabongo Kandolo, D. (2006). <i>Les facteurs endogènes et exogènes de la violence à l'école</i> . Yaoundé, Colloque international: Éducation, Violences, Conflits et Perspectives de Paix en Afrique	This presentation focuses on endogenous and exogenous factors of school-based violence. It is based on the results of two research exercises, one conducted in 2002 with 106 students from Kinshasa identified as 'violent'; the other one conducted in 2006 with 317 respondents (246 students and 71 teachers) from catholic and public schools. www.rocare.org/Kabongo.pdf French version last accessed on 2 February 2010.
Gambia	The Child Protection Alliance (2005). <i>Beating the Misconceptions, Not the Children: A Survey of Corporal Punishment in The Gambia</i> . Funded by Save the Children Sweden Regional Office West Africa	This study on corporal punishment at home and in educational settings is based on 1,569 questionnaires administered in the Central Upper Division, the Upper River Division and the Greater Banjul Area, with additional focus group discussions to further draw out attitudes and perceptions. It focuses on practices, types, consequences and perceptions of corporal punishment, while also investigating possible alternatives.
Ghana	Child Research and Resource Centre (2009). <i>Child Sexual Abuse in Schools</i> . Accra, Ghana, commissioned by Plan Ghana	This study was conducted in eight districts of the central region. Survey respondents included 411 school children, 30 teachers and 21 parents. The study aimed to: (i) identify the type and forms of child sexual abuse cases in the study areas; (ii) determine the causes of child sexual abuse in schools in the study areas; (iii) find out how child sexual abuse cases are handled in the study areas; and (iv) generate suggestions on how effectively the problem of child sexual abuse in school can be addressed.
Ghana	Wetheridge, L. (2008). <i>Realising Rhetoric: translating international goals into national action to tackle violence against girls in schools in Ghana</i> . University of London, Masters Dissertation, Institute of Education (unpublished)	This study, supported by ActionAid Ghana and the Stop Violence Against Girls in Schools programme, aimed to determine how efforts to eliminate gender-based violence in education are implemented and realised on the ground. It includes extracts from five in-depth interviews with key national stakeholders and wide-ranging international and national research on constraining factors, including an analysis of the concept of 'political will', and good practices.

Mauritania	Hademine Old Slack (2009). <i>Etude sur les châtiments Corporels contre les enfants dans la Sharia Islamique</i> . Commissioned by RIODEF/ UNICEF	<p>The overall goal of the study was to end corporal punishment on the basis that it is against children's rights and the precepts of Sharia law. Specific objectives were to: (i) assess the parents, religious and secular educators' awareness of the danger of corporal punishment; (ii) to review religious texts relevant to the question; and (iii) to assess the prevalence of corporal punishment at home and in educational settings.</p> <p>The study surveyed 500 households, 100 cheikhs, 600 teachers and 25 inspectors in Nouakchott.</p>
Nigeria	ActionAid Nigeria (2004). <i>Report Of Study On Violence Against Women And Access To Girl-Child Education In Nigeria</i>	<p>The study aimed to determine the prevalence of the problem of violence against girls in education, to understand the forms of violence, to analyse the contextual factors underlying the violence, and to examine partnerships and strategies to overcome the problem. Focus Group Discussions with girls and interviews of teachers in six states: Bauchi, Anambra, Delta, Lagos, Sokoto and Benue.</p>
Nigeria	Federal Ministry of Education/UNICEF (2007). <i>Assessment of Violence against Children at the Basic Education Level in Nigeria</i> . ISBN-92-9186-074-3	<p>The aim of the study was to establish baseline data on the situation of violence against children in basic education in Nigeria and to: (i) determine the prevalence of the various types of violence against children at the basic education level in Nigeria; (ii) identify the influence of violence on school attendance; and (iii) find out the existing strategies in schools for the prevention and management of violence.</p> <p>The study was conducted in four states of the country: Ondo, Abia, Sokoto and Taraba. A total of 386 learners, 93 teachers and 24 head teachers from 48 schools participated in the study.</p>
Senegal	Education et Développement de l'Enfant (2005). <i>Recherche Action sur les Violences faites aux Enfants en Milieu Scolaire et Extra Scolaire au Sénégal: Etude des Cas des Départements de Pikine Rufisque et Guediawaye</i> . Avec l'appui de Save the Children Sweden	<p>This action research involved seven children from Children's Rights Clubs (EDEN Clubs) and from the Committee of Expert Children, who participated in the process from the development of the Terms of Reference to the implementation of the research and the elaboration of recommendations. The research aimed to: (i) identify the different forms of violence against children, their causes and their consequences; (ii) analyse children's perceptions of this violence; and (iii) propose alternative solutions to violence against children.</p>
Togo	Plan Togo (2006). <i>Suffering to succeed: Violence and abuse in schools in Togo</i> . Lome, Togo, Plan Togo	<p>This booklet brings together the results of a programme of research Plan has conducted on violence and abuse in schools in Togo. It draws on five research studies commissioned by Plan Togo in 2005 and 2006. It addresses issues of corporal punishment, sexual harassment and abuse of girls in schools, and sexual abuse and rape in schools. It analyses the role of parents in relation with violence and violence between children. Lastly it looks at how the curriculum can be part of the response to school-based violence and how to meaningfully engage with teachers on the issue. It concludes with a call to action and pragmatic recommendations.</p>

3. PREVENTION AND RESPONSE

3.1 General policy and legal framework guidelines

Reference	Comments
ActionAid International and Open Society Initiative for Southern Africa (OSISA) (2007). <i>Making the grade. A model national policy for the prevention, management and elimination of violence against girls in school</i> . Johannesburg, South Africa, ActionAid International South Africa/OSISA	<p>Policy model developed by policy experts, civil society activists, teachers' unions, and women's rights experts. Two dimensions underpin the model: (i) areas of intervention, namely prevention, reporting and identification, dealing with perpetrators, assisting with survivors, and capacity building; and (ii) roles and responsibilities of stakeholders, namely governments and ministries, schools and institutions, school boards, teachers and unions, teacher training, and girls with special needs.</p> <p>www.actionaid.org/assets/pdf/Model_policy_educ.pdf English version last accessed on 13 December 2009.</p> <p>www.actionaid.org/assets/pdf/aa_making_the_grade_french.pdf French version last accessed on 13 December 2009.</p>
Global Initiative to End All Corporal Punishment of Children (2009). <i>Prohibiting corporal punishment of children. A guide to legal reform and other measures</i> . United Kingdom	<p>This handbook describes the legal and other measures necessary for effective prohibition and elimination of all corporal punishment of children, in the home, at school and all other settings. It outlines: (i) the human rights imperative to prohibit all corporal punishment of children; (ii) how to undertake legal reform to achieve this; and (iii) other measures to support prohibition.</p> <p>www.endcorporalpunishment.org/pages/pdfs/LegalReformHandbook.pdf English version last accessed on 13 December 2009.</p> <p>www.endcorporalpunishment.org/pages/pdfs/LegalReformHandbookFrench.pdf French version last accessed on 13 December 2009.</p>
Inter-Parliamentary Union and UNICEF (2007). <i>Eliminating violence against children</i> . Handbook for Parliamentarians, Number 13. ISBN-978-92-9142-330-9 (Inter-Parliamentary Union); ISBN-978-92-806-4158-5 (UNICEF)	<p>Jointly produced by the Inter-Parliamentary Union and UNICEF, this handbook provides recommendations and examples of good practices to enable parliamentarians to follow up the UN study on Violence.</p> <p>www.ipu.org/PDF/publications/violence_en.pdf English version last accessed on 18 December 2009.</p> <p>www.ipu.org/PDF/publications/violence_en.pdf French version last accessed on 18 December 2009.</p>
ActionAid (2008). <i>Draft Position Paper on Pregnant Girls' Right to Education</i> . ActionAid (draft consultation)	<p>Outline of ActionAid positions on the right to pregnant girls to education.</p> <p>Annexes include listing of relevant human rights instruments.</p>

<p>International Planned Parenthood Federation and the Forum on Marriage and the Rights of Women and Girls (2006). <i>Ending child marriage. A guide for global policy action</i></p>	<p>This guide is a collaboration between the International Planned Parenthood Federation and partner organisations at the international and national level. It defines child marriage and investigates the problem and its impact at global level, identifying the factors that promote or reinforce it. After outlining the human rights obligations of governments the guide presents a call for global action.</p> <p>www.unfpa.org/webdav/site/global/shared/documents/publications/2006/endchildmarriage.pdf</p> <p>English version last accessed on 12 February 2010.</p>
<p>Keeping Children Safe Coalition (2006). <i>Keeping Children Safe: A Toolkit for Child Protection</i></p>	<p>This toolkit, fully available online, comprises three tools: (i) standards for child protection; (ii) how to implement the standards; and (iii) training for child protection. It also provides additional information in a DVD and a CD-ROM.</p> <p>www.keepingchildrensafe.org.uk/index.php?option=com_content&view=article&id=5&Itemid=4</p> <p>English and French versions last accessed on 12 February 2010.</p>

3.2 Policy initiatives in countries

Reference	Comments
<p>Federal Ministry of Education of Nigeria (2007). <i>The National Strategic Framework for Violence Free Basic Education in Nigeria</i>. Abuja, Nigeria, with support from UNICEF</p>	<p>This Framework on Violence Free Basic Education developed by the Federal Ministry of Education of Nigeria in collaboration with UNICEF is based on: (i) a National Policy on Violence Free Basic Education; (ii) institutionalisation of counselling units in all schools; (iii) sensitisation and capacity building; (iv) research promotion; and (v) monitoring and evaluation. It includes objectives, activities and progress indicators and identifies implementation stakeholders.</p>

3.3 Codes of conduct

Country	Reference	Comments
International	Education International (2004). <i>Declaration on Professional Ethics</i>	<p>This declaration on professional ethics aims at helping teachers and education personnel respond to questions related to professional conduct and at the same time to the problems arising from relations with the different participants in education (students, colleagues, education managers, parents and community members).</p> <p>www.ei-ie.org/worldcongress2004/docs/WC04Res_DeclarationProfEthics_e.pdf</p> <p>English version last accessed on 27 February 2010.</p> <p>http://download.ei-ie.org/docs/IRISDocuments/EI%20Publications/Declaration%20of%20Professional%20Ethics/2008-00165-01-F.pdf</p> <p>French version last accessed on 27 February 2010.</p>
International	Dresscher, E. (2007). <i>Professional Ethics in Teaching and Professional Teachers Organisations. An inquiry into the background of Education International's Declaration on Professional Ethics</i> . Education International	<p>This paper attempts to give an idea of the education ideals of Education International. It explores issues of professional ethics, professional teachers and professionalism in the wider context of Education for All, the prevention of HIV, and the fight against corruption and sexual harassment.</p> <p>www.ei-ie.org/ethics/file/%282007%29%20Professional%20Ethics%20in%20Teaching%20and%20Professional%20Teachers%20Organisations%20by%20Eduard%20Dresscher.pdf</p> <p>English version last accessed on 27 February 2010.</p>
Gambia	The Gambia Teachers' Union (2009). <i>Code of Professional Ethics and Conduct for Teachers, The Gambia, 2009</i>	<p>The Code was developed through a participatory process in 2009, at the initiative of the Gambia Teachers' Union, supported by ActionAid.</p> <p>Available from www.gtu.gm</p>
Ghana	Ghana National Association of Teachers (1998). <i>Ghana National Association of Teachers Constitution and Rules</i>	<p>The document includes in an Annex the Code of Ethics for teachers. The Code is articulated around three principles: (i) the commitment to the child; (ii) the commitment to the community; and (iii) the commitment to the profession.</p> <p>http://teachercodes.iiep.unesco.org/teachercodes/codes/Africa/Ghana.pdf</p> <p>English version last accessed on 12 December 2009.</p>

Ghana	USAID, DevTech, Cedem (2008). <i>Teachers' Code Of Conduct. Rules of Professional Conduct for Teachers in Ghana.</i> For Presentation to the Ministry of Education and Ghana Education Service (GES)	The document was developed in consultation with the National Review Committee on the Teachers' Code of Conduct and community consultation. It is organised around: (i) the definition of misconduct; (ii) rules of conduct for teachers; (iii) penalties; (iv) response to school-related gender-based violence; (v) levels of authorities by imposing penalties; and (vi) appeals. www.usaid.gov/our_work/cross-cutting_programs/wid/pubs/Ghana_Teachers_Code_of_Conduct.pdf English version last accessed on 12 December 2009.
Sierra Leone	<i>The Code of Conduct for Teachers and Other Education Personnel in Sierra Leone (2009)</i>	The Code was developed through a participatory process led by the Sierra Leone Teachers' Union and supported by UNICEF and other development partners in 2009.

3.4 Child-friendly schools and learning-friendly environments

Reference	Comments
UNICEF (2009). <i>Child Friendly School Manual</i> . New York, UNICEF. ISBN-978-92-806-4376-3	This manual described the child-friendly school model developed during the past decade, providing a holistic approach to quality education. This manual is a practical guidebook to support implementation of the child-friendly school model. www.unicef.org/publications/index_49574.html English and French versions last accessed on 12 February 2010.
UNESCO Bangkok (2004). <i>Embracing Diversity: Toolkit for Creating Inclusive, Learning-friendly Environments</i> . Seven booklets. ISBN- 92-9223-032-8	This toolkit contains tools and activities for self-study to start creating an inclusive, learning-friendly environment (ILFE). Other activities guide teachers and trainers in improving skills in a diverse classroom. www2.unescobkk.org/elib/publications/032revised/index.htm English version last accessed on 2 February 2010.

3.5 Alternative methods of discipline

Reference	Comments
Plan Vietnam (2009). <i>Positive Discipline Training Manual</i>	Under the framework of the <i>Learn without Fear</i> campaign Plan Vietnam developed a training manual on positive discipline. http://plan-international.org/learnwithoutfear/resources/publications/positive-discipline-training-manual English version last accessed on 2 February 2010.
UNESCO Bangkok (2006). <i>Positive Discipline in the Inclusive, Learning-Friendly Classroom: A Guide for Teachers and Teacher Educators</i> . Embracing Diversity: Toolkit for Creating Inclusive, Learning-friendly Environments Specialised Booklet 1. ISBN-92-9223-086-7	This booklet of <i>Embracing Diversity: Toolkit for Creating Inclusive, Learning-friendly Environments</i> addresses specifically issues of positive discipline. www2.unescobkk.org/elib/publications/032revised/index.htm English version last accessed on 2 February 2010.
Guidelines on Alternative Discipline for Teachers in the Gambia (2006)	The booklet is based on three forms of discipline. <ul style="list-style-type: none"> • <i>Preventive Discipline</i> and how to prevent misbehaviour. This is explored through the participatory development of classroom rules, procedures and organisation systems. • <i>Supportive Discipline</i> and how to use positive reinforcement and praise to create opportunities for students to feel successful, to increase students' self-esteem, to motivate students to be well-behaved, and to create a classroom environment conducive to learning. • <i>Corrective Discipline</i> and how to suppress and positively redirect misbehaviour when it occurs, based on a series of real class situations. The booklet also provides tips for teachers to prevent and manage their anger.
ENI Notse (2009). <i>Module de Formation. Méthodes éducatives non violentes à l'école</i> . Ministère des Enseignements Primaire Secondaire et de l'Alphabétisation, Plan Togo	This module is the first attempt to provide a teacher training module on non-violent forms of discipline in Togo.

3.6 Capacity building

Reference	Comments
<p>Odhiambo, M.A. and Maganya, J. (2004). <i>Making Schools a safe Horizon for Girls: A Training Manual on Preventing Sexual Violence Against Girls in Schools</i>. ActionAid International Kenya/The CRADLE – Children’s Foundation</p>	<p>Manual for training teachers to understand the concept of rights, to understand mechanisms for identifying and dealing with abuse and reporting cases, to develop girls’ fora in their schools and to understand gender issues related to the abuse of girls. Includes workshop preparation checklist, case studies, games and other activities. Focuses on Kenya but easily adaptable to other African countries.</p>
<p>USAID (2009). <i>Doorways on School-Related Gender-Based Violence Prevention and Response</i>. USAID/ Office of Women in Development</p>	<p>The Doorways training programme (Doorways I, II and III) was designed by the USAID-funded Safe School project to support teachers, students and communities, and prevent and respond to gender-based violence in schools. It comprises five booklets:</p> <ul style="list-style-type: none"> • Doorways I <i>Students Training Manual on School-Related Gender-Based Violence Prevention and Response</i> • Doorways II <i>Community Counsellor Training Manual on School-Related Gender-Based Violence Prevention and Response</i> • Doorways II <i>Community Counsellor Reference Materials on School-Related Gender-Based Violence Prevention and Response</i> • Doorways III <i>Teacher Training Manual on School-Related Gender-Based Violence Prevention and Response</i> • Doorways III <i>Teacher Reference Materials on School-Related Gender-Based Violence Prevention and Response</i>. <p>www.usaid.gov/our_work/cross-cutting_programs/wid/ed/safeschools.html</p> <p>English version (all booklets) last accessed on 2 February 2010.</p>
<p>Gambian Ministry of Education/ UNICEF (2007). <i>Guidelines for the Prevention, Detection and Reporting of Sexual Abuse in Gambian Schools</i>. Second Edition</p>	<p>The guidelines for the prevention, detection and reporting of sexual abuse in Gambian schools include sections on:</p> <ul style="list-style-type: none"> • the definition of sexual abuse and sexual harassment and examples of different forms • the identification of signs and symptoms of a sexually abused child (physical and behavioural) • reporting mechanisms for child abuse and examples of sanctions for perpetrators • teaching children to be assertive and to identify risky situations • legal provisions against sexual abuse of children • organisations to contact for child victims of sexual abuse and education professionals.
<p>Action for the Rights of Children (2009). <i>ARC resource Pack. A capacity building tool for child protection in and after emergency</i></p>	<p>The ARC resource pack is an interagency collaboration. It provides information and training materials to build people’s capacities and support them to tackle the root causes of children’s vulnerability and build effective child protection systems in emergencies. The toolkit can be downloaded from the internet or requested on a CD-ROM.</p> <p>www.savethechildren.net/arc/using/index.html</p> <p>English version last accessed on 12 February 2010.</p>

3.7 Campaign and advocacy materials

Reference	Comments
ActionAid Tanzania (2004). <i>Girls Charter Against Violence in Schools</i>	One pager (drawing and text) outlining the girl child's right to education and key measures to be taken for her to study in a non-violent environment.
ActionAid International (2004). <i>Stop violence against girls in schools</i> . Johannesburg, South Africa, ActionAid International	Advocacy publication that defines the problem of violence against girls in schools on the basis of 12 country studies commissioned by ActionAid worldwide, and that lists ActionAid key demands on the issue. The summary provides simple advocacy messages around violence against girls in schools. www.actionaid.org/docs/125_1_stop_violence_against_girls.pdf English version last accessed on 13 December 2009.
Plan (2008). <i>Break the Silence: Prevent sexual exploitation and abuse in and around schools in Africa</i> . Dakar, Senegal, Plan West Africa	Overview of sexual violence in and around schools in the African context. Considers different stakeholders' roles and makes recommendations for Africa and for Plan. http://plan-international.org/learnwithoutfear/files/break-the-silence-english English version last accessed on 15 December 2009. http://plan-international.org/learnwithoutfear/files/break-the-silence-french French version last accessed on 15 December 2009.
Education International/ActionAid International (2007). <i>Building strategic partnerships between teachers' unions and NGOs</i> . Brussels, Belgium, Education International; Johannesburg, South Africa, ActionAid International	This report provides a clear rationale for the deepening partnership between unions and NGOs in order to address the challenges faced by public education. Critical issues for convergence are identified: macroeconomics and education; the question of non-professionals; gender and education; HIV and education; school-level governance; privatisation and public education; and building a code of ethics. http://download.ei-ie.org/docs/IRISDocuments/EI%20Campaigns/EFAIDS%20Programme/2007-00202-01-E.pdf English version last accessed on 2 February 2010.
ActionAid/Education International (2009). <i>Education Financing Toolkit</i>	The toolkit provides key information on education financing and guidance for NGOs and teachers' unions to build a strong campaign on education financing. http://download.ei-ie.org/Docs/WebDepot/EI-ActionAid_Toolkit.pdf English version last accessed on 20 April 2010.
ActionAid International (2008). <i>Report of the Shared Learning Forum on Violence Against Girls in Schools, Mombasa, Kenya</i> . ActionAid International	The shared learning forum in Mombasa was organised as a space where countries that have been implementing these programmes and campaigns, as well as those about to start (for example Ghana), could come together to share lessons, analysis, and strategies on effective programming and campaigning on Violence Against Girls.

3.8 Information, education and communication materials

Country	Reference	Comments
Cameroon 😊	Minas, Ecole Instrument de Paix/ UNICEF (2006). <i>Guide pour enfants «Savoir pour se protéger» Education à la prévention de l'exploitation sexuelle des enfants en milieu scolaire et dans la communauté</i>	This guide for children defines sexual abuse and exploitation by adults, explores factors that can lead to sexual abuse, presents consequences of sexual abuse, and gives practical advice on how to avoid abuses and how to respond to them. A list of NGOs and associations with their contact details is presented at the end.
Cameroon	Minas, Ecole Instrument de Paix/ UNICEF (2006). <i>Guide du parent «Savoir pour protéger» Education à la prévention de l'exploitation sexuelle des enfants</i>	This guide to parents provides general information on sexual violence against children and gives practical advice on prevention measures, assistance and reintegration of child victims. A list of NGOs and associations with their contact details is presented at the end.
Liberia	Christian Children's Fund-Liberia (2007). <i>Prevention of Sexual Exploitation and Abuse Pack</i> . Endorsed by the National Gender-based Violence Task Force. Christian Children's Fund and UNICEF Liberia	This booklet provides key messages, illustrated by pictures, on sexual abuse and exploitation in schools and the wider community. It addresses issues of grades for sex, forced tasks on children in schools, and sugar daddies.
Regional	Planète Jeunes No. 100, Oct 2009. « <i>La violence c'est mal – dénonce-la</i> » Planète Enfants No. 71, Nov 2009. « <i>Je dis non à la violence</i> » Planète Parents supplément to Planète Enfants, Nov 2009. « <i>Faire grandir votre enfant en toute sécurité</i> »	Plan West Africa, Save the Children Sweden and Planète Jeunes/Planète Enfants distributed in October and November 2009 information brochures alongside with the children and youth magazines Planète Jeunes and Planète Enfants. The brochures provide reader-friendly information for children, adolescents and parents about the different types, causes and consequences of school violence. An online forum provides opportunities to pursue further some of the issues raised in the brochures. For more information: http://planetejeunes.planete-jeunes.org/ French version last accessed on 20 April 2010.

3.9 Children's participation

Reference	Comments
<p>😊 Plan Germany (2009). <i>Youth in action against violence in schools</i></p>	<p>This manual was created by children and young people from Colombia, Germany, Ecuador, India, the Philippines, Tanzania and Uganda. It provides exercises and activities to deal with school violence and a step-by-step guide on how young people can develop their own activities to address school violence.</p> <p>http://plan-international.org/learnwithoutfear/resources/publications/youth-in-action-against-violence-in-schools</p> <p>English version last accessed on 20 April 2010.</p>
<p>😊 Plan West Africa (2009). <i>Capacity Development for Youth Groups. Advocacy Training Guide</i></p>	<p>This guide was developed to support youth capacity development in the area of advocacy. Addressed directly to young people, the training guide provides background information on advocacy, steps to plan an advocacy campaign and activities for young people to practice advocacy skills. It was used in Togo and other countries of West Africa to support groups of children and young people developing advocacy campaigns and activities on the issue of violence against children.</p>
<p>Save the Children Sweden (2008). <i>Promotion of protagonist and meaningful participation of children and adolescents exposed to violence</i></p>	<p>Based on Save the Children Sweden work in Latin America, this study provides a rights-based conceptual framework to understand children's participation in cases of children and adolescents at risk of violence, with an emphasis on the cases of physical and humiliating punishment, sexual exploitation and abuse, and organised armed violence. It further identifies participation spaces, situations, mechanisms and methodologies that will contribute to children's empowerment.</p> <p>www.crin.org/docs/Participacion_violencia.pdf</p> <p>English version last accessed on 12 February 2010.</p>
<p>Lycée John. F. Kennedy, Save the Children Sweden (2009). <i>Recherche action participative sur les violences: Rapport du groupe de Recherche action Lycée John F. Kennedy de Dakar</i></p>	<p>Action research led by secondary school girl students on violence aiming at developing a school strategy and action plan to reduce/address it. 341 students were interviewed and 35 participated in a focus group. A series of follow-up workshops was organised. Students devised a plan around four strategic axes: (i) violence from students against students; (ii) violence from teachers against students; (iii) violence from students against teachers and school staff; and (iv) violence from strangers against students. Specific objectives, activities, expected results, indicators and means of verification are provided for each axis.</p>

This publication has been developed and designed together by UNICEF, Plan West Africa, Save the Children Sweden West Africa and ActionAid as part of their conjoined efforts to end all violence against children – in education settings, families and communities.

UNICEF is on the ground in over 150 countries and territories to help children survive and thrive, from early childhood through adolescence. The world's largest provider of vaccines for developing countries, UNICEF supports child health and nutrition, good water and sanitation, quality basic education for all boys and girls, and the protection of children from violence, exploitation, and HIV. UNICEF is funded entirely by the voluntary contributions of individuals, businesses, foundations and governments.

Plan's vision is of a world in which all children realise their full potential in societies that respect people's rights and dignity. Plan works to achieve lasting improvements for children living in poverty in developing countries, through a process that unites people across cultures and adds meaning and value to their lives.

Save the Children Sweden fights for children's rights. We deliver immediate and lasting improvements to children's lives worldwide. Save the Children works for a world which respects and values each child, which listens to children and learns, where all children have hope and opportunity.

ActionAid fights to end poverty and the injustices that cause it by helping poor and excluded people secure and exercise their rights.

RELATED DOCUMENTS

Too often in silence: a report on school-based violence in West and Central Africa

Too often in silence: Addressing Violence in Schools – selected initiatives from West and Central Africa.

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