

EDUCATIONAL PROGRAMS EVALUATION REPORT 2018



NON-VIOLENCE[®]

THE NON-VIOLENCE PROJECT FOUNDATION

Dear friends, colleagues and supporters,

It is with great pleasure that I share with you our 2018 Evaluation Report which outlines our contribution to the global effort in creating a more peaceful and nonviolent world. This year, we have reached out to **91, 704 students, 2472 teachers/trainers and 178 schools** across the globe. Truly outstanding result and effort by all our global staff, and our important and valuable contribution to the world and its young people.

We have focused on global expansion, but also on gathering results that appropriately demonstrate the impact our educational programs are having on individuals, groups and society. Ongoing efforts in this area are crucial as our service to others, mainly in the form of educational initiatives is based on creating tangible change in the lives of people we support.

This document serves as a report on our global educational initiatives in 2018. and outlines the impact and outcomes NVP educational programs have on young people, adults and communities involved. It provides an overview of the work carried out in six countries - Denmark, India, Japan, Mexico, Sweden and Uganda.

Based on the results gathered, we are so pleased to confirm that our educational efforts are indeed serving as an important catalyst for making a much needed change in the world. Positive shifts that participants experience in their attitudes and behaviours, and also development of their social, emotional and cognitive skills, are important indicators proven to have the greatest impact on minimizing violent behaviour. In all our educational programs and results presented here, we clearly demonstrate that participants experience major shifts in both areas.

As we reflect on the events and educational initiatives of 2018, we express our heart-felt gratefulness and pay tribute to passion, dedication and hard work of all of our global staff, and to the dedicated backing of our friends and supporters. Without this support, our work for a better world would not be possible.

Warm regards to all members of NVP family,

Ivana Busljeta

Director of Global Education

The Non-Violence Project Foundation

Table of Contents

Introduction	4
What we evaluate	4
Scope	6
Methodology	6
Data collection method.....	6
DENMARK	7
INDIA.....	12
JAPAN.....	19
MEXICO	23
SWEDEN.....	27
UGANDA.....	29

Introduction

The main purpose of this report is to present the outcomes and impact of the NVP educational programs (Schools/Sports for Peace) against its objectives. It provides an overview of the work carried out in six countries - Denmark, India, Japan, Mexico, Sweden and Uganda.

It is worth noting that NVP Uganda has dedicated this year to delivering wholistic and comprehensive program that includes education and support to: school management, teachers, students, family and community members. This means that in addition to delivering Schools for Peace program, level 1, 2 and 3, they collected survey results on incidents of violence, established reporting mechanisms, provided education and tools for school management to prevent and respond to incidents of violence; and family booklets and information to wider community.

What we evaluate

Our educational programs are based on the philosophy that participants experience inner change so they can be the change they want to see in the world. Hence, we evaluate:

1. Social and Emotional Learning (SEL) skills

Youth-focused approaches that combine emotional intelligence (EQ) development with other life skills, are called SEL by educators and in child development and psychology realms.

SEL is a “the process through which children (and adults) acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions’.

SEL enables individuals to deal effectively with the challenges of everyday life. It has been proven that SEL has the greatest impact on attitudes about violent behaviour.



Five competencies of SEL that can be thought in many ways across many settings:

1. **Self-awareness** – the ability to accurately recognize one’s emotions, thoughts, values, strengths and limitations and how they influence behaviour.
2. **Self-management** – the ability to regulate one’s emotions, thoughts and behaviours; managing stress.
3. **Social awareness**– the ability to take the perspective of and empathize with others
4. **Relationship skills** – the ability to establish and maintain healthy relationships, communicate clearly, cooperate, manage conflicts.
5. **Responsible decision making** – the ability to make constructive choices about personal behaviour and social interactions based on ethical standards, safety concerns and social norms.

Self-Awareness	Self-Management	Social Awareness	Relationship skills	Responsible decision making
Identifying emotions	Impulse control	Perspective taking	Communication	Identifying problems
Accurate self-perception	Self-discipline	Empathy	Social engagement	Analysing situations
Recognizing strengths	Self-motivation	Appreciating diversity	Relationship building	Solving problems
Self-confidence	Goal-setting	Respect for others	Teamwork	Reflecting
Self-efficacy				

2. **Change in attitudes and behaviours that allow young people to engage in positive action and contribute to a peaceful and non-violent environment.**

Scope

- This report does not outline inputs (what we invest) and outputs (what we do/who do we reach), although they are available and documented on project by project basis.
- This report does not focus on quality assessment of country Master Trainers (educators), although this assessment is documented and available in global office.
- This report does not outline challenges/learnings for each project as they are available and documented on project by project basis.

Methodology

This information relates to the short-term, medium-term and long-term impact our programs have to the participants after training. Results in this report are mainly focused (but not limited to):

- ✓ **Train the Trainer program** – training of adults and/or University students on how to facilitate Schools/Sports for Peace program to youth
- ✓ **Student training** – delivering Schools/Sports for Peace program to youth

We rely on Kilpatrick's method of training evaluation. This method consists of four levels:

- ✓ **Level 1 - Reaction to the training course**

This level evaluates the quality of the training, effectiveness of the trainer, and training material.

- ✓ **Level 2 - Learning**

Change in knowledge, attitudes, and skills.

- ✓ **Level 3 - Behavioural Change**

Change in behaviour and/or application of skills and knowledge in real life.

- ✓ **Level 4 - Results**

Data collection method

At the level of teacher/sport coach (Train the Trainer program) and student (Schools/Sports for Peace program):

- ✓ Evaluation questionnaire after the training/testimonials* (Kilpatrick's level 1,2)
- ✓ Video interviews (Kilpatrick's level 3)
- ✓ Case studies (Kilpatrick's level 4)

**Testimonials – majority of testimonials are anonymous to support participants in openly expressing their opinions and ideas*

At the level of school/sport club:

- ✓ School/sport club incidents of violence before/after the program (Kilpatrick's level 4)

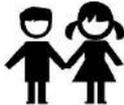
DENMARK



2 Schools



52 Teachers



550 Students

Sofia Deria, Country Manager for Denmark has taken this year to be with her new-born baby girl. However, she has still managed to reach out to two schools and 550 students with our Schools for Peace, level 1 program.

NVP Denmark has adjusted the evaluation process and some of the questions to better suit school's motives and purpose to conduct this program, as well as to Danish donors. The focus is on making the evaluation process a part of the learning by engaging students in reflecting on what they have learned in a more qualitative way.

The highlights of these assessments have been that most students shared suggestions and ideas for being **positive and believing in oneself, solving conflicts in different ways, recognizing and managing emotions, and communicating and respecting others.**

Well-done Sofia for great effort!

Schools for Peace program – student education

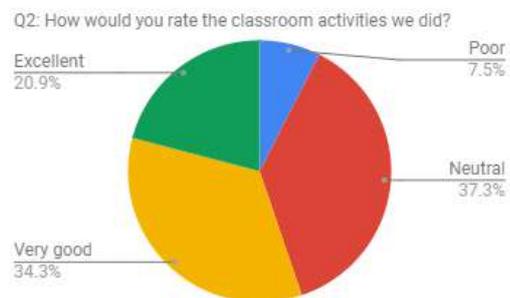
Evaluating reactions to education program

(Søndervangsskole - 250 students trained/75 evaluated)

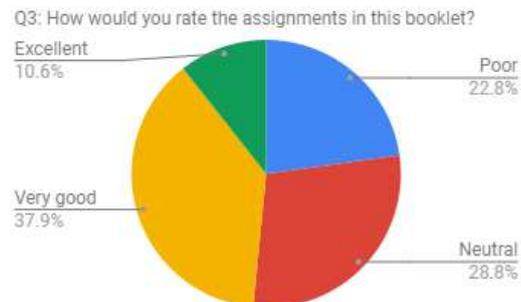
47.8% of students rated the program as very good or excellent.



55% of students rated the classroom activities as very good or excellent.



49% of students rated the assignments in the program as very good or excellent.



Evaluating SEL skills and changes in behaviour
(evaluation form/feedback/testimonials)

SEL SKILLS	<p>92.4% Understand different ways they can respond to conflict</p> <p>84.8% Know that there are things they can do to build healthy self-esteem</p> <p>84.8% Know the qualities of a good listener</p> <p>84.8% Can connect their feelings to needs</p>	CHANGES IN ATTITUDES/BEHAVIOUR	<p>67.8% Know how to respond more positively during conflicts, fights, or arguments</p>
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'It's always good to learn about teamwork and togetherness. It really helped not only me but also the whole class because it's not always that you like the person that you have to work together with, but you can still get to know them'

'I have become aware of how others think; that they have other opinions and are intelligent.'

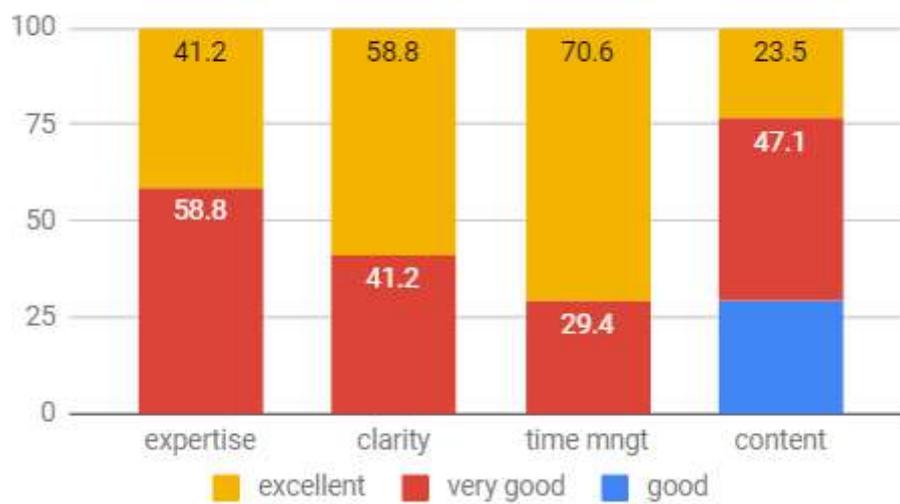
*Højdevangens Skole in Copenhagen is a school that brings together students from four schools to form a common 7th grade. The schools for peace program **has been used during the two years** as an introduction to the new 7th-grade student. The vice principal has seen how the Schools for Peace program **reinforces integration, the versatile development, the formation of the individual student, and has contributed to creating a better and safer classroom and learning environment** for the new students at Højdevangens Skole.*

*"We have used this program to create a common language and narrative in our school about how we understand and handle conflict when they happen. And most importantly how do we make sure that the **students are capable of handling most of the conflict themselves. Empowerment is key here**".*
Principle Lindehøjskolen

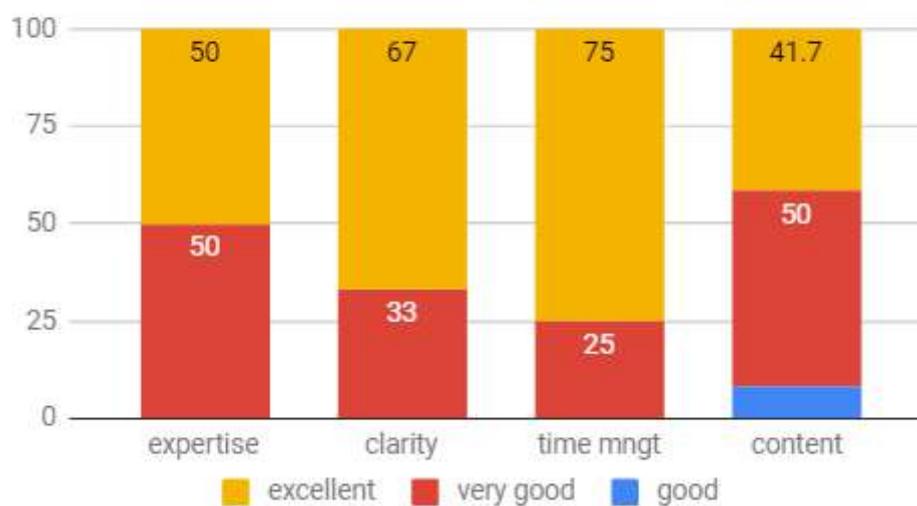
Train the Trainer program – teacher education

Evaluating reactions to education program

Søndervangsskolen school



Viby Skole

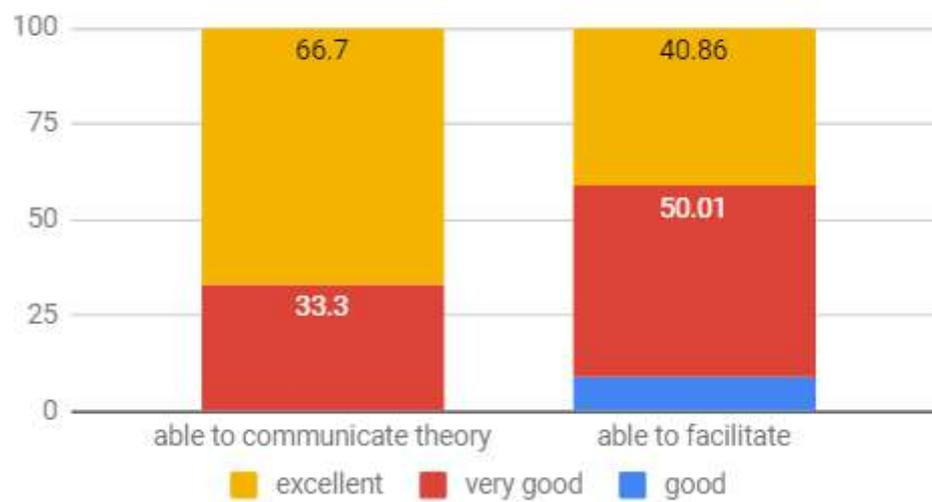


Evaluating SEL skills and changes in behaviour (evaluation form/feedback/testimonials)

Søndervangsskolen school



Viby Skole



INDIA



4 Schools



35 Teachers



434 Students

NVP India is our newest team lead by Augustine Veliath. With virtually no financial support they have educated total of 434 students and 35 teachers in Schools for Peace, level 1 program and have received an overwhelmingly positive feedback from schools, teachers and students. The whole team has demonstrated drive, enthusiasm and great commitment to delivering educational programs.

Well-done team India and we look forward to moving forward together in 2019!

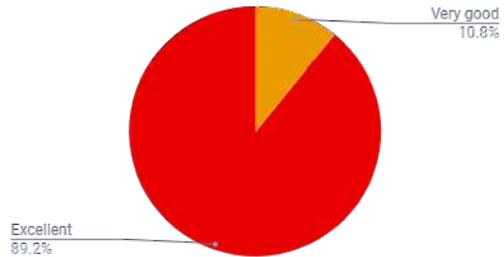
Schools for Peace program – student education

Evaluating reactions to education program

Siddharth International School / St. Kabir Residential Day School, Hisar - 234 students educated/203 evaluated

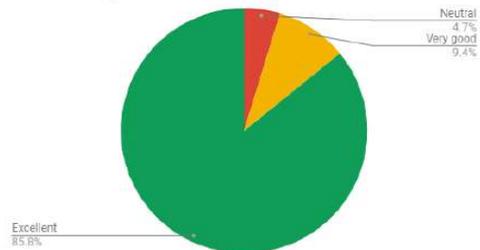
100% of students rated the program as very good or excellent.

How would you rate this training program?



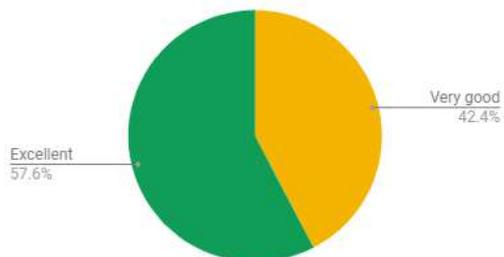
95.2% of students rated the classroom activities as very good or excellent.

How would you rate the classroom activities we did?



100% of students rated the assignments in the program as very good or excellent.

How would you rate the assignments in...



Evaluating SEL skills and changes in behaviour (evaluation form/feedback/testimonials)

SEL SKILLS	<p>98% Understand different ways they can respond to conflict</p> <p>97% Know the qualities of a good listener</p> <p>98% Can name positive things about themselves</p> <p>97% Can connect their feelings to needs</p> <p>97% Know what conflict means</p> <p>97% Know what the knotted gun is and what it represents</p>	CHANGES IN ATTITUDES/BEHAVIOUR	<p>97% Feel that there are things they can do to make this world a better place</p> <p>99% Know how to respond more positively during conflicts, fights, or arguments</p>
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*“I am just spectacularly amazed by the innovative ideas you brought before us students at Saint Kabir’s. The activities we performed were very interesting and helped us to get to know more about what a conflict is, how to peacefully stop it before it changes into violence and also, they assisted us to know more about our inner self and our feelings. Especially your magnificent presence and your friendly nature prevented the workshop from becoming a boring one just like others. Overall it was **the most amazing and peaceful workshop I have ever attended in my life and might ever attend.**”*



Students in St.Kabir residential school

*“I realize that a war cannot be only fought with words or weapons, but they are many creative ways to fight a war and it prepared us all to become a peace warriors. It was amazing.....**Now, I can react peacefully and positively to a conflict.**”*

Evaluating changes in behaviour 3 months after the training (reports from school)

Ms Neha Singh; Director of Siddharth International School and St Kabir Residential and Day school:

- ✓ **Increase in average marks and class performance** – at least 34% of students trained have shown an improvement of 15 and more percentage points in their academics; better class participation is highly noted
- ✓ **Decrease of physical violence**- before the training, we had instances of physical violence among a few students and we were fearing police intervention in the said instances. The very students have now displayed calm behaviour and have also sent in written apology to the authorities concerned.
- ✓ **An increased positive participation** in community building activities both inside and outside the school. Trained students not only participated in the mandatory activities but went above and beyond the required to help.
- ✓ **Teachers have better conflict resolution tools**- program equipped us with better tools and ideas to resolve conflicts and build better and rewarding bonds.
- ✓ **More positive, open and safe school** – teachers report better classroom environment, more productive student-teacher relationships; and intra class interaction and cooperation
- ✓ **Students want more education** – further training sessions are requested at level 2 and 3; as well as a desire to set up the Knotted Gun sculpture, to allow students to make the sculpture out of recycled waste and it be installed as a symbol of peace.

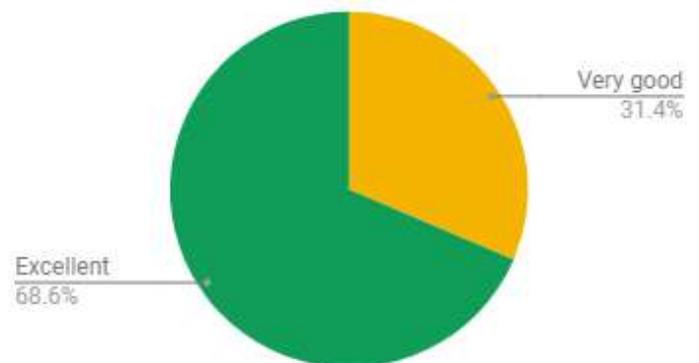
Train the Trainer program – teacher education

Evaluating reactions to education program

35 trainers from Kilkari Bihar Bal Bhawan, an institute dedicated to enriching the creative potential of children by training in various activities, opportunities and common platform to interact, experiment, create and perform.

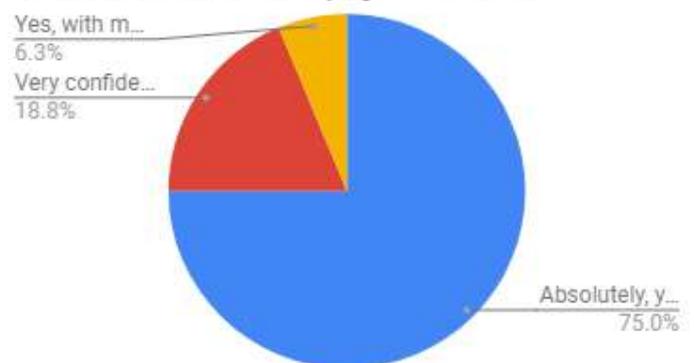
100% of students rated the program as very good or excellent.

How would you rate this training program?



93.8% of participants feel confident in being able to facilitate this program to students.

I am now able to facilitate this program to students





Archana Kumari:

"I had never imagined I will ever be trained in a subject like this. As a teacher it has always been my struggle to broker peace between warring students. Making children understand is a big challenge for us teachers. Children need to take time to understand each other. Thank you for this training."

Muntun Raj:

"Training was really effective for us and I wish to educate the students on what I have learned from the training. After the training, I have got this enthusiasm and hope in me and it feels that I am alive again and want to do something for children. This is great for me. I want to thank sir for teaching us great lessons."

Nanda Sahay:

"I learned how to manage conflict in a non-violent manner and whatever I have learned, I wish to train my blind students for the same and help those students who are in need."

Anubhavi Sinha

"We can live without being violent and manage our conflicts. When we teach this to children we are getting at the root of their future behaviour. They stand to benefit with this training."

JAPAN



2 Schools



32 (8 Community members; 12 University of Tsukuba; 12 Tokyo International School)

NVP Japan lead by Hilo Umehara has achieved wonderful progress this year. The main highlights of their activities have been delivery of Schools/Sports for Peace **Train the Trainer program** in Japan, delivered to influential community members; undergraduate students in one of the most prestigious Universities in Japan – University of Tsukuba; and to teachers in Tokyo International School.

University of Tsukuba “Train the Trainer” program for undergraduate students

(April-June 2018)

- Average of 40 students attended for each session.
- 32 students attend the final session and submitted evaluation, and also showed their wish to be certified as NVP trainer.
- Through careful evaluation among NVPJ Master Trainers, 8 students have been certified and 4 additional students are certified after receiving one supplemental session. This equals 12 Tsukuba students who have been certified as NVP trainers.

85% of participants felt ready and prepared to implement the program with students.





University of Tsukuba undergraduate students

'I thought that this class should be disseminated to more people.'

'I was able to learn from varied perspectives on what violence is and what we can do for peace through this program.'

'I gradually became interested in this program and I wanted to try facilitating it.'

Tokyo International School 'Train the Trainer' program – teacher education

- 12 teachers attended this program
- All have expressed great enthusiasm and willingness to deliver Schools for Peace program to students.



Tokyo International School teachers

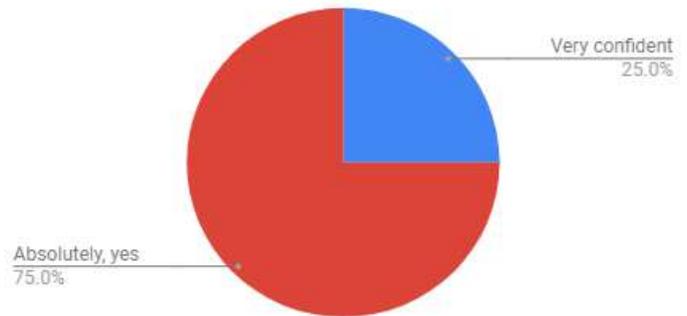
Evaluating reactions to education program



Evaluating SEL skills and changes in behaviour (evaluation form/feedback/testimonials)

I am now able to facilitate this program to students

100% of participants felt very confident and absolutely able to implement the program with students.



*'Strength of this program is that you **allow us to be flexible in the way we teach it to our students** which always being mindful to stay true to the heart of the program.'*

*'Training was **well organized and easy to be implemented**. If I needed to train tomorrow I feel very well equipped to do so.'*

*'Any program that pushes people **to learn and grow through experiences and deepen their empathy** is a big strength.'*

*'**Role-play as students and teachers made it easier to understand** how to teach each and every session.'*

*'Strengths of this course are that is **hands on engaging in critical thinking**.'*

MEXICO



87 Schools



1500 Teachers



81,000 Students

Lead by Mauricio Bermudez, NVP Mexico continues year after year to educate hundreds of students and teachers every year. NVP Mexico does this in two ways: it conducts Train the Trainer program to students and adults; and delivers Schools for Peace program to hundreds of young people through a network of skilled UNAM University teachers.

Train the Trainer, Schools for Peace program in Mexico has been adjusted to local needs and culture, and it takes four months @ 2 days per week to complete. It is usually held in Museum of National Peace and Tolerance and UNAM University.



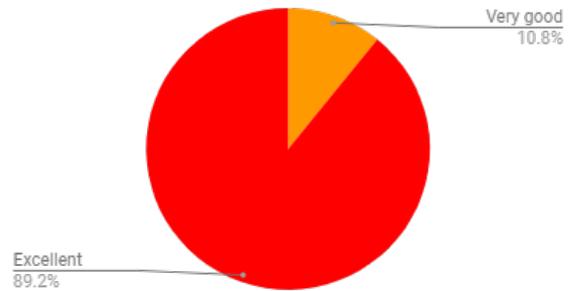
Train the Trainer program

Evaluating reactions to education program

242 participant sample over the period of January-November 2018.

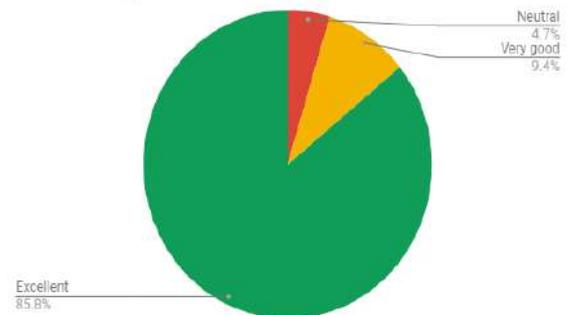
100% of students rated the program as very good or excellent.

How would you rate this training program?



95.2% of students rated the classroom activities as very good or excellent.

How would you rate the classroom activities we did?



Evaluating SEL skills and changes in behaviour (evaluation form/feedback/testimonials)

SEL SKILLS	<p>99% Understand different ways they can respond to conflict</p> <p>95% Know the qualities of a good listener</p> <p>98% Can name positive things about themselves</p> <p>93% Can connect their feelings to needs</p> <p>94% Know what conflict means</p> <p>98% Know what the knotted gun is and what it represents</p>	CHANGES IN ATTITUDES/BEHAVIOUR	<p>100% Feel that there are things they can do to make this world a better place</p> <p>100% Know how to respond more positively during conflicts, fights, or arguments</p>
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'I learned the ways in which we can resolve conflicts and how the diversity of these are necessary to transform the way we relate to each other.'

'There is hope that the things in my community, country and world can change thanks to the effort from different fronts that are being possible to open spaces like this... that what is vital is the will to continue impacting our lives and that of others.'

Transforming violence into peace through listening, communicating and resolving the conflict.



'Also, as a result of this workshop, more than knowing how to respond to a conflict; to see and observe how I react, to analyse it and be able to change it, if it requires change. Thank you! :) I get the great work and dedication behind this work and workshops! You have given me a lot, in all aspects.'

'That the change begins with us, because sometimes we believe that in order to change the world, giant actions are required, but the reality is that a small action can also change the world.'



To whom it may concern

Since 2011 the Universidad Nacional Autónoma de Mexico, UNAM, implemented in their social service programs the content of The Non-Violence Project School for Peace content Level 1 and 2. The content is integrated in the workshops and allow us to promote peace and no violence among our community. The students who take the workshops participated during a period of 1 year and during their social services they spread the content with the schools, communities and other social organizations around Mexico.

For the 2018 the results we gather from the participations in the workshops of The Non-Violence Project content are: 87 new schools for level of elementary (40), High School (37) and Technical Schools (10).

These Schools represented 81,000 students, Most of them between 8-12 years old and 16-18 years old for High School.

The number of new trainers from our social service is 1590 Students who became trainers, these students participate in level 1 and 2 from the content of the NVP in one year of capacitation. By trainer we have an average also of 30 persons by month whose take the content of the NVP. During the 12 months by trainer we have a total participation of 360 to 420 persons in 2018.

The total of people who recieved the content of the NVP was: 3,709,400 persons in 32 states of Mexico.

These statistics are validated by our department of statistic and student's relations office. We are still working in a system to calculate the impact of the content from the program because the information is mixed with other subjects and materials from other organizations and from UNAM. So far the evaluation reports just agree that the content of the NVP is important, useful and can help to reduce violence in the community.

I hope these statistics are useful for your cause and we will be happy to continue working with the NVP and help in the promotion of peace and no violence culture around the society.

** Numbers and cases are validated by UNAM students departmenet, Alejandro Valera, director of sector. For more information please contact mexico@nonviolence.com*

SWEDEN



4 Schools



187 Teachers

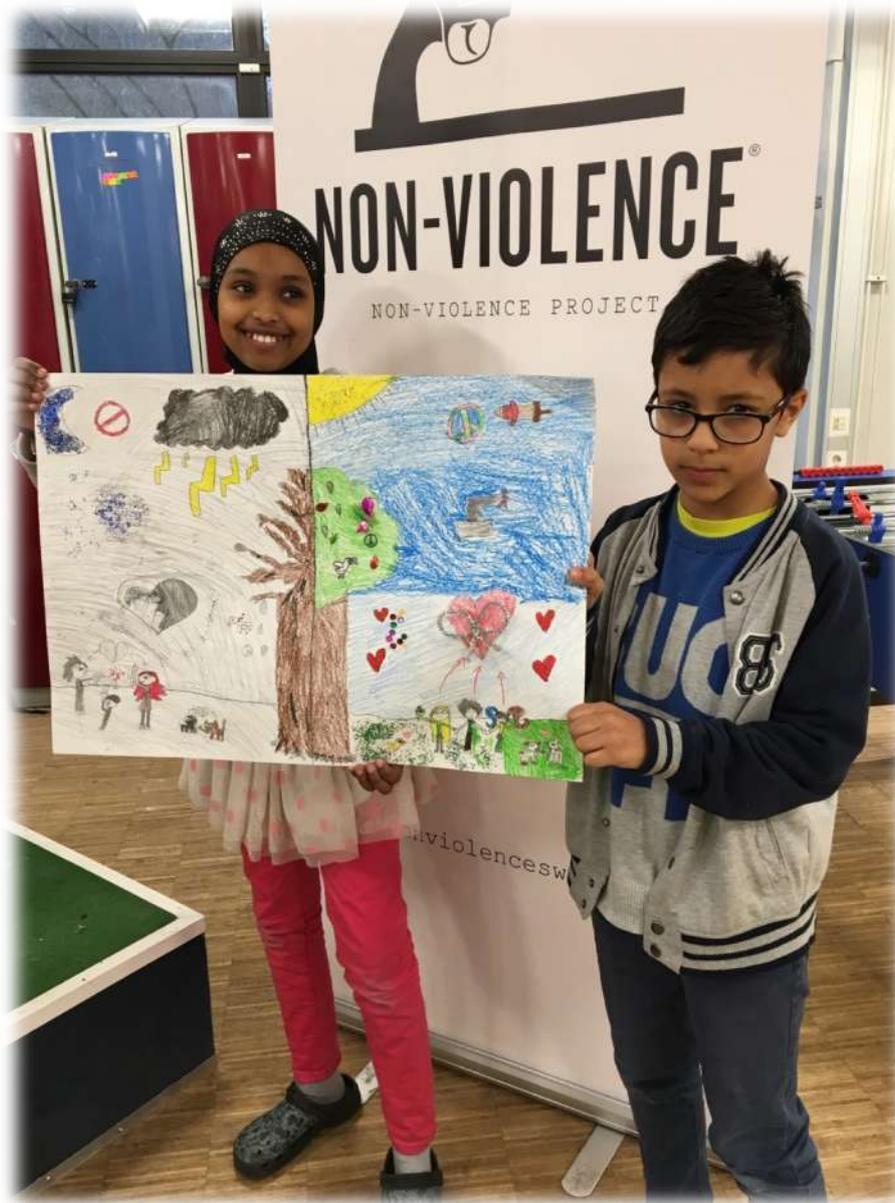


1950 Students

Swedish office lead by Zena Fialdini has progressed at a steady pace. They have focused on delivering Schools for Peace program to four schools, including level 2 and level 3 of our program, reaching out to total of 1950 students and 187 teachers. Unfortunately, student evaluations have been lost due to technical problems beyond our control, hence we report on total numbers and feedback from the principal of one of the schools.

Good work Zena and the team!





“The material for Non-Violence has been a good supplement to our basic work-values in Fittja School. This material has made it possible for us to practice simple and methodical exercises during our guidance periods and lessons at the school.”

*“Building the self-confidence of our pupils and their ability to manage conflicts in the work for peace, are important parts of our task to bring up the citizens of tomorrow. Our work for Non-Violence has contributed towards **the improvement of the work-atmosphere and strengthened the dialogue** between the children and adults of the school, positively. **The violations decreased by 50 %.**”*

With friendly greetings, Camilla Beijmo Samuelsson, Director, Fittjaskolan

UGANDA



63 Schools



630 Teachers



6274 Students



1256 Community members

NVP Uganda office managed by Eddy Balina has focused on delivering a comprehensive and **holistic** non-violence programme designed to **reduce and prevent violence in schools and make schools safer, more positive places for students to learn and develop**. Eddy and his team have achieved an outstanding results in all areas and have once again demonstrated superb professionalism, dedication and passion for this work, clearly evident in below results.

Thank you Eddy and the team! You continue to inspire all of us!

Brief summary of the approach:

Strong focus was placed on developing **holistic educational offer** for all stakeholders which consisted of:

1. Increasing NVP Uganda's capacity to supply nonviolence education.

- Master Trainer Education - educating 20 participants (Master Trainers*) that are equipped with skills in facilitating and evaluation of schools for peace level 1, 2, 3 and Nonviolent School Manual; and in this way creating a solid base and network of professionals who can conduct all programs in the future

*Master trainers are qualified and certified personnel who are mandated to deliver NVP programs to school's personnel/teachers/students

2. Establishing reporting mechanisms

- **Student- Safety and Violence Survey**
- Placing **Peace Boxes** that allow students to anonymously and safely **report incidents of violence** in their schools via nonviolence boxes.

3. School/Teacher education

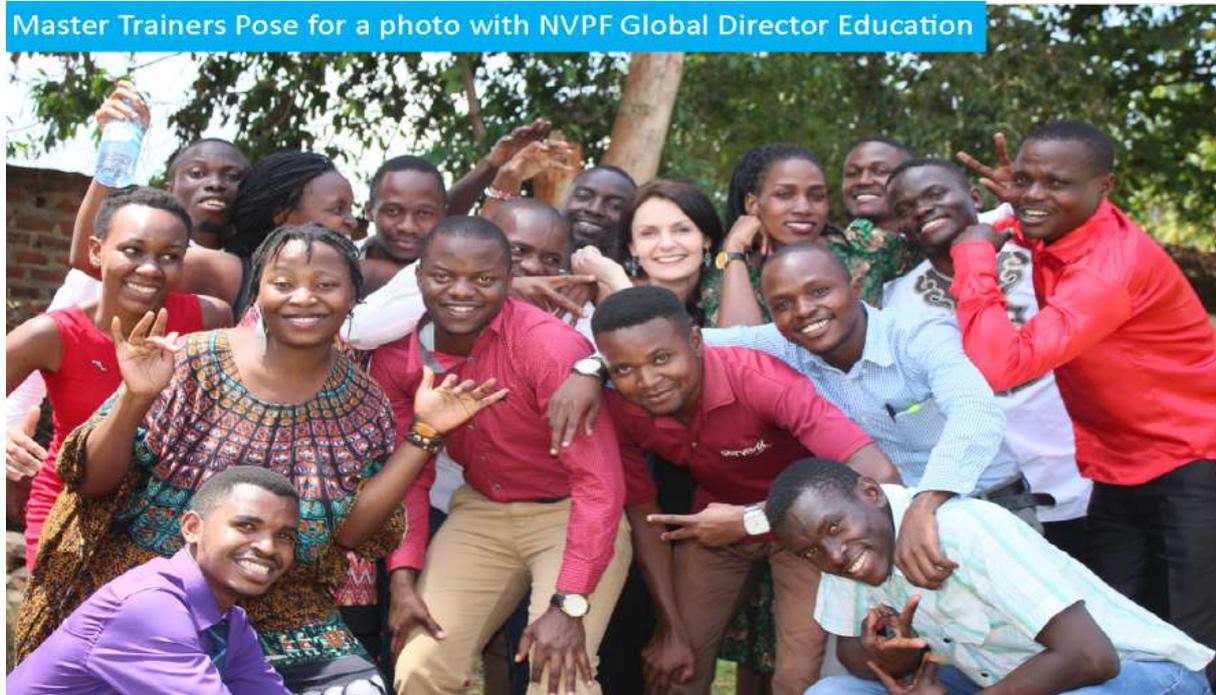
- Providing education and manual on **Nonviolent School** - raising awareness on the **Rights of the Child, teacher/student violence**, and in particular **gender violence**. Providing **policies and procedures** on how to establish school wide policies **to prevent, respond, manage and record violence** in schools to create safe school environment and culture.
- **Schools for Peace curriculum** - Providing knowledge and skills on how to deliver Schools for Peace programme to students.

4. Student education

- Delivering Schools for Peace levels 1-3 to students.

1. INCREASING NVP'S UGANDA CAPACITY TO PROVIDE NONVIOLENCE EDUCATION

Master Training Education



Educating 20 participants (Master Trainers*) that are equipped with skills in facilitating and evaluation of schools for peace level 1, 2, 3 and Nonviolent School Manual; and in this way creating a solid base and network of professionals who can conduct all programs in the future.

Summary of Evaluation results of Master Trainers Training

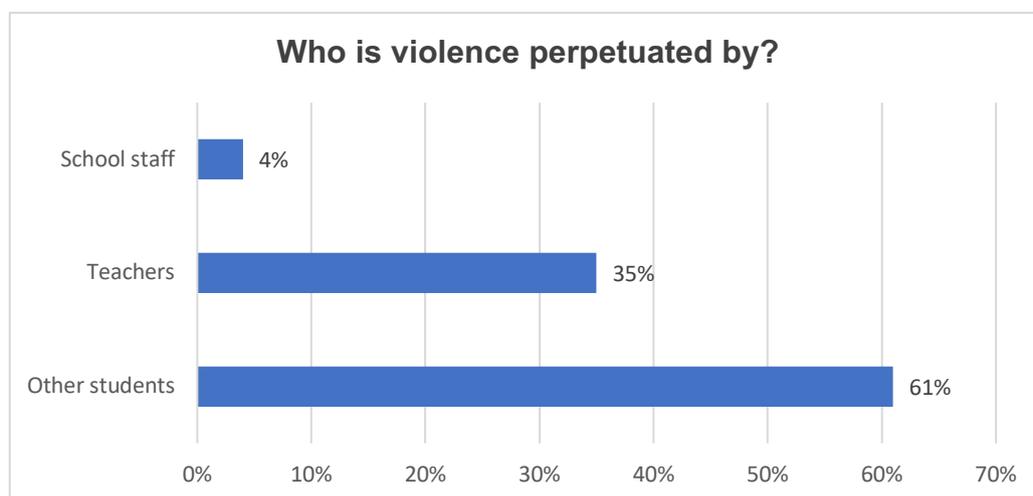
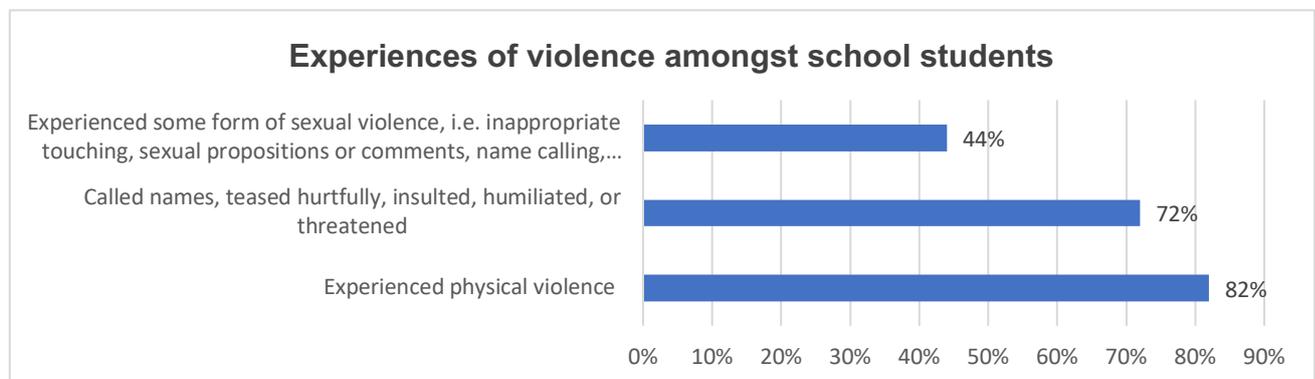
- 92% of the participants rated trainer's expertise as very good/excellent
- 94% of participants rated clarity as very good/excellent
- 94% of participants rated time management as very good/excellent
- 100% of participants rated course content as very good/excellent
- 94% of the participants felt ready and able to deliver Schools for Peace (SP) level 1
- 76% of the participants felt ready and able to deliver Schools for Peace (SP) level 2
- 94% of the participants felt ready and able to deliver Schools for Peace (SP) level 3
- 88% of the participants felt ready and able to deliver Nonviolent Schools Manual

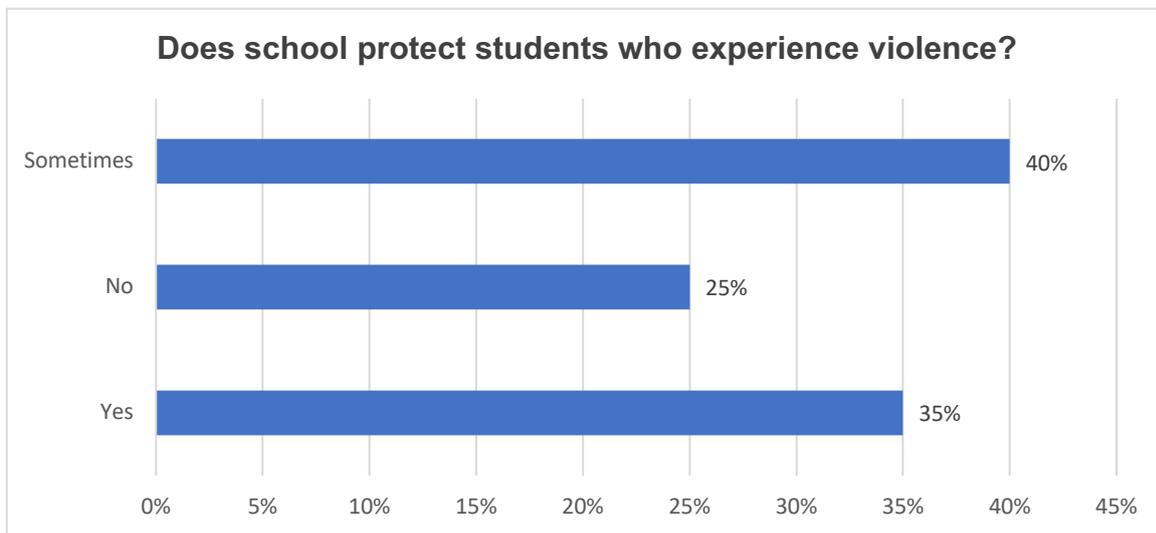
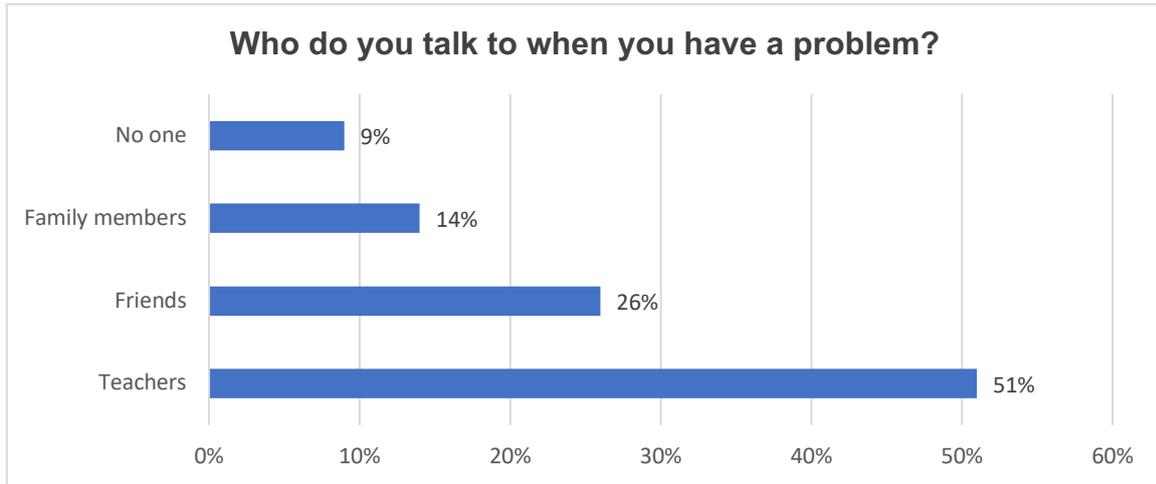
ESTABLISHING REPORTING MECHANISMS

Student- Safety and Violence Survey

To gain better understanding of the problem as well as informing our intervention to prevent and reduce school related violence, **5018 students** between **12 and 18 years** were surveyed using a questionnaires methodology. The survey was conducted in 63 schools in Busoga sub region. **56%** of the participants were girls while **44% were boys**.

Summary findings from the Safety and Violence Survey conducted between March and June 2018 provide deeply needed data and insight into the real situation and experience of students when it comes to violence. Results highlight the fact that violence is a common occurrence in schools and that programs that address all types of violence and all of those involved, as well as provide guidance on how to manage it are very much needed.



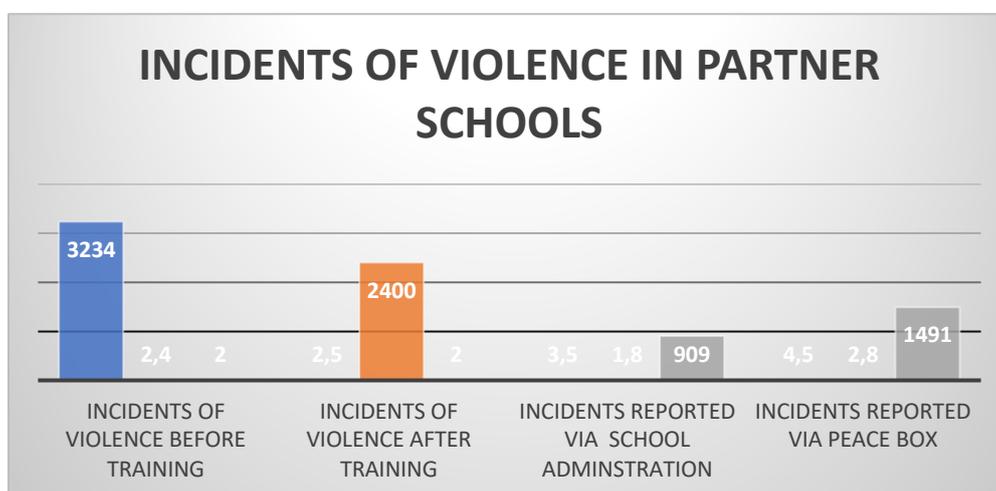


Peace Box installation

62 Peace Boxes installed in schools to enable reporting of violence cases and expression of ideas, concerns from the students to school administration. Main observations:

- Generally, only small proportion of acts of violence is reported and investigated due to violence being considered normal
- Many students fear reprisal by perpetrators and stigma that is associated with some of forms of violence especially sexual abuse.
- Due to lack of awareness about rights and laws, lack of legal advice for the victims and rampant corruption, effective investigation of violent incidents and its perpetrators is frustrated.
- Some schools have vehemently rejected the boxes as this would expose the perpetrators who are also key staff/teachers in the schools.
- Ongoing commitment to engaging schools in creating culture of safety and respect for all is essential.

Despite the challenges, **62% of incidents of violence are reports via Peace Boxes** (measured on incidents of violence after training was received)



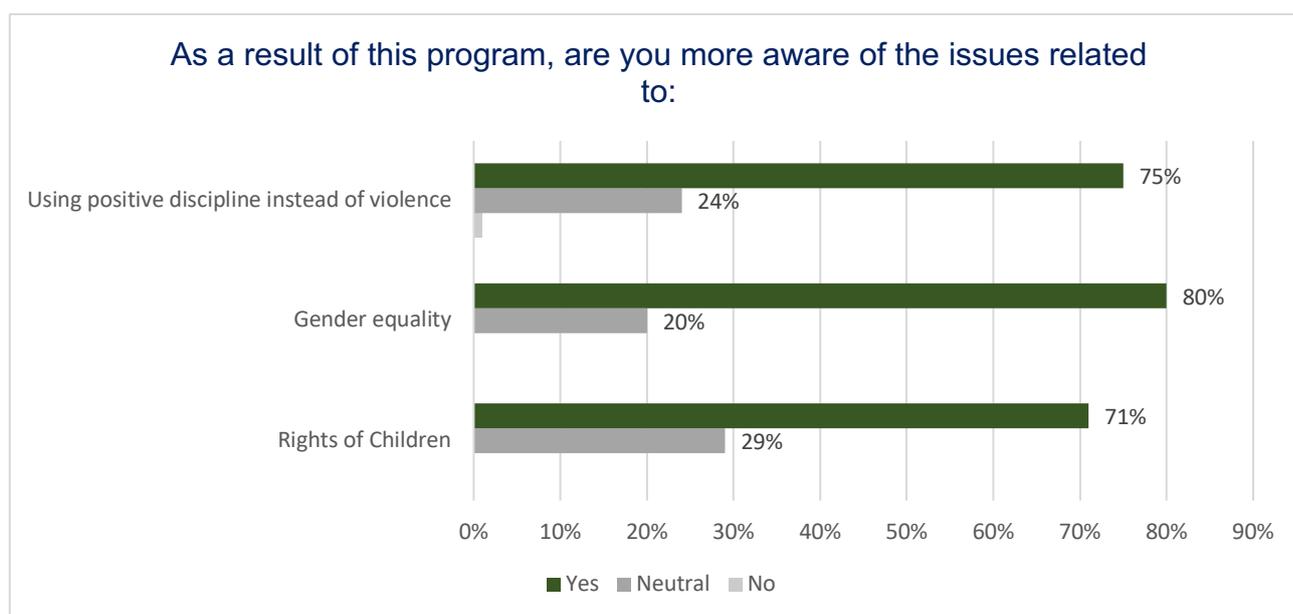
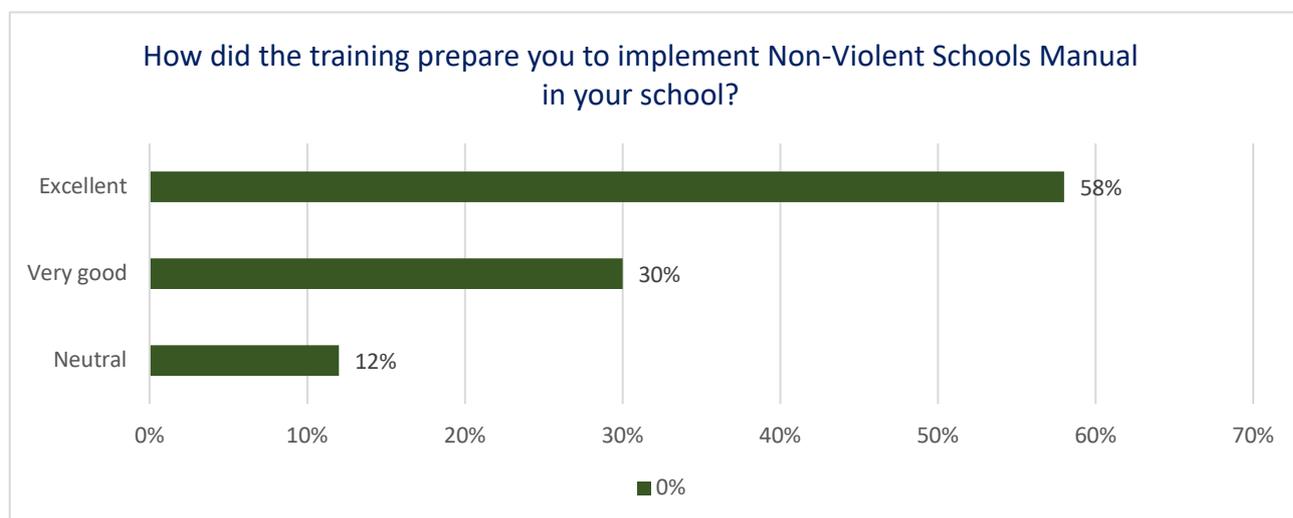
SCHOOL/TEACHER EDUCATION

630 school staff trained/571 evaluated

Teachers were trained to implement Non-Violent Schools manual as well as Schools for Peace program to students (levels 1-3). Non-Violent Schools manual was developed with a vision to support schools and teachers in development of policies, procedures and practices that promote nonviolence, gender equality, and children rights.

This manual was developed in collaboration with NVPF Director of Global Education, consultation with Uganda government institutions such as Ministry of Gender, Labour and social Development (MGLSD), District Education Departments, legal officers, cultural leaders, opinion leaders and the experience over the past years working in violence prevention.

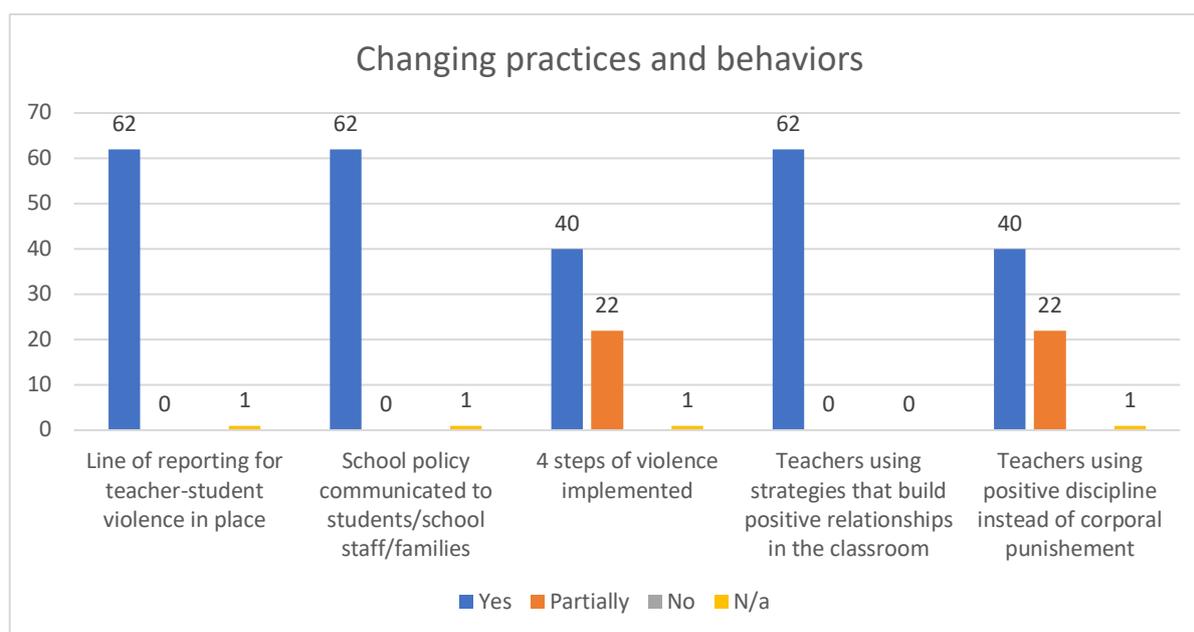
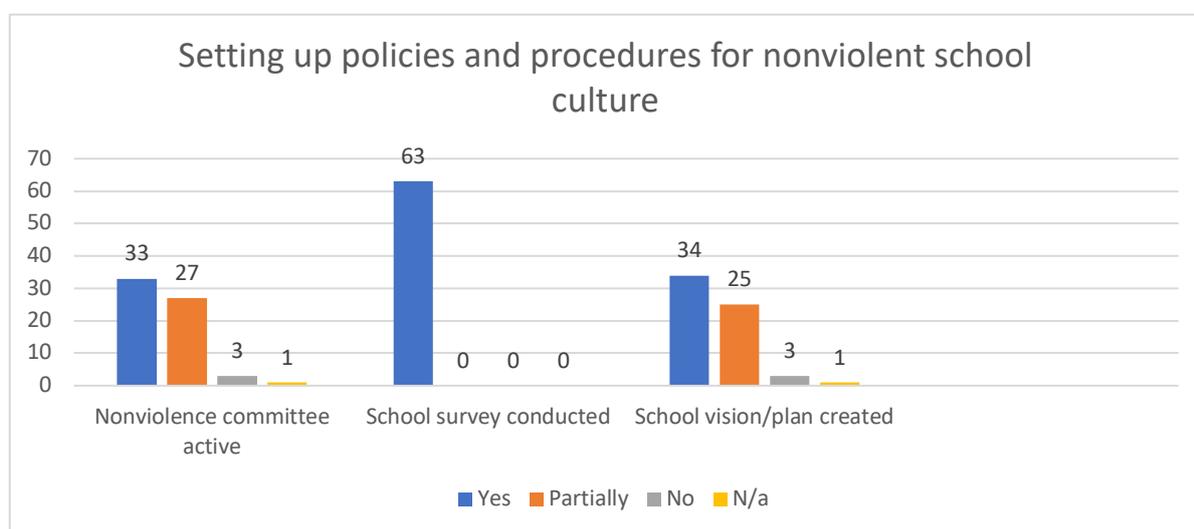
Evaluating reactions to education program



Teacher testimonials

- *"Imparts **knowledge** in teachers **on how to handle violence**; and creates awareness of these issues."*
- *"**Equips teachers with skills** like communication."*
- *"**Emphasizes gender equality in school** which aids conflict management and violence prevention."*
- *"The program **involves all stakeholders** in peace building i.e. teachers, administrators, students and community."*
- *"Stresses **positive discipline as a long-term solution** to cases of violence in schools, and a more sustainable approach to conflict resolution."*
- *"**Provides concrete information** on violence in schools and communities."*

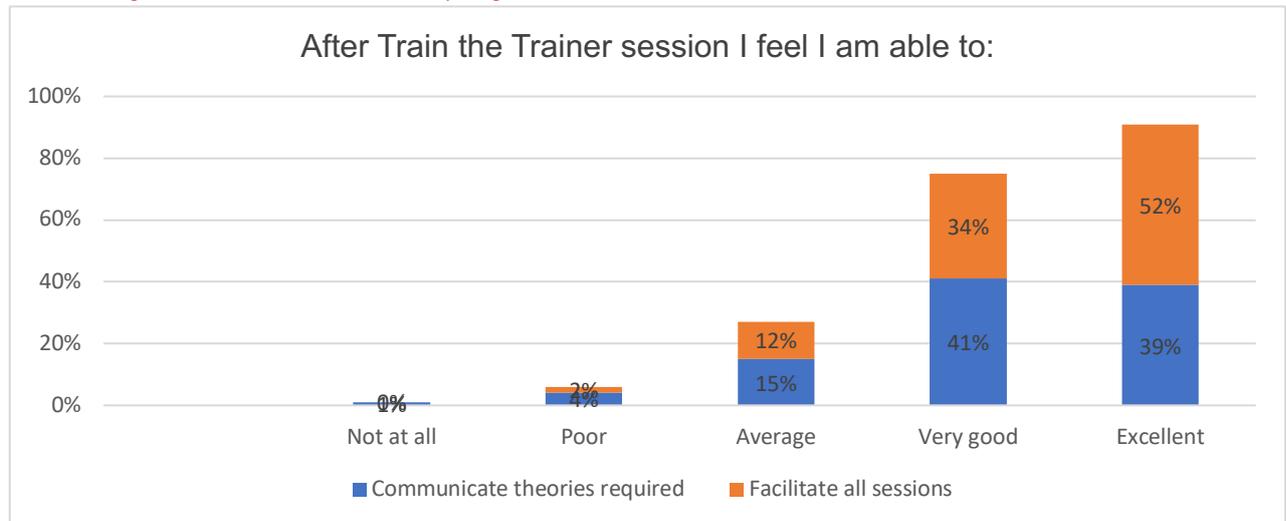
Results of implementing policies and procedures from Non-Violence School manual in 63 schools



Train the Trainer program/Schools for Peace program

630 school staff trained/571 evaluated

Evaluating reactions to education program



Teacher testimonials

- **"Course emphasizes use of creativity and valid learning techniques."**
- **"Instils a culture of non-violence, creation of supportive learning environment for students."**
- **"Training comprehensively handles violence prevention."**
- **"Booklets are designed in a creative way that motivates reading and understanding."**
- **"It emphasizes end of violence in schools and encourages active participation of all participants."**
- **"Helped to understand teenagers more by understanding their needs."**
- **"Gave alternative to corporal punishment as positive discipline which aims at long-term positive results in behaviour changes."**
- **"Teachers can help students build their dreams and become what they want to be future."**
- **"Learned the importance of effective interaction between students and administration."**

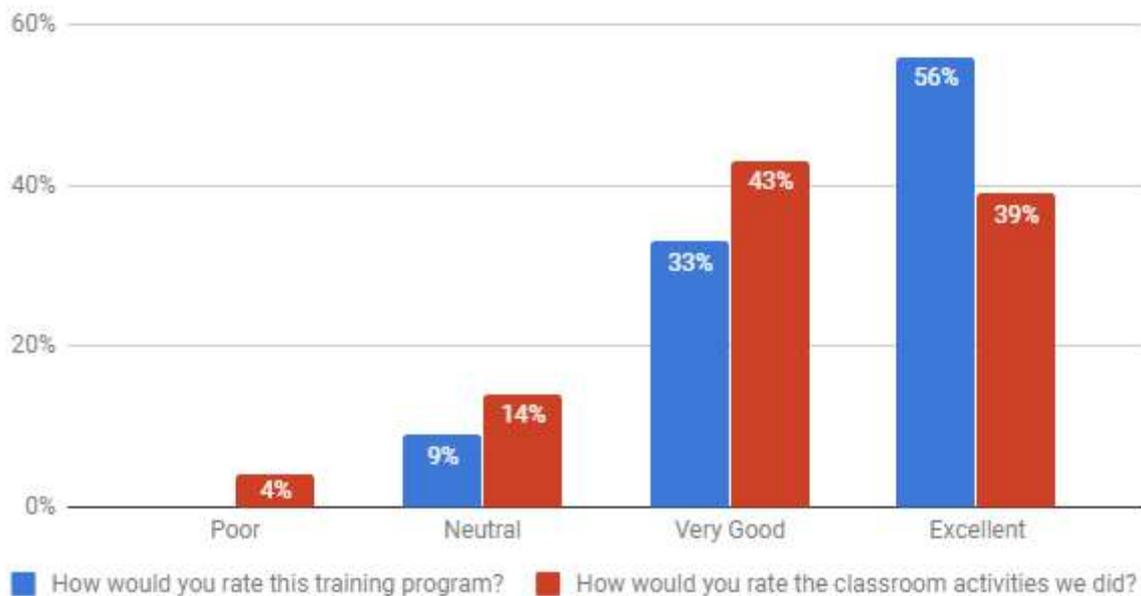


Teachers of St. Florence School in Jinja after Training

STUDENT EDUCATION – SCHOOLS FOR PEACE, LEVEL 1

6274 students educated

Evaluating reactions to educational program



Evaluating SEL skills and changes in behaviour

SEL SKILLS	<p>73% Understand different ways to respond to conflict</p> <p>79% Feel that I can become a better listener</p> <p>82% Know how to build my self-esteem</p> <p>74% Can connect feelings to needs</p> <p>78% Feel more open to respect other people's opinions</p>	CHANGES IN ATTITUDES/BEHAVIOUR	<p>73% Feel that there are things I can do to make my classroom/school more peaceful and nonviolent</p> <p>73% Know how to respond more positively during conflicts, fights, or arguments</p>
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Student testimonials

- “I learned the **importance of practising nonviolence** as a way.”
- “Learned **to be cooperative, listening to all people, how to manage conflicts** in school and at home, how to build self-esteem and become activist for peace.”
- “Learned **not to avoid conflicts but listen and cooperate** in a win-win.”
- “Realised **the need to be a role model to others**. Learned to be a good listener and to respect others. Inspired to take action for peace.”
- “Activities like Create my Dream and Building self-esteem are liked by most, because **it challenges them, change their current situation for better.**”



“

I have learnt a lot since I joined the club, like how to live peacefully in my community, I was so shy and used to fear speaking in public but I can now boldly speak before many people, it has help become more disciplined and respect my fellows, teachers and my parents which has made people in community wonder how fast I have changed.

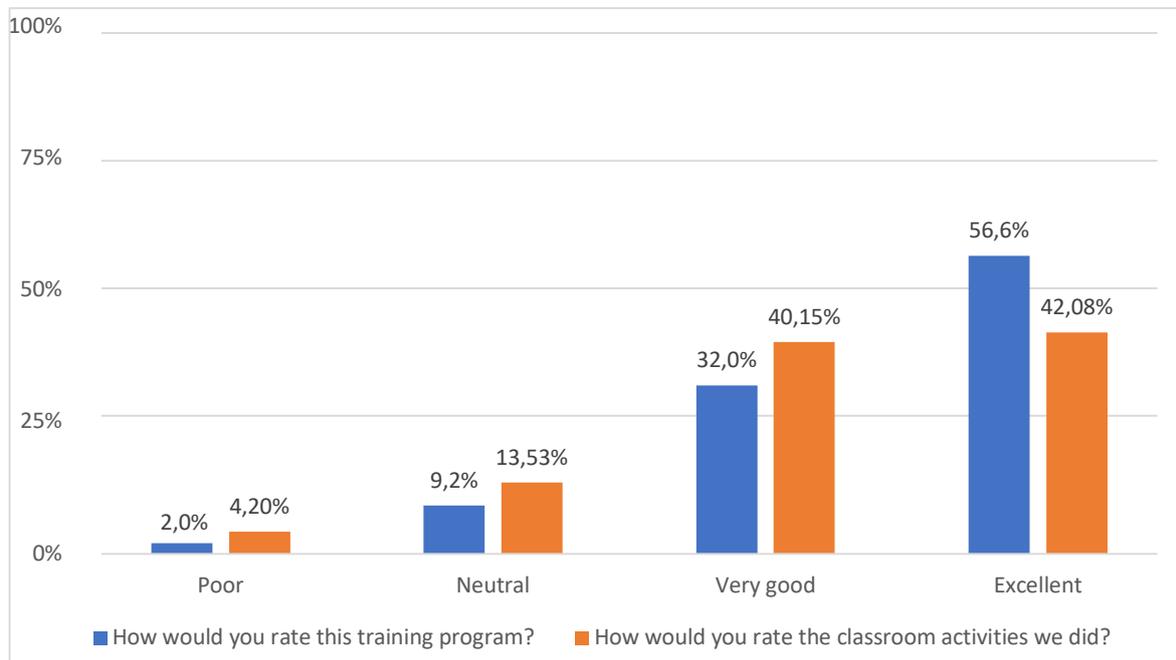
Martha

District of Kamuli, Uganda



STUDENT EDUCATION – SCHOOLS FOR PEACE, LEVEL 2

Evaluating reactions to educational program



Evaluating SEL skills and changes in behaviour

SEL SKILLS	73% Know how to increase self-esteem	CHANGES IN ATTITUDES/BEHAVIOUR	74% Feel that there are things I can do to make this world a better place
	74% Can speak to others in a nonviolent way (Giraffe talk)		
	81% Aware that positive feedback increases self-esteem in others		
	79% Can identify own thoughts, feelings and behaviour in conflict		
	75% Can think creatively to find win-win solutions to conflicts		
	77% Aware how conflicts escalate		72% Know how to respond more positively during conflicts, fights, or arguments

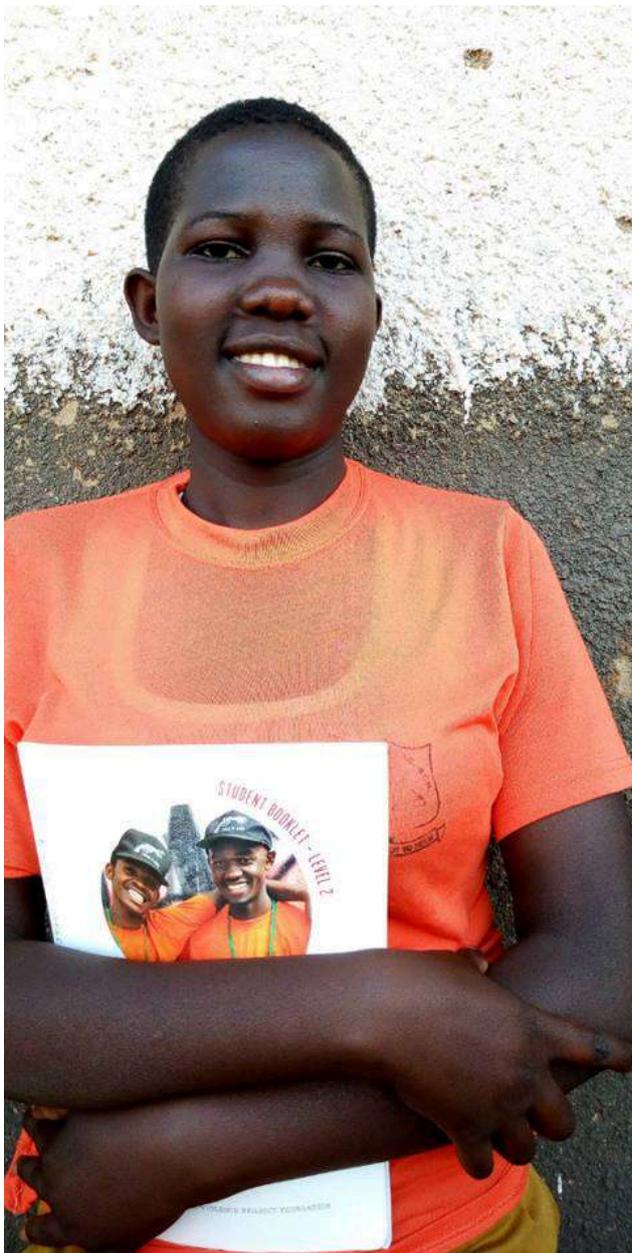
Student testimonials

*“I learned that a **giraffe talk (nonviolent way)** was an important lesson since it **helps improve communication** and teaches us to talk in a calm way.”*

*“Learned how to **believe in one's self**, learned that **caring for others is good in reducing violence**, learned that **understanding one's feelings** better helps in conflict management and builds confidence.”*

*“Learned to communicate calmly to friends to avoid escalating conflicts, learned to **notice the inner voice** in one's self in order to change the situation in the right way.”*

*“Learned to **take a stand in life and be more assertive**, learned to love one another in order to create a peaceful environment.”*



“

I had low self-esteem, I was not believing in myself, Joining the Peace club and undergoing schools for peace training has helped my build my self-esteem and communicate better with my friend

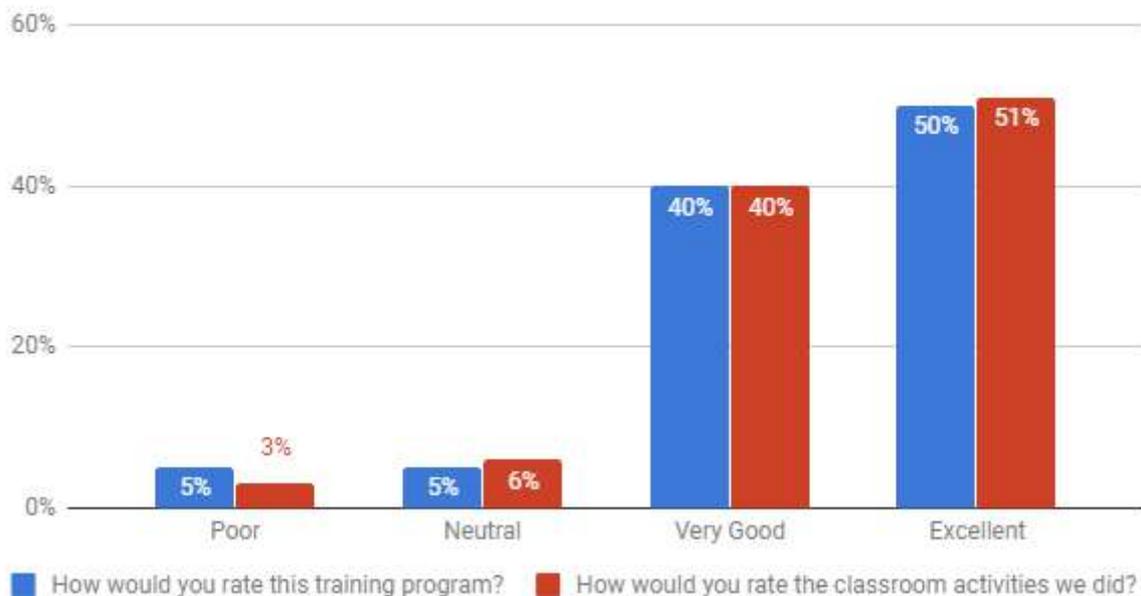
Zanara

District of Mayuge, Uganda



STUDENT EDUCATION – SCHOOLS FOR PEACE, LEVEL 3

Evaluating reactions to educational program



Evaluating SEL skills and changes in behaviour

SEL SKILLS	<p>66% Mean words can hurt someone else's feelings, so I am more aware of what I say to others</p> <p>66% I can be assertive person – the one who stands up for me and others</p> <p>61% I can think of creative ways to stop bullying in school</p> <p>70% Aware that my inner voice influences my feelings</p> <p>64% If I have negative thoughts, I can turn my inner voice from internal bully to internal friend</p> <p>67% I can accept my whole-self (strengths and weaknesses)</p> <p>64% I feel I do not have to accept stereotypes (woman/man; Christian/Muslim) and that I have the power to decide for myself</p>	CHANGES IN ATTITUDES/ BEHAVIOUR	<p>67% Know how to respond more positively during conflicts, fights, or arguments</p>
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Student testimonials

- *"I learned how to become calmer, kind and caring, to take action for peace and teaching others to live nonviolent. **Learned to respect my inner voice.**"*
- *"Taking action for peace, **to solve conflicts peacefully**, learned to become social, learned to be open minded, learned to share with others and **standing up for my and other people's rights.**"*
- *"Learned to become more aware about yourself, how to identify your fears, strengths and where you need improvement, **learned to take courage** and stand up for rights of yourself and others, learned to be calm and kind."*
- *"Share with others, learned to take action for peace, I am able to stand up for my opinions and ideas, I can defend my rights and the rights of others, **I learned to love myself.**"*
- *"**I can now listen and respect others opinions**, I know ways how to love myself, I have learnt **to be patient, humble, learned to be open minded, learned to care for others.**"*



" I had low self-esteem, I was not believing in myself, Joining the Peace Club and undergoing Schools for Peace training has helped me build my self-esteem and communicate better with my friends"

NAKIRABA ZANARA
Good Hope School, Mayuge



"The Peace Club is really good and exciting i have learned to be free and friendly with the opposite sex, my morals have been positively affected to become a better person who cooperates with my fellows and my siblings at home"

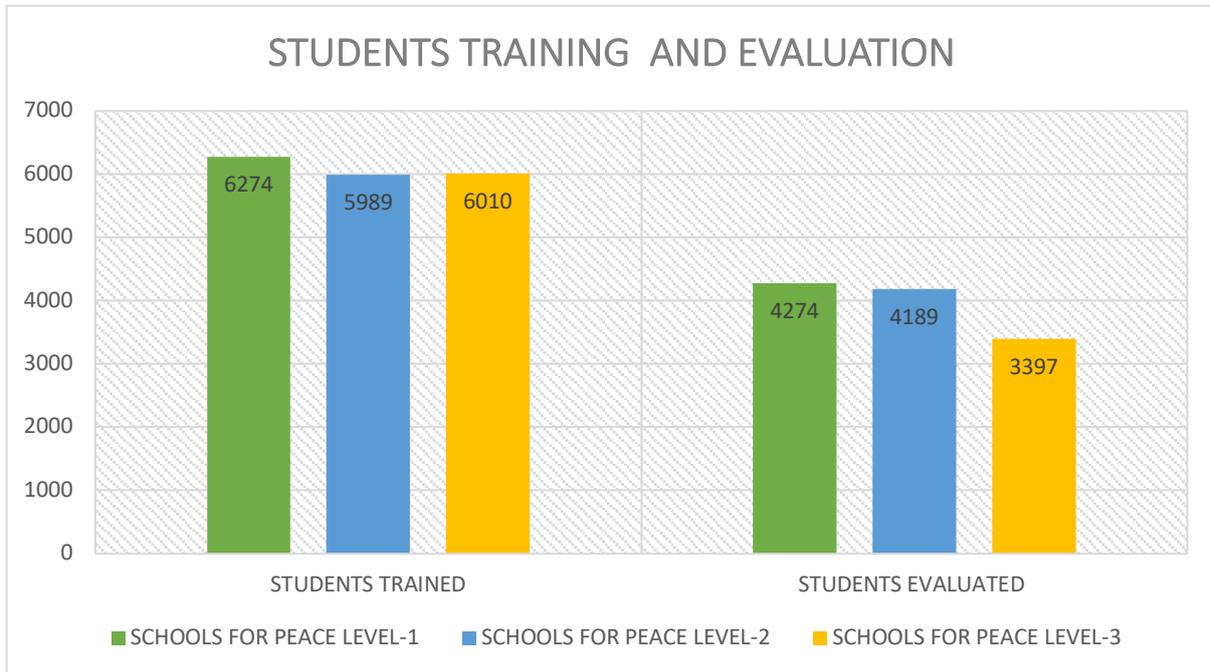
ODONGO PIUS
Buwenge Town Academy,
Jinja ↔



"I was short tempered, the training has helped me learn how to handle my temper and resolve conflicts peacefully. The training we received has been encouraging and i feel every one needs it."

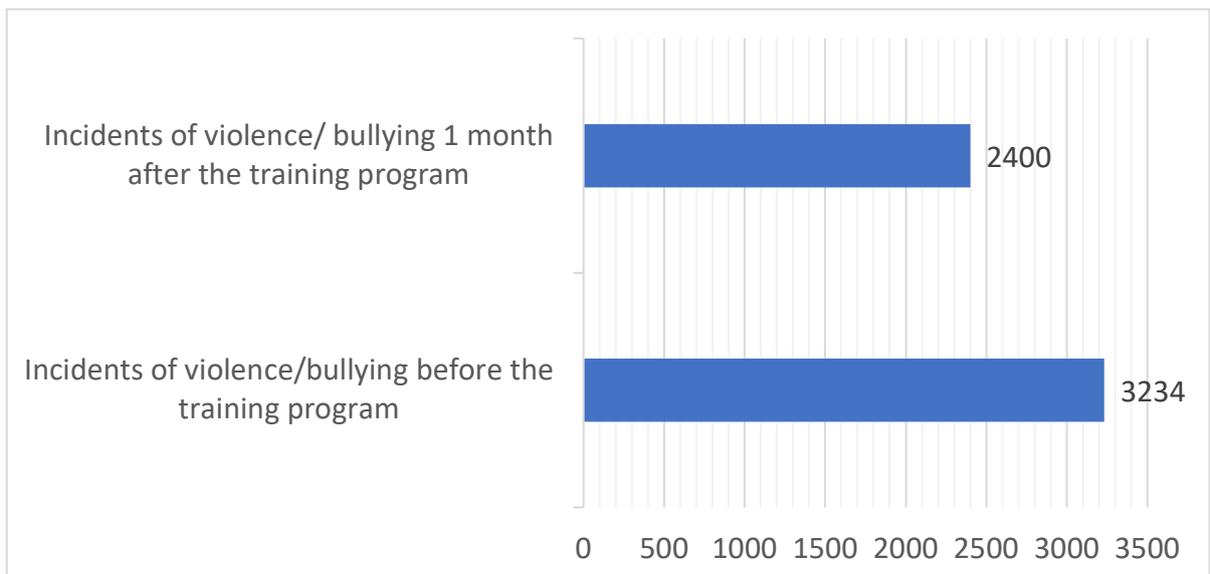
BAGANZI HILDER
Kigulu Girls School, Iganga

63 SCHOOLS- MEASURING INCIDENTS OF VIOLENCE BEFORE AND AFTER TRAINING PROGRAM



The drop in the student's numbers during level 1 and 2 is a result of the withdrawal of one school because of content misconception. other factors are school dropout by some students due to pregnancy/lack of school fees and change of school.

26% reduction of incidents of violence/bullying only 1 month after the training program



*Incidents of violence/bullying 3 months after the training program will be measured in 2019.

CASE STUDIES

Case Study Selection Criteria

We revised our case study selection from 5 to 7 schools based on characteristics that define the nature of a school in Uganda. I.e. location: Rural or Urban, Ownership: Government or Private, Religion: Christian (Anglican), catholic and Islam.

The schools are also representative of the 4 districts in which NVP Uganda operates i.e. Jinja, Kamuli, Iganga and Mayuge. In the case studies, we describe the community where the school is situated, the situation before and impact after the training in addition to teacher/student testimonials.

Case studies available are:

- ✓ **Urban School:** Jinja Modern School – Jinja District
- ✓ **Rural School:** Central College Kamuli – Kamuli District
- ✓ **Government School:** St. Gonzaga Gonza School – Jinja District
- ✓ **Private School:** Lwanda High School – Jinja District
- ✓ **Christian School:** Jinja Christian School – Jinja District
- ✓ **Catholic School:** Kigulu Girls School – Iganga
- ✓ **Muslim School:** Tawheed Islamic School – Mayuge District
- ✓ **Rosemary Kyemba** – Master Trainer
- ✓ **Paul Wanyama** – Master Trainer
- ✓ **Susan Batale** – Master Trainer

Case studies presented in this report are:

- ✓ **Urban School:** Jinja Modern School – Jinja District
- ✓ **Muslim School:** Tawheed Islamic School – Mayuge District

CASE STUDY OF JINJA MODERN SEONDARY SCHOOL



In the picture: Peace Club Students Leaders while visiting NVP Uganda Head office.

General situation

Jinja Modern Secondary School is a private owned school located in the heart of Jinja town with a population of 400 students both girls and boys.

Students in the urban areas are more exposed to information through television, radio and some social media. Their role models are mostly musician celebrities who often do not portray the right messages as they are involved in drugs and violence. Most of the students live with in Jinja urban and surrounding slums where crime, violence and drug abuse is rampant.

Conducting a survey before NVP education

We surveyed 85 students – 34 boys and 51 girls. Although all the interviewed students said they liked to be in school, **92% indicated that they have ever experienced some form of physical violence** while at school in the past 12 months. The students further stated that 54% of the physical violence was perpetuated by other students while as 46% by their teachers.

According to the survey, students experienced **emotional violence and sexual violence at 80% and 53% respectively**. 42% of the sexual violence is perpetuated by other students, 36% by teachers and 22% by other school non-teaching staff.

Most of the student said they talk to their teachers when they have problems at school, 12% do not talk to anyone, 20% talk to friends and only 8% talk to family members.

11% of the students said their schools protects victims of any form of violence, 39% said some times while as 50% of the students said no, the school does not protect victims of violence.

NVP education

We conducted training focusing on all the stakeholders in the school. I.e. schools administration, teachers and students.

School administration/teachers

- Focus group discussion with the school administration and teachers at Jinja Modern school to examine the safety and violence situation and systems;
- Training to foster a nonviolent school using our nonviolent schools manual and thereafter the schools for peace curriculum where 14 teachers were trained to become trainers and ambassadors for nonviolence in their school.

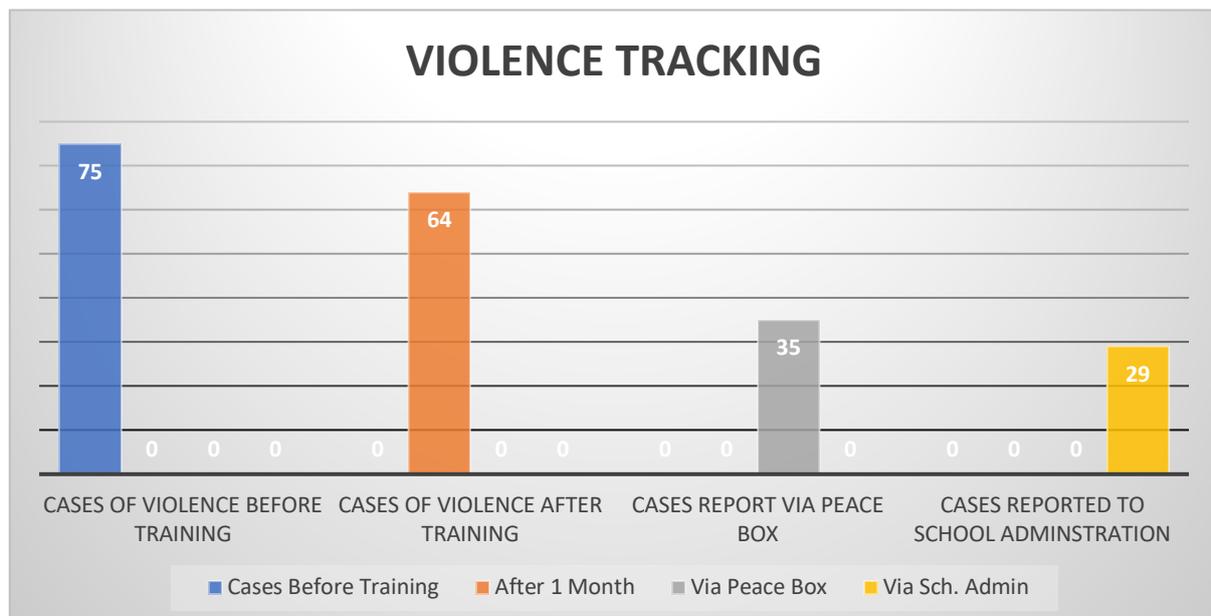
83% of the teachers stated that the content of the training program is very good and excellent and they were ready to implement the program. 58% stated that they are more aware about positive discipline as an alternative to violence, 66% more aware about gender equality and 75% more aware about rights of children. Generally the teachers at Jinja Modern School commended the clarity, expertise, content and time management exhibited by the trainers.

Student training

100 students were trained this year in all the 3 levels of the schools for peace program. As a result of the training, 73% of the students are aware of the different things they can do to solve conflicts peacefully, 92% know what they can do build their self-esteem and generally over 70% of the students rated the training program, classroom activities and assignments as very good and excellent.

Measuring violence incidents in school

Violence incidents in the school have significantly reduced by 15% just after 1 month of training program. 55% of the cases of violence were reported via installed Peace box and 45% cases reported directly to school administration.



The administrators and teachers of Jinja Modern School exhibited cooperation and compliance to the objectives of the program, as illustrated by the deputy principle's direct engagement in the program activities as a patron and environment created by the school administration

coupled by their consistence which enabled us to achieve our goal of delivering the program on time and also offered a favourable atmosphere for the trainer and the students to learn and become better persons. **Through our deliberations with the teachers, we learnt that our program has been the biggest highlight of the year in the school** and some of the teachers had something to say as recorded hereunder;

Some of the teachers/students at Jinja Modern after training:



Muwema Mirabu, Teacher

“Am so glad about this program of the nonviolence. It has impacted the students and the teachers, there has been a change among the students’ behaviour and cases of violence in school and outside compared to the years before this training was introduced. I believe that the students are going to become better persons and great citizens of this country.”

‘I have the honor to coordinate the club activities in the schools, and I have seen my boys and girls change, from shy, violent, short tempered and stubborn students to responsible ones, and as a school we are counting on them in regards to academic excellence and leadership for the program has instilled a peculiar character in them. This has all been made possible by the Schools for Peace training.’



Twarebireho Ronald, Deputy Head Teacher/
Patron Peace club



Student

“I used to be quarrelsome and had temper issues, when a person tries to pull a joke on me, I would get so angry and quarrel uncontrollably, but now I know how to control my temper. I hated people who disturbed me because I had so much hate and did not know how to joke, but thanks to nonviolence program for it has changed me, even in the way I behave.”

CASE STUDY OF TAWHEED ACADEMIC INSTITUTE



In the picture: Students' leaders for the Peace club at Tawheed Academic Institute

General situation

TAWHEED ACADEMIC INSTITUTE is an Islamic aided SELondary school with boys and girls located in Katwe, a village in Mayuge district with a population of 450 students.

The district of Mayuge, is one of the districts with alarming number cases of rape, defilement, domestic homicides and child marriages. Recruitment of child soldiers as rebels in the ADF rebel group is another disturbing fact established in this area, moreover a popular Muslim cleric, a founding member of the school was assassinated by the same group 3 years ago.

Such an environment is perilous for the upbringing of children exposing them to all sorts of violence, violation of their rights and rebel activities which affect the student's behaviors and self-esteem.

The Principle/ Head teacher welcomed our program and expressed his consent by appointing a teacher who would work as our contact person, through him managed to execute a successful launch in which many students were excited and embraced the program.

Conducting a survey before NVP education

As standard procedure with the other schools before training we conducted a survey of 60 students- 34 Girls and 26 girls, all students expressed that they loved to stay in school, **78% experienced physical violence**, 22 % did not, 77% of such violence was by fellow students while 23% claimed it was perpetuated by teachers.

Students experienced **emotional and sexual violence at 76% and 75% respectively**, 73% of emotional violence was perpetuated by fellow students, 19% by teachers and 6% by other school staff.

75% experienced sexual violence by fellow students, 16% by teachers and 9% by other school staff.

Most of the students talk to teachers when they have problems at school, 32% talk to family members, 12% talk to friends and 2% do not share with anyone.

7% agree that their school protects victims of violence, 25% said the school doesn't protect the victims while, 68% said the school sometimes protect the victims of violence

NVP education

After ascertaining such facts we proceeded to deliver a training for all the stake holders i.e. school Administration, teachers and students.

School administration/teachers

At least 87% stated that the contents of the training program was very good and excellent and were ready to implement the program. 50% stated that they are more aware about positive discipline as an alternative to violence, 88% more aware about gender equality and 63% more aware about rights of children.

Student education

We trained 80 students in all the 3 levels of the program, 56% of the students are aware of the different things they can do to solve conflicts peacefully, 77% are aware of what they can do build their self-esteem and 45% of the students rated the training program, classroom activities and assignments as very good and excellent.

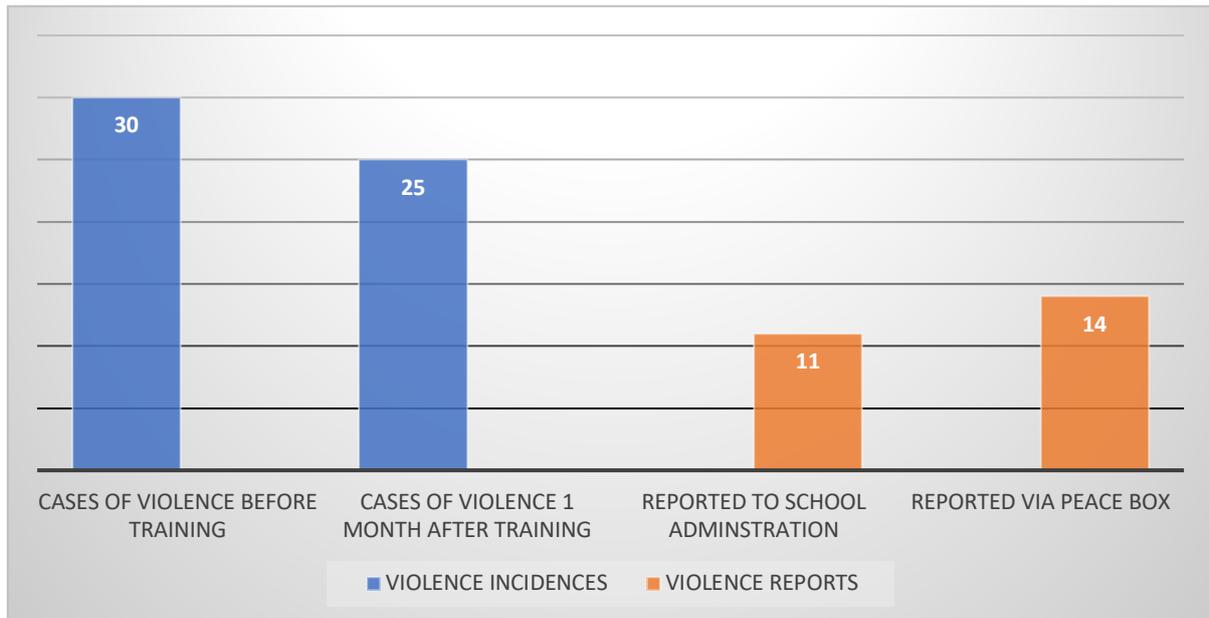
Changes in mindset/behaviour

Teachers - the staff especially the Head teacher who is at the helm running the school, have undergone a mindset change in how they discipline the students. Formerly, caning was the order of the day, but after follow up we have done with the school, we have learned that the teacher have now taken to use of long-term results disciplinary action by engaging the students at length and getting to the bottom of the cause of the misbehaviour.

Students - Many of the students who could hardly express themselves at the start of the program now stand up in class and participate in group activities hence growing their confidence. Others have taken up leadership positions in the school to play a part in developing their communities.

Measuring violence incidences in school

The incidences of violence significantly reduced by 17% just after 1 month of training program and of the cases reported 56% were reported via installed Peace box and 44% cases reported directly to school administration.



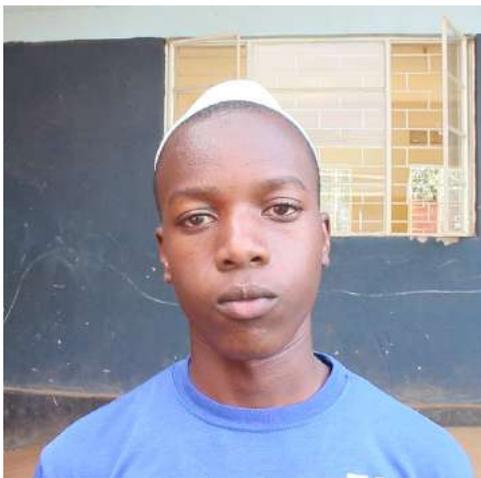
“We are really happy for the program and we think it is helpful to the students because for instance when you talk of conflicts, students face challenges among themselves, and also those between teachers and students, students and students, and parents, even the community where they come from. This program helps them to learn how to deal with such problems. The students have showed that they are ready to learn and transform over time.”



"I'm Hassan Bwanga Hussein, a student of Tawheet Academic Institute. I'm in senior three and the chairperson of the peace club institute. We have learned how to manage things, how to behave in society, and how to be cooperative."



"I am Sharrifah Shaban and I'm the treasurer of the peace club. Tawheed Academic Institute. I've learned to think first before reacting, because if you don't do that, you end up fighting. I've learned the importance of cooperation with one another. And I advise others to join because it is good."



"I am the vice president of peace club. What I learned from the sessions is how to create a dream because if you don't have a dream and you are not determined, there's no way you can achieve your goals."



"My name is Nantumbwe Hadijah, a member of schools for peace program. I'm very glad that program has come to our school because I have learned many things like thinking before acting, to love my friends and to share my problems with others."

Rosemary Kyemba, 26 year old, Master Trainer

Rosemary is social worker and passionate about working with young people, especially girls. She learned about our program through our local partners; Anti-Domestic Violence Coalition and consequently applied to be part of the Master Trainers program in 2018.

She qualified and was selected to undergo an intensive week-long training in the peace program conducted by Director of Global Education (Ivana) and NVP Uganda office after which she was certified NVP Master Trainer.

	<p><i>"I thank the NVP team including Ivana herself who has been our trainer throughout these sessions. I am really grateful for this training, it has done great in my life. The sessions have really impacted me because they are about self-esteem, conflict management and nonviolence. All these things are our daily way of living."</i></p>
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In picture: Rosemary Conducting a teachers training at New Hope School

Rosemary was assigned the task to deliver training for teachers and students and moreover support school administration in implementing nonviolent schools policies. In order to empower her in this role, she continuously received mentorship from the NVP Team as an

individual and in group settings. There has been tremendous personal and professional growth in Rosemary's life as she states below:

Paul Wanyama, 30 year old, Master Trainer

Paul is a teacher by profession, as a teacher he understands the dynamics of violence in the school setting, when he heard about our call for applications for the master trainer program he quickly submitted his application and was selected. Paul says the training was eye opening and positive impacted his life.



“Before I got the training, I had difficulties in solving conflicts but after the training I’ve learned so many ways how we can solve conflicts in a positive way and this has helped me in my day to day life when I am associated with people, family members and at work. This program has not left my life the same.”

Paul (in the middle) receiving his certificate from Ivana, Director of Global Education

Being a teacher himself, delivering the training to teachers and students was easy and fun. When he introduced the schools for program teachers and students were so excited, some students went ahead to compose songs, write poems, speeches and art pieces to express their voices to fight violence. In his field reports the program has had a lot of impact, initially before the program was introduced the students had low self-esteem. They did not know other positive option of solving conflict and this had helped them so much including some girls who had been abuse, they gain the confidence to express themselves and stand up for their rights.



In the picture: Paul (wearing African Fabric) after conducting a Teachers Training at Hearing Christian School.

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