osce

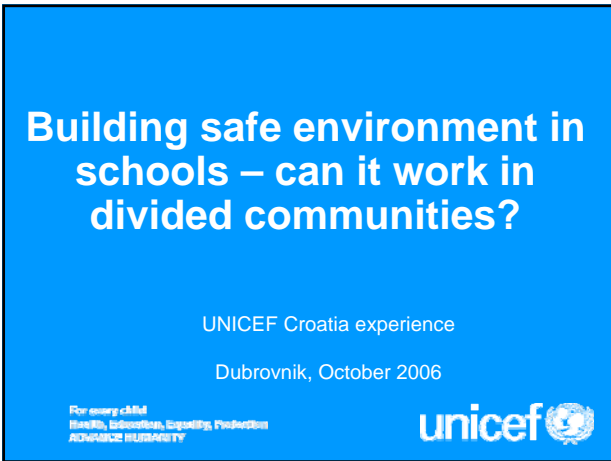**Organization for Security and Co-operation in Europe
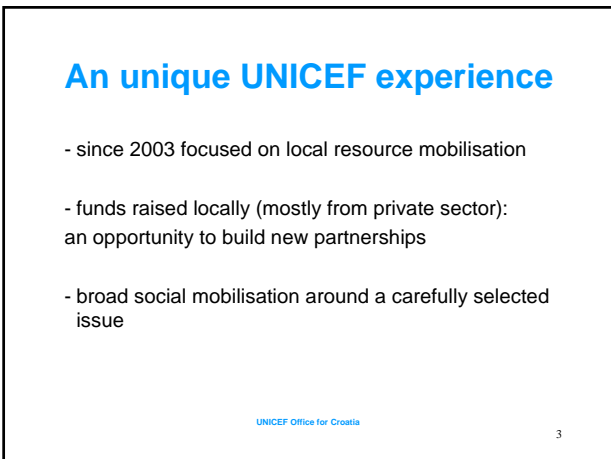Secretariat**

Conference Services

**2nd OSCE Tolerance Implementation Meeting "Education to promote Mutual Respect
and Understanding and to Teach about the Holocaust
Dubrovnik, Croatia
23 to 24 October 2006**

SESSION IV

Please find attached the presentation by Ms. Tanja Radocaj, Head of UNICEF Office in

Croatia: "Building Safe Environment in Schools – Is It Possible in Dived Communities?"

Osigurajmo svakom djetetu
zdravlje, obrazovanje, jednakost, zaštitu
UNAPRIJEDIMO ČOVJEČANSTVO

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Building safe environment in schools – can it work in divided communities?

UNICEF Croatia experience

Dubrovnik, October 2006

For every child
Health, Education, Equality, Protection
ADVANCE HUMANITY

unicef

An unique UNICEF experience

- since 2003 focused on local resource mobilisation

- funds raised locally (mostly from private sector):
an opportunity to build new partnerships

- broad social mobilisation around a carefully selected
issue

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Our first big campaign: violence in schools

Why this issue?
- Public opinion poll
- Survey in a small number of schools
- Government's declared concern
- Council of Europe / European context
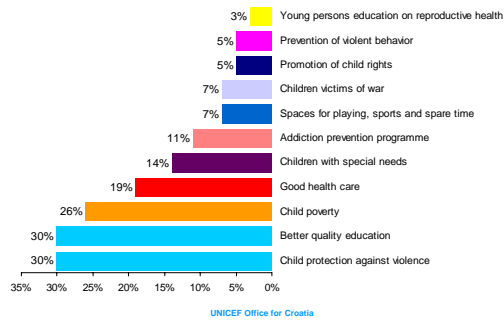- UNICEF global and regional commitments

While the programme is addressing all forms of violence, it is mostly focused on bullying.

Bullying is intentional and repeated violence against someone who is perceived different or weaker and cannot protect himself /herself in an actual situation. When neglected, can lead to extreme violence and/or suicide.

What are currently three most important issues that need to be addressed for the benefit of children in Croatia?
(February 2003)

%	Issue
3%	Young persons education on reproductive health
5%	Prevention of violent behavior
5%	Promotion of child rights
7%	Children victims of war
7%	Spaces for playing, sports and spare time
11%	Addiction prevention programme
14%	Children with special needs
19%	Good health care
26%	Child poverty
30%	Better quality education
30%	Child protection against violence

35% 30% 25% 20% 15% 10% 5% 0%

Building support

- Steering Committee – best national experts
- Agreement with Council for Children
- Support of respective Ministries
- Involving young people
- Finding strategic partner: advertising and PR agency
- Developing relationship with media
- Recruiting UNICEF National Ambassador who strongly supports the issue

Schools are not islands

Schools are just part of their own communities.

If parents, grandparents and communities do not support schools in preventing and combating violence, even the best trained teachers start being defensive.

Usual "capacity building" won't work.

Up to a bigger task: challenging common myths
- "It is normal that children fight"
- "It was just a joke"
- "They should learn that life is tough"
- "It was happening when I was growing up, so what's wrong with me?"

Designing a programme

- Selecting "Whole School Approach" (Meta-evaluation by Ken Rigby)

- Designing and testing model of intervention (June - December 2003)

- Defining baseline indicators (end 2003)

- Awareness raising October 2003 - March 2004, and cont.

- Fund-raising November 2003 - October 2004, and cont.

- Broad implementation in schools since 2004

- Evaluation and recommendations in 2005

- Continued implementation and sustainability plan 2006 -2007

Baseline - primary schools

33% students experienced violence during last month, 10,4% victims of repeated violence (bullying)

84 schools, N = 23.342

Q: Where you bullied?

YES
(2-3 times per month)
10,4%

YES
(1-2 times)
22,3%

NO
67,3%
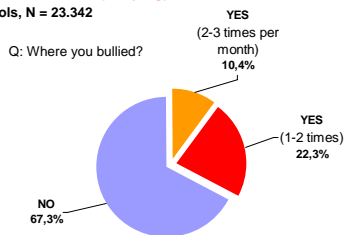
Average is just an average

Some schools 4% - some schools 21% of repeatedly bullied children

At average less physical violence in secondary schools, but more in (some) vocational training schools and more serious incidents

Qualitative study in schools on the both sides of extreme

10

Campaign: getting society ready for a change

Open minds

Open hearts

Open wallets

Advertising PR

Advertising Events

Direct Mail + corporate sponsors

Communication Channels

STOP NASILJU MEĐU DJECOM

12

SVAKO PETO DIJETE TRPI NASILJE OD STRANE SVOJIH VRŠNJAKA.

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ZADNJI U VRSTI, PRVI U MODRICAMA!

060 880 880

STOP NASILJU MEĐU DJECOM

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14

GRUBA RIJEČ BOLI VIŠE OD ŠAMARA!

060 880 880

STOP NASILJU MEĐU DJECOM

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OŽILJCI OD OGOVARANJA
SPORO ZARASTAJU

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Billboard, second cycle

GRUBA
RIJEČ
BOLI VIŠE
OD ŠAMARA!

STOP NASILJU MEĐU DJECOM
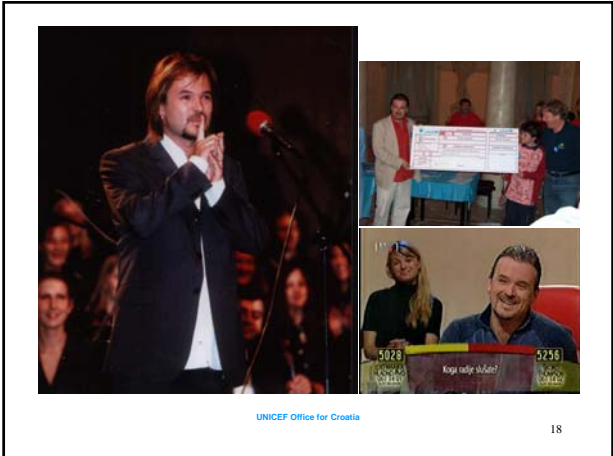
Zagrebačka banka

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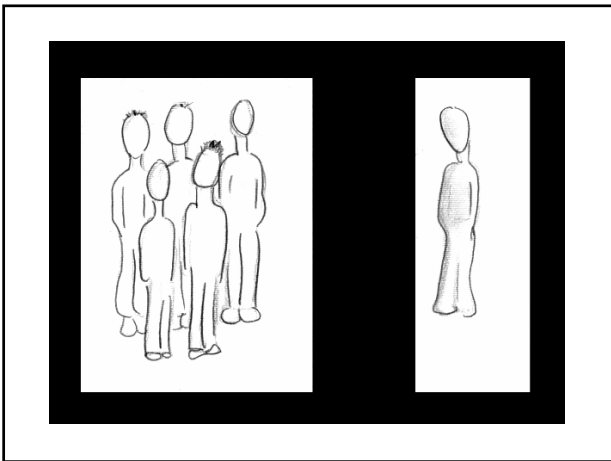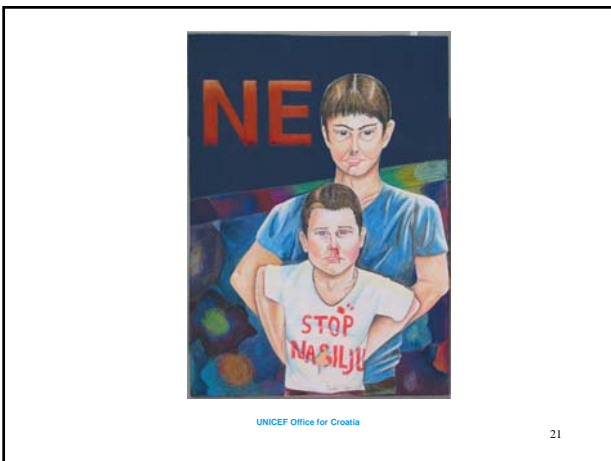UNICEF Office for Croatia

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7 STEPS to safe and enabling schools

1. Level of awareness raised, knowledge base improved (do adults and children know what is violence and and how to react?)
2. Elements of protective network defined (what are the rules? who is there to help? is there a confidential way to report?)
3. Protective network established and operational (are new school policies in place and applied)
4. Referral system in local community for individual cases functioning (does a school have support?)
5. Children seek help from protective network (do children know about it? is it child-friendly?)
6. Adequate response is provided (does it work for children?)
7. Children, parents and teachers perceive school as a safe place (is there a change in perception of safety?)

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121 schools in the first year, 97 schools in the second year

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Implementation in schools

Testing model in 2 primary and 1 secondary school

Training of 70 trainers/mentors - each school is assigned a mentor to guide them

Preparing and distributing written materials (brochures, manuals, leaflets...)

Each school starts from their own baseline

Direct implementation (10-18 months) – includes training, practising, setting up systems and school policies and building network within community

Monitoring progress, evaluating achievements, reporting back

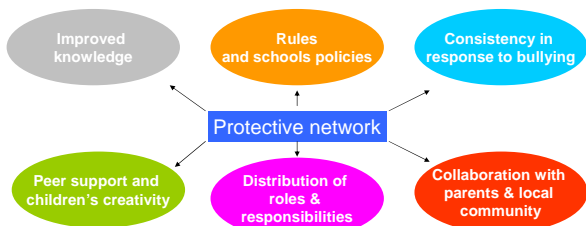UNICEF Office for Croatia

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The content

- Participatory process to develop rules on the class level and new school policies
- Workshops on: recognizing violence, increasing empathy, respecting differences, exclusion and inclusion, social responsibilities, self- respect and respect for others
- Recognition and support to victims, opportunities to restitute to the perpetrators (all children have right to appropriate guidance and protection of adults)

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Key elements:

✓ commitment and engagement of adults
✓ children's participation
✓ parents and local community included
✓ developed protective network

Improved knowledge

Rules and schools policies

Consistency in response to bullying

Protective network

Peer support and children's creativity

Distribution of roles & responsibilities

Collaboration with parents & local community

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ŠKOLA BEZ NASILJA

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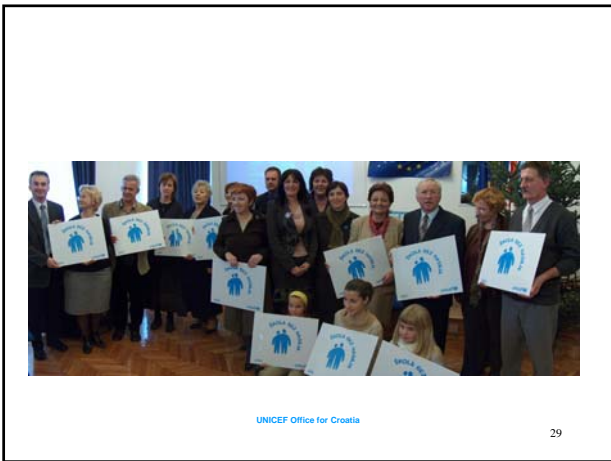
Very high recognition and support of the general public

I don't know anything about the project
7%

Undecisive
1%

43% from those contributed in some way to the project

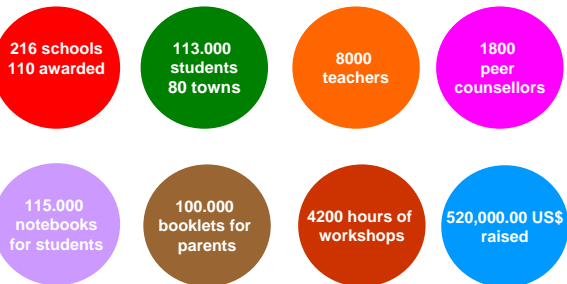I have heard about the project
92%
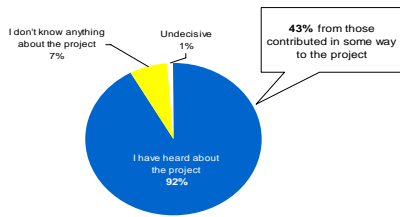
Policy level changes

- National plan of action to prevent and combat violence among children and young people in 2004
- Protocols for reporting violence
- Increased resources, Gvt funding for various projects
- Funding from the Government for UNICEF project
- Local governments allocate funds

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Results and deliverables

- 216 schools 110 awarded
- 113.000 students 80 towns
- 8000 teachers
- 1800 peer counsellors
- 115.000 notebooks for students
- 100.000 booklets for parents
- 4200 hours of workshops
- 520,000.00 US$ raised

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SAFE ENVIRONMENT IN SCHOOLS – FUNDRAISING RESULTS

Total amount USD 522,304.24

- Events 8%
- Government 21%
- Corporate 27%
- Individuals 44%
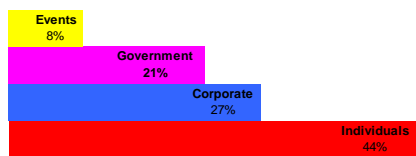
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Chart 2 Distribution of total amount (November 2003 - until now)

Main findings about the program...(from the evaluation)

✓Program is efficient- according to pupils during the first year of implementation, frequency of most visible forms of bullying decreased, while sensitivity for more subtle forms increased
✓Program is effective – 20% more schools were included in the project during the first year of implementation, while 15% less money was spent in comparison to the planned budget
✓ program is well accepted in schools – teachers and school coordinators positively assess most of the project elements and their implementation
✓program evaluation by the public is highly positive- it is recognized by 90% of participants in the poll research, and over half of them gives the highest mark to the program
✓The weakest part of the program is collaboration with parents

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What did not work?

Some schools dropped out when they discovered that serious work is expected from them.

Schools in big towns (esp. Zagreb) find it difficult to engage "local community"

Some school teachers (esp. secondary vocational schools) have little commitment to learn and improve their guiding role

Schools in divided communities need different approach

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Divided how?

Dominant versus "minority" group

Two groups in (resolved?) conflict

Communities that never integrated

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Case 1: Who are "our children"?

"**Problem is that there is more Roma than children in the school"**
(concerned professional)

Good intentions, but deep lack of awareness on stereotipes and prejudices.

Facing one's prejudices is extremely difficult. It is requireing skilled and non-judgemental professional training for teachers and community leaders.

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Case 2: Are "their children" beating "our children"?

Example from Eastern Slavonia:

Conflict between irresponsible parent (s) and a not – responsible - enough school principal

Each side seeking and getting support of their ethnic group

Children not being helped – and it got seriously bad

Both groups must stop supporting "their bad guys"

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Case 3: Who cares?

Communities that never integrated

Fast growing city suburbs: different families, different values, no common social norms and social pressure

However, schools can do a lot to support integration

Poor school management and lack of cooperation with other important players in the community gets in the way

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In short

80 000 donors = 80 000 strong votes against violence

Sensitivity remains long after the campaign - cases of violence recognized and reported

Violence in all its forms can be significantly decreased

However: schools in divided communities may not be strong enough to provide safe environment to their students

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