

NAMIBIA

Walking with awareness and knowledge on child rights: A case study on bullying in an urban Namibian secondary school

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Introduction

This report covers the project, “**Walking with awareness and knowledge on child rights: A case study on bullying in an urban Namibian secondary school**” which is of great significance for team Namibia because bullying, as a form of violence, is prevalent in many Namibian schools.

The importance of this project is emphasised in the United Nations Country Team Namibia discussion report that, “*Schools and hostels also are places where children experience violence and abuse, including from teachers*” (2011: 36).

Furthermore, the prevalence of bullying has been reported in the Namibian daily newspapers. One of the articles had as heading, “**11-year old boy bullied to death at school**” (Informante, 2011). This article led to a live broadcast on the National Broadcasting Corporation TV channel where the panellists were clear that the Ministry of Education should eradicate bullying and that schools should start with anti-bullying campaigns as well as sensitisation programmes.

Also, the rationale for the project is echoed in the words of the **Director of the Khomas Education Region** who expressed himself on bullying when he addressed teachers in February 2011, saying, “*Some learners have become victims of bullying to the extent that they sometimes decide to quit school. It is true that bullying has probably existed for as long as humanity has, but in this decade, bullying in schools has become tremendously violent.*” (Namibian: 2011).

It is against this background that Team Namibia aimed at raising greater awareness and increase knowledge of bullying among teachers, learners, hostel staff, parents and the wider community in terms of the Conventions on the Rights of the Child (CRC) in Namibian schools.

In addition, Team Namibia aimed at introducing activities around “bullying” which would sensitize stakeholders to eliminate instances of bullying and create friendly school environments and communities where all learners learn and succeed. We envisaged that the way teachers and learners treat each other, relate and interact will change against the background of the acquired knowledge on the UNCRC.

Although the team focused on a small, manageable target group as described below and with attainable actions, the team can report that positive changes were noticed first among the target group and these changes will eventually have a ripple effect beyond the premises of Okahandja Senior Secondary School which is described below.

Next, bullying will be put in context of the CRC.

1. Frame of Reference/Background

1.1. Country background

Namibia, with a total land area of approximately **824 400 sq kilometres**, is located in south-western Africa, bordering Angola and Zambia to the north, Botswana to the east and South Africa to the south. The country’s coastline stretches more than 1 500 kilometres along the South Atlantic Ocean and is defined by the Namib Desert, regarded as the world’s oldest desert.

Namibia is one of the least densely populated countries in the world. With a total population of approximately 2.13 million people, on average only about three Namibians occupy each square kilometre of land surface area and roughly two-thirds of the population lives in rural areas.

Namibia achieved **independence on 21 March 1990** following more than a century of colonial rule: initially under Germany from 1884, and then South Africa, from 1915 to independence.

The **education system** covers early childhood development, pre-primary, primary (grades 1-7), secondary (grade 8-12), vocational training, tertiary education and adult learning. Compulsory education lasts 10 years, from 6-16, though many children leave school earlier.

Although nearly 90% of children completed primary education in 2009, **many children drop out** because of a number of reasons and **bullying**, according to the Education Management Information System (EMIS) data, is one of the reasons.

This brings us to a discussion on where exactly Namibia is with regard to child rights and, specifically, bullying. This is the focus of the next section.

1.2. Where is Namibia with regard to bullying?

In the area of child rights and justice for children, **Namibia has ratified several key international agreements** related to protecting human rights, including:

- **The United Nations Convention on the Rights of the Child (UNCRC)**,
- The African Charter on the Rights and Welfare of the Child,
- The International Covenant on Economic, Social and Cultural Rights,
- The International Convention on the elimination of All Forms of Racial Discrimination, and
- The Convention on the Elimination of All Forms of Discrimination against women; to mention but a few.

Team Namibia agrees with the definition of Farrington of bullying as, *“The wilful, conscious desire to hurt another person and put him or her under stress...”*. He continues that, *“A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending him or herself. The means by which people bully, include both physical and psychological means...such behaviour is repeated during successive encounters...”* (1993).

Furthermore, Ban Ki-Moon, Secretary General of the UN, states that *“...violence against children is extensive and can take many forms, including: Bullying. The Global School-based Health survey found that 20 to 50 percent of school-aged children in developing countries had been verbally or physically bullied. (59)*

When one looks at these definitions that Team Namibia for the project has adopted, one can clearly argue that children (and teachers!) in Namibia experience **bullying as a form of violence, as cited in the introduction**. Through the Convention on the Rights of the Child, Namibia has also committed itself to combating violence, which includes bullying, against children.

This is totally against **Article 19 of the UNCRC** which requires children’s protection from UNCRC *“all forms of physical or mental violence”* while in the care of parents or others, therefore teachers as well. Thus, Article 19 asserts children’s equal human right

to full respect for their dignity and physical and personal integrity. Through bullying, some children's physical and personal integrity are harmed. Read this section in conjunction with section 2.3 below, on the three Ps.

In addition to the above practical examples, Namibia has since 1990 adopted a plethora of **Acts, Laws, policies and directives** issued on bullying and the protection of child rights. These are:

- Article 8 of the **Constitution of the Republic of Namibia** states that, "*The dignity of all persons shall be inviolable. No person shall be subject to torture or cruel, inhuman or degrading treatment...*" (2010: 7).
- **The Education Act 16 of 2001 and more specifically the Code of Conduct** for teachers and learners illuminate that teachers should "*establish a safe and disciplined school environment...undertake to avoid violence...must respect the dignity and constitutional rights of every learner...may not abuse a learner...*"; Learners, on the other hand should, "*...respect the dignity of learners and teachers...*" (2004: 2-6).
- Some of the aims of the **National Curriculum for Basic Education** (2010) are to create a caring society, positive discipline, and human rights as well as life Skills feature prominently, which should be taught actively.
- Even School Boards are guided that they should "determine all forms of behaviour, and ensure that the code of conduct for teachers and learners are implemented...". Furthermore, in the booklet for "**Stakeholders in Education**", the responsibilities of the learners and their rights are explained. For example, they must "*have individual protection from verbal abuse...and respect the personal rights of their fellow learners...*"
- **Circular Formal Education 5/2007** as distributed by the Ministry of Education clearly protects learners from forms of initiation practices which lead to bullying. Protection from these is phrased as, "*Any form of initiation is forbidden...Orientation programmes should be educational by nature and should take place under full supervision of the teachers to guard against any form of abuse, teasing and humiliation. The Ministry warns schools that intend to continue with these unlawful practices (initiation and bullying) in schools are a serious matter.*"
- What is applaudable in this circular is that the Ministry of Education regards the **protection** of children's rights as important and fully complies with **Article 19 of the UNCRC** which states that, "*State Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence.*"

Furthermore, **Article 3 of the UNCRC** is also adhered to, to such an extent that the **circular has been drawn up in the best interest of the child**. Protection of the child's rights from cruel, inhuman treatment is guaranteed under **Article 37 of the UNCRC**.

1.3. The three (3) Ps

This section supports the rationale as explained in the introduction. In the above section we have already highlighted the importance of the UNCRC Articles which exemplify the importance of the provision of quality education (**Article 28**), protection from forms of violence (**Article 19, bullying included**), and the participation of learners in combatting or eliminating incidences of abuse (**Article 3**), as our title of the change project states.

Provision: For this change project we argued that **provision** of quality education in a safe, child-friendly environment for learners' physical, emotional and psychological well-being is of utmost importance. Learners who are bullied will definitely not perform to the best of their ability and fear for the bully will have prominence. Research has shown that bullying leads to drop-out, delayed development and ineffective learning. The team also wanted to advocate for the provision of support systems, the provision of counselling and rules. It was important for the team to stress CRC Article 28: "The child's right to education", namely that the targeted school should "*Take measures to encourage regular attendance at schools and the reduction of drop-out rates*".

Protection: Under the Convention on the Rights of the Child, the State is responsible for the prevention of all forms of violence against children, whether perpetrated by State officials or by parents, other carers, teachers or other children. Hence, we aimed at informing the target group that they should be **protected** from abuse, fear, intimidation, harm, etc. The team was of the opinion that different forms of violence against children (such as bullying, verbal and emotional abuse) are interlinked, and that violence in the family and school contexts reinforce one another. That is why the methods that we used and which we describe below are so important to inform the target group about their rights to protection, not only at school, but beyond the borders of the school fence. The rights of the child are violated for them to be in a safe, child-friendly environment, free from violence (physical, emotional, psychological).

Participation: It is the right of children to **participate** in a free, relaxed, child-friendly school where learners express their thoughts, fears, etc. Furthermore, the project aimed at allowing the target group to participate in school activities, establishment of school rules, expression of their views on bullying and participation in an anti-bullying campaign. These were the features of the project and the main pillars on which the activities were built.

Next, we focus on describing where the change project took place.

1.4. Context of study

The change project took place at **Okahandja Senior Secondary School**, an urban secondary school with a hostel in Okahandja, Otjozondjupa region (one of the 13 educational regions). Okahandja is about 80 kilometres to the north of Windhoek.

The school was completed in January 1989, had 850 learners from Grades 8-12, 38 teachers, 2 secretaries and 8 institutional workers. It is a **multicultural** school and learners also participate in school activities through the **Learner Representative Council (LRC)**.

However, the sad societal aspect is that it is surrounded by five (5) shebeens in front of the school and another seven (7) across the street.

During the initial discussion with the principal, which we explain in detail below in section 3, the principal reported that the school was a “dumping site” (his quote) for poor performing learners, but they started a **discipline** programme which bore fruit. The principal expressed his gratitude for the random selection of his school and he felt that with the support from the change agents, he would be strengthened in his vision to raise the school to higher achievements.

The **target group** who took part in the change project include the Grade 8A learners (39), their subject teachers (6), the head of department (1), the head girl and head boy, two institutional workers, the superintendent and two hostel workers.

In sections 3 and 4 we describe the methods followed with the group and the results of the project.

2. Methodology/Activities

Various methods and activities were employed which were in line with the **initial project plan** and which will be described next.

Overall, the activities included the submission of the report, team planning, notification to the school, analysis of awareness questionnaire, workshop planning and training for target group, establishment of school rules, creation of anti-bullying council, launching of poster competition and painting of a mural. These will now come to the fore.

Report: When the team arrived back in Namibia they prepared a report for their respective authorities (at Head Office, University of Namibia and the National Institute for Educational Development). The reports were submitted on 14 June 2011 and acknowledgement by the recipients was done. Every team member had their own recommendations as applicable to their institutional mandate. However, the immediate face-to-face discussions with the supervisors could not materialize.

Team meetings: The first planning meeting took place at the National Institute for Educational Development on 14 July 2011 where a **questionnaire was prepared** (refer to **Appendix A**).

During this meeting it was decided to make an appointment with the school for the pre-change discussions and rapport.

School meeting: This took place on 15 July 2011 in the principal's office where the 3 team members were present with the principal and head of department. An **agenda** for the "information-sharing and rapport meeting" was prepared by the team (refer to **Appendix B**). From the outset the team needs to explain that the managers were happy that their school was randomly selected because they had to improve discipline at the school.

Some of the **expectations** of the school were that they would like the team to support the school, to assist with the discipline, not to interfere with the school programme and to be friendly with the learners and staff. On the other hand the team committed them to keep data and activities confidential, to act as change agents and not in their professional capacities, to support the school in its discipline endeavours, to abide with the time schedule for the completion of the questionnaire and workshop, to provide refreshments for participants, to be professional and to provide a copy of all reports.

Some of the **challenges** when it was decided on the dates for the target group to complete the questionnaire and the workshop were considerations such as: payday for the teachers, out-weekend for hostel boarders, and working on a Friday afternoon which would not be accepted easily. However, the dates were set amicably, classrooms were identified for the activities, the target population was identified and a good rapport was established with the managers.

Awareness raising questionnaire: On 22 July 2011 the team visited the school for the completion of the questionnaire. This is one outstanding factor of the whole process: that the team and school managers, together with the learners and support staff worked so well together!

Two rooms were prepared: one for the learners who were 41 in total and one room for the teachers (7) and institutional workers (5). These sessions were facilitated by the two

change agents respectively. The target group commenced at 11:00 and it took them about an hour to complete the questionnaire. During the completion it was necessary to explain some questions in the mother tongue, either Otjiherero or Afrikaans.

After this activity one member was responsible to collate the data and to have them ready for the progress meeting scheduled for 9 September 2011.

Progress meeting and workshop planning: As stated above, this meeting took place on 9 September 2011, 13:30, at the



National Institute of Educational Development. During this meeting the data from the questionnaire was discussed. The team was very surprised at the commonalities of the responses among the learners, teachers and institutional workers. But this will be briefly shared in the next section 4.

Planning for the workshop scheduled for 15 September 2011 also took place. Some of the logistics included to focus on the questionnaire results, to address CRC theory and practice at the school, supply the material (participant and facilitator notes), refreshments and participants for the workshop. Methods the team applied during this meeting included discussions, brainstorm, note-taking and plotting of ideas. Lastly, the tasks were also demarcated as to who would take responsibility for the different activities during the workshop.

The workshop: The workshop took place the afternoon of 15 September 2011 in one spacious venue where all 27 participants (10 boys, 10 girls, head of department, 3 teachers, 1 hostel matron, 1 institutional worker and 1 superintendent) could be present. Unfortunately the head boy and head girl could not make it to the workshop. The training was planned for 2 hours, but lasted 90 minutes owing to the discussions that took place.

Notes for participants and facilitators were prepared and ready as could be seen in **Appendix C**. Each participant received the participant notes. The workshop aimed at:

- inducting the target group on the UNCRC;
- reflecting on the results of the awareness-raising questionnaire;
- defining bullying and conventions;
- preparing characteristics of a bully-free school; and workshop evaluation.

Team members were assigned to facilitate the different activities (refer to the demarcation in **Appendix C**, facilitator notes).

There were **5 activities**: Activity 1 which was an ice-breaker. This was essential because learners and adults were grouped together and the team had to put them at ease. Activity 2 covered induction on UNCRC and other questions where participants had to act on statements which were read by the facilitator. More will be said about the outcome of this activity in the next section, section 4. Activity 3 focused on the reflection on the awareness questionnaire. During the reflection, the team discussed the outcome of the results in the questionnaire (refer to **Appendix A**). Participants had an opportunity to define “bullying”, “convention” in their groups, take part in a theoretical power-point presentation on the UNCRC and had to come up with characteristics of a bully-free school. The latter could be done in any media, including a poem, drawing, song, notes, etc. However, the learners were asked to prepare that as homework and it would be collected by one team member.

The final activity 5 was for the group to **evaluate** the effectiveness of the session. Participants had to write any word next to the categories: methodology, content, learning, participants and facilitators. Some of the responses were:

Methodology: flip chart, group work, power-point, very good



Content: interesting, bullying, relevant, good

Learning: child rights, protection, CRC Articles, themes, bullying

Participants: good, exciting, marvelous, impressive

Facilitators: well informed, very excellent performances

From the above, which we believe are honest opinions, the team deduced that the workshop aims were achieved.

On 17 April 2012 the team had the programme to **launch the poster competition** which was attended by political office bearers, teachers, learners of the target school and SIDA mentors, Ms Agneta Flinck and Ms Annelie Hartmann. Later in the next section the team report on the success of this programme.

Various discussions took place with the Life Skills teacher regarding the establishment of the **anti-bullying council**. It was felt to have 12 learners across grades and gender who had to formulate their own constitution. The task of the council was to mainly support the Life Skills teacher in identifying instances of bullying, intervention and support mechanisms and to create a bully-free school.

In the next section we briefly summarise the results of the awareness questionnaire, some workshop activities and the attainment of the short term results (outputs).

3. Results

The outputs achieved include:

- The report to the authorities was submitted and they understood the project;
- The principal was informed, but not via an explanatory letter because the team felt that the relations between the principal and one team member was sound enough just to have a face-to-face agreement about the visit. The Inspector of Education for the circuit was also informed.
- The team felt that the awareness questionnaire covered all aspects we would want responses on to determine the level of awareness among the target group and to plan the workshop and training.
- The pre-discussion meeting with the principal and head of department went well and a combined action plan was drafted for the workshop.
- The awareness questionnaire was completed by the target group, triangulated and the results are reported on in Appendix A. Below we will highlight some of the most crucial ones which were in line with our planning.
- As already explained above, the workshop, with its specific aims was successfully presented as the evaluation results also prove.
- The poster competition, with drama performances on bullying together with a school pledge were done successfully;
- School rules were set and read by learners;
- Winners of the poster competition were decided on;
- The Life Skills teacher has started with the establishment of the anti-bullying council, based on the criteria advised by the team;

The overall **outcome** was also achieved, namely that most teachers, learners and hostels staff “walk with awareness” on bullying. A change in learner behaviour was noticeable.

So the question one should ask is whether some of the results from the awareness questionnaire could be anticipated or if they totally derailed the team. The **initial**



idea was to find out whether they know about CRC and ratification, whether bullying exists in the school, if they could suggest some intervention strategies to prevent bullying and whether they knew some documents on CRC.

Please note that not all 16 questions on the questionnaire would be covered in this report, but the reader is drawn to Appendix A for a self-evaluation and analysis. Therefore, find responses for learners (41), teachers (7) and institutional workers (5) on the four questions posed above:

- **Knowledge on CRC and ratification?:** 29 learners did not know that Namibia has agreed to sign up to the UNCRC. But all the teachers and institutional workers knew (Question 1c)
- **Does bullying exist?** Question 4 targeted this. 34 learners responded that bullying exist through pushing, 6 teachers and 5 institutional workers agreed with pushing.
- **Intervention strategies?** Questions 11 and 13 targeted this. The majority of learners, teachers and institution workers suggested school rules, establish anti-bullying councils, and induction on child rights.
- **Documents? Acts?** In question 16, the teachers responded the best. The learners and institutional workers were not so well informed about the Acts, policies, etc. that exist.

The **baseline data** from the questionnaire helped the team to plan the workshop, focusing on CRC, induction, the policies and definitions. However, what were very surprising were the first awareness/ice-breaker activity responses. Activity 1 in the workshop expected participants to choose “I know”, “I’m not sure” and “I don’t know” after they have heard a statement. For the first statement, namely “What does CRC stand for, 25 of the participants did not know. One would have expected all the teachers who answered so well in the questionnaire to know! This was unexpected as one would assume they know in practice as well!

Furthermore, many did not know that Article 28 and Article 19 address the right to education and the right to be protected from all forms of violence respectively. So, whenever participants moved to the “I don’t know” sign, the facilitators took the opportunity to discuss the statement.

The questionnaire really helped with the planning of workshop and informed us that our initial project plan would not have to be deviated from.

The next huge activity was the **launch of the poster competition**. This was combined with speeches on bullying by the Mayor and Councillor. Furthermore, learners performed a drama showing the incidences of bullying, its effects and how counseling could be given. Three prizes were prepared for the best entries and these drawings would be used on the walls of the school as advocacy visuals and awareness-raising. All teachers, hostel staff, learners and guests received some advocacy material: they in-

cluded a ruler with the message, “*Draw a line through bullying*” as well as a pen with the message, “*Stop bullying: Care for one another*”.

Unfortunately the school was under renovation so the **painting of the mural**, using the winning entries could not yet materialize, but will be part of the way forward. The same applies to the cementing of the anti-bullying council.

4. Discussion and Reflection

The data in Appendix A, the workshop results and the successful programme on bullying are indicators of the success of the project. However, the team report later in this section on the challenges they still face.

Team learning? We assumed that bullying is a concern in Namibian schools. With the awareness questionnaire and workshop our assumptions became reality that it is actually a big problem in Namibian schools, so that is one of our learning experiences. We furthermore learned that if we have trust among us, knowing that we have different work stations and are assigned to do individual tasks we could rely on each other. Furthermore, we have realized that if you want to achieve something with such a diverse group, one has to agree on terms of operation and become ordinary agents of change and not “senior officials”. Also, team work is a productive way of working together; it simplifies the workload, it leads to more creative work and boosts confidence. Collective leadership has taken the fore. The team can sum it up that, “*We have grown together as a team and with the school; it is not them, but us*”.

The team also noticed the knowledge of the learners during the drama they performed. The joy of the learners was also noticed during the programme when they read the pledge together. It was actually great to notice how the teachers were also supportive in preparing the programme and suggesting some items. One of these items that surprised us was the expressive dancing, with the theme on “eradication of bullying and loving yourself”.

A positive outflow of the “poster launching programme” was that the press wanted interviews with the team and the National TV broadcast phoned to have us on the discussion programme. But, owing to the workload, this could not realize.

Many of the **learning experiences** cited above also happened at an individual level, but we believe that personally, the importance of CRC is a growing seed planted in us that we would plant in other areas of our job environment as well.

Some of our **successes** include that we could build a sound relationship with the school managers, teachers, learners, support staff and among us, the team. Furthermore, we could find time in our busy schedule to juggle all the activities. The activities during the workshop were successful and we managed to show that teachers and learners can work together and move to a better understanding of CRC.

However, we were **challenged** with logistics. For example, we had to arrange for transport to the school, had to travel 160 kilometres on 6 occasions, we could not get all the learners together (the head boy and head girl who should play a crucial role were absent at the workshop), and time constraints owing to our work prevented us from being more creative during the workshop.

We noticed that the principal expressed his initial concern or doubt about the programme's success, but admitted that **a major outcome was that the behavior of many learners has changed as a result of the activities.**

A big challenge remain for the majority of the teachers, learners and parents to understand the concept "bullying" as we have defined it, and not just to see any act done towards another learner as bullying.

5. Way Forward

The way forward will be to cement the establishment of an anti-bullying council and monitoring of the activities. The former has been set in motion by the team in terms of its constitution, but the team would like to see the Life Skills teacher taking charge of this activity. Monitoring of the activities will be done by the Grade 8 guardian teacher, but it is essential that the team prepares a monitoring instrument.

The prizes should still be handed over to the three winning entries, followed by the painting of the mural by the meritorious learners.

All along the team planned that the entries will be contained in a booklet, but it seems that an insufficient amount of entries will leave us with a challenge to compile a decent booklet. Other schools should also be made aware of the activities that took place at the target school. In this regard the team is aware that the principal of the target school has informed the other schools in his cluster whenever they meet.

A report, covering the results should be prepared and disseminated to all stakeholders.

However, to sum up, the team can happily report that most teachers, learners and hostel staff have raised their understanding and awareness of bullying. Overall, the principal reported a change in behaviour among many learners.

A positive outcome is that the language head of department started to prepare a video of the drama to circulate among the schools and it will also be sent to the National TV to be broadcast. This will help us with the broader sensitization in other schools.

This has surely been a journey of CRC discovery, of close working relations and mutual support. And, we look forward to future discoveries and growth.

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7. Appendices:

ANONYMOUS TEACHER AND LEARNER AWARENESS QUESTIONNAIRE ON CHILD RIGHTS AND BULLYING IN SCHOOL, CLASSROOM AND HOSTEL ENVIRONMENT

1. Introduction

- 1.1. We are a team of students who are enrolled in a training programme on Child Rights, Classroom and School management. We are conducting a survey to determine your perception of and awareness of child's rights and bullying within the school, classroom and hostel environment.

We chose your school and yourselves as participants only for logistic convenience.

2. Instruction

- 2.1 It will take **30 – 45 minutes** for you to answer **all questions**. When you answer, try to give your best answer. Please use a Blue or Black Pen. Do not put your name on this booklet. No one else will know how you have answered these questions. But it is important that you answer carefully and tell how you really feel about the issues raised in the questionnaire.

If you have no questions, start answering the questions in all the Sections now.

THANK YOU FOR HELPING US IN THIS SURVEY!

Do not put your name on this booklet.

Sex:

Male (M) : _____ Female (F): _____

Teacher & Learner: **Grades:** 8, **Class-Group:** A, B, C, D, E, F, G, J, I, K, L,..

What is **your position within** the school/ class or hostel? _____

Teacher: (**Subjects** you teach in grade 8)? _____

Teacher (which **other grades** do you teach)? _____

How long have you been teaching at this school? _____

SECTION A.						
1. CIRCLE YOUR ANSWERS (yes or no) TO THE FOLLOWING QUESTIONS/STATEMENTS.						
RESULTS						
SECTION A.						
1. CIRCLE YOUR ANSWERS (yes or no) TO THE FOLLOWING QUESTIONS/STATEMENTS.						
	LEARNERS		TEACHERS		SUPPORT STAFF	
	Yes	No	Yes	No	Yes	No
a) Are you aware that children have rights to education that have to be protected?	41	0	7	0	5	0
b) Everyone in our school, young or adults, has the right to be respected, and the responsibility to respect others.	41	0	7	0	5	0
c) Did you know that Namibia has agreed to sign up to the United Nations (UN) Convention on the Rights of the Child (CRC)?	12	29	7	0	5	0
d) Do you believe that an unfriendly environment, such as classroom, school, and hostel can interfere with a child's education?	28	13	7	0	5	0

SECTION B.

IDENTIFY AND CIRCLE THE LETTER(S) (a, b, c...) THAT IS/ARE REPRESENTING THE BEHAVIOUR YOU HAVE OBSERVED OR EXPERIENCED WITHIN YOUR SCHOOL, PLAYGROUND, CLASSROOM AND/ OR HOSTEL. (You can mark as many answers as you feel are necessary and correct).

2. CIRCLE THE BEHAVIOURS AND ACTS WHICH YOU THINK ARE ACTS OF BULLYING.

- a) When the act or behaviour is a wilful, conscious desire to hurt another person and put him/her under stress;
- b) When the act or behaviour is irritating, arrogant and are continual and repeated;
- c) When between two people, one is definitely inferior to the other in terms of strength and physical abilities, and the arrogant acts are continual and repeated;
- d) When hitting or kicking is done repeatedly and over time/continual;
- e) When between two learners and there is a mutual rejection;
- f) When one repeatedly makes fun of and calling you ridiculous names;
- g) Only when a physical aggression takes place between two learners;
- h) When inflicting hurtful teasing on the most helpless;
- i) When it is done to a girl and not to a boy;
- j) When the act is done by an adult to a child;
- k) When the act is done by a child to an adult;
- l) Blackmailing a person into doing or giving things such a money, snacks;
- m) Speaking in a bad way of someone (a learner/ a teacher and/or the family) behind his back;
- n) Continuously intimidating someone when and wherever you meet;
- o) Intentionally sending hurting notes or SMS to someone;
- p) Exclusion of some people on the part of the group (isolating);
- q) Intolerance and impatience towards the weak and different ones.

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a)	36	5	3
b)	7	5	3
c)	14	6	4
d)	37	7	4
e)	10	1	3
f)	34	6	5

g)	4	4	2
h)	20	5	4
i)	13	1	3
j)	21	1	4
k)	6	0	1
l)	23	3	5
m)	26	2	1
n)	11	4	4
o)	10	3	4
p)	5	3	0
q)	13	5	2

3. WHICH ARE THE BEHAVIOUR AND ACTS (in Question one), HAVE YOU OBSERVED WITHIN YOUR SCHOOL, PLAYGROUND, HOSTEL OR CLASSROOM? (write only a letter a); b); etc. that represents the behaviour).

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a)	12	3	2
b)	2	4	3
c)	4	4	1
d)	13	3	0
e)	4	0	1
f)	19	4	1
g)	2	3	0

h)	4	2	1
i)	4	0	0
j)	3	1	1
k)	2	0	0
l)	9	0	1
m)	29	3	0
n)	3	2	3
o)	4	1	2
p)	4	1	0
q)	3	1	0

RESULTS

4. AS FAR AS AGGRESSIVE AND ARROGANT BEHAVIOUR ARE CONCERNED, WHICH BEHAVIOUR DO YOU NOTICE MOST FREQUENTLY WITHIN THE SCHOOL, PLAYGROUND, HOSTEL OR CLASSROOMS? (Mark the most occurring behaviour you have observed).

- a) Pushing
- b) Kicking
- c) Tripping
- d) Stealing (e.g. snack)
- e) Hiding (e.g. snack)
- f) Insulting
- g) 'Hunting' in hostel (girls by boys)
- h) Sexual molesting (learner by learner, learner by teacher)
- i) Hurting verbally or physically
- j) Hurtful teasing
- k) Blackmailing a learner into giving things (snack, money, school material...) or doing something
- l) Not speaking to (isolating)
- m) Speaking in a bad way of a learner and/or the family behind his back
- n) Calling a learner ridiculous names

- o) Doing everything in one's power to break a friendship
- p) Pouring water on the bed (if happened in hostel)
- q) Sending hurtful SMS or notes to you for others to dislike you
- s) other acts:

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a	34	6	5
b	26	4	3
c	15	3	2
d	37	4	5
e	12	3	3
f	30	6	2
g	7	2	4
h	2	2	2
i	11	6	3
j	18	6	2
k	15	2	3
l	2	2	2
m	20	6	1
n	27	4	3
o	14	1	2
p	2	3	3
q	12	0	1
r	0	0	0

5. IN WHICH MOMENTS OR PLACES COULD YOU WITNESS THE BEHAVIOUR THAT ARE LISTED IN QUESTION 4?

- a) In classroom, during lessons
- b) In classroom, during change hours
- c) During break, on the playground
- d) In the school yard during coming in and leaving school
- e) In the washrooms/toilet or other isolated places
- f) In the dining hall during lunch
- g) In the dormitories/ hostel

Other places?

RESULTS

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a.	19	6	3
b.	25	4	3
c.	29	7	3
d.	24	4	3
e.	15	2	3
f.	25	1	5
g.	5	3	4
h.	1	0	2

6. IN YOUR OBSERVATION (IN QUESTION 5), WHO IS OFTEN THE VICTIM OF BULLYING BEHAVIOUR AND ACTS): (Circle all the answers you think you have observed).

- a) A younger or physically weaker one
- b) One who in his turn attacks the others stirring in them an aggressive attitude
- c) One with scholastic/learning difficulties

- d) One who is physical or showing evidence of other disabilities like speech defects
- e) A peculiar one: dirty, or hungry
- f) A boy
- g) A girl
- h) A person from a different cultural group
- i) Same cultural group
- j) A teacher
- k) Hostel worker
- l) Other?

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a.	21	7	4
b.	5	2	2
c.	15	6	4
d.	9	4	3
e.	10	4	2
f.	31	6	4
g.	23	5	3
h.	7	4	2
i.	5	1	1
j.	2	2	1
k.	0	1	1
l.	0	0	1

7. IF A LEARNER IS EXPOSED TO CONTINUOUS ARROGANT ACTS AT SCHOOL, HOSTEL AND/ OR CLASSROOM, DO YOU THINK THAT THIS CAN

INFLUENCE THE DEVELOPMENT OF THEIR OPINION OF THEMSELVES?

(Circle a or b and any of the reasons (i –iv)).

- a) No
- b) Yes, and in particular it led to:
 - i. a low self-esteem
 - ii. difficulties in the relations with other people
 - iii. Scholastic/learning difficulties
 - iv. Dropping out of school
 - v. Other?

RESULT

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a.	1	0	0
b. i	10	6	2
ii.	10	5	2
iii.	8	5	1
iv.	28	4	5
v.	2	0	0

8. WHAT DID YOU DO, AS A PERSON WHO WITNESSED EPISODES OF ARROGANT ACTS AND BEHAVIOUR IN THE CLASS, SCHOOL HOSTEL AND PLAY GROUND? (Ref. to your observations in 5, 6 & 7).

- a) I intervened to defend the weakest, the youngest,
- b) consoling the victims
- c) reproaching the aggressor
- d) inviting victim and aggressor to face the problem and, if possible, solving it
- e) talking about it to the whole class-group
- f) I told nobody
- g) I told the principal
- h) I told the involved learners' parents
- i) I told some experts
- j) I told my parents (if you are a learner and it was happening to you)

- k) No one intervene directly on the aggressor, but they shoed themselves in agreement with the victim
- l) There is conspiracy of silence, so that not even the most serious episodes are reported.
- m) Others take sides with the arrogant learner
- n) Other? _____

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a.	7	7	3
b.	8	4	2
c.	2	5	2
d.	5	7	2
e.	3	6	3
f.	1	0	2
g.	12	4	1
g.	9	5	1
h.	7	2	1
i.	4	0	1
j.	13	0	3
k.	2	1	1
l.	0	0	0
m.	2	0	0

9. ARE YOU PERSONALLY WORRIED ABOUT SUCH AGGRESSIVE

BEHAVIOUR IN YOUR SCHOOL, HOSTEL AND CLASSROOM?

- a) Yes, very much
- b) Yes, but I think it can still be kept under control
- c) Yes, but only if there's a physical aggression
- d) No, as I think it is a phenomenon typical of the *cultural group* of arrogant persons that I observed '
- e) No, only if it takes place during the lessons
- f) Other _____

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a.	34	5	4
b.	10	4	5
c.	1	3	2
d.	0	0	1
e.	2	0	1

10. WHICH THREE INTERVENTIONS, YOU PERSONALLY THINK CAN BE INITIATED? (Circle only three).

- a) None, given that the problems are among learners
- b) A disciplinary intervention addressed to the aggressor
- c) A disciplinary intervention addressed to the whole class, school
- d) Involving the arrogant persons' families
- e) Establish/ class and hostel Councils in the school

- f) Raising awareness and strengthening of the learners, the teachers, workers and community's relational abilities in managing conflict.
- g) Teach Life Skill subject effectively
- h) Asking an expert's advice (e.g. a psychologist, a social assistant...)

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a.	7	0	1
b.	13	5	2
c.	19	5	2
d.	13	2	4
e.	18	3	2
f.	17	4	3
g.	14	4	1
h.	19	4	0

11. HOW CAN ONE OF THE THREE INTERVENTIONS (you chose in Question 10), BE CARRIED OUT TO PREVENT BULLYING BEHAVIOUR? (Circle the 3 most effective ways)

- a) Have and implement school rules
- b) Suspension/expel the bully
- c) Sending the victims to the principal
- d) Rehabilitate the bully
- e) Instil care and respect for one another
- f) Teachers and learner's parents meetings
- g) Involving families in some scholastic activities
- h) Extra curricular group activities
- i) Most aggressive learners' exclusion from common activities
- j) Intervention; more involving academic activity

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a.	23	5	4
b.	16	1	2
c.	20	1	2
d.	6	6	3
e.	13	5	2
f.	26	3	3
g.	4	4	2
h.	4	2	0
i.	3	1	1
j.	4	4	1

12. IS YOUR SCHOOL PRESENTLY ABLE TO MANAGE THE BULLYING PROBLEM?

- a) Very well
- b) Quite well
- c) Not very well
- d) Not at all

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a.	9	3	2
b.	13	3	0
c.	17	1	3
d.	4	0	0

13. IF YOU THINK YOU NEED FURTHER SUPPORT, WHICH ONES DO YOU THINK ARE MORE SUITABLE? (Circle the 3 most suitable)

- a) Collaboration with the principal
- b) Collaboration with the police
- c) Establish Anti-bullying Student Council
- d) Definition of Rules valid for the whole school
- e) Induction into understanding of Human and Child Rights
- f) One psychologist at the school's disposal some days a week
- g) Collaboration with parents

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a.	24	3	4
b.	23	3	3
c.	21	5	3
d.	12	4	1
e.	21	5	3
f.	5	4	2
g.	17	6	3

14. SINCE YOU HAVE BEEN IN THIS SCHOOL, WHICH LEARNERS HAVE EXPRESSEDLY TOLD YOU OF ARROGANT OR VIOLENT ACTS INFLICTED ON THEM BY THEIR CLASSMATES?

- a) Male learners
- b) Female learners
- c) All

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a.	12	1	2
b.	7	0	2
c.	14	6	3

**15. IN YOUR OPINION, PEOPLE WHO BULLY OTHERS IN YOUR SCHOOL
COME FROM FAMILIES WHO ARE:**

- a) So called "at risk"?
- b) Rich
- c) Poor
- d) All types

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a.	6	0	0
b.	4	1	0
c.	5	2	1
d.	28	4	3

16. **WRITE DOWN ANY LAW, ACT, POLICY, DIRECTIVE, RULE, SCHOOL SUBJECT, ORGANISATION, ETC. WHICH ADDRESSES CHILD AND HUMAN RIGHTS.**

LAW _____ **Learners: None, Teachers: Towards Education for All, United Nation Convention on Rights of the Child; Support staff: Namibian Constitution** _____

ACT _____ **Teachers: Education Act, Constitution Article 3n; Learners: NONE; Support Staff: Namibian Constitution** _____

POLICY _____ **Learners: none; Teachers: Government Education Policy; Support staff: none** _____

DIRECTIVE _____ **None** _____

RULE: ___ **School rules (3), class rules (1), general rules; Support staff: school rules;**

SCHOOL SUBJECT: Life Skills (27), Life Science (3), Physical Science (1), English (3), Afrikaans (1) Child and human rights (1); Teachers: Life Skills, Development Studies, Languages ; Support staff: Development studies

ORGANISATION: Star for Life (8), Family (1), TCE (1), SWAPO (1), Police (2), Child Welfare (1), Women and Child Abuse (1), Eleni Tulikwafeni Centre (1); teachers: Girls and Child Organisation, Ministry of Education Human Rights Organisation, NANSO, Children Right Convention; Support staff: Human Rights Organisation

THANK YOU VERY MUCH

*Appendix B: MEETING WITH PRINCIPAL AND HEAD OF DEPARTMENT OF OKAHANDJA
SENIOR SECONDARY SCHOOL ON 15 JULY 2011*

AGENDA

1. **Introductions**
 - 1.1 The project team
 - 1.2 The school management

2. **Pre-discussions**
 - 2.1 Rationale for the team visit
 - 2.2 Project action plan

3. **Activities**
 - 3.1 Awareness data collection from participating groups
 - 3.2 Analysis of awareness data by project team
 - 3.3 CRC Awareness Training workshop in September
(date to be negotiated)

4. **Monitoring and project evaluation**
 - 4.1 By the school management
 - 4.2 By the project team

5. **Expectations**
 - 5.1 From the school
 - 5.2 From the project team

6. **Conclusions**

Appendix C:

TRAINING NOTES ON CHILD RIGHTS, CLASSROOM AND SCHOOL MANAGEMENT:

Ms. P. Shilamba (UNAM Lecturer)

Mr. R. April (Inspector of Education: Head Office)

Mr. H. Coetzer (Education Officer: NIED)

DATE: 15 SEPTEMBER 2011

VENUE: Okahandja Senior Secondary School

NOTES FOR PARTICIPANTS:

Objectives:

At the end of the session the participants will have:

- been inducted on the UN Convention on the Rights of the Child;
- reflected on the results of the awareness-raising questionnaire;
- defined a “child”, and “bullying”;
- listed at least 5-10 characteristics of a bully-free (CRC) school;
- shared their views freely on bullying and CRC; and
- evaluated the workshop.

TIME: 2 hours

ACTIVITY 1: ICE-BREAKER (10 min)

Take part in the “line-up according to your shoe-size” activity. Your facilitator will explain.

ACTIVITY 2: INDUCTION (25 min)

Listen to each statement which will be read by your facilitator. Decide whether you are going to stand in front of the “I know” or “I don’t know” or “I’m not sure” statement.

For example, if the statement is: “Mr. Clarke is our principal”, you will all move to “I know”.

Please make your own decision once you have heard the statement.

ACTIVITY 3: REFLECTION ON QUESTIONNAIRE (10min)

Discuss the questionnaire with your facilitator.

BREAK: 15 MIN

ACTIVITY 4: THEORY AND PRACTICE ON CRC AND BULLYING (50 MIN)

4.1 In your small groups, try to come up with a definition of “CRC” and “bullying”.

Share with the group. Compare your definitions with those of the facilitators.

4.2 Take part in the power-point presentation on CRC, what is a child and Namibia’s role in CRC.

4.3 Now that you have taken part in the power-point presentation, list in your group at least 5-10 characteristics of a bully-free school. Your facilitator will guide you.

ACTIVITY 5: EVALUATION (10 min)

Take part in the evaluation of the workshop as explained to you.

Thank you.

NOTES FOR FACILITATORS:

Objectives:

At the end of the session the participants will have:

- been inducted on the UN Convention on the Rights of the Child;
- reflected on the results of the awareness-raising questionnaire;
- defined a “child”, and “bullying”;
- listed at least 10 characteristics of a bully-free (CRC) school;
- shared their views freely on bullying and CRC; and
- evaluated the workshop.

Materials

- Flipchart paper, stand, koki-pens,
- Statements: “I know”; “I don’t know”; “I’m not sure”
- LCD projector; laptop, camera
- One copy of NN CRC Articles 19 and 28;
- Constitution of the Republic of Namibia.
- Awareness questionnaire: summary
- Definitions of “a child” and “bullying”
- Prepared example of “Characteristics of a bully-free school”
- Evaluation posters: methodology, Participants, content, learning

TIME: 2 hours

ACTIVITY 1: ICE-BREAKER (10min) Ms. P. Shilamba

Explain to participants that they must line up according to their shoe size, from the smallest to the biggest size (they must ask each other and arrange themselves).

Once they are lined up, then count 1,2,3,4,5 to group them in 5 groups.

Ask them how they feel about the activity and let them introduce them quickly.

ACTIVITY 2: INDUCTION (25 min) Mr. R. April and Mr. H. Coetzer

Tell the participants that you will read 10 statements. They must then decide where they will stand, either in front of the “I know” or “I don’t know” or “I’m not sure” statement.

After the participants decided, have a short discussion as part of the induction. This will link with the theory on CRC later in activity 3.

STATEMENTS:

1. What does CRC stand for?
2. Article 28 of the CRC addresses the right to education.
3. The children's right to protection on all forms of violence can be found in Article 19 of the CRC.
4. What does Article 3 of the Constitution of the Republic of Namibia contain?
5. The National Curriculum for Basic Education addresses child rights.
6. I can mention an organization in Okahandja which addresses child rights.
7. This Act governs the Code of Conduct for teachers and learners.
8. I know the policies at our school that regulate the behaviour of adults (teachers) and learners.
9. Bullying is a big concern at this school.
10. Pushing and insulting are examples of bullying that happen mostly at this school.

ACTIVITY 3: REFLECTION ON QUESTIONNAIRE (10min) Mr. R. April

Discuss the commonalities in the questionnaire. Show that the learners do not know about the ratification, that you all have one idea about the definition of bullying, that all want an induction on CRC, that most want an anti-bullying council, that the teachers are more informed about the Acts, policies, etc. compared to the learners and institutional workers.

BREAK: 15 min

ACTIVITY 4: THEORY AND PRACTICE ON CRC AND BULLYING (50 MIN):

Mr. R. April and Ms. P. Shilamba

- 4.1 Ask the small groups to come up with a definition of "CRC" and "bullying".
Share with the group. Compare their definitions with those of the facilitators.
- 4.2 Present the power-point presentation on CRC, what is a child and Namibia's role in CRC. Allow discussion. Focus on three Ps, Child, CRC, child-friendly, etc.
- 4.3 Ask participants to list at least 5-10 characteristics of a bully-free school. Show them an example, "Learners respect each other".

ACTIVITY 5: EVALUATION (10 min)

Participants need to complete the evaluation on the posters by writing only ONE word next to each stimulus word: methodology; content; learning; participants; facilitators.

Explain way forward.

Ask for any questions.

Thank participants.