




**A WHOLE SCHOOL APPROACH
TO PREVENT SCHOOL-RELATED
GENDER-BASED VIOLENCE:**
Minimum Standards and
Monitoring Framework




The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNGEI or any of the contributing agencies concerning the legal status of any country, territory, city, or area or its authorities, or concerning its frontiers or boundaries.

Published by:

United Nations Girls' Education Initiative

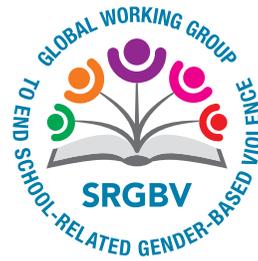
Three United Nations Plaza

New York, NY 10017

USA

<https://www.ungei.org>

Cover Photos (*clockwise from upper left*): © UNICEF/UNI160198/Ose;
© UNICEF/UNI45082/Zaidi; © UNICEF/UN060464/Knowles-Coursin;
© UNICEF/UN0203576/Nakibuuka; © UNICEF/UNI123462/Pirozzi;
© UNICEF/UNI82722/Pirozzi; © UNICEF/UNI116640/Diffidenti;
© UNICEF/UNI49086/Pirozzi



A WHOLE SCHOOL APPROACH TO PREVENT SCHOOL-RELATED GENDER-BASED VIOLENCE:

Minimum Standards and
Monitoring Framework





Acknowledgements

The Global Working Group to End School-Related Gender-Based Violence (SRGBV WG) provided the impetus for producing the *Whole School Minimum Standards and Monitoring Framework*, after identifying a need for greater gender-awareness in addressing school violence and achieving the Sustainable Development Goal 4 target of “safe, inclusive and gender-sensitive learning environments.”

Dr. Emma Fulu and her team at the Equality Institute wrote and developed the evidence review and framework for this guide. Subsequent revisions were completed by Sujata Bordoloi (UN Girls’ Education Initiative), who also provided overall technical oversight and coordinated the process under the leadership of Nora Fyles, Director of the UNGEI Secretariat.

We would like to acknowledge a number of individuals who provided input during the guide’s conceptual stages and participated in consultations, reviewed drafts, and gave extensive feedback. Thank you to the following colleagues for shaping this guide: Catherine Jere (UEA); Jenny Parkes, Jo Heslop, and Freya Johnson-Ross (IOE-UCL); Joanna Herat (UNESCO); Ruti Levtoy (Promundo US); Nihan Koseleci Blanchy and Kate Redman (UNESCO GEMR); Juncal Plazaola-Castaño (UN Women); Julie Hanson Swanson and Kalene Resler (USAID); madeleine kennedy-macfoy (Education International); Sarah Hennell and Rachel Hinton (DFiD); Åsa Eldén (SIDA); Allison Kennedy (UNESCO UIS); Albert Motivans (Equal Measures 2030); Manuel Contreras-Urbina (Global Women’s Institute); Lauren Pandolfelli, Suguru Mizunoya, Claudia Cappa (Data and Analytics, UNICEF); Clarice Da Silva e Paula and Ingrid Sanchez Tapia (Child Protection and Education, UNICEF); Hendrina Doroba (FAWE) and Lydia Madyirapanze (FAWE Zimbabwe); Shirley Miske (Miske Witt and Associates Inc); Katharina Anton-Erxelben (Raising Voices, Uganda); and Kristi Fair (Independent Consultant).

We thank Fiona McDowell for her editing services and Big Yellow Taxi for their design services.

Table of Contents

GLOSSARY	4		
PURPOSE	6		
INTRODUCTION	7		
THE CONCEPTUAL FRAMEWORK AND THEORY OF CHANGE	8		
1.1 Alignment with the Socio-ecological Model	10		
1.2 Theory of Change	11		
WHAT DOES A WHOLE SCHOOL APPROACH ENTAIL?	14		
2.1 The Whole School Approach	14		
2.2 Elements of a Whole School Approach	17		
2.3 Minimum Standards for a Whole School Approach	18		
		MONITORING AND EVALUATING A WHOLE SCHOOL APPROACH TO SRGBV PREVENTION AND RESPONSE	38
		3.1 What is monitoring and evaluation?	38
		3.2 Why is monitoring and evaluation important?	38
		3.3 Ethical and safety considerations for collecting data on SRGBV	40
		3.4 Monitoring and evaluation of a whole school approach	41
		3.5 Understanding the different types of indicators	43
		3.6 Data Collection	48
		Indicators measuring the whole school approach	50
		Indicators measuring drivers of SRGBV	52
		Indicators measuring prevalence of SRGBV	53
		Data sources	54
		REFERENCES	55

Glossary

Bullying - Behavior repeated over time that intentionally inflicts injury or discomfort through physical contact, verbal attacks, or psychological manipulation. Bullying involves an imbalance of power.

Coercion - The action or practice of persuading someone to do something by using force or threats.

Curriculum - Addresses questions such as what students of different ages should learn and be able to do, why, how, and how well.

Cyber-bullying - The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

Drivers - Underlying factors and roots causes of violence such as social norms, patriarchy, gender inequality, and structural barriers.

LGBT - A person who is lesbian, gay, bisexual, or transgender.

Gender - Refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, oppor-

tunities, and relationships are socially constructed and are learned through socialization processes.

Gender-based violence - Violence that results in, or is likely to result in, physical, sexual, or psychological harm or suffering, against someone based on gender discrimination, gender role expectations, and/or gender stereotypes, or based on the differential power status linked to gender.

Gender-sensitive - Initiative that takes into account the needs of boys, girls and non-conforming genders.

Harassment - Any improper and unwelcome conduct that might reasonably be expected or be perceived to cause offence or humiliation to another person. Harassment may take the form of words, gestures, or actions that tend to annoy, alarm, abuse, demean, intimidate, belittle, humiliate, or embarrass another or that create an intimidating, hostile, or offensive environment.

Intimate partner violence - One of the most common forms of violence against women and girls; it refers to behavior by a current or previous husband, boyfriend, or other partner that causes physical, sexual, or psychological harm, including physical aggression, sexual coercion, psychological abuse, and controlling behaviors.

Pedagogy - The process of organizing and delivering content; it includes the use of various methodologies. A teacher's pedagogy helps different children engage with educational content and learn effectively, recognizing that individuals learn in different ways.

Positive discipline - An approach to student discipline that focuses on strengthening positive behavior rather than just punishing negative behavior.

Sexual harassment - Unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Sexual violence - Any sexual act, attempt to obtain a sexual act, or other act directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting. It includes rape, defined as the physically forced or otherwise coerced penetration of the vulva or anus with a penis, other body part, or object.

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

Social norms - Common standards within a social group as to what is socially acceptable or appropriate behavior in particular social situations. Breaching these norms has social consequences.

Violence - Any action, explicit or symbolic, which results in, or is likely to result in physical, sexual, or psychological harm.

Violence against children - All forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment, or exploitation, including sexual abuse.

Violence against women - Any act of gender-based violence that results in, or is likely to result in, physical, sexual, or mental harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or in private life.

Whole school approach - Involvement of various stakeholders at the school level, as well as in the local community and government, in a range of different activities with the aim of making schools safer, more child-friendly and a better environment for children to learn.

Purpose

School-related gender-based violence (SRGBV):

Acts or threats of sexual, physical, or psychological violence occurring in and around school, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics.

(UNESCO & UN Women, 2016)

The purpose of this guide is to present a set of minimum standards for a whole school approach to prevent and respond to school-related gender-based violence (SRGBV) and a monitoring framework to measure the effectiveness of the approach. A whole school approach is a strategy that takes into account the interconnectedness of schools, communities, and families in order to improve the school environment for students, staff, and community members. While this is not the only possible approach to addressing and monitoring SRGBV, evidence suggests that a whole school approach represents an effective solution because it has potential to address all forms and drivers of SRGBV (Parkes, Heslop, Johnson Ross, Westerveld, & Unterhalter, 2016).

This guide is divided into three sections. *Section 1* introduces the conceptual framework and theory of change, and provides the context for the whole school approach and established indicators. *Section 2* presents the whole school approach, which include eight minimum standard elements. The core element is effective school leadership and community engagement to design safe and gender-equal learning environments. The remaining standard elements are: establishing a code of conduct; capacity building of teachers and educational staff; empowering children to advance child

rights, child protection, and gender equality; improving reporting, monitoring, and accountability; addressing incidents; strengthening physical learning environments; and engaging parents. Suggested indicators accompany each of the elements. *Section 3* provides guidance on monitoring, how to measure the whole school approach, indicators for monitoring, and the ethical and safety considerations for conducting research with children and adults. A full list of the suggested indicators for monitoring the whole school approach are provided in the annexes. These indicators are subdivided into process, driver, and prevalence indicators.

This guide can be used by education ministries, education authorities, schools, and non-governmental organizations to guide SRGBV prevention and response actions with a monitoring approach that allows the tracking of results and outcomes. The intended audience for this guide is policy makers, planners, and practitioners working in education, child welfare, women's health and rights, and combating violence against women and girls. School personnel including teachers, school administrators, provincial education authorities, parents, and members of school management committees will also find this guide useful in designing an action plan to address SRGBV within their schools.

Introduction

SRGBV can be defined as *acts or threats of sexual, physical, or psychological violence occurring in and around school, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics*. SRGBV affects millions of children, families, and communities and occurs in all countries across the world. Research on the extent and scope of SRGBV is limited, however some data indicate that children and teachers experience a high degree of physical, sexual, and emotional abuse within the school environment. Negative social norms that reinforce unequal power structures between men and women, and adults and children, have been identified as the most significant drivers and root causes of SRGBV. Both girls and boys, and teachers as well as students can be victims and perpetrators of SRGBV and it can have serious and long-term consequences (UNESCO & UN Women, 2016).

Preventing and responding to SRGBV requires a holistic approach that addresses the drivers and root causes of violence at both the school and the community levels. Monitoring the progress of a whole school approach necessitates a thoughtful and comprehensive framework that can capture change across multiple levels. This document outlines a monitoring framework with corresponding indicators for the eight minimum standards, which can be used to track change at the school, provincial, and national levels.



THE CONCEPTUAL FRAMEWORK AND THEORY OF CHANGE

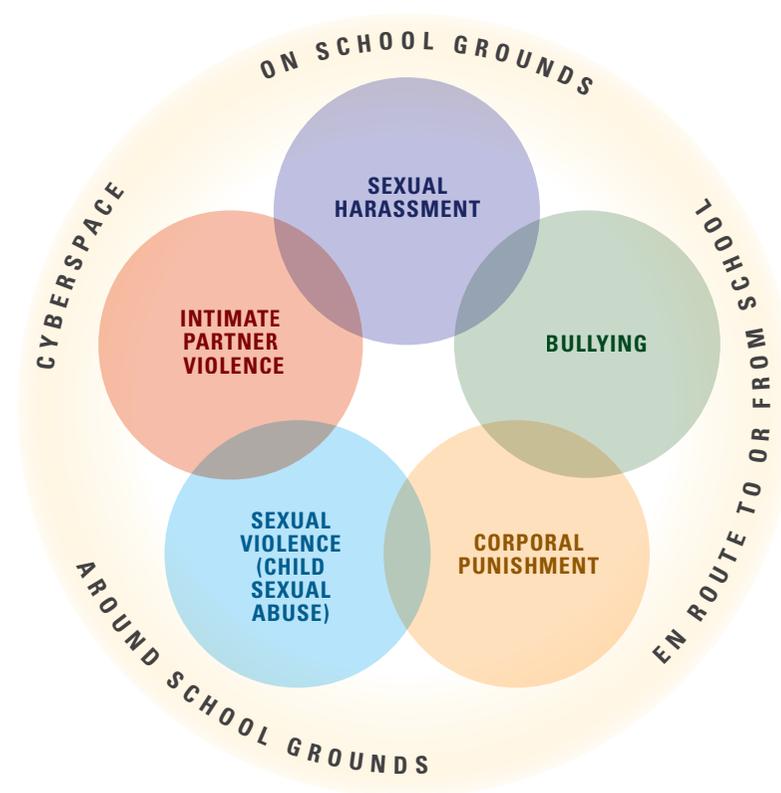
SRGBV is commonly experienced and perpetrated en route to and from school, in and around school grounds including school toilets, and in cyberspace. The conceptual framework (see Figure 1) for understanding SRGBV provides the context for the whole school approach (RTI International, 2016). The framework adopts a broad interpretation of SRGBV, recognizing that women, girls, men, and boys can experience violence that is used to assert and reproduce gender roles and norms.

The conceptual framework identifies five major forms of SRGBV:

- bullying, including physical and verbal (or psychological) violence;
- corporal punishment;
- sexual violence and child sexual abuse;
- sexual harassment; and
- intimate partner violence (adolescent dating violence).

Research indicates that different forms of SRGBV are strongly linked. For example, evidence shows a strong connection between bullying and sexual harassment, where unchecked bullying behaviors can often lead to sexual harassment. Such forms of bullying are commonly perpetrated by boys against girls, and girls against girls. Homophobic comments are routinely directed at boys by their male peers primarily to humiliate and control (Gruber & Fineran, 2008). A

Figure 1 Conceptual framework for SRGBV





number of other studies draw strong links between bullying, sexual harassment, and sexual violence among adolescents (Cutbush, Williams, & Miller, 2016; DeSouza & Ribeiro, 2005; Espelage & Holt, 2015; Pellegrini et al., 2001). Research is also beginning to emerge linking adolescent dating violence with other forms of SRGBV, such as sexual harassment, sexual violence, and bullying. These studies indicate that young girls and boys who have experienced bullying are more likely to experience adolescent dating violence compared with their peers who have not been bullied. Sexual harassment, which is closely linked with different forms of bullying, is a precursor to sexual violence, which is present in many adolescent dating relationships. While bullying and sexual harassment are not identical and stem from different root causes, both are demonstrations of power imbalances. Some studies have found that young people who engage in one form of violence like bullying, sexual harassment, or dating violence are likely to also engage in other forms of violence (Peters, Hatzenbuehler, & Davidson, 2015).

Root causes and reinforcing factors of SRGBV

SRGBV is common across a range of contexts and settings. The root causes lie in wider structural issues, social norms, and deep-rooted beliefs and behaviors that shape violence against children and the dynamics of gender and authority.

Social norms are collective beliefs, practices, and behaviors that groups of people agree are acceptable or unacceptable and maintain by giving approval or disapproval. Socially-agreed expectations of behavior are defined by differences of power. In most contexts, this includes the authority to teach, discipline, and control and to use violence. The power to maintain these norms lies in the hands of adults and those who are granted authority, based on

their gender, ethnicity, race, and social and economic status. This creates social norms that allow dominance by adults and condone unequal power dynamics and violence between girls and boys, older and younger children, and men and women.

Patriarchy and gender discriminatory norms are expressions of social norms and underpin the roles and stereotypes associated with being a man or woman, girl or boy. Notions of dominant masculinity or submissive femininity put pressure on girls, boys, men, and women to conform. Repercussions for those who do not conform to established gender norms can sometimes be severe.

Wider structural and contextual factors, such as conflict and war, socioeconomic inequality, deprivation or marginalization, and weak political, economic, or infrastructural systems can also contribute to gender-based violence.

Discriminatory or non-existent institutional frameworks, laws, and policies reinforce harmful social norms and fail to protect girls and boys against different forms of gender-based violence within the school context, and society more broadly (UNESCO & UN Women, 2016).

1.1 Alignment with the Socio-ecological Model

The socio-ecological model explains how individual, family, and school-level drivers of SRGBV are linked and interact with each other, and how broader social structures and community social norms shape gender norms and contribute to gender inequality and discrimination. According to the *Global Guidance on Addressing School-Related Gender-Based Violence*, at the individual level, students and educators are affected by biology, personality, his-

tory, and personal traits like age, sex, and income. At the family level, students and educators are also affected by family and other close relationships, which influence their worldviews. School-level factors affect students and educators in different ways based on structures of power and authority, approaches to discipline, their sense of safety, curricula and teaching methods, and knowledge and awareness of SRGBV (UNESCO & UN Women, 2016). At the community level, religious, political, and other social norms and community-level factors influence individuals, families, and schools in ways that may uphold patriarchal values and undermine gender equality. They may make discussions about gender, sexuality, and the abuse of children less likely to occur (UNESCO & UN Women, 2016; UNESCO, 2017b). According to the ecological model, interpersonal violence is the result of different factors interacting within and across four levels– the individual, the household, the community, and the societal. How factors at the different levels interact is just as important as the influence of factors within a particular level. For example, youth with both individual risk factors (e.g. experiencing abuse) and relational risk factors (e.g. having violent friends) are at a heightened risk for perpetrating violence (WHO Violence Prevention Alliance, 2018).

1.2 Theory of Change

The multi-dimensional nature of SRGBV, described above, warrants a mix of strategies that address the individual, structural, institutional drivers as well as unequal social and gender norms – within the school environment and in the wider community. This makes for a complex intervention with several possible entry points and strategies.

Drawing from a body of evidence on targeted and whole school strategies, the proposed prevention model and theory of change

Key Drivers of SRGBV

Individual Level

- Belief that men and women are not equal or do not have the same rights (stereotypes of masculinity and femininity)
- Some level of violence is seen as normal (condoning of violence)
- Lack of awareness of individual and collective rights
- Risk factors and vulnerabilities associated with sex, age, ethnicity, disability, HIV status, sexual orientation and gender identity, and socio-economic status
- Exposure to violence at home or in the community
- Current food or economic insecurity leading to violent behavior

Family Level

- Use of and tolerance of violence against family members
- Witnessing violence against women and girls in the household (social learning)
- Witnessing rigid roles being performed by men and boys and women and girls in the household (adherence to rigid roles)

School and Community Levels

- Corporal punishment, violence, and bullying seen as normal and “part of school life” (condoning of violence)
- Lack of or limited adherence to school policy or code of conduct
- Gendered and discriminatory division of tasks and extra-curricular activities, and nature of punishments
- Lack of or limited concern towards safety and security of students in schools
- Subservience of women and girls and dominance of men and boys (rigid gender roles)
- Attitude of “boys will be boys” in relation to sexual harassment (stereotypes of masculinity and femininity)
- Access to social media and online forms of violence

Societal Level

- Laws, policies, norms that allow for unequal rights and privileges between men and women (gender inequality)
- Masculinity associated with toughness and violence; femininity associated with submissiveness, passivity, and chastity
- Low socio-economic status and economic marginalization
- Impunity or lack of legislation and sanctions against perpetrators
- Conflict and insecurity

Figure 2 Prevention model and theory of change



describes a process of change whereby the actions guided by the eight minimum standards will lead to improved practices to prevent and respond to SRGBV at the school level. Over a period of implementation, a process of monitoring changes in terms of attitudes, behaviours and practices will affect a shift in drivers of SRGBV. For example, an increase in reporting rates of incidents of violence in and around schools may occur as a result of better reporting systems and improved knowledge and attitudes among students, teachers and school administrators.

The strategies constituting the whole school approach are expected to constantly evolve based on ongoing evaluation, revision, re-design, and adaptation.

For example, School X may conduct a baseline assessment of the prevailing forms and drivers of violence and identify high levels of corporal punishment, bullying and sexual harassment, which may be rooted in social and gender norms and high levels of domestic violence. They may then choose to develop a “zero-tolerance” plan to tackle sexual harassment and corporal punishment within the school grounds. Interventions might include school safety plans, safe spaces for girls and boys, engagement with caregivers and parents about using corporal punishment at home, and engaging fathers to embrace positive parenting techniques. Teachers, students, parents, and community members then work together to design activities to address these behaviors and identify indicators for monitoring progress. As activities take place, a mid-line assessment can reveal whether there have been

shifts in norms and practices, and whether any modifications to the strategies are needed to achieve better results.

The process is cyclical, leading to more reporting of SRGBV cases in the medium term and as systems of response become stronger, a decrease in the prevalence of SRGBV in the long term. As a whole school approach contributes to less tolerance of violence in the school environment, reporting rates are expected to continue to increase until rates of SRGBV decline.

It is important to note that structural drivers of SRGBV such as poverty, violent conflict, climate change, and food insecurity, which create situations of stress and tension and contribute to SRGBV within households and communities, require a broader framework of response.

Implementing a whole school approach is not a linear process— only constant evaluation and adaptation of the whole school approach will lead to progress and lasting change. (See Figure 2)

Theory of Change Statement

If the drivers of SRGBV are identified and used to design and implement a mix of strategies that constitute the whole school approach, and if ongoing monitoring and evaluation are used to adapt and improve the whole school approach, then the interventions will contribute to: better systems of response and prevention, less tolerance of violence in the school; and a decline in prevalence of SRGBV in the long-term. (refer to Section Three for monitoring framework)



WHAT DOES A WHOLE SCHOOL APPROACH ENTAIL?

2.1 The Whole School Approach

Implementing a whole school approach to SRGBV means committing to actions that involve the participation of the entire school community. In a whole school approach, stakeholders at the school level including students, teachers, school support staff, heads and principals, in the local community, and government education authorities work together to undertake a range of different activities aimed at making schools safer, more child-friendly, and gender-sensitive, and fostering a positive learning environment for students and educators (UNESCO & UN Women, 2016). Creating or strengthening mutually-respectful relationships and building awareness across the school and community levels is crucial for creating long-lasting change and improving the safety of schools and entire communities for students and educators.

This guide proposes eight minimum standard elements of a whole school approach that contribute to quality SRGBV prevention programming. It has been developed in line with the recommendations put forward in UNESCO and UN Women's *Global Guidance on Addressing School-Related Gender-Based Violence* (2016), and utilizes its definitions of key terms.

Because each school community is unique, every whole school approach will be tailored to its environment. However, effective whole school approaches tend to share certain qualities that con-

tribute to their success and long-term sustainability. An effective whole school approach is one that:

1. **Build on existing evidence:** A whole school approach that builds on the knowledge base of what works to address SRGBV helps ensure short-term success, long-term sustainability, efficient use of resources, and that interventions do not harm those they seek to support.
2. **Develop an agreed understanding of and response to SRGBV:** A whole school approach is premised on creating and sharing a widely-agreed message about SRGBV developed by and for each individual school. Developing a common understanding of what SRGBV is, and how SRGBV may be identified and addressed, helps reduce ambiguity and provides educators, students, and caregivers with a clear and consistent point of reference.
3. **Align the approach with any existing national policy frameworks** and documents that address SRGBV. can help create consistency and adds legitimacy to the school-based framework. (This is discussed in more depth below.)
4. **Address patterns of behavior over time:** Addressing actions that contribute to SRGBV as patterns of behavior rather than isolated incidents increases the effectiveness of a whole school approach, as patterns of violence can develop and become consolidated over time if left unchecked (UNESCO,



2017a). For example, aggressive behaviour if unchecked in the early years may affirm the use of such behaviour as necessary to get what one wants, and progress to bullying in older ages. Targeting elements of SRGBV at every grade level allows schools to build on students' life skills from year to year, and helps them develop a progressive and age-appropriate understanding of gender and violence. Types of school violence, both perpetrated and experienced, vary with age (UNESCO, 2017a). Broadly speaking, psychological abuse tends to increase with age, while physical violence tends to decrease. A whole school approach also falls within a life course approach, as it takes into account the fact that children face different risks at different ages (Orgando Portela & Pells, 2015; UNICEF, 2014a).

5. **Cover all vulnerable groups:** SRGBV affects students of all ages, genders, sexual orientations, levels of ability, classes, and castes in different ways. A whole school approach covers all vulnerable groups by recognizing that in some way, all students are vulnerable to various dimensions of SRGBV. In addition, addressing issues affecting marginalized groups such as lesbian, gay, bisexual, and transgender (LGBT) students, students with disabilities, and indigenous students through the whole school approach can help foster understanding and inclusivity within schools.
6. **Remain student-centered:** Strategies to address SRGBV will not work unless they are student-centered and developed in active consultation with students, taking into account their interests, motivations, strengths, and weaknesses (Román & Murillo, 2011).

Whole School Approach grounded in provincial and national education plans and systems

The success of a whole school approach is dependent on actions at the school level but also on how well these are connected with national policy frameworks and ongoing systems of planning, reporting and monitoring that links schools with the provincial education departments.

National policy frameworks are not always enough. Even where national-level policies on codes of conduct for teachers and education support personnel exist, many schools are either unaware of them or have no incentive or support to implement government-mandated policies (UNESCO & UN Women, 2016). It is important to make students, staff, parents and caregivers, education authorities at provincial and local levels, and members of the broader community aware of existing government policies on SRGBV, whether or not they are adequately enforced. For example, part of a school action plan may be to adapt a nationally developed code of conduct and include specific strategies to address SRGBV in the school. If national education policy frameworks include school safety guidelines, these can provide a foundation for implementing school-level SRGBV prevention strategies and can enable provincial education authorities to request funds for these. Using existing frameworks can enable education systems to ensure that indicators for SRGBV prevention at the school level become part of regular monitoring and reporting cycles such as through an annual school census or EMIS data.

Education sector plans also provide critical entry points for including actions to address SRGBV. If strategies for SRGBV prevention and response are part of education sector plans, this may form the

Figure 3 Whole school approach to prevent and respond to SRGBV

basis for implementing the whole school approach. For example, the Liberia Education Sector Plan (2017-2021) acknowledges SRGBV and ‘sex for grades’ in particular as a barrier to girls’ education and articulates a strategy to address ‘safe and healthy school environments’ with a program component on SRGBV. This provides a useful framework for the education system at the provincial and school level to design and implement whole school strategies.

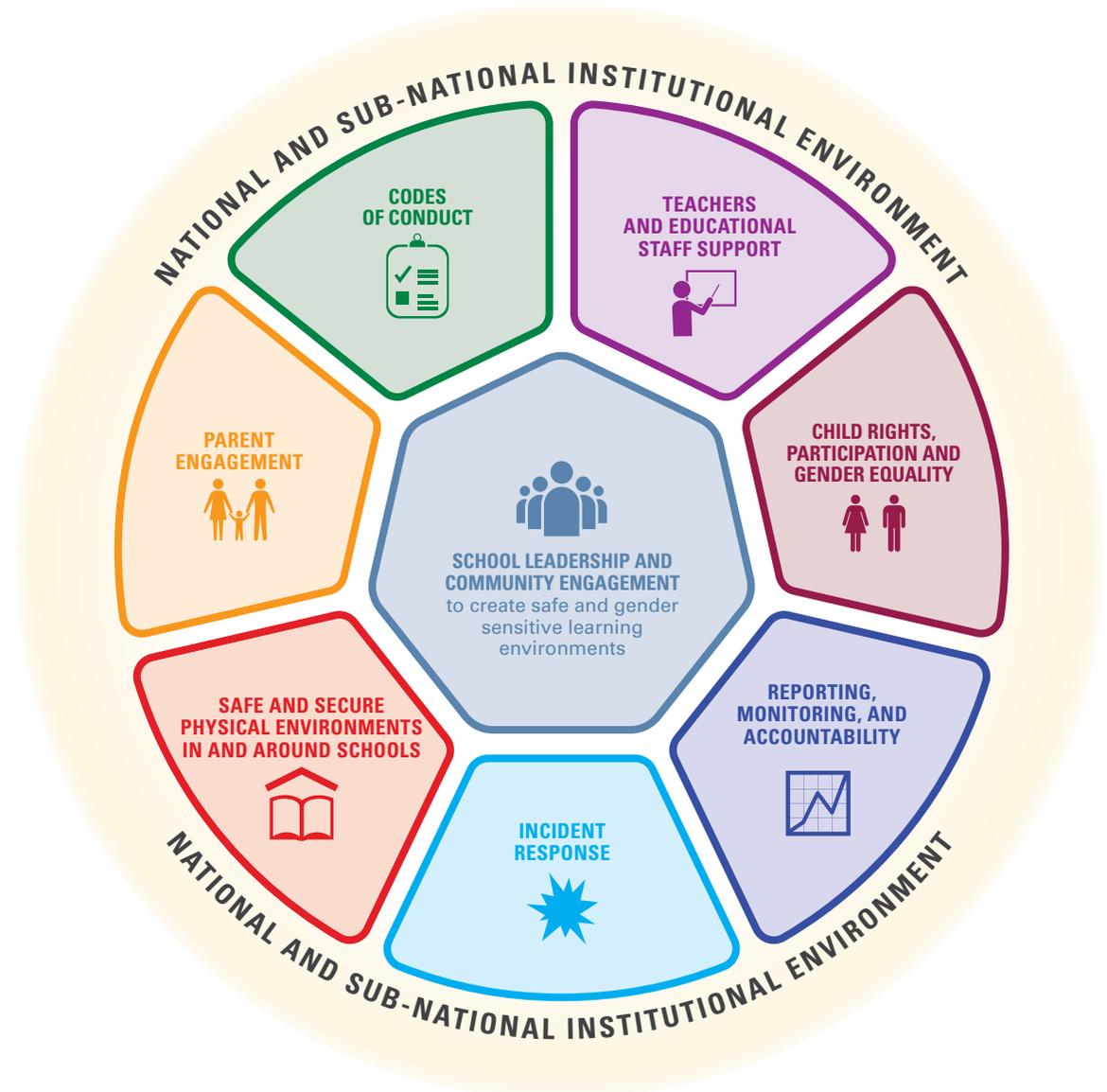
In some contexts, policy advocacy and system-wide partnerships may be needed to reform national policy and education sector plans to include SRGBV, within education as well as other sectors. While the actions required are beyond the scope of this guide, the *Global Guidance on Addressing SRGBV* (UNESCO & UN Women, 2016) provides recommendations and case studies on system-wide responses.

It is important to remember, that this is not a one-size-fits all approach. School leadership, students, teachers, parents, community leaders, and other education authorities will need to work together to tailor the strategies to their context, and monitor and evaluate its implementation.

2.2 Elements of a Whole School Approach

A whole school approach includes developing and strengthening in-school policies and procedures, training and capacity building, as well as building school-family-community partnerships (Pearce, Cross, Monks, Waters, & Falconer, 2011). Based on the existing literature, eight key elements of a whole school approach (see Figure 3) are:

1. Effective school leadership and community engagement to create safe, gender-sensitive learning environments;



2. Establishing and implementing a code of conduct;
3. Capacity building of teachers and educational staff;
4. Empowering children on child rights, participation, and gender equality;
5. Improving reporting, monitoring, and accountability;
6. Addressing incidents;
7. Strengthening physical learning environments; and
8. Engaging parents.

These elements address the drivers of SRGBV in an overlapping and holistic manner. The drivers of SRGBV which this approach seeks to address are:

- Normalization of violence against children through social norms that justify violence;
- Silence around violence against women and girls;
- Rigid gender roles;
- Stereotypes of masculinity and femininity; and
- Inequality and discrimination.

Institutions, laws, and policies that exclude certain groups can also reinforce and sustain the drivers of gender inequality and SRGBV, so developing protective laws and policies and undertaking institutional reform is a key component of prevention. This guide focuses on tackling SRGBV at the school and community levels.

2.3 Minimum Standards for a Whole School Approach

This section provides a set of minimum standards for each element outlined above. Figure 4 gives an overview of the minimum standards. This scorecard is intended as a set of “signposts” for schools working to establish a whole school approach. The numbered steps are not meant to suggest linear steps to prevention, but rather the minimum actions needed to establish a comprehensive whole school approach to SRGBV prevention and response. Close monitoring and evaluation of this process (refer to Section 3) is even more important than just implementing the standards.

DOMAIN 1 School leadership and community engagement

School leadership and community engagement are at the core of the whole school approach. It is critical for the school governance body and the community to lead efforts to prevent and address SRGBV, and promote a culture that fosters gender-sensitive and respectful relationships between students and teachers. The school governance body will provide the overarching guidance for implementing the elements of the prevention approach.

Minimum Standard 1.1: School principals, teachers, student councils, and parents work together to develop a whole school approach to prevent and respond to SRGBV

School leaders, teachers, students, parents, and community members can play complementary roles in developing and implementing a whole school approach:

- **School leaders** are responsible for creating a supportive, gender-sensitive, and enabling school environment and build-

Figure 4 SRGBV Minimum Standards



ing a culture of equality through transparency, accountability, and participation. The school leadership body can ensure that teachers and students are fully supported to address SRGBV and that classrooms and curricula include materials on SRGBV. It can also play a critical role in working with teachers, teacher unions, and other relevant authorities to develop and implement procedures for responding to SRGBV. School leadership can help set up appropriate mechanisms for recording and referring incidents of violence and taking disciplinary action against pupils or teachers who perpetrate violence. School leaders are responsible for coordinating with local, or provincial education authorities on monitoring and budget-related issues within schools, and so are central to the successful implementation of a whole school approach (UNESCO & UN Women, 2016).

- **Student leadership and participation** in the development of the school code of conduct can help ensure that the approach will be relevant and responsive, and that all students are aware of the processes for reporting and

responding to incidents of violence. In the context of SRGBV, student-led school councils are a key accountability mechanism, enabling students to participate in school management structures.

- **Parents and other community members** can contribute to developing a whole school approach via school management committees and parent-teacher associations. It is important that women, community leaders as well as individuals from marginalized and disadvantaged groups, actively participate and have equal voice in these organizations to ensure that the whole school approach reflects the priorities, ideas, and input of all members of the community.



BOX 1: Suggested indicators for measuring school leadership and community engagement

National/provincial-level indicators	School-level indicators
Proportion of schools that have a school management committee (SMC) comprised of community members (male/female), parents (m/f), and students (m/f) that have developed a whole school approach.	Proportion of school management team (m/f) involved with establishing the whole school approach.
Number of local organizations (civil society, private sector, police and justice systems, community-based organizations) that have partnered with schools to implement a whole school approach to prevention.	Percentage of parents (m/f) and community leaders (m/f) who are members of the SMC who understand the key forms of SRGBV.

Minimum Standard 1.2 Local entities such as women’s organizations, community leaders, the police, the judiciary, and child welfare agencies partner with schools to prevent and respond to SRGBV

Community engagement is critical to challenging and shifting harmful social norms that drive violence against women and children. Awareness-raising, mobilizing, and advocacy work together to advance prevention and help create a sense of ownership of leading efforts to address SRGBV among community members. Including parents, youth groups, private sector representatives, religious leaders, and other formal and informal leaders of the community helps ensure that the values children learn at school are reflected and reinforced in the home and the community. Engaging local institutions such as local police, women’s organizations, child welfare agencies, and the judiciary can help to establish referral paths and promote safe schools (Naker, 2009).

DOMAIN 2 Code of Conduct

The foundation of a whole school approach is the development and implementation of a comprehensive code of conduct that clearly outlines ethical norms and standards of acceptable behavior for education staff, teachers, students, and parents. A comprehensive code of conduct also includes a set of school policies and procedures in relation to SRGBV.

An effective code of conduct¹:

- Helps create a sense of shared ownership and responsibility for keeping the learning environment safe and secure (UNESCO, 2017b);
- Increases the accountability and reduces the impunity of those who perpetrate violence;
- Clearly specifies the mechanisms for reporting and penalizing misconduct;
- Addresses gender issues and recognizes gender discriminatory actions and behaviors; and
- Enables staff (teaching and administrative) and students to guide the SRGBV prevention and broader gender equality initiatives undertaken in schools, and to ensure that any violations of the code have consequences (UNESCO & UN Women, 2016).

¹ Having a school-wide set of rules for conflict resolution and a defined set of consequences for bullying has been found to be more effective than curriculum and social skills training confined to single classrooms (Vreeman & Carroll, 2007).

Table 1: The importance of a code of conduct in preventing SRGBV

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

(Source: UNESCO & UN Women, 2016)

Codes of conduct, developed by and with a broad range of stakeholders including teachers, education support staff, students, and parents has proven effective because there is wider ownership of the guidelines. The school may begin developing a code of conduct in consultation with the wider community and with reference to school safety guidelines that may be a part of national education policy frameworks. Where a code of conduct already exists, a review and revision of the code to reflect SRGBV may be needed, which will create a sense of ownership and support the implementation of the code.

Male and female representatives from the following groups may lead the development or review of a school code of conduct:

- Education administrators at school and provincial levels;

- Teachers and teachers' union members;
- Students and student council members;
- School management committees or parent-teacher associations; and
- Minority groups and women's organizations.



It is important that a newly developed code be formally endorsed via a formal policy statement issued by officials from the education ministry or other education authorities at the state or provincial level. Implementing a code of conduct includes establishing a monitoring mechanism to enforce and report on its use. School committees, made up of diverse members (listed above) may be established or existing ones tasked with monitoring, in line with monitoring policies set by the education ministry.

Minimum Standard 2.1 Key definitions of the different forms of SRGBV are outlined in the code

An effective code of conduct includes explicit definitions of each type of SRGBV: bullying; corporal punishment; sexual violence and child sexual abuse; sexual harassment; and adolescent dating violence. Students and teachers can be both perpetrators and victims of SRGBV. Appropriate definitions are those that:

- Align with international and (where relevant) local or provincial definitions of SRGBV;
- Are developed with stakeholder groups through dialogue and examination of the different forms of SRGBV, to foster a common understanding of the behaviors that constitute SRGBV; and
- Use positive language that does not place blame on the victim (for example, by assuming girls and women invite sexual harassment) and that emphasizes creating a safe and harassment-free environment for all members of the school community.

Minimum Standard 2.2. The code provides an unambiguous, zero-tolerance stance on SRGBV

A school's code of conduct is the primary means of recognizing the acts of violence that constitute SRGBV and their impact on stu-

dents, teachers, and the school environment. The code of conduct presents a school’s unambiguous, zero-tolerance stance on bullying and harassment based on gender, sexual orientation, disability, class, caste, ethnic or racial background, parents’ level of education or occupation, age, HIV/AIDS status, or orphan status.

According to Román and Murillo (2011), tackling SRGBV requires identifying elements of the education system that cause or encourage aggression or violence between students, discrimination, and exclusion. This could, for example, be related to a culture of competition between peers, or policies that exclude teen mothers and pregnant girls from accessing education. School communities should be prepared to assert their support for equal access to and opportunity in education for students across all groups. An inclusive and holistic approach is broadly “people-centric” in recognizing the strengths, weaknesses, interests, motivations, and identities of students and school staff, to ensure ownership by all actors in and around educational settings (Román & Murillo, 2011).

Both students and educators must be confident that any transgression of the code of conduct will be looked into and met with an appropriate response (UNESCO & UN Women, 2016), and that the code of conduct will be enforced consistently using positive discipline techniques (Save the Children, 2005).

Minimum Standard 2.3. The code emphasizes conduct promoting a positive and safe school environment

A school policy that explicitly states the types of discipline and behaviors that are acceptable and unacceptable provides a stable point of reference for educators, students, and community members and helps educational authorities identify violence in and around schools.

To effectively address corporal punishment, bullying, sexual harassment, or discrimination, a code of conduct will do the following:

- Refer to national legislation wherever possible. If there is no relevant national legislation, policies, circulars, or guides on eliminating corporal punishment, bullying, or gender-based violence and violence against women and girls are a useful starting point;
- Describe strict procedure for addressing staff and students who engage in any of the behaviors constituting SRGBV (Save the Children, 2005). Students and their parents or caregivers need to be confident that this will be enforced by school management;
- Recognize corporal punishment, bullying, and sexual harassment as gendered practices (Save the Children, 2005), as this has implications for how attitude change is pursued within schools.



BOX 2: Suggested indicators for measuring a code of conduct

National/provincial-level indicators	School-level indicators
Percentage of schools that have developed and put into practice a code of conduct with a reference to SRGBV.	Percentage of codes of conduct ² that meet the minimum standards (outlined above) implemented at school level.
Proportion of schools prioritizing implementation of the code of conduct.	Proportion of budget allocated to implementation of a code of conduct at school level.
	Proportion of parents (m/f), teachers and support staff (m/f), and students (m/f) who are aware of the code of conduct.
	Proportion of parents (m/f), teachers and support staff (m/f), and students (m/f) who were involved in decision-making processes for the development of the code of conduct.

² A code of conduct based on a set of minimum standards, including response to and action on SRGBV.

DOMAIN 3 Teachers and Educational Support Staff

Educators, administrative and support staff in schools are at the front lines of SRGBV prevention. They need appropriate training and assistance in order to help establish a safe school environment. Staff who are well-equipped to prevent, recognize, and respond to SRGBV have a range of capacities and a diverse support system that includes other staff, parents, and community members. They are able to recognize and address different types of gender-based violence and encouraged to reflect on their experiences of and possible contributions towards SRGBV in schools. As they develop awareness of their own gender biases and assumptions through training, they become better positioned to share positive gender messages with students and understand the challenges students face in recognizing and correcting their own behaviors. They may also feel more equipped to take the risks required when delivering content of such a sensitive nature as SRGBV (Ollis, 2011), particularly for engaging with students and communicating with parents and caregivers about topics such as sexual harassment or abuse, or adolescent dating violence.³

Minimum Standard 3.1. Teachers have the capacity to identify, respond to, and prevent SRGBV

Professional learning and targeted capacity development can help teachers understand SRGBV, learn how to address it, and increase their awareness of survivors' needs. Effectively identifying,

responding to, and preventing different types of SRGBV requires education staff who are:

- Able to clearly identify the various codes, languages, signs, and practices used by students or staff to subtly or openly bully or harass one another;
- Regularly communicating among themselves so that all educational staff can recognize bullying incidents that occur in and around the school, and understand how to appropriately respond;
- Able to identify behaviors that constitute bullying and those that constitute sexual harassment;
- Recognize that as authority figures, they may also play a role in perpetuating certain types of violence, whether implicitly, through the gendered division of roles and responsibilities of students within a classroom, or explicitly, through corporal punishment, bullying, or sexual misconduct;
- Challenging the discourse that normalizes acts of sexual harassment as behaviors associated with growing up, e.g., "boys will be boys;"
- Familiar with the definition and issues related to adolescent dating relationships;
- Trained to identify unequal and exploitative sexual relationships between schoolgirls and older men – sometimes teachers – known as "sugar daddies,"⁴ and able to explain to students the harmful effect of these relationships on emotional well-being and sexual and reproductive health, as well as other social and economic repercussions; and

³ This has been identified as an ongoing challenge for projects that work within a child protection framework, as labeling any and all sexual activity as abuse means that there is no positive space for discussion about adolescent dating relationships (Parkes & Heslop, 2013).

⁴ Although these relationships appear to be consensual, they are driven by a variety of factors including poverty, status, sense of belonging, and low self-esteem. For more detailed analysis of these relationships, see *The Conceptual Framework for Measuring School-related Gender-based Violence* (RTI International, 2016).

- Able to provide leadership and administrative support to implement the code of conduct, to discuss good practices in addressing SRGBV with other teachers, and work with community organizations such as parent-teacher associations or school management committees.

Minimum Standard 3.2. School structures promote women’s leadership and assist teachers who experience violence

In most contexts, school management structures reflect pervasive gender inequalities, with women overrepresented at the lower levels. The lack of women in positions of leadership in schools reinforces harmful gender stereotypes to both students and society more broadly, and makes it difficult to address rigid gender roles and gender inequality. Schools have a unique role to play to help female teachers become empowered to take on leadership positions, and that internal systems and structures are reviewed and adapted to facilitate this process (UNESCO, 2011).

Support for teachers in the school context must also extend to their personal experiences of violence and harassment on school grounds or outside of school. Many teachers will have experienced, perpetrated, or witnessed some form of violence in their lifetime, and these experiences will impact their attitudes, behavior, and teaching methods and techniques. When safety and support mechanisms and procedures are in place for teachers to report experiences of violence, harassment, or discrimination at school and previous or ongoing experiences of violence in the home environment, schools become healthier and safer places for teachers.



Minimum Standard 3.3. Teachers have the skills to use positive and gender responsive teaching and learning methods

With adequate training and encouragement from school administrators, educators will feel more confident using participatory teaching and learning methods and positive discipline to manage classrooms. Male and female teachers who have been encouraged to cultivate empathy for students who experience violence are likely to display kinder behavior towards others (The Behavioral Insights Team & the International Rescue Committee, 2017). They are also more likely to be able to recognize gender differences, explain the benefits of positive discipline to parents and caregivers, and turn down requests to use corporal punishment.

Such support may be supplemented by assemblies and informa-

tion sessions that encourage open dialogue between parents and caregivers, educators, and community members about positive discipline and recognizing gender differences in the way violence is perpetrated and experienced. Using and modeling participatory methods in pre-service training could help increase teachers' skills in encouraging girls and boys equally, using positive discipline techniques, and in preventing the use of corporal punishment (Cahill & Beadle, 2013).

Educators may not be equipped with the tools and training to immediately employ positive discipline, or they simply may not view it as a useful technique for managing very large classes. However, building empathy for children experiencing violence by making educators reflect on the emotional impact of corporal punishment on students can make a difference in reducing corporal punishment in schools. Studies have also found that reflecting on values and identity also increases teachers' sense of self-efficacy and openness to change behaviour (BIT and IRC, 2017)

Changing mindsets on the use of corporal punishment may require a multi-faceted approach that encourages staff to:

- Become aware of the power dynamics that lead to the use of corporal punishment by educators against students, and how to challenge these in everyday practice;
- Reflect on similarities between their own experiences of violence and being treated unfairly, and those of children, strengthening an empathetic bond with their students (The Behavioral Insights Team & the International Rescue Committee, 2017);
- Reflect on the perceived utility of corporal punishment as a



BOX 3: Suggested indicators for measuring capacity building and support of teachers and educational staff

National/provincial-level indicators	School-level indicators
Number of teacher training institutions that include curricula and training on SRGBV and positive discipline.	Percentage of new staff (m/f) who have received in-service training on SRGBV, participatory, gender-responsive approaches, and positive discipline teaching methodologies.
Proportion of teachers and union members (m/f) that have received in-service and/or pre-service training on SRGBV.	Percentage of teachers (m/f) using participatory, gender-responsive approaches and positive discipline teaching methodologies.
Proportion of schools with women comprising at least half of management roles.	Percentage of teachers (m/f) who report no longer using corporal punishment (in the past 12 months).
	Percentage of students reporting decreased use of corporal punishment (in the past 12 months).

disciplinary measure in light of its harmful effects, which can provide a solid foundation for introducing positive disciplinary techniques; and

- Strengthen skills in the use of participatory and active pedagogy, which transforms power dynamics in the classroom and fosters equal participation between girls and boys.

Role of teachers' unions in a whole school approach

There are a number of ways that teachers' unions can help teachers reduce and prevent SRGBV through a whole school approach. For example, by implementing and enforcing a professional code of conduct with clear prohibitions against violence and presenting it as a tool to support the professionalization of teaching. Teachers' unions can also provide training on the code of conduct and ensuring that teachers have a nuanced understanding of the guidelines outlined in the code, as well as increased knowledge of SRGBV (UNESCO & UN Women, 2016). Unions can work with schools to develop comprehensive response guidelines for both direct and indirect experiences of violence, and to ensure staff are familiar with national mandates and their own schools' processes for responding to disclosures of violence and risks of safety by staff. This is a priority for all staff, including for those who are outside the scope of any mandatory reporting requirements (Kearney, Gleeson, Leung, Ollis, & Joyce, 2016).

Teachers unions can advocate at a national policy level with the ministry of education for the inclusion of SRGBV within national teacher training curricula and professional development, which give teachers the mandate and the skills to promote students' social and emotional well-being and create safer learning environments (Cahill & Beadle, 2013).

DOMAIN 4 Child Rights, Participation, and Gender Equality

A whole school curriculum approach to addressing SRGBV involves taking action at all stages of students' schooling. Providing consistent, cumulative lessons about SRGBV will help students become confident in identifying, discussing, reporting, and—where appropriate—personally addressing incidents of violence or discrimination when they witness or hear about it occurring to friends and peers (de Lange & Geldenhuys, 2012). This requires:

- Promoting a spirit of equal participation and gender equality, where girls and boys are respected and encouraged to contribute to a positive school environment through solidarity, social consciousness, civic responsibility, and personal actions (Department of Basic Education, 2015); and
- Fostering healthy peer and peer-teacher relationships based on critical self-reflection by all parties involved (UNESCO, 2017a).

Critically reflecting on teaching methods and materials reveals that subtle messages about gender rules, roles, and responsibilities may be implicitly reinforced through lessons delivered to students both within and outside the classroom (UNESCO, 2017a). Addressing this involves moving beyond parity (equal numbers) in access to education for girls and other marginalized students and toward valuing and embracing gender diversity as the basis for gender equality in schools (Simmonds, 2014).

Minimum Standard 4.1. Child rights approaches are integrated into curricula

A child rights-based approach focuses on the best interests of the child and is aimed at empowering children. Likewise, the whole

Yates (2006) proposes several key questions that teachers can ask to help students reflect on gender and violence in school, the community, and society more broadly:

- How are stereotypes of masculinity and femininity defined at schools?
- How do girls and boys define violence in school and in their lives?
- How do girls and boys see their roles in society? How do they see education contributing to defining their roles and boundaries?
- Do the ways in which education is institutionalized and delivered allow girls and boys to participate in the same way?
- Does the curriculum enhance or diminish girls' and boys' existing status and role in society?

(Yates, 2006)

school approach to SRGBV keeps children's rights, needs, safety, and protection at the center. A child rights approach aims to shift the power dynamics between adults and children, recognizing that children have inherent capacities, rights and responsibilities which need to be upheld and promoted. School curricula that discuss the rights and responsibilities of students and teachers for protection and promoting gender equality, non-violence, and SRGBV prevention can help empower and build the awareness of both groups. It is an appropriate and effective way to protect students, and to promote children's rights, healthy relationships, and safe school environments.

The principles of the [Convention on the Rights of a Child](#) and the [Convention on the Elimination of all forms of Discrimination Against Women](#) are helpful for guiding curriculum development, and can guide curricula revisions for the whole school approach. While integrating child rights into the curriculum is an important step in protecting and empowering students, embedding child rights in school processes as a whole (for example, in the code of conduct) and the school ethos helps ensure consistency and compatibility between curriculum policy documents, the actual pedagogical process, and learning outcomes for students (UNICEF, 2014b).

Minimum Standard 4.2. Student leadership is central to the whole school approach and girls and boys are equally represented

Youth leadership and participation in the whole school approach are central to developing a healthy and safe school environment and eliminating SRGBV. Young people are the most directly affected by SRGBV, so it makes sense that they be a part of the solution. When students are involved in the design, policy, and practice of the whole school approach, it is more likely to be relevant, respon-

sive, and accessible for all students (Fancy & McAslan, 2014). Encouraging young people to act as leaders and change-makers in their schools and communities, both individually and collectively, is an important and necessary step in the prevention of SRGBV. Placing students at the center of the whole school approach through school advisory committees, girls' clubs, student clubs, or student "watchdog groups" can increase students' confidence and advocacy skills, and empower them to identify incidents of SRGBV and help resolve them effectively. Students can lead change within their schools, with the encouragement of their teachers and school governance bodies.

Minimum Standard 4.3. Healthy peer relationships are promoted and improved student awareness and attitudes about gender norms and SRGBV

Children learn harmful gendered attitudes and beliefs at home, in the community, and at school. Everyday practices such as the type of language teachers use, peer culture, curriculum content, and school messages reinforce these factors that underpin SRGBV. The classroom is therefore a key location to encourage students to reassess gender relations, power dynamics, and gender roles; to challenge traditional notions of masculinity and femininity; as well as to raise awareness of the harm that SRGBV causes not just for victims, but also for bystanders and perpetrators (de Lange & Geldenhuys, 2012; UNESCO, 2017a).

Ideally, the school environment serves as a space for students at all grades to understand how gender inequality and unequal power dynamics affect individual attitudes and behaviors towards SRGBV. While educating students about SRGBV and what underpins it is an important aspect of the whole school approach, the key objec-

tive is to reflect on and shift students' attitudes and behaviors that tolerate and drive such forms of violence. Central to this process is teaching children to recognize their positions as perpetrator, bystander, or victim, and to reflect on their own agency in situations of SRGBV (de Lange & Geldenhuys, 2012).

The use of curricular tools such as *Connect with Respect: Preventing gender-based violence in schools* (Cahill, Beadle, Davis & Farrelly, 2018) and UNESCO's *International technical guidance on sexuality education* (2018) to promote respectful relationships between students can be extended to incorporate romantic relationships between peers as well. The following are ways in which schools can prepare students for healthy relationships and help them recognize and avoid unhealthy relationships:

- Use general teaching and learning about respectful friendships at younger ages to lay the groundwork for later material on respectful romantic relationships;
- Progressively introduce this topic alongside sexual and reproductive health and rights education (SRHRE) or incorporate SRHRE if this is not already part of the curriculum;
- Link curriculum with broader discussions of masculinities and femininities, which will make it more relevant to the lives of young students (Parkes & Heslop, 2013);
- Provide space to reflect upon their own ideas of what a healthy romantic relationship involves;
- Teach tools for recognizing and addressing signs of an unhealthy relationship and exploitative "sugar daddy" relationships;

- Teach tools for healthy communication in relationships; and
- Provide information about and access to reporting structures and support within schools and in the broader community.



BOX 4: Suggested indicators for measuring the empowerment of children to advance child rights and child participation

National/provincial-level indicators	School-level indicators
Percentage of schools with school councils, comprised of students (m/f), that address SRGBV.	Percentage of students (m/f) who are familiar with the code of conduct and have a clear understanding of SRGBV.
Percentage of schools with safe spaces or school clubs (m/f) that provide opportunities for dialogue on gender and violence.	Percentage of students (m/f) who report feeling safe and protected (defined as free of all forms of SRGBV) at school.
Proportion of schools that use curricula on gender equality, child rights, and SRGBV for students.	Percentage of students (m/f) who can identify signs of healthy and unhealthy intimate relationships.
	Percentage of students reporting decreased use of corporal punishment (in the past 12 months).

DOMAIN 5 Reporting, Monitoring and Accountability

Violence against children is chronically under-reported (UNESCO, 2017b) and is especially difficult to report when it involves sexual harassment or abuse. Inadequate reporting results in misidentification or lack of recognition of gender-based violence experienced by young people. This means that even if schools have comprehensive action plans in place to address incidents of SRGBV, many forms of violence may not even be detected by educators and administrators, or in some cases may be purposefully obscured.

clear, educators can more easily take the first steps to link students to health care and psychosocial support (UNICEF, 2009).

Minimum Standard 5.1. Students have safe and confidential spaces to report experiences of SRGBV

To develop strong, school-based reporting and referral mechanisms to address SRGBV, school management need to understand why students may be reluctant to report incidents of violence and use this information to promote appropriate, accessible, and anonymous reporting structures.

Students often do not report bullying because they are afraid of retaliation or ashamed, they may not know who to tell, or they may think that bullying is a normal part of going to school. Students and staff may not report physical punishment that they perceive as not very severe, or they may fear that reporting will have consequences.

Students are more likely to report incidents of corporal punishment or other violence when they feel they can trust the reporting process. Likewise, when staff have access to discreet, anonymous ways to report other staff members who may be violating the school's code of conduct, they may feel more comfortable making such reports.

Sexual harassment, adolescent dating violence, and sexual abuse can be particularly challenging to report due to their sensitive nature. Addressing these issues openly as part of the whole school approach may help reduce the stigma and fear around these topics and help encourage reporting. Accurate data on sexual violence in and around schools has been challenging to obtain, because victims may fear being either stigmatized or disbelieved.

Minimum Standard 5.2. Reporting mechanisms are linked to physical and mental health support systems

Reporting mechanisms are an important component of addressing SRGBV, however it is also crucial to have strong links to appropriate systems of support within the school. This could be through anonymous suggestion boxes, access to school counseling services, or by talking to a designated teacher. Using female teachers for safe reporting or sessions on child rights and sexual and reproductive health is also key to providing students with a safe environment. Teaching young people about the available options for reporting and support may increase the likelihood that they access assistance in situations of SRGBV or when witnessing or experiencing violence in the community. Ideally, the act of reporting triggers a cascade of referrals to appropriate support organizations, such as women's or men's organizations, local health services, or local law enforcement.

Minimum Standard 5.3. School protection or review organizations are in place to improve monitoring and accountability

Because school staff are the adults most likely to address incidents of SRGBV around school grounds, it is important to monitor and hold them accountable to ensure that the concerns and needs of students, educators, and community members are being met. School management committees, parent-teacher associations, parents' associations, or parents' councils can serve as a school review organization responsible for regular monitoring of a school reporting and response system.

According to C-Change (2013) and Marphatia, Edge, Legault, and Archer (2010), the roles of a school review organization can include:

- Meeting to examine and evaluate staff records of SRGBV incident management;
- Brainstorming to come up with solutions to issues faced by staff and students in addressing incidents;
- Assisting staff in reporting incidents of particular severity to the appropriate authorities;
- Holding school management or staff accountable for inadequate or inconsistent enforcement of incident management procedures; and
- Providing recommendations to school management to support incident management procedures. (C-Change, 2013; Marphatia et al., 2010)

DOMAIN 6 Incident Response

All stakeholders need to feel confident that there are specific, consistent actions that are applied uniformly in addressing cases of SRGBV. When incident management for reported or witnessed cases of SRGBV is clearly outlined in school policies, including definitions of each type of violence and how they overlap, incidents can be unambiguously identified and tackled appropriately. In cases of acute incident management, it is important to have policies that clearly define the roles and responsibilities of authority figures (Kärnä et al., 2013).

SRGBV response is typically thought of as a discrete set of actions relating to time-bound incidents of violence, but it can also refer to the longer-term change in attitudes and the self-reflection and learning that is required of all members of the school community. This latter definition is encompassed in a whole school approach, where bringing in all key stakeholder groups can foster mutual understanding of SRGBV and responsibility for changing attitudes.

Minimum Standard 6.1. Student-centered procedures are in place for responding to the different needs of girls and boys who experience SRGBV

A student-centered approach to SRGBV seeks to empower by victims of violence, prioritizing their rights, needs, and wishes. In their training guide *Caring for Survivors of Sexual Violence in Emergencies*, the Inter-Agency Standing Committee (IASC) Sub-Working Group on Gender in Humanitarian Action and the Gender-based Violence Area of Responsibility (GBV AoR) (2010) characterize such an approach as:

- Providing survivors of violence access to appropriate, acces-



BOX 5: Suggested indicators for measuring improvements in reporting

National/provincial-level indicators	School-level indicators
Percentage of schools that deliver training to teachers on reporting and response mechanisms and referral to health care and psychosocial support.	Percentage of students (m/f) who know about reporting mechanisms and procedures and are confident in using them.
Number of schools with a monitoring system for reporting and accountability.	Percentage of staff (m/f) who know how to respond to incidents of SRGBV and clearly understand their roles and responsibilities in reporting procedures.
	Increase in SRGBV incidents that are formally reported to the school over a 12 month period.

sible, and quality services, including health care, psychosocial support and legal services;

- Integrating appropriate content about response and reporting procedures and training teachers to implement them effectively, so that students are treated with dignity, respect, and support; and
- Never blaming, shaming, or stigmatizing students for their experience(s) of SRGBV, and providing them with comprehensive advice and assistance (IASC & GBV AoR, 2010).

In the whole school approach, a distinct set of survivor-focused procedures are set in motion as soon as an incident of SRGBV is either reported or identified by a member of staff. According to Kärnä et al. (2013), this could involve components such as:

- Designated roles for school staff in addressing the incident. For example, having one staff member intervene to remove the victim from the situation, while another escorts the perpetrator(s) to an isolated area for discussion;
- Designated safe locations within the school for victims of violence to debrief with a trusted member of staff, and to maintain the confidentiality of survivors;
- Conflict resolution procedures for peer-to-peer altercations where, after an appropriate amount of time has passed since the incident (depending on its severity and whether or not it was an isolated or recurring form of violence), the victim(s) and perpetrator(s) are brought into a mediated session of conflict resolution facilitated by a trained member of staff;
- Guidelines for recording the incident, to make sure that the way with which it is dealt is documented for review; and
- Access to school management for staff who require guidance, advice, or supervision in dealing with incidents of SRGBV (Kärnä et al., 2013).

Minimum Standard 6.2. Referral links with local child protection systems are established

When more students begin to feel comfortable reporting incidents to their teachers or peers, it is one indication that the whole school approach is successful. But when an incident is reported, teachers and school personnel may not always have the skills to handle severe forms of violence or abuse. It is important that when an incident is reported, school staff, teachers, and students are aware of the referral pathways and it is the school leadership's responsibility to provide adequate protection and referral to support services, including follow-up with parents and guardians. Referral may be required to counselling and psychosocial support, medical services, and to the local police or judiciary. Where support and protection services exist, these may be in the form of helplines, school-based guidance counselors, community-based social workers, health providers, and psychologists. Making sure emergency contact numbers and referral procedures are readily accessible to teachers and students can help ensure a swift and appropriate response.



BOX 6: Suggested indicators for measuring how incidents of SRGBV are addressed

National/provincial-level indicators	School-level indicators
Percentage of schools with survivor-centered processes for dealing with child safety and abuse.	Percentage of reported cases followed up through referral.
	Percentage of teachers (m/f) with comprehensive knowledge of child abuse reporting and response mechanisms.

DOMAIN 7 Strengthening Physical Environments in and around Schools

Strengthening the physical infrastructure of learning environments is central to keeping both students and teaching staff safe from SRGBV on school grounds. A physical mapping of the school premises by students and teachers is a useful exercise to mark safe and unsafe zones within the school premises. Safer school environments entail:

- Schools and buildings that are structurally sound and in good physical condition, to protect students and teaching staff from dangers such as unauthorized adults (UNICEF, 2009). School have adequate fencing and gates, lights in and around the school grounds and in classrooms, and street lights on the approach road to school; and
- Classrooms with adequate lighting, space, and single-gender seating arrangements where needed. Studies have highlighted the propensity for violence or harassment among students in classrooms with inadequate lighting, overcrowding, or mixed-gender seating arrangements (Fancy & Fraser, 2014).

Private and well-maintained facilities for hygiene and sanitation. Studies have shown that SRGBV can occur beyond the confines of the classroom or school-yard. Girls are particularly at risk of sexual harassment or abuse in schools and boarding houses lacking private facilities for hygiene and sanitation (Fancy & Fraser, 2014).

Minimum Standard 7.1. Sanitary facilities are safe and secure

For safe learning environments for students and teaching staff, schools should endeavor to ensure that all sanitation facilities have locks and are not located too far from school buildings or playgrounds.

Minimum Standard 7.2. Classroom architecture and design is gender-responsive

Classrooms should have adequate lighting and that desks are spaced appropriately to guarantee the individual safety of students, particularly in co-educational settings where girls especially are at risk of sexual harassment by their male peers.

Minimum Standard 7.3. Students move safely to and from school

Students often experience various forms of SRGBV on their way to and from school. The fear of encountering such violence means that many girls choose to stay home, or are discouraged from going to school by their parents. This has obvious negative impacts on their education outcomes.

Girls are especially vulnerable to sexual violence and sexual harassment on public transport or travelling on foot to school. This violence is often perpetrated by men in the community, including older youth. It is important that schools develop safety measures or mechanisms to ensure the safe passage of students to and from



BOX 7: Suggested indicators for measuring strengthening of physical environment in and around schools

National/provincial-level indicators	School-level indicators
Number of schools that have conducted mapping for safe and unsafe zones.	Proportion of students (m/f) who report feeling safe when using the sanitary facilities at school.
Percentage of schools with separate sanitary facilities for males and females.	Percentage of students (m/f) who report feeling safe in the classroom.
Number of schools with free transport to take students to and from school.	Percentage of students (m/f) who feel safe travelling to and from school.

school, such as by a school bus financed by the school. Working with the school leadership and local community leaders or the police can help establish safe ways for students to travel to school (USAID, 2008).

DOMAIN 8 Parent Engagement

Parents, caregivers, and other community members can get involved in school processes through organizations such as school management committees, school boards, and parent-teacher associations. Community members can also make themselves available as resources for students in local schools, providing advice to students or assisting in reporting SRGBV, for example.

Making parents and caregivers a part of the discussion on SRGBV can create opportunities to directly address sensitive topics such as corporal punishment, sexual harassment, and child sexual abuse (UNICEF, 2009). While these conversations will be challenging, opening the floor for parents to speak on issues of SRGBV can lead to:

- Enhanced mutual understanding, respect, and awareness between parents, students and school personnel;
- Discussion of positive gender relationships, such as healthy adolescent dating relationships and sexual and reproductive health. Having representatives from community health centers or women's groups present may enrich these discussions; and
- Coordinating with formal or informal referral sources in the community or in the broader health or judicial systems in which the school is situated.



Minimum Standard 8.1. Parents are involved with schools to keep students safe

An important part of understanding why violence, particularly sexual harassment or abuse occur in schools involves dialogue on the role of social norms and inequalities at the community level (Parkes, 2015). While schools may be able to foster a safe internal environment for students, gendered attitudes among parents within the community must be taken into account (Chisamya, DeJaeghere, Kendall, & Khan, 2012).

Facilitated discussion groups are one way to encourage parents’ attention to SRGBV and related issues, such as adolescent dating violence. These may be organized by school management and led by volunteer teachers, and can provide an open space for parents and caregivers to voice their concerns and participate in the ongoing school actions to prevent SRGBV. Building alliances with community groups, such as local women’s groups, can help broaden

important discussions on controversial issues (Parkes & Heslop, 2013). Linking students to local women’s groups can also support young people to report cases of victimization for incidents occurring outside of school.

Minimum Standard 8.2. Parents use positive parenting and discipline techniques

As mentioned above, corporal punishment may occur in some schools as a manifestation of social norms around discipline that are held in particular, communities. This is a challenging space for change, because while a school may promote child-friendly values, parents may regard corporal punishment as a key part of character-building and development of self-discipline (UNICEF, 2009). Engaging parents on the topic of physical discipline is particularly important in this case, because students may be at risk of such violence both at school and in the home.

Promoting positive disciplinary methods as a valid way to address inappropriate behavior is therefore also valuable for parents and caregivers. This could occur through discussions held in parent-teacher association meetings, where parents and educators are able to discuss their views on corporal punishment and positive discipline and learn positive discipline methods together. It could also occur through public workshops run by elected members of staff who have chosen to be advocates for promoting positive discipline within the school. It is important for parents to have the space to discuss *why* they believe corporal punishment is prevalent in their community (Save the Children, 2005), and they should be encouraged to contribute to the development of positive disciplinary practices for use in school.



BOX 8: Suggested indicators for measuring engagement with parents

National/provincial-level indicators	School-level indicators
Percentage of schools that include parents (m/f) in the design, organization, and implementation of approaches to prevent SRGBV.	Proportion of parents (m/f) who have participated in dialogue and workshops on gender equality and SRGBV.
Percentage of schools with school-based parent-teacher committees (m/f).	Proportion of parents (m/f) who report the safety of the school environment to be an important aspect of their children’s education.
	Number and frequency of parent-teacher meetings discussing issues of SRGBV.

Changing the conversation around physical discipline requires the meaningful inclusion of students. Ideally, students are able to voice their concerns to their parents (anonymously, if necessary), and to share their experiences of the negative effects of corporal punishment. Promoting a culture of respect in adult-child relationships cannot occur unless figures of authority actively listen to the voices of young people (Save the Children, 2005).



Humanitarian and conflict settings

In many humanitarian and conflict settings, attending school can be a dangerous endeavor and is likely to exacerbate children's experiences of SRGBV. Increased SRGBV in these settings is often caused by:



- **Erosion of standard protection mechanisms**, which means that children and teachers (in particular women and girls) are often at increased risk of sexual harassment, sexual assault, or abduction while travelling to and from school;
- **Fewer supervisory staff**, which increases the risk of bullying, sexual harassment, and sexual assault occurring on school grounds, perpetrated by students, teachers, and other education staff;

- **Teachers taking advantage** of their position of authority and offering high grades and other privileges or goods in exchange for sex; and
- **Proximity to armed forces**, overcrowded camps, and separation from family members.

In light of the unique challenges humanitarian settings bring, it is crucial that special considerations are made when implementing and evaluating the whole school approach to prevention, such as:

- Addressing the lack of child protection mechanisms at the national and provincial levels;
- Targeted training to teaching and education staff

and students on developing and maintaining non-violent cultures and conflict resolution skills;

- Targeted support and relief, and tailored education and empowerment modules, for children associated with armed forces and groups;
- Concerted efforts to ensure the physical safety of students and teaching staff in and around school grounds, as well as en route to and from school; and
- Active engagement with other stakeholders and actors working in the humanitarian setting.

Source: Inter-Agency Standing Committee, 2015.

MONITORING AND EVALUATING A WHOLE SCHOOL APPROACH TO SRGBV PREVENTION AND RESPONSE

3.1 What is monitoring and evaluation?

Monitoring is the systematic process of gathering information and analyzing it to assess the progress of interventions over time. It is used to track the success or failure of interventions and to guide management decisions. It can include monitoring of processes, such as when and where activities occur, who implements them, and how many people or entities they reach. Monitoring is conducted after interventions have begun and continues throughout the implementation period (IASC Reference Group for Mental Health and Psychosocial Support in Emergency Settings, 2017).

Attribution versus contribution

BOX 1: **Attribution or attributable change** means that you can establish a direct causal relationship between the work of your program, and the impact that you observe. This is a relationship of cause and effect.

Contribution or contributory change means that you can show a relationship between your program and an outcome or goal, but that your program was not the only contributing factor. In this case, change happened partly as a result of your work and also as a result of other internal or external factors.

Evaluation is the systematic collection of information about the activities, outcomes, and impacts of a set of interventions in order to assess their impact and effectiveness in achieving desired outcomes. Evaluation can use quantitative data, qualitative data, or both, and assess processes as well as outcomes and impacts.

3.2 Why is monitoring and evaluation important?

Monitoring and evaluation is important to determine whether or not strategies are being implemented effectively and achieving the desired outcomes. It can demonstrate positive, negative, direct, or indirect changes that have occurred and whether targets have been reached. Monitoring and evaluation helps managers, policy makers, implementers, and donors make informed decisions about policies, plans, and budgets. It is also a crucial tool for identifying and documenting successful strategies and approaches, and can provide the data needed to guide strategic planning, to design and implement strategies, and to allocate or redirect resources in better ways.

While there is some evidence on the prevalence, root causes, and drivers of SRGBV, there is less evidence on what kinds of strategies are effective in preventing SRGBV and offering adequate support and resources to survivors. Monitoring and evaluation helps address this knowledge gap and contributes to building the global evidence base about interventions that are effective in preventing and responding to SRGBV.



3.3 Ethical and safety considerations for collecting data on SRGBV

All research or data collection undertaken with or that potentially impacts children and young people, or adults who may have been exposed to violence, must adhere to strict ethical and safety guidelines. Research and data collection on sensitive topics like SRGBV runs the risk of causing direct or vicarious trauma, compromising the safety and security of participants, and breaching confidentiality and disclosure agreements. Extra care around safety and ethics is needed to ensure that those participating in the data collection are not made more vulnerable or put at risk because of their involvement. When collecting data on SRGBV, the safety of students and

teachers can be prioritized and built into the study design plans. The box below summarizes key ethical and safety principles recommended by the [International Charter for Ethical Research Involving Children](#) and the [WHO ethical and safety recommendations for intervention research on violence against women](#).

Although there is overlap between violence against women and violence against children, different ethical issues apply to each. Separate measurement activities are needed for both these types of violence and they should not be combined for convenience. For example, there may be different mandatory reporting requirements for researchers who learn about children experiencing violence versus women.

Ethical and safety recommendations for conducting research or data collection on SRGBV

Do no harm. Prevent any potential harm and assess whether involvement of the individual child is justified. Keep the safety of respondents and the research team paramount and let this guide all decisions.



Provide appropriate support, such as psychosocial support and counselling, to survivors of violence or abuse. Different types of support will be needed for survivors of different ages.

Protect confidentiality and create a safe environment for speaking to ensure the safety of those involved and the quality of the data. Consider how research data will be stored and

filed, and who will have access to the data.

Research with children must be just and equitable. Treat all children equally, distribute the benefits and burdens of participating fairly, and don't exclude children based on discriminatory factors and biases.

Ensure research conducted benefits children individually, collectively, or both.

Obtain informed consent from all research participants. Participants should understand the nature of the research and what they will be expected to talk about before the interview or survey starts. Obtain informed and ongoing consent from child participants, as well as parental

consent. Respect indications of children's dissent or withdrawal from the research.

Broach violence with care. Incorporate violence questions into surveys designed for other purposes only when ethical and methodological requirements can be met.

Ensure participation is voluntary. No one should feel forced to be involved in any type of research.

Prioritize and budget for staff self-care. Constant exposure to trauma can lead to stress and burn-out among those working on SRGBV if they do not have adequate opportunities for self-care.

3.4 Monitoring and evaluation of a whole school approach

A strong monitoring and evaluation framework makes it possible to gauge how the whole school strategies are shifting attitudes and practices in the school and the community, and whether it is affecting the drivers of SRGBV as expected. A strong framework can:

- Demonstrate how shorter-term prevention strategies contribute to the long-term goal of ending SRGBV;
- Show where and how to improve SRGBV policy-making and resource mobilization; and
- Facilitate sharing of information around what works and what does not.

A monitoring and evaluation framework, or plan, usually includes key elements such as:

- A description of chosen indicators that will be used to measure the strategy's success;
- Roles and responsibilities for monitoring and evaluation of activities;
- Descriptions of the tools and methodologies to be used in gathering data;
- How data will be gathered, stored, kept safe and confidential, and used;
- A timeline for data collection and other monitoring and evaluation activities; and
- A strategy for addressing ethical and safety concerns.

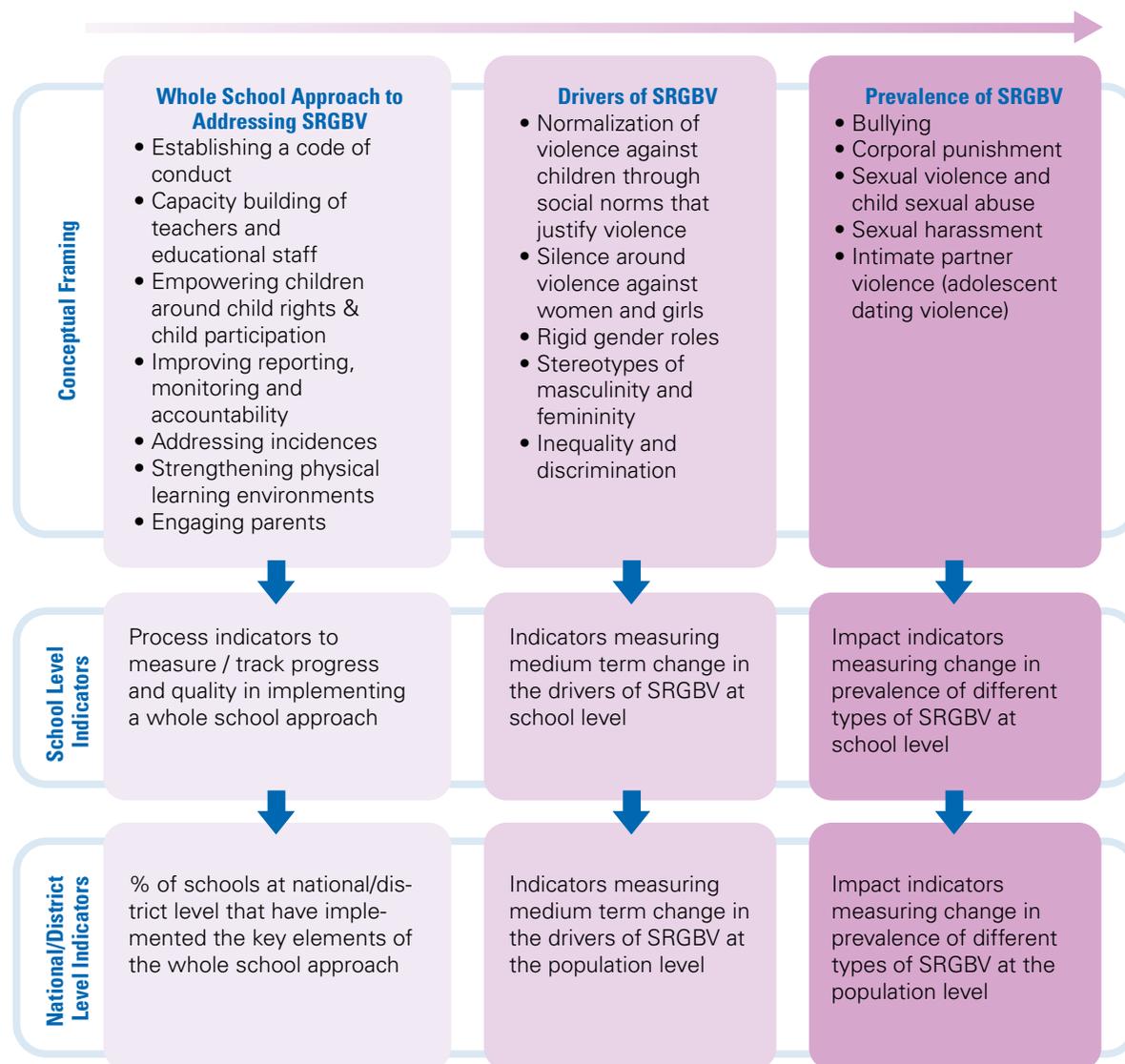
Education ministries, provincial education offices, and schools may choose to develop their own whole school approach and a monitoring and evaluation plan that aligns with that approach. When developing these strategies and frameworks, stakeholders may choose to monitor indicators based on individual needs and adapt them to national contexts accordingly. To get the clearest picture of a strategy and its impacts, it is important to disaggregate data by sex, rural or urban location, age, and disability status.

This guide proposes three core sets of indicators (Figure 1):

1. **Process indicators** to track progress of the whole school approach at the school and national or provincial level;
2. **Indicators on drivers** that measure medium-term change in the drivers of SRGBV at the school level and national or provincial level; and
3. **Prevalence indicators** that measure impact on prevalence of SRGBV at the school level and the national or provincial level.

The proposed set of indicators have been drawn from evidence and good practice on prevention of school violence, gender-based violence, and violence against women. It is not an exhaustive list; there may be many other relevant indicators and tracking measures available at the local level and policymakers are encouraged to include these in their strategies. The full list of process, driver, and prevalence indicators for both the national (or provincial) and school levels are included in the Annex.

Figure 1 SRGBV Monitoring Framework



General tips for monitoring and evaluation:

- Avoid only selecting indicators that will take a long time to change, such as the prevalence of violence or social norms, particularly if trying to measure the impact of interventions over a short period of time.
- Integrate monitoring and evaluation into a whole school approach from the beginning.
- Data that are high quality, reliable, and relevant to the research questions will result in a stronger evaluation.
- Strong evaluations employ research methods that are appropriate to the questions they are trying to answer. For example, measuring the percentage change in attitudes among teachers requires baseline and endline quantitative surveys, rather than focus group discussions or other qualitative research methods.
- Understand exactly *what* the whole school approach is trying to change, and focus on assessing any change attributable to that approach (for example, if the whole school approach is trying to change disciplinary practices, that is what should be measured).
- Measure both quantitative and qualitative changes.
- Ensure findings are practical and relevant for other practitioners and for the whole school approach’s key stakeholders. Use findings to improve the strategy, identifying the parts that worked well along with those that may need to be re-thought. Findings can also identify unintended results or impacts to consider in the future.

3.5 Understanding the different types of indicators

When consistently used, indicators provide information about a specific issue and enable comparisons to be made over time and in different locations. They are units of measurement that specify what needs to be measured – for example, indicators on SRGBV measure the scope, incidence, and prevalence of violence. Indicators also address the effectiveness of measures undertaken to address SRGBV. They may be pointers, facts, numbers, perceptions, or opinions. Indicators that track short, medium, and long-term change can show the effectiveness of a whole school approach towards preventing SRGBV.

Process Indicators

Process indicators track the progress of the whole school strategies and describe the processes that contribute to the achievement of outcomes. Process indicators are used to track progress on how effectively activities are being implemented, and to feed back any noticeable

Indicators

Indicators can be quantitative or qualitative. For example:

BOX 2:

Qualitative indicators: Both male and female students describe experiencing positive discipline methods in school (by teachers, prefects, and school management).

Quantitative indicators: Percentage of teachers who believe that it is acceptable to use corporal punishment as a means of disciplining students.

changes into the approach to improve and optimize it. Process indicators are therefore central to monitoring the whole school approach. The process indicators included in this document measure progress at two levels: national (or provincial) level and school level.

Collecting process data regularly enables implementers and policymakers to be responsive and to boost progress. Some process data are collected through administrative systems such as a school census or EMIS, and to the extent feasible, should align with those existing systems. In general, however, process data should be collected every six to twelve months.

CHALLENGES

- Measuring process indicators for the whole school approach may pose some difficulties. Some countries may score well when data related to policies and plans is aggregated at the national level, whereas actual school-level indicators may not score as well. This can be difficult to interpret.
- Sustained observation in schools (an essential component of building a solid evidence base for the whole school approach) is often difficult, time-consuming, and costly, and can be considered intrusive.
- Schools may be inclined to report that they are doing better than they are because they are concerned about being seen in a bad light.

TIPS

- Administrative data can be useful to monitor the number of children reporting incidents of SRGBV, SRGBV-specific training for teachers, school councils and student participation

Sample Process Indicators

- Number of schools that have a code of conduct on SRGBV
- Number of teachers who have skills in positive disciplinary techniques
- Number of school management committees that adequately monitor reporting and accountability
- Number of schools with separate sanitary facilities for girls and boys
- Percentage of schools with sexual harassment policies

in decision-making, and monitoring the implementation of a code of conduct.

- Policies that encourage transparency can help shift the culture in schools towards valuing iterative learning and openness to making and discussing mistakes.
- Effort is needed to measure not just the existence of the whole school approach strategies, but also their quality. For example, rather than just getting reports from teachers on their approach to discipline, classroom observation may be a more useful tool for data collection in measuring changes among teachers in their disciplinary techniques.

Indicators on drivers

Indicators on drivers track changes in the attitudes, norms, and behaviors that underpin SRGBV among students, teachers, educational staff, and community members. Measuring these indicators can capture medium-term changes expected to eventually lead to the elimination of SRGBV. Indicators that measure the drivers of SRGBV also help show whether legislation addressing SRGBV and violence against women and children is effective, and demonstrate the degree of national or provincial level commitment to prevention.

Evidence suggests that attitudes can change in a relatively brief amount of time. However, change in attitudes does not necessarily mean that behavior or social norms have changed. For this reason, it is important to collect data periodically to capture any changes in attitudes on SRGBV and gradual changes in behaviors and norms. This type of data may not be available at the school level and relies on both qualitative and quantitative studies. There is an opportunity to include indicators on drivers in administrative data collection systems, and take advantage of qualitative studies to give a fuller picture of what is

happening. Existing data from previous surveys (such as the Multiple Indicator Cluster Survey (MICS) or the Violence Against Children Survey (VACS)⁵) can also be analyzed where relevant. For example, the MICS and the VACS include questions on prevalence of violence and attitudes towards gender, which can be used as baseline data to compare with data collected on the indicators during the implementation of a whole school approach.

CHALLENGES

- Quantitative data are needed to measure change over time, but surveys are not necessarily the most effective way to capture the nuances of people's attitudes and beliefs. For example, a survey may reveal that the percentage of parents who support the use of corporal punishment has dropped, but qualitative data may suggest that parents continue to use harsh discipline in the home.
- Some students and teachers experience the cumulative impacts of many forms of inequality. The drivers of SRGBV can be linked with systematic social, political, and economic discrimination and disadvantage and gender inequality, and can increase the prevalence, risk, and severity of violence for some groups of people. For example, students from certain minority groups may be more likely to experience severe forms of SRGBV compared with their peers.
- National data on SRGBV may be scarce or non-existent or may need to be collated from several different sources.
- Social desirability bias refers to the tendency of survey respon-

⁵ The MICS is a household survey that collects data on violence against women, attitudes towards violence against women, and harsh disciplinary techniques. The VACS is a household survey that collects data on children's experiences of physical, emotional, and sexual violence, as well as gender attitudes.

dents to answer questions in a manner that will be viewed favorably by others. It can take the form of over-reporting “good-behavior” or under-reporting “bad” or undesirable behavior.

✓ TIPS

- Remember that measuring attitude change is not the same as measuring behavior change.
- Using scales rather than single questions can help overcome social desirability bias and more accurately capture information about gender attitudes related to SRGBV (see examples of common scales in Box 3). Rather than asking a single question (for example, “Do you believe girls should be allowed to attend school?”), a scale asks many different questions about a key issue (such as gender inequality) and gives more information about people’s attitudes around gender norms and beliefs in their community.
- Rather than providing only two response options to questions on attitudes, consider using different types of response options. For instance, if you ask, “Is it acceptable for teachers to hit children?” or “When girls wear short skirts, is it wrong for male teachers or male students to make sexual advances?” rather than asking “yes” or “no,” provide several different response categories such as “not wrong at all,” “a little bit wrong,” “wrong,” and “very wrong.” This will give information on the extent to which people think that violence against children is wrong, and will also provide data on beliefs and value judgments around the use of violence against children.
- Collect qualitative data alongside quantitative data to understand the nuances of attitudes and beliefs and how they change over time, what contributes to change, and how change happens. For example, vignettes (brief descriptions)



Sample indicators on drivers:

- Percentage of teachers (m/f) who believe that women and girls need to be responsible for keeping themselves safe
- Percentage of students (m/f) who believe that a woman's role is to take care of her home and family
- Percentage of teachers (m/f) who believe girls do better at language and the arts and boys at mathematics and science
- Percentage of teachers/ school management (m/f) who support policies against sexual harassment and corporal punishment

are useful for drawing out beliefs and attitudes towards certain behaviors.

- Identify gaps in data on how poverty, disability and other demographic characteristics intersect with violence and look for ways to analyze how these indicators of social inequality intersect with indicators of gender inequality.

Prevalence Indicators

Prevalence indicators measure the prevalence of SRGBV experienced and perpetrated by students and teachers. Ultimately, the

Scales to measure attitudes and beliefs around gender

The Gender Equitable Men (GEM) Scale measures attitudes toward gender norms in intimate relationships and differing social expectations for men and women.

BOX 3:

Each item is scored on a 3-point scale, where 1 = *agree*, 2 = *partially agree*, and 3 = *do not agree*. High scores represent high support for gender equitable norms. The following statements are examples from the scale:

- A woman's role is taking care of her home and family.
- Men need more sex than women do.

The Gender Beliefs Scale measures traditional and more progressive beliefs about gender roles. Response options for these items are: *strongly agree*, *agree*, *disagree*, and *strongly disagree*. The following statements are examples from the scale:

- Men often force women in subtle ways to have sex with them, even if they do not want to.
- The families of young people who work do not want them to get married because they are afraid to lose their income.

The Gender Norm Attitudes Scale measures egalitarian beliefs about male and female gender norms. Response options for each item are *agree* or *disagree*. The following statements are examples from the scale:

- It is important that sons have more education than daughters.
- Daughters should be sent to school only if they are not needed to help at home.

The Global Early Adolescents Study measures how gender norms inform adolescent sexuality. Possible responses for each item are *agree a lot*, *agree a little*, *neither agree, nor disagree*, *disagree a little*, *disagree a lot*. An example of statements used in the study are:

- Boys should be raised tough so they can face any difficulty in life.
- Girls should avoid raising their voice to be ladylike.

objective of the whole school approach is to reduce the rate of SRGBV, and so measuring these indicators is central to determining the effectiveness of this approach.

Following the implementation of a whole school approach, reporting rates are likely to increase in the short to medium term, when reporting mechanisms are improved and structures are put in place for addressing incidents of SRGBV. As a result, students and teachers will become increasingly confident and willing to report incidents of SRGBV.

Reduction in prevalence is a long-term objective, so data collection on prevalence should occur less frequently—probably every two to four years—to align with significant surveys conducted with students, teachers, and community members on their experiences of SRGBV. Existing data can be collected from previous surveys, such as the Global School-based Student Health Survey (GSHS) or the Health Behaviour in School-aged Children (HBSC) study and other household based surveys,⁶ and used as baseline data to compare prevalence rates. When data collection on prevalence does take place, it is important to measure experiences of SRGBV in the past 30 days, and experiences since the beginning of the school year⁷ in order to gauge whether the rates of SRGBV are indeed dropping.

6 The GSHS is a collaborative surveillance project designed to help countries measure and assess the behavioural risk factors and protective factors in ten key areas among young people aged 13 to 17 years. The HBSC is a school-based survey with data collection through self-completion questionnaires administered in the classroom.

7 To form a complete picture of experiences of SRGBV, a timeframe is needed to measure the abuse. This is generally measured by current (past 12 months) and lifetime experiences of violence. The Global Guidance recommends shorter timeframes, such as the 30-day timeframe used in the GSHS, or timeframes anchored to events, such as the beginning of the school year. The 30-day timeframe measures “current” experiences of violence and the school year timeframe measures “lifetime” experiences.

CHALLENGES

Prevalence figures are affected by the data collection methodology used and the context, and are likely to fluctuate over time. This may not reflect a real change in the level of violence.

- SRGBV that affects gender non-conforming children, including those who are LGBT, is common but there is little data on this topic.
- Some children describe their own experiences of violence as having happened to “a friend,” while others speak on behalf of friends who are unable to discuss their experiences.

TIPS

- Use broad criteria in defining the study population. For studies that address multiple forms of violence, include children from a range of age groups. However, for specific forms of violence such as intimate partner violence, include only children over the age of 12.
- Tools specifically designed to collect data on homophobic and transphobic violence can address the gap in data on SRGBV directed at gender non-conforming and LGBT children.
- Be specific about timeframes. Some children have trouble recalling experiences, so it is recommended that the time period being measured is anchored to the school year. In this context, conduct studies towards the end of the school year to ensure accurate data collection.
- The location of violence is important for understanding where children are most likely to experience SRGBV. For

example, if the classroom is the most common location, then interventions may need to be targeted more at refining teaching strategies or disciplinary techniques.

- Separately present the prevalence of each type of violence. As much as possible, data should be disaggregated by sex, age, ethnicity, socio-economic status, religion, and sexuality.
- Administrative data does not give a full account of children's experiences of SRGBV because such violence mostly goes unreported. Using multiple forms of data, such as administrative data combined with data collected through representative surveys, develops a fuller picture of the prevalence and each of the indicators.

Sample indicators on prevalence:

- Percentage of students (m/f) who have experienced physical bullying in the past 30 days/since the beginning of the school year
- Percentage of teachers (m/f) who have administered corporal punishment to a student in the past 30 days/since the beginning of the school year
- Percentage of students (m/f) who have experienced sexual harassment in the past 30 days/since the beginning of the school year
- Percentage of teachers (m/f) who have experienced physical partner violence in their lifetime/in the past 12 months
- Percentage of students (m/f) who have experienced partner violence in the past 30 days/since the beginning of the school year

Using technology to capture data

Computers or other technology like personal digital assistants (PDAs) can be effective for collecting data with students and in classroom settings. Technology can:

- Allow students to answer questions **anonymously and confidentially**;
- **Reduce data error** and the need for data entry;
- Make it easier to conduct surveys in **multiple languages**; and
- Work well for **low-literate populations**.

For example, a whole school violence prevention program in Uganda was evaluated through a randomized controlled trial using computer tablets to administer surveys with students.

3.6. Data Collection

A variety of research methods and data collection procedures can be used to gather data to measure indicators, depending on available resources, the information needed, and gaps in the data available at the national or provincial level. Using both qualitative and quantitative methods gives a more accurate picture of what is happening. This is particularly important when measuring not just whether or not SRGBV policies exist, but if they are being implemented.

Indicators must measure progress at both the school level and the national or provincial level. Measuring progress at the national

level is key to determine how funding and resources are being administered; the extent of cooperation between schools and education ministries in improving teacher training, professional development, and teacher working conditions; and how evenly key elements of the whole school approach are taken up and implemented across the country.

Collecting data on the indicators to monitor the whole school approach can provide a picture of the extent to which progress is being made to end SRGBV nationally. Integrating indicators that capture practices related to the whole school approach in the [Education Management Information System \(EMIS\)](#) on a regular basis allows for trends to emerge. For example, indicators that monitor how and whether allocated budgets on SRGBV are spent on strengthening elements of the whole school standards help show how well plans are being implemented.

Consulting with a wide range of stakeholders when developing data collection activities and methodology enables multiple agencies and sectors to coordinate during the development, implementation, monitoring, and evaluation of data collection initiatives. National governments can encourage further research and data collection on all forms of SRGBV by a variety of actors, including national statistics offices, government ministries, research centers and universities, NGOs, and international agencies. Efforts should be made to strengthen national statistical and research capacity for collecting data on SRGBV, through both specialized surveys and routine data collections.

For a full list of data collection tools and the full list of indicators, see the Annex.

Education Management Information System (EMIS)

BOX 4:

EMIS is used by countries to manage and provide basic data for the education ministry. EMIS information is useful for:

- Research, policy, and planning;
- Monitoring and evaluation; and
- Decision-making about the distribution and allocation of educational resources and services.

A key step to improving monitoring and implementation of whole school strategies is to integrate SRGBV prevention related indicators into national data collection systems. Availability of data on progress made to implement whole school prevention strategies provides an indication of how well schools are addressing the issue. It also provides an opportunity for analysis of administrative data in relation to school violence prevalence to determine impact at the national level.

Indicators measuring the whole school approach

National/provincial-level indicators	School-level indicators
DOMAIN 1: School leadership and community engagement	
<p>Proportion of schools that have a school management committee (SMC) comprised of community members (male/female), parents (m/f), and students (m/f) that have developed a whole school approach.</p> <p>Number of local organizations (civil society, private sector, police and justice systems, community-based organizations) partnered with schools to implement a whole school approach to prevention.</p>	<p>Proportion of school management (m/f) involved with establishing the whole school approach.</p> <p>Percentage of parents (m/f) and community leaders (m/f) who are members of the SMC who understand the key forms of SRGBV.</p>
DOMAIN 2: Code of conduct	
<p>Percentage of schools that have developed and put into practice a code of conduct with reference to SRGBV.</p> <p>Proportion of schools prioritizing implementation of the code of conduct.</p>	<p>Percentage of a code of conduct^a that meets the minimum standards (outlined above) implemented at school level.</p> <p>Proportion of budget allocated to implementation of a code of conduct at school level.</p> <p>Proportion of parents (m/f), teachers and support staff (m/f), and students (m/f) who are aware of the code of conduct.</p> <p>Proportion of parents (m/f), teachers and support staff (m/f), and students (m/f) who were involved in decision-making processes for the development of the code of conduct.</p>
DOMAIN 3: Teachers and educational staff support	
<p>Number of teacher training institutions that include curricula and training on SRGBV and positive discipline.</p> <p>Proportion of teachers and union members (m/f) that have received in-service and/or pre-service training on SRGBV.</p> <p>Proportion of schools with women comprising at least half of management roles.</p>	<p>Percentage of new staff (m/f) who have received in-service training on SRGBV, participatory gender-responsive approaches, and positive discipline teaching methodologies.</p> <p>Percentage of teachers (m/f) using participatory gender-responsive approaches and positive discipline teaching methodologies.</p> <p>Percentage of teachers (m/f) who report no longer using corporal punishment (in the past 12 months).</p> <p>Percentage of students reporting decreased use of corporal punishment (in the past 12 months).</p>
DOMAIN 4: Child rights, participation, and gender equality	
<p>Percentage of schools with school councils, comprised of students (m/f), that address SRGBV.</p> <p>Percentage of schools with safe spaces or school clubs (m/f) that provide opportunities for dialogue on gender and violence.</p> <p>Proportion of schools that use curricula on gender equality, child rights, and SRGBV for students.</p>	<p>Percentage of students (m/f) who are familiar with the code of conduct and have a clear understanding of SRGBV.</p> <p>Percentage of students (m/f) who report feeling safe and protected (defined as free of all forms of SRGBV) at school.</p> <p>Percentage of students (m/f) who can identify signs of healthy and unhealthy intimate relationships.</p> <p>Percentage of students reporting decreased use of corporal punishment (in the past 12 months).</p>

National/provincial-level indicators	School-level indicators
DOMAIN 5: Reporting, monitoring, and accountability	
<p>Percentage of schools that deliver training to teachers on reporting and response mechanisms and referral to health care and psychosocial support.</p> <p>Number of schools with a monitoring system for reporting and accountability.</p>	<p>Percentage of students (m/f) who know about reporting mechanisms and procedures and are confident in using them.</p> <p>Percentage of staff (m/f) who know how to respond to incidents of SRGBV and clearly understand their roles and responsibilities in reporting procedures.</p> <p>Increase in number of SRGBV incidents that are formally reported to the school.</p>
DOMAIN 6: Incident response	
<p>Percentage of schools with survivor-centered processes for dealing with child safety and abuse.</p>	<p>Percentage of reported cases followed up through referral.</p> <p>Percentage of teachers (m/f) with comprehensive knowledge of reporting and response mechanisms.</p>
DOMAIN 7: Safe and secure physical environments in and around schools	
<p>Number of schools that have conducted mapping for safe and unsafe zones.</p> <p>Percentage of schools with separate sanitary facilities for males and females.</p> <p>Number of schools with school-funded transport to take students to and from school.</p>	<p>Proportion of students (m/f) who report feeling safe when using the sanitary facilities at school and boarding houses.</p> <p>Percentage of students (m/f) who report feeling safe in the classroom.</p> <p>Percentage of students (m/f) who feel safe travelling to and from school.</p>
DOMAIN 8: Parent engagement	
<p>Percentage of schools that include parents (m/f) in the design, organization, and implementation of strategies to prevent SRGBV.</p> <p>Percentage of schools with school-based parent-teacher committees (m/f).</p>	<p>Proportion of parents (m/f) who have participated in dialogue and workshops on gender equality and SRGBV.</p> <p>Proportion of parents (m/f) who report that the safety of the school environment is an important aspect of their children's education.</p> <p>Number and frequency of parent-teacher meetings discussing issues of SRGBV.</p>

8 A code of conduct based on a set of minimum standards, including response and action to SRGBV.

Indicators measuring drivers of SRGBV

Drivers of SRGBV	National/provincial-level indicators	School-level indicators
Normalization of violence against children through social norms that promote violence	<p>Percentage of schools with policies against sexual harassment.</p> <p>Percentage of schools implementing safe and protective school policies including positive discipline.</p>	<p>Percentage of teachers/school management (m/f) who support policies against sexual harassment and corporal punishment.</p> <p>Percentage of students (m/f) who believe they have the right to a safe and protective environment.</p> <p>Percentage of parents (m/f) who support the use of corporal punishment in certain situations.</p>
Silence around violence against women and girls	<p>Strengthening of (new or existing) legislation on gender equality and prevention of violence against women and girls.</p> <p>Degree to which people in leadership believe that violence against women is part of life.</p>	<p>Percentage of teachers (m/f) who believe that women and girls need to be responsible for keeping themselves safe.</p> <p>Percentage of teachers (m/f) who believe that violence against women and girls is justified under certain circumstances.</p>
Rigid gender roles	<p>Number of schools with a female principal or headmaster.</p> <p>Proportion of school curriculum (for each grade level) that has removed gender biases and stereotyped representations of men and women.</p>	<p>Percentage of teachers (m/f) who believe that boys and girls should have equal access to an education and study the same subjects.</p> <p>Proportion of girls and boys who participate in the classroom.</p>
Stereotyped constructions of femininity and masculinity	<p>Percentage of schools that include parents (m/f) in the design, organization, and implementation of strategies to prevent SRGBV.</p> <p>Percentage of schools with school-based parent-teacher committees (m/f).</p>	<p>Proportion of parents (m/f) who have participated in dialogue and workshops on gender equality and SRGBV.</p> <p>Proportion of parents (m/f) who report that the safety of the school environment is an important aspect of their children's education.</p> <p>Number and frequency of parent-teacher meetings discussing issues of SRGBV.</p>
Socio-economic inequality and discrimination	<p>Number of schools with a code of conduct that addresses needs of marginalized students (pregnancy and marriage status, m/f, rural/urban, disability status, ethnicity/language, LGBT).</p>	<p>Percentage of students (m/f) from marginalized groups who report having experienced discrimination at school.</p> <p>Proportion of students who identify as LGBT who feel safe and protected in school.</p>
Institutional framework, laws and policies	<p>Number of gender-responsive plans and policies at national and provincial levels that include SRGBV.</p> <p>Percentage of education budget allocated at national and provincial levels to address SRGBV.</p>	<p>Percentage of teachers (m/f) and educational staff (m/f) who are aware of legislation and policy frameworks on child protection, violence prevention, and protecting pregnant students.</p>

Indicators measuring prevalence of SRGBV

Type of SRGBV	Indicator
Bullying	<p>Percentage of students (m/f) who have experienced physical bullying in the past 30 days/since the beginning of the school year.</p> <p>Percentage of students (m/f) who have experienced emotional bullying in the past 30 days/since the beginning of the school year.</p> <p>Percentage of students (m/f) who have experienced cyber-bullying (via mobile phone or internet platforms) in the past 30 days/since the beginning of the school year.</p>
Corporal punishment	<p>Percentage of students (m/f) who have experienced corporal punishment from a teacher (m/f) in the past 30 days/since the beginning of the school year.</p> <p>Percentage of teachers (m/f) who have administered corporal punishment to a student (m/f) in the past 30 days/since the beginning of the school year.</p>
Sexual violence & childhood sexual abuse	<p>Percentage of students (m/f) who have experienced sexual violence by someone other than an intimate partner in the past 30 days/since the beginning of the school year.</p> <p>Percentage of teachers (m/f) who have experienced sexual violence by someone other than an intimate partner in their lifetime/in the past 12 months.</p>
Sexual harassment	<p>Percentage of students (m/f) who have experienced sexual harassment in the past 30 days/since the beginning of the school year.</p>
Adolescent dating violence	<p>Percentage of students (m/f) who have experienced physical partner violence in the past 30 days/since the beginning of the school year.</p> <p>Percentage of students (m/f) who have experienced sexual partner violence in the past 30 days/since the beginning of the school year.</p> <p>Percentage of students (m/f) who have experienced emotional partner violence in the past 30 days/since the beginning of the school year.</p> <p>Percentage of teachers (m/f) who have experienced physical partner violence in their lifetime/in the past 12 months.</p> <p>Percentage of teachers (m/f) who have experienced sexual partner violence in their lifetime/in the past 12 months.</p>

Data sources

The following data sources can be used to collect data on process, driver, and prevalence indicators in order to assess the effectiveness of the whole school approach at the national and school levels.

PROCESS	DRIVER	PREVALENCE
<p>Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ): School-based survey administered to school principals of sixth grade students in 15 sub-Saharan African countries.</p> <p>Programme for International Student Assessment (PISA): School-based survey administered to 15 year olds and school principals in 70 countries every three years.</p> <p>Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS): School-based survey administered to students and teachers of fourth and eighth grades in 60 countries every four years.</p> <p>Additional data sources include: School records (very general statements); classroom observation; national surveys; reports from education ministries; administrative data from child protection registers; census data; and the USAID SRGBV Toolkit – Surveys of Perceptions of School Climate and Surveys of Attitudes and Beliefs.</p>	<p>Demographic and Health Survey (DHS): Household survey administered to women and girls aged 15-49 years.</p> <p>Multiple Indicator Cluster Survey (MICS): Household survey administered to women and men aged 15-49 years.</p> <p>Violence against Children Survey (VACS): Household survey administered to young people aged 13-24 years, in 14 countries.</p> <p>PISA (Programme for International Student Assessment)</p> <p>TIMSS (Trends in International Mathematics and Science Study) and PIRLS (Progress in International Reading Literacy Study)</p> <p>Additional data sources include: Reports from education and finance ministries; legal and regulatory framework; census data; and the USAID SRGBV Toolkit – Surveys of Perceptions of School Climate and Surveys of Attitudes and Beliefs.</p> <p>The scales listed in Box 3 are also useful for measuring attitudes on gender equality and violence against women and girls.</p>	<p>Global School-based Health Survey (GSHS): School based survey administered to students aged 13-17 years, in 72 countries every four years.</p> <p>Laboratorio Latinoamericano de Evaluacion de la Calidad de la Educacion (LLECE): School-based survey administered to sixth grade students in 15 countries in Latin America and the Caribbean.</p> <p>Health Behaviour in School-aged Children (HBSC): School-based survey administered to students aged 11, 13, and 15 years, in 44 countries in Europe and North America every four years.</p> <p>PISA</p> <p>TIMSS</p> <p>SACMEQ (Southern and Eastern Africa Consortium for Measuring Educational Quality)</p> <p>VACS (Violence Against Children Survey)</p> <p>DHS (Demographic and Health Surveys)</p> <p>Additional data sources include: Administrative data from police, health, judicial, and social services.</p>

References

- Achyut, P., Bhatla, N., Verma, H., Uttamcharya, S.G., Bhattacharya, S., & Verma, R. (2016). *Towards gender equality: The GEMS journey thus far*. New Delhi: International Center for Research on Women.
- Alinane Consulting. (2010). *A report on End-of-Term Project Evaluation of Plan Malawi- Learn Without Fear Project*. Malawi: Plan Malawi.
- Anagnostopoulos, D., Buchanan, N.T., Pereira, C., & Lichty, L.F. (2009). School Staff Responses to Gender-Based Bullying as Moral Interpretation: An Exploratory Study. *Educational Policy, 23*, 519-553.
- The Behavioral Insights Team & International Rescue Committee. (2017). *Encouraging empathy, sharing science, or raising awareness of rights? The impact of messaging on teachers' attitudes toward corporal punishment in a Tanzanian refugee camp*. Retrieved from http://www.ungei.org/Encouraging_empathy_sharing_science_or_raising_awareness_of_rights_-_BIT_IRC_REPORT_July_2017.pdf
- Cahill, H. & Beadle, S. (2013). *Safe and strong schools: supporting schools in Papua, Indonesia in their efforts to reduce violence. Research report 37*. University of Melbourne.
- C-Change. (2013). *C-Change Final Report*. Washington DC: C-Change/FHI 360. Retrieved from www.cchangeproject.org/sites/default/files/C-Change-Final-Report.March2013.pdf
- Charmaraman, L., Jones, A.E., Stein, N., & Espelage, D.L. (2013). Is It Bullying or Sexual Harassment? Knowledge, Attitudes, and Professional Development Experiences of Middle School Staff, *Journal of School Health, 83*, 438-444.
- Chisamya, G., DeJaeghere, J., Kendall, N., & Khan, M.A. (2012). Gender and Education for All: Progress and problems in achieving gender equity. *International Journal of Educational Development, 32*, 743-755.
- Cutbush, S.; Williams, J., & Miller, S. (2016). Teen Dating Violence, Sexual Harassment, and Bullying Among Middle School Students: Examining Mediation and Moderation Mediation by Gender. *Prevention Science, 17*(8): 1024-1033.
- Debnam, K.J., Waasdorp, T.E., & Bradshaw, C.P. (2015). Examining the Contemporaneous Occurrence of Bullying and Teen Dating Violence Victimization. *School Psychology Quarterly, 31*(1), 76-90.
- de Lange, N. & Geldenhuys, M-M. (2012). Youth envisioning safe schools: a participatory video approach. *South African Journal of Education, 32* (4), 494-511.
- Department of Basic Education. (2015). *Action Plan to 2019: Towards the Realisation of Schooling 2030*. Pretoria, Republic of South Africa: Department of Basic Education.
- Department of Basic Education, South African Interfaith Council, & LEADS. (2010). *Building a culture of responsibility and humanity in our schools: A guide for teachers*. Pretoria: Department of Basic Education.
- De Souza, E. & Ribeiro, J. (2005). Bullying and Sexual Harassment Among Brazilian High School Students. *Journal of Interpersonal Violence, 20*(9): 1018-1038.
- Devries, K.M., Knight, L., Child, J.C., Mirembe, A., Nakuti, J., Jones, R., Sturgess, J., Allen, E., Kyegombe, N., Parkes, J., Walakira, E., Elbourne, D., Watts, C., & Naker, D. (2015). The Good School Toolkit for reducing physical violence from school staff to primary school students: a cluster-randomised controlled trial in Uganda. *Lancet Global Health, 3*, e378-e386.
- Espelage, D., & Holt, M. (2001). *Illinois Bully Scale. Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools*. Edited by Hamburger, M.E., K.C. Basile, and A.M. Vivolo. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.
- Fancy, K. & Fraser, E.M. (2014). *DFID Guidance Note on Addressing Violence against Women and Girls (VAWG) in Education Programmes- Part A*. London: VAWG Helpdesk.
- Foshee, V.A., Bauman, K.E., Ennett, S.T., Linder, G.F., Benefield, T., & Suchindran, C. (2004). Assessing the Long-Term Effects of the Safe Dates Program and a Booster in Preventing and Reducing Adolescent Dating Violence Victimization and Perpetration. *American Journal of Public Health, 94* (4), 619-624.
- Gay, Lesbian and Straight Education Network. (2016). *Ready, Set, Respect! GLSEN's Elementary School Toolkit*. New York & Washington: Gay, Lesbian and Straight Education Network.
- Greijer, S. & Doek, J. (2016). *Terminology Guidelines for the Protection of Children from Sexual Exploitation and Sexual Abuse*. Bangkok: End Child Prostitution in Asian Tourism.
- Gruber, J., & Fineran, S. (2008). Comparing the Impact of Bullying and Sexual Harassment Victimization on the Mental and Physical Health of Adolescents. *Sex Roles, 59*(1/2), 1-13.
- Hertzog, J.L., Harpel, T., & Rowley, R. (2015). Is It Bullying, Teen Dating Violence, or Both? Student, School Staff, and Parent Perceptions. *Children & Schools, 38*(1), 21-29.
- Humphreys, S. (2008). Gendering corporal punishment: beyond the discourse of human rights. *Gender and Education, 20*(5), 527-540.
- Inter-Agency Standing Committee (IASC). (2015). *Guidelines for integrating gender-based violence interventions in humanitarian action: reducing risk, promoting resilience and aiding recovery*.
- Inter-Agency Standing Committee (IASC) Sub-Working Group on Gender in Humanitarian Action & Gender-based Violence Area of Responsibility (GBV AoR). (2010). *Caring for Survivors of Sexual Violence in Emergencies: Training Guide*. UNICEF.
- Inter-Agency Standing Committee (IASC) Reference Group for Mental Health and Psychosocial Support in Emergency Settings. (2017). *A common monitoring and evaluation framework for mental health and psychosocial support in emergency settings*. Geneva: IASC.
- Kärnä, A., Voeten, M., Little, T.D., Alanen, E., Poskiparta, E., & Salmivalli, C. (2013) Effectiveness of the KiVa Antibullying Program: Grades 1-3 and 7-9. *Journal of Educational Psychology, 105*(2), 535-551.
- Kearney, S., Gleeson, C., Leung, L., Ollis, D., & Joyce, A. (2016). *Respectful relationships education in schools: the beginnings of change*. Melbourne, Victoria: Our Watch.
- Keller, J., Mboya, B.O., Sinclair, J., Githua, O.W., Mulinge, M., Bergholz, L., Paiva, L., Golden, N.H., & Kappahn, C. (2017). A 6-Week School Curriculum Improves Boys' Attitudes and Behaviours Related to Gender-Based Violence in Kenya. *Journal of Interpersonal Violence, 32*(4), 535-557.

- Leach, F. & Sitaram, S. (2007). Sexual harassment and abuse of adolescent schoolgirls in South India. *Education, Citizenship and Social Justice*, 2(3), 257-277.
- Marphatia, A.A., Edge, K., Legault, E., & Archer, D. (2010). *Politics of participation: parental support for children's learning and school governance in Burundi, Malawi, Senegal and Uganda*. The Improving Learning Outcomes in Primary Schools (ILOPS) Project, Johannesburg: Institute of Education and ActionAid.
- Miller, S., Williams, J., Cutbush, S., Gibbs, D., Clinton-Sherrod, M., & Jones, S. (2015). Evaluation of the *Start Strong* Initiative: Preventing Teen Dating Violence and Promoting Healthy Relationships Among Middle School Students. *Journal of Adolescent Health*, 56, S14-S19.
- Morrow, V. & Singh, R. (2014). *Corporal Punishment in Schools in Andhra Pradesh, India: Children's and Parents' Views*. Working Paper 123, Young Lives. Department of International Development, Oxford: University of Oxford.
- Naker, D. (2009). *What is a good school? Imagining beyond the limits of today to create a better tomorrow*. Uganda: Raising Voices.
- Oliver, E., Soler, M., & Flecha, R. (2009). Opening schools to all (women): efforts to overcome gender violence in Spain. *British Journal of Sociology of Education*, 30(2), 207-218.
- Ollis, D. (2011). A 'Respectful Relationships' Approach: Could it be the answer to preventing gender-based violence? Paper presented at the AWE White Ribbon Day Every Day Conference, 21 May, Brisbane.
- Orgando Portela, M.J. & Pells, K. (2015). *Corporal Punishment in Schools: Longitudinal Evidence from Ethiopia, India, Peru and Viet Nam*. Innocenti Discussion Paper No. 2015-02, Florence: UNICEF Office of Research.
- Parkes, J. (2015). *Gender-based Violence in Education*. Paper commissioned for the EFA Global Monitoring Report 2015, Education for All 2000-2015: Achievements and challenges. UNESCO.
- Parkes, J. & Heslop, J. (2011) *Stop Violence against Girls in School: A cross-country analysis of baseline research from Ghana, Kenya and Mozambique*. London: ActionAid International.
- Parkes, J. & Heslop, J. (2013). *Stop Violence against Girls in School: A cross-country analysis of change in Ghana, Kenya and Mozambique*. London: ActionAid International.
- Parkes, J., Heslop, J., Johnson Ross, F., Westerveld, R., & Unterhalter, E. (2016). *A Rigorous Review of Global Research Evidence on Policy and Practice on School-related Gender-based Violence*. New York: UNICEF. Retrieved at http://www.ungei.org/SRGBV_review_FINAL_V1_web_version_2.pdf.
- Pearce, N., Cross, D., Monks, H., Waters, S., & Falconer, S. (2011). Current Evidence of Best Practice in Whole-School Bullying Intervention and Its Potential to Inform Cyberbullying Interventions. *Australian Journal of Guidance and Counselling*, 21(1), 1-21.
- Pellegrini
- Peters, Z.J., Hatzenbuehler, M.L., & Davidson, L.L. (2015). Examining the intersection of bullying and physical relationship violence among New York city high school students. *Journal of Interpersonal Violence*, 1-27.
- Pinheiro, P.S. (2006). *World Report on Violence Against Children*. Geneva: United Nations Secretary-General's Study on Violence Against Children.
- Poisson, M. (2009). *Guidelines for the design and effective use of teacher codes of conduct*. Paris: UNESCO.
- RTI International. (2016). *Conceptual Framework for Measuring School-Related Gender-Based Violence*. Washington, DC: U.S. Agency for International Development. Retrieved at [http://www.ungei.org/Conceptual_Framework_for_Measuring_SRGBV_FINAL_\(1\).pdf](http://www.ungei.org/Conceptual_Framework_for_Measuring_SRGBV_FINAL_(1).pdf)
- Román, M. & Murillo, F.J. (2011). Latin America: school bullying and academic achievement. *CEPAL Review*, 104, 37-53.
- Save the Children. (2005). *Ending Physical and Humiliating Punishment of Children: Manual for Action*. Stockholm: Save the Children.
- Save the Children. (2007). *A toolkit on Positive Discipline with particular emphasis on South and Central Asia*. Stockholm: Save the Children.
- Save the Children. (2008). *Non-Violent Discipline: A guide for training professionals*. Stockholm: Save the Children.
- Simmonds, S. (2014). Curriculum-making in South Africa: promoting gender equality and empowering women (?). *Gender and Education*, 26(6), 636-652.
- Ttofi, M.M. & Farrington, D.P. (2011). Effectiveness of school-based programs to reduce bullying: a systematic and meta-analytic review. *Journal of Experimental Criminology*, 7, 27-56.
- UNESCO. (2011). *Women and the teaching profession: exploring the feminization debate*. London: UNESCO.
- UNESCO. (2016a). *Out in the Open: Education sector responses to violence based on sexual orientation and gender identity/expression*. Paris: UNESCO.
- UNESCO. (2016b). *Connect with Respect: Preventing gender-based violence in schools, Classroom programme for Students in Early Secondary School (ages 11-14)*. Paris: UNESCO.
- UNESCO. (2017a). *School Violence and Bullying: Global Status Report*. Paris: UNESCO.
- UNESCO. (2017b). *Policy Paper 29: Let's decide how to measure school violence*. Paris: UNESCO.
- Cahill, H., Beadle, S., Davis, M. & Farrelly, A. (2018). *Connect with Respect: Preventing gender-based violence in schools*. Paris and Bangkok: UNESCO.
- UNESCO. (2018). International technical guidance on sexuality education. Paris: UNESCO.
- UNESCO & UN Women. (2016). *Global Guidance on Addressing School-Related Gender-Based Violence*. Paris: UNESCO.
- UNICEF. (2009). *Child Friendly Schools Manual*. New York: UNICEF.
- UNICEF. (2014a) *Hidden in Plain Sight: A statistical analysis of violence against children*. New York: UNICEF Data and Analytics Section.
- UNICEF. (2014b) *Child rights education toolkit: rooting child rights in early childhood education, primary and secondary school*. Geneva: UNICEF.
- UNICEF ROSA. (2016). *Violence Against Children in Education Settings in South Asia: A Desk Review April 2016*. Kathmandu: UNICEF Regional Office for South Asia (ROSA).
- USAID. (2008). *The safe schools program: a qualitative study to examine school-related gender-based violence in Malawi*. USAID.
- Vreeman, R.C. & Carroll, A.E. (2007). A systematic review of school-based interventions to prevent bullying, *Archives of Pediatrics and Adolescent Medicine*, 161, 78-88.
- WHO Violence Prevention Alliance. (2018). *The ecological framework*. Retrieved from <http://www.who.int/violenceprevention/approach/ecology/en/>
- Wolfe, D.A., Crooks, C.C., Chiodo, D., & Jaffe, P. (2009). Child Maltreatment, Bullying, Gender-Based Harassment, and Adolescent Dating Violence: Making the Connections. *Psychology of Women Quarterly*, 33, 21-24.



**A WHOLE SCHOOL APPROACH TO PREVENT SCHOOL-RELATED GENDER-BASED VIOLENCE:
Minimum Standards & Monitoring Framework**