

# Education Sector Support Programme in Nigeria (ESSPIN)

## Education and Child Protection

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JG	Jigawa
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KN	Kano
KW	Kwara
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EN	Enugu

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## Acronyms and Abbreviations

CDC	Centre for Disease Control
CPN	Child Protection Network
CRA	Child Rights Act
CSO	Civil Society Organisation
CWC	Child Welfare Committee
DSM	Department of Social Mobilisation
ESSPIN	Education Sector Support Programme in Nigeria
FMoE	Federal Ministry of Education
IE	Inclusive Education
IQTE	Islamic, Qur’anic, Tsangaya Education
LFC	Links for Children
MoWA	Ministry of Women’s Affairs and Social Development
SAVI	State Advocacy and Voice Initiative
SCoIE	State Committee on Inclusive Education
SMO	Social Mobilisation Officer
SSIT	State School Improvement Team
SSO	School Support Officer
SUBEB	State Universal Basic Education Board
TCoC	Teachers Code of Conduct
TRC	Teacher’s Registration Council
UBEC	Universal Basic Education Commission
VANE	Violence, Abuse, Neglect and Exploitation

## Abstract

This consultancy, aimed at developing effective responses to the findings of recent Education, Conflict and Violence Research (ESPINN, May 2015), in order to enable children and families to report violations and State, Local Authority and Community and School level to promote the protection of children in their schools and communities at large.

## Executive summary

This consultancy responds to the findings of the Education, Conflict and Violence research carried out by ESPINN in 2014 and its dissemination in 2015. It also takes into account the findings of the Violence against Children survey carried out in Nigeria by UNICEF during a similar period. Those findings suggest that children experience considerable, and unacceptable levels of violence in schools and in their families and communities. Three states were visited during this particular visit; Jigawa, Kano and Kaduna and workshops were organised within each state, involving participants from state to community level. The workshops considered the findings of the research available at present, those responses that would potentially be most effective in better protecting children in their schools and in their families and communities, the institutions and positions that are or could be best placed to respond to protect children and the most effective means of protecting children.

Meetings with SUBEB and UNICEF in Abuja further informed the consultancy with regards to current initiatives on which ESPINN can draw and provided a basis for proposing potential ways forward.

Significant progress was made on two recommendations in particular; the development of a reporting and response mechanism related to incidents or cases of violence, abuse and / or exploitation and neglect of children and the development of a Children's Charter for the different states, to be adapted at school level.

Two day workshops were held in Jigawa, Kano and Kaduna states. Action plans were also developed during the workshops for State, LGEA and community and school level, promoting an effective response to the high and growing levels of violence and promote an increase in the protection of children.

## Key recommendations

SMOs, SSITs, SSOs and CSOs to support the;

- Finalising, costing, implementation and monitoring of the state action plans drafted within the workshops facilitated during this consultancy
- Establishment of child friendly means of reporting instances of abuse and violence experienced by children
- Reviewing and adoption of the Teachers Code of Conduct for Nigeria, in each state

- Determining of the levels of responsibility related to the types and seriousness of issues related to child protection reported by children, finalise the reporting mechanism and build capacity of school, community, LGEA and State level to respond appropriately
- State level adoption of the Children's Charters drafted in the workshops and cascade down to school level

## Purpose of the Consultancy

1. This visit was organised in response mainly to the findings of the Education Conflict and Violence Research carried out in July – September, 2014 and disseminated in May 2015, but also in response to information captured in CSO and Government partners monitoring reports over time of conflict affecting schools and communities and of violence in and around schools. Background

## Child Protection and Education in Nigeria

2. A number of studies<sup>1</sup> in recent years have highlighted that whilst there are legal child protection frameworks and instruments in place in Nigeria<sup>2</sup>, gaps in practise remain. Findings from these studies highlight that work is needed across sectors, "to refine existing interventions and maximise programme impact, particularly with regard to minimising the risk of violence, abuse and exploitation against children".<sup>3</sup> Marginalised and vulnerable children are highlighted to be particularly at risk, and schools are identified clearly as places where children often encounter violence and abuse.
3. In 2007, an assessment conducted by the Federal Ministry of Education and UNICEF found that 85% of primary school respondents who participated in the survey reported experiencing at least one form of physical violence within the school context, while 50% reported experiencing some form of psychological violence, and 2% reported experiencing some form of sexual violence (Ministry of Education and UNICEF, 2007). Assessment data also suggest that 6% of primary school respondents have heard of at least one case of rape at their school, as compared to 12% of secondary school respondents (Ministry of Education and UNICEF, 2007).
4. Sexual harassment and abuse by teachers or other school personnel was also reported as a significant and particular barrier to girls' access and retention in school (British Council Nigeria, 2012).
5. In 2014 an education and conflict study was conducted by ESSPIN as a result of growing conflict and insecurity in different parts of the country. The research was conducted initially in the 3 northern states of Kano, Kaduna and Jigawa and it found that children face very high levels of

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<sup>1</sup> British Council (2012), Save the Children Child Rights Situational Analysis (2013), ESSPIN Education and Conflict Study (2014)

<sup>2</sup> Child Rights Act (2003), Nigeria Teacher's Code of Conduct (2006), National Strategic Framework on Violence-Free Basic Education (2007)

<sup>3</sup> Save the Children (2013) CRSA

different kinds of violence in and around schools compounded by growing conflict and insecurity. Findings from the research revealed that 80% of research communities directly experienced some form of violence, 6.7% of communities had an indirect experience with violence and 13.3% of communities lived in relative peace. A total of 86.7 %of research communities have directly or indirectly experienced some form of violence or the effects of violence.

### Findings from the Education, Conflict and Violence research

6. ESSPIN last August carried out an in-depth research into conflict, violence and education in the 3 northern states of Kano, Jigawa and Kaduna. The research findings were disseminated in May 2015 and this consultancy follows on from this research and dissemination. Much interest has been generated in Nigeria on the research and related report. It takes a broad definition of conflict, not only the insurgency, but all kinds of violence that children and schools face within not only education but also community settings. The research found that in the three northern states of Kano, Kaduna and Jigawa, children face very high levels of violence in and around schools and that this is compounded in some areas at least, by a potentially expanding context of conflict and insecurity.
7. This consultancy sought to address the findings of the research and particularly to address school and community based violence. This focus on school and community acknowledges the significantly more direct action that can be taken by State, local authority, community and school levels to address the violence that affects children in their communities and schools. The violence related to conflict in the north of the country, generally falls outside of the direct sphere of influence of the actors and stakeholders with whom ESPINN works. However, strengthening child protection, improving education in the states in which ESPINN operates and promoting increased levels of care and concern and increased respect for the protection rights of children, may influence and contribute to reducing the level of conflict in the long run. It may also significantly contribute to children's access to school, learning experience in the classroom and more broadly to the learning outcomes that children achieve.

### Violence in school and the community

8. Those actors at national, state and community level with whom the consultant came into contact, confirmed the findings of the Education, Conflict and Violence Research, 2014;

“the most common forms of school based violence, but not an exhaustive list, identified in sample communities are: corporal punishments and other degrading forms of punishments, bullying, fighting, sexual violence; abuse and exploitation, drug use and selling of drugs, stealing, and direct armed attacks on schools, students, teachers and other school personnel”.

9. Discussions with actors at national, state, local authority (LGEA) and community level suggested that corporal punishment is the norm in both families and schools and that a fear exists, that if caning or similar is not carried out that this will result in children no longer being in the control of their parents and families. Significantly there is a culture of silence around abuse, particularly rape and sexual abuse, a culture of impunity so that teachers for example, who perpetrate abuse may simply be transferred from one school to a neighbouring school. Families not only brush instances under the carpet but they go to efforts to hide such abuse. Activists argue that this perpetuates the rape and abuse of girls in particular (ref discussion in Jigawa Workshop). This also means that children do not feel comfortable in reporting nor do they feel often that they will be believed. The result of abuse, particularly long term or sexual abuse, is that children live with the consequences, with the consequences of their not being able to trust adults, with the trauma and in some cases with the physical consequences of rape such as pregnancy, HIV, STDs and injuries. Experiences of abuse, of trauma and of their being unable to trust adults inevitably has an impact on children's capacity to learn. As ESSPIN aims to improve the learning of all children, with a particular emphasis on girls, it is important that child protection to support that learning, is an integral part of the wider programming.
10. Current responses, when children do report rape or abuse, may put children in danger of experiencing further harm, abuse and / or trauma. They are made to feel shame, at times blamed for the abuse they have gone through, transferred to other family members, schools and communities in order to avoid the shame. In cases of teachers being the perpetrators of abuse in schools, there are times when no action is taken, times when teachers are simply demoted or transferred and times when they may be charged, with the case dropped when it is taken to court. Focusing on children's experience of school and promoting their participation and voice can add considerable value to efforts to improve literacy, numeracy, inclusion and community engagement.
11. In schools corporal punishment was highlighted to be the most widespread forms of school-based violence, with violence an accepted form of punishment in all communities. The research found there to be, "a near community-wide acceptance of corporal punishment in childrearing which extends to school discipline, and classroom discipline used by teachers today is the same as that modelled to them when they were in school with no alternative positive discipline teaching strategies provided".<sup>4</sup> Sexual violence, abuse and exploitation and use of drugs were also found to be prevalent in school communities covered by the research. Reports of sexual violence, abuse and exploitation of students on the way to and from school as well as in school were highlighted as examples of the violence that happens in communities and in schools. Alleged perpetrators are, but not limited to: teachers, gang members, okada (motorcycle) drivers and members of armed groups<sup>5</sup>.

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<sup>4</sup> ESSPIN (2014) Education and Conflict Research Report

<sup>5</sup> ibid

### Violence against Children survey

12. Findings from the recent research into Violence against Children, carried out in Nigeria (UNICEF and Centre of Disease Control, U.S.) as part of the global research on the violence experienced by children provides significant findings for Nigeria in relation to violence and abuse of children (Ref Preventing and Responding to Violence against Children in Nigeria, UNICEF, Initial findings). This research was carried out in 2014 by UNICEF with the Ministry of Education and the support of the Centre for Disease Control, in the U.S. The Health and Life Experiences Survey of Young People in Nigeria is part of the global Violence Against Children Surveys project. Collectively these surveys are called VACS and VACs have been completed in 9 countries to date. Currently, another 7 are in progress. The Nigerian survey found

- high prevalence and high acceptance of violence against children in the country.
- that perpetrators of the violence were generally those who lived with or lived near and were known to the child; they were not strangers.
- That 21% of 13-17 year old boys who experienced sexual violence in the last 12 months, experienced this violence in schools
- Among 18-24 year olds 58.4 % of females and 53.5% of males reported male teachers as the first perpetrator of physical violence

Proposed intervention strategies arising from the research (related to response) included

- encouraging children to speak out and increasing awareness of services / reporting
- access to child friendly services and increasing effectiveness of services
- holding perpetrators accountable
- implementing laws and policies that ensure an effective response

Related to prevention strategies, the research recommended;

- the creation of protective environments for children at home, in schools and in the community.
- Promoting safe, stable and nurturing relationships and environments
- Challenging perceptions of violence amongst children and adults; changing the attitudes and social norms that hide and normalize violence
- Helping children and adolescents manage risks and challenges / empowering children
- Implementing laws and policies to create a protective environment for children

- New Bill passed by Senate with stiffer penalties; Violence against Persons Prohibition Act, 2015

## ESSPIN and Child Protection

13. Child protection, like gender and inclusive education, is a cross-cutting theme across ESSPIN's four output areas: O. 1 and O.2 - work around system strengthening at federal and state level, O.3 – work at school level with Head Teachers and Teachers, and O.4 – community engagement and voice through School Based Management Committee development supported by a partnership of government and civil society.
14. Work on Child Protection to date at community level has involved training SBMC trainers (CSOs and Social Mobilisation Officers from the Department of Social Mobilisation) to train SBMCs (of which the Head Teacher is the Secretary) on child protection and inclusive education, mapping out the child protection related issues that happen at school and community level and supporting schools and communities to take action on specific incidents at the same time as generally making the school a safer place for children to learn. It has also involved at school level, work to build positive ethos and values in schools and build positive relationships, promoting respect, participation and inclusion.
15. There is much heightened awareness of child protection and its centrality to children accessing and learning well in school, and there are many documented examples of SBMCs, teachers and head teachers taking action to protect children, to make schools safer, and to hold accountable those who or situations which threaten and place children at risk. However much more can be done to reduce school-based (including gender-based) violence in and around schools over the next 2 years of ESSPIN further cementing what has been achieved to date.
16. It is planned within the 2 year extension of ESSPIN (2014-16) to support states to further strengthen and consolidate efforts around child protection, based on evidence from ESSPIN (2008-14) but particularly with the very strong evidence now available through ESSPIN's recent Education and Conflict Study (Kano, Jigawa, Kaduna, September 2014) on high levels of violence affecting children in and around schools compounded by deteriorating security.
17. Mapping of reporting mechanisms and referral pathways for school/gender-based violence which happen in schools by CSOs, government partners and SBMCs has highlighted that there are a wide range of actors and organisations with a protection role to play, and which are willing to play it, but that procedures for reporting and responding are not always clear or standard.
18. Within Nigeria, the Ministry of Women's Affairs and Social Development is the lead governmental agency for child development, setting the stage for national policy formation and program priorities pertaining to the care and well-being of children. In keeping with the government's overall structure of de-centralization, the Ministry of Women's Affairs and Social Development operates with a national headquarters as well as state-level units. According to this arrangement, state-level branches have the primary responsibility for direct social service provision. This piece of work involves bringing together the State Ministries of Women's Affairs

and Social Development with State Ministries of Education (policy makers) and State Universal Basic Education Boards (implementers) with a range of other relevant actors to develop/strengthen mechanisms and systems for responding more specifically to the high and growing levels of violence experienced by children in schools.

19. The community engagement aspect of ESSPIN works through a partnership of civil society and government who train and mentor school based management committees (SBMCs) as the vehicle for strengthened community voice and accountability in basic education and for improved school governance. The State Universal Basic Education Board (SUBEB) Departments of Social Mobilisation (DSM) are the 'institutional home' of the SBMC and based on demand, ESSPIN has provided much capacity development to DSMs in states to lead, implement and monitor SBMC development, and to partner with civil society organisations to support based on agreed partnership criteria and clear terms of reference. ESSPIN's engagement at school level works through a State School Improvement Team (SSIT) which supports School Support Officers (SSOs) to train and mentor teachers and head teachers for better teacher competence and improved school governance. At the heart of ESSPIN's theory of change is an integrated model with competent teachers and head teachers, supportive communities, and inclusive education leading to outcome and impact level indicators. (Ref ESPPIN, Terms of Reference, May 2015)

## Findings and Issues Arising

### Policy and legal framework regarding the protection of children in the context of school and community

20. The government of Nigeria has signed the Convention on the Rights of the Child in 1991 and the Charter on the Rights of the African Child in 2000, both of which contain clauses related to the protection of children.

### Child Rights Act

21. In 2003 The Government of Nigeria adopted the "Child's Rights Act (CRA)" as a means of developing national-level principles to adhere to the UN Convention on the Rights of the Child (CRC) and the African Union Charter on the Rights and Welfare of the Child (UNICEF, 2007). As of 2012, the CRA has been adopted by 24 out of 36 states in Nigeria. Of the states covered by this consultancy only Jigawa has domesticated the CRA. Neither Kano nor Kaduna have adopted the Act.
22. In relation to protecting children against violence and abuse, the law states that;

No Nigerian child shall be subjected to physical, mental or emotional injury, abuse of neglect, maltreatment, torture, inhuman or degrading punishment, attacks on his or her honour or reputation mental or emotional injury, abuse or neglect,
--

It prohibits the use of corporal punishment for children in conflict with the law. However, even in states where it has been adopted, significant challenges exist in its implementation with few financial and human resources allocated to its implementation.

### **Nigerian Strategic Framework for Violence free Education in Nigeria (2007);**

23. In 2007 in order to address issues of violence in schools the Nigerian Ministry of Education developed a National Strategic Framework on Violence-Free Basic Education. This framework was intended to develop a vision for violence free schools, promote a safe and friendly learning environment policy, institutionalise counselling into basic education, sensitise and build capacity, promote research and monitor and evaluate. It sought to mitigate school-based violence and engage in capacity-building efforts to support teachers, parents, and school administrators to identify and respond to cases of abuse and exploitation when they occur. The framework led to the establishment of guidance counsellors in schools, and placed a greater emphasis on research as well as monitoring and evaluation efforts (Save the Children Sweden, Plan International, Action-Aid, and UNICEF, 2010). Beyond this however, it appears that the framework has not been widely disseminated to states for adaption/domestication and the document is largely unknown. While it is claimed that the Framework has been approved by the Federal Government and is being used in the states (ref Too Often in Silence, promoting protection in West Africa), key players are not aware of its existence however and are therefore not using it to frame action.

### **Nigeria Teachers Code of Conduct;**

24. The Nigeria Teacher Code of Conduct is signed by teachers registering with the National Teachers Registration Council. However, many teachers in Nigeria are not registered and those who are, may not refer to this document beyond officially signing it at the point of registration. Few teachers and those involved in the education sector seem to be familiar with the Teachers Code of Conduct and which most teachers are unaware of and if aware don't implement.

Key clauses within the Teachers Code of Conduct are as follows;

- **Clause 29:** Objectivity: Teachers should not do anything that would bring down the dignity of the profession. They should exhibit fairness without fear or favour in the discharge of their professional duties
- **Clause 35:** Teachers should show maximum consideration for the feelings and circumstances of the learners
- **Clause 36:** Confidentiality: Teachers should not reveal information about the learner given in confidence to them except by law or in the interests of the learner, parents / guardians or in the public interest
- **Clause 38;** Sexual misconduct and related abuse of office: Teachers should not use their position to humiliate, threaten, intimidate, harass or blackmail any learner to submit to selfish motives or to engage in sexual misconduct, drug addiction and trafficking, cultism, human trafficking and other related offences

- **Clause 41:** Teachers should serve as role models to learners, showing high degree of decency in speech, mannerisms, discipline, dressing and general performance of their roles.
- **Clause 43.** Corporal Punishment; Teachers should not under any circumstance administer any corporal punishment except otherwise permitted by the school authority

25. **Operational Guidelines** (developed by Ministry of Education in conjunction with UNICEF) form the basis of a disciplinary procedure for teachers who violate a child's right to fair and non-violent discipline and protection. The guidelines aim to address five types of violence; physical, gender-based, emotional, sexual and what is called health related. Headteachers have limited authority under the guidelines and would be required to escalate an issue to LGEA and subsequently to SUBEB. A disciplinary procedure for teachers violating the code of conduct, does not appear to exist per se in Nigeria.

## Meetings, national level

### Meeting with UBEC, Abuja

Perhaps the most significant meeting held at the national level during this visit was that of the meeting with UBEC, at which the Director Social Mobilisation, SBMC Desk Officer Academic Services Dept. and Special Programs Department were present. ESSPIN has been working very closely with UBEC on the national replication of SBMC development which has a strong element of child welfare and protection. This was a very productive meeting in which there was clear recognition of and concern about the many issues for children regarding abuse and violence experienced in and around schools. UBEC welcomed the work, felt it was timely, and made many observations and suggestions. These included:

- Disseminating the conflict and education findings and the child protection work outcomes to SUBEB Chairs from all 36 states at their next quarterly meeting with UBEC
- Reviewing Quality Assurance Policy to ensure that QA Supervisors are following up on child protection issues in schools
- Strengthening the recently developed SBM National Policy on child protection

The adoption by UBEC of recommendations from this consultancy would mean that the work on protection in schools goes **beyond** the 6 ESSPIN supported states (see Annex 6 for full record of the meeting). The view of the Department of Social Mobilisation, was that both UBEC and the SBMCs (supported by UBEC), can contribute considerably to this work. Participants in the meeting suggested that the response to the many issues will depend on the particular issues within the different states and schools. They recommended that one specific teacher be tasked with the responsibility for receiving and progressing reports on child abuse and violence.

## State level workshops

### 26. Objectives of the workshops were

To prioritise the most effective means of schools becoming safer and communities more protective environments in which all children can learn and develop

### By the end of each workshop, each state was expected to have:

Plans to strengthen the protection of children in the context of school and community, as illustrated by an action plan to;

- firmly establish reporting mechanisms and procedures at all levels related to abuse, violence and exploitation experienced by children
- contribute to School Development Plans / develop school and community action plans on child safeguarding and protection
- develop, and have School Child Protection Charters in place and monitored at State and school level

### 27. The three workshops followed the same, general format and process;

Participants in the workshops were drawn from SUBEB, from Child Protection Networks, LGEAs, SMOs, SSITs, SSOs, Ministry of Women Affairs and Child Development, from CSOs, schools, community level and religious leaders. In all three workshops, participants were very active, energetic and interested in the subject matter and discussions. ***In Jigawa, women in particular, were animated and strong in discussions on hot topics eg rape of school girls.*** One policewoman in Kano, provided very valuable input to the workshop on her professional experiences of working with a large number of cases involving the abuse and violence experienced by children

*Day 1 of each workshop focussed on the research findings and responding to instances or cases of abuse and violence.*

*Day 2 focussed on how generally, to better protect children in schools and communities.*

### 28. The workshops were designed to follow a process of integrating the personal experiences of participants related to abuse and violence in their childhoods, together with their own experiences of having been protected in specific instances of danger or violence.

## Experiences from participants regarding what happened to them as children;

Two of my teachers were fighting. The Head teacher put us in a classroom and reassured us we would not be harmed.

My sister threatened to beat me when I broke a calabash on the way to fetch water. Luckily, my mother stepped in and stopped her.

My father followed me to check I was going to school but I didn't realise and stopped to buy breakfast. My father then started to beat me but some women stepped in and prevented him from hurting me

I was afraid to go to school because the prefect was always beating me. I did report it to the authorities and the beating stopped.

My mother stopped my aunt beating me

One day at school, someone wrote something bad about me in the toilet. My friend supported me and helped sort out the problem.

I was bullied by the strongest boy in our class during primary school. It made me feel very bad and depressed. The teacher intervened through calling in the parents who then

29. An initial brainstorm of protection issues in the State, illicited the views of participants that violence and abuse, generally understood to be sexual abuse and rape) was common and that it was of concern to participants and their communities.

30. Participants in the workshops mentioned the following examples of what happens to children currently in the Jigawa, Kano and Kaduna

**Child labour:-** domestic labour, working in the market, in garages, as mechanics, hawking, farming, particular challenges for nomadic children **Physical violence –** corporal punishment by teachers, leading to truancy **Sexual abuse –** in the family, serious and children die, perpetrated by teachers in schools and hidden because of shame, children exposed to pornography. **Emotional abuse / harassment** **Bullying** from other students, and peer pressure from out of school youth **Exposure to Drug abuse** and gangs – puts others at risk of violence. **Conflict** in the school – even between teachers - and in the community **Corporal punishment** in the home and school **Distance from home to school** puts children at risk **Insurgency:-** has an impact on education, fuels insecurity, means that there is a lack of trust in communities, children are raped by soldiers, abducted. IDPs face hunger and disease and are traumatised as a result of the violence they have experienced. **Discrimination** eg physically challenged children, from step-parents. **Particular issues for girls** Sexual abuse, GBV, early pregnancy and marriage, lack of school facilities

31. Key findings of the Education, Conflict and Violence Research and those most relevant to the school and community domain were shared as were the initial findings of the national Violence

against Children survey carried out by the Centre of Disease Control (CDC) and UNICEF in Nigeria, in 2014. Participants confirmed the research findings as a reflection of their experiences and knowledge and were particularly interested in the CDC / UNICEF Violence against Children findings for Nigeria as they compared with other countries in which Violence against Children research has been carried out.

### What happens when children are not protected?

32. Participants in the workshop were then asked to consider what happens when we don't protect children and what kind of young adults are we likely to have in our communities if they experience violence and abuse throughout their childhoods. The exercise in general allowed participants to recognise that those young people who were identified as causing problems in the community and within the school environment were in fact likely to have been children who have experienced a lack of care, protection and who experienced violence and abuse in their young lives. In Kano, the potential for children to be resilient in overcoming adversity and to learn positive lessons from their negative experiences in childhood to become adults able to contribute well to their families and communities.



33. Participants mentioned the following impact of childhood abuse, neglect and /or violence, on young adults;

The young adult is likely to be aggressive, to reject their communities, be depressed, isolated, have low self-esteem, be unemployed, be ill and even disabled and affected by stunting,

When a child is not protected, in the views of participants, he or she may become a liability to the community, as a thug, an armed robber or a prostitute. Emotionally when a child is not protected, he or she may feel sad and his or her life may short.

The child may be a terror to society, end up unproductive, may be arrogant and unfriendly, vulnerable to all forms of abuse.

May be emotionally rejected by society, may have emotional and mental trauma, not able to look after him or herself, get involved in drug use, lose confidence in him or herself and avoid proper interaction with the public

However, participants in Kano pointed out that children CAN overcome adversity and as a result of their negative experiences in childhood, can learn significantly from them and resolve to do everything in their power to break the cycle. Children in difficult circumstances in childhood can grow up to be productive adults, making very positive contributions to their families and communities.

34. Participants considered who was responsible for responding to cases of abuse and violence. A number of different actors, both government and civil society actors were identified; parents, community leaders, religious leaders, teachers, police, the security services, SBMC and SUBEB



35. Participants were asked to consider what they could do in their professional and in their personal lives to respond sensitively to the protection needs of children. They were asked in pairs, to draw up a list of actions that they could take and to commit to taking those actions through signing their own and their partner's list. In Kano and Kaduna, they were asked how they would act on the research findings and their discussions on this issue, from that evening onwards?

**Some examples of what participants were going to do that evening, were as follows;**

I will talk to my spouse about what I learned today.

I will talk to one child in the community who is known to have dropped out of school and to be on the road to trouble.

I will tell my children that they will not be beaten from now

I will warn my daughter not to leave her children on their own with the lesson teacher.

I will let my children know that I am ready to listen to whatever they want to tell me

I will encourage my friends and family to actually believe what children say and not call them liars.

I will stop beating my wife in front of my children

I will discuss what we learned today with my wife and try to improve the atmosphere in the house to reduce the amount of shouting

I will hold a family meeting to discuss this

I will discuss what we learned today with my friends during evening social activities

I commit to visiting the local clinic regularly from now, where those affected by drug use and run counselling sessions

### Who can best protect children within the community level?

36. Dividing the group into school and community domains, they considered who was responsible within those domains for responding to protection issues, how cases are dealt with now and case studies enabled participants to consider what they would do in those specific examples, all of which were based on real cases that had been raised within the ESPINN program. The case studies in terms of developing the process / flow chart for reporting.

Parents, SBMCs,  
Traditional leaders,  
religious leaders,  
Religious bodies can  
highlight/ bring issues to  
the fore

Women's groups  
Elders group, civil defence  
corps

### Reporting mechanisms

37. The second day of the workshop focussed on producing the three expected outcomes for the workshops, starting with the development of the standard response mechanism for 1) schools and 2) communities.

### Who might children tell?

38. Agreement was reached on the fact that children may inform one or more from the following likely groups;

**For a school related protection issue; friends, class monitors, prefects, the children's SBMC committee and teachers themselves.**

**In community related incidents, children may inform their parents, friends or other trusted adults**

It is important that we allow children to decide for themselves as to who they are most comfortable talking to. The person to whom the child discloses or reports, cannot be legislated for.

### The responsibility to act

39. Having been informed or learning of an incident or pattern of abuse and / or violence experienced by children, it must be impressed upon those individuals or groups that they have a responsibility to act to stop or prevent further abuse and protect the child.

It was agreed that, in school, the head-teacher should be informed, and should in turn inform the chairperson on the SBMC. The SBMC will then be responsible for taking the case up through the education hierarchy to the LGEA and ultimately to SUBEB who may take action to suspend or dismiss a teacher who has committed a grave violation of the child's rights



to protection and of the Teacher's Code of Conduct. In cases where a crime has clearly been committed against the child, the SBMC should discuss and agree with those involved (including the child where this is age appropriate) as to whether the case is to be referred to the police and courts. Where a case is reported to the police it is critically important that an adult, known to and trusted by the child, accompanies that child to report to the police and to a possible hospital visit in cases of a child being physically harmed, sexually abused or rape. In such instances, it may be important to gather evidence of the crime committed. However, it is most important that the principle of "Do No further Harm" is adhered to and that the child's interests are at the heart of any action taken.

### Actions to address child protection

40. The following are examples of what, in the views of workshop participants, can be done to address protection issues;

- Rehabilitation / reforming of neglected children
- Awareness creation on child protection issues
- Training of teachers on child protection
- Formation of clubs and societies in schools on child protection
- Advocate for policy that promotes child protection
- Skills training and economic empowerment
- Formation of child protection committees at all levels
- Training of SBMCs, CBOs, CSOs etc on child protection issues
- Emphasis on the teaching of life skills
- Sensitisation through SBMC and community
- Can break through religious and western education
- Establishment of cordial relationships in the community
- Involvement of women's groups
- Identify the affected families in the community
- Organising the elders forum in order to identify the root cause of the problem
- Advocacy and sensitising of stake holders, including government

#### 41. Community level - responsibilities

- monitoring of children's activities
- "moral training" of children – encouraging children to consider their duties and responsibilities under local cultural and religious expectations
- Guidance and Counselling Services
- To serve as a role model
- Report child abuse to the appropriate authorities

##### Potential action at community level

- Community sensitisation on child protection
- Formation of children's committee
- Formation of kids clubs at community level
- Organising of elders forum on child protection
- Partnering with relevant stakeholders eg youth groups, CBOs and law Enforcement Agencies, Women's groups and Trade organisations

#### 42. LGEA - responsibilities

- Monitoring and mentoring visits
- To consider cases reported to this level and determine the response and disposal with regards to perpetrators
- To ensure that every child of school age, attends school
- Provision of safety kits and first aid box in all our schools
- Promote teachers punctuality and dedication

##### LGEA potential actions

- To ensure the implementation of the child Rights Acts
- To ensure that all corporal punishment is avoided in our schools
- Through monitoring visits to schools.
- While LGEA are not able to train, they can organise an in-school workshop

#### 43. At State level – responsibilities

- Ensure the provision of policy on child protection
- Advocacy for policy implementation at all levels
- Monitoring of policy implementation at all MDA?
- Ensure the development and use of the Teachers Code of Conduct in Schools
- Ensure that schools are learner friendly
- State to ensure that SBMCs are trained in child protection
- To ensure adequate budgetary provision

### State level – potential action

- Provision of security in schools
- Training of teachers / SBMC on CP
- Conduct monitoring and interaction visit
- Making schools learner friendly
- Conduct community sensitisation and mobilisation

### Action planning

44. Dividing the participants into the three different levels of general administration; State, LGEA and School and Community level, enabled those different levels of stakeholders to consider their responsibilities and roles and the actions they could take within the next 18 months (within the consolidation period of ESSPIN), in protecting children and to develop action plans to do so.

Participants were asked to select 3-4 actions

- That potentially could be most effective
- That may achieve the greatest impact by 31<sup>st</sup> December, 2016
- 

Examples of actions agreed at the different levels;

- Responding to reports of abuse experienced by children
- State level – ensuring that policies are implemented
- LGEA – Improving security, with fencing of schools
- Community level – establishment of Child Protection Committees or Networks

### 45. Charter for the Protection of Children in Schools –

Having made commitments and developed action plans, these commitments and plans will be of limited use unless children actually feel able to report instances of abuse. Children will be unable to take full advantage of the opportunity of education and quality teaching, unless they feel safe in the school and classroom.

Officers from the Department of Social Mobilisation and civil society partners had previously put forward the idea of a school level document/commitment to child protection and safety in and around the school. The workshops provided the opportunity to take this further. The idea of Children's Charters was introduced and participants brainstormed on what they would want to inform children of what they could expect in their school. Examples of what they would want to tell children is as follows; they can expect to be safe, that they should be able to contribute to the decision-making within the school, that they can expect to be encouraged and motivated. See Annex 6 on the draft Children's Charters in the three states.

### 46. Children in this school can expect;

To be safe  
 A friendly environment  
 To be listened to by teachers and school management  
 To have their views respected  
 To be guided morally and otherwise  
 To be supported  
 To participate / be involved in school activities  
 To be encouraged and motivated  
 To be disciplined or corrected fairly

**47. Guidance as agreed (by participants) on the development of the Charter for Children;**

- SUBEB, Social Mobilisation Unit, Ministry of Education, SMOs and SSITs would be responsible for the development and implementation of the Charter for the Protection of Children in schools
- It needs consultation with children
- The Charter should be translated into Hausa and other local languages as necessary
- The suggestions in the text box above should form the basic content but schools can suggest additional clauses

**Evaluation of the training**

48. Participants provided feedback to the facilitator and organisers of the workshops, almost all of which was very positive. Elements to be improved generally related more to the venue (Jigawa and Kano), to the food (also in Jigawa and Kano) and to time-keeping. Some examples of specific feedback follows;

It was very participatory, the case studies exposed me to critical thinking on steps to take in practice. I learned a lot, especially from the policewoman (Kano workshop) and I now know that child protection is that this is everyone's responsibility. Learned about the effect and danger of child abuse and violence against children. Relevant stakeholders were identified to drive the measures for change. The extent of violence taking place in our communities is high but undocumented so people are unaware of the severity of the problem. I learned now to respect my children's rights to express their feelings. The practical approach adopted, and the information will remain in our minds. The group work was excellent. I learned how to assist a child that has been a victim of Violence, Abuse, Neglect and / or Exploitation (VANE)

## 49. Commitments

Asked about commitments they were prepared to make following the workshop, some said;

I will advocate for the Child Rights Act to be passed. I will be alert about what is happening with my own children. Enhance the preliminary charter on child protection developed in this workshop. Step down of the learning from this workshop to my SMOs. Engage my education secretary on issues of child protection. I will begin practicing what I learned with my family, before reaching out to schools and the community. I do pledge to be a real advocate for child protection

## Issues arising and recommendations

### School reporting mechanism

In order to consolidate the work carried out in this visit, ESPPIN Technical Leads should support the State level teams, with reference to the School Reporting Mechanism (at all levels) See Annex 3, to;

51. Consider referring to the Reporting Mechanism as the Schools Response to VANE (Violence, Abuse, Neglect and Exploitation) Mechanism or the VANE mechanism
52. Establish a small consultative group in each state, made up of representatives from State level (SUBEB), LGEA level and SBMC / school and community level. The consultative group should review and refine the process suggested during the state workshops and should determine the levels of seriousness related to violations of abuse and violence in schools and the respective levels of authority at the different administrative levels. A case of bullying for example, might best be dealt with, within the school while a case of bullying that extends to the child continuing to behave in this way, outside of school and in the community should be taken up with the SBMC. Minimum standards, should be agreed which would include any allegation of injury to a child, of sexual abuse or rape, must be reported by the head-teacher of the school to the chairperson of the SBMC, who would in turn, be required to inform the LGEA. Such a case would ultimately be taken to the SUBEB level.
53. As part of the establishment of the Reporting Mechanism, there is a critical need to establish the principle and means of children being able to inform those individuals that they are most comfortable informing of issues of abuse, violence or exploitation. This might include establishing a complaints / suggestion box in a place that is readily accessible to children.
54. Schools should consider whether school counsellors are where they exist, or a specific teacher within each school should be designated as a focal person for promoting protection in schools and for providing emotional, psychological and

practical support to children and their families. Where the concept of a focal person for child safeguarding and protection is established, it nevertheless remains extremely important that they do not restrict children being able to approach their person of choice, whether it be another pupil, or teacher to disclose and report an abuse.

55. SBMCs have a critical role to play in the protection of children as they span both school and community. Being chaired by an independent member of the community but with the secretariat role being fulfilled by the headmaster/ headmistress of the school, means that the SBMCs have the power to act, and must be informed of an incident of abuse or violence, particularly those perpetrated by teachers and other adults employed by the school that has caused injury to a child within school. A relationship of trust therefore needs to be established between the chairperson and headmaster in order for open, transparent discussion on issues related to abuse and violence in school. Clear criteria should be developed by the SBMC on the issues and the level of severity of issues that must be brought to the chair of the SBMC. In discussion of those issues however, care should be taken to respect the confidentiality of those involved; both the child and the perpetrator. As a result, the establishment of a small sub-committee of the SBMC is advised, to discuss and follow the Reporting Mechanism process.
56. Capacity building and training would be useful for each of those different levels and particularly the positions to which a violation would be referred and those that would be expected to make decisions on the basis of the principles of;
  - a. “DO NO further HARM” to the child, assuming the child has been already harmed.
  - b. Those decisions should also be taken in the best interests of the child and of other children e.g. it is not good enough to simply transfer a teacher who has sexually abused or raped a child. Rather than safeguarding children, doing so, (transferring a teacher to another school) is likely to put other children at risk

### Community level

57. With regards to the reporting (VANE) mechanism related to the community, CSOs at the community level should raise awareness through community meetings and support those communities (men, women, boys and girls) to identify the salient protection issues for their communities. From those meetings and discussions, a community action plan could usefully be developed to address those protection issues. CSOs should work with community leaders, religious and traditional leaders and with child protection committees where they exist and community representatives, to review and adopt the Community VANE reporting mechanism.
58. Institute the reporting mechanism, through disseminating the draft for that particular state to all those expected to respond during the process

59. As per the action plans developed for the community level, in the workshops, CSOs should support the establishment of community Child Protection Networks or Committees in each of their communities.
60. Linkages should be developed with the Ministry of Women's Affairs and Social Development at the LGEA level, with the aim of involving them in instances of abuse reported within families

***Regarding the Action Plans (see Annex 3)***

**At state and LGEA level**

61. State Specialists, SMOs and SSITs to share the State level action plans with SUBEB and consideration given to how far the proposed actions from the workshops, can be incorporated into existing planning processes and cycles. Refining should take place and attention will need to be given to resourcing the plans.

Similarly, the plans need to be shared with the LGEA level, refined and adopted as a whole, or with amendments.

62. In Jigawa in particular, the draft plans should be reviewed to determine more realistic timeframes for the different activities. A general guide should be that activities contained in the action plans should be either completed or their status reviewed by the end of Dec 2016.
63. Incorporate the means of monitoring the action plans into existing monitoring mechanisms and systems. The LGEA also has an important role to play in monitoring the agreements developed within the State Workshops. ESPPIN could usefully add the elements related to the monitoring of the functioning of the School Reporting Mechanism, the Action plans for protection and the Children's Charter to the LGEA Level Summary SMO report which monitors the effectiveness of the SBCMs, regarding the Children's Charter.

**At school level**

64. Action plans developed within the workshops should be shared at the school level and consideration given to those plans being incorporated, with any additions (or subtractions) into the School Development Plans, rather than have the plans stand alone. This would promote the institutionalising of the plan and greater accountability regarding its implementation

***Taking the Children's Charters forward***

64. It was agreed within the workshops that the Charter for Child Protection agreed at State level, could and should be discussed with children themselves and with the school authorities, SBMCs and with school management for the purposes of refining

the charters and adopting them at school level. Again, minimum standards or commitments to children should be considered and promoted by SMOs, SSITs and CSOs however, to ensure that the basic protection rights of children are respected. Those charters should be displayed in open and prominent places within in the school and should be translated into Hausa and / or other local languages for ease of understanding by children and schools alike.

### *A community Charter for Child Protection*

65. The idea of a community Charter for the Protection of Children should be introduced and support given to draft and establish such, alongside capacity building initiatives that would enable the Charter to reflect the values and commitments of that community.

### *Recommendations regarding policies and instruments for the protection of children*

66. Nigeria Teachers Code of Conduct; The TCoC has a very low profile and is rarely referred to by either teachers or those monitoring the quality and conduct of teaching in the country. Rather however, than raising its profile of the Nigeria Teachers Code of Conduct and strengthening its use, there may be more value in supporting State Departments of Education to adopt and adapt the Teachers Code of Conduct (TCoC) at the State level. The TCoC should however be reviewed to address the protection rights of children The inclusion of a clause forbidding teachers to use the cane / corporal punishment, would be a significant first step in that protection and in the promotion of non-violent means of classroom management.
67. While the Operational Guidelines were developed by UNICEF together with the Ministry of Education, they relate to the TCoC and may be even less well known or utilised than the Code itself. The Reporting VANE mechanisms may be considered to replace Operational Guidelines, although an internal disciplinary process to which teachers would have rights but also clarity in terms of the sanctions and consequences related to their violation (ranging from the less to the more serious violations) of the protection rights of children could usefully be developed.

### *Child Safeguarding policy*

68. ESPPIN is cognisant of the fact that child safeguarding is an issue of which the program needs to be aware and steps have been taken to draft a child safeguarding policy with the aim of minimising the risk both to children and to the organisations involved in terms of a reputational risk were any child to be abused or exploited whilst being part of the ESPINN program. This policy can be reviewed in a further visit, a focal person should be identified within the organisation and training should take place for ESPPIN staff and partners.
69. While conflict related responses were not the focus of this visit, helping children prepare for a potential emergency in their school, is worth mentioning. Schools should be encouraged to develop Emergency Preparedness Plans (EPPs), with the involvement of children. Currently, EPPs where they exist (one is said to exist in Jigawa but confirmation of such has not been possible),they exist at the State level, not at school level which is where they may be most needed

### *Advocacy relating to the protection of children*

ESPPIN SMOs, SSITs and CSOs in collaboration with UNICEF, Save the Children and others, should use advocacy opportunities to support the following, (all of which have an impact on protection of children from violence, abuse, neglect and exploitation) ;

70. Adoption of the Child Rights Act in all States in which ESSPIN works. Jigawa is in the process of adopting the law. However, there are challenges in doing so and delays have been significant.
71. Supporting the GoN, Ministry of Women's Affairs and Social Development partners to respond to the findings of the Violence against Children survey
72. Promotion of the development of Emergency Preparedness plans with a particular emphasis on involving children in their development

### **Next steps**

#### **SMOs, SSOs, SSITs and CSOs to support:**

73. Finalising, costing, implementation and monitoring of the state action plans drafted within the workshops facilitated during this consultancy
74. Establishment of child friendly means of reporting instances of abuse and violence experienced by children
75. Reviewing and adoption of the Teachers Code of Conduct for Nigeria, in each state
76. Determining of the levels of responsibility related to the types and seriousness of issues related to child protection reported by children, finalise the reporting mechanism and build capacity of school, community, LGEA and State level to respond appropriately
77. State level adoption of the Children's Charters drafted in the workshops and cascade down to school level

#### *More specifically*

78. Use the third SMO mentoring visit to schools, within the consolidation period, to support the follow up from the workshop in relation to the reporting mechanism, draft plans and the development of the Children's Charter

**It also seems opportune to build on and take up the suggestions from the meeting held with UBEC;**

79. That we support UBEC to present the education and conflict findings and the protection work to all Chairs of SUBEB (most influential officers in education in a state) at their next quarterly meeting
80. Use the opportunity of the current revision of guidelines related to quality assurance, to strengthen the elements related to child protection.

81. That we support the Quality Assurance team within ESPINN to incorporate child protection into their monitoring tools.
82. That we strengthen the newly developed national SBMC policy on child protection and children's welfare in and around schools.
83. Build on the opportunity of the up-coming training in positive discipline in schools to promote the sense of teachers as role models
84. Carry out workshops along the same lines of those of this visit in the three other states in which ESPINN works; Lagos, Enugu and Kwara.

*And lastly,*

85. Child Safeguarding policy to be developed in the Child Protection and Education visit, a focal person should be identified and supported technically over the consolidation period and training carried out for ESPPIN, government partners and CSOs.

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## **Annex 1**

# **Education and Child Protection Terms of Reference**

## **ESSPIN**

**Jane Calder**

**Duration (19 days) 1<sup>st</sup> – 21<sup>st</sup> June 2015**

**Location: Jigawa, Kano and Kaduna States, Abuja**

The Education Sector Support Programme in Nigeria (ESSPIN) is a six year DFID programme of education development assistance and is a part of a suite of programmes aimed at improvements in governance and the delivery of basic services. ESSPIN's aim is to have a sustainable impact upon the way in which government in Nigeria delivers education services and is directed at enabling institutions to bring about systemic change in the education system, leveraging Nigerian resources in support of State and Federal Education Sector Plans and building capacity for sustainability. As a support programme, it is attempting to work through existing government structures on the supply side of education and to effect change from within. It is also attempting to stimulate demand for higher quality education services. It is currently operating in six States (Kano, Kaduna, Kwara, Jigawa, Lagos and Enugu) and at the Federal level. ESSPIN was originally a 6 year programme (2006-14) but has now been extended to the beginning of 2017 for consolidation and further institutionalisation of the school improvement model.

The community engagement aspect of ESSPIN works through a partnership of civil society and government who train and mentor school based management committees (SBMCs) as the vehicle for strengthened community voice and accountability in basic education and for improved school governance. The State Universal Basic Education Board (SUBEB) Departments of Social Mobilisation (DSM) are the 'institutional home' of the SBMC and based on demand, ESSPIN has provided much capacity development to DSMs in states to lead, implement and monitor SBMC development, and to partner with civil society organisations to support based on agreed partnership criteria and clear terms of reference. ESSPIN's engagement at school level works through a State School Improvement Team (SSIT) which supports School Support Officers (SSOs) to train and mentor teachers and head teachers for better teacher competence and improved school governance. At the heart of ESSPIN's theory of change is an integrated model with competent teachers and head teachers, supportive communities, and inclusive education leading to outcome and impact level indicators.

### **Child Protection and Education in Nigeria**

A number of studies<sup>6</sup> in recent years have highlighted that whilst there are legal child protection frameworks and instruments in place in Nigeria<sup>7</sup>, gaps in practise remain. Findings from these studies highlight that work is needed across sectors, "to refine existing interventions and maximise programme impact, particularly with regard to minimising the risk of violence, abuse and exploitation against children".<sup>8</sup> Marginalised and vulnerable

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<sup>6</sup> British Council (2012), Save the Children Child Rights Situational Analysis (2013), ESSPIN Education and Conflict Study (2014)

<sup>7</sup> Child Rights Act (2003), Nigeria Teacher's Code of Conduct (2006), National Strategic Framework on Violence-Free Basic Education (2007)

<sup>8</sup> Save the Children (2013) CRSA

children are highlighted to be particularly at risk, and schools are identified clearly as places where children often encounter violence and abuse.

In 2007, an assessment conducted by the Federal Ministry of Education and UNICEF found that 85% of primary school respondents who participated in the survey reported experiencing at least one form of physical violence within the school context, while 50% reported experiencing some form of psychological violence, and 2% reported experiencing some form of sexual violence (Ministry of Education and UNICEF, 2007). Assessment data also suggest that 6% of primary school respondents have heard of at least one case of rape at their school, as compared to 12% of secondary school respondents (Ministry of Education and UNICEF, 2007).

Sexual harassment and abuse by teachers or other school personnel was also reported as a significant and particular barrier to girls' access and retention in school (British Council Nigeria, 2012).

In 2007 in order to address issues of violence in schools the Nigerian Ministry of Education developed a National Strategic Framework on Violence-Free Basic Education, seeking to mitigate school-based violence and engage in capacity-building efforts to support teachers, parents, and school administrators to identify and respond to cases of abuse and exploitation when they occur. The framework led to the establishment of guidance counsellors in schools, and placed a greater emphasis on research as well as monitoring and evaluation efforts (Save the Children Sweden, Plan International, Action-Aid, and UNICEF, 2010). Child Protection Networks (CPN) have been set up in all states through support from UNICEF and ESSPIN partners (CSOs and Government) in supported states are beginning to liaise with these networks as issues arise.

In 2014 an education and conflict study was conducted by ESSPIN as a result of growing conflict and insecurity in different parts of the country. The research was conducted initially in the 3 northern states of Kano, Kaduna and Jigawa and it found that children face very high levels of different kinds of violence in and around schools compounded by growing conflict and insecurity. Findings from the research revealed that 80% of research communities directly experienced some form of violence, 6.7% of communities had an indirect experience with violence and 13.3% of communities lived in relative peace. A total of 86.7 %of research communities have directly or indirectly experienced some form of violence or the effects of violence.

In schools corporal punishment was highlighted to be the most widespread forms of school-based violence, with violence an accepted form of punishment in all communities. The research found there to be, "a near community-wide acceptance of corporal punishment in childrearing which extends to school discipline, and classroom discipline used by teachers today is the same as that modelled to them when they were in school with no alternative

positive discipline teaching strategies provided”.<sup>9</sup> Sexual violence, abuse and exploitation and use of drugs were also found to be prevalent in school communities covered by the research. Reports of sexual violence, abuse and exploitation of students on the way to and from school as well as in school were highlighted as examples of the violence that happens in communities and in schools. Alleged perpetrators are, but not limited to: teachers, gang members, okada (motorcycle) drivers and members of armed groups<sup>10</sup>.

### **ESSPIN and Child Protection**

Child protection, like gender and inclusive education, is a cross-cutting theme across ESSPIN’s four output areas: O. 1 and O.2 - work around system strengthening at federal and state level, O.3 – work at school level with Head Teachers and Teachers, and O.4 – community engagement and voice through School Based Management Committee development supported by a partnership of government and civil society.

Work on Child Protection to date at community level has involved training SBMC trainers (CSOs and Social Mobilisation Officers from the Department of Social Mobilisation) to train SBMCs (of which the Head Teacher is the Secretary) on child protection and inclusive education, mapping out the child protection related issues that happen at school and community level and supporting schools and communities to take action on specific incidents at the same time as generally making the school a safer place for children to learn. It has also involved at school level, work to build positive ethos and values in schools and build positive relationships, promoting respect, participation and inclusion.

There is much heightened awareness of child protection and its centrality to children accessing and learning well in school, and there are many documented examples of SBMCs, teachers and head teachers taking action to protect children, to make schools safer, and to hold accountable those who or situations which threaten and place children at risk. However much more can be done to reduce school-based (including gender-based) violence in and around schools over the next 2 years of ESSPIN further cementing what has been achieved to date.

It is planned within the 2 year extension of ESSPIN (2014-16) to support states to further strengthen and consolidate efforts around child protection, based on evidence from ESSPIN (2008-14) but particularly with the very strong evidence now available through ESSPIN’s recent Education and Conflict Study (Kano, Jigawa, Kaduna, September 2014) on high levels of violence affecting children in and around schools compounded by deteriorating security.

Mapping of reporting mechanisms and referral pathways for school/gender-based violence which happen in schools by CSOs, government partners and SBMCs has highlighted that

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<sup>9</sup> ESSPIN (2014) Education and Conflict Research Report

<sup>10</sup> *ibid*

there are a wide range of actors and organisations with a protection role to play, and which are willing to play it, but that procedures for reporting and responding are not always clear or standard.

Within Nigeria, the Ministry of Women's Affairs and Social Development is the lead governmental agency for child protection, setting the stage for national policy formation and program priorities pertaining to the care and well-being of children. In keeping with the government's overall structure of de-centralisation, the Ministry of Women's Affairs and Social Development operates with a national headquarters as well as state-level units. According to this arrangement, state-level branches have the primary responsibility for direct social service provision. This piece of work would bring together the State Ministries of Women's Affairs and Social Development with State Ministries of Education (policy makers) and State Universal Basic Education Boards (implementers) with a range of other relevant actors to develop/strengthen mechanisms and systems for responding more specifically to the high and growing levels of violence experienced by children in schools.

### **Visit 1: Kano, Kaduna, Jigawa States (19 days)**

#### **Desk Review**

- Review documents related to the Child Rights Act Nigeria and the extent to which this has been domesticated as well as other child protection related documents.  
Including:
  - ✓ A Child Right's Situational Analysis (CRSA), Save the Children Nigeria (2013)
  - ✓ Education and Conflict Research Report (ESSPIN 2014)
  - ✓ Too Often in Silence: A Report on School Violence in West and Central Africa (UNICEF, Save the Children, Action Aid 2010)
  - ✓ SBMC Qualitative Review Reports (ESSPIN 2011, 2014)
  - ✓ Synthesis of reports written by Civil Society Organisations working with Social Mobilisation to train and mentor SBMCs (ESSPIN 2014)
  - ✓ Report of Research into Women's Participation in SBMCs (ESSPIN 2012)

#### **Abuja Level**

- Meet with ESSPIN Technical leads and task leaders and SMT
- Meet with National and Depute Programme Managers
- Meet with UBEC, Save the Children Nigeria and other relevant bodies/organisations working on child protection including UNICEF and Action Aid
- Meet with relevant representative of the Ministry of Women's Affairs and Social Development at federal level

#### **State Level: Support Multi-Agency Forum to develop Child Protection Policy for Schools**

- Meet with ESSPIN state teams – introductory meeting on child protection and how ESSPIN is linking it to school improvement and improved learning outcomes (especially for girls) – link to conflict study and other ESSPIN documentation (particularly CSO/SMO reports, qualitative review).
- Bring together ESSPIN partners for 2-day workshop: Representatives of Social Mobilisation Department, CSO including National Union of Teachers, School Services (State School Improvement Teams and School Support Officers), Ministry of Education, Inclusive Education, SBMC and Gender Desk Officers, SBMC including women’s representatives, children, Islamic, Qur’anic, Tsangaya Education representative, Teacher rep, Social Mobilisation Officer, Ministry of Women’s Affairs and Social Development, Child Protection Network, police representative, SAVI, Teacher’s Registration Council, State Committee on Inclusive Education.
  - ✓ Identify the challenges regarding the protection of children in and around schools
  - ✓ Identify more broadly any security challenges faced by schools and communities  
(use the education and conflict study to present the scale and nature of protection challenges as relevant)
  - ✓ Support each state to map out existing mechanisms for reporting and responding to school-based violence/protection issues
  - ✓ Identify the extent to which the National Strategic Framework on Violence-Free Basic Education (2007) is being implemented in states
  - ✓ Highlight international instruments which exist for the protection of children and ask states to outline national instruments and the extent to which these are domesticated/widely known about (including the Nigeria Child Rights Act and Teachers Code of Conduct)
  - ✓ Support participants to identify actions which can be taken at all levels to ensure that schools are safer more protective places for children to learn
  - ✓ Support participants to identify how reporting mechanisms and response could be strengthened when violations do occur
  - ✓ Support participants to identify a mechanism that can be put in place at school level to ensure that children are protected from violence/abuse and that schools are safer spaces for learning (school level policy/charter/guidelines)
  - ✓ Agree way forward including planning for a similar forum bringing together wider stakeholders with responsibility for child protection in and around schools
- Debrief to ESSPIN technical team on workshops, outcomes and agreed ways forward.

**Key Deliverables:**

- Response mechanism agreed/drafted for each state for school-based/gender-based violence
- CGPs prepared to facilitate the development of school level child protection/safety guidelines/charter with schools and communities
- Report written in ESSPIN format

NB: TORs for further visits will be developed separately to allow flexibility to respond to outcomes of visit 1 and the possibility of changing needs.

**Total 19 Days**

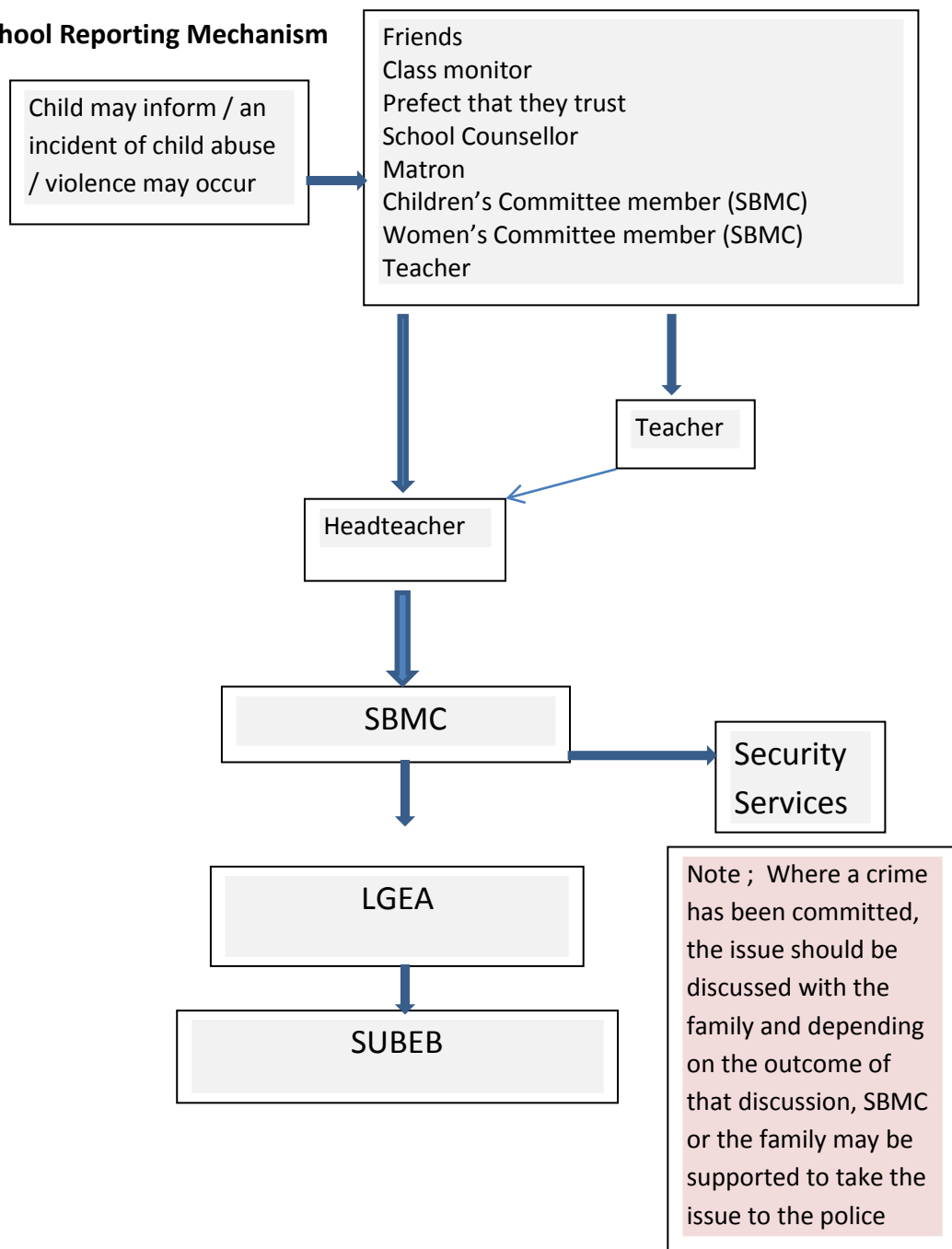
## Annex 2: Achievement of the Terms of Reference

Tasks	Progress made and agreements reached (with whom)
<b>Desk Review</b>  Review documents related to the Child Rights Act Nigeria and the extent to which this has been domesticated as well as other child protection related documents.	The following documents were reviewed;  A Child Right's Situational Analysis (CRSA), Save the Children Nigeria (2013)  Education and Conflict Research Report (ESSPIN 2014)
<b>Abuja Level</b>  Meet with ESSPIN Technical leads and task leaders and SMT  Meet with National and Depute Programme Managers  Meet with UBEC, Save the Children Nigeria	Meetings held with the following ESPINN staff; Sandra Graham, Fatima Aboki Miranda, Lesley and Ayo, Abuja, 3 <sup>rd</sup> June Meeting held with Pius  This would be useful to those working on Output 3, as it would allow for discussion to be opened up on how to achieve such  With Unicef  With UBEC  A meeting with the Ministry of Women's Affairs and Social Development was not possible to arrange
<b>State Level: Support Multi-Agency Forum to develop Child Protection Policy for Schools</b>  Meet with ESSPIN state teams – introductory meeting  Bring together ESSPIN partners for 2-day workshop:	Three State level workshops @ 2 days were successfully facilitated to  <ul style="list-style-type: none"> <li>✓ Identify the challenges regarding the protection of children in and around schools</li> <li>✓ Share the findings of the education and conflict research</li> <li>✓ map out existing actors and mechanisms for reporting and responding to school and community -based violence/protection issues</li> <li>✓ Child Rights Act and Teachers Code of Conduct)</li> <li>✓ Support participants to identify actions which can be taken at all levels to ensure that schools are safer more protective places for children to learn</li> <li>✓ Support participants to develop a mechanism that can</li> </ul>

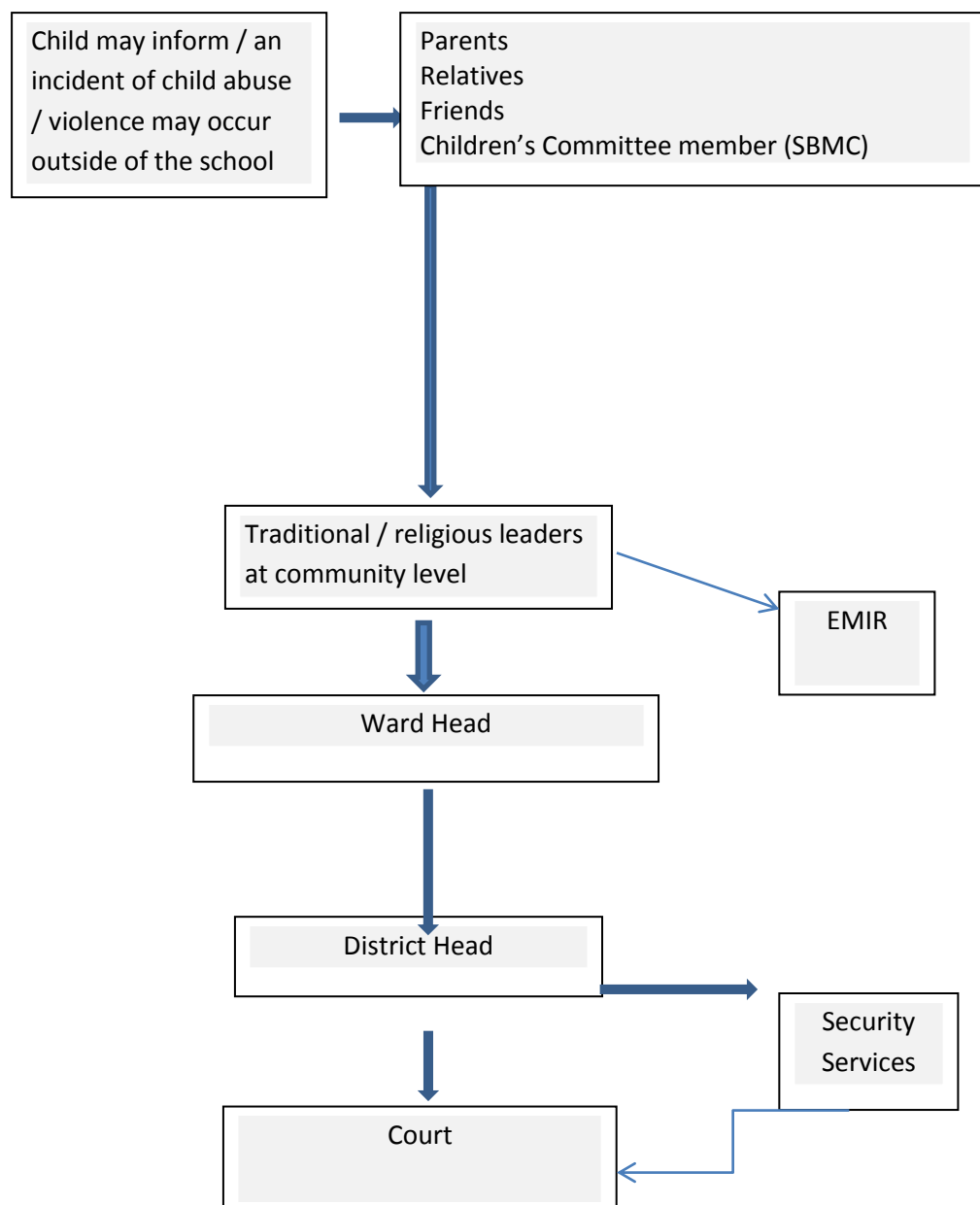
	<p>be put in</p> <p>✓ place at school and community level to ensure that children are protected from violence/abuse and that schools are safer spaces for learning</p>
<p>Debrief to ESSPIN technical team on workshops, outcomes and agreed ways forward.</p>	

### Annex 3

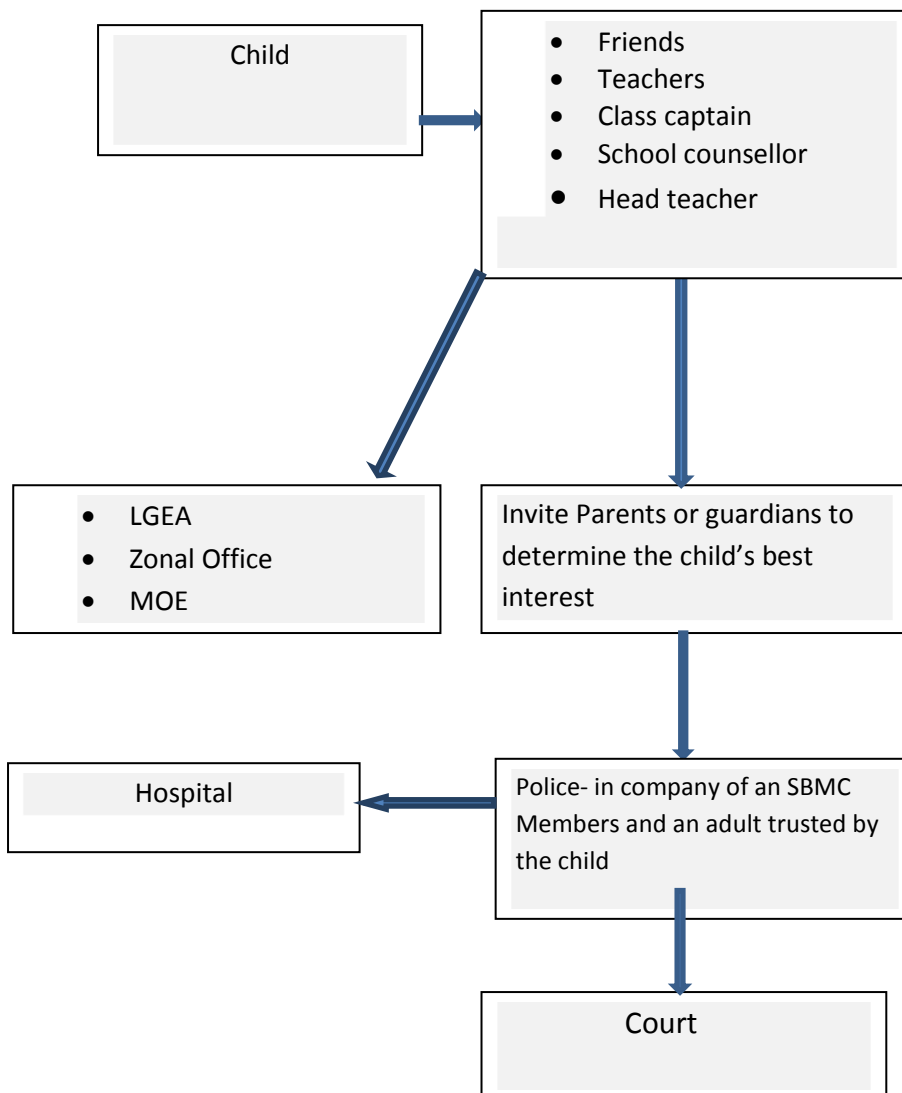
#### JIGAWA – School Reporting Mechanism



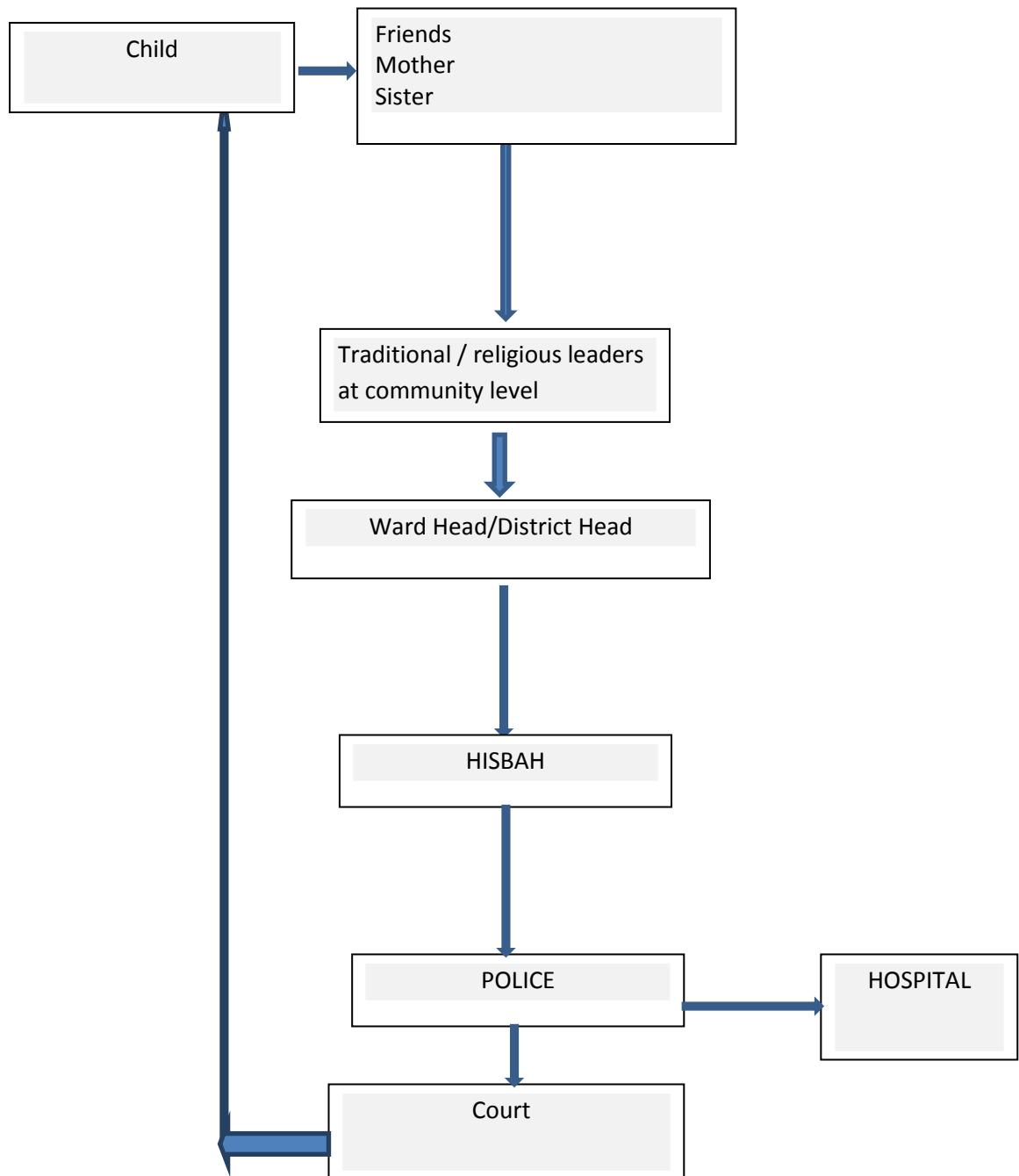
## JIGAWA – Reporting Mechanism in community



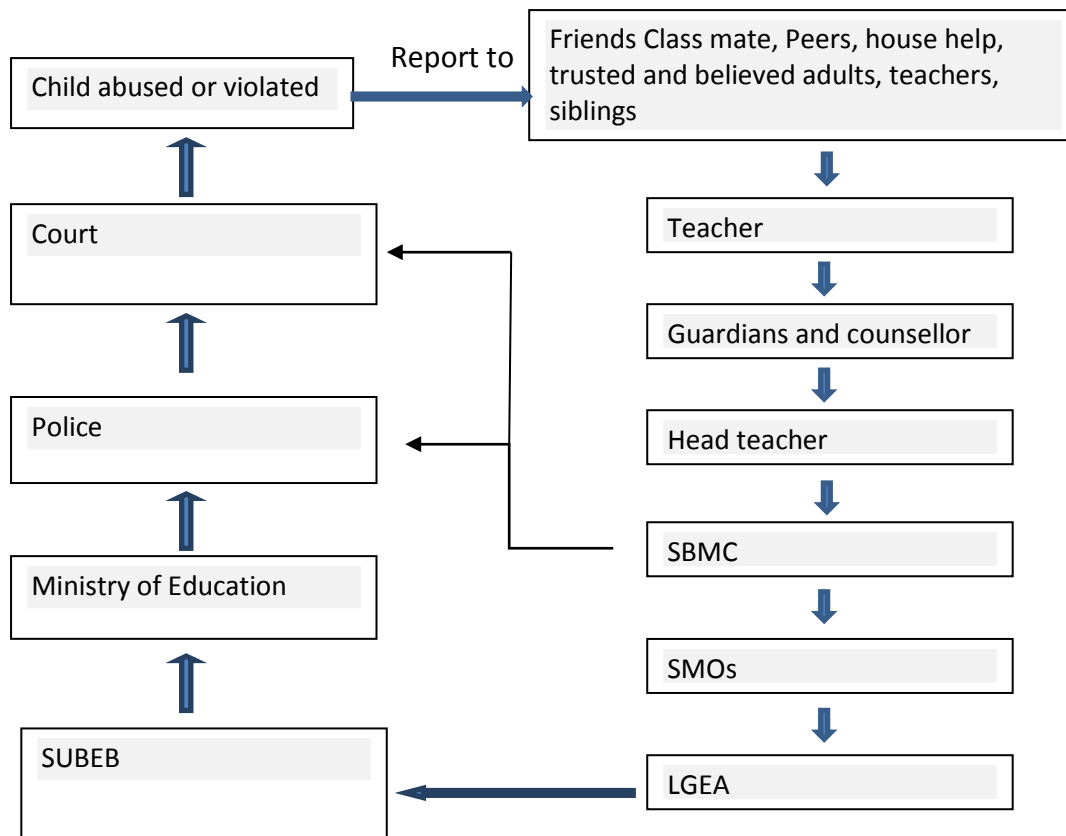
## Reporting Mechanism for Schools, Kano



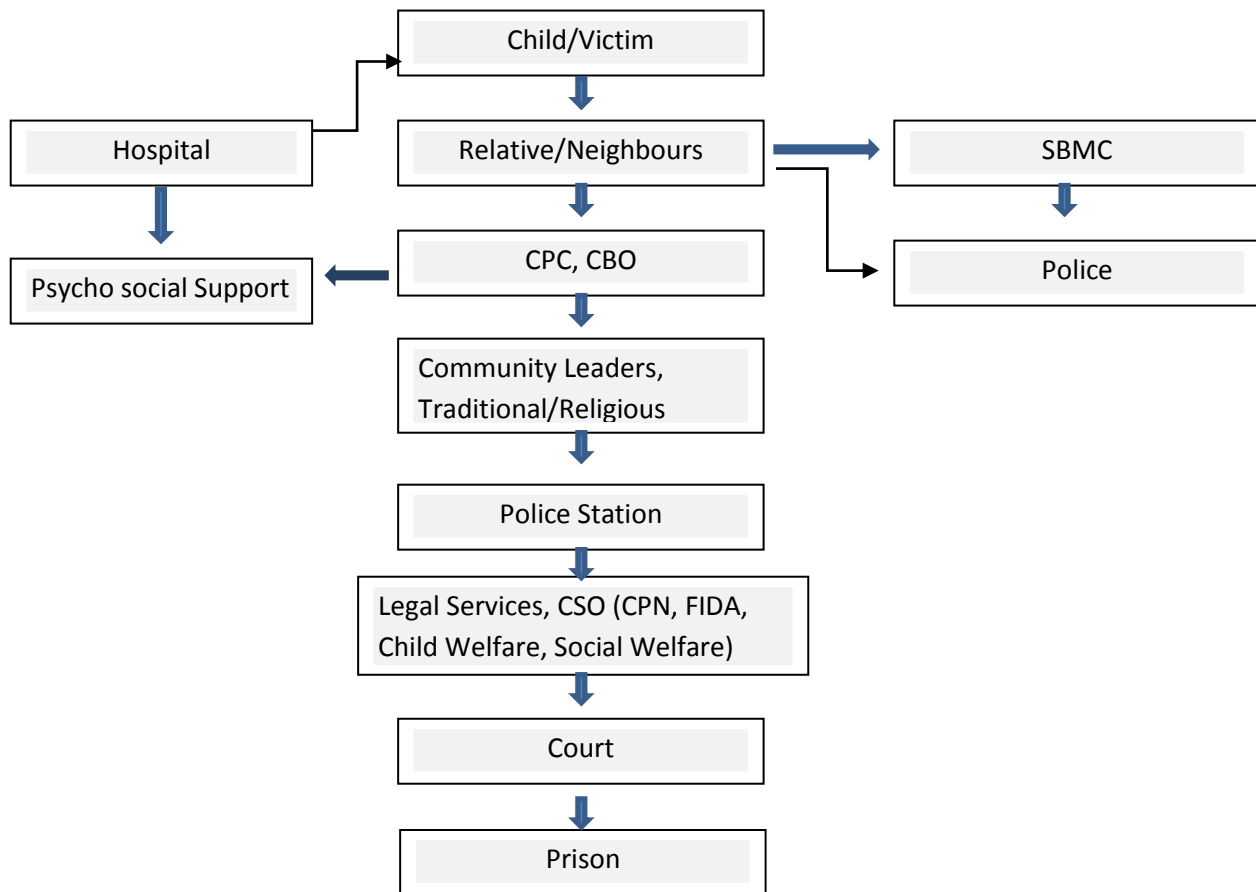
## KANO – Community Reporting Mechanism



## KADUNA – School Reporting Mechanism



## KADUNA – Community Reporting Mechanism



## Annex 4: Action plans

State level - JIGAWA				
Activity	Timeline	Responsible	Expected outcome	Impact
Provision of child protection policy	4 <sup>th</sup> week of July, 2015	Women Affairs, MOEST SUBEB	Establishment of follow up committee	Policy in place
Advocacy for Policy Implementation	2 <sup>nd</sup> Week of August, 2015	ESPINN, SUBEB, Women Affairs	Support to the implementation of the policy at all levels	Children are protected
LGEA level				
Activity	Timeline	Responsible	Expected outcome	Impact
Monitoring and mentoring on child protection issues	Immediately and continuous	SBMC Desk Officer, Gender and school support officers	Schools fully enlightened on the impact of child protection strategies	Children protected from violence in school
Implementation of Child Rights Acts	Full school session	Education secretary, Head of Section, Quality assurance and HoS Social Mobilisation	Reduction of corporal punishment in our schools	Safe and conducive learning environment
In – school workshop for teachers on Child Rights Act	Per term	Head teachers SBMC and gender SSO	Improving effectiveness on child protection	Children will be fully protected from violence and abuse in its school

<b>Community and school level</b>				
Advocacy; Mobilisation for community support on child protection	Quarterly	CSOs	Communities / religious leaders accept the concept of child protection	Community / religious leaders reporting cases of child abuse
Establishment of elders forum; identification of members Meeting to agree on ToR Inauguration of committee	2 <sup>nd</sup> Week July 2015	CSOs	At least 3 functional fora are established	Reduction in child abuse at community level (by at least 10%)
Sensitisation; - a. identification of gaps related to child protection b. Production of IEC materials	1 <sup>st</sup> week of August to third week of Sept 2015	CSOs, elders and youth groups	Awareness creation among the community on child protection concerns	Reduction of child abuse within the community by 10%

#### Kano State action plan

S/N	ACTIVITY	PERSON RESPONSIBLE	TIME-FRAME
1.	Creating community on child protection	State Government	July, 2015
2.	Advocacy/sensitisation	State committee on child protection	August, 2015
3.	Policy formulation and guidelines	Stake holders i.e. MOE, MOH, MOWA, Police, MOJ, NGOs, Media, FBO, TI	Sept-Oct, 2015
4.	Strengthening of relevant institution	IDPs, NGOs, Security Agency, and MDAs	Oct-Dec, 2015
5.	Stakeholders' forum meeting	State committee on child protection	Jan-Feb, 2015
6.	Implementation	MDAs/NGOs	March
<b>Kano, LGEA and SBMC level</b>			
S/N	ACTIVITY	PERSON RESPONSIBLE	TIME-FRAME

1.	Improving schools security system:- I. School fencing 2 call with Sec. Agencies II. Provide enough security personnel III. Renovation of broken windows/doors	SBMCs/LGEAs/SUBEB/CRC	4 MONTHS June-Sept, 2015
2.	Community Mobilisation:- public sensitisation on child protection through hall meeting	SBMCs/LGEAs/SUBEB/ESSPIN CDA & others	Oct-Jan, 2016
3.	Strengthening G/C officers: - A. in house workshop/ professional development meeting B. circular on corporal punishment	LGEA	Feb-July, 2016
4.	Creating child awareness on child abuse/violence Periodic meeting with child/women sub-committee	SBMC/LGEA	August-Dec, 2016

#### **Kano, Community level**

S/N	ACTIVITY	PERSON RESPONSIBLE	TIME-FRAME
1.	Community sensitisation on child protection	CSOs,/ESSPIN	July-Sept, 2015
2.	Creating awareness on reporting & referral mechanism	CSOs,/ESSPIN	Oct-Dec, 2015
3.	Establishment/strengthening on child protection committee	CSOs,/ESSPIN	Jan-March, 2016
4.	Developing teachers capacity on teachers Code and Conduct	CSOs, SUBEB, ESSPIN	April-June, 2015
5.	Monitoring & Mentoring activity on all activities	CSOs, SUBEB, ESSPIN	July, Oct, 2016
6.	Impact assessment	CSOs, SUBEB, ESSPIN	Nov-Dec, 2016

#### **Kaduna State Level**

S/N	Actions/Activities	Who is responsible	Time Frame
1	Sensitisation of the community CSOs on child protection	Ministry of Education, Ministry of Information and Ministry of Women affairs	July 2015 – October, 2015
2	Advocacy visit to key stakeholders, members of House of Assembly, Emirs, Chiefs, religious leaders on child right abuse (Three senatorial districts)	State Committee on inclusive education (Social Mobilization Dept.)	August 2015 – September 2015
3	Professional development workshop for teachers on civic education	Ministry of Education, SUBEB	October 2015 – December 2015
4	Monitoring and evaluation of activities	Ministry of Education, Information and women affairs &	January 2016 – June 2016

		social development	
5	Dissemination of information on finding of monitoring and evaluation exercises	Ministry of Education, Information and women affairs & social development	April 2016 – June 2016
6	Review meetings for re-organisation of new strategies on child protection	Ministry of Education, Information and women affairs & social development	July 2016 – September 2016
7	Formation clubs and society in schools	MoE and SUBEB	October 2016 – December 2016

S/ N	Objectives	Targets	Activities	Who	Where	Time Frame
1	To Identify stakeholders	All outlined	Community mapping to stakeholders, organisation, policy makers government bodies, religious and traditional leaders, community leaders, parents, schools, security, primary health care, media and ministries	All outlined: CGP, CPG, SCIDE, CPC members network	CPG/Child protection group, selected communities and LGEA	20 <sup>th</sup> July, 2015
2	Ensure protection of child at school and community aid. Create synergy	All outlined	Advocacy visit to all outlined/collaboration	CPG, CGP, SCIOE	CPG/Child protection group, selected communities and LGEA	Start ending July – August 2015
3	To enlist general public on issue of child protection and acceptance of the project	Community members, all groups	Awareness creation/sensitisation	CPG, CGP, SCIOE	CPG/Child protection group, selected communities and LGEA	September – November 2015
4	To educate and empower the CPC, Kids on issue child protect right	CPC	Training/Workshops	CPC (All), Facilitators of kids and teen clubs	CPG/Child protection group, selected communities and LGEA	Last week of January – February 2016
5	To enlighten general public	The public	Media dialogue dissemination/feedback	All members	CPG/Child protection group, selected communities and LGEA	March 2016
6	Formation of CPC	Create synergy/represent community and children	Community members	All, network members	Selected communities 23 LGEAs	April – May 2016
7	Formation of Kids and teen clubs	To bring children together and interact	Children teen 6 – 18 years	all	Selected communities 23 LGEAs	June 2016 45
8	Render	To develop	Teen and kids	all	Selected	July –

	psycho-social support and counseling	self-esteem and create sense of belonging			communities 23 LGEAs	August 2016
9	Follow up and mentorship	To give more skills and direction	CPC, SCIOE, CGP	all	Selected communities 23 LGEAs	September – December 2016
10	Develop child protection working document at communities		Community members and the teen	all	Selected communities 23 LGEAs	July - December 2016
11	Home visitations	To interact with children at their homes and communities	Parents, children and the community members	all	Selected communities 23 LGEAs	February 2017

#### Local Government Level

S/N	Actions/Activities	Who is responsible	Time Frame
1	Stakeholders Analysis – Traditional leaders, SBMC/PTA, head teachers, youth, pupils, CBOs, Police/Civil Defense etc.	SMD/ESD/CSO	14 <sup>th</sup> July, 2015
2	Sensitisation to stake holders on protection issue and right of the child	SMD/ESD	14 <sup>th</sup> July, 2015
3	Advocacy on protection issue and right of the child/other related issues	Supporting CSOs/SMOs/ESD	4 <sup>th</sup> August, 2015
4	Reporting and sharing of advocacy (impacts and resolution) Organise district education forum	SMD	20 <sup>th</sup> August – 22 <sup>nd</sup> September
5	Experience sharing at LGEA forum	SMD/LGES/ESD	27 <sup>th</sup> October, 2015
6	Establishing child protection committee at the local government level	CSO's/SMD/ESD	10 <sup>th</sup> November, 2015
7	Feedback	HT, SSOs, SMOs, DSOs	13 <sup>th</sup> January, 2016

## Annex 5: Children's Charters for Protection

**Jigawa workshop participants agreed on the following;**

*Children in this school can expect*

- To be safe
- A friendly environment
- To be listened to by teachers and school management
- To have their views respected
- To be guided morally and otherwise
- To be supported
- To participate / be involved in school activities
- To be encouraged and motivated
- To be disciplined or corrected fairly

*Kano workshop participants agreed on the following;*

**Children in this school can expect**

- A safe environment for children
- Love and affection
- Zero tolerance for violence and abuse
- To have any reports of abuse or violence taken seriously
- An environment that is conducive to learning
- To participate in decision making processes in the school
- To be motivated
- To be encouraged
- To be supported
- To be listened to
- To be protected

*Kaduna workshop participants agreed on the following;*

**Children in this school can expect**

- To feel secure
- To learn in a non-threatening environment
- Good pupil – teacher relationship
- To be disciplined in a non-violent manner
- To feel safe in the school
- To be treated equally with others
- To be listened to
- Guidance and counselling
- To be motivated

- Quality teaching (this needs translation into child friendly language)
- A child – friendly environment
- Freedom of expression
- To have to comply with the school rules and regulations

**In Kaduna, participants also developed a charter for the community.**

**In this community, children can expect;**

- To be protected
- To be safe
- To be loved and cared for
- To be respected
- To be listened to
- To participate in community activities
- To participate in decisions related to the community
- To be sheltered
- To be treated fairly
- To be protected from exploitation
- A child – friendly environment
- To have sufficient food and nutrition

## Annex 6: Meeting with UBEC: Strengthening Mechanisms for Reporting Violence in and Around Schools

5<sup>th</sup> June 2015

Present at the meeting:

- UBEC Director Social Mobilisation
  - UBEC SBMC Desk Officer: Doyin Orugun
  - UBEC Academic Services Officer
  - Jane Calder: Save the Children Regional Child Protection Advisor, Asia
  - Fatima Aboki: ESSPIN Lead Specialist for Community Engagement
  - Sandra Graham: CSO/SBMC Task Leader
1. Introduced Jane Calder and her TOR based on the findings of the conflict and education research. UBEC welcomed the opportunity to share ideas and experiences.
  2. The Director SMD highlighted that violence and conflict are serious issues in Nigeria and are impacting on education. He highlighted that it is not only physical violence that happens in and around schools, but also verbal, psychological and gender-based.
  3. He also highlighted issues of hoodlums taking over school premises, drugs taken in and around schools, gangs and area boys hanging around and causing problems, defecation and vandalism in school buildings with the result of children being afraid to go to and be in school.
  4. Mrs Orugun mentioned that girls often miss school or just don't go at all due to sexual harassment by adults including teachers in and around schools, or by adults and older students on the way to school. She asked how girls can be assisted to speak out on such taboo subjects when they are affected. She highlighted that most girls do not want to report – and that much sensitisation on these issues would need to happen before children would be likely to report and before appropriate response could be in place. She said that children don't have the confidence to report protection issues. They don't report for fear of reprisal. She also mentioned cultism in some areas of Nigeria and armed robberies.
  5. The Director pointed out that UBEC monitors when they go to states are not picking up on these kinds of issues and asked if an instrument to capture such incidences could be developed or included in existing instruments for monitoring schools. He suggested that QA should have such a tool that they use when conducting school supervision. He suggested that QA tools be strengthened so that this becomes part of their regular monitoring, housed in the LGEA and fed into planning. We also discussed that the SMO report template collects information on the number of schools/SBMCs that are creating a more non-violent school ethos and environment and the kinds of actions that are being taken to resolve such issues.
  6. The Director suggested that UBEC collaborate with ESSPIN to disseminate the findings of the conflict and education research and the Child Protection mechanisms developed in states to all SUBEB Chairs at one of their meetings and that Quality Assurance are part of that. He also suggested that child protection should be enshrined in the new SBMC national policy – and that there will be space to insert something. And that it be enshrined in state level SBMC policies.
  7. The Officer from Academic Services mentioned the frequency and harshness of corporal punishment in schools which can impact on children's learning, and that protection issues can

particularly impact on girls access and learning. This causes conflict between teachers, between teachers and parents and between teachers and students. He did say that some structures are on ground for reporting protection issues and that reports generally go through the Head Teacher to the LGEA, to SUBEB and on to the Ministry. He said that more documentation is needed.

8. The officer from Academic Services also highlighted that the policy on having guidance and counselling units in schools had never properly materialised. It is not being implemented. He highlighted the need to get this off the ground again and for capacity development to be provided to guidance and counselling teachers. He stated that Head Teachers must know it is their duty to prevent and respond to violence which takes place in and around the school as well as how and when to report upwards. He said that Head Teachers would need to have some training to better understand what is expected of them.
9. On mentioning the existing National Strategic Framework on Violence Free Education in Nigeria (2007), it was clear that there was little knowledge of this. Discussion highlighted that there are many documents like this which UNICEF support the Federal Ministry with, but that they stop there and do not get disseminated further – including the Teacher's Code of Conduct.
10. On the Safe Schools Initiative, again it seemed that it mostly resides with the Federal Ministry of Education and UBEC did not seem too familiar with what is happening. Noone in the meeting was aware of Emergency Response Plans in states/LGEAs or schools.
11. The Director ended the meeting by saying that a reporting mechanism on child protection issues is key for improved schools and better learning, especially for girls. He said it is not yet institutionalised but that we have to start from somewhere. He suggested that CP should feature more strongly as one of the criteria for a functional SBMC.

## Annex 7 – list of participants for all 3 workshops

### List of participants for Child Protection Workshop on 8<sup>th</sup> and 9<sup>th</sup> June, 2015, Jigawa

Organization	Category of Participants	No of Participants
	State IE Working Group	2
SUBEB	DSM and DQA	2
SUBEB	SSIT	1
LGEAs	SSO	1
Communities	SBMC Chairmen	2
LGEAs	SBMC Desk Officers	2
LGEAs	Gender Desk Officers	2
Communities	Women Leaders	2
CSOs	CSO FACILITATORS	10
MOEST	Director School Services	1
Child Protection Network	Representative of Child Protection Network	1
MWASD	Director Child Development	1
Traditional Leaders	Representative of Traditional Leaders	1
Child Welfare Unit of Police	Representative of Child Welfare Unit of Police	1
COE (G&C unit)	Representative of COE (G&C unit)	1
Jigawa Hisbah	Representative of Hisbah	1
TRC	TRC	1
SAVI	SAVI	1
SANE	Director Monitoring and Evaluation	1
	Total	34