

Associations of civil society and its role in the fight against violence education: the case of association's parents and guardians of students

Lakhyar Zouhair

Universitair Morocco

Zlakhyar@Yahoo.fr

Introduction

Security¹ is the subject of one of the most important educational topics exciting, given that the lack thereof resulting in severe threats may generate negative effects and multi-vehicle affect the human dignity and fundamental rights. If civil society associations constitute a fundamental building block in the construction community to talk, so that play important roles at the level of framing and educate citizens about various negative aspects rampant within the community in its various forms, the school violence² is one of these circumstances the problems that are no less important in the processing of the party concerned phenomenon from the rest Alachklat community, as these interfere with the various parties, each according to his specialization in the reduction of the negative manifestations of this phenomenon. In this context, form associations of parents of pupils and parents of one of the important civic institutions that can intervene in addressing these various negative phenomena and try to find ways to reduce them the least damage. Accordingly, we envisage through this article search in the role of this actor education and the extent of its ability to contribute to the reduction of the phenomenon of school violence in various trends, based on the statistical analysis we have adopted to highlight the great importance accorded to civil society within the strategic merged to combat school violence.

The educational trends of violence

Although research on the subject of school violence necessarily require a search in the interactive nature of the relationship between the various concerned by this phenomenon, whether in educational institutions or in the ocean education as a whole, as educational institutions interact internally and externally with various stakeholders and actors in the educational process. Thus, the violence takes multiple directions and varying both of pupils to teachers believe pupils to management believe pupils to pupils believe teachers to students believe the teachers to the administration believe professors to

¹ We can say that security education is only part of human security in general, and in this context known as UNDP human security as "liberate man from the threats of severe widespread and protracted and widespread that exposed his life and liberty," From here, any threat of prejudice human life and liberty is a fundamental violation of the security and integrity, and thus the lack of empowerment of human opportunities for education or any behavior may affect this indicator, it is considered a threat to turn the human person to meet his basic needs. Review in this regard: Arab Human Development Report for 2009, Challenges to Human Security in the Arab countries, United Nations Development Programme, p: 25.

² We proceed in our analysis of that violence education "behavior intended to bring about the results of sabotage or hated, or to control through physical force or verbal on others, resulting in harm anyone or destroy property or damage to physical or mental organism or a substitute for an organism or individuals groups." See in this regard: Preventive guide to protect students from violence and abuse, and the Ministry of Education, Hashemite Kingdom of Jordan, 2006/2007, p 7.

professors themselves or from the administration to the students believe management to professors believe administration to administration, but has this interacts with the other party in the direction of bringing violence to a third party.

The treatment of the phenomenon of school violence is not an easy process, so that violence as a social phenomenon interferes where it is myself what is the behavior of what is educational .., so the attempt to fight it or reduce it at least requires the concerted efforts of a group of actors, educators, including civic associations as volunteerism and the role played by the awareness in this regard.

We did not find in this context only stand the lesson and analysis when the size of the presence of civil society and non-governmental organizations in the strategic requirements and procedures prepared by the Ministry of National Education to reduce the phenomenon of violence in rural education.

Reading in the role of civil society organizations through strategic integrated prevention and conch school violence

Envisage through this paragraph to highlight the field research in 2004 performed by the Ministry of National Education, which emerged from the strategic³ integrated prevention and combating violence in rural school in 2007, which included the six themes of this strategy and of: 1 Strengthening Institutions 0.2 strengthen the efficiency of actors 0.3 Track children victims of violence 0.4 build a culture of respect for the rights of the child 0.5 prevention school 0.6 strengthen the information system and tracking.

And read the quick actions associated with this strategy and the extent of their interest in theory the role of non-governmental organizations in general and the associations of parents and guardians of students in particular, we find that the latter containing about 72 action, we can say that the presence of tissue associative which is linked to nearly 57 action, directly or indirectly, an increase of approximately 80 percent of all procedures related to the prevention and combating violence in rural school.

The distribution ratios can be appropriated by the role that the ministry of the associative fabric within its strategy by axes, as follows:

Axis 1: Strengthening institutions	direct role 3/13 or 23 percent
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Axis 2: Strengthening the efficiency of actors	100 percent all axis that is linked to the entire Non-governmental organizations
Axis 3: Tracking children who are victims of violence	direct role 3/12 or 25 percent
	Indirect role 8/12 or 67 per cent
Axis 4: Building a culture of respect for children's rights	direct role 4/7 or 75 percent
	Indirect role 2/7 or 28 per cent
Axis 5: Prevention A school: this axis contains the two approaches two	The first orientation: the protection of children schooled from violence: direct role 3/12 or 23 percent
	The second trend: the protection of children from urban likeness of violence direct role 11/12 or 92 per cent
	The first trend: the protection of schoolchildren

³ See in this regard the integrated strategy to prevent and combat violence in rural school to the Ministry of National Education in 2007

	from violence: the indirect role 3/12 or 23 per cent
	The second trend: the protection of children from urban likeness of violence: direct role 0
Axis 6: Strengthening information and tracking system	Nothing
Global Contribution ratio	80 per cent

Based on the first axis of the strategy, we find that the incorporation of associations of parents and guardians and union committees form attaches great importance to the ministry, and that this axis was based on the mechanisms of coordination with non-governmental organizations and framing partnership with them, and so aware of the ministry's commandment there is a strong relationship between the perimeter of the organization both internally and externally and violence them, has "concluded a series of studies to the existence of a strong correlation between climate and the institution of school violence or what is termed Bmfol institution."⁴

The second axis was based on working with non-governmental organizations and local associations. The fourth axis has focused on building a culture of consensus on non-school programs to combat school violence and that cannot be built only through a participatory approach based on the actual intervention of non-governmental organizations in the implementation.

The fifth axis it is expressly stated to involve fathers and parents associations Althelamiv in school life and trying to strengthen its role to fight against school violence, and focuses on the participation of NGOs in the discussion and tables for children, teachers and the development of partnership with these organizations. It seems through this strategy, it is generally the associations and associations of parents and guardians of students in particular, to bear the brunt of this strategy, and therefore it has become legitimate to ask the question and the ability of these civil associations to assume this responsibility serious?

The reality and the constraints of parents associations and parents of pupils

Reference to the reality of life in most educational institutions, we can say that the Assemblies of parents and the parents of the pupils are two operations only two, namely the collection of annual contributions and try disbursed, note that engage in associations parents and parents of pupils is not mandatory, and therefore the payment of the annual subscription is not mandatory, in turn, Perhaps one of the reasons for the decline of the role of parents' associations in the technical process and not the actual emergence of its role in the process of framing and awareness of belonging to several reasons, including:

- The weakness of strategic thinking has shown on the evening of association;
- Poor communication with internal and external environment for educational institutions;
- The weakness of women's representation in these circumstances associations;
- The weakness of the configuration with frameworks;
- Attendance seasonal and non-coverage of the school year;
- The inability of associations for building qualitative and quantitative indicators to track the evolution of the phenomenon;
- Associations intervening not only specializes in cases of child victims of violence, but takes care of children in difficult situations on the whole.

⁴ See in this regard Mohammed Yakyin, violence in the school environment from the perspective of publications Macrososiologi University Institute for Scientific Research, University Mohammed V Souissi, Journal of Scientific Research, the violence in the middle school coordinate Amina Adrdor

Associations of parents and parents of students: the terms of reference and wide and incomplete map

Among the imbalances evident in the discharge associations parents and parents of pupils roles, is the distribution of uneven coverage of educational institutions in Morocco, as an increase in secondary education qualification 70 per cent nationally, while in primary education does not exceed these circumstances associations ratio of 20 per cent, and there are 45 federal regional associations of parents and parents of pupils, in addition to the presence of three major unions at the national level. Among the imbalances evident in the discharge associations parents and parents of pupils roles, is the distribution of uneven coverage of educational institutions in Morocco, as an increase in secondary education qualification 70 per cent nationally, while in primary education does not exceed these circumstances associations ratio of 20 per cent, and there are 45 federal regional associations of parents and parents of pupils, in addition to the presence of three major unions at the national level.

Through the study⁵ was completed with the support of UNICEF, 95 percent of the students are exposed to violence in orbit rural areas, and 82.05 per cent of pupils in rural areas believe that the professor has the right to hit students, while in the urban area does not exceed the percentage Seen associations 53.08 in percent. Can Societies parents and parents of pupils as a nature to assume leadership roles through the terms of reference assigned to her that the level of coordination between parents and parents with educational institutions, as well as the search to find and create links of cooperation and collaboration with the teachers and administrative staff, in addition to the possibility of their contribution to efficacy in the treatment of lesions of the major surrounded by educational institutions, in addition to contributing to help needy students and the definition of the institution, not to mention Kdrnha to create a stream of positive trend in anti-poor to the ministry for some procedures harmful to the student.

On the other hand, and on the level of membership in the structures of management institutions, associations are the parents and the parents of the students full membership in the Council of the measure and the Council pedagogical, which forms part Ptdzo of the Council of the measure and the District Councils as well as the administrative boards of the regional academies, so that they can through these structures contribute to the take fateful decisions on the level of relationship with the rest of the student speakers, where it can be in this section of the Council of the measure that formulates the system internally limits of school violence can also organize cultural activities to reduce the manifestations of violence in educational institutions.

Conclusion

Through the above can be emphasized that traffic from the gate of civil society has become necessary to counter violence education, so that non-governmental organizations to enjoy all of the terms of reference and sources of power to actively contribute to the reduction of the phenomenon, but provided complete coverage for all areas where there are educational institutions without forgetting aspects rehabilitative and formative for its members to familiarize themselves with their duties professionally and professionalism will enable them to reach the objectives underlined the lowest possible cost.

⁵ Punishment and violence in schools in 2001, Al B. Andaloussi, with the support of UNICEF, Studies and Research