

More than 246 million children are subjected to gender-based violence in or around schools every year. This is a violation of their human rights, and a form of gender-discrimination that has far-reaching physical, psychological and educational consequences. Ending school-related gender-based violence (SRGBV) is a priority for countries wishing to achieve ambitious global goals on inclusive and quality education for all and gender equality.

This Guidance aims to provide a comprehensive, one-stop resource on school-related gender-based violence including clear, knowledge-based operational guidance, diverse case studies and recommended tools for the education sector and its partners working to eliminate gender-based violence in and around schools.

This Guidance is also available on the interactive knowledge portal: www.endvawnow.org



UNESCO and UN Women are both members of the Global Working Group to End School-Related Gender-Based Violence. This publication was produced in collaboration with the working group.



GLOBAL GUIDANCE

SCHOOL-RELATED GENDER-BASED VIOLENCE

**GLOBAL
GUIDANCE
ON
ADDRESSING
SCHOOL-
RELATED
GENDER-
BASED
VIOLENCE**

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FOREWORD

Their names are Fatmata, Ana Lucìa, Samreen and Gulnur. They are just four of the dozens of children that have testified in studies from around the world about the mistreatment, the bullying, the psychological abuse and the sexual harassment that they are experiencing at school. They are also just four of the 246 million children subject to some form of gender-based violence in and around school every year; children for whom school is not the safe haven that it should be.

Some of these children, particularly girls, are verbally or physically harassed, while others become victims of corporal punishment or sexual abuse. Some experience this violence in the classroom, while for others, it unfolds on the playground or on the way to and from school.

Yet there is one constant: school-related gender-based violence (SRGBV) is a global phenomenon. While it is aggravated in countries affected by conflict, it otherwise knows no geographical, cultural, social, economic or ethnic boundaries.

Its impacts on children and young people are far-reaching. Beyond the intangible suffering and health consequences of violence, it leads to anxiety, low self-esteem as well as depression, and it negatively impacts school performance and long-term educational outcomes.

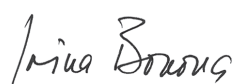
Until SRGBV is eliminated in and around schools across the world, many of the ambitious targets set by the global community through the Sustainable Development Goals (SDGs), to provide safe and supportive learning environments, to end violence against children in all settings and to achieve gender equality and eliminate violence against women and girls, will not be realized.

That is where this *Global Guidance on Addressing School-Related Gender-Based Violence* comes in. The result of the combined expertise and leadership of UNESCO, UN Women and other partners, this Guidance will help us stand a better chance of supporting countries to end this global issue.

The Global Guidance provides key information to governments, policy-makers, teachers, practitioners and civil society who wish to take concrete action against SRGBV. It introduces approaches, methodologies, tools and resources that have shown positive results in preventing and responding to SRGBV. We are confident that this will contribute to further promote the generation of knowledge, evidence and standards of response against this pervasive problem. With the Global Guidance in hand, this is a key moment for all of us to ensure that SRGBV does not remain a barrier to achieving the SDGs.

We have a responsibility to provide inclusive and equitable quality education for all, which is not impeded by harassment, violence or abuse. UNESCO and UN Women invite the global community to affirm this important message and help ensure that no child or young person is denied the fundamental right to education because of SRGBV.

Signed:



Irina Bokova
Director-General, UNESCO



Phumzile Mlambo-Ngcuka
Executive Director, UNWOMEN

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ACRONYMS

CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women
CRC	Convention on the Rights of the Child
CSE	Comprehensive sexuality education
DFID	Department for International Development, UK
DRC	Democratic Republic of Congo
EFA	Education for All
EI	Education International
EMIS	Education Management Information System
FGD	Focus group discussion
FRESH	Focusing Resources on Effective School Health
GBV	Gender-based violence
GEC	Girls' Empowerment Club
GEMS	Gender Equity Movement in Schools
HIV/AIDS	Human immunodeficiency virus/Acquired immune deficiency syndrome
IATT	Inter-Agency Task Team
ICRW	International Center for Research on Women
ICT	Information and communication technology
IRC	International Rescue Committee
KAP	Knowledge, attitudes and practices
LGBTI	Lesbian, gay, bisexual, transgender/transsexual and intersex
M&E	Monitoring and evaluation
MoE	Ministry of Education
NGO	Non-governmental organization
RCT	Randomized control trials
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SDG	Sustainable Development Goal
SRGBV	School-related gender-based violence
STI	Sexually transmitted infection
SWAGAA	Swaziland Action Group Against Abuse
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VACS	Violence Against Children Surveys
VAWG	Violence against women and girls
WAGGGS	World Association of Girl Guides and Girl Scouts
WHO	World Health Organization

GLOSSARY

Bullying	Behaviour repeated over time that intentionally inflicts injury or discomfort through physical contact, verbal attacks, or psychological manipulation. Bullying involves an imbalance of power.
Coercion	The action or practice of persuading someone to do something by using force or threats.
Curriculum	The curriculum addresses questions such as what students of different ages should learn and be able to do, why, how and how well.
Cyber-bullying	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
Discrimination	Any unfair treatment or arbitrary distinction based on a person's race, sex, religion, nationality, ethnic origin, sexual orientation, disability, age, language, social origin or other status.
Equity	Fair and impartial treatment, including equal treatment or differential treatment to redress imbalances in rights, benefits obligations and opportunities.
Gay	A person who is primarily attracted to and/or has relationships with someone of the same gender. Commonly used for men, some women also use this term.
Gender	Refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes.
Gender-based violence	Violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering, against someone based on gender discrimination, gender role expectations and/or gender stereotypes, or based on the differential power status linked to gender.
Grooming	Behaviour used to target and prepare children and young people for sexual abuse and sexual exploitation – often subtle and difficult to recognize.
Harassment	Any improper and unwelcome conduct that might reasonably be expected or be perceived to cause offence or humiliation to another person. Harassment may take the form of words, gestures or actions that tend to annoy, alarm, abuse, demean, intimidate, belittle, humiliate or embarrass another or that create an intimidating, hostile or offensive environment.
Homophobic violence	A gendered type of bullying that is based on actual or perceived sexual orientation or gender identity.
Inclusive education	Process of strengthening the capacity of the education system to reach out to all learners.
Informed consent	Process for getting voluntary agreement to participate in research or an intervention.

Pedagogy	Pedagogy is the way that content is delivered, which includes the use of various methodologies that help different children engage with educational content and learn more effectively, recognizing that individuals learn in different ways.
Positive discipline	Positive discipline is an approach to student discipline that focuses on strengthening positive behaviour rather than just punishing negative behaviour.
School-related gender-based violence	Acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes and enforced by unequal power dynamics.
Stereotype	A generalized or simplified idea about people based on one or more characteristics.
Stigma	Opinions or judgements held by individuals or society that negatively reflect on a person or group. Discrimination occurs when stigma is acted on.
Trolling	The practice of deliberately provoking others through inflammatory language and upsetting content – usually online. Often synonymous with online harassment.
Violence	Any action, explicit or symbolic, which results in, or is likely to result in physical, sexual or psychological harm.
Whole-school	Whole-school approaches involve various stakeholders at the school level, as well as in the local community and government, in a range of different activities with the aim of making schools safer, more child-friendly and a better environment for children to learn.

SUMMARY

School-related gender-based violence (SRGBV) is a phenomenon that affects millions of children, families and communities. It occurs in all countries in the world and cuts across cultural, geographic and economic differences in societies. SRGBV can be defined as acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics. In every country and region of the world where SRGBV has been studied, incidents have been reported yet data remains limited in terms of both coverage and scope. Along with the lack of understanding that surrounds the concept and the sensitive nature of the issues, this impedes efforts at mounting an appropriate response.

SRGBV violates children's fundamental human rights and is a form of gender discrimination. Children have the right to be protected from all forms of violence, including in their school lives. Experiencing SRGBV can compromise a child's well-being, their physical and emotional health, as well as harming their cognitive and emotional development. Evidence suggests that SRGBV can also have long-term and far-reaching consequences for young people who have witnessed such violence, as they may grow up to repeat the behaviour that they have 'learned' and to regard it as acceptable.

In 2014, a Global Working Group to End SRGBV was established under the leadership of the United Nations Girls' Education Initiative (UNGEI) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) to bring together a wide range of partners committed to ending gender-based violence (GBV) in and around schools.

The group identified a series of priority actions that would help to shift the local, national and global response to SRGBV. This included acknowledging the need to draw together lessons and good practices to inform a set of strategic recommendations for expanded efforts. Under the leadership of UNESCO, the Joint United Nations Programme on HIV/AIDS (UNAIDS) Inter-Agency Task Team (IATT) on Education and School Health and UN Women, together with an advisory group of key stakeholders drawn from the Working Group, this global guidance was commissioned to provide a crucial SRGBV resource aimed specifically at ministries of education and education stakeholders.

SRGBV is complex and multifaceted. The root causes do not lie in any one culture, tradition or institution, but in the wider structural issues, social norms and deep-rooted beliefs and behaviours and daily practices that shape gender and authority.

A robust response to SRGBV requires careful analysis to reveal appropriate starting points for strengthening prevention and response within each context. While no minimum or basic package of interventions is recommended in this guidance, several strategic areas are identified, drawing on the evidence-informed recommendations of key policy reports, such as Plan's *A girl's right to learn without fear* (Greene et al, 2013) and the *World Report on Violence against Children* (Pinheiro, 2006).

SRGBV must be incorporated into **national policies and action plans** that recognize the need for prevention, responses to mitigate against impact, and accountability. Commitment and effective leadership from national governments are a necessary starting point for achieving these objectives. Governments should demonstrate leadership at the national and local levels by developing and implementing laws and policies on SRGBV; strengthening connections between education and child protection systems; and applying system-wide review and reforms to ensure that state education institutions comprehensively address SRGBV. (See Section 2.1 on Leadership: Laws, policies and educational reform.)

Fundamental to how SRGBV is addressed in schools is the **quality of the environment** in which teaching and learning, working and studying all take place. Whole-school approaches are needed to make schools safer, more learner-centred and a better environment for children to learn. Such approaches are implemented by governing bodies and school management in partnership with the wider school community. Whole-school approaches aim to create safe and welcoming spaces, promoting strong messages that SRGBV is not acceptable and enforcing codes of conduct that detail the recognized ethical norms and standards of behaviour for all school staff, and potentially also students and their parents. (See Section 2.2 on Environment: Ensuring schools are safe and supportive.)

Education has a key role to play in **transforming the root causes of violence**, and especially GBV. Education is an important mechanism for the social, emotional and psychological development of young people. This is as critical as the development of systems and policies to address SRGBV. What students are taught and how they are taught is essential to preventing SRGBV. Curricula to prevent violence and promote gender equality, training education staff to give them the tools to prevent and respond to SRGBV and establishing safe spaces where co-curricular interventions can be used as an entry point for addressing SRGBV all contribute to educational content and delivery mechanisms for SRGBV prevention. (See Section 2.3 on Prevention: Curriculum, teaching and training.)

When SRGBV does occur, there should be **clear, safe and accessible procedures and mechanisms in place for reporting** incidents, assisting victims and referring cases to the appropriate authorities. Responses to SRGBV should ensure the availability of easily-accessible, child-sensitive and confidential reporting mechanisms, healthcare services including counselling and support, and referral to law enforcement. (See Section 2.4 on Responses: In and around schools.)

Addressing a complex issue such as SRGBV in a way that will bring about sustainable change requires collaborating with, and engaging key stakeholders in **strategic partnerships**. Coordination across all levels is needed to understand the perspectives of these different stakeholders, what constrains and enables them to act and what support, training and resources they need. Other government sectors, teachers' unions, communities, families and youth are just some of the stakeholders of the education sector that need to be engaged. (See Section 2.5 on Partnership: Collaborating with and engaging key stakeholders.)

National action on SRGBV should be informed by research and data. Investing in **monitoring, evaluation and research on SRGBV** allows programmes to be clear about their aims and monitor progress towards addressing the issue, while providing greater accountability and transparency of these programmes. A clear monitoring and evaluation (M&E) framework, relevant and feasible indicators and comprehensive national data collection systems can help programmes to understand what is changing as it happens and therefore improve SRGBV policy-making and resource mobilization. (See Section 2.6 on Evidence: Monitoring and evaluation of SRGBV.)

USING THE GUIDANCE

WHAT IS THE AIM OF THIS GUIDANCE? This guidance aims to provide a comprehensive, one-stop resource on school-related gender-based violence (SRGBV), including clear, knowledge-based operational guidance, diverse case studies drawn from examples of promising practice and recommended tools for the education sector and its partners working to eliminate gender-based violence. It distils programme knowledge based on existing global literature, promising practices, expert recommendations and practitioner consensus.

WHO IS THIS GUIDANCE FOR? The primary audience for this global guidance is the national education sector, including government policy-makers, education ministries, school administrators, educators and other school staff. The guidance may also have wider interest for other national and international stakeholders that are interested in addressing SRGBV, including NGOs, bilateral and multilateral agencies, teachers' trade unions and policy-makers in other domestic sectors. The guidance is intended primarily for use in low- and middle-income settings, but is based on norms and principles that are universally applicable.

WHAT IS COVERED IN THIS GUIDANCE? Promising practice case studies and recommended tools are embedded throughout the relevant sub-sections of the guidance. These provide readers with illustrative examples of implementation in real-life contexts and can serve as resources that have been successfully used – and can be adapted – for application in different contexts.

This guidance complements other existing tools and materials for specific bilateral, multilateral and NGO audiences on violence against women and girls, and violence in schools. An expanded online version, which will be regularly updated, is available at www.endvawnow.org

NAVIGATING THE GUIDANCE The guidance is divided into two sections:

SECTION 1 – UNDERSTANDING SRGBV presents the Introduction and Background.

SECTION 2 – PRACTICAL ACTION FOR HOLISTIC SRGBV RESPONSES presents six thematic chapters, which readers can use independently of one another.

2.1 Leadership: Laws, policies and educational reform

2.2 Environment: Ensuring schools are safe and supportive

2.3 Prevention: Curriculum, teaching and training

2.4 Responses: In and around schools

2.5 Partnership: Collaborating with and engaging key stakeholders

2.6 Evidence: Monitoring and evaluation of SRGBV

The following special icons are used throughout the text as an additional guide for readers:



PRACTICAL ACTION THAT THE EDUCATION SECTOR CAN TAKE



COUNTRY EXAMPLES



FURTHER RESOURCES ON THIS TOPIC, PROVIDED AT THE END OF EVERY CHAPTER



SECTION 1
UNDERSTANDING
SRGBV

1.1 INTRODUCTION

WHAT IS SRGBV AND WHY DOES IT MATTER?



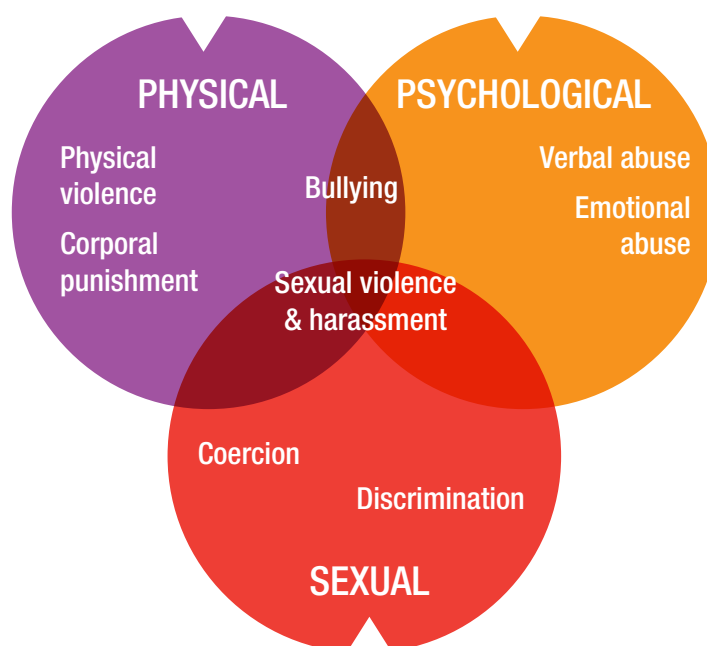
School-related gender-based violence is defined as acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics.”

Source: UNESCO/UNGEI (2015)

School-related gender-based violence (SRGBV) is a phenomenon that affects millions of children, families and communities and occurs in all countries in the world. It can be defined as acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics. In every country and region of the world where SRGBV has been studied, incidents have been reported. This kind of violence is pervasive and cuts across cultural, geographic and economic differences in societies.

SRGBV is complex and multifaceted. It includes different manifestations of physical, sexual and/or psychological violence, such as verbal abuse, bullying, sexual abuse and harassment, coercion and assault, and rape. These different forms of SRGBV often overlap and reinforce each other (see Figure 1). SRGBV is one important and pervasive form of school violence; gender is a key driving factor behind many forms of violence and using a gender lens to look at violence can help when developing prevention and response approaches.

■ **Figure 1:** Different forms of SRGBV



Source: Adapted from UNESCO/UNGEI (2015)

Young people have different experiences of SRGBV depending on their sex, their gender identity, their country and context. For example, research shows that girls are more likely to experience psychological bullying, cyber-bullying, sexual violence and harassment. On the other hand, boys often face higher rates of corporal punishment than girls, and are expected to take it 'like a man' (Pinheiro, 2006; UNESCO/UNGEI, 2015; UNICEF, 2011). There is also a growing body of evidence that indicates that most LGBT (lesbian, gay, bisexual and transgender) students report having experienced bullying or violence on the basis of their sexual orientation or gender identity/expression (Plan/ICRW, 2015; UNESCO, 2012a; UNESCO et al, 2014). Children and young people who are perceived as resisting, or as not fitting into traditional or binary gender norms, are at high risk of violence. Children can be victims or perpetrators of SRGBV. Adults in the school environment can also be perpetrators or sometimes victims, reflecting power dynamics and hierarchy between generations and between learners and school staff.

Gender-based violence (GBV) can occur in and around schools, as well as on the way to or from schools. Social media, email and mobile phones are used to perpetrate violence through new mediums, such as cyber-bullying, online grooming and trolling (see Glossary). There are new locales for this abuse (e.g. in online chat rooms) that overlap and reinforce SRGBV on and beyond the school grounds.

SRGBV violates children's fundamental human rights and is a form of gender discrimination. Children have the right to be protected from all forms of violence, including in their school lives. Experiencing SRGBV can compromise children's well-being, their physical and emotional health, as well as harming their cognitive and emotional development.

■ **Figure 2: Where SRGBV takes place**



Source: Adapted from UNESCO (2016)

SRGBV interferes with the education of many young people and is correlated with lower academic achievement. It is also a major barrier to the realization of global education goals and targets, as well as specific Sustainable Development Goals (SDGs): to end abuse, exploitation, trafficking and all forms of violence against children in all settings (Target 16.2); to build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all (Target 4.a); and to achieve gender equality and reduce gender-based violence (Goal 5).

Education is an important socializing mechanism and it is critical for the social, emotional and psychological development of young people. As such, education is a vehicle for transforming individual behaviours and broader social norms around violence, gender equality and discrimination.

Box 1: Global Working Group to End SRGBV

In August 2014, a coalition of governments, development organizations, civil society activists and research institutions came together to collaborate on ending SRGBV. The Global Working Group to End SRGBV is co-hosted by the United Nations Girls’ Education Initiative (UNGEI) and the United Nations Educational, Scientific and Cultural Organization (UNESCO), with funding from the Swedish government, Norwegian government and United States Agency for International Development (USAID). The group provides a platform for developing research, guidance and advocacy to enhance understanding of, and support better quality responses to, school-related gender-based violence.

Further information on the Global Working Group to End SRGBV and resources on SRGBV produced by the Working Group’s member agencies can be accessed at <http://www.ungei.org/index.php>

1.2 BACKGROUND



Education is key to the global integrated framework of sustainable development goals. Education is at the heart of our efforts both to adapt to change and to transform the world within which we live.”

Source: UNESCO (2015a)

PURPOSE OF EDUCATION AND ITS ROLE IN CHALLENGING GENDER AND SOCIAL NORMS AROUND VIOLENCE

Education plays a particularly important and formative role in society and represents a global common good (UNESCO, 2015a). It has the ability to contribute to the development of peaceful and prosperous societies and can promote good governance. The international community has accepted that education plays a critical role in empowering children to become active participants in the transformation of their societies and that learning should include a focus on values, attitudes and behaviours that will enable individuals to live together in a world that is diverse and plural.

Under the international human rights conventions and instruments (discussed later in this section), the right to a safe, quality and inclusive education is connected to our understanding of this central role of education in society. As a violation of children’s rights, SRGBV limits children’s ability to enjoy the benefits of education and participate fully in their own development and their society’s development as a result. The nature and role of education suggests that the responses to SRGBV should go beyond the necessary systems and policies that seek to sanction, police and prosecute it, to also include efforts to address the root causes of SRGBV.

In its role as a formative institution that contributes to creating the values, attitudes and behaviours of individuals and societies, education has an important role to play in transforming the root causes of violence, and especially GBV. This is as critical as the development of the systems and policies that are necessary to address SRGBV.

Education has been used effectively in many contexts to engage young people in critical reflections on gender and social norms, on stereotypes around masculinity and femininity, and on how these norms and stereotypes can affect young people’s lives and relationships. Education can equip young people with the life skills and attitudes to engage in healthy peer relationships and violence prevention. Efforts to strengthen gender-responsive curricula and pedagogy and provide comprehensive sexuality education (CSE) are crucial in this respect.

The education sector has also contributed to preventing violence by promoting principles of peace, equality, tolerance and social cohesion. Approaches that take a positive approach to acknowledging and embracing difference – such as peace education, tolerance education and civics education – are important for promoting

tolerance, peace and acceptance of diversity. By teaching strategies for coping with conflict without the use of force or violence, education has a key role to play in reducing violence. This is important not just for reducing SRGBV, but also for equipping young people with the skills to avoid and reduce violence in the wider community and their own lives in future.

In Section 2 of this paper, we look at the different ways in which the education system can address SRGBV. This includes taking a close look at what reporting policies, structures and mechanisms work, and ways to increase transparency, oversight and accountability.

OVERVIEW OF SRGBV

WHAT IS THE SCALE?

We do not yet have evidence of the full extent of gender-based violence in schools, and data remains limited in both coverage and scope. Many agencies, governments and researchers have worked to capture information on incidents of SRGBV, and the data collected so far reveal a scenario that needs to be urgently addressed.

UNICEF's (2014a) report *Hidden in Plain Sight* contains the largest-ever compilation of data on violence against children. It shows the disturbing extent of physical, sexual and emotional abuse, much of it occurring within schools. Certain forms of abuse appear very prevalent:

- **Bullying** is the most prevalent form of violence in schools, regularly affecting more than one in three students between the ages of 13 and 15 worldwide.
- Around 120 million girls (one in 10) under the age of 20 worldwide have experienced **sexual violence**. Although this data is not disaggregated according to where the violence took place, high rates of **sexual harassment** have been reported in many countries. For example, two out of five school principals in Southern and Eastern Africa acknowledged sexual harassment occurred between pupils in their primary schools, according to research from the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) (cited in UNESCO /UNGEI, 2015).
- Millions of children live in fear of **physical abuse under the guise of discipline**: more than 80 per cent of students in some countries suffer corporal punishment at school (Greene et al, 2013). Half of all children worldwide live in countries where they have no legal protection from corporal punishment.
- **Marginalized groups are at increased risk**. In a survey of 3,706 primary schoolchildren from Uganda, 24 per cent of 11 to 14-year-old girls with disabilities reported sexual violence at school, compared to 12 per cent of non-disabled girls (Devries et al, 2014).
- **Homophobic bullying** is one of the most common forms of bullying. Studies by UNESCO (2012a and 2014) found over 60 per cent of LGBTI children in Chile, Mexico and Peru were bullied while over 55 per cent of self-identified LGBTI students in Thailand reported that they were bullied; in the UK, more than 90 per cent of secondary school students reported homophobic bullying in their schools. In New Zealand, lesbian, gay and bisexual students were three times more likely to be bullied than their heterosexual peers and in Norway, 15-48 per cent of lesbian, gay and bisexual students reported being bullied compared to 7 per cent of heterosexual students, revealing that LGBT students report a higher prevalence of violence at school than their non-LGBT peers (UNESCO, 2016)
- **Cyber-bullying** often overlaps with school bullying and is a growing concern. A study of 20,426 US high school students found that a majority (60 per cent) of cyber-bullying victims were also bullied at school. The

same study also found that girls were more likely than boys to report that they had been victims of cyber-bullying (Schneider et al, 2012).

Box 2: Some challenges in measuring the scale of SRGBV

The existing evidence base for the global scale and nature of SRGBV is limited (Leach et al 2014; Pinheiro 2006; RTI International 2016). The multiple factors contributing to this include:

- Lack of a common conceptualization of SRGBV.
- Most violence goes unreported or unrecognized, particularly where social and gender norms make it hard for children to report or recognize certain behaviours and actions as violence.
- The most vulnerable children also have the least support and links to report abuse.
- Data analysis and tracking systems are usually at their lowest capacity in areas and countries where children are most vulnerable.
- Data on violence are rarely disaggregated by sex or by the location of the incident.
- Where data rely on reporting through official channels or self-reporting through research and surveys, a child's understanding of and recognition of violence, researchers' biases and skills, and the sensitivity of the issues being discussed all impede reporting.
- Difficulties verifying or replicating studies can hinder international comparisons.
- Geographical gaps – most studies have focused on sub-Saharan Africa because of an interest in the links between SRGBV and the prevalence of HIV/AIDS.
- Some types of violence are better tracked than others (e.g. physical and corporal violence vs. psychological and sexual violence).

Further studies are needed to identify and understand the scale of children's experiences of less visible types of violence, such as psychological bullying, which can be under-reported or discounted by teachers or policy-makers (UNESCO/UNGEI, 2015).

■ **Figure 3:** Children speak out about school violence in Kazakhstan



Source: Adapted from Haarr (2013)

WHAT ARE THE ROOT CAUSES?

Violence against children occurs in every region and country, and in almost every context. The root causes do not lie in any one culture, tradition or institution, but in the wider structural issues, social norms and deep-rooted beliefs and behaviours that shape gender and authority:

- **Gender discriminatory norms** that shape the dominance of men and the subservience of women and the right to preserve that dominance through violence are found in some form in almost every culture. The pressure to conform to dominant gender norms is high. Young people who do not choose to or cannot conform – such as LGBTI people, or those who have not learned the ‘proper’ behaviour – can be sanctioned through violence.
- **Social norms** that shape authority, traditionally male and adult, usually include the legitimacy to teach, discipline and control, and to use violence to maintain that authority. These norms support the authority of male and female teachers over children, often using some form of violence to maintain that authority and reinforce social and gender norms.
- **Wider structural and contextual factors** including conflict, income inequality, deprivation or marginalization and weak systems. In addition, the borderless nature of social media enables violence – such as cyber-bullying, online grooming and trolling – in spaces that are hard to police and regulate with existing state-bound tools.

Schools and the wider education system operate within social and structural frameworks. Within the educational system, these dynamics produce and reproduce environments that do not protect children. In fact, the system potentially exposes them to forms of violence that replicate, reinforce and recreate the norms and power dynamics of the societies, communities and families around them. Policy-makers, authority figures, teachers, parents, other students and community members participate in and create these dynamics. Changing them therefore requires coordinated work at all levels and across all sectors.

WHAT ARE THE RISK FACTORS?

A variety of risk factors intersect at the individual, family, school, community and societal (including the institutional/state) level to increase the risk of SRGBV. These factors, represented in the ecological model in Figure 4, will vary according to the context and situation, requiring a thorough analysis at the local level prior to designing interventions (see Section 2.6 for *Situation analysis/needs assessment (formative research)*).

■ **Figure 4: Risk factors for SRGBV**



INDIVIDUAL

(Biological, personal history and demographic characteristics)

- ▶ Lack of awareness of individual and collective rights
- ▶ Sex, age, ethnicity, disability
- ▶ Sexual orientation and gender identity
- ▶ Low level of education
- ▶ Low economic status
- ▶ Geographic location
- ▶ Lack of birth registration
- ▶ Living with or affected by HIV & AIDS
- ▶ Previous experience of violence (witness, victim, perpetrator etc)

FAMILY

(Family and other close social relationships)

- ▶ Low value accorded to the girl child in family settings
- ▶ Lack of parental care
- ▶ Alcohol / substance abuse in family settings
- ▶ Intergenerational violence and tolerance of sexual, emotional and physical violence in the family
- ▶ Lack of awareness of SRGBV and the rights of children and adolescents

SCHOOL

(School-level factors)

- ▶ Lack of knowledge and awareness around SRGBV
- ▶ Lack of school level capacity to prevent, identify and address SRGBV incidents
- ▶ Lack of effective oversight mechanism and teachers / school staff able to perpetrate violence or abuse with impunity
- ▶ Lack of safe, secure and welcoming physical spaces within educational settings
- ▶ Teaching and learning strategies and disciplinary methods that reinforce violence
- ▶ Curricula and teaching methods that do not equip girls and boys with key knowledge, life skills and attitudes to engage in healthy peer relationships and violence prevention

COMMUNITY

(Existing social norms and community-level factors)

- ▶ Lack of culturally appropriate and accessible services to report and respond to SRGBV, including child protection health and social services
- ▶ Tolerance of emotional, sexual and physical violence in the community
- ▶ Persisting patriarchal values that support gender inequalities
- ▶ Social norms, which discourage reporting of SRGBV and offer implicit, or even explicit, social sanction
- ▶ Politicisation and opposition to girls' education
- ▶ SRGBV perpetrators not held accountable through weak institutional response / sanctions from the judicial and security services

SOCIETY

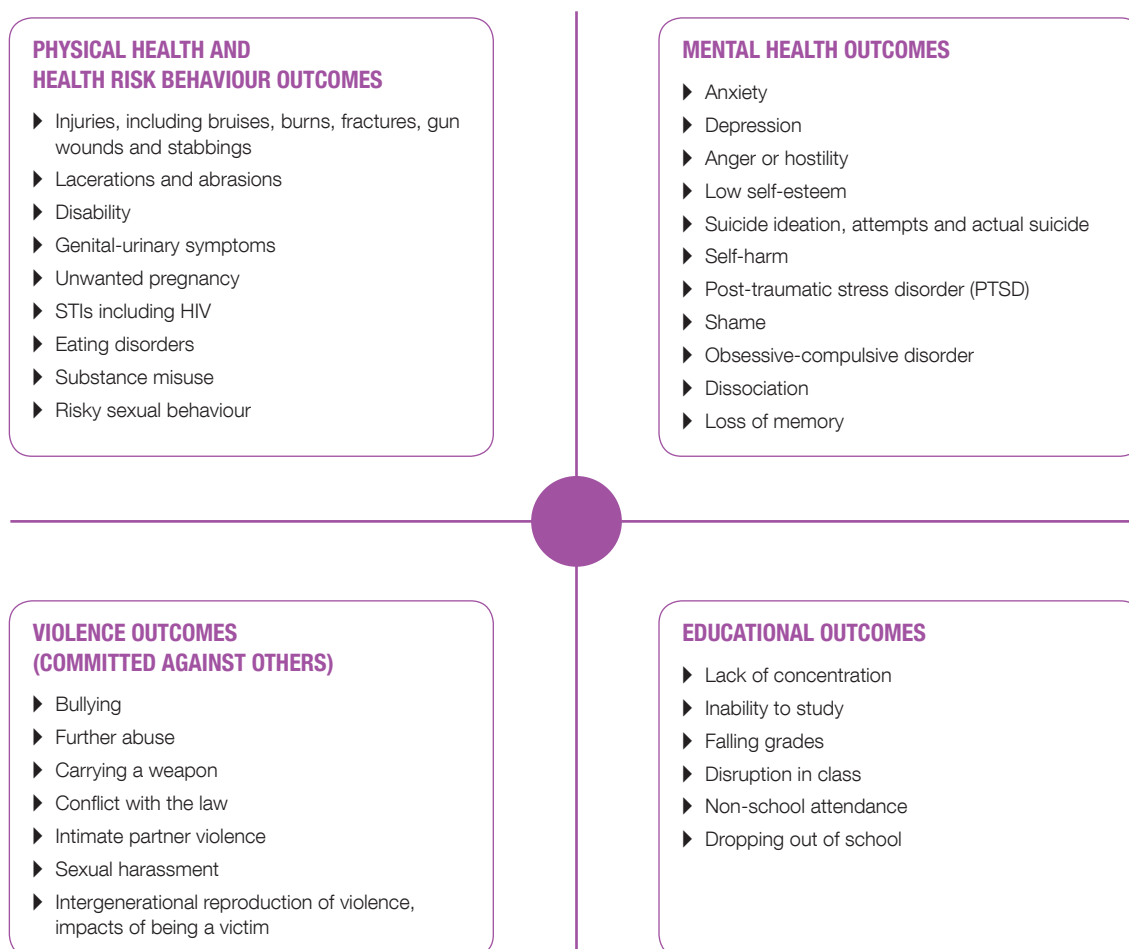
(larger societal factors that create an acceptable climate for violence)

- ▶ Lack of legislation banning all forms of violence against children, including SRGBV
- ▶ Lack of a comprehensive policy framework to prevent and address SRGBV
- ▶ Lack of coordination between key sectors around SRGBV
- ▶ Persisting and patriarchal values that support SRGBV
- ▶ Lack of sustained teacher training programmes
- ▶ Conflict and insecurity
- ▶ Culture of impunity and breakdown of the law
- ▶ High levels of inequality or exclusion
- ▶ High level of corruption in government systems

WHAT ARE THE CONSEQUENCES OF SRGBV?

Exposure to and experience of SRGBV has far-reaching impacts on children and young people, in terms of mental and physical well-being, education and health status, including HIV status and early pregnancy. There is also compelling evidence that witnessing or experiencing violence as a child is linked to future use or acceptance of violence (Heise, 2011). This means that SRGBV can have long-term and far-reaching consequences for the future, with young people growing up to repeat the behaviour that they have ‘learned’ and to regard it as acceptable. Figure 5 details the many possible impacts of SRGBV on an individual child.

■ **Figure 5: SRGBV consequences**



Source: Adapted from UNICEF (2014b)

In addition to the health, social and educational consequence shown above, Pinheiro (2006) and UNICEF (2014b) have identified significant financial consequences. These include direct costs such as treatment, visits to the hospital doctor and other health services and indirect costs such as lost productivity, reduced employability (as a result of reduced education), disability, decreased quality of life and premature death. Further financial consequences include costs borne by the criminal justice system in apprehending and prosecuting offenders, costs to social welfare organisations associated with foster care, costs for the educational system through loss of learning and costs to the employment sector arising from absenteeism and low productivity.

WHAT ARE THE COSTS OF SRGBV?

It is not easy to determine the cost of SRGBV. Research on how to calculate the costs – in terms of costs to society today and into the future – is still in its early stages. However, analytic work supported by USAID shows that SRGBV can be associated with the loss of one primary grade of schooling, which translates to an annual cost of around \$17 billion to low- and middle-income countries. This figure is higher than the total amount spent annually on overseas assistance grants for education interventions (RTI International, 2015).

A cross-country analysis on the cost of violence against children, supported by UNICEF (2013a), has revealed that:

- In Australia, the cost of child abuse was estimated at over US\$24 billion in 2007 and the long-term costs are put at more than US\$31 billion.
- In the United States, the cumulative costs of treatment, prosecution and long-term loss of income from violence against children is estimated at over US\$124 billion every year.
- In Brazil, the cost of violence borne by schools is estimated at almost US\$1 billion a year.
- Returns from prevention are equally high, with estimated social returns of over €87 for every €1 spent on prevention in the European Union.

However these consequences are calculated – whether in terms of future or current impacts; whether in terms of personal pain and loss; whether in terms of impacts on others in the community or family; or whether in terms of monetary costs to the state or the school system – the conclusion is clear. The costs are too high, and effective and urgent action to prevent and eliminate SRGBV is imperative.

WHAT IS THE TIMELINE OF POLICY COMMITMENTS AND INTERNATIONAL AGREEMENTS?

The historical developments highlighted in Box 3 show the growing momentum and increasing focus at the international and regional level on addressing SRGBV.

Box 3: Timeline of policy commitments and international agreements

1960: UNESCO Convention against Discrimination in Education was adopted in 1960 – Signatories agree to the principle of non-discrimination and that every person has the right to education. The Convention expresses that a safe and violence-free learning environment is an essential part of a quality education.

1979: Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) was adopted (entered into force in 1981) – Signatories must take positive measures to prevent, investigate, prosecute and punish any incidents of GBV, which are condemned as a form of discrimination that violates the human rights of girls and women (General Recommendation 28 – Paragraph 2).

1989: Convention on the Rights of the Child (CRC) was adopted (entered into force in 1990), obligating states to ensure that children are properly cared for and protected from violence, abuse and neglect by their parents, or anyone else who looks after them (Article 19: Protection from all forms of violence), without discrimination (Article 2), and including the best interests of the child (Article 3).

2000: Dakar Framework for Action Education for All – The Framework sets out a plan of action aimed at achieving the six internationally agreed Education for All (EFA) goals. The Dakar Framework for Action outlines key strategies for meeting the EFA goals, including preventing violence and conflict, and creating a safe learning environment.

2006: World Report on Violence against Children (Pinheiro, 2006) is published and is the outcome of the first comprehensive global attempt to describe the scale of all forms of violence against children and its impact. It includes a chapter on ‘Violence against children in schools and educational settings’ (Chapter 4).

March 2015: Beijing Platform for Action (Beijing+20) – The 189 UN Member States that adopted the Beijing Declaration and Platform for Action took up the global call to end all forms of violence against women and girls by highlighting violence as one of their 12 critical areas of concern. They agreed on a comprehensive definition of what violence is, whether it takes place in the family or community, or is perpetrated or condoned by the state. In addition, they made the education and training of women one of 12 critical areas of concern.

April 2015: The Executive Board of UNESCO, comprising 58 member states, adopted the Learning without Fear decision to commit to designing and implementing national policies and action plans to support safe, inclusive and effective quality learning environments for all children. This first-ever UN decision on SRGBV acknowledges its negative consequences on children’s health, learning, school attendance and school completion.

May 2015: Incheon Declaration – Participants at the World Education Forum (held in Incheon, Republic of Korea) endorsed the *Incheon Declaration – Education 2030: Towards inclusive and equitable quality and lifelong learning for all*. Article 8 states: ‘We recognize the importance of gender equality in achieving the right to education for all. We are therefore committed to supporting gender-sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in schools.’

September 2015: Sustainable Development Goals – Goal 4 includes a target to ‘Build and upgrade education facilities that are child, disability and gender-sensitive and provide safe, non-violent, inclusive and effective learning environments for all’. Goal 16 includes a target to ‘Significantly reduce all forms of violence and related death rates everywhere’. Goal 5 includes various targets on gender equality and empowering women and girls, ending discrimination and eliminating all forms of violence against all women and girls in public and private spheres.

WHAT ARE THE MAIN CHALLENGES IN TERMS OF ADDRESSING SRGBV?

Given the complex nature of SRGBV, the lack of understanding that surrounds the concept and the sensitive nature of the issues, there are a number of challenges facing education systems, governments and policy-makers, as well as individuals in schools and communities, when it comes to addressing SRGBV:

- **Social and cultural norms** discourage the reporting of SRGBV and offer implicit, or even explicit, social sanction of some forms of SRGBV. The resistance of some individuals (including teachers, school heads and policy-makers) to talking to children about issues including gender, violence and sex, as well as fear of delivering sensitive material in some contexts, are both high due to social and cultural norms. Overcoming these barriers will require careful work with communities, parents and cultural gatekeepers. Ensuring proper consultation to challenge entrenched interests will take time and may be costly, but it has the potential to yield more sustainable results.
- **Gender inequalities** devalue and discriminate against women and girls and can shape a sense of entitlement among men and boys. For example, research from Ethiopia found that, although 93 per cent of male students knew violence against girls was against the law, about 33 per cent believed that it is right for male students to get whatever they want, either by charm or by force, and about 21 per cent admitted to behaving this way themselves (ActionAid, 2004).
- **Capacity constraints** in education systems, which are overwhelmed and overstretched in many countries already, affect work to prevent SRGBV. Supporting untrained or poorly trained and overstretched teachers with the tools, capacity and self-awareness to deliver curriculum approaches for preventing violence and promoting gender equality will be a major challenge. Finding a way to introduce modules slowly, looking closely at who should deliver these elements and what skills and knowledge they need, and planning for sufficient resources will all be critical to achieving the scale necessary for real change.
- **Weak coordination and monitoring mechanisms** limit the multisectoral coordination and collaboration between ministries of education, police, health, social services, child protection and other key sectors that are fundamental to preventing and responding to SRGBV. However, organizational culture change may be required to overcome institutional roadblocks to sharing information.
- **Weak service support and referrals for victims** limit access to quality services, including health, social services and child protection, which are often absent or inadequate, particularly in fragile and conflict-affected communities.
- **Lack of governance and accountability mechanisms**, with most countries not yet having legislation to protect children from violence in education settings. Some countries have recently introduced legislation prohibiting violence specifically in the school context. However, poor enforcement of legislation is an ongoing challenge. Ending impunity requires adequate prosecution and punishment of perpetrators.
- **Emerging, but limited, evidence base on what works**, although this is an area that is receiving increasing attention. The few evaluations of SRGBV interventions that currently exist vary greatly in methodology, rigour, scale and scope. This makes it difficult to identify best practice and draw conclusions about effective strategies that can be transferred to other settings. There is also a growing body of promising practices and existing knowledge that has not yet been fully documented.
- **Insufficient data and research, exacerbated by under-reporting of certain forms of violence or by marginalized groups**, limit credible data on the scale and impact of SRGBV. Data are missing or incomplete in many contexts, particularly on the intersectionalities between gender, gender identity, sexual orientation, race/ethnicity, disability and class and how these link to vulnerability and to SRGBV. Recent research for USAID identified gaps in: studies of the causes, dynamics and consequences of SRGBV; large-scale studies with findings that are comparable across countries; comprehensive studies investigating different forms of SRGBV; links between attitude and behaviour change; monitoring and indicators; and a disconnect between research and practice. As such, investment in strong data management systems and collection tools with disaggregated data will be an important early step (RTI International, 2016).

The challenges associated with effectively addressing SRGBV are significant, and they are likely to be greater in areas where the need is greatest. However, the costs of not addressing this critical issue are unsupportable and the long-term returns of reducing SRGBV are manifold.

WHAT ARE THE KEY PROGRAMMING PRINCIPLES FOR SRGBV INTERVENTIONS?

The following principles should be adhered to at all time when developing policies and interventions and should be referred to when assessing interventions and policies to ensure they are being considered adequately (Fancy and McAslan Fraser, 2014a; Greene et al, 2013).

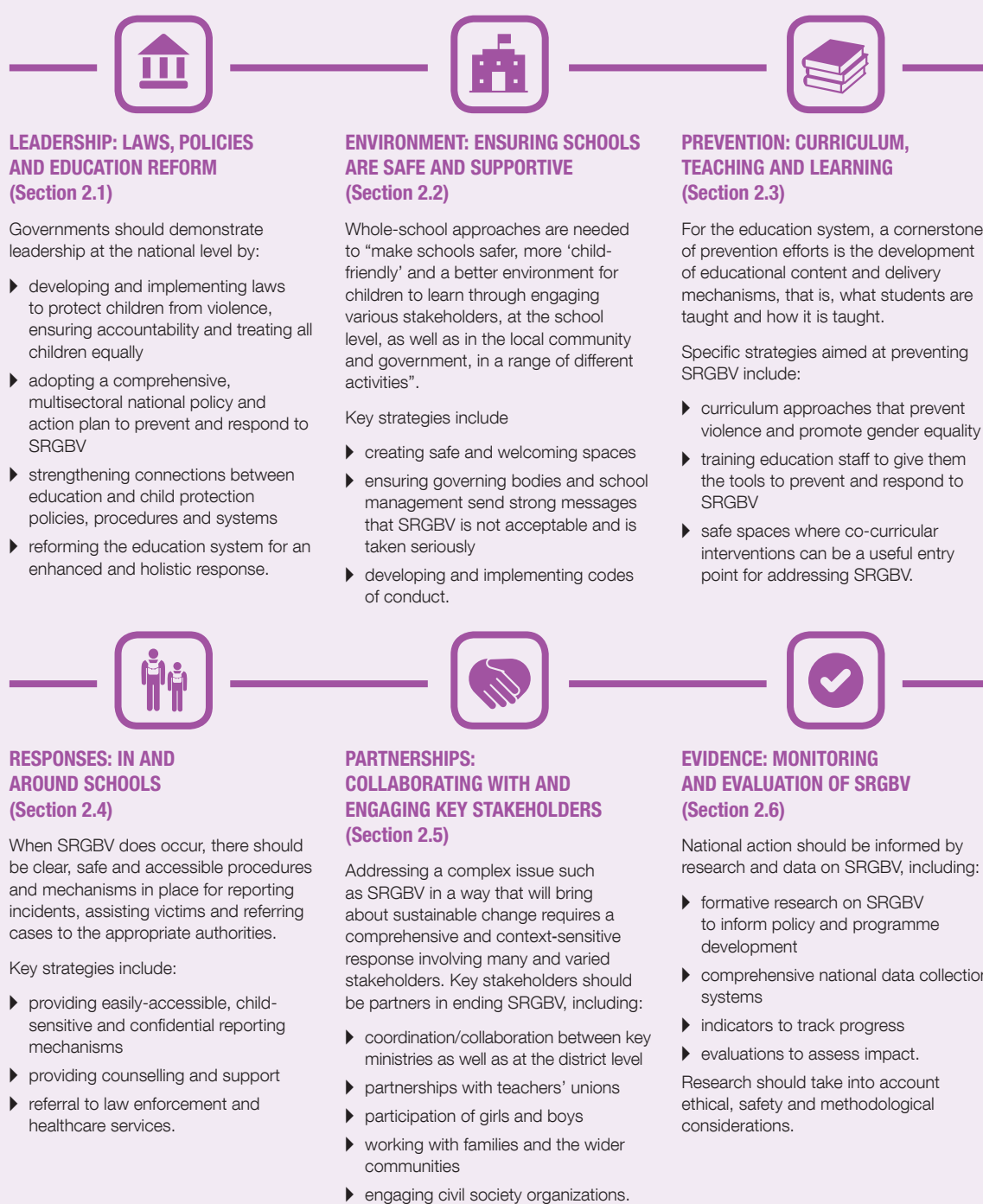
- **Holistic ‘whole-school’ approaches** (see Section 2.2 for more details on this subject) – effective programming should take, wherever possible, a whole-school, whole-community and multisectoral view of the issues to include both prevention and response efforts.
- **Context specific** – all interventions aimed at reducing SRGBV should be context specific and based on rigorous situation and needs analysis, and where possible joining up with existing interventions.
- **Child-centred and take a ‘do no harm’ approach** – children’s rights, needs, safety and protection should be at the centre of all programming.
- **Developmentally appropriate** – topics and issues included in curricular and co-curricular activities must be age- and developmentally-appropriate to the children they target.
- **Participation** – children should be recognized as key participants in developing solutions to address SRGBV.
- **Inclusive** – interventions should seek to ensure all children, including traditionally marginalized or excluded, disabled, minority, LGBTI and other children, are able to participate, take action and are consulted.
- **Gender responsive and transformative** – programming must be based on strong gender and rights analysis, bearing in mind the continuum of the gender spectrum, and should use and produce age and sex-disaggregated data wherever possible. It should build knowledge and shape skills, values and attitudes in order transform established norms around gender and power by empowering individuals to champion gender equality and challenge all forms of violence.



SECTION 2
PRACTICAL
GUIDANCE FOR
HOLISTIC SRGBV
RESPONSES

GUIDING STRATEGIES FOR NATIONAL ACTION ON SRGBV

■ **Figure 6:** Six guiding strategies for national action on SRGBV



Among the above-mentioned strategies, no minimum or basic package of interventions is recommended in this guidance. Instead, what is suggested is that careful analysis is needed to reveal good starting points for strengthening action and prevention within each context.

In some contexts, good national laws exist but they are not implemented or enforced. In this case, a course of action that begins with translating these laws into practice may be a good starting point. In other contexts, the most appropriate starting point might be with implementers or the 'thick middle' (the middle-level between national policy level and school level, including head teachers, regional or district officers, teachers' unions and other school organizing bodies), as they may offer the greatest opportunity for direct change in schools and influencing both up- and down-stream.

Pace, direction and starting points all need careful consideration. Additionally, adaptive and reflective programming and policy-making tools will ensure that change can be achieved and sustained. The current guidance provides clear, knowledge-based operational direction to help develop appropriate mechanisms and responses within any given context, and to map a pathway for effecting wider change in the six strategy areas highlighted. Promising practice case studies and recommended tools are provided throughout each section to show how different intervention strategies have been used and can be adapted in different contexts.



2.1 LEADERSHIP: LAWS, POLICIES AND EDUCATION REFORM

SRGBV must be incorporated into national policies and action plans that recognize the need for prevention, responses to mitigate its impact and accountability. Commitment and effective leadership from national governments are a necessary starting point to achieve these objectives.

Governments should demonstrate leadership at the national and local levels by:

- developing and implementing relevant laws, and comprehensive, multisectoral national policies to prevent and respond to SRGBV
- strengthening connections between education and child protection policies, procedures and systems
- applying system-wide approaches to review and reform, to ensure that state education institutions comprehensively address SRGBV through strategies aimed at prevention, response and accountability.

LAWS AND POLICIES



‘Clear, unambiguous legislation that places a ban on all forms of violence against children, including violence in school, is a key component of any comprehensive national strategy to address violence against children.’

Source: Office of the Special Representative of the Secretary-General on Violence against Children (UNICEF, 2011)

Protective laws and policies are fundamental for addressing SRGBV and protecting children from violence. These regulatory frameworks represent government commitment to addressing SRGBV.

Legislation refers to the act or process of making laws and implementing them. It establishes rights and entitlements, government duties and obligations (UN Women, 2013b). Legislative frameworks are necessary to ensure that states meet their international obligations to respect, protect and fulfil the human rights of all people.



PRACTICAL ACTION 1: HOW TO DEVELOP A LEGAL FRAMEWORK ON SRGBV

- 1 **Content appraisal:** Look at the current legislative framework and how it relates to SRGBV: are existing laws compliant with international standards? Is new legislation required, or can relevant legal provisions be amended?
- 2 **Assess implementation:** Legislation by itself is not enough; laws should be supported by effective regulations and policies that include binding codes of conduct, and appropriate and proportionate sanctions (Greene et al, 2013). What are the weaknesses in implementation? What investments and budget allocations are needed to enforce the law? Are school staff and education officials ready and able to implement?
- 3 **Harmonize existing legislation to ensure SRGBV is included:** Legislation and regulations across different sectors may need to be reviewed to ensure there is coherence and to make sure that SRGBV is included in existing laws. It is critical to build consensus among key sectors and agencies, as well as to ensure policy-makers are aware of the need to address SRGBV. There are currently four key areas of legislation where SRGBV can be addressed:
 - *General child rights* (e.g. Liberia’s *Children’s Act* (2010) protects the fundamental rights of all children and includes child protection as a mandatory element of teacher training);
 - *Corporal punishment* (e.g. India’s *Right to Education Act* (2009) established a national ban on corporal punishment in schools, stating ‘No child shall be subjected to physical punishment or mental harassment’);
 - *Sexual violence* (e.g. Tanzania’s *Law of the Child Act* (2009) protects children from all forms of sexual abuse, including in schools);
 - *Bullying* (e.g. the *Anti-Bullying Act* (2013) in the Philippines requires all schools to adopt an anti-bullying policy).
- 4 **Clearly address SRGBV within a national education sector plan or strategy:** Including indicators and targets to track progress, and allocate sufficient resources for monitoring and implementation.
- 5 **Sensitization and advocacy:** Finally, those who implement laws – frontline service delivery personnel such as teachers, lawyers or the police – also need to have the knowledge, capacity and support to ensure they are aware of the legislation and can enforce the law. Therefore considerable attention needs to be paid to preparing the sector for action. This will include ensuring teachers, school heads and others fully understand the issues and are prepared to play their roles in implementation. Information and awareness about laws and policies should also go to the general public and to children through child-friendly versions of laws.





Policy frameworks are documents that provide a common vision to guide policy and programme development, such as national action plans, ministerial regulations, policy statements, strategic plans, protocols and other mechanisms. Key national policy frameworks for SRGBV include the education framework as well as any frameworks or national action plans on violence against women, children's rights and the rights of vulnerable or minority groups and others.

Box 4: Gaps and barriers in national policy frameworks

An international meeting of SRGBV partners in Paris, France (April 2014) identified weak national policy environments as a key challenge to addressing SRGBV, particularly:

- limited translation of legislation into policy
- poor enforcement of legislation or monitoring of policy implementation
- little if any integration of SRGBV into education plans and other public policies (i.e. child protection, violence against women)
- few school-level policies on violence or bullying overall, and almost nothing on bullying on the basis of GBV.

Source: dos Reis and Hofmann (2014)

Policy frameworks and plans are a key opportunity for national governments to demonstrate leadership on the need to address SRGBV and create an enabling environment. The World Report on Violence against Children notes that:

'Policies to tackle school violence should recognize that schools are, above all, places of learning and can play an important role in equalising power and eliminating abuses of power.' (Pinheiro, 2006, p. 142)

Plan's global *Learn without Fear* campaign has called for government action to prevent and reduce SRGBV, with the first principle being:

'Comprehensive and integrated action: Governments must adopt a comprehensive, integrated, and multisectoral action plan to prevent and respond to gender-based violence. The plan should be gender-responsive, take into account the diversity of experiences and needs of marginalised girls and boys, and look specifically at the school context.' (Greene et al, 2013, p. 37)

However, the majority of countries do not yet have national policies addressing SRGBV. In 2014, 27 out of 100 countries reported progress with regard to national legal and policy frameworks that specify prevention and response mechanisms to SRGBV (UNICEF, 2015).

Box 5: Key principles for developing a national SRGBV policy framework

Based on work by Greene et al (2013) and others (UNGEI/UNESCO 2013), it is recommended that national policy frameworks should:

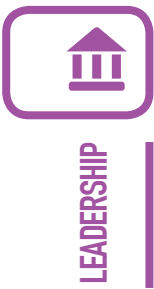
- Form part of broader frameworks to eliminate violence against children, implement the Convention on the Rights of the Child (CRC), strengthen child protection systems and/or realize the goals of Education for All and the Learning without Fear initiative.
- Involve coordinated intervention at the school, community, regional and national level, with key roles specified for other sectors, such as health, social services, law enforcement, the judiciary, the security forces or military, and child protection authorities.
- Consult with civil society and ensure that the diverse voices of children and youth are heard, particularly those from marginalized groups and communities.
- Be accompanied by awareness-raising activities among teachers, school staff, parents and students.
- Consider gender issues in the prevention and response of violence in schools.
- Be underpinned by sufficient and credible data on the nature and scope of SRGBV.

The map in Figure 7 provides more examples of national legislation and policy frameworks on SRGBV around the globe. There are also various examples of legislation at the sub-national level, such as in Brazil and Australia, where several states and municipalities have anti-bullying legislation while no similar legislation exists at a federal level. In contrast, national legislation is often not enforced at the sub-national level, either through failure to enact local legislation or due to weak implementation and follow through.



LEADERSHIP

■ **Figure 7:** Examples of SRGBV legislation and policy frameworks around the world



BELIZE

The 2010 *Education and Training Act* prohibits corporal punishment, sexual harassment and pornography in education settings, but does not cover bullying or sexual violence against boys. The act is complemented by new legislation requiring teachers to have adequate training on the issue.

COSTA RICA

In 2011, the Government of Costa Rica introduced a *National Program on Coexistence in Education Centers (Convivir)*, which aims to strengthen and improve gender-sensitive and gender-equitable relationships at school. Every school forms a working group to lead the strategy, consisting of a director, teacher, counsellor and two students. The Convivir programme forms part of the broader National Plan for the Prevention of Violence and Promotion of Social Peace 2011–2014.

PERU

Since 2013, Peru's Ministry of Education has been promoting a *National Strategy to prevent School Violence called Paz Escolar* (www.pazescolar.pe), with a vision for 'students to live and learn happily'. As part of this strategy, victims or witnesses of SRGBV can anonymously report incidents on the virtual portal: www.siseve.pe or they can call a free telephone line.

NORWAY

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NIGERIA

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Map No. 4170 Rev. 14 UNITED NATIONS (2016).

For more information consult the following sources: Antonowicz (2010), Fancy and Fraser (2014a), Plan (2012), Plan/UNICEF (2014).



NORWAY

In 2002, Norway launched a *Manifesto Against Bullying*. The manifesto has been renewed several times after the initial two-year launch, and commits school partners (including governments, teaching unions and parents' committees) to preventing and combating bullying. The manifesto has had the most impact on bullying when the campaign has involved follow-up and links to Norway's internationally recognized anti-bullying programmes: 'Zero' and 'Olweus'.

POLAND

In 2006, the Ministry of Education launched a 'zero tolerance' school reform plan in response to the suicide of a girl after she was sexually molested at school. In 2008, the new government moved to a new policy of 'Safe and Friendly Schools', which focused on building a positive social climate and addressing problem behaviours including aggression, drug addiction and alcohol abuse.

PALESTINE

The Ministry of Education developed a *Plan of Action to Counter Violence in Schools in Palestine*. The plan focused on prevention and established special units – a disciplinary school council – to counter violence. It also clearly specified the reporting mechanisms to be adopted within schools. The *National Strategy to Combat Violence against Women 2011–2019* also provides a policy framework for SRGBV with interventions: to strengthen the role of student councils and parent councils in schools; to provide SRGBV counselling services; and to update the school curricula to include a mandatory syllabus on violence against women.

MONGOLIA

In 2006, the Government of Mongolia passed major amendments to the education law, prohibiting all forms of violence in education settings, including corporal punishment and emotional harassment. The new law also introduced a Code of Conduct and mechanisms to monitor and regulate breaches of the Code.

REPUBLIC OF KOREA

The *Act on Prevention of School Violence* stipulates that the government shall take necessary measures to prevent school violence, including drawing up a plan on school violence prevention every five years and creating a committee to monitor the implementation of the plan. All primary and secondary schools are obliged to make and carry out their own action plan to prevent school violence and to hold regular sessions on the prevention of school violence.

NIGERIA

In 2007, the Ministry of Education adopted a *National Policy Framework on Violence Free Basic Education*. The framework includes: sensitization of teachers and students; training of education managers; capacity building of education stakeholders (school management committees, parent teacher associations); research promotion; institutionalization of counselling units in all schools; and monitoring and evaluation.

KENYA

In 2010, corporal punishment became unlawful in all settings, including schools (Article 29 of Constitution). Kenya's *Sexual Offences Act* (2006) also criminalizes both physical and verbal sexual harassment. Sexual offences by people in positions of authority/trust within education settings are also against the law, liable upon conviction to imprisonment for a term of not less than 10 years.



CHILD PROTECTION SYSTEMS

All children have a right to human dignity and to their physical and psychological integrity. Like any other right, the right to protection from all forms of violence is an inherent one. This means that – regardless of the nationality, place of residence, sex, age, national or ethnic origin, colour, religion, language or any other status – each and every child has the right to live a life free from harm. The Convention on the Rights of the Child has the most specific provisions on the protection of children against violence (see Annex I for key policy commitments and international agreements). Article 19 goes as far as to require states to take appropriate legislative, administrative, social and educational measures to protect children from all forms of violence. Community based structures and mechanisms are also critical to child protection (Plan International, 2015a). Child protection actors and partners work towards establishing and implementing a range of measures so that children can grow and develop in safe, nurturing and enabling environments.

A child protection system can be defined as: ‘Certain formal and informal structures, functions and capacities that have been assembled to prevent and respond to violence, abuse, neglect and exploitation of children. A child protection system is generally agreed to be comprised of the following components: human resources, finance, laws and policies, governance, monitoring and data collection as well as protection and response services and care management. It also includes different actors – children, families, communities, those working at subnational or national level and those working internationally. Most important are the relationships and interactions between and among these components and these actors within the system. It is the outcomes of these interactions that comprise the system’ (UNICEF/UNHCR/Save the Children/World Vision, 2013, p. 3).

Effective solutions to SRGBV require policies, procedures and structures to protect children from violence at all levels, and in all settings where it takes place – families, schools and communities. Working within a multidisciplinary and multisectoral approach is essential – with governments, multilateral and bilateral agencies, donors, communities, families and, most importantly, children themselves. This holistic approach enables systems to better manage risks – such as the risks and vulnerabilities of teachers – and to manage the complex power dynamics and institutional weaknesses that open individuals up to exploitation and abuse. Furthermore, it is important that child protection is considered in a wide range of policy and legal frameworks, programmes and services to ensure that responses to SRGBV are well integrated and properly addressed.



PRACTICAL ACTION 2: HOW TO ENSURE CHILD PROTECTION SYSTEMS INCLUDE SRGBV

The importance of comprehensive and integrated action is generally agreed upon, with the need for national action plans and coordination between different sectors – including education – complemented by child protection mechanisms at the sub-national, school and community levels (UNGEI/UNESCO, 2013). Effective child protection solutions to SRGBV require systems and strategies that work at a variety of levels. As shown in the country examples below, the education sector has an important role to play as part of national, coordinated systems and strategies for child protection.


COUNTRY EXAMPLES - LINKAGES BETWEEN EDUCATION AND CHILD PROTECTION SYSTEMS

Implementing child protection laws, policies and systems that also protect children in schools	<p>Rwanda: A key priority of the Government of Rwanda's new <i>Family Promotion Policy</i> (2014) is the development and roll-out of a national child protection system in Rwanda (supported by UNICEF and funded by the UK's Department for International Development – DFID). The Child Protection System uses a multisectoral approach in preventing and responding to violence, neglect, exploitation and abandonment of children.</p> <p>At the national level, some key areas where child protection authorities and the Ministry of Education are working together to make stronger linkages include:</p> <ul style="list-style-type: none"> • revising teachers' code of conduct (professional ethics) and getting it into the hands of every teacher • promoting peer-to-peer education through children's Tuseme clubs ('Speak Out') • strengthening counselling systems in schools – guidance and counselling teachers and linkages with social workers • dissemination of clear referral pathways in schools specifically for reporting allegations and/or incidences of violence, abuse, neglect and exploitation in schools • promotion of violence-free schools (child-friendly schools) (DFID, 2014).
Collaboration and coordination amongst child protection actors, including ministries of education	<p>Tanzania: The <i>Multi-Sector Task Force on Violence against Children</i>, coordinated by the Ministry of Community Development, Gender and Children, led the development and implementation of a <i>National Plan of Action to Prevent and Respond to Violence Against Children</i>. The plan involves the education, police, justice system, health and social welfare services, HIV/AIDS sector and civil society. Tanzania is the first country in Africa to undertake a comprehensive national survey on violence against children. A child protection system was developed and piloted in four districts. In each district, the education, health, social welfare, police and justice sectors and informal community structures work together to ensure cases of child abuse are dealt with swiftly and appropriately. UNICEF is currently supporting the scaling up of the initiative at the national level (UNICEF, 2014c).</p>
Promoting and providing child protection services to children	<p>Sierra Leone: Family Support Units (FSUs) link police, social workers and health personnel with schools. The FSUs provide a mechanism to monitor and report child abuse, sexual and domestic violence, and child offences, although there is a need to strengthen capacity (Fancy and McAslan Fraser, 2014a).</p> <p>Bhutan: UNICEF has set up a child protection system in collaboration with the monasteries of Bhutan. Over 4,000 of Bhutan's poorest children live and study in monasteries, some as young as five (although the official starting age is seven). They are usually sent by parents who cannot afford the cost of uniforms/textbooks of government schools. The new child protection system links the monastic orders with the police and state child welfare services. It provides children with a way of reporting violence, neglect, mistreatment or abuse. Child rights workshops are held for pupils, teachers and senior monks, and a child protection officer is housed permanently in the monasteries (Kelly, 2013).</p>
Evidence-building and knowledge management	<p>Violence Against Children Surveys (VACS) measure physical, emotional, and sexual violence against children and young adults aged 13–24 years. To date, the surveys have been completed in nine countries (Cambodia, Haiti, Indonesia, Kenya, Malawi, Nigeria, Swaziland, Tanzania and Zimbabwe) and are underway in six more (Botswana, Laos, Mozambique, Rwanda, Uganda and Zambia). Findings from VACS enable countries to better allocate limited resources to develop, launch and evaluate child protection systems and programmes for violence prevention, and inform coordinated multisectoral responses at national levels.</p>


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SYSTEM-WIDE REVIEW AND REFORM

Undertaking a system-wide review of the education system, with a gender lens and a view to identifying the causes and responses to violence, is a vital early step in developing a holistic response to SRGBV. A process of review and reform that takes a broad look at all parts of the national education sector can help ensure that state education institutions comprehensively address SRGBV through strategies aimed at prevention, response and accountability.

Addressing reform in this holistic way will ensure that opportunities and challenges that exist at different levels are included in any plans to address SRGBV, and will build on existing relevant policies and resources such as those that relate to violence prevention, child protection or the promotion of gender equality. A system-wide approach also provides an opportunity to identify the different partners who need to be engaged and who may already be working on aspects of SRGBV response.

Research by the UNAIDS Inter-Agency Task Team (IATT) on Education and School Health (2015) concluded that comprehensive, systematic and systemic efforts are needed at multiple levels to prevent and address SRGBV and yield better results for empowered school communities. This comprehensive action is represented graphically in the SRGBV Theory of Change (see Figure 8). Based on interviews with teachers and other education personnel, the following three overarching objectives for a comprehensive response to SRGBV were identified:

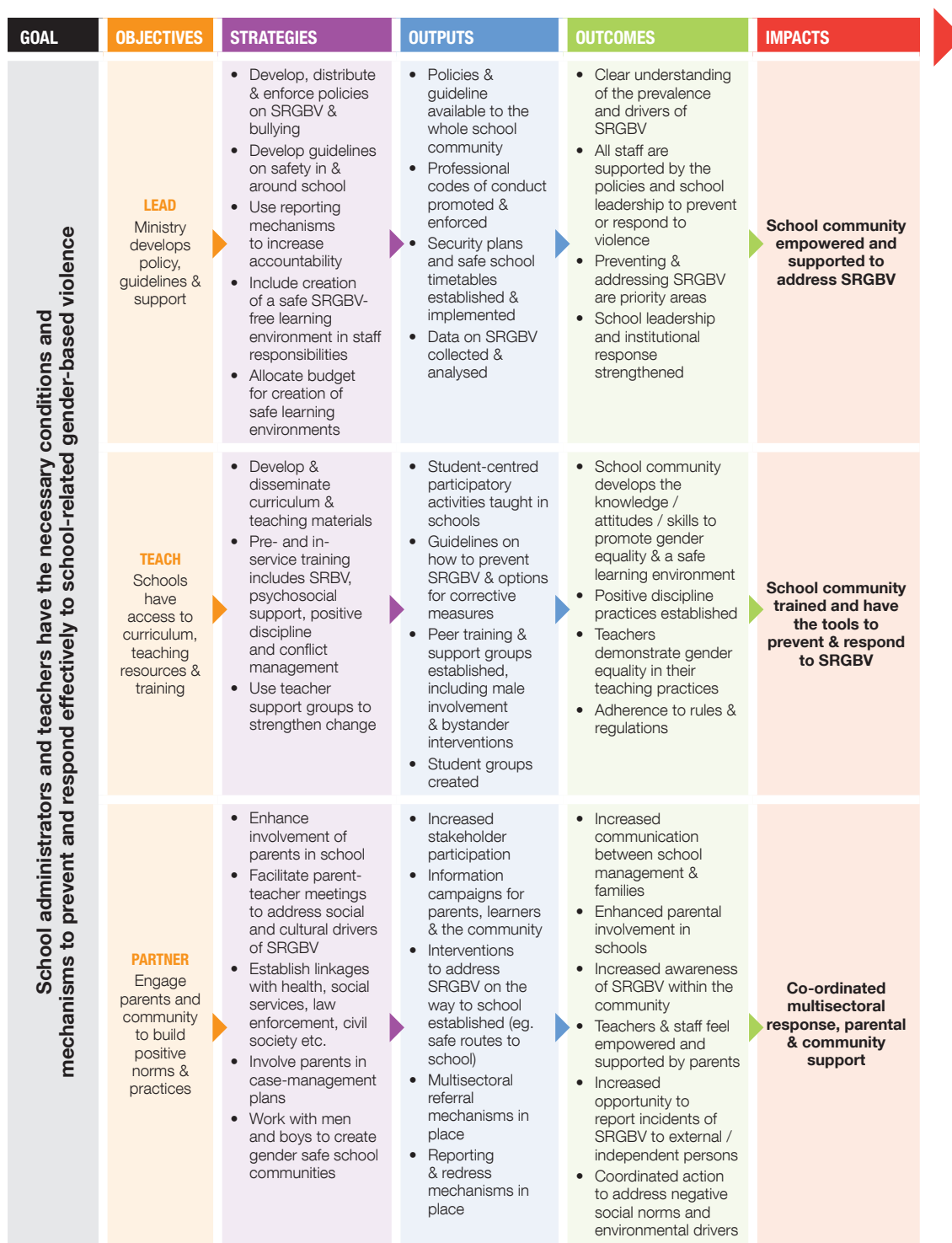
LEAD: Ministry develops policy, guidelines and support.

TEACH: Schools have access to curriculum, teaching resources and training.

PARTNER: Parents and community are engaged to build positive norms and practices.

A system-wide review and reform leads to the development of strategies that are effected at various levels of the education system, sometimes with leadership by different parts of the system itself. These strategies can be seen in Practical Action (below) where specific actions are recommended, with links to relevant sections within this guidance.

■ Figure 8: SRGBV Theory of Change



Source: Adapted from UNAIDS IATT on Education and School Health (2015)

**PRACTICAL ACTION 3: HOW SRGBV CAN BE ADDRESSED THROUGH EDUCATION SYSTEM REVIEW AND REFORM**

Institutional reform can occur throughout the education system at a number of levels:		See Section:
Ministry of Education	• Support the design, implementation and gender analysis of legislation, national and local action plans, and frameworks on SRGBV	2.1 LAWS AND POLICIES 2.1 SYSTEM-WIDE REVIEW AND REFORM
	• Ensure gender-sensitive budgets are put in place to raise awareness of and implement new policies and legislation	2.2 CODES OF CONDUCT
	• Enforce and harmonize legislation and policies for SRGBV, child protection and the prosecution of perpetrators. Ensure codes of conduct are implemented effectively and appropriate sanctions are applied	
	• Ensure education staff, including teachers, school heads and others, are trained in and equipped to prevent and report SRGBV	2.3 PEDAGOGY AND TEACHER TRAINING
	• Mainstream age-appropriate SRGBV prevention-related concepts and skills into national school curriculum development	2.3 CURRICULUM APPROACHES
	• Improve referral mechanisms to legal, medical and social services at the national and local levels	2.4 REFERRAL STRUCTURES
	• Develop reporting tools and mechanisms for teachers, school staff and students (peer educators)	2.4 REPORTING MECHANISMS
	• Engage with key stakeholders and partners in the design, structures, policy and practice of SRGBV interventions	2.5 COLLABORATING WITH AND ENGAGING KEY STAKEHOLDERS
	• Invest in the collection, analysis and sharing of data on SRGBV	2.6 MONITORING AND EVALUATION
Teacher training colleges	• Include SRGBV in teacher training curriculums and training teachers about the causes of GBV, possible prevention activities, referral and response frameworks	2.3 PEDAGOGY AND TEACHER TRAINING
Teachers' unions	• Work with the MoE to develop, implement and revise professional codes of conduct and gender-equitable human resource policies	2.2 CODES OF CONDUCT
	• Raise awareness of SRGBV among union members, and provide support to teachers affected by SRGBV	2.3 PEDAGOGY AND TEACHER TRAINING
Schools	• Develop inclusive, gender aware and non-discriminatory school regulations and procedures in line with national guidelines	2.2 GOVERNING BODIES AND MANAGEMENT
	• Create safe and welcoming physical spaces	2.2 SAFE AND WELCOMING SCHOOLS
	• Create learning environments with curricula and teaching practices that promote gender-equitable norms, non-discrimination and violence prevention life skills	2.3 CURRICULUM APPROACHES 2.3 PEDAGOGY AND TEACHER TRAINING
	• Create mechanisms and strengthening capacity for students to participate in the reduction of SRGBV, for example, through girls' and boys' clubs, and by training students as peer educators to detect violence, or as peer mediators	2.3 SAFE SPACES AND CO-CURRICULAR ACTIVITIES 2.5 YOUTH LEADERSHIP AND PARTICIPATION
	• Make referral to and/or provide guidance counselling and support to victims/survivors of SRGBV	2.4 COUNSELLING AND SUPPORT
	• Build and strengthen partnerships with and accountability to communities and families, including through parent-teacher associations, school-based management committees, local communities and groups	2.5 COMMUNITY MOBILIZATION 2.5 FAMILY ENGAGEMENT



COUNTRY EXAMPLE – IMPLEMENTING A COMPREHENSIVE REFORM THROUGH MULTILEVEL ACTIONS

USAID's *Safe Schools* model was piloted in Ghana and Malawi from 2003 to 2008 and aimed to reduce violence in and around schools through an integrated set of interventions at the national, institutional, local and individual level. Activities included: national-level awareness-raising activities with a range of stakeholders; a teachers' Code of Conduct; teacher training to recognize, prevent and respond to GBV; and community-level awareness-raising. A baseline/endline survey of knowledge, attitudes and practices of 800 students and 400 teachers found significant impacts, including:

- An increase in teachers' knowledge of how to report a violation related to SRGBV from 45 per cent (baseline) to 75 per cent (endline).
- A change in teachers' attitudes towards the acceptability of physical violence: in Malawi, prior to the intervention, 76 per cent of teachers thought whipping boys was unacceptable, compared to 96 per cent afterwards.
- An increase in teachers' awareness of sexual harassment of girls and boys at school: in Ghana, there was an increase from 30 per cent to 80 per cent in teachers agreeing that girls could experience sexual harassment at school, and 26 per cent to 64 per cent that boys could also experience sexual harassment.
- Students became more confident that they had the right not to be hurt or mistreated: in Ghana, the percentage of students agreeing with the statement 'You have the right not to be hurt or mistreated' increased from 57 per cent to 70 per cent (USAID/DevTech, 2008).

NATIONAL

ADVOCACY
NETWORK

- ▶ Advocate for improved policies & legislation

INSTITUTIONAL

MINISTRY OF EDUCATION
AND SCHOOLS

- ▶ Teachers' Code of Conduct
- ▶ Teacher SRGBV Prevention

LOCAL

COMMUNITIES

- ▶ Awareness raising and community mobilization

INDIVIDUAL

INDIVIDUAL GIRL AND BOY LEARNERS

- ▶ Counselling & Referral
- ▶ Student SRGBV Prevention

The final report recommends that future programmes encourage sustainable, long-term change through a gender approach, a whole-school approach, redefining classroom discipline with teachers and parents, and stressing children's rights and responsibilities. The Safe Schools pilot has subsequently been rolled out internationally – in the Dominican Republic, Senegal, Yemen, Tajikistan and the Democratic Republic of Congo, as well as through a partnership with the Peace Corps.

Source: Adapted from USAID/DevTech (2008)



LEADERSHIP



FURTHER RESOURCES ON LAWS, POLICIES AND EDUCATION REFORM

Legislation

Plan/UNICEF. 2014. *Toolkit and Analysis of Legislation and Public Policies: To Protect Children and Adolescents from all Forms of Violence in Schools*. Panama, Plan/UNICEF. The first half of the toolkit analyses the legal and policy framework for the protection of children and adolescents from violence in schools, focusing on Latin America and the Caribbean. The second half contains materials and toolkits for prevention of SRGBV from around the world.

UNICEF/Inter-Parliamentary Union. 2007. *Eliminating Violence against Children*. Paris, UNICEF. This handbook describes measures parliamentarians can take to end violence against children, including legislation, overseeing government activities, allocating financial resources and, as leaders in their nations and communities, raising awareness of issues.

2.2 ENVIRONMENT: ENSURING SCHOOLS ARE SAFE AND SUPPORTIVE



ENVIRONMENT

The quality of the environment in which teaching and learning, working and studying take place is fundamental to how SRGBV is addressed in schools.

Whole-school approaches are needed to ‘make schools safer, more “child-friendly” and a better environment for children to learn through engaging various stakeholders, at the school level, as well as in the local community and government, in a range of different activities’ (Fulu et al, 2014, p. 14).

Key strategies include:

- creating safe and welcoming spaces
- ensuring governing bodies and school management send strong messages that SRGBV is not acceptable and is taken seriously
- creating codes of conduct.

SAFE AND WELCOMING SCHOOLS

A safe and supportive school has appropriate physical facilities, including school buildings, grounds, water and sanitation facilities, furniture, lighting and security equipment. While it is crucial to ensure that the physical infrastructure and spaces are safe, the school must also be welcoming to students, parents and others in the community to encourage accountability and engagement.

The school's physical infrastructure is important as SRGBV can take place in and around school buildings, grounds and on the way to and from school. Hotspots for violence include toilets, empty classrooms, corridors and dormitories, as well as the perimeter of school grounds.

SRGBV can be exacerbated by poorly designed or managed infrastructure, such as dim lighting or broken locks, as well as physical isolation and inadequate supervision of facilities.

At the 57th Session on the Commission on the Status of Women, governments made a specific commitment to 'improve the safety of girls at and on the way to and from school, including by establishing a safe and violence free environment' by improving infrastructure such as providing private sanitation facilities with locks, improved lighting and playgrounds (UN Women, 2013a).



PRACTICAL ACTION 4: HOW TO ENSURE SAFE PHYSICAL SPACES IN SCHOOLS. AN ILLUSTRATIVE CHECKLIST

School location, grounds and access routes	<ul style="list-style-type: none"> • School built in location perceived to be safe by the local community (e.g. away from bars and areas with high crime rates). • Conduct safety audits of the school building, grounds and access routes to identify unsafe areas, taking into account the opinions of different groups of students (e.g. boys, girls, minorities, disabled students etc.). • Improve and maintain lighting in and around school grounds. • Use perimeter and access point fencing and monitoring, and clear bushes.
Building and classroom design	<ul style="list-style-type: none"> • Consider SRGBV and safety issues in the design of school infrastructure. • Ensure good visibility into educational spaces from the outside by maximizing the number/size of windows and doors in classrooms, offices and other spaces.
Water, Sanitation and Hygiene (WASH) facilities	<ul style="list-style-type: none"> • Separate, lockable toilets for boys, girls, men and women teachers/school staff. • Toilets should be in close proximity to the school in an open and visible location. • Provision of hygienic and safe sanitation disposal facilities. • Provision of space next to the toilets to change and wash menstrual pads.
Monitoring and maintenance	<ul style="list-style-type: none"> • Regular monitoring of spaces where children are most vulnerable to SRGBV (e.g. in or near latrines, in empty classrooms and hallways, the school perimeter) by school security, teachers, non-academic staff and students 'on duty' (with teacher supervision). • Regular checking and maintenance of broken lights, toilet facilities (including locks on doors) and security facilities.
Transportation	<ul style="list-style-type: none"> • Increase safety on the way to and from school. For example, by establishing 'safe passage' routes to and from school that are patrolled or safe, shared transport options.



Welcoming schools are spaces where each member of the school community – student or staff – is made to feel equally valued; where individuals treat each other with respect; where principles of tolerance and diversity are promoted; where each student has an equal opportunity to learn and participate; and where systems are in place to enhance relationships of trust and support between learners and teachers. Schools that are perceived as welcoming to all students and staff can be described as having an ‘inclusive culture’, characterized by:

- the presence of leaders who are committed to inclusive values and to a leadership style that encourages a range of individuals to participate in leadership functions
- a high level of staff collaboration and joint problem solving
- similar values and commitments that may extend to the student body, and to parents and other community stakeholders in the school.

Research suggests that, in order to foster inclusive development, school leaders need to attend to three broad types of task: fostering new meanings about diversity; promoting inclusive practices within schools; and building connections between schools and communities (UNESCO-IBE, 2015).

In such an environment, students are not only better able to recognize situations of violence or abuse, but they also feel more comfortable to report to a trusted teacher or other adult any instance of violence or discrimination that they may have experienced or witnessed at school.



Box 6: UNICEF’s Child-Friendly School model

UNICEF’s Child-Friendly School model enables a holistic review and includes three key principles: child-centredness, democratic participation and inclusiveness, with each principle demonstrating certain features.

TABLE 1: CHILD-FRIENDLY SCHOOL PRINCIPLES AND FEATURES

Principle	Features of a child-friendly school derived from principle
Child-centredness	<ul style="list-style-type: none"> • Child-centred pedagogy in which children are active participants, provided by reflective practitioners • Healthy, safe and protective learning environment provided through appropriate architecture, services, policies and action
Democratic participation	<ul style="list-style-type: none"> • Children, families and communities are active participants in school decision-making • Strong links among home, school and community • Policies and services support fairness, non-discrimination and participation
Inclusiveness	<ul style="list-style-type: none"> • Child-seeking • Inclusive and welcoming for all students • Gender-sensitive and girl-friendly • Policies and services encourage attendance and retention

An evaluation of the model (UNICEF, 2009) found that, where the three principles had been applied fully, children felt more supported by and invested in by parents and teachers. Teachers and parents were also more engaged and the full school environment was more conducive to learning. Critical to these child-friendly schools are clear codes of conduct and reporting mechanisms that are developed cooperatively, and to which all members of the school community are committed.

Source: Adapted from UNICEF (2009)

One useful tool that can be used by children to map school sites that they perceive to be unsafe is that of participatory mapping. The following are examples of participatory mapping, and its results, from the Democratic Republic of Congo (DRC) and Viet Nam.



PRACTICAL ACTION 5: HOW TO USE PARTICIPATORY MAPPING OF UNSAFE SITES AND FORMS OF VIOLENCE EXPERIENCED IN SCHOOL

Participatory mapping was used as part of a five-year, USAID-funded project in the DRC for the project, Empowering Adolescent Girls to Lead through Education – EAGLE (FHI 360, 2014). The following steps were taken:

- Working in single-sex groups, boys and girls were asked to draw a map showing the major features of their school (such as classrooms, playgrounds, toilets etc.), as well as the roads and paths leading to their schools.
- After drawing the maps, the students were asked to place green dots on places where they felt safe and red dots on places where they felt unsafe.
- The children then discussed why they had marked a place as safe or unsafe.

The problems highlighted by students in the participatory mappings helped to inform school communities where to prioritize funding awarded to parents’ committees by way of small EAGLE-funded grants

In Ghana, Malawi and Zimbabwe, participatory research with children aged 10–14 at schools looked at places within and around the school where they felt safe and unsafe (Leach et al, 2003). In both countries, girls’ maps had more areas marked as unsafe, indicating that girls found the school environment a less secure, more threatening place than boys, highlighting that ‘hotspots’ for SRGBV were gendered:

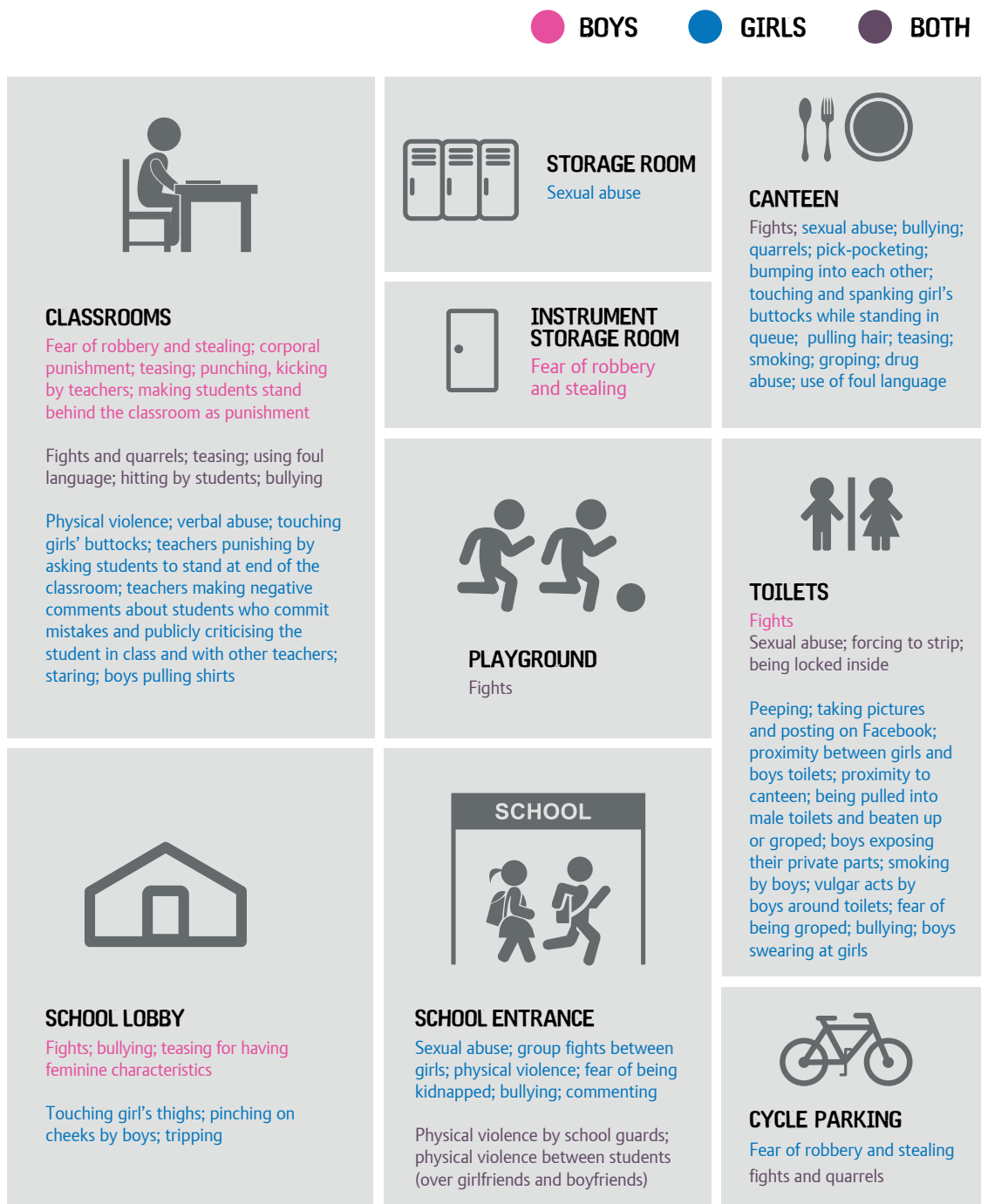
- Girls’ unsafe spaces included: the pupils’ toilets; boys’ playing field; teachers’ quarters; offices and playgrounds; and busy roads, with the main reasons being fear of being attacked by boys and men, and verbal/sexual harassment by boys, teachers and men from the community.
- Boys’ unsafe spaces included: busy roads; girls’ toilets; girls’ playground; and the head teacher’s office and staff room, not out of fear for their own personal safety, but because these were areas that were out of bounds for them

The infographic in Figure 9 shows the results of a participatory mapping exercise with learners in Viet Nam. It shows how different spaces at the school site are gendered and how children experience different forms of SRGBV in those areas.



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■ **Figure 9:** Infographic showing how school site is gendered in Viet Nam



Note: Students also reported rumors on Facebook; Facebook fights turning into physical fights on school campus; physical violence by school guards and by boys from outside; name calling; teasing for dressing badly; bullying by school boys; physical fights between boys groups and girls groups; posting bad pictures and offensive comments on Facebook; pulling girl's bra straps by boys; kicking, punching and pulling hair by girls; being touched by boys on cheeks; boys throwing cigarette butts on girls. These generally happen at any place on school campus and compromise the feeling of security among boys and girls.

Source: Plan International/ICRW (2015)

See section on *Further resources* for more information and tools on safe and welcoming schools.

GOVERNING BODIES AND SCHOOL MANAGEMENT

In many countries, the responsibility for overseeing the management of schools is entrusted to a governing body. The terms used for such governing bodies vary, and include local school boards, boards of governors and school management committees.

Research suggests that safe schools are characterized by strong management and effective school leaders (Dunne et al, 2005; Pinheiro, 2006). School governing bodies and management structures have a duty of care in the school. Governing bodies should send strong messages that SRGBV is unacceptable and should create a supportive and enabling environment to prevent and respond to cases of SRGBV. Working with teachers and education authorities, school governing bodies and management can develop and implement procedures for recording and referring cases of violence, and taking disciplinary action when pupils or teachers perpetrate violence.

Governing bodies and school management structures can build a culture of governance against SRGBV through transparency, accountability and participation that will empower all members of the school community to prevent and respond to SRGBV. There are several key steps involved in building a culture of governance, although little attention has been paid to the full 'ecology' of the school and how governance can support sustainable change.



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PRACTICAL ACTION 6: WHAT SCHOOL GOVERNING BODIES AND MANAGEMENT CAN DO TO ADDRESS SRGBV



**COUNTRY EXAMPLE – OVERSIGHT COMMITTEES, USAID C-CHANGE SRGBV PREVENTION PROJECT, DEMOCRATIC REPUBLIC OF THE CONGO**

Oversight committees were established in each target school as part of the USAID Communication for Change (C-Change) SRGBV Project in Katanga Province, Democratic Republic of Congo (C-Change, 2013). The committees were made up of teachers, parents, students and school management. The purpose of the oversight committees was to ensure that school codes of conduct were enforced by reviewing cases of reported SRGBV and taking disciplinary action if required. The committees could also refer a pupil who had been a victim of violence to the local child protection police, a health clinic or a counsellor specializing in GBV and health, as well as to ‘focal teachers’ recruited from within the target schools to act as SRGBV first responders.

See section on *Further resources* for more information and tools on governing bodies and school management.



CODES OF CONDUCT

A code of conduct is a set of guidelines that detail the set of recognized ethical norms (or values) and standards of acceptable conduct and behaviour. Codes of conduct are typically developed at national level and rolled out among schools to ensure institutional and legal back-up. They usually apply to teachers and school staff, but can also extend to learners and parents in a school. Codes of conduct should also involve a clear and transparent procedure for reporting violations, reviewing incidents and related due processes.

A code of conduct is important for SRGBV to:

<p>Guide and support education practitioners:</p> <ul style="list-style-type: none"> • Help members of the education profession solve ethical dilemmas they are confronted with • Stipulate explicit professional rules to guide teachers in their everyday conduct 	<p>Protect pupils, teachers and school staff:</p> <ul style="list-style-type: none"> • Protect pupils from harm, discrimination, intimidation, harassment and/or humiliation • Maintain position of trust for teachers and other school staff, without abusing authority • Highlight and reinforce implications of misconduct 	<p>Achieve and maintain high degree of educational professionalism:</p> <ul style="list-style-type: none"> • Uphold the honour, dignity, self-esteem and reputation of educational staff • Enhance the dedication, efficiency of service and professional commitment of educational staff • Promote a sense of professional identity among education practitioners 	<p>Promote public trust in, and support for, the education profession:</p> <ul style="list-style-type: none"> • Present a positive image of the education profession • Emphasize the social responsibility and public accountability of the profession towards pupils, parents and the broader community • Establish conditions conducive to the best possible professional service
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Source: Adapted from Poisson (2009)

Codes of conduct should include the unacceptability of violence against a pupil in any form (physical, verbal, psychological or sexual), sexual harassment, abuse and misconduct within schools, and sexual contact with students (coercive or consensual). The code should also cover mechanisms for reporting misconduct, as well as appropriate responses to students experiencing or witnessing violence. They should also stipulate the consequences of breaching the code, clearly showing how implementation of the code is supported by the law.

SECTION 2 2.2 ENVIRONMENT: ENSURING SCHOOLS ARE SAFE AND SUPPORTIVE

Developing a code of conduct involves a number of key steps, including: consulting a wide range of stakeholders; including teachers, school officials, parents and students; training and awareness-raising so teachers, school staff, parents and students know about the code; reporting and sanctioning misconduct; and regularly monitoring and reviewing the code (see checklist in Box 7).



COUNTRY EXAMPLE – DEVELOPING A CODE OF CONDUCT, SIERRA LEONE

In 2008–2009, the Ministry of Education and Sierra Leone Teachers' Union worked closely together to develop a national Code of Conduct for teachers, with key partners such as UNFPA, UNICEF, Council of Principals, Council of Head Teachers, academic institutions and non-governmental organizations (NGOs). To inform the development of the code, multistakeholder consultations were organized in all regions and districts of the country. In parallel, UNICEF supported the development of a training manual on the content and role of the Code of Conduct for school stakeholders, with training on how to implement the code taking place in every school.

Key lessons include:

- value of close collaboration between Ministry of Education and the teachers' union in developing the code
- importance of a broad consultation to raise awareness about SRGBV among education stakeholders
- key role of teachers' unions in implementing and enforcing the code at national and local level – in Sierra Leone, the teachers' union was proactive in presenting the code as a tool to support the professionalization of teaching, and
- recognizing the links between poverty and SRGBV, so that enforcing a teachers' code of conduct is accompanied by efforts to improve teachers' pay and working conditions.

For more information see Antonowicz (2010).

See section on *Further resources* for more information and tools on codes of conduct.

**PRACTICAL ACTION 7: HOW TO DEVELOP AND IMPLEMENT A CODE OF CONDUCT TO ADDRESS SRGBV? AN ILLUSTRATIVE CHECKLIST**

Note: For student-to-student codes of conduct, the checklist below should be amended to look at overall school rules, not only for teachers and school staff.

Defining a code of conduct	<ul style="list-style-type: none"> • The objectives of the code are clearly stated. • The public targeted by the code is clearly identified – the code should focus on teachers, but also include other school staff and anyone invited to work on school property (e.g. head teachers, administrators, support staff, school-board members, contractors and inspectors).
Formulating the content	<ul style="list-style-type: none"> • The code takes into consideration essential themes and questions around SRGBV. • The code is applicable to the daily working life of teachers. • The code is formulated in specific terms. • The code addresses gender and SRGBV issues.
Developing the code	<ul style="list-style-type: none"> • Adequate resources, sufficient time and local expertise are provided to develop the code. • Major players are consulted on the design of the code. Students should be involved in the formulation of the code of conduct, where possible. • Major players agree to be involved in the process, including teachers and teachers' unions and school communities (parents, pupils etc.). • Much effort has been put into reconciling the different views of the parties involved. • The code does not only reflect the government's perspective.
Adopting the code	<ul style="list-style-type: none"> • The implementation of the code is supported by the law. • Primary and secondary school teachers officially adhere to the code.
Disseminating and promoting the code	<ul style="list-style-type: none"> • The code is easy to understand, with visual illustrations (e.g. posters with key messages) and local language translations. The code should be distributed widely (e.g. through workshops, drama, songs, radio, the internet, newsletters etc.). • There are sufficient resources for wide circulation of the code. • Primary and secondary school teachers know about the code. • The general public also knows that there is a code, what it says and how to hold teachers and other school staff to account. It is particularly important that students of different ages can understand the code – it should be worded in an age-appropriate and child-friendly way.
Implementing the code effectively	<ul style="list-style-type: none"> • The implementation of the code is supported by public authorities and by teachers (or their representatives). • There are no bureaucratic delays or biases in the application of the code. • The necessary resources for the implementation of the code have been mobilized.
Reporting and sanctioning misconduct	<ul style="list-style-type: none"> • The code is considered effective, with complaints investigated and appropriate sanctions and penalties. • Violations of the code can lead to legal proceedings. • The general public knows (or is familiar with) the procedures for lodging a complaint (see Section 2.4 for reporting mechanisms). • Plaintiffs are not afraid to file a complaint. Risk assessments to ensure protection of both parties during an investigation. • Appropriate and sufficient sanctions are applied in a format that is understandable to them.
Reviewing the code and evaluating its impact	<ul style="list-style-type: none"> • The revised version of the code is available to all stakeholders. • Assessment reports on the implementation of the code are made public. • Investigation reports on cases of breaches of the code are available.

Source: Adapted from Poisson (2009)





FURTHER RESOURCES ON SAFE AND SUPPORTIVE SCHOOLS

Safe and welcoming schools

UNICEF. 2009. *Child-Friendly Schools Manual*. New York, UNICEF. Child-centredness, democratic participation and inclusiveness. These three principles work together to create safer, more child-friendly schools where all children can learn equally. An evaluation of the model (UNICEF, 2009) found that where the three principles had been applied fully, children felt more supported by and invested in by parents and teachers.

Governing bodies and school management (Country example under Section 2.6, Evaluating impact and process)

Raising Voices. 2011. *The Good School Toolkit*. Helps schools set goals, develop action plans and reflect on SRGBV. A recent study of the programme found that the toolkit was highly effective and almost halved violence by teachers against students in participating schools. The toolkit also changed students' feelings of well-being and safety at the school, suggesting it improved the general school environment (Devries et al, 2015).

Codes of conduct

Education International (EI), Section 3 of the Resolution at the 7th World Conference, Ottawa, July 2015. The congress has resolved in Article 3.1 (<http://www.eiie.org/congress7/en/publications/resolutions/500-school-related-gender-based-violence>) to review the EI Declaration on Professional Ethics to ensure it is more gender-aware and explicitly references SRGBV.

Poisson, M. 2009. *Guidelines for the design and effective use of teacher codes of conduct*. Paris, UNESCO. These guidelines provide practical advice on how to successfully design a code, or review an existing code. It includes suggestions on how to formulate the contents of a code of conduct, who to involve, and how to put in place the appropriate mechanisms to ensure its implementation.



2.3 PREVENTION: CURRICULUM, TEACHING AND LEARNING

Prevention is a guiding strategy of every action from developing policy frameworks to working with families. For the education system, a cornerstone of prevention efforts is the development of educational content and delivery mechanisms – in other words, what students are taught and how.

Specific strategies aimed at preventing SRGBV include:

- curriculum approaches to preventing violence and promoting gender equality
- training education staff to give them the tools to prevent and respond to SRGBV
- safe spaces where co-curricular interventions can be a useful entry point for addressing SRGBV.



CURRICULUM APPROACHES TO PREVENTING VIOLENCE AND PROMOTING GENDER EQUALITY

The curriculum is a crucial component of any educational process. It addresses questions such as what students of different ages should learn and be able to do, why, how and how well (UNESCO-IBE, 2015).

Curriculum approaches are important, as education that encourages young people to question, negotiate and challenge violence and gender discrimination is critical for preventing SRGBV. Young people need to be able to recognize what constitutes violence and abuse, how to protect themselves from harm, and take action to avoid harm to others. Young people also need to be given the opportunity to develop positive notions of gender, including masculinity and femininity and non-binary expressions, and to develop increased understanding and acceptance of sexual and gender diversity (Atthill and Jha, 2009).




PRACTICAL ACTION 8: HOW TO APPLY CURRICULUM APPROACHES IN ORDER TO PREVENT SRGBV. AN ILLUSTRATIVE CHECKLIST

Planning	<ul style="list-style-type: none"> • Build time to support and plan for the new curriculum, including building consensus through consultation and advocacy with key stakeholders • Design activities that are consistent with available resources (e.g. staff time/skills and materials) • Involve experts in designing the curricula content, which needs to examine and critically address children and young people's attitudes towards social and gender-based norms and stereotypes, which condone, perpetuate and underpin SRGBV • Review the current evidence base and other curricula that have been evaluated
Content	<ul style="list-style-type: none"> • Ensure curriculum and materials are age-appropriate (e.g. conflict resolution skills such as negotiation and communications for older youth; respectful relationships skills such as empathy and respect for dating age youth; or what kind of touching is OK or not OK for younger children, etc.) • Promote positive and broader definitions of masculinities, and work with men and boys • Emphasize consent and communication • Include a broad focus on changing gender norms and behaviours and promoting positive models of forming relationships. • Include information on all forms of SRGBV, including violence against LGBTI people and homophobic and transphobic bullying • Address personal values and perceptions of family and peer norms around sexual behaviour, health and rights • Include information on SRGBV laws and linkages to SRGBV reporting, referral and support mechanisms
Delivery	<ul style="list-style-type: none"> • Use participatory teaching methods that actively involve students and help them internalize and integrate information • Develop community-integrated approaches – to tackle wider social norms within the wider community and raise awareness of SRGBV • Select capable and motivated educators to implement the curriculum and provide quality training to these educators to adopt the more participatory and empowering teaching methodologies advocated for use with sexuality education and life skills curricula
Review	<ul style="list-style-type: none"> • Pilot test the curriculum and obtain ongoing feedback from the students • Provide ongoing management, supervision and oversight



Curriculum entry points and other approaches

There are several curriculum entry points for children of all school-going ages to prevent violence and promote gender equality, including through comprehensive sexuality education (CSE), life skills education, civics education and targeted approaches on managing aggression, developing bystander skills, forming healthy relationships and protection from bullying – often in combination. The table below presents examples of specific curricula or curriculum entry points of programmes that have been evaluated and have demonstrated impact in addressing SRGBV. Additional curricula and curriculum tools are listed in the section on further resources at the end of this chapter.

 COUNTRY EXAMPLES – CURRICULA OR SUBJECTS RELEVANT FOR PREVENTING SRGBV		
Curriculum or subject	Content and learning objectives	Example of this kind of curriculum
Comprehensive sexuality education (CSE)	Aims to equip children and young people with the knowledge, skills and values about relationships, gender, sexuality and violence to make informed and healthy choices about their sexual and social relationships	<p><i>The World Starts with Me, Uganda</i></p> <p>Developed in 2002 by two Dutch NGOs – the World Population Foundation and Butterfly Works, the programme is a low-tech, online, interactive sex education programme aimed at students aged 12–19 years. It uses virtual peer educators, David and Rose, to guide students through 14 lessons around self-esteem, healthy relationships, sexual development, safer sex, gender equality and sexual rights. Each lesson has a related assignment, such as creating a storyboard, an art work or conducting a role play on the topic of that lesson.</p> <p>Evaluation of <i>The World Starts with Me</i>, using a quasi-experimental design, found significant positive effects on non-coercive sex within students in intervention groups having increased confidence that they could deal with situations where sexual pressure and force would be used (Rijsdijk et al, 2011).</p>
Life skills education	Helps young people to develop life skills to engage in healthy peer relationships and violence prevention, for example, in interpersonal communication, coping mechanisms, friendship, peer-pressure, critical and creative thinking and decision making	<p><i>Programs H and M, Brazil</i> (and adapted internationally)</p> <p>Programs H (H for hombres or homes – the Spanish and Portuguese words for men) and M (M for mujeres or mulheres – the Spanish and Portuguese words for women), use an evidence-based curriculum, which includes a set of group educational activities designed to be carried out in same-sex group settings, and generally with facilitators of the same sex who can serve as gender-equitable role models (Care International, 2012).</p> <p>The manuals include activities on violence prevention, fatherhood/motherhood and caregiving, sexual and reproductive health, and HIV/AIDS, among other related issues. Activities include role-playing, brainstorming and other participatory exercises to help students reflect on how boys and girls are socialized, to consider the positive and negative aspects of this socialization and to weigh up the benefits of changing certain behaviours.</p> <p>The programme has been evaluated in several locations around the world through mostly quasi-experimental studies, with evidence of positive changes in participants' gender-equitable attitudes and behaviours and reduced gender-based violence (Ricardo et al, 2010).</p>



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<p>Healthy relationships</p>	<p>Aims to increase understanding and knowledge about the warning signs of abuse in romantic relationships, and help young people learn skills for healthy relationships. The classes often help young people to raise their expectations for respectful relationships. The focus is usually older secondary school students (aged 14–18 years) and college/university students (18+)</p>	<p>Fourth R, Canada</p> <p>The <i>Fourth R</i> programme is based on the premise that relationship knowledge and skills can and should be taught in the same way as reading, writing and arithmetic – hence the Fourth R (for Relationships). The programme is taught in the classroom with children in Grades 8–12.</p> <p>A five-year randomized control trial of the classes with Grade 9 students aged 14–15 found that students (especially boys) who received the Fourth R used significantly fewer acts of violence towards a dating partner by the end of Grade 11, compared to those who received standard health classes (Wolfe et al, 2009).</p>
<p>Bullying and other forms of violence</p>	<p>Helps students learn how to distinguish bullying from daily arguments or conflict and how to respond to bullying, as well as teaching young people the life skills to manage aggression</p>	<p>Second Step, United States</p> <p>The Second Step programme has been used with more than 8 million students in over 32,000 US schools. The programme teaches life skills such as essential communication, coping and decision-making skills that help young people navigate around common pitfalls such as peer pressure, substance abuse and bullying (both in-person and online).</p> <p>A two-year cluster-randomized clinical trial of Second Step was conducted with over 3,600 students at 36 middle schools in Grades 6 and 7 (aged 11–13 years) in Illinois and Kansas. The study found that, at the end of the programme, students in Illinois intervention schools were 56 per cent less likely to self-report homophobic name-calling victimization and 39 per cent less likely to report sexual violence perpetration than students in control schools, although there was no significant difference among their peers in the Kansas schools (Espelage et al, 2012).</p>
<p>Gender equality</p>	<p>Curriculum to engage young girls and boys ages 12–14, to promote gender equality by encouraging equal relationships, critical examination of social norms defining gender roles and responsibilities, and questioning the perpetuation of gender-based violence</p>	<p>The Gender Equity Movement in Schools (GEMS), India</p> <p>The GEMS project was implemented in public schools in Goa, Kota and Mumbai. In Goa and Kota, it was layered with ongoing school curriculum. In Mumbai, it was implemented as an independent pilot project in 45 schools. Using extracurricular activities, role-playing and games, GEMS began in the sixth grade and worked for two years with boys and girls ages 12–14 in public schools.</p> <p>An evaluation study of the pilot used a quasi-experimental design to assess the outcomes of the programme on the students. Results showed that, over the course of the programme, participating students grew more supportive of girls pursuing higher education and marrying later in life, and of boys and men contributing to household work. However, students’ behaviours and attitudes around reducing violence – a key component of GEMS – showed mixed results. The GEMS approach is now being scaled up to 250 schools in Mumbai, following the success of the first pilot programme. It is also being rolled out in 20 schools in Viet Nam (ICRW, 2011).</p>

Bystander approaches involve learning and practising appropriate and safe bystander skills, such as how to identify, speak out about or seek to engage others in responding to violence. While some forms of bystander action are intended to intervene in actual violent incidents or actions, most school-based bystander interventions have focused on changing individual and peer attitudes and behaviours, mainly with groups of men and more rarely with women or with both sexes together (Fulu et al, 2014).



COUNTRY EXAMPLE – LEARNING AND PRACTISING SAFE BYSTANDER SKILLS: PATHS TO ADULTHOOD, HONG KONG

Project PATHS (PATHS = Positive Adolescent Training through Holistic Social Programmes) is a youth development programme for junior secondary school students in Hong Kong. The PATHS curriculum focuses on helping students to develop the life skills necessary to become proactive helpful bystanders when they see bullying. It includes general awareness-raising on bullying, space for self-reflection and opportunities to rehearse new behaviour. Students begin by learning how bullying harms themselves and others, and learn skills to help protect themselves when being bullied. The course then focuses on the role that bystanders play and equips children with the life skills necessary to be responsible bystanders in both school bullying and cyber-bullying.

An early study of PATHS noted the need for the curriculum to include a stronger gender-sensitive perspective, as the researchers concluded that boys may have higher drop-out rates from programmes that try to develop them into helpful bystanders when conventional masculine role models and macho values prevail in broader society (Tsang et al, 2011).

Protection of children from violence, exploitation and abuse while using information and communication technology (ICT) can equip young people with the skills necessary to deal with online harassment, bullying, violence and abuse. Perpetrators often swap the location of the violence/abuse from the school grounds to cyberspace and vice versa, compounded by SRGBV incidents being recorded on video or in photographs and shared online. Schools have addressed online bullying through several strategies, including student-led anti-bullying strategies, parent workshops and specific curricula.



COUNTRY EXAMPLE – CYBER-SAFETY CURRICULA, SOUTH AUSTRALIA

The Government of South Australia has provided guidelines and a curriculum for schools to help young people develop key skills to become 'responsible digital citizens' – *Cyber-Safety: Keeping Children Safe in a Connected World* (Government of South Australia, 2011). The curriculum focuses on supporting young people to use the internet to learn and explore the world, while gaining the tools that will enable them to use the internet ethically and responsibly and gain an understanding of the potential risks and threats. In particular, the cyber-safety curriculum lays out clear guidance for educators and students about how to cope with bullying and other violence online. It forms part of a broader life-skills based school curriculum *Keeping Safe: Child Protection Curriculum (KS:CPC)*, which teaches pre-school to Year 12 children the skills to keep themselves safe including how to recognize abuse, tell a trusted adult and understand what is appropriate and inappropriate touching.

Peace and civics education or learning about the principles of peace, equality, tolerance and social cohesion can help prevent SRGBV. By acknowledging and embracing difference, including through a gender lens, and by teaching strategies for avoiding violence and managing aggression, education has a key role to play in reducing violence.



**COUNTRY EXAMPLE – USING THE ANCIENT CHINESE BOARD GAME GO TO PROMOTE PEACE IN SCHOOL IN VENEZUELA**

Stakeholders at a school in Miranda, Venezuela used the ancient Chinese board game *Go* to promote peace and reduce violence by the use of positive discipline and development of critical thinking and reflective skills. The project was implemented through small workshops with 15 to 20 Grade 4 students. Instructors facilitated them to play *Go* using positive discipline to recognize good behaviour and sanction disrespectful or aggressive behaviour towards others.

Go was selected due to its potential as a useful educational tool: it teaches the player to reflect and consider numerous different points of view before making decisions, and promotes recognition and understanding of others. Boys and girls who have been playing *Go* for a number of years have increased their self-esteem and tolerance, their ability to think and reflect, to establish and respect group norms and in addition demonstrate good school performance (Red de Innovaciones Educativas, 2013).

Various organizations have provided support to the project including the Venezuelan Association of *Go*, the International *Go* Exchange Society (Japan) and the *Go* Association of Thailand.

**PEDAGOGY AND TEACHER TRAINING**

Pedagogy is the way that content is delivered, including the use of various methodologies that help different children to engage with educational content and learn more effectively, recognizing that individuals learn in different ways. Training in pedagogy can be provided to teachers through pre-service training at teacher training colleges, as well as through in-service training and other continuing professional development.

Pedagogy and teacher training are important for SRGBV, as what children learn and how it is taught are fundamental to their experiences in school. To tackle violence in and around schools, teachers need to be more aware of the various dynamics in their classrooms, including gender, power and racial or ethnic dynamics, as well as being more aware of their own biases and behaviours. One key objective of more inclusive educational settings, building on Freire's principles (Barroso, 2002), is for teachers to make the 'hidden curriculum' – the attitudes, values and norms that pupils learn from the institutional structures, relationships and systems around them – more overt and visible and to teach children how to critically analyse these structures and norms. Teachers should practice equality of pedagogy, in that girls and boys receive the same respectful treatment and attention, follow the same curriculum and enjoy teaching methods and tools free of stereotypes and gender bias and that present positive images of boys and girls and other aspects of diversity (adapted from Huxley, 2009).

Good methodologies are available for improving pedagogy; however, they have rarely been applied systematically. In many cases, poorly resourced teachers, and school heads in particular, see them as too costly, difficult and time-consuming to put into practice. (For examples of good methodologies, please see the further resources listed at the end of this chapter).

**PRACTICAL ACTION 9: HOW TO TEACH NON-VIOLENT AND POSITIVE MASCULINITY?**

The One Man Can Action Toolkit (Sonke, 2012) presents key ideas for what teachers can do to encourage men and boys to be more active in ending violence against women and girls:

1. Understand the impact of violence on their students.
2. Create a physically and emotionally safe school environment.
3. Make your view about what it means to be a man clear, including acknowledging social norms and pressures.
4. Model respect and integrity.
5. Encourage learners to support each other.
6. Involve and educate parents.
7. Bring in support from experts on non-violence.
8. Provide educational materials to pupils, parents and colleagues.
9. Teach students about healthy relationships and alternatives to violence.

In order to better understand how to deliver the curriculum most effectively, teachers must learn how to engage with gender issues and to address the inequitable treatment of girls and boys, and especially of children who do not conform to binary gender expressions and gender norms in their classrooms. This is not, therefore, just about understanding or avoiding sexist behaviour, but also about understanding gender norms and expectations and the reactions faced by LGBTI children in particular, and seeking to address social and gender discrimination – or at a minimum, not tolerate and replicate them in the classroom.

Teachers also need capacity-building support in effective classroom management techniques that promote respect and do not reinforce violence. In many classrooms, for instance, corporal punishment and discipline underpin gender-based violence. Corporal punishment is itself a widely reported form of violence in schools in many parts of the world (UNESCO/UNGEI, 2015). While corporal punishment in schools has historically been discussed and researched in gender-neutral terms, punishment and discipline are often highly gendered in practice, and are pivotal in enforcing gender roles and expected behaviour in schools. Equipping teachers with strategies and skills for maintaining discipline in a manner that is positive and affirming should thus also be rooted in gendered approaches.

Teacher training should therefore explore teachers' own gendered lives and how these influence the way they approach their work and relationships. This kind of training can show teachers how they, as gendered beings, can create a lack of cooperation between boys and girls (the sexes), thus reinforcing sexism and creating an enabling environment for gender-based violence (Chege, 2006).

Positive discipline is an approach to student discipline that focuses on strengthening positive behaviour rather than just punishing negative behaviour. Teachers aim to reward positive behaviour with their attention. They work with the class to construct positive rules and expectations. Sanctions for negative behaviour are applied to help children learn, rather than to inflict suffering, humiliation or fear (Rogers, 2009).

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**PRACTICAL ACTION 10: HOW TO PRACTISE POSITIVE DISCIPLINE****1****POSITIVE ATTENTION, CATCH THEM BEING GOOD** and **TACTICAL IGNORING** of minor misdemeanours**2****POSITIVE INSTRUCTIONS** to use the expected behaviour**3****QUESTIONS** and **DIRECTIONS** to ask students to identify the expected behaviour or rule**4****DIRECTED CHOICES** highlight the consequences of misbehaviour, and direct student to choose one of two acceptable options**5****TIME OUT** and **FOLLOW UP** when other levels have failed, student is moved or removed and asked to work elsewhere until follow up conversation can be instigated**6****CRISIS PLAN OR REMOVAL** when student others at risk*Source: Adapted from Cahill and Beadle (2013)*

The training curriculum for teachers should therefore look at gender discrimination broadly and build awareness of SRGBV as a manifestation of this discrimination and develop capabilities to detect and prevent SRGBV. Teachers and school staff should be informed about institutional codes of conduct, as well as about how to respond appropriately to students who are experiencing, witnessing or perpetrating violence.

Pre- and in-service teacher training needs to be improved to offer teachers more tools (hard and soft skills) to manage diverse classrooms and to deal with conflict, including discrimination, racism and homophobia. Teachers must also receive support to be more interactive and less didactic in their approaches to teaching; a key opportunity for improving teachers' skills is during pre-service training when approaches to discipline, classroom management and teaching are introduced. Many teacher training courses give subject matter training together with scripted lesson plans and tools that undermine training in more participatory and child-friendly pedagogies, so coherence in these approaches is needed.

Several studies have found that abusive behaviour and discriminatory attitudes are learned in teacher training establishments. For example, research in teacher training colleges has found widespread sexual harassment of female staff and students (Bakari and Leach, 2007). Therefore, reporting mechanisms will be critical as well as other measures to ensure these institutions, like any learning environment, are held to account.

Curricula at teacher training colleges should include gender transformative content in order to help teachers explore ways in which gender discrimination and norms can be challenged within schools. Teachers and school administrators' own life histories, beliefs and experiences are a useful starting point for exploring of the way gender discrimination and SRGBV are understood. Training courses can help by revealing how teachers talk about their lived experiences as women and men, how they see their role as teachers of gender, and how they understand their relationships with their female and male colleagues and with their female and male students.




COUNTRY EXAMPLE – DOORWAYS III TEACHER TRAINING MANUAL ON SRGBV PREVENTION AND RESPONSE, GHANA AND MALAWI

As part of the *Doorways training programme* for the five-year USAID-funded Safe Schools Program (2003–2008) a training manual was produced to train teachers to help prevent and respond to SRGBV by reinforcing teaching practices and attitudes that promote a safe learning environment for all students. The teacher training programme was complemented with training for students and community counsellors and additional interventions such as radio, drama, gender clubs, extra-curricular activities and assemblies. Modules in the training programme included:

Attitudes towards young people	<ul style="list-style-type: none"> • What are my attitudes regarding my students? • Qualities of an ideal teacher
Gender	<ul style="list-style-type: none"> • Introduction to gender including the spectrum of gender expression • Gender, education and the classroom • Social and gender norms and stereotypes • Understanding cultural and social change
Violence and SRGBV	<ul style="list-style-type: none"> • Defining violence and SRGBV • Power, use of force and consent • What to do if you witness an incident of SRGBV? • Gender violence, gender norms and HIV/AIDS
Human rights	<ul style="list-style-type: none"> • Introduction to human rights • Convention on the Rights of the Child • Children's rights – whose responsibility are they?
Creating a safe and supportive classroom environment	<ul style="list-style-type: none"> • Positive discipline • Classroom management
Response – support, referral and reporting	<ul style="list-style-type: none"> • What is meant by response? • Direct support to students • Using the teachers' code of conduct to address SRGBV • Using the legal system to address SRGBV

In 2009, the final evaluation using a baseline/endline survey of 400 teachers in Ghana and Malawi found that several improvements in teachers' attitudes about gender norms and SRGBV and classroom practices were achieved over the lifetime of the programme (DevTech, 2008). For example:

- In Ghana, there was a nearly 50 per cent increase in teachers who thought girls could experience sexual harassment in school – from 30 per cent (baseline) to nearly 80 per cent (endline). There were similar increases when teachers were asked if boys could experience sexual harassment in school.
- There was an important change in teachers' attitudes around corporal punishment, with a 20–30 per cent increase in the percentage of teachers in both countries who said that it was not permissible to whip boys to maintain discipline in class. However, this change in *attitudes* had not yet filtered through to a change in teachers' *behaviours*, with two-thirds of teachers in Ghana and 14 per cent in Malawi having whipped or caned a student in the last 12 months.

For more information see USAID (2009b).


PREVENTION

SAFE SPACES AND CO-CURRICULAR ACTIVITIES

A safe space is a group or place where young people feel physically and emotionally secure (Brady, 2005). Co-curricular or extra-curricular refers to activities and learning experiences that complement what students are learning in school, but are separate from the academic curriculum. These routes are critical ways of strengthening children and young people's life skills, which are crucial for preventing SRGBV and are often ignored in the formal curriculum.

School-based clubs and other types of safe spaces can be a useful entry point for addressing SRGBV. Most interventions have engaged girls separately from boys to give both boys and girls their own space to speak freely, gain confidence and improve their knowledge, attitudes and practices in managing violence and inequality. In a safe space, young people feel free to openly express themselves in a confidential environment, and to ask sensitive questions without fear of judgement.

Safe spaces need to be carefully designed and planned with a specific purpose in mind – for example, girls' empowerment, in the case of the *Stop Violence Against Girls in School (SVAGS)* initiative implemented by the NGO ActionAid in Ghana, Kenya and Mozambique. A key component of SVAGS was the introduction of girls' clubs – a safe space where girls could meet, discuss and support each other, as they learned about violence and how to deal with it. The clubs used debates, drama, camps and visits to other communities as a way to discuss violence and carry out advocacy. Girls also received informal support from girls' club mentors in several schools. The project's baseline study also identified the need to work with boys as well as girls for achieving the overall objective of girls' empowerment. As a result, the project began working through boys' clubs, and in Mozambique through including boys within the gender clubs (Parkes and Heslop, 2011 and 2013).

Co-curricular activities often focus on building assets and creating safe spaces. They use entry points such as drama, debates and sports activities. However, they can be highly selective and partial; the most effective co-curricular activities are used as a bridge to involve the whole school in more challenging systemic and cultural changes, and as such are an important complement to systemic, whole-school and institutional interventions discussed elsewhere in this guidance.



PREVENTION



PRACTICAL ACTION 11: HOW TO CREATE SAFE SPACES

- **Identify a space that is physically and emotionally safe**, that is conveniently located, private and confidential and not subject to intrusions by people unaffiliated with the programme or unwanted authority figures.
- **Hold meetings regularly** at the same time and place each week.
- **Create leadership opportunities** within your programme for young people to grow into.

**COUNTRY EXAMPLE – STOP VIOLENCE AGAINST GIRLS IN SCHOOL (SVAGS) SCHOOL-BASED GIRLS CLUBS, GHANA, KENYA AND MOZAMBIQUE**

ActionAid's *Stop Violence Against Girls in School (SVAGS)* is a five-year project (2008–2013) in Kenya, Ghana and Mozambique. SVAGS aimed to empower girls to be able to enjoy their right to education and participate in a violence-free environment. The baseline study (Parkes and Heslop, 2011) confirmed that girls experienced multiple forms of violence in the preceding 12 months in the project areas in Kenya (86 per cent), Ghana (82 per cent) and Mozambique (66 per cent).

The endline evaluation (Parkes and Heslop, 2013) found that girls in clubs demonstrated better knowledge, attitudes and confidence to challenge gender violence than girls not in clubs. Girls were more likely to report violence, particularly in Mozambique, where girls in clubs (64 per cent) were almost twice as likely to report violence to someone than girls not in clubs (35 per cent). There was less difference in Ghana and Kenya, possibly due to the lack of mentors in some schools.

Although the evaluation noted that the girls' clubs were one of the main successes of SVAGS, they also warned of the risks of the girls' clubs becoming 'disconnected' from the broader school culture. There is also a risk that the girls' clubs become 'elite' or 'exclusive' organizations when space is limited and teachers select club members.

**PRACTICAL ACTION 12: HOW TO USE CO-CURRICULAR ACTIVITIES TO ADDRESS SRGBV**

- **Strengthen linkages with the school and wider community** to help extend the reach of the co-curricular activities and avoid risks of clubs becoming seen as exclusive or 'disconnected' from the broader school culture (Parkes and Heslop, 2013; SWAGAA, 2013).
- **Mentors and coaches (who may be teachers, school staff or volunteers) can play an important role in shaping students' attitudes and behaviours**, particularly mentors of the same sex and who are close in age, social and economic background, and can act as a positive and supportive role models (Das et al, 2012).
- **Clubs for boys as well as girls** can help to address boys' experiences and attitudes around SRGBV, discussing what it means to be a boy or man and the connections with SRGBV, as well as preventing boys from attempting to disrupt the girls' sessions – something that happened with a Plan Uganda project where boys complained that girls were receiving more attention (Leach et al, 2013).
- **Curricula that combine life skills with other activities**, such as sports, asset building and economic empowerment, can be an interactive, effective way of addressing violence against women and girls (VAWG) and/or gender equitable relationships in co-curricular settings. Examples are provided below of the types of modules included.

**COUNTRY EXAMPLE – USING IT'S ALL ONE TOOLKIT IN SAFE SPACES, DADAAB REFUGEE CAMP, KENYA**

It's All One toolkit and guidance was created by the Population Council (Haberland et al, 2009) to provide a unified life skills curriculum in safe spaces for young people, including communication and decision-making skills, sexuality, gender and violence. In 2011, IRC Kenya partnered with Population Council to implement an adapted curriculum with 10 to 14-year-old girls in Dadaab refugee camp, Kenya (IRC, 2011). The approach involved a safe space model with mentors trained to facilitate the life skills curriculum, which included a focus on self-esteem, gender-based violence, adolescence and puberty, and savings and goal-setting, among other things. This was one of the first times that this model was adapted in an emergency context and refugee camp setting. The end-of-programme qualitative evaluation showed: improvements in self-esteem and adopting progressive gender norms; improvements on social indicators such as having a safe place to sleep in the case of an emergency; knowing someone girls could borrow money from; and having someone they could talk to about their problems.



PREVENTION



COUNTRY EXAMPLE – PARIVARTAN SCHOOL-BASED CRICKET CLUBS FOR BOYS, INDIA

Using the popularity of cricket among young boys in India, the Parivartan programme is training cricket coaches and community leaders to address issues of gender-based violence. By engaging cricket coaches and mentors, the programme seeks to:

- raise awareness about abusive and disrespectful behaviour
- promote gender-equitable, non-violent attitudes
- teach skills to speak up and intervene when witnessing harmful and disrespectful behaviours.

The tool is based on the *Coaching Boys to Men* curriculum that was developed in the US and adapted in India by Futures Without Violence and the International Center for Research on Women (ICRW) along with the Mumbai Schools Sports Association (MSSA) and the NGO Apnalaya. Parivartan has been implemented in the formal school system and the slum community of Shivaji Nagar.

The programme has been evaluated using a quasi-experimental design with two arms in each setting: an intervention arm and a comparison arm. In the intervention arm, the coaches or mentors received specialized training and resource material, which they used to implement the programme with their athletes. The evaluation found that participation in the programme led to:

- improvements in bystander attitudes, with school athletes in the intervention group more likely to say they would intervene positively in response to observing sexual jokes about a girl or a girl being sexually assaulted
- improvements in gender-related attitudes for both school and community athletes compared to the control group. In particular, there was a large change among the community athletes participating in the programme in their agreement with the statement, 'If a girl says no, it naturally means yes' (from 36 per cent to 17 per cent)
- some decline in peer violence, though it still remains high among both the school and community athletes
- positive changes in the perspectives and practices of the coaches and mentors. However, the impact on the behaviour of athletes was marginal, possibly because of the short timeframe between the initiation of the programme and the evaluation
- the programme was well accepted by both the school and community athletes and prompted self-reported behaviour change that aligned with the overall aims of the programme.

The evaluation found some evidence of greater positive changes for the community athletes than the school athletes, possibly because the mentors in the community were closer in age to the athletes and shared the same social and economic background. The school coaches were much older than the boys they coached and they also held more rigid views about gender than the mentors at the start of the programme.

For more information see Das et al (2012)



PREVENTION



FURTHER RESOURCES ON PREVENTION: CURRICULUM, TEACHING AND LEARNING

Curriculum approaches

Comprehensive sexuality education (CSE):

UNESCO. 2009. *International Technical Guidance on Sexuality Education* is aimed at education and health sector decision-makers and professionals.

Haberland, N. et al. 2009. *It's All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education.* New York, Population Council.

Life skills education:

Program H|M|D: A Toolkit for Action/Engaging Youth to Achieve Gender Equity introduces the Programs H, M and D approach. See: <http://promundoglobal.org/wp-content/uploads/2015/01/Program-HMD-Toolkit-for-Action.pdf>

Healthy relationships interventions:

Good Touch/Bad Touch: Used to communicate about sexual abuse to school-aged children in Asia in a creative way. See: <http://www.good-touch-bad-touch-asia.org/>

Safe Dates: Prevention programme for dating abuse. See: <https://www.datesafeproject.org/>

Expect Respect: Implemented with middle- and high-school students in Texas, US. See: <http://www.expectrespectaustin.org/>

Dating Matters: For 11–14 year olds in high-risk schools. See: http://www.cdc.gov/violenceprevention/pdf/dm_overview-a.pdf

Champions of Change (developed by Plan International (2015b) to train male youth aged 14–18 to be change agents to challenge gender norms, roles and stereotypes in schools and communities – see manual: *Changing the World: Youth Promoting Gender Equality.*

See: <https://plan-international.org/youth-promoting-gender-equality>

Bystander approaches:

Bringing in the bystanders is a sexual violence prevention approach conducted in groups with a team of one male and one female peer facilitator. See: <https://www.crimesolutions.gov/ProgramDetails.aspx?ID=159>

Green Dot is a violence prevention project, involving training in bystander mobilization.

See: <http://www.livethegreendot.com/>

Bullying prevention:

National Association of Elementary School Principals (NAESP) website of the association that provides bullying resources. See: <http://www.naesp.org/bullying-prevention-resources>

PACER's National Bullying Prevention Center provides digital-based resources for parents, schools, teens and youth to respond to and prevent bullying. See: <http://www.pacer.org/bullying/resources/toolkits/>

Online bullying prevention:

Take Back the Tech (Global): A collaborative web-based campaign that calls on all ICT users – especially women and girls – to take control of technology and strategically use any ICT platform at hand for activism against gender-based violence. See: <https://www.takebackthetech.net/>

Safety Net Kids (UK): A website by the UK organization Safety-Net aimed at helping young children stay safe in cyberspace. See: <http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/>

Peace and civics education:

UNESCO-INEE. 2005. *Inter-Agency Peace Education Programme: Skills for Constructive Living.* Paris, UNESCO – Curriculum has been implemented in refugee camps and returnee communities across sub-Saharan Africa to develop peace-building skills and reduce violence.



PREVENTION

UNESCO. 2012. *Teaching Respect for All*. Paris, UNESCO – Provides examples of learning activities to integrate Teaching Respect for All into formal and informal classrooms, targeting learners of 8–16 years old. It focuses on all kinds of discrimination in and through education, including gender-based discrimination and violence.

Pedagogy and teacher training

Atthill, C. and Jha, J. 2009. *The Gender Responsive School: An Action Guide*. London, Commonwealth Secretariat – This toolkit for teachers, head teachers, school administrators and managers provides ideas and mechanisms to make classrooms and other schooling activities more gender-responsive.

Focusing Resources on Effective School Health (FRESH): The FRESH approach uses learner-centred and participatory methodologies to focus on the development of knowledge, attitudes, values and skills. See: http://www.unicef.org/lifeskills/index_7262.html

South Africa Department of Education. 2001. *Opening our Eyes: Addressing Gender-Based Violence in South African Schools – a Module for Educators* is an in-service training manual that consists of eight interactive workshops that aim to raise awareness of what SRGBV is and why it happens, as well as providing tools and strategies for addressing SRGBV.

UNESCO. 2011b. *Stopping Violence in Schools: A Guide for Teachers*. Paris, UNESCO – This guide examines various forms of violence in schools and their consequences for education. It offers 10 actions to prevent and stop violence in schools with practical examples that teachers can adapt in the classroom.

USAID. 2009b. *Doorways III – Teacher Training Manual on SRGBV Prevention and Response*. Washington DC, USAID – This manual is designed to train teachers to help prevent and respond to SRGBV through pedagogical practices and attitudes that promote a safe learning environment for students.

Safe spaces and co-curricular activities

ActionAid. 2014. *Girls' Club Manual*. London: ActionAid – A comprehensive guide to setting up girls' clubs at primary and secondary school level. Based on practical experience from the Transforming Education for Girls (TEGIN) project in 72 schools in Nigeria.

Coaching Boys into Men curriculum (2015) – Resources by the US organization Futures without Violence to help young athletes build respectful, non-violent relationships.

See: <https://www.futureswithoutviolence.org/?s=coaching+boys+into+men>

Plan International. (2015b). *Changing the World: Youth Promoting Gender Equality* – Manual to help young people confront gender-based discrimination in schools. Based on Plan's peer-to-peer 'Champions of Change' approach where male youth (aged 14–18) were trained as change agents for gender equality in their schools and communities.

Population Council. 2010. *Girl-Centred Programme Design* toolkit for adolescent girls and safe space programming.



2.4 RESPONSES: IN AND AROUND SCHOOLS

When SRGBV does occur, there should be clear, safe and accessible procedures and mechanisms in place for reporting incidents, assisting victims and referring cases to the appropriate authorities.

Key strategies include:

- providing easily-accessible, child-sensitive and confidential reporting mechanisms
- providing counselling and support
- referral to law enforcement and healthcare services.



RESPONSES

REPORTING MECHANISMS

Reporting mechanisms are systems that enable victims/witnesses and their advocates to report crimes or violations.

Safe, easily-accessible, confidential reporting mechanisms are important in terms of addressing SRGBV so that all learners can safely report violence and abuse, and know that there will be services to support them, if they wish.

Reporting mechanisms are critical for holding perpetrators of SRGBV to account for their actions and ensuring that the perpetrator can do no more harm to students or the community (USAID, 2009).

Box 7: Challenges to reporting SRGBV

A UNESCO review of SRGBV in the Asia-Pacific region (UNESCO, 2014) identified several challenges for reporting mechanisms:

- power relations between males and females, as well as between children and teachers
- violence is seen as a 'normal' part of school life –
- deeply ingrained social and cultural norms that condone or justify violence can also mean that young people may have difficulty recognizing physical and sexual abuse. Young girls in particular may perceive emotional abuse and controlling behaviour as signs of love
- lack of systems for reporting SRGBV – often reporting mechanisms simply do not exist
- students do not trust reporting mechanisms – the fear of reprisals, victimization, stigma, punishment or ridicule can make reporting SRGBV a risky undertaking.

There are several options for different types of reporting mechanisms, including telephone helplines, chat rooms and online reporting, 'happiness and sadness' boxes, as well as school-based focal points, such as teachers. Reporting mechanisms must be made accessible to all learners and should take into account the particular barriers that learners with special needs, or those from minority groups or highly stigmatized groups – such as LGBTI children – may face in reporting violence. Some key questions to think about when choosing the most appropriate reporting mechanism are shown in Practical Action 13.



**PRACTICAL ACTION 13: HOW TO DESIGN SRGBV REPORTING MECHANISMS. KEY CONSIDERATIONS**

- Are students aware of the reporting process – do they know what will happen when they report an incident of violence or abuse, and what the subsequent process is likely to be?
- What is the process for dealing with reports of serious incidents of violence or abuse that violate national or local laws?
- How is reporting linked to local referral and support networks, including in the community and through the formal social services?
- How can reports be effectively followed up through formal protection systems without reprisals?
- How can the reporting mechanism feed into awareness-raising activities?
- How can girls and boys be involved in the design and implementation of reporting systems?
- Would it be beneficial for the reporting mechanism to be anonymous?
- If the reporting mechanism is anonymous, how do you provide support to the individual who needs it?
- For reporting mechanisms that are school based, how do you ensure the system is confidential? For example, if using boxes, how do you ensure the perpetrator does not open the box and read the message?
- Is there a data management system in place for monitoring reporting trends?
- What is the appropriate role for local, traditional or religious leaders in the process? Have they been adequately consulted?

**COUNTRY EXAMPLES OF SRGBV REPORTING MECHANISMS****Telephone helpline**

Kenya: In 2008, a free 24-hour telephone and web-based helpline was set up for children in Kenya – *National Child Helpline 116* (the three-digit number is free and memorable). Trained volunteer counsellors provide support and referral services for children concerned about sexual, physical and emotional abuse and neglect, including SRGBV. From the outset, girls frequently reported to the helpline that they had been sexually abused by their teachers – leading to over 1,000 teachers being dismissed from their jobs between 2009 and 2010. The helpline has also established a school outreach service to raise awareness, including training teachers and students. In addition, the organization Childline has partnered with the Teachers Service Commission to develop a Teacher Sexual Offenders database to track abusive school teachers in Kenya (UNICEF, 2011).

Chat rooms and online reporting

Netherlands: The *Kindertelefoon* is an anonymous Dutch helpline for children under 18 to discuss a range of concerns, but most commonly sex, relationships, bullying at school and their home life. As well as a telephone line, children can chat to a trained volunteer from *Kindertelefoon* through the website in conversations lasting up to 30 minutes. A comparative study by Fukkink and Hermanns (2007) of the effect of contacting the organization by phone or the confidential one-on-one online chat service found that children who contacted *Kindertelefoon* by both methods experienced a higher sense of well-being and a reduced severity of their problems. The follow-up survey found that the effect of contacting *Kindertelefoon* lasts for at least one month after the contact, although the effect decreases slightly after that.

Lebanon: The *e-helpline* is an online reporting system in Lebanon to help children communicate quickly with a team of professionals. It consists of a reporting mechanism, online technical support, as well as referrals and counselling. The online safety project is a collaboration between World Vision, *himaya* (a local NGO) and the Lebanese Higher Council for Childhood.

**RESPONSES**

'Happiness and sadness boxes'	Malawi: As part of Plan Malawi's <i>Learn without Fear</i> , the project introduced 'happiness and sadness' boxes to improve child reporting of abuse and SRGBV in target schools. The boxes are a place for children to anonymously report cases of abuse and SRGBV. Some of the issues highlighted through boxes include bullying, corporal punishment, denial of food, working at teachers' houses and witchcraft. A 2010 evaluation found that the boxes were an innovative and successful initiative. Of all the project activities, participants rated the boxes most highly. Both teachers and learners thought the boxes were an effective child protection measure, enabling children to report cases of abuse and SRGBV. Committee members managing the reports were assessed to have referred issues to the appropriate authorities (e.g. police and child protection committees). However, the evaluation recommended improved girls' participation in opening the boxes (Alinane Consulting, 2010).
Focal teachers	DRC: As part of the USAID Communication for Change (C-Change) SRGBV Project (2010–2012), teachers were trained to be the focal point for students to report SRGBV. The teachers were handpicked female teachers who had previously worked as mentors on an earlier USAID project. After boys complained they felt uncomfortable reporting their experiences of violence to female teachers, C-Change included both a male and female teacher in each school as designated 'focal teachers'.

Clear adjudication processes should be put in place to give confidence to those who report incidents that the system will see it through. Several studies have shown that students rarely report violence or abuse, partly because experience tells them that no action will be taken, or that they may face negative repercussions if it is. For example, a cross-country research study in Africa found that girls in particular rarely report violence; in Mozambique, only 6 per cent of girls who experienced violence had reported it, with figures only slightly higher in Ghana (15 per cent) and Kenya (35 per cent) (Parkes and Heslop, 2011). Similarly, research in Thailand found that LGBTI learners rarely reported violence, partly due to the lack of effective structures and policy to ensure the safety of students who are or are perceived to be LGBTI, fostering a culture of 'sweeping the problem under the carpet' (UNESCO/Mahidol University/Plan International/Sida, 2014).

Reporting of suspected abuse of children can be either on a voluntary basis or mandatory by law. Mandatory reporting of violence and abuse is a fraught issue; incentives to do so and sanctions for not doing so need to be carefully thought through, while keeping the interests and protection of the child as a central concern. In many countries, schools and school heads' performance are assessed in a way that forces them to hide problems in the schools; these incentives need to be carefully reviewed. Additionally, reporting cases to parents is also difficult and teachers and heads require support to do this well.



COUNSELLING AND SUPPORT

In the case of SRGBV, the process of giving advice and emotional support to victims/survivors, witnesses or perpetrators falls under the umbrella term of counselling or support. However, the term counselling has different meanings in different contexts and countries. It typically refers to a type of talking therapy that allows a person to talk about their problems and feelings in a confidential environment.

Safe, easily-accessible, child-sensitive, confidential and independent counselling and reporting mechanisms should be in place to address SRGBV incidents (UNICEF, 2011). Support should be provided to victims/survivors of violence, but also to witnesses and perpetrators, especially students who should also be assisted to overcome the psychological and other problems that they face and that trigger their violent behaviour. It is also important to recognize that teachers and school staff can be victims of school violence and abuse.

There are several different national strategies for providing counselling and victim/survivor support, ranging from training teachers to be first points of contact and to provide advice ('guardians' or 'mentors'), to recruiting and training guidance counsellors, as well as developing systems of community volunteers, and peer support and counselling. As mentioned above, it is important to consider the needs of special groups, such as children with disabilities, minorities and LGBTI students.




COUNTRY EXAMPLES – STRATEGIES FOR PROVIDING COUNSELLING AND VICTIM/SURVIVOR SUPPORT

Training teachers as 'guardians' or 'mentors'	<p>Tanzania: As part of the 'Guardian Project' in 185 primary schools, one female teacher was selected in each school by her colleagues to be a 'guardian' or <i>mlezi</i> to female students. <i>Mlezi's</i> were trained to take on a counselling role for girls who experienced sexual violence or harassment, as well as to report rape cases to school boards, courts and district authorities. An impact evaluation of 40 schools with a guardian and 22 'control' schools found:</p> <p>three out of five (61 per cent) girls consulted the <i>mlezis</i> during the first year</p> <p>over half (52 per cent) of girls in schools with a <i>mlezi</i> said they would report sexual harassment by a teacher, compared to none (0 per cent) in control schools</p> <p>the programme increased awareness of sexual abuse of female students by teachers, and the negative publicity of being accused of abuse probably acted as a deterrent to other teachers (educational authorities removed at least two teachers accused of raping students) (Mgalla et al, 1998).</p>
School counsellors	<p>Jamaica: Guidance counsellors in Jamaica are trained to counsel students experiencing personal problems (including violence), but also have wider responsibilities including providing career and academic guidance. Guidance counsellors are well positioned to play a key role in responding to SRGBV in Jamaica. However, a 2005 report by the Jamaica <i>Safe Schools</i> programme noted that counsellors were over-burdened with teaching and administrative duties, and recommended that counsellors had increased access to in-service training. Recent developments in the Jamaica Association of Guidance Counsellors (JAGCE) include developing and establishing accredited certification and an internationally regarded code of ethics for guidance counsellors.</p> <p>United States: An approach to disciplining troubled and violent children in schools – called Collaborative and Proactive Solutions (CPS) and promoted by the non-profit Lives in the Balance – has been piloted in schools in the US. Initial results were very promising with schools reporting 80 per cent drops in suspensions, disciplinary referrals and incidents of peer aggression (Reynolds, 2015). The approach places counsellors in schools who work closely with the most disruptive and aggressive children, developing strategies that work better than traditional punishments at addressing the needs of the child and effecting real behaviour change.</p>
Community volunteers	<p>Ghana and Malawi: Through the <i>Doorways</i> training programme, trusted community volunteers were trained to work as counsellors for the USAID Safe Schools programme. These volunteers included village leaders, school staff and trusted individuals from parent-teacher associations or community committees. Community counsellors were trained in basic listening skills, children's rights and responsibilities and methods to prevent, respond to and report SRGBV incidents. Counsellors were also trained to provide student-friendly, confidential support and to properly report and refer students to service providers. In addition, ongoing technical support and monitoring was provided by district counselling coordinators. Refresher training was provided due to the complexity of SRGBV concepts. A total of 120 community counsellors were trained in 30 schools, reaching 30,000 students over the length of the programme. During the final assessment, students (especially girls) expressed that the counselling services had helped them. Many said they felt overwhelmed with fear and confusion about SRGBV. Primary education officers and head teachers also expressed appreciation of how counsellors were helping victimized children, but also dealing with conflict and anger management issues (DevTech, 2008 and 2005).</p>



RESPONSES

<p>Peer support and counselling</p>	<p>Japan: In Japan, SRGBV often involves a type of bullying known as <i>ijime</i> – social exclusion of pupils by large groups. Within this context, peer support and counselling is seen as a particularly effective way of dealing with <i>ijime</i>. Various forms of peer support have been used in Japan, including:</p> <ul style="list-style-type: none"> • all pupils are given training in social skills, but no formal room or activities • all pupils are given training, and older pupils learn how to support younger ones, particularly those making the transition from elementary to junior school <p>anonymous forms of peer support, including peer supporters helping pupils via an anonymous email system. Also used in some schools is the <i>Question and Answer Handout Method</i>, whereby students anonymously submit problems in a box and peer supporters provide possible solutions via a handout or written newsletter, made available to all children (James, 2011; Toda, 2005).</p>
<p>Referral to psychological counselling services outside of school</p>	<p>Sierra Leone: The charity Concern is currently working in Sierra Leone with the International Rescue Committee and Médecins Sans Frontières to provide training on rape counselling and supporting a survivor-centred GBV case response system. Currently, girls have to repeat their stories multiple times, in unnecessary detail, which can be harmful and retraumatizing. As part of the Coordinated Action for Protection and Empowerment (CAPE) project, this activity aims to streamline the number of individuals who see it as their role to take the history of survivors and to provide counselling, and to improve the quality of counselling offered. The primary targets of this training are the district mental health officer, any other often self-appointed ‘counsellors’ who play an active role in case-response, as well as women identified as having the potential to play this role.</p>

 PRACTICAL ACTION 14: HOW TO PROVIDE SRGBV COUNSELLING AND VICTIM/SURVIVOR SUPPORT AN ILLUSTRATIVE CHECKLIST	
<p>Environment</p>	<ul style="list-style-type: none"> • An appropriate space is provided for students to discuss SRGBV in a safe and confidential way
<p>Resourcing</p>	<ul style="list-style-type: none"> • Counsellors have time allocated in the school day. If counselling is provided by teachers, administrators should ensure their teaching load is lightened to allow them time for counselling duties and counsellors should receive adequate training
<p>Awareness and trust</p>	<ul style="list-style-type: none"> • Students know how to access counselling and victim/survivor support services • Students trust that the service is confidential
<p>Response, support and referral</p>	<ul style="list-style-type: none"> • Counsellors have adequate counselling skills, including knowing reporting procedures and how to respond to violations of local and national laws • Counsellors know how and when to refer students to the appropriate people and services
<p>Risk management</p>	<ul style="list-style-type: none"> • Protocols are in place for escalating concerns about a child or young person’s mental health and/or safety • Policies/procedures are in place to help manage any complaints or allegations made by students accessing the service
<p>Other things to consider</p>	<ul style="list-style-type: none"> • How many sessions will be available to an individual student – is it open-ended? • How are students prioritized in the event of a waiting list? • Is the service open to school staff and teachers who have experienced SRGBV? • Is the service only available to students who have experienced SRGBV, or also those who have perpetrated or witnessed it? • How to support students through the holidays?
<p><i>Source: Adapted from USAID (2009a)</i></p>	



REFERRAL STRUCTURES

Students, teachers or members of the school staff who have experienced SRGBV often need a wide range of support. Referral structures are the systems and networks to direct or refer people to relevant assistance from the health, psycho-social, protection, law enforcement and justice sectors.

Referral structures should be in place so that victims/survivors of SRGBV are guided or referred to the services they need, such as medical treatment and services, law enforcement, child protection, emotional support and counselling, and other relevant services.

Schools should know what the reporting and referral procedures and networks are in their communities as well as how to respond to violations of local and national laws. In particular, all schools should know:

- what **laws** protect a student, teacher or member of the school staff from SRGBV
- how the **Code of Conduct** protects a student, teacher or member of the school staff from SRGBV
- what local **services and organizations** exist that victims/survivors of SRGBV can be referred to for additional support.



PRACTICAL ACTION 15: HOW TO REFER AND REPORT CASES OF SRGBV – KEY CONSIDERATIONS

Schools should have the necessary information and training to be able to answer the following questions:

Referral:

- What referral systems are in place to direct or refer students to the services they need, such as emotional support, counselling and medical treatment?
- Are the needs and best interests of the victim/survivor placed first throughout the process? For example, do girls have female companions during medical and legal visits (role of school and family)?
- Are referral systems confidential?
- What is the capacity and strengths/weaknesses of the different referral options – for example, does one health clinic or worker have the reputation of being more sensitive to SRGBV than another?

Reporting:

- When is a teacher legally required to report SRGBV to the school system?
- When is a head teacher, governing body or other responsible focal point legally required to report SRGBV to the police?
- What are the procedures for reporting rape? Do police and hospital staff have a protocol for reporting sexual violence?
- What is the timing to report a sexual assault?
- To whom does a school report a violation of the Teachers' Code of Conduct?
- Is there a youth advocate, youth-specific expert or school-based ombudsman within the judicial system?
- What types of protection are given to the person reporting (such as confidentiality, protection from reprisals and so forth?) And to the victim?
- What is the timing to report an SRGBV incident of any kind?
- What is the role of the customary or traditional legal system in reporting?

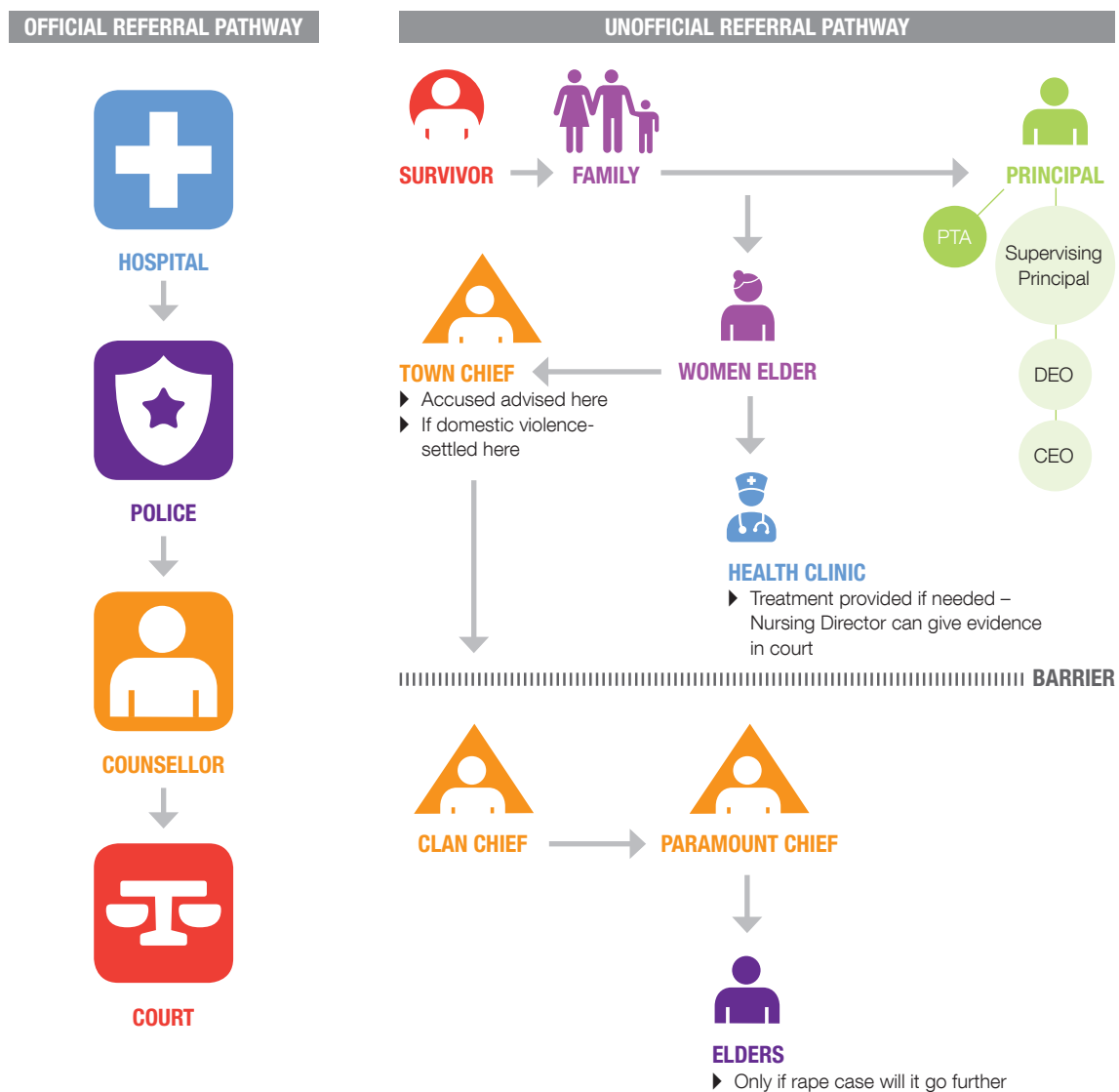
Source: Adapted from USAID (2009a)



SECTION 2 2.4 RESPONSES: IN AND AROUND SCHOOLS

It is also important to conduct a contextual analysis to understand the more informal referral structures that communities can use, as well as the official referral pathway. A study for Concern Worldwide of the official/unofficial pathways and service providers used to report incidents of GBV (including SRGBV) in Liberia found that further work is needed to educate people about what steps to take if there is an incident of SRGBV. Although there are four steps in the government’s official referral pathway (hospital, police, counsellor, court), people were using 27 steps in an unofficial pathway (Dunne, 2011).

■ **Figure 10:** Example of an official and unofficial referral pathway identified in a study of SRGBV in Liberia



Source: Adapted from Dunne (2011)

**COUNTRY EXAMPLE – REFERRAL PROGRAMME, USAID C-CHANGE SRGBV PREVENTION PROJECT, DRC**

Focal teachers at each school were trained as first-responders to assist students experiencing violence and to refer them to appropriate services (legal, judicial, health, psycho-social), as part of the USAID Communication for Change (C-Change) SRGBV Project in Katanga Province, DRC (2010–2012). The final project report (C-Change, 2013) showed that before the project began, only one in four schools had a designated person responsible for SRGBV and referrals. Post-project, all 31 target schools had at least one female and one male teacher designated as a 'SRGBV focal teacher'. C-Change also produced a visual chart for each classroom, with site-specific contact information for victims or witnesses of SRGBV to seek assistance, including information on the school's SRGBV focal teacher(s), as well as services available (psychosocial counselling, medical and judicial services).

Source: Leach et al (2013)

**FURTHER RESOURCES ON RESPONSES, IN AND AROUND SCHOOLS****Counselling and support**

USAID. 2009a. *Doorways II: Community Counselor Training Manual On School-Related Gender-Based Violence Prevention and Response*. Washington DC, USAID. This training manual was produced as part of the Doorways training programme for the USAID-funded Safe Schools Programme. It aims to train community members as counsellors to help prevent and respond to SRGBV by instructing them in basic listening skills and response procedures.

**RESPONSES**

2.5 PARTNERSHIPS: COLLABORATING WITH AND ENGAGING KEY STAKEHOLDERS

Addressing a complex issue such as SRGBV in a way that will bring about sustainable change requires a comprehensive and context-sensitive response involving many and varied stakeholders. Coordination across all levels is needed to understand the perspectives of these different stakeholders, what constrains and enables them to act, and what support, training and resources they need.

Key stakeholders should be partners in ending SRGBV, including through:

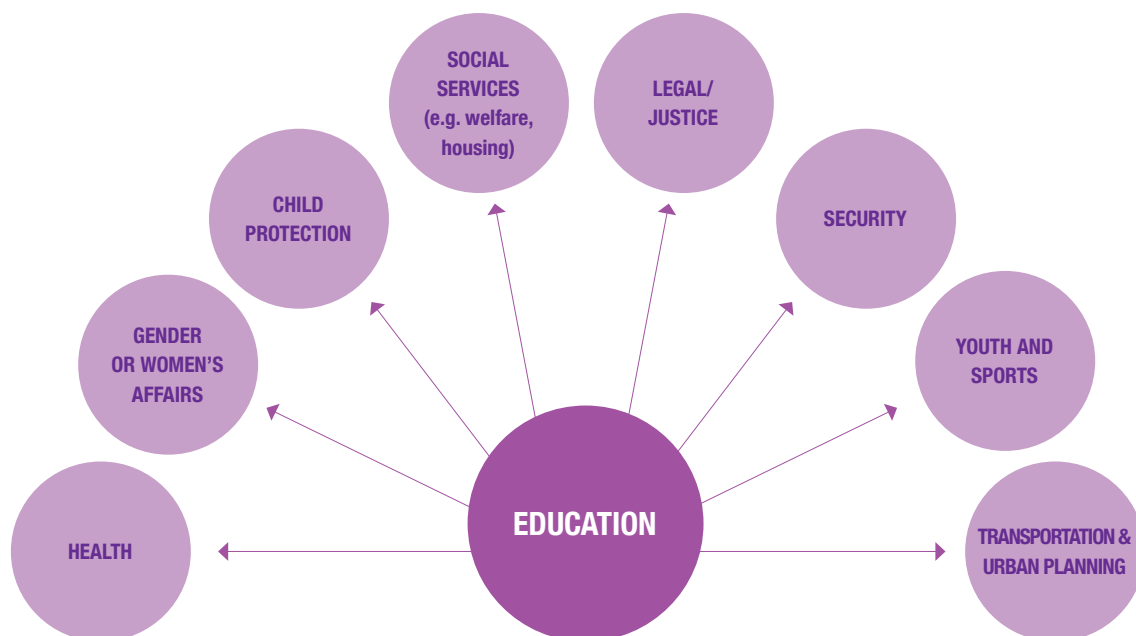
- coordination/collaboration with other sectors
- partnerships with teachers' unions
- community mobilization
- family engagement
- youth leadership and participation.



COORDINATION AND COLLABORATION WITH OTHER SECTORS

SRGBV is rooted in complex structural and sociocultural factors, such as social and cultural norms, gender inequalities and power dynamics. Efforts to prevent and respond to it require a comprehensive, multisectoral approach with the education sector working in collaboration with other sectors, such as health, social services, law enforcement, the judiciary, the security forces or military, gender/women's ministries and child protection authorities.

■ **Figure 11:** Example of the range of partners involved in a SRGBV response led by the education sector



Note: These sectors can have different names in different countries

Addressing SRGBV through a multisectoral approach can involve coordination with various different sectors over multiple timeframes and at multiple levels. It includes cooperation at the national level between ministries around the overall legal/policy framework, but also coordination at the ‘thick middle’ – the middle-level between national (policy) level and school level, including head teachers, regional or district officers, teachers’ unions and other school organizing bodies (e.g. principals’ associations).

Most countries have inter-ministerial task forces/committees on violence against women or violence against women and children at the national level. It is important for the education ministry to be involved in this mechanism for continuity and sharing across disciplines.



PARTNERSHIPS



COUNTRY EXAMPLES OF COORDINATING WITH OTHER SECTORS ON SRGBV

Developing policy frameworks	Peru: Since 2013, the Ministry of Education has been coordinating a national education policy framework against school violence. Its <i>Escuela Amiga</i> ('Friendly School') policy works across multiple ministries and focuses explicitly on building an institutionalized, system-wide approach to preventing SRGBV (Varela et al, 2013).
Inter-ministerial task forces and committees	Bahamas: In 2013, the Government of The Bahamas appointed a <i>National Task Force for Ending GBV</i> . The task force involved a coordinated approach between different ministries, including the Ministry of Education, Science and Technology. Other ministries included Social Services, Urban Renewal, the Attorney-General, National Security, Police, Families and Children, Child Protection, Youth, Sports and Culture, Health, and Women's Affairs, as well as NGOs such as the Salvation Army, Bahamas Crisis Centre and the Bahamas Christian Council. In addition, a <i>Ministerial Committee</i> was appointed to have oversight of the National Task Force, including the Minister of Education, Science and Technology. The high-level task force is responsible for sharing information and making recommendations about practices, policies and protocols. This is in addition to developing an efficient, comprehensive and coordinated national response at the system level, as well as at the integrated case management level, and helps to facilitate networking between ministries, departments and NGOs working on GBV (Maura, 2013).
Bi- or inter-ministerial accords	Guatemala: The <i>National Plan for Strategic Action for 2007–2017</i> includes a Guide to the Prevention of School Harassment and an awareness-raising and information campaign on school harassment, deriving from a bi-ministerial accord (Health and Education). In 2013, the ministries of health and education reaffirmed their commitment to working together to design and implement a comprehensive sexuality education programme for youth in nine regions of the country (Hunt et al, 2014; UNICEF, 2014a).
Sharing regular information	England: The <i>Young People's Programme</i> (funded by the Department of Education) brings together local agencies to share information between local services. Regular local meetings of service agencies discuss individual cases of young people requiring support and develop a risk-focused, coordinated safety plan to support them.
Monitoring and evaluation	Côte d'Ivoire: The Ministry of National Education and Technical Education established a framework for the coordination and monitoring of child protection strategies as part of a national cross-sector policy on child protection introduced in 2012 (UNESCO/UNGEI, 2015).
Curriculum design	Philippines: The Department of Education invited other sectors to provide inputs on developing the school curriculum (K +12 Curriculum) to integrate child sexual exploitation within GBV and link children to sexual and reproductive health and GBV services. Central to this was the involvement of a national committee and advocacy group – the National Steering Committee – formed by family planning organizations in the Philippines and Department of Health (UNESCO, 2014).



PARTNERSHIPS WITH TEACHERS' UNIONS

Teachers' unions represent the collective of teachers as employees. As such, they have strong legitimacy among teachers and play a key role in setting the standards, codes of conduct and practice, and employment terms of teachers.



COUNTRY EXAMPLE: TEACHERS' UNIONS IN MALAYSIA DESIGN SRGBV ACTION PLAN

In 2014, teachers' unions from Sarawak and Sabah in Malaysia met for a three-day workshop. They developed a joint action plan for addressing SRGBV, including a campaign, after concerns that the issue did not have enough political traction. Attendees noted that perpetrators are not always punished and victims may be transferred to another location or school (Education International, 2014a).

As teachers play a key role in preventing and responding to SRGBV, teaching unions can support their members to access appropriate training and support on SRGBV, raise awareness about SRGBV, codes of conduct and positive discipline practices, and advocate at a national policy level.

Teachers also experience gender-based violence and abuse within education settings – an issue that has often been neglected. Research into violence against teachers has found that younger and newly experienced female teachers are most at risk (McAslan Fraser, 2012).

Several studies have found that abusive behaviour and attitudes about violence against women and children are often learned in teacher training establishments (Bakari and Leach, 2007). In many settings, research has shown that teachers themselves are perpetrators of SRGBV (Devries et al, 2015; Parkes and Heslop, 2011), so changing their behaviours and improving mechanisms for oversight of teachers are both critical for the reduction and prevention of SRGBV.

Teachers' unions are therefore key partners in both changing teachers' behaviours and experiences and in looking at the wider system of education to strengthen support, capacity and readiness to address SRGBV. With growing pressure on teachers worldwide to measure progress in more limited ways, such as enrolment, attendance or learning outcomes, teacher report that the well-being and wider development of learners can be sacrificed (UNAIDS IATT, 2015). Working with teachers' unions can help education systems to give teachers the mandate to better promote students' social and emotional well-being and create safer learning environments to this end.

Teachers' unions should be involved in raising awareness of SRGBV among their members, producing tools and materials and training teachers. A survey of teachers' unions affiliated to Education International (a federation of over 400 teachers associations and unions around the world) found that only about half of the 125 respondents from different regions were already involved in these types of SRGBV initiatives (Education International, 2014). Teachers also suggested that ministries of education could do more to support them to address SRGBV. They could, for example, provide better and more training, professional guidance, stronger teacher resources, as well as clear written codes of conduct and ethics on SRGBV. Some went further to request legal reforms and improvements in infrastructure and access to other services, such as psychosocial support (UNAIDS IATT, 2015).



**PRACTICAL ACTION 16: WHAT TEACHING UNIONS CAN DO TO ADDRESS SRGBV**

In November 2013, UN Girls' Education Initiative (UNGEI) and Education International (EI) held a joint workshop to explore how to support teachers to take leadership in addressing SRGBV. Some ideas on specific actions teachers could take included:

- position teachers as key leaders and 'in the driver's seat' vis-à-vis actions to prevent and end SRGBV
- teachers sign on to a declaration/pledge/promise/vow
- develop symbol or flag for the school to show that 'This is a violence-free classroom/school'
- develop kits with tools, lessons plans and summer institutes to help teachers build skills on preventing SRGBV
- ensure at least two teachers per school are engaged for mutual support
- public recognition, back-to-school campaigns and contests that recognize the leadership of teachers, schools and communities.

Source: Adapted from UNGEI (2013)

Box 8: Recommendations for and by teachers' unions on SRGBV

At the 2014 EI World Women's conference, the issue of SRGBV was high on the agenda, with the following key conference recommendations:

- The EI Declaration on Professional Ethics must be revamped to include explicit reference to structural and sexual violence within schools; the Declaration should be made accessible and available to all teachers.
- EI member organizations must advocate for gender-based violence to be addressed within national curricula.
- EI should undertake research on prevalence and forms of SRGBV and the role of teachers in combatting SRGBV in all regions; the research should also include current education union best practices with regard to SRGBV and should disseminate examples of successful local and community practices and initiatives for ensuring that girls remain in school.

Source: Adapted from Education International (2014b)

See section on Further resources for more information and tools on partnerships with teachers' unions.

**COMMUNITY MOBILIZATION**

Working with communities on SRGBV helps to raise awareness and 'break the silence' around this issue, as well as providing an important mobilizing platform for advocacy initiatives. Awareness-raising, mobilizing and advocacy are critical to challenging and shifting social norms that promote or tolerate violence. Community-based programming supports engagement with a wider group of relevant and influential stakeholders within broader school and community networks, in addition to providing practical links to, and information on, referral and support services.

Community mobilization has been important in designing and implementing protective measures for ensuring children's safety in and on the way to/from schools, particularly where girls' education is politicized and 'under attack' (GCPEA, 2014). It can provide a platform to engage with hard-to-reach/out-of-school children and young people, some of whom may have experienced SRGBV and may have been subsequently excluded from accessing an education. Community mobilization has also enabled engagement with men and boys in their multiple roles – as fathers, teachers and as community and religious and traditional leaders, to name just a few of the roles that men play

– to shift social norms around masculinity and challenge harmful gender norms that lead to discrimination, inequality and violence.

Strategies for effective community mobilization can build on existing community capacities, including community based child protection mechanisms that are already run and owned by the community and are working within the community to protect children and raise awareness of child abuse and violence against children.

One example of a community mobilization approach whose evaluation has demonstrated clear results in responding to school-based violence is the implementation of the Good Schools Toolkit by the not-for-profit organization Raising Voices in Uganda. Used in 600 schools in Uganda, the Good Schools Toolkit aims to: develop a collective vision for the school; create a nurturing learning environment; implement a more progressive learning methodology; and strengthen school governance. By engaging with teachers, students, administration and the community, the implementation of the toolkit shapes the culture of the school through a six-step process. The initiative is implemented by teachers and students, endorsed and monitored by local officials and supported by parents and a wider team of community members (Raising Voices. <http://raisingvoices.org/good-school/>). Study findings on the impact of the implementing the toolkit are summarized in the country example in section 2.6 of this guidance on evidence.



COUNTRY EXAMPLES – HOW TO WORK WITH COMMUNITIES ON SRGBV

<p>Raising awareness at community level</p>	<p>Nigeria: ActionAid's <i>Transforming Education for Girls in Nigeria (TEGIN)</i> used weekly 'Community Circles' to conduct awareness-raising activities, including planning marches and high-profile events around violence against women and girls and to mark international days of celebration. Some of these circles involved traditional leaders and elders, leading to 'considerable (and unexpected) change in the community's attitude and behaviour' (Leach et al, 2013).</p>
<p>Community advocacy teams and 'referral points'</p>	<p>Ghana: In 2007, ActionAid and Songtaba (a community based partner) established a community networking initiative with the aim of stopping violence against girls in schools in Nanumba District – an area far from the capital, where child protection services did not have the financial or human resources to follow up reported cases of SRGBV. By linking community structures to decentralized agencies, the networking initiative resulted in an increased number of reported cases of abuse as mechanisms to report SRGBV became more visible, active and able to facilitate redress for abuse. It should be noted that the initiative was conducted as part of a multicomponent initiative, involving girls' clubs, awareness-raising activities and Peer Parent Educators (Antonowicz, 2010).</p>
<p>Community members as classroom assistants</p>	<p>Guinea: In 2002, the International Rescue Committee (IRC) started the <i>Classroom Assistant Program</i> in schools for Liberian refugees in Guinea, following research findings that male teachers were sexually exploiting female students, in particular offering good grades and other school privileges in return for sex. It was not possible for IRC to find refugee or local women with the necessary education and time to become teachers. Instead female classroom assistants were recruited from the community and trained as a preventative mechanism against sexual exploitation and abuse. The classroom assistants have an explicit mandate to address the abuse and exploitation of students. An assessment of the programme found that both girls and boys reported they felt the classrooms were more welcoming and supportive of learning. Not only did their physical presence in the classroom act as a deterrent, but classroom assistants also played a critical role in reducing sexual exploitation by collecting exam grades from the teachers and distributing them to students, thereby being the key point of communication around grades and helping prevent the manipulation of girls into sexual relationships in exchange for good grades. However, it should be noted that a key lesson learned in the early stages of the programme was the need to train teachers about the role of classroom assistants to avoid reinforcing gender power imbalances (e.g. in the way they spoke to classroom assistants in front of the students) (Winthrop and Kirk, 2006).</p>



PARTNERSHIPS

<p>Parents/ community members as protective ‘escorts’ to and from school</p>	<p>Iraq: ‘Walking buses’ are used in Iraq to ensure girls are safe on their way to and from school. Children are supervised and escorted on an approved route to school, with at least two trained adults acting as ‘driver’ and conductor’. The adults are parents, family members or community volunteers who are trusted by parents. There is some evidence that these walking buses have had a positive correlation with girls’ attendance rates (UNICEF, 2010).</p>
<p>Community alert systems</p>	<p>Palestine: In 2011, UNESCO introduced an SMS community alert system for 29 schools in the Gaza strip, as part of a pilot crisis-Disaster Risk Reduction (c-DDR) programme. The system built upon an informal initiative of parents who called teachers in the morning to ensure that routes to school were safe. The new alert system uses text messages via mobile phones to warn students, teachers and parents where incidents are occurring. The system can also be used for monitoring and reporting to collect data, for example, on experiences of violence (Sbardella, 2009; Souktel, 2012).</p>
<p>Community security groups</p>	<p>Afghanistan: There have been several reports of communities forming defence groups or ‘security <i>shuras</i>’ to physically protect students. For example, in Khost Province, <i>Arbikai Shuras</i> (traditional community defence structures) have provided security to schools. The <i>Arbikai Shuras</i> are made up of young men from different tribes in the area and are paid for by the community; although not established by the Ministry of Education, they are known by the government. By demonstrating the community’s support for girls’ education, these community security groups can be a more effective defence mechanism than outside security forces (Glad, 2009).</p> <p>Nigeria/Pakistan: The <i>Safe Schools Initiative</i> was launched in Nigeria following the abduction of schoolgirls in Chibok in 2014, and has subsequently been extended to Pakistan after the Peshawar school massacre by Taliban gunmen in December 2014. The initiative focuses on school and community interventions, with special measures for the most at-risk and vulnerable children. It aims to create community security groups promoting safe zones for education consisting of teachers, parents, police, community leaders and young people themselves, as well as building better school fortifications and linking schools to police stations by mobile telecommunications.</p>
<p>Working with religious and traditional leaders</p>	<p>Mauritania: UNICEF, together with the Imams and Ulema Coalition for the Rights of Women and Children in Mauritania (RIODEF) and other Imam networks, undertook an initiative to raise awareness about corporal punishment of children in schools – not only in Madrassas (Qur’anic schools) and non-religiously affiliated schools – but also in the home. A national study on corporal punishment against children in the Islamic Law (Sharia) was conducted to clarify the position of Islam vis-à-vis corporal punishment, which concluded that Islamic law (Sharia) protects the physical integrity of children and provided the basis for a fatwa (a religious opinion on how questions related to Islamic law should be understood, interpreted or applied) that forbids verbal and physical violence in the educational system. Various awareness-raising sessions were held to publicize the fatwa, with workshops across Mauritania and the fatwa was distributed to more than 2,000 schools and religious centres (Antonowicz, 2010).</p>



<p>Community groups monitoring incidents of SRGBV</p>	<p>Sierra Leone: As part of the Coordinated Action for Protection and Empowerment (CAPE) project, Mobile Protection Teams respond to protection alerts that are either communicated to them for follow up by central sources (police or Ministry of Social Welfare, Gender and Children’s Affairs), or that come to them directly via community reports. Protection officers are in the process of mapping communities that have been identified by Chiefdom authorities as having protection problems, for example, mining areas, where children, especially girls, are particularly vulnerable. The strategy is for Protection Officers to tap into as many community groups as possible, in order to establish informal networks of ‘eyes and ears’ that can access their help on cases when needed. This includes School Clubs, Mothers’ Clubs, Child Welfare Committees, School Management Committees and women’s farming groups – any groups that are active and play a formal or informal protection role. There is emphasis on inclusion of vulnerable individuals, such as teenage mothers, children, HIV-positive groups and organizations for people with disabilities, who will be the first to know of such cases among their peers. Although this is a very new and short project that has only just become operational, protection officers work closely with the new government social workers, in trying to establish a response practice. Their role is specifically around assessment and referral, with an emphasis on fostering links to reduce the isolation of vulnerable individuals with protection needs.</p>
<p>Non-formal education through community groups for young people</p>	<p>Voices against Violence, global: In July 2011, the World Association of Girl Guides and Girl Scouts (WAGGGS) launched a nine-year campaign, ‘Stop the violence – speak out for girls’ rights’. A key component of this campaign is a non-formal education curriculum initiative, <i>Voices against Violence</i>, which has been developed in partnership with UN Women and has been successfully piloted in 20 countries. The curriculum aims to create a safe and supportive environment to engage up to five million children and young people, in addition to parents and the wider community, in dialogue around violence against girls. Through a child and youth-centred approach, individuals are supported to realize their rights, challenge negative gender norms and promote alternative models of masculinity and femininity, and gain the skills and confidence to take action to protect themselves from violence. The initiative is delivered through WAGGGS’ national member organizations, partners and governments and captures a wide range of activities that respond to a diversity of learning needs and objectives within a number of cultural, social and legal contexts. Content is structured around six core learning outcomes (<i>START, THINK, IDENTIFY, SUPPORT, SPEAK OUT, TAKE ACTION</i>), and is divided into four age groups for early (aged five to seven), young (aged eight to 11), middle (aged 12 to 16) and older years (aged 17 to 25). The curriculum has been primarily developed for implementation by girl guides and girl scout groups, youth organizations and schools, but may have application to other groups. The curriculum has developed a monitoring and evaluation framework so it is able to compare participants’ understanding and attitudes towards violence against girls both before and after the programme. Group leaders are also encouraged to assess their groups’ progress using online tools (World Association of Girl Guides and Girl Scouts (WAGGGS) and UN Women (2013b) and WAGGS website and resource links for the curriculum and guides).</p>



FAMILY ENGAGEMENT

Schools do not exist in social isolation. SRGBV is often a reflection of the wider social norms or expectations of behaviour modelled by parents and other family members. Some children may be targets of violence because of characteristics of their families, such as single-parent households, LGBTI families, minorities or having disabled parents. Understanding family make-up and dynamics can contribute to addressing and reducing children's risk of facing SRGBV.

Furthermore, there is strong evidence that children who are exposed to violence in childhood – both as witnesses or as victims of abuse themselves – are more likely to use violence later in life. There is also some evidence, although less compelling, that exposure to violence in childhood increases girls' risk of becoming victims of violence as they grow up.

Abuse and repeated exposure to violence in childhood can cause chronic stress, which can be toxic to the developing brain. Without adult support and protection, research has shown that toxic stress shapes the architecture of the brain as it develops and can lead to a lifetime of greater susceptibility to physical illness, as well as mental health problems including depression, anxiety disorder and substance abuse (Landers, 2013).

The research also suggests that types of violence and adversity in families frequently overlap, meaning that by addressing the family environments that put children at risk, programmes can create synergies that also tackle other types of violence (Heise, 2011).

Strengthening links with families is important for challenging values and norms around the acceptability of violence and gender inequalities or understanding the nature of risk a particular child faces, and therefore designing appropriate and locally acceptable mechanisms for preventing, reporting and referring SRGBV.

To date, there have been very few programmes to engage parents and families that have made the connections with SRGBV, particularly outside the US and a few other high-income settings. Programmes typically target parents who have abused or neglected their children, or who are at risk of doing so – few try to directly reduce conflict and abuse. Most parenting programmes involve home visits, are community-based or are implemented in health clinics – few have been based in education settings. Activities common to many parenting programmes include: individual counselling or group discussion; role play; videotape modelling of positive parenting behaviours; educational communications materials that model or guide positive behaviours; structured or guided play between mothers, fathers and their children (Fulu et al, 2014). Evaluations of the most widely adopted parenting programmes have tended to show mixed results, as can be seen from the country example of the Fast Track parenting programme.



**COUNTRY EXAMPLE – FAST TRACK PARENTING PROGRAMME, UNITED STATES**

The *Fast Track Prevention Project* is a comprehensive, 10-year long intervention programme for children, teenagers and their parents in four demographically diverse sites in the US – Durham, North Carolina; Seattle, Washington; rural central Pennsylvania; and Nashville, Tennessee. *Fast Track* has several programme components, including teacher training, a classroom curricula, as well as interventions focusing on high-risk children and their families.

As part of *Fast Track*, parent training groups were established to promote the development of positive family–school relationships and to teach behaviour management skills to parents, particularly in the use of praise, time-out and self-restraint. Parents participated in family group meetings (5–22 sessions per year), 30-minute parent–child sharing sessions and bi-weekly home visits focusing on improving parenting skills.

Fast Track has been rigorously evaluated by several randomized control trials with cohort groups of intervention and control children, finding that:

- Fast Track parents used harsh discipline less frequently than their control group counterparts
- Fast Track children exhibited lower levels of aggressive behaviour at home and school compared to the control group – a trend that continued into adolescence
- Fast Track children were arrested at lower levels in adolescence, compared to their control group peers
- Fast Track children were less hyperactive and had fewer self-reported delinquent behaviours.

However, some evaluations found that:

- Fast Track children were more likely to be involved with ‘deviant’ peers than the control group
- There was no impact on social skills, conduct or anti-social behaviour for the intervention group, although various evaluations found an impact when they looked at a ‘subgroup’ of the highest 3 per cent ‘at risk’ children of a population already considered ‘at risk’.

For more information see: Conduct Problems Prevention Research Group (2007); Greenberg (1998); Lochman et al (2010)

**COUNTRY EXAMPLE – THE INCREDIBLE YEARS, MULTICOUNTRY**

The *Incredible Years* programme has been used in schools and mental health centres in over 20 countries over the past 30 years. The long-term goal of the programme is to prevent violence, drug abuse and children’s aggressive behaviour problems. It consists of three complementary programmes targeting parents, teachers and children (Menting et al, 2013).

The parenting component has a range of programmes for different age groups: babies, toddlers, pre-schoolers and school-age children (6–12 years). It focuses on strengthening parent–child interactions, reducing harsh discipline and helping parents to develop strategies and skills to manage their children’s behaviour.

Several randomized control group trials have been conducted, with outcomes including:

- reduced parental depression and stress
- more positive family communication and less harsh discipline
- increased parent–school involvement and more collaborative teacher–parent relationships
- reductions in aggressive behaviour problems, particularly as a result of the parenting programmes with high-risk populations.



PARTNERSHIPS

YOUTH LEADERSHIP AND PARTICIPATION



When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.”

(Article 12 of the Convention on the Rights of the Child)

Youth leadership and participation are important when it comes to tackling SRGBV, since young people are directly affected by SRGBV and should be part of the solution. Youth leadership and participation in the design, structures, policy and practice of SRGBV interventions will help ensure that these are relevant, responsive and accessible (Fancy and McAslan Fraser, 2014a).

Young people have played an effective role in activities aimed at preventing, responding to and monitoring SRGBV at a variety of levels:

- **Global and regional levels:** for example, at the national and regional level, youth activists designed and led the UNiTE Global Youth Network with the aim of ending gender inequality and violence against women and girls.
- **Community level:** for example, raising awareness and advocacy around SRGBV.
- **School level:** for example, participating in school management structures and other SRGBV oversight mechanisms.



COUNTRY EXAMPLE – MEJNIN (MEYEDER JONNO NIRAPAD NAGORIKOTTA – SAFE CITIZENSHIP FOR GIRLS), BANGLADESH

MEJNIN is an innovative school-based programme that aims to raise young people's awareness of sexual harassment of girl students in public places. The project motivates young people to act as leaders and change-makers, both as individuals and collectively, to protect, protest and resist sexual harassment and other cases of gender-based violence. Young people form 'student watch groups' that identify issues, such as cases of sexual harassment or child marriage, and seek to resolve them with the support of their teachers and/or the MEJNIN programme. The programme also has complaint boxes in schools where children can share their feelings. At the end of every month, the boxes are opened and the group tries to resolve the problems that have been raised. In addition, the programme works with parents through community watch groups that are involved in awareness-raising activities, such as wall writing, rallies and a human chain to promote safe citizenship. MEJNIN is working with students, teachers and parents in 400 schools in the capital Dhaka and rural parts of Bangladesh.

For more information see BRAC website: <http://www.brac.net>



**COUNTRY EXAMPLE – PURPLE MY SCHOOL CAMPAIGN, ASIA-PACIFIC REGION**

Schools can be hostile environments for LGBTI students, who often suffer harassment, violence, abuse and discrimination from teachers and peers. In June 2015, the #PurpleMySchool campaign was launched by UNESCO, the UN Development Programme (UNDP) and 'Being LGBTI in Asia' (a regional partnership between UNDP, USAID and the Swedish Embassy in Bangkok) with the aim of ensuring educational settings are free from bullying and discrimination based on sexual orientation and gender identity/expression.

The campaign encourages peers, teachers and parents to become allies of LGBTI students. Supporters are encouraged to wear, draw or make something purple and submit photos to the campaign website or share on social media using the hashtag #PurpleMySchool. Schools and universities have also supported the campaign in a variety of creative ways, for example through sports activities, games, wearing purple clothes, sharing purple stickers, candles, leaflets and balloons, and arranging visits by well-known LGBTI activists and celebrities.

For more information see the *Purple My School* website: <https://medium.com/being-lgbti-in-asia/purplemyschool-campaign-making-education-safer-for-lgbti-students-9060a05413f4>

**FURTHER RESOURCES ON PARTNERSHIPS****Partnerships with teachers' unions**

Education International. 2007. *Building a Gender Friendly School Environment: A toolkit for educators and their unions*. The toolkit helps teachers' unions to create a safe environment in learning institutions for learners of all ages. The toolkit covers codes of conduct, how to undertake analysis of the learning environments, how unions can engage with governments to change policy, and training.

ActionAid International Kenya/The CRADLE – the Children's Foundation. 2004. *Making Schools a Safe Horizon for Girls: a Training Manual on Preventing Sexual Violence against Girls in Schools* is based on the CRADLE Children's Foundation's experience with teachers in Kenya, aims to enhance the capacity of teachers to understand the concept of rights and the mechanisms for identifying and dealing with abuse including reporting and follow-up of cases. It provides guidance for developing girls' forums in schools and campaigns against abuse of girls in schools and includes case studies, activities and checklists, among other workshop tools that can be adapted to different country contexts.

UNESCO. 2006. *Positive Discipline in the Inclusive, Learning-Friendly Classroom – A Guide for Teachers and Teacher Educators* is intended to help teachers, school administrators and education officials to effectively manage students in the classroom by proposing non-violent ways to deal with behavioural challenges positively and proactively. It presents positive discipline tools that are concrete alternatives to corporal punishment.

Plan International (Viet Nam). 2009. *Positive Discipline: A Training Manual* is aimed at training parents, teachers and caregivers on positive discipline. It covers techniques, case studies and advice for alternative forms of discipline.

Sonke. 2012. *One Man Can: Be a Teacher – An Action Sheet* suggests how male teachers can encourage boys and young men to be more active in ending violence against women and girls. It includes guidance on understanding the impact of violence; creating a physically and emotionally safe school environment; being a model of respect and integrity; encouraging learners to support each other; involving and educating parents; holding fellow teachers to account; and teaching students about healthy relationships.



PARTNERSHIPS

2.6 EVIDENCE: MONITORING AND EVALUATION OF SRGBV

National action on SRGBV should be informed by research and data, including:

- monitoring and evaluation (M&E) frameworks to track SRGBV interventions
- indicators to track progress
- comprehensive national data collection systems and system-wide monitoring (EMIS)
- formative research on SRGBV to inform policy and programme development
- evaluations to assess impact and process
- methodological, ethical and safety considerations

SRGBV MONITORING AND EVALUATION FRAMEWORKS

Box 9: M&E challenges for SRGBV interventions

A review of seven SRGBV interventions commissioned by Concern Worldwide (Leach et al, 2013) identified several key challenges to monitoring progress and evaluating the impact of SRGBV activities:

- Identifying a suitable methodology for interviewing children about their experiences of violence in institutional settings.
- Developing indicators to measure impact (i.e. real and sustained change), as well as progress in meeting project objectives (e.g. cases referred, numbers trained). The review noted that, for one SRGBV programme, the indicators were much too broad to allow for meaningful measurement of outcomes.
- Measuring behaviour change – attitude change should not be taken as proxies for behaviour change.
- Sustained observation in schools is difficult, time-consuming and costly, and can be seen as intrusive, but is an essential component of building a solid evidence base.
- Monitoring the long-term impact of SRGBV interventions is constrained by short project cycles and funding mechanisms.
- Lack of institutionalization, capacity and understanding of the purpose of M&E in SRGBV interventions.

Investing in monitoring and evaluation (M&E) for SRGBV interventions allows programmes to be clear about their aims and monitor progress towards addressing the issue. A good M&E system provides greater accountability and transparency of programmes. Such systems can help target interventions towards children at greater risk and provide them with effective support. They can also help programmes to understand what is changing as it happens and therefore improve SRGBV policy-making and resource mobilization.

Robust programme M&E enables stakeholders to identify the most promising or successful interventions and practices. It facilitates the sharing of information about what works and what does not work. It also serves to back up advocacy messages with convincing data, informing about the consequences of SRGBV and thereby influence policy-makers to invest in addressing SRGBV.

Whilst there is limited experience in country-level monitoring of SRGBV and no international consensus on the best indicators to measure progress, lessons can be drawn from smaller-scale SRGBV programmes and from education-wide approaches to monitoring violence in schools or monitoring implementation of key policies and curricula.

A strong M&E framework needs to start with an agreement about what the programme is trying to achieve and how it might get there. It is important to differentiate between routine monitoring and special studies such as formative research and evaluations which may require engagement with different partners or specialists. Equally, an M&E framework should outline monitoring at different levels including at the school level (e.g. use of positive discipline, or reporting system for violence) and district and national level (e.g. teacher training or policy development).

An idea of the steps that are necessary for developing an M&E framework is presented in Annex II. The framework should mention who is responsible for which elements. Close consideration should be paid to the ethical and safety challenges and risks when conducting M&E on SRGBV, and staff should be fully trained to handle these considerations (see following section).



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Monitoring and evaluation of SRGBV should measure both quantitative and qualitative changes. For example, a key element of SRGBV action is a coordinated and multisectoral approach, involving not only the education sector, but also other key sectors. Assessing the coordination of services around SRGBV should look beyond quantitative measures such as whether a network exists or how often it meets, to looking at the quality – at how well it functions. Does each sector actively participate? Are participants at the right level to ensure decisions are carried in their sectors? Additionally, qualitative methodologies – such as interviews with other ministries, organizations, community leaders and key informants – can often give a better understanding of a process from multiple perspectives.

INDICATORS TO TRACK PROGRESS

SRGBV indicators can be used to: guide legislative and policy reforms; ensure adequate provision of targeted and effective services; monitor trends and progress in preventing and responding to SRGBV; and assess the impact of measures taken (Janson, 2012).

There is currently a lack of international consensus about what constitutes standard indicators to monitor and evaluate SRGBV programming. However, there are several relevant criteria that have been developed on violence against women, and more broadly for the UN and international system on what constitutes a good indicator, which have been adapted for this global guidance on SRGBV (see Annex III).

When developing indicators, it is critical to have a clear definition of SRGBV that is in line with international standards and that reflects local realities.

Individual indicators may monitor specific sub-components of SRGBV, for example, corporal punishment or sexual harassment – in each case it is important to give a clear definition of the type of violence.



PRACTICAL ACTION 17: EXAMPLES OF SRGBV INDICATORS

Qualitative indicators	Means of verification
1. Increased use of positive discipline methods in school (by teachers, prefects and school management) <ul style="list-style-type: none"> • Positive class rules developed and displayed in the classroom • Teachers' use of praise and positive reinforcement techniques during lessons • Corporal punishment eliminated • Clear discipline policy developed (and understood) at school level 	Classroom observations, interviews, focus group discussions (FGDs)
2. Teachers' increased practice of child-centred and gender-sensitive teaching methodologies	Classroom observations, interviews, FGDs
3. Parents' and communities' increased awareness of rights and equal value accorded to the education of boys and girls <ul style="list-style-type: none"> • Community identifies mechanisms and takes action to prevent SRGBV and promote a safe school environment 	Community level plans, baseline and endline (linked back to enrolment and attendance)



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4. Increased knowledge, attitudes and practices (KAP) regarding gender and GBV in the school community (teachers, students, staff, support workers)	KAP baseline and endline, impact assessment at endline, interviews, FGDs, school records, documentation of cases
<ul style="list-style-type: none"> • Increased knowledge/understanding of the mechanisms for reporting and confidence to use them • Increased reporting of incidents over baseline • Timeliness of actions on reported cases • Monitoring who is doing the reporting – monitor the cases brought forward by the community 	

Quantitative indicators include: increased girls' enrolment, attendance, retention and completion rates for affected groups; improved girls' learning achievement. (Note: in this case the quantitative indicators focus on girls, but could be adapted for a wider range of children who are vulnerable to SRGBV – such as boys, LGBTI, children with disabilities etc.)

Source: Adapted from Leach et al (2013)

DATA COLLECTION AND SYSTEM-WIDE MONITORING (EMIS)



A solid information system should not only aim to collect, store data and process information but help in the formulation of education policies, their management and their evaluation.”

Source: UNESCO (2015b)

A robust and reliable information collection system that gathers data at the school level (either via paper-based or online systems) and then feeds it into a central system is the basis of effective management, planning and monitoring of a national education system.

Several countries have established an Education Management Information System (EMIS) to manage and provide basic data for the Ministry of Education. EMIS information is useful for research, policy and planning, monitoring and evaluation, and decision-making about the distribution and allocation of educational resources and services.

To date, few countries have integrated SRGBV data or core SRGBV indicators into national systems – an essential step to improve monitoring and implementation of SRGBV policy and programme responses. In addition, gaps remain in M&E capacity to collect and analyse data at school, district and national level. Further barriers to collecting data on SRGBV include significant cultural or religious barriers to admitting, confronting or even discussing the issue (UNFPA, 2013). Data gaps are a particular challenge in fragile and conflict-affected communities.

Integrating key indicators on SRGBV into existing national systems is one sustainable approach to monitoring the problem and any related programmatic responses. Existing indicators related to SRGBV, such as school violence indicators, may be collected through EMIS or through other instruments (such as the school-based health survey) and this data could be used as a first step to understanding violence in schools, and its prevalence among girls or boys.

Information on the nature and scope of SRGBV is also important for other key ministries to help inform a multisectoral response. In a study by Plan International, only seven out of 49 countries where Plan works had



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SECTION 2 2.6 EVIDENCE: MONITORING AND EVALUATION OF SRGBV

systems in place to record incidents of school violence, with even fewer making this data publicly available. The available systems and their usage were mapped by the study according to the following categories (Bazan, 2009):

- a national data collection system for school violence incidents
- police records of school violence incidents
- judicial system records of school violence incidents
- health system records of school violence incidents
- police, judicial system and/or health systems that share information on school violence incidents
- data on school violence incidents that are made publicly available.



COUNTRY EXAMPLE – USING A MOBILE PHONE-BASED DATA COLLECTION PLATFORM, EDUTRAC, UGANDA

In 2011, UNICEF and Uganda's Ministry of Education and Sport developed a mobile phone-based data-collection system, *EduTrac*, to collect real-time data about schools. School administrators and head teachers send data into the system on a regular basis using mobile phones. Schedules vary according to the information required – for example, weekly for pupil attendance, monthly for reports on child abuse and termly for capitation grants made to the schools.

The data collected by *EduTrac* generates reports for the government's EMIS to help improve education planning and complement existing monitoring and reporting structures. It can also improve accountability by fast-tracking any issues arising from the *EduTrac* reports. By the end of 2014, almost half (48 per cent) of all schools in Uganda were using *EduTrac* to report cases of violence to the government.

EduTrac is also closely linked to *Ureport* (www.ureport.ug) – a free SMS-based social monitoring tool for young Ugandans to speak out about issues concerning them. *EduTrac* regularly analyses this data for education-related issues sent in by youth in their communities, including cases of abuse and violence.

For more information see: <http://www.educationinnovations.org/program/edutracs> and <https://www.rapidsms.org/projects/edutracs/>

SITUATION ANALYSIS/NEEDS ASSESSMENT (FORMATIVE RESEARCH)

Box 10: Situation Analyses

Situation analyses can help to understand several contextual factors (Fancy and McAslan Fraser, 2014 and UN Women, 2013b). These include:

- nature, scope and scale of SRGBV
- root causes and risk factors
- SRGBV knowledge, attitudes and behaviour of key actors (including girls and boys)
- reporting and referral structures
- existence and functioning of coordinated responses or referrals
- support services available (both formal and informal)
- laws, policies and plans that address SRGBV
- resources available
- capacity and training opportunities for key officials in the education sector and related sectors
- pedagogical approaches, curriculum used and teacher training
- existing civil society organizations, government actors, and donors working on SRGBV.

Formative research, also known as *situation analysis*, *needs assessment* or *exploratory research*, collects background information and data on the SRGBV situation and needs, in order to design policy and/or programming. The issues and processes discussed in this section are also applicable beyond the formative research stage to many types of research.

Formative research helps policy-makers and programmers to:

- understand the nature and scope of SRGBV
- identify root causes and who is most at risk
- analyse contextual factors
- design policy and programming that identifies potential challenges and builds on existing entry points.

Formative research can also be used before developing quantitative instruments (e.g. surveys or national data systems) to help identify forms of SRGBV that are specific to the national setting and that the survey needs to address.



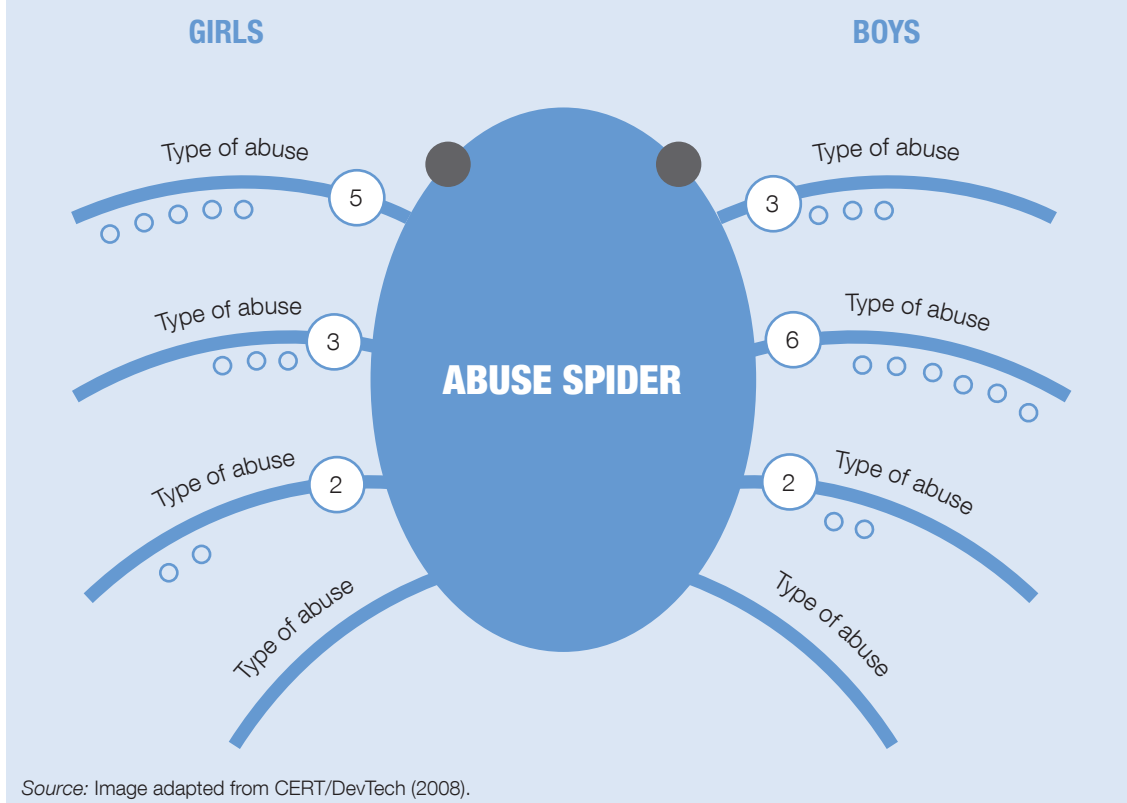
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COUNTRY EXAMPLE – FORMATIVE RESEARCH ON SRGBV: THE ‘ABUSE SPIDER’, MALAWI

In 2005, as part of USAID’s Safe Schools Program in Malawi, participatory formative research was conducted to understand boys’ and girls’ experiences of school violence. Participants drew an abuse spider with each leg representing the type of abuse that happens in and around the school. Each pupil in the group then drew an equal number of dots (or placed seeds) to rank the identified abuses according to their perceived frequency and severity. Facilitators did not stipulate what types of abuses constituted SRGBV, but instead allowed pupils to mention all those abuses that they had experienced or observed at or on their way to school.

Analysis of the difference between girls’ and boys’ abuse spiders revealed that several types of violence and abuse were gender-based. For example, over half of girls (54 per cent) mentioned inappropriate sexual touching by boys, and almost half (49 per cent) said girls were propositioned by male teachers. The findings from this formative research were used to help raise awareness, involvement and accountability at national, institutional, community and individual levels of SRGBV (CERT/DevTech, 2008).

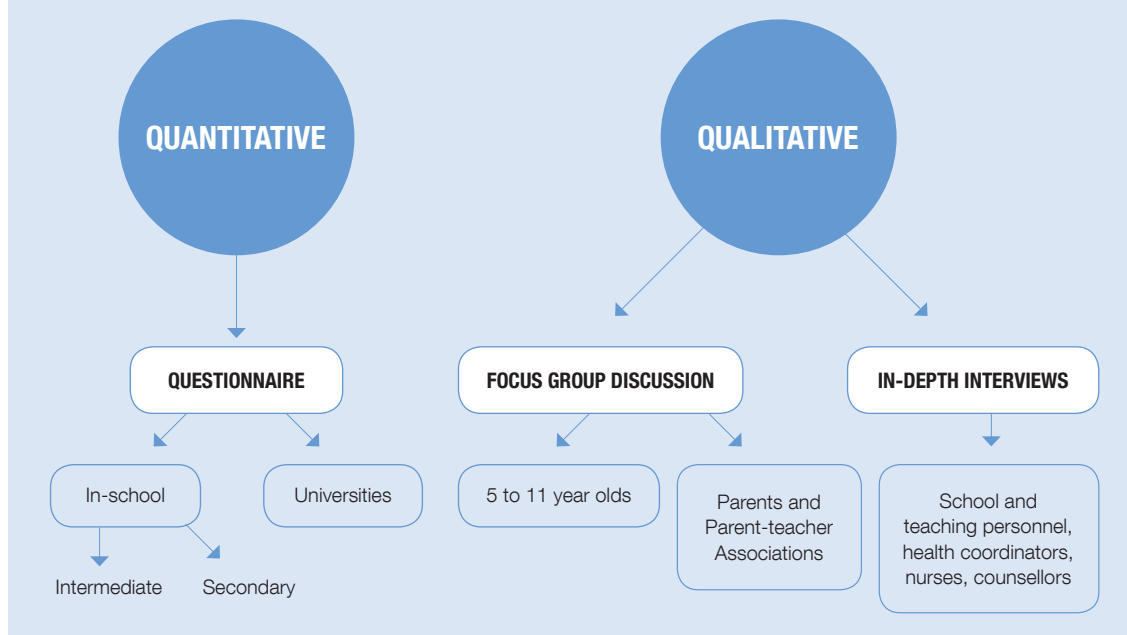


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COUNTRY EXAMPLE – NATIONAL MIXED-METHODS STUDY ON SRGBV IN LEBANON

A national study was conducted on SRGBV in Lebanon as formative research for the UNESCO project ‘Supporting Gender Equality in Education in Lebanon’. The study used both quantitative and qualitative methodologies (see figure below) to investigate and understand the nature, extent and causes of SRGBV in schools and its effect on all school-age students. Particular focus was placed on the impact of SRGBV on girls and their educational attainment. The study identified a culture of silence around SRGBV, and noted the need to adopt a culturally-sensitive approach and raise awareness through a multisectoral strategy including media, communication and inclusion of specific curricular material (life skills, conflict resolution, GBV) in the school education programmes. The study also recommended that teacher training should include courses that explore ways in which SRGBV should be challenged within schools. In addition, it highlighted the need for a national steering committee, headed by the Ministry of Education and Higher Education, to ensure collaboration between key ministries and among local organizations around SRGBV in Lebanon (Mansour and Karam, 2012).



EVALUATING IMPACT AND PROCESS

Evaluations can help programmers and policy-makers to determine whether SRGBV interventions have had an impact, but also whether the intervention is relevant, efficient, effective and sustainable (OECD DAC, 1991). Process evaluations can also ensure that the programme is on track and recommend whether it needs to be adjusted and how.

There are several different types of evaluation, depending on the intervention being evaluated, the purpose of the evaluation, as well as the context and resources available. Evaluations can be formative (taking place before or during a project's implementation, with the intention of improving the design and performance) or **summative** (drawing learnings from a completed intervention that is no longer implemented). The main types of evaluation and their use for SRGBV programming are shown in Box 11.



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Box 11: Summary of evaluation types and use for SRGBV programming

Evaluation type	Description	Why use in SRGBV programming?
Design or ex-ante evaluation	Takes place at SRGBV programme design stage. Supports definition of realistic programme objectives, validates the cost-effectiveness and the potential of the programme to be evaluated	Given the complex context that SRGBV programmes operate in, this evaluation type supports the design process and can ensure realistic goal and target setting in the programme, including at impact level
Process evaluation	Assesses programme implementation and policy delivery	Helps to find answers as to 'how' and 'why' an SRGBV programme is or is not working
Output-to-purpose or mid-term evaluation	Evaluation that takes place halfway through the programme to assess the extent that delivered outputs contribute to achieving outcome-level results	Allows for reflection at mid-term and enables course correction, if necessary. Good for transferring learning into action, but less useful for a (rather late) validation of programme design and better suited for improvement during the implementation phase
Outcome evaluation	Focus on short- and medium-term outcomes like changes in knowledge, attitudes and behaviour towards SRGBV at the end of a programme	Good option in case quick decision-making is important, for example, for extending an SRGBV programme or shaping SRGBV policies. Useful for understanding change processes at the outcome level of the logframe, but normally does not explicitly focus on impact
Impact evaluation	Assesses the changes that can be attributed to a particular intervention, such as project, programme or policy. Impact evaluations involve counterfactual analysis – i.e. comparing what actually happened and what would have happened in the absence of the intervention	Typically targets long-term impacts, like changes in SRGBV prevalence rates or social norms, but in practice often includes medium-term outcomes, especially as long-term outcomes are difficult to assess even three to five years after a programme intervention

Source: Adapted from DFID (2012)



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To date, most studies and evaluations of SRGBV interventions have been small-scale, qualitative and have focused on the findings being used to appraise the intervention itself, rather than informing broader policy and scale-up. In part, this is due to the time and cost involved in conducting rigorous impact evaluations and given the additional methodological, safety and ethical measures required to research SRGBV (see following section on 'Methodological, ethical and safety recommendations').

The country example below provides an example of impact evaluation of interventions aimed at reducing SRGBV.



COUNTRY EXAMPLE – EVALUATING THE IMPACT OF THE GOOD SCHOOL TOOLKIT, UGANDA

The Good Schools Study used several evaluation methods to assess the impact of the Good School Toolkit: a cluster-randomized controlled trial (RCT), a qualitative study, an economic evaluation and a process evaluation. The Good Schools Toolkit, developed by Raising Voices, aims to prevent violence against children in schools and to improve the quality of education. The toolkit seeks to get the entire school and surrounding community involved in the process of transforming the school into a child-friendly, non-violent and participatory learning environment.

To measure the impact of the Good School Toolkit, researchers from the London School of Hygiene and Tropical Medicine, in partnership with Raising Voices, conducted an RCT in 42 primary schools in Luwero District, Uganda, from January 2012 to September 2014. The study aimed to determine whether the toolkit could reduce physical violence from school staff to student (Devries et al, 2015).

Key elements of the RCT design included:

- random selection of 42 primary schools (clusters) from 151 schools in Luwero District (a further 105 schools were excluded as they had either had too few children in the age range, or already had existing school interventions)
- all head teachers of the schools agreed to be enrolled
- stratified block randomization was used to allocate the schools to the two groups of the trial – 21 schools in the control group and 21 in the intervention arm
- cross-sectional baseline (2012) and endline surveys (2014) were conducted at schools – researchers chose this design rather than a cohort design to avoid problems related to attrition of individual students, and because the main aim was to measure prevalence at follow-up
- all students in primary Grades 5, 6 and 7 (approx. 11–14 years old) were eligible for participation – parents were notified and could opt children out, but children themselves provided informed consent. (N.B. although data was collected from Grades 5–7 students, the toolkit was implemented school-wide)
- all children were offered counselling regardless of what they disclosed. The study's dedicated Monitoring Officer regularly checked for any adverse effects of the intervention itself during visits to schools
- children were informed during the consent process that their details might be passed on to child protection officers. Referrals were based on predefined criteria agreed with service providers, including the severity and timing of violence reported.

The study found that the toolkit reduced physical violence from school staff by 42 per cent – an impressive change over a relatively short (18-month) timescale. Students in the intervention schools reported improved feelings of well-being and safety at school. Nevertheless, levels of school violence remain high in both the control and intervention schools.

METHODOLOGICAL, ETHICAL AND SAFETY CONSIDERATIONS

Methodological considerations for measuring SRGBV:

Research on SRGBV is highly sensitive to methodological approaches (Leach, 2006). Researchers collecting data on SRGBV should consider the following methodological issues:

- **Definitions of SRGBV:** For all study designs, it is important to avoid ambiguity of terms such as 'bullying', 'harassment', 'violence' or 'corporal punishment', which are open to interpretation. Instead, researchers should name actual acts of violence, which are less subject to interpretation and can strengthen study validity. For example, 'pulled at my clothes', 'made bad comments and jokes about my looks', 'threatened to hurt me', 'slapped' or 'offered to give me a good mark for sex' (RTI International, 2016).



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- **Clarification of time parameters:** Surveys of SRGBV and violence against children have used a range of different time periods to assess prevalence. For example:
 - The international Violence against Children survey (VACS) asks about experiences of different types of violence ‘in the last 12 months’, as well as age at first incidence.
 - Plan International and the International Center for Research on Women’s (2011) SRGBV research in five countries in Asia asked about experience of violence in schools ‘in last 6 months’.
 - The World Health Organization’s Global School-based Student Health Survey (GSHS) asks about verbal and physical bullying ‘over the past 30 days’.
 - International Society for the Prevention of Child Abuse and Neglect (ISPCAN) Child Abuse Screening Tool asks about lifetime experiences of violence as well as experiences of violence over the past week.

To date, there is no consensus over which time parameter is most appropriate for SRGBV research – much will depend upon the nature and purpose of the research. However, it is important to keep in mind that longer timeframes are more difficult for young children to remember. To overcome this challenge, timeframes can be anchored to events such as the start of an academic year.

- **Non-response or ‘under-counting’:** Respondents may not wish to disclose that they have experienced violence, possibly due to fear of reprisals, taboos or feelings of guilt or shame. In some cases, children and young people may not view a certain experience as an act of violence or abuse, as they may consider it to be normal. Formative research can help identify differences in language, as well as helping students learn themselves what is appropriate and inappropriate behaviour.
- **Double (or over) counting:** When service-based data is used, it may be that a person or incident is counted more than once. There may even be cases of over-reporting by participants/perpetrators, where violence against girls may be considered a demonstration of masculinity.
- **Sampling bias and location of study:** School-based studies run the risk of sampling bias, with fear of violence and fear of disclosing violence impacting school attendance on the day of the study. Household surveys have also been used to measure SRGBV, although these can also present methodological and ethical concerns due to violence that may exist in the home (RTI International, 2016).
- **Use of child-friendly methodologies and trained enumerators** are essential to measure change and to elicit information on sensitive issues from children and young people.
- **Respecting privacy and confidentiality** means ensuring privacy with regard to how much information the child wants to reveal or share, and with whom; privacy in the processes of information gathering/data collection and storage that allows the exchange of information to be confidential to those involved; and privacy of the research participants so that they are not identifiable in the publication and dissemination of findings.

For many of the methodological issues above, there is no easy solution. Care must be taken in the presentation and analysis of data. For example, researchers should be careful to qualify in their reporting that service-based statistics only reflect reported cases and there is potential for ‘under-counting’ as well as ‘double-counting’.

Informed consent is vital for the protection of all those involved in research and to ensure that information about data protection and other risks are clear to any participants. Wherever children under the age of 18 are involved in research, the consent of caregivers, parents or guardians is required. Depending on the age of the child (usually 16 or over), consent from both the child and the caregiver or guardian is needed.

Informed consent protocols from parents/caregivers and children are an essential requirement for ethical studies on SRGBV. Where parents and caregivers’ literacy is not known, researchers have arranged events to provide verbal information about their studies, answer questions, distribute and collect consent forms (RTI International, 2016). Researchers also need to be prepared for disclosures by children during research and have clear protocols in place to deal with such situations, including information about their legal and ethical obligations and the referral pathways. This is particularly challenging where there are weak legal, health and education systems. It is important that researchers are aware of all options.



Box 12: Informed consent – core principles

Gallagher (2009) outlines the following core principles of informed consent:

1. Consent involves an explicit act, such as verbal or written agreement.
2. Consent can only be given if the participants are informed about and have an understanding of the research.
3. Consent must be given voluntarily without coercion.
4. Consent must be renegotiable so that children may withdraw at any stage of the research process.

Ethical and safety considerations for measuring SRGBV

Research and M&E on SRGBV raises several ethical and safety challenges in terms of working with children and young people on sensitive issues of violence and deeply entrenched norms around gender and sexuality. Research involving children and young people should be conducted in accordance with the *International Charter for Ethical Research Involving Children* (UNICEF: <http://childethics.com/charter/>).

In addition to the broader ethical issues and challenges involved in conducting research with children, there are also specific considerations around violence. Although there are currently no specific guidelines for SRGBV research, there are several useful resources on research on violence against women and girls, including the WHO's ethical and safety recommendations on domestic violence against women (2001) and sexual violence in emergencies (2007), which can be adapted for SRGBV M&E and research. For example, WHO (2001) recommends that 'fieldworkers should be trained to refer women requesting assistance to available local services and sources of support. Where few resources exist, it may be necessary for the study to create short-term support mechanisms'. This wording could be adapted from 'women' to 'children'.

**FURTHER RESOURCES ON MONITORING AND EVALUATION OF SRGBV****SRGBV indicators**

Bloom, S. 2008. *Violence against Women and Girls: A Compendium of Monitoring and Evaluation Indicators*. Washington DC, USAID. See: <http://www.cpc.unc.edu/measure/publications/ms-08-30>

This compendium of M&E indicators focuses on VAWG indicators, but has wider application to the SRGBV field. For example, it contains a section on indicators for programmes addressing VAWG in the education sector, as well as indicators looking at preventing VAWG, such as working with men and boys, youth and community mobilization. In addition, there are useful introductory sections on what makes a good indicator, M&E more generally and the ethical/safety considerations.

Fancy, K. and McAslan Fraser, E. 2014b. *DFID Guidance Note: Addressing VAWG in Education Programming. Part B Practical Guidance*. London, DFID. See: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/318900/Education-guidance-note-partB.pdf

Examples of SRGBV indicators can be found in the Annex of this DFID guidance note on addressing violence against women and girls in education programming. Indicators are provided for four key outcome areas:

- (1) International, national and local policies, laws and guidelines;
- (2) Prevention, reporting and referral mechanisms and services;
- (3) Community mobilization with active participation of girls and women; and

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(4) Girls and boys have safe learning environments with curricula and teaching practices that reduce VAWG and promote gender-equitable norms.

USAID. 2014. Gender Office's Toolkit for Monitoring and Evaluating Gender-Based Violence along the Relief to Development Continuum. Washington DC, USAID. See: <https://www.usaid.gov/gbv/monitoring-evaluating-toolkit>

This toolkit provides guidance on how to monitor and evaluate gender-based violence interventions along the Relief to Development Continuum (RDC). The RDC is divided broadly into three phases:

- (1) the pre-crisis phase
- (2) the crisis phase; and
- (3) the post-crisis phase.

USAID's Measurement Framework (forthcoming)

Data collection tools

Violence Against Children Surveys (VACS) measure physical, emotional and sexual violence against children and young adults aged 13–24 years: <http://www.cdc.gov/violenceprevention/vacs/index.html>

WHO Global School-based Student Health Surveys (GSHS) collect data on children's experiences of violence in 66 countries around the world, although the data are not disaggregated by where the violence took place or who perpetrated it: <http://www.who.int/chp/gshs/en/>

International Society for the Prevention of Child Abuse and Neglect (ISPCAN) Child Abuse Screening Tools (ICAST) collect data on the extent and depth of child abuse: <http://www.ispcan.org/?page=ICAST>

TIMSS (Trends in International Mathematics and Science Study) and PIRLS (Progress in International Reading Literacy Study) collect data on bullying: <http://timssandpirls.bc.edu/>

Further resources on evaluation

The following resources present a useful background on how to evaluate impact. Although these are not specifically focused on SRGBV, the methodologies can easily be adapted to evaluating the impact of an SRGBV intervention:

UN Women's Virtual Knowledge Centre to End VAWG – programming modules on M&E. See: <http://www.endvawnow.org/en/>

DFID. 2012. Guidance on Monitoring and Evaluation for Programming on VAWG. London, DFID. See: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67334/How-to-note-VAWG-3-monitoring-eval.pdf

OECD. 2006. Outline of Principles of Impact Evaluation. Paris, OECD. See : <http://www.oecd.org/dac/evaluation/dcdndep/37671602.pdf>

Batliwala, S. and Pittman, A. 2010. Capturing Change in Women's Realities: A Critical Overview of Current Monitoring & Evaluation Frameworks and Approaches. Toronto, AWID. See: http://www.awid.org/sites/default/files/atoms/files/capturing_change_in_womens_realities.pdf

RTI International (2016) Conceptual Framework and Toolkit for Measuring School-Related Gender-Based Violence. Washington DC, USAID.

Methodological, ethical and safety considerations

The following resources present a useful background to the methodological, ethical and safety considerations for conducting research and M&E with children and young people:

Ethical Research Involving Children (ERIC) interactive website: www.childethics.com

Technical Working Group on Data Collection on Violence against Children. 2012. Ethical Principles, Dilemmas and Risks in Collecting Data on Violence against Children: A review of available literature. New York, UNICEF – literature review with links to useful guidance.



Leach, F. 2006. Researching gender violence in schools: methodological and ethical considerations, *World Development*, Vol. 34, No. 6, pp. 1,129–47.

Save the Children. 2004. *So you want to involve young children in research?* – a toolkit supporting children’s meaningful and ethical participation in research relating to violence against children.



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ANNEXES

ANNEX I: REGIONAL POLICY COMMITMENTS AND AGREEMENTS ON CHILDREN AND VIOLENCE

1990: African Charter on the Rights and Welfare of the Child – Signatories must take all appropriate measures to protect children from all forms of violence, including physical, mental or sexual abuse (Article 16) and sexual exploitation (Article 27).

1996: European Social Charter and Revised Social Charter – Requires legislative prohibition against any form of violence against children, including at school.

2013: Asia-Pacific Roundtable Meeting on SRGBV in Bangkok in November 2013 organized by UNESCO, UNGEI and Plan International to bring together ministries, researchers, UN and civil society. A regional review on SRGBV in the Asia-Pacific Region (UNESCO, 2014) was also published to improve understanding of the issues surrounding SRGBV and to identify steps to reduce incidents of SRGBV in the region.

2014: Global Working Group to End SRGBV was formed in August 2014 to collaborate on ending SRGBV. The group consists of a coalition of governments, development organizations, civil society activists and research institutions.

ANNEX II: CHECKLIST FOR DEVELOPING AND IMPLEMENTING AN M&E FRAMEWORK FOR SRGBV

HOW TO DEVELOP AND IMPLEMENT AN M&E FRAMEWORK FOR SRGBV? A SAMPLE CHECKLIST BASED ON LITTLEWOOD ET AL (2015) AND LEACH ET AL (2013)

Steps	Who Leads	✓
<p>1 Contextual analysis: Assess the situation for entry points and spaces for strategic intervention on SRGBV using formative research, including literature review/policy analysis and secondary data sources.</p>		<input type="checkbox"/>
<p>2 Design your M&E framework: Identify core activities and the theory of change involved in these, with your organization's potential contribution. [A theory of change is a tool that allows you to describe the sequence of change: starting with the need you are trying to address, the changes you want to make (your outcomes), and what you plan to do (your activities).]</p>		<input type="checkbox"/>
<p>3 Identify suitable M&E methods throughout the programming cycle – e.g. collecting baseline data in the design phase, a participatory assessment of gender equality in schools, ongoing monitoring and analysis of programme activities and outputs, participatory mid-term assessment, evaluation.</p>		<input type="checkbox"/>
<p>4 Design SRGBV indicators: Ensure you have a good balance of quantitative and qualitative indicators.</p>		<input type="checkbox"/>
<p>5 Outline a timeframe for conducting monitoring activities with partners (e.g. other key ministries, school administration and teachers, NGOs providing health and counselling services to adolescents) and other stakeholders such as parent associations.</p>		<input type="checkbox"/>

- 6 Map out potential data sources and data collection points** (key primary and secondary data sources, informants to interview, meetings and events to evaluate). Schools are typically the basic unit of analysis for SRGBV monitoring, and Leach et al (2013) recommend that at least a 10 per cent sample of schools are selected. In some contexts, a ‘control’ sample of schools may also be part of the M&E design. The location for conducting interviews is especially important in SRGBV so that perpetrators do not have the opportunity to observe who is being interviewed or how they respond.
- 7 Look at budget requirements:** What can be done in-house, what needs external input and what might that cost?
- 8 Design data collection instruments:** Examples include: confidential surveys to be filled out by pupils and/or teachers; semi-structured interview guides; focus group discussion guides; participatory tools to explore specific issues; observation cards; classroom observation formats. Also consider including self-administered electronic data collection methods where feasible as a way to keep responses confidential and help participants feel more comfortable. Keep in mind the time needed to complete surveys – very long surveys may not be appropriate for young children when designing instruments.
- 9 Secure Institutional Review Board approval:** Working with children on such a sensitive issue as SRGBV requires an institutional review board (IRB) approval. An IRB, also known as an independent ethics committee, ethical review board, or research ethics board, is a committee that has been formally designated to approve, monitor and review biomedical and behavioural research involving humans. A key goal of IRBs is to protect human subjects from physical or psychological harm, which they attempt to do by reviewing research protocols and related materials. Institutional review board processes can take several months so that should be taken into account early in the planning process.
- 10 Pilot data collection instruments:** See Step 8 for examples of possible data collection instruments that need to be piloted before they can be administered.
- 11 Identify ethical, safety and methodological considerations and ensure that staff are fully aware of, and trained to handle, these considerations:** For example, how to address a disclosure, from referrals to appropriate services or having a social worker/counsellor on hand? How to deal with mandatory reporting laws that exist in many countries? It is important to be aware that we are asking about things that are often seen as taboo, and/or may be perceived as being critical of local culture and norms. Therefore, more than in other fields/sectors, it is important to think about sensitive ways to engage people.

<p>12 Recruitment and training of research team/ enumerators: This is an extremely important step for SRGBV M&E and research to ensure the research team use child-friendly, sensitive methods and know how to handle reports of SRGBV in an appropriate way. They should ideally match the participant's sex and status and culture, but not come from the same community (because participants could be afraid to reveal incidents to someone from their own community) and should not be perpetrators themselves.</p>		<input type="checkbox"/>
<p>13 Initial engagement with communities: It is important to keep in mind that survivors and perpetrators may be among the stakeholders you engage with, and perpetrators may pressure survivors or others not to reveal things. You might consider talking to groups separately and talk to student groups before talking to teachers groups as one approach to address this problem.</p>		<input type="checkbox"/>
<p>14 Collect primary baseline data, analyse and collate results.</p>		<input type="checkbox"/>
<p>15 Conduct ongoing monitoring and evaluation (Adjust activities as required).</p>		<input type="checkbox"/>

ANNEX III: POSSIBLE CRITERIA OR 'INDICATOR STANDARDS' TO CONSIDER WHEN DESIGNING AND SELECTING SRGBV INDICATORS

Based on the work of Bloom (2008) and the UNAIDS M&E Reference Group (2010) the following are possible criteria to consider when selecting SRGBV indicators:

POSSIBLE CRITERIA OR 'INDICATOR STANDARDS' TO CONSIDER WHEN DESIGNING AND SELECTING SRGBV INDICATORS	
Gender-sensitive	Indicators should be gender-sensitive, involving gathering sex-disaggregated data to measure the extent to which SRGBV outcomes are gender-sensitive, and ensuring that data is analysed through a gender lens,
Disaggregated by age and type of violence	While ultimately data should be collected on the full range of SRGBV, indicators should measure different types of violence, including physical, sexual and psychological violence, as well as disaggregating by age.
Valid	Indicators should measure the aspects of the SRGBV programme that they are intended to measure.
Specific	Indicators should only measure the aspect of the SRGBV programme that they are intended to measure.
Reliable	Indicators should minimize measurement error and should produce the same results consistently over time, regardless of the observer or respondent.
Measureable	Indicators should be possible to measure using various tools and methodologies that are valid and replicable.
Comparable (over time and between settings)	Indicators should use comparable units and denominators that will enable an increased understanding of impact or effectiveness across different population groups or programme approaches.
Non-directional	Indicators should be developed to allow change in any direction, and should not specify a direction in their wording (for example, an indicator should be worded as 'the level of awareness' instead of 'an increased awareness').
Precise	Indicators should have clear, well-specified definitions. The indicator should specify the following: title and definition; purpose and rationale; method of measurement; collection method; measurement frequency; details of disaggregation; guidelines on how to interpret change in the indicator; strengths and weaknesses; and additional information.
Feasible	It must be possible to measure an indicator using available tools and methods. Are the appropriate resources, capacity and mechanisms in place to collect, interpret and use the data for the indicator?
Programmatically relevant	The indicator should be needed and useful. Indicators should be specifically linked to a programmatic input, output or outcome.

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