School-related violence

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Question

Provide an up-to-date report based on available evidence that assesses what has worked/hasn't worked in reducing and preventing school-related violence, and in addressing school-related violence when it happens? The report will also explore what measures have worked best to promote safe, inclusive and violence-free schools and what factors have been critical in securing positive change? We are particularly interested in measures that have secured lasting change, especially at scale. The report will be organised as an annotated bibliography of 15-20 resources that may be useful in preventing and addressing school-related violence. We are particularly interested in low and lower middle income countries in Latin America, Africa and Asia, including conflict situations.

Contents

1. Introduction
2. Overview
3. Reducing and preventing school-related violence
4. Safe, inclusive and violence-free schools
5. Cyber bullying
6. School-Related Gender-Based Violence

1. Introduction

Violence against children is a global problem. It includes physical violence, psychological violence such as insults and humiliation, discrimination, neglect and maltreatment. It has short- and long-term repercussions that are often grave and damaging for children (Pinheiro 2006). Bullying, gender-based violence, accidental violence, discrimination and violence, sexual assault or harassment, physical violence and psychological violence, describe some of the most prevalent forms of school-based violence (South African Human Rights Commission 2006).

The evidence base on school-related violence must be improved to inform policies (Antonowicz 2010). To assess the evidence that does exist, this helpdesk report presents a non-systematic review of the evidence on school-related violence. It is based on the evidence found through a rapid internet search and through consultation with experts in this field. The report is broken down into four sections: reducing and preventing school-related violence; safe, inclusive and violence-free schools; cyber bullying; and school-related gender-based violence. It is recognised that the topic of school-related violence is complex and multifaceted. While this report aims to offer a useful synthesis of the evidence available, as well as relevant case studies and policy recommendations, it only scratches the surface of a very large and pressing global problem.

2. Overview

Strategies to address school-related violence

No simple or single strategy solutions exist to address school-related violence (Pinheiro 2006). The more research undertaken in this field, the more the need for different approaches to address different facets of the problem in different contexts (UNICEF et al 2010). Those planning interventions to address violence must consider local settings (Swart et al 2002).

School-based violence is multi-dimensional and takes on various forms. How it manifests itself often depends on the context in which it arises (South African Human Rights Commission 2006). Evidence suggests that to be effective, approaches must address overall prevention as well as early intervention when problems arise, and safe and supervised activities and facilities for children and young people. The most effective approaches are tailored to the unique circumstances of each school. However, key elements must form the basis for each intervention based on the equal right each child has to education in a violence-free environment, and that one of the functions of education is to produce adults imbued with non-violent values and practises. Schools must be proactively inclusive, academically effective and relevant, gender-sensitive, healthy and protective and finally engaged with the family and the community (Pinheiro 2006). Evidence suggests that school and community interventions can promote gender equality and prevent violence against women by challenging stereotypes and cultural norms that give men power and control over women (WHO 2010).

Strategies to prevent school-related violence must prioritise prevention. This means delivering universal access to violence-free learning environments, where the rights of all children are respected and promoted. Interventions must prohibit violence in schools and address it when it does occur. Special attention must be given to vulnerable groups, including considering gender dimensions to school-related violence. Codes of conduct must be developed and supported by

school staff (Pinheiro 2006). Performance management systems can be used to hold principals and educators to account classroom safety (Burton and Leoschut 2013).

Where necessary curriculums must also be revised. Student should participate in the intervention process as much as possible. Communities also have a role to play through partnerships. Any strategies or interventions implemented should be analysed and recorded, with the data feeding into a national research agenda focused on reducing school-related violence (Pinheiro 2006). Evidence on addressing school-based violence must improve to inform policies and best practice. The development of a centralised mechanism to record, report and monitor violence in and around all types of education institutions may improve the evidence base (Antonowicz 2010).

Inappropriate education policies have been shown to create the conditions for violence. However, education can also influence prospects for peace. To achieve peace, schools must be made into non-violent environments. The normalisation of violence must be challenged, including the prohibition of corporal punishment through legislative reform. Prohibition may not deliver immediate results, but is a step in the right direction (UNESCO 2011).

School violence is caused by a number of individual, school, family and broader community-level risk factors that coalesce to create vulnerability for violence. Interventions to reduce violence in schools needs to extend beyond the school itself (Burton and Leoschut 2013). In violent societies educators need more clarity on their rights and responsibilities. They must be trained to know how to act in violent situations. Disciplinary support mechanisms must be effective in supporting educators in their complex task of maintaining discipline in schools (Bester and du Plessis 2010). Preventative action at the family level can include home visitation programmes that assist parents to reduce violence in domestic contexts (Swart et al 2002). Evidence from Brazil suggests that interventions aimed at preventing violence in both the family and school environment would reduce emotional and behavioural problems that seriously affect child development (Gonçalves de Assis et al 2013).

To reduce school-based violence and improve education outcomes, Antonowicz (2010) recommends recruiting more qualified teachers, encourage the recruitment of female teachers, and invest in teacher training and continuing professional development. In addition legislation and policies regarding the protection of children must be enforced and harmonised. The Bretton Woods agencies must increase their financial commitments to tackle violence in schools. In terms of action for schools themselves Antonowicz (2010) recommends that they develop inclusive and non-discriminatory school regulations and procedures to address staff and students' conduct and outline school-based violence prevention and response mechanisms. They could also strengthen pastoral care systems and facilitate children's participation in the reduction of school-based violence. Families, youth and children should participate in and promote dialogue, awareness-raising campaigns and initiatives addressing the negative social attitudes that push education staff and communities to accept or minimise the importance of school-based violence. Capacity development, including the monitoring of violations of children's rights must be improved (Antonowicz 2010).

Evidence from Chile suggests that interventions to reduce adolescent substance use (illicit drugs, alcohol and cigarette smoking) may reduce adolescents' exposure to physical fighting. Increased parental supervision would prevent youths from engaging in a host of antisocial behaviours. Interventions that aim to make schools and neighbourhoods safer may also reduce violence (Rudatsikira, Muula and Siziya 2008).

The South African Human Rights Commission (2006) contends that in the context of South Africa, violence in schools can only be effectively eliminated by addressing community-based factors and employing the assistance and involvement of community-based stakeholders. The entire community, including learners' parents, families and caretakers, School Governing Bodies (SGBs), professional bodies, trade unions, research institutions, employers, and non-governmental and community-based organisations, should be involved in planning and delivering interventions (South African Human Rights Commission 2006).

Case Studies of interventions to address violence in schools

- In 2000 South Africa issued guidelines to stopping teachers from sexually abusing students. The guidelines explain the law and the consequences of violating the law (Pinheiro 2006).
- At least 300 Child Rights Clubs in Zambia operate in schools to promote and protect children's rights through civic education (Pinheiro 2006).
- The 'Combating Violence: Education for Peace' project in Mexico offers training workshops to develop the capacity of school administrators, teachers, students and parents to resolve conflicts in a non-violent manner. Follow-up in schools aims to ensure that the lessons have been absorbed and put into practice (Pinheiro 2006).
- Save the Children are working with girls to end sexual harassment in Nepal by mapped the places where they felt unsafe, developing networks and increasing awareness of gender-based violence (Pinheiro 2006).
- In Kenya the 'Be a Champion for Children' campaign is supported by UNICEF and aims to rally public support against child violence through empowerment and information (Pinheiro 2006).
- In 2008 ActionAid, Plan, Save the Children and UNICEF joined forces in an Education and Child Protection initiative. The objective was to strengthen and accelerate interventions to reduce violence in schools in West and Central Africa (UNICEF et al 2010). ☐ Nepal adopted legislation prohibiting corporal punishment in all settings (UNESCO 2011). ☐ In 2009, Southern Sudan adopted the Child Act, enshrining a child's right not to be subjected to any form of violence (UNESCO 2011).
- Colombia's 2004 National Programme of Citizenship Competencies equips teachers, students and education managers with skills and attitudes to reduce violence. Workshops and home visits target those most likely to be violent. The initiative aims to reduce aggression, conflict and bullying by developing skills including empathy, anger management and active listening. Initial evaluation suggests a sharp reduction in aggressive and anti-social behaviour as a result of the intervention (UNESCO 2011).
- The Gang Resistance Education and Training (GREAT) programme is a school-based curriculum run by law enforcement officers in in Belize, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, and Panama. Based on cognitive-behavioural training, social skills development and conflict resolution it improves young people's resistance to gang membership (Higginson et al 2015).
- In the last two decades South Africa has adopted several global legislative and policy initiatives to promote the health and well-being of young people and firmly establish a sound constitutional, legislative and policy foundation for the social development of youth. Despite

these initiatives, assistance is required to re-orientate schools as places of safety for learners both within and outside the school (Reddy et al 2011).

- The IMAGE initiative in South Africa combines microloans and gender equity training. Evaluation suggests that the initiative can promote gender equality and prevent violence against women by challenging stereotypes and cultural norms (WHO 2010).
- The Stepping Stones programme in Africa and Asia, which has been found to be effective, is a life-skills training programme which addresses gender-based violence, relationship skills, assertiveness training and communication about HIV (WHO 2010).

Safe, inclusive and violence-free schools

A safe school is characterised as being free of danger and possible harm for students. Linkages between school safety and violence and educational achievement in developing countries is limited (RTI International. 2013). However, evidence from post conflict Colombia, Botswana and non-English/non-Afrikaans speaking South Africa, shows higher academic achievement was reported in schools with supportive disciplinary environments and schools with fewer instances of reported bullying (Burde et al 2015).

To help achieve safer, violence-free schools, USAID were advised by RTI International (2013) to work towards raising awareness about the impact of school violence on educational achievement among national education policy makers and other donor agencies. They were also advised to increase the amount of research into this topic, including large scale, gender-sensitive longitudinal and comparative studies. In addition, encouraging context-specific studies to investigate the relative vulnerabilities of students in the same school, as well as the prevalence and impact of violence in schools as a whole, was advised. Also, assisting with the dissemination of evidence-based best practices, and supporting a wider roll-out of effective interventions was recommended (RTI International 2013).

Classrooms in Peace (or Aulas en Paz) from Colombia is an example of an intervention aimed to prevent aggressive behaviours and promoting peaceful coexistence through curricula reform, extracurricular reinforcement in groups and workshops involving family. It has resulted in a drastic decrease in aggressive behaviours and indiscipline and a considerable increase in prosocial behaviours, adherence to rules, and friendship networks among classmates. The success is explained through employing a combination of universal components and targeted components for those most in need (Ramos, Nieto and Chaux 2007). Evaluation of the programme highlighted the importance of teacher training and implementation fidelity, since negative results were found in those classrooms where implementation problems were identified (Chaux 2009). While the programme has been hailed as a success, Chaux (2009) notes that it will not stop violent conflicts in general. However, it is likely to reduce the negative effects of armed conflict. In particular, it will help provide the competencies needed to reduce the development of aggression caused by exposure to violence and to create peaceful relationships among children (Chaux 2009).

Cyber bulling

Cyber bullying is a relatively modern form of abuse that has come about due to the rise in information technology. Cyber bulling is when such technologies are used to support deliberate, repeated aggressive behaviour by an individual or group that is intended to harm others

(Treurnich 2014). Those responsible for planning interventions to address violence in schools must consider new and emerging forms of violence affecting young people, such as cyber violence (Burton and Leoschut 2013). To combat cyberbullying, principals, unions, and departments of education all have a role to play. Community support groups also reduce the likelihood of learner bullying. Supportive atmospheres at schools could also prevent and address cyber bulling (Treurnich 2014). Policies and practices regulating safety in schools will be essential to prevent and address cyber bulling and ensure productive learning environments. Both schools and cyber space must be safe places for learners and teachers. Values of respect, empathy and collaboration must be developed (Bester, du Plessis and Treurnich 2016).

A case study presented by Treurnich (2014) details how a teacher who was subjected to cyber bullying took legal action against the bullies. In light of this example, it is recommended that teachers are made aware of cyber bullying and how to seek help to deal with any incidents. Schools must support teachers in this action, with educational psychologists and other relevant staff being trained to support teachers as necessary. Departments of education also have a role to play in supporting schools and teachers in cyber bullying incidents. Parents and learners must also be made aware of cyber bullying and its potential impact in the school context.

School-Related Gender-Based Violence (SRGBV)

Gender-based violence (GBV) is a global problem, occurring across and societies. It is an obstacle to education and learning (Leach, Dunne and Salvi 2014). Many acts of violence within schools originate in unequal and antagonistic gender relations. Such actions are often tolerated or 'normalised' by everyday school structures and processes (Leach and Humphreys 2007). The potential of schools to empower individuals to challenge violence against women and girls depends on a school environment that is itself safe and violence-free (Leach, Dunne and Salvi 2014). Only a few small-scale and context-specific initiatives are known to exist to tackle SRGBV. Most are usually small, short-term projects which are difficult to scale up (UNESCO 2015). Most have their origins in programmes designed to reduce the risks of HIV and AIDS. School-based interventions to address SRGBV are found to be limited. Those that do exist rarely involve parents and communities. Evidence suggests interventions to reduce violence against girls should work with boys as well as girls, moving beyond the 'girls-as-victims' discourse. Most interventions that are known about are founded on participatory values and focused on behaviour change, brought about through learning from experience. Such interventions focus on developing non-threatening and safe environment to facilitate self-reflection and learning. The children in these interventions are active participants in constructing knowledge (Leach and Humphreys 2007).

There is still insufficient knowledge about what works to reduce SRGBV. Research is needed to examine the space between national and local policy enactments, and to tackling at national, district, school and community levels the norms and inequalities at the heart of gender-based violence (Parkes 2015). There is limited evidence that increased awareness SRGBV is translating into effective action to change behaviour and reduce levels of violence (UNESCO 2015). There is little evidence existing on best practice, effective interventions and how to measure effectiveness. The data that does exist was recorded for M&E purposes and is statistical in nature, such as recording incidents of violence. In addition to this data, qualitative evidence may help reduce the risk of ambiguous or conflicting interpretations (Leach, Slade and

Dunne 2013). Further research is desperately needed to assess the effectiveness of interventions targeting SRGBV (Leach and Humphreys 2007).

Evidence suggests that in addressing gender-based violence, the education sector has lagged far behind the health sector. Uganda has had some success at reducing SRGBV but further research is needed to identify effective approaches. Also, Program H in Brazil, ReproSalud in Peru, and Men as Partners in South Africa have shown promising results in changing male attitudes and behaviours, but are not specifically school focused programmes. Evidence suggests it is easier to change attitudes and behaviours of boys and younger men than of older adults, highlighting the need to target young people (Morrison, Ellsberg and Bott 2007).

A review based on projects implemented by Actionaid, USAID and Plan International that addressed SRGBV reported that measuring the impact of such interventions is a challenge (Leach, Slade and Dunne 2013). The monitoring and evaluation of programmes will be essential to provide data to measure impact. The review also suggested a gulf between knowledge and action, with the former being focused on but not measure of a reduction in violence being recorded. The programmes showed limited evidence of resulting behaviour change. Data recording for the programmes was poor. The creation of safe spaces for discussion, information dissemination and advice is shown to empower girls, reducing SRGBV. Physical interventions, including sex-segregated toilets also reduced incidents of violence. Evidence on female teachers contributing to safer schools was mixed. The absence of female teachers may aggravate levels of violence but their presence did not necessarily reduce it. The link between SRGBV interventions and a reduction in dropouts was unclear. Interventions focused on influencing national policy and legislation were found to not be successful. Interventions to develop mechanisms in schools and communities to record, report and refer cases of violence were also found to be ineffective (Leach, Slade and Dunne 2013).

A review of issues and approaches to tackle SRGBV recommends that all gender issues become integral to all work in education, child protection and the prevention of violence against children (Leach, Dunne and Salvi 2014). Approaches to SRGBV must be included in policies developed at all levels, from international to the local level. In general awareness of SRGBV must be raised. Also the education sector's capacity to address GBV must be strengthened. Further research is needed to document good practice and initiatives that have been successful. Interventions can 'piggyback' on existing programmes from other related areas (such as HIV/AIDS reduction programmes) to increase effectiveness. Teachers must be supported to address SRGBV. As violent behaviour is often learned at an early age, the significance of early childhood interventions must be considered (Leach, Dunne and Salvi 2014). Evidence suggests it is easier to change attitudes and behaviours of boys and younger men than of older adults, highlighting the need to target young people (Morrison, Ellsberg and Bott 2007). School-based programmes can address gender norms and attitudes before they become deeply engrained in children and youth (WHO 2010). There is some evidence that advocacy interventions, including campaigns, reports, and lobbying can reduce violence in schools (UNESCO 2015). Such interventions raise awareness and develop knowledge of children's rights to a safe education. Examples of successful campaigns included the 2011 Global Initiative to End All Corporal Punishment of Children, Plan International's 2011 Learn Without Fear campaign, and the Council of Europe's 2010 One in Five campaign. Although not specifically focused on SRGBV, Brazil's 2014 Don't Hit, Educate campaign used discussion groups, music and theatre to raise community awareness of school-related violence. Liberia has advocated for the development of a syllabus on gender-based violence. South Africa is strengthening their legal and policy framework, as well

as improving school guidelines to address gender-based violence. In Kenya, the government is working with ActionAid and the teachers' unions to reduce teacher/student violence. In Ghana and Malawi, the Safe Schools project used national advocacy networks to lobby for stronger enforcement of regulations relating to teacher misconduct. Accountability measures will only be effective if they are reinforced by legal and policy frameworks at government, district and school levels (UNESCO 2015).

Safe Schools was a USAID funded programme aiming to create safe environments to reduce SRGBV by working with children, youth, parents, teachers, schools and communities. Analysis of the programme found knowledge of SRGBV to be low in the target communities, but structures to be in place for reporting violence against children. To be successful, interventions must tackle both the push factors - the abusive nature of schools and the exploitative, gendered attitudes of teachers, and the pull factors of home life by soliciting support and understanding of parents and the wider community. Introducing guidance and counselling services at the school level for both perpetrators and victims may reduce instances (DevTech Systems Inc 2008).

3. Reducing and preventing school-related violence

Pinheiro P. 2006. World Report on Violence against Children. United Nations Secretary General's Study on Violence against Children. UN, New York.

http://www.unicef.org/violencestudy/reports/SG_violencestudy_en.pdf

This study presents a global effort to paint a detailed picture of the nature, extent and causes of violence against children, and to propose clear recommendations for action to prevent and respond to it. Many thousands of people have contributed to the study in consultations and working groups, through questionnaires and in other ways. Children and young people have been active at every level. The study concludes that violence against children happens everywhere, in every country and society and across all social groups. Extreme violence against children may hit the headlines but children say that daily, repeated small acts of violence and abuse also hurt them. While some violence is unexpected and isolated, most violent acts against children are carried out by people they know and should be able to trust: parents, boyfriends or girlfriends, spouses and partners, schoolmates, teachers and employers. Violence against children includes physical violence, psychological violence such as insults and humiliation, discrimination, neglect and maltreatment. Although the consequences may vary according to the nature and severity of the violence inflicted, the short- and long-term repercussions for children are very often grave and damaging.

Chapter 4 focuses on violence against children in schools and educational settings. Unfortunately, to address violence in schools there are no simple or single strategy solutions. To be effective, it is important that approaches address overall prevention, for example through life skills-based education, as well as early intervention when problems arise, and safe and supervised activities and facilities for children and young people. This Study has concluded that the most effective approaches to countering violence in schools are tailored to the unique circumstances of the schools in question, but that they also have key elements in common. Specifically, they are based on recognition that all children have equal rights to education in settings that are free of violence, and that one of the functions of education is to produce adults imbued with non-violent values and practises. The overall approach can be called 'rights-based' and 'child-friendly'. It is consistent with the Convention on the Rights of the Child (CRC), other

international conventions on human rights and the EFA goals, and widely endorsed by international organisations. Most importantly, it answers children and young adults around the world who say they want the violence to stop. The basic principles of a rights-based child-friendly school are that it should be proactively inclusive, academically effective and relevant, gender-sensitive, healthy and protective and finally engaged with the family and the community.

The following case studies are presented to detail interventions, although no evidence is provided to illustrate their effectiveness:

- **South Africa's guidelines to stopping teachers from sexually abusing students:** In 2000, South Africa's Department of Education issued guidelines noting the prevalence of sexual abuse of students by teachers and the consequent high risk of HIV transmission. The guidelines explain the law and the consequences of violating the law.

- **Child Rights Clubs empower Zambia's schoolchildren:** The Zambia Civic Education Association (ZCEA) works to promote and protect children's rights through civic education. Through its Child Participation Programme, it supports Child Rights Clubs that empower children by raising their awareness of their rights under the CRC, the African Charter on the Rights and Welfare of the Child, and other instruments. At least 300 Child Rights Clubs in primary and secondary schools operate throughout Zambia.

- **'Combating Violence: Education for Peace' project in Mexico:** In Mexico City, social inequalities, poverty and other factors have contributed to increasing violence in homes, schools and the whole city, and school violence has been linked to high rates of early dropout. Currently, more than 1,500 of the city's schools and 450,000 of the city's students are participating in a project called "Combating Violence: Education for Peace – For Me, You, and the Entire World." The project consists of training workshops that build the capacity of school administrators, teachers, students and parents to resolve conflicts in a non-violent manner. Follow-up in schools aims to ensure that the lessons have been absorbed and put into practice, and to provide support to individuals charged with the responsibility for continuing to build the capacity of each school's population to resolve conflicts peacefully. The project owes its launch and success to leadership and enthusiastic support from the Secretary of Education and, most importantly, from school heads. The hope, now, is that the project will become a permanent programme after the city's next general elections.

- **Girls taking action to end sexual harassment in Nepal:** In Surkhet, Nepal, Save the Children has supported girls as they educate men and boys and make their schools and community safer. Boys and male adults (including education officials and village leaders) were unaware that girls perceived their 'innocent teasing' as sexual harassment and discrimination until the girls mapped the places where they felt unsafe. By examining and discussing the maps, males were able to recognise that these were the places where girls were regularly subject to such teasing. In addition, the girls have developed networks throughout the village and district, with links to girls' groups in other villages, local police, teachers' and women's groups, and the district child welfare committee.

- **In Kenya – 'Be a Champion for Children' campaign:** In the spring of 2006, a campaign to stop violence against children was launched in Kenya, with support from UNICEF. The campaign called upon families, schools, faith-based organisations, the private sector, the mass media and all other elements of Kenyan society to collaborate (with financial and other support) in efforts to ensure that every home, school and community in the nation was committed to stopping violence against children. The campaign aims to rally everyone against violence and to empower them with information about what they can do to help

create environments in which all Kenyan children can reach their potential. The following recommendations are intended to support Governments, education authorities, school heads, teachers, students, parents and communities as they seek to create nonviolent schools:

Prioritise prevention

1. Ensure universal access to violence-free learning environments, where the rights of all children are respected and promoted.
2. Prohibit violence in schools.
3. Prevent violence in schools with specific programmes which address the whole school environment.
4. Prioritise attention to gender issues and their links with violence.
5. Give special attention to vulnerable groups.
6. Provide safe physical spaces.

Build capacity

7. Establish and implement codes of conduct reflecting child rights principles.
8. Ensure that school heads and teachers use non-violent teaching and learning strategies and disciplinary measures.
9. Listen to students and encourage participation.

Strengthen knowledge and skills for nonviolence

10. Revise the curriculum to model nonviolence and gender equity.
11. Implement life skills education to enable students to build personal skills.
12. Promote school–community partnerships, and present schools as a resource to the community.

Build information systems

13. Strengthen data collection systems on all forms of violence against girls and boys.
14. Develop a national research agenda on violence in and around schools.

UNICEF, Plan West Africa, Save the Children Sweden West Africa and ActionAid. 2010. Addressing violence in schools Selected initiatives from West and Central Africa. UNICEF West and Central African Regional Office, Dakar

http://www.unicef.org/wcaro/VAC_Report_Directory.pdf

This document presents selected current responses to school-based violence at national, community and school levels. Following the release of the World Report on violence against Children (see Pinheiro, 2006), ActionAid, Plan West Africa Regional Office (WARO), Save the Children Sweden West Africa (WA) and UNICEF West and Central Africa (WCARO) joined forces in 2008 in an Education and Child Protection initiative, with the objective of strengthening and accelerating interventions against violence in schools in West and Central Africa. Initially the objective of this selection of initiatives in the region was to document best practices in tackling,

reducing and eliminating violence in schools in the region. Although many projects and programmes have been addressing the issue in recent years, few evaluations have been conducted that would enable the identification of best practices with tangible effects in reducing school-based violence. Indeed, the more studies are conducted in countries, the better we understand the complexity of the issue and the need for different approaches to address different facets of the problem in different contexts. Rather than best practices, this document therefore presents a collection of some promising initiatives that have been conducted in the region to address school-based violence.

UNESCO. 2011. Education for All Global Monitoring Report: The hidden crisis: Armed conflict and education. UNESCO, Paris.

http://unesdoc.unesco.org/images/0019/001907/190743e.pdf

Violent conflict is one of the greatest development challenges facing the international community. Beyond the immediate human suffering it causes, it is a source of poverty, inequality and economic stagnation. Children and education systems are often on the front line of violent conflict. This report examines the damaging consequences of conflict for the

10

Education for All goals. It sets out an agenda for protecting the right to education during conflict, strengthening provision for children, youth and adults affected by conflict, and rebuilding education systems in countries emerging from conflict. The report also explores the role of inappropriate education policies in creating conditions for violent conflict. Drawing on experience from a range of countries, it identifies problems and sets out solutions that can help make education a force for peace, social cohesion and human dignity.

This Report explores a wide array of channels through which education can influence prospects for peace. It emphasises that there are no blueprints. The starting point, though, is for policy-makers to ascertain how a given policy intervention in education might reinforce grievances associated with armed conflict – and to carefully weigh possible public perceptions of the policy and undertake assessments of possible outcomes in areas such as making schools non-violent environments. One strategy is unequivocally good for education, for children and for peacebuilding: making schools non-violent places. Challenging the normalisation of violence in society relies in part on the effective prohibition of corporal punishment. Breaking the pattern requires action in several areas, starting with legislative reform. Some conflict-affected developing countries are taking this path. Following a Supreme Court ruling, Nepal adopted legislation prohibiting corporal punishment in all settings. In another positive step, in April 2009, Southern Sudan adopted the Child Act, requiring the government to recognise, respect and ensure the rights of children – including their right not to be subjected to any form of violence. As of 2010, 109 countries had prohibited corporal punishment in all schools. While prohibition may not always deliver immediate results, it is a step in the right direction.

Conflict can spill over into schools in the form of violence between students. Some countries in Latin America, including Brazil, Colombia and Peru, have established explicit national policies, laws and initiatives intended to confront school-based violence more broadly by promoting peacebuilding values. In Colombia, recognition of the interconnection between armed conflict and violence in communities and schools has led many violence prevention programmes to focus on developing 'citizenship competencies' among children and youth. Launched in 2004, Colombia's National Programme of Citizenship Competencies aims to equip teachers, students

and education managers with skills and attitudes that might reduce violence. The Classrooms in Peace initiative, part of the programme, combines a classroom curriculum reaching all grade 2 to grade 5 students with targeted workshops and home visits for those with the highest aggression scores in teacher or peer surveys. The initiative aims to reduce aggression, conflict and bullying by developing skills including empathy, anger management and active listening. Initial evaluations point to impressive results, including a sharp reduction in aggressive and anti-social behaviour. The programme is currently being extended to areas with high levels of violent political conflict.

Villar-Márquez E. 2010. School-based violence in Colombia: links to state-level armed conflict, educational effects and challenges. Background paper for EFA Global Monitoring Report 2011. UNESCO, Paris.

http://unesdoc.unesco.org/images/0019/001912/191228e.pdf

Countries experiencing or emerging from violent conflict often exhibit higher levels of violence in schools, because of the normalisation of violence in society and also because conflict increases the vulnerability of those already at risk of being targeted. In exploring school-based violence in the context of armed conflict between the government and guerrilla organisations in Colombia, this case study finds that:

- State-level armed conflict particularly affects Colombia's most vulnerable children, mainly children living in rural areas.
- Although inequality and exclusion are key contributing factors in school-based violence, political violence, quality of public education and insecurity also play a crucial role.
- The problem of violence in schools is recognised by governments and violence prevention programmes engage both communities and schools. Many violence prevention programs for schools are focused on creating citizenship competencies and values for children.
- In programmes based on community engagement and building citizenship values, more systematisation and analysis is needed to understand how each factor actually works.
- The limited nature of evaluation in the Colombian context means that it is difficult to establish whether or not preventive programmes are more cost effective. There is still insufficient knowledge on effectiveness and how programmes can be part of more strategic long-term planning to stop violence in schools.
- Civil society engagement in the development of proposals and follow-up of educational policies is crucial to the policy agenda on school-based violence.

Higginson A, Benier K, Shenderovich Y, Bedford L, Mazerolle L and Murray J. 2015. Preventive Interventions to Reduce Youth Involvement in Gangs and Gang Crime in Low- and Middle-Income Countries: A Systematic Review Campbell Systematic Reviews; 18

http://www.campbellcollaboration.org/library/download/601_41c03ad59e708f1d9ef4860eeddf1961.html

Youth gangs are frequently associated with high levels of crime and violence in low- and middle-income countries – creating fear, reducing social cohesion, costing billions of dollars in harm and many thousands of lives diverted to criminality. However, youth gangs are also seen to fill a void, as a means of overcoming extreme disadvantage and marginalisation. Preventive interventions

focus on capacity building and social prevention, and are designed to work proactively to stop crime before it occurs, either by preventing youth from joining gangs or by reducing recidivism by rehabilitating gang members outside of the criminal justice system. By addressing the causes of youth gang membership, these interventions seek to reduce or prevent gang violence. This review reports a serious lack of rigorous evaluations of preventive gang interventions in low- and middle-income countries from which to draw conclusions about best-practice. Yet there are a large number of preventive gang programs currently in the field, and many studies that assert their effectiveness. The authors urge the research and practitioner communities to develop a program of rigorous evaluation, both quantitative and qualitative, in order to establish a benchmark for best practice and to systematically capture important learnings from a range of low- and middle-income country contexts. Primary prevention programs include general community and school-based programs to enhance the life skills and resilience of adolescents. An example of a primary prevention program is the Gang Resistance Education and Training (GREAT) programme, a school-based curriculum run by law enforcement officers that uses elements of cognitive-behavioural training, social skills development and conflict resolution to improve young people's resistance to gang membership. This program was developed in North America, and has been delivered in Belize, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, and Panama.

Bester S and du Plessis A. 2010. Exploring a secondary school educator's experiences of school violence: a case study South African Journal of Education; 30

http://www.ajol.info/index.php/saje/article/view/55482/43954

In an increasingly violent society, South African secondary school educators often need to manage violent learners. In the context of a challenging and uniquely South African educational environment, managing this escalating violence often leaves educators battling to cope with increasing demands for learner performance in the midst of an inherited culture of violence and intimidation that spills over into the classroom. In this paper, the authors attempt to explore, from an interpretive perspective, the experiences of an educator in a violence-affected educational setting. This includes the educator's perceptions of the causes, nature and results of violence. The article also unveils the educator's emotional experience and her perceptions of what contributes to the violence. The findings portray an educator who finds herself in crisis due to a perceived lack of support and because she is ill-equipped to face the new challenges of educating violent learners. The South African education system is reportedly in crisis. The authors suggest that educators need more clarity on their rights and responsibilities and on how to act in situations of violent contact with their learners. Furthermore, disciplinary support mechanisms on the part of school governance need to be investigated to clarify their effectiveness and to determine if they really accomplish what they set out to do, namely, to support educators in their complex task of maintaining discipline in schools.

Swart L, Seedat M, Stevens G, Ricardo I. 2002. Violence in adolescents' romantic relationships: findings from a survey amongst school-going youth in a South African community. Journal of Adolescence; 25 (4)

http://www.sciencedirect.com/science/article/pii/S0140197102904835

This paper reports on a study of heterosexual adolescent dating violence among secondary school students in a South African community. The study found significant associations between the beliefs about violence in a romantic relationship, the witnessing of physical violence in friendship contexts, the use of alcohol and adolescent dating violence. A significant association between familial variables and adolescent dating violence was only found for male participants. No significant association was found between religious participation and adolescent dating violence. The findings point to the importance of local settings where prevention programmes can be implemented for the reduction of adolescent dating violence at the local level. Preventative action targeted at the level of the family includes home visitation programmes that assist parents in child rearing and attempt to reduce violence in the home.

Burton P and Leoschut L. 2013. School Violence in South Africa Results of the 2012 National School Violence Study. Centre for Justice and Crime Prevention, South Africa.

http://www.cjcp.org.za/uploads/2/7/8/4/27845461/monograph12-school-violence-in-south_africa.pdf

This paper presents the findings of the second National School Violence Study (NSVS) undertaken by the Centre for Justice and Crime Prevention (CJCP). In 2012, 22.2% of high school learners were found to have been threatened with violence or had been the victim of an assault, robbery and/or sexual assault at school in the past year. Levels of violence in secondary schools had remained relatively constant. School violence is undergirded by a myriad of individual, school, family and broader community-level risk factors that coalesce to create vulnerability for violence. For this reason, any attempt to curb violence occurring in schools needs to extend beyond the school itself. The Department of Basic Education (DBE) has provided a framework for a whole-school approach, following the recognition that a school comprises several interdependent components, including learners, educators, principals, parents, school bodies and teams. In line with this framework, the following recommendations are made:

- The DBE's School Safety Framework should be prioritised and accompanied by a roll-out and implementation plan, as well as progress monitoring systems to hold individual schools accountable for implementation.

- Performance management systems are needed to ensure that principals and educators are held accountable for classroom safety.

- Environmental design factors that contribute to violence in schools should be prioritised and dealt with, but should not be seen as a standalone measure to curb violence. Instead, environmental design factors should be integrated with more developmental approaches to safety promotion and violence prevention.

- School violence prevention initiatives should be evidence-based. This necessitates the development of an evidence base of what works and what does not work in violence prevention in South Africa. This will ensure that resources and efforts are targeted where they are most likely to be effective.

- An adequate and reliable set of school safety indicators should be developed against which the progress of school safety can be assessed at both provincial and national level.

- The short- and long-term impact of safety initiatives should be evaluated prior to the roll-out of any intervention strategy in schools. The need for short-term impacts (such as reducing

levels of fear within schools and increasing perceptions of safety) should be balanced with longer-term effective and proven violence-prevention initiatives.

- The planning and implementation of school safety plans should be integrated into local development plans to ensure partnerships with other local stakeholders.
- Prevention efforts need to be implemented across schools to address new and emerging forms of violence affecting young people, such as cyber violence.
- Easily accessible and child-friendly reporting mechanisms should be implemented in schools, alongside adequate response systems.

South African Human Rights Commission. 2006. Inquiry into School-Based Violence in South Africa.

http://www.sahrc.org.za/index.php/sahrc-publications/hearing-reports

This report synthesises the views that were expressed during a public hearing into the nature, extent and impact of school-based violence in South Africa. School-based violence is reported to be multi-dimensional and takes on various forms. How it manifests itself often depends on the context in which it arises, such as whether the violence is perpetrated by learners against fellow learners, by educators against learners, by learners against educators or by external persons against both learners and educators. Bullying, gender-based violence, accidental violence, discrimination and violence, sexual assault or harassment, physical violence and psychological violence, describe some of the most prevalent forms. In the national school system many learners are under constant threat of violence at school, even from educators and principals. Educators themselves feel threatened by their students and, consequently, an exception. Various factors were found to contribute to school-based violence including discipline models in school and unclear management roles; unattractive school environments; educators' misconceptions regarding the human rights of learners; the impact of community poverty; the presence of gangsterism and drug and alcohol abuse in the community; conditions in the home environment; and the social de-sensitisation of youth to a culture of violence. The list was not exhaustive, neither were these factors mutually exclusive.

There exist numerous programmes, projects and other initiatives launched by both the government and non-governmental structures that aim to curb school-based violence. Crime prevention and attitudinal or behaviour modification programmes that take place through learner seminars, corrective discipline, assertive and positive discipline, conflict resolution and mediation training, and the establishment of peer mediators on school premises are examples of responses that have demonstrated success. The report recommends that the Department of Education must be proactive in making schools safer places. As a nation, we must employ all the necessary means to prevent violence from occurring within school grounds, while at the same time making reporting mechanisms easily accessible to learners, parents and educators.

The violence that occurs in schools can only be effectively eliminated by addressing community-based factors and employing the assistance and involvement of community-based stakeholders. The task of improving the quality of the school environment and fostering a culture of peace and non-violence should reside with the entire community, including learners' parents, families and caretakers. School Governing Bodies (SGBs), professional bodies, trade unions, research institutions, employers, and non-governmental and community-based organisations, should also be involved. The presence of a culture of violence and abuse is jeopardising the minds and

bodies of South Africa's future leaders and citizens. It is imperative that both the Department of Education (DoE) and the wider community engage in a collaborative endeavour to continue to monitor, address, treat and ultimately prevent all forms of violence within schools. The DoE and its subsidiary schools must develop strategic plans that can be tailored to the local needs, and just as critically to resource those plans fully and immediately.

Reddy S, James S, Sewpaul R, Sifunda S, Ellahebokus A, Kambaran N, Omardien R. 2013. Umthente Uhlaba Usamila: the 3rd South African National Youth Risk Behaviour Survey 2011. HSRC, South Africa.

http://www.hsrc.ac.za/en/research-data/view/6874

The objectives of this study is to provide provincially and nationally representative data, inform intervention development, inform policy development and adaptation, to assess and project how risk behaviours change over time, and provide an early warning system for future epidemics related to risk behaviours. Over the last two decades the South African government has adopted several global legislative and policy initiatives to promote the health and well-being of young people and firmly establish a sound constitutional, legislative and policy foundation for the social development of youth. These provide the milieu within which school-based education relating to health and development issues might take place effectively. In terms of addressing violence, the report found that the school as a system is being adversely challenged and the need to address this is imperative. Assistance to re-orientate schools as places of safety for learners both within and outside the school is needed.

All sectors working with young people like education, social development, mental health, correctional services, youth and religious groups have a role to play in creating an environment that is less threatening and provoking to young people. In the light of a less than optimal environment situation that many learners find themselves in, programmes need to assist them with the minimum skills that help them cope with conflict, negative feelings and dangerous encounters constructively. Mechanisms for the support of learners and their families need to be established. There has to be a monitoring process set in place so that these interventions can be refined as circumstances change.

Gonçalves de Assis S, de Vasconcellos Carvalhaes de Oliveira R, de Oliveira Pires T, Quintes Avanci J, Pires Pesce R. 2013. Family, school and community violence and problem behavior in childhood: results from a longitudinal study in Brazil. Paediatrics Today; 9 (1)

http://www.paediatricstoday.com/index.php/pt/article/view/5/pdf

The objective of this paper was to analyse if the presence of internalising and externalising behaviour were associated to the occurrence of family and social violence among school children in a Brazilian municipality. A sample of 295 children from public schools was followed longitudinally in three waves (2005-2008), assessing the emotional and behavioural problems (CBCL) and the presence of different forms of violence. Two linear regression models were conducted taking into account the longitudinal dependence. The final model for externalising problems identified that boys are more affected and that physical violence between

grandparents, between parents and between siblings, parental verbal aggression against the child and school violence are related to an increase in symptomatology throughout the period studied. The model of internalising behaviour encountered the following variables as being significant: verbal aggression of parents towards the child, sibling physical aggression and violence at school. The results indicate the need for preventive proposals focusing on the family and violence at school, thereby reducing emotional and behavioural problems that seriously affect child development.

Rudatsikira E, Muula A and Siziya S. 2008. Prevalence and correlates of physical fighting among school-going adolescents in Santiago, Chile. Revista Brasileira de Psiquiatria; 30 (3)

http://www.scielo.br/pdf/rbp/v30n3/a04v30n3.pdf

The objective of this study was to estimate the prevalence of, and associated factors for physical fighting among school-going adolescents in Chile. A secondary analysis of the Chilean Global School-Based Health Survey conducted in 2004 in Santiago was undertaken. Of the 2111 respondents, 40.7% (54.3% males and 26.6% females) reported having been in a physical fight in the prior 12 months. Males were more likely to have been in a physical fight than females. Substance use (cigarette smoking, drinking alcohol, and using drugs) and bullying victimisation were positively associated with fighting. Parental supervision was negatively associated with physical fighting.

The prevalence of having engaged in a physical fight among in-school adolescents in Santiago, Chile is found to be similar to what has been reported in diverse settings in Africa, Europe and North America. The findings suggest that efforts to reduce adolescent substance use (illicit drugs, alcohol and cigarette smoking) may also reduce adolescents' exposure to physical fighting. This may be due to the fact that situations where substance use is likely to occur may also exist where fighting occurs. Parents should be encouraged to supervise their children because, doing that seems to prevent them from engaging in a host of antisocial behaviours. Furthermore, there is need to make schools and neighbourhoods safer for adolescents not to be involved in fighting and bullying. School regulations, staff supervision and a supportive environment have all been reported to discourage adolescent victimisation.

WHO. 2010. Violence prevention: the evidence. WHO, Geneva

http://who.int/entity/violence_injury_prevention/violence/4th_milestones_meeting/publications/en/index.html

This paper is made up of a set of briefings on what works to prevent interpersonal violence (including against women and girls), and self-directed violence. By spotlighting the evidence for effectiveness, the briefings provide clear directions for how funders, policy makers and programme implementers can boost the impact of their violence prevention efforts for women and girls, men and boys.

Though further research is needed, some evidence shows that school and community interventions can promote gender equality and prevent violence against women by challenging

stereotypes and cultural norms that give men power and control over women. School-based programmes can address gender norms and attitudes before they become deeply engrained in children and youth. Some of the strongest evidence is for the IMAGE initiative in South Africa which combines microloans and gender equity training. Another intervention for which evidence of effectiveness is building up is the Stepping Stones programme in Africa and Asia which is a life-skills training programme which addresses gender-based violence, relationship skills, assertiveness training and communication about HIV.

This report aims to help advocates, policy makers and programme designers and implementers to reduce the heavy burden of death and injury caused by violence. It can contribute towards reducing the far-reaching impact violence can have on mental and physical health, school and job performance, people's ability to successfully relate to others, the safety of communities and, ultimately, the social and economic development of countries. The report presents the evidence from various countries and does not focus solely on low and middle income contexts.

Heise L. 2011. What Works to Prevent Partner Violence? An Evidence Overview. Working Paper. STRIVE Research Consortium, London School of Hygiene and Tropical Medicine, London

http://researchonline.lshtm.ac.uk/21062/1/Heise_Partner_Violence_evidence_overview.pdf

This review presents the empirical evidence of what works in low- and middle-income countries to prevent violence against women by their husbands and other male partners. The review focuses on prevention programmes rather than responses or services, and on research-based evaluations rather than insights from practice.

[The section on school-based programmes is missing. The author has been contacted but had not replied by the time this helpdesk was finalised]

Antonowicz L. 2010. Too Often in Silence: A Report on School-Based Violence in West and Central Africa. New York/Dakar/Johannesburg, South Africa, UNICEF/Plan West Africa/Save the Children Sweden/ActionAid.

http://www.unicef.org/wcaro/VAC_Report_english.pdf

This report is aimed at policy makers, education and child protection programmers, and broadly at education stakeholders from teachers' unions, educators, and children and communities. It aims to help understand the context and causes of violence in and around schools in West and Central Africa, its nature, and its impact on students' physical, psychological and sexual well-being and more broadly on communities and nations. It synthesises evidence on the prevalence, frequency and intensity of school-based violence and proposes key recommendations for tackling the problem.

Schools are reported to be a unique entry point to holistically address the issue of violence against children. By bringing education and national child protection systems together, response to school-based violence and education outcomes can be dramatically improved. The following recommendations are made:

Recommendations for governments

1. Recruit more qualified teachers, encourage the recruitment of female teachers, and invest in teacher training and continuing professional development.
2. Enforce and harmonise legislation and policies for the protection of children and the prosecution of perpetrators, and improve cross-sectoral and cross-ministerial coordination to increase violence prevention and response.
3. Increase the evidence base to inform policies by establishing a centralised mechanism to record, report and monitor violence in and around all types of education institutions.

1. Recommendation for Bretton Woods agencies

4. Increase financial commitments to close the annual US$16 billion financing gap currently estimated to achieve Education for All and ensure aid money can be spent on recurrent costs such as teachers' salaries and teacher training.

Recommendation for development agencies and NGOs

5. Support and engage with all duty bearers to meet their obligations to prevent and protect children and communities from violence.

Recommendations for teacher corps, educational staff and unions

6. Engage in discussion and mobilisation on issues related to school-based violence, including prevention of and response to violence, and link these to related professional debates around recruitment practices of non-professionals in schools (contract teachers), teacher training and professional development, and conditions of service.
7. Take the lead on the consultation on and the establishment of professional Codes of Conduct that will protect both teachers and students.

Recommendations for schools

8. Develop inclusive and non-discriminatory school regulations and procedures to address staff and students' conduct and outline school-based violence prevention and response mechanisms.
9. Strengthen pastoral care systems and facilitate children's participation in the reduction of school-based violence.

Recommendations for families, youth and children

10. Participate in and promote dialogue, awareness-raising campaigns and initiatives addressing the negative social attitudes that push education staff and communities to accept or minimise the importance of school-based violence.
11. Engage with religious and traditional leaders to promote the virtues of a nonviolent and non-discriminatory educational environment.
12. Support capacity development projects aimed at helping children and young people to advocate and take action against violence against children, in and outside schools.
13. Participate in monitoring of violations of children's rights and promote existing response and assistance mechanisms within and outside schools.

4. Safe, inclusive and violence-free schools

Burde D, Guven O, Kelcey J, Lahmann H and Al-Abbadi K. 2015. What works to promote children's educational access, quality of learning, and wellbeing in crisis-affected contexts. Education Rigorous Literature Review. DFID, UK

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/470773/Education-emergencies-rigorous-review2.pdf

This rigorous review surveys research on education in emergencies to assess "what works" to promote access, quality, and wellbeing for improving learning outcomes in acute and protracted crises, as well as in post-crisis contexts. The authors reviewed literature for rigorous and robust empirical research to present evidence of effective practices and programme interventions.

In terms of developing positive school climates, the authors report that although there is no rigorous evidence regarding intra-school violence in crisis settings, emerging research in stable developed and developing contexts has drawn attention to intraschool violence, emphasising school-related gender-based violence (SRGBV) as a particularly salient problem. For instance, in post conflict Colombia as well as in Botswana and non-English/non-Afrikaans speaking South Africa, higher reading achievement levels and math scores were found in schools with supportive disciplinary environments and schools with fewer instances of reported bullying. New grey literature explores the effects of safe schools and school violence on learning outcomes in developing countries.

RTI International. 2013. Literature Review on the Intersection of Safe Learning Environments and Educational Achievement. USAID, Washington, DC.

http://www.ungei.org/srgbv/files/Safe_Learning_and_Achievement_FINAL.pdf

A safe school is one that is free of danger and possible harm for students, but in reality, violence in schools is a global phenomenon. Moreover, studies in developing countries indicate that school violence is especially prevalent in such settings. This report reviews the available evidence on safe learning environments, with particular, but not sole, reference to developing countries. Research on the linkages between school safety and violence and educational achievement in developing countries is very sparse and patchy, making reliable comparisons among locations or analyses of trends impossible. Taking into consideration the findings from this review, USAID could assume a leadership role by:

- Raising awareness about the impact of school violence on educational achievement among national education policy makers and other donor agencies.
- Supporting large-scale, gender-sensitive longitudinal and comparative research in developing countries.
- Assisting interested Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) ministries of education to investigate the impact of school violence on educational achievement.
- Encouraging context-specific studies to investigate the relative vulnerabilities of students in the same school, as well as the prevalence and impact of violence in schools as a whole.

- Helping to strengthen the most widely used school climate frameworks by emphasising the importance of school safety.
- Reviewing programs for reducing school violence in developing countries, helping to disseminate evidence-based best practices, and supporting a wider roll-out of effective interventions.

Ramos C, Nieto, A and Chaux E. 2007. Classrooms in peace: preliminary results of a multi-component program. Inter-American Journal of Education for Democracy; 1 (1)

https://scholarworks.iu.edu/journals/index.php/ried/article/view/112/192

Classrooms in Peace is aimed at preventing aggressive behaviours and promoting peaceful coexistence through 1) a curriculum for the development of citizenship competencies in the classroom; 2) extracurricular reinforcement in groups 3) workshops for, visits and phone calls to family mothers/fathers. A first implementation of the complete program showed a drastic decrease in aggressive behaviours and indiscipline and a considerable increase in prosocial behaviours, adherence to rules, and friendship networks among classmates. The combination of universal components and targeted components for those most in need seems to be highly valuable, especially in violent contexts.

Chaux E. 2009. Citizenship competencies in the midst of a violent political conflict: the Colombian educational response. Harvard Educational Review; 79 (1)

http://hepgjournals.org/doi/abs/10.17763/haer.79.1.d2566q027573h219

conflict has on children. Literature is presented that points to higher levels of aggressive and violent behaviours among children in these settings. The case of Colombia and an educational initiative that attempted to foster stronger citizenship competencies among its students is examined. The program, Aulas en Paz (see Ramos, Neito and Chaux, 2007), experienced success in lowering aggressive behaviours in students and increasing citizenship competencies among its participants. Aulas en Paz was shown to reduce the frequency of aggressive behaviours observed in the classroom and playground to one-fifth, with the change being stronger among those children who, because of their initial levels of aggression, were targeted to receive all the components of the program. Evaluation of the programme highlighted the importance of teacher training and implementation fidelity, since negative results were found in those classrooms where implementation problems were identified. For example, hoping to benefit more children, and without the researchers' knowledge, one school modified the composition of heterogeneous groups to include more children with high scores in aggression.

Violent armed conflicts (in Colombia or in other countries) will not be stopped by programs like Aulas en Paz alone. However, these programs are likely to reduce the negative effects that this armed conflict is having on Colombian children and on the society at large. In particular, these educational programs might be providing the competencies necessary to reduce the development of aggression caused by exposure to violence and to create peaceful relationships among children. In this way, children who could have grown up to participate in violence might contribute to the construction of a more peaceful society. This transformation seems crucial for the promotion of a long-lasting peace.

5. Cyber bullying

Treurnich J. 2014. A secondary school teacher's experiences as a victim of cyber bullying. Masters dissertation. University of Pretoria.

http://repository.up.ac.za/handle/2263/45897

This dissertation explores the experiences of a secondary school teacher in South Africa who was a victim of learner cyber bullying. Cyber bullying is defined as the use of information and communication technologies to support deliberate, repeated aggressive behaviour by an individual or group that is intended to harm others. This descriptive case study details how the cyber bullying was addressed through legal action against the bullies. The positive outcomes from this action included the participant believing he had set a precedent, showing that teachers must stand up for their human rights and prevent or intervene in cyber bullying incidents. Principals, unions, and departments of education were found to have a role in dealing with cyber bullying and ensure that the culprits were properly reprimanded and held responsible for their misbehaviour. Community support groups reduce the likelihood of learner bullying. Support from principals was also reported to reduce the difficulties arising from teacher-targeted bullying and can promote teacher well-being. Departments of education, teacher forums, and supportive atmospheres at schools could also help prevent and intervene in cyber bullying incidents. The negative outcomes for the teacher of taking legal action were disillusionment with the school system, negative career implications/ramifications, and family stress.

The paper makes a number of recommendations:

1) Teachers must be made aware of cyber bullying and their rights to report and seek professional help in respect of cyber bullying incidents.
2) Schools need to support teachers who are targeted or victimised.
3) Parents should be made aware of cyber bullying and how it affects learners and teachers in the school context. Parents should educate their children on the dangers of cyber bullying and encourage responsible technological and online behaviour.
4) Learners should be educated about cyber bullying. This may help reduce cyber bullying behaviour. Learners need to be aware of teachers' rights and the consequences of their own behaviour.
5) Educational psychologists and other relevant staff should receive training on how to support teachers who have been victimised through learner cyber bullying.
6) Departments of education must play an active role in supporting schools and teachers in cyber bullying incidents.

Bester S, du Plessis A and Treurnich J. 2016. A secondary school teacher's experiences as a victim of cyber bullying. Forthcoming.
[Advanced draft sent by author]

This article, based on the Masters research detailed above, reports on the experiences of a secondary school teacher who was a victim of learner cyber bullying. This teacher experienced severe emotional distress, family stress, anxiety, anger, intense humiliation and loss of dignity as a result of cyber bullying. On a professional level he felt unsupported by his teachers' union, school management team and teaching authorities. Support from his family, his community and

the opportunity to share his experience with other teachers influenced his resilience positively while taking action made him feel like a role model for other teachers. This study highlights the effects of aggression in schools and raises concern about school climate and the need for social emotional competence programmes for learners. This study highlights the challenges communities face in addressing issues relating to school violence and school climate. It also highlights the importance of policies and practices regulating safety in schools to ensure productive learning environments and the need for social emotional development of learners. Schools and cyber space should be safe havens for all where mutual respect, empathy and collaboration between learners and teachers lead to engaged learning experiences. This case however suggests that there is still much work that needs to be done in transforming South African schools into positive spaces for learning.

6. School-Related Gender-Based Violence

Leach F and Humphreys S. 2007. Gender violence in schools: taking the 'girls-as-victims' discourse forward. Gender and Development; 15 (1)

http://www.tandfonline.com/doi/abs/10.1080/13552070601179003

This paper draws attention to the gendered nature of violence in schools. Recent recognition that schools can be violent places has tended to ignore the fact that many such acts originate in unequal and antagonistic gender relations, which are tolerated and 'normalised' by everyday school structures and processes. Most research to date has focused on girls as victims of gender violence within a heterosexual context and ignores other forms such as homophobic and girl-on-girl violence.

Gender violence in schools is a relatively recent area of research and few initiatives have been developed to tackle it. Most of those documented are smallscale and context-specific. Most also originate in sub-Saharan Africa, where concern over high HIV and AIDS prevalence among young people has led to initiatives to promote sexual health messages in schools, including the risks of multiple sexual partners and forced sex, and to provide advice on how to deal with sexual abuse or violence.

Some school-based interventions address both girls and boys, others only girls or only boys. Others seek to raise awareness among teachers and trainees and to provide skills to address the problem. Less common are programmes involving parents and communities. In addressing violence against girls, recent interventions have recognised the need to work with boys as well as girls in a context that tries to unravel the complexity of gender dynamics - this is a welcome development in moving beyond the 'girls-as-victims' discourse.

There is little available information about the impact of interventions, especially where they are small-scale: this is a shortcoming that needs to be addressed. Despite being context-specific, most of these interventions share a common set of methodological principles. The most important of these is a commitment to behaviour change and a belief that this can only be brought about through participatory methodologies inspired by PRA (Participatory Rural Appraisal) and learning through reflecting on experience ('experiential' learning). Second is a commitment to seek out and value children's knowledge, opinions and perspectives, and for adults to engage in an open and democratic partnership, minimising the traditional adult/child power imbalance.

Other principles include creating a non-threatening and safe environment in which young people can openly discuss sensitive topics, question traditional views, express fears, and seek advice. This encourages and facilitates self-reflection, and provides space to learn and rehearse new behaviours.

The interventions analysed adopt an experiential approach to learning, one which engages young people as active participants in constructing knowledge, and commits both adults and children to seeking solutions through behaviour change. The challenges are great: in a didactic authoritarian school culture, introducing such approaches is not easy, but if schools are to change gender behaviour (and to teach effectively about AIDS), a more open, process-oriented, and participatory mode of teaching and learning needs to be built into the school curriculum.

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

This review aims to explore learnings from the experiences of others in addressing school-related gender-based violence (SRGBV). SRGBV has become highlighted as an important arena for prevention and intervention in the education sector but there is little collected intelligence to date on best practice, what constitutes an effective intervention and how this can be measured. Three projects implemented by Actionaid, USAID and Plan International form the basis of this review, supplemented by four other projects providing supporting or additional information. The following key findings were reported:

1. All the projects found monitoring progress on meeting outcomes and measuring the impact of SRGBV activities very challenging; in some cases, it was very patchy and poorly designed and executed. Without reliable and comprehensive data which records the scale of the problem and informs strategies to address it, policymakers and donors are unwilling to commit to firm action and stakeholder groups to back reform.

2. There was an over-reliance on short training and awareness raising inputs, aimed at changing attitudes towards SRGBV and reducing levels of violence in schools and communities but little evidence that this was having much impact beyond increasing knowledge of the issues. Evidence of attitude change was mixed, with particularly intransigent views around corporal punishment, and little evidence of behaviour change. Lack of a proven methodology to measure the effects of such interventions on attitude and behaviour change, especially relating to sexual violence, makes it difficult to obtain a clear picture as to the benefits of such inputs.

3. The almost complete absence of objective data recording behaviour change in terms of reduced violence in schools and communities was a major finding of the review. Most data was generated through self-reporting and box-ticking in questionnaires and structured interviews, with little or no triangulation from other data sources e.g. routine observation.

4. More robust evidence from observations as well as interviews did appear to indicate that the creation of gender (or girls') clubs, where children could safely discuss issues, seek information and advice, and were empowered to challenge violence in and around their

schools, helped reduce its prevalence. They also provided an effective form of peer learning and empowerment, for girls in particular. Likewise, physical improvements such as sex-segregated toilets and clean classrooms had a positive impact on violence reduction.

5. Efforts to influence national policy and legislation to address SRGBV and to ensure effective implementation had less success, as had attempts to help establish and operationalise robust mechanisms in schools and communities to confidentially record, report and refer cases of violence, e.g. by strengthening SMCs and PTAs.

6. Much of the data collected for M&E purposes was statistical and was not supported by qualitative evidence, leading at times to unwarranted inferences, e.g. increases in the number of reported cases of violence were open to ambiguous or conflicting interpretations.

7. Despite the widespread view that the presence of female teachers contributes to safer and more child-friendly schools, evidence was mixed. It appeared that the absence of female teachers could aggravate levels of violence but their presence did not necessarily reduce it, due to stereotypical views of gendered behaviour and gender differentiated practices in the classroom.

8. Although there was some evidence of increased enrolments and reduced dropouts, especially among girls, the link with project activities was not clear-cut.

Leach F, Dunne M and Salvi F. 2014. A global review of current issues and approaches in policy, programming and implementation responses to School-Related Gender-Based Violence (SRGBV) for the Education Sector. Background research paper prepared for UNESCO.

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/HIVAIDS/pdf/SRGBV_UNESCO_Global _ReviewJan2014.pdf

Gender-based violence (GBV) is a global phenomenon that knows no geographical, cultural, social, economic, ethnic, or other boundaries. It occurs across all societies and represents a brutal violation of human rights, the worst manifestation of gender-based discrimination and a major obstacle to the achievement of gender equality. It is tolerated and sustained by social institutions, including the school, the very place where we expect our children to be safe and protected. It is a serious obstacle to the right to education and learning, with implications for the ways that people understand and enact their social lives and exercise their citizenship. Education has been identified as one of the priority areas for strategic intervention. However, the transformative potential of schools to empower individuals, to champion gender equality and challenge violence against women and girls depends on a school environment that is itself safe and violence-free. This review of current issues and approaches in policy, programming and implementation responses to SRGBV has been commissioned by the HIV and Health Education section in the Education Sector at UNESCO to contribute to the development of comprehensive evidence-informed policy guidelines for the prevention and elimination of SRGBV in and through education.

This report makes the following recommendations for short term action:

- All gender issues become integral to all work in education, child protection and the prevention of violence against children. This requires examining all school violence through a gender lens (including corporal punishment and bullying) and responding with gender-sensitive solutions.

- SRGBV is lobbied to be included in the post-2015 agenda, taking advantage of the emerging international consensus over the need to emphasise equity and quality goals (rather than access) in the post-2015 agenda for the education sector, and ensure that strategies and targets to reduce SRGBV are part of national plans.

- Work with international federations of labour unions: consistent policies must be developed internationally, supported at the national level, to strengthen the professionalism, ethics and gender-responsiveness of the education cadre.

- The public profile of SRGBV must be raised: Awareness of the scale and severity of SRGBV around the world needs to be raised and media encouraged to portray women and those who are discriminated against in socially responsible ways free from stereotypes. Multi-media tools and materials to communicate and disseminate information around SRGBV should be developed. This could be linked with on-going efforts to raise awareness of HIV and sexual and reproductive health more broadly, as appropriate.

- The education sector's capacity to address GBV must be strengthened.

- Examples of good practice in addressing SRGBV must be shared at governmental and non-governmental level, and opportunities for scaling up interventions, which link local initiatives to the policy level, should be explored. These will need to be adapted to different cultural, political and economic contexts.

- Education content: On-going work in HIV and sexuality education can provide a valuable vehicle for developing school programmes and materials which articulate the link between GBV, HIV and sexuality, using methodologies adapted to different cultural contexts and teacher competences. Pedagogy: Implementing actors must develop programmes which are realistic about the ability and willingness of teachers to engage with the child-centred and participatory pedagogies that are advocated when teaching about GBV, HIV and sexuality. Teachers need to be given the incentives and the skills to embrace this unfamiliar style of teaching if they are to contribute to changing the prevailing gender regime. Alongside this, children can be trained as peer educators or peer mentors who help to reduce bullying and violence in their schools. Adapting community-based participatory programmes with a proven track record in bringing about behaviour change relating to GBV and HIV, such as Stepping Stones or Raising Voices, for school contexts may also be effective.

- Early childhood care and education: Those active in early childhood development should familiarise young children with violence-free behaviours, and with notions of respect and cooperation. It is important to recognise that violent behaviour is learned at an early age, and that children who witness or experience violence during childhood are much more likely to engage in violent behaviour as they move into adulthood.

Morrison A, Ellsberg M and Bott S. 2007. Mar Addressing Gender-Based Violence: A Critical Review of Interventions. The World Bank Research Observer; 22 (1)

http://wbro.oxfordjournals.org/content/22/1/25.short

This article highlights the progress in building a knowledge base on effective ways to increase access to justice for women who have experienced gender-based violence, offer quality services to survivors, and reduce levels of gender-based violence. While recognising the limited number of high-quality studies on program effectiveness, this review of the literature highlights emerging good practices. Much progress has recently been made in measuring gender-based violence, most notably through a World Health Organization multicountry study and Demographic and Health Surveys. Even so, country coverage is still limited, and much of the information from other data sources cannot be meaningfully compared because of differences in how intimate partner violence is measured and reported. The dearth of high-quality evaluations means that policy recommendations in the short run must be based on emerging evidence in developing economies (process evaluations, qualitative evaluations, and imperfectly designed impact evaluations) and on more rigorous impact evaluations from developed countries.

In terms of violence in schools, the education sector is reported to have lagged far behind the health sector in developing a policy response to violence against women, despite growing evidence that sexual harassment and other forms of gender-based violence are widespread in educational settings. Some evidence suggests that Uganda has had success in reducing tolerance for sexual harassment in schools, but more research is needed to identify effective approaches. Although not described as specifically school programmes, numerous programs in developing economies are described as currently working to promote nonviolence among men and boys. Several have been rigorously evaluated - such as Program H in Brazil, ReproSalud in Peru, and Men as Partners in South Africa - and they have shown promising results in changing male attitudes and behaviours. One policy-relevant finding is that it appears to be easier to change attitudes and behaviours of boys and younger men than of older adults, highlighting the need to target young people.

UNESCO. 2015. Gender and EFA - 2000-2015: achievements and challenges. UNESCO, France.

http://unesdoc.unesco.org/images/0023/002348/234809E.pdf

This report provides detailed evidence of how much has been achieved in the past 15 years towards gender parity and reducing all forms of gender inequalities in education but also where considerable – some quite intractable – challenges remain. One of the main findings is

24

that violence in schools can be addressed by advocacy and policy responses. Campaigns, reports, advocacy and lobbying can help efforts to prevent violence in schools by raising awareness and promoting better knowledge of children's rights to a safe education.

Notable high profile campaigns have included the Global Initiative to End All Corporal Punishment of Children launched in 2001, Plan International's Learn Without Fear campaign, launched in 2011, and the Council of Europe's One in Five campaign to protect children against sexual exploitation and abuse, begun in 2010. The Don't Hit, Educate campaign in Brazil uses discussion groups, music and theatre to raise community awareness. In 2014, Brazil became the 38th country to ban all forms of corporal punishment. Attempts to address school-related gender-based violence, build on these more general campaigns.

Some countries in sub-Saharan Africa have enacted policy development to tackle gender-based violence, especially sexual violence. Liberia, a country emerging from conflict, has advocated for the development of a syllabus on gender-based violence for use by trained educators in schools. In South Africa, strategies to address gender-based violence are supported by a strong legal and policy framework, and by guidelines for schools on preventing sexual harassment and abuse. In many other sub-Saharan African countries, international NGOs have worked with governments to strengthen legislation and guidelines on tackling gender-based violence in schools.

The Kenyan government and ActionAid collaborated with teachers' unions to draft a bill to reinforce mechanisms for reporting sexual violence, and ensuring that guilty teachers are discharged, not transferred to other schools. In Ghana and Malawi, the Safe Schools project used national advocacy networks to lobby for revisions to the Teachers' Code of Conduct and to call for stronger enforcement of regulations relating to teacher misconduct. However, to ensure accountability measures are effective, they must be reinforced by legal and policy frameworks at government, district and school levels; be widely disseminated; and be enforced through effective leadership.

Overall, there is little evidence that increased awareness of the prevalence of school-related gender-based violence over the last decade is translating into effective action to change behaviour and reduce levels of violence. Enforcement of laws is often poor, reporting and referral systems weak, and policy implementation patchy, partly because of deep-seated social and gender norms at the district, community and school levels. There also remains a lack of knowledge about what works in reducing the prevalence of gender-based violence in schools, and interventions are usually small, short term projects which are difficult to scale up.

Parkes J. 2015. Gender-based Violence in Schools. Background paper for EFA Global Monitoring Report 2015. UNESCO, Paris.

http://unesdoc.unesco.org/images/0023/002323/232399e.pdf

This paper examines how policies and strategies to address school-related gender-based violence have evolved since 2000, when gender-based violence within education was largely invisible. It traces remarkable progress in research, policy and programmes, particularly since the mid-2000s when evidence around the globe exposed high levels of many forms of violence. However, there is still insufficient knowledge about what works to reduce violence, and weaknesses in processes of policy enactment which inhibit effective action. Through four country case studies, in South Africa, Brazil, India and Liberia, this paper explores how different forms of violence are being addressed in varying contexts. It concludes that more attention is needed to the space between national and local policy enactments, and to tackling at national, district, school and community levels the norms and inequalities at the heart of gender-based violence.

DevTech Systems Inc. 2008. Safe Schools Project: Final Report. DevTech Systems, Inc and Centre for Educational Research and Training/ US Agency for International Development, Washington, DC.

http://nova.devtechsys.com/images/eyd/safe-schools-final-report.pdf

This report summarises the results of the participatory learning and action (PLA) research activity conducted in October and November 2005 to help raise awareness, involvement, and accountability at national, institutional, community and individual levels of SRGBV in Malawi.

The Safe Schools Program (Safe Schools) was a five-year project funded by USAID. The objective was to create safe environments for both girls and boys that promote gender-equitable relationships and reduce SRGBV by working in partnership with children, youth, parents, teachers, schools and communities. Altogether, 952 pupils participated in the PLA workshops. The focus group discussions included more than 2,000 participants. In addition, 370 key informants including traditional leaders, initiation counsellors, members of school management committees and parent teacher associations, head teachers, government Primary Education Advisers, religious leaders, members of the school disciplinary committees (where these existed) and club patrons were interviewed.

Although this study reveals a lack of knowledge about school-related gender-based violence in communities in the Machinga District of Malawi, all of the schools in the study have some kind of reporting structure in place in the event that violence against children occurs. Increased sensitisation about children's rights to pupils, teachers and parents in addition to cataloguing possible sanctions that can be imposed on perpetrators is a possible entry point for reducing SRGBV in schools and in the communities around the schools. Introducing guidance and counselling services at the school level for both perpetrators and victims might also help to reduce the incidence of abuse in schools. Properly addressing SRGBV requires interventions that tackle both the push factors - the abusive nature of schools and the exploitative, gendered attitudes of teachers, and the pull factors of home life by soliciting support and understanding of parents and the wider community.

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