

# Help The Afghan Children (HTAC)

## What Works to Prevent Violence Against Children in Afghanistan June 2018



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The views expressed do not necessarily reflect the UK government's official policies.

[www.whatworks.co.za](http://www.whatworks.co.za)

**Many Afghan children have grown up in an environment where they have been physically and emotionally traumatized by continuous war and conflict. They are also exposed to multiple forms of violence at home and in schools.**

**At baseline HTAC (2017<sup>1</sup>) found that a 20% of girls 17% of boys reported having experienced any physical beating at home in the past month, and more than a third of girls and an even higher proportion of boys reported having experienced corporal punishment by teachers at school in the past month.**

**WHO (2014<sup>2</sup>) found that past month prevalence of bullying among children in Afghanistan was 44%. Anecdotal data suggests that corporal punishment of children in schools is also highly prevalent, although exact figures are not available.**

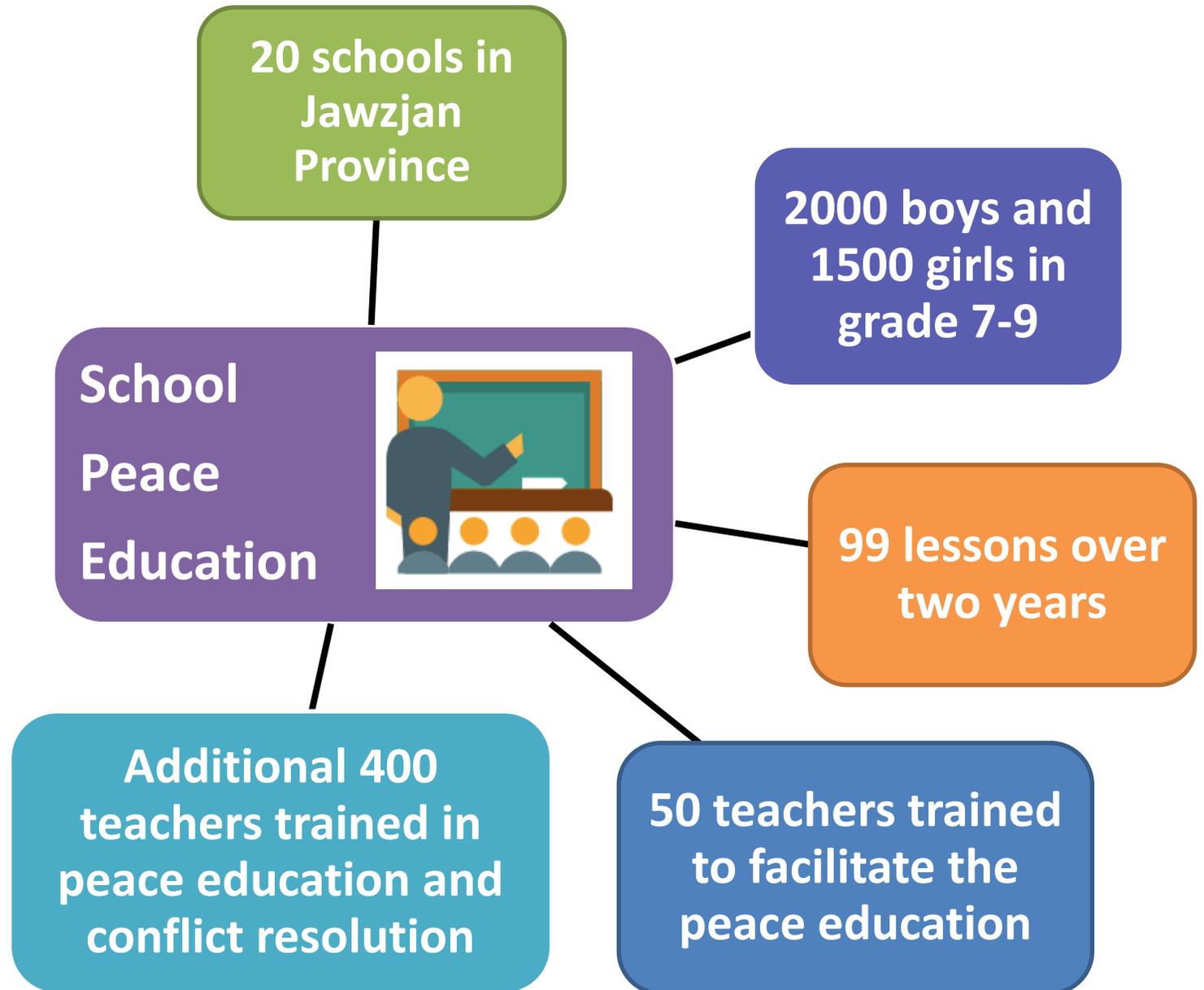
1. Corboz J.& Siddiq W (2017) Children's Experience of and Perpetration of Violence: Baseline Evaluation of a Peace Education and Prevention of Violence Program in Jawzjan Province, Afghanistan. Kabul: Help the Afghan Children
2. WHO (2014) Global School-based Student Health Survey: Afghanistan 2014 Fact Sheet. World Health Organization.

**Help the Afghan Children (HTAC) has been working in Afghanistan since 1993.**



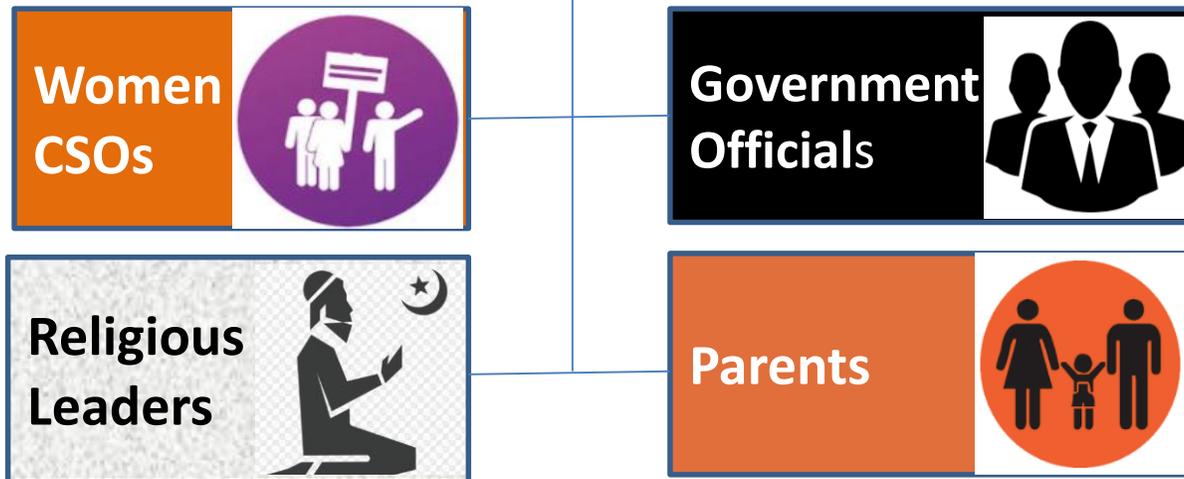
**HTAC is committed to educating, protecting and empowering a new generation of Afghan children to become proud citizens and future leaders of their country. This has been done through implementing peace education in schools, vocational training with children, child protection programs, environmental awareness raising, cultural exchanges between sister schools, literacy programs and teacher training**

As part of the What Works to Prevent Violence Against Women and Girls Global Programme, HTAC implemented school-based Peace Education with students. Topics include peaceful conflict resolution, active listening, mediation, communications skills, handling stress and anger, how to be inclusive of peers and human rights.



# HTAC also implemented various community-based activities aimed at preventing violence

## Community Conflict Resolution and Women's Rights training



## Radio Messaging



# HTAC conducted research to evaluate the effectiveness of its program

Research was done in 11 schools in Jawzjan province, 6 girls schools and 5 boys schools.

The evaluation had three time points (baseline, midline and end line) over 12 months.

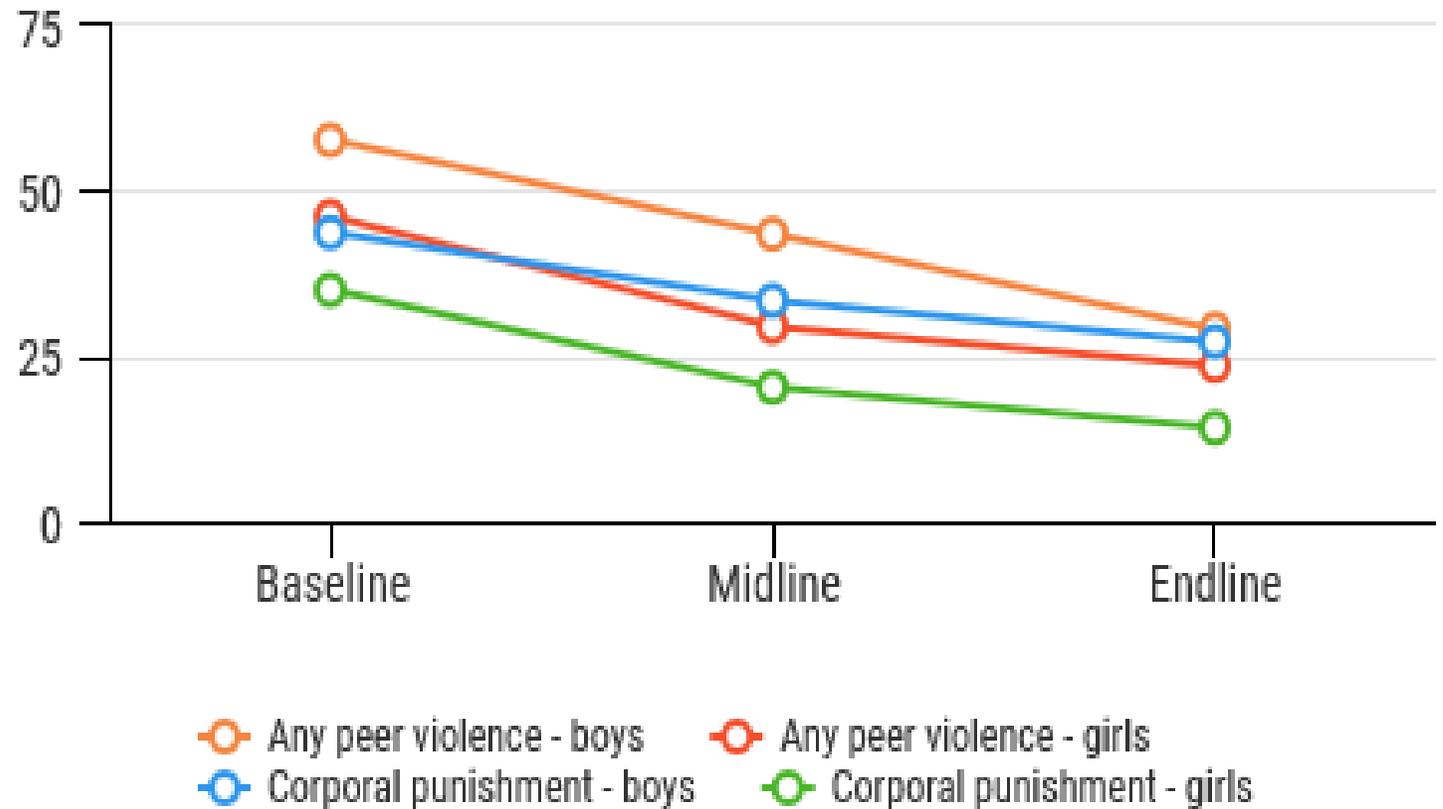
The endline sample size was 361 boys and 373 girls.

Students were interviewed with a questionnaire designed for the study.

شما چگونه احساس میکنید		شماره
حالا ما در مورد اینکه شما چگونه احساس میکنید سوالات را میپرسیم. من سه عبارات را برای تان میخوانم شما بگویید که کدام آن حالت تانرا در دو هفته گذشته خوبتر بیان میکند.		
3	2	1
من خفه نبودم.	من یک بار در یک زمان خفه بودم.	من اکثر اوقات خفه بودم.
201a	201b	201c
همه چیز درست و به میل شما بود	مطمئن نیستید چیزی به میل شما بوده باشد	هیچ چیز به میل شما نبود
همه چیز را اشتباه مکردید	بعضی چیزها را اشتباه میکردید	خیلی چیزها را به خوبی پیش میبردید
201d	201e	201f
در بسیاری موارد خوش بودید	در بعضی موارد خوش بودید	اصلاً هیچ چیز برای تان خوش آیند نبود
برای فامیل تان مهم هستید	مطمئن نیستید که برای فامیل تان مهم باشد	در فامیل مهم نیستید
201g	201h	201i
از خودت نفرت داشتید	از خود راضی نیستید	بلی خودت را دوست دارید
همه افعال بد اشتباه شما بود	اکثر افعال بد اشتباه شما بود	کارهای بد معمولاً اشتباه شما ن بود
201j		
در باره خودکشی هیچ فکر نمیکنید	در باره خودکشی فکر میکنید اما این کار را نمیکنید	بلی خواستید که خودکشی بکنید
201i	201j	
هر روز احساس گریه برای تان دست میداد و یا هیچ نمی داد	چندین بار احساس گریه میکردید	گاه گاهی احساس گریه برای تان دست می داد
201j		
هر دو هفته احساس آزردگی داشتید	بعضی اوقات احساس می کردید	هیچ وقت احساس آزردگی نکردید

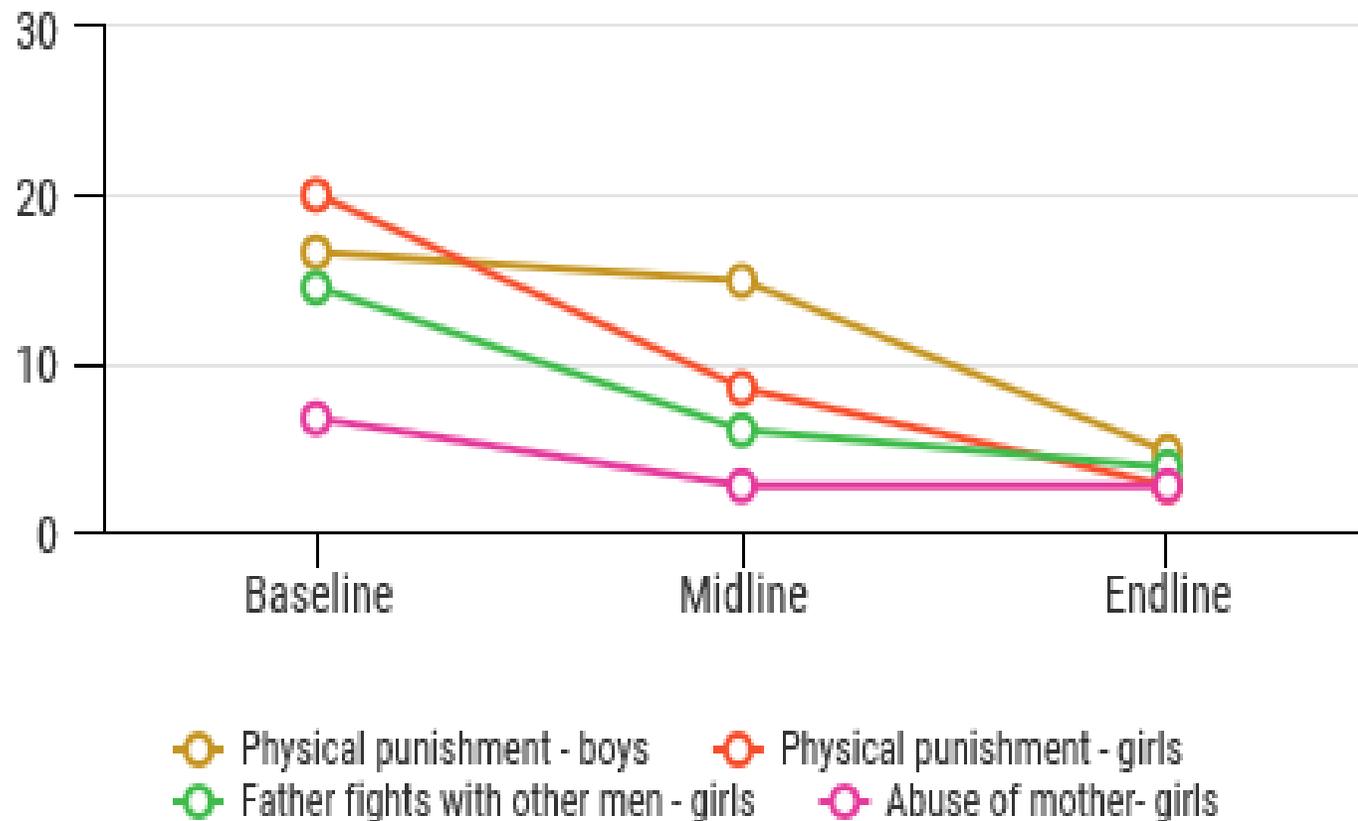
The research found large decreases in children's experiences of violence at school. There was more than 50% reduction in peer violence between students.

There was also a significant reduction in corporal punishment by teachers at school.



All effects are statistically significant

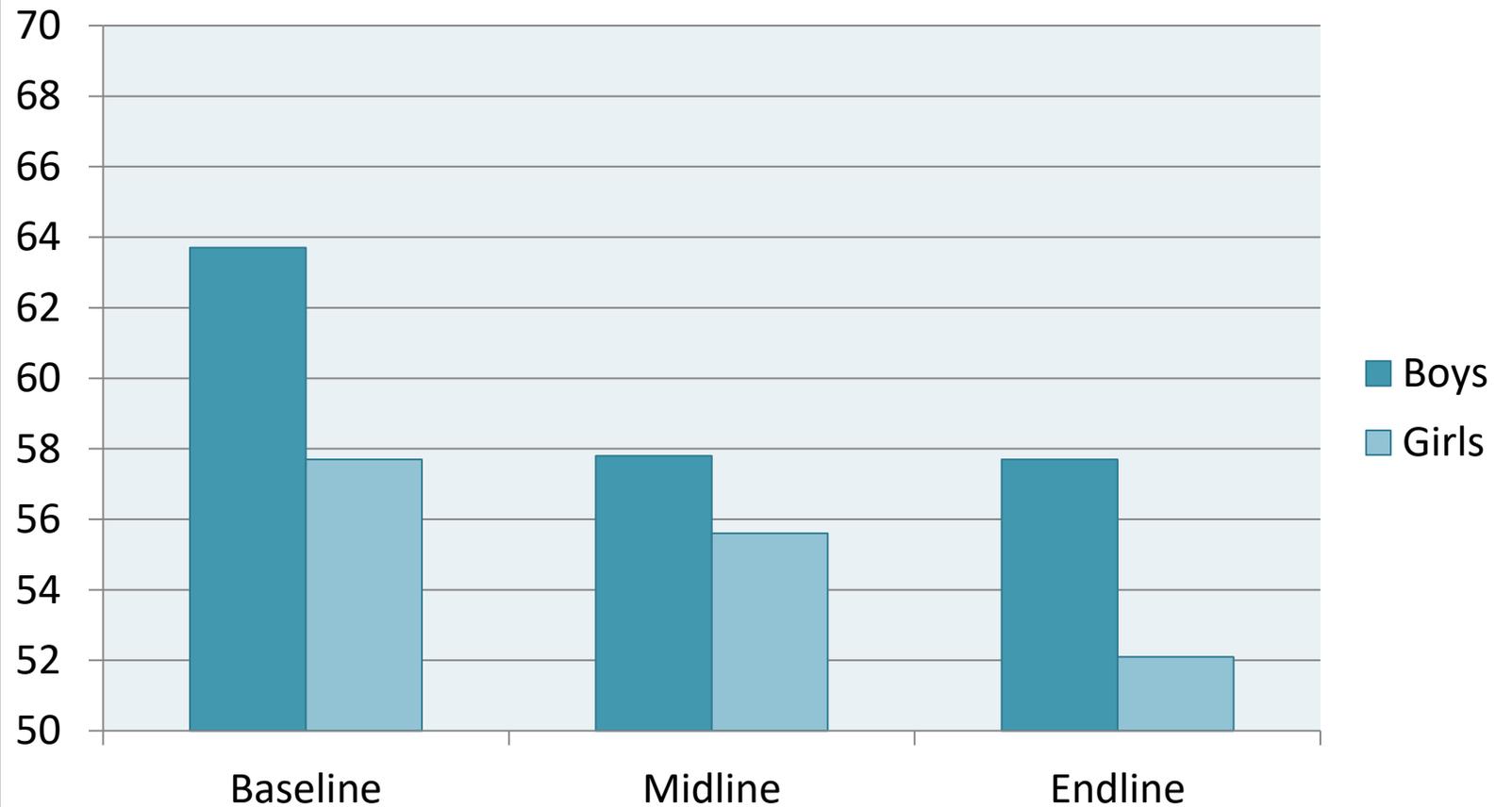
**At the household level, both boys and girls reported a significant reduction in experience of corporal punishment by parents and other household members. Fewer children, particularly girls, reported observing family violence in their households at endline.**



All effects are statistically significant

At baseline we found that children who experienced violence at school were more depressed. At endline, both boys and girls had fewer symptoms of depression.

### Depression scores



All effects are statistically significant

**Students' gender equitable attitudes improved significantly. In particular, more boys and girls disagreed with statements about whether women should obey their husbands, and whether men should be allowed to punish their wives.**

**There was a significant reduction in students' violence-supportive attitudes in relation to the punishment of children. For instance, students agreed less with statements suggesting that it was acceptable for children to be physically punished or beaten by parents, teachers or other students.**

**Girls' school attendance improved significantly and this is partly related to the reduction in peer violence that they experience at school.**



# Our research shows that violence against children is preventable.

School-based peace education and community awareness raising are effective approaches to breaking the cycle of conflict and violence at schools and at home.

Given that children often learn violence at home, school-based interventions may not be sufficient and community-based awareness raising plays a vital role in shifting violent norms and practices at the household level.

Scaling up the intervention to other regions in Afghanistan is an important step towards reducing violence against and between children.