

**VIOLENCE
AGAINST
WOMEN
AND GIRLS
HELPDESK**

**DFID GUIDANCE NOTE: PART B
PRACTICAL GUIDANCE**

**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 B: Practical guidance on programme design

“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. Violence and abuse in education settings violates women and girls’ human rights and can have a negative impact on their educational experience and long-term outcomes.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:

1. Girls and boys gain valuable knowledge, skills and self-confidence through education in gender-responsive environments free from all forms of violence or threat of violence
2. 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 in addressing VAWG.

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

- ❖ 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 (this part) provides specific guidance on designing programmes for each key outcome area:

- ❖ Outcome-specific challenges
- ❖ Developing an engagement strategy – which sets out specific questions to be analysed in order to decide where and how to intervene
- ❖ 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: Key outcome areas

As highlighted in part A of this guidance, in line with its overall Theory of Change on violence against women and girls (VAWG),² **DFID would like 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 defined **four key outcome areas** in which education programmes can be strengthened to achieve these impacts (see Figure 1):

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.

The general principles outlined in DFID's *Guidance Note 1: A Theory of Change for Tackling Violence Against Women and Girls*³ should inform all DFID programming on VAWG. Education programming should place specific emphasis on the following principles: girl-centred, developmentally-appropriate, inclusive, gender-aware, holistic, and evidence-based (see 'principles heptagon' in Figure 1).

A DFID education programme may be designed to address all or just one or two of these outcome areas, depending on the analysis and mapping of existing initiatives and opportunities. While this note treats VAWG issues in education programming specifically, it must be acknowledged that most often one VAWG-related impact or outcome may be included in a mainstream education programme. VAWG is one of a number of barriers girls face in education and will usually be treated as such in education programmes. Nonetheless, it is important to ensure that any interventions to address VAWG in the education sector are comprehensive enough to tackle different dimensions of the problem, rather than just singular one-off interventions.

The next sections **provide detailed guidance and suggestions for programming in each of these four outcome areas** including key challenges to be addressed, possible entry points and options for interventions, case studies and examples of indicators (see Annex). 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. However, as noted in Part A, there is a need to strengthen the evidence base 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.⁴

² DFID (2012) *DFID Guidance Note 1: A Theory of Change for Tackling Violence against Women and Girls*

³ Ibid.

⁴ Unterhalter, E., North, A., Annot, 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.

This guidance note provides a range of options for interventions – a menu of choices, which education advisers can balance according to the cost implications and appropriateness to their programme context.

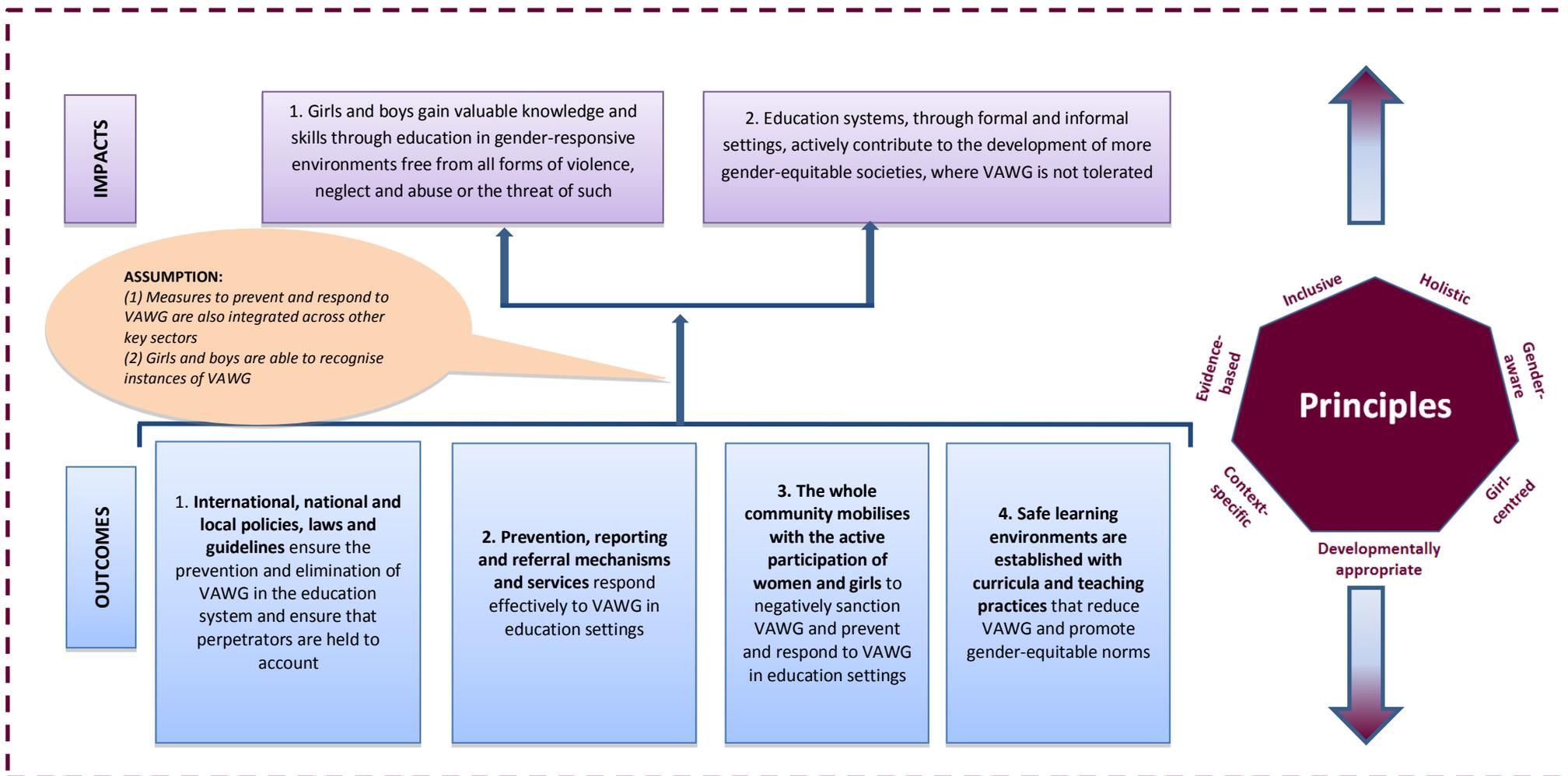
For education programmes a **‘minimum package’ of interventions** that could be part of any education programme interested in reducing or preventing VAWG may include:

- Awareness-raising and skills building of school management, teachers, pupils and parents on VAWG in schools;
- Establishing gender-aware and child-friendly reporting mechanisms and disciplinary procedures;
- Training teachers and school management to create non-violent and responsive classrooms;
- Promoting ‘whole school’ approaches where school management, teachers, students and parents work together to create and implement a ‘safe school’ policy and plan, ideally involving education authorities, local and national government, and communities;
- Supporting the development of codes of conduct for teachers and students (with the participation of school management, teachers, parents and students); and
- Creating safe spaces for girls.

It may also be useful to consider what **bundles of interventions could be implemented depending on the type of education programmes and opportunities identified**. For example:

- an education sector reform programme would provide the opportunity for reforms of national policies and guidelines and for building links with other sectors;
- a programme which includes curriculum development / reform could ensure a gender-responsive curriculum with specific life skills work on relationships and material on addressing VAWG as well as teacher training on non-violent classroom management practices; or,
- a school-based programme might focus on building the awareness and skills of different actors, including boys and men, establishing safe spaces for girls, and setting up referral mechanisms within and outside the school.

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



2.0 Securing political commitment, policies and laws

KEY OUTCOME AREA 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.

The education system has a central role to play in safeguarding girls' rights and promoting values of non-violence, tolerance and respect, not only for pupils and staff, but for the wider community. A supportive legal framework is fundamental to any measures aimed at preventing violence against women and girls in schools,⁵ but this legislation must also be reinforced by national and local policies and guidelines that link to lifesaving services, girl-friendly reporting mechanisms, activities to raise awareness of their rights, as well as a monitoring system to assess the effectiveness of implementation.

What are the challenges to be addressed?

Depending on the context, there may be a number of factors that limit the effectiveness of education programmes in addressing policy change and system strengthening:

- *Lack of legislation banning all forms of violence against children, including violence in school* – some countries have recently introduced legislation prohibiting violence specifically in the school context (see Box 1 for examples from South Korea and Vietnam). However, most other countries do not yet have legislation to protect children from violence in education settings, let alone legislation ensuring girls are specifically protected from violence that is gender-based.
- *A lack of political will and leadership* to address VAWG through the education system, amongst both political leaders and senior education officials, coupled with a *lack of knowledge and understanding* around violence and how to facilitate safe learning environments.
- *Lack of basic, girl-friendly services and limited inter-sectoral communication*, compounded by the absence of a designated and sufficiently powerful cross-Governmental coordinating agency.⁶ Coordination is often lacking at all levels from national to local school level.
- *Existing laws may not be translated into specific policies, strategies and mandates for education institutions and actors* – and hence are poorly implemented. Poor enforcement of legislation is also an issue. See Box 1 for examples from South Korea and Vietnam of countries that have improved national policies and plans to address school violence.

⁵ The Special Representative on Violence against Children SRSG, Annual Report to the Human Rights Council, A/HRC/19/64, p. 13.

⁶ 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.

Box 1. National and local planning on violence in schools: Examples from South Korea⁷ and Vietnam⁸

The Republic of Korea's Act on Prevention of School Violence stipulates that the government shall take necessary measures to prevent school violence, including drawing up a national plan on school violence prevention every five years and creating a committee to monitor the implementation of the plan and act as arbitrators in cases of disputes with regard to school violence. 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. The Act also stipulates that anyone who witnesses or notices school violence shall report it to relevant school or local authorities, without sanction for non-reporting. In 2008, the Act was revised to expand the scope of school violence to also cover abuses through the use of mobile phones and the internet.

Vietnam: The Government has issued a series of decrees to address the issue of school violence in legal regulations. For example, issuing fines of up to VND5 million (£150) for using punishment in educating children that results in hurt or pain (either physical or emotional) and up to VND 3 million (£85) for physical or psychological insult to a student. In order to prevent violence among students, the Ministry of Education and Training (MOET) issued directives on strengthening the cooperation between school, family and society in the education of children, pupils and students; and launched the Campaign "Child Friendly Schools, Active Students" (2008–2013), which aimed to build safe effective learning environments. In 2011, MOET approved the Education Sector's Action Plan for 2011–15, which aimed to address online games and cyberbullying.

Note: To date, no information is available about implementation of these measures and their impact.

Developing an engagement strategy: Key questions

DFID's engagement strategy and specific interventions should be based on a situation and political analysis of the current policy and legal environment and of key entry points and opportunities to reform existing laws and policies on VAWG and to ensure education actors implement them. In addition to the general analysis recommended in Part A (Section 5.1) of this guidance, additional questions to ask about the political, policy and legal context include:

Box 2. Key questions for an engagement strategy

Existing legal and policy framework

- Has the government signed and/or ratified international legislation on children and women's rights, VAWG, and education (e.g. Convention on the Rights of the Child, International Covenant on Economic and Social Rights) or relevant regional instruments (e.g. African Charter on the Rights and Welfare of the Child)? What progress has been made in bringing these provisions into national legislation?
- Do existing laws criminalise all forms of VAWG in education settings (e.g. corporal punishment, sexual harassment, abuse and assault, physical or psychological violence)? If not, what are the gaps?
- Is reporting of VAWG mandatory or driven by decisions of school staff, parents or children?
- Are there specific legal commitments that mandate the education sector to prevent and respond to VAWG (e.g. mandating teachers to report suspected cases)? Is there willingness and capacity to enforce sanctions?
- Are there national education policies, strategies or plans in place with specific commitments to address VAWG and mandate education actors to respond (e.g. national committees or action plans to develop and enforce anti-violence measures)?
- Is there a policy that mandates teacher and administrator training on addressing VAWG in schools?
- What data are routinely collected from schools on violence and discipline as well as on the school environment?

⁷ United Nations Secretary-General's Study on Violence against Children *Questionnaire to Governments Republic of Korea*
<http://www2.ohchr.org/english/bodies/CRC/docs/study/responses/ROK.pdf>

⁸ Nguyen, T. and Tran Ngo Thi Minh Tam (2013) *Vietnam Policy Paper 1: School Violence: Evidence from Young Lives in Vietnam*. Oxford, UK: Young Lives, Oxford Department of International Development.

Political economy analysis

- How are education priorities currently identified and by whom? Are there opportunities for women and girls to drive, develop and lead conversations around education and VAWG-related policies and programming?
- How does the education sector link to other services (e.g. health, police, judiciary, child protection) and what opportunities are there to develop a more holistic approach to addressing VAWG in the education sector?
- Are there specific mechanisms and budgets in place to implement these laws and policies? Do they track expenditure on women's needs and priorities (e.g. gender-responsive budgeting approaches)?
- Are there incumbent political leaders that have shown a particular commitment to education issues or VAWG? What are their capacities and levels of influence?
- Are there any plans to reform relevant legislation (e.g. the penal code) or update policies or plans (e.g. the national education sector strategy and plan)? Are there any upcoming relevant events (e.g. country due to report to CRC Committee, regional summit on gender or education issues)?
- What are the capacities and interests of women's rights organisations (WROs), other civil society actors, parliamentarians and media actors to advocate for more effective action on VAWG by the education sector? What existing local, national or regional initiatives and coalitions might be built on and how?
- What are the specific blockages in implementation of laws/policies that have been developed?

Options for intervention

Build legal and institutional capacity to protect children from violence in education settings through policy dialogue and technical assistance, for example: supporting the design and implementation of legislation, national and local action plans, and frameworks; and ensuring budgets are put in places to raise awareness of and implement new policies and legislation. For example, the *National Strategic Framework on Violence-Free Basic Education* in Nigeria (supported by UNICEF) is accompanied by a range of activities, including: sensitisation of teachers and students about the causes of violence and possible prevention activities; training of education managers on violence prevention in schools; capacity building of education stakeholders (school management committees, teachers, PTAs); teacher training (pre-service and in-service); and development of guidance counselling in schools.⁹

Develop and build capacity of the justice, health, child welfare and other relevant services to effectively respond to VAWG in formal (schools) and informal educational settings, e.g. Box 3 below highlights the need for system-wide reform of child protection systems, including building the capacity of education ministries to coordinate with other relevant agencies.

Box 3. Malawi – Building the capacity of the MoEST to tackle violence in schools¹⁰

A recent study in Malawi highlighted a culture of disbelief around sexual abuse, and lack of accountability for sexual violence by teachers against girls. It found that the child protection system is fractured and lacking coordination at the national and local levels. The 2013 study, conducted by Coram Children's Legal Centre on behalf of the Ministry of Education, Science and Technology (MoEST), and supported by UNICEF, assessed the capacity of MoEST to identify, prevent and respond to violence, abuse, exploitation and neglect of children, and develop specific frameworks for violence prevention for children attending primary and secondary schools in Malawi. Although there have been several programmes and interventions in Malawi aimed at addressing violence in schools, these tend to have achieved localised success and are typically not 'picked up' by the Government for national scale-up or integrated into sector-wide frameworks.

⁹ Antonowicz, L. (2010) *Addressing violence in schools: Selected initiatives from West and Central Africa*, Save the Children/ActionAid/PLAN/UNICEF http://www.unicef.org/wcaro/VAC_Report_english.pdf

¹⁰ 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; PowerPoint presentation (date unknown) *Violence against children in schools: Building the Capacity of the MoEST – Study Findings*.

One of the study's recommendations included **building institutional capacity and coordination with other child protection actors**, for example:

- establishing an inter-ministerial child protection agency to ensure that child protection is properly coordinated at the national level;
- ensuring that child protection is added to the agenda of existing sector-wide working groups; and
- the development of a sector-wide strategy on strengthening the capacity of the education sector to address violence against children.

Institute codes of conduct and positive discipline practices, link with teachers' unions and other mechanisms to increase accountability and reduce impunity for those who perpetrate violence. For example, the Government of South Africa's Department of Education has guidelines to stop teachers abusing children in schools.¹¹ Although codes of conduct are an important measure, their impact can be undermined by lack of awareness and understanding of the code, as well as lack of capacity to enforce the code. UNESCO's guidelines on the design and effective use of codes of conducts recommends involving teaching unions in the design of codes, raising awareness amongst teachers, parents and pupils, creating a commission or council to implement the code and guidelines for reporting/disciplinary procedures (see Box 4 for example from Sierra Leone).¹²

Box 4. Developing a national Code of Conduct for teachers, Sierra Leone¹³

In 2009, the Ministry of Education launched a national professional Code of Conduct for teachers, with support from UNFPA and UNICEF. Multi-stakeholder consultations were held throughout Sierra Leone to inform the development of the final version of the code. A training manual was also developed by UNICEF, with every school receiving training through a 3-day workshop on how to implement the Code of Conduct, including training on classroom and positive behaviour management, commitment/attitude to the teaching profession, human and children's rights, child exploitation and abuse, and governance, accountability, corruption and record keeping. Key lessons learned include:

- Importance of close collaboration between the Ministry of Education and teachers unions in developing the code;
- Key role of teachers unions in implementing and enforcing the code at national and local level;
- Importance of having parallel systems to monitor and document cases of abuse and complaints; and
- Recognising the links between poverty and sexual abuse, so that enforcing a teachers' Code of Conduct should be accompanied by efforts to improve teachers' pay and working conditions.

Support national women's organisations and civil society organisations to raise awareness and advocate for girl-friendly and gender-aware educational approaches and interventions in the education sector, for example providing capacity building, technical assistance and funding to engage in strategic and coordinated advocacy work on VAWG and education, including raising girls' and boys' awareness of what VAWG is and what to do to prevent it. For example, DFID's Education Sector Support Programme in Nigeria (ESSPIN) has supported training of CSOs and women's School Based Management Committees on a range of issues, including raising awareness of child protection and assessing the impact of violence on access and learning.¹⁴

Support collection, analysis and sharing of data on the incidence, type and impact of VAWG in schools, with data disaggregated by age and sex, at a minimum. The most widely applied instrument for gathering global and national data on violence in schools is the Global School-Based Student Health Survey (GSHS), with data now available for 66 countries (see Part A). The Violence against

¹¹ Pinheiro, P. (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>

¹² Poisson, M. (2009) *Guidelines for the Design and Effective Use of Teacher Codes of Conduct*, Paris: UNESCO / IIEP <http://teachercodes.iiep.unesco.org/teachercodes/guidelines/Guidelines.pdf>

¹³ Antonowicz, L. (2010) *Addressing violence in schools: Selected initiatives from West and Central Africa*, Save the Children/ActionAid/PLAN/UNICEF http://www.unicef.org/wcaro/VAC_Report_english.pdf

¹⁴ ESSPIN (2013) *Education Sector Support Programme in Nigeria (ESSPIN) : Inclusive Education Approach Paper*, Doc No.: ESSPIN 064,

Children Surveys (VACS) by *Together for Girls*¹⁵ is also a useful data collection tool. Although only currently implemented in 10 countries,¹⁶ there are plans for new countries to join the partnership in 2014. The VACS is a nationwide household survey that interviews 13-24 years old males and females on their experiences of emotional, physical and sexual violence, including in school and travelling to or from school.¹⁷

However, there is also a need to look in greater depth at certain types of violence that girls face, especially marginalised girls. Monitoring and evaluation is essential to understanding and improving the effectiveness of intervention programmes, rather than collecting data solely for research or documentation purposes. In-depth research is also useful for understanding the links between different forms of violence and risk and protective factors.¹⁸

¹⁵ Together for Girls is a global public-private partnership dedicated to eliminating violence against children, with a focus on sexual violence against girls. The partnership brings together five UN agencies (UNICEF, WHO, UN Women, UNAIDS and UNFPA); the private sector (Becton, Dickinson and Company, Nduna Foundation, Grupo ABC, CDC Foundation); and the U.S. government.

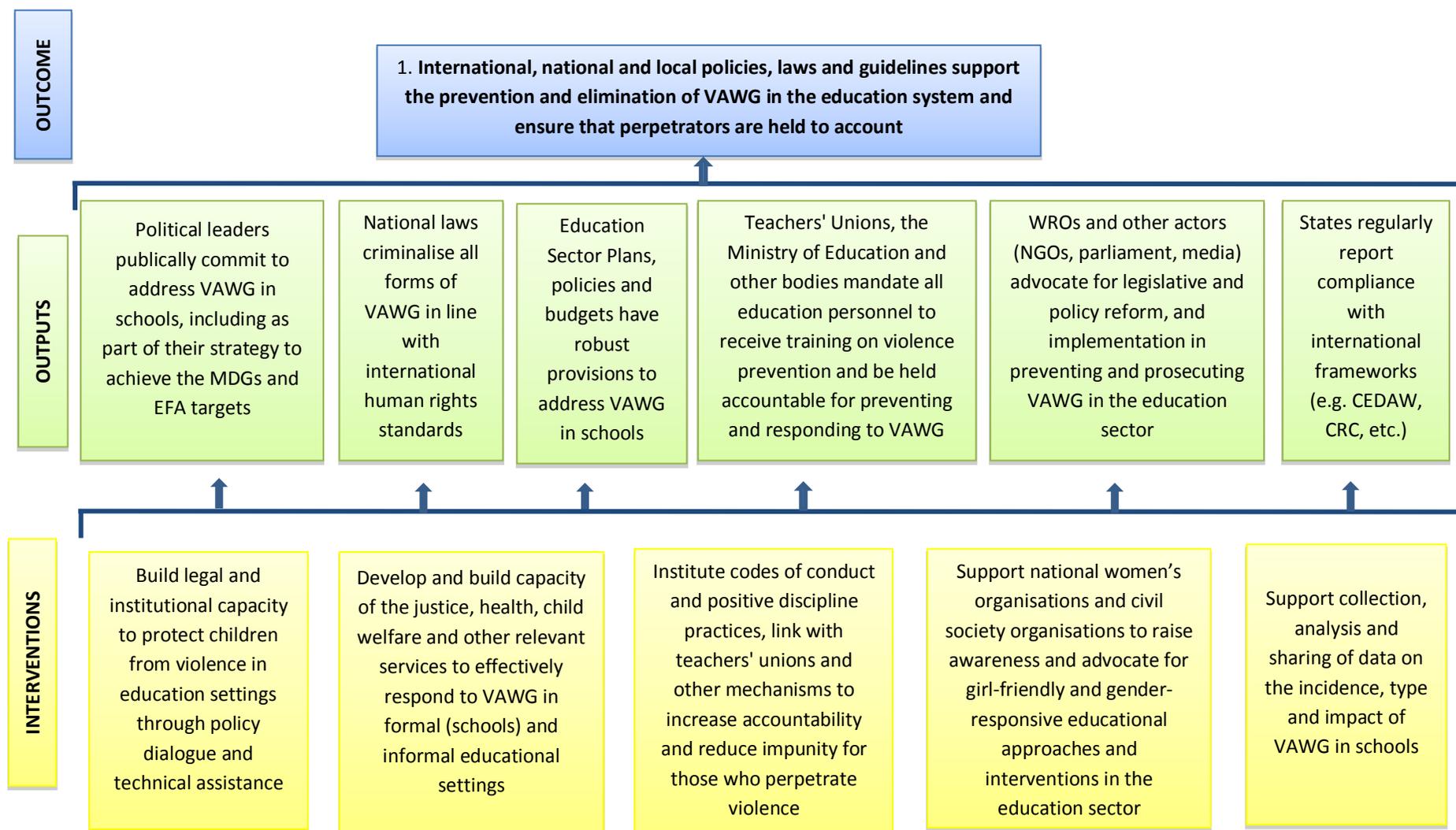
¹⁶ Including Kenya, Malawi, Nigeria, Swaziland, Tanzania, Zimbabwe, Cambodia, Indonesia and Haiti.

¹⁷ Together for Girls (2013) *The Together for Girls Partnership: Linking Violence against Children Surveys to Coordinated and Effective Action*, Washington D.C.: Together for Girls.

[http://www.togetherforgirls.org/docs/Together%20for%20Girls%20Process%20Paper Linking%20VACS%20to%20Coordinated%20and%200Effecti...pdf](http://www.togetherforgirls.org/docs/Together%20for%20Girls%20Process%20Paper%20Linking%20VACS%20to%20Coordinated%20and%200Effecti...pdf)

¹⁸ Pinheiro, P. (2006) *Ibid.*

Developing a Theory of Change



3.0 Prevention, reporting and referral

KEY OUTCOME AREA 2: Prevention, reporting and referral mechanisms and services are in place to strengthen the response of the education system and institutions to VAWG in educational settings

Schools are an important place for girls and boys to learn that violence and abuse will not be tolerated, that they can safely report it, and that there will be services in place to support them should they wish to do so (including access to counselling, justice, and health services). In contrast, an education setting that is conducive to, or accepting of, abuse and violence can have long-lasting consequences for girls and boys. Abuse or harassment by teachers and school staff is a particularly serious problem as it can send messages to girls and boys that VAWG is normal, that authority-figures cannot be trusted to take VAWG seriously, and that girls in particular may not be taken seriously, or may even expose themselves to further violence if they speak out. It also sends a message to girls that they are disposable and not valued members of society. The design of strong prevention, reporting and referral mechanisms and services, coupled with awareness-raising activities, that include girls and boys in their design and implementation are essential to addressing VAWG in education settings.

What are the challenges to be addressed?

- *Lack of complaints and reporting mechanisms* to report incidents of violence. Pupils should have access to safe, easily-accessible, child-friendly, gender-sensitive, confidential and independent reporting mechanisms.¹⁹
- *Lack of referral mechanisms and coordination* with other services once VAWG is reported. Many countries have weak child protection systems (including medical, legal and psychosocial services) in place to respond to and support victims of VAWG in education settings, or if they do there is often low awareness. For example, a study in Ghana found that 87.2% of children did not know of any institution that supports victims of sexual abuse.²⁰
- *Some education stakeholders, including teachers and other school staff, perpetrate violence or sexual abuse against girls, often with impunity and lack of oversight mechanisms.* For example, a recent study in Malawi found although complaints procedures exist, they are rarely used due to a culture of disbelief, lack of confidence in the procedures and fears of reprisal, all of which result in a lack of accountability for sexual abuse by teachers.²¹
- *Customary laws and practices relating to the reporting and discipline of cases of VAWG in schools* may place the best interest of the community above the best interest of the girl. For example, a 2010 report on school-based violence in West and Central Africa highlighted many reports of cases in Benin, Burkina Faso, and Ghana where girls have been sexually abused by teachers or school staff, and the girls' parents referring the cases to traditional leaders or even 'fetish' leaders to solve the situation through agreements such as marriage of the victim to the abuser or financial compensation.²²

¹⁹ UNICEF (2011) *Tackling violence in schools: A global perspective. Bridging the gap between standards and practice*, New York: UNICEF. <http://srg.violenceagainstchildren.org/sites/default/files/publications/Tackling%20Violence%20in%20Schools%20final.pdf>

²⁰ Child research and resource Centre (2009). *Child Sexual Abuse in Schools*. Commissioned by Plan Ghana, Cited in 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

²¹ Anderson, K. with Arndt, J. and Yarrow, L. (2013) *Ibid*.

²² 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

- *Lack of trust in government authorities, including education authorities and other services, to treat information confidentially and to act in the best interest of the victim rather than protect the more powerful party.*

Developing an engagement strategy: Key questions

DFID's engagement strategy should be informed by a political and institutional analysis of the capacities, independence, performance and potential of education actors, as well as related service providers. In addition to the general analysis recommended in part A of this guidance, additional questions to ask include about education institutions include:

Box 5. Key questions for an engagement strategy

- What safeguards are in place at the national, regional and local levels to increase accountability and reduce impunity, including codes of practice, teacher training, Child Rights policies and acts, and anti-GBV legislation? Are there specific units or processes that monitor compliance with this guidance, codes of conduct etc?
- Are there clear and confidential reporting and disciplinary procedures in place for girls to safely report abuses by other pupils, teachers and school staff? To what extent have these procedures been used and with what outcomes?
- Are there referral structures or pathways in place to relevant services (e.g. child protection, health, law enforcement, justice)?
- Do teacher training colleges currently provide any training on recognising abuse, preventing, reporting or referral of violence, girls' development, positive discipline, social and emotional learning, or codes of conduct?
- What independent commissions and bodies exist which (could potentially) play a role in monitoring the role of education actors in addressing VAWG?
- What support is provided to girls and boys, including those from marginalised groups, to easily report, access services, and receive support in line with their needs and developmental level?
- How do official authorities hold perpetrators of violence accountable for their abuse/violence? How are they penalised or punished?
- How aware are pupils of VAWG (according to age group) of existing reporting and referral mechanisms?
- What social and cultural norms discourage girls and boys from reporting abuse/violence? How deeply engrained or fluid are they?

Options for intervention

Develop 'whole-school' approaches to build knowledge and skills among administrators, teachers, and pupils (boys and girls) around how to address and prevent VAWG in educational settings, for example providing training and institutional support to strengthen school-level policy and to build awareness and support for staff and pupils on creating safe and healing learning spaces, preventing and responding to VAWG.²³ Training should also be accompanied by a clear protocol of whom to refer cases to (e.g. police and other authorities in the case of serious incidents), and explaining to girls and boys what will happen if they report and how perpetrators will be held accountable. It is also important to recognise that teachers and school staff can be victims of school violence and abuse, as well as attacks on their way to school, in their homes or the local community. Very few studies have been conducted on violence against teachers; however, what little evidence exists suggests that younger and newly experienced female teachers are most at risk.²⁴

²³ Parkes, J. and Heslop, J. (2011) *Stop Violence Against Girls in School A cross-country analysis of baseline research from Ghana, Kenya and Mozambique*, Institute of Education, University of London, for ActionAid International. http://www.ungei.org/resources/files/svags_-_a_cross_country_analysis_of_baseline_research_from_ghana_kenya_and_mozambique.pdf

²⁴ McAslan Fraser, E. (2012) *Violence against Female Teachers: Review of the Evidence Base*, London: Social Development Direct.

Establish reporting mechanisms to confidentially record, report and refer cases of violence.²⁵ Examples of reporting mechanisms include confidential telephone helplines which can be called anonymously for advice and support and ‘complaints boxes’ or ‘Happiness and Sadness boxes’ (see Box 6 for example from Plan Malawi’s *Learn without Fear* project). Also important is ensuring that schools have trained and trusted male and female adults (within or independent of the school) to whom girls and boys can safely and confidentially report incidents of violence and receive advice. For example, a school-based female guardian program (developed and tested by the TANESA project) in Tanzania trained female teachers in primary schools in two districts in Mwanza Region to be a ‘guardian’ to be consulted in cases of sexual violence or harassment.²⁶ A study of the guardian program found that the guardians were well-accepted, had raised awareness of sexual exploitation of school girls, and that sexual abuse (particularly by teachers) was much less hidden than previously.²⁷

Box 6. Helplines and ‘Happiness and Sadness’ boxes as part of Plan Malawi’s Learn without Fear²⁸

The Plan Malawi *Learn without Fear* project (2008-2010) was a child protection intervention within the Plan International campaign to end violence in schools. It aimed to bring awareness and advocacy on child rights, improve prevention and response mechanisms in schools, increase childrens’ and communities’ knowledge about violence, and strengthen relationships among school children, teachers and parents. The project targeted four Plan districts of Lilongwe, Kasungu, Mzuzu/Mzimba and Mulanje and aimed to reach 43,770 girls and 43,228 boys in 137 schools.

A key component of the project was improved child reporting of abuse through helplines and designated ‘happiness and sadness’ boxes placed in target schools. A 2010 final evaluation (using focus group discussions, interviews and a participatory approach) found that more children were reporting abuse through helplines and ‘happiness and sadness’ boxes, however, there is a need to encourage further girls’ participation and ensure that reported VAWG issues are addressed. The evaluation also found that in some schools, corporal punishment has drastically reduced or eliminated. In addition, sexual abuse of school girls especially by male teachers has also reduced.

- **‘Happiness and sadness’ boxes:** the evaluation concluded the boxes were an innovative and successful initiative. Of all the project activities, participants rated the boxes highest. Teachers and learners believed that the boxes were an effective protective measure providing an opportunity for children to anonymously report cases of abuse and VAWG. The evaluation found that committee members managing the reports are able to refer issues to relevant authorities (e.g. police and child protection committees), but recommended improved girls’ participation in opening the boxes.
- **Helpline:** 3,857 cases were reported to the helpline over a six-month period (Jan-August 2010). Key VAWG issues reported include early marriage, physical and sexual abuse, and witchcraft. The helpline recorded additional emerging issues such as child neglect, child trafficking, ‘baby dumping’, child mothers and child abduction. The issues emerging from the helpline were linked to the ‘Timveni Hear Us Out’ radio programme to facilitate public debate and raise awareness.

Coordinate with other services to develop referral mechanisms and appropriate services for girls and boys affected by violence. The Special Representative on Violence against Children, Marta Santos Pais, has noted that in order for reporting mechanisms to be effective, they need to be a core component of a robust and integrated national child protection system.²⁹ They should also be child-friendly and appropriate, gender-aware, culturally relevant, developmentally appropriate and

²⁵ Leach, F., Slade, E. and Dunne, M. (2013) *Promising Practice in School-Related Gender-Based Violence (SRGBV) Prevention and Response Programming Globally*. Report commissioned for Concern Worldwide. Dublin, Concern Worldwide.

https://www.concern.net/sites/default/files/media/resource/concern_worldwide_university_of_sussex_srgbv_study_final.pdf

²⁶ Mirksy, J. (2003) *Beyond victims and villains: addressing sexual violence in the education sector*, Panos Report No. 47. London: The Panos Institute. http://www.plan-childrenmedia.org/IMG/pdf/Beyond_Victims.pdf

²⁷ Mgalla Z et al, (1998) ‘Protecting School Girls Against Sexual Exploitation: A Guardian Programme in Mwanza, Tanzania’, *Reproductive Health Matters*, 7(12):19–30

²⁸ Alinane Consulting (2010) *A report on End-of-term Project Evaluation of Plan Malawi Learn without Fear project*, Malawi: Plan Malawi: <http://www.norad.no/en/tools-and-publications/publications/publication?key=384803>

²⁹ Special Rapporteur on the sale of children, child prostitution and child pornography and the Special Representative of the Secretary-general on Violence against Children Joint Report A/HRC/16/56, p. 3.

context specific. Referral structures should be in place so that law enforcement agencies, child protection, health and other relevant services are informed of cases. For example, in England, the *Young People's Programme* (funded by the Department of Education) brings together local agencies to develop consistent care pathways between local services and to guide young people's cases safely through the process of Multi-Agency Risk Assessment Conferences (MAREC) – regular local meetings of service-agencies to share information about VAWG victims at high risk of murder or serious harm and develop a risk-focused, coordinated safety plan to support the victim.³⁰

Establish oversight committees and effective disciplinary procedures for teachers and school staff who perpetrate violence or abuse. It is important that girls and boys feel comfortable reporting cases of abuse, harassment or violence by teachers and school staff, the education system is seen to be responsive and accountable, and that acts of VAWG are disciplined. For example, as part of the USAID C-Change School-related GBV Prevention Project in DRC (2010-2012),³¹ 31 oversight committees were set up in schools (one in each target school) to review cases of reported school-related gender-based violence and ensure the school codes of conduct were enforced. The committees could also refer cases to the local child protection police, a health clinic or a counsellor specialising in violence against girls. At the national level, Ministries of Education also need to ensure the effective enforcement of regulations about teacher misconduct.³²

Strengthen links between schools and communities to raise awareness of preventing VAWG as well as to design appropriate prevention, reporting and referral mechanisms. Pupils' and parents' participation can be an effective way of ensuring that reporting, training and referral mechanisms are safe, child-friendly, developmentally appropriate, culturally relevant, gender-aware, confidential and accessible. Safe spaces for girls are also important for developing the social and safety assets of girls. Increasing the participation of women in the school environment through PTAs, school-based management committees, or mothers'/female caregiver groups can also serve as an effective mechanism for prevention of violence and building the capacity to promote safe and healing learning environments for girls. The participation of civil society is important for reporting, but also for design, implementation, and monitoring of child-friendly, gender-aware, safe and healing schools/programs (see next section on women and girls' participation).

In certain contexts, it may also be important to improve collaboration between religious, customary and civil systems for welfare and justice.³³ Recent research from West Africa suggests that girls are most likely to report VAWG in schools to their mothers or other female relatives, but this is rarely reported to the school or other authorities. If outside intervention is sought, it is most likely to be through informal traditional or community systems. Only a tiny minority of cases are reported to School Management Committees, District Education Officers, or the police, or lead to counselling and access to care or health advice.³⁴ See Box 7 for an example of linking community structures to other services to provide a safe space to report cases of girls' abuse.

³⁰ CAADA (2013) *Young Peoples Programme*, Bristol: CAADA.

http://www.caada.org.uk/documents/CAADA_YPP_%20Programme%20leaflet_2014_FINAL.PDF

³¹ See: <https://www.c-changeprogram.org/>

³² Leach et al. (2003) *An Investigative Study into the Abuse of Girls in African Schools*, DFID Educational Paper, London: DFID.

³³ Parkes, J. and Heslop, J. (2011) *Stop Violence against Girls in Schools: A cross-country analysis of baseline research from Ghana, Kenya and Mozambique*, Institute of Education, University of London, for ActionAid International. http://www.ungei.org/resources/files/svags_-_a_cross_country_analysis_of_baseline_research_from_ghana_kenya_and_mozambique.pdf

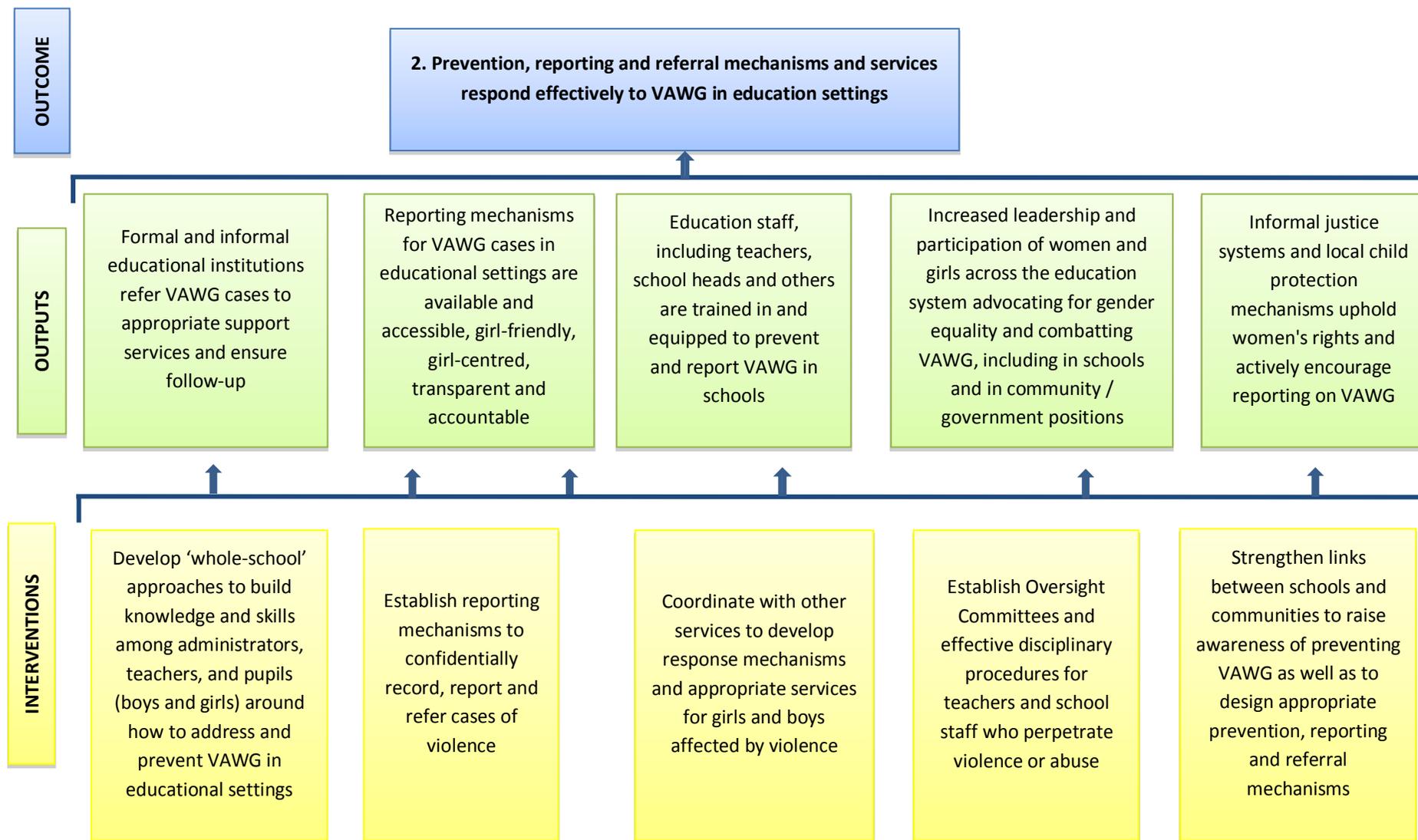
³⁴ Ibid.

Box 7. Community networking to stop violence against girls in schools, Ghana³⁵

In this networking initiative, ActionAid and Songtaba (community-based partner) aim to strengthen community structures to support and complement law enforcement and child protection. The initiative is based in the Nanumba District of Ghana, far from the capital and where child protection services do not have the financial or human resources to visit communities to follow up reported cases of abuse and VAWG. Training and capacity-building support was provided to Community Advocacy Teams (CATs) and school authorities. The Nanumba District Child Protection Network brings all agencies together (including police, social welfare, justice and education authorities) with communities acting as 'referral points'. Although the initiative is still relatively new, there are indications that the CATs offer a safe space and girls have increased confidence to speak up, resulting in an increased number of reported cases of abuse.

³⁵ Antonowicz, L. (2010) *Addressing violence in schools: Selected initiatives from West and Central Africa*, Save the Children / ActionAid / PLAN / UNICEF http://www.unicef.org/wcaro/VAC_Report_english.pdf

Developing a Theory of Change



4.0 Community mobilisation with active participation of girls and women

KEY OUTCOME AREA 3: The whole community mobilises with the active participation of women and girls to negatively sanction VAWG and respond to VAWG in schools

Girls have the right to express their views and be listened to, according to Article 12 of the Convention on the Rights of the Child: ‘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’. The mobilisation of communities, with the active participation of women and girls in the design, structures, policy and practice of interventions aimed at preventing, responding to and monitoring violence in education settings will help ensure these are relevant, responsive and accessible.

What are the challenges to be addressed?

A number of broader challenges that affect all the outcomes were mentioned in Part A, but is worth noting here that social norms and gender inequality will pose particular challenges for mobilising people and changing attitudes and behaviours.

Below are listed a few further outcome-specific challenges:

- *Lack of will and weak capacity of many men in positions of authority to work sensitively and openly with women and girls, due to the low value placed on girls and an acceptance of physical violence as appropriate in certain circumstances.* e.g. Several initiatives by Plan, ActionAid, Save the Children and UNICEF aimed at addressing violence in West African schools encountered resistance from adults and authorities to accept girls’ views and include their perspectives.³⁶
- *Workloads and time pressures of women and girls.* The considerable burden of domestic and childcare activities faced by women and girls leaves little time to participate in education interventions. Girls also have their academic responsibilities and homework, which must not suffer. Care should be taken to ensure that women and girls’ existing workloads and commitments are taken into account and their time is freed up to enable participation, rather than simply adding to their burden.
- *Limited access, experience and comfort of women and girls to participate.* Girls who have been victims of abuse or violence may be even less likely to participate, as violence often undermines girls’ confidence and can cause them to isolate themselves from other children.³⁷
- *Marginalised girls from extremely poor backgrounds, excluded or minority groups, or with disabilities may be less likely to participate* due to their social isolation, but research suggests that it is these groups which are also more likely to be the targets of violence or abuse. Good targeting and outreach can help overcome the social isolation of vulnerable or marginalised girls.
- *Absence of girl-specific spaces and opportunities* that allow girls to engage and interact (safely) separate from boys.
- *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 (see Part A – Section 3).

³⁶ Antonowicz, L. (2010) *Addressing violence in schools: Selected initiatives from West and Central Africa*, Save the Children/ActionAid/PLAN/UNICEF http://www.unicef.org/wcaro/VAC_Report_english.pdf

³⁷ UNICEF (2011) *Ibid*; 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

Developing an engagement strategy: Key questions

DFID's engagement strategy should be informed by detailed analysis of the barriers to participation for women and girls in specific contexts and how these could be overcome. In addition to the general analysis recommended in part A of this guidance, additional questions to ask about the participation of women, girls and their communities include:

Box 8. Key questions for engagement strategy

- What opportunities exist for girls to meet, safely and without boys, to discuss issues of violence and safety at school?
- What opportunities are available for girls to take up leadership roles in schools? How many girls participate in and take up leadership roles?
- What training and mentoring exist for girls?
- What female role models and mentors exist for girls?
- Do teachers and school officials actively encourage and support girls to engage in the classroom and in school-wide events?
- Are teachers trained in gender-responsive pedagogies and do they practice these?
- Are women in the community active in decision making in the school and community?

Community attitudes, norms and behaviour

- What do different community members, local leaders and education actors perceive as the most significant security and safety issues faced by girls in education settings?
- What are the levels of support for girls' education among different community members (e.g. elected leaders, religious leaders, men & boys)?
- What are the perceptions and beliefs of different community members about various forms of VAWG? What levels of tolerance are expressed (attitudes) and demonstrated (practices)?
- What views do community members express about what should happen when girls speak out about violence and abuse in schools? What are the most common practices when this occurs?
- Are there existing initiatives or organisations working to reduce VAWG, particularly relating to education? How effective are they? What scope is there to build on these or scale them up?

Options for intervention

Participation of girls and women in confidential and girl-centred school management structures and other VAWG oversight mechanisms. For example, in Ethiopia, *Girls' Advisory Committees (GAC)* help to prevent early and forced marriage of school-girls and other forms of violence and abuse against schoolgirls. GAC members include boys and girls, sometimes a community member, and a female teacher as advisor. The committees report on upcoming early marriages, abductions, teasing, harassment, and extended absence of girls from school. They occasionally intervene, as in the case of impending early marriages, when the GAC works with the school to dissuade the parents. A report on GAC's activity concluded "the necessity of an integrated approach whereby schoolgirls' efforts are backed up by authority figures such as schoolteachers and the law".³⁸

However, girls' participation in reporting mechanisms can be undermined by poor follow-up or feedback. For example, Plan Uganda used suggestion boxes for students to express their views and report inappropriate or abusive teacher behaviour. Although the boxes were opened by a committee composed of representatives of students, parents, teachers and the community, there were cases of poor feedback or follow-up on students' complaints which caused the students to lose

³⁸ Page 19 of Save the Children Denmark / Government of Ethiopia Ministry of Education/Ministry of Women's Affairs (2008) *A Study on Violence against Girls in Primary Schools and Its Impacts on Girls' Education in Ethiopia* http://www.ungei.org/resources/files/Study_on_Violence_Against_Schoolgirls_final.pdf. See also: Pathfinder International (2006) *Ethiopia: Creating Partnerships to Prevent Early Marriage in the Amhara region*. Ethiopia. Pathfinder International.

interest. In one school, teachers reportedly boasted they would not change anything as a result of the students' complaints.³⁹

Women's participation and positive contributions in school and community-based interventions often inspires young girls. For example, research conducted as part of the ESSPIN programme (see Box 9) in Nigeria found that women who participated in the school-based management committees were frequently identified by girls as 'role models'. Girls reportedly receive encouragement and informal counselling on the importance of education and moral values from these women. Another important lesson from the ESSPIN programme was the role of religious, traditional and administrative male community leaders to shift norms on gender and VAWG.

Box 9. Women's participation in School-Based Management Committees, Nigeria⁴⁰

DFID's Education Sector Support Programme in Nigeria (ESSPIN) is a six-year programme (2008-2014) that aims to improve the quality of basic education in Nigeria. In 2012, the ESSPIN programme conducted research into women's participation in SBMCs in four States (Enugu, Kano, Kwara and Jigawa). The research used a '**positive deviant approach**'. Key findings from the research included:

- Of the positive deviant women identified by community members, 3 out of 4 (77.5%) are SBMC members;
- **Women's participation varied** by state from being recipients of information to having direct involvement in activities and working collaboratively with other partners to address education issues in their communities;
- Communities recognised positive deviant women as **champions of girl's education and advocates for safer school environments**, e.g. conducting education awareness campaigns, fundraising, house-to-house visits, school visits and ensuring that teachers are in class teaching children.
- Findings show that in a society where women's participation is low, the establishment of SBMC women's committee groups has given **women an opportunity to have greater self-efficacy and relevance**.
- Because of ingrained traditional beliefs, not everyone believes in girl's education and women's participation. **PDW faced many challenges, including frequent insults, ridicules and jeering** while conducting SBMC related activities in the community. This only diminished when tangible support to families was seen by communities and attributed to the activities of SBMC women's committee such as the provision of girl's uniforms, building of water wells and the renovation and/or construction of classrooms.
- Positive deviant women were also able to **overcome these challenges with the help of family members, support from like-minded religious leaders** (from Kano and Kwara), **traditional and administrative male leaders**. Religious leaders and duty-bearers actively supported women's involvement in education and girl's education, initiating a paradigm shift in selected communities. In one state, having an administrative leader accompany women during house visits has given legitimacy and importance on the women's work in the eyes of the community members.

Girl-specific groups, avenues and mechanisms to develop girls' skills and knowledge, get input, and support them to actively contribute to their community. For example, the establishment of girls' and boys' clubs was a fundamental part of ActionAid's *Stop Violence Against Girls in Schools (SVAGS) project* in Ghana, Mozambique and Kenya. An evaluation of SVAGS found that the clubs had helped raise awareness of violence against girls, create reporting mechanisms and train members about how to report cases of violence, and in a few cases, had led to prosecutions of perpetrators of sexual violence.⁴¹ In each country, club-members were able to take concrete action to raise awareness of girls' rights to education and protection from violence and to support out-of-school peers to return to their studies.⁴² The boys clubs had also helped boys to understand about rights and advocate for the end of violence against girls. Having clubs for boys as well as girls meant that boys did not

³⁹ Cited in Leach et al. (2013)

⁴⁰ Example shared by VAWG Expert member, Emily Coinco. Source: 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; ESSPIN (2013) *Inclusive Education Approach Paper*, Report No. ESSPIN 064, Abuja: ESSPIN.

⁴¹ Cited in Leach et al. (2013)

⁴² ActionAid (2013) *Stop Violence against Girls in Schools: Success Stories*, London: ActionAid

attempt to disrupt the girls' sessions – something that happened with a Plan Uganda project where boys complained that girls were receiving more attention.⁴³

Engaging girls separately from boys in their own space encourages girls to speak freely, develop skills, and try out their leadership potential. These interventions should be culturally relevant, gender-aware, developmentally appropriate, and context-specific. For example, in Swaziland, the Population Council and the Swaziland Action Group Against Abuse (SWAGAA) implemented school-based *girls empowerment clubs (GEC-Plus)* based on the Council's safe spaces approach of building girls' social assets, their leadership skills and networks. GEC-Plus also focused on educating and empowering girls with sexual and gender based violence information, and emphasizing the need to report cases in their schools and communities. A study of GEC-Plus in three secondary schools (using a pre- and post-intervention design) found significant positive changes in girls' attitudes regarding sexual and gender-based violence, improvements in awareness about verbal sexual harassment, and significant improvements in the proportion of girls that indicated that they would report incidents of sexual harassment by a student to teachers, school principal or the police. However, there was no significant change in the proportion of girls that would report similar incidents by a teacher, or would decline sexual advances from a teacher, suggesting that the interventions could be strengthened by incorporating components aimed at enhancing girls' self-belief.⁴⁴

Community discussions and engagement that address power, inequality, and the discrimination of girls. Several programmes aim to raise awareness of the problems of school-related violence against girls and make positive changes in attitudes and behaviours around gender norms through community engagement. For example, a key factor explaining the success of *ActionAid's Transforming Education for Girls in Nigeria (TEGIN)* was dialogue with all community members, including girls, boys, parents, religious and traditional leaders, school teachers and representatives of judiciary, police, education and health authorities to ensure that violence against girls was seen as a social issue rather than a girls' only problem.⁴⁵

School events to raise awareness of VAWG are particularly empowering when girls and women *actively* participate. For example, FAWE's innovate *Tuseme* (Let us Speak Out) empowerment programme which began in Tanzania and is now operating in 15 African countries⁴⁶ uses theatre-for-development techniques to empower girls to speak up and overcome gender-based constraints, especially those imposed by cultural norms and traditions. Since 1996, over 80,000 girls have benefited from FAWE's *Tuseme* model through: improvements in self-esteem, confidence, leadership and life skills; positive changes in teachers' attitudes towards girls; and significant reduction in sexual harassment.⁴⁷

Plan's *Learn without Fear* campaign also encouraged children to participate in awareness-raising activities, such as: *Kids Waves* radio programmes on violence in schools created by children (Cameroon, Guinea); children using 'Theatre for Development' to raise awareness and express their views on physical and emotional punishments (Vietnam); and school debates/Open Days (Malawi). UNICEF Sudan's *Theatre for Life* encourages school-aged children to raise community awareness on protection issues such as FGM and early marriage through drama or theatre plays.

IRC's *Vision not Victim* Project in eastern Congo uses photography to reduce girls' exposure to harm and to expand girls' roles in shaping their own lives and communities (see Box 10).

⁴³ Cited in Leach et al. (2013)

⁴⁴ Swaziland Action Group Against Abuse (SWAGAA) (2013) *Effectiveness of a comprehensive sexual and gender-based violence prevention project for in-school girls in Swaziland*. Manzini, Swaziland: SWAGAA. http://www.popcouncil.org/uploads/pdfs/2013RH_SGBVprev_Swaziland.pdf

⁴⁵ Antonowicz, L. (2010) *Addressing violence in schools: Selected initiatives from West and Central Africa*, Save the Children/ActionAid/PLAN/UNICEF http://www.unicef.org/wcaro/VAC_Report_english.pdf

⁴⁶ Burkina Faso, Chad, Ethiopia, The Gambia, Guinea, Kenya, Malawi, Mali, Mozambique, Namibia, Rwanda, Senegal, Tanzania, Zambia and Zimbabwe

⁴⁷ FAWE website 'Tuseme Youth Empowerment': <http://www.fawe.org/activities/interventions/tuseme/index.php>

Box 10. IRC's *Vision not Victim* Project, eastern Congo⁴⁸

Vision not Victim is a creative initiative that encourages adolescent girls to reflect on their personal goals and aspirations as well as create a vision and a strategic plan for achieving her future ambitions. She then designs and directs a photo shoot, posing as her future self, having achieved her goal. These images are used as tools to question the norms, values, and place of adolescent girls in humanitarian contexts. Since this program cannot be successful by working with girls alone, a key component is sharing the photographs with members of the local community, spurring discussions about how parents and leaders can support the realization of these visions, inspire other girls, and create community solutions to combat VAWG and gender inequality. Building on existing IRC adolescent girl programming, the *Vision not Victim* Project combines advocacy and programming, and includes complimentary activities on the individual, community, and international level. The project has not yet been evaluated, but IRC have received qualitative feedback from girls and the community that it was a useful and innovative intervention.

Tap into existing women's groups and networks (e.g. Parent Teacher Associations and mothers groups) to share information and coordinate interventions as well as messaging around VAWG and to serve as mentors for girls. Many countries already have groups established for mothers and other women to participate in school life, and several programmes have tapped into these groups to help address VAWG in schools. Programmes also highlight the importance of female teachers and mentors for girls. Interventions need to respect and build on women and girls' knowledge and capacity. Where there are capacity gaps, it is important to provide sufficient, continuous training and feedback for women to empower them in roles and responsibilities expected of them. It is also important for interventions to give back to mothers with skills training or other access to literacy courses, so that the relationship is not one-sided and extractive.

For example, DFID Malawi's *Keeping Girls in School* programme aims to train Mothers Groups and female teachers to provide counselling and support to girls. In these groups, women also receive literacy training and life and vocational trainings. Similarly, mothers have received training in literacy and life skills through the *Girls' Education Project* in Northern Nigeria (supported by DFID, UNICEF and the Federal Government of Nigeria). Evidence suggests that women mentors can be effective in increasing girl's self-esteem and providing the necessary level of social support, security, and confidence to build girls' life skills and resilience in order to help protect themselves against violence and move forward in their education (see Box 11 for example from Liberia).

Box 11. Sisters of Success mentoring and life skills, Liberia⁴⁹

The SOS (Sisters of Success) program funded by Nike and evaluated by the World Bank Gender Innovation Lab and in partnership with the Ministry of Liberia and coordination with the MoGD (Ministry of Gender Development) and the AGU/AGWG (Adolescent Girls Unit) along with community organizational partners have established the first adolescent girls (12-15) mentoring life skills program for urban girls in Monrovia, Liberia. SOS is a mentor-focused life skills program with a strong focus on building the knowledge and skills in SEL (social and emotional learning) for adolescent girls with the goal of building their resilience, social capital and life skills. The mentor modelled approach was informed by research that suggests that having adult mentors aged 21-35 years serve as an effective role-model who not only understand the girls' lived experience but can provide guidance to the girls. The SOS program is an informal out-of-school experiential educational program that uses a "girls group" model with 2 mentors assigned to 20 mentees. The mentors and mentees meet twice a month for 2 hours and engage in experiential girl-centred learning and sharing session. The mentors serve as role model "trust-adults" and meet the girls in designated and approved "safe spaces" where the girls can learn, grow and recover from challenges and trauma they might have experienced. The mentors also engage in professional development and coaching sessions by partner staff so as to build their social capital, leadership skills and knowledge. This approach to empowering women mentors and their mentees by building their leadership, financial literacy, conflict resolution and communication skills serve as the core guiding principles.

⁴⁸ Example provided by Leora Ward at IRC. More information on Vision Not Victim Project can be found at: <http://www.rescue.org/vision>

⁴⁹ IRC's Y & L (2013) "*Sisters of Success*" *Liberia: Preparing Girls For A Safe and Productive Transition to Adulthood*, New York: International Rescue Committee

Engage men and boys to change attitudes and behaviours around violence. There is a growing body of evidence that well-designed school-based interventions with boys and young men can shift violence-related attitudes and behaviours,⁵⁰ for example, the Brazilian organisation Promundo has been implementing Programs H and M in schools since 2007. The programmes aim to engage men and boys to promote gender equality and end violence against women. Promundo is currently scaling-up its school-based activities in collaboration with the State Education Secretariats and schools in the states of Bahia and Rio de Janeiro.⁵¹ Another example is through the DFID-funded PPA with Plan UK, *Building Skills for Life (BS4L)* which operates in nine countries. In Rwanda, Plan is helping train boys on positive masculinity and working to fight sexual and gender-based violence through the Rwanda Men Resource Centre (RWAMREC) using the MenEngage approach.⁵² The boys have in turn formed clubs to educate their communities through debates, songs, and poems about VAWG.⁵³

It is critical that these kinds of interventions also involve and are informed by women and girls so that men and boys are not taking more space/power and co-opting the agenda. For example, IRC's Engaging Men in Accountable Practice is one approach to engaging men and boys which keeps the focus on women and girls and has been proven to change attitudes and behaviours around violence.⁵⁴

Work with religious, traditional and political leaders, as well as the wider community and families, to address VAWG in and around schools and create a safer environment for girls. Interventions are most effective when they are systemic and culturally responsive and when they have wider community engagement, dialogue, transparency and accountability. It is critical that VAWG does not become a women's issue but rather an issue that impacts the whole community (men, women, boys and girls). As such, discussions about VAWG must be located in women's rights as well as in child rights and protection, education, and community and school-wide awareness and consultation is needed.

In contexts where girls' education is politicised and there is a risk of backlash and possible violence if education activities are seen to be promoting gender equality (particularly girls' only interventions), it is important to work with communities to design protective measures to ensure girls' safety⁵⁵ (see Box 12). The 2014 *Education Under Attack* report offers two suggestions for donors working in high-risk areas on how to support effective community-led work in these contexts: first, increase the flexibility of funding streams so programmes can be better tailored to the context of the community and to the types of attacks on education they may face; and second, avoid restriction that will inhibit grant recipients from talking to or negotiating with actors, such as armed groups or military forces, who may attack schools or girls.⁵⁶

⁵⁰ See systematic review of 65 studies on engaging boys and men in the prevention of sexual violence (90% of which were school-based) - Ricardo, C., Eads, M. and Barker, G. (2011) *Engaging Boys and Men in the Prevention of Sexual Violence*, Pretoria: Sexual Violence Research Initiative and Promundo. <http://www.svri.org/menandboys.pdf>

⁵¹ Ricardo, C., Nascimento, M., Fonseca, V. and Segundo, M. (2010) *Promundo Program H and Program M: Engaging young men and empowering young women to promote gender equality and health*, Brazil: Promundo/PAHO. http://www.promundo.org.br/en/wp-content/uploads/2010/06/OPASINGLES_WEB.pdf

⁵² Fancy, K., Littlewood, M., Lo Forte, C., and Davidson, E. (2013) *Building Skills for Life: Global Mid-Term Evaluation Report*, London: Social Development Direct.

⁵³ Plan International (2013) *Africa's new agents of change: Men and boys are making strides at eliminating harmful practices*: <http://plan-international.org/where-we-work/africa/rwanda/about-plan/news/africas-new-agents-of-change-men-and-boys-are-making-strides-at-eliminating-harmful-practices/>

⁵⁴ More about the intervention and research that has been done around its effectiveness can be found at: <http://www.gbvresponders.org/>

⁵⁵ Thompson, H. (2014) 'The role of communities in protecting education', in Global Coalition to Protect Children Under Attack (GCPEA) (eds) *Education Under Attack*, New York: GCPEA, pp.82-92.

http://www.protectingeducation.org/sites/default/files/attachments/eua_2014_thematic_essays.pdf

⁵⁶ GCPEA (2014) *Education Under Attack*, New York: GCPEA.

Box 12. Managing backlash against girls' education: protective measures from Afghanistan⁵⁷

Research by CARE International (2009) in eight provinces of Afghanistan found that girls' schools account for 40% of all attacks, followed by mixed schools (32%) and lastly boys' schools (28%). Given that there are fewer girls' schools than boys' schools, the report concluded that there is clear evidence that girls' education is targeted more than boys. NGO-supported schools seem to be less targeted than government- and donor-supported schools. The main perpetrators of attacks against girls' education are armed insurgency groups or internal community members, with different types of **risk-mitigating measures** required, including:

Community buy-in: Engaging communities is a particularly important protective measure if perpetrators of attacks on girls' schools come from within the community or have support there. Most communities believed that responsibility for protection mechanisms and raising awareness of girls' education must remain local.

Negotiation: Community members felt less able to negotiate with armed insurgency groups, although many people said that lines of communication could be opened and some negotiation could take place.

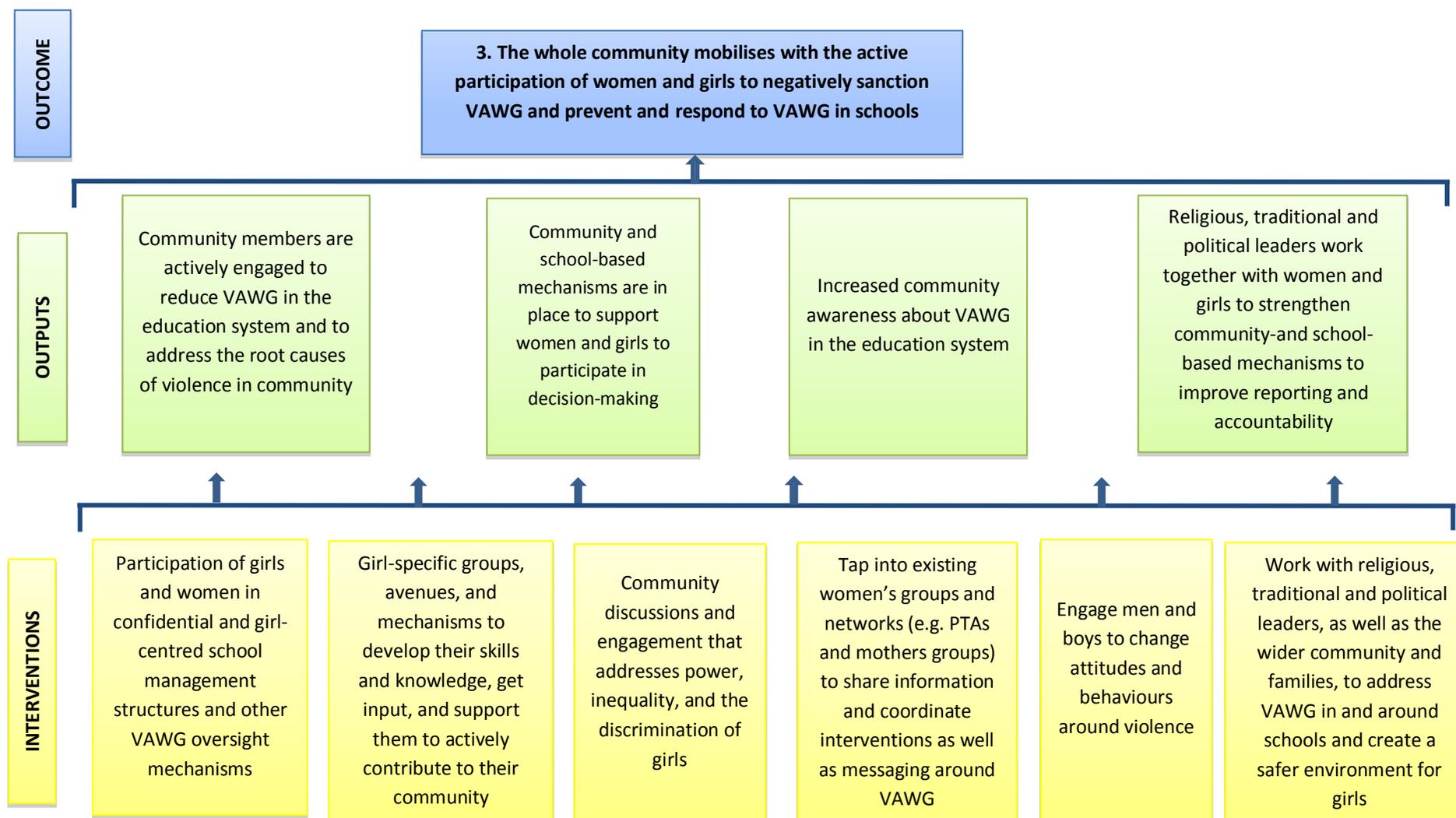
Increasing physical security (e.g. hiring guards and increasing school patrols) may be more appropriate when community members or school authorities are less likely to know or be able to negotiate with outside perpetrators.

School location: Where possible, select discrete school location for girls' schools.

Risks can be mitigated, reduced and managed if the key entry points and approaches are contextually and culturally appropriate. Traditional and faith based leaders are highly influential members of communities who may play important roles in preventing and responding to VAWG, yet it is vital to invest and ensure that their values and beliefs are in line with basic human (women's and children's) rights to ensure real justice is received. For example, in Pakistan, the Karachi-based NGO, Aahung, has worked with religious leaders and institutions to sensitise them on the importance of quality life skills based education (LSBE), as well as to seek their input in developing the content of the curriculum and build capacity of public and private school teachers in Karachi to integrate LSBE into the school curriculum. Aahung's LSBE curriculum covers a range of issues including gender discrimination, HIV/AIDS, child marriage and protection from violence. Aahung has successfully integrated the LSBE curriculum in public and private schools in Sindh province, and continues to expand its reach.

⁵⁷ Glad, M. (2009) *Knowledge on Fire: Attacks on Education in Afghanistan – Risks and Measures for Successful Mitigation*, Afghanistan: CARE International. http://www.care.org/sites/default/files/documents/Knowledge_on_Fire_Report.pdf

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5.0 Safe and gender-aware learning environments, curricula and teaching practices

KEY OUTCOME AREA 4: Safe learning environments are established with curricula and teaching practices that reduce VAWG and promote gender-equitable norms

Schools often reflect the rules or expectations of behaviour within the cultural or social group and what is modelled by adults (teachers, parents and community members). The school, alongside the home, is a place where behaviours and attitudes about these values and norms are exhibited around gender roles, masculine and feminine identities, authority and the acceptability of violence.⁵⁸ Schools can be an appropriate educational setting that can empower adults and students to model healthy relationships and violence prevention skills and shift norms around violence against girls.

What are the challenges to be addressed?

- *Lack of sustained teacher training programmes (both pre-service and in-service) that work to shift teachers' attitudes and practices and equip them to prevent and respond effectively to VAWG.* The UNICEF World Report looking at violence against children in schools and educational settings observed that while most countries reported that the Government, NGOs, or partnerships between the two were supporting teacher training programmes that addressed violence, this training was often not continuous, systematic and sustainable. Only a few countries said they had teacher training programmes which included methods for educating students in violence prevention and protection, methods for integrating human rights and non-violence into the school curriculum, redress, and penalties.⁵⁹
- *Lack of safe, secure and welcoming physical spaces within educational settings.* Several studies have highlighted that violence against girls occurs beyond the boundaries of the classroom or the school yard, sometimes exacerbated by a lack of private facilities for hygiene and sanitation. For example, a survey of girls in junior secondary schools in Zimbabwe found that just under half (47 percent) had experienced older male pupils forcing themselves aggressively on the younger girls' attention, accosting them in the corridors and grounds, entering their classrooms uninvited and waiting for them in gangs after school or at school events (e.g. sports days). Girls are also particularly vulnerable to violence on their journeys to and from school.⁶⁰ The same Zimbabwe study found that 50 per cent of girls had experienced unsolicited sexual contact on the way to school by strangers, and 92 per cent of girls reported being propositioned by older men.⁶¹
- *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 e.g. skills in interpersonal communication, coping mechanisms, conflict management, friendship, trust building, anger-management, peer-pressure, safety plans, financial literacy, critical and creative thinking and decision-making that can help girls prevent and respond to violence, and boys to have the life skills necessary for healthy relationships.*
- *Teaching and learning strategies and disciplinary methods that reinforce violence,* particularly methods based on fear, threat, humiliation or physical force, can have long-lasting impacts both for the pupils receiving the punishment and those witnessing it. For example, a joint report by UNICEF and Plan International in Timor-Leste found that 67% of children reported teachers

⁵⁸ Kerr-Wilson, A. (2013) *Prevention and Response to violence in the GEC Portfolio*, Presentation at DFID Fund Manager Technical Team Meeting, 9th October 2013.

⁵⁹ Pinheiro (2006)

⁶⁰ ActionAid (2004) *Stop Violence against Girls in Schools*, London: ActionAid; Amnesty International (2008) *Safe Schools: every girl's right*, London: Amnesty International. <http://www.amnesty.org/en/library/info/ACT77/001/2008>

⁶¹ Leach, F., Machakanja, P. and Mandoga, J. (2000) *Preliminary Investigation of the Abuse of Girls in Zimbabwean Junior Secondary Schools*, DFID Education Research Paper no. 39, London: DFID.

beating them with a stick and 39% reported teachers slapping them in the face.⁶² There can also be a difference between how boys and girls are physically punished, which plays into stereotypes about gender roles, masculinity and femininity.⁶³ Even when corporal punishment is against the law and regulated against by the Ministry of Education, the practice often continues in classrooms. For example, a recent study in Vietnam found that one in four (27%) students reported being beaten by their teacher's hand and another one in four (26%) of students reported being beaten by their teacher with an object in the last semester.⁶⁴

Developing an engagement strategy: Key questions

DFID's engagement strategy should be informed by detailed analysis of the knowledge, attitudes and practices of women and girls in the targeted local context as well as the social norms and practices of the wider community. In addition to the general analysis recommended in part A of this guidance, additional questions to ask about women, girls and their communities include:

Box 13. Key questions for engagement strategy

Girls' needs, knowledge, attitudes and behaviour

- Where and when do girls feel safe / unsafe in the school environment and on the way to school?
- What levels of awareness do girls have of their rights and of what violence against girls is? Is this knowledge age-appropriate?
- What are girls' and boys' attitudes and behaviour about various forms of VAWG?
- What barriers to girls face in attending and staying in school?
- Who do girls' feel comfortable to communicate VAG incidences or attempts for VAG to?

Existing initiatives and practices

- What kinds of educational programs exist that are gender-responsive, developmentally appropriate, and build the skills and knowledge of girls?
- What current pedagogical approaches and curriculum are used?
- What services are available and who do girls turn to for support?

Options for intervention

Increase girls' safety on the way to and from school. Examples of innovative ways of increasing girls' safety on the way to school include: 'walking buses' in Iraq⁶⁵; 'blossom buses' to transport Muslim minority girls in India; and ox-cart drivers in Cambodia being encouraged through take-home rations to transport girls to and from schools.⁶⁶ In very unstable areas, sometimes there can be army or other escorts for girls to go to school. Some good practices around creating safe, secure and welcoming environments include asking girls where to set-up school, what they need to safely get to/from school, and what support is required to ensure girls' attendance and retention.

Create safe, secure and welcoming environments in schools. At the 57th Session on the Commission of 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, playgrounds and safe environments.

In fragile contexts where education settings (and particularly girls' schools) are targets of intentional attacks, it is particularly important to create a safe and secure environment to protect girls and boys.

⁶² PLAN/UNICEF (2006) *Speak Nicely to Me – A Study on Practices and Attitudes about Discipline of Children in Timor-Leste*.

⁶³ UNICEF (2011) *Ibid*, p. 9; Pinheiro, P.S. (2006) *Ibid*, p 118.

⁶⁴ Martin, P., Le, Q.D., Swanton, B., Achyut, P. and Fulu, E. (2013) "*The Love Journey*" *A school-based approach for primary prevention of gender violence and promotion of gender equity in Danang, Vietnam*, Report 1: Baseline Study.

⁶⁵ Children walk in a line together on an approved route to school. Children are supervised and escorted by at least two trained adults acting as 'driver' and 'conductor'. See: UNICEF (2010) *Girls Education in Iraq*. New York: UNICEF.

⁶⁶ Mahendra, S. (2012) *Safe Transport for Girls*, HDRC Helpdesk Report. <http://www.heart-resources.org/wp-content/uploads/2012/04/Safe-transport-for-girls-July-2011.pdf>

Following the April 2014 kidnapping of over 270 girls, the Nigerian government and business community launched a *Safe Schools Initiative* to provide reinforced school infrastructure, student and teacher housing, armed guards, a security plan with safety officers and counsellors, and contribute to a rapid response system for rebuilding schools that have been attacked. As mentioned under Outcome 3, it is also important to work with the wider community, as well as religious, traditional and political leaders, to help create a safer school environment.

Ensure that school heads and teachers are trained and supported in the use of positive discipline practices and classroom management measures. There is a small, but growing, evidence base that the use of physical and humiliating punishments, including corporal punishment, is directly linked to other forms of gender-based violence, especially domestic violence. The studies suggest that childhood experience of corporal punishment (both at home and at school) is often the beginning of a life of violent victimisation by authority figures and family members, and acceptance of violence can encourage acceptance of other forms of violence.⁶⁷ There is also evidence that physical and humiliating punishments are sometimes administered with greater frequency and severity to marginalised groups.⁶⁸ The World Report on Violence against Children also notes that school heads and teachers apply punishments in different ways according to the sex of the child, thereby conveying messages about what is expected of boys and girls. For example, a girl might be punished for rowdy or ‘unladylike’ behaviour that might be forgiven in a boy.⁶⁹ Examples of projects aimed at promoting positive discipline in schools is Plan Timor-Leste’s pilot project ‘*Speak Nicely to Me*’ where schools in two districts of Timor Leste created their own ‘peace codes’ and teachers participated in a training course on positive discipline,⁷⁰ and as part of Plan UK’s *Building Skills for Life* (see Box 14).

Box 14: DFID’s PPA with Plan UK: Building Skills for Life (BS4L) – multi-country programme⁷¹

DFID is currently funding Plan UK’s flagship programme ‘*Building Skills for Life*’ (BS4L) through the Programme Partnership Arrangement (PPA). Since April 2011, the PPA has funded specific BS4L projects focusing on adolescent girls’ education in nine countries: Pakistan, Cambodia, El Salvador, Mali, Malawi, Zimbabwe, Rwanda, Sierra Leone, and Kenya. BS4L seeks to empower adolescent girls, particularly through education, and includes work on attitudes and violence in schools. The BS4L programme has established an M&E system for the nine country projects funded by the PPA, including quantitative and qualitative data collection at the baseline (mid-2011), midterm (end-2012), and at Year 3 (mid-2014). Early findings from the Year 3 Evaluation suggest that since the programme began:

- **A higher proportion of girls felt safe in school**, with 85% interviewed at the baseline agreeing that they felt safe, compared with 97% of those interviewed at the Y3E - a statistically significant difference.
- Majority of children, parents and teachers reported a **decrease in abuse** (serious physical, sexual, and verbal abuse), **fighting and bullying in school**, though there were still problems in some countries.
- Significant **decreases in the occurrence of corporal punishment** (measured using blind voting in focus group discussions), although it is **still widely accepted** by a slight majority as a suitable form of punishment. Based on focus group discussions with children and teachers, the Y3E team attribute these decreases to a growing awareness by teachers that it is wrong/unsuitable punishment, but also in some cases a fear of getting in trouble for doing it. The most significant improvements in attitudes against corporal punishment have occurred in countries with regulation/enforcement interventions as well as intensive training on alternative forms of discipline. In some of the other countries, workshops to raise awareness of ‘rights’ have had a limited impact on attitudes towards corporal punishment.
- **Broadly positive trend in adults’ and children’s attitudes towards VAWG**, with an increasing proportion disagreeing that: (a) It is okay for a boy to hit a girl if she insults him; and (b) If a wife makes a mistake than the husband is justified in beating the wife.

⁶⁷ Global Initiative to End All Corporal Punishment of Children (2012) *Ending Legalised Violence against Children: Global Report* <http://www.endcorporalpunishment.org/pages/pdfs/reports/GlobalReport2012.pdf>

⁶⁸ Pinheiro (2006) *Ibid.*

⁶⁹ Pinheiro (2006) *Ibid.*

⁷⁰ Plan (2008) *Global Campaign to End Violence in Schools*, Woking: Plan Limited. <https://plan-international.org/learnwithoutfear/files/learn-without-fear-global-campaign-report-english>

⁷¹ Heaner, G. and Littlewood, M. (2014, forthcoming) *PPA Building Skills 4 Life: Year 3 Evaluation*, Draft Report prepared for Plan UK, 5 May 2014.

- **Improvement in students' safety to and from school** in countries with strong Child Protection Committees. Particularly effective activities include sensitising community members, providing community-level security and monitoring, punishing perpetrators of violence, and boarding girls nearby the school or building new schools in the community.

Life skills education to transform negative attitudes, beliefs, and practices as well as promote the social, emotional, physical and cognitive well-being and resilience of girls and boys. For example, the Population Council has several useful toolkits and guidance around social, economic, human, and material asset building, including the 'One Curriculum' for young people aged 15 and older, whether in or out of school - a unified approach to sexuality, gender, HIV, and human rights violence education that includes modules on interpersonal relationships, communication and violence.⁷² See also Box 15 for example of an adapted life skills curriculum used by IRC and Population Council in Dadaab refugee camp, Kenya.

Box 15. IRC's Adolescent Girls Program, Kenya⁷³

The IRC Kenya team conducted an assessment in Dadaab refugee camp, Kenya in early 2011 which identified girls as highly vulnerable to violence without many initiatives that were targeted to their specific needs. Therefore, at the height of the Horn of Africa crisis, IRC decided to partner with Population Council to design a program for 10-14 year old vulnerable adolescent girls. The approach was based on Population Council's safe space model which included mentorship, safe spaces, and the use of an adapted life skills curriculum. The community was engaged at the outset to help identify safe spaces, develop beneficiary criteria, identify older girl mentors, and map key stakeholders. The mentors were then trained to facilitate the life skills curriculum which included a focus on self-esteem, gender-based violence, adolescence and puberty, reproductive health, HIV/AIDS, teenage pregnancy, family planning, unsafe abortion, 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 program qualitative evaluation showed:

- Improved knowledge on sexual and reproductive health services available
- Improvements in 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.
- Improvement on indicators related to decision-making including how to spend their money
- Improvements on indicators associated with an increase in self-esteem
- Improvements in the proportion of girls who had a safe place to put money, were saving money, and had a plan for how to save their money.

Further work is needed to understand how best to deliver life-skills education. There is some evidence that teachers may find it difficult to adopt the more participatory and empowering teaching methodologies advocated for use with life skills curricula.⁷⁴ A recent report for Concern found that some of the most effective life-skills school interventions are delivered by external parties, not school teachers (e.g. by counsellors, professional trainers and facilitators). For example, a South African project *The Whole School Development Programme (2005-2008)*⁷⁵ found that teachers did not have appropriate skills to run the Life Orientation classes (which aimed to raise awareness of VAWG and HIV/AIDS) and that students felt constrained discussing such matters with their class teacher. Additional studies have also concluded that 'cascade training approaches',

⁷² Population Council (2009) *It's All One Guidelines*, New York: Population Council: http://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneGuidelines_en.pdf See also: Austrian, K. and Ghati, D. (2010) *Girl-Centered Program Design: A Toolkit to Develop, Strengthen and Expand Adolescent Girls Programs* http://www.ungei.org/files/2010PGY_AdolGirlToolkitComplete.pdf

⁷³ IRC Kenya (2011) *Adolescent Girls Prevention Education Toolkit: Promoting the protection and empowerment of girls by building knowledge and life skills*; Austrian, K. and Ghati, D. (2010) *Ibid.*

⁷⁴ UNICEF (2005) *Life Skills Based Education in South Asia A Regional Overview prepared for: The South Asia Life Skills-Based Education Forum, Katmandu: UNICEF Regional Office in South Asia.* http://www.unicef.org/rosa/Life_skills-based_education_in_south_asia.pdf; Leach et al. (2013). *Ibid.*

⁷⁵ Supported by Oxfam Novib and implemented by the South African NGO, The Crisp Trust. Cited in Leach et al. (2013). *Ibid.*

where a small number of teachers are trained in gender-responsive and girl-centred approaches with the intention of these techniques ‘trickling down’ to or being passed onto other teachers, are limited in their effectiveness.⁷⁶

Provide training for teaching and non-teaching school staff on how to reduce VAWG and promote gender-equitable norms, including training on gender equality and VAWG in initial teacher training courses as well as continuing professional development courses. Several studies have found that abusive behaviour and discriminatory attitudes are often learned in teacher training establishments, where student teachers learn to accept sexual violence against women as normal. For example, research in a teacher training college in Northern Nigeria found widespread sexual harassment and marginalisation of female staff and students in the college.⁷⁷ Working with male and female teachers and school staff on their own biases can be a useful way of delivering educational content to both boys and girls that enables all learners to examine gender norms.

For example, USAID’s *Doorways III*⁷⁸ training programme in Ghana and Malawi (2003-2008) was designed to train teachers to help prevent and respond to school-related gender-based violence by reinforcing teaching practices and attitudes that promote a safe learning environment for all students. The training aimed to increase teachers’ knowledge and shift attitudes and behaviours around VAWG and discriminatory gender norms. The classroom programme was complemented with training programmes for students and community counsellors, and additional interventions such as radio, drama, gender clubs, extra-curricular activities, and assemblies. The final evaluation using a baseline/endline survey of 400 teachers found improvements in teachers’ attitudes about gender norms and VAWG, and classroom practices. For example, in Ghana, there was a nearly 50% increase in teachers who thought girls could experience sexual harassment in school – from 30% (baseline) to nearly 50% (endline).

Review and revise curricula and textbooks to promote gender-equitable and responsive norms and model non-violent behaviour. Several small-scale and pilot initiatives have introduced school-based curriculums to influence the formation of more gender-equitable norms among children and adolescents (see Box 16 for example of the Gender Equity Movement in Schools initiative). At the national level, South Africa’s Curriculum 2005 has incorporated topics on gender violence in schools within the context of its Life Skills programme for schools.⁷⁹ In Rwanda, the Government is currently preparing a new module in the national curriculum on GBV prevention. There are also examples of non-formal education programmes using curricula aimed at stopping violence against girls. For example the World Association of Girl Guide and Girl Scouts (WAGGS) has developed a curricula to support girls aged 5-25 years to learn about violence, to understand their rights, and to develop skills and confidence to speak out and take action against violence in their own lives and in their communities.⁸⁰ The Raising Voices Safe School Toolkit (www.raisingvoices.org) also includes work around changing social norms.

⁷⁶ Camfed Ghana (2012) *What Works in Girls’ Education in Ghana A critical review of the Ghanaian and international literature* Prepared by Camfed Ghana for the Ministry of Education and the Girls’ Education Unit, Ghana Education Service, with support from DFID Ghana. http://www.ungei.org/files/What_Works_in_Girls_Education_in_Ghana.pdf

⁷⁷ Bakari, S., and Leach, F. (2007) ‘Hijacking equal opportunity policies in a Nigerian college of education: The micropolitics of gender’, *Women’s Studies International Forum*, Vol. 30, No. 2, pp.85–96.

⁷⁸ USAID (2009) *Doorways III: Teacher Training Manual On School-Related Gender-Based Violence Prevention and Response*, Washington D.C.: USAID.

⁷⁹ Leach et al. (2013)

⁸⁰ Piloted in 21 countries and produced with UN Women. See: WAAGGS/UN Women (2012) *Voices against Violence: A Handbook for Group Leaders*. New York: UNWomen. <http://www.unwomen.org/~media/Headquarters/Attachments/Sections/Library/Publications/2013/10/VoicesAgainstViolence-Handbook-en%20pdf.pdf>

Box 16. GEMS: Reducing violence through the curriculum⁸¹

Between 2008 and 2010 the International Centre for Research on Women (ICRW) established a school-based programme intervention called the Gender Equity Movement in Schools (GEMS). The first pilot of the programme was undertaken with more than 8,000 girls and boys in 30 schools of Mumbai, in partnership with the Committee of Resource Organizations for Literacy (CORO) and Tata Institute of Social Sciences (TISS). GEMS aims to teach children between the ages of 12 and 14 how to fight gender inequality and violence, and to promote gender equality. Participatory methodologies such as role plays, games, debates and discussions are organised at school to engage students to have meaningful and relevant interactions on key issues of gender, social norms and the use of violence. GEMS used a quasi-experimental design to assess the programme outcomes, with one control arm (no intervention) and two intervention arms: (1) one group with the school-based campaign and the group education activities (GEA+), and (2) the other group with only the school-based campaign. Key findings include:

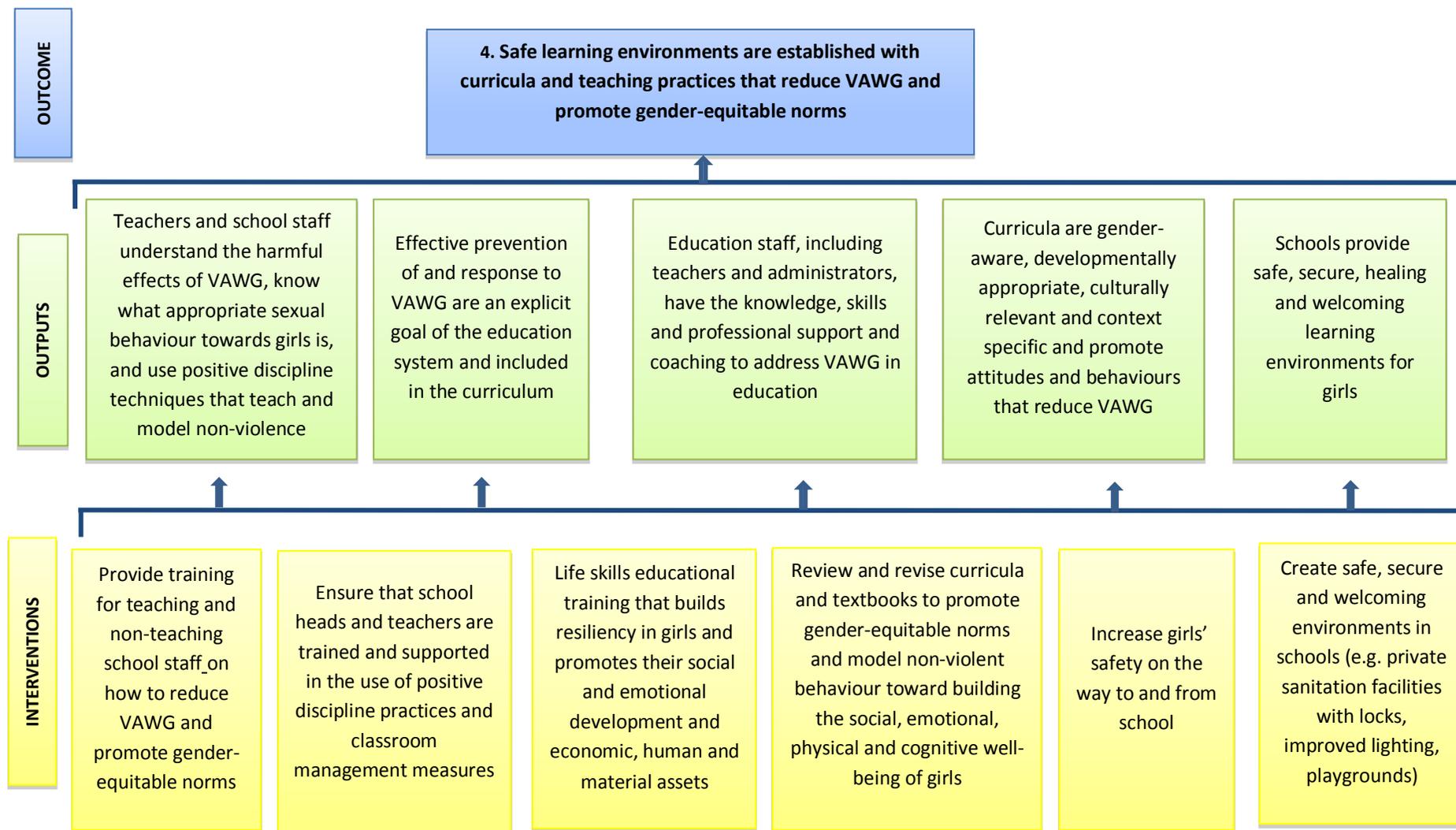
- **Positive shift in students' attitudes toward gender equality** in the two intervention arms, compared with the control arm
- More students in both intervention groups reported they **would take action in response to sexual harassment**
- Boys and girls in the GEA+ schools (school-based campaign plus group education activities) reported **greater changes in their own behaviour** than those in the school-based campaign only schools.
- Mixed results about **students' involvement in school violence** - reported perpetration of physical violence by boys decreased in the school-based campaign arm from baseline to the 1st follow up. These changes were significant when compared to the change in the control group. However, reported physical violence went up in the GEA+ arm.
- Overall, students in GEA+ schools were **more likely to have high gender equality scores, support a higher age at marriage (21+ years) and higher education for girls, and oppose partner violence.**

Following the success of its first pilot programme in India, the GEMS approach is now being scaled up to 250 schools in Mumbai, and rolled out in 20 schools in Vietnam in the Da Nang province.

⁸¹ ICRW (2011a) *GEMS Training manual for facilitators*. New Delhi: ICRW; ICRW (2011b) *Building Support for Gender Equality among Adolescents in School: Findings from Mumbai, India*. New Delhi: ICRW.

http://www.icrw.org/files/publications/GEMS%20Building%20Support%20for%20Gender%20Equality%20Adolescents_0.pdf; ICRW (2010) *Gender Equity movement in Schools (GEMS)* New Delhi: ICRW. <http://www.icrw.org/where-we-work/gender-equity-movement-schools-gems>

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Annex 1: Examples of indicators

Outcome 1: International, national and local policies, laws and guidelines

Level	Results	Example indicators	Current and recent DFID progs using some of indicators
Outcome	International, national and local policies, laws and guidelines support the prevention and elimination of VAWG in the education system and ensure perpetrators are held to account	<ul style="list-style-type: none"> - National legislation recognises VAWG as a key issue to be addressed in the education sector - The existence, quality, and implementation of national policies commit government to address VAWG as an education issue - Existence & quality of specific legal provisions on tackling VAWG in education settings 	
Output	Political leaders understand that VAWG publically commit to address VAWG in schools.	<ul style="list-style-type: none"> - # of policy development processes supported at regional and international level (policy and strategy documents in relevant sectors) to be more responsive to adolescent girls' needs - # of initiatives /speeches made by political leaders on tackling VAWG in education setting - % of education budget allocation to address VAWG 	DFID Plan PPA Building Skills 4 Life
Output	National laws criminalise all forms of VAWG in line with international human rights standards	<ul style="list-style-type: none"> - Existence and quality⁸² of legislation on violence against girls and women - Existence and quality of legislation on violence in schools 	
Output	Education Sector Plans, policies and budgets have robust provisions to address VAWG in schools	<ul style="list-style-type: none"> - # of policy development processes (new or revised) supported at local and national level to be more gender-responsive and/or to reduce violence against girls in school - Existence and quality of commitments to tackle VAWG education ministry policies and plans. - % of education budget allocation to address VAWG 	DFID Plan PPA Building Skills 4 Life
Output	Teachers' Unions, the Ministry of Education and other bodies mandate all education personnel to receive training on violence prevention and be held accountable for preventing and responding to VAWG	<ul style="list-style-type: none"> - % of teachers receiving training on violence prevention and response - Levels of teachers' awareness about violence prevention and response - Levels of awareness of codes of conduct and child protection policies 	
Output	WROs and other actors (e.g. NGOs, parliament, media) advocate for legislative and policy reform and implementation in preventing and prosecuting VAWG in the education sector	<ul style="list-style-type: none"> - #, quality and outcomes of WRO advocacy campaigns focused on education and VAWG sector - # of parliamentary debates or inquiries on VAWG in education settings - Frequency and quality of media coverage on VAWG and education 	
Output	States regularly report compliance with international frameworks (e.g. CEDAW, CRC, etc.)	<ul style="list-style-type: none"> - Timely submission of country reports on CEDAW, CRC etc - Quality of country reports and level of compliance with specified convention 	

⁸² There is a need to develop specific criteria to measure quality of legislation.

Outcome 2: Prevention, reporting and referral mechanisms and services

Level	Results	Example indicators	Current and recent DFID progs using some of indicators
Outcome	Prevention, reporting and referral mechanisms and services respond effectively to VAWG in education settings	<ul style="list-style-type: none"> - # of child protection committees in place in schools - # of schools with code of conduct that bans violent behaviour and abuse - # of schools with a plan of action for addressing VAWG - # of cases of VAWG reported - % of cases reported that are recorded, investigated, referred & prosecuted in line with the law. - Girls and boys know about reporting mechanisms and procedures and feel confident about using them 	DFID Plan PPA Building Skills 4 Life
Output	Formal and informal educational institutions refer VAWG cases to appropriate support services and ensure follow-up.	<ul style="list-style-type: none"> - # of cases of VAWG reported or referred - Survivors report improved access to and quality of services 	
Output	Reporting mechanisms for VAWG cases in educational settings are available and accessible, girl-friendly, girl-centred, transparent and accountable.	<ul style="list-style-type: none"> - % of intervention schools with functional committees (student, teacher and community committees) that are accessible and receptive to reports of violence - # of cases of violence against children (boys, girls) reported/referred to the Activism Centres - % of girls able to identify a person in school that they could report abuse to - # of survivors whose cases have been reported/referred report good quality of services 	DFID GEC Raising Voices 100 Safe Schools DFID GEC Step Change – Theatre for a Change Malawi
Output	Education staff, including teachers, school heads and others are trained in and equipped to prevent and report VAWG in schools	<ul style="list-style-type: none"> - # of boy, girls, and teachers trained in alternative conflict resolution practices (including conflict resolution, positive discipline, anger-management, and violence prevention strategies) - # of teachers trained to provide psychosocial support and # of children accessing this support - % of girls and boys who perceive that their teachers are using less corporal punishment and other violence in the school - % of teachers who report that they now do not use corporal punishments, and can cite alternate forms of discipline - % of teachers reporting examples of practices to proactively challenge unequal gender norms and gender-based discrimination - % of teachers with comprehensive knowledge of child abuse reporting mechanisms in school 	DFID Plan PPA Building Skills 4 Life DFID GEC Step Change – Theatre for a Change Malawi and Camfed Zambia

Output	Increased leadership and participation of women and girls across the education system, advocating for gender equality and combatting VAWG including in schools and in community / government positions	<ul style="list-style-type: none"> - # of women sitting in school-based management committees and quality of participation (% of women who say they have been able to advocate for gender equality and combatting VAWG) - # of female teachers - # of female school heads - Views of women teachers, heads and managers on the quality of their participation and decision-making power - % of girls participating in the classroom (measured by the amount of talk and talk-length) - % of girls participating in extra-curricular activities 	
Output	Informal justice systems and local child protection mechanisms uphold women's rights and actively encourage reporting on violence against women and girls	<ul style="list-style-type: none"> - # of religious and traditional leaders (RTL) trained - # of RTLs speaking out about the inappropriateness of VAWG - # of cases of VAWG reported to traditional and religious courts and outcomes of processes (e.g. referral to formal courts, mediation) - Satisfaction of women and girls with processing and outcomes of their cases through informal systems 	

Outcome 3: Community mobilisation with active participation of girls and women

Level	Results	Example indicators	Current and recent DFID progs using some of indicators
Outcome	The whole community mobilises with the active participation of women and girls to negatively sanction VAWG and prevent and respond to VAWG in schools	<ul style="list-style-type: none"> - # of girls and boys trained as peer leaders / mentors - # of girls actively engaged in local or national governance mechanisms (including schools) and quality of their participation 	DFID Plan PPA Building Skills 4 Life
Output	Community members are actively engaged to reduce VAWG in the education system and to address the root causes of violence in community	<ul style="list-style-type: none"> - # of additional Mother Groups trained to provide guidance and support to girls - % of men and women who believe it is ok for a man to beat his wife - % of boys and girls who think that there are some instances in which it is ok for a man to beat his wife - % of parents who believe that corporal punishment cannot be justified 	DFID Malawi Keeping Girls in School
Output	Increased community awareness about VAWG in the education system	<ul style="list-style-type: none"> - # of girls and boys who are aware of services, know how to report and what will happen - # of parents who are aware of services, know how to report and what will happen 	DFID Plan PPA Building Skills 4 Life
Output	Community and school-based mechanisms are in place to support women and girls to participate in decision-making	<ul style="list-style-type: none"> - # of public primary schools with functioning School-Based Management Committees (SBMCs) - # of communities where SBMCs reflect concerns of women, boys and girls - Quality of civil society advocacy and mobilisation for school improvement and marginalised groups at community and Local Government Association (LGA) level 	DFID Nigeria ESSPIN
Output	Religious, traditional and political leaders work together with women and girls to strengthen community- and school-based mechanisms to improve reporting and accountability	<ul style="list-style-type: none"> - # of religious and traditional leaders (RTL) trained - # of RTLs speaking out about the inappropriateness of VAWG - # of cases of VAWG reported to traditional and religious courts 	

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

Level	Results	Example indicators	Current and recent DFID progs using some of indicators
Outcome	Safe learning environments are established with curricula and teaching practices that reduce VAWG and promote gender-equitable norms	<ul style="list-style-type: none"> - % of students who report that they feel safe at school - % of surveyed girls reporting reduced incidences of violence (disaggregated by type of violence - including physical violence, sexual abuse, harassment, bullying, corporal punishment, public humiliation and other- and perpetrator) 	DFID Malawi Keeping Girls in School DFID GEC – StepChange Window - Camfed Tanzania / Zimbabwe; Plan Sierra Leone; and Childhope Ethiopia
Output	Teachers and school staff understand the harmful effects of VAWG, know what appropriate sexual behaviour towards girls is, and use positive discipline techniques that teach and model non-violence	<ul style="list-style-type: none"> - # of female teachers in primary schools trained in role modelling to girls - # of teachers trained on participatory gender sensitive approaches and teaching methodologies - % of teachers and school staff who understand the harmful effects of VAWG and know what appropriate sexual behaviour towards girls is - % of teachers and headteachers who use positive discipline techniques that teach and model non-violence 	DFID Malawi Keeping Girls in School DFID Plan PPA Building Skills 4 Life
Output	Effective prevention of and response to VAWG are an explicit goal of the education system and included in the curriculum	<ul style="list-style-type: none"> - Curricula expressly talk about violence and gender - Schools foster discussion and debate on discipline and violence - 	
Output	Education staff, including teachers and administrators, have the knowledge, skills and professional support and coaching to address VAWG in education	<ul style="list-style-type: none"> - # of cases reported to education staff and whether their response to cases was in line with protocols 	
Output	Curricula are gender-aware, developmentally appropriate, culturally relevant and context specific and promote attitudes and behaviours that reduce VAWG	<ul style="list-style-type: none"> - Curricula expressly talk about violence and gender - % of boys who have received life skills training on positive masculinity, respect for girls etc - % of girls who have received life skills training on social and emotional well-being and violence prevention. 	
Output	Schools provide safe, secure, healing and welcoming learning environments for girls	<ul style="list-style-type: none"> - # of learners, especially girls, benefitting from better infrastructure, including gender-segregated toilets - % of girls reporting a lack of privacy or feeling unsafe when using the sanitary facilities - % of girls and parents who report the school environment as being more girl-friendly - # of schools, classes and community learning areas implementing policies supporting violence free, welcoming, girl-friendly, respectful and safe learning zone for children 	DFID Nigeria ESSPIN DFID GEC – StepChange Window – IRC, Aga Khan Afghanistan, and PEAS Uganda