

# STRATEGIES FOR NON VIOLENCE IN EDUCATION

Presentation by:

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# OVERVIEW OF PRESENTATION

- Background
- Violence in Schools
- Key Findings of the CJCP Study
- DBE Response to School safety
- Focus of the DBE-SAPS Protocol
- Progress on implementation of the Protocol
- DBE response to CJCP's National School Violence Study (NSVS) Recommendations
- Curriculum & Programmatic Response
- Conclusion



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# BACKGROUND

- Violence continues to plague South Africa, the roots of which lie in our legacy of apartheid, our current socio-economic realities, including extreme inequality and our discriminatory cultural & gender norms.
- The DBE acknowledges that fear and violence are detrimental to the holistic development of the learner.
- Safety and nonviolence in schools are critical requirement to the achievement of educational outcomes and integral to our vision for quality basic education.



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# VIOLENCE IN SOUTH AFRICAN SCHOOLS

- In the past general perceptions of school violence was influenced by high profile & violent incidences covered by the media.
- This often diverts attention from the common repetitive violence in schools.
- Reliable & standardized data on the extent & nature of violence is required to address it.
- Centre for Justice and Crime Prevention (CJCP) conducted a National School Violence Study in 2008 and a follow up study in 2012.



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# Cont.

- The first CJCP NSVS in 2008 found that 22% of the secondary school learners surveyed had succumbed to some form of violence in the 12 months preceding the study.
- In 2012, 22.2% of high school learners were found to have been threatened with violence or had been the victim of an assault, robbery and/or sexual assault at school in the past year.
- While this figure extrapolates to 1,020,597 learners who had encountered violence at school in the past year, it does suggest that the levels of violence in secondary schools had remained relatively constant over the past four years.



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# Key Findings of the CJCP NSVS (2012)

- The study sample comprised 5,939 learners, 121 principals and 239 educators.
- In total, more than a fifth of learners had experienced violence at school.
- 12.2% had been threatened with violence by someone at school
- 6.3% had been assaulted
- 4.7% had been sexually assaulted or raped
- 4.5% had been robbed at school.



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# KEY FINDINGS CONT.

- 20% scholars had experienced some form of cyber bullying violence in the past year.
- Violence at schools was often not a one-off encounter.
- Violence was not limited to incidents between learners
- The classroom is the primary site of victimization
- Educators were also often victims of verbal violence (52.1%), physical violence (12.4%) and sexual violence (3.3%) perpetrated by learners.



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# KEY FINDINGS CONT.

- Like the 2008 study, the 2012 NSVS highlighted the extent to which family and community factors intersect with the levels of violence occurring at schools.
- The effect of neighbourhood crime and violence is underscored by the following statistics: 60.5% of learners who had experienced violence at school claimed that crime was a problem in their neighbourhood, compared to 46.5% of non-victims who said crime was a problem in their neighbourhood.



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# DBE Response to violence in schools

- DBE has worked closely with CJCP to ensure the DBE's response to violence in schools is supported by research and sound reliable evidence
- School violence is undergirded by a myriad of individual, school, family and broader community-level risk factors that coalesce to create vulnerability for violence. Any attempt to curb violence occurring in schools needs to extend beyond the school itself.
- Parental & Community support, including prevention and early intervention are the most reliable and cost-effective ways to support schools in delivering teaching and learning in an environment that is physically and socially safe



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# DBE Response to School Violence

- School safety & the prevention of crime is a shared mandate, hence DBE collaborates with other relevant departments
- In 2011 the DBE & SAPS signed a protocol to reduce crime and violence in schools and in communities
- The Strategic Objective of this Protocol is to create Safe, Caring and Child Friendly Schools, and address incidents of crime and violence in a holistic and integrated manner



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# THE FOCUS OF THE DBE-SAPS PROTOCOL

- To strengthen Safe School Committees in addressing crime and violence in schools as part of its mandate
- To assume an active role as a member of Safe School Committees
- To link all schools to local Police Stations
- To raise awareness amongst children and young learners regarding crime and violence and its impact on individuals, families and education
- To mobilize communities to take ownership of schools
- To encourage the establishment of reporting systems at schools and,
- To implement school-based crime prevention programmes in collaboration with provincial, district/local officials responsible for school safety



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# Progress on implementation of the Protocol

- Thus far close to 16 416 schools have been linked to police stations and established School Safety committees
- School Safety Committees comprise of SGB members, educators and a police official who are currently being trained on the implementation of the Protocol
- The DBE is currently capturing school based information to develop a national system of reporting and referrals
- Intervention and support workshops are in progress for DBE & SAPS officials to support the Protocol



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# DBE response to NSVS Recommendations

NSVS Recommendations	DBE Response
•Prioritize School safety framework development	Develop an integrated and multi-disciplinary framework . With UNICEF support, commissioned CJCP to review the National School Safety Framework to align it to the recommendations of the NSVS
•Augment the child's voice	Learners will also be trained on safety programmes like Anti-bullying, participate in dialogues on GBV, BOR etc. Use various social platforms e.g. MIXIT, GEMBEM Facebook page to voice their issues and ideas
•Quality implementation & Effective management	Prioritized school safety and established dedicated Directorate for School Safety, providing support at provincial level via school safety coordinators



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# DBE response to NSVS Recommendations

NSVS Recommendations	DBE Response
•Integrate into local development & safety plans	The School Safety Committees at the local level will work closely with Community Based Police Forums & other local crime prevention initiatives
•Anti-bullying & anti-violence awareness	Given that bullying creates vulnerability for violence, the DBE is rolling out training and an awareness campaign on anti-bullying & positive discipline targeting districts, schools, SGBs, Learners & parents
Monitoring and Evaluation of the implementation of the national school safety framework	The framework will be supported by a clear implementation roll out plan, standardized school safety indicators, and a national reporting and referral system in collaboration with Childline and DSD
•Evidence-based prevention strategy	The DBE will develop a data base on school violence prevention initiatives which will be <b>evidence-based</b> and implement these best practices in targeted areas



# Curriculum & Programmatic Response

## Curriculum & Teacher Development:

- Rights and Responsibilities
- Values in Action
- Gender Empowerment – Speak Out
- GEM/BEM
- Sports for Development
- Building Social Cohesion
- Peer Education and Life skills
- National Strategy on Prevention & Management of Alcohol and Drug use



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# Conclusion

- The revised national school safety framework is evidence-based, integrated and multi-disciplinary
- The safety of our children is everybody's concern and is a societal issue
- The Department of Basic Education (DBE) has provided a framework for a whole-school approach – recognizing that a school comprises several interdependent components, including learners, educators, principals, parents, school bodies and teams.



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THANK YOU



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