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Education has a unique potential to create a positive environment in which attitudes condoning violence can be changed and non-violent behaviour can be learned. Schools are well placed to break patterns of violence and to provide skills that enable children to communicate and speak out about violations of their rights

Question 1:

Addressing violence in education settings must not only invest in ensuring a safe and child-friendly environment, but also seek to address the cultural acceptance of violence against children in schools, and invest in violence prevention and positive discipline initiatives. Are there lessons learnt from CBCPM practices that have successfully reduced violence in schools, including peer violence (bullying?)

Wrap up:

1. Local child protection systems have obvious pros and cons – to be effective – there must be a solid link between formal to informal systems
2. The participation of children is a critical element – but are the adults ultimate duty bearers and must create and ensure a safe environment for children
3. Accountability mechanism must be there that is safe for children and others to report
4. Peer to peer advocacy has pros and cons
5. Training of practitioners at all levels is important

Lesson learned

When violence is banned in schools – all of these systems really begins to work. Legal framework is important but the entire system must be effectively in place with well-trained practitioners, accountability, and ability to implement, including safe reporting.

Notes:

Ombudsmen: Emphasize that CBMs not enough – rape for instance is serious crime and sufficient attention is not given – should be handled within formal system – Norway zero tolerance against all forms of violence including corporal punishment so the legal framework is important and must be implemented – crucial to take the case to court. Consequences must result

Plan - Why don't we think this is a serious crime? The magnitude of violence must be discussed. Non-acceptance of violence is important at large.

Child helpline – campaign focused on schools – but wasn't working because all children were not in school and parents needed to hear – so expanded to community around school. Broadened it and it worked. Included children who weren't able to come to school as well as their parents. PTAs. Time that you address important to include all – perhaps drama form.

Plan – In specific settings – define community boundary – include teachers because they live in the environment. School community partnership involves parents in role with governance of school. Empower students to stand up and report.

How does the CBM feed back into the formal justice system?

CBMs should be linked to formal system for serious crimes.

CBM should be linked also to restorative justice for minor offences.

Child Rights Network – culture aims at bringing coherency amongst the people – but separate culture to traditions – e.g. gender stereotypes. Violence in schools is not a result of culture. Whose responsibility is violence in school? Onus must be on the individual members of the community to prevent violence. Communication is important – not to just say that you must stop or change a behavior. Children's clubs are good for peer to peer advocacy.

Ombudsmen - It is never children's responsibility to stop violence – it is the adult's responsibility. Important to stop violence and physical punishment in schools. Must have zero tolerance in school.

It is a matter of accountability – laws must be there, mechanism to report must be there

Civil society have role in training and creating environment

When community is involved and aware of violence it can be moved along much more quickly – the judge was enlightened – and that helped. The family was supported to continue. NGOs were likely the ones building the capacity

Question 2:

Are there examples of how CBCPM practices support children to access counselling, complaint and reporting mechanisms in schools and what works to ensure children can learn in a safe environment?

Wrap up:

1. Example of anonymous reporting mechanism but it did not work because the formal system failed to carry through with prosecution
2. People of trust put in place for children to report but without proper training and oversight – have potential to also be the perpetrators
3. Education of teachers and those in authority on acceptable behavior, identifying signs of abuse in children, and education of children on what is acceptable and what are their rights
4. Child rights clubs with link to crime prevention units for referral with absolute necessity to address violence against both boys and girls!

Notes:

Child helpline pilot reporting mechanism – free postage stamp for children to write and report – found that there was a lot of violence in school – corporal punishment / sexual violence / bullying: Ultimately the cases were in court for ever and eventually perpetrators were transferred to another school... so system failed

Guidance and counselors in school – are aimed at supporting students in school – Social accountability scorecards were then implemented and it was found that the guidance counselors were perpetrators

Girls club for girls to report – but there were no boys clubs

Child protection monitors in communities – also mother groups in communities

Education – of teachers that their own behavior is critical and to be aware of signs for what may be happening at home and education of children and parents especially at the same time – so parents and children hear the same message at the same time

Children reporting support – so that they are taken seriously and appropriately referred