

**VIOLENCE
AGAINST
WOMEN
AND GIRLS
HELPDESK**

**DFID GUIDANCE NOTE: PART A
RATIONALE AND APPROACH**

**Addressing Violence against Women and Girls in
Education Programming**

May 2014

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About this Guidance Note

This guidance note was produced by the DFID-funded Violence Against Women and Girls (VAWG) Helpdesk on behalf of DFID's VAWG team in the Conflict, Humanitarian and Security Department (CHASE). The lead authors were Khadijah Fancy and Dr Erika McAslan Fraser, both of Social Development Direct, with research support from Nicole Bushayija. The note was informed by technical advice from a group of experts: Dr Lyndsay McLean Hilker (Technical Team Leader of VAWG Helpdesk, Social Development Direct), Amina Issa (ActionAid), Professor Mairead Dunne (University of Sussex), Leora Ward (International Rescue Committee), Emily Coinco (independent consultant), and Alice Kerr-Wilson (Girls Education Challenge Fund).

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About the Violence against Women and Girls Helpdesk

The Violence against Women and Girls (VAWG) Helpdesk is a research and advice service for DFID (open across HMG) providing:

- Rapid Desk Research on all aspects of VAWG for advisers and programme managers across all sectors (requests for this service are called "queries"). This service is referred to as the "VAWG Query Service".
- Short term VAWG expert Country Consultancy support in DFID programme countries including research and advice on programme design, formation of programme documentation, implementation, review and evaluation; referred to as "Short-term Country Assignments";
- Technical Guidance Material primarily targeted to DFID staff, but also useful across HMG and development partners;
- Strategic Engagement and support to the DFID CHASE VAWG Team.

The Violence against Women and Girls (VAWG) Helpdesk Service is provided by an Alliance comprising of Social Development Direct, ActionAid, the Institute of Development Studies (IDS), International Rescue Committee (IRC), Womankind and a wider roster of experts. For further information, please contact: enquiries@VAWGHelpdesk.org.uk

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PART A: Strategic rationale, vision and principles

“We will not accept that there is no end to endemic violence against girls and women and we will work persistently, relentlessly for the change we need at a government level, at an institutional level, at an economic level, [and] at a personal – attitudinal level – to bring that change about.”

Justine Greening, 4 March 2013

Overview

Violence against women and girls (VAWG) is the most widespread form of abuse worldwide, affecting one third of all women in their lifetime. VAWG limits progress towards the Millennium Development Goals (MDGs), violates women and girls’ human rights and can have a negative impact on long-term peace and stability.¹ In line with its international and national commitments, preventing VAWG is a top priority for the UK Government and DFID’s Ministerial team.

This two-part guidance note is part of a series of DFID guidance notes on VAWG. It focuses specifically on **how to address VAWG in education programming**, where DFID aims to make progress towards two key impacts:

- **Girls and boys gain valuable knowledge and skills through education in gender-responsive environments free from all forms of violence**, neglect and abuse or the threat of such; and
- Education systems through formal and informal settings actively contribute to the **development of more gender-equitable societies where VAWG is not tolerated**.

This guidance note aims to provide practical advice and tips to support DFID advisors and programme managers and other UK government departments to strengthen the impact of education programmes on preventing and responding to VAWG. It is based on international good practice from bilateral and multilateral donors, UN agencies, international and national NGOs, and DFID’s own programme experience, as well as the latest academic research on education and VAWG.

Part A (this part) sets out the strategic rationale and broad approach to addressing VAWG in education programming and covers the following:

- ❖ Introduction to VAWG
- ❖ Rationale for education programmes to address VAWG
- ❖ Addressing VAWG through education programmes: the challenges
- ❖ DFID’s vision and key outcome areas to address VAWG through education programming
- ❖ Principles to guide education programming related to VAWG
- ❖ Calculating Value for Money (VfM) of VAWG interventions (see Annex)

Part B provides specific guidance on designing programmes for each key outcome area:

- ❖ Outcome-specific challenges
- ❖ Developing an engagement strategy
- ❖ Options for intervention
- ❖ Case studies of promising practices and lessons learned
- ❖ Mini theories of change for each outcome
- ❖ Examples of indicators (see Annex)

¹ DFID (2013) *Addressing Violence against Women and Girls through Security and Justice (S&J) Programming*, CHASE Guidance Note 4, London: DFID. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/267720/AVAW-security-justice-progA.pdf

1.0 Introduction – Violence against Women and Girls

Violence against women and girls (VAWG) is the most widespread form of abuse worldwide, affecting one third of all women in their lifetime.² VAWG includes physical, sexual and psychological harm, both actual and threatened, and can take a range of forms in different contexts and situations (see box 1).

Box 1. Violence against Women and Girls (VAWG): Definition

The UK Government's [Call to End Violence Against Women and Girls](#) defines VAWG according to the [UN Declaration on the Elimination of Violence against Women](#) (1993): 'Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life'. Despite internationally agreed definitions, the definition of VAWG varies across countries and within communities.

VAWG reduces progress towards poverty reduction and the MDGs, violates women and girls' human rights and can have a negative impact on long-term peace and stability.³ Violence also begets violence; childhood exposure to violence, both witnessed and experienced, can increase the risk of future perpetration of violence.⁴ A culture of violence, where one act goes uncontested, can also lead to more violence.

VAWG is rooted in unequal power relations between men and women, but the specific risk factors, forms and types of VAWG – and the groups of women and girls targeted – can vary by context. During conflict and humanitarian emergencies, the incidence of physical and sexual violence can dramatically increase, and levels of VAWG can also be high in the aftermath of crisis. Equally, there are often high levels of violence, abuse and exploitation of women and girls in situations characterised by high levels of deprivation, inequality and structural violence.

DFID's Business Plan (2011-2015) identifies tackling violence against women and girls as a priority and commits DFID to pilot new and innovative approaches to prevent it.⁵ DFID currently has over 20 country programmes that directly address violence against women and girls. These cover a wide range of interventions from stand-alone programmes (reaching more than one million women and girls) to broader programmes focusing on the delivery of security, access to justice, health and education services, which include components on violence against women and girls.

There are currently a number of DFID-funded education programmes that are directly and indirectly addressing VAWG, for example: the Girls' Education Challenge, Keeping Girls in Schools Programme (Malawi), the End Child Marriage Programme (Ethiopia), Girls PASS Programme (Ghana), the Education Sector Support Programme (Mozambique), Education Sector Support Programme in Nigeria (ESSPIN), and the Programme Partnership Agreement (PPA) held with Plan UK for Building Skills for Life (9 countries).

This guidance note aims to support HMG advisors and programme managers to integrate VAWG as an important consideration of all education programming and policy dialogue.

² UN Secretary General (2006) *In-depth study on all forms of violence against women: Report of the Secretary General*, New York: UN, 6 July 2006: <http://www.un.org/womenwatch/daw/vaw/violenceagainstwomestudydoc.pdf>

³ ActionAid (2011) "Destined to Fail: How Violence Against Women is Undoing Development": http://www.actionaid.org.uk/sites/default/files/doc_lib/destined_to_fail.pdf

⁴ Heise, L. (2011) *What works to prevent partner violence: an evidence overview*, London: STRIVE, London School of Medicine and Tropical Hygiene. <http://strive.lshtm.ac.uk/system/files/attachments/What%20works%20to%20prevent%20partner%20violence.pdf>

⁵ DFID (2012) *DFID Guidance Note 1: A Theory of Change for Tackling Violence against Women and Girls*, Department for International Development, London, available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67336/how-to-note-vawg-1.pdf

2.0 Why is it important for education programmes to address VAWG?

VAWG in the education sector affects girls' access to education, their attendance and completion rates, their learning, and attainment. Indeed, it is not possible to deliver a quality education without attention to issues of safety and child protection, including protecting girls and women from gender-based violence. Violence in and around schools is an important barrier to the achievement of the Millennium Development Goals (MDGs) and the Education for All (EFA) targets, as well as achieving the three core priorities of DFID's education programming (see Box 2).⁶

Box 2. DFID's Priorities for Education Programmes

DFID's 2013 Position Paper [Improving Learning, Expanding Opportunities](#) outlines the three core priorities of DFID's education programming:

- (1) to improve learning;
- (2) to reach all children, especially those in fragile states; and
- (3) to keep girls in school, helping the most marginalised girls stay in school and learning for longer.

Girls and young women, but also boys and young men, can experience physical, relational, emotional and verbal abuse and violence in and around schools. They can be subject to: corporal punishment, bullying (including cyberbullying), and beating; threats and intimidation; as well as sexual harassment, assault and rape. These forms of violence are experienced differently by different children, depending on their age, their gender, and other factors, such as disability or being a member of a minority group, that make them more vulnerable.⁷

Boys and girls experience different types of violence and are socialised to react to it differently. Gender norms can play a role in how boys and girls understand this abuse and violence and how they experience it. Boys, for example, often face higher rates of corporal punishment in schools than girls, and are expected to take the punishment 'like a man.'⁸

Girls, however, are more often victims of sexual violence, harassment and intimidation, especially from male peers and teachers. Girls, more often than boys, can also be subjected to psychological abuse. After puberty, girls can face more aggressive and insistent sexual advances, increased violence and more social censure for 'inappropriate' behaviour - such as acting a certain way around male peers and teachers - shifting blame from the perpetrators to the victims.⁹ Additionally, many older girls may have been held back or enrolled late and are therefore still in primary school as they reach puberty, surrounded by inadequate facilities, teachers and other staff who are not equipped to deal with their needs, and younger peers who do not understand them.¹⁰ There are complex links between girls' education and their puberty and sexuality, with a growing evidence base to suggest that some girls are actively pulled out of school by their parents for fear of unwanted pregnancy or to marry her off to 'protect' her from sexual abuse.¹¹

⁶ Leach, F. and Dunne, M. (2013) *School-related Gender Based Violence: A global review of current issues and approaches in policy, programming and implementation responses to School-Related Gender-Based Violence (SRGBV) for the Education Sector*, Background Paper prepared for UNESCO, 8 May 2013.

⁷ Greene, M., Robles, O., Stout, K. and Suvilaakso, T. (2012) *A girl's right to learn without fear: Working to end gender-based violence at school*. Woking: Plan International. https://www.plannederland.nl/sites/default/files/pdf/a_girls_right_to_learn_without_fear.pdf.

⁸ UNICEF (2011) *Tackling violence in schools: A global perspective. Bridging the gap between standards and practice*, New York: UNICEF, p. 9; Pinheiro, P.S. (2006) 'Violence against children in schools and educational settings', Chapter 4 in *World Report on Violence against Children*, Published by the United Nations Secretary-General's study on violence against children, pp. 109-169, Geneva: OHCHR/UNICEF/WHO, p 118.

⁹ Fancy, K. (2012) *Because I am a Girl: The State of the World's Girls 2012: Learning for Life*, London: Plan International <http://plan-international.org/girls/pdfs/2012-report/The-State-of-the-World-s-Girls-Learning-for-Life-Plan-International-2012.pdf>

¹⁰ Mutunga, P. and Stewart, J. (2003) *Life Skills, Sexual Maturation, and Sanitation: What's (not) happening in our schools? An exploratory study from Kenya*, Women's Law Centre, University of Zimbabwe

¹¹ Fancy, K. (2012) *Ibid*.

There are a number of consequences of violence within or around schools for a girl. Not every girl will experience violence in the same way or react to it in the same way, but research shows that violence can affect many aspects of a girl's wellbeing and education.¹²

For example, she can be afraid to go to school and not feel connected to her school, classmates and teacher. She might suffer physical pain and harm as well as emotional abuse and trauma. She may get pregnant as a result of sexual violence. She may be reluctant to speak up in class. She might blame herself for the violence. She might even choose to use violence and intimidation in her own relationships, having learned no other way to address conflict and manage her anger, which is often a consequence of being exposed to violence. She is likely to struggle to concentrate or learn. She could pull away from or be ostracised by her peers. She might be blamed or not listened to by her parents and other adults. She might infer lessons about 'correct' submissive female behaviour and her lack of rights.¹³ She may eventually drop out of school or fail to reach the educational targets necessary to complete her education. Her peers, who witness the violence, may also be traumatised and may learn that violence is an acceptable response in some circumstances.

A girl's education, rights, physical and emotional wellbeing, and future prospects are therefore all affected by violence in and around school.¹⁴ The impact of violence on her life and her education are therefore many and far reaching (see box 3 below on impacts of school-based violence in West and Central Africa).

Box 3. Impact of school-based violence on girls in West and Central Africa¹⁵

A report by ActionAid, Plan, Save the Children and UNICEF found that school-based violence in West and Central Africa has an **impact beyond individual girls to the broader community and society**, for example:

- Violence against girls in schools **perpetuates gender inequalities** in schools, in communities and in the wider society, thereby obstructing the achievement of the MDGs and national commitments towards gender equality made through ratifying international commitments (e.g. CEDAW, Beijing Declaration)
- Impact of violence on the quality and length of girls' education has **further implications on girls' future economic participation and national economic growth**
- The study also highlights the impact of violence on girls, their educational outcomes, and **future child health and survival**, since studies show a correlation between women's education attainment and neonatal and infant mortality
- **Intergenerational impacts of being a victim or perpetrator** of violence in schools, with studies showing that children who are exposed to violence in childhood tend to become more accepting of violence as adults, and may become more likely to be violent and aggressive themselves

The education system as a whole and individual schools are embedded in a wider structural context where institutional power imbalances and gender inequalities and norms often limit women and girls' access to services, especially those specifically tailored to women and girls' needs. This can make it difficult to address gender-based violence and abuse in schools. In spite of this, however, the education system can offer a unique opportunity to examine, confront and even challenge the root causes of violence and to break cycles of violence that are embedded, protected and sanctioned at many levels of society. A good quality, gender-equitable education can nourish and develop the potential of each individual child and prepare young people to contribute to their societies as citizens¹⁶ and to support social and economic development (see examples in part B).

¹² Greene, M., Robles, O., Stout, K. and Suvilaakso, T. (2012) *Ibid*; Pinheiro, P.S. (2006) *Ibid*

¹³ Researchers have referred to these unspoken norms, behaviours and values as the 'hidden curriculum' – the unspoken norms, behaviours and values that everyone knows, but no-one is taught. See Lavoie, R. (2005). *It's so much work to be your friend* New York, NY: Touchstone – Simon & Schuster.

¹⁴ UNICEF (2011) *Ibid* . p. 2-3.

¹⁵ Antonowicz, L. (2010) *Too Often in Silence: A Report on School-based Violence in West and Central Africa*, Save the Children/ActionAid/PLAN/UNICEF http://www.unicef.org/wcaro/VAC_Report_english.pdf

¹⁶ The Convention on the Rights of the Child (CRC) (1989) affirms the rights of a child to education (Article 28) and protection from all forms of violence (Article 19). Also important to note, the Committee on the Rights of the Child's general comment No 13 (2011) on the right of the child to freedom from all forms of violence, CrC/C/gC/13 which addresses the issue of violence in schools and its gender component.

3.0 Addressing VAWG through education programmes: the challenges

There are a number of important challenges to addressing VAWG in schools through education programmes. In Part B, we refer to challenges to achieving specific outcomes; here we highlight general challenges for all areas of work to prevent and address VAWG. These include:

- **The high levels and significant impacts of violence:** Although precise numbers are hard to find, particularly on sexual violence perpetrated by fellow students and teachers, several studies have found that violence against girls in schools is a considerable problem. It is estimated that globally **at least 246 million girls and boys** suffer from school-related violence every year¹⁷ and in some countries, more than half of girls aged 13-17 report regular verbal or physical bullying or physical attack (See box 4). In 2002, the World Health Organisation estimated that **some 150 million girls under 18 experienced forced sexual intercourse or other forms of sexual violence** – many of these will be school-aged or school-going girls. In the UN *World Report on Violence against Children 2006*, children in all countries attested to the impact of violence on their ability to get to and from school, and to learn effectively while in school.
- **Poor or incomplete data, exacerbated by under-reporting of certain forms of violence or by marginalised groups:** School-based surveys of children’s experiences of violence do not ask about experiences of sexual violence, which results in girls’ experiences of violence in schools being undercounted (see Box 4). Additionally, the intersectionalities between gender, race/ethnicity and class and how this links to VAWG in the education sector remain understudied. Often girls who are more vulnerable are more likely to be targets of violence and also less likely to report violence. For instance, poverty can play a significant role in exposing girls to violence, through, for example, unsafe work or transactional sex to pay for school fees. The extent and the nature of abuse that marginalised girls’ experience therefore remains under-reported.

Box 4. School-based violence: key facts

The main source of internationally comparable information is the **WHO Global School-based Student Health Survey (GSHS)**.¹⁸ Based on surveys conducted in 66 developing countries between 2003 and 2011, the GSHS datasets show that the percentage of school-aged girls (aged 13-17 years) who reported being subjected to:

- **Verbal or physical bullying over the past 30 days** ranges widely from a low of 8% in Tajikistan to 63% in Zambia. Countries where over half of girls had been bullied in the past 30 days included: Zambia (63%); Egypt (57%); Ghana (57%); Kenya (55%); Algeria (55%); OPT Gaza Strip (55%); and Botswana (52%).
- **Physical attack over the past 12 months** ranges widely from a low of 13% in Costa Rica to 59% in Ghana. Countries where over half of girls had been physically attacked in the past 12 months included: Ghana (59%); Egypt (57%); Botswana (56%); and Tanzania (53%).

N.B. Although the survey is a school-based tool, the questions do not specifically ask about the location of the act of violence/bullying. It also does not include sexual violence, abuse or harassment.

- **Social norms, which discourage reporting of VAWG and offer implicit, or even explicit, social sanction of some forms of VAWG:** In many contexts, predominant social norms condone or tolerate VAWG or blame women and girls if it occurs. For example, research in African schools suggested that sexual abuse or harassment by teachers is often exacerbated by social norms that place blame on girls for ‘tempting’ the teachers.¹⁹ The study in Malawi highlighted the challenge of overcoming socio-cultural norms that place a high value on following the orders of those in positions of authority in schools.²⁰ Equally, in many contexts, reporting of VAWG is

¹⁷ Cited in UNESCO Institute for Statistics (2011) *Global Education Digest 2011: Comparing Education Statistics Across the World*. Montreal, UNESCO Institute of Statistics. – Footnote 3, p. 83 of: <https://plancanada.ca/document.doc?id=325>

¹⁸ WHO GSHS datasets available here: <http://www.who.int/chp/gshs/datasets/en/>

¹⁹ Anderson, K. with Arndt, J. and Yarrow, L. (2013) *Assessment of the capacity of the Ministry of Education, Science and Technology to identify, prevent and respond to violence, abuse, exploitation and neglect and the development of specific frameworks for violence prevention for children attending primary and secondary schools in Malawi*, Final Report Executive Summary, London: Coram Children’s Legal Centre; Leach et al. (2003) *An Investigative Study into the Abuse of Girls in African Schools*, DFID Educational Paper, London: DFID.

²⁰ Anderson, K. with Arndt, J. and Yarrow, L. (2013) *Ibid*.

discouraged. Sexual issues in particular attract a high level of stigma; therefore, silence around gender-based and sexual violence in schools is high and reporting is very low.²¹

- **Norms around gender inequality, which devalue women and girls and discriminate against them in the home, the community and the school:** This is further exacerbated by wider social norms that devalue women and girls and limit their power to act against VAWG. For example, some girls are socialised to be submissive and less assertive in expressing their feelings and often do not discuss personal issues in public. This contributes to the lack of reporting of VAWG. Gender inequalities can discourage women and girls from participating in education and VAWG initiatives, e.g. women participating in School-Based Management Committees as part of DFID's ESSPIN programme in Nigeria reported the challenge of being ridiculed and insulted.²² Gender norms also shape a sense of entitlement amongst men and boys and make it difficult to engage men and boys on issues of VAWG. Research from Ethiopia found that although 93% of male students know violence against females is against the law, about 33% believe that it is right for male students to get whatever they want, either by charm or by force, and about 21% admitted to behaving this way themselves.²³
- **Lack of social and health services:** Particularly in fragile and conflict-affected communities, where girls are exposed to violence and are traumatized, vital social services are absent or inadequate. Schools can also become a place where girls experience violence as a result of the breakdown of systems and lack of accountability that exists within the larger society. In these communities, there is often a lack of access to or existence of quality services that can effectively address the short and long-term consequences of VAWG.
- **Lack of coordination:** It is important that all the different actors and sectors, including education, social, health services, legal/justice, military, and law enforcement, work collaboratively to address VAWG in schools. However, a key challenge in many developing contexts is limited communication between services, which is further compounded by the absence of a designated, sufficiently powerful cross-Governmental coordinating agency or issue champion.²⁴
- **Lack of knowledge and awareness:** Pupils often do not know what VAWG is or what to do if they experience or witness it. Similarly, teachers and school officials often lack knowledge about how to protect children, report abuse or make referrals.²⁵ Finally, men and boys, who can be allies in preventing VAWG, are often left out of programming on VAWG and therefore lack the knowledge and skills to prevent, report or stop violence. Certain forms of violence are also seen as acceptable; for example, a Young Lives study in Peru observed that most victims of physical violence by parents and teachers do not show up in statistics unless they have been seriously injured, due to a widespread perception that corporal punishment is an appropriate disciplinary and pedagogical tool.²⁶
- **Politicisation and opposition to girls' education within segments of the community,** as well as wider conflict and insecurity, some of which is targeted at female pupils, teachers and school staff. A recent report 'Education under Attack'²⁷ found that there have been 9,600 attacks (likely to be underreported) on education settings over the past five years, with incidents recorded in 70 countries. In 30 of these countries, there was a pattern of deliberate attacks by armed non-

²¹ See for example research from Zambia by Women and Law in Southern Africa-Zambia et al (2012) "*They are Destroying Our Futures*" *Sexual Violence Against Girls in Zambia's Schools*

²² Coinco, E. (2012) *Women's Participation in School-Based Management and Communities within the Complex Socio-cultural Context of Nigeria*, Report No. ESSPIN 425, Abuja: ESSPIN.

²³ Cited in ActionAid (2004) *Stop Violence against Girls in Schools*, London: ActionAid.

²⁴ Jones, N. et al. (2008) *Painful lessons: The politics of preventing sexual violence and bullying at school*, ODI Working Paper 295. London: ODI and PLAN International.

²⁵ UNICEF (2011) *Tackling violence in schools: A global perspective. Bridging the gap between standards and practice*, New York: UNICEF.

²⁶ Arangoitia, V. (2011) *'I'd rather be hit with a stick... Grades are sacred': Students' Perceptions of Discipline and Authority in a Public High School in Peru*, Young Lives Working Paper 70, University of Oxford: Young Lives.

²⁷ GCPEA (2014) *Education under Attack 2014*, New York: Global Coalition to Protect Education from Attack
http://reliefweb.int/sites/reliefweb.int/files/resources/Education%20under%20attack_2014.pdf

state groups, state military and security forces, and armed criminal groups (see Box 5). Even more recently, in April 2014, over 270 schoolgirls were abducted from their school in Northern Nigeria by the insurgency group, Boko Haram, the highest number of children ever to be affected in one incident of school violence. Reasons given for attacking schools include their symbolism (as instruments of government control), their perceived cultural inappropriateness (particularly girls' schools), and to abduct children to use as combatants or sex slaves.

Box 5. VAWG, conflict and schools: Examples from 2014 'Education under Attack' report²⁸

- **Somalia:** girls being abducted from school to be 'wives' of Al-Shabaab fighters, with those who refuse being shot dead or beheaded in front of their classmates (based on Human Rights Watch research)
- **Afghanistan:** students and teachers have been the target of armed state-groups opposed to girls' education. 'Night letters' threatening violence (particularly acid or gas attacks) were distributed to several regions warning communities not to send their daughters to school. There have also been several allegations of mass poisonings of girls' schools, either through intentional contamination of drinking water or by the release of gas into the air.
- **Pakistan:** most notably with the shooting of schoolgirl activist Malala Yousafzai on her way to school. The total number of reported militant attacks on schools in Pakistan between 2009 and 2012 is estimated to be at least 838, but more likely over 900. Although the motivation for the attacks is not always confirmed, it is estimated that many attacks against women are motivated by the militant stance against female education.
- **DRC:** several reports of sexual attacks on the way to and from school, including incidents perpetrated by security and justice personnel.

4.0 DFID's vision and key outcome areas to address VAWG through education programmes

DFID is committed to working to address the challenges that girls face in accessing quality education. It has also made several high-level policy commitments on VAWG (see Annex 1) with recent commitments on preventing and responding to VAWG in emergencies, funding for research and innovation on VAWG, and establishing the VAWG Helpdesk to provide ongoing support and advice to DFID country office and headquarters staff. DFID is working to integrate a robust response to VAWG across its country and sectoral programmes to ensure a holistic approach to preventing and responding to VAWG.

In line with the Theory of Change on violence against women and girls (VAWG), **DFID aims to make progress towards two key impacts through its education programming:**

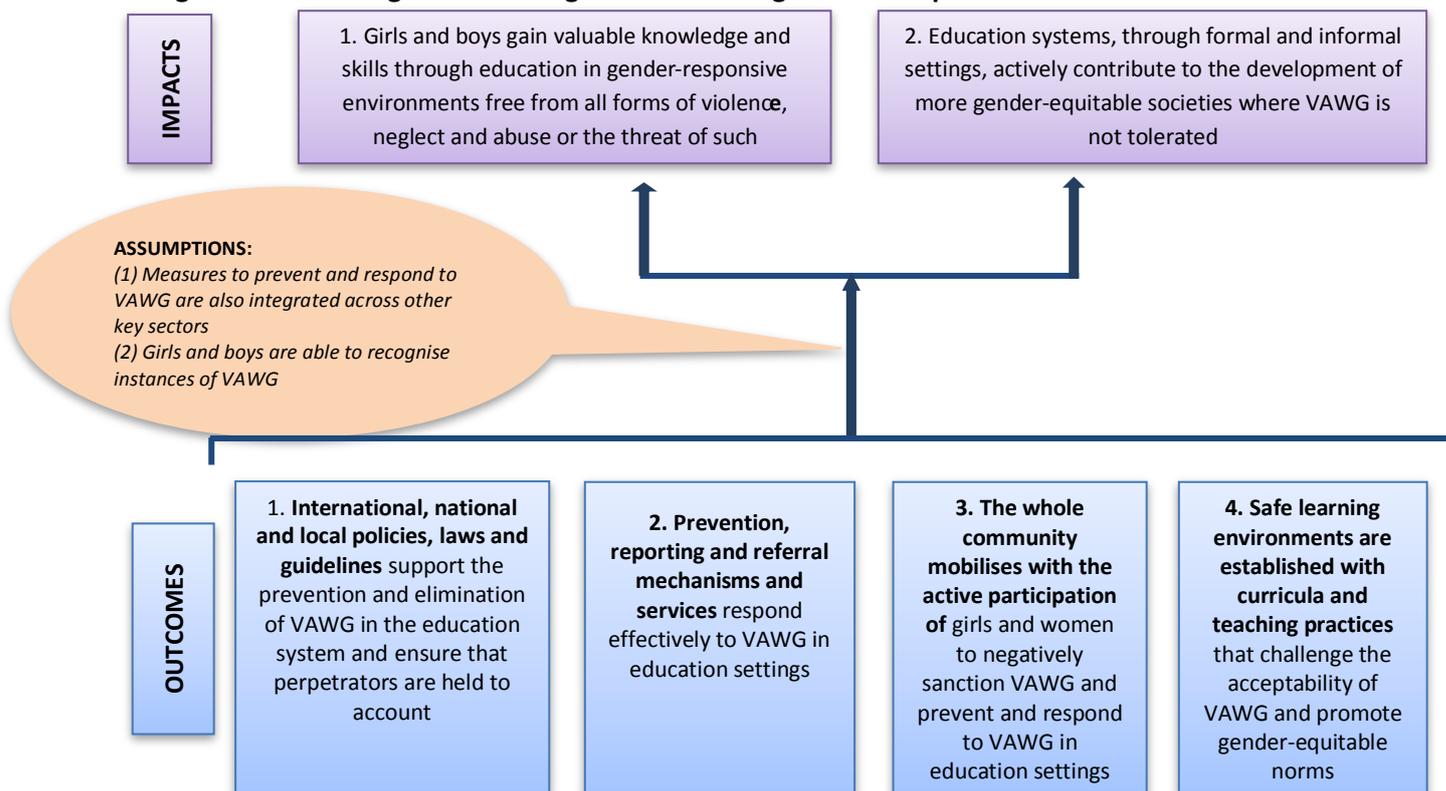
- **Girls and boys gain valuable knowledge and skills through education in gender-responsive environments free from all forms of violence,** neglect and abuse or the threat of such; and
- **Education systems, through formal and informal settings, actively contribute to the development of more gender-equitable societies where VAWG is not tolerated.**

DFID has therefore defined **four outcome areas** in which education programmes can strengthen their approaches to achieve these impacts (see Figure 1 below and Part B for more detailed explanation of the outcome areas):

1. **International, national and local policies, laws and guidelines** support the prevention and elimination of VAWG in the education system and ensure that perpetrators are held to account.
2. **Prevention, reporting and referral mechanisms and services** respond effectively to VAWG in educational settings.
3. **The whole community mobilises with the active participation of women and girls** to negatively sanction VAWG and prevent and respond to VAWG in education settings.
4. **Safe learning environments are established with curricula and teaching practices** that challenge the acceptability of VAWG and promote gender-equitable norms.

²⁸ Ibid.

Figure 1. Addressing VAWG through Education Programmes: Impacts and Outcomes



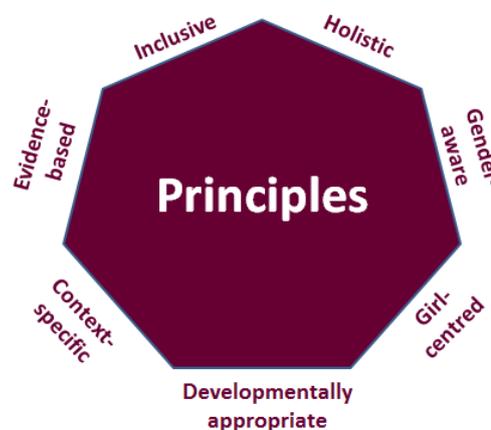
Part B of this guidance note provides detailed guidance and suggestions for programming in each of these four outcome areas including key challenges to be addressed, possible entry points and intervention strategies, key lessons, case studies and examples of indicators. The rest of Part A summarises the broad principles and approaches that need to guide programming to address VAWG through the education sector.

5.0 Principles to guide education programming related to VAWG

The general principles outlined in DFID’s *Guidance Note 1: A Theory of Change for Tackling Violence Against Women and Girls*²⁹ should inform the design of all DFID programming on VAWG – including education programming - with specific emphasis on the following principles: context-specific, girl-centred, developmentally-appropriate, inclusive, gender-aware, holistic, and evidence-based. Some principles may be more relevant than others, depending on the particular aims of the programme.

5.1 Context specific

Interventions aimed at preventing and responding to violence in education settings should be based on rigorous analysis of the specific context and tailored to the forms of violence that girls and women experience (including type of violence, likely perpetrators, risks that exist, and the environment), possible entry points and the resources available to support schools, teachers and pupils to tackle VAWG.



²⁹ DFID (2012) *DFID Guidance Note 1: A Theory of Change for Tackling Violence against Women and Girls*, Department for International Development, London, available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67336/how-to-note-vawg-1.pdf

It is therefore vital that a **preliminary situation analysis**³⁰ is undertaken early in the programme **identification phase** to determine priorities and inform programme design. Key questions to be addressed are proposed in Box 6 below.

Box 6. Conducting a situation analysis on VAWG in education: Key questions

Types and extent of VAWG

- What are the primary forms of VAWG in the education sector and how do they inter-relate?
- What data is there on incidence, prevalence and outcomes (including outcome data on educational achievement, absenteeism, drop-out, completion, and physical and psychological health)? What data is available on the reporting of violence? Is this data reliable and what are the gaps?
- Where do these forms of violence take place inside, around, and on the way to school?
- What information is available on the perpetrators? What proportion of cases is perpetrated by other children? By teachers? By other education staff? By other individuals?
- Are there particular groups of girls who are vulnerable? What contextual factors are important (e.g. post-conflict, humanitarian, remote rural areas, social norms) to understanding the levels and types of VAWG in and around schools?
- What analysis is available on the key drivers of different forms of VAWG and the challenges?
- What are girls' and boys' levels of awareness (according to age group) of what constitutes VAWG and what they can do if they or a friend is a victim?

Mapping of actors and initiatives

- What happens to girls and women who have experienced VAWG in education settings? Where do they go for help? If they report violence, to whom?
- What is the current capacity of these actors to respond to violence in education settings? Do they have sufficient well-trained personnel? Resources? What are the gaps?
- Who else is working on VAWG and/or in education settings (e.g. UN agencies, bilaterals, local NGOs, children's and women's rights organisations)? What are their capacities and results so far? Are there opportunities to influence their programmes?
- What are the possible entry points? For example: institutional policies and support strategies; staff development and initial teacher training; external agencies and resources; government directives and national laws; curriculum and extra-curricular activities; life skills and sexuality education; peer group work, dialogue and violence prevention clubs; parent and communities.

In many cases, data and analysis may already be available from different sources to respond to many of these questions and this information should be used before any additional assessment is undertaken. In other cases, particularly in humanitarian and conflict/fragile contexts, not all of this information is likely to be available before starting up programming. The most important pieces of information needed will be: where girls feel safe/unsafe; where they seek support; what can be done to make girls safer; what kinds of violence girls face; which girls are the most vulnerable; how the community responds to violence; what girls do to protect themselves; what girls do when they experience violence; and what could be done to create a safer environment for girls.

5.2 Girl-centred and 'do no harm' approach

Girls' needs, safety and interests should be at the centre of all education programming. Encouraging girls to speak out and report violence without the necessary support mechanisms to protect and assist them can leave them at risk of further violence or stigmatisation. For this reason, it is important to ensure that services are in place to respond to reported cases. Taking a girl-centred approach means systematically assessing and mitigating the potential risks or unintended consequences of programming activities for girls³¹ to ensure that:

- girls have the right to a learning environment free from violence;
- girls are not being blamed or stigmatized for the violence they experience;

³⁰ See INEE's conflict-sensitive education lens approach: INEE (2013) *Complete INEE Conflict-Sensitive Education Pack*, New York: Inter-Agency Network on Education in Emergencies (INEE) Working Group on Education and Fragility. <http://www.ineesite.org/en/education-fragility/resources>

³¹ DFID (2013a) *Violence against Women and Girls in Humanitarian Emergencies* Department for International Development, London, available at: <http://reliefweb.int/sites/reliefweb.int/files/resources/VAWG-humanitarian-emergencies.pdf>

- girls know their rights and are able to recognise a potentially abusive or violent situation;
- girls know where to report and are trusted when talking about violence;
- girls are supported to make their own choices about disclosure;
- girls receive help and support, and have the right to make decisions about the care and support they receive; and
- girls are seen as resilient and able to heal from their experience of violence.

Working with and ensuring the commitment of men and boys is vital, and interventions to this end are mentioned throughout this note. Regardless, a girl-centric approach is critical for work to be effective at reducing and preventing violence.

In fragile and conflict-affected communities, attending schools and other non-formal learning programs can potentially put girls at increased risk of harm and abuse. In recognition of these increased risks, the International Rescue Committee (IRC) has developed its Healing Classrooms approach to education programming in conflict contexts. The Healing Classroom approach is a proactive and holistic way of creating a safe and healing learning space for girls and boys to recover, grow and develop (see Box 7).

Box 7. Healing Classrooms Approach in DRC

The International Rescue Committee (IRC) implements programs that focus on ensuring that children and youth who have experienced conflict and crisis are able to heal and have the skills to remain resilient, learn and develop. Education programs that are safe, free from abuse and exploitation, model a caring and supportive learning environment, and integrate academic learning with age/developmentally appropriate social and emotional learning are essential for providing a quality education in conflict affected countries. The *Healing Classrooms* approach is based on 30 years of IRC's education work in conflict and crisis-affected areas, as well as four years of research and field-testing in Afghanistan, Ethiopia, Sierra Leone and Guinea. The approach focuses on expanding and supporting the ways in which teachers can create and maintain "healing" learning spaces in which children can recover, grow and develop.

Healing Classrooms are designed to strengthen the role that schools and teachers play in promoting the psychosocial recovery, well-being and social and emotional learning of children and youth. Healing Classrooms recognizes the importance of understanding teachers' experiences, motivation, well-being and priorities to ensure the meaningful and relevant support and training and focuses on supporting teachers to play a positive role during and after crises. IRC's program in the Democratic Republic of Congo uses three key interventions to improve the quality of teaching and learning and create safe and healing classroom environments:

- a curriculum that integrates the Healing Classroom approach;
- a school-based system providing continuous in-service teacher training and coaching; and
- support to school management committees and parent teacher associations in order to increase community participation and decrease violence in education.

Sources: IRC expert contribution,³² Durlack et al. (2011)

5.3 Developmentally appropriate

Girls and boys learn and participate best when teaching is tailored to their specific developmental level, needs, and interests. The most effective interventions begin with an understanding of the basics of the girl or the boy's development stage and how to best nurture this development through age-appropriate learning.

It is also important to be aware that learning is not simply a cognitive function but a social/emotional process. UNICEF recommends using developmentally-appropriate language, characters, stories, music and humour. For example, when communicating about violence with 7-10 year olds it is useful to tell stories about friendship.³³

³² Provided by IRC expert, Leora Ward.

³³ See UNICEF Principle 1 of Communicating with Children: Communication should be age-appropriate and child-friendly http://www.unicef.org/cwc/cwc_58605.html?p=printme

Birth through 6 years

- Simple language with descriptive and sensory words
- Repetition
- Song and rhythms
- Animal and human characters
- Rhymes, riddles and tongue twisters
- Simple jokes

7-10 years

Stories about:

- Friendships
- New skills
- Talents
- Daily occurrences that are opportunities for growth as well as testing one's values and critical thinking skills

Adolescents 11-14 years

- Using positive role models with high moral standards
- Stories about balancing the influence of family/friends/media
- Help channelling the need for experimentation and independence into healthy life choices

For all groups – communication and teaching that invites children to imagine, hear and create things that they would not have thought about previously

This also implies that teachers, rather than transmitting blocks of knowledge in an authoritarian way, have to become more responsive to the learning needs of their pupils, which include their developmental level as well as their social and emotional needs. Achieving this level of responsiveness is a challenge in overcrowded classrooms and in societies where authority is central to teachers' professional identities³⁴ and where quality teacher training is difficult to find.³⁵ Therefore, the lack of well-trained teachers who can follow child-centred pedagogies and respond to all children's needs, can contribute to authoritarian and hierarchical classroom settings, where violence is tolerated explicitly and implicitly.³⁶

5.4 Inclusive

Education programming aimed at tackling violence should be inclusive of all girls, including girls with special educational needs and disabilities, ethnic, religious and socio-economic minorities and refugees, and girls orphaned or affected by HIV/AIDS, etc. An inclusive approach is particularly important given the growing evidence base showing that girls' vulnerability to violence in schools increases if they are part of a marginalised group.³⁷ UNICEF's Child-Friendly Schools incorporates principles of inclusiveness, which requires schools to be open and welcoming to all girls without exception, provides an appropriate global model (see Box 8).

To be fully inclusive, education programming must involve whole communities to change harmful attitudes and shift social norms. Men and boys can also be 'strategic allies' in addressing violence against girls in the education sector³⁸ and have an important role to play in the long-term transformation of gender relations. There are various ways to engage men and boys (see Part B) but doing so in a manner that keeps the focus on women and girls is considered best practice for this kind of work.

³⁴ Tabulawa, R. (2013) *Teaching and Learning in Context: Why Pedagogical Reforms Fail in Sub-Saharan Africa*, Dakar, CODESRIA.

³⁵ Westbrook, J. Durrani, N. et al, (2014) *Rigorous review of teacher education in developing countries*. London, DFID

³⁶ Dunne, M. & Leach, F. (2005) *Gendered School Experiences: the impacts on retention and achievement in Botswana and Ghana*. London, DFID; and Dunne, M (2007) 'Gender, Sexuality and Schooling: Everyday Life in Junior Secondary Schools in Botswana and Ghana'. *International Journal of Educational Development*, 27, 499-511.

³⁷ Greene et al. (2012) *Ibid*.

³⁸ Leach, F. and Dunne, M. (2013) *School-related Gender Based Violence: A global review of current issues and approaches in policy, programming and implementation responses to School-Related Gender-Based Violence (SRGBV) for the Education Sector*, Background Paper prepared for UNESCO, 8 May 2013.

Box 8. UNICEF's Child-Friendly Schools

In 1999, UNICEF introduced Child-Friendly Schools (CFS) to provide protective environments offering quality education, trained teachers and adequate resources. Today, the CFS initiative is UNICEF's flagship education programme and operates in 95 countries. The CFS model is not a 'blueprint', but rather a 'pathway towards quality' with five key, and interrelated, principles: inclusiveness; effective for learning; healthy and protective of children; gender-sensitive; and involved with children, families and communities.

A 2009 UNICEF evaluation³⁹ of 150 Child-Friendly Schools in 6 countries (Nigeria, South Africa, Thailand, the Philippines, Guyana and Nicaragua) found:

- School heads, teachers, and parents view inclusiveness as a key principle of the CFS model and make efforts to include, encourage and support students, regardless of gender or background.
- Students feel safer, supported and engaged, and believe that the adults in the school support the inclusion and success of all students when schools have high levels of family and community participation and use of child-centred pedagogical approaches.
- CFSs have created an environment where female students feel included, safe and supported – the evaluation found that female students have more positive feelings about safety than male students on average.
- Schools in all countries make fewer efforts to reach out to children with disabilities than to children from minority groups, students living in poverty, or others at risk for poor educational outcomes.

Source: UNICEF Evaluation Office (2009); UNICEF (2009)

5.5 Gender-Aware

A core principle of education programming that effectively addresses VAWG is ensuring that girls and boys can learn in a gender-aware learning environment. Examples includes: girl-friendly facilities and school designs that are healthy, safe and protective (e.g. private sanitation facilities with locks); equal opportunities for participation; curricula, textbooks and teaching processes that work to reduce gender-based violence and promote gender-equitable gender norms; and access to support that is tailored to girls' needs.

There is a growing evidence base to show that schools often reinforce existing gender norms, stereotypes and expectations, including around constructions of masculinity and femininity and the acceptability of violence against women and girls.⁴⁰ It is also important to recognise that action to tackle VAWG in schools cannot be done in isolation from action in the home and community, nor should it exclude men and boys (see Box 9).

Box 9. DFID's Girls' Education Challenge and *I Choose Life* in Kenya: A gender-aware and integrated approach to improving school attendance and learning for vulnerable girls

I Choose Life (a Kenyan NGO) has been awarded £1.9 million (2013-2016) through the GEC's innovation window to address the barriers preventing 10,050 vulnerable girls from attending and staying in schools, including gender-based violence. Working with key partners (Kenya Red Cross and SOS Children's Villages Kenya), the project includes implementing gender-aware policies (from the Ministry of Education), including School Management Committees, the Back-to-School Policy (for young mothers) and the Sanitary Towel Provision policy. The project will focus on strengthening the role of families and communities in girls' education. It will also build safe houses for girls at risk of female genital cutting and early marriage.

Key innovative features of this project include capacity building of local communities to fundraise for the continuation of the project (specifically continued infrastructure development of schools) after the project ends. In addition, there is extensive community sensitisation and working with men and boys to secure longer-term cultural change.

Source: Girls' Education Challenge (2014)

³⁹ The Child Friendly School evaluation team used quantitative and qualitative methodologies, and employed Hierarchical Linear Modelling (HLM) to apply a rigorous standard to the patterns observed.

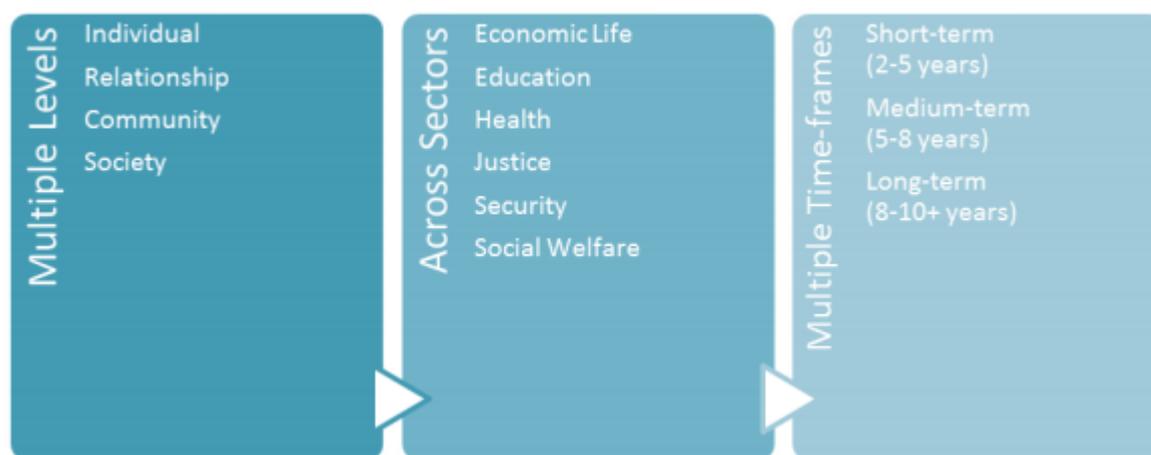
⁴⁰ See for example: Page, E. and Jha, J. (200) *Exploring the Bias: Gender and Stereotyping in Secondary Schools*, London: Commonwealth Secretariat; Kerr-Wilson, A. (2013) *Prevention and Response to violence in the GEC Portfolio*, Presentation at DFID Fund Manager Technical Team Meeting, 9th October 2013.

5.6 Holistic

Interventions are more likely to be effective when they work in partnership with stakeholders at all levels of the education sector and use a coordinated, multi-sectoral approach with other key sectors, such as health, social services, law enforcement, the judiciary, the security forces or military, and child protection authorities.

Interventions should also engage over multiple time-frames and at multiple levels (see Figure 2), including at the national level (e.g. Ministries of Education, women’s organisations and civil society groups), the regional level (e.g. regional and district education officers), school level (e.g. school management and leadership, pupils, teachers, and other school staff), with local communities (e.g. parents, traditional leaders and village elders) and with girls and boys, for example USAID’s Safe School programme⁴¹.

Figure 2: DFID’s Theory of Change: holistic and multi-sectoral approaches are more likely to have impact⁴²



It is particularly important to ensure that policies, laws and codes are being implemented in the often ignored ‘thick middle’ – the middle-level between national (policy) level and school level, including head-teachers, regional or district education officers. For example, Plan’s *Learn without Fear* campaign observed that “Working at national level is not enough. Work at district or local government level is sometimes required to implement national legislation, and to raise awareness of existing laws”.⁴³

5.7 Evidence-based

Interventions aimed at preventing and eliminating violence in schools are more effective when they have been designed, tested and based on best-practices drawing on research and data collection. DFID’s (2013) education position paper states that: “Evidence is central to the way that DFID identifies new opportunities and seeks to learn from ongoing programming” (p. 13). The Special Representative on Violence against Children, Marta Santos Pais, has noted the importance of consolidation of national data and research to prevent violence in school settings.⁴⁴ Reliable data on violence in schools informs how interventions are designed and can contribute to national planning, effective policymaking, resource mobilisation and targeting of interventions.⁴⁵ However, there is a

⁴¹ The pilot Safe Schools project (2003-2008) aimed to reduce violence in and around schools in Ghana and Malawi. Funded by USAID, Safe Schools included an integrated set of interventions at the national, institutional, local and individual level (USAID / DevTech (2008) *Safe Schools Project Final Report*. Washington D.C.: USAID. <http://www.devtechsys.com/images/eyd/safe-schools-final-report.pdf>)

⁴² DFID (2011) *Ibid.* p.8

⁴³ Plan (2012) *Learn without Fear, The campaign To Stop violence in Schools: Third progress report*, Woking: Plan. p.13.

⁴⁴ Special Representative of the Secretary-General on Violence against Children (2012) *Annual Report to the Human Rights Council, A/HRC/19/64*, p.11-13 http://srsg.violenceagainstchildren.org/sites/default/files/documents/docs/A-HRC-19-64_EN_2.pdf

⁴⁵ UNICEF (2011) *Tackling violence in schools: A global perspective. Bridging the gap between standards and practice*, New York: UNICEF.

lack of evidence on VAWG in schools; most studies and evaluations are small-scale, qualitative and focus on the findings being used to inform the intervention itself, rather than broader policy.⁴⁶

Learning from good practice in data collection is also critical to ensuring that data are sound, especially on such a sensitive subject as violence against girls in education settings.⁴⁷ To that end, we note some key principles of data collection and information systems:

- Girl-centred and aim to ‘do no harm’ (see principle 5.2)
- Disaggregated by sex and age (at a minimum), but ideally also by urban/rural, education and race, ethnicity or caste, with particular attention given to vulnerable groups of girls;
- Based on a range of methods such as interview studies, improved reporting and registration systems and investigation procedures, scorecards, regular surveys, focus group discussions, key informant interviews, safety audits, safety mapping, and randomised control trials (see Box 10 for example from Uganda);
- Used to inform programming (not just for collecting and reporting purposes); and
- Aligned with national, regional and community-level indicators to track progress.⁴⁸

While it is important to develop rigorous evidence, it is also important to recognise that these additional methodological, safety and ethical measures required to research violence against girls can be costly and take time. Data gaps are a particular challenge in fragile and conflict-affected communities and the absence of data should not affect the provision of education services.⁴⁹

Box 10. DFID’s Girls’ Education Challenge and Raising Voices in Uganda: Using an RCT to test the impact of the ‘Good School Toolkit’ on reducing violence

Through this project (2013-2016), the GEC and Raising Voices will work to create safe schools in Uganda, ensuring that around 17,760 marginalised girls can learn and complete a full cycle of primary education. To create a safe learning environment, Raising Voices uses a tested and proved six-step process, detailed in its Good Schools Toolkit. The Toolkit is based on a simple and intuitive equation: A Good School has good teachers + a good learning environment + a responsive and progressive administration. The toolkit brings this simple formula to life with practical ideas that teachers and administrators can adapt and use in their own schools. In addition to the work in schools, the project will directly address girls’ marginalization in education by changing social and gender norms about the value places on girls and girls’ education through direct activism and the media. To measure the impact of the Good School Toolkit, the project has set up a robust Randomised Control Trial (RCT) that includes collection of both quantitative and qualitative data. The RCT will ascertain the impact of the Good School Toolkit approach on the reduction of violence in schools, and any resulting improvements in children’s mental health and educational outcomes.

⁴⁶ Unterhalter, E., North, A., Arnot, M., Lloyd, C., Moletsane, L., Murphy-Graham, E., Parkes, J. and Saito, M. (2013) *Interventions to enhance girls education and gender equality: A rigorous review of literature*, Final Draft Report to DFID; and Kerr-Wilson, A. (2014) *GEC Violence Thematic Paper – Draft*, London: Girls Education Challenge.

⁴⁷ A key principle of DFID’s Guidance on M&E for Programming on VAWG. See: DFID (2012) *Guidance on Monitoring and Evaluation for Programming on Violence against Women and Girls*, CHASE Guidance Note 3, London: DFID.

⁴⁸ Pinheiro, P.S. (2006) ‘Violence against children in schools and educational settings’, Chapter 4 in *World Report on Violence against Children*, Published by the United Nations Secretary-General’s study on violence against children, pp. 109-169, Geneva: OHCHR/UNICEF/WHO <http://www.unicef.org/violencestudy/reports.html>

⁴⁹ Holmes, R. and Bhuvanendra, D. (2014) *Preventing and Responding to Gender Based Violence in Humanitarian Contexts*, Humanitarian Practice Network Paper 77. January 2014.

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Annex 1: UK Government's commitments to VAWG and Education

Ending VAWG⁵⁰ is a top priority for the UK Government, which has made a number of international commitments:

- The UK is a signatory to international commitments on VAWG including the [UN Declaration on the Elimination of Violence against Women](#) (1993) [UN Security Council Resolution 1325 on Women, Peace and Security](#) (2000) and subsequent, related resolutions - [SCR 1820](#) (2008), [SCR 1888](#) (2009), [SCR 1889](#) (2009), [SCR 1960](#) (2010), [SCR 2106](#) (2013) and [SCR 2122](#) (2013). These binding agreements set out a framework of commitments to improve the protection of women and girls and promote their rights in conflict and post-conflict situations.
- In 2013, the UK played a leading role in delivering a successful outcome at the [UN Commission on the Status of Women \(CSW 57\)](#), which commits UN member states to comprehensive measures to eliminate and prevent all forms of VAWG across all contexts.
- In November 2013, the DFID-organised Call to Action event '[Keep Her Safe](#)' committed countries and humanitarian agencies to protecting girls and women in emergencies.
- Agreed conclusions (relevant to VAWG) at the [58th Commission on the Status of Women](#) including: Reaffirms commitment to the full and effective implementation of and follow-up to the Declaration on the Elimination of VAW; Recognises that VAW impedes social and economic development, as well as the achievement of the MDGs; Commits member states to eliminating all forms of VAWG in public and private spaces, through multi-sectoral and coordinated approaches to prevent and respond to VAWG.
- The UK is also working to ensure that the [post-2015 development framework](#) includes strong commitments on VAWG.
- In 2012, the UK Foreign Secretary launched the [Preventing Sexual Violence Initiative \(PSVI\)](#), which aims to increase the number of perpetrators facing justice, push for greater international action and help countries to tackle these crimes and support survivors of sexual violence.
- As part of its G8 Presidency, the UK worked hard to secure the [G8 Declaration on Preventing Sexual Violence in Conflict](#), adopted in April 2013. This sets out commitments to assist conflict-affected countries in ensuring that their future national security sector and justice reform programmes are gender and child-sensitive and are designed to deter and address gender-based violence, including sexual violence, and promote the full participation of women. Support should be provided to both state and non-state service providers where appropriate.

The UK's international commitments are also matched by a **robust framework of UK national commitments**:

- In 2010, the UK Government launched the [UK National Action Plan on UNSCR 1325](#) which provides a framework for UK defence, diplomatic and development efforts to promote women's role in peace and security and mainstream VAWG into all HMG S&J programming. It was revised in [2012](#) and a new UK National Action Plan 2014-2017 will be launched in early 2014.
- In November 2010, the UK Government published its [Call to End Violence Against Women and Girls: Strategic Vision](#) followed by annual action plans in [2011](#), [2012](#) and [2013](#) and 2014. These set out specific actions for government departments, including DFID, the FCO and MOD, to work together to make progress towards ending VAWG in the UK and overseas.
- The UK's [Building Stability Overseas Strategy \(BSOS\)](#) (2011) recognises that women have a central role in building stability and reiterates the UK's commitment to addressing VAWG. It stresses the importance of an effective, accountable security sector, better access to justice and respect for human rights for state stability and acknowledges the role of both formal and informal S&J actors in ensuring equitable justice is accessible to all.

⁵⁰ DFID acknowledges the importance of preventing and responding to the sexual and gender-based violence suffered by women, men, boys and girls. However, the focus of this How to Note is on women and girls, given that this is the focus of UK Government policy.

Preventing VAWG is also a **priority for DFID's Ministerial team:**

- [DFID's Business Plan \(2011-15\)](#) commits DFID to pilot new and innovative approaches to prevent VAWG and to help 10 million women to access security and justice services by 2015.
- Preventing VAWG is also one of four pillars in [DFID's Strategic Vision for Girls and Women \(2011\)](#), which includes support to “reform and strengthen security services, police, and policy and decision making bodies to improve women's access to security and justice services”. It also stresses the need to Support the “enabling environment” by challenging discriminatory attitudes & behaviours, increasing the value given to girls and women; building effective legal frameworks to protect rights of women and girls; increasing the power of women to make informed choices and control decisions that affect them.
- DFID's PUSS is also the **UK's Overseas Ministerial Champion for VAWG**.

Between 2010 and 2015, DFID is supporting 11 million girls and boys in school, especially in fragile and conflict affected states.⁵¹

- The 2013 Position Paper [Improving Learning, Expanding Opportunities](#) outlines the **three core priorities of DFID's education programming**: (1) to improve learning; (2) to reach all children, especially those in fragile states; and (3) to keep girls in school, helping the most marginalised girls stay in school and learning for longer.
- The UK government has expressed its continued commitment to the key role of education as part of the [Millennium Development Goals \(MDGs\)](#) and the [post-2015 development framework](#), as well as the broader [Education for All Goals](#).

Related guidance and resources

For more detailed information on DFID's Theory of Change on VAWG and overall approach to addressing VAWG, please consult the guidance note: [‘A Theory of Change for Tackling Violence Against Women and Girls’](#).

For more detail on programming approaches that can be taken at the community level across a range of sectors, please consult the guidance note: [‘A Practical Guide to Community Programming on Violence against Women and Girls’](#).

For more detailed guidance monitoring and evaluation (M&E) on VAWG, please consult the guidance note: [‘Guidance on Monitoring and Evaluation for Programming on Violence against Women and Girls’](#).

For more detailed guidance for addressing VAWG in humanitarian emergencies, please consult the guidance note: [Violence against Women and Girls in Humanitarian Emergencies](#).

For more detailed guidance on VAWG and security and justice programmes, please consult the guidance note: [Addressing Violence against Women and Girls through Security and Justice \(S&J\) Programming Part A](#) and [Part B](#).

Other guidance on addressing VAWG through programming in different sectors will be made available at [\(insert link\)](#).

⁵¹ DFID (2013b) *Improving Learning, Expanding Opportunities*, London: DFID.

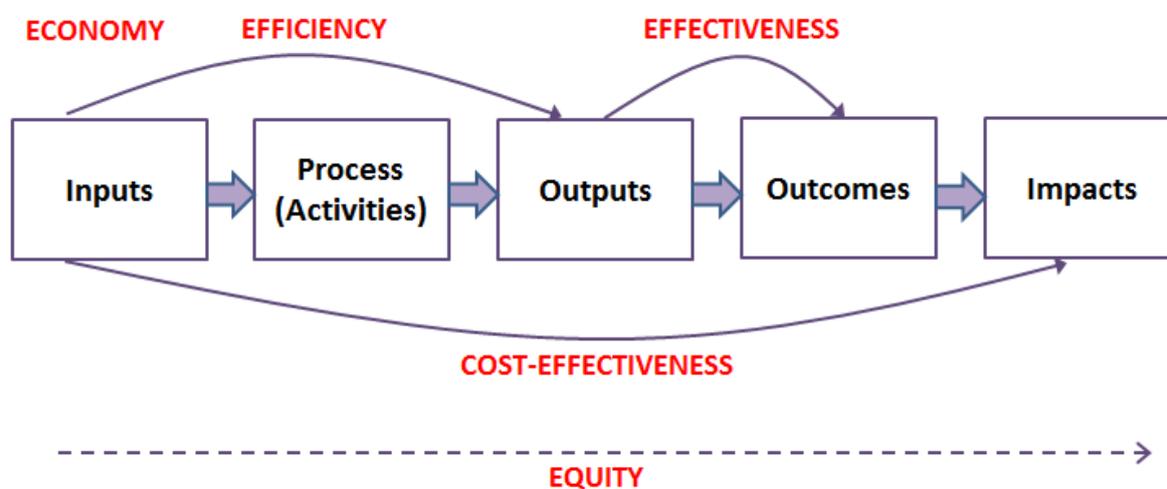
Annex 2: Value for money approaches to VAWG interventions

Calculating VfM (Value for Money) is much more than measuring 'how much a VAWG intervention costs'; **it is about whether the investment (development assistance) is getting a good return in terms of impact on women and girls' lives.** DFID's *Approach to Value for Money*⁵² describes the principles of VfM and provides examples of how these principles can be applied to DFID-funded programmes. It explicitly recognises that education programmes will be more expensive to deliver in fragile and violent contexts, but these additional costs should not be a barrier. DFID state:

"VfM doesn't mean we only do the cheapest things, but we do have to get better at understanding our costs. Just because educating a girl in Ghana might cost less than educating a girl in DRC it doesn't mean we should divert all our funds to girls' education in Ghana." (DFID, 2011, p. 5).

Deciding whether or not to invest in an intervention requires an assessment of whether the expected *results* of the intervention justify the costs. In order to do this, it is essential to understand the Results Chain and how money is converted into inputs, which in turn generate activities (or 'processes'), produce outputs, and finally result in outcomes and impact (see Figure 3). Value for money depends on the strength of the links in the chain and the underlying assumptions (the theory of change and evidence base) upon which the Results Chain is built. Underlying DFID's VfM model is the results chain and the 3Es⁵³ framework – **economy, efficiency, and effectiveness**, recently expanded to include the fourth E of **equity**, ensuring that benefits are distributed fairly (see table overleaf). DFID's '3Es' Framework also considers the **cost-effectiveness** of interventions, i.e. how much impact an intervention achieves relative to the inputs used.

Figure 3. DFID Results Chain



Addressing VAWG in education programming: Example

- | | | | | |
|---|---|--|--|---|
| <ul style="list-style-type: none"> • Female teachers • Training courses • Textbooks or classroom materials | <ul style="list-style-type: none"> • Design of course • Delivery of course • M&E | <ul style="list-style-type: none"> • No. of teachers trained in role modelling to girls | <ul style="list-style-type: none"> • Classroom practices teach and model non-violent behaviour and gender-equitable norms | <ul style="list-style-type: none"> • More gender equitable social norms • Increased unacceptability of VAWG • Reduced VAWG |
|---|---|--|--|---|

⁵² DFID (2011) *DFID's Approach to Value for Money (VfM)*, London: DFID.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/49551/DFID-approach-value-money.pdf

⁵³ Ibid. and Barnett et al. (2010) for summary of the 3E approach.

It is important that the **design of education programmes that tackle VAWG includes an M&E framework capable of collecting and measuring VfM information at each level of the logframe** (see Table 1 below).⁵⁴ Calculating VfM of reducing violence is potentially sensitive and care needs to be taken when drawing up indicators (see Part B – Annex 1 for suggestions of possible indicators).

Table 1: Measuring VfM of addressing VAWG in education programming: Key questions to ask

4Es	Description	Questions to ask:	Are the M&E systems designed to measure VfM of VAWG interventions?
Economy	<i>'A measure of what goes into providing a service'.</i>	<ul style="list-style-type: none"> • What are the input unit costs? All DFID's education Business Cases have to systematically track 5 key education input unit costs: teacher salaries; teacher training; textbooks; school/classroom construction; girls' education stipends. • What are the output unit costs needed to support a child? DFID seek to track 4 key education output unit costs: in primary school; in lower secondary school; to complete primary school; and to graduate primary with minimum learning achievement. 	
Efficiency	<i>'A measure of productivity' and relates to how well inputs are converted to outputs.</i>	<ul style="list-style-type: none"> • What are the outputs necessary to achieve the intended outcome(s) of the intervention? • What benchmarking and accountability tools are available to inform assessments of efficiency? 	
Effectiveness	<i>How a programme 'is effective in delivering its intended objectives'.</i>	<ul style="list-style-type: none"> • How effective is the education programme in delivering improved outcomes on VAWG? • What tools are there for measuring and monitoring outcomes on VAWG in the education programme? 	
Equity	<i>The extent to which benefits are distributed fairly</i>	<ul style="list-style-type: none"> • Is the intervention addressing violence affecting the most vulnerable groups of girls and women? For example, children with disabilities (including learning difficulties), children orphaned or affected by HIV/AIDS, refugee and ethnic minority children, children from lower castes in parts of South Asia, and LGBT children and youth. 	
Sources: DFID (2011; 2013b)			

⁵⁴ Personal communication with Joseph Holden, Economist at DFID's Girls Education Challenge (12 March 2014)