Generate and Use Evidence to Ensure Every Child is Safe to Learn

Key Resources

Supplement to the Outcome Document of the Safe to Learn Sub-Saharan Africa Regional Roundtable 1

October 2022

Safe to Learn

End Violence Against Children

Civil Society Forum Ending violence against children

GPE Transforming Education

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This Supplement offers a collection of key resources to support the implementation of the Safe to Learn Call to Action in Sub-Saharan Africa, with focus on the fifth pillar of the Call to Action 'Generate and use evidence'. It is by no means an exhaustive list: every country is working on many different levels, with more tools, documents, and resources to address school-based violence. The following selected resources were discussed or mentioned during the first Safe to Learn Regional Roundtable in Sub-Saharan Africa. They include global guidance and tools to support the generation and use of evidence to end violence in and through school, as well as national and multi-country resources from participating countries on the magnitude and nature of the problem or effective solutions to tackle it.

GLOBAL GUIDANCE AND TOOLS

Instruments and guidance to measure violence in and around schools

Definition of Sustainable Development Goal (SDG) Thematic Indicator 4.a.2: Percentage of Students who Experienced Bullying in the Past 12 Months

This document presents the definition of SDG Thematic Indicator 4.a.2 "Percentage of students who experienced bullying in the past 12 months" to measure "safe, non-violent, inclusive and effective learning environments." This indicator was endorsed in January 2018 by the Technical Cooperation Group (TCG) which is in charge of the overall process for selecting SDG 4 indicators.

Demographic and Health Surveys (DHS)

DHS are household surveys collecting data on a variety of issues including population, health, HIV, nutrition, but also specific issues affecting girls and women and gender equality, such as violence and child marriage.

Global School-Based Student Health Surveys (GSHS)

Global school-based student health surveys (GSHS) are school-based surveys which measure and assess 10 selected behavioural risk factors and protective factors among adolescent students aged 13-17 years, including violence. This webpage provides key tools and information regarding the GSHS such as its questionnaire and methodology and links to available country data and reports.

Grounded Child Protection and Wellbeing Survey (GROWS)

The grounded child protection and wellbeing surveys are innovative community-based surveys which measure child protection and wellbeing outcomes based on locally defined indicators and definitions. They capture information from communities using ethnographic interviewing. Then, through qualitative analysis they translate findings related to local definitions (for example of VAC) into a quantitative survey which is then undertaken in a representative way. GROWS have been used in selected West Africa countries to measure child protection outcomes and social norms.

Health Behaviour in School-Aged Children (HBSC)

This is the website of a cross-national research study into the health and well-being of adolescents in Europe and North America. The study has been conducted since 1982 and collects data through school-based surveys using a standard methodology.

Measuring Violence Against Children: A Methods Menu

This menu intends to provide guidance to national leaders and stakeholders looking to measure the prevalence of violence against children. The methods and strategies laid out in this key document can guide efforts to measure the magnitude of violence as well as its characteristics and support the identification of

vulnerable groups so that no child is left behind. Methods and tools presented include household surveys, school-based surveys, and community-based surveys. The document also provides an overview of INSPIRE indicator coverage by survey and an annotated list of complementary data sources with supplementary information.

Multiple Indicators Cluster Surveys (MICS)

MICS are household surveys covering a variety of issues affecting children and women, including education, child protection, health, and others. They have been conducted for almost three decades in more than 100 countries.

The role data and research play in ending violence in schools

This essay highlights the importance of data and analysis for exploring the relationship between violence and education and the criticality to include violence survivors in conversations about violence to end sexual and other forms of violence.

Toolkit for Collecting and Analysing Data on Attacks on Education

This Toolkit is aimed at protecting education from attack. It provides guidance to governments, humanitarian and development organizations, and civil society groups to document and analyse data on attacks on education. It offers technical tools to standardize data collection, analysis, and reporting, including Guidance on Collecting, Analysing, and Reporting Data; Indicators on Attacks on Education; a Codebook; and a Data Template.

Violence against Children and Youth Surveys (VACS)

This CDC (Centers for Disease Control and Prevention) webpage is dedicated to Violence Against Children and Youth Surveys (VACS). VACS are nationally representative household surveys which measure physical, emotional, and sexual violence against children and youth up to age 24. The webpage provides further background on this initiative as well as guidance and VACS country reports.

Working Together: Including Children in Research on Violence against Children

This resource pack is a comprehensive guide to promote and support child participation in research on violence against children. It provides case studies, exercises, expert insights, tools, and key resources, as well as a supplemental list of key documents to support researchers and practitioners.

Comprehensive diagnostics and recommended toolkits

A Whole School Approach to Prevent School-Related Gender- Based Violence. Minimum Standards and Monitoring Framework

This guidance document provides a framework to guide policymakers and practitioners in designing and strengthening programmes to end school violence through a whole-school approach. Eight evidence-based standards are presented in this key guidance tool, together with a monitoring approach with a set of proposed indicators for school, district, and national levels.

Connect with Respect

This curriculum tool is designed to assist teachers prevent gender-based violence in schools. It draws on research on violence prevention, gender norms, and the programmatic experience of school-based interventions. The programme toolkit includes a learning tool for teachers to build their own knowledge and awareness on related topics, as well as a series of learning activities teachers can use to increase knowledge, positive attitudes and skills among students. Designed for lower secondary school learners, activities can be integrated within a range of subjects, including literacy, social studies, civics/citizenship education, health, life skills and sexuality education. Connect with Respect was initially developed for use in the Asia Pacific region and more recently, it was adapted for use in the Eastern and Southern Africa region.

Global Guidance on Addressing School-Related Gender-Based Violence

This global guidance includes a specific section providing key tools and information to support monitoring and evaluation of school-related gender-based violence (SRGBV) interventions. The overall document also offers approaches, methodologies, tools, and resources that have shown effective to end SRGBV.

Inspire Technical Package (including Results Framework and Indicator Guidance)

This is an evidence-based technical package to support countries in their efforts to prevent and respond to violence against children aged 0-17 years. The package includes the core document describing what the INSPIRE strategies and interventions are; an implementation handbook that provides details on how to implement the interventions, a guide to adaptation and scale up and a results framework and indicator guidance to measure the uptake of INSPIRE and its impact on levels of violence against children.

Safe Schools Common Approach Action Pack 5: Monitoring, Evaluation and Research Guidance

This document provides guidance to design Safe Schools monitoring, evaluation (M&E) and research plans. It is part of the evidence-informed comprehensive action pack from the Save the Children Safe Schools Common Approach, which helps practitioners design and implement programmes to address the full spectrum of risks that children face in and around school.

The Safe Schools Common Approach aims to protect all children from violence, hazards and attacks on education. It was informed by evidence from a global review of all relevant evidence-based approaches documented in evaluation studies available in the global literature and promising practices from Save the Children education and child protection programmes. The whole resource collection is available here.

Safe to Learn Diagnostic Tool

This diagnostic tool is designed to assess the degree to which countries are meeting the five priorities of the Call to Action. It measures country efforts at the national, decentralised and school levels based on a series of checkpoints under each Call to Action component. It can be adapted and used by any government and partner. Safe to Learn diagnostics aim to inform country-level collective dialogue on safe schools and use their recommendations and findings to influence policies and programmes so that every child is safe to learn. This is a standard global tool which can be adapted to different country contexts before use. The Diagnostic Tool goes hand in hand with the Safe to Learn Global Programmatic Framework and Benchmarking Tool.

School-Based Violence Prevention: A Practical Handbook

Section 9 of this handbook offers guidance on how to evaluate violence prevention activities in education and use evidence to strengthen intervention approaches.

Teach: Observer Manual

This classroom observation tool captures the quality of teaching practices in 3 major areas: Classroom Culture, Instruction, and Socio-emotional Skills. It also captures the time teachers spend on learning and the extent to which students are on task.

Investment case to end violence in school

Ending Violence in Schools: An Investment Case

This World Bank report demonstrates that violence in and around schools negatively impacts educational outcomes, and society pays a heavy price as a result (with an estimate of $11 trillion in lost lifetime earnings). It provides cost-benefit analyses suggesting that implementing interventions to prevent violence in and through schools from early childhood to secondary education is a smart economic investment.

Ending Violence in Schools: An Investment Case - Selected Findings

This is a shorter version of the World Bank/Safe to Learn report on the Investment Case on ending violence in schools, illustrating selected findings. It shows based on evidence that preventing violence at different levels of the education system is feasible and that this makes economic sense.

The Violence Prevention Dividend. Why Preventing Violence Against Children Makes Economic Sense

This paper provides the case for investing in ending violence against children, explaining why it makes economic sense. It highlights the significant social and economic burden of violence against children, provides an overview of the returns on investment of programmes to prevent violence against children and presents the potential dividend that investments in violence prevention would generate.

MULTI COUNTRY REPORTS

A report informing approaches to the prevention of school-related gender-based violence in Eastern and Southern Africa

This paper was commissioned by the UNESCO Regional Office for Southern Africa as background document to inform the adaptation of Connect with Respect, a classroom programme aiming to prevent violence in schools. It brings together key evidence about the prevalence of SRGBV in the East and Southern Africa region, and provides a summary of the evidence base about effective approaches to the prevention of gender-based violence in school settings.

Behind the numbers: ending school violence and bullying

This publication synthesizes and analyzes evidence on school violence and bullying, based on the latest and most comprehensive data. The aim is to raise awareness, share lessons learned and encourage countries to take evidence-based action to prevent and respond effectively to school violence and bullying. The report provides an overview of the global and regional prevalence of and trends in school violence and bullying. It summarizes global and regional evidence on the nature, drivers and consequences of school violence and bullying. It reviews responses to school violence and bullying, focusing on countries that have seen positive trends in prevalence, in order to identify the factors that have contributed to progress. It also provides evidence-based recommendations for action for the education sector. Pages 44 and 45 provide a regional snapshot on Sub-Saharan Africa, summarizing key data, mainly from the GSHS and the HBSC, on school violence and bullying in the region.

Ending School-Related Gender-Based Violence: A Series of Thematic Briefs

This series of thematic briefs summarizes learning and evidence from two regional workshops held in West and Central Africa and East and Southern Africa. The briefs cover various key topics to aid policy makers and practitioners to best prevent and respond to school-related gender-based violence (SRGBV), including one specific brief on 'Investing in data and evidence to inform the response to SRGBV.'

Evidence Review: Prevention of Violence against Children in and through Schools in the Global South

This review maps and synthetises evidence from initiatives to prevent violence in and through school implemented the Global South, filling a critical gap in the literature. It includes 151 papers and reports covering 93 programmes. Using the INSPIRE framework as the frame for analysis, it identifies 20 successful, 29 promising, 30 emerging and 14 ineffective programmes. Findings highlight a series of emerging lessons from programme implementation, as well as for potential scale-up and lessons from the COVID-19 crisis.

Safe to Learn Diagnostic Exercises in Nepal, Pakistan, South Sudan and Uganda. Synthesis Report

This report provides an overview of the results from the four diagnostic exercises undertaken in Nepal, Pakistan, South Sudan, and Uganda in 2019-2020 to assess national efforts to prevent and respond to violence in schools. For each call-to-action component the report illustrates major findings from each country at national, sub-national and school level according to a series of standard benchmarks illustrating whether the benchmark is achieved, partially in place or not in place. The document also summarizes good practices, gaps, and recommendations. One chapter is specifically dedicated to findings and recommendations on Call to Action 5 'Generate and use evidence'.

School Violence and Bullying of Children with Disabilities in the Eastern and SouthernAfrican Region: A Needs Assessment

The study looks at the robustness of policy and legal frameworks and the needs of teachers and learners with disabilities with regards to addressing school violence and bullying within the Eastern and Southern African region. It is based on policy analysis and primary qualitative research within five countries in the Eastern and Southern African region (Botswana, Kenya, Lesotho, South Africa, and Zambia). Pages 22 and 23 spotlight the South Africa 'Protocol for the management and reporting of sexual abuse and harassment in schools.'

What We Learnt from The Safe to Learn Diagnostic Processes in Two Countries: Uganda and South Sudan

This document aims to serve governments, Safe to Learn partners and all stakeholders engaged on preventing violence in and through schools in Uganda, South Sudan and beyond. It describes and briefly analyses how the diagnostic process unfolded in both countries, documents the lessons learnt, as well as the challenges, in these processes and what could be done differently. It also identifies existing country mechanisms to take the diagnostic recommendations forward. The length in undertaking the diagnostics and the way in which they have been coordinated and managed has been different in each country, depending on local contexts. For example, the diagnostic took five months in South Sudan, but five weeks in Uganda.

GHANA

Child Protection Baseline Research

This profile of the Volta Region summarizes the situation regarding violence, abuse and exploitation of children. It draws mainly on findings from the Child Protection Baseline Research Report 2014, and is a useful tool for evidence-based advocacy to better target resources for child protection, inform policy decision-makers and guide future strategies for community action.

Ghana Education Factsheet 2020

This Fact Sheet provides analyses for learning and equity using MICS data. UNICEF launched the MICS-EAGLE (Education Analysis for Global Learning and Equity) Initiative in 2018 with the objective of improving learning outcomes and equity issues in education by addressing two critical education data problems – gaps in key education indicators, as well as lack of effective data utilization by governments and education stakeholders.

Global Kids Online

This is an online study on the risks and opportunities related to child online practices. The study findings aim to inform the Child Online Protection interventions including the development of a Digital Literacy Package which is being rolled out for school staff and students across the country.

NAMIBIA

Namibia School-Related Gender-Based Violence

This fact sheet summarizes data on violence against children in Namibia with a focus on school related violence and gender-based violence and how these impact many students in the country.

Violence Against Children and Youth in Namibia. Findings from the Violence against Children and Youth Survey 2019

This is the 2020 report of Namibia Violence Against Children and Youth Survey (VACS). The report provides a variety of data and information on emotional, physical, and sexual violence in the country, including also on beliefs and attitudes about gender and violence perpetration, and details on girls missing school due to violence and pregnancy as a result of sexual violence.

SIERRA LEONE

Education Sector Analysis: Assessing the Enabling Environment for Gender Equality

This is the second Education Sector Analysis report of Sierra Leone in the last ten years. The report analyses the strengths and weaknesses of the performance of the education/ training system in terms of coverage, internal efficiency, quality, equity and external efficiency. With a focus on gender, gender norms, values, and attitudes, it highlights that violence against women and girls is pervasive and tolerated in Sierra Leone, with perceptions and patterns of behaviour spilling over into the school environment. This has the potential to negatively impact girls' participation and achievement in education.

Global School-Based Student Health Survey Sierra Leone 2017

This Fact Sheet illustrates the main findings from the last Sierra Leone GSHS (2017).

The GSHS measured alcohol use; dietary behaviors; drug use; hygiene; mental health; physical activity; protective factors; sexual behaviors; violence and unintentional injury. 2,798 students participated in this survey.

Multiple Indicator Cluster Survey MICS 2017

The survey provides data essential for developing evidence-based policies and programmes, and for monitoring progress towards national goals and global commitments. The findings report includes useful data and analysis, including data on learning and school attendance, and data on protection from violence and exploitation. It provides information on child discipline and attitudes toward physical punishment, trends in child marriage and attitudes to domestic violence.

Out of School Children Study

This report sets out data on the scale of the problem of out-of-school children and seeks to better understand the underlying causes. It shows that girls drop out of school at a higher rate than boys and highlights that this is "is largely attributed to the intersection of poverty and gender norms, involving issues such as transactional sex, early marriage, and the burden of having to perform a disproportionate share of household chores."

Reducing Violence in Schools

This document provides guidance on how to prevent, report and respond to school-related gender-based violence (SRGBV). There are various activities in schools aimed at curbing violence. The Ministry of Social Welfare undertook a formative research on violence against children in homes to inform opportunities for positive parenting in Sierra Leone.

SOUTH AFRICA

Provincial District and School Monitoring Tools

The report explores several variables that impact schools and districts. The factors that are explored include the profiling of education districts, performance of schools and districts, poverty indices for districts, infrastructure issues at the school level, social issues at the learner level and teacher profiles.

School Monitoring Survey

The national survey was commissioned in 2017 by the Department of Basic Education to measure the progress of public ordinary schools towards achieving key goals and indicators. Where possible the survey went beyond measuring the basic provision of education resources and attempted to measure whether these were accessed by schools, whether they were in working condition and whether they were being put to effective use.

Violence Unwrapped: The Social and Economic Burden of Violence Against Children in South Africa

This burden study estimates the economic and social burden of violence against children in South Africa. VAC burden studies can be a very useful tool to inform evidence-based advocacy and raise the awareness of policy makers on the economic and social costs of violence against children, for increased budget allocations and investments in violence prevention.

SOUTH SUDAN

Global Initiative on Out-Of-School Children: South Sudan Country Study

This country report is part of a global initiative on out-of-school children and builds on a study of out-of-school children in South Sudan from 2013, with updates to reflect the conflict that has taken place in the country since then.

Safe to Learn. South Sudan Diagnostic Exercise

This report presents the results of the Safe to Learn diagnostic exercise conducted in South Sudan between November 2019 and March 2020. It provides information on the implementation status of each component of the Call to Action at the national, sub-national and school levels, good practices, and gaps under each Call to Action and recommendations for improvement under each benchmark. Interviews and surveys were undertaken with officials at the national and state levels, as well as head teachers, teachers, and students in 24 schools across the Western Bahr el Ghazala, Upper Nile and Equatoria regions.

UGANDA

Safe to Learn Uganda Diagnostic Exercise

This report presents the results of the Safe to Learn diagnostic exercise conducted in Uganda. The diagnostic had three main objectives: 1) to identify good practices and gaps in government efforts to address violence in schools, 2) to identify priority actions with Ministries moving forward, and 3) to establish a baseline with which to measure progress from 2019-2024. The report highlights the situation of violence in school in Uganda and illustrates findings and recommendations for each component of the call to action at national, sub-national and school level.

School-Related Gender-Based Violence

This fact sheet summarizes data on violence against children in Uganda with a focus on school-related violence and gender-based violence and how these impact many students in the country.

Teenage Pregnancy in Uganda: The Cost of Inaction

This report from UNFPA (2022) shows that if no action is taken to counter teenage pregnancy and child sexual abuse in Uganda, about 64 per cent of teenage mothers will not be able to complete primary education. Inaction would annually cost the government about 181.8 million USD for the healthcare of teen mothers and their children's education.

The Good School Toolkit

The Good School Toolkit is a school-wide intervention led by teachers, students, and school-affiliated community members. Through school-level activities, leadership workshops, and user-friendly tools and materials, the Toolkit aims to change a school's operational culture with the goal of preventing violence against children.

Violence Against Children in Uganda - Findings from a National Survey

The Government of Uganda commissioned the Violence Against Children Survey (VACS), which resulted in a comprehensive baseline report detailing Ugandan children's common experiences of violence. The VACS provides crucial evidence to guide the government of Uganda in its programmatic and policy decisions aimed at preventing and responding to violence against children.

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