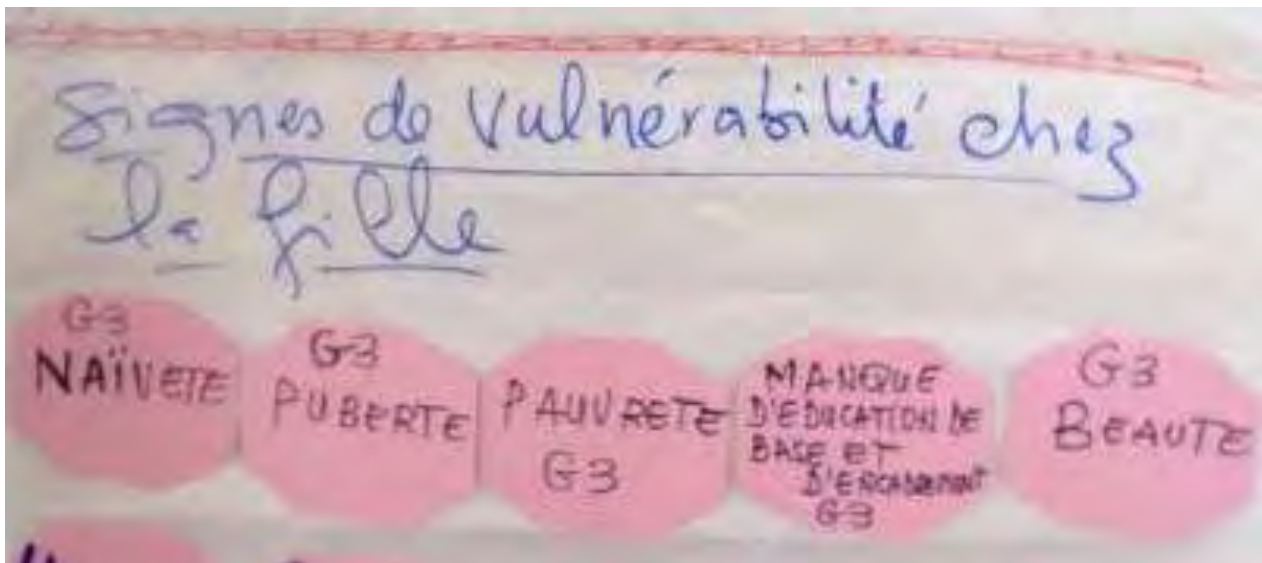


PROMOTING SAFE MIDDLE SCHOOLS IN SENEGAL

USAID/PAEM PROJET D'APPUI A L'ENSEIGNEMENT MOYEN



REPORT ON 2010 CAMPAIGN

PROMOTING SAFE MIDDLE SCHOOLS IN SENEGAL

“This training was very important for us, especially for students who live with violence every day.– often they are afraid to talk about it.” – a 9th grade student

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Introduction

From January 2010 to September 2010, USAID/PAEM, through additional funding from USAID, planned and implemented a special component entitled “Promoting Safe Schools in Senegal” to target school-related gender-based violence (SRGBV) in the project’s 6 target regions.

This special component reinforced and consolidated the activities already being undertaken by USAID/PAEM on the theme of school violence in their Zero Tolerance campaign. During 2010, the project targeted students, teachers, and principals, as well as members of the PTAs and CGEs (School Management Committees). It built directly upon work already done on combating gender stereotyping, sexual harassment, school-related violence, and early marriage and teen pregnancy and took advantage of the project’s substantial experience and networks to plan and carry out, in partnership with a range of stakeholders, the training and community mobilization needed.



Goal and objectives

The component aimed at reducing School-Related Gender-Based Violence in Senegal by increasing girls’ and boys’ self-confidence to fully participate in classroom, school and community activities without fear, and by training school staff and community members to address the issue of SRGBV.

Background

In Senegal, SRGBV emerges from a variety of causes, and responsibilities are shared among school staff, girls, boys and their social environment. Even though causes are both endogenous and exogenous, the most recurrent are linked to gender socio-cultural representations, to pedagogical approaches, and to structural factors such as geographical location and poverty. A study carried out by the Ministry of Education (with assistance from USAID/PAEM) in 2008 revealed that 20% of sexual violence reported in local media involved school staff and about 90% of violence against school girls occurs either in school or around school.

Corporal punishment, bullying, sexual harassment and gender stereotyping are still prevalent in schools, and people continue to remain silent. Incidents of SRGBV, including female students becoming pregnant by teachers, female genital cutting, and early marriage still prevail in many regions. Additionally, 60% of middle school staff are young teachers, almost exclusively male, and almost half of them are posted without pre-service training nor code of conduct counseling, much less training on SRGBV.

In addition, most incidents of SRGBV go unreported, due to a number of factors, including ignorance of the procedures, cultural considerations, and the belief on the part of the victims that nothing will happen to the aggressor (legal codes not being enforced). Thus, one of the targets of the Safe Schools Senegal program will be to encourage the reporting of incidents, and training principals on procedures of reporting, addressing, and resolving these cases.

Since 2003 USAID/PAEM has worked with several partner institutions to: provide school scholarships to girls living in poverty and who otherwise could not afford to attend school; provide mentoring to female teachers as well as students; construct middle schools in rural areas of six regions of the country; train middle school teachers in class management, pedagogy, student motivation, critical thinking, and student-centered learning; train principals in management, professional behaviour, ethics, and leadership; develop and distribute science and math textbooks throughout the country; equip schools with books and computers; air community radio broadcasts on topics such as the dangers of early marriage and teen pregnancy, school performance results, and the importance of girls' education; and train community members on best practices in support of rural middle schools .



In addition, in 2009 USAID/PAEM launched the Zero Tolerance campaign that addressed school-related gender-based violence in schools. This campaign included community radio broadcasts, training of teachers and counselors (psychologue conseiller), and using community forums to discuss issues pertaining to school-related violence, as well as after school activities for students. The campaign also provided awareness-raising of school staff and community on laws regarding violence in school (particularly violence against girls), and encouraging the enforcement of the laws. In general, the Zero Tolerance campaign was a successful vehicle for breaking taboos of silence about the problem and its causes and for galvanizing actors in school communities around the problem.

Safe Schools Activities

The program conducted the following types of interventions for teachers, community members, and students.

Capacity building

The project trained teams of facilitators in the USAID/PAEM regions to reach out to in-service teachers, students, and community members. Teachers and school counselors received training at the departmental or regional level. Students received training in school clubs and weekend courses. Community members also received training at specific times during the school term.

Dissemination of resources

- Translating the Safe Schools manuals into French, and adapting them to the Senegalese context.
- Printing and distributing 3000¹ copies of the newly-adapted and translated Safe Schools manuals.

Advocacy

¹ Safe schools (Doorways manuals) were manuals were distributed in draft versions during the various training sessions and over 3000 program participants received appropriate copies, In addition, 3500 reference copies were printed (700 of each manual) and distributed to regional and central education offices for them to use in future training programs.

In partnership with key stakeholders, the program

- Conducted advocacy and sensitization campaigns, which, together with the community radio partners, raised awareness among teachers, students, parents, and other community members of the negative effects of SRGBV on quality education and school attendance.
- Produced a short film highlighting the issue, with a message from the Minister of Education, to accompany the training materials. This film was shown to the teachers, counselors, students, and to the community.

In addition, community radio broadcasts and/or forums were organized on issues such as child's rights, teen pregnancy, HIV/AIDS, and legal issues.

Partnership and Policy

Community radio stations were a critical partner. Memoranda of understanding were signed with community radios to involve and engage them in the campaign.



Teachers' unions were also important partners. They helped in the framing of the message so that male teachers were not attacked as perpetrators of sexual harassment and violence but were sought after to join an important campaign to ensure the safety of their students.

Additionally, the project worked with Ministry of Education staff on the development of an anonymous reporting system for reporting incidents of SRGBV. This system is expected to keep records of all reported cases and conduct trend analyses to track the decrease or increase of the phenomenon and provide feedback to school and community members. Principals will also be encouraged to keep records of all SRGBV cases that occur within or around the school.

The rationale behind the policy implementation and the partnership components was to enhance program ownership and sustainability among stakeholders and assure in the long run a responsiveness of the institutional and community levels to SRGBV issues.

Expected results (including targets and indicators)

Broadly, five major results were expected from this program:

- Teachers, students, and community members will develop positive attitudes that contribute to the alleviation of SRGBV.
- Girls and boys are offered equal opportunities to ensure greater participation and learning performance in a safe school environment.
- Girls' school attendance and completion are increased in areas where they face intimidation, assault, gender stereotype or any other kind of violence.
- Bad conduct and cases of violence in school are systematically reported and treated with efficiency and confidentiality.
- Progressive reduction of the number of boys and girls suffering from bullying, corporal punishment, and sexual harassment/violence.

Indicators

Most significant indicators include:

- Teachers and counselors in the PAEM regions are trained in the prevention and management of SRGBV
- Middle school students in the PAEM schools are trained and sensitized in SRGBV issues.
- Community members are trained and sensitized in SRGBV.
- Principals in supported USAID/PAEM schools are trained to keep records of SRGBV that occur in their schools.
- 3000 copies of the newly translated manual on SRGBV are printed and distributed

GOAL...TO TRAIN	RESULT
<ul style="list-style-type: none"> • 500 teachers in the USAID/PAEM regions 	<ul style="list-style-type: none"> • 639 teachers and community advisors trained
<ul style="list-style-type: none"> • 100 CROSP and/or community advisors 	
<ul style="list-style-type: none"> • 58 principals (all the USAID/PAEM schools) 	<ul style="list-style-type: none"> • 148 decision makers, including all 58 principals of USAID/PAEM schools trained
<ul style="list-style-type: none"> • at least 2000 students, in school clubs and weekend activities 	<ul style="list-style-type: none"> • 2095 students trained
	<ul style="list-style-type: none"> • 150 MOE staff and community leaders trained as trainers of students or teachers
GOAL...TO DISTRIBUTE	RESULT
<ul style="list-style-type: none"> • 3000 copies of the newly translated manual on SRGBV are printed and distributed 	<p>All those trained received the appropriate SRGBV manual, for a total of 3032 manuals distributed</p> <p>An additional 3500 reference copies of the manuals were printed and distributed to regional and central education offices for use in future training programs.</p> <p>Total: 6532 copies distributed</p>

Recommendations

The efforts that USAID/PAEM have taken over the last three years, both in its Zero Tolerance Campaign and in this Safe Schools campaign have had considerable impact in the 58 communities where the Project worked most closely, and in the department and regions where the Project worked (Fatick, Tambcaounda, Kedougou, Kolda, Sedhiou and Ziguinchor). In most of the target communities, local efforts to set up watch committees, gender committees, and to enlist community leaders of all stripes to take pledges against violence have certainly put the once taboo subjects into the discourse of the communities. Children and parents understand that they can find someone to speak to about abuses. School principals, in particular, have taken

stands not to tolerate teacher abuse of female students. Local press and radios in the communities targeted continue to point out cases of violence and to put support measures to bring those responsible for harm to court. In addition, there has been a strengthening of coalitions and collaboration among other community and departmental actors, including those in the justice sector, health sector, teachers' unions, parents, women's and youth groups. In the Ministry of Education there is also more visibility around the issues of school-based violence and its prevention, and both gender specialists and Ministry psychologists are being trained and called on to initiate efforts to increase awareness of and reporting of sexual violence,

With the campaign just completed, the central Ministry, FASTEf, and 6 regional education offices now have full sets of resources to carry out their own training and communication campaigns with other target audiences. There are trained and experienced trainers and facilitators within Ministry and community organizations, including teacher unions. The Collective of School Principals has played a very important role in organizing and leading efforts during this and other campaigns and they can and should be relied on to support such work in the other regions of Senegal. Both USAID and the Ministry of Education should support on-going training and communication efforts, especially in the regions not covered by the project. In addition, the teachers and students already trained, should be encouraged to spread the word in their schools and communities.



Modules on preventing school-based violence, including ensuring appropriate behavior of teachers, should be incorporated into pre-service and in-service teacher training, both at FASTEf and elsewhere. The middle school curriculum should include a focus on helping students understand and prevent sexual violence, including how to behave to rebuff unwanted sexual advances. The young adolescents trained were most happy about having a safe venue to discuss these matters and each school and community should make sure that those venues, with trusted adults, continue to be available for Senegal's teenagers, both for in-school and out-of-school youth. Finally, national and regional level networks of concerned partners in education, health, justice, should be encouraged and supported so that they can work together to set up systems for prevention and for pursuing violations,

Sample plan for training events

TRAINING OF TRAINERS (TO REACH STUDENTS)

PERIOD: JUNE 6 TO JUNE 15 2010

PLACE: 6 REGIONS (FATICK, TAMBA, KEDOUGOU, KOLDA, SEDHIOU, ZIGINCHOR)

TARGET AUDIENCE:

- 2 TEACHERS PER MIDDLE SCHOOL SELECTED FROM AMONG THOSE WHO HAD BEEN PREVIOUSLY TRAINED IN THE BASIC CONCEPTS, FOR A TOTAL OF 144 TEACHERS

LENGTH OF THE TOT: 2 DAYS

TRAINING OF STUDENTS

PERIOD: JUNE 17 TO JULY 4 2010

PLACE: 72 MIDDLE SCHOOLS IN THE 6 REGIONS (FATICK, TAMBA, KEDOUGOU, KOLDA, SEDHIOU, ZIGINCHOR). 58 PAEM SCHOOLS AND 14 NON PAEM

TARGET AUDIENCE:

- 30 STUDENTS FROM EACH MIDDLE SCHOOL TAKEN FROM THE 9TH, 10TH AND 11TH GRADES), FOR A TOTAL OF 2095 STUDENTS (1048 GIRLS AND 1047 BOYS)

LENGTH OF THE TRAINING: 4 DAYS

CONTENT OF THE TRAINING

- DEVELOPING A PERSONAL PLAN FOR THE FUTURE
- GENDER ISSUES
- GENDER BASED VIOLENCE IN OUR COMMUNITIES
- HUMAN RIGHTS AND THE CONVENTION FOR CHILDREN'S RIGHTS
- STRATEGIES AND TOOLS FOR PREVENTING AND COMBATTING SCHOOL BASED GENDER VIOLENCE
- HEALTHY RELATIONSHIPS WITH FRIENDS
- UNDERSTANDING YOUR BODY AND YOUR SEXUAL ORGANS

TRAINING METHODS:

- EXPOSES
- ROLE PLAYING
- GROUP WORK
- TESTIMONIES
- TRUE LIFE STORIES
- VIEWING AND DISCUSSING A FILM

COMMENTS FROM THOSE PARTICIPATING

From the CEM of Bassoul, region of Fatick

A student: “We understand our rights and our responsibilities better.”

A parent: “Everyone knows now what needs to be done to prevent this.”

The Imam: “I am comforted by this training because I have been fighting against this violence for many years without the population supporting or understanding me. I hope this will lead to changes.”

From the CEM of Ouadiour, region of Fatick

Report from the training supervisor: “The school already plans to use what was learned and share with all students and staff as part of the Gender Cell, the Literary club and the school newspaper. They will have a forum with the Medical head from the district as well.”

“The school reported that it had 5 early pregnancies among its students this year.. they were proud that one young mother had returned to class.”

From the CEM of Sare Bidji, region of Kolda

The supervisor reported: “A committee to follow up on cases of violence was put in place during a meeting with the Iman, principal, chef du village, president of the PTA, several teachers, students etc”

From the CEM of Kandia, region of Kolda

Deyo Sabaly, student in 9th grade: “The training is very interesting.. now I know the difference between gender and sex. For a girl like me this training is really important”

Marietou Sane, student in 8th grade: “Today I am starting to understand a lot of things about relationships between boys and girls. For example I know that a lot of the things that boys say to girls are false. Now I understand better how I need to behave to protect myself.”

Sory Sane, student in 7th grade: “My classmates have really said everything on this subject. Getting this training really helps us understand. Today I feel better about expressing myself freely.. I never felt like that in class. This is really great!”

From the CEM of Linkering, region of Kolda

Mamadou Alpha Toure, student in 9th grade: “The first day was extraordinary. We are a bit worn out but it was worth it. Ever since I started middle school I never have been in discussions of topics like these. It is really great.”

From CEM of Sare Coly Sale, region of Kolda

Dieynaba Balde, student in 9th grade: “I learned a lot in the module on violence. I am a girl and now I understand how I need to behave to protect myself from a teacher or other aggressor, Now the students in 6eme and 5eme are my friends, nothing more than that and that is great.”

From the CEM of Sinthan Coundara, region of Kolda

Kadiatou Diallo, student in 9th grade: “The film helped me see that even teachers can harass their female students. I will be prudent in the future.”

From CEM of Media Wandifa, region of Sedhiou

From supervision report: “The closing ceremony was covered by community radio Kabeng FM, a CD audio with remarks by the principa, community leadersm students etc was done and distributed to all

Comments from students: “I learned how to behave to resist advances from teachers.”
“We got answers to many questions we had about our own bodies.”

From CEM of Djibibouya

A student in 9th grade: “This training was very important for us, especially for students who live with violence every day. Often they are afraid to talk about it. Today we talked about everything that happens at school and why certain behaviors exist. Even more importantly we learned how to identify and avoid certain traps for teachers with bad intentions. The training was a success because everyone spoke freely and gave his/her opinion. I am promising to share what I learned with all my classmates and especially to make sure they know their rights.”