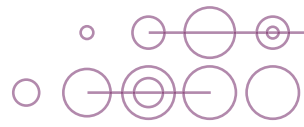


Global Programmatic Framework & Benchmarking Tool:

**From Call to Action to
Programme Responses**

April 2021





The document was developed by UNICEF in collaboration with Safe to Learn partners and with support from FCDO.





Introduction

“Safe to Learn” is a global initiative dedicated to ending violence against children in and through schools. Ending violence in and through schools refers to two aspects of ending violence. First, ending all violence that happens while at school, on and around school grounds, while getting to and from school, and in online activity linked to a student’s school life. Second, using school as an entry point to reduce violence in other areas of children’s lives. Schools can be important spaces where students develop the positive behaviors and relationship skills that can contribute to reducing violence in the home, community, and online, as well as other interpersonal violence.

The programmatic and advocacy objectives of Safe to Learn are set out in a five-point “[Call to Action](#)”:

- 1. Implement policy and legislation:** National, regional and local governments develop, fund and enforce laws and policies that protect children from all forms of violence in and around schools, including online violence.
- 2. Strengthen prevention and response at the school level:** School staff, students, and management committees provide safe and gender-sensitive learning environments for all children that promote positive discipline, child-centered teaching and protect and improve children’s physical and mental wellbeing.
- 3. Shift social norms and behavior change:** Parents, teachers, children, local government and community leaders recognize the devastating impact of violence in schools and take action to promote positive social norms and gender equality to ensure schools are safe spaces for learning.
- 4. Invest resources effectively:** Increased and better use of investments targeted at ending violence in schools.
- 5. Generate and use evidence:** Countries and the international community generate and use evidence on how to effectively end violence in schools.

There are currently 14 Safe to Learn partners¹. They are important leaders in their respective fields; they represent a breadth of sectors, bring a range of technical expertise, have extensive presence in country, and maintain global level networks and influence. Collectively, they control budgets of billions of dollars and have significant policy, programmatic, and advocacy work streams that contribute to the safety, wellbeing, and education of children. These partners can bring about significant change through the integration of violence prevention and response within their entities, strategies, and across their work. The strength of the Safe to Learn initiative comes from individual and collective actions aligning behind a common vision and set of objectives.

This Global Programmatic Framework & Benchmarking Tool will provide guidance to Safe to Learn partners in translating this “Call to Action” into practical actions; highlight technical resources to assist in the design of interventions; and set out a suggested framework for monitoring and tracking results. It is intended to be shared, adapted and applied by partners according to their specific organizational and programmatic context.

It is not intended to be a comprehensive reference but is linked to existing standards and guidelines. These are highlighted in the “Resources” sections throughout the document. Additional resources are available at the End Violence [Safe to Learn website](#).

¹Partners include: United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children’s Fund (UNICEF), the UK Foreign, Commonwealth and Development Office (FCDO), the United Nations Girl’s Education Initiative (UNGEI), the Civil Society Forum to End Violence against Children, the World Bank, Education Cannot Wait (ECW), the Global Partnership for Education (GPE), the Global Business Coalition for Education, Global Affairs Canada, the World Health Organisation, the Global Coalition to Protect Education from Attack, the United Nations Special Representative of the Secretary-General on Violence Against Children, and the Global Partnership to End Violence Against Children.





Violence in and through schools

Safe to Learn recognizes that school premises are not always safe spaces for children. UNICEF found that, globally, half of students aged 13–15 or around 150 million children report experiencing peer-to-peer violence in and around school². But bullying and physical fights are only two types of violence: many students routinely deal with corporal and other degrading forms of punishment, physical and sexual attacks and gender-based violence. School-related violence also spills over into children's online activities.³

The *Safe to Learn* initiative addresses diverse forms of violence including:

- Violence perpetrated by teachers and other school staff, including corporal punishment, cruel and humiliating forms of psychological punishment, sexual exploitation and abuse, and bullying.
- Violence that takes place between peers in and around schools, such as bullying, sexual and gender-based violence and physical and psychological violence; these forms of violence may also have an online dimension, which may include sexual exploitation and abuse, cyberbullying and digital harassment.
- Violence in a home and family setting; insofar as teachers and other school staff are typically the first point of contact with children outside of their families, they also have a professional duty to identify warning signs and respond where indications of violence or abuse are apparent.
- Violence in the community that has an impact on schools; this includes violence associated with gang culture, and armed violence in non-conflict settings.
- Attacks on schools, understood as any intentional threat or use of force carried out for political, military, ideological, sectarian, ethnic, religious or criminal reasons against students, educators, and education institutions.

Safe to Learn also suggests that schools provide a valuable entry point for working with families and communities to end violence against children more broadly. There are many duty bearers across sectors and in the community, all of which have a responsibility for preventing and responding to violence in and through schools. However, the strategic focus of this initiative will be on the specific obligations of the education sector — notably ministries of education and the schools - public or private - that operate under their purview.

Country-level programming

Safe to learn builds the work of several actors to end violence in and through schools. From the mid-2000's, UNICEF has been implementing the **Child-Friendly Schools** framework and advocating for its standards to be embedded across education systems. Civil Society Organizations also have longstanding initiatives to address violence in schools.⁴ Since 2014, the **Global Working Group to End School-Related Gender-Based Violence** has supported practical actions in schools to address the drivers of and response to gender-based violence in schools. More recently, ending violence against children was named as an organizational priority in Goal Area 3 of the UNICEF Strategic Plan, 2018-2021, and has adapted a multisectoral approach which identifies the education sector as a key role player.

²United Nations Children's Fund, 'An Everyday Lesson: #ENDviolence in Schools', UNICEF, New York, September 2018; United Nations Educational, Scientific and Cultural Organization, 'Behind the Numbers: Ending School Violence and Bullying', UNESCO 2019. ³Report of the independent expert for the United Nations study on violence against children. A/61/299, 29 Aug 2006; Office of the Special Representative of the Secretary-General on Violence against Children, 'Tackling Violence in Schools: a Global Perspective' New York, 2012; Office of the Special Representative of the Secretary-General on Violence against Children 'Ending the torment: tackling bullying from the schoolyard to cyberspace', New York, 2016 ⁴Global Coalition to Protect Education from Attack, <www.protectingeducation.org/what-attack-education>, GPCEA, New York, accessed 7 May 2019. ⁵c.f. Action Aid, Plan International, Save the Children, UNICEF. 'Too often in silence. Addressing violence in schools - Selected initiatives from West and Central Africa' August 2010.





In the context of these efforts, UNICEF research suggests that national laws and policies for the protection of children from violence are not being systematically applied in schools.⁶ Child protection issues are not well understood by school staff, and children experiencing violence in and around schools are infrequently identified and are unlikely to receive protection or support. Currently, there is no global data on which countries have violence-prevention measures embedded in their education sector plans. However, an analysis of the UNICEF 2018 Strategic Monitoring Questions for Goal Area 3 show that only 17 of 91 countries have established school-related gender-based violence prevention and response mechanisms.⁷

#ENDviolence Youth Manifesto

“We demand that our parents, guardians, schools as institutions, policymakers, and communities recognize our essence of being, our equality, our right to dignity, our right to exist in harmony in environments that are free of violence in all its forms. We demand that where violence may exist it must be addressed with the required urgency, without placing the burden on the child.”

There is pressure to increase efforts to end school-related violence, coming largely from children and young people. For example, when the #ENDviolence in Schools campaign was activated online in September 2018, 24,000 young people representing 160 countries provided thoughtful recommendations. In December 2018, more than 100 young people from around the world were brought together to craft a Youth Manifesto for ending violence in schools. The Manifesto is referenced in boxes throughout this document, as additional context and guidance.

Safe to Learn aims to build on this existing work. Since its inception, partners have undertaken specific actions in line with their commitment to the initiative, including to:

- Work collaboratively between programme and communications to ensure an integrated campaign within the framework of the Call to Action.
- Engage young people, parents and the public as advocates and agents of change.
- Advocate with ministries of education, other key departments and civil society organizations to work within the framework of the campaign.
- Accelerate programming to prevent and respond to violence in and through schools, progressively aligned with the Call to Action.
- Contribute to global monitoring of the campaign.
- Document promising approaches and lessons learned in prevention and response to violence against children in school settings.

As a part of the December 2019 Safe to Learn Strategic Roadmap, the 14 Safe to Learn partners identified two areas where their individual strengths, when combined and coordinated, could create an enabling environment for ending violence in and through schools and generate support to countries across the five areas of the Call to Action. First, building political will through joint activity and a consistent narrative making the case for ending violence in and through schools. Second, supporting and collaborating on country-level action to end violence in and through schools. Partners agreed that in addition to doing more as individual organizations, collectively they would:

⁶United Nations Children's Fund, 'Child Protection in Educational Settings: Findings from six countries in East Asia and the Pacific', UNICEF EAPRO, Bangkok, 2012, <<https://resourcecentre.savethechildren.net/library/child-protection-educational-settings-findings-six-countries-east-asia-and-pacific>>

⁷UNICEF Strategic Monitoring Question 22-01-2.a.3-19





- Use three levers to build political will and convey a strong rationale around the value of ending school-related violence: targeted advocacy, communications, and leveraging influencers; and
- Where *Safe to Learn* partners (as well as other donors, NGOs, and agencies) are already working on education and child protection, relevant partners will further coordinate and collaborate to support these countries to implement the five areas of the Call to Action.

Safe to Learn partners agreed they would work collectively to support countries, including those that have endorsed the Call to Action, and that they may draw on the *Safe to Learn* Global Programmatic framework and the benchmarking tool, in addition to other internal frameworks, to support Call to Action implementation, where appropriate.

Each individual partner has different operational models and comparative strengths and implementing partners may also have existing funding and programming plans in place. Further, each country will have varied contexts and coordination modalities. Understanding these differences, *Safe to Learn* partners committed to the following principles when working together in country:

- **Coordination:** Utilize existing mechanisms, including education sector working groups and clusters, to increase effective coordination. This should include country-level advocacy efforts.
- **Collaboration:** Actively pursue cross-sector collaboration where possible (e.g. health, protection), taking steps to maximize the alignment and complementarity of action. Bring unrepresented country-level voices into the *Safe to Learn* partnership.
- **Cohesion:** Identify implementation gaps and coordinate responses on this basis.
- **Ownership:** Promote country-level ownership for implementing the Call to Action.
- **Alignment to Best Practices:** Promote and support the use of good practice approaches, tools, and guidance to strengthen country action. Support mutual accountability or monitoring frameworks to ensure that partners, and national actors, are aligned around *Safe to Learn* programming principles and priorities.
- **Sharing:** Ensure all relevant implementing partners (donors, CSOs, agencies, etc.) maximize impact by sharing: a) new evidence-based knowledge and technical expertise, and supporting the use of the most up-to-date evidence, and b) information on advocacy, programming plans and good practices from implementation related to ending violence in schools.

COVID-19

The *Safe to Learn* Programmatic Framework was drafted before the 2020 COVID-19 pandemic. As many schools reopen, the interventions outlined in this document will be crucial to ensure schools provide the safe and supportive space that children need. *Safe to Learn* partners have developed recommendations on the reopening of schools which can be found [here](#). These recommendations are designed to support governments to build back better by integrating measures of the *Safe to Learn* Call to Action into national policies and programmes to end violence against children in and through schools.

From Call to Action to Programme Responses

The *Safe to Learn* agenda is universal. It is applicable to all countries, regardless of income level and wherever they stand on the humanitarian-development continuum. The technical resources that are shared





within the context of Safe to Learn should be of practical use to partners in all countries.

This section provides guidance to Safe to Learn partners in identifying interventions to support this agenda. It has the following structure.

Each point is defined and then broken down into standards, which were developed in relation to international child rights frameworks, United Nations guidance and minimum standards, and good practices from the field of child safeguarding. The standards are further supported by the following elements:

- **The Call to Action is translated into “Benchmarks”.** As far as has been possible, these benchmarks have been developed in relation to international child rights frameworks, United Nations guidance and minimum standards, and good practices from the field of child safeguarding.
- **Notes.** These elaborate on the background to the benchmark, and why it is important
- **Key interventions** - Based on their comparative advantage and established programme and advocacy strategies, partners may identify the most pertinent interventions for building capacity to prevent and respond to violence in schools
- **Resources** - International standards, references and guidance related to each action area.

Call to Action 1. Implement laws and policies

National, regional and local governments develop and enforce laws and policies that protect children from all forms of violence in and around schools, including online violence

Benchmark 1.1: *The national government includes prevention of violence in and around schools as a specific strategy in education sector policies, plans and budgets*

Notes

An Education Sector Plan (ESP) presents a long-term vision for the education system of a country and outlines practical strategies and costed plans to achieve the objectives. It is a powerful tool for coordinating partners and for mobilizing additional domestic and external resources. The Education Sector Analysis, which is the first step in the planning process, uses data and evidence to diagnose challenges to educational access, quality and learning, and identifies successes and opportunities. Strategies for preventing school violence and promoting gender equality when embedded in ESPs can provide guidelines and budgets for implementation across the education system.

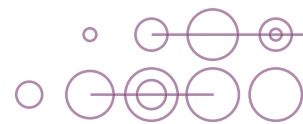
Key interventions

- Support Education Sector Analysis or annual sector and policy reviews. These analyses or reviews should include the extent to which violence impinges on the objectives of the education sector; sources of data on different forms of violence including offline and online; how violence is addressed in existing policies; and capacity constraints within the system to address violence.
- Promote violence prevention and response as a policy priority. This may include engaging young people, parents, teachers and the public to influence policymakers, as well as engaging in relevant treaty bodies, particularly during the pre-session Working Group of the United Nations Convention on the Rights of the Child (UNCRC) and supporting governments’

#ENDviolence Youth Manifesto

“We demand the protection and prevention of all forms and levels of violence in schools, which should be governed by clear rules, regulations, and action plans to enable reform and recourse for a safe learning environment for all.”





state reporting to the UNCRC and its response to their concluding observations, where appropriate.

- Advocate for violence prevention and response (including mental health and psychosocial support in humanitarian settings) to be explicitly included in education strategies and highlighted in sector plans.
- Support the Ministry of Education to develop Education Sector Plans, formulate policies and design programmes to address violence in and around school and gender equality through action planning, financing and costing, implementation arrangements and monitoring and evaluation.

Resources

Global Partnership for Education, United Nations Educational, Scientific and Cultural Organization and International Institute for Educational Planning, 'Guidelines for Education Sector Plan Preparation', IIEP and GPE, Paris and Washington, DC, 2015

Global Partnership for Education, United Nations Girls' Education Initiative and United Nations Children's Fund, 'Guidelines for Developing Gender-Responsive Education Sector Plans', GPE and UNGEI, Washington, DC and New York, 2017.

Global Partnership for Education, United Nations Educational, Scientific and Cultural Organization and International Institute for Educational Planning, 'Guidelines for Education Sector Plan Appraisal', IIEP and GPE, Paris and Washington, DC, 2015

Global Partnership for Education, United Nations Children's Fund, International Institute for Educational Planning/IIEP, The World Bank, 'Education Sector Analysis Methodological Guidelines. Vol.1: Sector-Wide Analysis, with Emphasis on Primary and Secondary Education', UNESCO/IIEP, The World Bank and UNICEF, Paris, Washington, DC and New York, 2014

Global Partnership for Education, United Nations Children's Fund, International Institute for Educational Planning/IIEP, The World Bank, 'Education Sector Analysis Methodological Guidelines. Vol.2: Sub-Sector Specific Analysis', UNESCO/IIEP, The World Bank and UNICEF, Paris, Washington, DC and New York, 2014

Benchmark 1.2: *There is explicit prohibition of corporal punishment in schools, and policies are in place to support positive discipline and classroom management*

Notes

There is a clear human rights obligation to prohibit corporal punishment and other cruel or degrading forms of punishment in schools. Nevertheless, as of 2019, there were 67 states where children may lawfully be subjected to corporal punishment in all or some schools.⁸ Even where prohibited by law, there are reports of the persistence of the practice in schools. Effective implementation requires a comprehensive range of measures to prevent the use of physical and humiliating punishment, including raising awareness about the law, equipping teachers with the necessary positive, non-violent disciplinary techniques and responding appropriately when prohibition is breached. The lack of legislation banning corporal punishment does not necessarily prevent schools - whether public or private - from taking the initiative to prohibit the use of violent disciplinary practices.

Key interventions

- In countries where prohibition has not been achieved, identify processes for reforming the law that provide opportunities for enacting prohibiting legislation.
- Raise awareness among adults and children about the harmful impacts of physical and humiliating

⁸Global Initiative to End All Corporal Punishment of Children, 'Global report 2019: Progress towards ending corporal punishment of children', London 2020





punishment and enlist them as vocal advocates for legal reform and enforcement of this reform down to school level. Before involving children, ensure there has been careful assessment of the risks associated with children's participation in speaking out, campaigning or advocating.

- Strengthen systems in the education sector to monitor compliance through school inspection mechanisms and by establishing independent, trusted reporting mechanisms; and educate people about the mechanisms.
- Help build a range of appropriate measures to address any continued use of physical and humiliating punishment by teachers and school leaders. This may include initial and in-service training on the law, and additional support for learning violence prevention, positive discipline and classroom management skills, building capacity for digital literacy and responding to cases of violence.

Resources

Committee on the Rights of the Child, The right of the child to protection from corporal punishment and other cruel or degrading forms of punishment, General Comment No. 8, 2006

Global Initiative to End All Corporal Punishment of Children, 'Teaching without violence: prohibiting corporal punishment' Briefing Paper, London, 2019

Global Initiative to End All Corporal Punishment of Children, 'Ending corporal punishment of children: A short guide to effective law reform', London, 2019

Global Initiative to End All Corporal Punishment of Children, 'Assessment guidelines - Prohibiting all corporal punishment of children: assessing the law', London, 2014

Global Initiative to End all Corporal Punishment of Children, Resources for eliminating corporal punishment in schools, Briefing Note, London, 2012

Global Initiative to End all Corporal Punishment of Children, 'Progress towards ending corporal punishment of children – Global report 2019', London, 2020

'Towards non-violent schools: Prohibiting all corporal punishment - Global Report', Global Initiative to End all Corporal Punishment of Children, London, 2015

UNICEF East Asia and the Pacific Regional Office, 'Compendium of case studies. Accelerating action to end violence against children in East Asia and the Pacific: Evidence-based and promising practices', UNICEF, Bangkok, 2019

United Nations Educational, Scientific and Cultural Organization- Bangkok Office and Regional Bureau for Education in Asia and the Pacific, 'Positive Discipline in the Inclusive, Learning-Friendly Classroom. Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments Specialized Booklet 1A Guide for Teachers and Teacher Educators', UNESCO, Paris, 2015

Benchmark 1.3: *The roles and responsibilities of the Ministry of Education in response and referral to incidents of violence are clearly set out in the multisectoral national child protection policy framework*

Notes

Virtually all countries have civil frameworks that address child protection, which set out State accountabilities for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment. As child protection is inherently intersectoral, the UNCRC has recommended the establishment of national coordinating frameworks on violence against children. These would provide a common frame of reference and a mechanism for communication on child protection among government ministries and with civil society





actors. Some countries have national plans of action that set out commitments of various ministries to prevent and respond to violence against children. Ministries of education are in a unique position, as schools allow for teachers to build a rapport with children that enables them to identify and refer children in need of care and protection, regardless of whether violence occurs at or outside of school. School staff members are often required by child protection systems to report when there are reasonable grounds to conclude that a child has been abused.

Key interventions

- Analyse child protection civil frameworks to assess the degree to which forms of violence that are associated with school settings may trigger a child protection response.
- Establish / review child protection frameworks that trigger a child protection response to violence against children, including to violence against children associated with school settings (occurred inside or outside the school)
- Ensure that systems of reporting and referral in the education sector are effective and child-friendly, include training school personnel to handle disclosure and cases of offline and online violence, as well as how to work with children who are showing signs of psychological distress due to violence.
- Support the participation of education authorities in child protection coordination mechanisms at national, provincial, district and local levels.
- Facilitate links between the education sector and local social service, health and justice sectors, to establish a case-management system and develop a referral mechanism for child victims, including online counselling and reporting systems.
- Advocate for the Minister of Education to participate in multisectoral policies, plans and strategies on violence against children and gender-based violence (ex. by coordinating/linking schools with child protection authorities), including country pathfinding where relevant

#ENDviolence Youth Manifesto

“We commit to breaking taboos and the victimization around reporting violence. We will seek out trusted authorities such as teachers, counsellors, community representatives and other students when we witness or learn of violence in and around school. We also commit to creating youth-led channels for reporting violence.”

Resources

Committee on the Rights of the Child, The right of the child to freedom from all forms of violence, General comment No. 13, United Nations, 2011

United Nations Children’s Fund, ‘Child Protection in Educational Settings: Findings from six countries in East Asia and the Pacific, UNICEF EAPRO, Bangkok, 2012

United Nations Children’s Fund, ‘Preventing and Responding to Violence against Children and Adolescents: Theory of change’, UNICEF, New York, 2017.

United Nations Educational, Scientific and Cultural Organization and United Nations Entity for Gender Equality and the Empowerment of Women, ‘Global guidance on addressing school-related gender-based violence’, UNESCO, Paris, 2016

Benchmark 1.4: *The country has endorsed the Safe Schools Declaration and in situations of armed conflict is implementing the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict*





Notes

According to the Global Coalition to Protect Education from Attack, attacks on education are any intentional threat or use of force - carried out for political, military, ideological, sectarian, ethnic, religious or criminal reasons - against students, educators and educational institutions. They violate the right to education and other human rights that are internationally protected and applicable at all times. The Safe Schools Declaration is an inter-governmental political commitment that provides countries with the opportunity to express political support for the protection of students, teachers and schools during times of armed conflict; the importance of the continuation of education during armed conflict; and the implementation of the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict. As of November 2018, 82 states had endorsed the Declaration.

Key interventions

- Advocate for and support all governments to endorse the Safe Schools Declaration.
- Provide technical support to governments to bring the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict into domestic policy and operational frameworks as far as possible and appropriate.
- Engage with all parties involved in a conflict to incorporate the Guidelines into their doctrine, military manuals, rules of engagement, operational orders and other means of dissemination.
- Contribute to monitoring and reporting on attacks on schools, if applicable through the United Nations-led Monitoring and Reporting Mechanism, in compliance with Security Council Resolution 1998.
- Build the capacity of education authorities and service providers to put in place measures to reduce the risk of attacks, to respond quickly to risks and to have a clear plan for the safe re-opening of schools after attacks.

Resources

Global Coalition to Protect Education from Attack, 'The Safe Schools Declaration: A Framework for Action', GCPEA, New York, 2010

Global Coalition to Protect Education from Attack, 'Guidelines for protecting schools and universities from military use during armed conflict', GCPEA, New York, 2015

Call to Action 2. Strengthen prevention and response at school level

School staff, students and management committees provide safe and gender-sensitive learning environments for children

Benchmark 2.1: *Key violence prevention strategies are embedded in curriculum-based activities for children*

Notes

School staff and management committees should work directly with children to explore and understand the root causes of violent behaviour. Including measures to prevent violence in school curricula is more effective than one-off measures. The following strategies from the World Health Organization (WHO) INSPIRE framework can be applied in school curricula:

#ENDviolence Youth Manifesto

"We commit to being respectful and careful in how we treat our community and to speak up when it is safe to do so. Kindness is a responsibility that begins with each of us"





- *Develop life skills:* These are cognitive, social and emotional skills used to cope with everyday life. They include problem-solving, critical thinking, communication, decision-making, creative thinking, relationship skills, building self-awareness, empathy, and coping with stress and emotions.
- *Teach children about safe behaviour:* This includes the ability to recognize situations, both offline and online, in which abuse or violence can happen, how to avoid potentially risky situations and where to find help. This knowledge can make children less vulnerable to abuse and reduce the risk of violence happening again.
- *Promote positive social and gender norms and equal relationships:* Social and cultural expectations around gender, sexual orientation, religion, ethnicity and disability can increase the risk of bullying and other forms of violence against girls and children from minority groups. Challenging harmful norms and strengthening those that promote non-violent, positive and equal relationships can reduce any justification for violent behaviour.

Key interventions

- Analyse existing curriculum at multiple levels – including at the national level with the Ministry of Education, at the teacher-training level and at the school level - to identify the extent to which violence-prevention strategies are incorporated and opportunities for introducing them.
- Support pilot-testing of approaches , with evaluation and budgeted scale-up, where pilots are effective in extracurricular contexts.
- Advocate for the use of effective evidence-based approaches when delivering curriculum-based activities, such as curricula and training materials that are gender-transformative and which challenge social norms and gender norms that increase the risk of violence for both girls and boys.
- Support the inclusion - in existing curricula and extracurricular activities - of peace education and life-skills training to build self-efficacy to act in response to violence; and identify new entry points for such training in and through schools.
- Ensure that all forms of violence are reflected in student curricula and teacher training related to violence prevention, including, for example, sexual abuse, intimate partner violence, gang violence and online violence.

Resources

United Nations Children’s Fund, ‘Global framework on transferable skills’, UNICEF, New York, 2019

United Nations Educational, Scientific and Cultural Organization and United Nations Entity for Gender Equality and the Empowerment of Women, ‘Global guidance on addressing school-related gender-based violence’, UNESCO, Paris, 2016

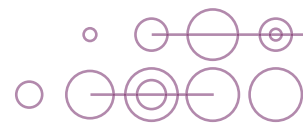
World Health Organization, ‘INSPIRE: Seven strategies for ending violence against children’, WHO, Geneva, 2016

World Health Organization with United Nations Children’s Fund and United Nations Educational, Scientific and Cultural Organisation, ‘Preventing schools-based violence: A practical handbook’, WHO, Geneva, 2019

UNFPA-UNICEF Global Programme to End Child Marriage, ‘Technical note on life skills programmes for empowering adolescent girls: notes for practitioners on what works’, UNFPA and UNICEF, 2019

Benchmark 2.2: *Child safeguarding principles and procedures are in place in schools, inclusive of codes of conduct, child-friendly reporting and referral procedures, and safe recruitment standards*





Notes

Schools need a documented set of policies and procedures to keep children safe and to respond to child protection concerns. These measures should be set out in a national child protection/safeguarding policy for schools that provides clear guidance to all education staff in a country on the rationale for protecting children, the responsibilities and roles of staff members, particularly in terms of incident response, codes of conduct, and reporting, referral, monitoring and accountability. This policy should require all sub-national education authorities, as well as all schools operating under their purview, to develop their own localized child protection/safeguarding policies which reflect local contexts but conform to the national policy. The lack of a national policy does not necessarily prevent schools - whether public or private - from taking the initiative to develop their own localized child protection/safeguarding policies.

Key interventions

- Map existing child protection/safeguarding policies and procedures in national policy and as practiced in schools, inclusive of codes of conduct, child-friendly reporting and referral procedures, and safe recruitment standards.
- Support the establishment or strengthening of a national child protection/safeguarding policy for schools, advocating for appropriate resource allocation for implementation (see textbox)
- Ensure budgeting of the child protection/safeguarding policies
- Establish or strengthen a system to monitor the compliance of the child protection/safeguarding policy through formal complaints procedures, including building the capacity of the school inspectorate to conduct regular reviews of progress in implementing national education policy.
- Identify and build the capacity of child protection/safeguarding focal points at national, district and school levels, to support the implementation of policies and procedures at all levels. This may include child protection/safeguarding in pre-service and in-service training of teachers, counsellors and other education staff.
- Involve students in ensuring school level child-friendly reporting channels are in place, improving reporting channels and mechanisms, monitoring their use, challenging stigma related to reporting and in ensuring students of all ages and backgrounds are aware of and understand the reporting channels.
- Educate parents and students about the importance of safeguarding policies and involve rights-holders in advocating for the development of a safeguarding policy.

#ENDviolence Youth Manifesto

“We demand that teachers and counsellors undertake ongoing training and be able to identify, respond to support and refer learners who are affected by issues of school-based violence to appropriate services. Training should equip teachers and counsellors to be emotionally intelligent, to deal with inclusivity and diversity issues and to provide positive discipline for all children.”

Key elements of a child safeguarding policy

- Policy purpose
- Legal duties
- Responsibility of school management and governing bodies
- Codes of conduct
- Guidance on information sharing and confidentiality
- Safe recruitment
- Child safeguarding/protection focal points
- Duties and procedures in the case of safeguarding concerns involving a staff member or another student
- Reporting, response and referral pathways, mechanisms and procedures
- Mandatory training
- Investigation protocol
- Forms of violence and abuse and indicators to facilitate detecting them





Resources

Action Aid, Plan International, Save the Children, UNICEF. 'Too often in silence. Addressing violence in schools - Selected initiatives from West and Central Africa' August 2010

United Nations Children's Fund, 'Child Protection in Educational Settings: Findings from six countries in East Asia and the Pacific', Bangkok, 2012

United Nations Girls' Education Initiative Global Working Group to End School-Related Gender-Based Violence, 'A Whole School Approach to Prevent School-Related Gender-Based Violence: Minimum Standards and Monitoring Framework,' UNGEI, New York, 2018

Keeping Children Safe, 'Child safeguarding standards and how to implement them', London, 2014

Keeping Children Safe, 'Implementing International Child Safeguarding Standards in the context of the COVID-19 global pandemic', London 2020

National Society for the Prevention of Cruelty to Children, NSPCC Learning page on 'Safeguarding and Child Protection in Schools - training courses, safeguarding assessment, teaching resources and consultancy for schools', London

Queensland University of Technology, 'Child Protection for Teachers', online course on Future Learn, upcoming in September 2020

UK Department for Education, 'Keeping children safe in education. Statutory guidance for schools and colleges on safeguarding children and safer recruitment', London, (last updated) 2020

Benchmark 2.3: *Each school has at least one focal point who is capacitated to provide front-line mental health/psychosocial support to children experiencing violence*

Notes

Schools need school leaders, school management and Education authorities to be supportive of schools as safe places to learn and need a designated child protection focal point⁹ to offer guidance and support to children experiencing violence, help identify children with mental health or behavioural concerns, and oversee school-wide prevention initiatives. In many countries, this role has been designated to school counsellors. A 2013 study found that school-based counselling is well established in 62 countries across the global, and mandatory in 39.¹⁰ While the role initially supported students' academic and career development, there is increasing focus on their mental health and well-being. Counselling is typically delivered by experienced teachers with an additional postgraduate qualification, and sometimes by specialist social workers or psychologists. Meeting the full continuum of student needs also requires collaboration between school counselors and community mental health providers and social workers.

Key interventions

- Analyse existing education legislation or policy and advocate for mandated school counselling and mental health support.
- Review the job description of school counsellors and advocate for the inclusion of appropriate responsibilities for child protection and mental health concerns.
- Strengthen the training curriculum for school counsellors and other associated specialist personnel in schools.

⁹Appointing a deputy focal point, where possible, may also be a useful intervention.

¹⁰Harris, B., 'International school-based counselling: A scoping report', British Association for Counselling and Psychotherapy, Lutterworth, UK, 2013





- Train and support school counsellors.
- Build linkages and referral pathways between schools and community mental health providers and social workers.
- Support raising awareness / updating the school management, leaders and education authorities on child safeguarding and child protection in school.

Resources

Global Social Service Workforce Alliance and United Nations Children's Fund, 'Guidelines to Strengthen the Social Service Workforce for Child Protection', UNICEF, New York, 2019

Harris, B., 'International school-based counselling: A scoping report', British Association for Counselling and Psychotherapy, Lutterworth, UK, 2013

World Health Organization, 'School-based violence prevention: a practical handbook', WHO, Geneva, 2019

Benchmark 2.4: *The physical environment in and around schools is safe and designed with the well-being of children in mind*

Notes

Education authorities should ensure safe and secure physical environments in and around schools. Minimum standards include making sure that children can move safely to and from school; that sanitary facilities and classroom architecture and design are adapted so they are gender-responsive, accessible for children with disabilities and safe and secure. Disorder (such as litter, graffiti and disrepair), shared unsupervised spaces and areas that are isolated or poorly lit can increase the risk of violent incidents and affect academic performance. The appearance and features of school buildings and grounds should be reviewed to identify areas that could be improved.

#ENDviolence Youth Manifesto

"We demand safe learning environments, including buildings and grounds, playing fields, and fixed equipment. We want hallways, classrooms, and bathrooms with gender neutral options to be adequately lit. We expect security measures like gates, cameras, and properly trained security personnel where appropriate. School staff and students need instruction about what to do in the case of an emergency"

Key interventions

- Promote cross-country sharing of risk assessment methodologies for child-friendly school infrastructures that consider the special needs, vulnerabilities and capacities of students and support the education authorities in their adaptation.
- Advocate that disaster risk reduction (DRR) plans identify violence 'hotspots' and locations where children feel unsafe in and around schools, and findings for DRR mitigation plans. Students and the larger community around the school may be instrumental in this identification and advocacy.
- Review national school building codes and specifications in view of inclusion of minimum standards for school safety.
- Advocate for improvements in education infrastructure to make schools more safe and secure, such as including social and environmental management safeguard frameworks in bilateral development agreements.
- Explore possible partnerships with businesses or civil society groups to enhance student safety to and from school.





Resources

Plan International, 'Safe Schools Global Programme' Plan 2014

United Nations Girls' Education Initiative, 'A Whole School Approach to Prevent School-Related Gender-Based Violence,' UNGEI, New York, 2018

United Nations Children's Fund, 'Guidance on risk-informed programming', New York, 2018.

World Health Organization, 'School-based violence prevention: a practical handbook', WHO, Geneva, 2019

Call to Action 3. Shift social norms and behaviour change

Parents, teachers, children, local government and community leaders recognize the devastating impact of violence in schools and act to promote positive social norms to ensure schools are safe spaces for learning.

Benchmark 3.1: There is wide dissemination and engagement with stakeholders to build knowledge and appreciation of child rights and laws prohibiting violence.

Notes

Addressing school-related gender-based violence means committing to actions that increase the awareness and involve the participation of the entire school community. This involves stakeholders at the school level, including students, teachers, school support staff, heads and principals; those in the local community; and government education authorities. It requires these stakeholders to work together to build knowledge and appreciation of child rights and laws prohibiting violence, undertake activities aimed at making schools safer, more child-friendly and gender-sensitive, and to foster a positive learning environment for students and educators. In addition to school management, student councils, parents and community members must be enlisted to support efforts to prevent and respond to violence in and through schools.

#ENDviolence Youth Manifesto

"We commit to start and support initiatives that will promote unity, curiosity, and mutual respect at home, in school, and in our communities – including online. We will protect each other and have each other's backs." [#I'veGotYourBack]

Key interventions

- Provide national policies or guidelines that give districts and schools strategies on how to widely disseminate information to school and community members on child rights with regard to violence and laws prohibiting violence against children.
- Build the capacity of parent-teacher associations and school management committees to incorporate into their concerns both offline and online efforts to prevent and respond to violence.
- Increase opportunities for students to express their concerns safely and participate in the design and implementation of activities aimed at making schools safer and as relevant across all the Calls to Action.
- Develop policies for local entities such as youth and community organizations, businesses and the police, the judiciary, and child welfare agencies, to partner with schools to prevent violence.
- Facilitate opportunities for community members, including young people, to discuss the causes of violence and to co-create solutions to address violence in schools through formal curricula or other activities. Support pilot-testing of these approaches wherever possible and capture evidence for scaling up these pilots where appropriate.





Resources

United Nations Girls' Education Initiative, 'A Whole School Approach to Prevent School-Related Gender-Based Violence,' UNGEI, New York, 2018

World Health Organization, 'School-based violence prevention: A practical handbook', WHO, Geneva, 2019

Benchmark 3.2: *Specific, evidence-informed interventions are implemented and evaluated with schools, addressing social norms that drive key forms of violence*

Notes

There is an array of Communication for Development (C4D) approaches aimed at preventing violence that have been tested and proven effective in changing behaviours related to violence in schools, including, for example, bullying, intimate partner violence, protection from child sexual abuse and violent discipline. C4D approaches to end violence in schools aim to:

- Increase demand among students, teachers, parents and community members for policies, services and systems that promote safe school environments
- Increase adoption of positive behaviours that help to end violence
- Facilitate change in perceptions and attitudes about violence and bystander action
- Decrease stigma and discrimination that can lead to violence
- Promote positive and equitable social and gender norms that can decrease violence
- Empower and engage youth and broader communities to act and to have their voices heard in decision-making processes about prevention and response to violence

#ENDviolence Youth Manifesto

"We demand that all schools teach all students, regardless of age, gender identity, sex, disability, religion, race and sexual orientation, to respect one another's physical and sexual boundaries. All schools must provide accessible and reliable means of reporting cases of sexual harassment and assault (be it physical, psychological, emotional and/or verbal) as enshrined within school governing documents/policies, which must be inclusive."

Of critical importance is ensuring that these C4D interventions work across all levels (individual, interpersonal, community and institutional and policy levels) to promote a culture where violence is considered unacceptable and where people feel empowered to act to end it. Therefore, C4D approaches are incorporated throughout the programmatic framework.

Key interventions

- Identify the barriers and motivators to change social acceptance of violence in schools including the specific attitudes and norms that need to change. This exercise can also help set baselines for tracking and monitoring changes in knowledge, attitudes, behaviors and norms over time.
- Adapt, and embed in curriculum, evidence-based anti-bullying programmes that address social and emotional skills, challenge social norms around bullying and equip student to respond to bullying (See 2.1). Include cyber bullying and internet safety, digital citizenship and online social etiquette in anti-bullying initiatives.
- Provide national policies or guidelines that give guidance on developing and implementing evidence-based interventions to address social norms surrounding key forms of violence (e.g. bullying, digital safety, sexual abuse and exploitation, youth and gang violence).
- Support programs that prevent young people from entering gangs, reduce gang violence, and/or help young people get out of gangs.





- Bring attention to new norms such as bystander action or positive discipline strategies by identifying and recognizing positive role models and peer advocates who can encourage and support others to take action.
- Involve young people, parents, teachers and other community members in the design and implementation of school- and national-level policies to make schools safer, and support school communities to advocate for administrative support to implement these measures.

Resources

World Health Organization, 'INSPIRE: Seven strategies for ending violence against children', WHO, Geneva, 2016

World Health Organization, 'School-based violence prevention: a practical handbook', WHO, Geneva, 2019

Sood, Suruchi, et al., 'Technical Guidance for Communication for Development Programmes Addressing Violence Against Children', UNICEF, New York, 2019

Sood, S. and C. Cronin, 'Communication for Development Approaches to Address Violence Against Children: A Systematic Review', UNICEF, New York, 2019

Benchmark 3.3: *Young people, parents, teachers and community members in and around schools engaged and active on the topic of school violence*

Notes

UNICEF has a key role to play in raising awareness about the scale and impacts of violence in schools, generating public dialogue and enlisting young people and the public as advocates and agents of change. This strategy encourages working across behavioural change and public communications programmes; identifying specific changes to policy or practice that would be supported or accelerated by youth and public engagement; and then devising a strategy to achieve them. Indeed, other sections of the Call to Action will also be supported, accelerated and amplified by youth and public engagement. The Key Interventions listed below, therefore, should be critical tools in the overall advancement of the integrated Safe to Learn campaign.

Key interventions

- Provide national policies or guidelines that outline communication for development initiatives (ie., media, arts, awareness and empowerment raising activities) to engage students, parents and communities in dialogue and action against violence.
- This could include adapting advocacy and communications materials developed for the global Safe to Learn campaign to local contexts and use them to influence policymakers, donors and the public; one effective model, for example, is identifying first-person or 'what's working' stories.
- Using national- or local-level data on the incidence, nature, impacts and costs of school violence, both offline and online, to raise awareness among teachers, parents, policymakers, donors, the media and the public and to advocate for change.
- Providing opportunities for youth and the public to communicate with policymakers and donors via polls, petitions and other means, as appropriate in the local context.
- Mobilizing the public and other audiences to take action by enlisting local celebrities, influencers and other partners.





Resources

United Nations Children's Fund, 'An Everyday Lesson: #ENDviolence in Schools', UNICEF, New York, September 2018

United Nations Educational, Scientific and Cultural Organization, 'Behind the Numbers: Ending School Violence and Bullying', UNESCO 2019

United Nations Children's Fund, 'UNICEF Programme Guidance for the Second Decade: Programming With and for Adolescents' Programme Division, New York, 2018

United Nations Children's Fund, '#ENDviolence Youth Talk Toolkit', UNICEF, New York, 2018

United Nations Children's Fund, 'Conceptual Framework for Measuring Outcomes of Adolescent Participation', New York, 2018

United Nations Children's Fund, 'Voices of Youth', UNICEF, New York

United Nations Children's Fund, 'U-Report', UNICEF, New York

Generation Unlimited, 'Overview of Evidence. Generation Unlimited Foundational Documents. Working Document as of 9 July 2019', GenU, New York, 2019

Call to Action 4. Invest resources effectively

Increased and better use of investments targeted at ending violence in schools.

Benchmark 4.1: *Domestic resources are allocated to support people, programming and processes to end violence in schools*

Notes

Advocacy for additional budgetary allocation to ministries of education can be a hard sell in countries that struggle to cover basic recurrent expenditure, such as teachers' salaries, from domestic resources. However, expenditure on violence prevention and response can be a minor element of auxiliary expenditure. This expenditure is rarely visible in charts of accounts. It is, nevertheless, important that expenditure targeted for violence prevention and response is tracked - at national or local level - as a reflection of government effort.

Key interventions

- Generate and use evidence on the costs of violence in and around schools, including online violence, to advocate for greater and better public investment in school-based violence prevention and response; young people and the public may be instrumental in this advocacy.
- Support analysis of existing public expenditure on violence prevention and response for schools at national, district and school-levels, and costing of new or ongoing initiatives.
- Work with ministries of education at national and subnational levels to strengthen their budget submissions with appropriate costing and results indicators for violence prevention and response activities.

Resources

United Nations Children's Fund, 'UNICEF's Engagements in Influencing Domestic Public Finance for Children (PF4C): A Global Programme Framework', UNICEF, New York, 2017





Pereznieto, P. et al., 'The costs and economic impact of violence against children', ODI and ChildFund Alliance, 2014

Fry, D., 'Preventing Violence against Children and how this contributes to building stronger economies. Thematic Research Paper for the 3rd High-Level Meeting on Cooperation for Child Rights in the Asia-Pacific Region, 7-9 November, 2016. Kuala Lumpur', Government of Malaysia and the United Nations Children's Fund, 2016

Fry D, Blight S., 'How prevention of violence in childhood builds healthier economies and smarter children in the Asia and Pacific region', BMJ Global Health 2016

Benchmark 4.2: *Donors provide funding targeting the country level to end violence in schools, investing in effective approaches*

Notes

International organizations and bilateral donors allocate approximately US\$12 billion annually to education. A further US\$0.5 billion per year is provided through humanitarian funding windows for education in emergencies.¹¹ Donors can therefore play an influential role in preventing and addressing school violence. Due to its clear impact on learning, violence reduction in and through schools should be a core component that is integrated into international development assistance and humanitarian response plans in the education sector. This must include elements of mental health and psychosocial support for children who have experienced trauma due to violence and conflict.

Key interventions

- Advocate for development and humanitarian donors at the country and global levels to increase funding of effective approaches to end violence in schools and to measure violence reduction as an explicit outcome. This includes development partners such as UNICEF, the World Bank, WHO, the Global Partnership to End Violence against Children, the Global Partnership for Education and Education Cannot Wait, among others.
- Advocate for increased bilateral programming, directly targeting violence in schools, or including an explicit focus on addressing violence through broader education, early childhood development, social protection and other programmes.
- In humanitarian situations, support the Education and Child Protection Cluster to integrate violence prevention and response in and through schools as a part of humanitarian response plans.

Resources

ChildFund Alliance, Save the Children, SOS Children's Villages International, World Vision International, Development Initiatives, 'Counting Pennies: A review of official development assistance to end violence against children', 2017

Benchmark 4.3: *There is private sector engagement in the provision of financial and non-financial resources including technical support, expertise and advocacy towards ending violence in school*

¹¹Global Education Monitoring Report. (2017). Aid to Education is Stagnating and Not Going to Countries Most in Need. Paris: UNESCO





Notes

Private-sector engagement can be important at various levels: from corporate social responsibility to private philanthropies and individual giving, it can be an important source of funding and in-kind resources. Through shared value partnerships, UNICEF can also explore how private-sector core business operations, skills and expertise can help us deliver on commitments to end violence in and through schools – including online violence. Finally, in many countries the private-sector entities have taken on a significant role in providing public and non-state education, and thus have an obligation to protect children from violence in and around their institutions.

Key interventions

- Generate and use evidence on the costs of violence in schools to advocate for greater and better private-sector investment in violence prevention and response in and through schools, including online violence.
- Develop national-level business cases detailing the rationale for investing in school-based violence prevention and response and funding needs.
- Identify local companies, civil society organizations and philanthropic entities interested in partnerships focused on ending violence in and through schools.
- Advocate for social media companies to put in place protocols to identify and prevent cyberbullying and other forms of online violence on their platforms.¹²
- Support governments to improve regulatory capacity in relation to violence in private-sector education settings, to ensure the protection and safety of children in their schools and facilities in line with the United Nations Global Compact on Child Rights and Business Principles and applicable national legislation.

Resources

International Telecommunication Union and United Nations Children’s Fund ‘Guidelines for Industry on Child Online Protection’, 2015

United Nations Children’s Fund, Save the Children and United Nations Global Compact, ‘Children’s Rights and Business Principles’, UNICEF, Save the Children, UNGC, New York/Washington, DC

United Nations Children’s Fund, United Nations Educational, Scientific and Cultural Organization, United Nations Global Compact and United Nations Special Envoy for Global Education, ‘The smartest investment: A Framework for Business Engagement in Education’, New York/Paris/Washington, DC, 2013

Call to Action 5. Generate and use evidence

Countries and the international community generate and use evidence on how to effectively end violence in schools

Benchmark 5.1: *Information and reporting of incidents allow for disaggregated baseline information and monitoring of trends and reflect needs and gaps in the system*

¹²See the discussion on industry self-regulation Milosevic, Tijana. ‘Protecting Children Online? Cyberbullying Policies of Social Media Companies’, MIT Press, London, 2017.





Notes

Every school should have a system to record incidents of violence, as well as the school's response to them. Such information may include the date, time and location of the incident, the type of violence, and how the school responded. These records are confidential and should be kept in password-protected files or under lock and key. Anonymized data should then be regularly collected at district level and submitted to the line ministry responsible for centralized data. There should be oversight to ensure schools' responses to violence are adequate. The data should then be monitored and used to strengthen violence prevention interventions. Nearly all countries have an education management information system (EMIS), which may facilitate the gathering of basic schools data for ministries of education. Therefore, integrating key indicators on violence into existing EMIS systems is one sustainable approach to monitoring the problem and any related programmatic responses.

Key interventions

- Establish national information management systems capable of gathering information on incidents of violence that can be disaggregated at least by age and sex.
- Build capacity at district and school levels for maintenance of confidential records about protection related incidents in the school.
- Promote regular analysis in view of monitoring progress and identifying trends.

Resources

United Nations Educational, Scientific and Cultural Organization and United Nations Entity for Gender Equality and the Empowerment of Women, 'Global guidance on addressing school-related gender-based violence', UNESCO, Paris, 2016,

United Nations Girls' Education Initiative, 'A Whole School Approach to Prevent School-Related Gender-Based Violence,' UNGEI, New York, 2018

Benchmark 5.2: *There is regular data collection on prevalence and forms of violence in schools using methods that follow high ethical standards*

Notes

Specialized surveys on violence in schools as well as general surveys with questions on school violence have been implemented in many countries. These often use mixed methods and provide detailed information on the forms and circumstances of violence experienced by students. For reasons of sustainability and to generate internationally comparable data, it is recommended that countries implement the appropriate modules on school violence from international survey programmes, such as the Global School-based Student Health Survey (GSHS) and the Health Behaviour in School-aged Children (HBSC) survey. Other secondary tools, such as classroom observation techniques, measure violence or behaviours that are associated with or help prevent violence in the classroom; these may also be worth piloting and can potentially be used to triangulate data.

Key interventions

- Use existing data on school violence from GSHS or similar surveys to inform the design and monitoring of programmes.
- Advocate for the collection of data on school violence on a regular basis (for example, every 3-5 years).
- Incorporate standard indicators on school violence in country planning documents.





- Advocate for the collection of data on violence occurring in and around schools, disaggregated by sex and age, as part of administrative data systems, including EMIS.
- Plan and secure resources for formative research and evidence-generation on gender and social norms influencing violent behaviours in and through schools.

Resources

End Violence Against Children, 'Measuring violence against children: A Methods Menu', New York, 2020

World Health Organization, 2018 Global School-Based Student Health Survey (GSHS) Core Questionnaire and country reports, WHO, Geneva, 2018

Health Behaviour in School-Aged Children (HBSC): World Health Organization collaborative cross-national survey, HBSC, Fife, UK

United Nations Children's Fund, 'INSPIRE Indicator Guidance and Results Framework - Ending Violence Against Children: How to define and measure change', UNICEF, New York, 2018

World Bank, 'Observer Manual: Teach', World Bank, Washington, DC, 2018

Benchmark 5.3: *Decisions on replication and scale-up of violence prevention initiatives are based on evaluations of trailed models and approaches*

Notes

Evaluating the effectiveness of interventions to reduce violence is an essential part of violence prevention, showing whether an activity is an effective use of resources and is worth continuing or scaling up. Introducing new interventions in schools should also be done with reference to existing evidence-based models that have been positively evaluated. Outcomes can also be incorporated into education management information systems (See 5.1), which can be used to monitor violence at school, district and national levels.

Key interventions

- Analyse forms of violence in and around schools that are of major concern in view of planning and prioritizing interventions
- Promote the use of the 'INSPIRE' handbook, which explains in detail how to choose and implement interventions that will fit national and local needs and context.
- Build a framework for monitoring and evaluation at the beginning of the intervention, and make sure there is baseline data against which progress can be assessed.
- Work with academic institutions or other partners to establish whether violence-prevention activities are working by evaluating activities and use the findings to strengthen prevention strategies.
- Include outcome indicators in broader monitoring and evaluation systems that collect data on violence.
- Use research to identify the attitudes and social norms that contribute to violence and to identify drivers of change and use this evidence to inform interventions and to monitor and track change over time.





Resources

World Health Organization, 'School-based violence prevention: a practical handbook', WHO, Geneva, 2019

World Health Organization, 'INSPIRE Handbook: Action for implementing the seven strategies for ending violence against children', WHO, Geneva, 2018

United Nations Children's Fund, 'Child Protection Resource Pack – How to Plan, Monitor and Evaluate Child Protection Programmes', UNICEF, New York, 2015

County-level Theory of Change and Benchmarking

There is no standard results framework that will be applied to all countries implementing the Safe to Learn Initiative. However, country partners are requested to report back to global level on results achieved in line with the Call to Action. They are also encouraged to use standard indicators in reporting.

A sample **Theory of Change** is set out in Annex 1. In this example, country level partners have chosen to focus on the first three Calls-to-Action: Policies and Legislation, Prevention and Response at School-level, and Shifting Social Norms and Behavior Change.

A standard **Monitoring Framework with Benchmarking Tool** is set out in Annex 2. Country level monitoring frameworks will be country specific. They may draw upon It draws upon the Results Framework of the UNICEF Strategic Plan 2018-2021; the UNICEF Standard RAM Indicators for Goal Area 2 and 3; and the INSPIRE Indicator Guidance and Results Framework. Detailed descriptions of these indicators are found in the source documents mentioned in the Resources section of this document. There are also a wide range of standard indicators that are available for use. Partners should refer to UNGEI's Whole School Approach to Prevent School-Related Gender Based Violence Minimum Standards and Monitoring Framework.¹³ It includes a list of 80 suggested indicators that measure the whole school approach, as well as drivers and prevalence of school-related gender-based violence.

A **Benchmarking Tool** has been developed in parallel to measure the quality of national efforts to prevent and respond to violence in and around schools against the "Benchmarks". The global programme requests standardized reporting against these benchmarks. They provide a means to identify what national governments have put in place to prevent and respond to violence in schools; what are the key gaps; and what are the priorities to ensure a comprehensive response. With support of DFID and the World Bank, Safe to Lean partners have elaborated this tool into a diagnostic framework that assesses the quality of implementation of these benchmarks through national, district and school level (forthcoming).

¹³United Nations Girls' Education Initiative, 'A Whole School Approach to Prevent School-Related Gender-Based Violence,' UNGEI, New York, 2018



Annex 1: Sample country Theory of Change

Results

Children learn in educational settings where protection and violence prevention are embedded in policies, systems and curriculum

National, regional and local governments develop and enforce laws and policies that protect children from all forms of violence

- Support to Ministry of Education to formulate strategies and policies within Education Sector & Humanitarian Response plans
- Law reform to prohibit corporal punishment and establish measures to address its continued use
- Develop formal referral mechanisms between sectors
- Support implementation of Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict

Children experiencing violence in and around schools are identified and receive appropriate services to recover and prevent recurrence

School staff, students, and management committees provide safe learning environments for all children that promote positive discipline, child-centered teaching and protect children's physical and mental wellbeing

- Support identification, pilot testing and inclusion in curriculum of key violence prevention strategies
- Establish a national child protection/safeguarding policy for schools
- Advocate for mandated mental health support and build capacity of school counsellors
- Ensure that DRR plans also identifies violence "hotspots" and improve physical environment of schools

Children are intolerant of violent behaviors and stand up to them safely

Parents, teachers, children, local government and community leaders recognize the devastating impact of violence in schools and take action to promote positive social norms and gender equality to ensure schools are safe spaces for learning.

- Embed the whole school approach in the national education plan and systems
- Build capacity of students to express their concerns safely and participate in safe schools initiatives
- Facilitate co-creation and testing of solutions to address violence in schools
- Support social norms interventions that address key drivers of violence including antibullying, cyberbullying, gang violence, child sexual abuse, intimate partner violence and positive discipline

Assumptions

Governments and donors increase resources available earmarked to ending violence in schools

Countries and the international community generate and use evidence on how to effectively end violence in schools.

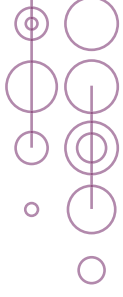
A tipping point has been reached where the normalization of violence in schools is unacceptable.

Bottle-necks

Laws and policies protecting students are not fully in place; Schools are often ill equipped to detect and address violence, including online; People do not believe that it is possible to end violence in and around schools, despite increasing calls to action from students themselves. Little government / donor funding is earmarked specifically to end violence in and around schools. Limited data is available on the incidence of school violence, who it happens to and what works to and what works to prevent it. Schools have become the targets of violent attacks for political, military, ideological, sectarian, ethnic, religious or criminal reasons.

Problem

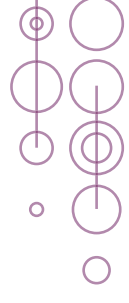
Children's right to protection from violence in and around schools is violated as they are subject to widespread abuse from teachers and other school staff; to peer-to-peer violence; and to violence in the home and community that intersects with the school setting, as well as attacks in situations of armed conflict



Annex 2: Standard country benchmarking tool

Result	Indicator	Source
<p>Outcome: Every girl and boy learns in schools that are free from violence.</p>	<p>Percentage of female and male adolescents who experienced bullying during the past 12 months, by type, sex and grade level (or age)</p>	<p>INSPIRE Indicator 1.7. Population-based, school-based surveys among adolescents, such as the 2013 and 2018 GSHS Core Questionnaires</p>
	<p>Percentage of students aged 13-15 who were report being physically attacked in the last 12 months</p>	<p>INSPIRE Indicator 1.8. Population-based, school-based surveys among adolescents, such as the 2013 and 2018 GSHS Core Questionnaires</p>
	<p>Percentage of female and male children and/or adolescents currently attending school who report being physically punished by a teacher in the past 12 months, by sex and grade level (or age)</p>	<p>INSPIRE Indicator 1.2. School-based surveys among adolescents, such as the 2013 and 2018 GSHS Core Questionnaires</p>
Output	Benchmark	Diagnostic Question
<p>Output 1: National, regional and local governments develop and enforce laws and policies that protect children from all forms of violence in and around schools, including online violence.</p>	<p>1.1 Prevention of violence in and around schools is identified as a specific objective in the national education sector policy or plan</p>	<p>1.1.1 Is the prevention of violence in and around schools identified as a specific strategy in the education sector policy, plan and budget?</p> <p>A = In place. There is a specific objective or activity related to prevention and response to violence in schools. There is also an accompanying budget and action plan.</p> <p>B = Partially in place. There is reference to violence prevention and response, but no specific actions or budgets are identified.</p> <p>C = Not in place. There is no significant reference to violence prevention and response in the education sector plan or policy.</p> <p>Suggested data sources: National Education Sector Plan or Strategy</p>
	<p>1.2 Laws or policies that prohibit corporal punishment include clear guidance on implementation, with a process for non-compliance.</p>	<p>1.2.1 Are there laws that explicitly prohibit corporal punishment and include clear guidance on implementation, with a process for non-compliance?</p>





A = In place. Corporal punishment in schools is explicitly prohibited in national legislation.

B = Partially in place. Corporal punishment is not explicitly prohibited in national legislation, but there are regulations or policies prohibiting its use by school staff.

C = Not in place. Corporal punishment in schools is condoned in law and/or policy.

Suggested Data sources: Global Initiative to End all Corporal Punishment of Children; National Constitution and/or Penal Code; National education legislation and circulars; National Children's Act (2004); Codes of Conduct for teachers; etc.

1.2.2 Are policies in place to support teacher training on positive discipline and classroom management?

A = In place. Teachers are trained in positive discipline and classroom management as a part of curriculum in pre-service and in-service training.

B = Partially in place. Teachers receive information or ad hoc training on positive discipline and classroom management.

C = Not in place. Positive discipline and classroom management are not in the pre-service and in-service training curricula and there is little to no ad hoc training available to teachers.

Suggested data sources: National curriculum for pre-service or in-service training; mapping of donor-funded teacher training programs.

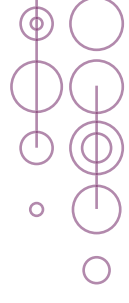
1.3 A national policy framework, strategy or other system that outlines the role of the Ministry of Education as part of the national child protection system

1.3.1 Is there a multisectoral national policy framework or strategy that outlines the role of the Ministry of Education as part of a national child protection system alongside other formal actors (i.e., Health, Social Welfare, Justice, Police)?

A = In place. There is a national child protection policy framework or strategy, and the roles and responsibilities of education sector actors regarding cases of violence are explicit.

B = Partially in place. There is a multisectoral national child protection policy framework or strategy, but the roles and responsibilities of education sector actors regarding cases of violence are not explicit.





C = Not in place. There is no multisectoral national child protection policy framework or strategy.

Suggested Data sources: National legislation on child protection; National policy framework on child protection; National Strategic Plan on violence against children; National Gender and Education Policy; National Vulnerable Children Policy, etc.

1.3.2 Has the Ministry of Education established a national child protection/safeguarding policy with the requirement that all sub-national authorities and schools develop their own localized policies?

A = In place. The Ministry of Education has a child protection/safeguarding policy outlining roles and responsibilities regarding violence in schools and requires sub-national authorities/schools to develop their own localized policies.

B = Partially in place. The Ministry of Education has a child protection/safeguarding policy, but it is not explicit about the sub-national/school roles and responsibilities of regarding violence and localizing policies.

C = Not in place. There is no Ministry of Education child protection/safeguarding policy regarding violence in schools.

Suggested Data sources: Ministry of Education Strategy/Guidelines on violence against children in schools; Ministry of Education basic requirements or minimum standards for schools.

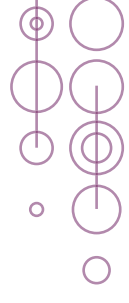
1.4 The Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict has been brought into domestic policy and operational frameworks as far as possible and appropriate

1.4.1 Has the country endorsed the Safe Schools Declaration and in situations of armed conflict and is it implementing the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict?

A = In place. The country has endorsed the Safe Schools Declaration and in situations of armed conflict and there is evidence that the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict have been brought into domestic policy and operational frameworks as far as possible and appropriate.

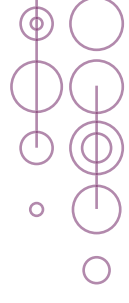
B = Partially in place. The country has endorsed the Safe Schools Declaration and in situations of armed conflict, but there is no evidence of the Guidelines being brought into domestic policy and operational frameworks.





<p>Output 2: Strengthen prevention and response at the school level - School staff, students, and management committees provide safe and gender-sensitive learning environments for all children that promote positive discipline, child-centered teaching and protect and improve children’s physical and mental wellbeing.</p>		<p>C = Not in place. The country has not endorsed the Safe Schools Declaration.</p> <p>Suggested Data sources: Global coalition to protect education from attack; Annual report, “Education under attack”; Ministry of Education policy/strategy on conflict resolution or management.</p>
<p>2.1 National curriculum includes information on violence prevention on life skills, conflict resolution, safe behavior (online) and gender equitable relationships.</p>	<p>2.1 Does the national curriculum include age appropriate approaches that (i) develop life skills, (ii) teach children about violence and safe behavior, (iii) promote inclusion of marginalized groups and gender equitable relationships?</p> <p>A = In place. The national primary and secondary curricula explicitly refer to content/lessons/activities for: 1) life skills, 2) violence and safe behavior, 3) promoting inclusion of marginalized groups and gender equitable relationships.</p> <p>B = Partially in place. The national primary and secondary curricula explicitly refer to content/lessons/activities for some, but not all of the following topics: 1) life skills, 2) violence and safe behavior, 3) promoting inclusion of marginalized groups and gender equitable relationships.</p> <p>C = Not in place. The national primary and secondary curricula do not have any content/lessons/activities for: 1) life skills, 2) violence and safe behavior, 3) promoting inclusion of marginalized groups and gender equitable relationships.</p>	<p>2.1 Does the national curriculum include age appropriate approaches that (i) develop life skills, (ii) teach children about violence and safe behavior, (iii) promote inclusion of marginalized groups and gender equitable relationships?</p> <p>A = In place. The national primary and secondary curricula explicitly refer to content/lessons/activities for: 1) life skills, 2) violence and safe behavior, 3) promoting inclusion of marginalized groups and gender equitable relationships.</p> <p>B = Partially in place. The national primary and secondary curricula explicitly refer to content/lessons/activities for some, but not all of the following topics: 1) life skills, 2) violence and safe behavior, 3) promoting inclusion of marginalized groups and gender equitable relationships.</p> <p>C = Not in place. The national primary and secondary curricula do not have any content/lessons/activities for: 1) life skills, 2) violence and safe behavior, 3) promoting inclusion of marginalized groups and gender equitable relationships.</p>
<p>2.2 Child safeguarding principles and procedures are in place in schools, inclusive of codes of conduct, child-friendly reporting and referral procedures, and safe recruitment standards.</p>	<p>2.2 Child safeguarding principles and procedures are in place in schools, inclusive of codes of conduct, child-friendly reporting and referral procedures, and safe recruitment standards.</p>	<p>2.2.1 Are there national guidelines that detail processes by which all schools should respond to child protection concerns and does the Ministry of Education have a focal point to oversee this?</p> <p>A = In place. There are national guidelines that provide guidance to districts and schools on how to establish safe and confidential reporting and response mechanisms for violence; and there is an MoE focal point to support implementation of these guidelines.</p> <p>B = Partially in place. There are national guidelines that provide guidance to districts and schools on how to establish safe and confidential reporting and response mechanisms for violence, but there is no MoE focal point to support implementation.</p> <p>C = Not in place. There are no national guidelines that provide guidance to districts and schools on reporting and response mechanisms for violence and there is no MoE focal point.</p>





Suggested Data sources: Ministry of Education Strategy/Guidelines on violence against children in schools

2.2.2 Is there a working, accessible national reporting mechanism such as a national child helpline?

A = In place. There is a fully functional, accessible national child helpline that children can use to report violence.

B = Partially in place. There is a national child helpline that children can use to report violence; however, it is not functioning consistently.

C = Not in place. There is no national child helpline that children can use to report violence.

Suggested Data sources: Ministry of Education Strategy/Guidelines on violence against children in schools; National Child Protection/Safeguarding policy framework or strategy

2.2.3 Is there pre- and in-service training for school staff regarding their obligations on child safeguarding, including reporting and response obligations?

A = In place. The national pre- and in-service teacher training curricula has course content on: 1) teacher obligations on child safeguarding, 2) violence reporting and response referral pathways for districts and schools

B = Partially in place. Teachers receive information or ad hoc training on teacher obligations on child safeguarding, 2) violence reporting and response referral pathways for districts and schools

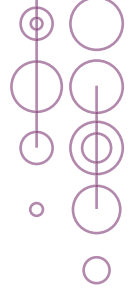
C = Not in place. Teacher obligations on child safeguarding and violence reporting/response referral pathways for districts and schools are not in the pre-service and in-service training curricula and there is little to no ad hoc training available to teachers.

Suggested data sources: National curriculum for pre-service or in-service training; mapping of donor-funded teacher training programs; Teacher code of conduct

2.2.4 Are there national policies that regulate hiring of new teachers and staff and their transfer to ensure suitability for working with children?

A = In place. There are national guidelines that provide guidance to districts and schools on how to conduct background checks before hiring/transferring teachers to assess their suitability for working with children.





B = Partially in place. There are national documents that discuss the need to conduct background checks before hiring/transferring teachers to assess their suitability for working with children, but there is no explicit guidance on how districts and schools should do this.

C = Not in place. There are no national guidelines that provide guidance to districts and schools on how to conduct background checks before hiring/transferring teachers.

Suggested Data sources: Ministry of Education Strategy/Guidelines on violence against children in schools; National Teacher Policy; Teacher recruitment/management guidelines.

2.3 All schools are mandated to designate a specialist staff member who is capacitated to provide front-line support to children experiencing violence.

2.3.1 Does the Ministry of Education have a training program or special curriculum for school counselors that includes children’s mental health and well-being; and has arrangement or referral procedures when a child or his/her family needs specialized services?

A = In place. The national pre- and in-service teacher training curricula have course content for school counsellors on: 1) children’s mental health and wellbeing, 2) referral procedures for when a child needs specialized services/care.

B = Partially in place. School counsellors/teachers receive information or ad hoc training on: 1) children’s mental health and wellbeing, 2) referral procedures for when a child needs specialized services/care.

C = Not in place. Children’s mental health and wellbeing and referral procedures for specialized services/care are not in the pre-service and in-service training curricula for school counsellors/teachers and there is little to no ad hoc training available.

Suggested data sources: National curriculum for pre-service or in-service training; mapping of donor-funded teacher training programs; Teacher code of conduct.

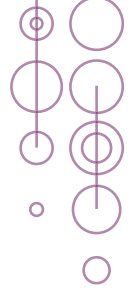
2.4 There are established national standards for school buildings and grounds that address student safety

2.4.1 Are there established national standards for school buildings and grounds that address student safety?

A = In place. There are national guidelines that provide standards to ensure school buildings and grounds keep students safe, which include:

- 1) mapping unsafe areas, 2) standards to ensure sanitary facilities that are safe and secure,





3) standards for gender-responsive classroom design, 4) standards for school grounds that allow students move safely and freely to and from school.

B = Partially in place. There are national guidelines that provide standards for school buildings, but they do not fully address each of the following issues: 1) mapping unsafe areas, 2) standards to ensure sanitary facilities that are safe and secure, 3) standards for gender-responsive classroom design, 4) standards for school grounds that allow students move safely and freely to and from school

C = Not in place. There are no national guidelines that provide standards to for school buildings.

Suggested data sources: National buildings and equipment code/ policy that sets minimum standards/indicators for infrastructure, hygiene, sanitation and equipment; Ministry of Education Sector Plan; Ministry of Education Strategy/Guidelines on violence against children in schools.

3.1.1 Does the national government and policies support the implementation of activities to disseminate information and engage stakeholders on child rights and laws prohibiting violence at the national level?

A = In place. There are national policies or guidelines that provide districts and schools strategies on how to widely disseminate information to school and community members on: a) child rights with regard to violence, b) laws prohibiting violence against children

B = Partially in place. There are national policies or guidelines that discuss engaging stakeholders on child rights and laws prohibiting violence against children; but they do not provide districts and schools targeted strategies on how to disseminate information to school and community members.

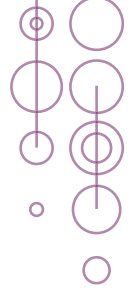
C = Not in place. There are no national policies or guidelines that discuss engaging stakeholders on child rights and laws prohibiting violence against children.

Suggested data sources: Ministry of Education Sector Plan; Ministry of Education Strategy/Guidelines on violence against children in school.

3.1 There is wide dissemination and engagement with stakeholders to build knowledge and appreciation of child rights and laws prohibiting violence

Output 3: Shift social norms and behavior change - Parents, teachers, children, local government and community leaders recognize the devastating impact of violence in schools and take action to promote positive social norms and gender equality to ensure schools are safe spaces for learning.





3.2 National policy supports the development and implementation of evidence-informed social norms initiatives with schools

3.2.1 Does national policy support the development and implementation of evidence-informed initiatives that address broad social norms that drive key forms of violence?

A = In place. There are national policies or guidelines that provide guidance on developing and implementing evidence-based interventions to address social norms surrounding key forms of violence (e.g. bullying, digital safety, sexual abuse and exploitation, youth and gang violence).

B = Partially in place. There are national policies or guidelines that discuss the need to develop and implement evidence-based interventions to address social norms surrounding violence; but they do not provide districts and schools targeted strategies on how to do this or what to do.

C = Not in place. There are no national policies or guidelines that discuss the need to develop or implement evidence-based interventions to address social norms surrounding violence.

Suggested data sources: Ministry of Education Sector Plan; Ministry of Education Strategy/Guidelines on violence against children in school.

3.3 Ministry of Education is supporting national, contextualized communication initiatives to raise awareness of violence in schools.

3.3 Does the Ministry of Education support national, contextualized communication initiatives to raise awareness on violence in schools?

A = In place. There are national policies or guidelines that outline communication for development initiatives (ie., media, arts, awareness and empowerment raising activities) to engage students, parents and communities in dialogue and action against violence.

B = Partially in place. There are national policies or guidelines that discuss the need to engage students, parents and communities in dialogue and action against violence; but they do not provide targeted communication for development strategies on how to do this (ie., media, arts, awareness and empowerment raising activities).

C = Not in place. There are no national policies or guidelines that discuss the need to engage students, parents and communities in dialogue and action against violence.

Suggested data sources: Ministry of Education Sector Plan; Ministry of Education Strategy/Guidelines on violence against children in school.



Output 4: Invest resources effectively - Increased and better use of investments targeted at ending violence in schools

4.1 Domestic resources are allocated to support people, programming and processes to end violence in schools

4.1.1 Does the Education Sector budget include costed strategies for violence prevention and response, adequate resourcing and reflections in budgets?

A = In place. The education sector budget includes a specific budget line for the development and implementation of violence prevention and response interventions.

B = Partially in place. The education sector budget does not include a specific budget line for the development and implementation of violence prevention and response interventions; but there are budget lines/activities that can less directly address violence in schools.

C = Not in place. The education sector budget does not include any budget line/activity that regards violence in schools.

Suggested data sources: Ministry of Education Sector Plan; Education Sector Budget.

4.2 Donors provide funding targeting the country level to end violence in schools, investing in effective approaches

4.2.1 Do development partners provide targeted funds, technical assistance and programs through implementing partners for prevention and response to violence in schools?

A = In place. In-country donors have provided specific earmarked funds or Technical Assistance for violence prevention and response interventions.

B = Partially in place. Violence prevention and response activities have been implemented via education programs/projects; however donors did not specifically earmark funds or Technical Assistance for violence prevention/response interventions.

C = Not in place. In-country donors have not provided any funds, Technical Assistance or programming for violence prevention and response interventions.

Suggested data sources: I/NGO and donor mapping of education programs, girls' education programs and violence reduction programs; I/NGO and donor websites.



4.3 There is private sector engagement in the provision of financial and non-financial resources including technical support, expertise and advocacy towards ending violence in school

4.3 Do private philanthropy, foundations, CSR, social impact investors, etc., provide targeted funds, technical assistance and programs for prevention and response to violence in schools?

A = In place. The private sector (ie., private philanthropy, foundations, faith based organisations, CSR, social impact investors, etc.) have provided specific earmarked funds or TA for the development and implementation of violence prevention and response interventions.

B = Partially in place. Violence prevention and response activities have been implemented via education programs/projects; however, private-sector donors did not specifically earmark funds or Technical Assistance for violence prevention/response interventions.

C = Not in place. Private-sector donors have not provided any funds, Technical Assistance or programming for violence prevention and response interventions.

Suggested data sources: Private-sector mapping of education programs, girls' education programs and violence reduction programs; Private-sector (ie., private philanthropy, foundations, faith based organisations, CSR, social impact investors, etc.) websites.

Output 5: Generate and use evidence - Increased and better use of investments targeted at ending violence in schools

5.1 Information and reporting of incidents allow for disaggregated baseline information and monitoring of trends and that reflect needs and gaps in the system

5.1.1 Is there a central information system that records incidents and monitors trends, fed by District or local authorities?

A = In place. The Ministry of Education has a national data collection system (ie., EMIS, national census, household survey) that collects data from districts, schools or households regarding violence-related incidents in schools.

B = Partially in place. The Ministry of Education has a data collection system that collects data from districts, schools or households regarding violence-related incidents in schools; however, it is not consistent and/or does not operate nationally.

C = Not in place. The Ministry of Education does not have any form of data collection system that collects data from districts, schools or households regarding violence-related incidents in schools.

Suggested data sources: EMIS; Edu-track; National Census/Household Survey; Ministry of Education Sector Plan; Ministry of Education Strategy/ Guidelines on violence against children in school.



5.2 There is regular data collection on prevalence and forms of violence in schools using methods that follow high ethical standards

5.2.1 Does the National Statistics Office and Ministry of Education monitor data on prevalence and forms of violence through regular participation in international school-based survey programs?

A = In place. The Ministry of Education and National Statistics Office have collected data on prevalence and forms of violence through a national or international school-based survey program every 3-5 years (such as the WHO Global Schools-Based Student Health Survey).

B = Partially in place. The Ministry of Education and National Statistics Office have collected data on prevalence and forms of violence; but not through a reoccurring national or international school-based survey program.

C = Not in place. The Ministry of Education and National Statistics Office have not collected any data on prevalence and forms of violence.

Suggested data sources: Ministry of Education website; Ministry of Education Strategy/Guidelines on violence against children in school; National Statistics Office website.

5.3 Decisions on replication and scale-up of violence prevention initiatives are based on evaluations of trailed models and approaches

5.3 Does the national government conduct robust monitoring and evaluations of violence prevention initiatives in order to inform replication and scale-up?

A = In place. The Ministry of Education has planned, conducted or reviewed monitoring and evaluations of violence prevention initiatives in order to inform replication and scale-up.

B = Partially in place. Monitoring and evaluations of violence prevention initiatives have been conducted; but not with the intent or outcome of replication and scale-up by the Ministry of Education.

C = Not in place. Monitoring and evaluations of violence prevention initiatives have not been conducted.

Suggested data sources: EMIS; Edu-track; National Census/Household Survey; Ministry of Education Sector Plan; Ministry of Education Strategy/Guidelines on violence against children in school; Project evaluations; Independent research studies.

