



Human Rights Friendly Schools

NEWSLETTER January-February 2015



Dear Friends,

Welcome to the January - February 2015 edition of Human Rights Friendly Schools News!

Amnesty International's Human Rights Friendly Schools project aims to empower young people and promote the active participation of all members of the school community to integrate human rights values and principles into all areas of school life. Amnesty International works in partnership with secondary schools around the world, supporting their journey to becoming Human Rights Friendly. This newsletter aims to share information, ideas and experiences across the International Human Rights Friendly Schools Network.

For more information, please visit our website: <http://www.amnesty.org/en/human-rights-education/projects-initiatives/rfsp> or contact us at HumanRightsFriendlySchools@amnesty.org

FOCUS: Bullying

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More newsletters available online in English, French and Spanish

2013

- <http://www.amnesty.org/en/library/info/POL32/010/2013/en>
- <http://www.amnesty.org/en/library/info/POL32/006/2013/en>
- <http://www.amnesty.org/en/library/info/POL32/004/2013/en>
- <http://www.amnesty.org/en/library/info/POL32/003/2013/en>
- <http://www.amnesty.org/en/library/info/POL32/002/2013/en>

2012

- <http://www.amnesty.org/en/library/info/POL32/015/2012/en>
- <http://www.amnesty.org/en/library/info/POL32/014/2012/en>
- <http://www.amnesty.org/en/library/info/POL32/013/2012/en>
- <http://www.amnesty.org/en/library/info/POL32/012/2012/en>
- <http://www.amnesty.org/en/library/info/POL32/011/2012/en>



NEWS OF THE MONTH

➤ ‘Stop Bullying! A human rights based approach to tackling discrimination in schools’ - Let’s kick it off!

Children spend more time in the care of adults in schools than they do anywhere else outside of their homes but, unfortunately, these places witness sometimes unreported or tolerated forms of violence. Among these, the most common in Europe is bullying, a behavior defined by Olweus as it follows: *“A student is being bullied when he is exposed, repeatedly and over time, to negative acts on the part of one or more students”*.

Recent research in Italy, Ireland, Poland and Portugal shows how bullying is a widespread phenomenon and, though bullying does not only happen in schools, 55% of cases take place on school premises, being carried out by fellow students. Forms of indirect bullying (verbal and relational) appear much more widespread than forms of physical bullying and often victims are children who differ in some way from the others (by origin, religion or physical appearance and other characteristics unique to a person’s identity). All this evidences a strong link between bullying and discrimination in school.

Within this framework, Amnesty International Italy, Ireland, Poland and Portugal, with the support of the International Secretariat, have

“It is really good to know that we are going in the right direction, and it is really good to know that we are going there with a fantastic project team!” Anna, AI Poland

adopted the framework of the Human Rights Friendly Schools project and its holistic approach to tackle bullying and discrimination in schools.

The project ‘Stop Bullying! A human rights based approach to tackling discrimination in schools’ is co-funded by the DAPHNE III programme of the European Commission and officially started in October 2014 with a project launch meeting in December 2014, in Rome. The project seeks to engage 17 school communities in 4 partner countries and empower them to take action against bullying in Europe and to use human rights to create solutions. The initiative will run until the end of September 2016 and, by then, there will be a pool of 730 multipliers (225 teachers, 170 school staff, 340 young people) who will have the capacity to engage their school communities to make equality, non-discrimination, inclusion, respect and dignity central to their school lives.



Inception meeting, STOP Bullying! project, Rome, December 2014
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“Stop Bullying!
A human rights based approach to tackling discrimination in schools”
JUST/2013/DAP/AG/5578
Co-funded by the DAPHNE III programme of the European Union

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➤ Learning and Impact Workshop – Bengaluru, India, November 2014

4 days, 33 participants including 11 teachers, representing 3 continents and the warm hospitality of Amnesty International India. This is a brief summary of the workshop that was conducted after 5 years of implementation of the Human Rights Friendly Schools project. The workshop was attended by representatives of 11 sections, with participants of the Regional office in Dakar and the International Secretariat. Assessing and analysing the impact of the project lay at the heart of the agenda as well as exchanging intensively best practices across the international movement. The workshop outcomes will feed into the process of the global evaluation of the Human Rights Friendly Schools project, as well as the new strategy for Human Rights Friendly Schools later this year.



Participants at the workshop, Bengaluru, India, November 2015 ©Amnesty International

For more information, see workshop documents here:

<https://intranet.amnesty.org/wiki/display/HRE/2014+-+Learning+and+Impact+Workshop>

➤ Welcome Amnesty International Mali

Mali joined the Human Rights Friendly Schools project in November 2014! Welcome to the project! Mali is the ninth African section to be partner in the project. In the next edition of the Newsletter there will be a full story on the initial steps and trainings in Bamako, Sikasso and Mpoti.

➤ Share your story in our collection of activities to be published soon

The Human Rights Education Team at the International Secretariat has developed a collection of best practices from a great number of sections that are implementing the project. Let us know by **31 March 2015** if you like to share your stories.

➤ List of partner countries

Whether you would like to get direct information from other partners, or you are planning to twin with another section to enhance the impact of your activities, it might be good to know in which countries are there Human Rights Friendly Schools. Use the information below and let us know if there are any international cooperation across the movement.

Partner country	Name of contact person
BERMUDA	Shabnam Kolia
BENIN	Olivier Kiti
BURKINA FASO	Moussa Ouedraogo
CZECH REPUBLIC	Petra Hodysová
GHANA	Isaac Kwame Nyanteh
HUNGARY	Júda Péntes
INDIA	Krittika Vishwanath
IRELAND	Bríd McGrath
ITALY	Gary Simbula
IVORY COAST	Benoit Yao Comoe

KENYA	Charles Baraza Nyukuri
MALI	Hamane Touré
MOLDOVA	Violeta Terguță
MONGOLIA	Ganchimeg Sodnomdoo
MOROCCO	Touria Bouabid
PERU	Arnaldo Serna
POLAND	Anna Kulikowska
PORTUGAL	Luisa Marques
SENEGAL	Aminata Dieye
SIERRA LEONE	Emmanuel Sattie
SOUTH AFRICA	Glenda Muzenda
SOUTH KOREA	Seoyeon Park

INTERVIEW OF THE MONTH WITH....

Andreia Nunes, Administrative STOP Bullying! Project Manager, Amnesty International Portugal

Briefly could you introduce yourself and tell me about your involvement with AI Portugal and Human Rights Education?

I started to work for Amnesty Portugal as a volunteer in 2011, I had studied political science in Lisbon. Human rights education at our section were just starting to gain shape, we had really enthusiastic volunteers and an activists coordinator making efforts in this field. Then in 2013 we launched our Human Rights Friendly Schools project with 5 schools.

How did it all start? How did the schools come on board?

We made an open call through various channels, like the Ministry of Education, an educational paper, through blogs and we also sent 120 letters to targeted schools. Interested schools contacted us, we asked them to fill a questionnaire and also outlined to them the opportunities and

responsibilities of being a participant school at the project. After 2 meetings 10 schools wanted to be part of it. After considering the possibility of cooperation and our resources we decided to work with 5 schools. For us it was important that those who start to partner with are from different areas of Portugal. Also we considered it important that the school has some experience in human rights education.

How did the Ministry react?

We didn't have regular direct contact with them but one day we discovered that our call for interested schools was there on their website. We also presented the project in detail, and we are planning to work on that more later this year.

What were the most important human rights issues that you came across as the project started?

Students and teachers were telling stories about bullying, dating violence and domestic violence, and we also experienced strong gender stereotypes. And it was interesting that when we had these initial meetings with teachers and school

management on planning and designing our theory of change, we found ourselves in a middle of a situation where a proposal to buy improved facilities at school to make sure that all students could prepare their packed lunch was turned down by the school director without any explanation. Teachers were outraged. We took the rest of the time planned for this activity to discuss the issue in detail. This was very important for us as we managed to build trust, and also because improving the relations between different members of the school community is a key element of the Human Rights Friendly Schools project. Also, our trainings on the Amnesty global campaign 'My body My rights' was very well received by students and teachers alike. In fact, it was a complete success despite of our worries that the subject of sexual and reproductive rights might be provocative for some members of staff.

Tell us about Amnesty Portugal's involvement in the STOP bullying project!

Bullying and violence was an issue for students in all the schools we are working with. The other thing that is important for our section is fundraising for our human rights activities. As we found out that in cooperation with the International Secretariat and other sections there was a join EC-application led by AI Italy for the



Andreia together with Nelson Lima, STOP Bullying Project Coordinator
Lisbon, Portugal, 2015 ©Amnesty International

support of a STOP Bullying! project, we presented our plans to the board of AI Portugal and started to work on it. And that is when I became Administrative Manager of the Project. There are also AI Poland and AI Ireland involved in the project, so it is a truly international project that also brought funding for our efforts. We hit two birds with one stone!

What are your initial experiences in project implementation?

We have asked our school partners to fill in a questionnaire reflecting on their present experience on bullying issues at their school. We also set up the framework for the international cooperation in an inception meeting in Rome in December, 2014, and there has been extensive sharing of resources within the partnership since. We plan to have 10 teacher trainings per school during project implementation and we will also be training students to become multipliers who can act as peer educators at their schools. The latter involves both producing materials on bullying and discrimination and training in teaching methodology; in my view it is vital to have able peer educators for the success of the project. I also believe that Amnesty is an activist organisation. This means that the presence of our activists was an important consideration for us in the selection of participating schools.

What are your other plans for this year?

We have minor problems with fitting in with the annual plan of the schools as it is set in September, but we are ready to adapt to local circumstances. In the scope of Amnesty's 'STOP Torture' campaign we are organising a guided visit to Fort of Peniche. This site had been the scene of detention and torture of people seen as threat to the Salazar dictatorship. There is also an expansion of the Human Rights Friendly Schools project as we are planning to start to work on school governance, as well, which is, in my experience, always critical issue.

What is the impact of your activities on schools?

Well, education is a long-term investment and it is not always easy to trace the change we want to see. My personal experience as a trainer is that by responding to the very issue identified as problematic by students and by organising trainings and activities around the subject of bullying we have managed to build trust. This is crucial when you deal with young people, particularly if you are working with such sensitive issues. This reflection on the needs of our partner has two other aspects, too. Firstly, it mirrors the whole attitude of our educational efforts, where we look how we can adapt human rights issues to the needs of our partners rather than arriving with set packages. Secondly, by doing so we have been experiencing a higher level of motivation. But I can also tell one concrete example of our efforts having an impact on attitude. Last April we received a letter from two of our students from a partner school. They informed us about their voluntary activities with students who had been thrown out of classes because of bad behaviour. Our peer educators told us that they were in fact complicated students who had received lack of attention by their family and had had many problems at home which had hindered their school performance. So the two girls created a safe space and dedicated time for supporting the troubled students whose number later increased. Every Wednesday afternoon for one hour we get together to talk about themselves, and discuss issues such as bullying, discrimination, racism... This story is all about what lies at the heart of our activities, that is inclusion.

For more information, contact Andreia Nunes, Administrative STOP Bullying! Project Manager at AI Portugal: a.nunes@amnistia-internacional.pt or Nelson Lima, STOP Bullying! Project Coordinator at AI Portugal: n.lima@amnistia-internacional.pt



Group work, training of activists, STOP Bullying! project, Lisbon, Portugal, January 2015 ©Amnesty International



“Stop Bullying!
A human rights based approach to tackling discrimination in schools” JUST/2013/DAP/AG/5578
Co-funded by the DAPHNE III programme of the European Union

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STORY OF THE MONTH

Amnesty International India's new project: 'Bully No More'

The Human Rights Education programme at Amnesty International India kick started their Human Rights Month celebrations by reaching out to 130 schools through November and December 2014. The objective of the human rights month was to build opinion on the importance, relevance and necessity of Human Rights Education in schools. To take this objective forward, the HRE team at AI India initiated its first campaign on the issue of bullying.



BullyNoMore body mapping activity Kerala, India, December 2014 ©Amnesty International

The #BullyNoMore campaign focused on creating awareness on the issue of bullying and ensuring sustainable policies and practises in school to address this issue. Children and schools were invited and encouraged to participate in two ways.

1. Children between the age group of 10-16 years from these schools were encouraged to participate in a national competition and provide their solutions to bullying. This was done through an Interactive Voice Response System (IVRS) and letters from schools in remote areas were encouraged. A special microsite (www.bullynomore.in) was created for children to share their video and audio snippets to provide their solutions. 250 entries have been received from children all over the country with 13 states participating in the same.

2. An educational activity kit was also developed and sent out to schools to create awareness on the issue of bullying. The #BullyNoMore kit is comprised of activities for children that can be done together with their parents. The activities aim at introducing the issue of bullying, its implication on an individual followed by introspection. The kit is comprised of:

- **A pack of #BullyNoMore playing cards-** *To help children build up a human rights friendly vocabulary. These cards also help in identifying roles played by people in situations that involve bullying.*
- **Body mapping activity-** *To understand the implications of bullying and understand the importance of encouragement along with respecting diversity. This activity also helps in understanding what it means to be 'bullied' and how it feels to be 'appreciated'.*
- **Who AM I activity-** *This activity aims to initiate introspection on the issue of bullying.*

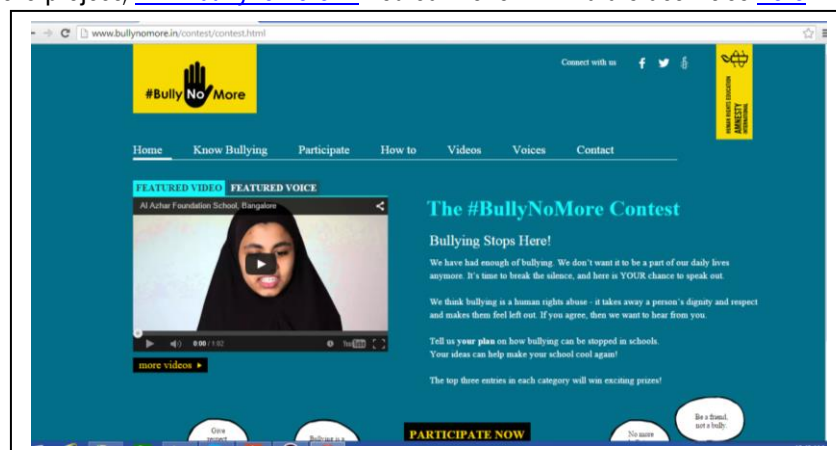


Students and AI India with Ms. Smriti Zubin Irani, Minister of the Government of India, Office of Ministry for Human Resource Development, New Delhi, India December 2014 ©Amnesty International

As part of the campaign Amnesty International India organized a meeting with the Indian Human Resource Development Minister (who is in charge of education), Ms. Smriti Zubin Irani. Students were selected from different participating schools to attend the meeting, where they could share their experiences with the Education Minister. Children were thrilled to meet her and shared their experiences and solutions on the issue of bullying. Amnesty International India team shared their work and details of the campaign with the Minister. She was very appreciative of the initiative and the ministry has invited Amnesty India for another round of meeting in the first quarter of 2015, to share the outcomes of the campaign.

For more information contact Krittika Vishwanath, Human Rights Education Manager at Amnesty International India, krittika.vishwanath@amnesty.org.in

Also visit the website of the project, www.bullynomore.in You can follow AI India's activities [here](#).



Material of the Month

Module on refugees and migration

Would you like to talk about migration and refugees with students and teachers in the wake of the discussions following the tragic attacks in Paris? Have a look at the workshop (available now in English, originally in Polish – see link below) that, in the scope of S.O.S. Europe campaign, aims at helping young people (13-19 years) learn about the situation of refugees and migrants on the external borders of European Union. It is based on role playing game/simulation that enables participants to understand the experience of human rights abuses on the way to find shelter in Europe, such as push-backs, violence, detention, contact with smugglers and others.

<http://amnesty.org/en/human-rights-education/resource-centre/2014-SEC01-003/en>

If you would like to **share your experiences** of the Human Rights Friendly Schools project or **news from your section** related to the project, please contact the International Secretariat Human Rights Education Team (HumanRightsFriendlySchools@amnesty.org) no later than **31 March 2015**, if you wish your entry to be published in the next edition of the Human Rights Friendly Schools News.

