Welcome to this latest newsletter in the ‘Gender Violence in Schools’ series. This aims to share information about the nature and scale of gender violence in schools around the world, and to highlight effective strategies to tackle the problem. This issue is packed with interesting news about recent studies, innovative approaches and new resources for our readers.

Most in-depth studies of gender violence in schools have been carried out in Africa, and have focused on the abuse of girls. However, in other regions the taboo on talking about sexual abuse in schools is beginning to be broken down. The scale of the sexual abuse of boys is also coming to light.

Our information update includes: new studies from Kosovo, Benin and Malawi; news items from Asia; notice of the forthcoming UN Global Study of Violence against Children; and the new phenomenon of cyber-bullying.

Interesting initiatives to combat gender violence in schools featured here include:
- Media projects and campaigns involving schoolchildren
- Interactive websites for teachers and learners
- Participatory curriculum interventions and workshops
- Projects with trainee teachers

Some initiatives originate in HIV/AIDS prevention work, others in projects tackling male aggression or bullying. Underlying them all is the recognition that effective intervention needs to address the unequal gender relations in society which fuel violence, especially against women and girls.

See back page for details of how to obtain copies of the newsletters.

Where’s the evidence?

UN Global Study on Violence Against Children

In October 2006, recommendations from a two year global study of Violence Against Children will be presented to the UN General Assembly. The study aims to:

provide a review of current knowledge about the forms, causes and impact of violence against children and highlight gaps in data and research

provide a framework for an exchange of experience and best practices between countries on the prevention of and responses to violence against children

make clear how governments, with partners, can be more proactive in inducing change

demonstrate how children and young people can be active partners in positive processes.

The study included regional consultations and detailed questionnaires that were sent to all governments around the world. Over 125 have been completed and returned (view them at www.ohchr.org/english/bodies/crc/study.htm). The participation of children was integral to the study processes and a child-friendly version of the report will be produced.

The study examines violence in a number of different settings, one of which is the school. Sexual violence along with bullying, gang violence, corporal punishment, vandalism, destruction of property and other forms of school-related violence are discussed. The influence of gender relations and identities in the perpetuation of violence is a cross-cutting issue throughout the report. The call for a universal ban on all forms of corporal punishment was a common concern expressed in every regional consultation and is expected to be central to the final recommendations.

See www.violencestudy.org for more information. Children’s participation section at: www.violencestudy.org/r49

The African picture – recent research from Malawi and Benin

Most studies of sexual violence in schools have focused on secondary school children. But do primary school age children also face sexual harassment in school? A recent interview survey of 4,412 children aged 9-18 in Malawi found younger children also experienced unwanted physical touching, forced sex and bullying (although not all incidents took place in school). Among the 1650 primary age children (9-13 years) interviewed:

71.5% reported having been bullied (of whom 53.5% at school or on the way to school)

9.3% had been touched on the genitals or breasts against their will (of whom 56.8% at school)

6.65% had experienced forced penetrative or non-penetrative sex (of whom 71.1% at school)

Victimisation occurred more than once in most cases. Overall, girls reported higher levels of sexual violence than boys, and in rural areas more than urban areas.

Most worryingly, many more younger pupils knew someone who had been sexually victimised by a teacher in return for good grades (83.6%) than older pupils (33.8%). Are younger pupils being targeted due to their greater vulnerability?


A small study in Benin, West Africa also found that sexual harassment was common at the primary level. Interviews with 30 primary schoolgirls and 40 secondary schoolgirls aged 11-19 revealed that at the primary level it was mostly older boys and secondary school students who were responsible, whereas at the secondary level it was teachers and administrators. However, one third of primary school students reported that teachers harass students. The most common behaviours reported in primary school were inappropriate touching (60%), offensive jokes/gestures (50%), inappropriate requests (50%), pressure for sex (40%) and pressure for dates (30%).


The Kosovo picture

A recent study in Kosovo, a country seeking to rebuild itself in the aftermath of ethnic conflict, highlights how violence in schools feeds on violence in the home and community. The findings stress the importance of adequate legislation and a comprehensive response, one which protects and supports victims of violence, promotes non-violence, and changes the circumstances that give rise to violence in the first place.

Questionnaire and interview data were gathered from an ethnically balanced sample of 230 children aged 6-10, 450 children aged 11-18, and 120 teachers. Violence in school was defined as violent and humiliating discipline, physical, emotional and sexual violence and harassment, and bullying. The study found that:

36% of younger children and 67% of older children said that violence against children occurred in school

Teacher violence was common, mostly verbal abuse and corporal punishment; disturbingly, 7% of younger children and 6% of older children had experienced or witnessed sexual abuse by a teacher, e.g. touching in an inappropriate way.

Other children were also seen as perpetrators: 13% of younger children and 11% of older children had experienced sexual assault by other children.

Children’s perceptions of violence in society were coloured by their own personal experiences of witnessing violent acts. Older children were most worried about sexual violence. The street was seen as an especially violent place. Violence was perceived as worse in urban areas than in rural areas.


March 2006
New and unspoken forms of gender violence

Gender violence in cyberspace

Technology is changing the face of gender violence in schools. Cyber-bullying is a new and hidden form of social cruelty among adolescents. Cyberspace can magnify the harmful psychological effects of bullying among classmates as it provides an infinite audience to prey on victims through on-line harassment and abuse and its anonymity protects the perpetrators. This can be carried out through text messages or video-filming on cell (mobile) phones, on-line chat rooms, web logs and websites. Cyber-violence involves substantial sexual harassment, usually of females but on-line homophobia directed at males is also prevalent. Fear of unknown perpetrators among classmates and harassment that continues at school can be psychologically devastating for victims and detrimental to all students by detracting from schoolwork.


In the UK, the craze of ‘happy slapping’ is a new form of harassment by teenagers. This usually involves an unsuspecting person being hit or mugged while other members of the gang film the incident on their video mobile phones and then circulate the pictures to friends or put them on the internet. Some incidents have occurred in school playgrounds, with victims too frightened to return to school. Concern that mobile phones are leading to an increase in playground bullying has led some schools to ban their use to prevent happy slapping incidents and pupils sending abusive text messages.

See article in The Guardian, 26 April 2005 www.guardian.co.uk/mobile/article/0,2763,1470214,00.html

Asian focus

Sexual abuse by religious teachers

Most targets of sexual harassment and abuse are girls and young women. The sexual abuse of boys is less well documented but also exists in many parts of the world. Sometimes the perpetrators are religious teachers, trusted by both parents and children. In recent years, the Catholic church in a number of countries, most notably the USA and Ireland, has been rocked by the scandal of hundreds of cases of sexual abuse by priests which have come to light decades after the abuse took place. One US study estimated that over 10,000 young people, mostly boys, had been abused over the past 4 decades.

In Pakistan, the Minister of State for Religious Affairs stunned the nation recently by claiming that sexual abuse was common among clerics. He said that 500 complaints of sexual abuse by clerics in religious schools had been registered in 2004, with 2000 cases the previous year. There have been as yet no successful prosecutions. Other forms of cruelty practised in religious schools were beatings and the chaining of children with leg irons or shackles to prevent them from escaping.

Sources:
www.frontpagemag.com/Articles/ReadArticle.asp?id=19530
http://news.bbc.co.uk/2/hi/south_asia/4084951.stm

The full report is available at www.ecpat.net. ECPAT (End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes) is a network of organisations and individuals working together to eliminate the commercial sexual exploitation of children. See also: Make IT Safe, a global campaign to make Information Technology safe for children everywhere; this includes getting the IT industry and governments to take responsibility for making online and interactive technologies safe for children and young people. www.make-IT-safe.net

Acid attacks

Acid attacks are common in some South Asian countries and are usually the result of family or land disputes, dowry demands or a desire for revenge. In Bangladesh, the second highest cause of such attacks is when a young girl or woman has spurned the sexual advances of a man or has rejected a proposal of marriage. Acid Survivors Foundation estimates that 27% of acid attacks in Bangladesh are on children. Some attacks take place in schools, usually against girls although sometimes a female teacher is the victim.

Acid Survivors Foundation (ASF) in Bangladesh provides assistance to survivors of acid violence and seeks to identify ways to stop acid violence through advocacy and public education programmes.

Contact: ASF, House 12, Road 22, Block K, Banani Model Town, Dhaka-1213, Bangladesh. Email: asf@acidsurvivors.org
Web: www.acidsurvivors.org

Zero Tolerance of gender violence

The UNICEF South Asia Regional Office has produced a multi-media CD ROM called Zero Tolerance of Violence against Girls and Women in South Asia, which provides a rich source of information on tackling violence against girls and women in the region. It is intended as an advocacy and awareness raising tool for all those working on women’s and children’s rights. It aims to improve the protective environment for girls and women, promote a range of anti-violence mechanisms, and bring about positive change in the mindsets of a wide range of audiences. The CD is divided into sections covering topics such as definitions of violence; realities of violence for women and girls; the forms, causes, impact and costs of violence; legal frameworks; call for action; and responsiveness and challenges.

Contact: Serap Maktav, UNICEF ROSA, PO Box 5815, Lainchaur, Kathmandu, Nepal. Email: smaktav@unicef.org www.rosa@unicef.org

UK Anti-bullying websites
BBC Education: www.bbc.co.uk/schools/bullying
Kidscape: www.kidscape.org.uk
Bullying Online: www.bullying.co.uk

Leach, F. and Mitchell, C. (eds) Combating Gender Violence in and around Schools, Trentham. This collection of research-based papers on a range of aspects of gender violence in schools will be published in late 2006 to coincide with the release of the UN report.
Breaking the Silence – a video project in the Caribbean
Innovative work to raise awareness about HIV/AIDS among young people provides useful examples of strategies for combating gender violence. One initiative in the Caribbean illustrates how the media can be much more than a source of information. Launched in St Lucia in 2003, Breaking the Silence is a digital video production and HIV prevention initiative for girls aged 14 – 18. Participants develop skills to become peer leaders and to create their own HIV prevention video, which is then broadcast on TV and circulated throughout schools.

By combining media, participation and HIV prevention education, the initiative aims to empower participants with:
- Knowledge about HIV prevention
- Enhanced self-esteem
- Experience and support in creative self-expression and critical thinking
- Peer leadership training
- Team work practice
- Transferable vocational skills

During the free, out-of-school workshop, the young women are trained to use video production and editing equipment over about 6 weeks. Through this process, they create a 30 minute HIV intervention video addressed to their peers. Some of the videos have touched on the intersection between poverty, gender and HIV; how young people can respond to peer pressure; and the importance of recognizing risk factors for HIV. They aim to promote open dialogue about sexuality and HIV, important conversations that themselves challenge gender inequalities. Through these self-made videos, the young women are able to initiate conversations on their terms, on issues directly relevant to their lives.

The videos have been broadcast in St Lucia and across the region, as well as distributed through schools and communities to stimulate dialogue about gender, HIV and prevention strategies.

Contact: Breaking the Silence, St. Lucia Red Cross Society, Box 271, Castries, St. Lucia.
www.breakingthesilence.info
Email: info@breakingthesilence.info

South Africa has pioneered a range of edutainment initiatives to address gender violence, HIV/AIDS and issues of adolescent sexuality, including:
- Soul City, a multi-media package aimed at disadvantaged youth www.soulcity.org.za
- LoveLife, a multi-media campaign aimed at 12-17 year olds to combat HIV/AIDS and promote sexual responsibility among young people www.lovelife.org.za
- Yizo Yizo, a TV series focusing on violence in schools, supplemented by a radio talk-show, free magazines for schools and teacher guides.

Using IT to fight gender violence
New technology may open up new dangers of sexual abuse and bullying of children. However, it can also be a force for good in combating gender violence. One example is the Bullying. No Way! website in Australia. A unique aspect of this website is its participatory and interactive structure, creating spaces for anyone within school and the wider community to contribute stories, ideas and perspectives about bullying, violence and power relationships in school. These interactive spaces include a ‘talk out’, ‘ideas box’ and a ‘chill out space’.

The website aims to:
- provide a nationwide resource of approaches to minimise bullying, harassment and violence in schools.
- develop a framework for sharing school community solutions that work.
- use technology and networks to make this information accessible to all school communities.
- make sure that all students can learn in a safe and supportive school environment.

The initiative recognises that schools can be among the safest places for children to learn and develop, but are often impeded by discriminatory power relationships that are played out in bullying, harassment and violence. Gender is an important dimension of such violence. The website acts as a forum for sharing ideas, stories, innovations and reflections about bullying and violence in schools. It includes a ‘key issues’ guide, curriculum materials and other resources, and information on legislation, policies and procedures, and available support services.

www.bullyingnoway.com.au

Far from Australia, in Zimbabwe, new technology also represents opportunity for young people. The Girls’ Empowerment Village, established in Rusape in 2001 by the Girl Child Network, aims to empower girls economically and socially, provide income generating and life skills, and help them assert their rights and resist various forms of abuse. The village provides information, safe houses and counselling services for girls who are victims of abuse. Its goal is to give a sense of hope to abused rural girls.

By providing access to technology, the project aims to empower girls to become economically independent and better informed about their rights. They receive 3 months’ training in the use of email and the internet in the village’s computer lab, and produce their own brochures and referral materials on its photocopyer. Exposure to technology can help reduce the exploitation of rural girls as a source of cheap labour, providing them with employable skills and helping them articulate their aspirations for the future.

Contact: Betty Makoni, Director, Rusape Girls’ Empowerment Village, PO. Box CZA238, Chitungwiza, Zimbabwe. Email: gcngzol.co.zw
www.gcn.org.za
Bringing boys and young men into the picture

Too often when considering gender inequalities around the world, we focus on girls and women and forget about boys and men. Several recent studies explore constructions of manhood among young men and argue for a more sophisticated gender analysis, especially with regard to violence in relationships with women, and HIV/AIDS. These studies have lessons for how schools can constructively address aggressive masculinity and sexual violence.

One study located in sub-Saharan Africa found that many young men view violence against women, including verbal threats and forced sex, as an acceptable extension of male authority to the private realm. Masculinity, as a socially constructed set of gender norms, is often associated with uncontrollable sexual needs, multiple partners and the need for dominance over women. Women too may interpret violence as an indication of a man's emotional investment in a relationship. Other forms of violence, such as gang violence, vigilante groups and ethnic-based conflicts, can provide early socialisation into violent versions of manhood.

The report contains details of some promising programmes working with young men to promote gender equality and non-violent behaviour. One programme in Nigeria works with schools on a two year ‘Conscientising Male Adolescents’ curriculum which emphasises dialogue, reflection and logical argument, and helps young men to perceive their misconceptions and biases towards women. Protective factors which the study found to promote non-violent behaviour among young African men include:

- A high degree of self-reflection and space to rehearse new behaviours
- The ability to construct positive lessons out of personal experiences of violence
- Men's sense of responsibility and positive engagement as fathers
- Rites of passage and traditions that have served as positive forms of social control, and have incorporated new information and ideals
- Family members that model more equitable or non-violent behaviours
- Community mobilisation around the vulnerabilities of young men.

On the other side of the world, Program H in Brazil and Mexico has focused on helping young men question traditional norms related to manhood and engaging them in promoting health and gender equality. Its educational programme includes a manual series and video designed to promote attitude and behaviour change. Activities are usually led by a male facilitator in same-sex group settings and consist of role plays, brainstorming exercises, discussion sessions and individual reflections on how boys and men are socialised, positive and negative aspects of this socialisation, and the benefits of changing certain behaviours.

Alongside these activities is a social marketing campaign which promotes gender-equitable lifestyle changes and changes in community and social norms relating to what it means to be a man. This ‘campaign against machismo’ taps into youth culture and uses young men's cultural outlets in the community such as radio spots, billboards, posters and dances to send messages about it being ‘cool and hip’ to be a ‘gender-equitable’ man. Several major rap artists in Brazil have endorsed the campaign.

The experiences of these and other programmes stress the importance of:

- explicit discussions of manhood/ masculinities in educational activities
- providing young men with opportunities to interact with gender-equitable role models in their own community setting
- the creation of safe spaces to allow them to question traditional views about manhood
- enabling environments in which individual and group-level changes are supported by changes in social norms and institutions.

The process and materials are currently being adapted for use in India.


Contact: Instituto PROMUNDO, Rua Francisco Serrador, 27/02, Rio de Janeiro 20031-060, Brazil.

Email: g.barker@promundo.org.br

www.promundo.org.br

Boys and girls fighting to make schools safe

The Girls’ Education Movement (GEM) was launched in Uganda in 2001 to support the government’s commitment to the goals of Education for All. GEM aims to provide equal access to education for girls, safe learning environments, improved quality of education for both girls and boys, and life skills training to empower young people against sexual abuse, exploitation and HIV/ AIDS.

GEM is an African-based child-centred, child-led grassroots movement. It is not one single organization, but a series of young people in schools – both boys and girls – working together to bring about positive change in school environments and in the lives of African girls. These young people have picked their battle, and together they are fighting for safe, equal and harassment-free education for all.

In South Africa, GEM was adopted as a national programme by the Department of Education in 2003, launched with a Girls’ Parliament and then implemented across the country. The Department works in partnership with UNICEF, NGOs and community-based organizations. GEM has provided intensive advocacy and training around gender, responsible sexuality and HIV/AIDS; the rights-based approach to programming; storytelling as a strategy to combat gender violence in schools; peer counselling; and leadership training.

An example of GEM as a thriving safe schools initiative is found in Ga Thoka village in the Limpopo Province, South Africa.

In a community where teenage pregnancy and early marriage are common obstacles to education, a key strategy has been to work with boys as well as girls from the very beginning. The South African Girl Child Alliance in partnership with the Provincial Department of Education has been monitoring, supporting and providing training for GEM in Ga Thoka, where boys often make up half of club participants.

‘Girls and boys need to find solutions together. . . it’s through the GEM that we are able for the first time to listen properly to what girls think and feel about us. It has taught us to respect everyone’s rights and to work together to make our community a better and safer place for both girls and boys’

(Bethuel Mothapo, aged 15)

Like other GEM outposts, the group use drama, music and sport to engage young people and open up discussions about gender, identities, and school safety.

The young people work with local radio stations and partners such as UNICEF to broadcast their messages and help promote a discussion in the wider community.

The GEM website contains information on gender based violence (rape, sexual harassment and domestic violence), how to identify forms of violence, what to do if you are a victim of such violence, and who to contact. It also gives children a space to discuss issues that concern them and to publish their poetry. It features booklets for learners and teachers on how to stop sexual harassment in schools.

www.gem.gov.za and

www.ungei.org/infobycountry/394_401.html
What about the teachers?

Theatre for a Change in Ghana

Gender violence in schools is as much an issue for teachers as it is for students. In countries where the education system is hierarchical and dogmatic, children’s rights are often overlooked within dominant teaching methods and classroom dynamics. Theatre for a Change is a UK based NGO which uses interactive theatre to promote young people’s rights to lead healthy lives free from abuse, and to explore and transform patterns of behaviour that put young people at risk.

Theatre for a Change, supported by Actionaid, has been using participatory methodologies to work with trainee teachers in Ghana (through pre-service teacher training) on challenging the underlying power and gender relations which increase the risk of HIV infection. The NGO chose to work with trainee teachers as they are young, less entrenched in didactic forms of teaching, and often more enthusiastic than experienced teachers. The learning process is intensive and sustained – all third year trainees take part in weekly 2-hour sessions. They are then assessed at the end of the year and graded on their achievement. In total, over 4,200 teachers have now been trained and the Ghanaian Ministry of Education is taking over coordination.

The assumptions behind the training approach are that gender relations underlie vulnerability to HIV infection and therefore achieving gender balance is a key way to prevent the spread of the epidemic. The training package is different to a mainstream life skills curriculum in that it doesn’t assume that complex skills such as assertiveness can be learnt in a single lesson. Instead, the focus is on analysing underlying power relationships. Two examples are through experiencing eye contact and understanding balance and power:

- Levels of eye contact reflect implicit power relations in that those who are in a less powerful position are less likely to maintain eye contact. In the training, trainees are asked to maintain eye contact with other trainees and then explore how they feel – what patterns do they notice about eye contact? What does this mean for balance?
- Balance is one of the key ways to explore power relations. The trainees work in pairs to find physical balance with one another. After much playful re-positioning, standing on one leg and falling over, they finally find a state of balance. When asked to reflect on what they notice about balance, it becomes clear that being in balance feels good, they feel stronger, relaxed and happy, and most importantly, requires them to be at the same level with others.

In this way, the dynamics of balance in personal and professional relationships can encourage a more child-centred pedagogy, and help reduce bullying, sexual violence and the risk of HIV infection.

Ask Auntie Stella

‘Auntie Stella: Teenagers talk about sex, life and relationships’ is an activity pack and website (www.auntiestella.org) about sexual and reproductive health and relationships. It originates in participatory research with young Zimbabweans. The material is targeted at young people aged 12-19 years, both in and out of school, in Eastern and Southern Africa.

‘Auntie Stella’ uses a series of 40 letters, each written in the style of a missive to a newspaper agony aunt. Letters are accompanied by a reply from Auntie Stella, questions for small-group discussion and back-up material for teachers and/or facilitators. Topics include: physical and emotional changes in adolescence, relationships with parents, peers and members of the opposite sex, social and economic pressures to have sex, gender roles, unwanted pregnancy, STIs including HIV and AIDS. The activity cards emphasize the importance of building social networks and working to create a more supportive and youth-friendly social environment.

The ‘Auntie Stella’ methodology is straightforward, with youth working on their own in small mixed-gender groups:
- a letter is read and a problem discussed through guided questions (Talking Points)
- the group then turns to Auntie Stella’s reply for advice and suggestions
- two to five activities (Action Points) follow, helping them to understand their lives and what they can do about it.

Activities include role-plays and drama, quizzes, research projects, creating songs and stories, maps and diagrams. They are designed to encourage critical thinking and reflection, and to help young people assess risks and options, also to increase their confidence and ability to communicate, negotiate, plan and strategize.

The Facilitators Guide gives additional ideas on how to use the cards, including theme sessions in which youth can work with cards covering an identified theme (forced sex, living with HIV and AIDS etc.). It includes a section on how to adapt the ‘Auntie Stella’ cards to suit different geographic or social contexts. ‘Auntie Stella’ has been translated into Shona and Ndebele, and will be available in Kiswahili and Portuguese by mid 2006.

Early results on the impact of ‘Auntie Stella’ reveal an increase in communication with parents, community members and peers, a greater confidence to make informed decisions and take initiative, and an enhanced ability to advise peers and younger siblings on a range of reproductive health issues.

Contact: ‘Auntie Stella’ Programme, Training and Research Support Centre (TARSC), 47 Van Praagh Avenue, Milton Park, Harare, Zimbabwe. tarso@mweb.co.zw or admin@tarsc.org www.auntiestella.org

Memories of childhood violence

Encouraging future teachers to reflect on their own childhood experiences of violence can inform strategies for transforming schools into non-violent spaces and encourage more pupil-friendly pedagogies. Oral history has always played an important part in African cultures in passing on knowledge about heritage and group identity to future generations. So, narrating memories was a familiar technique to trainee teachers at Kenyatta University when they were invited to recall their own experiences of childhood violence.

20 volunteer trainee teachers (10 male and 10 female) were asked to keep a diary over a 5 month period in which they relived important incidents of violence in their lives. They also participated in fortnightly meetings where they shared these emergent memories. Teacher violence emerged as the key theme in the diaries, with most recalling being beaten or insulted by their teachers. Female trainees documented numerous incidents of sexual harassment, some of which occurred at primary school.

The initial shock of having to confront buried memories of childhood violence through their diaries generated feelings of pain, distress, fear, resentment and guilt. However, this process of individual reflection as well as collective analysis and shared understanding of how violence had impacted on their lives led the trainees to also experience therapeutic effects. Their views about violence against children changed and some expressed the intention to ensure a violent-free environment for children in their care. In this way, their memories of childhood violence were used to help construct their identities as future teachers and parents.

Contact: Dr Fatuma Chege, Kenyatta University, Nairobi, Kenya. Email: fatumasee@wananchi.com
Media Relate – Critically understanding the role of the media

The media can help raise awareness about important issues relating to adolescent relationships, including gender violence, by opening up opportunities for discussion in a way that is informative and not embarrassing to teenagers. This may contribute to positive behaviour change.

In recent research conducted by the Institute of Education in London, two thirds of the 800 teenagers surveyed (aged 10-14) rated TV and teen magazines as useful or very useful sources for finding out about love, sex, relationships and sexual health. They preferred the media over parents or classroom based sex education because media can be consulted privately, teen magazines tend not to be patronising or moralistic, and media help young people work out for themselves what they need to know. However, school-based sex education in the UK makes little use of the media.

Building on this research, the Media Relate project was developed by the Institute of Education, the English and Media Centre, and partners in Spain and the Netherlands, with European Community support. Its aim was to produce teaching materials about the representation of love, sex and relationships in the media. These comprise a soft cover book and a DVD with activities covering teenage magazines, TV drama and advertising, and encouraging students to reflect on the range of other media they use on a daily basis.

Media Relate aims to introduce students to open-ended, creative, hands-on activities that promote critical thinking about how sex and relationships are represented in the media and encourage open dialogue about these issues amongst peers. The project is based on several key assumptions:

- The media are a powerful influence in young people’s lives but…
- They are not consumed passively: young people evaluate, critique and challenge the influence of the media, in their attempts to make informed choices
- Young people’s skills in analysing and articulating their responses to media need to be enhanced
- Hands-on activities involving media production are the most effective way for engaging students.

Copies of the pack can be purchased from the English and Media Centre, 18 Compton Terrace, London NW1 2UN, UK. www.englishandmedia.co.uk. For more information, see www.mediatele.org.


Contact: David Buckingham, Centre for the Study of Children, Youth and Media, Institute of Education, 23-29 Emerald Street, London WC1N 3QS, UK. Email: d.buckingham@ioe.ac.uk

The bigger picture – on-line resources for educators and learners

CRADLE training manual: Protecting schoolgirls from sexual violence. The Children’s Foundation, Children’s Rights Advisory, Documentation and Legal Center www.thecradle.org/ Email: info@theradle.org

Children are unbeatable! a UK based Alliance which campaigns for children to have the same legal protection against being hit as adults and promotes positive non-violent discipline www.childrenareunbeatable.org.uk

Discipline with dignity, a film about ending corporal punishment in schools in Nepal produced by Bullfrog Films, USA. www.bullfrogfilms.com/catalog/disc.html


Speak Out! A DVD of children’s voices in Swaziland speaking out against sexual abuse in schools, a tool for facilitating dialogue and action. Contact: UNICEF ESARO, PO Box 44145, Nairobi, Kenya. Email: unicesfaro@unicef.org

So You Want to Consult with Children (2003): a toolkit of good practice (how to get started, organise a consultation, ensure quality follow up etc); also available in French and Spanish. So You Want to Involve Children in Research (2004): a toolkit supporting children’s meaningful and ethical participation in research relating to violence against children. Both available from Save the Children at www.savethechildrenalliance/resources/publications.html

Web links


Meena Communication Initiative (Asia) www.unicef.org/lifeskills/index_8021.html

Sara Communication Initiative (Africa) www.unicef.org/lifeskills/index_8020.html


Gender violence in schools websites:
www.sussex.ac.uk/education/genderviolence: lists online studies, bibliography and links

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Additional references:

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Previous Newsletters on Gender Violence in Schools:
1 What is it and why does it happen?
2 What can be done?
3 Ghana
4 Malawi
5 Zimbabwe

Available on line at www.sussex.ac.uk/education/1-4-25-3-1.html

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