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**DESK REVIEW FOR CONCERN:**

Promising Practice in School-Related Gender-Based Violence (SRGBV) Prevention and Response Programming Globally

# *Promising Practice in School-Related Gender-Based Violence (SRGBV) Prevention and Response Programming Globally*

## *(2013)*

*Cover photo:*
*Rose Kaydee, 18, in her fifth-grade classroom at Harrisville School in Grand Bassa, Liberia.*
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## Acronyms and Abbreviations

| | |
|---|---|
| AIDS | Acquired Immune Deficiency Syndrome |
| AVC | Anti-Violence Clubs |
| CBO | Community Based Organisation |
| CCCD | Child Centred Community Development |
| CEDPA | Centre for Development and Population Activities |
| CPD | Continuing Professional Development |
| CRS | Catholic Relief Services |
| CTA | Community Teacher Association |
| DRC | Democratic Republic of Congo |
| EFA | Education For All |
| FAWE | Forum for African Women Educationalists |
| FGD | Focus Group Discussion |
| FGM | Female Genital Mutilation |
| GES | Ghana Education Service |
| GBV | Gender Based Violence |
| GNAT | Ghana National Association of Teachers |
| HIV | Human immunodeficiency virus |
| IDP | Internally Displaced Person |
| IOE | Institute of Education London |
| IRC | International Rescue Committee |
| INGO | International Non-Governmental Organisation |
| M&E | Monitoring and Evaluation |
| MDG | Millennium Development Goal |
| MEST | Ministry of Education Science and Technology |
| MSC | Most Significant Change |
| MTR | Mid Term Review |
| NORAD | Norwegian Agency for Development Cooperation |
| P4 | (Concern) Programme Participant Protection Policy |
| PEA | Primary Education Advisor |
| PLE | Primary Leaving Examination |
| PTA | Parent Teacher Association |
| PTC | Parent Teacher Committees |
| RBA | Rights Based Approach |
| SC | Save the Children |
| SMC | School Management Committee |
| SRGBV | School-related Gender-based Violence |
| SVAGS | Stop Violence against Girls in Schools |
| TCOC | Teachers Code of Conduct |
| TEGINT | Transforming Education for Girls in Nigeria and Tanzania |
| TOR | Terms Of Reference |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations Children's Fund |
| USAID | United States Agency for International Development |
| VAGS | Violence against Girls in Schools |
| WASH | Water, sanitation and hygiene promotion |

**Acknowledgments**

# Executive Summary

## Aim and shape of the review

This review has been commissioned by Concern Worldwide to learn from the experiences of others in addressing school related gender based violence (SRGBV). SRGBV has become highlighted as an important arena for prevention and intervention in the education sector but there is little collected intelligence to date on best practice, what constitutes an effective intervention and how this can be measured.

Concern has adopted a 'holistic' approach to its interventions, by incorporating activities to address violence in its programmes of broad support to basic education and intervening at every level of the system to maximise the opportunity for long term system-wide change. It has also adopted a gender-based approach to understanding and addressing violence in schools.

Only three of the agencies that responded to our enquiries have implemented projects that adopt Concern's multi-level gender-based approach and have been systematically monitored and/or evaluated. The agencies are: Actionaid, USAID and Plan International. Other agencies, e.g. Save the Children, UNICEF, International Rescue Committee, have adopted the same holistic approach as Concern but have chosen to identify separate categories of violence, such as physical, sexual, psychological and emotional, rather than use a gender framework to underpin analysis and intervention.

Three projects implemented by the above three agencies form the basis of this review, supplemented by four other projects providing supporting or additional information. All but one of the seven projects diverge in their approach from Concern's holistic model in that they target SRGBV quite narrowly. This more targeted approach with specific outcomes and tools to measure impact on SRGBV offers fertile ground for drawing lessons about good practice.

The three main projects are:
*Stop Violence against Girls in School (SVAGS)* in Ghana, Kenya, Mozambique (Actionaid International / IOE,[1] 2008-13); *Safe Schools Program* in Ghana and Malawi (USAID, 2003-8); *Promoting Safe, Child-friendly Schools* (Plan Uganda, 2008-11).

The four additional projects are:
*Transforming Education for Girls in Nigeria and Tanzania (TEGINT)* (Actionaid/IOE, 2007-12); *C-Change School-related Gender-based Violence Prevention Project,* Democratic Republic of Congo (DRC) (USAID, 2010-12); *Learn without Fear* (Plan Malawi, 2008-10); *Prevention of School Related Gender Based Violence* (Plan Uganda in partnership with Raising Voices, 2012-14).

TEGINT is the only project which replicated Concern's approach in adopting both a holistic <u>and</u> a gender-based approach to addressing violence in schools. Its final report is not yet available. The SVAGS project is not due for completion until 2013, so some of the findings and conclusions drawn here may not be applicable to these two Actionaid/IOE projects.

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[1] Institute of Education, London

The above projects all share similar SRGBV-related objectives, expected outcomes, activities and stakeholder/beneficiary groups, some of which are also reproduced in the SRGBV component of Concern's programmes.

The review was structured around five key outcomes covering three levels of intervention (macro/national, meso/community and micro/school).[2] The indicators, activities, achievements, assumptions and challenges associated with each outcome were discussed and recommendations for Concern laid out.

The five outcomes were:
1. A legal and policy framework that addresses violence against children in and around school, especially girls (macro level, Actionaid and USAID only)
2. Improved prevention and response mechanisms (macro, meso and micro level)
3. Increased awareness of SRGBV and attitude and behaviour change (macro, meso and micro level)
4. Provision of a safe learning environment, especially for girls, i.e. reduction in school violence (micro level)
5. Increased enrolment and retention, especially of girls (micro level).

Outcome 4 articulated most closely with Concern's SRGBV-related outcomes on its education programmes and to a lesser extent Outcome 5.

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

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

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

4. More robust evidence from observations as well as interviews did appear to indicate that the creation of gender (or girls') clubs, where children could safely discuss issues,

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[2] Safe Schools identified four levels (national, institutional, local and individual)

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

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

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

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

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

## Monitoring and Evaluation (M&E)

1. Despite the numerous methodological and ethical challenges of measuring SRGBV, the evaluation literature is sparse in this area. Identifying a suitable methodology for interviewing children about their experiences of violence perpetrated by adults in institutional settings, and for the monitoring of progress in meeting outcomes and the impact on behaviour remain the greatest challenges. Analysis of the above projects does not add significantly to our stock of knowledge, although SVAGS may do so on completion in 2013. Its detailed M&E framework, with guidance manuals and a set of measurable and achievable indicators (53 in total), set against four outcomes and 13 intermediate outcomes, may provide a valuable resource.

2. Not all the projects provided measurable outcomes and indicators, and in one case the indicators were much too broad to allow for meaningful measurement. Sometimes measuring *progress* in meeting project objectives, e.g. numbers of documents produced, numbers trained, meetings held, cases referred etc, was confused with measuring *impact*, i.e. real and sustained change on the ground.

3. There was at times an assumption that attitude change will lead to behaviour change. This is in part a consequence of the difficulties of measuring change, especially in relation to sexual matters. An important lesson from this review is that **measurements of attitude change should not be taken as proxies for behaviour change.**

## Recommendations for Concern

*Programming*

1. Ring-fence the SRGBV component within the broad education programme, to ensure that SRGBV related strategies and activities are clearly articulated through specific outcomes and indicators and not overwhelmed by other priorities. The 2009 M&E Guide provides a good framework for Concern staff to work with.

2. Identify and work with well-established local partner organisations who are familiar with the project area, the target population and local power structures, and are recognised and respected in their communities. Identify the optimum intervention points at each level of the system for each partner and the capabilities and resources required.

3. Ensure that resources are made available for the baseline and endline surveys and for monitoring at all levels. Embed routine monitoring tasks (data collection, record keeping, analysis) within the project design.

4. Build up a strong relationship between team members and schools so as to facilitate sustained and close observation and identify key allies among teachers to ensure that SRGBV is kept on the agenda and change is brought about. Consider involving children in data collection and ensure that boys support efforts to reduce girls' vulnerability to violence.

5. Ensure that confidential response and referral structures are in place within schools and communities, and are adequately resourced, before children are encouraged to report incidents of violence, and that law enforcement agencies, child protection and other relevant services are informed of cases so that they cannot be easily ignored.

6. Be prepared to commit over a lengthy period to continuing support for institutional capacity-building, on-going training of teachers, head teachers and SMC/PTA members, and for counselling and support services for survivors of violence, so as to ensure systemic long lasting change in behaviour and practices.

7. Consider involvement in pre- and/or in-service teacher training to ensure that teachers receive basic gender training and training in gender-sensitive pedagogies.

*Staffing*

1. Ensure that field staff and managers share common understandings of gender and of what constitutes GBV, its causes and consequences, and have appropriate capabilities to implement the SRGBV component.

2. Provide appropriate research skills training for field staff that will enable them to collect reliable data for M&E purposes, while being sensitive to contextual factors and the limitations of a single data source. Consider the inclusion of research partners who will work with implementers to provide a more robust approach to M&E.

3. Ensure that staff are fully aware of, and trained to handle, the risks that are present when children disclose their experiences of abuse and violence, and that they fully

understand the ethical issues around working with children. If district education officers or community representatives are to engage in collecting data, ensure that they have appropriate training and capacity, and understand the ethical issues.

4. Foster a culture of critical enquiry and learning in the organisation, with monitoring seen as an opportunity to critically assess the situation and to make adjustments to implementation strategies; discourage the desire to show positive results.

## Action steps
1. Identify which education programmes will include a dedicated SRGBV component
2. Review current objectives and outcomes, building on the work from the earlier SRGBV meetings, and revise accordingly
3. Assess the capabilities of those responsible for the SRGBV inputs on the relevant country programmes and set up relevant training/workshops focussing on shared understandings of gender, GBV and how to combat it
4. Work with the teams to establish a coherent and viable M&E framework
5. Break down the relevant SRGBV outcome(s) into intermediate outcomes, as on the SVAGS project
6. Establish measurable and realistic indicators for each intermediate outcome, with a time frame, set out in clearly documented form, ensuring mutual understanding between stakeholders, partners and Concern at field, country office and HQ level; ensure that all significant project activities are covered by indicators
7. Draw up a new programme of work for each country, based on what has already been done, with identified staffing and staff capabilities, budget, named partners in each country, a time frame ideally of five years, specific M&E tasks and scheduled meetings of project teams to share findings and experiences at regular intervals
8. Set aside a ring fenced budget for these activities, with a schedule and deadlines
9. Allocate team members to different levels of activity (macro, meso, micro) as required, with responsibilities for implementation and monitoring at each level
10. Carry out a baseline survey in the target area, including piloting; ensure that the same set of tools and similar groups of respondents will be available for the endline.

# Full Report

## 1. Overview

School related gender based violence (SRGBV) has become highlighted as an important arena for prevention and intervention in the education sector but there is little collected intelligence to date on best practice. Concern Worldwide along with other development agencies has developed programmes incorporating prevention and response interventions to address SRGBV. There is insufficient knowledge, however, of how SRGBV is integrated into such programmes and little evidence of what makes prevention or intervention successful, or indeed of the criteria through which this success might be assessed. This review seeks to advance our learning in this field.

## 2. Conceptual Frames for SRGBV

The right to education and gender equality are central to development objectives described both in Education for All (EFA) and the Millennium Development Goals (MDGs). These goals were important in drawing international attention and effort to these issues and over time considerable gains in access to education have been realised. Nevertheless, there are still over 60 million children out-of school globally and the majority of these are girls.[3] As such, gender equality is integral to the achievement of universal access to education.[4]

At a fundamental level, a conceptual grasp of both educational access and gender equality is vital to understandings of progress towards achieving EFA and the MDGs and where and how we might support intervention for further progress. Starting with the notion of access, as the international education goals stipulate, it is access to quality education that is important and this clearly goes far beyond simple enrolment. Alongside getting into and staying in school, it concerns the curriculum, learning opportunities and outcomes, teaching and teachers as well as the conditions for learning often referred to in terms of a child-friendly environment. These dimensions of quality, notoriously difficult to measure, are vital elements of educational access.[5] In these terms, simple measures of school admissions are not sufficient to inform about access to curriculum or the delivery of educational rights to all children.

In a similar way, gender parity in the number of children gaining admission to school is only a first base indicator of gender equality. While it is an important statistic, it cannot inform us much about how gender plays out with respect to the broader notion of educational access. A singular focus on numbers employs a binary notion of gender that implies two distinct and oppositional categories: female or male. Equal numbers by gender does not capture gender equality and the continued discrimination against girls is

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[3] UNESCO (2012) Reaching out-of-school children is crucial for development. GMR Policy Paper 4, June 2012, Paris, UNESCO

[4] Unterhalter, E. (2005) Global inequality, capabilities, social justice: The millennium development goal for gender equality in education. *International Journal of Educational Development 25* (2005) 111–122

[5] CREATE (2011) *Making Rights Realities: Researching Educational Access, Transitions and Equity,* University of Sussex, CREATE

evidenced by the higher proportion who are out of school. Greater difficulties gaining admission to school indicate forms of gender discrimination that are socially and culturally embedded within communities. These are often exacerbated in contexts of extreme poverty and conflict. The higher proportions of female drop-outs[6] also suggest that forms of gender discrimination in school are working to push out those who have managed to get into school. Working together, inequitable gender relations within the community and the school constitute a major barrier to attaining gender equality.

Research aimed at exploring and explaining gender inequalities in education has moved on from a dominant focus on out of school factors to include in-depth studies of in-school conditions and experiences.[7] This kind of research has synergies with the broader notion of educational access discussed above and to questions of educational quality that remain high on the development agenda. At the same time, the focus on gender has also moved from definitions based on the categorical variables, female and male, to more contextualised understandings of gender relations.[8] This represents a conceptual shift beyond simple understandings of the characteristics of girls and boys in a neo-biological way that conflates sex with gender. The more sophisticated conceptualisations of gender refer to it as a social construction that acknowledges the significance of context to the production of gender identities. This implies a multiplicity in the production of gendered identities and the importance of understanding social and cultural relations rather than producing and perpetuating gender stereotypes to explain social phenomena. Stereotypes tend to reassert sex difference and a 'natural' basis of gender that deflects attention away from the complex social dynamics that are the contexts in which gender identities are shaped.
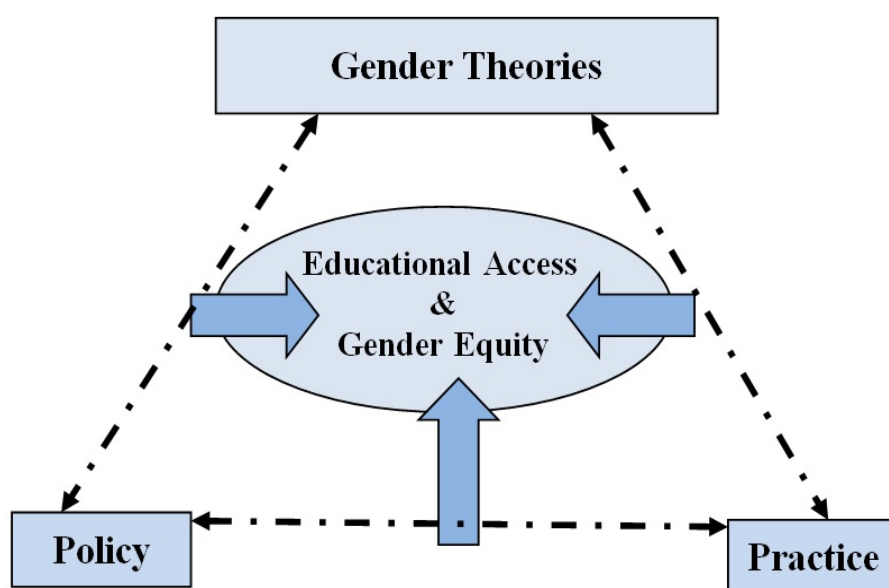


**Figure 1: Interplay between Gender Theory, Policy, and Practice and its influence on educational access**

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[6] Sabates,R., Akyeampong,K.,Westbrook, J. and Hunt, F. (2011) School Drop out: Patterns, Causes, Changes and Policies. Background paper prepared for the EFA Global Monitoring Report 2011. http://unesdoc.unesco.org/images/0019/001907/190771e.pdf

[7] Dunne, M. (2007) Gender, sexuality and schooling: everyday life in junior secondary schools in Botswana and Ghana. *International Journal of Educational Development,* 27, 5, 499–511

[8] Dunne, M. and Leach, F. (2005) *Gendered school experiences: the impact on retention and achievement in Botswana and Ghana.* London, DFID

Even when gender is not the main focus of activity, interventions to support progress towards EFA and MDGs will always have an implied theory of gender. As Figure 1 suggests, these gender theories, whether explicit or implicit, will inform policy and practice in ways that impact on the realisation of universal educational access, inclusive education and gender equity. Nevertheless, the gender categories are still used and remain useful for understanding 'what' is happening in very broad terms. The limits of this kind of data and analysis are that they tend to perpetuate a conflated sex/gender binary and they cannot inform the 'how' and 'why' of the gender outcomes they report and by implication how best to intervene in order to ensure human and educational rights.

A focus on the social dynamics within local social contexts follows from an understanding of gender as socially constructed. Social practices within social institutions such as families, schools and communities are all relevant to shaping gender and other identities (e.g. religious, ethnic, etc.). However informal it may appear, these institutions are structured by different power and authority structures that describe different roles or social positions and functions for different members.[9] In families, for example, age confers differences in status, privileges, responsibilities and everyday activities. This operates in a similar way in schools and provides an important basis for teacher authority and relations both with and among pupils. Indeed, in many contexts teachers, as literate and more educated members, have an authority position within the community. With respect to gender, the prevailing power and authority structures are distributed and enacted through social hierarchies within institutions which in most cases are male-dominated. While there may be some established gender patterns or traditional positioning, there is a constant dynamic institutional process in which these have to be sustained, reaffirmed or resisted. It is within the everyday life of social institutions that we learn how to perform our gender identities and claim our gendered social positions.

The conceptual developments around notions of sex and gender have led to the link and distinction between gender and sexual identities. This has direct implications for understanding the ways that the gender order of institutions operates. Idealised notions of female – male couples, family and lineage all project heterosexual relations as normative and assumed.[10] Heterosexuality has a fundamental influence on sexual identities, that is, on femininities and masculinities to the point that gender and sexual identities are conflated. To be a man is to act out a heterosexual masculinity which in male dominated institutions and social relations includes the subordination of women. In most contexts this and other norms are highly regulated, formally through legislation and/or informally in social exclusion.

Power may be exerted in a number of ways in forms of leadership, decision-making and rule-making. It might also be used in more negative and discriminatory ways, in a range a mild and more severe forms. Examples include forms of social exclusion, denial of privileges or rights, extraction of labour or services, psychological cruelty, silencing, verbal abuse, physical force and sexual violence. These forms of coercion and/or

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[9] Leach, F. (2006b) Gender violence in schools in the developing world. In F. Leach and C. Mitchell (eds) *Combating Gender Violence in and around Schools*, Stoke-on-Trent, UK and Sterling, USA: Trentham; Dunne, M. (2008) *Gender, sexuality and development: education and society in sub-Saharan Africa.* Rotterdam, Sense Publishers.

[10] Mirembe, R. and Davies, L. (2001) Is Schooling a Risk? Gender, Power Relations, and School Culture in Uganda, *Gender and Education*, 13, 401-416

regulation are expressions of power that result from and reconstruct inequalities. Traditions of practice can work to 'normalise' forms of discrimination and abuse to make them appear to be 'the ways things are' and not available to change or the focus of resistance. Expressions of male-domination may be manifest in multiple ways in different contexts and institutions and may be accomplished without resistance from women and other men who are subordinated. In these contexts the understanding of personal and human rights is often the focus of efforts towards social change.

Acts and symbols of femininity and masculinity are accumulated and established through history and tradition and despite being socially and culturally defined, they are often read as 'natural', 'given' and therefore enduring.[11] This renders certain inequalities or acts of coercion 'normal' and difficult to recognise as habitual violations. Within schools the combination of gender and age relations sets the institutional context in which teacher discipline through the physical violence of corporal punishment is legitimated. Research indicates that more male teachers dispense corporal punishment, and mostly to boys, and this form of gender based violence is part of the school gender regime.[12] Forms of SRGBV also include bullying and harassment between students in which girls are not simply victims of violence.[13] Nevertheless, in the broader context discrimination against women may be publicly acceptable and in other cases it may be contained in the private or domestic sphere. Both the non-recognition of gender discrimination as violence and sensitivities in speaking about personal and sexual matters has added to the complexities that have made issues like domestic violence and rape within marriage difficult to address.

It is important to emphasise the contextual specificities of social behaviours. In working cross-culturally there is a need to be cautious in making assumptions about social rules, norms and meanings as well as about terminology.[14] This is especially the case as research and public knowledge about the global south is often cast in theoretical and ethical terms that emanate from dominant perspectives in the north. This is not to deny some principles of humanity and rights but rather to stress the importance of understanding local contexts in terms that are locally understood in advance of pursuing interventions for the 'greater good'. This point has been raised with respect to understanding and translating meanings around gender and sexuality in the heterogeneous 'southern' contexts.[15]

The naturalisation and normalisation of gender relations and inequalities within institutions, wherever they are, works as social regulation. To behave in ways that do not conform to socially and culturally defined norms of gender and sexual identity is to risk retribution by formal and/or informal means. For example, homosexuality (and in some

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[11] Human Rights Watch (2001) *Scared at School: Sexual violence against girls in South African schools.* New York: Human Rights Watch

[12] Humphreys, S. (2006) Corporal punishment as gendered practice. In Leach & Mitchell, op.cit.

[13] Leach and Humphreys (2007) op.cit.; Dunne, M., Sabates, R., Bosumtwi-Sam, C., & Owusu, A. (2012) School Violence and School Attendance: Analyses of Bullying in Senior High Schools in Ghana. *Journal of Development Studies* (forthcoming)

[14] Richardson, E. M. and Archer, B.E. (2008) Two teachers: male, black, queer. Negotiating identities in South Africa. In Dunne (2008) op.cit. pp. 117-127

[15] Oyĕwùmí, O. (2002) Conceptualizing gender: the Eurocentric foundations of feminist concepts and the challenge of African epistemologies. *JENDA: A Journal of Culture and African Women's Studies, 2*(1) Retrieved July 20, 2007, from www.jendajournal.com; Oyĕwùmí, O. (2005) Visualizing the body: Western theories and African subjects. In O. Oyĕwùmí (Ed.) *African Gender Studies: A reader.* New York: Palgrave Macmillan; Dunne (2008) op.cit.

cases the 'suspicion' of it) may lead to name-calling, harassment or other informal exclusions from public places or social groups. In some contexts it has been formally regulated in law, which thereby legitimates severe punishment including the death sentence.[16]

It is important, however, to hold on to the possibilities of social change. The notion of 'acting out' our gender identities highlights the ways in which our gender position is worked out through active complicity with social rules even if these are not made explicit. Notwithstanding the repercussions for not following the gender order, for example, in name-calling, ostracisation or acts of violence, the interaction of individual agency within institutional structures indicates spaces for manoeuvre, social change and intervention.

Turning back to focus on the gender order within schools, it is important to locate schools within local communities, their cultures and traditions. Gendered social relations within the wider cultural context have implications for how these operate and may be disrupted within school. The normalisation of particular gender patterns, positions and roles as well as forms of coercion and discipline to enforce conformity are elements of social life that run through both community and school. As discussed earlier, social conformity is enforced through different forms of violence, many of which are taken for granted or legitimated as part of everyday social interactions. Forms of violence within schools and around schools (SRGBV) have a significant impact on educational participation and gender equality,[17] and as such SRGBV requires particular attention in the drive towards EFA and the achievement of the MDGs.

Research that has explored SRGBV has attempted to catalogue violence within and around the school context. There is recognition that all violence is gendered even if it cross-cuts with other structures of inequality (ethnicity, religion, etc.) and that it may be perpetrated by females and males within and across gender lines.[18] Sexually motivated violence has been referred to as 'explicit' gender violence in order to separate it from more mundane and institutional forms of gender discrimination which are 'implicit' gender violence.[19] More detailed accounts provide descriptions of violence that include physical, verbal, psychological / emotional, sexual (including harassment and abuse) as well as symbolic violence that often invokes fear of violence through subtle processes that legitimate unequal gender relations (e.g. through curriculum texts).[20] Research has shown that in broad terms all these forms of gender violence, whether knowingly or unknowingly perpetrated by teachers, community members or other students, constitute a major barrier to educational access and participation as well as to the achievement of quality and equality. Key elements of these concerns have been mapped out below in Figure 2. The transformative potential of schools to empower individuals and to champion equality and especially gender equality, however, must start with a safe school

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[16] Englander, D (2011) 'Protecting the Human Rights of LGBT People in Uganda in the Wake of Uganda's 'Anti Homosexuality Bill, 2009'. *Emory International Law Review*, Vol. 25, No. 3, 2011. Available at SSRN: http://ssrn.com/abstract=2032757

[17] Leach, F. with V. Fiscian, E. Kadzamira, E. Lemani and P. Machakanja (2003) *An Investigative Study of the Abuse of Girls in African Schools.* Education Research Report No 54, London: DFID; Dunne (2007) op.cit.; Leach and Mitchell, op.cit.

[18] Dunne, Humphreys and Leach, op.cit; Leach and Mitchell, op.cit.

[19] Dunne, M., Humphreys, S. and Leach, F. (2006) Gender violence in schools in the developing world, *Gender and Education*, 18, 1, 75-98; Leach, F. (2006a) Researching gender violence in schools: methodological and ethical considerations, *World Development,* 34, 6, 1129-1147

[20] Leach and Mitchell, op.cit.

environment. This fundamental condition is integral to the achievement of EFA and the MDGs and therefore it needs to be a focal point for intervention. It remains vital, however, that interventions are based on situational analyses through which manifestations of gender inequality and forms of SRGBV are understood. This should also inform the development of appropriate indicators of change through which the intervention may be monitored and evaluated. The difficulties associated with this should not be underestimated given the often normalised and mundane incidence of certain forms of violence, the challenge this may offer to entrenched social and cultural positioning and the sensitivities around gendered and sexual behaviours. The description of contexts and monitoring tools, therefore, are likely to include both quantitative and qualitative data in relation to both direct and indirect indicators of change.

In summary, we have made conceptual connections between gender violence and gender inequalities which are integral to the pressing issues of school access and school quality. All are fundamental considerations in the achievement of educational and human rights. With a focus on social relations and differentiated power positions we have highlighted the compound effects of school and community in the construction of gender and sexual identities (and their intersections with other identity structures like age, poverty, ethnicity etc.). Within these contexts various forms of gender discrimination and violence are
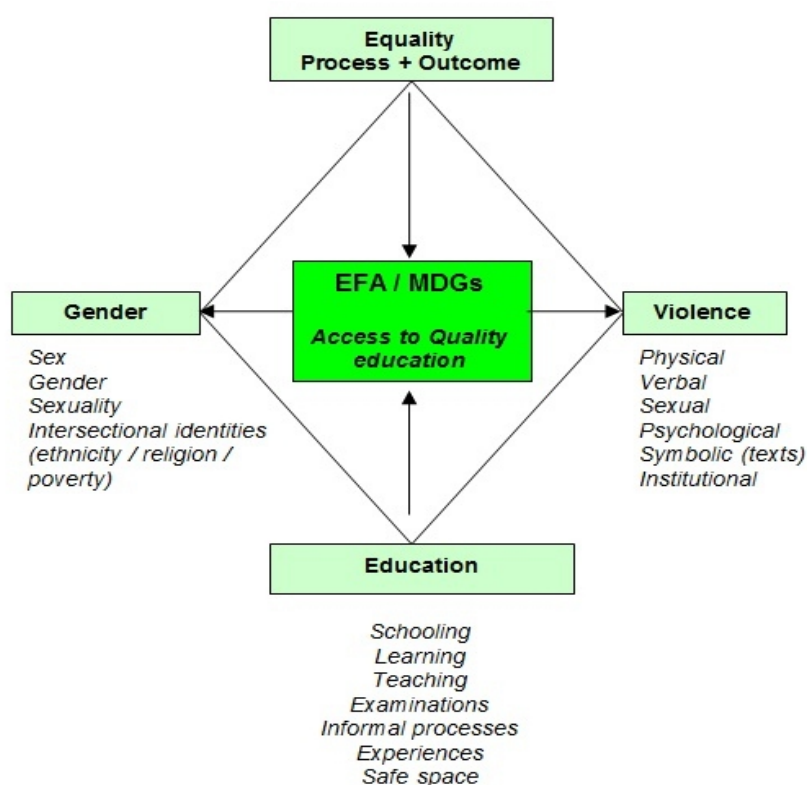


**Figure 2: SRGBV Rhombus**

naturalised within traditions of institutional life which perpetuate inequalities and are major obstacles to the recognition of SRGBV and thereby the development of strategies that address it in educational contexts. Finally, in the social dynamics between individual agency and the social regulation of institutions, we point to the spaces for SRGBV interventions to improve school quality and gender equality as a means to achieve social and educational rights for all (Figure 2).

## 3. Study methodology

We started this review by carrying out an analysis of Concern's current approach to policy and programming in both basic education and SRGBV (see Section 4). This was followed by a systematic search of other development agencies' programmes and projects relating to SRGBV, using personal knowledge, the internet, email enquiries and published material. Taking as starting points Concern's purpose in commissioning the review as set out in its Terms of Reference and its approach to integrating SRGBV into its education programmes (as outlined in 4.2. below), we developed a set of criteria for the selection of projects. These were:

- a multi-level (system-wide) approach
- a gender-based approach to combating school-related violence
- delivery within the formal school system
- a development location, i.e. low and middle income countries
- a Monitoring and Evaluation (M&E) component (e.g. baseline and endline survey, end of project evaluation, monitoring of progress towards outcomes and impact)

We sifted through the documentation made available to us and selected those projects that met the above criteria. We concluded that only three agencies have implemented multi-level projects that met our requirements. These are two INGOs, Actionaid and Plan International, and the bilateral agency USAID. Additionally, when seeking out SRGBV projects operating in emergency (conflict or post-conflict) settings, we only found one which met the above criteria: this was the USAID C-Change project in the Eastern Democratic Republic of Congo (DRC). These agencies' projects form the basis of this review, with most of the information obtained from documentation made available to us, supplemented by material found on the internet and discussions over phone and skype.

In searching for relevant projects to review we were constrained by the limited time available, the slow rate of response from some of those contacted, and in a few cases, the complete lack of response, e.g. UNICEF West and Central Africa, FAWE. A list of the development agencies and individuals contacted is listed in Annex 1.

The following review of projects is divided into five main sections: Section 4 comprises Concern's conceptual approach to addressing SRGBV in its policies and programmes, its Continuing Professional Development activities to date to prepare Concern staff for work on SRGBV and details of its education programmes addressing SRGBV. This is followed in Section 5 by a review of other agency approaches to SRGBV, including a synopsis of interventions that address school violence, followed by detailed descriptions of the selected interventions, including the rationale for their approach, achievements and challenges, with the analysis organised around five outcomes. Section 6 starts with Concern's approach to M&E on SRGBV, followed by that adopted on the other interventions. M&E strategy on the SVAGS project is presented in detail here, followed by recommendations for Concern on M&E and some notes on ethical challenges of working with children. Finally, Section 7 comprises Recommendations and Action Steps for Concern in its future work in this field.

As the selected projects broadly share a common approach and methodology, a synthesis of their work is provided in the body of the report, organised largely on the basis of the itemised points listed in the Concern TOR. Some sections provide individualised accounts

of each project, namely those outlining their rationale, the context in which they operated, their achievements and their approach to M&E. These are dealt with separately.

## 4. Approaches to addressing SRGBV in developing countries by Concern

### 4.1. SRGBV in policy

The background document *How Concern Understands Extreme Poverty* frames all of Concern's work. This focuses on 1) assets and return on assets 2) inequalities and 3) risks and vulnerabilities to inform how Concern targets specific populations and identifies interventions to address the principal issues around Inequality, Risk and Vulnerability. Poverty, inequality and vulnerability then are central to Concern policy, although SRGBV is not specifically mentioned. With reference to education, the Basic Education Policy (2003) highlights access, quality and equality as the main axes of intervention. By 2004, however, the strategic plan 2005-2010,[21] commits Concern to incorporating prevention and response to Gender Based Violence (GBV) in all its work, including in its education programmes. Despite this, SRGBV is not referred to specifically in either the interim Concern GBV strategy (2007-2009) or the equality strategy (2008–2010). Nevertheless, these do provide the basis for the SRGBV work to date. In the most recent organisational strategic plan (2011-2016), again GBV is not specifically mentioned, although addressing inequality and gender inequality are clearly captured:

> "We recognise that to fulfil their human rights and to escape from extreme poverty, poor people must be assisted to improve their assets and reduce their risks and vulnerabilities. We recognise that reducing inequality, particularly gender inequality, is central to our work in reducing poverty." [22]

Alongside policy and planning related to intervention, Concern has sustained a strong concomitant process about the ethics and safeguarding of those involved in any way with interventions. The concern for how the organisation itself operates in the field is enshrined in the Concern Programme Participant Protection Policy (P4), which must be accepted and signed by all Concern employees, partners, consultants and visitors to programmes. It states:

> "We acknowledge that certain groups, such as children (individuals under 18 years of age) and women are considered most at risk from abuse, harassment, physical and sexual violence. The HIV and AIDS pandemic has added to the vulnerability of women and children. We believe that children deserve special protection given their particular vulnerabilities." [23]

This explicit acknowledgement of the forms of GBV and the specific aspects related to children, though not necessarily in schools, was integrated in 2010 to reflect the amount of work that is done in schools and with youth. It is an implicit recognition of the ways that power relations operate to marginalise certain social groups, to sustain that disadvantage and place some, especially females, at greater risk of violence. Importantly

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[21] Concern Worldwide Strategic Plan 2005-2010
[22] Concern Worldwide Strategic Plan 2011-2016
[23] Concern Worldwide, Programme Participant Protection Policy, May 2010, p 3

this highlights the ways that gender intersects with poverty, inequality and risk presenting obstacles to participation and the achievement of equality. Again this implies rather than states that a focus on GBV and SRGBV are fundamental to the Concern approach to addressing extreme poverty, inequality and risk.

## 4.2. SRGBV in programmes

At the Concern global education workshop in 2004 in Nairobi it was established that Concern had a 'competitive advantage' in development work at the community level. Since then, in conjunction with support for quality teaching and learning through teacher education, learning aids and improvement of education management, all education programmes have involved substantial support to community level structures in education, e.g. School Management Committees (SMCs), Parent Teacher Associations (PTAs), Parent Teacher Committees (PTCs) and Community Teacher Associations (CTAs). It was acknowledged, however, that community level work needed to be linked to meso and macro level structures for sustainable impact on the poorest and a longer term influence on policy and practice.

Using a Rights Based Approach (RBA),[24] Concern highlighted the need for long term system transformation to enable the rights of all citizens by working with a multi-level system-wide approach. This has parallels with the three main agencies examined later in this review. At the micro level, Concern programmes addressed issues such as attitudes in school and community, school rules and awareness raising activities for training school management and teachers, with additional strategies to engage with local level social welfare authorities. At the meso-level (e.g. district), programmes aimed to increase the capacity of government authorities, for example by lobbying them to assure the financing of child protection mechanisms, were included in decentralised budgeting processes. At the macro level, advocacy focussed on ensuring that necessary safeguards were in place in both policy and in practice (e.g. Teachers' Code of Conduct, Girls' Education policies, Child Rights policies and acts, anti-GBV legislation) with explicit commitments to the longer term.

Despite the policy commitment to addressing GBV in all of its programmes since 2005, Concern decided against the wide-scale implementation of SRGBV interventions across all education programmes without the necessary advisory and technical capacity. Programme implementation to prevent GBV is highly sensitive and requires good preparation, assurances that the rights of individuals will not be compromised and referral pathways for dealing with cases, when they occur or are reported, are available. This was not intended to prevent country programmes with the desire and potential to implement interventions but rather to provide support to those in which M&E was integral. In this way key learning could be identified and used to scale up positive intervention strategies to other countries.

The importance of addressing GBV in education interventions combating poverty and inequality were raised and endorsed in an informal discussion session on gender issues in

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[24] From Concern Strategic Plan 2006-10 p. 24. "What is common to these (RBA) approaches is that they are based on three underlying principles: 1) Analysing and addressing the root causes of poverty and not just the symptoms, 2) Supporting clients (rights-holders) as the primary actors for change and 3) The use of legal frameworks, agreements and systems (international and national) to assert and fulfil the relevant rights and entitlements."

education at the Concern Global Education Workshop in 2007. After an introduction to the theoretical background of sex, gender and violence, experiences from different country programmes were shared, raising issues of early marriage, young pregnancies, sex for grades, initiation ceremonies etc. The discussion raised implications for local projects and programmes as well as for the work of Concern globally, highlighting the need to engage more deeply and systematically in issues of gender violence in education programmes. Despite the collective re-emphasis on (SR)GBV, programme intervention was much slower than expected and without sufficient monitoring to generate definitive findings about what does – or does not – work.

Concern's approach to date has been to integrate SRGBV within its broad basic education programmes rather than in projects that specifically target SRGBV, as several other agencies have done. With the exception of Liberia (from 2010) and Malawi (from 2009) in which SRGBV was in the initial design, all other countries added SRGBV strategies on to existing education programmes. Annex 5 and Annex 6 highlight the steps by Concern Liberia to develop an education programme plan specifically addressing gender equality and GBV, including a gender balanced team. With a conceptual basis that recognises the wider social cultures of gender discrimination and using the strength in community level development work, Concern's education programmes have moved beyond the school gates to address SRGBV issues. Strategies have included outreach through school clubs, SMCs and, in Ethiopia and Kenya, Community Conversations as entry points for addressing (SR)GBV. Initial results from Ethiopia are positive but in many cases the multiple complexities of approaches to SRGBV have presented challenges to monitoring and evaluation of programmes and/or isolating the effects of interventions. This has led to a resolution by Concern to develop their capacity to move forward.

"[Concern] aims to more rigorously and systematically design, implement and evaluate SRGBV interventions, to ensure success, and contribute to the knowledge of practitioners and policy makers nationally and internationally." [25]

## 4.3. SRGBV Continuing Professional Development (CPD)

Between 2008 and 2010 Concern organised three workshops that focused on capacity development related to SRGBV, integrated with M&E. The initial workshop worked on a conceptual basis for understanding SRGBV, with attention to the ethical challenges and risks that need to be taken into account in programming. This was followed in 2009 by a workshop involving six country programmes that had demonstrated the commitment and potential to develop and implement education programmes which addressed SRGBV (Kenya, Bangladesh, Sierra Leone, Somalia, Ethiopia, and Malawi) and another three countries with potential (Afghanistan, Rwanda, Liberia). The country teams came with local preparatory work (Annex 2) to assist in contextualising their interventions. This workshop aimed to sharpen understanding and analysis, explore ways to monitor progress on an SRGBV intervention and share practical experience in gathering and monitoring school level data. An M & E guide was produced at the end of the workshop that reflected good practice in gathering both quantitative and qualitative data (Annex 3). The third workshop in 2010 followed up on the progress in SRGBV and M&E processes and lessons learned.

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[25] Concern, IRISH AID Programme proposal 2011

The M&E frameworks and key challenges for the Concern approach to SRGBV are addressed alongside those of other agencies working to address this key development and education barrier to the achievement of human and educational rights (see Section 6).

## 4.4. Concern programmes addressing SRGBV

The sections above have described the evolution in addressing SRGBV in Concern Education programmes, including the theoretical background and the workshops conducted to familiarise staff with the chosen approach. In this section, we review the approach to SRGBV taken by Concern in a number of its country programmes and assess what they have achieved to date, with a view to providing insights, where appropriate, later in the report into how programme outcomes may be more adequately addressed and realised. More detail of specific activities and achievements relating to Concern's programmes is included in Section 5.3 for the purpose of comparison with other interventions.

As with the other interventions featured here, the approach is multi-level in that it addresses issues around SRGBV at the micro, meso and macro levels, consistent with a rights-based approach and Concern's emphasis on working at the community level while also linking learning to higher levels in terms of influencing policy and practice. All of the programmes address attitudes and influences outside of school as well as in the school compound and the classroom.

Those country programmes that were committed to addressing SRGBV and began implementing activities (from 2009) were Malawi, Kenya, Sierra Leone, Bangladesh, Somalia and Ethiopia, and Liberia in 2010. Information is provided in Table 1 on SRGBV related work in three of these (Malawi, Liberia and Sierra Leone). Their lists of activities need to be viewed with caution as much of the information has been extracted from logical frameworks, internal reports and proposal documents, with little concrete evidence in the form of evaluations of implementation or results. Of the three programmes listed in the table, data for Sierra Leone are extracted from an external evaluation of the programme in 2010, for Malawi from a Mid Term Review (MTR) in 2012 and for Liberia from the initial documentation, internal reports and an update on SRGBV activities in 2011. Bangladesh, Somalia and Ethiopia have very little documentation and so have not been included in the table, and, although Kenya had many planned activities in informal documentation no evaluation of the programme has been carried out. A final evaluation was conducted on the Bangladesh Education programme in 2011 but there is only one mention of SRGBV. In Ethiopia, Concern's Education programme was discontinued in 2011 due to a lack of funds although SRGBV is part of the GBV programme which had a MTR in 2010. Overall, evidence of what activities have been implemented on Concern's programmes and how they have impacted on outcomes is thin and it has not been possible to provide detailed accounts of the interventions.

Activities in the three Concern programmes featured here relative to SRGBV are very similar to those of the Actionaid and USAID interventions. This includes working with school and community level actors, education officials as well as with other ministries such as social welfare, justice, police. Anecdotally, the activities have been having a positive effect in combating SRGBV but for the majority of cases there has not been adequate M&E activities to extract evidence about what strategies are working, or not, as only two programmes have had some form of external review or evaluation (Malawi and Sierra Leone). The Malawi programme conducted a baseline study (although without

consistently following the specified programme indicators) enabling the MTR to assess progress relative to some of the indicators and suggest ways to improve the effectiveness of the programme. There was no baseline conducted in the Sierra Leone programme and no control schools visited to compare with the Concern supported schools. Concern education programmes have been attempting to develop baselines for programmes but there have been some challenges in the process (Annex 4). Issues and challenges around M&E in Concern and other programmes are highlighted in Section 6. In Bangladesh, as mentioned above, SRGBV was not highlighted in the final evaluation, although an internal presentation by the Concern Bangladesh Equality and RBA expert did note some positive aspects of the programme with respect to SRGBV.

The MTR of Concern Ethiopia's GBV programme[26] highlighted that there was a high level of awareness about GBV in general but the focus was on FGM, early marriage, rape and abduction, with little attention to ingrained social norms which may affect education outcomes for girls such as teasing and bullying, symbolic GBV in teaching materials, differential treatment in class etc. There was little evidence of actual behaviour change. The Somalia programme team set out to do a study on the scale of gender violence in 21 schools but due to security concerns were only able to cover three schools.[27] The security and food security situation continues to deteriorate but the activities at the school level continue - although progress on SRGBV issues has been put on hold.

## 5. Other agency approaches to addressing SRGBV

### 5.1. Synopsis of interventions that address school violence

A number of agencies are, or have been, involved in implementing projects aimed at addressing violence in schools, albeit using differing conceptual frames of reference and terminology, e.g. corporal punishment, bullying, sexual harassment, sexual violence or gender-based violence. In recent years, following the UN Study on Violence against Children in 2006,[28] several of the largest providers of development assistance to basic education, including UNICEF and Save the Children, have incorporated efforts to combat violence in schools in their education programmes, often within broader programmes to strengthen child rights and child protection. However, their approach does not make the same explicit link as Concern does between violence in schools and unequal social relations, including gender relations, and it does not use a GBV framework to underpin interventions aimed at bringing about lasting change. Instead, they identify separate categories of violence in schools, such as physical, sexual, psychological and emotional, with emphasis on eliminating corporal punishment and bullying. Nevertheless, as major players in the global campaign to eliminate corporal punishment, UNICEF and Save the Children are at the forefront of an international drive to make schools free of all forms of violence, including GBV. Both carried out studies of violence against girls as preparation for the UN Study,[29] and they both collaborated in a recent multi-agency report on school-

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[26] Harvey, D, Umme, S, Slade, E. (2010) Mid Term Review of Concern Ethiopia GBV programme, November

[27] Concern Somalia (2011) Participatory Assessment on School-Related Gender Based Violence in Concern Somalia-Programme Supported Schools

[28] United Nations (2006) World Report on Violence against Children, New York: UN

[29] e.g. Save the Children Denmark (2008) A study on violence against girls in primary schools and its impacts on girls' education in Ethiopia

based violence in West and Central Africa.[30] Programmes aimed at strengthening children's rights and child protection have also frequently included a component to address violence against children in school, e.g. in Tanzania UNICEF has developed and piloted a child protection system designed to be scaled up nationally and Save the Children has piloted the promotion of alternative forms of discipline in ten schools as part of a larger child protection programme, and is working on promoting children's right to participation through establishment and capacity building of children's councils. Through this work, children are pushing for a ban on corporal punishment in schools, as well as safer schools, in particular for girls.[31] Save the Children's latest policy brief on ending violence against children in and around school maintains the same approach of identifying separate categories of violence.[32] It has however shown an interest in adopting a more gender-based approach: in June 2011 it held a workshop in Tanzania (attended by UNICEF and some INGOs)[33] to examine the current state of SRGBV in the country and to survey national and local interventions and major players in this field, and in 2009 it commissioned a report on girls' education and GBV in Southern Sudan[34] (an earlier discussion paper from SC Sweden on Children and Gender-based Violence: an overview of existing conceptual frameworks,[35] in preparation for the UN Global Study on violence against children, appears not to have been followed up).

A flagship UNICEF initiative has been the promotion of *Child Friendly Schools* across the world while Save the Children has mounted a successful global campaign entitled *Rewrite the Future*, which provides education in 20 conflict-affected countries, and also promotes positive discipline.[36] The International Rescue Committee also runs education programmes in conflict and post-conflict settings; its *Healing Classrooms Initiative* draws on UNICEF's child friendly schools model and has developed a manual and other resources for teachers and teacher educators.[37] Another major player in education in both development and emergency settings is Oxfam, whose *WASH* (water, sanitation and hygiene promotion) programme in schools, including in refugee and IDP camps, provides sex-specific toilets, safe water supplies, and improved infrastructure such as redecorated classrooms, new or repaired fences, tree planting etc in an effort to make schools more attractive to students, especially girls.[38] None of the available documentation, however, adopts a gender-based approach to the analysis of the causes of violence in schools and the necessary strategies to address it.

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[30] Save the Children Sweden, Plan, Actionaid and UNICEF (2010) *Too Often in Silence: a report on school-based violence in West and Central Africa*, and *Too Often in Silence: addressing violence in schools, selected initiatives from West and Central Africa*. School violence is defined as (i) degrading and corporal punishment; (ii) sexual violence, abuse and exploitation; and (iii) other forms of violence, be they expressions of physical violence, psychological violence or bullying.

[31] Save the Children (2011) Gender Based Violence in Schools: a report from a workshop held in Tanzania, June

[32] Save the Children (2011) Policy Brief: Ending Violence against children in and around school

[33] Save the Children (2011) workshop report (see footnote 29)

[34] Save the Children (2009) A Report on a Study of Girls' Education, Gender Equality and gender based Violence in Schools in Southern Sudan, Save the Children UK-Southern Sudan Programme

[35] Save the Children Sweden (2007) Children and Gender-based Violence: an overview of existing conceptual frameworks, Save the Children Sweden, South and Central Asia Region (first published 2003)

[36] See for example Save the Children (2007) Positive Discipline Manual: what it is and how to do it, author: J.E. Durrant; Save the Children (2008) Positive Discipline Techniques to Promote Positive Behavior in Children, Training Manual for Facilitators.

[37] See www.healingclassrooms.com

[38] See for example, Dieu Chi, Nguyen (2011) Gender, WASH and education case study: An insight paper from Viet Nam. http://policy-practice.oxfam.org.uk/publications

Most of the interventions which seek specifically to combat gender-based violence in education originate in industrialised countries, primarily the USA, and most are short freestanding initiatives, which do not fit with Concern's holistic approach to SRGBV (a multi-level SRGBV component within a broad education programme). Typically they provide a series of education sessions on awareness building, anger management and conflict resolution, often delivered in schools by an outside trained facilitator. Although they are directed at culturally specific westernised settings around dating, teenage sex, gangs etc (e.g. the Safe Dates and Expect Respect programmes in the USA, Zero Tolerance in the UK), which are very different to development contexts, their methodology of providing short education and training inputs is similar to that of many of the interventions detailed here.[39] Some development agencies have indeed delivered such freestanding inputs to raise awareness of GBV among children and youth and to provide them with tools to understand and overcome their problems, both in and out of school. While some are small scale and school-based, delivered variously by teachers, health educators, counsellors or peer facilitators, others address large audiences using mixed media, including arts-based activities and mass communication through radio, TV and magazines. Many of the mass and multi-media initiatives have been developed for use in Sub-Saharan Africa and combine messages about HIV/AIDS with GBV. The table in Annex 7 provides brief details of some of the best known interventions in development contexts, which may be of interest to Concern for possible adaptation and inclusion in its programmes. It should be noted that most have not been formally evaluated in terms of achieving any long term attitude and behaviour change.

Some agencies have adopted the same holistic approach as Concern, i.e. including activities to address SRGBV in their broad programmes of support for basic education and/or girls' education, with intervention at every level of the education system. Such an approach has been adopted in the Actionaid/Institute of Education project *Transforming Education for Girls in Nigeria and Tanzania* (TEGINT). The above mentioned initiatives, i.e. UNICEF's *Child Friendly Schools*, Save the Children's *Rewrite the Future* and the IRC's *Healing Classrooms Initiative,* also adopt this approach, but without the gender framework. However, the risk in adopting this holistic approach is that the impact of the activities to reduce violence in schools may be diluted, especially if there are many objectives and outcomes and available resources are spread too thinly, or alternatively, if the impact of the relevant activities is not monitored or evaluated separately, e.g. if it is embedded in a wider objective such as challenging gender discrimination or promoting girls' rights in school.

The three agencies whose projects have been selected for detailed review here have all adopted a project design which addresses SRGBV explicitly, with specific outcomes and tools to measure the impact on violence reduction. In many other respects, they share Concern's broad aims and methodology and therefore provide pertinent examples of good practice, lessons learnt and M&E methodology. These agencies and their projects are:

**Actionaid International with the Institute of Education London (IOE)** *Stop Violence against Girls in School (SVAGS)* in Ghana, Kenya, Mozambique, 2008-13 (an earlier

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[39] There is some evidence of successful cross-cultural transferability but this has usually been between development contexts, e.g. between Latin America, Africa and Asia, not between highly industrialised and development contexts (see fn 17).

project in Kenya in 2001 established Girls' Forums, now integrated into the SVAGS project); *Transforming Education for Girls in Nigeria and Tanzania (TEGINT)*, 2007-12

**USAID**: *Safe Schools Program* in Ghana and Malawi, 2003-8; *Safe Schools and the Reduction of School-related Gender-based Violence* in Tajikistan, 2010 (training only); *C-Change School-related Gender-based Violence Prevention Project,* Democratic Republic of Congo (DRC), 2010-12

**Plan International**: *Promoting Safe, Child-friendly Schools* in Uganda, 2008-11; *Reducing Violence against Girls in Schools* in Ecuador, 2009-2012; *Learn without Fear* in Malawi, 2008-10 (all as part of the Plan global 'Learn without Fear' campaign[40]), *Prevention of School Related Gender Based Violence* in Uganda, in partnership with **Raising Voices**, Uganda, 2012-14

We should also note that there are many projects working with men and boys with the aim of reducing male violence against women and girls; some involve both female and male participants and so could be of interest to Concern. A systematic review of 65 interventions targeting male adolescents aged 12-19 by the Sexual Violence Research Initiative in 2011[41] included 44 (68%) that worked with both male and female participants.[42] However, only three of the eleven country locations featured in the review were low-income countries (Ethiopia, Nicaragua and Thailand), with a further four being middle income countries (Brazil, India, Korea and South Africa). The great majority of the projects originated in the USA. Of note is the fact that only four out of the 65 projects sought to bring about system-wide change; of these four interventions, three showed significant positive change in attitudes toward violence and women, and in the actual reduction of violence against women, and were located in two development contexts: India[43] [44] and Nicaragua.[45] This provides some cautious evidence to support the multi-level (system-wide) approach adopted by Concern and the three agencies detailed here. More recently, Instituto Promundo has carried out a desk review of programmes involving men and boys commissioned by Concern, which outlines successes and challenges of

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[40]The aims of this campaign are to ensure that: laws protecting children against violence in schools exist and are enforced in every country, all governments recognise the scale and severity of school violence and ensure provision of appropriate care and support, and children and adults respect and promote children's right to protection. By 2011 the campaign was active in 44 countries http://plan-international.org/learnwithoutfear/files/third-progress-report.

[41] Ricardo, C., Eads, M. and Barker, G. (2011) *Engaging Boys and Young Men in the Prevention of Sexual Violence: A systematic and global review of evaluated interventions,* Sexual Violence Research Initiative (hosted by the Medical Research Council, South Africa) for the Oak Foundation. The review aimed to explore the potential for intervening directly with boys and young men in community and school settings to address risk factors for sexual violence within diverse socio-cultural settings.

[42] The 65 interventions were selected as high quality studies (defined as having randomised controlled or quasi-experimental design) which sought to change young men's general attitudes about gender, violence and/or intimate relationships with young women and their use of rape and other forms of sexual violence against women.

[43] CEDPA (2011) UDAAN: Towards a Better Future Final Evaluation Report. Unpublished. CEDPA: Washington, DC

[44] Vera, R., Pulerwitz, J. Mahendra, V.S. Khandekar, S., Singh, A.K. Das, S.S., Mehra, S. Nura, A. and Barker, G. (2008) Promoting gender equity as a strategy to reduce HIV risk and gender-based violence among young men in India. Horizons Final Report. Washington D.C.

[45] Solórzano, I., Bank, A., Pena, R., Espinoza, H., Ellsberg, M., Pulerwitz, J. (2008) Catalyzing Personal and Social Change around Gender, Sexuality and HIV: impact evaluation of Puntos de Encuentro's communication strategy in Nicaragua. Puntos de Encuentro, CIDS/UNAN Leon, PATH, and Horizons Program

interventions and makes targeted recommendations for future programming.[46]

A recent impact evaluation of interventions in India, Brazil and Chile working with men and boys over three years to prevent violence against women and promote gender equality, implemented by Instituto Promundo,[47] has revealed a statistically significant change in attitudes correlated with the use of violence against women and a statistically significant self-reported decrease in the use of violence against female partners (in the previous three months). Qualitative results affirmed that the group education and campaign activities used in each site led to increased discussion by young and adult men about gender equality and decreased support for attitudes that encouraged men's use of intimate partner violence. It concluded that combining evidence-based group education with other community campaigns and training or sensitisation of key gatekeepers and public sector (and community) leaders offered promising results.

## 5.2. The selected interventions

The three main interventions highlighted in bold in the above list (USAID's Safe Schools in Ghana and Malawi, Actionaid/IOE's SVAGS in Ghana, Kenya and Mozambique, and Plan's Safe, Child-friendly Schools in Uganda) generated most of the findings reported below. The Actionaid/IOE TEGINT project in Nigeria and Tanzania, the USAID C-Change project in the DRC and Plan Malawi's Learn without Fear are also accorded some space, the first because it shares a similar approach with Concern in embedding SRGBV within a broad programme of education support, the second because it is the only project in an emergency or post-conflict location featured here[48] and the third because it engaged in some innovative activities that are relevant to work on SRGBV.[49] The other two listed above (Plan Ecuador and the USAID Tajikistan) provide some additional insights but they have not been covered in depth because they do not meet all the criteria specified on page 7 and/or only provide limited information. Brief descriptions are in Annex 9.

## 5.2.1. Approach

An analysis of available documentation relating to the three main projects reveals the following similarities in approach, which are shared broadly with Concern:

1. They all have a gender focus and subscribe to the view, explicitly or implicitly, that gender is a socially constructed concept and therefore amenable to change. Various project components such as advocacy, research, school and community activities work to change attitudes, beliefs and behaviours around gender and gender relations. Actionaid's strategy of focusing only on girls is based on the belief that violence against girls in and around schools is preventing the achievement of universal primary education and the elimination of gender disparities in education.

2. They are underpinned by a rights based approach (RBA), i.e. all children have a right to

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[46] Barker, G and Kato, J (2012) Report of Desk Research on Theories and Promising Practices on Engaging Men and Boys in Gender Equality: Learning from others and providing recommendations for Concern Worldwide, Promundo-US

[47] Instituto Promundo (2012) Engaging Men to Prevent Gender-based Violence: a multi-country intervention and impact evaluation study report for the UN Trust Fund. Washington DC: Promundo

[48] The results of its endline, carried out in June this year, are not yet available.

[49] It did not carry out a baseline or endline.

education in a safe environment free from violence. Addressing the gender relations and the social conditions that constrain children's lives, girls in particular, will give them more opportunity to exert agency over their own lives and thus realise their capabilities and increase their life choices.

3. They take a broad view of GBV, consistent with UN definitions, and consider school-related violence to include any acts of violence, or threats of violence, that result in, or are likely to result in, physical, sexual or psychological harm to girls or boys. It includes, but is not limited to: rape, unwanted sexual touching, corporal punishment, bullying, sexualized, offensive or demeaning comments and verbal abuse. Such violence can take place anywhere on school premises or in the vicinity of schools, and may be perpetrated by teachers or other school personnel, community members or other children.

3. They are multi-level: they seek to bring about change on a number of fronts and to create synergies between different levels and types of engagement which cumulatively will have an impact on the complex factors which contribute to SRGBV. The SVAGS project identifies three levels of input, which concur with Concern's own approach: macro (national), meso (district), and micro (community/school). USAID's Safe Schools chose four levels: national, institutional, local and individual. Plan Uganda's project (and that in Malawi), with much smaller budgets, worked mainly at the school and community level (comparable to USAID's local and individual). A range of activities are targeted at each level so as to maximise impact and bring about systemic change.

4. They adopt a mixed methodology: firstly, in terms of combining data collection for M&E purposes with activities in schools and communities, and, in the case of SVAGS and Safe Schools, advocacy; secondly, in terms of the type of data gathered, the research tools used, including both qualitative and quantitative instruments (questionnaires, structured interviews, FGDs, participatory workshops etc).

5. They share broadly overlapping objectives, expected outcomes and activities. All three engage in activities to increase awareness, knowledge and understanding among stakeholders about SRGBV and to improve prevention and response mechanisms for reporting cases of violence or abuse, both through traditional school-based methods and through out-of-school activities such as community events, media campaigns and free or low-cost reading material such as comics and magazines. Concern engages with a similar range of activities.

6. They adopt a participatory and inclusive approach to project implementation, working with in-country partner organisations and involving a wide range of national and local stakeholders in addressing SRGBV; such an approach is seen as central to bringing about significant and sustainable change, including creating safer learning environments with non-violent disciplinary practices.

Much of the training provided by these projects is concentrated at the community and school levels and is targeted at a range of stakeholders, e.g. students, SMC/PTA members, teachers, head teachers and trainers, counsellors and/or other community members; sometimes capacity building at the Ministry or district official level is provided. Training and awareness-raising is the main thrust of USAID's work, with a set of 'Doorways' training manuals developed for three different categories of stakeholders (students, teachers and counsellors). USAID's Safe Schools and the Actionaid/IOE SVAGS project,

with much larger budgets than Plan ($8.5 million and £4.5 million[50] respectively, both over 5 years, compared to US$ 578,00 for Plan Uganda and $700,000 for Plan Malawi, both over 3 years) also engage in lobbying and advocacy work at the national level to push for legal and policy reform to support the elimination of SRGBV. The Concern programmes that include a SRGBV element express the intent to engage at the macro level but there is no clear evidence from the documentation available of this having been done consistently and in a sustained manner.

The similarities between Concern's objectives and activities (whether implemented or committed to) in relation to SRGBV with those of the other three agencies offer fertile ground for drawing lessons from those who have worked in a more targeted manner on the challenging task of tackling SRGBV. Linkages with Concern programmes and priorities will be made in the following analysis and discussion, where appropriate.


### 5.2.2. Context and beneficiary profiles

All three projects chose to locate their interventions in areas of considerable poverty, targeting the very poor being part of their country wide programmes. This and other forms of social inequality magnify gender disparities in access to schooling, with girls' lives in particular hugely affected by, and vulnerable to, multiple forms of violence. The beneficiary communities are characterised by traditional male dominance where females are not usually involved in decision making on matters of family and ownership and have limited access to resources, including independent incomes. A sexual division of labour is deeply entrenched, with children's labour, especially that of girls, required to support the family. Boys are usually given preference when families make decisions on which child(ren) to send to school. Physical punishments are very common at home and at school, and are frequently taken for granted by children.

All three agencies, including USAID in the DRC, also chose to locate their projects in areas where they already had a significant presence and had worked on education and/or women's rights issues. In some vulnerable communities, which during the project period experienced some form of emergency, e.g. the Kenya site on the Somali border (SVAGS) where ethnic conflict and regional instability created famine conditions, the country office provided relief as part of its wider programme response in the area; however, the implementation strategy for the SRGBV project was not modified significantly.

The **SVAGS** project's three sites share high levels of poverty and poor access to services: a remote community near to the Somali border in East Kenya, populated by pastoralists and subsistence farmers, a remote community in Northern Ghana which experiences higher poverty levels and greater gender gaps than the south of the country, and a densely populated rural (often referred to as peri-urban) area in Mozambique around the main trunk road running north from Maputo, about 100km from the capital. The more remote Kenyan and Ghanaian communities share certain features, including experience of ethnic conflict, whereas the Mozambique community has more mobility and interaction with the outside world, some waged employment in a local sugar factory (and many boys and men working in neighbouring South Africa) and high levels of HIV. Over half the adult population in all three communities are illiterate and, even in the relatively more accessible district in Mozambique, the majority of households have no access to piped water and electricity. The difficulties children face may be exacerbated in particular

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[50] a grant from the Big Lottery Fund, UK

periods, e.g. during times of drought or ethnic conflict in Kenya, or in the aftermath of ethnic conflict in Ghana, when a particular burden falls on girls, who may have increased responsibilities in the home while their parents seek livelihoods, or who may be forced to marry to bring income through dowry.

Child marriage and teenage pregnancy are common in all three countries. Protecting family honour and the fear of shame, embarrassment and possible repercussions hinders girls from talking about violence. The loss of the traditional form of sex education by aunts and grandparents means that sex is shrouded in mystery for many girls and they may be afraid to speak out if abuse occurs. Girls are expected to refrain from any sexual activity, and yet sexual harassment in the form of unwanted sexualised remarks and touching is common. Sex in exchange for goods is seen as a direct consequence of poverty and girls are seen both as victims and to blame for the violence they experience.

**USAID's Safe Schools** project was located in communities where it had already provided some capacity building to schools and had achieved a relatively high level of awareness of gender equality in education. Additional selection criteria were year-round accessibility and the absence of chieftaincy disputes that could disrupt progress. In Ghana, the schools were located in three districts in the south of the country, mainly among farming communities; they included both public and private (religious) schools. In Malawi, the schools were located in the south east of the country, with 70% affiliated to religious groups.

A follow up USAID-funded project, implemented by FHI 360 in the DRC, is working with 31 schools in Katanga Province in the southeast of the country. Due to the recent and lengthy experience of armed conflict in the country, the context in which this project is operating is considerably more challenging than that of the others. Large sections of the population have been directly affected by the violence, resulting in it being perceived as part of everyday life for many people. This has included sexual violence against women and girls, including in schools. Although relative peace has come in the last few years and there are visible signs of reconstruction, domestic and school-related violence of all kinds (physical, sexual and psychological) is an on-going legacy of the conflict and the breakdown of social norms. Moreover, schools do not offer safe spaces for children: many are dilapidated, without doors and windows, with unsafe equipment, no water supply and dirty classrooms and toilets. Children often come hungry to school. Corporal punishment by teachers is routine, as is verbal abuse, especially towards girls, inappropriate touching and propositioning for sex by teachers, and corruption. Not surprisingly, girls drop out in greater numbers than boys.

The **Plan Uganda** project was located in Kamuli district in Eastern Uganda, one of five districts where it had been working since 1992 in providing health, education and child protection services and where it ran sponsorship programmes. 98% of the population live in rural communities, most relying on subsistence farming as their main source of income. With an estimated 50% of the population living on less than a dollar per day and food security a major challenge, educational priority is usually given to the boy at the expense of the girl child. Girls in particular suffer from sexual abuse, child battering both at home and school, poor health due to HIV/AIDS (prevalence is reported to be between 6.2% and 7%), defilement, early marriage, stigmatisation and discrimination. There is an increasing number of orphans and child-headed households, and child labour, child trafficking and child sacrifice are on the rise.

Children, especially girls, are the primary beneficiaries on all these projects. The **SVAGS** project is working with 12,437 girls aged 8-17 in 45 primary schools across the three countries. The Safe Schools project worked with 40 upper primary and lower secondary schools in Ghana (comprising 12,417 pupils) and 40 primary schools in Malawi (comprising 37,937 pupils). In Ghana pupils were aged 10-14 approximately, in Malawi over the age of ten. Schools were both public and private (religious). **Plan Uganda's** main beneficiaries were 16,000 children in 20 primary and 10 secondary schools. Secondary groups of beneficiaries on all the projects included teachers, members of SMCs/ PTAs, parents, local leaders and other communities members; in some case ministry and district officials.

Concern locates its programmes in similarly deprived communities, using a contextual analysis based on 'How Concern Understands Extreme Poverty' to ensure that its programmes benefit populations that have very low level of assets or return on assets, suffer inequalities and are extremely at risk and vulnerable. The majority of its education work is in rural areas with the exception of Kenya (urban slums) and Somalia (urban Mogadishu). Education programmes target basic education, with a focus on formal primary education as outlined in the Concern Basic Education Policy (2003). When Concern has introduced SRGBV as an add-on to existing programmes, this has been in contexts where it has a history of working with the communities and, as with the above organisations, where a degree of trust has been built up. In the newly developing programmes or expansion of existing programmes, SRGBV is part of the overall strategy.

This review did not yield important evidence about the need to adjust project design or implementation strategies to suit particularly challenging environments. The location of the schools in the USAID project in the DRC could be characterised as 'post-conflict' but they were in relatively stable areas, with some lingering effects of the recent civil strife such as numbers of displaced persons. As the project could not rely on the local and regional government for infrastructural or financial support, only encouragement and endorsement, it had to rely more than the other projects on the school's own resources, in particular its teachers, to provide the necessary infrastructure for project activities and to develop referral mechanisms for dealing with cases of SRGBV. The USAID *Doorways* training in Tajikistan provides evidence that training intended to bring about changes in attitudes and behaviours may have less impact in rural areas, which tend to be more conservative and resistant to change. Donors need to be aware that additional effort and resources may have to be provided to bring about the desired change in more remote or conservative communities.

### 5.2.3. Aims, objectives, outcomes, activities and indicators

The above named projects share with Concern the overall aim of increasing participation in education and providing an enabling child-friendly environment, especially for girls, but their focus is narrower as they work specifically to reduce GBV in schools. This approach is underpinned by an acknowledgement that targeting SRGBV is an essential strategy for meeting the broader aim. Despite sharing this common focus, however, each has adopted a slightly different emphasis, which is reflected in their objectives as presented in Table 1.

Concern too frames its aims variously between programmes, e.g. improving equitable access to quality education for learners, particularly girls and vulnerable children, to

remain in school and successfully complete primary education in targeted education zones (Concern Malawi and Sierra Leone) and ensuring child protection (Liberia).

In terms of outcomes, both Plan Uganda and SVAGS set themselves specific targets for violence reduction: Plan Uganda to reduce violence in schools by 20% within a three year project period, and SVAGS to reduce violence against girls by teachers, parents and peers by 50% in the project districts within a five year project period; the latter also to reduce girls' dropout by 20% and increase girls' enrolments by 22%.

Anticipated outcomes shared by all three projects include: improved prevention, response and referral mechanisms to complaints of violence, increased awareness, understanding and knowledge of SRGBV and children's rights, changed attitudes towards gender relations and violence, reduction in the use of corporal punishment and adoption of positive discipline measures, and increased community engagement in addressing SRGBV and promoting safe schools. In addition, SVAGS and Safe Schools lobbied for national level policy and legislative reforms and to realise a nation-wide revised teachers' code of conduct which would deal more effectively and openly with the issue of SRGBV.

As Concern incorporates its SRGBV work within broad programmes of support, one out of 3 or 4 anticipated outcomes usually includes reduction in violence, so for example the Malawi and Liberia programmes have a specific outcome of 'increased child protection in the targeted schools with specific focus on a safer learning environment for girls.' In Concern Sierra Leone outcome 2 is 'a healthy, hygienic and safe environment especially with regard to Plan Uganda sexual exploitation, abuse and discrimination'.

### 5.2.4. Why these interventions and their rationale for expected change
All the interventions covered by this review are broadly informed by knowledge that freestanding training inputs and the provision of curriculum materials addressing issues around gender and violence, sexual and reproductive health, and life skills, have had little impact on school systems for addressing violence and do not appear to translate into change of behaviour on the ground. An integrated whole school approach, which is backed up by community mobilisation and engagement, is required if projects are to deliver a robust response and referral system, and if they are to ensure that cases are reported to, and acted on by, education, social welfare and law enforcement agencies and that counselling, care and health advice is available. The approach is based on the premise that addressing a complex issue such as SRGBV requires an equally complex and comprehensive response involving many categories of stakeholder. All three agencies also believe that sustainable change at the school and community level is dependent on appropriate national policy and legal reforms, and commitments to monitor implementation at all levels (although Plan Uganda's remit did not extend to influencing the national level). This is broadly consistent with Concern's approach, which is already engaged in school and community activities which can complement and reinforce early sensitisation work; there are clear benefits of beneficiaries seeing what they have discussed in the abstract (e.g. gender equality, violence reporting mechanisms) being delivered in practice within their own communities.

For the **SVAGS** project, effective change requires empowering girls to pursue their right to a violence-free education and to challenge acts of violence. Facilitating a better

**Table 1: Aims, objectives anticipated outcomes activities and indicators**

| | Aim | Objectives | (Relevant) Outcomes | Activities[51] | Indicators |
|---|---|---|---|---|---|
| **Concern Malawi** Promoting Equal Access to Quality Primary Education for Girls and Most Vulnerable Children**,** Nsanje district, 2 Education zones, 25 schools 2009-2014 | Improve equitable access to quality education for learners, particularly girls and vulnerable children, to remain in school and successfully complete primary education in targeted education zones of Nsanje District | **1. Improve delivery of services by DEMO in the targeted zones.** **2. Increase protection of learners with specific focus on a safer learning environment for girls.** **3. Strengthen capacity of SMCs and PTAs and greater community participation in school management.** **4. Advocate l**ocal level issues at local district and national level through improved linkages between project stakeholders at local, district and national level. | **Outcome 3: increased protection of learners in the targeted zones with specific focus on a safer learning environment for girls** | • Support PEAs, and school staff on child rights, gender and children of special needs approaches (inclusive education), TCOC<br>• Sensitise/train SMC, PTA, ADC, VDC, pupils, mother groups and communities on gender, child rights protection, TCOC, and HIV<br>• Disseminate procedures for reporting cases of violation of child rights and protection at all levels<br>• Develop mechanisms to provide appropriate support to survivors of GBV (counselling, referrals)<br>• Review the appraisal guide of PEAs and head teachers to include child protection<br>• Develop practical ways of protecting children on their way to and from school; strategies to support vulnerable children to remain in school<br>• Schools improve availability and access to adequate sanitation and hygiene facilities<br>• Exposure visits for selected SMC, PTA and teachers to schools successfully addressing SRGBV issues<br>• Events for boys and girls to address gender and violence issues (debates, drama, etc) | • Meso/Macro/Micro level<br>• Prevention and response mechanisms for School Related GBV are in place and functioning.<br>• Micro level<br>• % of pupils, PTAs, SMCs, Mother Groups and CPCs, aware of children rights and child protection and HIV/AIDS.<br>• Decreased number of unsafe places in the school and community identified by learners<br>• Increased contact with schools by VSU and Social Welfare Department and the number of cases of abuse reported and addressed.<br>• One established and functioning CPC at each school<br>• Number of documented reported cases |
| **Concern Liberia** Equitable and Safe Quality Primary Education Grand Bassa County, District 2, 30 | Contribute to increasing the access to and the quality of primary education through ensuring child protection and equity in the 29 targeted schools and in the national education system | 1. Improve quality of teacher training and the quality of teaching in the targeted schools<br>2. Improve quality of student and community involvement in, school management<br>**3. Increase child protection in school with a specific focus on a safer learning environment for girls and boys**<br>4. Increase equitable access to | Outcome 3: increased child protection in the targeted schools with a specific focus on a safer learning environment for girls and boys | • Training and support to communities, PTAs, education staff and students promoting child rights, protection and reporting structures<br>• Develop mechanisms to increase the protection of children in school and community<br>• Facilitate introduction of mechanisms to hold education staff legally accountable for their actions, related to child protection and child rights (Teachers Standards)<br>• Develop teaching and learning materials which promote cultural values of non-violence, | • Strategies introduced on Child Rights and Child Protection, and targeted stakeholders have increased knowledge and at national level by programme end<br>• Strategies related to successfully lobbied equality, protection and quality issues are introduced at the national level<br>• # of teachers including HIV and AIDS awareness & life-skills, child rights and protection, equality including gender, in the classroom, disaggregated by gender |

[51] For Concern programmes, the activities listed are those that were planned in the programme documents and should not be taken to mean that all have been implemented. Limited M&E of SRGBV components has been carried out and an accurate picture is not yet available.

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| Schools 2008 - 2013 | | primary school in the targeted communities | | <ul><li>equality and good citizenship</li><li>Support females to become teachers</li><li>Raise awareness of Child Protection/ Child Rights, Equality, legal measures for child abuse, and HIV and AIDS through radio, drama, posters and Child to Child.</li><li>Organise practical methods to protect children on their way to and from school</li><li>Identify legal framework for reporting cases of abuse with relevant ministries (Justice, Gender and Development and Youth and Sports. Raise awareness at the county level on framework</li><li>Lobby for specific training for police and relevant stakeholders on investigation techniques and procedure for cases of child abuse.</li></ul> | <ul><li>Increase in # of children enrolled and still in school by programme end against the baseline disaggregated by gender.</li><li># of Education Officers, PTAs, Teachers and students aware of child protection, child rights and reporting systems.</li><li>All teachers and Education Officers in targeted schools have signed 'Teachers' Standards' and are aware of their roles and responsibilities.</li><li>Reporting procedures and systems are published & accessible to all stakeholders</li><li>Schools demonstrate concrete strategies to combat GBV and other violations</li><li>Teaching & learning materials developed and used by teachers & peer educators to promote rights and child protection</li></ul> |
| **Concern Sierra Leone** Improving School Education (ISED), Tonkolili District, 3 chiefdoms, 66 schools 2006 - 2010 | Develop a replicable model of school development with focus on teacher training, enhancement of school management in 66 primary schools in Kholifa Mabang, Yoni and Mala Mara Chiefdoms of Tonkolili district | 1. Improve access and retention for all school age children, with emphasis on girl child education and gender parity 2. Improve the quality of teaching and learning by providing technical support to teachers and students **3. Ensure that schools provide healthy, hygienic & safe learning environments free of sexual exploitation, abuse &discrimination** 4. Enhance overall management, accountability and monitoring & evaluation for quality education delivery in schools. (Accent on SRGBV since early 2009) | Outcome 3: ensure that schools provide healthy, hygienic and safe learning environments, especially with regard to sexual exploitation, abuse and discrimination | <ul><li>Identification with stakeholders of SRGBV issues</li><li>Participative development of referral pathways</li><li>Training of female members of SMCs on referral pathways</li><li>Study on SRGBV at national level (with Plan, IBIS, and CRS)</li><li>Increase recruitment and training of female teachers</li></ul> | <ul><li>50% of pupils (boys and girls) in 96 schools clubs can state at least five of their rights and responsibilities.</li><li>50% of teachers and SMC members in 96 schools can state five of the rights and responsibilities of children.</li><li>Members of 66 School Clubs have been trained on child rights, SRGBV and hygiene and sanitation</li><li>SRGBV reporting channel established and 50% of club members are aware of it.</li><li>Forms and number of SRGBV cases recorded in case log books and acted upon (action being taken or has been taken)..</li></ul> |
| **SVAGS (Ghana, Kenya, Mozambique)** 2008-13 **Funder**: Big Lottery Fund, UK **Budget:** £4.5 | Empower girls to enjoy their rights to education and participation in a violence-free environment | 1. Develop legal and policy frameworks that specifically address violence against girls in school 2. Reduce rates of violence against girls by family members, teachers and peers 3. Increase girls' access to and retention in schools 4. Build girls' confidence to challenge violence in and around schools | 1. A legal and policy framework that specifically addresses violence against girls in school and that is being implemented at all levels in each of the three countries 2. 50% reduction in violence against girls by family members, teachers and peers in the target districts, measured through a baseline/ endline survey 3. Increase in girls' enrolment of 22%, decrease in girls' drop out rate | <ul><li>Outreach work to encourage the return of children who have dropped out of school</li><li>Community level debates and discussions</li><li>Training for community leaders and local administrative and religious authorities</li><li>Training for adult club mentors and club members</li><li>Training for teachers and teacher trainers</li><li>Radio and TV programmes/debates/documentaries Community theatre</li></ul> | 53 (see Annex 6 for list, together with the 13 intermediate outcomes) |

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| million<br>**Implementing agencies:** Actionaid, IOE and 7 local partners | | | of 20% and substantial progress towards gender parity in education in the target districts<br>4. 14,000 girls in the target districts demonstrate the confidence to challenge the culture of violence in and around schools, report incidents and create peer support networks | • School clubs; exchange visits between clubs<br>• Opportunities for girls to meet with decision makers at local, district and national level<br>• Partnerships with and training for the media<br>• Partnership with networks and coalitions to lobby government for policy and legal change<br>• Working with teachers' unions to change policy | |
| **TEGINT (Nigeria and Tanzania) 2007-12 Funder:** Comic Relief, UK<br><br>**Budget:** £4 million<br><br>**Implementing agencies:** Actionaid, IOE and local partners | Transform girls' education, enabling them to enrol and succeed in school by addressing key challenges and obstacles that hinder their participation and increase their vulnerability to HIV/AIDS<br><br>(72 schools in northern Nigeria and 60 schools in northern Tanzania) | **1. To build the capacity of girls (and boys) to challenge gender discrimination**<br>2. To promote participatory modules on gender and HIV/AIDS in national pre-service and in-service teacher training<br>3**. To build capacity and provide ongoing support to school management committees and the wider community addressing HIV/AIDS and girls' rights in education**<br>4. To facilitate the development of legal and policy frameworks and good practice that will enhance and protect girls' rights in school<br>5. To build the capacity of two national NGOs as leading national organizations in education, gender and HIV/AIDS. | 1**.0. 44,400 girls have improved confidence and negotiation skills, more diverse life options and reduced vulnerability**<br>1.1. increased girls' primary and junior secondary enrolment, completion and attainment rates<br>1.2. reduced dropout rates owing to child marriage and early pregnancy<br>1.3. girls have more confidence to report violence and abuse within and outside the school environment<br>1.4. increased awareness and understanding among girls on obstacles to girls' education<br>1.5. increased awareness of HIV/AIDS and access to services<br>**3.0 parents and SMCs are mobilized and supportive of girls' rights to education** | • Sustainability built into programming<br>• Girls' clubs<br>• Extra-curricular/other clubs<br>• Capacity building in clubs<br>• Creation of an enabling environment<br>• Sex segregated latrines<br>• Role modelling/mentoring<br>• Children's parliaments<br>• Capacity building of SMCs through workshops<br>• Capacity building of PTAs<br>• Training to SMCs and PTAs<br>• Community advocacy on gender, education and HIV/AIDS<br>• Resource development<br>• Advocacy for girls and women to be present in education policy and decision-making at school (and national) level<br>• School gender policies<br>• Gender-sensitive budgeting<br>• School record keeping | (most relevant only)<br>1.0.1. # of clubs addressing gender equality and girls' rights in education<br>1.0.2. # of girls and boys participating in clubs<br>1.0.3. # of girls participating in debates and other school activities<br>1.0.4. M/F ratio of participation in debates<br><br>1.3.1. # of cases of violence /abuse reported by girls to school authorities<br><br>3.0.4. % of SMCs (where violence has occurred) taking action towards teachers/other males abusing girls through official channels (police, Village Executive Officer, improving security) |

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| **Safe Schools (Ghana and Malawi) 2003-8**<br><br>**Funder:** USAID<br>**Budget:** US$ 5 million<br><br>**Implementing agency:** DevTech, with local partners | Improve educational outcomes and reduce negative health outcomes for school children | 1. Reduce school-related gender-based violence in selected schools in Ghana and Malawi so as to support the longer-term goal of improving educational outcomes and reducing negative health outcomes for school children.<br>2. Measure progress towards reducing gender violence through changes in student and teacher knowledge, attitudes and practices toward school-related gender-based violence. | **National** - policy development to prevent SRGBV (through advocacy and awareness raising)<br>**Institutional** - improved prevention and response mechanisms, including through a revised teachers' code of conduct<br>**Local** – increased awareness, prevention and response to SRGBV through sensitisation and community action<br>**Individual** - enhanced student self-efficacy through improved understanding of SRGBV and changes in knowledge, attitudes and practices among students and teachers, mainly through training | • Advocacy for improved policy, legislation and funding<br>• Media campaigns through radio, TV and newspaper articles<br>• Community action planning<br>• Training and awareness raising<br>• Gender clubs<br>• Development of manuals for teachers, students and counsellors<br>• Participatory Learning and Action (PLA) assessments<br>• Revised teachers' code of conduct<br>• Open days in communities<br>• Theatre for Development<br>• Cluster Incentive Packages | 1. Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services.<br>2. Changes in student and teacher KAP toward SRGBV. |
| **USAID C-Change School-related Gender-based Violence Prevention Project, DRC (2010-12)**<br><br>**Funder:** USAID<br>**Implementing agency:** FHI 360 | Promote positive social and gender norms to prevent and mitigate SRGBV amongst schoolchildren | 1. Equip young girls and boys with knowledge and understanding of SRGBV and the skills to resist it.<br>2. Increase knowledge and build skills of school administrators, teachers, school SRGBV focal persons, and parents to identify, discourage, and intervene in incidences of SRGBV.<br>3. Establish codes of conduct to govern behaviour related to SRGBV in the schools.<br>4. Increase number of students who report incidences of SRGBV and who seek supportive services<br>5. Increase girls' and boys' understanding of consequences of SRGBV and change the attitudes that underlie it. | | Training in SRGBV prevention<br>Oversight Committees and Focal Teachers in schools for prevention and response<br>Community media campaigns through radio, theatre, comic books<br>School codes of conduct<br>SRGBV Reference Guides with visual charts for classrooms | |
| **Plan Uganda Promoting Safe, Child-Friendly Schools 2008-11** | Create an enabling and effective learning environment, especially for girls | 1. Increase school and community awareness/ knowledge on the effects of violence and rights of children in the target communities by 30%.<br>2. Contribute to the development of safe, child-friendly schools by establishing rights-sensitive approaches to discipline and | 1. Increased awareness/ knowledge on the effects of violence and the rights of children<br>2. Creation of safe, child-friendly schools<br>3. Participation of children, families and communities in promoting good schools | • Children's events, e.g. Anti-violence clubs activities, District Children's Apex Council activities, exchange visits<br>• Making rules and regulations for classes<br>• Participation in student courts/councils and in SMC and PTA meetings<br>• Reporting of violent behaviour to school administration | 1. Increased knowledge on violence among children and parents; change in attitude and improved pupil-teacher and parent-child relationships<br>2. At least 20% reduction in violence in schools; number of schools with anti-violence structures and mechanisms in place that support retention of girls |

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| **Budget:** US$ 578,000 <br> **Funder:** Plan Germany <br><br> **Implementing agency:** Plan Uganda with local partners | | promoting the adoption and enforcement of preventive measures against sexual violence <br> 3. Increase school children, families and communities participation in 'safe school' promotion programmes, and access to response and support mechanisms. | | • Radio talk shows <br> • Suggestion boxes <br> • Expression of views and giving suggestions to teachers and school administrators <br> • Radio and TV broadcasts for children <br> • Children's newspapers and magazines <br> • Awareness raising sessions for children, parents and communities <br> • Child protection sessions <br> • Medical treatment <br> • Legal assistance to families <br> • Learning related programme management, supervision and support | 3. Number of schools, school children and community groups actively participating in safe-school promotion programmes; frequency and number of cases of violence reported; number of school, family and community groups involved in advocacy activities for safe schools |
| **Plan Uganda Prevention of SRGBV 2012-14 (in partnership with Raising Voices)** <br><br> **Funder:** SIDA <br> **Budget:** 280,000 US$ | | 1. Raise awareness of SRGBV by targeting school structures like SMCs, centre coordinating tutors and children's anti-violence committees <br> 2. Disseminate information on creating a conducive learning environment in schools by developing information, education and communication materials on GBV <br> 3. Create GBV groups in schools and communities to facilitate peer learning <br> 4. Build capacity of teachers on GVB legal frameworks and good schools toolkit to prevent violence in schools | • A violent free school <br> • Students have a voice (with equal participation of girls and boys) <br> • Girls and boys are valued equally <br> • Conducive clean and safe compounds that create a gender sensitive physical environment | • Capacity building /training of key teachers to oversee 'Good Schools' programme in their school <br> • Development of school action plans <br> • Creation of Children's Committees to act as role models <br> • Community Activist teams to engage communities in discussion of SRGBV <br> • Good school kits to raise awareness <br> • Peer learning networks <br> • Production of school murals and promotional materials <br> • Production of video on SRGBV <br> • Meetings with key stakeholders <br> • Support for SMCs and Board of Governors <br> • Baseline survey | Outcomes will extend to 240 schools by end of 1813 (40 schools in 4 divisions supported by the project, will reach out to 6 schools each) |
| **Plan Malawi Learn without Fear (2008-2010)** <br><br> **Funder:** Plan International/ NORAD <br><br> **Budget:** 703,000 US$ | Enhance the capacity of communities to create a protective environment within schools and communities for the achievement of positive education outcomes. | 1. Improve awareness and advocacy on school related violence at all levels <br> 2. Improve systematic prevention, reporting and response mechanisms at the school level <br> 2. Increase children's and community recognition, response and monitoring of violence against school children <br> 4. Enhance the development of healthy relationship among school children, teachers and parents through school related sports and artistic activities <br> 5. Contribute to policy and law reform on child protection | • Creation of a better learning environment <br> • Increased awareness of child rights <br> • Creation of a feedback mechanism for teachers and learners <br> • Increased transparency and accountability of school teachers <br> • Collaboration and linkages have been enhanced | • Training of project beneficiaries, including children, teachers, SMCs and PTAs in child rights and Learn without Fear concept. <br> • School debates among pupils <br> • Open days on Learn without Fear <br> • Drama, dance and songs for raising awareness. <br> • Child rights clubs <br> • Sporting activities and inter-school sports competitions <br> • Child helpline <br> • 'Happiness and sadness' boxes to improve child reporting of abuse. | |

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understanding of the causes and effects of violence against girls, and tackling the inequalities which make them vulnerable to violence, contributes to this empowerment. The project envisages change in the four main spheres (political, economic, socio-cultural /health, and policy) that interact with education structures and practices to produce violence against girls in and around school. Effective and sustainable change in the overarching education sphere requires interventions in the four associated spheres and at national, institutional and local level. The four project outcomes reflect this: policy and legal reform, reduced school-related violence, improved access and retention in school, and increased confidence in girls to challenge violence.

Girls, the project's primary beneficiaries but also important agents of change in their own right, are presented graphically at the centre of the model (Figure 3), situated within the context of every day interactions and relationships with other girls and boys, with families, with teachers and with others in their communities (the inner ring) and with the institutions (the outer ring) that form part of their lived experience. Violence is the

**Education**

Low participation                                    Low access

**Policy framework**

Reporting of abuse
mechanisms

Lack of legislation                          Poor implementation
protecting girls                                    of policy
from violence

Low access to                Hidden curriculum
welfare/health/            – no spaces for            Recent/current        Low attainment
police services           girls to speak out           war/conflict

High
unemployment
Unsafe                                                 Coercive school
journey to                                             discipline system
**Economic**   school                                              **Political**

Burden in                                               Sexual
housework                                              harassment
for girls

Economic          Gendered          Sexual and physical       Stereotyped
inequities        identities, e.g.      abuse in the home       media portrayals
tough masculinities,  and community         of girls/women
School                compliant
management           femininities
and duties
Religious and customary codes        Control of girls' sexuality and sexual
on gender, eg. dowry, early          and reproductive health, e.g. school
marriage, decision making            exclusion due to pregnancy

**Socio-cultural
and health**

Formal
curriculum

**Figure 3: SVAGS conceptual framework (Parkes and Heslop, 2011: Stop Violence against Girls: A cross-country analysis of baseline research)**

consequence of unequal power relations based on the interaction of gender, age and socioeconomic background, with examples of acts of violence and the conditions

producing them being depicted within the inner circles according to their 'distance' from the girl, with those impacting on her everyday interactions closest to her. At the same time, schools, families and neighbourhoods are recognised as important sites for providing opportunities for change and for teaching and learning about safety and empowerment. This conceptual framework is intended to aid understanding of the connections between acts of violence, interactions and social conditions in girls' lives, and thus inform how best to design initiatives to support girls and reduce vulnerability. It also underpinned the design of the baseline study, guiding the development of the research questions and data collection tools.

The USAID Safe Schools project expressed its broad aim in terms of improving educational outcomes and reducing negative health outcomes. To conceptualise this, it developed a model of a holistic approach which identifies different levels of intervention (national, institutional, local and individual level) and pairs these with the type of intervention and the target groups to be engaged at each level (Figure 4). The model was adapted from the Pan-American Health Organisation's work on GBV and was informed by assessments of the extent of SRGBV carried out in four countries (Ghana, Malawi, Ethiopia and Jamaica) in 2004-5. These identified widespread prevalence of psychological, physical and sexual violence in and around schools and serious gaps in organisational capacity at each level to deal with the issue. A programme of interventions covering prevention, reporting and response to SRGBV within a social mobilisation framework was then developed and two countries selected (Ghana and Malawi) for implementation. The project set out to address these gaps and deficiencies, which included: the lack of visibility of SRGBV in policy and legislation, lack of institutional
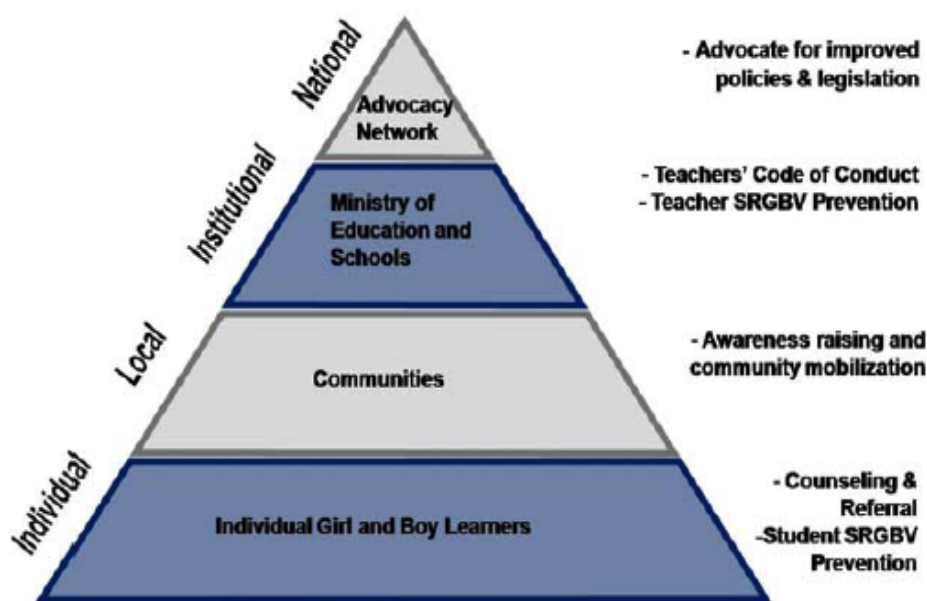


**Figure 4:Safe Schools integrated model for addressing SRGBV (USAID Safe Schools Final Report 2008)**

response, systems and procedures for implementing and enforcing the Teachers' Code of Conduct, weak or non-existent support services for victims of SRGBV, lack of curricula and teaching regarding SRGBV, lack of awareness, involvement and accountability of parents and communities, and of opportunities and support for children to build healthy,

equitable relationships; there was also inadequate teacher development, deployment and supply.

The expressed aim of the **Plan Uganda** project (and Plan Malawi) was to create an enabling, protective and effective learning environment, especially for girls. Its documentation does not provide a conceptual framework as such but explains that the project was informed by Plan's global advocacy campaign of 'Learn without Fear' and its 'Because I Am a Girl' campaign (which aims to support four million girls to stay in education and fulfil their potential). It focused on promoting child friendly schools, for girls in particular, that foster learning. Through its ongoing work in Uganda, Plan was aware of the high levels of violence experienced by children at the hands of adults and peers. The project adopted a child centred community development (CCCD) based approach that focuses on the best interests of the child whilst aiming at empowering children and their communities, combined with a rights-based approach (RBA) that educates children and adults on their rights and responsibilities whilst creating linkages with primary duty-bearers.

In assessing project design and progress in meeting outcomes, it should be born in mind that the USAID project was pioneering, a pilot project which represented the first large scale international intervention to tackle the problem of SRGBV in a development context, and implemented at an earlier period than the others. It was completed in 2008, the year in which the Actionaid and Plan Uganda projects started. Our knowledge of the scale and nature of SRGBV, both within specific national contexts and globally, and how to design and measure interventions to address it, was very limited in 2003; the USAID project design, including its M&E methods, may well be a reflection of this more limited understanding of the issues.


**5.3. The projects – what they did and with what results**

The three main projects identified similar or overlapping objectives and outcomes, albeit conceptualised somewhat differently, and engaged in many similar activities, although girls were the main beneficiaries of the SRGBV project. In contrast, Safe Schools and Plan, like Concern, targeted both boys and girls, with a special focus on girls. In this section, we have selected five key outcomes which are shared by at least *two* of the projects and which cover the *three* most commonly recognised levels of intervention (macro/national, meso/community and micro/school)[52] and we examine the indicators, activities, achievements, assumptions and challenges associated with each, and set out recommendations for Concern. Where appropriate, parallels with Concern's approach are drawn. The purpose is to provide a clear but comprehensive picture of what others are doing in this field and how successful their interventions have been. We will follow this with a recommended set of steps for Concern to consider in future programming.

The five expected outcomes are:
1. A legal and policy framework that addresses violence against children in and around school, especially girls (macro level)
2. Improved prevention and response mechanisms (macro, meso and micro level)

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[52] Safe Schools identified four levels (see diagram 2 above).

3. Increased awareness of SRGBV and attitude and behaviour change (macro, meso and micro level)
4. Provision of a safe learning environment, especially for girls, i.e. reduction in school violence (micro level)
5. Increased enrolment and retention, especially of girls (micro level).

To simplify the narrative, we discuss each outcome and its associated features separately. Although none of the named projects incorporates more than three or four outcomes, their conceptualisation and scope differ somewhat and so it is simpler to select five clearly distinct outcomes and to discuss each in turn. Inevitably, there is some artificiality in dealing with them in this way, as there are overlaps between outcomes and between activities associated with each outcome, and also differences of scale, ambition and timeframe. Moreover, the SVAGS project is only half way through its five years, with impact only starting to emerge.

Outcome 4 above articulates most closely with the SRGBV-related outcomes identified on Concern's education programmes, namely the provision of a safe learning environment for girls and boys (as in Table 1 above) and to a lesser extent Outcome 5, namely increased access and retention. The more focused outcomes included here (2 and 3 above) provide an opportunity to consider how indicators might be framed to facilitate effective M&E, given that, all too often, outcomes and indicators are too broad to allow for meaningful measurements of progress and impact. The SVAGS project has sought to facilitate measurement by breaking down each of its outcomes into intermediate outcomes and attaching a set of measurable indicators of achievement to each. Boxes 1, 2, 4 and 5 below provide details of these intermediate outcomes and indicators. The full numbered list of indicators is provided in Annex 8 and the methodology is explained in Section 6 on M&E. It is recommended that Concern draw on the SVAGS framework of intermediate outcomes and indicators in future programming alongside those indicators already developed at the 2010 Addis Ababa meeting (Annex 3b).

### 5.3.1. Outcome 1: a legal and policy framework that addresses violence against children in and around school, especially girls
Both the SVAGS and the Safe Schools projects sought to influence national policy making and legislation to strengthen efforts to combat SRGBV, as well as working to bring about change at the local level. Each worked with one or more in-country organisations. SVAGS addressed the different levels of intervention by creating two teams in each country programme: an advocacy team to work largely at national level and a community team at local level. Safe Schools worked with an education institution and several NGOs in each country. Plan Uganda worked only at the community and school level, with some limited engagement with district and national authorities, although a new project in partnership with Raising Voices and funded by SIDA (2012-14) will lobby for the strengthening of laws and policies on GBV.

The SVAGS project addresses this first outcome (a legal and policy framework) through its first intermediate outcome (Box 1, 1.1), namely 'combating VAGS has higher profile and more support in government, media and civil society'. The Safe Schools project provided a similar outcome (improved policies and legislation to prevent SRGBV through advocacy networks and awareness raising), with, as indicator, the number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to, or the quality of, education services.

*Activities and achievements*
Both projects worked to achieve this outcome by creating or strengthening national level networks and creating coalitions of relevant agencies, including media organisations and NGOs, with the aim of lobbying for new or strengthened policies and legislation to combat SRGBV and then ensuring that these were acted on at the district and community levels. To achieve this, SVAGS relied on collaboration between its advocacy and community partner organisations. So, for example, in seeking to raise the profile of violence against girls in school and increase support for measures to address it (Box 1, 1.1), its advocacy team lobbied at the national level for legislative and policy reform, while collaborating with its local partner to ensure that such reforms filtered through to schools and communities. This has created synergies in both formal and informal processes which have had a positive impact.

One particularly successful result of national level lobbying which is having a real impact at the community level has been the development of a Memorandum of Understanding between the Ministry of Education's Girls Education Unit in Ghana and the Domestic Violence and Victim Support Unit of the Ghana police force. This has resulted in increased collaboration between the police and education services in one region in the north (Nanumba), which has in turn increased awareness in communities of how to report violent incidents and a greater sense of confidence among girls and community members about reporting cases through official channels. The appointment of a female police officer at district level to support the effective follow up of cases of violence against girls has been another result. SVAGS work with its community partner in Ghana (Songtaba) has also resulted in the establishment of a child protection network in the same northern region, some of whose members have been involved in the development of community by-laws aimed at protecting girls from violence in homes, schools and the wider community. They are currently lobbying District Assembly members to ensure that these by-laws get passed.

**Box 1. SVAGS Outcome 1: a legal and policy framework that specifically addresses violence against girls in school and that is being implemented at all levels**
*Intermediate Outcomes*
*1.1:* combating VAGS has higher profile and more support in government, media and civil society. *Indicators*: percentage of government officials whose responses indicate they are supportive of efforts to reduce VAG, who were taking actions that demonstrate support for the reduction of VAG; percentage of media articles that address VAG do so in a sensitive, productive manner
*1.2:* progress towards the adoption of legal and policy frameworks and implementation guidelines. *Indicators: (*country specific) e.g. disciplinary procedures for teachers harmonised with the Sexual Offences Act and implementation guidelines disseminated in schools/offices (Kenya); current Teachers' Code of Conduct revised and disseminated (Mozambique); revision of policy on re-entry of pregnant girls (Ghana and Mozambique); head teachers' and PTA/SMC manuals updated (Ghana)
*1.3*: legal and policy frameworks and implementation guidelines are effective. *Indicators:* Number of VAG cases reported to police, child-protection agencies, NGOs, CBOs etc., the number investigated /led to prosecution /resulted in conviction; percentage of VAG survivors who received counselling, care or health advice, and those who feel that the authorities handled their case well.

Some evidence of the impact of this collaboration between national and community level can be found in the increased levels of awareness among teachers and pupils of how to formally report cases. It may also be contributing to changes in the trend of violence reporting and prosecuting in the district.

In Kenya, where the SVAGS baseline study had revealed that one of the barriers to girls' education was the lack of sanitary materials resulting in girls staying away from school during their menstrual periods, the project's advocacy team launched a strong media campaign, which, combined with energetic lobbying and collaboration with national level officials, led to the government agreeing to set aside US$3.7 million for sanitation facilities and sanitary towels in schools. Media coverage of this victory may be contributing to significant increases in girls' enrolment in the 17 project schools where an estimated 400 more girls were enrolled in 2011 as compared to 2008.

Safe Schools in Ghana had, at an earlier date, brought together the Ministry of Education, Youth and Sports, the Ghana Education Service (GES), Girls' Education Unit and other relevant bodies in an advocacy network to work alongside the media and NGOs to raise awareness about gender violence and schools. It also engaged energetically in media campaigns. In Malawi a radio jingle and a radio skit to raise awareness about SRGBV were developed and broadcast nationally and posters were produced. In Ghana radio programmes, newspapers articles and TV headlines about Safe School activities were produced. C-Change in the DRC received strong backing from the Governor of Katanga Province and the regional Ministry of Education, which encouraged participation at the community level. They also worked with a local partner to develop engaging/entertaining educational materials including comic books, radio spots (in Swahili as the most widely spoken language in Katanga province), and radio and TV programmes aimed at capturing the attention of youth and motivating them to take action against violence in their schools and communities.

Some lobbying of national and district institutions came from children. For example, Plan Uganda facilitated children's participation in District Children's Apex Council meetings aimed at presenting children's issues to the District Council and children sent petitions to the Speaker of the Parliament of Uganda concerning children's rights and GBV, which (it is claimed) has had some impact on national policy. On the SVAGS project, girls were given opportunities to meet with decision makers at local, district and national level (e.g. through conferences, fora, mediatised debates) including with high level Ministers. In Kenya, the Girls' Education Charters developed by members of the girls' clubs have informed the consultation process as part of an ongoing review of national education policy, ensuring that issues important to them are included.

As for Concern, all its education proposals make a commitment to influencing policy and practice on SRGBV at national, meso and local level. This has been tackled and reported differently from country to country. In Sierra Leone, Concern collaborated with other NGOs to fund an analysis of SRGBV and of the existing policy framework within the Ministry of Education Science and Technology (MEST) and related ministries, as a starting point for action. In addition, the Sierra Leone programme has sponsored jingles and discussions on community radio to address issues around SRGBV. Concern Liberia has involved the Ministry of Gender in its education programmes from the initial stages in an effort to ensure consistency in policy implementation across ministries. Concern Malawi has planned interaction and influence up to national level in its logframe but the MTR highlighted that this was not yet taking place. There is no record of monitoring change resulting from these actions in these various Concern programmes. Concern Kenya has conducted successful national level lobbying and advocacy for rights to education and funding but not with respect specifically to SRGBV.

*Monitoring*

Monitoring legal and policy development on SVAGS has been in terms of an assessment of the extent to which progress has been made in passing or revising a number of acts and policies relating to VAGS; the extent to which new legislation and policies are being implemented is monitored by recording the number of VAG cases reported to, and investigated by, the police and other agencies at the local level. Safe Schools established a system of monitoring at the community level, whereby Community Action Plan Committees would collect data on incidents of violence from the schools, but they proved not to have the capacity to do this. There is no information available about monitoring at national level.

Only SVAGS has attempted to measure the response of the media to its advocacy work. It is doing this through weekly monitoring of media coverage of cases of SRGBV in two national newspapers in each country and assessing the percentage of articles that address the issue in a sensitive and productive manner (Box 1, 1.1).

*Assumptions and challenges*

1. The assumption that government stakeholders will translate verbal commitments into concrete action and provide the necessary financial resources is not borne out by the evidence. Governments change frequently, promises made during election campaigns fail to be followed through for a host of reasons, and political parties adjust their priorities to suit changing circumstances.

2. Attempts to influence policy and legislation and to ensure implementation may be over-ambitious. Project funding structures and cycles make it difficult to continue capacity building and support for national level institutions and policy enforcement after the formal end of a project, yet limited and temporary funding undermines the ability of such institutions to bring about change. It is of note that the SVAGS MTR highlighted that progress on ensuring a legal policy that specifically addresses violence against girls and its implementation at all levels has been slow.

*Recommendations for Concern*

1. Concern needs to engage constructively with national level policymakers to ensure that issues around SRGBV are addressed explicitly in future reviews of education policy, teachers' terms of employment etc.

2. To provide a focus to its efforts and to improve its understanding of policymaking and policy influencing, Concern's country programmes should map existing legislation and policies as they relate to SRGBV and develop a lobbying strategy to address gaps and weaknesses (refer to Annex 2).

3. Collaboration and cooperation with respected partners (national and international) can assist in adding weight to national level discussions and negotiations. In work with national and local level partners, clear capacity building plans should be developed to ensure long term capacity to lobby for safer school environments.

4. Concern and local partners should contribute to media campaigns and national dialogue and debate about SRGBV (building on the experience of some countries e.g. Concern Kenya and sharing this with other country programmes).

### 5.3.2. Outcome 2: **Improved prevention and response mechanisms**

At the national level, both SVAGS and Safe Schools used the networks and alliances that they had fostered to lobby for a revision of the Teachers' Code of Conduct and for stronger enforcement of regulations relating to teacher misconduct as part of efforts to improve both prevention of violence in and around schools and responsiveness to reported incidents. At the same time, all three projects worked to improve prevention and response mechanisms at the community level, to increase knowledge of these mechanisms and to make procedures for handling cases more transparent and effective.

On prevention, the SVAGS project looked to reduce violence in the wider community and not only in school (Box 2, 2.3), based on the premise that reduced violence in the home and community would in time be reflected in school practices as expectations of what constitutes acceptable behaviour and relations between adults and children evolve. Safe Schools and Plan Uganda, on the other hand, concentrated their efforts on the school, in terms of reducing SRGBV (Safe Schools) and creating more child-friendly learning environments (Plan Uganda).

On reduction in violence, as noted above, both Plan Uganda and the SVAGS project set themselves specific percentage targets for violence reduction. However, Plan Uganda's final evaluation did not provide any figures for the extent to which this target had been met, and the SVAGS team is uncomfortable with a target that was set before the project started and baseline data collected with which to make informed decisions.

On response mechanisms, SVAGS is looking for improvements through the effective implementation of the strengthened legal and policy framework (Box 1, 1.3) including the teachers' code of conduct, and also through increased participation of girls in reporting cases of

> **Box 2. SVAGS Outcome 2: violence against girls by family members, teachers & peers is reduced**
> *Intermediate Outcomes*
> **2.1:** increased awareness about VAGS, legislation, prevention and mechanisms. *Indicators:* percentage of respondents (other than girls) able to identify specific legislation aimed at preventing VAG, to identify formal mechanisms for reporting & referring incidences of VAG, of respondents who know of a local organisation or service providing support to VAG survivors
> **2.2:** increased community rejection of VAGS and support for efforts to reduce it. *Indicators:* percentage of respondents who think teachers do not have the right to demand sex from pupils, who think girls are not to blame for sexual harassment, and who question corporal punishment
> **2.3:** decrease in incidence of VAG in the home, in the community & at school. *Indicators:* the percentage of girls who experienced violence at school in the last 12 months/in their home or community in the last 12 months

VAGS through official channels (Box 5, 4.2). Safe Schools looked for evidence through implementation of the revised teachers' code of conduct and levels of community action, Plan Uganda through the number of schools with anti-violence structures and mechanisms in place and the level of involvement of the community in schools.

### *Activities and achievements*

In terms of national level activity, the Safe Schools project team had worked at an earlier period (2005-6) in Ghana to consolidate two existing and discrete versions of the Teachers' Code of Conduct, the one developed by the GES and the other by the Ghana National Association of Teachers (GNAT), into a single revised version that would address SRGBV explicitly. The approach adopted was consultative and inclusive, with the team running workshops for representatives of regional education offices, schools and communities, including traditional and religious leaders, to elicit input into the revision process. The result was a single national code produced under the direction of a National

Review Committee in 2008, which was accepted by both the GES and the Teachers' Union. Once approved, meetings were held during which all head teachers and teachers in the 30 project schools (428 in total) were familiarised with the revised Code and how to comply with its requirements, especially in relation to SRGBV.

In Malawi, the existing national Teachers' Code of Conduct was also revised and approved by a National Review Committee, and awareness workshops held for key stakeholders who then ran sessions with teachers, students, counsellors and parents on the revised Code.

The *Doorways* manuals for teachers and counsellors and accompanying reference materials, which have been a major output from this project, include modules on support, referral and reporting procedures, and how to use Teachers' Codes of Conduct to address SRGBV. The project also developed posters on sexual and psychological violence, designed to promote the revised Code while also raising awareness of SRGBV. However, there is no indication of the effectiveness of the new code, or its implementation, in either Ghana or Malawi at the time.

Picking up from the USAID project, which ended in 2008, SVAGS Ghana has overseen the dissemination of the revised Teachers' Code of Conduct as part of its efforts towards achieving its second and third intermediate outcomes, namely progress towards the adoption and implementation of a legal and policy framework (Box 1, 1.2 and 1.3). One achievement of the advocacy team in Kenya, in collaboration with the Teachers' Service Commission, the Ministry of Education, the Kenya National Union of Teachers and the Children's Department, has been the drafting of a parliamentary bill based on a new Teachers' Service Commission circular (No 3) on sexual violence. This aims to enforce and reinforce mechanisms for reporting acts of abuse or violence carried out by teachers and to ensure that teachers found guilty are not transferred to other schools, as is often the case currently. The Teachers' Union, which has traditionally seen its duty to protect those accused of sexual offences and as such has presented a major block to reform, is now committed to avoid protecting teachers found guilty of an offence. The circular also seeks to eliminate potential collusion, by clearly stating that failure to report an offender is in itself an offence, and a centralised database has been established to track teachers who commit sexual offences. All teachers registered by the Teachers Service Commission have been made aware of the contents of the circular by receiving a copy attached to their pay slips.

The Mozambique project team has, as part of a wider network of civil service organisations working on child rights issues, published a detailed analysis of laws and policies regarding girls' education and protection, which has in turn influenced the government's current revision to the penal code, including proposals on early marriage and the right of rapists to marry their victims as an alternative to a prison sentence. The revisions are with parliament and the revised penal code is expected to be finalised within the year.

Similarly, in Liberia, a 2011 study on referral mechanisms for reported cases of violence supported by Concern highlighted the fractious nature of these mechanisms and the lack of a consistent understanding of how they are meant to function. It also highlighted the fact that even in schools where Concern had provided training on GBV and SRGBV there was not a solid understanding of GBV.

At the community level, all three projects put great emphasis on a consultative and participatory process in seeking to both reduce the incidence of violence and improve response mechanisms, involving parents and the community in developing strategies to prevent violence and ensure that reported cases of violence were handled appropriately and sufficient support to victims provided.

Plan Uganda worked to achieve this by linking community structures to local council leaders, police, probation and welfare departments, and to head teachers. In 2010 alone, about 300 cases of child abuse in the project district were referred or managed through this system.

Safe Schools established SRGBV Committees whose role was to monitor reported cases of violence, enforce bylaws and implement activities to address SRGBV. They worked with Community Action Planning Committees, which were set up to develop mobilisation capacity, mobilise communities to take direct action and engage in project monitoring. Community Action Plans were developed, whereby communities selected their own targets to work towards in tackling SRGBV. In Malawi a community-based NGO (CRECCOM) worked with Theatre for Development to assist in this, and also introduced Cluster Incentive Packages, which were used to motivate communities to combat SRGBV by encouraging community members to donate goods to a communal 'package' that would be provided to victims of violence. In Ghana, communities selected on average three main targets to work on within specific timeframes, e.g. reducing child labour and sexual harassment, ensuring safe routes to and from school.

C-Change in the DRC has established Oversight Committees, whose task is to address complaints of violence in the school and take disciplinary action if required, whether it involves a teacher or a pupil, and to ensure that the school's code of conduct is enforced. It may also refer a pupil who is a victim of violence to the local child protection police, a health clinic or a counsellor specialising in GBV and youth.

Concern has also worked to improve both national and community responses to SRGBV. In Sierra Leone, the co-commissioned national study on SRGBV found, *inter alia*, that the government had put in place a strong policy framework to combat the widespread incidence of violence against children, especially girls, but that the funding to operationalise these structures was not in place. Very few incidents were reported and school and community reporting mechanisms were broadly ineffectual. In collaboration with a partner organisation (Pikin to Pikin), Concern has worked with government and local community representatives to develop a schema outlining the official reporting mechanisms, with the aim of increasing knowledge of the system.[53] Copies have been circulated to schools and communities. In addition, it has supported the Ministry of Education in the printing of the Teachers' Code of Conduct and its distribution to all schools in the project district (including non programme schools).

*Monitoring*
On the SVAGS project, monitoring progress towards the adoption of legal and policy frameworks and implementation guidelines (Box 1, 1.2) has differed between the three countries, depending on the direction of its advocacy work. Revision and dissemination of the Teachers' Code of Conduct was a key indicator of achievement in Ghana and Mozambique, harmonisation of disciplinary procedures with the Sexual Offences Act in

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[53] Concern Sierra Leone and Pikin to Pikin (2012) The process of SRGBV referral pathways.

Kenya. As shown above, some successes have been recorded.

As evidence of the impact of violence prevention efforts, the endline to be carried out in 2013 will compare the percentage of girls who reported having experienced violence a) at school and b) at home and in the community in the previous 12 months (Box 2, 2.3) with those in the 2009 baseline. As the SVAGS project team consider it unethical to ask girls about personal experiences of violence during a short interview, this has not been included in their annual monitoring exercise. In 2009, the figures were 34% and 39% respectively in Kenya, 28% and 49% in Ghana, and 24% and 33% in Mozambique – revealing perhaps unsurprising evidence of greater levels of reported violence in the home and community than in the school.[54]

As evidence of the impact of improved response mechanisms, the projects sought to monitor the number of cases of violence that were reported and how referrals were dealt with. SVAGS is recording the number of cases of violence against girls reported annually (from any source) to the police and other organisations such as child protection agencies, NGOs etc in the project districts, and the numbers investigated, prosecuted and convicted (Box 1, 1.3 and Annex 8, indicators 1.3.1 to 1.3.6). It will also measure the percentage of girls who reported the violence they had experienced through official channels, as opposed to other channels (Box 5, 4.2), although for the same ethical reason given above comparative data will not be gathered until 2013. So far, the picture is mixed, with only Kenya providing evidence of consistent progress in the reporting and prosecution of cases of violence against girls,[55] and even there the numbers remain very small. The evidence is less clearcut in Ghana and Mozambique, where there has been a decline in reported cases. It may be that data from Years 4 and 5 will provide a more comprehensive picture in the three settings.

The Safe Schools final report claimed increased reporting of cases and increased access to counselling and referral services for victims of violence. In Ghana it was estimated that 15,000 students had access to such services and that at least 112 cases of violence and abuse had been reported by 78 girls and 34 boys during the project period. However, the source of this finding is not provided and it is not known if this was an increase on earlier figures.

Plan Uganda's final evaluation provides little statistical evidence of violence reduction in the project communities beyond the figures for child rights violation crimes reported to the police in the project district between 2007 and 2010. Of these, 80% involved defilement, i.e. sexual activity with a minor, the remainder covered child neglect, child labour, child sacrifice, kidnap, infanticide, child abuse etc. These figures increased by 14% between 2008 and 2009 (to 677 cases) and then reduced by 19.7% (to 477 cases) in 2010. There is no information on how many of these violations involved schoolchildren and/or teachers, or were perpetrated on school premises. The report attributed the *increase* in reported cases to increased awareness of child rights violations and increased readiness of communities to report incidents, while the later *decrease* in cases was taken to indicate

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[54] SVAGS intended to also record the number of incidents of violence reported to the school (Box 4, 3.4). Unfortunately, the data collected during the baseline and in Year 3 is ambiguous and cannot be used for comparative purposes.
[55] The number of cases reported rose from 9 in Year 1 to 39 in Year 2 and to 35 in Year 3, those investigated rose from 5 in Year 1 to 13 in year 2 and 11 in Year 3, and those prosecuted from 4 to 12 in Year 2 and 10 in Year 3. Of these, all but one led to a conviction in Year 2 and all to convictions in year 3.

that awareness of child rights and violation of their rights had started trickling down and translating into better behavioural practices in parental disciplining of children. However, this conclusion has not been corroborated by evidence from other sources. C-Change in the DRC is also struggling with how to interpret a similar pattern of increase followed by decrease in the monthly figures of cases reported in the project schools.

*Assumptions and challenges*
1. The assumption that once legislation is passed, or a policy adopted, behaviour will be modified accordingly is not borne out by reality. The challenge of overseeing the effective implementation of new laws and policies intended to provide greater protection to children from violence, including revised Teachers' Codes of Conduct and restrictions (or an outright ban) on the use of corporal punishment in schools, remains in all these contexts.

2. As the above example from Plan Uganda reveals, it is tempting to draw unwarranted inferences from the data. Increases in the number of cases of violence reported to the authorities may indicate either improved response mechanisms and increased confidence in the authorities or a real increase in violence, while decreases may be attributed to the success of violence reduction strategies in the community or to the loss of confidence in the police's willingness to take forward cases. Without supporting evidence, interpretation is difficult. The TEGINT project was able to conclude from close monitoring and observation that the significant year on year increase in reported cases in their project districts in Nigeria could be at least in part attributed to girls' greater confidence and sense of security brought about by membership of a girls' club. In Tanzania, where the number of reported cases remained relatively stable, they found that the handling and prosecution of cases had improved, with a few exemplary cases documented (although information on follow up remained poor).

3. Current legislation often does not match the level of violation with proportionate penalties, sending a message to perpetrators that they can act with impunity. Legal mechanisms for following up cases is usually extremely poorly resourced, and cases take too long to progress through the courts. Government officials dealing with cases also drag their feet. Victims of violence, or their families, are often aware of the drawbacks and so are discouraged from reporting. They may prefer to rely on traditional routes for settling family disputes through village chiefs or elders, which sometimes result in monetary compensation. This may not be in the best interests of the child and may serve to sustain a culture of impunity rather than contribute to prevention.

4. At the local level, all the projects experienced difficulties in helping schools and communities to establish and operationalise robust mechanisms to record, report and refer cases of violence and abuse. This can be attributed to entrenched gender norms and conservative attitudes, suspicion of outside initiatives and under-resourced or under-developed community structures, as well as the slow responses of government departments. Key to progress on this front is the strengthening of SMCs and PTAs, already a central plank of many projects working to improve access and quality in schools (Concern since 2004). However, it is fraught with difficulty and slow to produce results. The Safe Schools project found that in Ghana some communities had non-existent or non-functioning SMCs and PTAs. The SVAGS MTR found that work with SMCs had made less progress, and had had less impact, in all three countries than more tangible initiatives such as the establishment of girls' clubs and sex-specific toilet blocks. The Safe Schools

project found that the Community Action Plan Committees which it supported, and whose role was to collect reliable data from the schools, did not have the capacity to do so, and consequently, figures that were intended to provide evidence of the scale of violence in schools and to record change were not available. Equally worryingly, the TEGINT MTR found that confidential, joined-up reporting systems were not sufficiently in place to deal with the increased dialogue and openness on violence against girls. Plan Uganda concluded that a major barrier to achieving progress was the fact that community structures remained loose groupings, and the frequent transfer of trained teachers and the posting of untrained teachers constrained the response to reported cases.

5. Even with improved reporting systems, capturing the scale of violent incidents in schools will remain a challenge. The SVAGS project provides evidence that it is easier to challenge overt forms of violence (caning, peeping, grabbing, assault and rape) than more covert forms such as insults, sexual harassment, bullying and psychological abuse (referred to in Section 2 as 'implicit' gender violence). More work and focus is needed to challenge covert forms of violence, the impact of which on learners is less clear but is equally detrimental, not least because of pervasiveness within the school culture.

6. The effectiveness of both prevention and response mechanisms can be further hampered by weak linkages between schools and communities. Relations can sometimes be hostile, especially where head teachers are suspected of permitting or engaging in sexual abuse of pupils or of imposing illegal levies and fees. Although teachers in more remote or less developed communities are still regarded with great respect, elsewhere their status within society is seriously eroded. Poorly trained teachers may feel especially insecure about parental involvement. For this or other reasons, head teachers often discourage parental interest in the school and have been noted for treating uneducated parents with disdain, as not being qualified to comment on the quality of schooling or its structures and practices.

7. The fact that sex and sexuality are taboo subjects in many cultures, especially in relation to children, and that survivors of sexual violence often feel stigmatised, makes it very difficult to establish a true picture of the scale of violence in and around schools. This is a major factor in the non-reporting of incidents and the secrecy around cases and makes the monitoring of reported cases complex and sensitive. The example of homosexual abuse of a young boy (from the Concern Kenya programme in 2008) makes the risks clear: the case was publicised and resulted in the victim and the family moving from the neighbourhood due to the shame they felt over the issue.[56] This highlights the need to ensure that the safety of the survivor is paramount.

8. Cultural factors also impact on institutional responses to reported cases of violence, e.g. police and health care providers are often unsupportive and unsympathetic towards rape or assault victims, especially girls. As we have noted above, teachers' unions have a tendency to side with teachers who violate girls and some stakeholders, including SMC and PTA members, retain negative attitudes towards gender equality and the education of girls.

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[56] Ejakait, A, Kiarie, J. Slade, E (2008) Concern Kenya Urban Education Programme, Mid Term Review, October

9. Because of the 'tangible' nature of a referral pathway, where there are obvious structures to target and trainings to deliver, there is a tendency for staff to place more emphasis on response than on prevention, but response actions are all too often hampered by the need for legal follow up.

*Recommendations*
1. Concern needs to broaden out the vertical linkages which exist on its education programmes, e.g. between national programme office and local project staff and stakeholders, so as to facilitate flows of information upward from local communities through the district to the national level authorities, e.g. sharing of examples of good practice, successes in combating SRGBV etc.

2. Connected to this, it should consider expanding its training of teachers and community representatives into formal teacher education, either pre-service or in-service, so as to ensure that trainee teachers are exposed to a degree of engagement with gender issues and gender-sensitive pedagogies; likewise with the inspectorate and district education officials. Without changing attitudes and behaviour within these core groups of stakeholders, change will not be sustainable at the school level (the TEGINT project works with teacher training colleges in Nigeria and Tanzania; its MTR provides some useful insights).

3. If GBV is to be eliminated in schools, Concern needs to engage with communities in addressing violence more broadly, as violent or abusive behaviour is often first learnt in the home and/or in institutional settings where adults are in close contact with children, e.g. leaders of sports clubs and youth clubs, staff of children's homes and hostels, and religious institutions.

4. Concern needs to look at how it can structure and strengthen its support for SMCs/ PTAs in ways that will ensure an effective reporting and referral system in cases of violence. Well functioning and effective SMCs are able to mobilise communities and potentially to change attitudes and behaviour. As this review shows, meaningful government commitment to address violence against children is dependent on robust and comprehensive data on the scale of the problem being collected at the local level and continued efforts are required to meet that need.

5. Given the difficulties in establishing these mechanisms, Concern needs to identify key partners and allies within communities who can push forward attempts to create a more effective and accountable system. Village chiefs are often seen as holding the key to making positive change at the local level and, with other local opinion leaders, should be engaged in the process.

6. On the projects reviewed, excessive reliance was placed at times on generating quantitative data for M&E purposes. Close monitoring through regular observation, in-depth interviews and other forms of engagement with stakeholders is necessary to supplement statistical data if unjustified inferences and generalisations are to be avoided. If monitoring and data collection is to be carried out by district education officers or community representatives, they need to be trained in accurate, regular and systematic recording of data, and understand issues of disclosure, consent, confidentiality etc. If possible, they should work alongside someone from outside the community with

experience in research methods and research with children (see Section 6.4 on working with children).

7. A community level reporting and referral system must be strictly confidential so as to gain children's trust and it should link education to child protection, health, social and judicial services. Reported cases should be routinely communicated to law enforcement agencies, child protection and other relevant services, so that cases cannot be easily set aside, covered up or dismissed.

8. Concern should be willing to provide on-going training, especially to teachers and head teachers because of the frequency of transfers, either according to government policy or at individual request, and newcomers may be hostile to Concern's work, in particular to attempts to eliminate corporal punishment. Actionaid's methodology toolkit prepared as part of the TEGINT project, comprising a set of 6 booklets on working with girls, boys, parents/SMCs/PTAs, local communities and policymakers may be helpful (http://www.actionaid.org/publications/tegint-methodology-toolkit-contents-and-introduction).

9. Concern should be willing to commit to continuing support and resources over a lengthy period if it wishes to see systemic and long lasting change in behaviour and practices.

### 5.3.3. Outcome 3: Increased awareness of SRGBV and attitude and behaviour change

A common, and much favoured, outcome embraced by all the projects reviewed in Table 1 is increased awareness of the problem of SRGBV and positive attitude and behaviour change, which will in due course, it is hoped, lead to a reduction in levels of violence in schools and communities. Safe Schools made changes in knowledge, attitudes and practices a major plank of its project in Ghana and Malawi, with the *Doorways* manuals being widely used on subsequent projects, including in Tajikistan and the DRC. They have also been taken up by other agencies, including Concern, which sees raised awareness and attitude and behaviour change as part of its outcome of improved child protection on its education programmes.

The SVAGS project has three intermediate outcomes that address awareness raising, attitude and behaviour change at the school and community level (Box 2), with attitude change being framed as increased community rejection of violence against children. At the national level, increased awareness and attitude and behaviour change are also part of the strategy to create an effective legal and policy framework to address SRGBV.

The Safe Schools project in Ghana and Malawi also sought to bring about such changes at the national level (as part of its advocacy drive) as well as at the community and school level, where most of its efforts were concentrated. Its Knowledge, Attitudes and Practices (KAP) student and teacher survey asked questions about attitudes (towards intelligence, gender roles, equality in education, physical, psychological and sexual violence, and towards teachers' right to punish) as well as experiences of violence in school, both as perpetrator and victim (and knowledge of HIV/AIDS).

Plan Uganda's first outcome addressed awareness and attitude change among children and parents. The second and third outcomes addressed behaviour change in a number of ways, i.e. through a reduction in violence in schools and increased participation of children, families and communities in promoting good schools (Box 3).

*Activities and achievements*
The most popular activity directed at raising awareness is training and capacity building. This can take a variety of forms: curriculum input and after-school clubs for schoolchildren; informal training and clubs for out of school youth; workshops, FGDs and organised community events for parents, members of SMCs/PTAs and others in the community. Some also provided training for peer leaders in peer-mentoring activities associated with school clubs.

Plan Uganda and Concern in Kenya and Ethiopia used 'Community Conversations' as a method of addressing the social and cultural attitudes around gender, violence and education,[57] with positive results reported.[58]

The C-Change project in the DRC provided training and awareness-raising to members of their school Oversight Committees, these being made up of teachers, parents, students and school management who were tasked with dealing with reported instances of SRGBV, and to their 'focal teachers', who were recruited from within the target schools to serve as SRGBV first responders. TEGINT used 'Community Circles' to conduct awareness-raising activities including household visits, marches and higher profile events with local leaders and government officials on marked international days of celebration. Some of these circles attracted the participation of traditional leaders and elders, leading to considerable (and unexpected) change in the community's attitude and behaviour.

**Box 3: Plan Uganda Outcomes**
1: Increased awareness/ knowledge on the effects of violence and the rights of children. *Indicators*: Increased knowledge on violence among children and parents; change in attitude and improved pupil-teacher and parent-child relationships;
2: Creation of safe, child-friendly schools. *Indicators:* At least 20% reduction in violence in schools; number of schools with anti-violence structures and mechanisms in place that support retention of girls
3: Participation of children, families and communities in promoting good schools. *Indicators:* Number of schools, school children and community groups actively participating in safe-school promotion programmes; frequency and number of cases of violence reported; number of school, family and community groups involved in advocacy activities for safe schools.

SVAGS and Safe Schools both provided training for (variously) police, child protection and welfare officers, community leaders, SMC/ PTA members, parents etc, also district administrators and sometimes ministry officials, covering topics such as child protection, what constitutes SRGBV, its impact and how to combat it, how to make and handle complaints, referral procedures and support services. Plan Uganda provided a range of training inputs, including peer to peer training for children and guidance and counselling training for teachers. All three also provided training of various kinds to those involved in running school clubs and to members of clubs on issues such as violence reporting mechanisms, gender, HIV/AIDS and, for teachers, participatory pedagogies. Aware that boys can impede progress by being hostile to interventions which they perceive as

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[57] Community Conversations (CC) is an approach that empowers communities to analyse complex socio-economic and cultural issues associated with low levels of development. The approach is implemented through facilitated village conversations using a set of participatory learning and action tools.
[58] Concern Kenya (2011) Country Programme Annual Report; Harvey, D., Umme, S., Slade, E. (2010) Mid Term Review of Concern Ethiopia GBV programme, November

benefiting only girls, SVAGS also set up some boys' clubs to provide awareness raising on the impact of violence against girls and how to respond. All three also provided training or awareness raising activities to promote positive discipline as an alternative to corporal punishment.

In terms of training manuals, the USAID *Doorways* training programme for students, teachers and counsellors is now well known and widely used. All the projects also produced life skills and gender awareness materials for use in schools, including leaflets, posters and magazines. C-Change in the DRC produced a visual chart with site-specific contact information for victims or witnesses of GBV to seek assistance[59] and laminated poster-size copies of its Reference Guide on SRGBV were posted in each classroom.[60] Concern Kenya has developed a training manual on Community Conversations[61] and another on child rights for primary school teaching staff and school management committees.[62] The Safe Schools project in Malawi produced a peer leaders' manual, which was also available in the local language (Chichewa). SVAGS has developed a manual for those involved with girls' clubs.

Organised events are also a popular strategy to complement training and as a means to mobilise communities. The Safe Schools project has sponsored numerous large scale community events, e.g. Open Days in communities with presentations by village chiefs and other traditional leaders calling upon the community to act to reduce SRGBV, dancing and performances of scenarios of 'before Safe Schools' and 'after Safe Schools'. All three, together with C-Change in the DRC, used community theatre to raise awareness and mobilise and other events such as music, dance and poetry sessions involving students, teachers and community members, and sponsored radio talk shows.

One outcome of such community engagement has been the emergence of role models. The Safe Schools project report refers to individuals who made strides in overcoming SRGBV or changing their own attitudes and behaviours, some serving as outspoken advocates for reducing SRGBV, others being respected individuals who led by example, thus overcoming some of the difficulties of openly discussing gender issues. Some role models were pupils who inspired their peers to see that change was possible and to gain the confidence to come forward and report cases of SRGBV. The TEGINT project took a structured approach to this, working with the girls' clubs to develop role modeling as a strategy to empower girls and raise their aspirations through being mentored by local professional women. In Nigeria, some girls in junior secondary school were mentored by women who worked in the local teaching hospital and who encouraged them to continue studying and to consider a medical career. Some women role models, including local business women, have sponsored girls through senior secondary school.

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[59] This provides information on 1) SRGBV Focal Teacher(s) for the target school 2) Psychosocial Counselling services available for victims of GBV, 3) Medical services available for victims of GBV and 4) Judicial Support services available for victims of GBV

[60] e.g. a Positive Discipline poster 'Ten Steps' highlights the benefits of enacting positive discipline in the classroom vs. the disadvantage of negative discipline (e.g. corporal punishment).

[61] Concern Kenya (2012a) Our Community, Our Solutions: Community Conversations Trainer of Trainers Manual

[62] Concern Kenya (2012b) Training Manual On Child Protection in Primary Schools

*Monitoring*

Monitoring the impact of awareness raising activities on attitudes and behaviour has usually been confined to carrying out surveys which record increased knowledge about, and changed attitude towards, various aspects of SRGBV. Sometimes, the numbers in different categories of stakeholder who have received training or attended community events is cited as evidence of impact. It is impossible to know which type of awareness raising activity has had the most effect.

The projects provided some evidence of the extent to which awareness about SRGBV had been raised at the community level. On the SVAGS project, interviews recorded significant increases between Years 1 and 3 in the numbers of teachers and boys who were able to identify legislation dealing with VAGS issues, were able to identify formal reporting mechanisms, and knew of a local organisation providing support (Box 2, 2.1).[63] Likewise, questionnaires administered during the final evaluation of the Plan Uganda project to students and teachers found an increased percentage who could identify different forms of violence such as corporal punishment, bullying, verbal assault, teasing, defilement and rape.

Assessing knowledge gain and awareness levels is a relatively superficial measurement of change, which provides individuals with the information and opportunity to take action if they wish, but does not necessarily indicate any change in attitude or behaviour. Measurement of changes in *attitude* on the SVAGS project (Box 2, 2.2.) presented a more mixed picture: boys and teachers in Kenya and Mozambique revealing an admirable increase in those who thought teachers do not have the right to demand sex from pupils by Year 3, and those who thought girls are not to blame for sexual harassment, but a reverse trend was recorded in Ghana.[64] Moreover, attitudes towards corporal punishment changed little: a modest rise from 30% to 35% between Years 1 and 3 among those who questioned its use in Ghana, while in Kenya the proportion dropped by 18 percentage points (to 44%) and by two percentage points in Mozambique (to 86%). This suggests that, not surprisingly, attitude change is more difficult to achieve than awareness raising, with the most intransigent attitudes being around corporal punishment. Depressingly, the TEGINT MTR reached the same conclusion: a systemic shift in knowledge and attitudes on gender equality among school stakeholders was found to be not extensive and increased access of girls to school had not consistently transformed school attitudes to girls' education and gender.

SVAGS also attempted to monitor changes in attitudes and behaviour among officials at the national level (as a result of lobbying, media campaigns, training etc) by annually recording the numbers who 1) are supportive of efforts to reduce VAGS and 2) are taking actions that demonstrate support for this (Box 1, 1.1). The figures to date are not very encouraging: while the majority in Mozambique and all those interviewed in Ghana and

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[63] The proportion in Ghana who could identify legislation dealing with VAGS issues rose from 36% in Year 1 to 85% in Year 4, and in Mozambique, from a lowly 1.7% in Year 1 to 44% in Year 2 and by Year 4 to 50%. Over 90% of respondents in Mozambique in Years 3 and 4 were able to identify formal reporting mechanisms, and those with knowledge of local organisations providing support rose from 59% in Year 3 to 76% in Year 4. In Ghana, almost 100% could identify formal reporting mechanisms and around 85% knew of a local organisation providing support.

[64] The proportion in Kenya who thought teachers do not have the right to demand sex from pupils rose from 64% in year 1 to 74% in Year 3, and those who thought girls are not to blame for sexual harassment from 67% to 79%, with a similar increase in Mozambique. In Ghana there was a drop from 67% to 57% and 73% to 59% respectively between Years 1 and 3.

Kenya support efforts to reduce SRGBV, far fewer have taken actions that demonstrate their support by Year 3 of the project (35% in Ghana, 14% in Kenya and none in Mozambique).

As for **behaviour** change, one of the most striking findings of this desk review is there is almost no truly objective data to record real behaviour change in terms of reduced violence in schools and communities provided by these projects, although SVAGS can be expected to generate some through its endline. Most evidence that levels of violence have declined comes from personal opinions (mainly from questionnaires and interviews) and claims from individuals which are hard to verify, e.g. teachers regularly declare that they no longer use corporal punishment but observations and feedback from pupils often suggest otherwise. One exception is provided from the DRC (Table 2).

The shortcomings of trying to measure behaviour change through questionnaires or structured interviews are obvious. For example, Plan Uganda's final project evaluation recorded that 74.9% of the sampled students and 41.2% of teachers reported that cases of violence in their schools had greatly reduced and provided other figures recording reduced levels of violence by teachers, head teachers and students.[65] Although such data provides some evidence of an actual trend, these highly impressionistic box-ticking responses cannot be objectively validated unless some other data source is available to triangulate the data e.g. field observations. Moreover, the temptation to draw a cause and effect relationship is (as noted above) tempting, including attributing the decline in incidents of violence to the external intervention.

The SVAGS project, which has the most rigorous monitoring process, has as yet no data measuring a decrease in the incidence of VAG in the community, home and school (Box 2, 2.3) (see 5.3.4. below).

Although the Safe Schools project aimed to make progress towards reducing gender violence through changes in student and teacher practices as well as through knowledge and attitude change (Table 1), reported findings from its endline survey only documented knowledge and attitude change. There were some laudable increases reported in teachers' knowledge of what represented a violation of the revised code of conduct related to GBV, in their awareness of the sexual harassment of girls (in Ghana from 30% to nearly 80%) and awareness that boys could also experience it (from 26% to 64%), and also in their disapproval of corporal punishment. However, little evidence of change in practices was reported and, where it was, it was self-reported without any corroborating data, e.g. half of the teachers in Malawi who reported in the endline survey that they had seen a violation said that they had reported it. There was some evidence cited in the 'Lessons learned' section of the report of increased confidence among pupils about their rights and what constituted mistreatment (one class in Malawi felt empowered to raise the issue of a constant late start to their lessons with the offending teacher) and of some teachers no longer using corporal punishment as extensively as before.

*Assumptions and challenges*
1. The assumption that deeply rooted beliefs and behaviours can be changed by a series of

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[65] 60.6% of the 203 students sampled and 83.7% of the 52 teachers stated that teachers' violent behaviour had reduced significantly, while 27.7% of learners and 8.2% of teachers thought that violent behaviour by fellow students had been reduced and 6.7% of students and 4.1% of teachers thought head teachers' use of violence had also reduced.

short training sessions is misguided, as is reliance on post-training tests and evaluation exercises inviting self-reporting of changes in attitude and behaviour as an accurate measurement of actual change. This approach encourages views of sustainable change that are more optimistic than is warranted, as the effects are either not real or quickly lost. It would be unfair to blame project designers for incompetence, as there is no doubt that the difficulty of measuring actual change in behaviour has contributed to the excessive faith in short training inputs. On all the projects listed in Table 1, the lack of unambiguous and concrete evidence (to date) of changed practices is an indication of both the difficulty of bringing such change about and of measuring it.

2. The imperatives of the project cycle may require that impact is measured immediately at the end of the training (as with the USAID Tajikistan training) or after an intervention period which may be as short as 1-2 years. Self-reported changes in attitude towards such issues as sexual violence, corporal punishment, child labour and child marriage may well be the result of awareness raising inputs using well-constructed and targeted materials such as those developed by the Safe Schools team, but we have no idea whether the attitude change is sustained, let alone whether it has had any impact on behaviour and practices in the long term.

3. Attitudes can be very entrenched. This is best illustrated by attempts to ban corporal punishment in schools. In Kenya, one of the SVAGS countries, it continues to be widely used despite an outright ban in both the home and the school from 2010. In the other African countries covered by the projects which featured in Table 1, the law varies, from Mozambique where it is lawful at home but teachers are advised not to use it at school, to Tanzania and Ghana where it remains legal in both home and school. Whatever the restrictions, it continues to be widely used in schools and there is widespread resistance among parents as well as teachers, and even among some children, to alternative disciplinary measures, not least in many of the 108 states worldwide which have signed up to an outright ban.

4. School teachers in these project locations are usually pedagogically authoritarian and have been trained as such. They find it difficult to adopt the more participatory and empowering pedagogies which are deemed necessary if lasting change in beliefs and practices is to be achieved and are advocated for use with life skills curricula.[66] Some of the most effective interventions within schools come from external parties, e.g. counsellors, professional trainers and facilitators, rather than teachers, which raises questions around sustainability. A recent project in South Africa, *the Whole School Development Programme* (2005-8), supported by Oxfam Novib and implemented by a South African NGO, the Crisp Trust, which aimed to raise awareness of HIV/AIDS and GBV, employed external facilitators to run its Life Orientation classes, in the knowledge that many school teachers did not have the appropriate skills and students felt constrained by the presence of their class teacher when discussing such matters. The current projects have tried to address the problem by identifying suitable teachers to run their school clubs (purposefully not selecting teachers in charge of discipline in the school), and giving them training.

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[66] Leach, F. (2006a) Researching gender violence in schools: methodological and ethical considerations, *World Development,* 34, 6, 1129-1147

5. As already noted, verbal commitments do not necessarily lead to actual change and time-bound project cycles are not conducive to bringing about systemic change or change to deep-rooted beliefs and behaviours. The challenge is therefore to translate raised awareness and willingness to condemn violence against children into concrete actions and to document these through measurable indicators.

*Recommendations*

1. As noted above, change at the community level is particularly hard to achieve and Concern will need to commit to providing regular and intensive inputs over a lengthy period, e.g. training sessions for SMC members, parents and teachers (especially given the high transfer rates of teachers in many areas) and continuing funding of counselling and support services for survivors of violence. The Community Conversations approach currently used in Kenya and Ethiopia and about to be employed in Sierra Leone needs to be closely monitored to gauge the effectiveness of the approach in addressing deep seated cultural norms.

2. Field staff need to forge strong working relations, built on trust and mutual understanding of the programmes aims with regard to SRGBV, with key individuals in schools, communities and district education offices, which will give them easy of access to schools and individuals. A participatory and inclusive approach is required, with teachers who take on roles as facilitators or mentors of school clubs or sit on SMCs and/or PTAs seen as key allies. Field staff may themselves need training and support (see Section 7.2.).

3. Hard evidence of attitude and behaviour change can only be provided through sustained observation in schools and communities. Concern may wish to consider engaging children in the M&E process (see Section 6.4.).

**5.3.4. Outcome 4: Provision of a safe learning environment, especially for girls**

This outcome is linked to the previous one: a safe school is a school free of violence. SVAGS's third intermediate outcome addresses this (Box 4, 3.4) through some of its smaller units of measurement, including: percentage of women teachers in the school and women/girls on SMCs; the number of schools with: a VAGS policy, teachers' code of conduct, teachers/SMC members trained on gender and VAG issues, separately functioning toilets for girls, active girls' clubs etc; the number of VAGS cases reported to the school, and the percentage of girls who think teachers show bias against girls in their questioning approaches.

Safe Schools addressed this through its second outcome, namely a reduction in gender violence through changes in student and teacher knowledge, attitudes and practices toward SRGBV and Plan Uganda also through its second outcome (Box 3), namely the creation of safe, child-friendly schools, which was measured by two indicators: the 20% reduction in violence in schools referred to above, and the number of schools with anti-violence structures and mechanisms in place that support retention of girls. Plan Uganda also encouraged participation of children, families and communities in promoting good schools, its third outcome.

*Activities and achievements*

All three projects engaged in activities to promote child-friendly schools. One of the most popular was the establishment of school clubs: girls' clubs in the case of SVAGS, gender

clubs in Ghana and life skills clubs in Malawi with Safe Schools (after-school youth clubs with C-Change in the DRC), anti-violence clubs with Plan Uganda (child rights clubs with Plan Malawi). Such clubs are intended to provide a safe space for young people to discuss issues around SRGBV, HIV/AIDS, sexual and reproductive health, children's rights, relationships, hygiene and sanitation etc, to seek information and advice, and to foster peer networks that can provide support for those who experience violence. As already noted, SVAGS also set up some boys' clubs.

The clubs were used as a forum for organising a range of events as well as training: debates, public speaking and mock parliaments, exchange visits with other schools, clubs and associations, inter-school debating and sports competitions, and trips to broaden horizons and meet role models.

Concern's programmes in Sierra Leone, Malawi and Ethiopia have also established school clubs or worked with those already established (some girls only, others mixed). The Sierra Leone final evaluation, the Malawi MTR and the Ethiopia GBV project MTR provide evidence of positive results in all three countries in terms of increased awareness of the rights of children, and girls in particular. Concern Kenya has also been experimenting with adolescent (14-19) life skills based 'study circles' to engage boys and girls in promoting positive behavior regarding masculinity and zero tolerance for GBV.

On the SVAGS project, girls' clubs and peer support networks are used as a key strategy in meeting its fourth outcome, namely increased confidence among girls to challenge the culture of violence in and around schools and to report incidents and create peer support networks (Box 5, 4.3.). The TEGINT project, which runs both girls' and mixed gender clubs, provided evidence that in a dozen or so cases local officials had acted on requests made by the girls' clubs, e.g. for more female teachers. Empowering girls through developing their individual and collective agency is the core aim of both these projects and school clubs have been shown to provide a suitable collaborative 'action space' in which to increase girls' self-image as central players in realising their rights and increasing their life choices.

**Box 4. SVAGS Outcome 3: girls' enrolment increased, dropout decreased & substantial progress towards gender parity in education**
*Intermediate Outcomes*
3.1: increased gender parity in enrolment and dropout. *Indicators*: e.g. number of girls enrolled in the school, ratio, percentage of girls who drop out, percentage whose case is associated with pregnancy or early marriage, Gender Parity Index (GPI) of enrolment and dropout.
3.2: increased gender parity in progression and completion. *Indicators:* e.g. percentage of girls at the end of lower/upper primary who progress to the next class, percentage enrolled in Class 1 in 2006 completing a cycle of basic education by 2013, GPI of basic education completion
3.3: increased gender parity in attainment. *Indicators:* e.g. percentage of girls in last class of lower primary/upper primary who pass all subjects, GPI
3.4: school environments are increasingly girl-friendly. *Indicators:* e.g. percentage of women teachers, women/girls on SMCs, number of schools with VAGS policy, teachers' code of conduct, teachers/SMC members trained on gender and VAG issues, separately functioning toilets for girls, active girls' clubs, number of VAGS cases reported to the school, percentage of girls who think teachers show bias against girls etc.

Whereas SVAGS has placed the empowerment of girls at the heart of its intervention, Plan Uganda directed its energies at involving the whole community in the transformation of schools (Box 3, outcome 3). The USAID-funded activity in DRC has also encouraged active parental involvement in the schools through its Oversight Committees, in part as the result of the mass media campaigns about tackling SRGBV

that have reached the community at large. This committee also helped develop a code of conduct for teachers in each school.

Physical improvements, of the kind promoted by Oxfam in its multi-country Water, Sanitation and Hygiene Promotion (WASH) programme, have also been used as a strategy to make schools safer environments, especially for girls. The VAGS MTR found that the provision of sex-specific toilet blocks had had a positive impact on girls' ability to enjoy their right to education and to live in a violence-free environment. The latter project supported the development of school improvement plans and provided seed funds to initiate implementation, with the SMC choosing what to prioritise and fundraising for matched funds to complete the work. In Nigeria, about 45% of the plans prioritised latrines, with the remainder shared between those which prioritised water and hand pumps, and those that chose classroom furniture; in Tanzania, the choices were roughly equal, some also prioritising sports equipment and security (fencing etc). Plan Uganda did not provide infrastructure support *per se* but the work to create a child-friendly school resulted in a cleaner environment, as 47% of students sampled for the final evaluation reported improved sanitation and hygiene as a major benefit of the project.

Concern has also been ensuring that schools have separate latrines for boys and girls on all its programmes and that the latrines are in separate blocks but not too isolated. Concern Kenya has been experimenting with a latrine cubicle for girls to change in and wash themselves during their menstrual period (in conjunction with the Girl Child Network, giving free sanitary towels) but as yet this initiative has not been evaluated in terms of girls' safety or increased participation.

The projects engaged in a range of other activities to promote child-friendly schools, the most significant of which are listed in the 'Activities' column in Table 1. They include:

- the development and use of school codes of conduct for teachers and learners and/or class charters in which students make and enforce rules and regulations collectively
- promoting alternative means of discipline to corporal punishment
- student involvement in school affairs, e.g. attendance at SMCs and PTAs; participation in student courts (disciplinary committees which address student complaints of violent behaviour and forward unresolved cases to school administrators (Plan Uganda)
- introduction of suggestion boxes for students to express views and suggest ways of improving their school (Plan Uganda) (happiness and sadness boxes in Plan Malawi);
- participation in national and district children's forums, e.g. District Childrens' Apex Council meetings (Plan Uganda) and

**Box 5. SVAGS Outcome 4: Girls report the confidence to challenge the culture of violence in and around schools, report incidents & create peer-support networks**
*Intermediate Outcomes*
**4.1:** Increased participation of girls in challenging VAGS. *Indicators*, e.g. percentage of girls who think teachers do not have the right to demand sex from pupils, who think that girls are not to blame for sexual harassment, who question corporal punishment, or participate in activities that challenge VAG.
**4.2:** Increased participation of girls in reporting cases of VAGS through official channels. *Indicators*: percentage of girls who: are able to correctly identify formal mechanisms for reporting and referring incidences of VAG; have experienced violence who reported it, in any way; have experienced violence who reported it, through official channels; know of a local organisation or service providing support to VAG survivors
**4.3:** Active peer-support networks for girls in place. *Indicators:* percentage of girls belonging to Girls' Clubs, number of schools where boys are engaged in activities that challenge VAG and support girls.

Children's Parliaments (TEGINT).

Plan Malawi also engaged in the 'edu-tainment' methods popularised by the multi-media social mobilisation organisation *Soul City* which is widely followed by youth in the Southern African region, aiming to educate and at the same time entertain. Pupils in one school developed cartoons to illustrate the kind of violence taking place within the school and performed satirical shows so as to discourage its use by pupils and teachers. Plan Malawi also helped operate a child helpline whereby children could report cases of violence and abuse through a confidential phone line, linked to available counselling and support services.

Plan Uganda was the most active in promoting the use of alternative methods of discipline by teachers, which the evaluation found to have improved teacher-pupil relationships. It claimed that encouraging the use of alternatives to corporal punishment, such as writing letters of apology, had also helped children develop their writing and communication skills! The evaluation reported that in some schools corporal punishment was no longer practised, in part due to Plan's involvement with these schools in developing a set of regulations which incorporated a ban, although it acknowledged considerable resistance both among parents and teachers, with some parents withdrawing their children from schools where teachers were reluctant to use physical punishment.

*Monitoring*
There has been insufficient monitoring of the above activities to allow any conclusions to be drawn as to which have had the most impact, except in the case of girls/gender clubs (and possibly sex-specific latrines). Indeed, the SVAGS MTR in late 2011 found that the most significant impact to date had been achieved through girls' clubs. Around 2630 girls in 45 schools in the three countries were club members by mid-2011 (Box 5, 4.3): in Kenya 39% of girls were members, in Ghana 22% and Mozambique 10%. The MTR found that clubs had helped raise awareness about VAGS, created the necessary mechanisms for girls, teachers, parents and other community members to report cases of violence (members are trained and taught about their role in the chain of reporting) and, in a few cases, had led to prosecutions of perpetrators of sexual violence. Those interviewed noted that girls' club members were more confident and outspoken, they knew their rights and could identify violations, they were eager to pursue their education, performed better academically, assumed leadership positions in school, were neatly dressed, and had begun to challenge violence in their communities. Some had met with key decision-makers from local to national level and lobbied for specific changes, particularly on issues such as girls' right to education, the problem of child marriages, violence and teenage pregnancy. Furthermore, girls' club members used their increased confidence to encourage girls who had dropped out to return to school and to help some who were at risk of dropping out, sometimes by seeking advice from members of the SMC.

The girls themselves reported that the skills they learnt in the clubs helped them improve their relationships with fellow club members, classmates, boys, teachers, parents and members of the community. Many had gained the confidence to challenge the culture of violence in and around schools, report incidents and create peer support networks. In Ghana and Kenya, where boys' clubs had also been set up, girls' club members reported that boys and girls had become friends, helped each other with homework and played football together. The boys' clubs had also enabled boys to make important progress with

girls in terms of self-development, knowing about children's rights and advocating for the end of violence against girls.[67]

The TEGINT MTR also found that girls' clubs encouraged girls' attendance at school, improved their performance in class, and increased their knowledge of HIV/AIDS and life skills, and that violence against girls in and around schools was more openly discussed in some schools and communities as a result of the project.

Three quarters of the sampled students and 41% of the teachers who were interviewed for the Plan Uganda evaluation reported that the project had contributed to a reduction in school violence (with only 5% of students and no teachers reporting that it had stayed the same). This was mainly attributed to the presence of both the Anti-Violence Clubs (AVCs) and the Student Courts/Councils.

Plan Uganda's third outcome was increased participation of children, families and communities in promoting good schools. This was measured in terms of numbers of students and teachers involved in activities promoting a good school and in numbers of parents and community members who attended community events such as community conversation meetings, awareness raising meetings and music, dance and drama events on child rights staged by students,[68] and those who participated in the Child Protection Committees (set up by the project) or sat on SMCs, Boards of Governors and PTAs. In structured interviews, nearly 90% of sampled students and all of the teachers reported that they had played some role in curbing violent behaviour in their school, while a very high number (73% of primary school children and 58% of secondary) indicated that they had reported perpetrators of violence to the school administration. However, these high reporting figures are not corroborated by any other evidence and so must be considered as unreliable, e.g. they may have included minor arguments between pupils in class as well as more serious incidents reported to the school head.

One scheme for reporting incidents of school violence that was used by Plan Uganda was the suggestion box, whereby students could express their views and make suggestions to teachers and school administrators (Plan Malawi distributed 'happiness' and 'sadness' boxes). These were considered a positive influence, with the evaluations in both countries citing examples of how they were helpful to learners, who believed that teacher behaviour changed if they feared being reported through the boxes (several teachers were exposed this way for sexually abusing female pupils in Malawi). The initiative required a committee composed of representatives of students, parents, teachers and the community to open the boxes in each school, to discuss with the students what had been written and to direct issues raised to the relevant authorities, e.g. issues to do with witchcraft were directed to traditional chiefs, while those to do with teachers were directed to the head teachers and/or SMCs. However, the commitment by some committees to have the issues

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[67] The SVAGS project also recorded the number of schools where boys were engaged in activities that challenge VAG and support girls (indicator 4.3.2). However, only Mozambique showed a modest increase (from 6 schools in Year 1 to 11 in year 3), while in Ghana the number of schools only increased from 5 to 6 over the same period and in Kenya there was a decline, from 14 to 10.

[68] The final evaluation recorded that 6,995 people had participated in community conversation meetings, 2,824 people had attended music, dance and drama events on child rights staged by students from the project schools and 1,394 community members had attended different awareness meetings on violence against children.

read out or provide feedback on students' complaints was sometimes poor, which made the students lose interest. In one school, teachers were reported to have boasted that, even though the students wrote about their concerns, they would not change anything. Teachers themselves had mixed reactions. Nevertheless, the existence of suggestion boxes was ranked, along with clean compounds and a safe environment, as a top indicator of a child friendly school by both students and teachers in the evaluation, although it is noticeable that teachers declared considerably more confidence in these three initiatives than the learners.[69]

**Table 2: proportion of teachers who administered physical punishments during the last 12 months, Katanga Province, DRC**

| Physical punishments inflicted on pupils | Baseline | Endline |
|---|---|---|
| Hitting, kicking | 23.5% | 7.5% |
| Pulling by hair, pinching | 20.6% | 12.5% |
| Whipping, caning | 25.0% | 9.0% |
| Pushing, shoving | 9.3% | 8.0% |
| Hard physical labour | 4.9% | 3.5% |

Source: C-Change personal communication

As for any decline in the use of corporal punishment, one piece of hard evidence comes from the C-Change project in the DRC. Preliminary analysis of their endline survey (report not yet available) reveals a significant decrease in its use in the 31 project schools. This sharp decline was attributed to the role of the 'focal teacher', who serves as the first port of call for children wishing to report abuse or violence. These are handpicked female and male teachers who have worked as mentors on a previous USAID project and were trusted and respected in the school and the community.

*Assumptions and challenges*
In reviewing the range of activities outlined above, a number of practical and ethical challenges are revealed:

1. The process of providing suggestion boxes to schools which are opened by school and community representatives and the comments or complaints read out in the presence of the children, could have harmful consequences unless handled carefully. Plan Uganda reported a lack of confidence in this mechanism in some schools and the evaluation of Plan Malawi recommended that the participation of learners in opening happiness and sadness boxes be encouraged (suggesting that they were not present when boxes were open). Despite the reservations, Plan's follow on project in Uganda on the Prevention of SRGBV (2012-14), implemented in collaboration with the Ugandan NGO Raising Voices, will continue to provide suggestion boxes to schools, as a mechanism for children to report incidents anonymously, while being aware that its effectiveness depends on how objective and supportive the head teacher and the committee are.

2. Boys need to be on girls' side if change in behaviour within schools is to be realised. If they feel that girls are favoured by the project and they are excluded, they may become resentful and pose barriers to change. Research has shown that boys often have negative attitudes and low regard for girls, resenting them for what they perceive as their preferential treatment in class by teachers (who are often suspected of having affairs with

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[69] 65%, 62% and 60% of teachers versus 32%, 25% and 33% of children respectively.

them), even though the boys consider girls to be less intelligent than themselves. The school culture reinforces this view of male superiority e.g. through teachers' tolerance of boys' dominance in the classroom, the celebration of male competitiveness, the allocation of more public and higher status tasks and responsibilities to boys etc. If the boys feel that their dominance is being eroded, they may engage in more acute forms of sexual harassment and victimisation.

On the Plan Uganda project, boys complained that girls were receiving more attention and would try and disrupt the sessions. Some boys' clubs have been set up on the SVAGS project in Ghana and Kenya to avoid such consequences, which have enabled boys to make progress with girls in terms of self-development, knowing about children's rights and advocating for the end of violence against girls. In the DRC, C-Change supplemented their original female focal teacher in each school with a male teacher because boys complained that they felt uncomfortable reporting their experiences of violence to female teachers.

3. Teachers can block activities designed to encourage children to come forward with complaints and suggestions, fearing that they may become unruly and disobedient. The activities of some of the girls' forums in the earlier Actionaid project in Kenya caused a rift between teachers: some felt that the forums encouraged the girls to be rebellious, while others accused the forum teachers of starting a witch-hunt. The Safe Schools final report noted that in Ghana awareness raising posters and the draft *Doorways* teacher programme tended to portray teachers in a negative light and at times the team found it challenging to re-engage teachers in a less threatening manner. This was adjusted midway through the project and the lessons learnt reflected in the final *Doorways* materials. SVAGS is wisely engaging teachers as key allies to ensure that the issue of violence against girls is kept on the agenda and to encourage change in their schools.

Teachers may also be unwilling to report transgressions by colleagues. Where socio-cultural norms require women to show deference to men, female teachers find reporting male colleagues very difficult.

4. It is possible that school clubs create an elite and reinforce divisions, as the poorest children are unlikely to be able to attend. Setting up clubs and other extra-curricular activities may place an unwarranted onus on the children themselves to act as catalysts for change and not enough on forcing those in charge to bring about system-wide reform. Moreover, where clubs rely on teachers to help run them, commitment may be low, with schools already understaffed and skill levels low. This was the case with the earlier Actionaid project in Kenya on Girls' Forums, an additional constraint being the low number of female teachers in the schools.

5. Related to the above, the effectiveness of girls' clubs, and the impact of the intervention more generally in schools, can be undermined not only by inadequate resourcing, as was found on the Plan Uganda project, but also by conflicting messages conveyed to pupils, especially girls. The school culture typically promotes a social hierarchy of norms and rules determined by age, authority and gender, with teachers expecting and demanding deference from pupils, and males from females. So, for example, girls' clubs may encourage assertiveness, leadership, self-esteem and speaking out, but both the curriculum and the informal gendered practices of the school day emphasise compliance and deference to teacher authority and girls' acquiescence to boys.

6. There is an assumption across all three agencies, as reflected in their plans and evaluations, that female teachers contribute to safer and more child-friendly schools by providing some protection for girls from violence and that they have a positive effect in helping to reduce incidents in schools[70]. Indeed, parents and other adults surveyed as part of the SVAGS baseline and representatives of teachers' unions on TEGINT recommended the recruitment of more female teachers as a means of reducing abuse and violence in their schools. Parents of daughters in particular are keen, especially in rural areas where female teachers are few, as they find the presence of women reassuring and a counter-measure to potential sexual misconduct by male teachers. However, project monitoring on the SVAGS project to date has not as yet found a clear correlation between violence reported by girls and the proportion of female teachers in schools. Nevertheless, the SVAGS and TEGINT projects have both tried to make sure that every target school has some female staff, especially considering the need for female teachers to serve as facilitators (matrons in TEGINT schools) on the girls' clubs. The situation is especially acute in Ghana where many schools have no female teachers.

Although it is tempting to regard female teachers as agents of change, not all are advocates of girls' rights. They may hold the same stereotypical views of gender as male teachers and reinforce these stereotypes by adopting gender differentiated practices in the classroom, e.g. giving boys more attention, articulating higher expectations of their academic achievement, and enforcing gender differentiated standards of behaviour, speech and dress. Dunne and Leach[71] found that female teachers' preferred form of punishment was verbal rather than physical, and that boys reported verbal insults and deprecating remarks by teachers as more damaging and hurtful than a beating. A more cautious assessment therefore is that the absence of female teachers can aggravate levels of violence in schools, rather than that their presence reduces it. The TEGINT project found that, in schools where there had previously been no female teachers and now there was at least one, the gains in girls' confidence and capacity seemed more marked than in schools which already had female teachers, and there was some evidence that having more female teachers in schools is associated with improved gender parity in enrolment, progression and completion. Its research also indicates that better trained teachers in general are associated with increased girls' confidence and knowledge.

Related to this, the TEGINT project team recently conducted a small piece of research in two rural primary schools in northern Tanzania into the significance of women's presence and participation on SMCs for gender equity in schooling and beyond (taking one school with a high proportion of women on the SMC, the other the opposite characteristic). Although it is unwise to seek to extrapolate lessons from such a small study, the research indicated that the SMC as an institution has "a pivotal role to play in girls' schooling but the precise role of the female members in this relationship was difficult to identify." There was some indication that, in the school where there were more women on the SMC, girls' attainment in end of year exams was higher, but it was noted that other factors (e.g. quality of school infrastructure and community attitudes about girls' education) could equally contribute to this correlation. More important for improving gender equity in the school, e.g. improving attendance, reducing drop-outs, delaying early marriages and eliminating FGM, was close collaboration of the SMC with the village government,

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[70] Kirk, J (2006) The Impact of Women Teachers on Girls' Education, UNESCO, Advocacy Brief

[71] Dunne and Leach (2005) op.cit.

including the Village Executive Officer and traditional leaders, although the impact appeared to be limited to school effects in terms of responses to gender violence and did not extend to the wider community, e.g. to out of school girls. From the project's experience as a whole it would also appear that a broad and equitable composition of the SMC, i.e. not only women but other community stakeholder groups, is the key factor.

Concern Mozambique, aware that girls and young women need support to obtain the necessary qualifications to enter a teacher education programme and then further support to complete the programme, implemented a programme of scholarships to young women to become teachers between 2004 and 2008; 19 out of 28 succeeded in gaining their qualification and 18 are back teaching in rural programme areas.[72] Concern Liberia and Sierra Leone are both implementing strategies to get more qualified female teachers in rural areas but there are no concrete results as yet.

*Recommendations*
1. All three agencies whose work has been explored here have supported the creation of school clubs, whether for girls, boys or both sexes, as has Concern. They are a popular form of peer learning and empowerment, and have been shown to be effective in confronting issues around gender and violence. Concern needs to develop strategies to make its school clubs as inclusive as possible and for the learning acquired there to be shared and reinforced by formal school structures and processes, given that its policy is to target the extreme poor. Those students who are unable to attend after-school clubs (most likely the extreme poor) may still benefit from the knowledge gains and the changes in attitude and behaviour of those who are able to participate and who may engage in peer-to-peer activities (as shown on the SVAGS project).

2. Concern has been supporting attempts to encourage female teachers to move to schools in rural areas, where most of its education programmes are based, despite the already large gender differences in educational achievement and the challenges of women living alone outside their home area. The vast majority of teachers at both primary and secondary level are male in rural areas of Africa and Asia (as opposed to urban areas where the majority are often female). Bearing in mind the reservations articulated above about over-reliance on female teachers as agents of change, Concern's commitment will need to be long term both in terms of assisting young women through good quality teacher training (which hopefully provides some gender training) and encouraging governments to create incentives and support for female teachers to work in hardship areas. The government of Niger has experimented with incentives to female teachers to teach in rural environments, including extra in-service support, but no evaluation of this programme has been done as yet.[73]

3. Concern should take the promotion of child-friendly violence-free schools as providing opportunities to engage children in participatory processes such as developing school and class charters and school rules relating to appropriate behaviour in the classroom and the playground, and monitoring their practice. School clubs provide an appropriate space for

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[72] Slade, E. Advancing Primary Education in Lower Zambezia Province, Mozambique, Final Evaluation, 2012

[73] Republique du Niger, Ministere de l'Education Nationale, Programme Décennal de Développement de l'Education au Niger (PDDE), Composante : Accès 2008 - 10

this work to be done, overseen by club facilitators to ensure that it is consistent with national policies. UNICEF's charter for Rights Respecting Schools, with sound evidence of impact in the UK and elsewhere, provides a good starting point (see http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/RRSA-Standards/) http://www.unicef.org/publications/index_49574.html

**5.3.5. Outcome 5: Increased access and retention in education, especially of girls**
Both SVAGS and Plan Uganda set themselves a wide and measurable outcome of increased access and retention of girls as progress towards gender parity (SVAGS - Box 4, 3.1 and 3.2; Plan - Box 3, Outcome 3). SVAGS sought to also measure achievement (Box 4, 3.3). While improved educational and health outcomes was the stated longer-term goal of the USAID Safe Schools project, its primary focus was on reducing SRGBV in the selected schools, and enrolments and retention were intentionally not measured.

*Activities and achievements*
Efforts to create more child-friendly schools was expected to lead to increased enrolments and improved retention, especially of girls. The above activities can therefore be considered as contributing to this outcome on both the SVAGS and Plan projects.

*Monitoring*
At the mid-way mark in the SVAGS project, increased enrolments were significant, with an overall increase of nearly 4400 girls according to school records in the 45 project schools across the three countries in four years.

**Table 3: Increased girls' enrolment (SVAGS)**

| Girls enrolled | | | | | | |
|---|---|---|---|---|---|---|
| | **2008** | **2010** | **2011** | **difference** | **% increase** | **average** |
| **Ghana** | 2346 | 2533 | 2816 | 470 | 20.0 | |
| **Kenya** | 2030 | 2433 | 3263 | 1233 | 60.7 | |
| **Mozambique** | 4514 | 7471 | 7200 | 2686 | 59.5 | |
| **TOTAL** | 8890 | 12437 | 13279 | 4389 | 140.3 | 46.8 |

N.B. data from Mozambique are incomplete for 2011, so the real figure may be higher.
**Source: SVAGS Success Stories from Ghana Kenya and Mozambique (Actionaid internal document)**

Drop-out rates by comparison had only slightly reduced and, in most cases, from an already very low baseline.

As part of the effort to reduce dropout in Ghana, where the project's community-level partner Songtaba had discovered from its regular monitoring visits that 130 girls had unaccountably 'gone missing' in nine of the 13 project schools, discussions were held with community groups and a series of one-to-one sensitisation and training sessions organised for parents of out of school girls. Peer parent educators and Community Team members also visited the girls' parents to raise their awareness on the importance of girls' education and tell them about Government enrolment initiatives such as fee-free education, free school uniforms and stationery to encourage parents to send their daughters back to school. Girls themselves were active in encouraging their peers to return to school and developed several activities in their local communities including community theatre, poster campaigns and meetings with local leaders to spread the message about the importance of girls' education and garner support for girls' return to education. Consequently, seven girls returned to school and more were expected to do so in the next school year.

In Mozambique, the local community partner worked with headteachers in all the project schools to compile a list of children who had dropped out and undertook a house-to-house awareness raising campaign. As a result, 32 girls (and 18 boys) returned to school during the course of the year. Peer education also played a fundamental role in this success and girls' club members were active in paying house calls and persuading parents to send their daughters back to school.

In Plan Uganda, information from interviews with head teachers and focus group discussions with students during the final evaluation suggested that the child-friendly environment created by the project had improved the retention of both girls and boys in the eight sampled schools (four primary, four secondary). Although the statistics on retention provided in the report do not support this finding, the records of numbers completing primary education point in this direction. The numbers of those sitting the Primary Leaving Examination in the primary schools sampled increased between 2008 and 2010, although it was significantly greater for boys than for girls (6.7% increase for girls and 31.5% for boys). Dropout was the most frequently cited consequence of violence in school (cited by 62% of girls and 51% of boys) followed by poor performance (cited by 55% of girls and 44% of boys). Some children reported that they now felt safer going to school and attended more regularly.

As part of its 'Learn without Fear' project in Malawi, Plan operated a child helpline for the Centre for Youth and Children Affairs, whereby children could report cases of violence and abuse through a confidential phone line, linked to available counselling and support services. The monthly records for January-August 2010 revealed that 3857 calls were received from children in ten districts. School dropout (625) was the subject of the largest number of calls after financial problems (745), with 116 cases of sexual abuse reported. This provides evidence that dropout, at least in Malawi, continues to be a major problem.

As for improved achievement levels among girls, only SVAGS is monitoring this (Box 4, 3.3). Progress is mixed to date, with Ghana showing the greatest improvement.

*Assumptions and challenges*
1. As with other aspects of the projects discussed above, it is dangerous to draw conclusions on cause and effect and to try to attribute increased enrolments to any particular input. In this case, it is not possible to know whether the recorded increases on these two projects are solely due to the project's influence or a combination of other factors, including demographic shifts, government enrolment campaigns, free school meals, free uniforms etc. To have a more accurate picture, it is necessary to obtain district level statistics that would allow a comparison between the project schools and other schools not covered by the project.

2. Nor is it possible to know what the actual impact of significantly increased enrolments and/or reduced dropout will be in the longer run on the quality of children's learning, brought about by over-crowded classrooms, lack of materials etc. The effect may be negative given the limited resources available to many schools; reduced quality of education may also increase dropout or force re-enrolled children to drop out again. However, the projects provided no firm evidence to date that increased class sizes were leading to a decline in quality.

*Recommendations*
1. Concern should continue to work along the lines recommended in the previous section toward meeting its aim of improving access and quality in basic education through increased child protection and a safer learning environment, with gender parity its long term goal.

2. Concern may wish to consider taking part in running a child helpline, as Plan Malawi did, or linking into existing helplines[74] such as the Dom Bosco free childline established in Freetown Sierra Leone in 2012. This would not only provide the opportunity for effective intervention but would also provide highly reliable data on the types of violence experienced by children in the target communities. An analysis of calls received about school violence in four countries (Egypt, Paraguay, Sweden and Zimbabwe) by the Child Helpline International and Plan in 2011 provides hard evidence that the three main forms of violence and abuse that children face at school are corporal punishment, bullying and sexual abuse.[75] Alternative methods, however, should be explored in the areas where there is no mobile coverage or where children may not have access to a mobile phone – the most marginalised and most susceptible to violence and abuse are often the least likely to have access to phones.

# 6. Monitoring and Evaluation

## 6.1. Concern's Monitoring and Evaluation (M&E)

The M&E guide that came out of the second SRGBV workshop in Malawi in 2009, aimed at presenting good practice in gathering both quantitative and qualitative data (Annex 3) provides a good starting point for developing a coherent strategy for Concern staff involved in implementing the SRGBV component of education programmes. No Concern country programme has as yet fully operationalised it.

As Concern's SRGBV work has been integrated within its broad programmes of support for basic education, there has been little evaluative evidence so far of what works and what does not. Only where a baseline linked to pre-established indicators to provide a benchmark against which to measure changes has been conducted, as has been attempted in Liberia and Malawi, can changes with respect to gendered attitudes and behaviour be measured (although neither included observational data to establish school interactions and behaviour). To date teams have been burdened with implementing activities and collecting data, and have not had time to reflect carefully and analytically on the data they have collected. Without this, firm conclusions to inform programme implementation cannot be drawn and guarantees that no inadvertent harm is being done to project beneficiaries ensured.

The indicators developed at the Concern meeting in Addis Ababa in 2010 (Annex 3b) could be refined by reference to the SVAGS set (Annex 8). The framing of indicators presents challenges, e.g. a common indicator of SRGBV on Concern's programmes is the number of reported cases and cases that are followed through. However, this is not a very

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[74] http://www.infoans.org/1.asp?sez=1&sotSez=13&doc=7617&lingua=2
[75] Child Helpline International (2011) *Using Child Helplines to Protect Children from School Violence*.
http://plan-international.org/learnwithoutfear/resources/publications/using-child-helplines-to-protect-children-from-school-violence

meaningful indicator without knowledge of what people's feelings and trust towards the reporting system is, and of how effective the referral process is – this is ill defined and difficult to assess due to the complexities in the police, social welfare and judicial systems. It is generally felt that a decrease in reports is a 'success' but this interpretation is problematic, as noted above with the Plan Uganda data. Close familiarity with the circumstances surrounding the increase/decrease is required, as in the case of the TEGINT project, if an appropriate interpretation is to be made.

## 6.2. Other approaches to M&E

Taking into consideration the numerous methodological and ethical challenges involved in the measurement of SRGBV, the evaluation literature is sparse in this area. Many projects are small-scale, do not develop indicators to monitor progress towards outcomes, and do not carry out baselines, or not in a form that can be used for monitoring.

All three projects featured here carried out baseline surveys using structured interviews or questionnaires. The Safe Schools project used a baseline and endline survey to measure changes to knowledge, attitudes and practices of students and teachers, whereas Plan Uganda used a baseline and end of project evaluation to measure all three outcomes. C-Change in the DRC took a more qualitative approach, conducting a series of FGDs with 1300 individuals (students, teachers, parents) for its baseline and including some of the same focus groups in the endline. SVAGS will conduct its endline survey in 2013.

The *Whole School Development Programme* in South Africa, referred to above in 5.3.3, evaluated impact using The 'Most Significant Change' (MSC) Technique, www.mande.co.uk/docs/MSCGuide.pdf. This approach might interest Concern, which involves collecting stories about change from stakeholders and inviting project workers to identify the most significant change. However, it is not suitable for collecting hard data for measurement purposes.

Safe Schools adopted a quasi-experimental design for its project, with 10 of the 40 schools in each country designated as a control group. However, the control sites became contaminated when some teachers in the target schools were transferred to control schools during the project period. As a result, only data from the 30 intervention schools in each country were analysed and included in the report. SVAGS, by contrast, decided not to use control schools on the grounds that it was unethical to engage in research without providing accompanying support, for example, unearthing high levels of violence against girls but being unable to provide any community intervention to respond.

The baselines are described below, followed by the SVAGS M&E framework.

**SVAGS** conducted its 2009 baseline survey in 13 primary schools and communities in Ghana, 16 in Kenya and 15 in Mozambique, using a combination of quantitative (surveys and questionnaires) and qualitative (semi-structured interviews and FGDs) research instruments, supplemented by a desk review of the legal and policy frameworks. There were 2757 respondents in total, including samples of boys and girls aged 8-17 (divided into three age groups for analysis purposes), teachers, parents, head teachers, SMC members, community leaders, district officials and police officers.

A parallel strand in the research element of this project is a longitudinal study, which involves team members working closely with a small number of girls in each country over

a two year period, visiting them several times every four months, building up a strong relationship and learning about the girls' home and school lives so as to obtain a detailed and nuanced view of how their capacity to challenge violence changes over time. Four schools have been selected in each country, each with 36 girls (108 in total). Communities were chosen which offered diverse socio-cultural and economic conditions (e.g. pastoralist, peri-urban etc) so as to gain some insights into how violence affects girls' lives, their responses and increased capacity to challenge violence in different contexts. The structured interviews will provide valuable new insights into the processes of change at the individual level.

**Safe Schools** conducted its baseline and endline surveys in Ghana and Malawi in 2005/6 and 2008 respectively. Random samples of student and teacher populations were drawn from the 40 participating schools in both Ghana and Malawi, with a sample of approximately 400 boys and 400 girls in each country, stratified by standard and sex, and 375 teachers in Ghana and 250 teachers in Malawi. The sample size was designed to provide estimates of SRGBV prevalence and other related health and demographic indicators at the school level but also to be large enough for results to be valid at the district level. An average of two days was spent at each school conducting structured interviews (separate questionnaires for pupils and teachers). The same instrument was administered for the endline.

**Plan Uganda** carried out a baseline study in ten schools (five primary, five secondary) in 2009 to gain insights into what forms of violence were experienced by children, the causes and effects, challenges and potential solutions, gathering both qualitative data (through in-depth interviews and FGDs with students, teachers, parents, police and local officials) and quantitative data (through questionnaires with pupils and teachers). Questionnaires were administered to 207 primary school and 207 secondary school students and 53 teachers.

For the evaluation in 2011, eight of the 30 schools (20 primary, 10 secondary) targeted by the project were selected by stratified sampling, being two primary and two secondary schools assessed as 'good' and two of each as 'average' in meeting the criteria of a child-friendly learning environment. 100 primary and 103 secondary students were selected by systematic sampling and taken through a structured interview, with roughly equal numbers of females and males. In the primary schools, pupils in the upper classes (P5-7) were selected because they were considered to have greater ability to recall changes which could have occurred in their schools and to respond appropriately to questions. 52 randomly chosen teachers (6-7 per school) were given a self-administered questionnaire. In addition, 25 FGDs were held with students, parents, AVC club members and others working in child protection and legal aid. Interviews were held with head teachers and school patrons, and other relevant individuals from the community and district. Comparisons were then drawn with the baseline data, although samples were not identical.

*Monitoring*
Of the three projects reviewed here, only the SVAGS project has developed and is using a detailed and rigorous monitoring framework, designed to systematically record, measure and provide a basis for the analysis of the achievement or otherwise of the overall

outcomes.[76] This is done through milestones, detailed intermediate outcomes and specific indicators (see Annex 8). The framework comprises three components for which data are collected every year and three 'stand-alone' activities, conducted in Years 1, 3 and 5.

This very detailed framework, developed by a research team at the Institute of Education in London, has provided a strong structure and step by step support to the country teams in their monitoring tasks. Aided by an accompanying manual and appropriate training, it is reported to have increased their confidence and skill in data collection. The result has been more robust and more comprehensive data, with few gaps. Regular and reliable monitoring has allowed for early adjustments to project activities and a greater likelihood that the project outcomes will be met in timely fashion. The large number of intermediate outcomes and indicators (13 and 53 respectively) was considered helpful and not particularly problematic; some indicators are proving unnecessary and may be removed when the M&E framework is reviewed.

The monitoring tasks include measuring project *progress* according to quarterly and annual activity-specific and time-bound milestones, which record the achievement or otherwise of forecast numeric targets, e.g. numbers trained, meetings held, media briefings. This information is used mainly to meet the funder's reporting requirements. Project *impact* on the other hand is measured by collecting data annually on the four specific project outcomes to assess the extent to which each outcome is being met, supplemented by the regular collection of more qualitative data. This process will culminate in an endline survey and end of grant external evaluation in 2013.

Data is collected by two groups of in-country partners:

*Advocacy* partners, who operate mostly at the national level, engage in three types of M&E activity:

1) a stakeholders' survey administered annually to a sample of 2 individuals in 4 government departments or institutions with whom the team work most regularly (e.g. in education, women &/or gender, police, health), with the aim of recording the number of government officials whose responses indicate that they are supportive of efforts to reduce violence against girls in school, and the number taking actions that demonstrate support for the reduction of VAGS.

2) a simple media survey (once a week for each week of project activity) to measure the percentage of articles in two national newspapers that address VAG in a sensitive and productive manner.

3) an annual record of the extent to which activities on 3-5 VAG related acts or policies have been carried out. These are specific to each country and are linked to identified indicators of achievement, e.g. current teachers' Code of Conduct revised and disseminated (Mozambique), Gender and Education policy ratified (Ghana), disciplinary procedures for teachers harmonised with the Sexual Offences Act (Kenya).

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[76] Safe Schools set up a system whereby Community Action Plan Committees were supposed to collect data on incidents of violence and cases of SRGBV in each community but they failed to do so effectively.

*Community* partners, who operate at the local level, engage in six types of M&E activity:

1) Stakeholders' survey (2 local government officials in 4 departments/institutions per year) to record the number of officials who indicate support for efforts to reduce VAGS and the number taking action that demonstrate support

2) Violence reporting tool (1 individual in 4 organisations per year) to record the number of VAG cases reported (to police, child protection agencies, NGOs, CBOs etc), the percentage reported to the police that were investigated, percentage prosecuted and percentage resulting in conviction

3) School records questionnaire (for each school annually) to measure girls' enrolment, drop out, completion and achievement rates, percentage of women teachers, percentage of women/girls on SMCs and degree to which the school is girl-friendly, e.g. whether it has a VAGS policy, teachers' code of conduct, active girls' clubs, functioning toilets for girls, lessons on gender and VAG issues, teachers/SMC members trained etc

4) Teachers' survey (4 teachers per school annually) to measure familiarity with VAGS legislation, reporting and referring mechanisms, local support services, level of disapproval of teachers demanding sex with pupils, who blame girls for sexual harassment, or who question corporal punishment

5) Boys' questionnaire (6 per school annually), similar to teachers'

6) Girls' questionnaire (6 per school annually) to measure percentage of girls who detect teacher bias against girls, disapprove of teachers demanding sex of girls, question corporal punishment, believe girls are not to blame for sexual harassment, participate in activities which challenge VAGS, correctly identify formal mechanisms for reporting and referring incidences of VAGS, and know of a local organisation or service providing support to VAG survivors.

In addition, there are three stand-alone M&E activities: the Baseline Study conducted in Year 1, the Mid-Term Review conducted in Year 3 and the End of Grant Evaluation conducted in Year 5. The Baseline Study provided the foundations for the ongoing recording, monitoring and reporting carried out by the partners. The endline will gather data from the same schools as the baseline but, the participants will not be the same, except for those postholders who have remained in the same positions, e.g. head teachers, as no information that could identify other participants was collected by the baseline. However, the longitudinal qualitative study (referred to above) that is following 108 girls across the 3 project areas is monitoring the impact of the intervention on them over an 18 month period. The final data collection phase of the longitudinal study will coincide with the endline and the findings of the two studies incorporated to a certain extent. The external project evaluation is likely to draw heavily on the endline survey to evaluate impact.

The TEGINT project has recently conducted its endline survey (results to be available in October). This has included a 'Girls' empowerment composite indicator' which seeks to assess the impact of membership of a girls' club (comparing those who are members and those who are not) in terms of:
- Girls' capacity to identify obstacles to education and solutions

- Knowledge of HIV/AIDS - methods of protection, services, tolerance of people living with HIV/AIDS and rejection of gendered stigma
- Confidence to report violence (use scenarios)
- Attitudes about gender equality (e.g. appropriate roles for males/females)

## 6.3. M&E challenges and recommendations for Concern

1. Although knowledge of appropriate methodologies and systems for recording progress have advanced considerably over the past two decades (shown not least by the tighter design of the SVAGS project over its earlier Safe Schools predecessor), the difficulty of on-going monitoring to chart progress in meeting outcomes in terms of individual or collective change remains probably the greatest challenge for those designing and implementing interventions addressing SRGBV. The failure to monitor regularly results in a lack of clarity on outcomes, a failure to construct achievable outcomes which can be measured against indicators, and a lack of evidence of change, be it positive or negative.

There is often confusion between measuring *progress* in meeting project objectives and measuring *impact*. One example can be found in the 2011 annual report of **Raising Voices**, an organisation based in Uganda which develops preventative approaches to address violence against women and children through attitude and behaviour change, and which has worked with Plan on its Learn without Fear projects. It was engaged in close monitoring and evaluation of its work over an 8 year period, with detailed indicators for each of its four main objectives around tackling violence against women and children and has documented its results in tabular form. However, both indicators and results only relate to processes and activities, e.g. numbers of documents produced, forms filled in, numbers trained, meetings and workshops etc, cases referred etc, without providing evidence of impact. [77] This is what SVAGS refers to as milestones.

2. As already noted, the widely held assumption that attitude change will lead to behaviour change is in part the consequence of the absence of a tested and proven methodology to measure changes in behaviour, especially in relation to sexual matters. The Safe Schools endline captured some positive change but only in relation to knowledge and attitudes, while the Plan evaluations in Uganda and Malawi relied almost totally on self-reported changes, with no independent observation to corroborate the claims. The pitfalls of relying on teachers reporting that they no longer employ corporal punishment in schools (even when still carrying a well-worn stick!) are all too obvious.

While attitudes have an important role to play in promoting individual and broader social change, and positive attitude change is a good first step in efforts to combat SRGBV, it is not sufficient: there is a need to measure behaviours and actual rates of violence. As the above mentioned systematic review of 65 interventions targeting boys and young men in the prevention of sexual violence noted,[78] there was substantial evidence of the effectiveness of some interventions to improve **attitudes** towards violence against women but evidence of an actual decrease in male perpetration of violent **behaviours** in the long-term was much less clear cut, as (surprisingly) very few of the studies attempted to

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[77] Raising Voices Annual Report 2011, Appendix.
http://www.raisingvoices.org/files/RV_AnnualReport2011.pdf. Raising Voices describes itself as a 'results-oriented organisation'.
[78] Ricardo, Eads and Barker (2011) op.cit.

measure perpetration of sexual violence and only one (Safe Dates) went back several years later.[79] As the link between increased knowledge and changes in attitudes and a subsequent change in behaviour is not proven, one of the most important lessons from this review is therefore that *measurements of attitude change should not be taken as proxies for behaviour change.*

3. At the 2009 Concern workshop in Zomba, an investment was made by participants in observing interactions at the schools alongside some data collection, providing them with an illustration of the importance of moving away from the self-reporting of change and engaging in triangulation through observation and further probing, and not simply taking interviews at face value. A recommended minimum of two days for data collection was proposed for each monitoring exercise, being an appropriate length of time to allow observations of interactions and the use of spaces and to gather the views of different actors within and connected to the school. Sustained observation in schools is difficult, time-consuming and costly, and may be seen as intrusive and unwelcome; however, without it a solid evidence base for action will not be feasible. Building up a strong relationship between the researcher/staff member and the school is a starting point; considering involving children in data collection is another possibility (see Section 6.4).

4. As already noted, project support for long-term institutional capacity-building and systemic change is not usually available because of short project cycles and funding mechanisms. This also means that opportunities to monitor project interventions over time are often non-existent. Making funds and staff available for follow up to measure impact in the longer term, e.g. after 2 or 5 years, is unusual. There is a need for continued assessments to see the long-term impact of training on reshaping attitudes and behaviour. It would be beneficial to carry out a survey at least one year, and preferably several years, after the initial intervention to see if attitudinal and behaviour changes have been sustained over time.

5. The TEGINT MTR found that poor M&E by the implementing partners at school and state level, including a lack of institutionalisation and understanding of the purpose of M&E and insufficient tools for documenting lessons learned, negatively affected lesson learning and understanding change. Safe Schools concluded that sustainability depended on integrating data collection methods fully into the intervention, with regular data gathering, record keeping and trend analysis a requirement from the beginning and that local individuals and committees tasked with collecting monitoring data should be supported by external and experienced facilitators.

6. Project implementers may be driven by the desire to show positive results and it can be difficult to get them to objectively look at the programme and gather and report unbiased and accurate results. If the response from managers and/or head office to internal reports that record lower than expected results is received with negative feedback and criticism, field workers will be tempted to report only positive change. If organisations wait for a

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[79] While 23 of the more rigorous studies included in the review sought to measure attitude change, only eight also attempted to measure changes in the actual perpetration of sexual violence, and of these only one (Safe Dates in the USA, with 13-15 year olds using group education and theatre) reported statistically significant ($p<.05$) positive effects on the young men's self-reported use of sexual violence. In a follow up study, a randomized control trial showed that participants experienced less psychological, sexual and physical abuse from their partner when compared to a control group both one month and 4 years later (Foshee et al. 1998, Foshee et al, 2004).

final evaluation to see that something has or has not been having effect, they have lost the opportunity to learn and adjust. A culture of critical enquiry and learning needs to be fostered in the organisation, so that monitoring is seen as an opportunity to critically assess the situation to date and to make adjustments to improve targeting and implementation strategies.

7. Capacity building of Concern staff and partners to collect, analyse and use M&E data and to adjust project activities accordingly is necessary if reliable outcomes are to be registered. The SVAGS set of indicators may be too many for Concern staff to manage consistently but they exemplify the need for clarity in identifying SRGBV-specific outcomes, especially if they are integrated in a broad programme of educational support. Monitoring guidelines need to show which indicator is being measured by what data, how the information will be collected, at what intervals and how it will be analysed. The relevant staff need to understand the process, including how the data will be used in relation to the baseline and endline. This will require some training in research skills. A step by step guide, including prepared templates, grids, charts etc to be completed at specified times, may be helpful, even if such an approach may seem overly prescriptive to some. Concern may wish to request sight of the SVAGS M&E manuals.

The Ricardo et al systematic review of interventions targeting boys and young men paints a picture of much work to be done on M&E:

"…. there is a need for more rigorous evaluation designs, more standardized measures, additional measures of behavioral outcomes, additional differential effectiveness analyses, and longer follow-up periods. Additionally, findings suggest the need for studies to more effectively pretest participants and a need for evaluation tools with higher reliability (particularly related to self-reporting). …. There are still many unanswered questions in this field, and a tremendous need exists for additional research that has sufficient sample sizes, solid research design, reliable and valid measures, and sufficient follow-up to allow us to determine the most effective interventions across a variety of settings and target populations. What we do know is that some interventions seem to show promise. The work of program developers, researchers, and funders moving forward will be utilizing the promising work that has been done and building upon it."[80]

## 6.4. A note on the ethical challenges of working with children

The most severe challenges for those involved in SRGBV work, and the highest level of potential harm, relate to the need to ask children to recount their experiences of violence at the hands of adults. It is of note that the SVAGS team decided to only ask this question in the baseline and endline surveys, and not through regular monitoring. There are numerous ethical issues surrounding children's involvement in both research studies and externally funded interventions, which have been widely debated over recent years.[81] The most relevant to SRGBV are discussed here, with Table 3 providing some guidelines on ethical research with children.

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[80] Ricardo, Eads and Barker (2011) op.cit.

[81] Morrow, V. (2009) *The Ethics of Social Research with Children and Families in Young Lives,* Young Lives: an International Study of Childhood Poverty, Working Paper No. 53; Christensen, P. and James, A. (2008) *Research with Children: perspectives and practices*. 2nd ed. New York and London: Jessica Kingsley; Leach (2006a) op.cit.

1. Even after giving careful consideration to issues around confidentiality, anonymity, the gender of interviewers, research protocols, and data storage and reporting, the identification of a suitable methodology for interviewing children on sensitive topics is complex and challenging. The interviewing style, the unnaturalness of the interview setting for children, the location (interviews are usually held on school premises), the time available, the power relations between researcher and researched (in terms of age as well as authority), social conventions which discourage talking about sexual matters and fear of opprobrium, all have a bearing on the data generated – and a possible negative impact on the respondent.

It has been recognised for some time that standard interviewing and survey methods are considered generally less reliable with children and adolescents, especially when sensitive questions around sex and sexuality are being asked. These may be too sensitive to generate meaningful answers, if any answers at all. Questions about teacher malpractices, including unauthorised use of corporal punishment, may also generate reluctant answers, especially in interviews that take place on school premises.

Most of the alternatives relate to the collection of qualitative data, e.g. participatory workshops, diary and narrative essay writing, discussion of hypothetical stories, arts-based visual work such as drawings, photography and photo-voice, and pupil-scripted role play[82]. These however are not helpful for monitoring purposes (one alternative to the structured questionnaire which has been trialled with African youth is audio computer-assisted self-interviewing)[83]. Designing reliable instruments for use in investigating and monitoring SRGBV remains a challenge.

One approach that Concern could consider is to engage children directly in project monitoring, i.e. as researchers engaged in participant observation. If handled well (avoiding the risk that they are viewed as spying by teachers or their peers), this could produce very rich and reliable data. The literature documents considerable experience in this field.[84]

2. Children are particularly vulnerable at the initial stage of data collection, e.g. in a baseline survey or before school-based activities start. On the SVAGS project, aware of the risk that violence could be disclosed during this first phase, with official support and reporting mechanisms likely to be absent or weak and little opportunity to follow local child protection procedures, researchers consulted with local partners in each country to find out what support and reporting services were available, and each child participating was given information about what to do if they ever needed help to resolve a case of

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[82] Leach and Mitchell (2006) op.cit.

[83] Mensch, B.S., Clark, W.H., Lloyd, C.B. and Erulkar, A.S (2001) Premarital sex, schoolgirl pregnancy, and school quality in rural Kenya. *Studies in Family Planning,* 32(4), 285-301; www.popcouncil.org/projects/246_ACASI.asp

[84] Plan Togo (2006) Monitoring and evaluation with children (http://plan-international.org/where-we-work/africa/publications/monitoring-and-evaluation-with-children); Boyden, J (2000) 'Conducting Research with War-Affected and Displaced Children' in Rethinking Childhood: Perspectives on children's rights, Special issue of *Cultural Survival Quarterly*, Issue 24.2; Save the Children (2002) Children and Participation: Research, monitoring and evaluation with children and young people; Hart, J. and Tyrer, B (2006) Research with children living in situations of armed conflict: concepts, ethics and methods, Refugee Studies Centre, Oxford (http://www.rsc.ox.ac.uk/publications/working-papers-folder_contents/RSCworkingpaper30.pdf/view?searchterm=research%20with%20children)

violence. In similar vein, the Safe Schools team acknowledged its responsibility to establish systems of referral and support before encouraging any victims of SRGBV to come forward. It conceded that it could only provide psychological support and counselling in schools (not medical, legal etc) and so, like the SVAGS team, it sought to partner with organisations that did provide comprehensive response and support services to which victims could be referred.

3. Once activities are underway, there are risks involved in encouraging children to speak out and report violent incidents if reporting, referral and support mechanisms are not in place to protect them, or are inadequate, and if they have not been made aware of, and know how to access, appropriate organisations and services. A pupil who has attended some awareness raising or information sharing activity may be encouraged to have faith in the process of reporting that they have been told about, only to be let down by those responsible for supporting him/her. Even when systems are in place, children can be left exposed and at risk of victimisation, vilification, punishment or stigmatisation by a lack of capacity or willingness among those responsible to deal with cases. It is difficult,

**Table 4: Some key ethical considerations in research involving children**

- *Assess the risks of harm to participants through your research, and plan to minimise these*
- *Ensure that all participants give informed consent to their involvement*
- *Seek the informed consent of children, ensuring that children know that they can withdraw their consent at any point*
- *Be prepared to deal with any distress children may express during the research process*
- *Make arrangements for further ongoing support to individual children who need it*
- *Consider child protection issues in daily practice and in the recruitment of research staff*
- *Seek consent from parents and carers*
- *Seek the support of community organisations, people who are important in the lives of children locally*
- *Ensure that information about the research is given in such a way that it is understandable and attractive to children, and includes information about their rights as respondents, and about how the data they provide will be handled*
- *Make practical arrangements to protect the confidentiality of respondents*
- *Discuss how you would handle situations where risk of serious harm to respondents is disclosed*
- *Make sure that your methods maximise the chances of girls and boys to participate fully*
- *Consider how to include the voices of children who face discrimination*
- *Consider whether there is a need to offer recompense to those helping you with your research, and what form this should best take*
- *Assess possible risks to the safety of research staff and take steps to prevent these*
- *Ensure that you properly consult with communities in planning your research, and contribute where possible to capacity building*
- *Give feedback to respondents' communities on the findings of the research, in an appropriate form.*

**Source: Save the Children (2004) So you want to involve young children in research? A toolkit supporting children's meaningful and ethical participation in research relating to violence against children, pp 40-41**

often impossible, for project teams to know when this occurs, how many children might

be affected, how serious the risk is, and what the consequences were, if any. The Concern experience in Kenya, described above, is a case in point. Children's trust in the team members they have been in contact with and in the systems that they have helped put in place is crucial, and needs to be warranted.

Although there is little concrete evidence of repercussions for children in the documentation made available for this desk review, certain aspects of the interventions cause unease. For example, relying on community representatives or district officials to collect data from schools on cases of GBV who may not be appropriately trained in how to handle confidential information, may not only result in poorly collected, incomplete or non-existent data; it can also put children at risk of victimisation either in the school or the community. Collection of data by individuals in positions of authority may also serve as a deterrent to reporting by those who have experienced violence.

4. Given the sensitivity of the topic and the institutional setting of the intervention, children may not understand the ramifications of what they are saying and teams not understand the consequences of some of the project activities in their school. For example, in Mozambique the Concern team was using a 'draw and write' activity with children, asking them to draw what they like and do not like about school. Some of the children, through pictures and words, indicated that they did not like being approached for 'love' by their teacher. The Concern staff conducting the activity felt obliged to report this but the process of reporting and follow up action had not been thought through completely – for example taking into account the treatment of the survivor. The team later revealed that some of the schools no longer permitted the activity and some of the children that had participated had been subjected to discrimination.[85]

5. The pressure to implement a project addressing SRGBV, with country teams anxious to show that their efforts are having an impact, may result in awareness raising and other activities being started in communities and the reporting of incidents of violence or other infringements of rights encouraged before ensuring that structures are in place to manage and respond to cases, and before staff involved in referrals are adequately trained and resourced. Children may indicate during field work that they know how to use a referral pathway, whereas contextual analysis of the programme may show that those who are meant to be key players are inadequately prepared to receive cases. A lack of preparedness can put children who report violence at risk, either of very poor counselling, or a lack of response, and possibly of victimisation by the perpetrator, his/her peers or other members of the community.

Despite the above cautionary comments, uncertainty over the ethical challenges of working with children to combat SRGBV should not lead to inaction, as project teams will always face the dilemma of being unable to confirm that all the children who come within the project frame have both the appropriate knowledge and means of access to support and assistance if required. However, extreme care needs to be taken at all times.

## 6.5. Conclusion

This review of the above projects, together with evidence from other projects not reviewed here (because they did not meet our criteria), suggests a number of fault lines and pressure points in interventions that seek to combat SRGBV: excessive reliance on

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[85] Verbal communication with Concern Zambezia team.

short training inputs; success in recording increased knowledge/ understanding and attitude change with regard to SRGBV but little evidence of behaviour change and absence of a suitable methodology to measure it; weak mechanisms of support at community level and limited impact on policy and legislation to address SRGBV; poor monitoring of referrals of reported cases of violence or abuse; and no follow up on end of project evaluations.

# 7. Recommendations and guidelines

Having reviewed the above projects, we found strong similarities between Concern's current work on SRGBV and that of the other three agencies: they share the same multi-level approach, engage with the same categories of stakeholders and carry out similar activities. Where they diverge is in the others' targeting of SRGBV directly, giving them a potential advantage of concentrated effort and focus in terms of meeting their outcomes, with only the TEGINT project adopting the same broad approach as Concern and with the same gender framework.[86] The following recommendations bear in mind Concern's strategy of "holistic prevention and response to SRGBV approaches that incorporate activities that permeate an entire education programme at every level and as access, equality and learning outcomes are addressed." [87]

## 7.1 Programming issues for Concern

*The holistic approach*: Concern's current approach is to integrate issues around (SR)GBV into all its programme activities in all sectors (as in the organisational strategy 2006-2011) so as to reinforce the messages and complement strategies to overcome inequalities, risk and vulnerability for target populations. With regard to education, there are advantages and disadvantages to the embedding of work to combat SRGBV in broader programmes. On the plus side, the holistic approach allows for linkages and synergies to be made between SRGBV and other components of the programme, which may not be present in a project devoted exclusively to addressing GBV, e.g. links with teacher training, curriculum revision, school governance, educational financing, infrastructural support, in a way that can be mutually beneficial. It may also offer a more subtle means of lobbying and negotiating with officials who may otherwise be irritated by what they see as a relentless Western obsession with gender, e.g. linking GBV to discussions around eliminating corporal punishment, reducing dropout and truancy, or increasing girls' enrolment offers opportunities to tackle the former, which would not be available on a narrowly focused programme. On the down side, there is a risk that SRGBV related interventions within a broad programme of support to education can be overwhelmed by other objectives and priorities specified by the programme (or vice versa) so that attempts to infuse or 'disperse' SRGBV elements in activities designed to address other outcomes will be diluted to the point where they can have little impact or where monitoring is impossible.

It is essential, therefore, to retain clarity of purpose by 'ring-fencing' the SRGBV component, ensuring that strategies and activities to reduce SRGBV are clearly articulated through specific outcomes and indicators, and M&E tools have been designed to capture evidence of progress (or its absence) towards meeting the outcomes through the

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[86] Plan Uganda's new project with Raising Voices, 2012-14, is part of a wider project on 'Promoting Urban Communities Free of Gender Based Violence'.

[87] Concern Terms of Reference for the desk review of promising practice in SRGBV prevention and response programming globally

achievement of each specified indicator. The M&E Guide developed in the 2009 workshop provides a good framework for Concern staff to work with.

*The multi-level approach:* There is general agreement that sustainable long-term change requires multi-level interventions. One benefit of this is that it is possible to consolidate gains at the micro (school and community) level through policy reform, advocacy and capacity building at the meso (district) and macro (national) levels, and vice versa. However, this review confirms both the complexity and challenges of working simultaneously with structures at numerous levels. The optimum intervention points, the different influences and pressures which come to bear on actors and the ways in which different interventions will contribute to the overall goal of reducing SRGBV need to be clearly identified and understood at each level. This requires a strong, thorough appreciation of the differing contexts in which programmes operate, with key stakeholders, structures, legislative frameworks etc. identified in each national context, along with the mechanisms that are meant to exist to support legislation and policy implementation and an assessment of their capacity to function (for example the Child Welfare Committees in Sierra Leone and the Child Protection Committees in Malawi). Compiling a register of existing policies and laws, as was done by the SVAGS team in Mozambique and by Concern in the homework leading up to the 2009 workshop (Annex 2), and in the studies supported by Concern in Sierra Leone[88] and Liberia[89] is a good start. This will also help in the development of an advocacy strategy for policy development and/or enforcement. There are many examples of excellent policies that have not been funded or implemented to the intended effect. For example, in most countries a Teachers Code of Conduct has been developed, yet students, parents, and sometimes teachers themselves, do not know what is in it.

*Local partners*: As this review has shown, working with communities to develop appropriate recording, referral and counselling structures to deal with cases of SRGBV is proving very problematic. SVAGS has found that the involvement of well-established local partner organisations who are familiar with the project area, the target population and local power structures, and are recognised and respected in their communities, has been crucial in encouraging community support and facilitating commitments from district authorities. Locally based agencies are able to mobilise communities more quickly with longer lasting effects as they are more likely to remain in the community after the project ends. Their involvement in such projects can open up new opportunities for local government and civil society to gain entry into communities. Concern, as an organisation, has been moving towards a partnership approach in programming. The key is to identify the strengths of the partners (including Concern) and how they can best complement each other as well as clearly identifying where each may need support and capacity development. Engaging local partners as 'subcontractors' tends to minimise and devalue their contributions and reduces opportunities for joint learning.

At the same time, the disruptions, delays and consequences of underperforming or uncommitted partners, inadequate capacity and the sudden exit of partners can easily be under-estimated and will undermine opportunities for bringing about effective change.

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[88] African Child Policy Forum (ACPF) (2010) Give Us a Chance: National Study on School-Related Gender-Based Violence in Sierra Leone

[89] Dunne, Stacey (2011) From Incident to Conviction - The Road to Justice, for Concern Worldwide Liberia, Draft Document

*Baseline/endline studies*: A baseline and endline study is crucial if change is to be monitored effectively. Without the evidence base provided by this, policy makers and funders will remain unconvinced of the need to take strong action to address SRGBV. Difficulties in collecting data make it hard to get an accurate picture with which to measure the real level of change. A comprehensive baseline survey takes time to construct, administer and analyse, and if insufficient time is spent on the process and it is not completed before project implementation starts, the opportunity for its findings to inform the project's final shape, its outcomes and activities is lost. The Safe Schools and Plan Uganda projects were able to use data from their country assessments to help shape their programme design and baseline, whereas the SVAGS project, due to time constraints and donor pressure, had to start advocacy and community activities before the baseline report was complete. Ideally, the baseline needs to be completed and the findings used to inform activities and the establishment of realistic outcomes before implementation starts. It also needs to collect data which covers all significant project activities comprehensively and in a form which can be used to follow up on progress and contribute to final evaluation.

The Concern study of SRGBV in Sierra Leone provides a good background to the situation in the country including relevant policies and their lack of implementation. The report does not cover schools or areas where Concern is directly working and so cannot be used as a baseline to monitor change at the micro level. Nevertheless, it highlights the state of play at the macro level and can be used to monitor changes in central support to structures. The study also provides a useful basis for lobbying and advocacy efforts.

*Costs:* Getting country programmes to identify appropriate indicators and investing the time and money to collect the necessary data has proven extremely difficult. Investment needs to go beyond the reporting of outputs (training, awareness sessions, drama productions etc.) to the measuring of impact in terms of behaviour change. As highlighted here, this is a challenge in all of the programmes around SRGBV. It is worth noting that there has not been a direct attempt to implement the M&E guide that was developed in Malawi in 2009 and shared with this review team.

Concern does not have the large budgets available to USAID and Actionaid and so cannot work to the same scale. However, ongoing M&E costs are often relatively low as they can be included in activity costs. A consistent understanding of accurate, objective and regular reporting and the mechanisms to ensure it happens at the micro, meso and macro level will be helpful in ensuring an efficient use of funds.


**7.2 Staffing issues for Concern**

*Gender awareness*: The workshops held in Mozambique, Malawi and Ethiopia provided a good starting point for developing a strong programme of support for addressing SRGBV but they appear not to have been followed up systematically. Project implementation strategies usually assume that country staff share common understandings of gender and of what constitutes GBV, its causes and consequences but it takes time to build such a team from individuals who may have widely divergent views. For example, the Concern Ethiopia evaluation of the GBV programme (which included an SRGBV component) revealed that the government was conducting a national campaign combating GBV and promoting equality at the same time as the Concern intervention. This concerted focus put

staff under pressure to comply with GBV messages in public, but anecdotal evidence suggests that some held divergent views to the extent of denying its existence and even hiding incidents of GBV. On the plus side, Concern Liberia has invested a great deal of time and energy in the hiring and induction of their staff to ensure a gender balanced team and a team that has confronted their own cultural and social understandings of equality and the rights of the child (Annex 5 and 6). Others should follow suit.

There is evidence from discussions with field staff and managers of Concern programmes that community level workers are clear about their roles in initial training and awareness raising activities on SRGBV but their role in monitoring and support visits, and the shape that these should take, is much less well understood. Concern needs to provide a structured support and reporting system for their country programmes, which records staff visits and progress made in a way that makes this an integral part of the programme with clear purposes and outcomes. This needs to be reinforced at micro, meso and macro levels by Concern to ensure continued emphasis on gathering data with which to improve programming.

The time required to develop common understandings, good relationships and capabilities may be under-estimated or not built into the project (and not budgeted for). There is a tension between the need to build local capacity and meeting requirements to collect data and implement activities, and funding arrangements may encourage unrealistic planning and over-ambitious objectives and outcomes. At the same time it is important to build flexibility into a project/ programme implementation strategy, so that it can be adjusted to suit different local contexts, while still taking into account the need for consistency in timelines, targets etc.

*Research skills:* As has been noted, monitoring has been very limited on these projects and evaluations are mostly of poor quality. Staff require some basic training in research skills. They need to be able to spot discrepancies in respondents' statements and learn not to take what they are told or shown at face value, as individuals' vested interests and concerns for status, personal gain etc may influence what they say. They need to appreciate the shortcomings of relying on a single source of evidence, e.g. structured interviews, and to value on-going observation as an important component in the triangulation of evidence. Without this they may not be sensitive to confounding factors and contextual subtleties, e.g. if a teacher tells them he/she no longer uses corporal punishment, or if girls and boys state that there is absolutely no difference between the tasks given to them, they need to be ready to interrogate these statements by comparing them with data from other sources, such as sustained observations over a lengthy period of time.

Interpreting differences in findings across locations is also difficult, especially where a large team is involved, with different understandings of research, gender roles etc. For example, lower reported incidents of violence in a school may be the result of factors on the ground such as adoption of a child friendly school charter, or the existence of a girls' or gender club, but it could also be the consequence of an unsettling or intimidating interview experience; higher reporting of incidents may be due to the sense of security and trust engendered by a particular interviewer. It is easy to forget that the interview is a semi-formal interaction bound by social rules and expectations.

One of the cited benefits of the SVAGS project design was the close working relationship

between implementers and researchers. It was felt that the inclusion of research partners helped provide a much more robust approach to evaluating progress and brought a new dynamic that questioned what the data reveals and why it should be interrogated for validity and reliability etc. in a way that helped to deepen understanding and assess what is working and how. Their involvement in the design of the research instruments used in the baseline and endline studies and of the M&E framework, as well as in the analysis and interpretation of the data gathered, is clearly advantageous. This is allowing ongoing and rigorous monitoring of the project's outcomes and intermediate outcomes.

*Ethical issues:* Staff need to be fully aware of, and trained to handle, the risks that are present when children disclose their experiences of abuse and violence, and to fully understand the ethical issues around working with children, as outlined in Section 6.4. As noted, there are ethical problems in trying to get programmes moving on the ground too quickly. Care and investment in the preparedness of project staff as well as the capacity of the response and referral structures within communities, and an assessment of the suitability and competences of those responsible for them, all need to be taken into consideration. (The Concern P4 is meant to give staff an understanding of the issues around abusing power differences and signing up to not contravene them, but enforcing this is complex).

## 7.3 Action steps for Concern

The above review of projects addressing SRGBV points to monitoring as the weakest area in terms of achieving outcomes. Missing is a solid evidence base to show which (if any) of the inputs are making a difference in reducing SRGBV. Without reliable and comprehensive data, national policymakers will be reluctant to take firm action.

Concern is engaging in many of the same activities as the other agencies at community and school level so does not need to radically remodel its programmes, although it does need to prioritise and resource them sufficiently so as to ensure effective implementation.

We recommend the following action steps for Concern in taking forward the SRGBV component of its programmes of basic education. They should be expanded in collaboration with HQ and the selected country teams, building on the solid ground work already done at the SRGBV meetings in Mozambique, Malawi and Ethiopia in 2008-10. This team work should result in a clear and deliverable programme of work, with regular staging posts for review, reflection and, if necessary, adjustment.

Concern should work collaboratively with an academic institution, which will assist in developing and analysing the baseline and endline surveys, and establishing a rigorous M&E framework. This should include periodic interactions (either desk based or field visits) to support the collection of data and implementation of activities and ensure that the teams are on track and that there is adequate on-going monitoring to inform implementation.

### Action steps

11. Identify which education programmes will include a dedicated SRGBV component
12. Review current objectives and outcomes, building on the work from the earlier SRGBV meetings, and revise accordingly

13. Assess the capabilities of those responsible for the SRGBV inputs on the relevant country programmes and set up relevant training/workshops focussing on shared understandings of gender, GBV and how to combat it
14. Work with the teams to establish a coherent and viable M&E framework
15. Break down the relevant SRGBV outcome(s) into intermediate outcomes, as on the SVAGS project
16. Establish measurable and realistic indicators for each intermediate outcome, with a time frame, set out in clearly documented format, ensuring mutual understanding between stakeholders, partners and Concern at field, country office and HQ level; ensure that all significant project activities are covered by indicators
17. Draw up a new programme of work for each country, based on what has already been done, with identified staffing and staff capabilities, budget, named partners in each country, a time frame ideally of five years, specific M&E tasks and scheduled meetings of project teams to share findings and experiences at regular intervals
18. Set aside a ring fenced budget for these activities, with a schedule and deadlines
19. Allocate team members to different levels of activity (macro, meso, micro) as required, with responsibilities for implementation and monitoring at each level
20. Carry out a baseline survey in the target area, including piloting; ensure that the same set of tools and groups of respondents will be available for the endline (it would be unrealistic to expect the same persons to have all remained at post, and students will of course have moved on)

The evidence to date from a review of Concern's recent efforts in this field is (variously) of poor understanding of what is required by country staff in terms of shared messages relating to gender, advocacy work and interventions, the type of activities to be implemented and strategies for monitoring. To avoid this in future, it will be important to maintain staff stability; new team members will need to be inducted and provided with training, even though this may delay implementation.

It is essential that the M&E strategy for data collection is integrated into all aspects of the intervention from the start. Using the SVAGS M&E manuals for guidance would be a useful source to develop Concern's M&E strategy. N.B. Although the Zomba 'Monitoring SRGBV' document suggests the use of control groups, the ethical concerns of the SVAGS team and the practical difficulties experienced on the Safe Schools project, both noted above, raise questions about the suitability of this strategy.

In terms of a suitable KAP (knowledge, attitudes and practices) survey for use as the baseline and endline, all three projects have provided details of their research instruments.[90] The Safe School baseline questionnaires for students and teachers are very comprehensive and worth drawing on but some of the questions around experiences of

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[90] The Safe Schools student and teacher questionnaires covered similar topics on gender norms and school participation (attitudes towards intelligence, gender roles, equality in education), basic child rights (including attitudes to physical, psychological and sexual violence), SRGBV (including attitudes towards teachers' rights to punish) and HIV/AIDS (awareness of). The teacher survey also included questions about the teachers' code of conduct http://pdf.usaid.gov/pdf_docs/PNADK402.pdf. The SVAGS baseline methodology is explained in the report of their baseline survey (section 2) http://www.actionaid.org/publications/cross-country-analysis-baseline-research-kenya-ghana-and-mozambique, and Plan Uganda's in their 'Baseline Survey on Gender based Violence (GBV) in Schools in Kamuli District (Appendix 3).

violence and sexual activity are challenging and could be considered very intrusive by respondents. The Safe Schools Malawi baseline report (2006) provides valuable insights into the survey process and responses;[91] unfortunately no endline report is available.

An appropriate timeframe for implementation by the Concern country programmes might be:

Year 1: identification of appropriate project sites (communities, schools, government departments), construction, piloting, administration and analysis of baseline survey, ensuring that the content of questionnaires, FGDs etc will illuminate the aspects of SRGBV to be covered by the activities (i.e. behaviours as well as attitudes)

Year 2-3: implementation of activities at macro, meso and micro levels, informed by findings from the baseline, with monthly/quarterly/annual monitoring of (intermediate) outcomes as required; mid term review of programme activities.

Year 4: endline survey, analysis and report. Publication of lessons learned for internal and external sharing.

Year 5: follow up in target communities to monitor changes in behaviour (and reduction of violence).

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[91]http://www.devtechsys.com/assets/Uploads/docs/publications/safe-schools-student-teacher-baseline-report.pdf

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**G. UNICEF**
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# ANNEXES

## ANNEX 1: Agencies and individuals contacted

**Actionaid International**
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Michael Hanly, Desk Officer Malawi and Zimbabwe
Jenny Hobbs, Education Advisor
Anita McCabe, Desk Officer for Ethiopia and Somalia

Bangladesh
Umma Salma, Rights based approach and equality advisor.

Kenya
Anne Ejakait, ex Education Programme Manager
Wendy Erasmus, Assistant Country Director, Programmes

Sierra Leone
Patrick Allieu, District Education Programme Coordinator
Marie Rongeard, ACD programmes

**Crisp, South Africa**
Bashi Devnarian, Programme Manager

**FAWE** (no reply)

**Institute of Education London**
Jo Heslop, SVAGS Research Officer
Jenny Parkes, Principal Investigator/Research Coordinator SVAGS

**International Red Cross Sierra Leone**
Alicia Fitzpatrick, CYPD coordinator (no response)
**Oxfam Novib**
Olloriak Sawade
Lincie Kusters

**McGill University, Canada**
Claudia Mitchell, Professor

**Plan  International**
Anja Stuckert, Gender Advisor, Plan International Germany
Sarah Hendriks, Global Gender Advisor

Hector Hurtado Sanchez Project Manager, Plan Ecuador

**Save the Children**

Save the Children UK
Emily Echessa, Education Adviser
Christine McCormick, Child Protection Adviser
Anna Parke, Education Team Coordinator
Helen Pinnock (recently left SC UK)
Mark Thorpe, Education Adviser

Save the Children Canada
Deanna Duplessis, Program Officer, Gender

Save the Children Ethiopia
Martha Nemera, Director, Women's Support Association

Save the Children Sierra Leone
Ashley Clayton Hertz (no response)
Shona Bezanson, GBV advisor (no response)

Also regional offices: Save the Children Eastern and Central Africa, Latin America and Caribbean, Middle East and North Africa, Sweden, Southern Africa, West Africa (no responses)

**Promundo**
Gary Barker, International Director, Promundo-US, Washinton DC

**UNICEF**

UNICEF West and Central Africa Region
Yumiko Yokozeki, Regional Education Adviser (no reply)

UNICEF New York
Changu Mannathoko, Education officer (no reply)

UNICEF Sierra Leone
Linda Jones, Chief, Education Programme

**USAID**
Julie Swanson, Deputy Education Chief, Washington DC

**FHI 360**
Eugene Katzin, Project Manager C-Change DRC, Centre for Gender Equity, FHI 360

**ANNEX 2: 'HOMEWORK' in preparation for Concern SRGBV**
**Zomba, Malawi 2009**
**1.Macro Level Analysis**
As a group, coordinate the collection of secondary data outlined below. Use the data
collected to answer the questions in the secondary data analysis. Much of this information
may already be available through assessments, reviews, research and proposals but
guidance on primary data sources is available in the attached document "Information
Sources for Situation Analysis" or in the Country Files

*Secondary Data Collection*
- Education policy framework – National education strategy/policy how does it
  include gender, protection, reporting and inclusion. Gender desegregated
  data/statistics on admission, retention, dropout.  Are gender issues covered in the
  teacher education syllabus?  Is there an imbalance in the number of male and
  female teachers (is there a difference between different areas or zones in the
  country?).
- Active commitments made by the country governments with respect to Equality,
  Gender and Gender Based Violence. Consider whether countries have signed up to
  important international Conventions (eg CEDAW), have they ratified them, have
  they reported? What is the institutional arrangement for women and gender?
- Legal Framework to do with the promotion of gender equality and the prevention
  of GBV. Implementation. What related institutions exist (police, judiciary and
  health) and what is their mandate? What policy and action plans exist?
- GBV data and definitions (what constitutes assault, rape, when is someone a
  minor/child/adult etc)
- Gender related statistics which cover the political, economic, socio/cultural and
  affective dimensions (refer to the Equality Policy and Equality Analysis
  Resources)
- What is civil society doing in relation to gender and GBV? What networks and
  coalitions exist and what are their objectives?

*Secondary Data Analysis*
- Identify how issues related to gender and GBV contribute to blocking access to
  education for children.
- What does the information you collected tell us (or does not tell us) at the macro
  level about GBV and SRGBV in your country. What is your impression of the
  commitment by the government to gender equality in policy and practice?
- Does the data show specific regions or groups more absent from the education
  system than others? Why? Do you think that GBV plays a role in this situation?
  How?
- Do a stakeholder and institutional analysis for gender equality and education.
  Macro down to the local level[92]

**2. School level reflections**

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[92] It's better to use tools which are familiar but possible tools include Equality Analysis Resources Tool 10
and 8 and IFAD "A Guide for Project M&E Annex D Method 3

The School level reflection should be done **without** collecting any primary data. The reflection should be based on participants own experiences at both the personal and professional level, secondary data, data collection and analysis which is ongoing in the education and other Concern programmes. The following questions are to facilitate reflection on schools as gendered institutions and develop an understanding as to what this actually means.

Schools as a Gendered Environment

Read: *Gender, sexuality and schooling: Everyday life in junior secondary schools in Botswana and Ghana*, by Mairead Dunne,
Discuss as a group whether schools are gendered in your country and how.

From your own experiences, in what ways are the experiences of girls and boys different in schools?

What are the points in the school day when gender is reinforced?

Again using your own experiences (of going to school as well as in your work in education), imagine you are a (girl) child going to school- where are the safe and unsafe spaces around school?  Where are there threats?
If an allegation of sexual abuse of a student is made, what are the **steps that are taken?**

What are your reflections on the underlying gender issues at the different levels.  How do they impact on the school experience of boys and girls:
• policy
• school managers
• teachers
• students

Influences outside the school: culture, tradition and community

What are the gender norms and gender issues in the community[93]? This includes family, Religious institutions, traditional groups.

What are the implications for the school and the role of School Management Committees (SMC)/Parent Teacher Associations (PTAs) regarding gender norms and stereotypes and gender based violence?.

What structures are there to prevent and respond to issues and incidents of gender violence? Consider both traditional and formal mechanisms or avenues.

Where decision making is decentralised through the development of SMCs and PTAs there may be disjuncture between the national level policy and the local level practice which may or may not be positive. Are there examples of this in your country/area?

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[93] The Equality Key Questions from the Equality Analysis Resources may help you think through some of the issues.

**Organisational Assessment**

In order to effectively address gender issues within education programmes, the organisational culture of Concern must actively promote equality and gender in policies, systems, practices and behaviours. The following exercise is intended to highlight weaknesses and opportunities for strengthening gender mainstreaming within Concern.

If you have conducted a gender/equality audit, review or assessment update progress against your action plan. Based on the audit which was conducted and progress made since please answer the questions below.

If you have **not** conducted a gender/equality audit, review or assessment then use the SCORE tool attached to help you answer the questions below.

The SCORE tool is useful as it helps to focus on the weak areas. Discuss each statement as a group and award a score. Total the scores for each of the 4 main areas and find the average/mean score. The lowest average will be the area of greatest weakness, the highest the area where you are strongest. Discuss and agree what the weaknesses and strengths are. Look at the statements within the weakest areas and see if you can identify strategies to strengthen your organisational performance.

Questions

- **Political will/commitment/leadership**: are management decisions and actions compatible with promoting a culture of equality and have concrete changes happened within the organisation as a result?
- **Technical Capacity and Resources**: Has there been investment in developing the skills for staff to understand and address gender issues within their work (for instance in equality and gender analysis). What technical support is available for GBV work?
- **Organisational Accountability**: Is the responsibility of each person for working on gender within their job clear? Are there incentives for staff who do good work on gender and are there processes in place to address equality related issues (like bullying or harassment) should they arise?
- **Organisational Culture, Values and Behaviours**: does the work environment reflect our values of promoting equality, fairness and non-discrimination and do those outside Concern recognise that we are an organisation with a commitment to gender equality?

**ANNEX 3a: Guide to Monitoring SRGBV, Zomba Workshop 2009**

*The following is a guide to help practitioners conceptualise and develop methodologies for monitoring education programmes that aim to address gender inequality and gender based violence in schools. The monitoring process outlined here is focussed on the level of programme outcomes (changes in behaviours, attitudes, capacity, knowledge, access to and quality of education) and potentially on programme purpose and specific objectives. The data collected and analysed will contribute to annual and mid-term reviews, in addition to evaluations. The concepts and techniques presented will also be important during context analysis and baseline data collection and will be realised by including them in the programme M&E plan. The process described is in line with and complementary to that recommended in the Concern Worldwide PM&E Guide.*

**Introduction**

Concern Worldwide has a major focus on ensuring that children have access to quality education without violence. Programme and project interventions are required to consider and to intervene to prevent SRGBV and GBV in related institutional settings. This is, at times, a sensitive area that requires careful consideration of cultural and ethical issues. While Concern champions institutions, especially schools, that are free from gender based violence, it also needs to act in socially appropriate and culturally sensitive ways with different country and sub-national contexts. A contextual analysis is therefore required to identify entry points and spaces for strategic intervention.

Following this and given the cultural sensitivities and resistances, it is imperative that robust baseline and monitoring evidence is collected periodically to contribute to evaluations. These are needed to show outcomes, to ensure ethical standards and to guide further programming.

**1. Monitoring Design**

A monitoring design includes the sources and forms of evidence related to the M&E key questions, indicators and programme outcomes. It can be captured in a programme M&E plan but may need to be further elaborated at specific times (for example for mid-term review) in order to coordinate and plan data collection and analysis. It also needs criteria for sampling and a means of selecting sample cases. Given that the school will be the basic unit of analysis in SRGBV monitoring it is likely that at least 3 schools or a 10% sample of schools will be selected as the sites for case study data collection. In some contexts a 'control' sample of schools might also be part of the monitoring design. The control schools should be matched to Concern case study schools in terms of size, location etc. but not subject to intervention. The case study data collection in one school should not be less than 2 days. Duration of the school case needs to be long enough to

observe what is happening at the school – interactions, spaces, as well to find out the perspectives of different actors within and connected to the school.

A formal monitoring process requires data and evidence at multiple levels as described in 1-3 below (national, district and school case). The quantitative data from different levels is required to locate the programme schools (and communities) within the national and relevant sub-national levels. These data should be comparable but may have different indicators in the move from macro to micro-level data. Teacher data, for example, is likely to include more detail at the local level in school and district levels (see 1 iii; 2 iii & 3 A iii below). This is largely secondary data (ie collected by others like the ministry or district officers) that will be needed to show impact against defined indicators. The list below is not comprehensive and will need to be adjusted according to the intended outcomes and local conditions.

The second evidence base includes qualitative data at the school / community level. This data includes relevant documents, systematic observations of schools, classrooms and texts and evidence from the multiple stakeholders (male and female students, teachers, head-teachers, school inspectors, parents, community etc…). It is vitally important that the conceptual framing of the data gathering is firmly in place. The RHOMBUS (see below) provides a conceptual map that can help to guide the data gathering tool (e.g. a PRA tool, interview schedule or classroom observation format). Section 3C suggests themes that might be used both to guide evidence gathering, and in the analysis of the evidence collected in a case study. These may then be used to collect together data from different case studies and cross- case analysis to look for trends or patterns.

The quantitative data supports the qualitative data. The qualitative data can bring sense to the quantitative data by clarifying the context. The quantitative data is often the basis for the questions that you develop for the collection of your qualitative data. Together they complete the picture and enable us to follow the changes that may be happening in the schools.

The monitoring design needs to take into account ethical and safety issues[94]. Careful consideration needs to be given as to whether it is possible to ask students and teachers specific questions about violence. It is important to assess whether the people collecting the data are sufficiently trained and skilled to deal with issues and distress that may emerge when discussing violence and also whether a strong system is in place to refer survivors of violence should they disclose and request further support. If this is not the case then the monitoring design should look for other indications that violence is or is not taking place (for example school records and other statistical information, observation of the behaviour of students towards teachers, evidence of instruments of corporal punishment, children's knowledge regarding their rights regarding violence and reporting systems for violence, gendered behaviours of boys and girls etc…)

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[94] See Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence Against Women WHO http://www.who.int/gender/violence/womenfirtseng.pdf and the section "Ethics, Safety and Child Protection" in the SRGBV workshop report Nov 2009.

**2. Monitoring Data**

1. National data
    i.    Enrolment, drop-out, causes of drop-out, retention, attendance
    ii.   Performance data
    iii.  P:T ratio, Teacher qualifications
    iv.   Violent crime, sexual crime, crimes against women
    v.    National policy, commitments and codes

2. School District (Sub-national level)
    i.    Enrolment, drop-out, causes of drop-out, retention, attendance
    ii.   Performance data
    iii.  P:T ratio, Teacher qualifications, **attendance, teacher retention, discipline,**
    iv.   Violent crime, sexual crime, crimes against women

3. School Case
A: Quantitative evidence
    i.    Enrolment, drop-out, causes of drop-out, retention, attendance
    ii.   Performance data
    iii.  P:T ratio, Teacher qualifications, **attendance, teacher retention, discipline,**
    iv.   School discipline records

B: Qualitative evidence
    i.    School policy, codes of conduct and documents
    ii.   Observations [of buildings; around school; school texts books and teacher talk]
    iii.  Perspectives [HT; T; P; parents/community]

C: Themes
    i.    Responsibilities [teacher and student duties; formal & informal; prefects]
    ii.   Spaces [in class; non-classroom activities; compound; coming in and leaving]
    iii.  Interactions [ht-t; t-t; p-p; t-p; ht-p]
    iv.   Other emergent themes
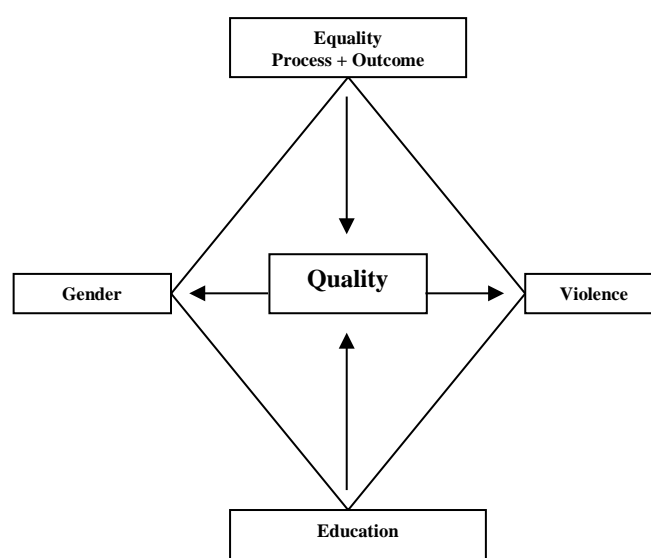
3. **Developing Tools (Instruments) for Collecting Data**

Building on our discussions of what a safe school should look like and what kinds of things we would want to see in a safe school we developed tools for our visit to schools that had benefitted from the Safe Schools project[95].

Referring to the Rhombus and the "Monitoring Data sheet" assisted in agreeing what aspects of the school environment would be examined from a gender and equality perspective and what was happening in the schools regarding these. It was decided to address violence in an indirect manner by looking at the issues regarding equality and gender and through observation at the schools.

As we were preparing the tools to go on our school visit, we had in depth discussions on the development of the tools. Whether the questions were ethical; did we have the appropriate support and referral systems (eg if there was disclosure of violence); were we, as visitors to the situation, able to ask these questions; were we prepared for the answers that we might receive?

This "confusion" as we develop tools is an important step to clarify who we are and what we want to collect and how we are going to collect it. It was an excellent discussion with some dissension and it raised issues on child protection and ethics that needed to be discussed and led into our discussion on the P4 and child protection issues. It is a normal part of the process and forces the discussion of some of the more difficult issues with respect to the collection of the data and ensures that we work through the ethical issues; the understanding of the local support services available; clarification of what you want to know and what you need to know, and how you will ask it; who you are going to ask; etc. Ideally the tools will be tested on the researchers themselves and then piloted with a group- to see what kind of responses you get and whether the tool is actually getting the information that you need and enable you to adjust them before going to the full data collection exercise.

Examples of Tools for data collection:
- Confidential survey's to be filled out by pupils or teachers[96]
- Semi-structured interview guides[97]
- Focus Group Discussion Guides[98]
- Participatory tools used to explore specific issues[99]
- Observation Cards
- Classroom observation formats[100]

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[95] Safe Schools Program in Malawi, USAID 2006-08. http://www.usaid.gov/our_work/cross-cutting_programs/wid/pubs/Doorways, http://www.devtechsys.com
[96] See the ACASI tool used by the Population Council and CERT in Malawi (http://www.popcouncil.org/pdfs/factsheets/IT_ACASI.pdf )
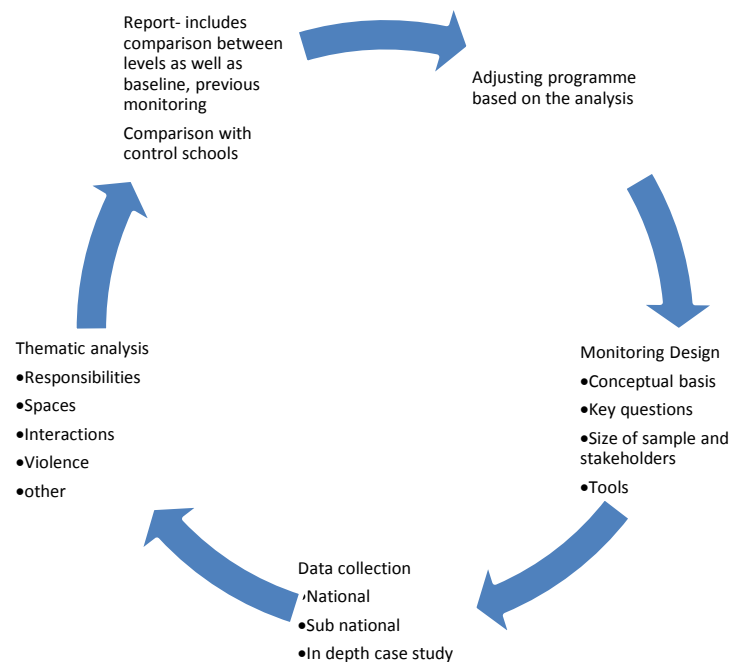[97] See the SMC/Parent/Community questions in Annex I
[98] See FGD Guide for Pupils in Annex II
[99] See Draw and Write Guidelines in Annex III
[100] See classroom observation instrument annex IV

## 4. **Data analysis**

The monitoring data needs to be analysed in reference to specific themes that are derived from a conceptual base (e.g. the RHOMBUS) and related to SRGBV. These may be worked through specific indicators that suggest inequalities, gender inequalities and/or GBV. The quantitative indicators of access, retention and performance, for example, may then be used to compare the school cases with each other and within the national and sub-national levels. The following cycle represents the monitoring of the programme with the necessary steps.

Report- includes comparison between levels as well as baseline, previous monitoring

Comparison with control schools

Adjusting programme based on the analysis

Monitoring Design
•Conceptual basis
•Key questions
•Size of sample and stakeholders
•Tools

Data collection
•National
•Sub national
•In depth case study

Thematic analysis
•Responsibilities
•Spaces
•Interactions
•Violence
•other

Qualitative data is more difficult to analyse, simplify and compare. Nevertheless, as suggested above, themes for analysis can help to structure the case and cross- case analysis.  Suggested themes are:

i.  Responsibilities [teacher and student duties; formal & informal; prefects]
ii.  Spaces [in class; non-classroom activities; compound; coming in and leaving]
iii.  Interactions [ht-t; t-t; p-p; t-p; ht-p]
iv.  Violence
v.  Other emergent themes

Analysis within a case study might start with the stakeholder groups (male and female students, teachers, head-teachers, school inspectors, parents, community etc…) and summarise data under the themes. In this way the commonalities between stakeholders might be collated and reported then the contradictions between them can also be identified. These contradictions are important as they might reveal aspects for further exploration or indeed for focussed interventions.

The case study data should produce sufficient data to provide a contextual summary of the school and the community. It should also focus on formal and informal aspects of institutional life with evidence collected formally using interview tools and through

incidental or informal observations and conversations. The data can be coded according to the themes chosen in the monitoring design.

The following table (over) illustrates how data may be analysed across school cases. An example from the exercise undertaken during the workshop is included as Annex IV. A school case alone does not constitute monitoring, nor does a single beneficiary story, the monitoring must be systematic, across a sample of schools affected (or not if controls are being used) by the intervention. Therefore, this is a vital step in the analysis, where schools are compared, trends are identified and changes attributed (where possible) to the intervention. This requirement for comparison across schools emphasises the importance of collecting similar data using similar methods and standard formats across different schools.

## 5. Table for Analysis by School Case

| THEMES | STAKEHOLDERS | School Case 1 | School Case 2 | School Case 3 |
|---|---|---|---|---|
| Responsibilities | Head Teachers | | | |
| | Teachers | | | |
| | Female pupils | | | |
| | Male pupils | | | |
| | Parents/ community | | | |
| | Observations | | | |
| Spaces | Head Teachers | | | |
| | Teachers | | | |
| | Female pupils | | | |
| | Male pupils | | | |
| | Parents/ community | | | |
| | Observations | | | |
| Interactions | Head Teachers | | | |
| | Teachers | | | |
| | Female pupils | | | |
| | Male pupils | | | |
| | Parents/ community | | | |
| | Observations | | | |
| Other | Head Teachers | | | |
| | Teachers | | | |
| | Female pupils | | | |
| | Male pupils | | | |
| | Parents/ community | | | |
| | Observations | | | |

## 6. Monitoring and Evaluation Report Format

1. National data
    i.    Enrolment, drop-out, causes of drop-out, retention, attendance
    ii.   Performance data

        iii.      P:T ratio, Teacher qualifications

        iv.      Violent crime, sexual crime, crimes against women

2. School District
   i.      Enrolment, drop-out, causes of drop-out, retention, attendance
   ii.     Performance data
   iii.    P:T ratio, Teacher qualifications, attendance, teacher retention, discipline,
   iv.    Violent crime, sexual crime, crimes against women

3. School Case
   i.      Contextual summary
   [community, economic activity, school buildings; school community bodies, pupil bodies, meeting times, representation and influence on school structure and life, codes of conduct]

   ii.     Quantitative evidence and gender analysis
        3.2.1  Enrolment, drop-out, causes of drop-out, retention, attendance
        3.2.2  Performance data
        3.2.3  P-T ratio, Teacher qualifications, attendance, teacher retention, discipline,
        3.2.4  School discipline records

   iii.    Narrative based on interviews and observations with gender analysis on
        3.3.1  Responsibilities
              [formal and informal; teachers, pupils & community/parents, district offices, other, pupil care / counselling]
        3.3.2  Interactions
              [school –community/parents; HT- T; pupil & teacher; discipline; classroom relations; outside class]
        3.3.3  Violence
              [physical; verbal; symbolic; sexual; institutional]

4. Recommendations
   4.1 Evaluative summary
          [list interventions at school level and wider; comparison of school to district & national data, to baseline or previous monitoring report, note changes]

   4.2 Recommendations
          [issues remaining to address; type of outcomes required; intervention points; intervention / advocacy strategy]

   4.3   Timing, scope (national, district, school level) and focus of next monitoring and evaluation

**ANNEX 3b: SRGBV indicators developed at the 2010 Addis Ababa meeting**

*Quantitative indicators:* Increased girls' enrolment, attendance, retention and completion rates; improved girls' learning achievement

*Qualitative indicators*, with means of verification (**MOV**):
1. *Increased use of Positive Discipline methods in school (by teachers, prefects and school management)*
   - Positive class rules developed and displayed in the classroom
   - Teachers' use of praise and positive reinforcement techniques during lessons
   - Corporal punishment eliminated
   - Clear discipline policy developed (and understood) at school level

**MOV:** classroom observations, interviews, FGDs

2. *Teachers' increased practice of child centred and gender sensitive teaching methodologies (specifics to be defined)*

**MOV:** classroom observations, interviews, FGDs

3. *Parents' and communities' increased awareness of rights and equal value accorded to the education of boys and girls*
   - Community identifies mechanisms and takes action to prevent SRGBV and promote a safe school environment

**MOV**: Community level plans, baseline and endline (linked back to enrolment and attendance)

4. *Increased Knowledge, Attitudes and Practices (KAP) regarding gender and GBV in the school community (teachers, students, staff, support workers)*
   - Increased knowledge/understanding of the mechanisms for reporting and confidence to use them
   - Increased reporting of incidents over baseline
   - Timeliness of actions on reported cases
   - Monitoring who is doing the reporting - monitor the cases brought forward by the community.

**MOV**: KAP Baseline and endline, impact assessment at endline, interviews, FGDs, school records, documentation of cases

**ANNEX 4: Concern Baseline Surveys of SRGBV and other relevant studies**

**Malawi**: Baseline 2010 by CERT the ToR for the baseline did not specifically target the indicators that were reflected in the logframe (and there is no mention of the logframe in the study) and thus the report was difficult to link directly to indicators for the programme. The tools were not coordinated for ongoing monitoring to ensure that changes could be recorded should they occur. The 'baseline' document is a good situational analysis of education in Nsanje district – including aspects around knowledge SRGBV and child rights - but not very useful as a baseline for progress against the project for SRGBV. An MTR was conducted in May 2012 and there was difficulty trying to follow through on progress on indicators. A lesson is that ToR need to be clear and set some form of measurable level for the baseline (quantitative and qualitative) that can be compared over the life of the project - a KAP survey was not done and there was not a precise pulling together of the information highlighting the information from the intervention and counterfactual schools. A KAP is planned for 2012. The main results from the MTR are in the table giving the background on the state of the country programmes.

**Liberia:** Baseline 2010: covered knowledge/understandings of Child Rights, Gender equality and equity, Child protection, reporting mechanisms, GBV referral pathway, Teachers code of conduct.

**Liberia**: Intern study on referral mechanisms for reported cases of violence in 2011- the report highlighted the fractious nature of the referral mechanisms and the lack of a consistent understanding of how they are meant to function. It also highlighted that even in schools where Concern had been giving training on GBV and SRGBV there was not a solid understanding of what GBV was.

**Liberia** 2012: Study on Sex for Grades by Rutgers University not yet released

**Sierra Leone** 2010: support to national study on SRGBV in collaboration with IBIS, Plan and CRS. Provides a good background to the situation of SRGBV in the country including relevant policies and their lack of implementation. The report does not cover schools or areas where Concern is working and so cannot be used as a baseline to monitor change at the micro level but highlights the state of play at the macro level. Changes in practice and central support to structures can be monitored using the report as a baseline. The report found that physical, sexual and psychological violence was widespread, but that very few incidents were reported and school and community reporting mechanisms were broadly ineffectual. The report found that the government has put in place a strong policy framework to combat violence against children, girls in particular but that the funding to make these structures function are not in place.

**Somalia**: 2011 - SRGBV study confined to 3 schools in Mogadishu due to safety concerns for the staff and students (the programme implements in the lower shabelle region presently under the control of Al Shabab). The study highlighted ingrained cultural biases favouring boys for education as well as the incidence of violence (hitting, name calling, kneeling, locking out of compound). The results showed that, in general, there was no agreed understanding on what constitutes violence, however a majority of respondents identified violations towards school children with girls being the most affected. Main incidents were physical punishment (hand beatings, slapping, ear twisting,

standing in the sun, and kneeling down in front of class). Corporal punishment is widely used in schools and tolerated by both parents and students. Reported that girls are prone to psychological violence from older boys teasing and intimidating them on the way to and from schools and abusive words written on school walls and tables. Sexual violence is not extensively reported in Somalia due to the prevailing cultural taboo preventing it from being reported or even discussed.

## ANNEX 5: Concern Equality Case Study Series

## LIBERIA

**POSITIVE ACTION TO CREATE A GENDER BALANCED TEAM**
*A case study from the Concern Liberia Education Programme 2010*
This case study documents how positive action in a recruitment process made possible the recruitment of a gender balanced team of Education Officers in Concern Liberia's Education Programme. The case study shows how for positive action to work, equal opportunities must be created for male and female candidates at each stage of the recruitment process based on an understanding of the obstacles they face.

### CONTEXT

Concern first responded to the Liberian crisis in 1991. To support Liberia's transition from emergency to development, Concern currently works in four counties implementing programmes in Sustainable Livelihoods, Environmental Health, HIV & AIDS and Education.

The Education Programme, established in 2008, supports the Ministry of Education to increase access to safe and quality education. In 2008 the net enrolment rate was just 33% for primary school, indicating that 67% of primary school aged children were out of school[101]. In Concern's target communities in Grand Bassa, girls account for only 37% of those in primary school. These girls are less likely to complete school, and 25% of those who drop-out leave because of 'early pregnancy'.[102] In addition, School Related Gender Based Violence (SRGBV) is a significant problem in Liberian schools. The Education Programme in Liberia puts a strong emphasis on access to education for all, especially girls, and ensuring schools are safe places for learning.

### WHY THE NEED FOR POSITIVE ACTION?

With a focus on education for all, safer schools, increasing the number of female teachers and strengthening female participation in school management, it is essential that Concern has female staff to facilitate these activities. While participating in a Concern workshop on SRGBV, Concern Liberia had had developed an action plan for the education programme and had agreed that one objective would be *"to achieve gender parity in education programme staff"*. Overall, 80% of Concern Liberia's programme staffs are male and recruiting good quality women staff in Liberia is a challenge, so it was decided that the Education Programme would take special measures to improve the gender balance.

### WHAT WERE THE ELEMENTS THAT CONTIBUTED TO SUCCESS?

**1. POSITIVE ACTION – SETTING AND SHARING YOUR OBJECTIVE**
The programme plan had a clear objective that half the Education Officer positions would be filled by women. The team were very open about this objective and used it to encourage women candidates to apply for the position. They changed the format of the standard job advertisements. At the top of the advert they stated:
*"3 of the 6 positions <u>MUST</u> be filled by women"*
Due to limited opportunities for education, women may not have all the required qualifications for a position and might be put off applying even if they meet the other criteria. So beside the Personal Specification they added:

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[101] MoE (2008) The Education Sector Plan of Liberia (Draft)

[102] Concern Liberia The Status of Education in Liberia 2006 Alice Simington

*"Female CVs that do not meet all of these requirements will still be considered for interview"*

Finally, at the bottom of the advertisement, in bold type and underlined they noted

*"Women are strongly encouraged to apply"*

## 2. RECRUITING THE RIGHT PEOPLE FOR THE JOB

As part of their job, Education Officers need skills in training and presenting. They need to work well in a team and have attitudes and behaviours that encourage others to work effectively alongside and in collaboration with them. So Concern Liberia designed a recruitment and interview process that would demonstrate whether candidates had these particular skills. Two extra components were added to the interview process to see how the candidates interacted with one another, and if candidates respected and worked collaboratively with their colleagues, regardless of gender.

The first of these was the Factory Game, outlined in the box overleaf. The game was successful in two ways. Firstly, it was a great ice-breaker. In the first round everyone was nervous and tense, but by the end the group was more relaxed and vocal, often laughing about the experience. Secondly, it was possible to see how candidates relate to one another. During the game candidates became so focused on the task that they forgot about the interview setting. Time-pressure and the frustration of having limited resources led to some tensions at times. Most candidates responded well but some tried to dominate or criticise. One male participant, for example, became angry with a female team member and tried to pull the equipment out of her hands. He told her she was not needed and that he would be quicker at doing both his task and hers. In the question-time afterwards he was asked to reflect on this.

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**The Factory Game**

One interviewer goes into role as a 'factory inspector' and explains that the four candidates are going to pretend to work in a factory. It is a book factory, and the team should try to make as many books as possible in the time given. They are given a sample book, and shown that it measures 10cmX8cm, it has 5 pages, there is one staple in the top left corner and the word "Note Book" is written on the front in red, with a yellow sun drawn under it. The team must make as many of these books as they can in three minutes. The problem is that they only have one ruler, one stapler, one of each marker and one scissors.

After three minutes the notebooks produced are inspected. The 'inspector' awards 2 points for each complete book, 1 point if the book is complete but not correctly, 0 points if it is incomplete or if the quality is too poor. The team is given two minutes to 'conference' together, and they are advised to think about their strategy. They should try to beat their score. The team is given another three minutes to try again, after which their produce is 'inspected'. Again they have a chance to 'conference' and have a final opportunity to beat their score.

It is a game – the 'inspector' should not be too serious or critical. It really doesn't matter how many points the team gets – the objective is to see how candidates work together and respond to pressure in a group challenge. Afterwards the interviewers can ask questions about how the game went to give candidates a chance to reflect on the activity: *Did you enjoy it? How do you think the team did? What were the team's strengths? Which of the sessions was more stressful? Why? There was a little argument between you in the second session, what happened?*

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The second activity was a presentation. Each participant had to do an oral presentation to the group, with five minutes allowed for preparation beforehand. The topic for the presentation was about how to prepare their favourite dish. As well as being able to observe the candidates presentation skills, the interviewers were able to observe the group dynamics before and during the presentations. There was no order of presenting, candidates volunteered to go first or next. One male participant tried to stop a female from

presenting before him, and physically tried to pull her back to her seat. This was discussed later in the interview.

Finally, amongst the interview questions were some which tried to capture the knowledge, attitudes and practices of the candidates. They were asked to draw on their own experience in answering the following questions:

o   What is GBV? Can you give some examples of school-related GBV?

o   As an Education Officer what would you do if you become aware of a teacher trainee having a relationship with a 20-year old student?

o   What do you think about a young female teacher nursing her baby in the classroom while teaching?

### 3. REMOVING BARRIERS AND OBSTACLES FOR FEMALE CANDIDATES

Female candidates may be disadvantaged during the interview process due to a lack of self-confidence. Concern Liberia took steps to make female candidates feel confident and comfortable at each stage of the recruitment process:

o   They shared their objectives of gender parity so that women knew their applications would be seriously considered

o   They decided to call male and female candidates on different days for their written test, so that female candidates would not be intimidated or discouraged by male candidates during the test or when chatting.

o   The factory game was suited to the competencies of the female candidates. The female candidates were often more active than males in this game and it was a good opportunity for them to show their organisational skills. They seemed more confident during and after the exercise.

o   The topic for the presentation was how to prepare a favourite dish. This was chosen as females would be particularly confident in the subject matter.

### 4. OTHER ENABLING FACTORS

The Senior Management Team was very supportive and encouraged Human Resources to experiment and use extra resources as necessary. Concern's HR manager was keen to explore new ways to increase the gender balance. The team were inspired by external inputs from Concern Bangladesh (to increase gender parity and ensure that new male staff are gender sensitive), Alliance 2015 partners IBIS (participatory recruitment in Liberia) and VSO (recruitment process, including the factory game). There were concerns expressed by the Ministry of Education about the standard of trainers if Concern accepted female trainers with lower academic qualifications. This was discussed prior to the recruitment process and Concern invited the Ministry to join the interview team and participate in each stage.

### CONCLUSIONS – SOME LESSONS LEARNT

Achieving a gender balance in staffing represents a challenge to the majority of Concern Country Programmes. This case study demonstrates that by investing in a thoughtful interview process it is possible to recruit good male and female candidates. In the end the team of Education Officers comprised 6 women and 6 men. Particular points of interest include:

o   Setting a target for gender balance and working towards it

- Choosing an interview process which focuses on the competencies required for the job like inter-relational skills, team work and communication.

- Female candidates face obstacles at all stages of a recruitment process due to differences in education levels, experience and confidence between women and men. Steps need to be taken throughout the recruitment process to address these and create more equal opportunities for men and women to demonstrate that they will be good in the role.

- The importance of support from the Country Management Team and Human Resource function.

**ANNEX 6: Liberia SRGBV Plan 2010**

As we are currently in the planning stages for the above programme, I have included the SRGBV output as a central component of the planning process. Below is the plan to implement the outcome within the planning process

| Output | Objectively Verifiable Indicators | Sources of Verification | Risks and Assumptions |
|---|---|---|---|
| *To have an education programme plan which specifically addresses gender equality and GBV* | • Approved programme plan by March 2010 which clearly includes in programme goal, objectives and activities to address gender inequality and GBV<br>• Gender parity in education programme staff<br>• Education staff and partners have signed P4 and Code of Conduct and are aware of their roles and responsibilities<br>• Programme Participants are aware of the P4 and Code of Conduct and have access to reporting procedures and systems. | • Stakeholder analysis report<br>• PM&E plan<br>• Baseline report<br>• Workshop and training evaluation<br>• Signed documents<br>• Final Programme Plan | **Risks**<br>• Social norms prevent attitudes from changing regarding gender inequality and child rights<br><br>**Assumptions**<br>• All stakeholders, particularly communities are willing to participate in planning activities |

*Activities:*
• Recruitment of education team
  ➢ Advertising strategy to attract female applicants
  ➢ Positive discrimination towards female applicants during recruitment process to ensure gender parity in staff
  ➢ Lower academic achievement criteria for female applicants
  ➢ Provision of safe accommodation and incentives for female field-based trainers (mattresses, bed-nets etc)
  ➢ Inclusion of KAP questions in interview process to assess gender values of all applicants
• Training of education team and partners
  ➢ Identification of supplementary training needs of female staff members to address specific needs (capacity-building, extra motor-bike training etc)
  ➢ Budgetary allocation for additional training of female education staff as appropriate
  ➢ Internal training of education staff on gender inequality, rights, GBV and HIV/AIDs
  ➢ Internal training of staff on rights-based approach, participatory methodology, facilitation skills and PRA
  ➢ Internal training of staff on P4 and Concern Code of Conduct
  ➢ Training of partners (NGO, CEO, DEO, other Concern staff) on above with education staff as facilitators.
• Stakeholder analysis
  ➢ Complete Stakeholder Analysis Profile Matrix, Relative Influence and Importance of Key Stakeholders and Stakeholder Analysis Participation Matrix(from EPAF)

- ➤ Identify and employ strategies to engage 'hidden' stakeholders, particularly female.
- ➤ Identify and employ strategies to engage stakeholders identified as potentially negatively impacted by programme (e.g. male stakeholders feeling threatened by gender equality)
- Community planning
  - ➤ Education staff facilitate PRA sessions and use participatory methodology to engage stakeholders
  - ➤ Education staff actively seek the opinions of females and youth to identify needs and priorities
  - ➤ Strategies to engage female participation will be used as appropriate (female facilitator for women's groups etc.)
  - ➤ DRR – include vulnerability analysis and hazard analysis with a gender focus
  - ➤ Training of community on Concern P4 and Code of Conduct, training on and establishment of a complaints mechanism
- M & E plan
  - ➤ Internal training of education staff on impact chain, problem tree and M&E framework and tools
  - ➤ Education staff facilitate participatory session to establish the purpose and scope of the M&E plan
  - ➤ Community members and stakeholders (including females from as identified in stakeholder analysis) contribute to development of M&E project plan at community level (facilitated by education staff)
  - ➤ Education staff, MoE, concern management and partners participate in development of programme M&E plan to include KAP and gender specific indicators
- Base-line survey
  - ➤ Data collection should be linked to M&E plan, ensuring data is collected on indicators.
  - ➤ Internal training of staff on data collection methods, research ethics and reporting mechanisms
  - ➤ DRR – include risk analysis of GBV data collection and define strategies and mechanisms for dealing with disclosures as appropriate
  - ➤ Both quantitative and qualitative data, of a pre-defined and manageable scope, should be collected
  - ➤ Data analysis and reporting to involve all education staff
  - ➤ If appropriate base-line data report should be communicated to stakeholders for advocacy purposes and coordination among development partners.

**ANNEX 7: Freestanding Interventions to address SRGBV**

| Methodology | Project | Sponsor | Target | Location | Main aim | Available evaluations |
|---|---|---|---|---|---|---|
| Drama (www.tfacafrica.com) | Theatre for a Change | TfaC (UK based charity) | Trainee teachers | Ghana, Malawi, Togo, Burkino Faso | Teach about HIV/AIDS, gender & identity, & child - centred pedagogy | Base/endline Malawi 2009, 2010, 2011 and others at http://www.tfacafrica.com/What-we-do/Monitoring-Evaluation-Learning |
| Film | Let's talk men | The South Asia Masculinities Film Project supported by Save the Children & UNICEF | Adolescents, especially boys, in formal and informal settings | South Asia, new version proposed in Thailand | Interrogate dominant views of masculinity, raise awareness of gender violence & HIV | None, but see Leach and Mitchell (2006) and http://www.engagingmen.net/files/resources/2010/Caroline/Lets_talk_men_-_project.pdf |
| Visual Arts: drawings as video narrative | Unwanted Images | Canada-South Africa Education Management Programme | Pupils aged 11-16, also teachers (as tool to combat SRGBV) | South Africa | Provide space to discuss GBV experiences through artwork | None, but see www.wgsi.utoronto.ca/GAAP/publications/unwanted/index.html |
| Visual Arts: Photo-voice & collaborative video | Speaking for Ourselves | Not known | Adolescents | Swaziland and South Africa | Space for expression on GBV, HIV etc | None, but see Leach and Mitchell (2006) |
| Mixed media (drama, song, creative arts) | Tuseme | FAWE (Gender-Responsive Pedagogy Initiative) | Schoolgirl members of Tuseme Girls Clubs | Tanzania (and elsewhere in SSA) | Empowering girls through skills in negotiation, self-confidence, decision-making and leadership | http://www.fawe.org/activities/interventions/tuseme/index.php None but evaluation commissioned? |
| Multi-media (www.soulcity.org.za) | Soul City | Soul City Institute for Health and Development, South Africa | Adults and youth | South Africa (and elsewhere) | Communicating messages about sexual health, violence etc to bring about | Soul Buddyz Clubs (HIV) (youth) brief evaluation online www.soulcity.org.za. |

| | | | | | change | |
|---|---|---|---|---|---|---|
| Multi-media (www.storyworkshop.org) | Story Workshop | Story Workshop (Malawi NGO) | Communities; youth; trainee teachers (radio drama sketches) | Malawi | Sankha Wekha – youth radio and comic books to change attitudes on SRGBV and HIV | Only feedback from audience, partners, reports in media (www.storyworkshop.org) |
| Written narrative | Memory work | none | Trainee teachers | Kenya | | None but see Chege, F (2006): Teacher Identities and Empowerment of Girls Against Sexual Violence [PDF 449.46KB] |
| Teaching package (www.auntiestella.org) | Auntie Stella – packs of 'agony aunt' style letters with Q and A | Training and Research Support Centre (Zimbabwe) | School children and youth | Zimbabwe (and elsewhere in SSA) | Opportunities for teenagers to discuss sex and relationships | None, only informal, see www.auntiestella.org |
| Manuals http://transition.usaid.gov/our_work/cross-cutting_programs/wid/doorways.html | Doorways 1, II and III | USAID | students, teachers, community counsellors | Numerous (manuals translated into Arabic, Russian, French, and Spanish) | SRGBV prevention and response training (student programme - 50 hours) | None know about, apart from post-training evaluations |
| Manuals http://www.ungei.org/resources/files/FAWE_GRP_ENGLISH_VERSION.pdf | Gender responsive pedagogy | FAWE | Teachers | Africa | trains teachers to become more gender-aware and adopt teaching practices which promote gender | 2010 evaluation www.fawe.org/resource/focus/gr-pedagogy/ |

| Manual [http://www.unicef.org/publications/index_49574.html](http://www.unicef.org/publications/index_49574.html) | Child Friendly Schools | UNICEF | Teachers and administrators | Worldwide | Promoting child friendly schools and safe learning environments | Evaluation of Rights Respecting Schools, UK [http://www.unicef.org.uk/Education/Impact-Evidence/](http://www.unicef.org.uk/Education/Impact-Evidence/) |
|---|---|---|---|---|---|---|
| Manual http://seap.savethechildren.se/South_East_Asia/Misc/Puffs/Positive-Discipline-What-it-is-and-how-to-do-it/ | Positive Discipline: what it is and how to do it 2007 | Save the Children Sweden | Parents, parent educators, and family support workers, facilitators, educators and trainers | Worldwide | Offering alternatives to corporal punishment | None known |
| Manual http://www.promundo.org.br/wp-content/uploads/2010/02/Promundo-Pub-Fim-dos-Castigos-INGLES.pdf | Ending corporal and humiliating punishments - A manual to inform and empower fathers, mothers and caregivers of children | Promundo 2010 | Fathers, mothers and caregivers | Worldwide | Offering alternatives to corporal punishment | None known |
| Manual www.thutong.doe.gov.za/ResourceDownload.aspx?id=44564 | Opening our eyes | Canada-South Africa Education Management Programme | educators | South Africa | Raising awareness of SRGBV and guidelines for facilitators | None known |
| Manual (as part of life skills training package) http://www.steppingstonesfeedback.org/ | Stepping Stones | Salamander Trust | Adults and communities (children from 11 upwards) | Uganda (originally) and elsewhere in Africa and beyond | Educate communities about gender, HIV, sexual violence and provide communication skills & critical reflection | Only adult components: Jewkes et al. (2008) Impact of Stepping Stones on Incidence of HIV & HSV-2 and Sexual Behaviour in Rural South Africa www.bmj.com/content/337/bmj.a506 |

| Training and resources, including Good Schools Kit & booklets for students | Raising Voices | Raising Voices, Uganda NGO | Communities; teachers | Uganda (and elsewhere) | Build GBV prevention capacity and attitude & behaviour change. Good School Kit (tools for creating a good school) | Evaluations reported in www.raisingvoices.org/files/RV_AnnualReport2011.pdf www.raisingvoices.org/files/RVProgramToolsEvaluation.pdf. |
| --- | --- | --- | --- | --- | --- | --- |
| Magazines (as part of a multi-media initiative for young people) | 'Fema' and 'Si Mchezo', distributed at national level (180,000 and 175,000 copies of each issue) | Femina HIP | Fema - Youth aged 15-25 in school, workplaces and organisational settings Si Mchezo - rural out of school youth aged 15-25 | Tanzania | Educate young people about sexuality, relationships, risk, HIV/Aids, life skills and other life style issues while entertaining them | http://www.feminahip.or.tz/products/fema.html http://www.feminahip.or.tz/products/si-mchezo.html |
| Child Helplines http://www.childhelplineinternational.org/ | Free confidential helplines | Child Helpline International with local partners | Children of all ages | Worldwide | Provide free confidential service to children wishing to report abuse | http://plan-international.org/learnwithoutfear/resources/publications/using-child-helplines-to-protect-children-from-school-violence |

# ANNEX 8: Actionaid's SVAGS Indicators (to be reviewed)

**KENYA**

| Outcomes | Intermediate Outcomes | | Indicators of achievement | | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 |
|---|---|---|---|---|---|---|---|---|---|
| 1. In all 3 countries, a legal & policy framework (drawing from the model policy) that addresses VAGS exists & is being implemented at all levels. | 1.1 | Combatting VAGS has higher profile & more support in government, media & civil society | 1.1.1 | Percentage of government officials whose responses indicate they are supportive of efforts to reduce VAG | NA | | 86 | | |
| | | | 1.1.2 | Percentage of government officials taking actions that demonstrate support for the reduction of VAG | NA | | 14 | | |
| | | | 1.1.3 | Percentage of media articles that address VAG do so in a sensitive, productive manner | NA | | 57 | | |
| | 1.2 | Progress towards the adoption of legal & policy frameworks & implementation guidelines | 1.2.1 | Area Advisory Council Guidelines disseminated for Children's Act | NA | | A | | |
| | | | 1.2.2 | VAG thematic groups established in Area Advisory Councils | NA | | A | | |
| | | | 1.2.3 | Disciplinary procedures for teachers harmonised with the Sexual Offences Act | NA | | PA | | |
| | | | 1.2.4 | Implementation guidelines for the Sexual Offences Act disseminated in schools/offices | NA | | A | | |
| | | | 1.2.5 | Guidelines for implementation of Gender and Education policy and school re-entry policy printed and disseminated | NA | | A | | |
| | 1.3 | Legal & policy frameworks & implementation guidelines are effective | 1.3.1 | Number of VAG cases reported: police, child-protection agencies, NGOs, CBOs, FBOs etc. | 9 | 39 | 35 | 0 | 0 |
| | | | 1.3.2 | Number of VAG cases reported to the police that were investigated | 5 | 13 | 11 | 0 | 0 |
| | | | 1.3.3 | Number of VAG cases reported to the police that were prosecuted | 4 | 12 | 10 | 0 | 0 |
| | | | 1.3.4 | Number of VAG cases reported to the police that resulted in conviction | 4 | 11 | 10 | 0 | 0 |
| | | | 1.3.5 | Percentage of VAG survivors who received counselling, care or health advice | 1.05 | NA | NA | NA | |
| | | | 1.3.6 | Percentage of VAG survivors who feel that the authorities handled their case well | 33 | NA | NA | NA | |
| 2. In the intervention areas, violence against girls by family members, teachers & peers is reduced [by 50%] from baseline statistics. | 2.1 | Increased awareness about VAGS, legislation, prevention & mechanisms | 2.1.1 | Percentage of respondents (other than girls) able to identify specific legislation aimed at preventing VAG | 19 | | 51% | | |
| | | | 2.1.2 | Percentage of respondents able to identify formal mechanisms for reporting & referring incidences of VAG | NA | | 95% | | |
| | | | 2.1.3 | Percentage of respondents who know of a local organisation or service providing support to VAG survivors | NA | | 19% | | |
| | 2.2 | Increased community rejection of VAGS & support for efforts to reduce it | 2.2.1 | Percentage of respondents who think teachers do not have the right to demand sex from pupils | 64 | | 74% | | |
| | | | 2.2.2 | Percentage of respondents who think girls are not to blame for sexual harassment | 67 | | 79% | | |
| | | | 2.2.3 | Percentage of respondents questioning corporal punishment | 62 | | 44% | | |
| | 2.3 | Decrease in incidence of VAG in the home, in the community & at school | 2.3.1 | Percentage of girls who experienced violence at school in the last 12 months | 34 | | NA | NA | |
| | | | 2.3.2 | Percentage of girls who experienced violence in their home or community in the last 12 months | 39 | | NA | NA | |

| Outcomes | Intermediate Outcomes | | Indicators of achievement | | Yr1 | Yr2 | Yr3 | Yr4 |
|---|---|---|---|---|---|---|---|---|
| 3. In the intervention areas, girls' enrolment is increased [by an average of 22%], their drop-out is decreased [by 20%] & substantial progress is made towards gender parity in education. | 3.1 | Increased gender parity in enrolment & drop-out | 3.1.1 | Number of girls enrolled in the school | 2030 | | 2433 | |
| | | | 3.1.2 | GPI of enrolment | 0.96 | | 0.93 | |
| | | | 3.1.3 | District NET enrolment ratio | 60.1 | | | |
| | | | 3.1.4 | Percentage of girls enrolled who drop out | 6 | | 6 | |
| | | | 3.1.5 | GPI of drop-out rate | 0.5 | | 1.25 | |
| | | | 3.1.6 | Percentage of drop-outs whose case is associated with pregnancy | | | 22 | |
| | | | 3.1.7 | Percentage of drop-outs whose case is associated with early marriage | | | 41 | |
| | 3.2 | Increased gender parity in progression & completion | 3.2.1 | Percentage of girls, at the end of lower primary, who progress to the next class/level | | | 128 | |
| | | | 3.2.2 | GPI for progression (lower primary) | | | 1.72 | |
| | | | 3.2.3 | Percentage of girls, at the end of upper primary, who progress to the next class/level | 87%* | | 121 | |
| | | | 3.2.4 | GPI for progression (upper primary) | 0.96* | | 3.33 | |
| | | | 3.2.5 | Percentage of girls enrolled in Class 1 in 2006 completing a cycle of basic education by 2013 | NA | NA | NA | NA |
| | | | 3.2.6 | GPI of basic education completion | NA | NA | NA | NA |
| | 3.3 | Increased gender parity in attainment | 3.3.1 | Percentage of girls enrolled in the last class of lower primary who pass all subjects | 26 | | 29 | |
| | | | 3.3.2 | GPI of percentage of those enrolled in the last class of lower primary who pass all subjects | 0.72 | | 1.09 | |
| | | | 3.3.3 | Percentage of girls enrolled in the last class of upper primary who pass all subjects | 47 | | 32 | |
| | | | 3.3.4 | GPI of percentage of those enrolled in the last class of upper primary who pass all subjects | 0.63 | | 1.26 | |
| | 3.4 | School environments are increasingly girl-friendly | 3.4.1 | Percentage of women teachers | 34 | | 24 | |
| | | | 3.4.2 | Percentage of women/girls on school management committee | 30 | | 33 | |
| | | | 3.4.3 | Number of schools with the following following:- | | | | |
| | | | 1 | * VAGS Policy | 2 | | 11 | |
| | | | 2 | * Teachers' Code of Conduct | 13 | | 13 | |
| | | | 3 | * Teachers trained in any issues related to gender & VAG | 12 | | 13 | |
| | | | 4 | * SMC members trained on issues related to gender & VAG | 8 | | 12 | |
| | | | 5 | * Girl-Sensitive School Plans (GSSP) | NA | | 9 | |
| | | | 6 | * Lessons taking place on issues related to gender & VAG | 16 | | 9 | |
| | | | 7 | * Separate, functioning toilets for girls | 10 | | 6 | |
| | | | 8 | * Active Girls' Clubs | 16 | | 11 | |
| | | | 3.4.4 | Number of VAGS cases reported to the school | 43 | | 612 | |
| | | | 3.5.4 | Percentage of girls who think that teachers do not show bias against girls in their questioning approaches | 68 | | 99% | |
| 4. In the intervention areas, [14,000] girls report the confidence to challenge the culture of violence in & around schools, report incidents & create peer support networks. | 4.1 | Increased participation of girls in challenging VAGS | 4.1.1 | Percentage of girls who think teachers do not have the right to demand sex from pupils | 67 | | 75% | |
| | | | 4.1.2 | Percentage of girls who think that girls are not to blame for sexual harassment | 36 | | 63% | |
| | | | 4.1.3 | Percentage of girls questioning corporal punishment | 28 | | 18% | |
| | | | 4.1.4 | Percentage of girls participating in activities that challenge VAG | NA | | 62% | |
| | 4.2 | Increased participation of girls in reporting cases of VAGS through official channels | 4.2.1 | Percentage of girls able to correctly identify formal mechanisms for reporting & referring incidences of VAG | NA | | 98% | |
| | | | 4.2.2 | Percentage of girls who have experienced violence who reported it, in any way | 35 | | NA | NA |
| | | | 4.2.3 | Percentage of girls who have experienced violence who reported it, through official channels | | | NA | NA |
| | | | 4.2.4 | Percentage of girls who know of a local organisation or service providing support to VAG survivors | NA | | 11% | |
| | 4.3 | Active peer-support networks for girls in place | 4.3.1 | Percentage of girls belonging to Girls' Clubs | 73 | | 39 | |
| | | | 4.3.2 | Number of school where boys are engaged in activities that challenge VAG & support girls | 14 | | 10 | |

* Overall progression rate for lower and upper primary school

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**Ghana**

| Outcomes | Intermediate Outcomes | | Indicators of achievement | | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 |
|---|---|---|---|---|---|---|---|---|---|
| 1. In all 3 countries, a legal & policy framework (drawing from the model policy) that addresses VAGS exists & is being implemented at all levels. | 1.1 | Combatting VAGS has higher profile & more support in government, media & civil society | 1.1.1 | Percentage of government officials whose responses indicate they are supportive of efforts to reduce VAG | NA | NA | 100 | | |
| | | | 1.1.2 | Percentage of government officials taking actions that demonstrate support for the reduction of VAG | NA | NA | 35 | | |
| | | | 1.1.3 | Percentage of media articles that address VAG do so in a sensitive, productive manner | NA | NA | #DIV/0! | | |
| | 1.2 | Progress towards the adoption of legal & policy frameworks & implementation guidelines | 1.2.1 | Current Teachers' Code of Conduct disseminated | NA | NA | A | | |
| | | | 1.2.2 | Teachers' Code of Conduct revised | NA | NA | 0 | | |
| | | | 1.2.3 | Gender and Education Policy ratified | NA | NA | NA | | |
| | | | 1.2.4 | Head teacher manual updated | NA | NA | 0 | | |
| | | | 1.2.5 | SMC/PTA manual revised | NA | NA | A | | |
| | 1.3 | Legal & policy frameworks & implementation guidelines are effective | 1.3.1 | Number of VAG cases reported: police, child-protection agencies, NGOs, CBOs, FBOs etc. | | 66 | 46 | 0 | 0 |
| | | | 1.3.2 | Number of VAG cases reported to the police that were investigated | | 14 | 8 | 0 | 0 |
| | | | 1.3.3 | Number of VAG cases reported to the police that were prosecuted | | 4 | 4 | 0 | 0 |
| | | | 1.3.4 | Number of VAG cases reported to the police that resulted in conviction | | 4 | 4 | 0 | 0 |
| | | | 1.3.5 | Percentage of VAG survivors who received counselling, care or health advice | 0.05 | NA | NA | NA | |
| | | | 1.3.6 | Percentage of VAG survivors who feel that the authorities handled their case well | 33 | NA | NA | NA | |
| 2. In the intervention areas, violence against girls by family members, teachers & peers is reduced [by 50%] from baseline statistics. | 2.1 | Increased awareness about VAGS, legislation, prevention & mechanisms | 2.1.1 | Percentage of respondents (other than girls) able to identify specific legislation aimed at preventing VAG | 36 | NA | 73% | | |
| | | | 2.1.2 | Percentage of respondents able to identify formal mechanisms for reporting & referring incidences of VAG | NA | NA | 98% | | |
| | | | 2.1.3 | Percentage of respondents who know of a local organisation or service providing support to VAG survivors | NA | NA | 87% | | |
| | 2.2 | Increased community rejection of VAGS & support for efforts to reduce it | 2.2.1 | Percentage of respondents who think teachers do not have the right to demand sex from pupils | 67 | NA | 57% | | |
| | | | 2.2.2 | Percentage of respondents who think girls are not to blame for sexual harassment | 73 | NA | 59% | | |
| | | | 2.2.3 | Percentage of respondents questioning corporal punishment | 30 | NA | 35% | | |
| | 2.3 | Decrease in incidence of VAG in the home, in the community & at school | 2.3.1 | Percentage of girls who experienced violence at school in the last 12 months | 28 | NA | NA | NA | |
| | | | 2.3.2 | Percentage of girls who experienced violence in their home or community in the last 12 months | 49 | NA | NA | NA | |

| Outcomes | Intermediate Outcomes | | Indicators of achievement | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 |
|---|---|---|---|---|---|---|---|---|
| 3. In the intervention areas, girls' enrolment is increased [by an average of 22%], their drop-out is decreased [by 20%] & substantial progress is made towards gender parity in education. | 3.1 | Increased gender parity in enrolment & drop-out | 3.1.1 Number of girls enrolled in the school | 2346 | NA | 2533 | | |
| | | | 3.1.2 GPI of enrolment | 0.91 | NA | 1.01 | | |
| | | | 3.1.3 District NET enrolment ratio | 92 | NA | | | |
| | | | 3.1.4 Percentage of girls enrolled who drop out | 1.62 | NA | 0.4 | | |
| | | | 3.1.5 GPI of drop-out rate | 0.98 | NA | 1.9 | | |
| | | | 3.1.6 Percentage of drop-outs whose case is associated with pregnancy | 10.5 | NA | 50 | | |
| | | | 3.1.7 Percentage of drop-outs whose case is associated with early marriage | 52.6 | NA | 12.5 | | |
| | 3.2 | Increased gender parity in progression & completion | 3.2.1 Percentage of girls, at the end of lower primary, who progress to the next class/level | 101 | NA | 107 | | |
| | | | 3.2.2 GPI for progression (lower primary) | 1.01 | NA | 1.05 | | |
| | | | 3.2.3 Percentage of girls, at the end of upper primary, who progress to the next class/level | 100 | NA | 114 | | |
| | | | 3.2.4 GPI for progression (upper primary) | 0.96 | NA | 1.02 | | |
| | | | 3.2.5 Percentage of girls enrolled in Class 1 in 2006 completing a cycle of basic education by 2013 | NA | NA | NA | NA | |
| | | | 3.2.6 GPI of basic education completion | NA | NA | NA | NA | |
| | 3.3 | Increased gender parity in attainment | 3.3.1 Percentage of girls enrolled in the last class of lower primary who pass all subjects | 78 | NA | 85 | | |
| | | | 3.3.2 GPI of percentage of those enrolled in the last class of lower primary who pass all subjects | 1.03 | NA | 1.04 | | |
| | | | 3.3.3 Percentage of girls enrolled in the last class of upper primary who pass all subjects | 64 | NA | 97 | | |
| | | | 3.3.4 GPI of percentage of those enrolled in the last class of upper primary who pass all subjects | 0.74 | NA | 1.06 | | |
| | 3.4 | School environments are increasingly girl-friendly | 3.4.1 Percentage of women teachers | 20 | NA | 20 | | |
| | | | 3.4.2 Percentage of women/girls on school management committee | 28 | NA | 27 | | |
| | | | 3.4.3 Number of schools with the following following:- | | | | | |
| | | | 1 * VAGS Policy | 0 | NA | 6 | | |
| | | | 2 * Teachers' Code of Conduct | 11 | NA | 12 | | |
| | | | 3 * Teachers trained in any issues related to gender & VAG | 10 | NA | 13 | | |
| | | | 4 * SMC members trained on issues related to gender & VAG | 6 | NA | 12 | | |
| | | | 5 * Girl-Sensitive School Plans (GSSP) | NA | NA | 6 | | |
| | | | 6 * Lessons taking place on issues related to gender & VAG | 12 | NA | 13 | | |
| | | | 7 * Separate, functioning toilets for girls | 6 | NA | 9 | | |
| | | | 8 * Active Girls' Clubs | 13 | NA | 13 | | |
| | | | 3.4.4 Number of VAGS cases reported to the school | 5739 | NA | 1275 | | |
| | | | 3.5.4 Percentage of girls who think that teachers do not show bias against girls in their questioning approaches | 77 | NA | 99% | | |
| 4. In the intervention areas, [14,000] girls report the confidence to challenge the culture of violence in & around schools, report incidents & create peer support networks. | 4.1 | Increased participation of girls in challenging VAGS | 4.1.1 Percentage of girls who think teachers do not have the right to demand sex from pupils | 86 | NA | 72% | | |
| | | | 4.1.2 Percentage of girls who think that girls are not to blame for sexual harassment | 80 | NA | 49% | | |
| | | | 4.1.3 Percentage of girls questioning corporal punishment | 14 | NA | 22% | | |
| | | | 4.1.4 Percentage of girls participating in activities that challenge VAG | NA | NA | 63% | | |
| | 4.2 | Increased participation of girls in reporting cases of VAGS through official channels | 4.2.1 Percentage of girls able to correctly identify formal mechanisms for reporting & referring incidences of VAG | NA | NA | 96% | | |
| | | | 4.2.2 Percentage of girls who have experienced violence who reported it, in any way | 15 | NA | NA | NA | |
| | | | 4.2.3 Percentage of girls who have experienced violence who reported it, through official channels | | NA | NA | NA | |
| | | | 4.2.4 Percentage of girls who know of a local organisation or service providing support to VAG survivors | NA | NA | 60% | | |
| | 4.3 | Active peer-support networks for girls in place | 4.3.1 Percentage of girls belonging to Girls' Clubs | 67 | NA | 22 | | |
| | | | 4.3.2 Number of school where boys are engaged in activities that challenge VAG & support girls | 5 | NA | 6 | | |

## ANNEX 9: Plan Ecuador and USAID Tajikistan project outlines

**Plan Ecuador**

**Reducing Violence against Girls in School 2009-12** (COMBATIENDO LA VIOLENCIA CONTRA LAS NIÑAS EN LAS ESCUELAS)

**General aim**
To contribute to the integral protection of the rights of children, with emphasis on girls, attending 23 schools located in the project intervention areas.

**Level of intervention**: deprived rural and urban parishes

**Baseline study**: 6182 students (3244 boys, 2938 girls), 182 teachers (55 men and 127 women) and 4615 family members.

**Activities**
• Training workshops for teachers with the objective of building their capacities to provide equitable treatment for children, raise awareness to acknowledge children as rights holders, emotional intelligence applied to education, pedagogical resources to reduce violence in schools from a gender and generational approach.
• Awareness and training workshops addressed to parents about acknowledging children as rights holders, gender violence, comprehensive protection, affection, self-esteem, communication and integration to strengthen links and improve the dialogue and coexistence in the educational community in terms of gender and generational equity and equality.
• Implementation of spaces to strengthen the capacities for dialogue and construction of agreements, to prepare and present communicational materials with children and adolescents for socialisation and dissemination of the importance of reducing gender-based violence against girls.
• Events focused on the development, implementation and evaluation of coexistence codes in schools with the participation of children, parents, teachers and community stakeholders in conditions of equity and gender and generational equity and equality.
• Actions to support proposals made by the educational community (guarantors and co-guarantors) for the implementation of coexistence codes that promote the rights of children and gender equality relationships.
• Workshops on capacity building for social watch and demand of the right to an education free of violence, addressed to parents and community stakeholders on issues such as: purpose and operation of a comprehensive protection system, education law, children rights and gender equality, and a plan for the eradication of sexual violence from schools. Plan to follow-up the implementation of coexistence codes.
• Strengthen the capacities of the educational and community stakeholders to activate mechanisms for the restoration of rights in conditions of gender and generational equity and equality.
• Strengthen the technical and operational capabilities of the agencies responsible for restoring the rights of children and adolescents.

**Outcome:** development and improvement of good relations between boys and girls and adults in 23 schools.

Findings from Mid-Term Review (MTR)

*Indicator*: At least 75% of girls who attend the 23 basic education schools within the intervention areas report that violence from teachers and classmates has reduced
*Baseline*: 2.5% of girls report that violence from teachers and classmates has reduced
*MTR*: 58% of girls report that the violence from teachers and classmates has reduced

**Intermediate Outcome 1**: Improved knowledge and skills for the development of good relations between children, teachers and parents.

*Indicator:* 75% of girls, boys, mothers, fathers and teachers have increased their knowledge and capabilities for good relations
*Baseline:* 11.9% of boys, girls have knowledge and capabilities for good relations/ 24.9% of fathers and mothers have knowledge and capabilities for good relations
*MTR:* 44.38% of boys, girls have knowledge and capabilities for good relations/ 59.49% of fathers and mothers have knowledge and capabilities for good relations

**Intermediate Outcome 2:** Implementation of mechanisms for the protection, defence, monitoring and demand of good relations and treatment of boys and girls

*Indicator 1***:** At least 75% of educative centres implement mechanisms to promote good relations between boys, girls and adults
*Baseline:* 48 % of educative centres implement mechanisms to promote good relations between boys, girls and adults
*MTR:* 73% of educative centres implement mechanisms to promote good relations between boys, girls and adults

*Indicator 2:* At least 15 community organizations and two local government institutions monitor and engage in social vigilance activities to prevent violence against girls in schools
*Baseline:* Two community organisations and four local government institutions monitor and engage in social vigilance activities to prevent violence against girls in schools
*MTR:* 17 community organizations and 9 local (parish) organisations monitor and engage in such activities

*Indicator 3:* At least 20 schools have implemented actions to reduce the physical risks to boys and girls
*Baseline:* 14 schools have implemented actions to reduce the physical risks to boys and girls
*MTR:* 14 schools have implemented actions to reduce the physical risks to boys and girls

**Intermediate Outcome 3:** Promotion of actions focused on restoring the rights of children in the 23 schools located in the project intervention areas.

*Indicator:* 75% of schools have alliances and/or services to recover the rights of boys and girls in case of rape
*Baseline:* 52% of schools have alliances and/or services to recover the rights of boys and girls in cases of rape
*MTR:* 55% of schools have alliances and/or services to restore the rights of boys and girls in cases of rape


**Safe Schools and the Reduction of School-related Gender-based Violence in Tajikistan**

**Project duration: 2010**

**Funder:** USAID

**Implementing agency:** Creative Associates International, Inc, Tajikistan

**Conceptual framework:** a holistic, multifaceted approach with specific attention to gender equality and human rights, in keeping with the USAID approach to SRGBV. Community members and teachers are key stakeholders and the training sought to increase understanding that gender roles are socially constructed and can be changed through education and action.

**Objectives**:
1. to train community members and teachers in three project regions on how to prevent and respond to SRGBV, using the *Doorways II Community Counselor Training Manual* and *Doorways III Teacher Training Manual*.

2. to assess what impact the training had on shaping community members' attitudes and actions related to each of the modules in the training manual.

**Format:** The intervention consisted of a five day training programme for just over 100 teachers and community members in three project districts, with a pre-test and a post-test to measure the impact of the training on participants. Expected outcomes were significant change in attitudes, knowledge and practices relating to SRGBV.

The findings of both surveys (community members/teachers and pre-/post-test) across the three districts revealed similar patterns and showed some impact of the training on many beliefs around gender and violence. There was increased support for equal access to education for boys and girls, and for child rights, but a strong tendency to discriminate against girls remained. While the training appears to have had a positive impact on many community members' abilities to identify sex and gender differences, at least one-third, especially those living in the more remote and conservative areas where strict gender role expectations remain, still did not fully understand sex versus gender role differences.

While the training influenced general attitudes toward school-related violence, with increased recognition of what constituted school-based violence and reduced support for the use of harsh verbal abuse and corporal punishment and more for establishing classroom rules which teach student responsibility and help create and maintain a safe classroom environment, a significant proportion of community members were still unable

to identify different forms of harsh verbal abuse, psychological abuse, physical violence, sexual abuse, and labor abuse as forms of school-related violence.  The training had the least impact in the most rural conservative district. There was also reluctance generally to recognise that boys can experience sexual harassment and a continuing belief that boys and girls should receive gender differentiated punishments, e.g. physical or corporal punishment for boys, staying after school to wash the floors and clean the classrooms and toilets for girls.