

# Help The Afghan Children (HTAC)

Violence Against School Going Children in Jowzjan Province,  
Afghanistan

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# Preventing Violence Against Women and Girls (PVAWG)

- Jawzjan province (Sheberghan, Khuja Doko, Aqcha and Faizabad Districts)
- **Project Components include:**
  - Conflict Resolution and peace building training among community, influential and religious leaders and CSO women representatives
  - Radio Round Table shows and Radio Dramas
  - Peace Education Program in schools



مساعدة حقوقی:  
وکیل مدافع است که با در نظر داشت احکام  
این مقرر از حقوق مظنون و متهم بی  
بضاعت در هر مرحله از تعقیب عدلی یا  
در قضایای مدنی از حقوق اطفال و زنان  
بضاعت دفاع مینماید.  
مساعت:  
سی است که عاید وی کفاف حداقل  
تحت اورا ننماید و توانایی استخدام وکیل  
ا نداشته باشد.

Civil Society Activists and Police in Women Rights Training



Training with community on conflict resolution and peace building



مقاصد پروژه منع خشونت علیه زنان و دختران

- کاهش جنگ و جلوگیری از رفتار خشونت آمیز در میان پسران
- افعال از طریق آگاهی دهی و ایجاد روحیه مسالمت آمیز تر زنده
- گی روزه مره شن
- افزایش آگاهی های حل مساعلت از راه های مسالمت آمیز و کاهش روش های توهین آمیز و تهدید
- تأثیر گذار و رهبران جامعه به منظور فعال زنان در تصمیم گیری ها و
- حقوق حفظ و تقویت شان در اجتماع

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HELP THE AFGHAN CHILDREN - HTAC

موسسه کمک به اطفال افغانستان

PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS

پروژه منع خشونت علیه زنان و دختران

CONFLICT RESOLUTION & PEACE BUILDING AND WOMEN RIGHTS

WhatWorks

Peace Education Training with School Teachers



Peace Education Program with students in schools

# Baseline Findings

- **Methodology**
  - **Study Objective:**
  - **Study design**
    - Students aged 10-19 and teachers in targeted schools.
    - 11 schools (6 girls schools and 5 boys schools), in three districts (Sheberghan, Aqcha and Faiz Abad)
  - **Sample size**
    - Sample size for students 720 (360 boys and 360 girls)
    - However the baseline slightly under sampled 350 boys and over sampled 420 girls
    - 400 teachers were in sample 85 male teachers and 315 female teachers.

# Methodology

- Questionnaire:
  - Students questionnaire
  - Teachers Questionnaire
- Data Collection
- Recruitments
- Limitation
- Ethics

# Key Findings

## Prevalence of Corporal Punishment according to Teachers and Students

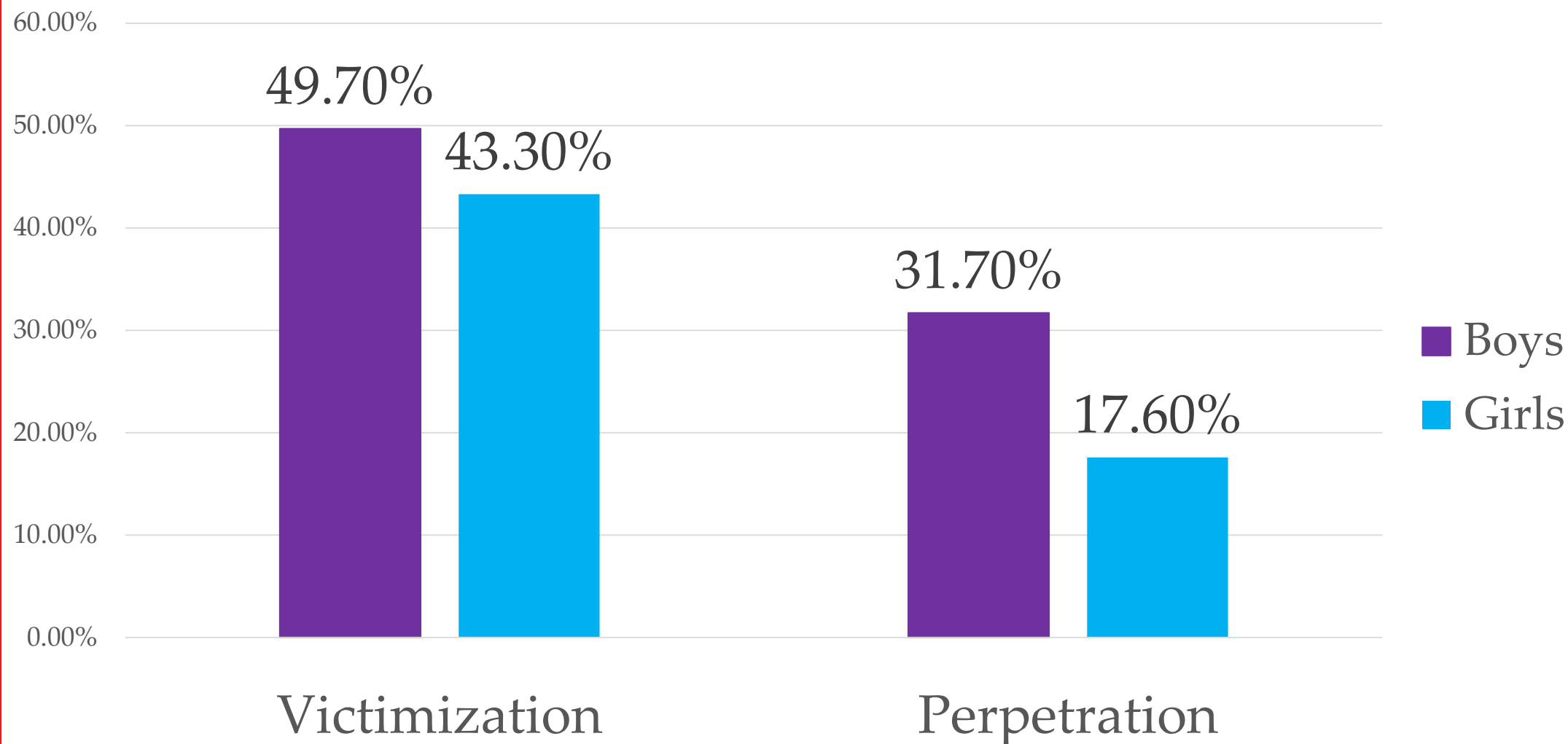
- 35.5% of teacher reported using corporal punishment against students.
- Boys: 44.29% experienced corporal punishment in school
- Girls: 35.29% reported experience of corporal punishment in school



# Factors Associated with Corporal Punishment - Teachers

|                            | Corporal punishment |        |         |
|----------------------------|---------------------|--------|---------|
|                            | yes                 | no     | p value |
| Age                        |                     |        |         |
| 21-30                      | 32.39%              | 20.23% | 0.006   |
| 31-40                      | 32.39%              | 35.8%  |         |
| 41-50                      | 19.01%              | 28.79% |         |
| 51-60                      | 13.38%              | 10.12% |         |
| 61+                        | 2.82%               | 5.06%  |         |
| Has children               | 78.2%               | 89.5%  | 0.006   |
| Years teaching             |                     |        |         |
| 0-5                        | 16.2%               | 6.23%  | 0.003   |
| 6-10                       | 23.94%              | 19.84% |         |
| 11-20                      | 35.92%              | 40.86% |         |
| 20+                        | 23.94%              | 33.07% |         |
| Negative behaviours (mean) | 3.97                | 3.55   | 0.027   |

## Students Peer Violence Victimization and Perpetration



# Factors associated with peer violence - boys

|                                   |    | Neither |    | Victimisation only |    | Perpetration (+/- victimisation) |         |
|-----------------------------------|----|---------|----|--------------------|----|----------------------------------|---------|
|                                   | n  | %       | n  | %                  | n  | %                                | p value |
| Any abuse of mother               | 1  | 0.68    | 3  | 3.30               | 8  | 7.21                             | 0.016   |
| Father physical fight             | 6  | 4.05    | 6  | 8.79               | 4  | 3.60                             | 0.39    |
| Any physical violence at home     | 9  | 6.08    | 18 | 19.78              | 31 | 27.93                            | 0.0412  |
| Any corporal punishment at school | 18 | 12.16   | 54 | 59.34              | 83 | 74.77                            | 0.004   |

# Factors associated with peer violence – girls

|                                      |  |    | Neither |    | Victimisation<br>only |    | Perpetration (+/-<br>victimisation) |         |
|--------------------------------------|--|----|---------|----|-----------------------|----|-------------------------------------|---------|
|                                      |  | n  | %       | n  | %                     | n  | %                                   | p value |
| Any abuse of mother                  |  | 7  | 3.14    | 9  | 7.32                  | 12 | 16.22                               | 0.028   |
| Father physical fight                |  | 7  | 3.14    | 22 | 17.89                 | 32 | 43.24                               | 0.0002  |
| Any physical violence<br>at home     |  | 8  | 3.59    | 39 | 31.71                 | 37 | 50.00                               | <0.0001 |
| Any corporal<br>punishment at school |  | 49 | 21.97   | 50 | 40.65                 | 49 | 66.22                               | 0.0095  |
| Disability                           |  | 36 | 16.14   | 41 | 33.33                 | 16 | 21.62                               | 0.0016  |

# Conclusion and Recommendation

- Corporal punishment by younger and less experienced teachers is more prevalent in schools. Need to concentrate prevention of corporal punishment with younger and less experienced teachers
- Peer violence at school, particularly perpetration, is associated with both experiencing and witnessing violence at home, particularly for girls.
- Disabled girls are at significantly higher risk of peer victimisation than non-disabled girls.
- School-based interventions aiming to reduce peer violence among children are important but should be complemented with interventions directed at reducing violence at the community and household level.



Thank you