

NVPF EDUCATION EVALUATION REPORT 2019



Dear friends, colleagues and supporters,

It is with great pleasure that I share with you our 2019 Evaluation Report which outlines our contribution to the global effort in creating a more peaceful and nonviolent world. This year, we have reached out to **23,778 students, 1587 teachers/trainers, 7500 volunteers, 49 schools** (without including number of schools in Mexico) across the globe.

This document provides only an overview and presents highlights of the work carried out in seven countries - Denmark, India, Japan, Mexico, Sweden, Switzerland and Uganda. Full and detailed reports can be obtained from each country office.

It is evident from the results that our educational efforts are indeed serving as an important catalyst for making a much needed change in the world. Positive shifts that participants experience in their attitudes and behaviours, and also development of their social, emotional and cognitive (SEL) skills, are important indicators proven to have the greatest impact on minimizing violent behaviour.

Once again, we express our heart-felt gratefulness and pay tribute to passion, dedication and hard work of all of our global staff, and to the dedicated backing of our friends and supporters. Without this support, our work for a better world would not be possible.

Warm regards to all members of NVP family,



Ivana Busljeta

Director of Global Education

The Non-Violence Project Foundation

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Introduction

The main purpose of this report is to present the outcomes and impact of the NVP educational programs, for adults and young people, against its objectives. It provides an overview of the work carried out in seven countries - Denmark, India, Japan, Mexico, Sweden, Switzerland & Uganda.

What we evaluate

Our educational programs are based on the philosophy that participants experience inner change so they can be the change they want to see in the world. Hence, we evaluate the development of social and emotional skills, otherwise known as SEL skills.

SEL enables individuals to deal effectively with the challenges of everyday life. It has been proven that SEL has the greatest impact on attitudes about violent behaviour.

Five competencies of SEL that can be thought in many ways across many settings:

Self-Awareness	Self-Management	Social Awareness	Relationship skills	Responsible decision making
Identifying emotions	Impulse control	Perspective taking	Communication	Identifying problems
Accurate self-perception	Self-discipline	Empathy	Social engagement	Analysing situations
Recognizing strengths	Self-motivation	Appreciating diversity	Relationship building	Solving problems
Self-confidence	Goal-setting	Respect for others	Teamwork	Reflecting
Self-efficacy				

Methodology

We rely on Kirkpatrick's method of training evaluation. This method consists of four levels:

✓ **Level 1 - Reaction to the training course**

This level evaluates the quality of the training, effectiveness of the trainer, and training material.

✓ **Level 2 - Learning**

Change in knowledge, attitudes, and skills.

✓ **Level 3 - Behavioural Change**

Change in behaviour and/or application of skills and knowledge in real life.

✓ **Level 4 - Results**

DENMARK



Key highlights:

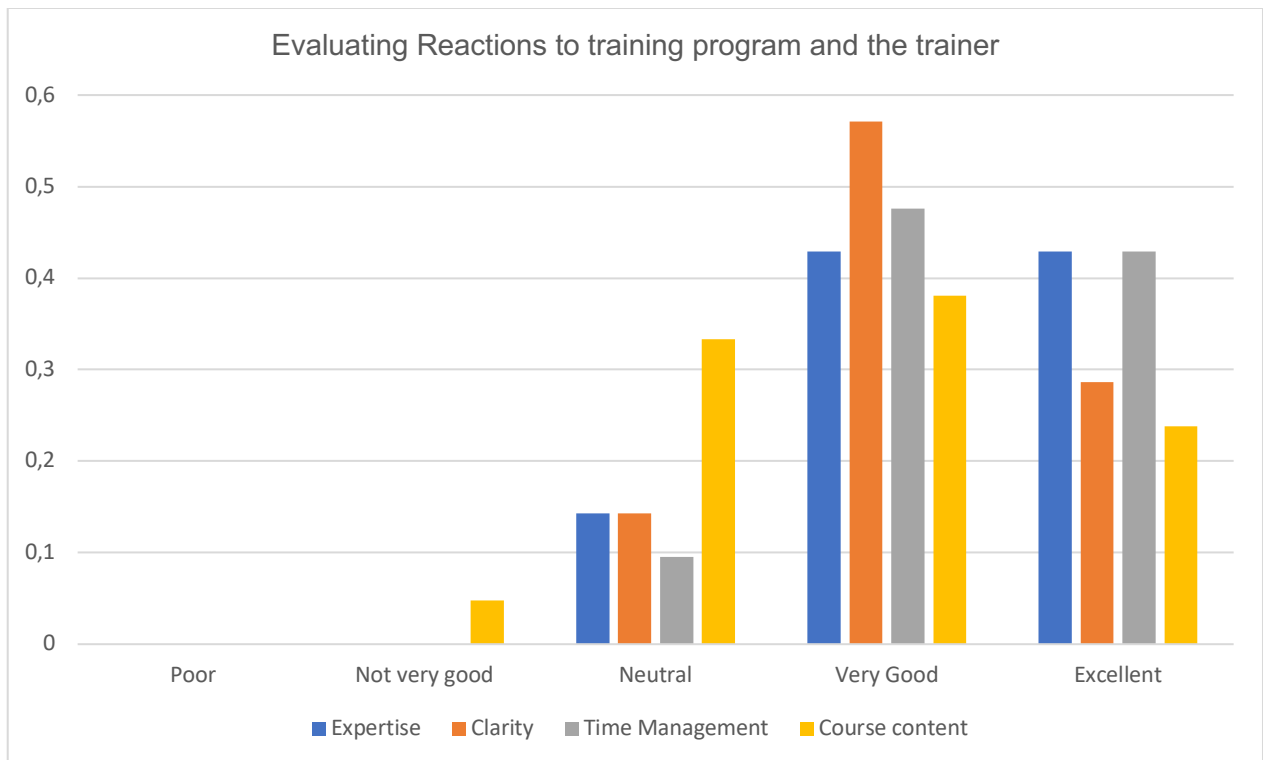
- ✓ **3 schools**
- ✓ **75 teachers**
- ✓ **655 students**

In addition to the above, 12 youth leaders and 7 sports coaches were trained in conflict management at a camp held by the Danish Football Association. The youth leaders will use their new knowledge and skills in their capacity as sports trainers for children in various social housing areas.

Educating teachers

50 Teachers trained/44 evaluated

After having completed and delivered Schools for Peace, level 1, teachers from Søndervangsskolen in Copenhagen were trained on level 2 of the same program.

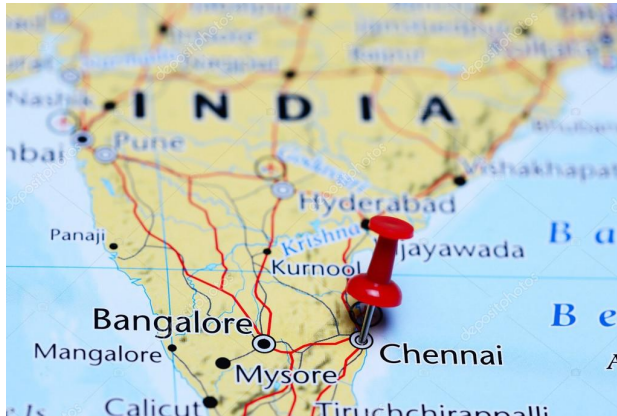




Testimonial

"Your workshop was very interesting and educational and we really got the feeling that the young people benefited from your perspectives. That came to proof later in the day where several of them used what they had learned when they held activities with the children in the football club 'Fremad Valby'. " Trainer, DBU Sjælland

INDIA



Key highlights:

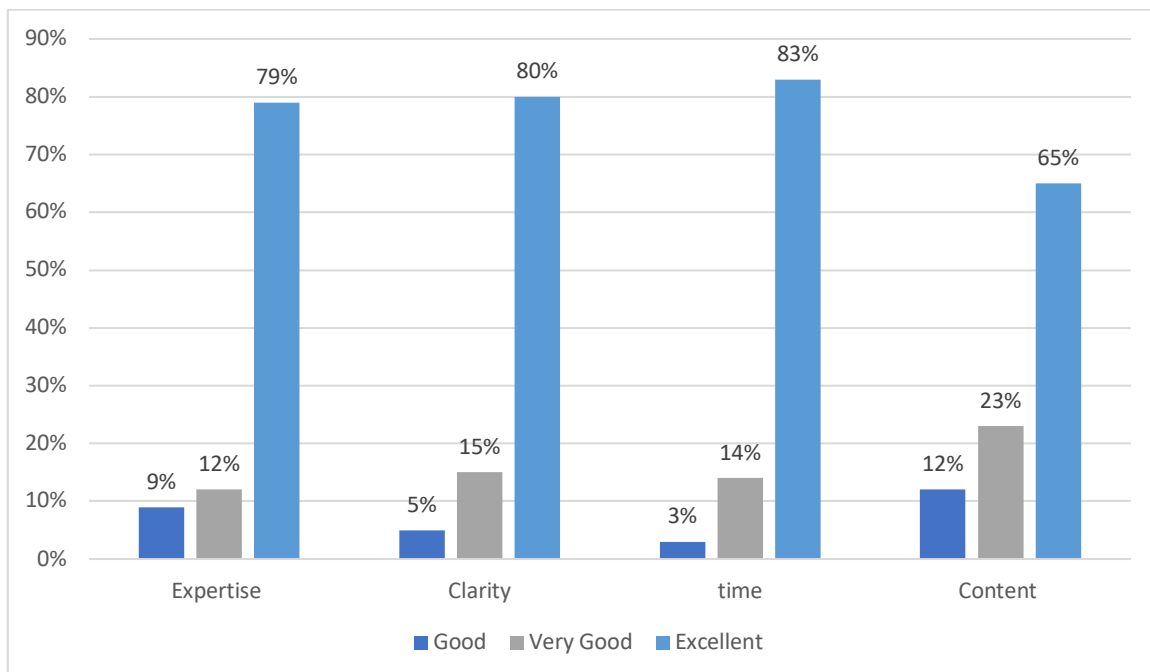
- ✓ **3 schools**
- ✓ **102 teachers** (Lucknow, Hisar, Kerala region)
- ✓ **2150 students**
- ✓ Local government in Kerala together with Kerala Institute of Local Administration (KILA) has committed to having conflict-free region where all teachers in schools will become NVP trainers.
- ✓ KILA to design Peace Plus program containing modules such as Constitution of India, Adolescent mental health and lifestyles, Gender equity, Duties and Rights of Children and so on.

Educating teachers - Hisar

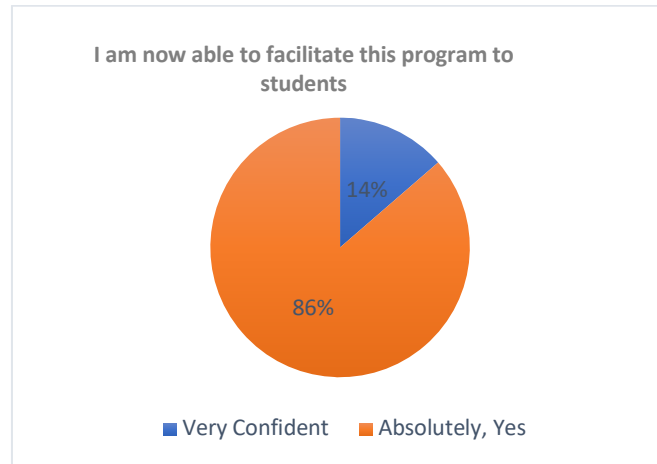
Teachers from two schools in Hisar district of Haryana have embraced our School for Peace Program. Both schools have adopted our education program as part of their curriculum and our trained facilitators have been facilitating Schools for Peace Program to their students.

Evaluating reactions to education program

50 Teachers trained/44 evaluated



100% of participants felt very confident and absolutely able to implement the program with students.



Testimonials



*I believe that our children need to be trained in peace, self-esteem and conflict management from early years. **The training was meticulously planned and executed, leaving no time to waste.** Fully charged, with the motivation and inputs provided by the Master Trainers, these three days have been spent meaningfully.*

More and more volunteers will be attracted to join this task force with missionary zeal and this project will spread all over India soon.”
Shaju George



I am attending a training program of this kind for the first time and I am fully convinced of the power of this life changing training.

I had never in the past stood before a team of enlightened audience and conduct a session. Today, after three days of intense training, I am confident that I can deliver the lessons to the children effectively. The program was wholesome and the Master Trainers successfully endeavoured to drive home the substance and methodology of peace education. I am thankful for the opportunity extended to me and look forward to a fruitful engagement. Soja AB

“There is not only improvement in students these days, but teachers as well. We have become more cooperative, and respectful in our approach”

One of the teachers.

*Most of students understand conflict, and know how to resolve it. We have **observed lesser participation of students in unhealthy arguments**, and instead, they encourage discussions. Students understand the importance of listening, and feelings, because they now listen attentively, and with respect.*

Ms. Neha Singh; Director of the Schools

Educating students

A total of nine hundred and fifty young students were educated in St. Sebastian's Higher Secondary School in the village of Anicadu, Kerala. The Schools for Peace, level 1 program was initiated in the school to educate students on how to resolve conflicts, build their self-esteem and make positive decisions in their lives.

This being the first school introducing this program has attracted the attention of other schools in the state that have showed interest in taking the same program in the next school year.

Increasing SEL (Social & Emotional skills)

95%	Understand different ways they can respond to conflict
78%	Can connect feelings to their needs
95%	Feel that there are things they can do to make this world a better place
85%	Know how to respond more positively to conflicts



JAPAN



Key highlights:

- ✓ **1 after-school class** at Tsukuba Sports Academy
- ✓ **32 Teachers**
- ✓ **9 students**

NVP Japan has educated young people for the first time in 2019. So far, the main focus has been on building sufficient pool of Master Trainers and Trainers. In 2020 the focus will be on approaching more students and teenagers at informal schools, community and sport clubs.

Educating teachers

Increasing SEL (Social & Emotional skills)

91%	Consider NVP trainer as having high expertise
75%	Being clear and considering course content of high quality
87%	Felt that after the training they are able to communicate theory on different subjects
87%	Felt ready to facilitate this program to others.



Testimonials:

- ✓ I felt that trainers have good expertise and support students when they are stuck in communication/discussion.
- ✓ Hope this program is spread to the world because it is fabulous!
- ✓ There was much awareness through practice.
- ✓ It was a good opportunity to review my own attitude and way of thinking.

Educating students

This program was conducted for young people aged 10-13 y.o. who belong to Tsukuba Sports Academy. Most importantly, according to the evaluation forms and their feedback, they have increased their levels of social and emotional skills, as well as feeling like they can be drivers of positive change in the world.

Increasing SEL (Social & Emotional skills)

80%	Know what the word conflict means
80%	Understand different ways that I can respond to conflict
60%	I can name positive things about myself.
53%	I can connect what I feel to what I need.
46%	I know the qualities of a good listener.
60%	I feel that there are things I can do to make the world a better place.
66%	As a result of this program, I have a better idea on how to respond more positively during conflicts.



Testimonials

I understood that cussing and gossiping escalate fighting.

I learned that it is good that when I try to find a solution I think of the opponent.

I now know that conflict is not bad all of the time.

MEXICO



Key highlights:

- ✓ 15 Master Trainers
- ✓ 300 trainers/coaches
- ✓ 7500 volunteers
- ✓ 15,500 students

NVP Mexico has had a challenging year due to changes in government legislation, as well as constant threat from drug cartels.

Never the less, they reached out to an amazing 23,315 people this year with our educational programs.

Key highlights:

- ✓ A new Head Master Trainer has been appointed. Ms Perla Guzman will continue to be educated from the Museum of Memory and Tolerance, as well as from UNAM University and ITESM.
- ✓ Campaign about gender equality has been launched with the presence of Katherine Switzer who was the first woman to run a marathon. Campaign resulted in two nominations for the Cannes awards.
- ✓ Campaign 'Where is Marcela?' received two first prizes in the Latona American advertising circle and the US.



SWEDEN



Key highlights:

- ✓ **6 schools**
- ✓ **2273 students**
- ✓ **313 teachers**

Increasing SEL (Social & Emotional skills)

Raoul Wallenberg school

69.2%	Understand different ways that I can respond to conflict
67.6%	I know that there are things I can do to build my self-esteem.
70.8%	I am more aware of my feelings being connected to what I need.
85.2%	I feel that I can become better listener.
82.4%	I am more open to respect other people's opinions.
31.6%	I feel that there are things I can do to make the world a better place.
69.6%	As a result of this program, I have a better idea on how to respond more positively during conflicts.



Testimonials

"It has been very rewarding for us at school to work on fundamental issues and conflict management . With the help of tutoring and completed exercises , we have been given several tools to work with students' self-esteem and commitment even for the future."

" School Counsler Louise Lönn, Länna English School.

SWITZERLAND



Key highlights:

- ✓ **1 University**
- ✓ **424 students (338 evaluated)**
- ✓ **3 Trainers**

Head Office in Geneva has just started its education initiative by implementing 'Standing Together' – sexual harassment workshop suited for young adults/adults. Partnership with Ecole de Hoteliere (EHL) University in Lausanne has already been extended to 2020.

Overwhelming majority of students have found the workshop to be extremely interesting, captivating and greatly beneficial to all. Sexual harassment is a sensitive topic, especially when it comes to different cultural backgrounds, beliefs and roles we play. Yet, all of the students found imperative that topics like these are discussed and joint solutions found.

Testimonials

"It really gives me power and confidence to have something like this in the future."

"Empowering examples of how people can stand up for themselves."

"It was very clear and detailed and exposed all the solutions that we can think about to solve sexual harassment."

"Anecdotes really helped bringing the focus to the seriousness of this matter."

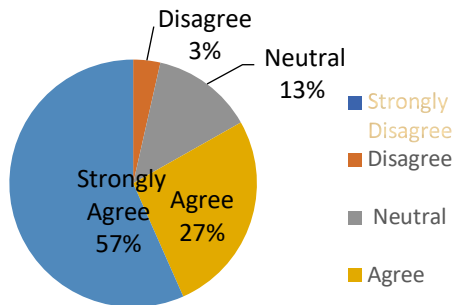
"Gives us courage to stand up when we experience the sexual harassment."



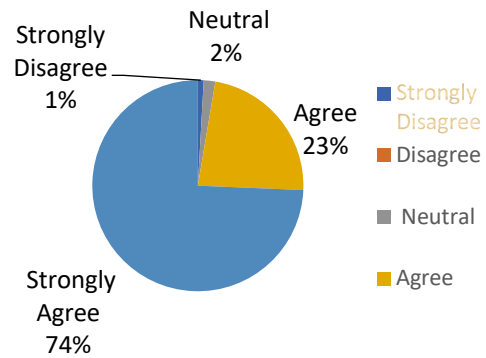
Educating students

This is a sample evaluation results from one of the sessions on 13th of September, 2019.

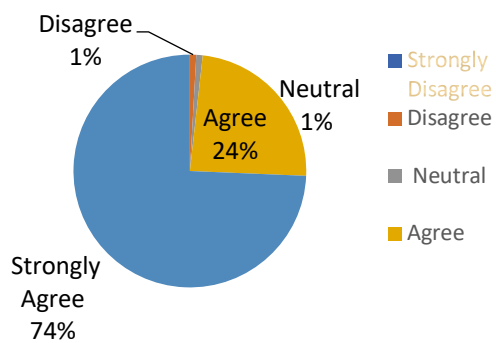
I have increased my understanding of what sexual harassment is.



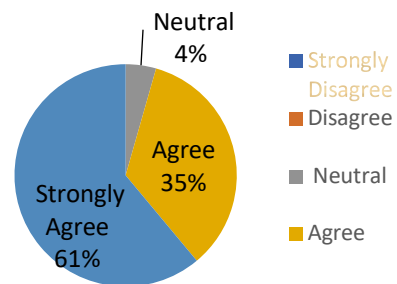
I know the difference between flirting and sexual harassment.



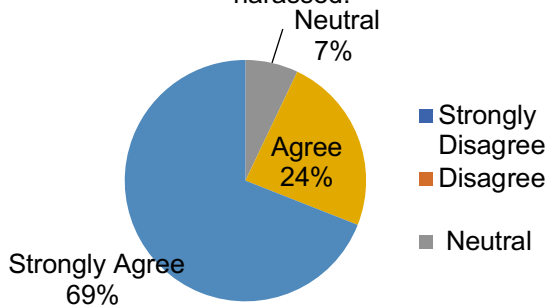
I can recognize different types of sexual harassment.



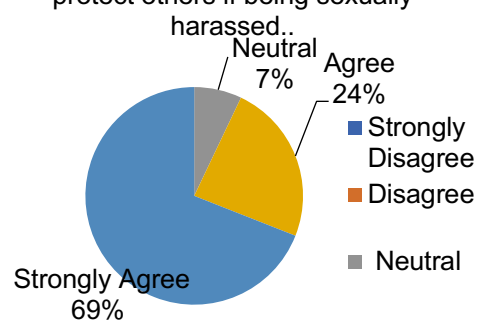
I can work on building healthy boundaries.



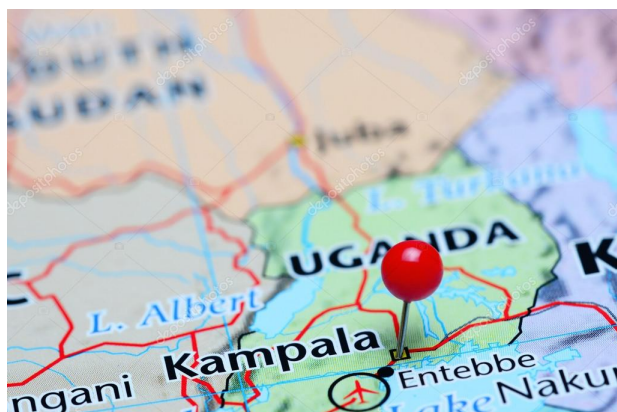
I can ask for support if I am sexually harassed.



I can think of few things to do to protect others if being sexually harassed..



UGANDA



SCHOOLS

35 new partner schools

TEACHERS

323 teachers educated

STUDENTS

3191 completed Schools for Peace program, all 3 levels

4940 sensitized on drug abuse and alcohol

400 leaders at Schools for Peace summit

2788 took part in safety and violence survey

131 in Business summit

112 equipped with vocational skills

YOUNG PEOPLE

131 in Business Summit

COMMUNITY LEADERS

446 engaged in collaboration

Key highlights:

- ✓ Expanding school for Peace program **from 63 schools to more 35 new partner schools** bringing the current number of partner schools to 98 in Busoga sub region, Eastern Uganda.
- ✓ Raising awareness on issues of **gender equality, Children's rights and violence** through community dialogues and radio talk shows.
- ✓ Held two successful events; the **Youth in Business summit** which brought together 131 youth to be inspired on leveraging entrepreneurship as an alternative to violence.
- ✓ The Schools for Peace summit brought together **400 students leaders** and our Peace Club patrons to learn more about leadership and how to foster a sustainable movement and culture of nonviolence in their schools.
- ✓ **Recognized by Obama Foundation, UNESCO, Mahatma Gandhi Institute of Education** for Peace and Sustainable Development among other regional recognitions where our team members have been invited to present and share about NVP model

Summary results of Safety & Violence survey (February/March 2019)

2788 students - 59% (Girls), 41% (Boys)

Global and national lack of real insight and data into incidents of violence inspires us to conduct Safety and Violence Survey of students every year. The survey focuses on physical, sexual and emotional violence; it further investigates who the perpetrators are, whether they are students, teachers or other school staff and where/how cases of violence are reported and handled.

Physical violence

72% of the students have experienced physical violence. 50% of these cases were perpetrated by other students, 39% by teachers and 11% by other staff.

Sexual violence

40% of students have experienced sexual violence. 64% of these cases were perpetrated by other students, 26% by teachers and 10% by other staff.

72% physical violence

40% sexual violence

Emotional violence

61% of the students have experienced emotional violence. 71% of cases of emotional violence were perpetrated by other students, 25% by teachers while 4% by other staff.

School protection

15% said the school does not protect, and 23% said their school only protects students sometimes.

61% emotional violence

Educating teachers

323 teachers were trained to deliver Schools for Peace program, understand issues of gender equality, children's rights and positive discipline.

Teachers are equipped with knowledge and skills to become build healthy mentorship relationship with their students instead of using violence/corporal punishment to instill discipline or enhance student academic performance as it is a common culture in Uganda and Africa.



Testimonials

'This training offers alternatives to corporal punishment; it offers highly engaging modules for imparting discipline to students.. It emphasises the role the teacher plays n grooming students into good citizens.'

'Training inspired a mindset change in regard to peace building and conflict management. Emphasized the need for teachers to take action as role models for their learners.'

Educating students

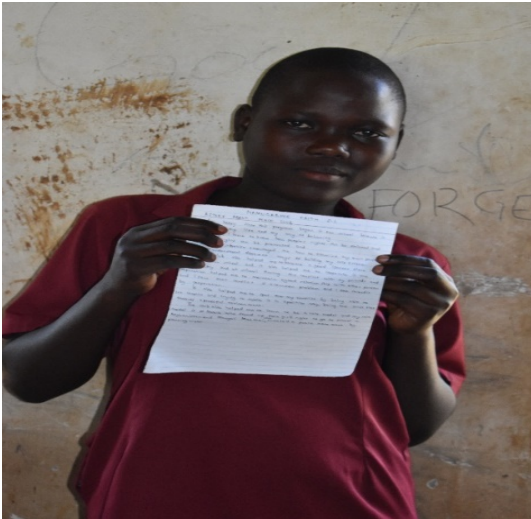
3191 Students have completed all 3-Levels of the Schools for Peace curriculum. Students have been equipped with knowledge and skills to resolve conflicts without violence, build healthy self-esteem, become better listeners and take positive action to combat violence in their schools and wider community through the student-led Peace clubs.

SELF-AWARENESS	SELF-MANAGEMENT	SOCIAL AWARENESS	RELATIONSHIP SKILLS	RESPONSIBLE DECISION MAKING
78.70% <i>more aware of different ways can respond to conflict.</i>	89% <i>feel that can become better listener.</i>	84.9% <i>more able to respect other people's opinions.</i>	86% <i>feel that there are things I can do to make the world a better place.</i>	84% <i>as a results of this program, have better idea how to respond more positively during conflicts or arguments.</i>
88.20% <i>know that there are things they can do to build self-esteem.</i>	81.2% <i>feel they can do things to increase my self-esteem</i>	84.2% <i>aware that giving positive feedback can increase self-esteem of others.</i>	83.9% <i>know how to speak like a giraffe (nonviolent communication)</i>	81% <i>can think creatively to find a win-win solution to conflicts</i>
83.20% <i>more aware how feelings are connected to needs.</i>	80.8% <i>can turn negative thoughts (internal bully) to positive ones (internal friend).</i>	83% <i>more aware of how conflicts escalate from disagreements to violence</i>	80.7% <i>feel that can learn how to be an assertive person - the one who stands up for own, and other people's rights</i>	79.4% <i>can think of creative ways to stop violence in school.</i>
82.70% <i>can identify attitude (thoughts, feelings) and behaviour in conflict situations</i>	80.6% <i>feel that they can accept their whole-self (both, strengths and weaknesses)</i>	80% <i>more aware of how the thoughts we have about ourselves (inner voice) can influence feelings and behaviour.</i>		83.6% <i>feel that there are things they can do to make classroom/school more peaceful and nonviolent.</i>
80% <i>more aware of how the thoughts (inner voice) can influence feelings</i>				

Testimonials



*Expanding your views is a lesson which helped me to change because I learnt that the way people understand things differs basing on the side they are standing.
Amis Shafic*



*I'm happy since this program began in our school because it has changed my life and my way of behaving. I came to know how people's rights can be violated and how one's rights can be protected. The club has also encouraged me to examine my personality and now I understood how to better build my self-esteem.
Namugabwe Faith*



I'm now able to control violence. I can also solve problems with my parents, friends and teachers. I'm also able to make good choices on my own and this has helped me to obey school rules and regulations. I was also able to make friends and to believe in myself, join helpful activities to be a successful student. Kakube Paul, S.2

Installing Peace boxes & Measuring the incidences of violence in school

Peace Boxes are an innovative tool that enables students to anonymously report incidents of violence in their school. Installation of Peace Boxes has increased openness and reporting of violence cases. 59% of incidents that students reported were by using Peace Boxes, while 41% of incidents were reported to school administration.

Incidents of violence in the 35 partner schools, after the full educational program has been implemented were reduced by 36%.



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