

Learn in Peace, educate without violence: preliminary evidence for the effects of a brief, school-based violence prevention intervention in Côte d'Ivoire

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Quintero**

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Graines de Paix
Solutions éducatives pour une paix durable

Violence against children (VAC) in schools

- VAC highly prevalent in school in CIV

- 78% of children
exposed to at least one
episode of violence
(Unicef, 2015)

- Perpetrators

- Primary schools
exposed that

- 63% reported
(MENET, 2015)



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The Context of Côte d'Ivoire (CIV)

- 1999-2011: political and military conflict
- Child discipline as part of a dominant social norm
- One in three parents tolerates corporal punishment in school (MENET, 2015).

- Few interventions to reduce violence from teachers to students have been evaluated.
- 2009: Côte d'Ivoire formally banned corporal punishment in schools
- 2012: APEV developed by Graines de Paix in collaboration with government

Description of APEV

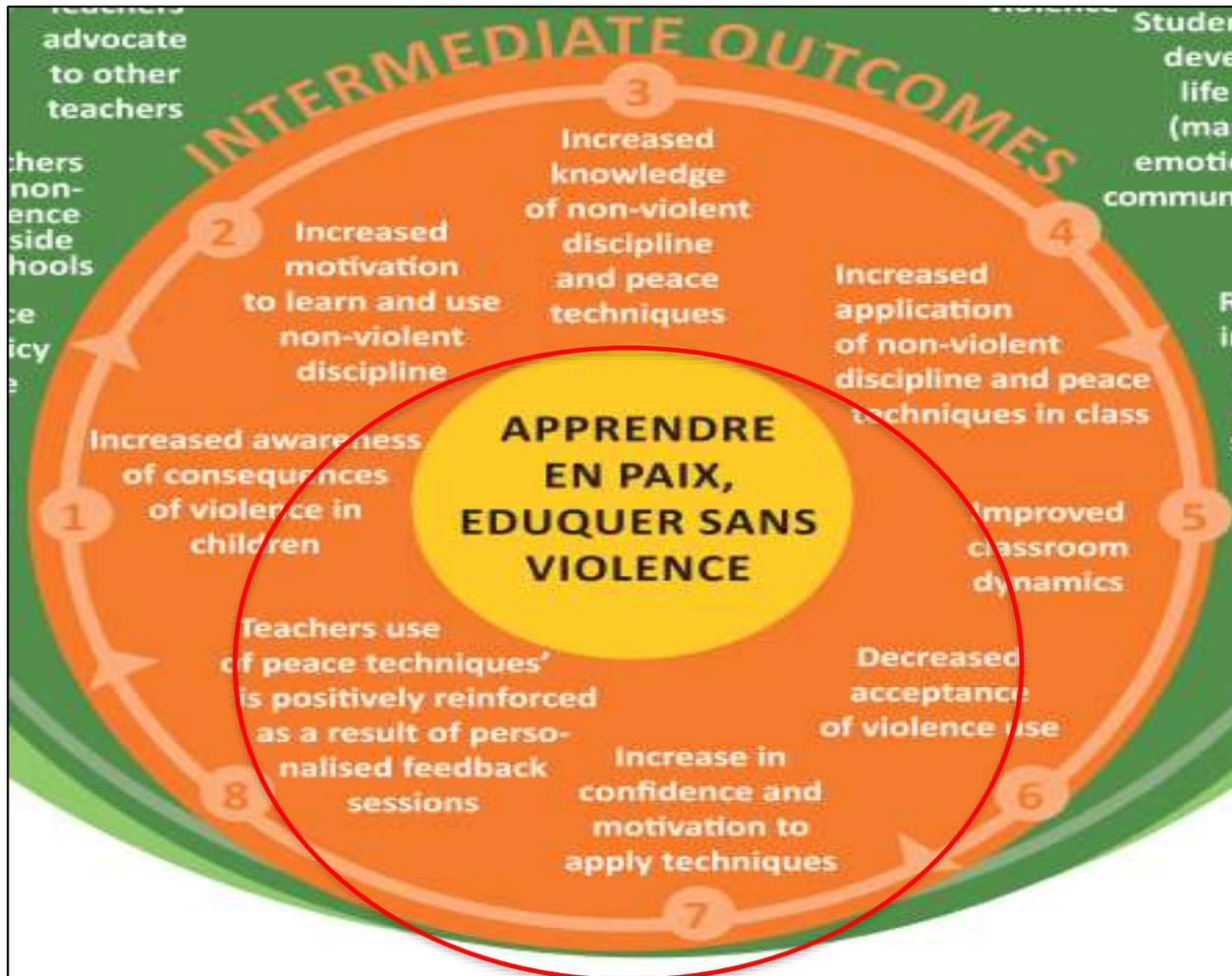
- “Apprendre en Paix, Eduquer sans Violence”, French for “Learning in peace and educating without violence”.
- Classroom-based intervention to reduce the use of violent teaching techniques

APEV Train the trainer model for 1 project cycle:



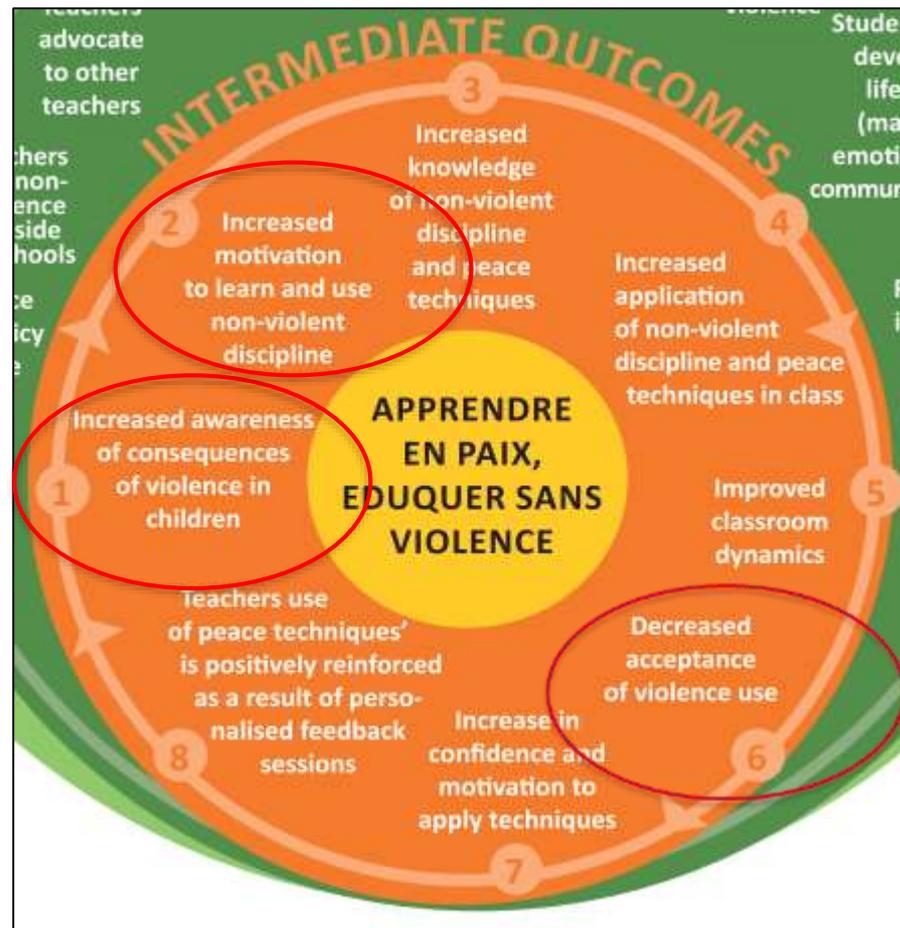
To measure the **acceptability of the intervention** among teachers and explore how **APEV induced peaceful education behavioural change.**

Theory of change



- Partnership: Graines de Paix, Child Protection Research Group at LSHTM and Université Félix Houphouët-Boigny of Abidjan
- Conflict-affected Tonkpi, North West of Côte d'Ivoire
 - Routine implementation of APEV
- When: 2016-2018
- First evaluation

Methods- quantitative



Methods- quantitative

- Self-administered survey at 3 point time
- Purposive sampling
- Outcomes measurements

- Sample characteristics

- ORR: 98%
- Mean age: 37 years
- Male 62%
- Urban 58%
- 74% in a relationship; 92% had at least one child.
- 58% current job for six years or more

60 pre-schools and primary schools ; rural and urban

T ₀ Pre-training survey	160 teachers
T ₁ Immediately after d1 training	157/160 teachers
T ₂ Four months post training	132/157 teachers

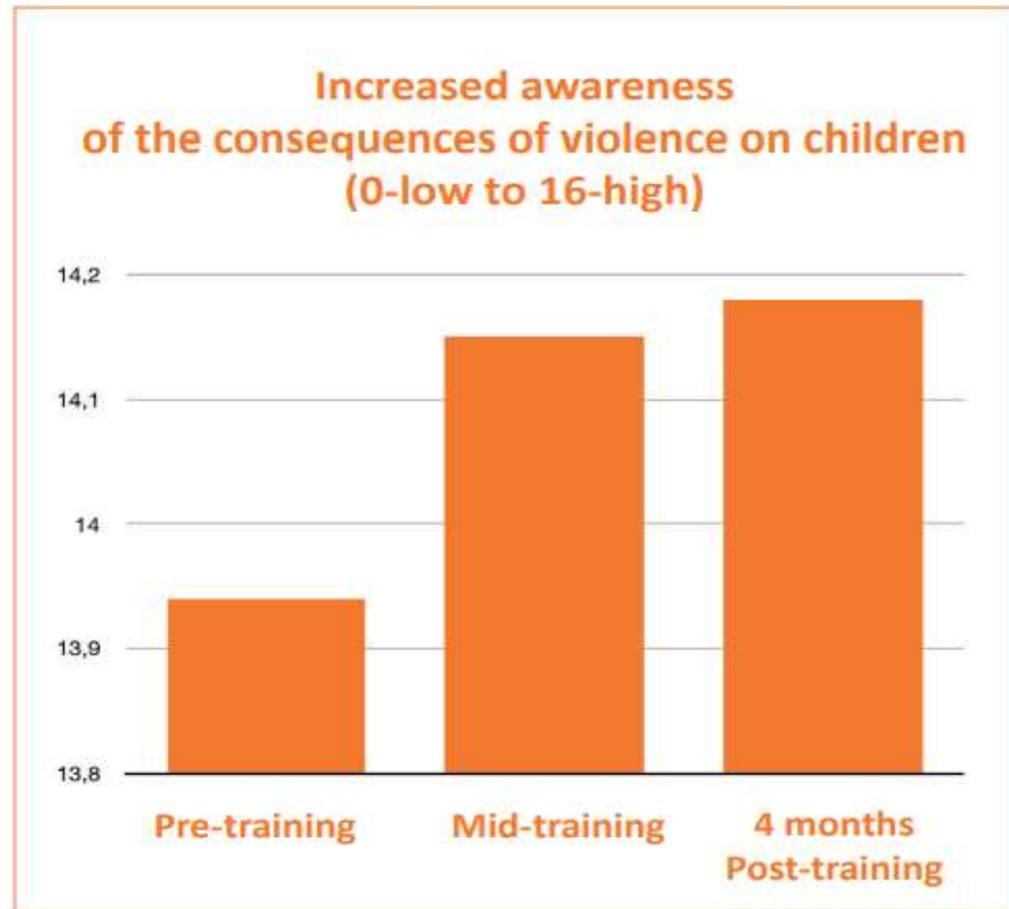
- Feb 2018: 10 In-depth interviews (IDIs) with teachers
- Sept 2018: 7 IDIs and 2 Focus Group Discussions (FGDs) with teachers
- Sample characteristics
 - Convenience based on availability
 - 6 females, 5 males
 - Age: 26-59 years
 - 10 urban and 1 rural
 - Public and private schools

ToC1: Increased awareness of consequences of violence on children

- School drop out
- Teachers were divided as to whether this was an effect of violence or not

"That is true. Children come to school. But it is also true that some other children play truant like in old days when we used the whip. With violence, some children performed very well in school." Female teacher, FGD, September 2018

ToC 1: Increased awareness of consequences of violence on children



ToC 2: Increase in teacher motivation and confidence to learn
ToC 7: Teachers apply non-violent discipline techniques



- Motivation to learn non-violent techniques
- Success in implementing some methods increased learning interest (ToC 7)
"I tried singing and dancing this year. Perhaps next year, I'll look for other positive sanctions to use." Male teacher, FGD, September 2018
- Interventions targeting parents and wider community

ToC 3: Increase in teachers' knowledge

ToC 4: and application of non violent classroom techniques



- Improvement in knowledge of positive sanctions

"In my classroom, we have a charter. If a child talks in class, we ask the other pupils «do we talk in class?» and they say «no». The child gets a little embarrassed and he keeps quiet." Male teacher, IDI, September 2018

- Clear evidence that teachers had applied positive sanctions

ToC 5: Teachers experience improved classroom dynamics

ToC 6: lower their acceptance of physical discipline

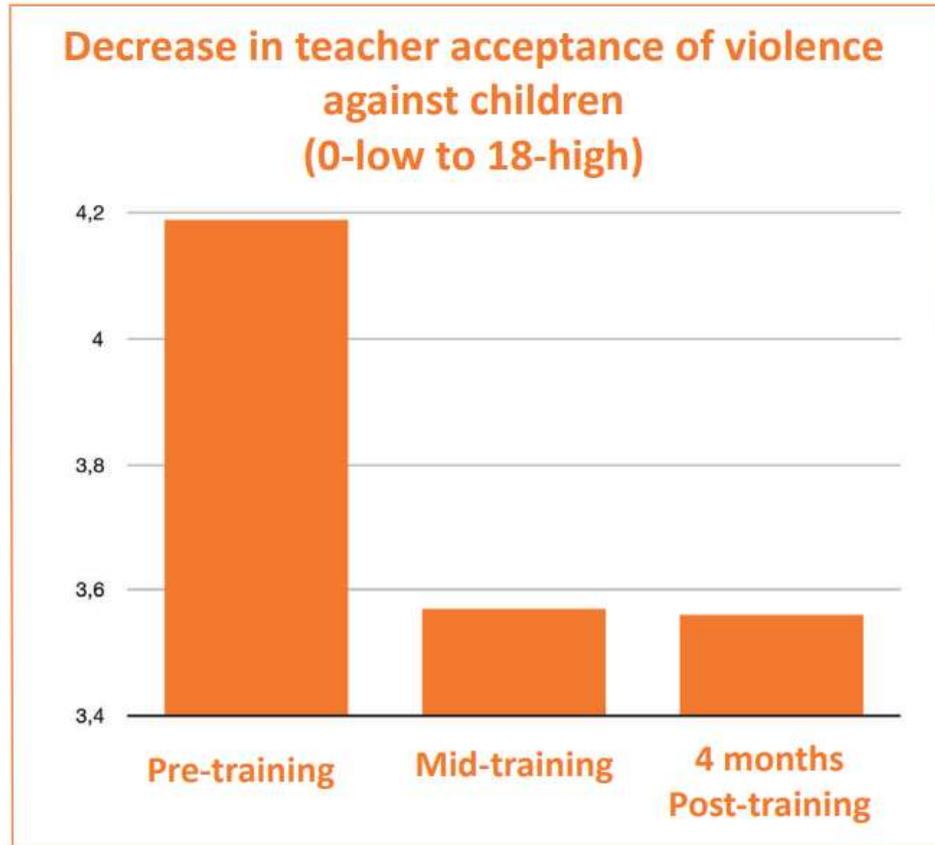


- Teachers spoke more assuredly about benefits of non-violence

"... the [exam] success rate is good. The success rate is good because we said that will no longer inflict violence on to children. As such they are now comfortable coming to school." Male teacher, FGD, September 2018

- Mixed views about classroom dynamics
 - Less fear; school performance
 - African unresponsive to non-violent techniques

"The African realities and the realities of the West are different. A bit of whipping is needed to keep an African child in line." Male teacher, September 2018



ToC 8: Teachers' use of positive techniques is reinforced as a result of personalised feedback

- Teachers were positive about participation in APEV
- Non judgmental dialogue with trainers

- Self-restraint, change of behavior

- Long standing and gradual process

"Graines de Paix which has just been introduced. As it is new, people's mentalities will not change straight away. I think this change will take place over time." Female teacher, IDI, September 2018

- In general, teachers found APEV acceptable and useful.
- Teachers are actively engaged in a dynamic process of self-regulation and behaviour change in response to learning and implementing new techniques.
- Further investigation in a randomized controlled trial

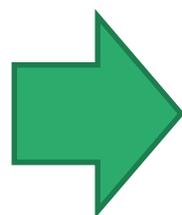
Next steps for research

Formative research

What is the intervention?

How is it hypothesised to work?

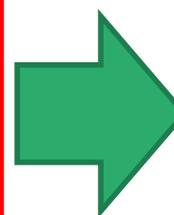
Are there any effects we can observe in teachers?



Pilot Randomised Controlled Trial

How can we measure outcomes in children?

Is it feasible to conduct a full-scale trial to test the effect of the intervention in children?



Full Randomised Controlled Trial

Does the intervention reduce teachers' physical and emotional violence to children?

Does the intervention improve educational outcomes?

How much does it cost, and how does this compare to other interventions?

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Questions?